UNIVERSITY of PENNSYLVANIA

REPORT OF THE
TASK FORCE ON
UNIVERSITY GOVERNANCE

PHILADELPHIA
August, 1970
August 21, 1970

To The Members of The University:

I am pleased to transmit and commend to your consideration the Report of the Task Force on University Governance. This Task Force, created by Resolution of the Trustees upon recommendation of President Harnwell, has listened, studied and debated for over a year and a half. The Report represents the judgment of the Task Force on the many basic organizational questions which face this University at this time. Just as this was not the first inquiry into Pennsylvania's decision making structures, it will not be the last. Indeed, even for now this Report is not likely to be the last word on many of the issues which a dynamic educational institution must address as part of its ongoing business.

As one would expect at a University, each of the members of the Task Force -- Students, Faculty, Administrators and Trustees -- came to their work with individual perspectives, with special concerns and with a determination to have his viewpoints heard. They also came with dedication, with an appreciation of the magnitude and importance of their undertaking, with a willingness to listen, study and learn and with an ability to change their minds, to receive and be persuaded by evidence. I am grateful for the opportunity given me to chair a Task Force composed of dedicated, understanding and humane colleagues.

I want to express the gratitude of each member of the Task Force to three people without whose intelligence, patience and performance the Report would not exist: Miss Isabelle Johnston, my secretary; Mrs. Judith Milestone, Task Force Research Assistant, and Mr. William B. Owen, Corporation Secretary who served as Secretary of the Task Force. Mrs. Milestone did historical and comparative research, conducted interviews, prepared subcommittee minutes and served as Report editor. Mr. Owen supervised our budget, prepared the Task Force minutes, and arranged its meetings. Miss Johnston typed each draft report and the final report, all of the Task Force and subcommittee minutes, and she did so in the context of the frequently competing claims on her time of the
Task Force chairman and the four subcommittee chairmen.

Those men, the subcommittee chairmen, carried the greatest burden of the substantive work of the Task Force. Their care, judgment, analytic probing, vision, and sense of University all combined to make a difficult task possible. It is admiration more than appreciation that I express in mentioning Professor Noyes Leech, Chairman of the Subcommittee on Decentralization, Professor Irving B. Kravis, Chairman of the Subcommittee on Administration, Professor Peter Nowell, Chairman of the Subcommittee on Trustees, and Professor Julius Wishner, Chairman of the Subcommittee on the Legislative Function.

You will see that for the most part the recommendations in the Report represent the judgment of the entire Task Force membership. In some instances, however, there are individual comments and dissents. Even those of us who subscribe to the Report as a whole feel more confident about some recommendations than we do about others. Mr. Walter G. Markham, a graduate student and member of the Task Force, put it well. I reproduce his statement here for it expresses how many of us feel:

I do not agree with every item in it nor am I satisfied that its total impact is as strong as I had hoped it might be when we began this task 18 months ago.

Nevertheless, recognizing how difficult it is to change deep rooted institutional procedures and appreciating fully the diverse, strongly held convictions that have had to be modified by many of the participants in our deliberations in order to present a unified proposal for action to the university community ... I subscribe to the report....

I emphasize that the Task Force is a study group only. Its Report is not for action by the Trustees or Administration. It is for consideration by the University in accordance with existing internal governance procedures; first, by the Senate in such manner as the Senate Chairman and Advisory Committee may determine; concurrently or subsequently by the appropriate student groups; then by the University Council, by the Administration and, ultimately, by the Trustees.
Finally, we thank you, our constituency, for your help, for reading and commenting on our interim drafts, for responding to inquiries, for expressing your agreements and your disagreements and, now, for giving your attention to our Report.

Sincerely,

Bernard Wolfman
Chairman, Task Force on University Governance

UNIVERSITY OF PENNSYLVANIA

TASK FORCE ON UNIVERSITY GOVERNANCE

August 21, 1970

Beryl Abrams
Thomas J. Beauld, III
Jerry Bernstein
Stuart W. Churchill
Richard A. Clarke
John W. Coleman
Rene-Pierre Fleischner
John C. Hatherton
John N. Hobstetter
Irving B. Kravis
Mayes E. Leach
Walter G. Markham

Bruce McConnell
Ann E. Medinger
Paul F. Miller, Jr.
Charles J. Moore
Peter C. Newell
Charles C. Price
John A. Royall, Jr.
Ernest Scott
Morton H. Witner
Julius Whiting
Wendell R. Whitlock
Bernard Wolfman (Chairman)
TABLE OF CONTENTS

UNIVERSITY OF PENNSYLVANIA

Report of the

TASK FORCE ON UNIVERSITY GOVERNANCE

August 21, 1970

Beryl Abrams 
Thomas J. Bauld, III 
Jerry Bernstein
Stuart W. Churchill
Richard A. Clarke
John W. Eckman
Rene-Pierre Flechter
John C. Hetherston
John N. Hobstetter
Irving B. Kravis
Noyes E. Leech
Walter G. Markham

Bruce McConnel
Ann E. Medinger
Paul F. Miller, Jr.
Charles J. Moore
Peter C. Nowell
Charles C. Price
John A. Russell, Jr.
Ernest Scott
Morton H. Wilner
Julius Wishner
Wendell R. Whitlock
Bernard Wolfman (Chairman)

A. Members: Bould, Churchill and Wishner on Associate Provost, Associate Deans, Integration of Undergraduate Education and the Faculty of Arts and Sciences

B. Mr. Clarke's Commentary on Student Participation as an alternative to a language on page 56.

C. Members: Bould and Russell on the Size of the University Council

D. Mr. Russell on the Charge of the Council Committee on Admissions and Financial Aid to Undergraduates and to comment on the Preliminary to the Report.
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>The History of the Task Force</td>
<td>4</td>
</tr>
<tr>
<td>Preamble to the Report</td>
<td>12</td>
</tr>
<tr>
<td>I. The Trustees</td>
<td>14</td>
</tr>
<tr>
<td>Description</td>
<td>14</td>
</tr>
<tr>
<td>Functions</td>
<td>15</td>
</tr>
<tr>
<td>Recommendations</td>
<td>16</td>
</tr>
<tr>
<td>II. The Administrative Function</td>
<td>22</td>
</tr>
<tr>
<td>The President</td>
<td>23</td>
</tr>
<tr>
<td>The Provost</td>
<td>23</td>
</tr>
<tr>
<td>The Staff Conferences</td>
<td>25</td>
</tr>
<tr>
<td>The Senior Vice President</td>
<td>26</td>
</tr>
<tr>
<td>The Deans</td>
<td>27</td>
</tr>
<tr>
<td>Department Chairmen and Departmental Operations</td>
<td>29</td>
</tr>
<tr>
<td>Tenure and Teaching Responsibilities of Academic Administrators</td>
<td>33</td>
</tr>
<tr>
<td>The Organization of the Faculties</td>
<td>34</td>
</tr>
<tr>
<td>The Planning and Budgetary Process</td>
<td>50</td>
</tr>
<tr>
<td>The Role of Faculty and Students in Administration</td>
<td>53</td>
</tr>
<tr>
<td>The Responsiveness of the University</td>
<td>62</td>
</tr>
<tr>
<td>Internally—The Ombudsman</td>
<td>62</td>
</tr>
<tr>
<td>Externally—The Community</td>
<td>64</td>
</tr>
<tr>
<td>III. The Legislative Function</td>
<td>66</td>
</tr>
<tr>
<td>Revised Bylaws of the University Council</td>
<td>68</td>
</tr>
<tr>
<td>Additional Recommendations, The Statutes</td>
<td>99</td>
</tr>
<tr>
<td>IV. Conclusion</td>
<td>100</td>
</tr>
<tr>
<td>V. Individual Statements and Dissents</td>
<td>101</td>
</tr>
<tr>
<td>A. Messrs. Bauld, Churchill and Wishner on Associate Provost, Associate Deans, Integration of Undergraduate Education and the Faculty of Arts and Sciences</td>
<td>102</td>
</tr>
<tr>
<td>B. Mr. Clarke’s Commentary on Student Participation as an alternative to language on page 56</td>
<td>107</td>
</tr>
<tr>
<td>C. Messrs. Bauld and Russell on the Size of the University Council</td>
<td>112</td>
</tr>
<tr>
<td>D. Mr. Russell on the Charge of the Council Committee on Admissions and Financial Aid to Undergraduates and a comment on the Preamble to the Report</td>
<td>114</td>
</tr>
<tr>
<td>VI. Appendices</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>a. Letter of April 18, 1969 from Bernard Wolfman,</td>
<td>116</td>
</tr>
<tr>
<td>Task Force Chairman</td>
<td>117</td>
</tr>
<tr>
<td>b. Procedure for Relocation of Departments</td>
<td>118</td>
</tr>
<tr>
<td>c. Law Students' Disciplinary Code</td>
<td>120</td>
</tr>
<tr>
<td>d. Proposed Organization Chart</td>
<td>125</td>
</tr>
<tr>
<td>e. Council Bylaws</td>
<td>126</td>
</tr>
<tr>
<td>f. Rules of the Senate</td>
<td>146</td>
</tr>
<tr>
<td>g. Community of Students Constitution</td>
<td>153</td>
</tr>
<tr>
<td>h. The Statutes of the Corporation</td>
<td>160</td>
</tr>
</tbody>
</table>
INTRODUCTION

During the last year and a half, the Task Force on University Governance met to study and assess the processes of governance at the University of Pennsylvania. The Task Force was created at Pennsylvania not in reaction to a campus upheaval, but in response to the University's continuing concern with its mode of governance. One need only look at the number of self-evaluations of governance in the past two decades to gauge the strength of this concern.

Seven years ago, the University Council, a body in which faculty, administration—and, for the past year, students—exchange views on topics of university-wide interest, was constituted. Advisory to the President, the then 85-member Council grew from years of discussion, its composition and scope a reasonable compromise between faculty and administration viewpoints. The ratio of faculty to Administration members on the Council was at the heart of the compromise. The Educational Council, the predecessor of the present University Council, was composed mainly of administrators from the several schools and the central administration; the new Council achieved a much greater proportion of faculty not holding administrative positions.

The method of selection of faculty on the Council was a related basic question. In the old Council, faculty were elected on a school-wide basis; in the new Council, constituencies of one or more like disciplines or departments were formed to elect representatives. (In this way, the new Council absorbed the structure of the short-lived Baccalaureate Council, a body where disputes of a disciplinary nature were considered.)

In addition, the entire membership of the Senate Advisory Committee became at large members of Council, and the Senate's Chairman became the Vice Chairman of Council and Chairman of its Steering Committee. In contrast, only five Senate members had held seats ex officio on the antecedent Educational Council.

Six assistant professors, to be selected by the Steering Committee, were specifically called for in the new Council. Non-academic administrators were made ineligible for membership.
The total size of the Council was another factor negotiated. It had to be large enough to insure adequate communication, yet small enough to deliberate effectively. When originally established, these objectives were balanced and the University Council seated 85 members. (This has grown to 115, with the addition of student members.)

Most of all, the establishment of the University Council drew into the formal policy advising channel many of the counterpart committees of both the administration and the Senate. Since the early 1950's when the Senate was founded, separate committees had met to consider major issues whenever they arose. The committee structure of the new University Council encouraged the solution of problems without this needless duplication of effort.

The issues debated at the time of the Council's founding had begun to take shape ten years earlier in 1952. The Faculty Senate had been formed then to provide a forum for formulation of faculty opinion on University policy issues. Through its committees, the Senate initiated inquiry into a host of questions during the decade of the fifties. Since the establishment of Council, however, the Senate participates in University governance through the at large or ex officio membership on Council of its Advisory Committee and Chairman. While still the voice of the Faculty, the Senate now debates primarily only those matters which are of fundamental, university-wide interest and questions which affect academic freedom.

Administrative practices, along with the legislative processes, have also been subject to periodic evaluation. Consultative procedures used to search for deans and administrators were fashioned by Senate and Administration and, in their evolution, have provided an effective channel for faculty and student opinion in the appointments process.

The most massive attempt to assess the University as a whole was the Educational Survey, which, during the six years in which it was conducted (1953-1959), reviewed every program and school of the University. Committees composed both of University members and distinguished educators from other institutions helped to delineate the strengths and shortcomings of the University and to map plans of action for the University's future.
In one part of the Survey, the organization of the University's Trustees came under scrutiny, and suggestions for reorganization that were proposed were quickly adopted. Other parts recommended changes in the physical plans, curricular and school organization, and most of these have also been instituted. Several Survey recommendations, particularly most of those pertaining to the organization of the faculties, are still being considered.

Even earlier in the 1950's, a well-known management consultant firm was engaged to evaluate the administrative structure of the University. Greater clarity in the division of responsibility between the Board and the executive resulted; managerial functions that had been undertaken in expedient fashion during times of expansion were rationalized.
HISTORY OF THE TASK FORCE

It is within this tradition of review and considered change that the Task Force on University Governance was conceived. By a resolution of the Trustees on October 11, 1968, part of which is reproduced below, the Task Force began to take shape:

Resolution of the Stated Meeting of the Trustees on October 11, 1968.

"In his report President Harnwell shared with the Trustees certain thoughts which will appear in the Foreword of his Annual Report to be published in the next issue of 'The Pennsylvania Gazette.' This statement relates in general to the increasing financial demands faced by the University and certain steps which are underway for a reassessment of goals and the setting of priorities among them. Attention was given to the consultative processes on which the system of academic governance is based, and the President proposed that the Trustees consider the formation of a Task Force composed of members of the total student body, faculty, and administration, as well as the Trustees. This Task Force would be charged with the responsibility of looking at present forms of governance and after thorough study would recommend such changes as may best enable the University to face the future as a single community of learning."

The Trustees resolved to establish the group proposed. Following consultation with the Steering Committee of the University Council, nominations were sought from the Advisory Committee of the Senate, the Executive Board of the Trustees, and from student associations from the undergraduate, graduate and professional schools. By the next month, a scheme of representation and a charge were defined. Members of the Task Force were then chosen, and are listed by constituency:
FIVE Undergraduates chosen by the Undergraduate members of the University Forum.

Jerry Bernstein
Richard Clarke
Rene-Pierre Fiechter
Sidney Friedman
Charles Moore

(Beryl Abrams)*

FIVE Graduate and Professional Students:

1 chosen through the Graduate Student Association
Walter Markham
1 chosen through the Medical Student Association
Ann Medinger
1 chosen through the Law School’s Student Academic Committee
Bruce McConnel
1 chosen through the Wharton Graduate Student Association
Wendell Whitlock
1 chosen through the Engineering Graduate Student Association
Thomas Bauld

SEVEN Members of the faculty nominated by the Advisory Committee of the Senate

Stuart W. Churchill
Irving B. Kravis
Noyes E. Leech
Peter C. Nowell
Charles C. Price
Julius Wishner
Bernard Wolfman

FOUR Members of the Trustees chosen through the Executive Board

John W. Eckman
Paul F. Miller, Jr.
Ernest Scott
Morton H. Wilner

THREE Members of the Administration:

Vice Provost for Research
John N. Hobstetter
Vice Provost for Student Affairs
John A. Russell, Jr.
Vice President for Coordinated Planning
John C. Hetherston

CHAIRMAN and Vice-Chairman chosen through the Steering Committee of the University Council from the Faculty representatives

Bernard Wolfman, Chairman
Charles C. Price, Vice Chairman

*Miss Abrams succeeded Mr. Friedman, who resigned because of a foreign study commitment.
The charge given to the Task Force set the theme and direction of its work:

"The University of Pennsylvania is a large, highly specialized pluralistic community concerned with higher education in the broadest sense of dissemination, advancement, and utilization of knowledge. Among the nation's major urban institutions, it enjoys the almost unique advantage of geographic contiguity of all of its major components. In recent decades it has grown several fold in the scope and magnitude of its operations and has had an increasing impact on the City of Philadelphia, the Commonwealth of Pennsylvania, and the higher educational community of the nation.

"During this period the Trustees, Faculties, Students and the varied external communities the University serves have recognized an increasing interdependency amongst responsibilities which they each bear and which were in the past related together only through a common Administration. In the interval during which the capital and fiscal budgets have grown by severalfold, there have been basic innovative moves toward greater structural unity such as the establishment of the Faculty Senate which integrated the plurality of faculties, the University Council which united faculties and Administration, and the University Forum which was a first step toward the inclusion of students with faculty and administration groups. There have also developed many different informal patterns of meetings, including Trustees and students at all levels.

"It would now appear, however, that there has been sufficient exploratory experience in the establishment of networks of liaison among the several constituent University groups to warrant a study of past experience and future opportunity, looking toward the establishment of a pattern of governance with appropriate participation by all of the University's concerned sub-communities which will facilitate the unification of the institution's future progress toward its broad educational objectives.

It is for the purpose of studying relevant experience here and elsewhere and for charting a course which will relate constructively the diverse strengths which have
severally grown upon our campus in order that they may be focussed upon future University objectives that the Task Force is established."

Most of the Task Force members attended a dinner meeting in February, 1969, at which Trustee Chairman Day and President Harnwell extended greetings, and Task Force Chairman Wolfman proposed preliminarily a mode of operation. The first working meetings were held in March, 1969.

To define problems and debate solutions, the Task Force divided itself into four subcommittees. It did not adopt a Steering Committee mechanism. Three of the Subcommittees, those concerned with the Trustees, the Administration and the Legislative Function, respectively, approached the problems from the perspective of established and essentially centralized structures; the fourth, the Subcommittee on Decentralization, formulated those issues which are best decided on a decentralized basis, either by a single school, department, or individual faculty member or student. [In taking issues rather than structures as its starting point, the fourth Subcommittee provided a foil for the other three subcommittees and helped to stimulate discussion in depth throughout the work of the Task Force.]

By mid-April, the Chairman of the Task Force circulated a letter to the members of the University community, asking the members to submit their thoughts and proposals on governance. (See Appendix A.) In an appendix to that letter he outlined the areas of inquiry of each Subcommittee as follows:

I. The Legislative Function - University-wide Educational Policy
   A. Scope of Function
      1. Issues within purview
      2. Issues not within purview
      3. Composition - groups and interests represented
      4. Composition - selection methods
      5. Composition - tenure of members
   B. Operation
      1. How to organize
      2. How to steer
B. Operation, continued

3. How to formulate issues
4. How to investigate issues
5. How to resolve issues

C. Relationship to Other Groups

1. To Trustees
2. To Administration
3. To Senate
4. To Students - To Student Government
5. To Faculties of Schools and Departments
6. To the Non-University Community

II. The Administrative Function

A. Role of Administration

B. Relationship to -

1. Trustees
2. Council
3. Senate
4. Students - Student Government
5. Faculties of Schools and Departments
6. To the Non-University Community

C. Hierarchy and Job Descriptions

D. Appointment, Tenure, and Removal

III. Trustees

A. Function

B. Composition, Selection Procedure and Tenure

C. Relationship to

1. Administration
2. Council
C. Relationship to, continued

3. Senate
4. Student Government - Students
5. Faculties of Schools and Departments
6. To the Non-University Community

IV. Decentralization

A. Issues not to be decided on University-wide bases

B. Issues to be decided by school clusters, by schools, and by departments
   1. Those by local administrations
   2. Those by local faculty, student or faculty-student groups
      (a) alone
      (b) with local administration

C. Procedures for local decision making -
   1. Those to be decided by University rule
   2. Those to be decided locally

D. Issues not to be decided by pre-determined technique, but by ad hoc
cjudgment (reached by whom?), and issues to be left to individual judgment

The Subcommittees met throughout the spring and summer of 1969, preparing first
drafts for consideration by the Task Force in the fall. At the same time, the Deans, the
senior academic and non-academic administrators, past Senate chairmen and other persons
with knowledge of the structural and administrative problems of the University were inter-
viewed, and asked to define and grapple with the issues as they saw them. Other uni-
versities, particularly those of a size and quality similar to Pennsylvania, were asked for
their plans for governance, and these, too, were reviewed.

Following an initial presentation of each subcommittee report to the Task Force,
the Task Force held three open forums to obtain questions and opinions about the draft
reports that had been circulated to the faculty, Trustees, Administration, and student
body. Although attendance was sparse at two of the three forums, discussion was spirited.
Several hundred mail replies came from many corners of the University, primarily from faculty, and revisions in the draft reports encompassed many of the suggestions which were made at the forums and in the letters.

An effort was made to communicate fully with individuals and groups when it became apparent that recommendations under consideration would have a special effect on their activities, and concern had been expressed. Representatives of the Task Force held meetings with several department chairmen from the Wharton School and with Deans. A meeting was held with the Engineering Faculties in order that Task Force members might benefit from the insights of that group and to answer questions. One subcommittee invited leaders of various student groups to a wide ranging evening of discussion. The Librarians Assembly asked for and was given a special hearing by another subcommittee.

The subcommittees prepared final drafts by the spring of 1970, and the Task Force dealt with the recommendations individually. This single report of the Task Force thus developed, reflecting the study, debate and ultimate resolution of the issues considered throughout the past year and a half.

SALIENT PROBLEMS

Topical concerns, common to many universities, provided both a backdrop to and recurrent theme for the Task Force's deliberations. Foremost, perhaps, was the subject of student participation in the processes of governance. Unlike the discussion at many other schools, however, the question here was not whether students would play a role; that had been decided affirmatively with the formation of the University Forum in 1967 and the decision reinforced by the inclusion of students in the University Council. The Task Force's approach, rather, was to formulate principles from which the boundaries and guidelines of participation could evolve.

Another fundamental issue centered around the Board of Trustees. Could a private University, it was asked, govern itself, either through the Faculty or Administration, without the support of a lay Board? The costs and benefits of alternative plans for a University were studied in this context.
Problems of who would legislate and how formed the heart of another major inquiry. It was not necessary to consider whether to found a university-wide deliberative body; the Council was already operative. The focus, instead, was on the optimum size of the Council, and on its composition.

Questions about the size and composition soon raised more questions; was the scope of the Council role to change? Inquiry centered on whether the jurisdiction of the University Council should extend beyond academic matters. Concern with the extent of the Council's activities stimulated discussion of the very nature of the modern University. Where does a system of governance fit in the University? Is the University only a "community of scholars?" Who are and, by hypothesis, are not, its citizens?

The issue posed by the inquiry into Administration on which members of the University seem most interested and on which there seems to be significant division relates to the organization of the Faculties teaching undergraduates and Ph.D. candidates, and the academic organization of the undergraduate student body.

No easy answers were forthcoming on these very broad questions. The Task Force has concentrated instead on the formulations of general principles of organization and decision making, and has made recommendations that embrace the principles and call for their broadest implementation. The recommendations do not necessarily reflect a consensus of campus opinion. Campus opinion will be gleaned when the Task Force recommendations are debated in the existing organs of University governance—the Senate, the Community of Students, and the University Council. The recommendations do represent, however, the considered judgment of the Task Force, with a number of individual statements and dissents expressed and appended.
PREAMBLE

The organization of a comprehensive report on the governance of the University is like the organization of the University itself. The parts of a university, unlike many other institutions, are held together not by a single thread such as profit or patriotism, but by interwoven patterns, goals of learning—of teaching, research and related service. The variety of activities of the University is mirrored in its unique structure: in contrast to a business enterprise, the University is only partly hierarchical; as distinct from a nation-state, only quasi-democratic. The pursuit of truth and supreme respect for humanity provide the unifying element of the University.

Faculty, students, Trustees and administrators are intricately interrelated in the University's educational effort. Each group brings to the educational effort—and to the framework of governance that surrounds that effort—special competence and interests. Faculty, for example, are the most knowledgeable on matters of education and research and central in the resolution and implementation of questions of educational policy; Trustees have the unique capabilities required for raising the resources needed for the educational enterprise, and for relating the needs and aspirations of the University to the outside world; administrators are the most skilled in the management and allocation of resources, and in balancing and supporting the needs and goals of the diverse educational interests of the various faculty and student groups; students are the members of the University Community who experience academic, extra-curricular, and residential aspects of University life on a most intensive, if transitory, basis. They assure attention to the current. They ask questions and require answers based not merely on past practice. They stimulate and provide perspective and response from a unique, refreshing and important perspective. While we recognize that members of the University have different capabilities, we understand that all members of the University wish to share in the decisions that either directly or indirectly affect them.
Decision-making in a university structure must reflect this matrix of expertise and interest. The relative contribution of each group should depend upon the question to be resolved, both in terms of the skills each can bring to the decision and, perhaps to a somewhat lesser extent, upon the differential effect of the decision upon them.

If such a qualitative system of decision-making is to operate effectively, all members at the University should reserve some time for self-governance. Self-government, however, is not the main goal of the University, and should not be a full-time activity for its scholars. A balance must be struck, not only among the various constituent groups of the University, but between the demands of scholarly endeavor and the requirements of self-regulation. Without this balance, one group will dominate the University, and the system of governance itself may interfere with the University's ability to carry out its primary academic mission of seeking and transmitting knowledge. The Task Force puts forth its recommendations in the hope that they will contribute to the development of the balanced system we envision.
I. The Trustees

Description of The Trustees of the University of Pennsylvania

The Trustees of the University of Pennsylvania are the governing body of the corporation and the ultimate legal authority for decisions affecting the University. As currently constituted, there are forty members: a self-perpetuating group of thirty (ten Life Trustees and twenty Term Trustees elected for five years), and ten Alumni Trustees selected on a regional basis by alumni of the University. Elections are conducted by the General Alumni Society and Alumni Trustees may serve for one five-year term in that category. The President of the General Alumni Society is an ex-officio member of the Trustees. Life Trustees appointed since 1959 must retire at age seventy, but are then eligible for election as non-voting Trustees emeritus. Term Trustees may succeed themselves in office only once.

The Governor of Pennsylvania is the titular President of the Trustees, but in practice the presiding officer is a Chairman elected annually by the members of the Board from among themselves. Vacancies in the self-perpetuating membership are filled through election by all the Trustees from candidates formally nominated by the Executive Board of the Trustees. It is the custom that suggestions for nominations are made by a nominating committee which is selected by the Chairman of the Trustees.

The Trustees meet three times yearly for two days on the campus. Between regular meetings, most of the powers of the Trustees are exercised by an Executive Board which meets monthly and consists of the Chairman of the Trustees, the chairman of four committees (Educational Policy, Finance, Student Affairs, Investment), and five to seven other members appointed by the Chairman. The President of the University, the Provost, and the Secretary of the Corporation regularly attend meetings of the Executive Board.

Currently, the majority of the Trustees are business executives, bankers or lawyers. Most are alumni of the University of Pennsylvania and live in the Philadelphia area. The
age range is from forty to seventy years (exclusive of Emeriti) and the median age is approximately sixty years. In the past ten to fifteen years a conscious effort has been made to broaden the membership of the Trustees in many respects, and some definite progress has been made.

Much of the work of the Trustees is carried out, both during and between regular meetings, by its standing committees. In addition to the Executive Board, these include: Alumni Affairs and University Development, Educational Policy, Finance, Government Relations, Honorary Degree, Investment, Long-Range Planning, Medical and Hospital Affairs, Student Affairs and Urban Affairs. Most of these committees work closely with the appropriate senior members of the University administration, and several consult regularly with faculty and students on specific issues.

Loosely associated with The Trustees are a number of Professional Boards, Joint Boards, Operating Boards, Advisory Boards, Committees and Councils. These include a Board of Business Education, Board of Engineering Education, Board of Law, Advisory Board of the School of Social Work, Joint Committee of the Annenberg School, Trustees for the Moore School, Board of Managers - Wistar Institute, Board of Managers - Graduate Hospital, Board of Managers - University Hospital, Advisory Board - Morris Arboretum, Board of Managers - University Museum, Council on Recreation and Intercollegiate Athletics and a number of others. These boards generally include members of The Trustees, other interested citizens of the community (designated "Associate Trustees") and, in at least one case, faculty and students (Council on Recreation and Intercollegiate Athletics). These boards are strictly advisory (except in the Moore School) and generally work closely with the Dean or other senior administrative officer of the University division with which they are concerned. In some cases these boards appear to be functioning effectively (e.g. Law, Social Work); in others, not (e.g. Business Education). Several are currently in the process of reorganization.

Functions of The Trustees

As indicated above, the ultimate legal authority within the University rests with
The Trustees. In fact, the Trustees rarely initiate matters of academic policy, but rather act as a "board of review," providing final approval for proposals emanating from the administration, faculty, and students. In this connection, its major concern is frequently the impact of such proposals on the proper management of the assets of the University.

Clearly, a major function of The Trustees is the conservation and enhancement of these assets, through fund-management and fund-raising. In the fund-raising efforts of the University in the private sector, the Trustees play an essential role both in personal contributions and in assisting in the solicitation of funds from others. For instance, during the recent $93 million campaign, trustees and former trustees personally contributed more than $19 million, and were instrumental in obtaining much of the remainder.

The election of the President of the University, as well as other senior administrative officers, is also an important function of The Trustees. Under present operating procedure, the election of a new President is made from a slate of nominees provided to The Trustees by a committee which includes not only trustees, but also members of the faculty designated by the Senate Advisory Committee, and members of the student body currently designated by the Community of Students and the various graduate and professional student associations.

Recommendations

1. We recommend the basic structure be retained under which the University of Pennsylvania is governed by The Trustees having the ultimate legal authority for University affairs.

The possibility of transferring legal responsibility to the faculty was considered and rejected. This would necessarily detract significantly from the scholarly activities of at least some faculty members. In addition, at present, the Trustees' contributions as a board of review as well as in fund-management and fund-raising are extremely important. Until complete and unfettered governmental support is forthcoming, active participation by concerned private citizens must be maintained, and this apparently requires that they also have decision-making responsibility. The possibility of additional governmental
support and the inclusion of political leaders on the Board is currently under study by several other university committees.

2. We recommend the present forty-member body of Trustees be expanded to include six young alumni Trustees, two to be elected each year. Election procedures should be developed under which the graduating class of the undergraduate schools would elect one young Trustee from among their membership and students from the graduate and professional schools receiving terminal degrees would do likewise. These individuals would serve a three-year term and would not be eligible for re-election in this category.

Despite recent improvement, the average age of the present Trustees is still well-advanced. The addition of young alumni is currently being tried at several other institutions. To avoid any conflict of interest, however, if an alumnus remains enrolled in a degree program at the University of Pennsylvania, or again becomes enrolled he should be ineligible to serve as a Trustee. Travel expenses for this group of young trustees to meetings should be defrayed by the University. Although it is not recommended that faculty and students be regular members of The Trustees or of its Executive Board, the Chairman should, of course, invite to meetings of The Trustees any individual who he believes can make a useful contribution to the issues under consideration.

3. We recommend the Trustees develop a formal mechanism for terminating the trusteeship of an individual who becomes unable, for any reason, to discharge the responsibilities of his position.

4. We recommend vacancies on the Trustees be promptly filled. It is recommended further that the Nominating Committee develop mechanisms to solicit formally suggestions on potential Trustees from the administration, faculty, student body, alumni and others at regular intervals. The Executive Board should review progress on the filling of existing vacancies at each of its monthly meetings.

The Trustees should have a continuing input of potential candidates with varying qualifications for consideration whenever vacancies exist.
It is felt that the formal requirement for regular solicitation of nominees from various interested groups makes it unnecessary to consider direct external election of trustees other than those in the two alumni categories.

5. We recommend a continuing effort be made to broaden the membership of the Trustees with respect to profession, age, geography, and other considerations designed to achieve diversity. There should be a special attempt to include educators from other institutions.

It is recognized that for future members of the Trustees, as with the present members, dedicated participation may require a considerable personal sacrifice in time and effort. Individuals approaching the retirement age and living in the Philadelphia area may be in a better position to make such contributions. Nevertheless, efforts should continue to extend the spectrum of viewpoints represented.

6. We recommend the Trustees develop a formal mechanism for dealing with questions of conflict of interest concerning its members.

University community concern with conflict of interest has recently resulted in adoption of formal review procedures for the faculty, University administrators and the Trustees. These recommendations should be implemented, and procedures adopted and reported to the University community.

7. We recommend two members of the faculty and two students be named as non-voting liaison members for each committee of The Trustees, to attend at least three meetings per year for informational purposes. These individuals could be named to two-year terms by the Steering Committee of the University Council from appropriate committees of the Council and University, where possible, and could make informational reports to these committees or to the Council.

In addition, all committees of the Trustees should utilize their administrative liaison and provide adequate publicity to assure that all groups affected by decisions of the Trustees have the opportunity to make their views known in committee meetings, either by petition to the chairman of the committee, to the administrative liaison officer, or to other committee members.
The present consensus, after lengthy and widespread discussion, is that faculty and students should not serve as regular members of the Trustees or its committees. Faculty and students are and will be increasingly involved in the development of academic policy and the setting of priorities through the University Planning Committee, the Budget Committee, and other Council and special committees. It is felt that this is the appropriate juncture for their major contribution, and that extensive faculty and student participation at the Board level presents the dangers of carefully-developed academic recommendations being overturned by incompletely-informed faculty and student members and of encouraging increased involvement by the Trustees in day-to-day operations of the University.

It is believed that the present recommendation on Trustee committee membership will provide added opportunities for the University community to be informed concerning activities of the Trustees, and for the Trustees to obtain accurate information from the University community, without the dangers noted above.

In addition, agenda of Trustee committee meetings should be circulated to the officers of the steering committees of the Faculty Senate and University Council, and to the undergraduate, graduate, and professional student associations prior to committee meetings. An attempt should also be made to assure that groups external to the University have an opportunity to express their views on decisions affecting them. Finally, it is suggested that summary reports of Trustee meetings and committee meetings of Trustees be made available to the various groups indicated above.

8. We recommend the role and effectiveness of the various Advisory Boards be reviewed continually by The Trustees and by their appropriate committees. The Dean and Faculty of each school should be encouraged to consider with their Advisory Board the development of additional specific responsibilities for the Advisory Boards.

The Advisory Boards can serve as an important liaison between a unit of the University and an interested segment of the community. Their effective working depends in part upon the personalities of the individuals concerned, but The Trustees should
continue to give serious consideration to complaints indicating that in some cases ineffectiveness may be due to administrative complexity \( \text{e.g.} \) in the medical area and lack of specific responsibilities \( \text{a feeling of many Associate Trustees} \). It is recognized that the Trustees are currently addressing themselves to several problems in this area and the individual schools should make similar efforts.

9. We recommend The Trustees actively develop additional opportunities for informal meetings between its membership and the faculty, student body, and others. Numerous comments have been received as to the benefits of social interchange between individual trustees and other members of the University family. All concerned gain in understanding, and the acquaintanceships developed are frequently of real value both during calm and in times of stress. It should be clear, however, that these recommended social interactions are not intended to substitute for the normal channels for conducting University business.

10. We recommend the Trustees codify the procedure for the selection and election of a new President as follows: When it becomes necessary to select a new President, the Executive Board of the Trustees shall constitute a joint trustee-faculty-student committee to nominate a slate of candidates to the Trustees. The Committee shall consist of six Trustees, eight faculty members and four students (viz. two undergraduates, one graduate student and one student from a professional school). The Trustee members shall be appointed by the Executive Board of the Trustees and shall include at least one Alumni Trustee. The faculty members shall be appointed by the Advisory Committee of the Senate. The student members shall be appointed by analogous procedures evolved by the respective student groups. The search committee may rank-order the candidates if the slate presented to the Trustees contains more than three names.

Although a mechanism for participation of Trustees, faculty and students was employed in connection with the search for Dr. Harnwell's successor, it seems important to codify a definite procedure.
It is further recommended that during its deliberations the committee obtain opinions from the administration through the Provost; from the alumni through the President of the General Alumni Society; and from other interested parties.
II. The Administrative Function

The role of the administration of the University is to provide service and leadership in the development of the University's academic and research programs. The members of the administration must be receptive to new ideas and perceptive of new conditions and be prepared to aid and guide the University in the continual process of adapting the basic needs and purposes of the University to new conditions. They must help create an environment that fosters the creation and dissemination of knowledge. They must manage the continual renewal of the University personnel through the establishment of appropriate policies for recruiting new students and new faculty members. They must maintain a community of students and scholars that is viable internally and in harmony with its neighbors in the local and national communities. This requires internally that mutual confidence be established between the main groups in the University including the Trustees, administration, the faculty and the students, and that the mechanisms exist so that problems perceived by any of these groups may be freely discussed and resolved. Harmony with the external communities requires that the administration be responsive to the needs of these groups without compromising the fundamental mission of the University in the field of higher education and research.

The Task Force has studied and reviewed the administrative operation of the University in some detail. The Task Force believes that the administrative structure has many elements of strength, but that it also has a number of significant weaknesses which interfere with its smooth and equitable functioning, and sometimes impede rational decision making. It finds that concerned segments of the University community are not always represented in administrative affairs in ways appropriate to their talents, interests and expertise. The Task Force recommends a number of significant administrative changes which it believes will reduce friction, misinformation and the causes of misunderstanding, lead to greater participation of the whole University community in its governance, bring
greater unity, while facilitating individual and group fulfillment of educational goals.

The President

The President is the head of the University, responsible to the Trustees for its total operations and management. He is the chief spokesman for the University both to the external world and within the University community. It is he who must convey to the Trustees the needs and aspirations of the faculty and students, and who must lead in devising and proposing means to meet them. Similarly it is only he who can convey to the many parts of the University the needs of each, and devise the means of achieving balance and harmony among them. The President's tasks are all but unmanageably great and clearly must be shared. To some extent the President and the Provost are a team who share the burdens of responsibility between them. For this reason the Provost must be a man in whom the President has confidence and with whom he can work in close partnership.

The Provost

The Provost is the chief academic officer responsible to the President for educational policy and the conduct of the colleges and schools. While the division of labor between the President and the Provost should be left to a large degree to the incumbents to work out, the core of the Provost's functions relate to the maintenance of high academic standards in all parts of the University. A most important means through which he accomplishes this is through his leadership in establishing the quality of faculty appointments and promotions. He also serves the Trustees and the President as the chief academic planning officer of the University. In the absence or disability of the President, the Provost is the University's chief executive officer.

11. We recommend that the academic Vice-Presidencies for Engineering Affairs and for Medical Affairs be ended.

The Task Force believes that the Provost must be more clearly established as the senior officer of the University second only to the President. His span of responsibility should include all academic parts of the University. The Task Force believes this change will not only make lines of responsibility more clear, but will also preclude policy or
budgetary misunderstandings that can lead and have led to (occasionally conspicuous) disarray in University affairs. Also, the Task Force favors making a clear distinction between titles held by academic and business officers and would retain the title of vice president exclusively for the latter.

12. We recommend establishment of two posts of Associate Provost: a senior Associate Provost and an Associate Provost for Medical Affairs.

It is clear that the responsibility of the Provost is extremely heavy and will only grow if recommendation #11 is adopted. A more rational structure in the Office of the Provost designed to help in the management of its affairs is a compelling need.

The senior Associate Provost, who would be the third ranking officer in the University, would be concerned with the day-to-day problems of the nine schools other than medical which now report to the Provost as well as with the engineering school (which we shall recommend be placed under a dean.) In the absence or disability of the President and Provost, the Senior Associate Provost would serve as the University's chief executive officer. The second Associate Provost would be responsible for medical affairs. The number and size of the five schools in the medical area and the large-scale hospital operations require the attention of an administrator at this level. This need is now fulfilled through the post of Vice President for Medical Affairs, but we propose the title to be changed to Associate Provost for reasons discussed above. The Associate Provost for Medical Affairs would report to the Provost. He would have to maintain close cooperative relations with the senior non-academic officers of the University so that the business affairs of the entities under his charge can be efficiently administered; this presumably would involve little change from the present arrangement. In addition to coordinating medical affairs internally the Associate Provost for Medical Affairs should be the chief spokesman and negotiator for the University in its relations with external groups, governmental and other, concerned with medical affairs.

Both Associate Provosts should be men who can function as alter-egos to the Provost. Their ready accessibility to the deans will encourage the latter to deal with them on more
routine matters rather than insisting on going to the Provost. However, we recommend that all the deans must have the right of direct access to the Provost on any matter which they deem important enough to warrant his attention or which has not been otherwise resolved.

13. We recommend the three present Vice-Provost posts dealing with student affairs, research and planning be continued and that no dean hold the title of Vice-Provost ex-officio.

The Provost should also be assisted by three Vice-Provosts, those concerned with student affairs, research and academic planning. The Vice-Provost for Student Affairs, although concerned primarily and most directly with students in the undergraduate schools, should coordinate the requests for funds for student aid and student activities from the several graduate and professional schools. He should initiate the recommendations for allocation of those funds among the various schools of the University and among the various student activities which transcend school lines. It is already planned that the incumbent of the newly established post of Vice-Provost for Academic Planning will work closely with the budget officer in the Provost's office and with the coordinated planning office now under a vice president. The establishment of this post should take a large burden off the shoulders of the Provost who serves as the chief budgetary officer for the schools and departments under his jurisdiction.

The title of Vice-Provost should carry line or staff responsibility according to the nature of the post as molded by the incumbent Provost, and we see no present need for more than the three named above. A dean who can and is willing to take on the duties of one of the vice provostships might indeed hold a joint appointment so long as there is no conflict of interest.

The President's and Provost's Staff Conference

An important means by which the President and Provost coordinate the work of their staffs is through staff conferences which meet regularly. While the attendance of each of these officers at the staff conference of the other is a basic arrangement that should be
continued, the membership of these conferences in other respects and also their functions should be re-evaluated by the President and the Provost after the future administrative structure of the University has become clear.

At this point we merely call attention to one problem connected with the Provost’s Staff Conference. The most important function of this group is to advise the Provost concerning the academic personnel recommendations of the various schools of the University. As is implied by Recommendation 13, we do not believe that the present practice of having the deans of the College and Wharton School as *ex officio* members should be continued. A preferable arrangement for a group that passes on university-wide personnel questions would be to invite the dean of each school to be present at the meetings when recommendations from his school are under consideration. Membership of the Provost Staff Conference should include the Associate and Vice Provosts and such other persons as the Provost may wish to include.

The Senior Vice President

14. **We recommend** the establishment of a Senior Vice President responsible to the President for all business activities of the University.

Among the burdens of the President is the plethora of Vice Presidents and Assistants to the President who report directly to him. Some of these are unavoidable and quite proper. It appears desirable, however, to have coordination of the business affairs of the University occur below the presidential level to free some part of the President’s time for his other concerns.

The Vice Presidents, all of whom would be non-academic officers, and the various directors and other officers of business and financial departments would report to the Senior Vice President. The Senior Vice President should be able to consolidate and rationalize these offices. It is recognized that the work of some of the business departments such as the Office of Development and Public Relations will require direct access to the President, but the Senior Vice President rather than the President should bear the budgetary and other administrative responsibilities for these offices.
At the next level of university organization, that of the dean, administration often remains a full-time job. The dean plays a dual role as the advocate in the higher councils of the University for the departments under his jurisdiction and as the interpreter and administrator of the policies of the University. In the former capacity he must continually see to it that the Provost and President are informed about the status, accomplishments, problems, and needs of the individual departments and the school or college. In the latter capacity he must bring to his faculty and students an understanding of the University's policies and needs and try to win support for them. As a key person with a grass roots grasp of the evolving situation in one part of the University he can help mold the University's policies. Depending upon the nature of the school or college he heads, the dean is likely to have a particular constituency of alumni and community with respect to whom he is in an especially appropriate position to represent the University.

The dean plays a large role in the appointment of chairmen of the departments within his purview and is the budgetary officer responsible for the allocation of funds to each department. He also passes on the personnel proposals of the departments. Ideally he should be well enough informed about the fields under his jurisdiction so that he is able to exercise some degree of independent judgment on their proposals, or at least know enough about each area to be able to distinguish between good and poor advice with respect to it.

15. We recommend the appointment of associate deans with divisional responsibilities in large schools of the University. It may turn out to be advisable in some schools to give these officers the title of "dean," but even if this is done, care should be taken to avoid fragmenting faculties along divisional lines.

Pennsylvania is not now organized, in some important segments of the University, to enable the dean to play this ideal role described above. At Pennsylvania the dean is usually the head of a school (see Recommendation 17) which is distinguished from others by the degree programs under its jurisdiction. That is, there is a dean for the school for
liberal arts, one for business education and another for law, etc. An alternative principle
of organization would be to place deans in charge of divisions of related departments such
as those constituting the four quadrants of the Graduate School (biological sciences,
humanities, physical and social sciences). Each principle of organization has its own
advantages and disadvantages. Organization by schools enables the dean to exercise
leadership in connection with the degree programs with which his school is concerned and
to maintain equitable standards of quality. Even more importantly, it serves to unite
rather than to divide faculties that are concerned with particular degree programs. The
principle disadvantage is that the span of some schools is so vast as to defy the attention
or understanding of a single dean, however gifted.

In small schools such as Law or Education, this disadvantage does not arise, but it
can become quite significant for schools with faculty in the hundreds and with a dozen or
score of departments. In these cases, we think that it should be possible to get some of
the advantages of divisional organization through the appointment of associate deans to
aid the deans in the administration of related groups of departments. The deans should
delegate responsibility to these aides particularly in matters of budget and personnel.
The extent of responsibility of these divisional administrators may be so large that
they should be given titles of "Dean" rather than "Associate Dean" if the proper caliber
persons are to be attracted to the posts. However, it is recognized that departments and
their chairmen may be reluctant to have another administrative layer interposed between
them and the seat of authority. The objection can be met by having the divisional
Associate Deans act on behalf of the Dean rather than as independent administrators.
Ideally the divisional head would function as the alter ego of the Dean. His relative
accessibility and his ability to speak for the dean would encourage chairmen to rely upon
him for the day-to-day questions that arise, leaving the Dean free to concentrate on the
basic questions of leadership for his school. Each chairman would, however, continue to
have free access to the Dean himself for the discussion of any questions he considered
vital or which have otherwise remained unresolved.
The appointment of associate deans is not designed as a step toward the fragmentation of a school into divisional faculties. The faculty of each school would continue to meet as a whole to deal with curriculum and other matters normally dealt with by school faculties; there would be no occasion for divisional faculties to meet.

16. We recommend the establishment of a Dean of Engineering responsible to the Provost. We have already recommended that the office of the Vice President for Engineering Affairs be terminated in order to provide clearer and more appropriate lines of authority over educational matters.

This recommendation has the corollary that what are now called "Schools" of engineering headed by "Directors" should become departments, headed by Chairmen. Indeed, this is how they function even now. It may be that the legal position of the Moore School will require titular recognition and special designation for its head, but this anomaly should not be permitted to distort the organizational structure of the University.

17. We recommend that, as a general principle of organization, the title of Dean be reserved for Deans of a Faculty.

The Task Force recognizes that three academic officers (the Dean of Students, Dean of Residential Life and Dean of Admissions and Financial Aid) now hold the title of Dean, although they are not Deans of a Faculty. While no change is recommended at this time in the case of those officers, the Task Force urges that the title of Dean (and Assistant Dean) not be designated for any additional officers.

Department Chairman and Departmental Operations

18. We recommend that the official charge to department chairmen include the statement that, in aid of the development and maintenance within the department of collegial responsibility for the educational enterprise, the chairman is responsible to the department as a collectivity for his conduct of its affairs.

The closeness of the partnership between administrators and faculty varies at different levels in the University and often in different parts of the University at the same level. The partnership is closest at the departmental level where the chairman is often
primarily a teacher and a scholar like the rest of his faculty colleagues and only part
time an administrator. The ideal arrangement is one in which the chairman holds his
position of leadership because of the confidence his colleagues as well as his adminis-
trative superiors have in his integrity, judgment, and aspirations toward excellence. As
the member of his department giving more of his time and thought to its problems than any
of his colleagues, he will naturally be in a position of having more power and influence
over its affairs than the others, but this power should derive from their confidence in him
and from his ability to interpret their needs and aspirations wisely and effectively.
It seems desirable that this principle be given official substance.

The promotion of the quality of the scholarly and research activities of a department
will depend fundamentally upon the standards set and enforced by the faculty members of
the department in connection with appointments and promotions and in the informal give
and take of academic criticism within the department. The department chairman's responsi-
bility to the administration for promoting quality in scholarly and research activities is
best served by his encouragement of the faculty in establishing and adhering to high
standards and in his promotion of a sense of collegial responsibility for the educational
enterprise. A chairman's responsibility to the collectivity is an important aspect of the
promotion of that collegial responsibility.

A department that conforms to this pattern will attract the loyalty and devotion of
its members. With proper leadership and support from higher administrative levels, it
should evolve into a department in which the University can take pride. Many departments
in the University already function along these lines. There are also departments, as some
letters received by the Task Force attest, which function less as a collegial and more as a
hierarchical organization with the chairman exercising executive authority. It is possible
that conditions in some departments may require such a strong executive authority tempo-
rarily, but the objective should be to evolve toward the ideal outlined above. The deans
should see that this evolution occurs.

The major responsibilities of the department chairman include matters of appointment
...and promotion, teaching assignments, the encouragement of faculty research, matters of curriculum, relations with students, and matters of budget. Each of these may be considered briefly in turn.

19. We recommend that each department have a standing personnel committee.

The chairman plays his most important role in recruiting new faculty and in decisions with respect to promotions and tenure for younger faculty members. Even in a democratically run department, he is likely, in effect, to have a veto power over new appointments and to have almost as much influence in blocking any internal promotion he opposes. On the positive side, his power to initiate appointments is greater than that of any of his colleagues even though he should not be able to carry them through without their consent. His judgment on personnel questions therefore may be an important determinant of the future quality of his department. Ideally, decisions on appointments and promotions should be considered by all members of the department holding rank equal or higher rank than that involved in the appointment or promotion being considered. As an aid in formulating these decisions each department should have a standing personnel committee (which might, in the case of small departments, consist of the faculty of the department as a whole). Only in exceptional circumstances, such as the rebuilding of a department, is it necessary to place more weight on judgments external to the department.

The chairman also is responsible for arranging the teaching programs of the department; in this connection he should continually ascertain the teaching and schedule preferences of his colleagues and the needs and interests of his students so that he can meet the needs of the department in a way that optimizes the schedule satisfactions of the staff and students.

The chairman should, of course, facilitate and encourage the research activities of the faculty. He is the first administrator to whom research proposals for outside support go for transmittal to higher levels of the Administration. He may be helpful in discussing proposals with faculty members with a view towards their improvement, but the final word about the form of the proposal should rest with the faculty member. The chairman
should forward to the Administration any proposal which a faculty member desires be transmitted.

20. We recommend that departmental decisions on curriculum matters be made in a democratic process with the participation of all those holding professorial rank (assistant professor and higher).

Decisions on curriculum matters should be made in a democratic process by all of the members of the department in the professorial ranks. It is the chairman's responsibility, however, to take the lead in establishing and maintaining high levels of instruction in all the degree programs in which the department has teaching commitments. A department that pours its resources into graduate education at the expense of its undergraduate teaching is shirking its responsibility to the University.

21. With respect to students, we recommend that:

A. Departments encourage their students to form advisory groups, particularly for obtaining student opinion on curriculum and course offerings. Chairmen and departments should be willing to meet with these groups and account should be taken of students' opinion in curricular decisions by having one or more students serve on departmental curriculum committees.

B. Departments provide adequate counseling for all students served by their courses.

C. Students' opinion on the effectiveness of teachers be taken into account in the consideration of promotions at the department and higher levels. (We return to this point in a later section.)

The chairman should maintain contact with each group of students served by his department so that he understands their curricular problems and needs, and he should ensure that the department provides proper counseling services to students interested in its programs. The views of students should also be taken into account in matters of promotion; student experience with the classroom performance of teachers is unequalled and should be viewed as an important input.

Budgetary questions, particularly those related to individual salaries, should not be
a matter for group decisions at the department level. It is the chairman's responsibility
to keep himself informed of competitive conditions for personnel in his field and to obtain
salary adjustments appropriate to changing market conditions and to the individual contri-
butions and achievements of each member of his department. The faculty should, however,
be consulted on the general aspects of the budget involving the allocation of resources to
different categories or programs.

22. We recommend more careful attention to the need for compensatory reductions
in teaching loads for faculty assumption of administrative responsibilities below the
deans' level and for other assignments such as committee chairmanships when they
prove to be unusually burdensome.

In a large department, one or more aspects of the chairman's responsibilities may
be delegated to another member of the department who may for example act as under-
graduate coordinator or as graduate chairman. Whenever the burdens involved in these
duties go well beyond those that a faculty member is normally expected to accept in
contributing to the running of the University, compensatory reduction in teaching time
should be allowed. The same is true for services to the University at levels of adminis-
tration above that of the department as, for example, especially time-consuming commit-
tee chairmanships.

Tenure and Teaching Responsibilities of Academic Administrators

23. We recommend that subject to earlier termination at the pleasure of the
appointing authority,

(a) The term of office of the President should be a single term of twelve years.
(b) The term of office of the Provost should be seven years, subject to a single
renewal for a second term of five years after review.
(c) The term of office of deans should be seven years, subject to a single
renewal for a second term of five years after review.
(d) The term of office of departmental chairmen should be five years, subject
to a single renewal for a second term of three years after review.
There are obvious advantages to long tenure on the part of university administrators. Experienced men can give a degree of stability and continuity to the operation of a university that will facilitate its teaching and research activities. Long or indefinite tenure may also help attract talented men to administrative posts despite the sacrifice involved in terms of partial or complete severance of the academic administrator from his professional discipline.

On the other hand, in a rapidly changing world the university's interests may best be served by administrators selected for their attunement to the current social and professional setting rather than to the environment of a previous decade or generation. Even in a more static world, there would be something to be said in favor of the continual infusion of new leaders with fresh insights and ideas.

We therefore hold the view that the tenure of academic administrators should be limited. Longer terms should be provided for deans and higher offices for which the learning period is longer and for which the commitment to administration in terms of sacrifice of professional discipline must be deeper.

Above the department chairman's level, academic administration is a full-time job. However, we consider it wise and desirable for each administrator to continue some minimum level of class engagement, perhaps a one-semester course each year.

The chairman, as we have noted, remains largely a teacher and scholar. In order to reduce somewhat the inroads made by the duties of a chairmanship upon the incumbent's professional career, he should be given reduced teaching time. This will vary with the circumstances, but as a gauge of what we have in mind we offer the suggestion that the chairman of a department composed of ten full-time faculty members teach only half-time.

In the case of an academic administrator above the level of chairman a full year of paid leave should be accorded when he leaves office at the end of a tenure of seven years or more. This should enable him to immerse himself once again in his professional field.

The Organization of the Faculties

If administration is to serve the ends of the University, it is important not only to
define the tasks of the top administrators of the University, but also to consider the departmental jurisdiction of each. Or to put the matter in a more cogent fashion, the faculty should be organized into schools or colleges in a way that facilitates the work of the deans and departments in carrying out the teaching and research functions of the University. There is no ideal organization of subject matter or of departments; knowledge is interconnected in ever-changing ways that make any completely satisfactory classification impossible. However, if a perfect solution is out of reach, an improvement in organization is an attainable goal; indeed, given the existing organization, it is a modest goal.

In its study of the present organization, the Task Force has learned of two general problems from which stem major streams of dissatisfaction. The first of these has to do with the fragmentation of education—particularly but not exclusively undergraduate education—into highly autonomous units; the second has to do with deficient or non-existing procedures for allocation of resources to, and planning for, graduate education in the context of the University's whole mission. We take these problems up in turn.

The virtues of decentralization within the organic whole of the University are unarguable and the Task Force supports it wherever possible. But when decentralization approaches complete autonomy its virtues become less certain, the whole becomes no more than the sum of its parts, the dangers of parochialism become real, and the sense of universitas becomes lost. The Task Force is impressed by the widely prevailing belief, particularly among students, that an educational decentralization has indeed become critical. This belief is shared by many—clearly not all—faculty members. No one would deny that curricular and other academic matters should be determined locally, but the context and goals of the student experience should be clearly those of the University of Pennsylvania and not so largely those of some sub-unit of it. No one would deny that the primary concern of the faculty members should be their own programs, departments and schools, but again within the context and goals of the University itself. The isolation of the faculties from one another tends to lessen their shared concern for the values of the University and its general health. It can breed an unnecessary imbalance in University
governance. Whether it has become a danger or not, parochialism is perceived to exist and to be growing on the campus. The Task Force believes steps can be taken to lessen it greatly and without sacrifice of the virtues of academic decentralization.

On the second problem, it can be said with reason that the University was never really organized to manage graduate education. As a result, the massive growth of graduate education has been unplanned and in many ways uncontrolled, and has placed enormous burdens on inadequate revenue sources. Graduate education is strong where a close identification with an undergraduate budgetary department exists. Other examples of strength are rare triumphs of reason over the system. Yet on every side we observe that very important graduate areas are emerging which do not match budgetary departments and which the system will probably not nourish and reward. We believe that graduate education must be brought within the general planning competence of a budgetary dean, and that this purpose can be accomplished in consonance with the re-unification of education at Pennsylvania which we find to be necessary.

The values and concerns expressed in this segment of the commentary are not held by everyone in this University Community. There is significant division as to implementation even where agreement exists as to the value base. Further debate will undoubtedly be necessary before a final resolution can be struck. Nevertheless, and to move towards a resolution,

24. We recommend the integration of undergraduate education at the University of Pennsylvania.

We have in mind specifically the organization of faculties and schools for undergraduate education generally. Full-time undergraduate programs are now offered by the College of Arts and Sciences, the College for Women, the Wharton School, the Engineering Schools, and the School of Nursing and Allied Medical Professions. Each of these schools has its own faculty which determines its curriculum substantially in isolation from the others. It is doubtful that such complete separation serves a useful educational purpose. Differences in curriculum are, of course, to be expected among schools with such different
professional orientations, but there are issues on which the several schools adopt different rules where such differences cannot be justified by varying educational requirements from one school to another.

But there are more important grounds for questioning the existence of separate undergraduate entities. Separate schools are appropriate if Pennsylvania wishes to stress training and professional aspects of education during the undergraduate years. If, on the other hand, Pennsylvania is to give primacy to liberal and pre-professional education at the undergraduate level, there is a weaker case for the continuance of separate undergraduate schools.

While the Task Force favors the liberal and pre-professional concept of education, it recognizes that one of Penn's great strengths lies in outstanding undergraduate educational programs for business and for engineering. The Wharton School in particular enjoys an international reputation and has a large and important body of loyal alumni. Although Wharton has been moving rapidly in the direction of graduate business education, it continues to attract first-class undergraduate students.

One way to preserve these sources of strength in the University, and at the same time to place the undergraduate business and engineering programs in a more appropriate setting, would be to establish a single undergraduate faculty. The broadest requirements for undergraduate degrees would be established by the faculty as a whole. These general requirements might include the specification of group requirements and of a minimum number of course units for graduation. Further requirements for students seeking their undergraduate degrees in areas such as business and engineering would be specified by the members of the undergraduate faculty teaching in these areas, just as major requirements in chemistry or English are specified. This could be accomplished by regarding the faculties in these specialized areas as groups of the general faculty, or by delegating to the Wharton and Engineering Schools the right to prescribe the professional portion of the curriculum for students accepted by them as candidates for their undergraduate degrees. In either case, the position of the business and engineering programs might be akin to
that of a major, but the precise formulation would have to be worked out with the consent of the faculties involved.

It is to be emphasized that the Task Force does not recommend the abolition of the Wharton School or Engineering School. On the contrary, it urges their continuation and support. (See comment after recommendations 25 and 27.)

25. **We recommend** the establishment of a Faculty of Arts and Sciences which would have responsibility for all the undergraduate degrees (with the delegation of responsibility for part of the program in the case of business and engineering degrees) and for Master's degrees in Arts and Sciences and the Ph.D. degree.

Faulty though the organization of the University for undergraduate education may be, it is still less adequate for graduate education (except in those professional schools which have no enrolled undergraduates). The University has a peculiar structure which does not lend itself to rational decision-making with respect to the allocation of resources to graduate education as a whole or to the balancing of competing claims of various components of graduate education.

Neither the College nor the Wharton dean has jurisdiction over the Ph.D. and Masters programs in Arts and Sciences although the departments under their jurisdictions provide most of the instruction in these programs, with the rest provided mainly by departments in other schools such as engineering and medicine.

Graduate instruction in Arts and Sciences is carried on formally by approximately 60 graduate groups, about half of which consist of faculty members of a particular department such as psychology or sociology and the others of faculty members drawn from two or more departments (in some instances from different schools). Each of these graduate groups makes decisions with budgetary implications that extend far beyond those of the decisions that can be made by an undergraduate department. No department can, for example, determine the number of students it will admit; each graduate group can. These decisions obviously have budgetary consequences but they are not subject to University review and planning procedures. There is little to prevent one graduate group from operating a
relatively large program with only moderately good students, while another keeps its program very small and accepts only excellent students.

Furthermore there is no coordination between the planning and decision-making of different graduate groups, despite the fact that the groups often are inter-dependent and in some cases ought to be more closely interrelated than they are. The interdependence of the groups arises from the fact that it is not uncommon for a graduate group to require or recommend courses given by other groups. The groups vary considerably in the extent to which they seek instruction for their students from other groups and in the extent to which they are willing to use their scarce resources to teach the students of other groups. There is no administrative mechanism through which the interactions among groups can be systematically examined by a responsible budget officer. The budgetary implications for one group of decisions made by another group have on occasion not been recognized until large numbers of students have appeared on the campus seeking instruction for which no one had made provision. Nor is there any administrative mechanism which can review the proposed or possible interactions between groups and encourage and make provision for the instruction of outside students by a particular graduate group. The system tends to work against inter-disciplinary groups since budgetary power lies with the undergraduate department which is likely to favor a graduate group which is coextensive with the department itself.

Nominal jurisdiction over these graduate programs is exercised by the Dean of the Graduate School of Arts and Sciences, but this position carries little power or influence in itself. The Dean's office can, it is true, weed out the very worst of the applications for admission to the Graduate School and it does have authority over the allocation of scholarship-fellowship funds, but these powers are not sufficiently strong to affect the quality of graduate programs. Graduate programs at Pennsylvania are strong where deans and chairmen in charge of particular fields have been successful in building strong staff. The very diversity of the departments involved in the large number of essentially separate programs of the Graduate School make it unlikely that its dean can have any real influence
upon them unless he somehow functions as an integral part of the top administration—that is, the Provost's office in reviewing personnel policies and decisions made at departmental and school levels. However, even when, as has not been uncommon, the Dean of the Graduate School serves in the Provost's office he cannot cope with the budgetary problems of the graduate groups because they are so interwoven with undergraduate budgets that they are lost from view at the Provost's level and because the decisions of the graduate groups that have budgetary implications, especially for other groups, are not reported and never come up for administrative review at any level.

Given the interrelated character of many of the graduate groups and the fact that they draw upon the same faculty that is involved in undergraduate education, a single administrative unit would be better able to cope with the problems of resource allocation between graduate and undergraduate education and among alternative programs within graduate education. The establishment of a single Faculty of Arts and Sciences, which would replace the present College of Arts and Sciences and the Graduate School of Arts and Sciences with a single budgetary entity, would provide an administrative mechanism that would be more conducive to proper educational planning and coordination than the present administrative arrangements.

By such a reorganization, department planning at all levels, undergraduate and graduate, would occur within a single faculty structure within which interdisciplinary groups would find it easier to obtain equitable treatment. It is sometimes suggested that such unified management of each department would lead to undue emphasis on research. However, the existing structure with budgetary responsibility in the undergraduate schools has not proved to be a complete guarantee that undergraduate interests are given adequate weight. There seems to be more evidence that when failures to give undergraduate education sufficient emphasis occurred, they were the result of personnel. The structural modifications recommended in this report are likely to provide channels for decision-making less likely to permit allocations to be made with inadequate data and perspective.
The recommendation for the Faculty of Arts and Sciences raises three difficult and interrelated problems:

(a) What should be done about undergraduate programs now under the aegis of professional schools such as Wharton and Engineering?
(b) Which graduate programs should be under the aegis of the Faculty of Arts and Sciences and which under the aegis of professional schools?
(c) How should the boundary lines be drawn for membership in the Faculty of Arts and Sciences?

There is, of course, a large variety of ways in which these problems may be resolved. We set forth our view of the optimal resolution for the University of Pennsylvania in the 1970’s. We recognize that these matters are of great concern to the members of the University community and that they require more widespread discussion and participation than it is appropriate for the Task Force to attempt to organize. We have therefore confined our formal recommendations to what we consider the essential framework, although we offer our views on additional aspects in our discussion.

With respect to the organization of undergraduate studies, we would allow the Faculty of Arts and Sciences to set the minimum requirements for all undergraduate degrees. The minimum would be comprised of (1) the number and distribution of courses other than those necessary to satisfy a major requirement, (2) the minimum number of courses that departments may require for work in a major, and (3) the minimum number of courses required for graduation. Each department offering an approved undergraduate major would be permitted to establish whatever additional requirements it deemed appropriate for its major program, it being understood that these requirements could be extended into the first two years.

Undergraduates would still be permitted to receive degrees from the professional schools. They would be subject to the minimum requirements set by the Faculty of Arts and Sciences and to whatever additional (major-type) requirements the faculty of the professional school chose to establish. The faculty of the professional school could not
require fewer than the minimum number set for major work by the Arts and Sciences Faculty, but it would not be subject to a maximum.

The Faculty of Arts and Sciences would be the competent faculty to deal with all matters relating to undergraduate academic affairs other than the major requirements set by the professional schools (and inclusive of that also, to the extent of establishing a minimum).

The merits of these arrangements are that they would make the general aspects of undergraduate education the business of an appropriately constituted faculty while permitting departments and professional school faculties broad freedom to establish additional requirements as needed to accomplish their educational objectives.

The Task Force believes that these arrangements would permit undergraduate education in engineering and business to flourish with undiminished vigor and quality. The Task Force is aware of the concern of the professional faculties, particularly in engineering, that any fusion of the control over undergraduate education would endanger their professional programs. We do not see anything in either the present Wharton or engineering requirements that could not be readily accommodated under the arrangements we propose, and we think that the faculties involved could develop safeguards for the undergraduate engineering and business programs.

26. We recommend the discontinuance of the College for Women.

One implication of the recommendations for the integration of undergraduate education and the Faculty of Arts and Sciences is that the College for Women should be discontinued, this despite the excellence of its administration and academic advising system. The Task Force is aware that a report recommending the continuation of the College for Women was submitted in April, 1967. That report advocated no change in the status of the College for Women be made "unless the change is part of a much larger program of reorganizing undergraduate education." That 1967 report concluded that when there is "a general reconsideration of undergraduate education at the University, the continued existence of the Womens' College should be reappraised in light of conditions then appearing."
In analyzing conditions since 1967, the Task Force has reached the conclusion that the
time has come for discontinuance of the separate Women’s College as part of the overall
integration of undergraduate education at Pennsylvania.

The 1967 Report emphasized the potential for educational experimentation in a
small college, especially one in which "the housing arrangements, particularly the new
women's dormitories, present and prospective (which no one proposes to abolish) provide
a natural setting for a student body." Since 1967, however, the University has abandoned
the House Plan concept, closed several girl's dormitories and opened high rise co-
educational apartments. Furthermore, the observation three years ago that there was
"no demand" for elementary teacher preparation by male undergraduates has recently
become invalid with increasing numbers of men enrolled in education courses.

The Task Force is aware that the College for Women offers an opportunity for ex-
perimentation and counselling, but we note that co-educational experimental units are
being developed by the College of Arts and Sciences in cooperation with the Womens'
College. Even if the University were to become able to establish a widespread program
of experimental or residential colleges at some future time, the Task Force does not
believe that sex would provide an adequate organizing principle for the University today.

27. We recommend that when masters or doctoral programs in professional areas
leading to degrees such as doctor of engineering, master of business administration
or doctor of education are offered they be under the jurisdiction of the appropriate
professional schools rather than under the Faculty of Arts and Sciences.

With respect to graduate programs, both the Engineering and Wharton Schools now
offer masters programs under their own aegis which command wide respect, and there is no
reason why they should not offer their own doctoral programs. Indeed, the reputation of
the schools involved, particularly the Moore and Wharton Schools, make it likely that
their doctoral programs would be as much sought after as the Ph.D.’s currently awarded
by the Graduate School through graduate groups organized from the faculties of these
schools.
The professional character of these schools could be recognized by redesignating them as the Graduate School of Engineering and the Wharton Graduate School. Each would retain an undergraduate division in the name of which students would receive degrees, and the professional faculties would function for undergraduate purposes essentially as departments of the Arts and Sciences Faculty.

The organization just outlined, like the present organization, has certain faculty members with instructional responsibilities in the degree programs of more than one school. This brings us to the question of the organization of the faculties in terms of membership.

28. We recommend that where a department has teaching responsibilities in more than one school of the University, it be located for administrative and budgetary purposes in the school responsible for the degree programs that are most important to it.

There are, we suggest, two relevant principles:

(a) The budgetary and other administrative responsibilities of the dean of a school should include the faculty teaching in the school's programs.

(b) All those faculty members who have responsibility for instruction in a degree program should have an appropriate voice in the faculty which controls the program.

The only way in which both of these principles could be fully satisfied is to allow each school to maintain its own faculty covering the full range of disciplines in which it gives instruction. This would require that the University maintain two or more departments in a number of disciplines. We are against this solution, in general, because the overall capability of the University in a given discipline is likely to be higher, for a given expenditure level, when there is a single department. In a highly specialized world, an academic department composed of twenty faculty members will in most disciplines offer a superior range of instruction to two departments of ten members each. Very small departments will also find it difficult to attract outstanding scholars.

A compromise solution is to divide administrative—or at least budgetary—
responsibility for faculty members teaching in two schools between the two deans. While this is feasible and is done in a small number of cases, it is a cumbersome arrangement and would be unworkable were it attempted on a large scale.

The compromise to which we come is that of dual affiliation of faculty members who teach in the programs of different schools.

We recognize the disadvantages of dual faculty affiliations. We are aware also that the franchise accorded by such arrangements may not be fully or even appreciably exercised. However, we consider dual faculty affiliation a superior solution to one in which there are two or more departments in a given discipline, and that the University should abide by the principle that the faculty teaching in a degree program should be responsible for its control. No significant segment of the participating faculty should be excluded from the exercise of such control because of the assignment of departments to schools.

The need for dual affiliation will be minimized if the primary affiliation of each department is with the school or Faculty responsible for the degree programs that are the major focus of the department's teaching efforts. What is more important, it will place planning and budgetary responsibility for each department in the hands of the dean responsible for the degree programs to which the department's major efforts are bent.

29. We recommend that issues of departmental affiliation arising out of the principle stated in Recommendation 28 be resolved by the University Council for advice to the President and Trustees.

It is beyond the scope of the Task Force to examine the application of this principle to every situation in the University. However, we can hardly avoid comment on the location of the departments of economics, political science and sociology in the Wharton School. The position of these departments not only presents the clearest conflict with the principle but also involves a more substantial number of faculty and students than any other issue of departmental affiliation that may be raised in the University.

The major orientation of the teaching of the departments of economics, political
science and sociology is towards liberal arts students at the undergraduate level and towards their own Ph.D. students at the graduate level. The three departments play a major role in undergraduate liberal education, each enrolling more College and College for Women students than all but a few College departments. Yet the faculty members of these departments have only token representation in faculty deliberations with respect to the liberal arts program. They have, to be sure, full voting power in the Wharton faculty, but only a minority of their enrollments are in Wharton programs and most of these in basic service courses. Indeed, their Wharton undergraduate enrollments are not very much larger than Wharton undergraduate enrollments in the departments of history and English (whose faculty members have full voting rights in the College but only token representation in the Wharton faculty.)

On the other hand, there are important advantages, some realized and some potential, in the association of these departments with the business departments. The presence of these departments, which have constituted about half of the Wharton faculty, has been a significant influence in avoiding narrow training-type courses and in liberalizing the undergraduate Wharton curriculum. Business studies depend to a large extent upon the social science disciplines and the fact that the social science departments have been in the same building and under the same dean has encouraged collaboration in teaching and research. The combination of the departments within the same administrative unit reduces the extent of duplication of course offerings and of appointments; duplication otherwise might become a serious problem, particularly in economics. Finally, the external reputation of the Wharton School, a prime asset to the University, might be adversely affected if the social science departments were removed from the School, its faculty recruiting might suffer, it might be less attractive to prospective students, and the support of its alumni might diminish.

However, virtually all of the other distinguished business schools have been able to attain and maintain their status without including economics or other social science departments among them, and the most distinguished social science departments are found in arts
faculties. Under existing arrangements the recruiting advantages of the business departments have been mirrored by recruiting disadvantages for the social sciences departments. The ties with the business and social science departments are important and should be strengthened but the same may be said of other ties, such as the existing links of economics with history, South Asia Regional Studies, law, sociology (demography), and international relations; it is doubtful anyway that these depend so much on the organization of departments into schools. Most of all, no department should be assigned to a school primarily because of the advantages accruing to other departments.

Although the Task Force considers that the weight of the argument is for the assignment of the three departments to the Faculty of Arts and Sciences, it does not make a formal recommendation to this effect. This is a matter that affects many members of the faculty and student body, and it should be decided only after thorough discussion in which all interested parties have had full opportunity to make their views known. Much will depend also on the actions taken on Recommendations 24 to 28; the position might also be affected were there to be changes in the organization and definition of purpose of the Wharton School.

The proper organ of governance to resolve issues of departmental affiliation in the light of the principle set out above is the University Council. The Council should, prior to its determination of such issues, find the means to obtain the view of all the interested parties.*

However these issues are resolved, there will be a need to accord faculty members who hold primary appointments in one school a voice in the instructional programs of another school to which they contribute.

30. We recommend that any faculty group which is located in one school and which as a normal part of its academic function regularly teaches a substantial number of courses to a significant number of students in another school, such

*An example of this kind of procedure that the Council might adopt is suggested in an appendix to this report.
courses being accepted in partial fulfillment of degree requirements by the second school, should have representation proportional to its weighted contribution when educational decisions affecting those students are made.

Under the arrangements we have proposed, the most important area in which this need would arise would be with respect to the teaching contributions of faculty members in the Engineering Schools and of the Wharton business departments in the undergraduate program of the Faculty of Arts and Sciences and of faculty members of the Medical Schools in the Ph.D. program.

We suggest that the way in which this should be done is to accord each department in a school outside the Faculty of Arts and Sciences voting rights in that Faculty with respect to undergraduate matters in proportion to its teaching contribution to the undergraduate program, and similarly for the graduate program. Individual members of the department would be named to exercise these voting rights on the basis of their degree of participation in arts and science instruction.

If, for example, the Wharton business departments accounted for 10 percent of undergraduate course enrollments, a number of members of these departments, sufficient to constitute about 10 percent of the Arts and Sciences Faculty, would be accorded voting rights in that Faculty on matters pertaining to undergraduate education. Similarly, if members of the pre-clinical departments of the School of Medicine accounted for 5 percent of the course enrollments in A.M. and Ph.D. programs, a number of members of these departments, sufficient to constitute about 5 percent of the Arts and Sciences Faculty, would be given voting rights in that Faculty on matters pertaining to graduate education.

The Faculty of Arts and Sciences would have to organize itself to deal with the tasks assigned to it. It would be on familiar ground in its work in connection with undergraduate affairs but it would be embarking on relatively new territory when it addressed itself to such questions as the proper governance of graduate admissions and to the size of graduate student populations in various disciplines.

Organizational problems will be posed both by the size of the Faculty and the
voting rights of faculty members from schools other than the present schools of Arts and Sciences. The departments assigned to the Faculty of Arts and Sciences for administrative purposes would total, at present strengths, somewhere between 400 and 550 faculty members, depending on the decisions made concerning the location of the social science departments. However, if the recommendations made earlier were adopted, faculty members primarily based in other schools would be joining in decisions about undergraduate education and another set would be joining in decisions about graduate education. As a rough estimate, somewhat over 100 faculty members of the Engineering and Wharton business faculties would be entitled to vote on matters pertaining to undergraduate programs and less than 20 members of the medical faculties on matters related to graduate programs. Representation with respect to graduate programs would be required in addition for members of the faculties of the Annenberg School, the School of Education and School of Fine Arts if all these schools were to continue their Ph.D. programs.

An alternative arrangement to be considered if it is thought too cumbersome to separate graduate and undergraduate affairs in the discussions and decision-making of the Faculty of Arts and Sciences, is one in which persons with secondary appointments in the Arts and Sciences Faculty would be accorded full voting rights rather than rights restricted to either the undergraduate or graduate program. Total membership in such a faculty would be about 700.

Graduate groups could continue to function much as they do now, with membership in each group being controlled by the group itself to the same extent as at present. Membership in a graduate group would not, however, automatically confer membership or voting rights in the Faculty of Arts and Sciences. That Faculty would have the authority to set the general requirements for A.M. and Ph.D. degrees and the other powers over the graduate programs normally exercised by the faculty as a whole.

The structure we have outlined has some obvious disadvantages. The faculty involved in arts and science decision-making is large. Provisions for control over instructional programs are cumbersome with two different groups of faculty with primary appointments
in other schools having voting rights for different sets of issues. The budgetary authority of the Dean of the arts and science faculty will not extend to the undergraduate instruction offered by the professional schools nor to the graduate instruction offered by the medical faculties.

We consider, however, that these problems do not present unmanageable difficulties and that there are prevailing advantages in terms of a more nearly common experience for all undergraduates, the rights of faculty members to participate in decision-making with respect to programs in which they are teaching, and the rationalization of the administration of graduate instruction. Beyond all these lies the predominate virtue of involving all of the concerned faculty in the decisions that are at the core of university education; and thus increase our sense of unity and purpose.

The administrative problems involved in running the undergraduate and graduate programs are sufficiently large to require the appointment of administrative officers to aid the Dean of the Arts and Sciences Faculty. We are inclined to the view that these program officers should have the title of "dean," and that there should be a dean for undergraduate matters and a dean for graduate matters. We do not make this a formal recommendation, however, because we believe that there will be a better basis for judgment on this matter after the institutional arrangements have been worked out. We may point out, for those concerned, as we are, about the proliferation of administrative officers, that the appointment of a Dean for the Faculty of Arts and Sciences, a Dean for Undergraduate Arts and Sciences Programs, and a Dean for Graduate Arts and Sciences Programs would not involve a net increase over the present number of deans in the arts and sciences area. (The three present offices are the Dean of the Graduate School of Arts and Sciences, the Dean of the College of Arts and Sciences, and the Dean of the College for Women.)

Planning and Budgetary Procedures

31. We recommend that the new Academic Planning Committee and the related administrative officer be called the University Planning Committee and the Vice Provost for University Planning.
The Educational Survey of the mid 1950's strongly criticized the budgetary procedure it found then to be in operation. It noted with some asperity that only the annual increments requested by each budgetary unit were examined by the Budget Committee and that there was never a budgetary review of the whole program of the unit. It recommended a structure in the office of the Provost to conduct more comprehensive planning and budgeting. This sensible recommendation was never carried out.

The Task Force re-asserts the criticism made in the Survey, but it is also reassured to note the adoption by the University Council on May 14, 1969 of the report of the ad-hoc committee to recommend appropriate procedures for comprehensive academic planning. A new office of Vice Provost for Academic Planning and a University-wide Academic Planning Committee to conduct this important work are being established. The Committee will consist of the Provost and the Vice President for Financial Affairs, five faculty members chosen by the President from a slate nominated by the Senate Advisory Committee, and two student members chosen from nominees made by the student organs of governance. The Vice Provost will serve as Executive Officer of the Committee and will report to the Provost. The chairman of the committee will report to and advise the president on the work of the Committee and its recommendations. (Clearly this will be the long-needed planning structure.) The Committee will also report to the University Council on the advice it has given to the President. The Academic Planning Committee will receive advice from the University Council on educational policy.

The Task Force recommends the University welcome this necessary new component of the administration. The financial climate the University faces in the foreseeable future suggests that its survival as an effective institution will depend upon wise allocation of its resources. The Planning Committee seems to promise a significantly improved faculty and student input to the administration in formulating the difficult decisions that will have to be made. It seems desirable to us that the President establish effective liaison between the Planning Committee and the Long Range Planning Committee of the Trustees.
The Task Force notes that these plans allude to, but do not specifically refer to, the planning of collateral activities that draw upon University resources and therefore impinge on academic priorities. These include athletics and recreation, housing, capital improvements, etc. We believe that these activities must be subject to the scrutiny of the Planning Committee so that recommendations as to priorities can reflect total needs. We also believe that the Planning Committee must be fully informed as to the funding arrangements that support institutes, hospitals, etc., have access to data on endowments in all parts of the University, and review major changes in curriculum and teaching load that are likely to be of substantial University wide significance. It will also need full information on the availability and use of contracts and grants in support of training and research. As we picture it, the procedure for review of any planning proposal would be as follows: the first consideration of the plan would be by the University Planning Committee. Any implications for the physical plant of an approved plan should be forwarded to the Council Committee on Physical Planning and Development for its review. Its recommendations would then be conveyed, through Council, to the Administrative officer or committee dealing with physical planning.

32. We recommend that the University Planning Committee be specifically authorized and required to conduct an independent periodic assessment of the standing of each of our various academic programs.

The Task Force feels strongly that the Planning Committee must establish "feedback mechanisms to help it optimize its allocation of resources. An important component of such a mechanism will be the formal structuring of "outside auditing" of the academic enterprise. For this purpose there is no substitute for the informed opinion of our peers at other universities of quality. Evaluation each 8 or 10 years is a reasonable objective.

Finally, it is noted that the Planning Committee is authorized to study and recommend the setting up of new programs. The Task Force feels that it also be specifically authorized to recommend the phasing out of old programs that it finds have outlived their usefulness.
Role of Faculty and Students in Administration

1. The Faculty

We have already taken note of the role of the faculty in departmental administration and in university planning. It remains to examine the role of the faculty in appointment of administrative officers. Procedures for the role of the faculty in the selection of the President have already been described in the section on Trustees.

Present practice includes codified procedures by which the faculty is consulted on the selection of academic officers at the level of dean or higher. Under these procedures, which are part of the Council By-Laws, when a Dean of Faculty is to be appointed, the faculty of the school in question names members of a consultative committee to which the President may add others in number not to exceed those named by the faculty. In the case of higher officers and those deans without a faculty constituency, the Senate Advisory Committee names the list of members, which is then augmented by the President. These consultative committees give the President a slate of nominees whom they deem qualified for the post for his final choice. (The consultative system is fully described on pp. 93-96).

In general the present system has worked well. Occasions for dissatisfaction have stemmed from two sources: the identification of offices subject to this selection procedure and lack of certainty that the prescribed procedure is in fact being followed. To deal with the first problem,

33. We recommend that:

(a) Consultative procedures in which a consultative committee independently recommends a slate of nominees be employed for the selection of Provost, Associate Provosts, Vice Provosts and Deans.

(b) For other positions, advisory procedures involving a greater degree of discretion for the Administration be employed.

(c) The President obtain from a small Standing Committee on Consultation (consisting of the Chairman, Past Chairman and Chairman-Elect of the Senate, with replacements named when necessary by the Senate Advisory
Committee) an opinion regarding the need for consultative or advisory procedures in specific cases.

In principle, consultation should take place for every post having a significant influence in academic affairs. While the application of this principle is clear enough when such key line positions as the Provost and Deans are in question, it is difficult to draw the precise line of demarcation for subordinate positions. This is in part because influence on academic affairs is not an "either/or" question for many of these positions but a matter of degree which, given the changing nature of the University's problems, is sometimes difficult to gauge in advance. Another complication is that new posts with different titles may be created from time to time.

We think, therefore, that there is a need for greater flexibility in the operation of consultative procedures. Where the post, like that of a Dean, is one in which major authority is exercised, formal consultative procedures in which the consultative committee produces a slate of names independently of the Administration should be employed. Where, on the other hand, the post is one that involves less direct authority or influence and is more in the nature of a personal aide (e.g., assistant to the President) or of a business officer the process should give more scope to the preferences of the Administration. In such cases, if there is any consultation, it might merely take the form of an advisory committee which gives the Administration advice concerning one or more candidates proposed by it. An intermediate procedure can be employed for posts such as Assistant Provosts and Associate Deans; the advisory group would in these instances both offer its own suggestions and react to suggestions of the administrator for whom an aide is being chosen. While it would have some meetings with the administrator, it would make its decisions about its advice to the administrator in executive session.

The Standing Committee should respond quickly to the President's request for an opinion, indicating the nature of the procedure if its opinion is affirmative. The President should err on the side of inclusiveness in seeking opinions from the Committee; he should for example seek opinions with respect to his assistants and those in the Provost's office.
Positions for which the Council By-Laws (p. 93) currently require consultation, however, and which are not listed above, could still, if the Standing Committee so requested, be determined to require consultative mechanisms.

34. We recommend that the reports of the consultative committees, the advisory groups and the Standing Committee should be as full as appropriate under the circumstances and should be widely circulated.

Doubt as to whether consultative procedures are being followed stems partly from the secrecy that surrounds the activities of Consultative Committees, and partly from the strong views that the top administration has sometimes held for or against particular candidates. There is a danger that the faculty may become disillusioned regarding the extent of its influence on the choice of key officers such as Deans. However, a system in which candidates not acceptable to the top administration were forced upon it would not be desirable either.

Both the consultative committees and the advisory groups would report to the faculty on their work after their discharge. The reports would include a statement as to whether the appointee was on the list of persons suggested or approved by the committee or group. If he was not, the number of persons on the suggested list should be reported. Also, the report should include other relevant facts necessary to inform the University about the course of events, particularly those relating to any committee or group convened for the same post whose work proved to be in vain. The Standing Committee should report annually to the Council, Senate and Students. Efforts should be made to give all these reports wide distribution.

Under the present system most department chairmen are appointed by the President upon a nomination made by the appropriate Dean after consultation with the faculty, in the department. We support this system. However, we have learned of occasional instances where department members have felt they had had too little influence over the choice. In our discussion of chairmen we have made clear our view that each must command the support of his department. This support is most easily achieved if the department
is fully consulted at the time of appointment and ideally if it can agree upon an acceptable candidate. Indeed, we feel this should be normal practice, and the person or persons making the recommendations to the President should find the means to consult fully with the entire faculty of the department and with departmental student advisory groups such as those suggested in recommendation twenty-one. However, there may be circumstances when this ideal of departmental agreement upon an acceptable candidate is inappropriate. The reconstruction of a weak department is a case in point. In these cases the dean should ensure that qualified advice is sought outside the University.

2. Students

35. We recommend that:

a. As a general norm, each committee of the University and of its Schools have at least two student members and as many as 25 percent. The precise number and proportion of students on each committee should be graded according to the extent to which their experience enables them to contribute meaningfully to the work of the committee. In committees dealing with such matters as residence rules and discipline, student members may exceed 25 percent and they should be in the majority as long as student interest in serving on such committees is maintained. At the other extreme, as a general norm students should not serve at all on committees dealing with faculty appointments and promotions.*

b. Departments, Schools and the University depart from this norm where it is deemed appropriate, particularly for the sake of experimenting with various forms and degrees of student participation.

The University community is comprised of a number of constituencies—faculty, students, alumni, administration, trustees, benefactors, and so on—each group interacting with the others to create the dynamics of the institution.

Clearly, students have a major role to play in these dynamics since we do not

*As explained on page 18, service on all Trustee Committees for students and faculty is restricted to nonvoting liaison participation.
subscribe to the outmoded idea that they are merely passive recipients of the wisdom of their teachers. Such a role would surely leave them unprepared to take an active, participating part in the larger society when they leave the University.

What role, then, should students play in the administration of the University? First, we must examine their strengths and weaknesses in order to assess the contribution they can most appropriately make.

As to strengths, it seems clear that students bring to the University a fresh viewpoint. College is a new experience to them and they have no previous exposure to any of the rationalizations of the institution. Being intelligent and idealistic, they are in a unique position to ask questions, to bring fresh viewpoints, and to contribute new ideas.

Despite their intelligence, students by virtue of their age and inexperience, cannot be expected to have the judgment of the other more mature and equally intelligent groups in the University. They simply have not had the exposure to real life problems and to the responsibilities that come with authority to exercise power in a meaningful and productive manner.

A further weakness lies in the transitory nature of the students' connection with the University. Their relatively brief tenure gives them insufficient exposure to the complex problems of the institution, and places limitations on their usefulness in guiding its major decisions or in establishing the continuity in its policies so essential to its success and, indeed, to its survival. The continual turnover of the student body means that the student members of committees are likely to be less well informed about many aspects of the operations of the University than faculty, trustee or administration members. Student membership in such committees is very costly in terms of the time of other members, and can be most easily justified when the subject is one to which students' experience enables them to make a contribution.

Accordingly, the interests of the University would seem to be best served by a policy of making the maximum practical use of the strengths which students bring to it while, at the same time, minimizing the danger that student participation will merely
burden administrative decision making or adversely affect decisions in those areas requiring specialized expertise or the longer view of a historical perspective. To these ends, we advocate an affirmative policy of "graded student participation" as a necessary and vital part of the administration of the University.

In "grading" student participation, we envision a spectrum of administrative activities ranging from those decisions which affect only students to those areas so remote from student experience and expertise as to virtually preclude a meaningful student participation. In the former category are residence planning and operations, including the design of new residences and rules governing the occupancy of existing ones. Another area in which student inputs may be expanded is with respect to the Placement Office which exists of course primarily to serve students' interest. Among the areas in which students' participation will be small are a broad range of business matters such as property insurance coverage, negotiation of contracts, fund-raising, etc.

A great deal of progress has already been made along these lines. At one end of our spectrum, students have their own governing body, the Community of Students, which has jurisdiction over those matters pertaining almost exclusively to students. In the broad middle area, students are voting members of the University Council and serve on a wide variety of boards, councils, committees and, of course, on this Task Force. Even at the very top levels of University governance, student inputs have become more the rule than the exception as witness the regular meetings between trustees and students instituted some three years ago.

However, experience with student participation in advice and decision-making at all levels of the University is still not very extensive either at Pennsylvania or elsewhere, and it seems unwise to codify too rigidly the extent of student participation. The best policy at present, we think, is to adopt a norm which involves student participation clearly beyond the level of tokenism, but to avoid any mandated level or degree of student participation. We therefore recommend a norm to departments, schools and the University, but encourage entities at each level to find the balance which seems most
appropriate to them. Some may have less student participation than the norm we suggest, but others may have more. We encourage experimentation in this area both with respect to numbers and terms of student participation, the latter referring to such matters as full or less than full committee membership.

With reference to the norm suggested, we may point out that we have previously recommended (Recommendation 21) that only one student may, in some instances, serve on departmental curriculum committees because such committees are typically small.

36. We recommend that the reviewing authorities on promotion proposals at the School and University levels should not approve a promotion unless they are satisfied with the procedure a department has employed to obtain student opinion (this source should not be limited to majors), and with the documentation of the results. At the School and University levels, student opinion should be obtained on the evaluation procedures employed by each department to assess teaching performance in each case.

The Task Force is against student membership on personnel committees because it believes that decisions affecting faculty members' professional careers should not be made even in part by students. Were students to participate in such decisions, it would be difficult to attract and keep good faculty at Pennsylvania, and were there to be such participation in all academic institutions, it would be difficult to keep many good faculty members in academic life. Also, student membership in personnel committees is not the only means of obtaining the necessary student input into that aspect of qualification for promotion, viz teaching, which students are better able to evaluate than anyone else.

The Task Force is convinced that teaching, particularly undergraduate teaching, has been neglected in some parts of the University and it believes that a mechanism for holding departments and individual professors accountable for the quality of their instruction is socially desirable. We do not favor a radical change in the emphasis on professional competence and research contribution in the criteria for appointment and promotion. It is the function of a great university to advance knowledge as well as to disseminate it, and in such an environment faculty members chosen for teaching popularity and without
research aptitudes soon lose touch with their fields, and, given an able and perceptive student body, are left without usefulness as teachers or as researchers. As we see it, the popular emphasis on the contrast between teaching and research talent is mistaken; the vast majority of able research men can be very good or excellent teachers and most of the problems arise not out of lack of teaching talent but out of lack of teaching interest. It is important to structure the University appointment and promotion procedures so as to make teaching, including undergraduate teaching, more important, but it would be naive to think that this should take the form of appointing and promoting "good teachers" without regard to their capacity as scholars.

However, a requirement that the evaluation of teaching performance be provided in every case of a proposed promotion would serve to create a better balance in the expenditure of individual and department efforts. The Task Force is inclined to the view that questionnaires about the quality of the teaching in each course, already used in some parts of the University, should be used by every department for this purpose. These questionnaires would be filled out by each student at the end of the term and summaries would be made for each class which would become a part of the teacher's personnel record to be considered in salary and promotion decisions. We think the questionnaire method is the most systematic and comprehensive way of obtaining student opinion.

37. We recommend that when an administrative officer in student life is to be appointed, students shall be consulted with respect to his appointment. Students shall be selected by the nominating procedure of the student government. In line with the principle of graded participation, students should be consulted directly and their opinions weighed heavily when a student affairs administrator, other than those subject to general consultative procedures, is to be appointed.

As well as participants in the administrative process, students are the administration's clients. Two aspects of student life should, we believe, be addressed at this point.

38. We recommend the question of the renovation and revitalization of the system of academic advising be the subject of detailed study.
The present system of academic advising suffers from the indifference of a large portion of the faculty to this particular aspect of the student's academic life. There is a particular need to improve the quality of academic advising at the pre-major level. No formula for improvement of the advising system is offered here, but the detailed study which is recommended should identify defects in the system and propose methods to cure those defects. Among methods which should be considered are: (1) the establishment of student committees in the schools, to work with the responsible administration and faculty committees as well as to do advising of their own; (2) the establishment of reward systems for faculty members which will induce them to engage themselves seriously in the advising process; such systems could include, inter alia, released time from teaching or from the work of committees; (3) employment of part or full-time persons to serve as academic advisors.

39. We recommend the University Council take the initiative to insure the establishment of disciplinary procedures in the graduate and professional schools. The University Council is presently considering, in committee, procedures for handling disciplinary cases in the undergraduate schools. No concerted efforts are being made to deal with this problem at the graduate and professional level. Whether there should be University-wide procedures for the graduate and professional schools, or whether each school should have its own procedures are questions presently not being studied, although some schools have taken the initiative to establish procedures of their own in the absence of a central policy. Attached to this report, as Appendix C, is a set of procedures adopted by one of the professional schools. It might be useful as a model for other schools.

In any event, the Council should address itself to this problem, either by adopting a University-wide procedure or by taking action to induce the schools to establish their own procedures. The Task Force does not recommend either that disciplinary procedures be centralized or decentralized in the various schools; our recommendation is simply that the problem be addressed.
Responsiveness of the University

1. Internally - ombudsman

We recommend that the office of the Assistant to the President for Internal Affairs (Ombudsman) be established to receive requests for information or complaints from any member of the University community who has not been able to obtain satisfaction elsewhere.

The success of any institution (private, public, religious, governmental, business, or educational) in a free society rests in large measure on the degree to which it is responsive to the needs of its constituencies. Whether these constituencies be voters, customers, stockholders, faculties, students, or alumni, the institution must serve their needs or they will either withdraw their interest and support, leaving the institution to wither and die, or they will make a major effort to restructure it in a manner more suited to their needs.

More specifically, a university whose faculty does not offer courses of interest to students will soon find a dearth of applicants for admission. A university which does not attract bright students will have difficulty obtaining and retaining outstanding teachers.

Responsiveness, then, is an essential element of the fabric of a successful university. It does not assure excellence, as the quality of the faculty and the curriculum may, but its absence assures failure.

Responsiveness requires a delicate balance between the pressures of the moment, often emotionally-charged issues of immediate faculty or student concern, and the long-term policies and goals of the University. If the University pursues its Olympian course without regard to the immediate concerns of the day, it will be viewed as an unresponsive, monolithic institution. On the other hand, if it bows to every immediate pressure, it will surely never achieve its goals. How, then, is it to be responsive and yet purposeful?

We believe that this can be accomplished through a firm, unwavering commitment to the long-term objective of educational excellence, tempered by a responsiveness but not a capitulation to the pressures of the moment. It is necessary that suggestions,
dissatisfactions and complaints be heard. It is not at all a requirement of responsiveness that voices of dissent, however loud, should control.

To illustrate, the student demonstration in February of 1969 could easily have escalated into incidents of physical violence as was the case in many other universities. Perhaps the greatest single factor in preventing such an escalation was an atmosphere conducive to continuous dialogue established between the student demonstrators on the one hand and the trustees, faculty and administration on the other hand. There was a responsiveness that in no way meant capitulation nor a major diversion from the long-range educational purposes of the University.

Responsiveness must be viewed from the standpoint of the individual as well as the group. The faculty as a group acts in concert through the Senate, but the individual faculty member may be eaten by frustration at some aspect of his personal situation. Similarly, the individual student often feels powerless to cope with an institution of the size and complexity of the University.

The Administration at all levels should be open and responsive to appeals of students and junior and senior teaching personnel who feel aggrieved.

We believe, too, that new avenues must be explored to strengthen communications between faculty, students, administration and trustees. Too often, the channels of communication exist but are unknown to the individual. Faculty members say that students show no interest in counseling, and students say that faculty members are unavailable or unapproachable for counseling. The barriers to communication must be torn down.

Much of the work of such an office will undoubtedly consist of referrals to appropriate campus offices but the existence of an officer close to the President who can take note of repeated complaints about particular situations should help to produce corrective measures more readily than is now the case. It may prove helpful to have each school and other major administrative areas of the University designate officers to work with the University ombudsman.

The ombudsman should be a person who will command the respect of the whole
University community who would serve for a two- or three-year period. He would have no powers of decision but would be empowered to investigate general problems or specific complaints upon his own motion as well as upon complaint. He would have the complete support of the Administration in obtaining information, including access to documents. He would make interim and final reports which would be widely disseminated.

2. Externally - the community

41. We recommend that the Office of the Assistant to the President for External Affairs shall be responsible for maintaining contact with the University's neighbors and shall have cognizance of all University-community programs.

The responsiveness of the University to its neighboring community presents special problems and opportunities. The University must be more sensitive than it has been in the past to the costs imposed upon its neighbors by its expansion, and to the measures taken by governmental entities that may benefit the University but affect the local community adversely.

The urban community presents unusual opportunities for teaching and research in many of the crucial problems of our society, thus helping to enlarge and fulfill the educational objectives of the University. We believe that these opportunities should be seized and we feel that this is increasingly being done through the many community-related programs of the departments, schools and institutes of the University.

It is difficult to draw a line between the educational purpose and the social benefit of community programs. For example, a neighborhood health clinic financed and staffed by the University may serve an educational purpose in the training of young physicians while, at the same time, providing a distinct community benefit.

We believe that the University, as a non-profit institution operating under severe financial constraints, cannot possibly afford to dilute its limited resources by providing direct community services that serve no educational purpose.

Between pure educational purpose and pure social benefit there is a large area of neighborhood need which can be and is being served by many individuals and groups.
within the University out of personal dedication and not as an institutional activity. A large number of students and faculty members give their time and talents to work in the neighboring community and we believe that this should be encouraged.

The Commission on University-Community Development (Quadripartite Commission) was created in 1969 as the result of a student demonstration and in the hope of providing a channel of communication and responsiveness between the University and the surrounding community. It is still too early to determine whether the Commission will become an effective instrument for this purpose. One of the major difficulties in the operation of the Commission has been the problems of defining the "community" and of obtaining truly representative neighborhood participation on the Commission. The determination of the degree to which it is feasible for the University to utilize the Commission as the University-neighborhood forum should await clarification of these problems, and accordingly the Task Force makes no recommendation on the matter.

The Task Force also notes the formation during the past year of a Trustee Committee on Urban Affairs, charged to "concern itself generally with developing policy for Trustee adoption relating to the role of the University of Pennsylvania in the urban environment." Because this committee is so new, the Task Force makes no recommendation at this time as to its relationship with the other agencies concerned with external affairs.

A recently established office of Assistant to the President for External Affairs is an additional instrument through which the University can be more responsive to the neighboring community. One of the early accomplishments of this office was the setting up of the West Philadelphia Community Free School.

An organization chart is appended (Appendix D) which summarizes some of our recommendations with respect to the main administrative officers of the University.
III. The Legislative Function

The legislative structure of the University includes the Senate, the formally recognized organ of faculty opinion and influence; the student governments, including the Community of Students and associations from the various graduate and professional schools; and the University Council, the University-wide body where faculty, administration and students meet together to debate and formally recommend to the President courses of action involving policy questions of University-wide interest.

In formulating our recommendations on the legislative function, we were, in general, guided by the principles stated in the Preamble to the report. We reiterate the essence of those principles here to highlight the recommendations that follow.

a. All members of the University should reserve some portion of their time for self-government.

b. Self-government is not the main goal of the University, and cannot be a full-time activity for its scholars. The system of governance devised should be such as to permit the greatest possible time to be devoted to the principal functions. Thus, the forms of self-government must be such as to allow optimum participation, but not such as to permit those who devote most of their time to government to dominate the University.

c. The proportion of representation in the various legislative bodies should be based on competence, insight and experience in the areas to be legislated upon.

d. There should be a central legislative body in the University where problems of general University interests can be discussed among relevant parties, and appropriate recommendations formulated. Such a body should be small enough to permit thorough consideration of problems. The elected members of this body should be from mutually exclusive constituencies.
e. The University is primarily for learning—for teaching and for research.

The Task Force did not approach the legislative problem believing that only minor alterations in the existing structure would bring us closest to a perfect form of legislative process for this campus. The Task Force gave consideration to having no Council or central legislative body at all. Thought was given to a bi-cameral system with Faculty and Student Senates, a University-wide Assembly that would express itself in plena and referenda, a small University Steering Committee and a large Council of 500. In the end it became apparent that for this University, we had already evolved a system that was effective and worthy.

The recommendation that the size of the Council be reduced somewhat came after review of many factors. It was argued that the existence of a large Council promotes communication on the campus and that there can be no way to select a critical mass at which a legislative body becomes too large to be effective. It has been the observation of the Task Force that many members of the Council do not report to their constituencies and that their presence, therefore, does little to enhance on-campus communication. As to the critical mass at which debate becomes oratory and persuasion is impossible, it has been the understanding of the Task Force that discussion and interplay occurred more before the Council was enlarged from 85 to 115. We do not subscribe to the belief that all the difficulties of the enlarged Council were due to the assimilation of the students, for those problems continued after their assimilation. Finally, it has been the observation of the Task Force that the feelings of duty and responsibility of committee members are heightened when their numbers are smaller. Decreasing the numbers of Council members may increase their sense of responsibility to their constituency and to the University. Failure to reduce the size of Council may result in a reduction of the importance and influence of that body, turning it into an ineffectual debating society. Inevitably the faculty and the student body will lose interest in that kind of Council.

Most of the recommendations that follow are revisions in the University Council's Bylaws. Additions are distinguished from the current text by underscoring; deletions,
by brackets. The complete text of the present Bylaws appears as Appendix E.

A few additional recommendations follow the Bylaw revisions (P. 99) and concern the Senate and student government. For a fuller understanding of governance of the University, the Rules of the Senate (Appendix F) and the Statutes of the Corporation (Appendix G) are also appended.

Bylaws of the University Council

I. Scope and Purpose

The University Council of the University of Pennsylvania exists to discuss and formulate for recommendation to the President general policies of the University which may affect its educational objectives by consultation among elected representatives of the disciplinary fields of the faculties, representatives of the faculty at large, academic administrative officers, and elected representatives of the undergraduate and graduate-professional students. It is empowered to initiate policy proposals as well as to express its judgment on those which are submitted to it by the administrative officers of the various academic divisions of the University. It is also empowered to request information through appropriate channels from any member of the University administration.

Any member of the University may submit questions or proposals to the University Council for consideration and may be asked to serve on committees of the University Council.

II. Membership

1. Composition. The University Council shall be composed of:

(a) Twenty-seven fully affiliated faculty members, elected by mutually exclusive constituencies composed of all fully-affiliated faculty with the rank of Professor, Associate Professor, Assistant Professor, all tenured faculty holding other ranks, and those eligible to vote pursuant to II, 2, (b), (i), as follows:
<table>
<thead>
<tr>
<th>Department</th>
<th>Current Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>College*</td>
<td>7</td>
</tr>
<tr>
<td>Graduate School of Arts and Sciences*</td>
<td>1 (estimated)</td>
</tr>
<tr>
<td>Wharton</td>
<td>4</td>
</tr>
<tr>
<td>Medicine</td>
<td>4</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
</tr>
<tr>
<td>Engineering</td>
<td>2</td>
</tr>
<tr>
<td>Dental</td>
<td>1 (estimated)</td>
</tr>
<tr>
<td>Veterinary</td>
<td>1 (estimated)</td>
</tr>
<tr>
<td>Nursing</td>
<td>1 (estimated)</td>
</tr>
<tr>
<td>Allied Medical Professions</td>
<td>1 (estimated)</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
</tr>
<tr>
<td>Education</td>
<td>1 (estimated)</td>
</tr>
<tr>
<td>Annenberg</td>
<td>1 (estimated)</td>
</tr>
<tr>
<td>Social Work</td>
<td>1</td>
</tr>
</tbody>
</table>

In all cases where more than one representative is to be elected (College, Wharton, Medicine, Engineering, and Dental) mutually exclusive constituencies shall be established by the faculties involved by vote of the members of the respective faculties.

In cases where a single Council member is to be elected by a combination of two or more departments, it is strongly recommended that there be rotation of the representatives so that they come from different departments at each election in proportion to the relative size of each department within each constituency. For example, if a single constituency is composed of two departments of approximately equal size, then representatives should

*With a Faculty of Arts and Sciences, the College and Graduate School constituencies would very likely be merged. Slight adjustments might be necessary in Council proportions, depending upon the number of faculty with voting rights in the Faculty of Arts and Sciences from the various professional schools. Preliminary estimates indicate this would not change significantly the scheme of representation proposed.
be elected from each department in alternate elections. If one department is twice the size of the second, it would be expected that representatives from the first would be elected on an average of two out of three elections, and a representative from the second would be elected in one out of three elections. Although the Task Force hopes this procedure will be followed, it is not a formal recommendation, so that constituencies are not prevented from re-electing a particularly effective member.

Individuals holding administrative posts above the rank of department chairman shall not be eligible under the provision. If a constituency representative assumes such rank during his term of office, he shall be considered to have resigned as a constituency representative. In such a case, he shall be replaced in accordance with the provisions of Article II, Section 5.

Comment

This is a reduction from 39. The individual constituencies will necessarily become twice as large (approximately 60 per constituency, except in the Medical School) and cross department lines more frequently. Rather than constitute a single committee to draw constituency lines, it seems best to assign this task to the faculties themselves, who can take advantage of chance geographic or personal contiguities to establish functional constituencies. Such opportunities may escape the notice of a central committee, necessarily more removed from the scene. This decentralized process should also result in a more satisfactory outcome, expeditiously achieved.

The apparent discrepancies in proportions of changes in representation from the various schools are due to malapportionment in the original formation of constituencies. The general principles now adopted include: (a) a minimum of one representative from each school. (This seems particularly important in the new Council, since each school will not necessarily be represented by a dean, as is true currently); (b) each constituency is composed of approximately 60 members, with the exception of the Medical School. (In the case of the Medical School, it has long been agreed that such an adjustment was
necessary in order to preserve a reasonable balance of intellectual and academic interests, as reflected by a university.

Only fully-affiliated members of the professorial ranks and faculty of whatever rank having academic tenure are automatically eligible for constituency membership. In certain schools, however, there are some faculty members who have completed their professional preparation with the titles of Associate and Instructor. The Task Force recommends at II, 2, (b), (i), that the automatically eligible faculty in those schools decide on an annual basis whether or not to extend constituency membership to the fully-affiliated Associates and Instructors within their schools who have completed their professional preparation. If Associates and Instructors are invited to join constituencies, they may also be eligible to be elected as the constituency representative. In any event, the extension of voting privileges to Associates and Instructors should not be construed to alter the basis for apportionment of Council seats stated in the preceding paragraph.

The four currently eligible members of the Department of Recreation are not now members of any of these constituencies. The Task Force recommends to the Provost that these faculty be appointed members of one or more of the above constituencies for purposes of representation in Council.

(b) Thirteen representatives of the faculty at large, who shall be the Chairman, Chairman-elect, Past Chairman, Secretary, Secretary-elect, and the eight members of the Advisory Committee of the University Senate who have served the first year of their three-year term on the Advisory Committee of the Senate.
Comment

In seeking to reduce the number of Senate members, those elected to their first year on the Advisory Committee seemed most expendable. The first year is generally a year for getting acquainted with problems anyway. The experience of the Chairman is too valuable to do without entirely after his term. The Secretary has usually not been as central.

(c) Four [six] fully affiliated Assistant Professors, selected by the Steering Committee from nominations to be offered by the several constituencies.

The Steering Committee shall select the Assistant Professors for membership on the Council from fully affiliated faculty members of that rank who have been fully affiliated, at the time of their selection, less than six years.

Comment

With the 2-year term provided in II, 3, (a), and assuming some reductions, 4 seemed more appropriate than 2.

The underlying principle has been to select promising young faculty, both for the benefits to be derived by the Council from youthful viewpoints, as well as to acquaint a selected number of relatively new faculty with governance processes. We believe that these considerations are still valid. The Task Force has rejected the proposal that the assistant professors be elected directly by a separate constituency of assistant professors, for we do not believe that any constituencies should be based solely on rank. We have, however, introduced a systematic nominating procedure by having the nominations originate formally in the regular faculty constituencies. This should bring to the attention of the Steering Committee some names which are now overlooked.
(d) Twelve administrative officers, including the President, the Provost, and ten members of the administration to be appointed annually by the President, at least five of whom shall be Deans of Faculties.

All Deans and appropriate academic administrators other than those appointed to membership in Council may attend Council as nonvoting participants, as may such non-academic administrators as the President of the University may invite.

Comment

The President and the Provost appear to agree that it is not necessary to have all Deans at Council meetings. Should a Faculty of Arts and Sciences be created, the Dean of that Faculty should be a member of Council ex officio.

It is proposed that all Deans whose schools are especially implicated in any particular problem before the Council shall become ad hoc voting members of the Council.

The total number of administrators is reduced from twenty-two to twelve. Other than the two named, good cases can be made for the membership of many of the administrators. However, it is essential to reduce the total number on the Council in line with the rest of the proposal, and it would appear to be the wisest course to leave specific choices to the President.

(e) Seventeen full-time undergraduate and graduate-professional students, as follows:

Undergraduate schools and colleges - 9 students

Five (to be elected from mutually exclusive constituencies to be established by the student government)* and

At large (one of these four may be the principal officer of the student government, ex officio)

*With a Faculty of Arts and Sciences, some rearrangement in constituencies will be necessary, especially in the graduate and professional area.
Graduate and graduate-professional schools - 8 students

Graduate School of Arts and Sciences*
(1 to be elected and the Chairman of Graduate Student Association, ex officio) 2

Medicine 1

Dental, Veterinary, Nursing and Allied Medical Professions (to be rotated) 1

Law 1

Annenberg, Education, Fine Arts, Social Work (to be rotated) 1

Engineering 1

Graduate Wharton 1

Comment

This gives students a number in a reasonable proportion to that of the administration and the Senate, respectively.

It is well to note that II, 2, (c) applies to all of these representatives, i.e., they shall be elected by mutually exclusive constituencies. Of course, the at large category combines all undergraduate constituencies.

2. Election

(a) Representatives of the faculty at large shall be elected not later than the last week of April in accordance with the procedures of the University Senate. The names of those elected shall be transmitted forthwith to the Secretary of the Council.

*With a Faculty of Arts and Sciences, some rearrangement in constituencies will be necessary, especially in the graduate and professional area.
(b) Representatives of constituencies shall be elected not later than the third last week of April, following the election of the representatives of the faculty at large, in accordance with the following procedures:

(i) Each fully affiliated faculty member of the rank of Professor, Associate Professor, Assistant Professor, and tenured faculty members holding other ranks shall be a member of one of the constituencies of the Council. These automatically eligible faculty members within each constituency may decide on an annual basis whether or not to extend constituency membership to those Associates and Instructors on their faculties who are fully-affiliated and have completed their professional preparation. No individual shall be a member of more than one constituency. The Secretary shall maintain and keep current an official list of the members of each constituency. The Steering Committee, or a subcommittee thereof, shall determine in case of doubt to which constituency the faculty member belongs. Full affiliation for purposes of these Bylaws shall be as defined in the President's Statement of Affiliation, attached hereto as Appendix A [C].

(ii) One-half [one-third] of the representatives of the constituencies shall be elected each year.

Comment

See II, 3 (a).

(iii) During the last week of March the Secretary shall send to each member of each constituency which is to elect a representative: a) a list of the members of the constituency, indicating thereon the current representative and those individuals who will be continuing members of the
Council by virtue of membership in a constituent group within the Council, b) a request for the nomination of a member of the constituency for election and an explanation of the election process and schedule, c) a form on which the nomination is to be made with instructions to nominate one candidate. 

(iv) The Secretary shall record the nominations and having received the consent of each nominee send to each member of a voting constituency the names of the two, or in the case of ties, the three or four individuals who receive the largest number of votes for nomination. Members shall be asked to vote for one individual.

(v) Where two or more candidates are nominated and a slate submitted to the constituency, a plurality of the ballots cast within the stated period of election shall constitute election of a candidate.

(c) Students

(i) Representatives of the undergraduates shall be elected ordinarily in April. The procedures of election must be democratic both in principle and in practice.

The Secretary of the Council or his delegate shall conduct an election among the entire student body of the respective constituencies for the designation of representatives. Where possible, the election shall be by secret mail ballot; where this is not possible, the election shall be in accordance with procedures arranged by the Vice-Provost for Student Affairs. The constituencies designated shall be mutually exclusive, i.e., a student may vote in only one constituency except that a student may vote in addition, for "at large" candidates when they are provided.
Graduate and professional students may be selected for membership on Council if the student organization which selects them has been certified by the Vice Provost for Student Affairs as broadly representative.

The Secretary shall distribute to the members of the Council, together with the agenda for the May meeting each year, a list of the representatives of the faculty constituencies, the representatives of the faculty at large, the Assistant Professors, the academic administrative officers, and the representatives of the students who will be members of the Council for the coming academic year.

3. Terms of Office

(a) The term of office of representatives of the faculty constituencies shall be two years. To insure continuity of membership, the faculty constituencies shall be divided into two equal groups, with one group to elect representatives each year. Those to serve for one and two years, respectively, after the first election shall be determined by lot. No person shall serve as a representative of a faculty constituency for more than three successive terms.

Comment

With the reduction in the size of the Council, and the consequent relative increase in its power, it seems desirable to increase the rate at which new ideas as represented by new members can affect its considerations. Thus, the terms of Council members are reduced to two years, so that one-half of the representatives of the constituencies to the Council will be elected each year.
(b) The term of office of the faculty at large shall be two years, except for the Chairman-elect, who shall serve during his term as Chairman-elect, Chairman and Past Chairman. Individuals who assume administrative positions above department Chairmen shall not serve in this capacity.

Comment

As indicated above, it seems essential to retain the experience of the Past Chairman, but it seems appropriate for him not to serve as an elected representative of the faculty once he has joined the administration.

c) The term of office of the Assistant Professors selected by the Steering Committee shall be two [three] years. There shall be two [three] equal groups of members in this category, with one group to be selected each year.

d) The terms of office of student representatives shall be one year.

e) The terms of office of new members of the Council, other than members elected to fill vacancies, shall commence with the election of the Steering Committee and the taking up of new business at the May meeting. The terms of office of retiring members of the council shall conclude with the transaction of old business at the May meeting.

4. Vacancies

(a) Vacancies among the representatives of the faculty at large shall be filled according to procedures of the University Senate.

(b) Permanent vacancies, by retirement, resignation other than the type of resignation in Article II, Section 5, and the like, among the representatives of the faculty constituencies shall be filled as soon as feasible for the balance of the unexpired term by an election within the constituency concerned.
Temporary vacancies, by academic leaves and the like, shall be filled by an election for the interim period or for the unexpired term, as the Steering Committee shall designate.

(c) The Steering Committee shall fill any vacancy among the Assistant Professor members for the unexpired portion of the term or an interim basis as circumstances warrant. Promotion of an Assistant Professor does not create a vacancy.

(d) Vacancies among student representatives shall be filled as soon as feasible by the approved student organization.

5. Duties. Membership on the Council presupposes a readiness to attend meetings of the Council regularly and to participate fully in its business, including the work of its committees. Three successive or a total of four absences from regular meetings of the Council during one academic year shall constitute automatic resignation from the Council. In the event of a vacancy, the seat shall be filled according to the procedure in II, 4, (b) and (d). In the case of failure to fill a vacancy by these procedures, ad hoc procedures shall be developed by the Steering Committee for selection of a replacement for the remainder of that term by the constituency. This automatic resignation provision shall not apply to ex officio members from the administration and from the faculty at large. It is the continuous obligation of representatives of the faculty and student constituencies to present to the members of their constituencies the discussions, decisions, and recommendations of the Council and to solicit questions and suggestions from them for presentation to the Council. The representatives of the faculty at large, being members of the Advisory Committee of the University Senate, shall act as a liaison between the Council and the Senate.
Comment

With a reduced Council, it seems essential to insure maximum attendance. No exceptions are made for illness, leaves, etc., because the effect of absence is the same regardless of cause: viz. to leave the constituency unrepresented. Three successive absences would seem to be adequate notice to the constituency that the particular representative cannot, or is not willing to, fulfill his duties.

III. Officers and Staff

1. Positions. The officers of the Council shall be a Chairman and two Vice-Chairmen.

2. Chairman. The President of the University shall be the Chairman of the Council.

   It is his duty to call meetings of the Council as hereinafter provided, to preside at these meetings, and to discharge such other duties as usually pertain to a chairman.

3. Vice-Chairmen. The Provost and the Chairman of the University Senate shall be the Vice-Chairmen of the Council. In the absence of the President, the Provost shall serve as Chairman; in the absence of both the President and the Provost, the Chairman of the Senate shall serve.

4. Council Staff. The Council shall be assisted by such staff as is required in the conduct of its business. Staff personnel shall not be members of the Council.

   There shall be a Secretary who shall be aided by such additional persons as may be necessary from time to time. The Secretary of the Corporation shall be Secretary of the Council. In addition to duties specified elsewhere in these Bylaws, it is the duty of the Secretary to issue notices of meetings of the Council, to record the minutes of such meetings and distribute them to its members, to receive communications for the Council, and to perform any other duties assigned to him by the Chairman or the Council. The Secretary shall
supply members of the Council with a copy of these Bylaws and appendices and amendments thereto, a current list of members of the Council, and a list of members of the Council's committees. The Secretary of the Council shall serve as secretary of the Steering Committee.

IV. Meetings

1. Stated meeting time. The stated meetings of the Council shall be held at 4:00 p.m. on the second Wednesday of each month during the fall and spring semesters.

2. Special meetings. The Chairman shall call a special meeting at his own discretion, or whenever requested by either Vice-Chairman, or by petition of 20% of the total membership of the Council, or by any Faculty.

3. Notice of meetings, agenda, and committee reports. Notices of all meetings, the agenda approved by the Steering Committee and reports of committees that will be presented for action by the Council, shall be mailed or otherwise delivered to members at least five days in advance of the meeting. With the exception of matters on which every member is entitled to notice before a meeting, the Council by affirmative vote of the majority of the full membership may decide to act on a matter not on the agenda for action.

4. Conduct of meeting. A majority of all members shall constitute a quorum. Conduct of the meetings shall conform to the latest edition of Robert's Rules of Order Revised, except where inconsistent with provisions of these Bylaws or special rules of the Council.

5. Persons entitled to attend. Meetings of the Council shall be open only to members of the Council. Non-members of the Council, who are members of committees reporting to the Council at a particular meeting, or who are expressly invited by the Secretary on designation by the Chairman or either of the Vice-Chairmen, may attend a particular meeting and may be invited to participate in discussions, without vote.
V. Steering Committee

1. Composition. The Steering Committee shall consist of the Chairman of the Council, the two Vice-Chairmen, the Chairman-elect of the University Senate, and five faculty members, one undergraduate student and one graduate or graduate-professional student to be elected by the incoming Council at its May meeting for the ensuing year. The Vice-Chairman who is Chairman of the University Senate shall be the Chairman of the Steering Committee. In the absence of the Chairman, or at his request, the Chairman-elect of the Senate shall substitute as Chairman of the Steering Committee. The Secretary of the Council shall serve as secretary of the Steering Committee.

2. Election.

(a) The five elected faculty members of the Steering Committee shall be chosen from a list of at least ten nominees prepared by the incumbent Steering Committee in the following manner: The Steering Committee shall nominate the retiring Chairman of the Steering Committee in addition to those of its present faculty members who have served as elected members of the Committee one year or less and are eligible for election. Two and no more than two of these nominees shall be elected. The two elected student members shall be chosen from a list of at least four nominees prepared by the incumbent Steering Committee. The slate of nominees shall be mailed to the members of the incoming Council by the Secretary together with the notice and agenda for the May meeting. Additional nominations may be made from the floor by members of the incoming Council. No person shall be nominated without his consent. No member of the Steering Committee shall serve more than two consecutive elective terms. The Chairman and Chairman-elect of the Senate serve on the Steering Committee by virtue of office and are not deemed elected members under this provision.
(b) Each member of the incoming Council shall be entitled to vote for two faculty members from the slate of nominees who have served on the Steering Committee the previous year and for a number of additional faculty members on the slate of other nominees sufficient to elect a total of five. Each member shall be entitled to vote for one undergraduate student and one graduate or graduate-professional student. Voting shall be by written ballot. The nominees from each group with the highest total votes shall be declared elected. Members of the Council shall be informed of the results of the election. If tabulation is completed prior to adjournment of the May meeting, the result shall be announced. In any event, the Secretary shall mail the results to the members as soon as possible.

3. Duties.

(a) The Steering Committee shall prepare the agenda for meetings of the Council. Committee reports and other matters not considered by the Steering Committee to be ready for Council action may be included on the agenda for information of the Council. With the exception of matters on which every member is entitled to notice before a meeting, the Council by affirmative vote of a majority of the full membership may decide to act on a matter not on the agenda for action.

(b) The Steering Committee shall advise the Council in establishing or eliminating standing and special committees, and the tasks assigned to such committees, with a view to preventing unnecessary proliferation of the committee structure and to insure the harmonious and efficient workings of such committees as are authorized.

(c) The Steering Committee shall appoint the members of standing and special committees of the Council and of standing subcommittees and their chairmen.
(d) In preparing its list of nominees for the Steering Committee and in the appointment of other committees, the Steering Committee shall give consideration to maintaining balance of representation from the main academic areas as well as the appropriate administrative areas.

(e) The Steering Committee shall select the Assistant Professors for membership on the Council.

(f) The Steering Committee, or a subcommittee thereof, shall review the structure of the disciplinary constituencies [within the first two years of existence of the Council and] periodically [thereafter] and shall report its conclusions and recommendations to the Council.

(g) The Steering Committee shall have cognizance over the rules of procedure of the Council and its committees, and shall recommend from time to time such deviations from Robert's Rules of Order, or special rules of procedure, as are deemed particularly appropriate for the efficacious consideration of proposals by the Council.

Comment

Robert's Rules of Order are excellent general guides for the conduct of an organization's business. However, academic considerations may make some of those rules less than optimal for our specific needs. Additionally, it may be useful on occasion to adopt special rules for the limitation of debate or amendments, etc.

4. Vacancies. Vacancies among the elected members of the Steering Committee shall be filled by election held by Council. A list of at least two nominees for each vacancy shall be prepared by the incumbent members of the Steering Committee and included with the notice of the meeting at which the election is to be held. Additional nominations may be made from the floor and the
VI. Committees.

1. Standing and Special Committees. The standing committees of the Council shall be those established by the Council upon recommendation of the Steering Committee. Special committees may be created by the Council from time to time. Only members of the University shall be eligible for membership on Council committees. Only those committees that are directly instrumental in advancing the work of the Council shall be established or continued.

2. Committee Members and Chairmen. Members of committees and their chairmen are appointed by the Steering Committee. At least one member of all committees of Council shall be a member of Council. The Chairman and Vice-Chairmen of the Council, ex officiis, shall be entitled to attend meetings of all committees of the Council and to participate in the discussions. The term of office for members of all standing committees, with the exception of the Committee on the University Budget, and with the exception of students, shall be two years, half the members to be appointed each year. The term of office of student members shall be one year. All members shall be eligible for reappointment.

Comment

The part of the provision concerning membership on committees was passed by Council (5-13-70). Only those sections concerning the term of office are new. The intent of the full amendment is two-fold: a) to open up the possibilities for non-Council members to be selected as Chairman of Committees; b) to provide for greater continuity of service by the members of committees. Wider possibility of choice of chairmen seems essential in view of the reduction in size of the Council and the increase in number of Standing Committees as shown below. The lack of continuity has also been a source of
concern. The current Bylaws require that all members of committees be appointed annually. It is, of course, possible for all members of a committee to be reappointed, but there has not been any systematic procedure for guaranteeing both relative continuity and rotation. In the case of students, so many tend to be seniors that it seems advisable to limit the term to one year to take account of the realistic situation.

3. Subcommittee. Any standing or special committee shall have the power to delegate specific tasks or functions to subcommittees whose members shall include one or more members of the parent committee.

4. Reports of Committees. Reports and communications by committees to the Council shall be submitted to the Steering Committee for inclusion in the Agenda.

5. Committee on Educational Policy. The Committee on Educational Policy shall have cognizance of all matters of general educational policy which cut across the interests of two or more schools or educational matters of university-wide interest. On its own initiative, or on the recommendation of the administration, it may review current policies in its domain. It shall review proposals concerning titles of earned degrees. It may recommend review of programs to the Academic Planning Committee. It shall maintain close liaison with the Committee on Academic Planning, and the Chairman of the Committee on Academic Planning shall be an ex officio member of the Committee on Educational Policy and the Chairman of the Committee on Educational Policy shall be, ex officio, a member of the Committee on Academic Planning. The Committee on Educational Policy shall report regularly to the Council on its own activities and those of the Committee on Academic Planning.

Comment
Most departments operate both undergraduate and graduate programs; most faculty serve both. Consideration of each usually requires consideration of the effects on the
other. It seems desirable, therefore, to combine the academic parts of the current Committees on Undergraduate Affairs and Postbaccalaureate Affairs into a single committee. This should enable it to undertake consideration of important academic policies which seem, somehow, to have dropped out of the considerations of the Council.

The phrase "university-wide interests" is intended to encompass cognizance and review of such academic programs, as the College of General Studies, the Evening School of Accounts and Finance and other extension schools.

The committee is envisioned as a policy-recommending committee, and as such would not duplicate the efforts of the Academic Planning Committee. Through the chairmen, communication between the Academic Planning Committee and the Council would be maintained.

6. Committee on Student Affairs. The Committee on Student Affairs shall have cognizance of the conditions and rules of student life on campus, including allocation of university income to student activities and residential arrangements, and shall recommend such action as to optimize the conditions for study on this campus. The Vice-Provost for Student Affairs shall be an ex officio member of this committee.

Comment

This committee is intended to deal with the non-academic side of student life. These are the problems which have practically monopolized the attention of the current Committee on Undergraduate Affairs.

7. Committee on Research. The Committee on Research shall be generally concerned with the research being carried on at the University. It shall have cognizance of such matters as policies relating to research, the expenditure of
research funds as designated by the University, and the issuance of periodic reports on the research activities of members of the faculties. It shall include representatives of the major fields of research. The Vice-Provost for Research shall be an ex officio member of the committee.

8. Committee on Faculty Affairs. The Committee on Faculty Affairs shall be concerned with the general welfare and interests of the members of the Faculty, and shall have cognizance of such matters as faculty relationships with the Administration and the Trustees, the University Manual of Policies and Procedures, faculty benefits, nominations to the Trustees of candidates for honorary degrees, the Almanac, and Faculty-student relations.

9. Committee on the University Budget. The Committee on the University Budget shall have cognizance of matters of policy relating to University budgets, tuition and fees, as well as the general financial operation of the University. The Committee on the University Budget shall advise the administration and participate in the formulation of the annual budget. It shall prepare a detailed annual report on the budget of the University at the earliest practicable time and no later than the March meeting of the Council for the budget of the subsequent year. The Committee shall consist of the President as Chairman, the Provost, the Vice-President for Business and Finance, the Vice-President for Coordinated Planning, two members of the academic administration to be chosen by the President, the Chairman-elect of the Senate, Chairman of the Council Committee on Faculty Affairs, and three members of the faculty to be selected by the Steering Committee. The Vice Provost for Academic Planning and the Chairman of the Academic Planning Committee shall be invited to attend as observers.* The members of the faculty shall serve for a term of

*An earlier recommendation (#31) calls for the Academic Planning Committee to be renamed the University Planning Committee. Hereinafter the report refers to this group as the University Planning Committee.
three years, one to be added each year. Students may be appointed to subcommittees of the Committee on the University Budget.

Comment:
The separation of the policy-making aspect from the actual budgeting process has not been effective in the past. One committee with both operating and Council responsibilities (there is a precedent in the Committee on Undergraduate Admissions) seems needed in this sphere. Some overlap may occur between this committee and the University Planning Committee; in general, however, the University Planning Committee is concerned with long-range problems whereas the formulation of the budget is an annual affair which must take account of more immediate developments.

10. Committee on Physical Planning and Development. The Committee on Physical Planning and Development shall have general cognizance of the University's planning program, and serves as liaison between the Coordinated Planning Office and the Council in regard to specific problems of physical planning. The Chairman of the Committee shall be nominated to the President by the Steering Committee for service on all administrative committees concerned with physical planning. The Vice President for Coordinated Planning shall be an ex officio member of the committee.

Comment to VI, 10
As discussed on pp. 50-52, a planning proposal should first be reviewed by the University Planning Committee. If the proposal is endorsed, the physical plant implication should then be considered by the Committee on Physical Planning and Development whose recommendations should then be forwarded to the administration.
11. Committee on Relations with the Neighboring Community. The Committee on Relations with the Neighboring Community shall have cognizance of problems of the university's role in the surrounding community. It shall advise the Council on the appropriateness and degree of university involvement in general community affairs in the light of consideration of the basic functions of the University.

Comment

It is clear that the University must take account of the surrounding community whenever it plans expansion and whenever the welfare of the surrounding community becomes of concern. At the same time, it is not intended for this committee to attempt solution of community problems in terms of some favorite political or social policies. In other words, it is important for the university to be sensitive to the problems without at the same time giving false impressions of the possible university contributions to their solution. A Council Committee, in addition to both a Trustee Committee on Urban Affairs and the Quadripartite Commission, will be helpful in this area.

12. Committee on Undergraduate Admissions and Financial Aid. The Committee shall have cognizance over those matters of undergraduate admissions and financial aid policy which concern the University as a whole, and which are not the responsibility of the individual Faculties. It shall make recommendations annually concerning the size of the incoming class after receiving the advice of the individual Faculties. It will be available to consult with the Dean of Admissions and Financial Aid on specific applications. It shall be composed of the appointees of the Deans [and appropriate academic Vice-Presidents]* of the undergraduate schools and an equal number of members at large appointed by the Steering Committee.

*If such offices continue.
Comment

There are indications that the individual Faculties wish to have a stronger voice than heretofore on size of class and standards of admission to their schools. This revised charge leaves open the question of the precise division of responsibilities. Presumably, some issues must be dealt with at a university-wide level while others can be left to the individual Faculties. The precise division of responsibilities should be worked out over time among the responsible bodies. The representation of admissions committees from the undergraduate schools should assure amicable solutions to problems of possible conflicting interests.

13. Committee on Implementation of Council Recommendations. The Committee on Implementation of Council Recommendations shall consult continuously with those administrators in whose domain fall specific recommendations passed by Council and shall report back to Council regularly as to the state of implementation of its recommendations. The Committee on Implementation of Council Recommendations shall consist of a representative of each of the standing committees, and ad interim of those ad hoc committees whose recommendations have been adopted by Council, and a chairman who is a member of Council.

Comment

A number of members of Council have been concerned from time to time as to the implementation of the recommendations of the Council. It has not proved a simple matter to trace the fate of recommendations, and it would seem useful to have a committee, constituted as recommended above, devoting its energies to this problem.

14. The Committee on Open Expression

The Committee on Open Expression has as its major tasks: monitoring the communication processes to prevent conflicts that might emerge from failure of
communication, recommending policies and procedures for improvement of all
levels of communication, advising administrative officers where appropriate,
and participating in evaluation and resolution of conflicts that may arise from
incidents or disturbances on campus. The Committee on Open Expression con-
sists of twelve members: five students, five faculty members and two repre-
sentatives of the administration. Members of the Committee are appointed by
the Steering Committee in the following manner: a. Student members shall be
nominated from undergraduate students, graduate students and graduate-profes-
sional students by a means arrived at by representative student groups. If the
students are unable to agree upon such a procedure, and instead propose several
different procedures, the Steering Committee shall make an interim choice
between the student proposals. Students selected by an interim process shall
serve only until their peers have established a permanent selection process.
b. Faculty members shall be nominated by the Senate Advisory Committee.
The administration members shall be nominated by the President. c. Each
cember shall be selected for one year. Any individual may not serve for more
than two consecutive terms. The Chairman of the Committee shall be selected
by the Steering Committee from among the members of the Committee on Open
Expression.
The jurisdiction and procedures of the Committee shall follow the Guidelines
on Open Expression.

Comment

The University of Pennsylvania, as a community of scholars, affirms, supports, and
cherishes the concepts of freedom of thought, inquiry, speech and lawful assembly. The
freedom to experiment, to present and to examine alternative data and theories; the
freedom to hear, to express, and to debate various views; and the freedom to voice criti-
cism of existing practices and values are fundamental rights which must be upheld and
practiced by the University in a free society.

Recognizing that the educational processes can include demonstrations and other forms of collective expression, the University affirms the right of individuals and groups to assemble and to demonstrate on campus within the limits of these Guidelines. The University also affirms the right of others to pursue their normal activities within the University and to be protected from physical injury or property damage.

The University should be vigilant to ensure the continuing openness and effectiveness of channels of communication among members of the University on questions of common interest. To further this purpose, a Committee on Open Expression is hereby established as a standing committee of the University Council.

VII. Consultative Committees

It is the practice of the University Administration, before recommending the appointment of certain University officers, to seek the advice of an ad hoc consultative committee of the University Council concerning candidates and qualifications for the specific vacancy.

1. Administrative Officers. The University Officers who are governed by these provisions are: Provost, all Vice Provosts, Vice President for Medical Affairs, Vice President for Engineering Affairs, Vice Provost for Student Affairs, Dean of the Graduate School of Arts and Sciences, Dean of Admissions and Financial Aid, Dean of Students, Dean of Residential Life, Director of Libraries and the Director of the Museum.* As other administrative positions evolve within the University's framework and appear to have University-wide academic significance the President may use the following procedures for these offices as well.

When it becomes necessary to appoint an ad hoc consultative committee in connection with the appointment of such an officer the President, or his designee,

*Upon adoption of the Task Force's proposals on administration, the officers governed by these policies would include the Provost, Senior Associate Provost, Associate Provost for Medical Affairs, Vice Provosts and Deans without a Faculty.
shall request from the Advisory Committee of the Senate, through its Chairman, nominations of a number of persons, which number shall be specified by the President. The President shall appoint those nominated to the ad hoc consultative committee. The President may also appoint additional members to the committee in a number not to exceed those nominated by the Advisory Committee of the Senate. The President shall appoint the Chairman of the ad hoc committee. The committee shall meet with the President or his designee for the purpose of obtaining information and views concerning the responsibilities of the position and the qualifications of the person to be sought. The committee shall be free to propose additional qualifications and shall recommend names of persons from within or without the University whom it considers appropriate for appointment. It is understood, however, that the role of the ad hoc committee shall be an advisory one; the final authority for the appointment rests with the President and the Trustees.

After the position under consideration has been filled the President or his designee, at the request of the Council and/or the Senate, submits at the next meeting of the respective body a report prepared jointly with the consultative committee on the work of the committee. Such report contains the committee's statement of qualifications for the office concerned as submitted to the consulting officer and any further information regarding the committee's deliberations which in the opinion of the appointing officer and the committee is appropriate for public dissemination.

2. Election of a Dean. When a vacancy has occurred, or is expected to occur, for a dean of a faculty, the faculty concerned, by its own procedures, shall nominate to the President members of its own faculty and student body to be appointed by the President to serve on a committee to nominate a new dean. The President, after consultation with the Provost or the appropriate academic Vice President, may add other members to that committee, not to exceed the
number of members already proposed by that faculty. In special circumstances or where the faculty of the school is very small, exceptions to the numerical limitations above may be made. The committee on the nomination of a new dean may propose the qualifications expected of a candidate for the position and the names of individuals from within or without the University considered appropriate for appointment as Dean. The Committee will, early in its deliberations, meet with the President, Provost, or academic Vice President and receive their views as to the qualifications for and responsibilities of the office under consideration. The final appointment of a dean is made by the Trustees upon recommendation of the President of the University.

Comment on VII, 1 & 2

These sections do not represent any changes in the current procedures. However, it must be remembered it is now customary to appoint students to many of the consultative committees. These appointments have, until now, come within the quota of appointments left to the President. As VII, 2 states, students may now come from the number appointed by the faculty.

While we have recommended (§35) in general that there be at least two students with a normal maximum of 25% student participation on university committees, we believe in general that ordinarily on consultative committees for the highest academic positions of the university, student representation should not be greater than 50% of the number of non-administrative faculty on such committees. All persons appointed to consultative committees by the Senate Advisory Committee, however, shall be considered for the purpose of determining the number of students to serve as members of the Faculty. Should the President wish to appoint a non-faculty member of the administration to a consultative committee, he should first consult with the Standing Committee on Consultation.

3. Election of the President. We recommend that the Trustees codify the procedure for the selection and election of a new President as follows: When it becomes
necessary to select a new President, the Executive Board of the Trustees shall constitute a joint Trustee-faculty-student committee to nominate a slate of candidates to the Trustees. The Committee shall consist of six Trustees, eight faculty members and four students, who shall be two undergraduates, one graduate student and one student from a professional school. The Trustee members shall be appointed by the Executive Board of the Trustees and shall include at least one Alumni Trustee. The faculty members shall be appointed by the Advisory Committee of the Senate. The student members shall be appointed by analogous procedures evolved by the respective student groups. The search committee may rank-order the candidates if the slate presented to the Trustees contains more than three names.

Comment

This procedure is also described in the section on Trustees, pp. 20-21.

VIII. Amendments

These Bylaws may be amended by a majority vote of the members of the Council present at any meeting if the proposed changes have been presented in writing to the members of the Council at least one month in advance of that meeting.
COUNCIL BYLAWS - APPENDIX A

Statement of Affiliation

The term affiliation is used to describe the relationship to the University of faculty members of professional rank and of professionally-qualified instructors, associates, lecturers, research investigators and senior research investigators.*

Full affiliation defines the relationship of such an individual with the University when the individual makes the University the principal center of his educational and professional effort, and University affairs primarily determine the employment of his time and talents. A fully affiliated member of the University may engage in other professional activities on a limited basis, but his major work is conducted under the auspices of the University of Pennsylvania.

Partial affiliation denotes the status of individuals who devote a part of their professional effort to the University. The remainder of their activity may be directed to study at the pre- or post-doctoral level, to professional activity in other institutions or outside agencies, or to the pursuit of their own interests.

Research fellows, teaching fellows, assistant instructors, and assistants are, by the nature of their positions, partially affiliated. Instructors and lecturers who are candidates for higher degrees or who are interns or resident physicians are, by the nature of their positions, partially affiliated. Since these people are at the University primarily to further their own formal education or professional qualifications, the services they render to the University are necessarily partial.

The final determination of degree of affiliation for every member of the faculty and

*Pre- and post-doctoral fellows who do not receive stipends directly from the University but from some other sources, such as the Federal Government, though they may be given courtesy status in the University, are not University employees and are therefore excluded from the provisions of this document.
instructional staff at the time of appointment lies with the Provost. If subsequent changes in degree of affiliation are made, the faculty member shall be informed in writing, and shall have the right of appeal to the Committee on Academic Freedom and Responsibility of the Faculty Senate.
ADDITIONAL RECOMMENDATIONS - PART III

The Senate and Student Government, both autonomous assemblies, are also part of governance at the University of Pennsylvania, and in their regard the Task Force recommends the following:

1. Upon certification of need by the Vice-Provost, the University may provide secretarial services for Student governments.

2. The Chairman of the Senate shall be excused from not less than half of, and at his option, up to all of his teaching duties for the term of his chairmanship and shall have a permanent secretary-stenographer assigned to him. If the department(s) in which the Chairman of the Senate teaches is unduly taxed by this leave provision, additional A-2 funds will be provided to ease the burden.

3. Amendment to Article VI of the Statutes. The University Senate

   The Faculty Senate

   1. All fully affiliated faculty members holding the rank of Professor, Associate Professor, or Assistant Professor and having the right to vote in their respective faculties shall constitute the University Senate Faculty Senate.

4. New Article VII of the Statutes:

   Student Government

   1. Students of the University may adopt forms of student governance by referenda open to all fully matriculated students in the school(s) in question, or by other democratic means which are broadly representative. The Vice Provost for Student Affairs shall certify the appropriateness of the means utilized to set up a Student government.

   2. Such associations shall have authority to discuss and express their views upon any matter which they deem to be of general university interest. These associations shall adopt rules governing their operation and procedures for the administration of activities and functions delegated to them. In addition they shall have the power to make recommendations to the Council and administration and to solicit information from them.
IV. CONCLUSION

With appreciation to all who helped in their work, and to the University Administration and Trustees for providing all the necessary financial and staff support, the undernamed commit this report to the members of the University.

Respectfully submitted,

Beryl Abrams
Thomas J. Bould, III*
Jerry Bernstein
Stuart W. Churchill*
Richard A. Clarke*
John W. Eckman
Rene-Pierre Fiechter
John C. Hetherston
John N. Hobstetter
Irving B. Kravis
Noyes E. Leech
Walter G. Markham
Bruce McConnel
Ann E. Medinger
Paul F. Miller, Jr.
Charles J. Moore
Peter C. Nowell
Charles C. Price
John A. Russell, Jr.*
Ernest Scott
Morton H. Wilner
Julius Wishner*
Wendell R. Whitlock
Bernard Wolfman (Chairman)

August 21, 1970

*Separate statements and partial dissents follow.
V. INDIVIDUAL STATEMENTS AND DISSENTS

Five members of the Task Force requested that their individual comments, dissents, or alternative suggestions be recorded. Their statements are appended here.

A. Messrs. Bauld, Churchill, Wishner ............. p. 102

Dissents, commentary, and alternatives as to proposals calling for an Associate Provost, Associate Deans, the integration of undergraduate education, and the creation of a Faculty of Arts and Sciences.

B. Mr. Clarke ........................................ p. 107

Commentary on student participation as an alternative to language on pages 56–59.

C. Messrs. Bauld and Russell ....................... p. 112

Dissents, commentary and alternative as to proposed change in the size of the University Council.

D. Mr. Russell ....................................... p. 114

Dissent, commentary and alternative as to the charge of the Council Committee on Admissions and Financial Aid to Undergraduates.
Recommendation 12: Eliminate "senior Associate Provost."

Comment: On the face of it, this might be taken to be a matter of the organization of the Provost's office and duties. If this were the true intent, no special action by this Task Force would be necessary. If the incoming Provost desires such aid, he should be able to obtain it by simple negotiation, but it ought not to be forced on him. However, the explanatory text makes it clear that this is not intended as a mere reorganization of the Provost's office, but rather, as an additional layer of administration. We are not convinced of the need. It will remove the Provost one further step from intimate involvement in the academic process. In the recent past, the Provost's office at the University of Pennsylvania has functioned excellently from an academic standpoint. The addition of the Vice-Provost for Academic or University Planning should fill the one apparent gap in its activities. Separating the Deans from immediate contact with the Provost by an additional bureaucracy may well have detrimental effects on both, will increase administrative expense, and has no great likelihood of a compensatory increase in efficiency.

Thomas J. Bauld, III
Stuart W. Churchill
Julius Wishner

Recommendation 15: Dissent in toto.

Comment: This recommendation would not only add still another formal layer of administration, but introduces the notion of a divisional organization of certain schools. As indicated in the dissenting comment on Recommendation 12, we are generally in favor of supplying administrators whatever reasonable assistance they
feel they need. But Recommendation 15 would foist an additional layer of administration both on the relevant faculties and their Deans.

The matter of divisional organization (it is such, in fact, if these are Associate Deans along divisional lines, whether or not divisional meetings are ever held) is one for the concerned faculties and is not properly under the jurisdiction of this Task Force. The Task Force has not met with any of the concerned faculties and has made no systematic study of this issue. On the surface, at least, divisional organizations at other schools, or in our own Graduate School, do not seem to be exemplars of outstanding success.

Thomas J. Bauld, III
Stuart W. Churchill
Julius Wishner

DISSENT
INTEGRATION OF UNDERGRADUATE EDUCATION

Recommendations 24 & 25:

Comment: A proposal to refer both these issues to an appropriate body (e.g., the Committee on Educational Policy of the University Council or a special ad hoc committee), for study and recommendation at the earliest possible time would be much more appropriate. Recommendation 29 wisely takes this route and the reasons for doing so are even more compelling in the case of Recommendations 24 and 25, the effects of which would be even more far-reaching.

Recommendation 25, in particular, has not had the benefit of consultation with the undergraduate faculties most directly involved. The Educational Survey, which could well serve as our model, made use of a variety of advice, both from within the University and outside of it, canvassed concerned faculties, made comparative studies, etc., before reaching conclusions of this magnitude. This Task Force, the jurisdiction of which over educational matters, except by self-assertion, is questionable, has not gone through a comparable process in reaching this recommendation.
On substantive grounds, there is great need for further intensive study. A Faculty of Arts and Sciences would consist of some 700 members. Is such a body manageable? Will such size tend to erode faculty authority over curriculum? Will a divisional organization become inevitable? Will pockets of mediocrity be perpetuated by invisibility? If there are merits to undergraduate professional education, as the report contends, why submerge the faculties responsible for it in another type of organization? What are the financial implications? Careful consideration of these and many other questions, in collaboration with the concerned faculties and students, is necessary before a well-founded recommendation can be made.

An Alternative Suggestion on Graduate Affairs

The most persuasive part of the case in support of Recommendation 25 is contained in the discussion of the anomalous position of the Graduate School and its Dean. At the heart of this problem, it seems evident, is the absence of budgetary control and responsibility by the Dean of the Graduate School. This problem is endemic to American universities, although it might be instructive to study the variety of modes of operation that do exist and gauge their relative efficacy—a task for a special study group, as proposed above.

Nevertheless, we might consider a direct attack on the problem. If its essential aspect is that the Dean of the Graduate School has no budgetary control, let us give him some.

One possible mechanism, offered here only as a suggestion for consideration by a special study group, is to require undergraduate deans to consult with the Dean of the Graduate School on budgets of departments having Ph.D. programs. To add to the influence of the Dean of the Graduate School (in the absence of direct budgetary power), he might carry an additional appointment as Vice-Provost for Graduate Affairs.* The title of this would require modification of Recommendation 13. The apparent asymmetry in not having a counterpart Vice-Provost for Undergraduate Affairs should not present insuperable obstacles. After all, the undergraduate Deans already have the budgetary powers which this step is designed to have them share to a limited degree with the new Vice-Provost.
Vice-Provost would emphasize the wisdom of consultation. The Provost could mandate such consultation before regarding budgetary proposals as ready for his consideration.

The process could be made to reach to lower levels by establishing the custom of having the overall budget of departments involved in Ph.D. programs discussed jointly among the department chairman, the relevant dean and the Dean of the Graduate School. While such consultation may have been recommended in the past, it would become a mandate if this suggestion were adopted, and, hopefully, would therefore be implemented.

Thomas J. Bauld, III
Stuart W. Churchill
Julius Wishner

Dr. Churchill's Commentary on Recommendations 24 and 25

The concept of "integration" of undergraduate education is superficially attractive. The actual proposal as described under Recommendations 24 and 25 is however gratuitous and without merit.

Implementation of the proposal would destroy the quality of both undergraduate and graduate education in engineering with no evident advantages to the balance of the University. This proposal has the unanimous, formal opposition of the engineering faculty and does not appear to have the support of any of the other student, faculty or administrative groups who are directly concerned. The retention of this proposal in the report in the face of the considered and outspoken opposition of all who are intimately involved is incredible.

The unique aspect of modern engineering undergraduate education is not in "training" and in professional content at the expense of liberal education as falsely implied by the report but in the dependence on long, integrated sequences of prerequisite studies in mathematics and science. The proposed scheme has had disastrous consequences wherever it has been tried because of the curricular rigidity and inadequate counselling which are a realistic if unintentional concomitant of centralization.

A university functions by mutual respect and by delegation of academic responsibility
and authority to the disciplines. The transfer of academic authority to a single Faculty of Arts and Sciences threatens a tyranny of the majority. It is doubtful if such a combined faculty could deal more wisely or effectively with matters of curriculum, counselling or personnel.

Indeed the report thereby fails to respond to the major weakness of the University - insufficient academic decentralization of the undergraduate student body to provide a closer identity and relationship between the faculty and students in the various disciplines extending down through the Freshman year. Students are generally treated as humans and as fellow scholars rather than as numbers in the graduate schools but on an undergraduate basis only in the professional schools. Rather than destroy this desirable relationship in engineering, business administration, etc., consideration should be given to the development of counterparts in the College of Arts and Sciences.

Those aspects of undergraduate life which should be uniform within the University can readily be considered by the faculty and administration through existing structures.

**DISSENT**

Recommendation 27: Degrees Offered by Graduate Schools

This proposal encourages the development of second class programs and degrees. Experience in other universities indicates that the better students will seek to qualify for the Ph.D. rather than a professional degree of unknown stature if they are given the choice. Integration of procedures and uniformity or equivalence of standards at this level are quite appropriate as contrasted with undergraduate operations.

Stuart W. Churchill

**DISSENT**

Recommendation 30: Representation in Faculties

Minority concerns are a matter of great sensitivity and importance within the University. This proposal would weaken the effective voice of minority groups by awarding them a useless franchise.

Stuart W. Churchill
B. COMMENTARY

Mr. Clarke's alternate language for the description of Student participation that is found in the Report after Recommendation 35:

The Students

Five years ago student participation in the affairs of the University consisted largely of editorial criticism and rhetorical complaints that carried neither opportunity nor responsibility. That condition began to change in the latter half of the last decade, as certain committees and offices of the University realized that there were areas of decision in which students possessed perhaps the greatest insights and competence and other areas where they contributed significantly as junior partners.

At first students were brought into the process of governance in order to answer such questions as: how should residence units be designed to maximize utility to their student occupants, what discipline should be imposed upon the freshman guilty of violating dormitory regulations, indeed what dormitory regulations should there be? Thus, initially students were included to provide assistance in designing housing with the Office of Coordinated Planning, writing residence rules with the Committee on Residence Operations, guiding sports programs on the Trustees joint Council on Athletics and, through their Student Assembly, in disciplining violators of conduct codes and annually appropriating some two hundred thousand dollars in student activity funds.

That early activity involved students heavily, but only in areas that were almost exclusively their own concern. With the issuance of the SCUE REPORT OF 1966 it became apparent that student concern spread beyond the football field, dormitory and glee club. The Student Committee on Undergraduate Education's analysis of the quality of undergraduate programming was both penetrating and prophetic. Most of the original proposals of the Report regarding curriculum, advising and instruction were later approved by the Committees on Instruction and implemented by the liberal arts faculties. Indeed the Report of this Task Force reiterates suggestions outlined in that 1966 student report.

In the following years as student interest grew, they were seated on literally scores
of committees ranging from Research to Admissions. Student concern shifted from rhetoric in a student government debate to work in a joint committee session. Following their inclusion in the committee system and later on the University Council, students adapted to the consultative and advisory styles of the Council system and became among the more outspoken defenders of that system with striking similarity to the adaptation of the Faculty Senate following the creation of the University Council.

The Student Government began by 1968 to eliminate its Assembly and pared its official functions to a series of ad hoc work groups, a committee to nominate students to joint committees and a coordinating caucus of students serving in the Council system. With these steps the University was eliminating the old impediments between teacher and student that had made them factions at cross purposes and was attempting the creation of a true community working together for the betterment of the shared University.

That process has really only just begun and it is certainly too early to totally assess its success, nevertheless certain observations may be made. When students at other universities were grinding the educational process to a slow halt, students at Pennsylvania were showing restraint and were quietly working to continue the program of improvements outlined in the Educational Survey.

On many committees it has been true that students contributed more in the way of their time than many other committee members, both in the way of regular attendance and through preparation and research. Initially this degree of participation may have been caused by a sense of comparative background deficiency, but it has been frequently sustained by a respect for the potentialities of the process, a regard for the commitment of the faculty and by the inherent drive of youth to isolate problem areas and move toward concrete and present remedies.

Thus, while it is true that students are both basically more transitory than faculty (averaging only three years of service in the governance system) and enter with a deficiency of data, their desires for accomplishment and need to know, their willingness to give freely of their adaptable schedules and their intolerance of old rationalizations and
prejudices have made their contributions both valuable and unique.

Their uniqueness of view stems from many roots in addition to their insensitivity to worn justifications. Their instinct to question past methodology is not tempered by considerations of appointments, promotions, or appropriations from the administration. Student relations to the real world problems of the University may often go beyond those perceived in the administration or faculty office. For students know better than the Trustee what the effect of raised tuition or pared financial aid will be, having faced the summer job counsellor; with friends still in high school, students know better than many faculty how curricular and admissions decisions will alter the academic profile of applicants for admission; as full time residents of University neighborhoods they are more sensitised to the presence of the bulldozer or the absence of security than the administrator who sleeps in the suburbs fifteen miles away.

Thus frequently the inclusion of student members has brought debate where none had existed before. While it is true that such discussion is more time consuming than perfunctory adoption of proposals or acceptance of the status quo, it can hardly be argued that reasoned consideration and scrutiny is not more valuable than silence or docility.

Five years ago few could have imagined students contributing to lobbying in Harrisburg for increased educational appropriations, selecting faculty appointees to joint committees, recruiting talented students in high schools across the nation, arbitrating labor disputes, interviewing candidates for the University presidency or spending their summers helping to plan freshman schedules, design fund raising programs or analyze budgetary implications of long range programming. Yet all of that has happened and without great fanfare or rewards to the students. Yet beyond the uninformed prejudices of those whose involvement with students in the governing process is minimal, one must search hard indeed to find any empirical support for complaints of student incompetence. The contributions of students have been real and they have assisted in advancing the work of the University.

Whether or not the interest of students, the quality of their nominating process,
their contributions or competence will continue we can not know. Experience with
student participation in advice and decision-making at all levels of the University is still
relatively new at Pennsylvania and elsewhere, and it seems unwise to codify too rigidly
the extent of student participation. The best policy at present, we think, is to adopt a
norm which involves students clearly beyond the level of tokenism, but avoids any perma-
nently mandated level or degree of student participation. We therefore recommend a
norm to departments, schools and the University, but encourage entities at each level to
find some balance which seems most appropriate to them. Some may have less participation
than the norm we suggest, others may have more. We encourage experimentation in this
area both with respect to numbers and terms of student participation, the latter referring
to such matters as full or less than full committee membership on academic committees.
Periodic University wide review should be used to assess the appropriateness of forms of
student participation used by the schools and departments.

35. We recommend that:

a. As a general norm, each committee of the University and of its schools have at
least two student members and as many as twenty-five per cent. The precise number and
proportion of students on each committee should be graded according to the extent to
which their experience and abilities enables them to contribute meaningfully to the work
of the committee. In committees dealing with such matters as residence rules and disci-
pline, student members may exceed twenty-five per cent and they should be in a majority
as long as student interest in serving on such committees is maintained.

b. Departments, Schools, and the University depart from this norm where it is deemed
appropriate, particularly for the sake of experimenting with various forms and degrees of
student participation.

With reference to the norm suggested, we may point out that we have previously
recommended (Recommendation 21) that only one student may, in some cases, serve on
departmental curriculum committees because such committees are typically small.

36. We recommend that reviewing authorities on promotion proposals at the School and
University levels should not approve a promotion unless they are satisfied with the procedure a department has employed to obtain student opinion (this source should not be limited to majors), and with the documentation of the results. At the School and University levels student opinion should be obtained on the evaluation procedures employed by each department to assess teaching performance in each case.

Student membership on personnel committees is not, we believe, the only means of obtaining the necessary student input into that aspect of qualification for promotion, viz teaching, which students are better able to evaluate than anyone else.
C. 

DISSENT AND ALTERNATIVE PROPOSAL

The Size of the University Council

In all of the discussions we have had we have never been convinced that there is some critical factor to the size of the Council. If we could look and see obviously, or have other information brought to us that would prove that governing bodies of a certain number become ineffective while those below that number are extremely effective, then we would be willing to support the move toward whatever size seemed appropriate. In the absence of such critical information it seems to us that we are left dealing with individual or collective desires representing various positions. If that is the case then we think the position we represent must also be heard.

It seems to us that the great bulk of the work of the University Council is done by committees. These committees, by an amendment which we approve of, can be composed almost entirely of non-Council members thereby spreading the work of the University Council as broadly as possible. In the same vein it seems to us of paramount importance in a large university to have as many people as possible participate in the decisions of the University Council. On that basis we find nothing wrong with the current size of the Council and much to commend it. It seems to us that the Council could be strengthened by making mandatory the reporting by its members to their various constituencies, where identifiable, and thus sharing in both preliminary and postmortem fashion the work of the University Council. In this manner information is spread as broadly as possible and the enemies of institutional progress, rumor and misinformation, are by that fact minimized.

We recognize that a large Council probably indicates that we will have a stronger Steering Committee. There are times in the life of the University where we are sure it is absolutely crucial that a small representative body have the power to act and hence we would find nothing wrong with a strong Steering Committee. The channel of accountability is quite obvious in that the University Council has to approve of the interim actions taken by the Steering Committee. Furthermore the overlap in that committee of such respected
persons as the Chairman of the Senate, the President and the Provost seems to dictate effective control of and direction for the University.

Finally, we think some attention must be given to the way in which the students are represented in the University Council. In the Brobeck Committee, after discussion for over a month, a recommendation was made that the numbers be keyed to the graduate students. This centered around the fact that it would be preferable to have each school represented on the Council. (In the Graduate School of Arts and Sciences the several quadrants would allow adequate representation of the large student body.) Behind this was the fact that the students of each school knew who was representing them and allowed the possibility of reporting back to constituencies, which has in fact occurred in several schools. This has improved the flow of information in the area where information is most apt to be sidetracked, namely among graduate and professional students. There is no way in which that consideration can be put into effect in the redistribution of student membership in the Council. Our feeling is that it has proved itself of worth and is thereby further supportive of the recommendation to retain the current size of the Council. We believe it is still premature to ask if the Council in its expanded form is unwieldy. It is true that when students came to the University Council there was a rather serious assimilation problem. However, it is our belief that assimilation has occurred and the Council is once again a fully effective and functional body. On the basis of these several considerations the following recommendation is made.

Recommendation: The University Council remain at its current size and the distribution and numbers of its members be evaluated during the academic year 1971-72.

John A. Russell, Jr.
Thomas J. Bauld, III
D. **DISSENT, COMMENTARY and ALTERNATIVE PROPOSAL**

**Committee on Undergraduate Admissions and Financial Aid**

The new charge given to the Committee on Undergraduate Admissions and Financial Aid is somewhat at variance with that which was formerly given. Inasmuch as this has been a subject of some considerable discussion this year, I have sought to sift through the multiple comments and critiques that have been made to see if a new charge could be given that would take into consideration the several issues at stake. They seem to be as follows:

(a) Closer liaison is needed between the Admissions Office and that of the several Deans' offices.

(b) Should there be a central (i.e. Council) policy on admissions or should the several schools each set an individual policy? The existence of a Council policy seems to indicate the former avenue is being followed.

(c) Who should set the class size? Presently, it is done by the President after a series of consultations with appropriate officers of the University including the undergraduate deans, the Office of Admissions and those concerned with the housing and feeding of students.

(d) What is the relationship of the committee to the Dean of Admissions and Financial Aid? If its role is both advisory and to act in a review capacity, how is new policy to be initiated?

I shall attempt to put the several issues together in recommending another charge which incorporates elements of both the old and the new charges of the draft report.

**Recommendation:** The following charge be adopted in place of that appearing as VI-12 (page 90).

"Committee on Undergraduate Admissions and Financial Aid. The committee shall recommend policy to the Council with respect to the admission and financial aid of students in the undergraduate schools. The Committee shall operate within limits as to subject
requirements for admission set by the several faculties; it shall also consult with the deans of the faculties concerned and appropriate officers of the University and make recommendations annually concerning the size of the incoming class. When the Council has established policies, the Committee shall interpret them, advise the Dean of Admissions, and review and report on the implementation of those policies. It shall be composed of the appointees of the Deans [and appropriate Vice-Presidents]* of the undergraduate schools and an equal number of members at large appointed by the Steering Committee. The Dean of Admissions shall be an ex-officio member of the Committee."

John A. Russell, Jr.

*If such offices continue.
VI. APPENDICES

Appendix "A"  
Letter from Bernard Wolfman, Task Force Chairman, dated April 18, 1969

Appendix "B"  
Procedure for Relocation of Departments

Appendix "C"  
Law Students Disciplinary Code

Appendix "D"  
Proposed Organization Chart

Appendix "E"  
Council Bylaws

Appendix "F"  
Rules of the Senate

Appendix "G"  
Constitution of Community of Students

Appendix "H"  
Statutes of the Corporation
To: The Students, Faculty, Administration and Trustees of the University:

Re: Task Force on University Governance

The Task Force on University Governance has begun its work and would like your help.

As a means of formulating and exploring issues, the Task Force has created four subcommittees. Their descriptive titles, an indication of the kinds of issues they will investigate, and the membership of the subcommittees are set forth in an appendix to this letter.

We would appreciate your writing down your thoughts and suggestions on governance questions and sending them to the appropriate subcommittee chairmen. If the issues you wish to deal with do not lend themselves to subcommittee categorization, please send your comments to me.

Your participation, now and later on, is necessary if the Task Force is to succeed. We thank you in advance.

Sincerely,

Bernard Wolfman
Chairman, Task Force on University Governance

Enclosure
APPENDIX B

A suggested procedure for dealing with the question of the relocation of academic departments:

A. The faculty of an academic department which believes itself to be misplaced may originate a petition to the Provost requesting the change desired. Such a petition shall set forth the full case and shall represent the views of at least a majority of the fully affiliated faculty members. If a minority of the faculty members disagree with the proposed change, they shall be privileged to forward a dissenting report which will become a part of the original petition. Copies of the petition (and accompanying minority report, if any) shall be delivered to the deans of the affected schools (the school it is proposed to leave and the school it is proposed to join).

B. It shall be the responsibility of the deans who receive such a petition to ascertain the sense of their respective fully affiliated faculties and to forward a statement embodying the pertinent sentiments to the Provost. If it is not possible to derive a single statement which satisfactorily presents the various viewpoints and gives a fair indication of the strength behind the different views, it shall be the right of dissenting faculty members to write or join in writing dissenting statements which become a part of the report forwarded to the Provost.

C. The safeguarding of the interests of students who would be affected by the proposed change or changes shall be the responsibility of the Vice-Provost for Student Affairs. It shall be his responsibility to ascertain the effects of a proposed change on the students, to abstract the major, substantial points made in the petitions, pro and con, and to present the question to the affected students (graduate and undergraduate majors of the department requesting change) for their vote. The results of this vote shall be forwarded
Appendix "B" continued

to the Provost, together with any statements, pro or con, which may
have been submitted by students.

D. It shall be the responsibility of the Provost to make the initial recommenda-
tion to the President as to whether or not to approve the relocation of the
department or departments. If the expressed opposition to the proposed
change has been minimal, the Provost may recommend that the President
request the Board of Trustees to approve the change as requested. If there
has been substantial opposition to the proposed change or if the Provost is
opposed, the Provost will bring the question to the University Council where
the opposing parties shall be afforded the opportunity to present their cases.
The President shall present the ensuing resolution of the University Council
together with his recommendation to the Board of Trustees for final decision.

E. No relocation of any department by these procedures shall be allowed to
result in financial penalties for either the department being relocated or
the school to which it is joined. A resolution by the Trustees approving a
requested change will be a mandate for budgetary adjustments to assure the
foregoing.
APPENDIX C

LAW STUDENT DISCIPLINARY CODE

Part I

1. Disciplinary action may be instituted by the Law School against any one or more of its students only for the following misconduct:
   

b. Violation of any rule, regulation or order of the Law School duly promulgated by the Faculty, Dean or Vice Dean.

c. Violation of any duly promulgated rule, regulation or order of the University, school (other than the Law School), division or department thereof.

d. Serious and unreasonable disruption of the normal and orderly administration of a Law School or other University activity or function.

e. Action of such serious character as to demonstrate the unfitness of the actor to remain a member of the Law School student body.

2. Conduct of Law School students residing in the University dormitories shall be subject to the regulations, lease provisions and remedial procedures promulgated by the Director of Residence of the University. Law School disciplinary action shall be revoked as to a student's action in the University dormitories only insofar as such action shall constitute misconduct under section 1 of Part I of this Code.

3. For each act of misconduct under section 1 of Part I of this Code, a student is punishable only as to his relationship with the University. Such punishment shall be at the discretion of the committee established to try the alleged misconduct in accordance with Part II hereof. The punishment may include any regulation of the offending student's connection with the University up to and including expulsion. The punishment must bear a reasonable relationship to the severity of the misconduct found to have occurred, except that an offending student's record of prior misconduct or the absence thereof may be taken into account. Possible punishment short of expulsion may include, but is not
necessarily limited to, warning, reprimand, probation, exclusion from one or more
specified kinds of University extracurricular activities and suspension.

At the discretion of the committee established for trial and subject to the appellate
processes of section 7 of Part II hereof, by an order included in the record of the
proceedings, the existence of the charge, the findings of guilt, or the punishment
meted out by the trial committee, or any one or more of such findings, shall be included
in the official file of the student maintained by the Law School. If the finding is "not
guilty, " no record shall be made in the official file of the student of the charge or the
proceedings related thereto.

4. Subject to the provisions of section Id, supra, the rights of Law School students
to free speech, peaceable assembly, and petition shall not be abridged by any representa-
tive of the Law School or by any kind of official Law School action.

5. The authority of each individual faculty member to conduct and regulate his
classes remains as heretofore. He may, inter alia, exclude students from particular class
sessions for improper conduct or unpreparedness in such classes. In accordance with
faculty rules with respect thereto, he may exclude students from examinations.

Part II

1. The following procedures apply to all charges of student misconduct except as
to misconduct which is within the jurisdiction of the Honor Committee. All charges of
student misconduct heretofore within that jurisdiction remain within the Honor Committee's
jurisdiction and shall be tried and resolved in accordance with the procedures applicable
to Honor Committee cases.

2. All complaints of student misconduct shall be lodged with the Dean of the Law
School.

3. If, in the judgment of the Dean, the complaint of student misconduct does not
warrant any action, he shall take no action and no record of the complaint shall be
entered in the official file of the student. If, in the judgment of the Dean, a complaint
Appendix "C" continued

of student misconduct warrants some action, he shall hold a conference with the accused student, warning him, however, that he may remain mute and that anything he may choose to say may be used against him in subsequent proceedings. After such conference the Dean shall either:

(a) make an informal but final disposition of the case, which may not include any disciplinary sanction more severe than an oral warning or reprimand of which no record is made in the student's file; or

(b) file charges against the student with the Law School Disciplinary Committee.

The Dean may delegate to the Vice-Dean full authority to receive and act upon any Complaint.

4. The Law School Disciplinary Committee (hereinafter called the "Committee") shall consist of three faculty members and two students. The faculty members of the Committee shall be appointed annually in accordance with the normal method of appointment to faculty standing committees, except that no persons having regular administrative duties shall be appointed. The student members of the Committee shall be appointed annually by the Student Academic Committee from among their own number. There shall also be appointed in like manner a first and second alternate faculty member and a first and second alternate student member who shall be available to sit as part of the Committee in the event that a regular member of the Committee recuses himself or is otherwise unavailable to sit in a particular matter. The members of the Committee shall choose a Chairman from among their Faculty number. The Committee shall not sit with less than 3 faculty members and 2 students participating.

5. Pending action on a disciplinary charge, the status of a student shall not be altered, or his right to be present on Law School premises and to attend classes suspended, unless the Committee (or the Dean, prior to the convening of the Committee) determines that his suspension is required for compelling reasons related to the student's physical or emotional health or safety or to the physical protection of other students or of faculty members.
6. (a) The student shall be informed, in writing, of the reasons for the proposed disciplinary action with sufficient particularity, and in sufficient time, to insure opportunity to prepare for any proceedings.

(b) The notice to the student shall include statements of:

(i) the text of any rule, regulation, or order alleged to have been violated; and

(ii) the charges in the particular case; and

(iii) a detailed summary of the allegations upon which the charges are based; and

(iv) a list of witnesses (including names and addresses), with the names and address of additional witnesses to be communicated when they become known; and

(v) a copy of this Disciplinary Code; and

(vi) a statement that the student may be advised by counsel and/or advisers of his choice.

(c) The student has the right to be assisted at all stages of the proceedings by advisers or counsel of his choice.

(d) All hearings shall be held in the Law School, and shall be private unless the student elects in writing to have a public hearing. Up to two of his advisers and counsel may appear and be heard at the hearing.

(e) The burden of proving the charge by a preponderance of the evidence shall be upon the Dean who may be represented by counsel.

(f) The rules of evidence of law courts shall not be binding but may be consulted by the Committee at its discretion. In no case shall the Committee admit evidence unless the student has been advised of its source and content, and the student shall be given an opportunity to rebut unfavorable inferences which otherwise might be drawn from all evidence admitted. Normally no testimony shall be considered where the opposing party has not been afforded the right of confrontation and a reasonable opportunity
for cross-examination. If a witness is unavailable, the Committee shall determine whether or not in the interest of fairness the evidence of such witness shall be admitted. Psychological, psychiatric and other medical reports shall be shown to the student’s advisers or counsel and, if requested by the advisers or counsel, to the student.

(g) The Committee shall provide for a verbatim record, such as a tape recording, of all hearings. The Committee shall consider no evidence except that admitted at the hearing. The decision of the Committee shall be determined by majority vote.

(h) If the Committee’s decision is adverse to the student, the decision shall be supported by a written opinion which includes a summary of the evidence presented at the hearing, the Committee’s findings of facts on any disputed evidentiary issues, the bases for the Committee’s determination that the student has engaged in prohibited conduct, and the bases for the particular punishment imposed by the Committee. The Committee’s decision, its opinion, and a statement that the student has the right to appeal to the Faculty shall be transmitted to the student.

7. The decision of the Committee shall be final unless the student files a written appeal to the Faculty within 15 days. The appeal shall be lodged with the Dean. The Faculty shall determine the appeal on the basis of the record made at the Committee hearing, unless it decides to receive additional evidence. The Faculty may affirm, reverse or modify the findings, orders, or punishment, but may not make the punishment more severe than determined by the Committee. The Faculty’s action shall constitute the final decision of the Law School.
The University Council of the University of Pennsylvania exists to discuss and formulate for recommendation to the President general policies of the University which may affect its educational objectives by consultation among elected representatives of the disciplinary fields of the faculties, representatives of the faculty at large, academic administrative officers, and elected representatives of the undergraduate and graduate-professional students. It is empowered to initiate policy proposals as well as to express its judgement on those which are submitted to it by the administrative officers of the various academic divisions of the University. It is also empowered to request information through appropriate channels from any member of the University administration.

II. Membership

1. Composition. The University Council shall be composed of:

(a) Thirty-nine fully affiliated faculty members, elected by mutually exclusive constituencies. The number and structure of the constituencies shall be in the exclusive control of the Council. Each constituency shall consist of members of one or more departments representing related academic disciplines to the extent that is feasible. The constituencies shall be those listed in Appendix A to these Bylaws. The Steering Committee established by these Bylaws shall review the structure of the constituencies within the first two years of the Council’s existence and periodically thereafter in order to initiate modifications needed in that structure.

(b) Eighteen representatives of the faculty at large, who shall be those selected by the University Senate as its Advisory Committee.

(c) Six fully affiliated Assistant Professors, selected by the Steering Committee.
(d) Up to twenty-two academic administrative officers to be designated by the President, including the President, the Provost, the Vice-President for Engineering Affairs, the Vice-President for Medical Affairs, and the Deans of the Faculties. These officers are listed in Appendix B to these Bylaws.

(e) Thirty undergraduate and graduate-professional students, in good standing, as follows:

Undergraduate schools and colleges - 14 students

- College of Arts and Sciences: 5
- Wharton School of Finance and Commerce: 3
- College of Liberal Arts for Women: 3
- The several Engineering Schools: 2
- School of Allied Medical Professions: 1

Graduate and graduate-professional schools - 16 students

- Annenberg School of Communications: 1
- Graduate School of Education: 1
- Graduate School of Fine Arts: 1
- School of Social Work: 1
- Law School: 1
- Engineering Schools (Graduate students): 1
- Wharton School of Finance and Commerce, Graduate Division: 2
- Graduate School of Arts and Sciences (one student from each "division"): 4
- School of Nursing: 1
- School of Dental Medicine: 1
- School of Medicine: 1
- School of Veterinary Medicine: 1
2. **Election**

   (a) Representatives of the faculty at large shall be elected not later than the first week of April in accordance with the procedures of the University Senate. The names of those elected shall be transmitted forthwith to the Secretary of the Council.

   (b) Representatives of constituencies shall be elected not later than the third week of April, following the election of the representatives of the faculty at large, in accordance with the following procedures:

   (i) Each fully affiliated faculty member of the rank of Professor, Associate Professor, or Assistant Professor, shall be a member of one of the constituencies of the Council. No individual shall be a member of more than one constituency. The Secretary shall maintain and keep current an official list of the members of each constituency. The Steering Committee, or a subcommittee thereof, shall determine in case of doubt to which constituency the faculty member belongs. Full affiliation for purposes of these Bylaws shall be as defined in the President's Statement of Affiliation, attached hereto as Appendix C.

   (ii) One-third of the representatives of the constituencies shall be elected each year. The constituencies to hold elections shall be determined by the Council which shall have the power to review and modify the rotation of elections at its discretion.

   (iii) During the last week of March the Secretary shall send to each member of each constituency which is to elect a representative: a) a list of the members of the constituency, indicating thereon the current representative and those individuals who will be continuing members of the Council by virtue of membership in a constituent group within the Council, b) a request for the nomination of a member of the constituency for election and an explanation of the election process and schedule, c) a form on which the nomination is to be made with instructions to nominate one candidate.

   (iv) The Secretary shall record the nominations and send to each member of a voting constituency the names of the two, or in the case of ties, the three or four individuals who receive the largest number of votes for nomination. Members shall be asked to vote for one individual.
(v) Where two or more candidates are nominated and a slate submitted to the constituency a plurality of the ballots cast within the stated period of election shall constitute election of a candidate.

(c) The Steering Committee shall select the Assistant Professors for membership on the Council from fully affiliated faculty members of that rank who have been fully affiliated, at the time of their selection, less than six years.

(d) Representatives of the undergraduate, graduate and graduate-professional students shall be elected ordinarily in April. The procedures of election must be democratic both in principle and in practice.

(i) In a school or group of schools with a student organization or government, the Vice Provost for Student Affairs will certify whether the organization or government has been elected on a constituency-wide democratic basis, subject to review of this determination by the Steering Committee. The elected officers or governing board of a certified organization or government shall designate or provide for the designation of the student representative or representatives from that school or group of schools. A certified organization or government for the entire undergraduate community may vary the numbers of representatives from each school provided in 1(e) above, so long as there is at least one representative from each of the following: the College of Arts and Sciences, the Wharton School of Finance and Commerce, the combined student bodies of the several Engineering Schools, the College of Liberal Arts for Women, and the School of Allied Medical Professions.

(ii) In a school without a certified organization or government, the Vice Provost for Student Affairs shall conduct an election among the entire full-time student body of the school for the designation of a representative or representatives. The time, place and manner of conducting the election shall be determined by the Vice Provost. A student enrolled in more than one constituency may vote only in the one in which he is principally enrolled.
(e) The Secretary shall distribute to the members of the Council, together with
the agenda for the May meeting each year, a list of the representatives of the constitu-
cies, the representatives of the faculty at large, the Assistant Professors, the academic
administrative officers, and the representatives of the students who will be members of
the Council for the coming academic year.

3. Terms of Office.

(a) The term of office of representatives of the constituencies shall be three years.
To insure continuity of membership, the constituencies shall be divided into three equal
groups, with one group to elect representatives each year.

(b) The term of office of representatives of the faculty at large shall be determined
by their period of service on the Advisory Committee of the University Senate.

(c) The term of office of the Assistant Professors selected by the Steering Committee
shall be three years. There shall be three equal groups of members in this category, with
one group to be selected each year.

(d) The terms of office of student representatives shall be one year.

(e) The terms of office of new members of the Council, other than members elected
to fill vacancies, shall commence with the election of the Steering Committee and the
taking up of new business at the May meeting. The terms of office of retiring members
of the Council shall conclude with the transaction of old business at the May meeting.

4. Vacancies.

(a) Vacancies among the representatives of the faculty at large shall be filled
according to procedures of the University Senate.

(b) Permanent vacancies, by retirement, resignation, and the like, among the
representatives of the constituencies shall be filled as soon as feasible for the balance of
the unexpired term by an election within the constituency concerned. Temporary vacan-
cies, by academic leaves and the like, shall be filled by an election for the interim
period or for the unexpired term, as the Steering Committee shall designate.
(c) The Steering Committee shall fill any vacancy among the Assistant Professor members for the unexpired portion of the term or an interim basis as circumstances warrant. Promotion of an Assistant Professor does not create a vacancy.

(d) Vacancies among student representatives shall be filled as soon as feasible for the balance of the term. If a certified organization or government exists, the vacancy shall be filled by the officers or governing board. If no such organization or government exists, the vacancy shall be filled by the person with the next highest total vote in the previous election.

5. **Duties.** Membership on the Council presupposes a readiness to attend meetings of the Council regularly and to participate fully in its business, including the work of its committees. It is the continuous obligation of representatives of the constituencies to present to the members of their constituencies the discussions, decisions, and recommendations of the Council and to solicit questions and suggestions from them for presentation to the Council. The representatives of the faculty at large, being the Advisory Committee of the University Senate, shall act as a liaison between the Council and the Senate.

### III. Officers and Staff

1. **Positions.** The officers of the Council shall be a Chairman and two Vice-Chairmen.

2. **Chairman.** The President of the University shall be the Chairman of the Council. It is his duty to call meetings of the Council as hereinafter provided, to preside at these meetings, and to discharge such other duties as usually pertain to a chairman.

3. **Vice-Chairmen.** The Provost and the Chairman of the University Senate shall be the Vice-Chairmen of the Council. In the absence of the President, the Provost shall serve as Chairman; in the absence of both the President and the Provost, the Chairman of the Senate shall serve.

4. **Council Staff.** The Council shall be assisted by such staff as required in the conduct of its business. Staff personnel shall not be members of the Council. There shall be a Secretary who shall be aided by such additional persons as may be necessary from time to
time. The Secretary of the Corporation shall be Secretary of the Council. In addition to
duties specified elsewhere by these Bylaws, it is the duty of the Secretary to issue notices of
meetings of the Council, to record the minutes of such meetings and distribute them to
its members, to receive communications for the Council, and to perform any other duties
assigned to him by the Chairman or the Council. The Secretary shall supply members of the
Council with a copy of these Bylaws and appendices and amendments thereto, a current
list of members of the Council, and a list of members of the Council’s committees. The
Secretary of the Council shall serve as secretary of the Steering Committee.

IV. Meetings

1. Stated meeting time. The stated meetings of the Council shall be held at 4:00
p.m. on the second Wednesday of each month during the fall and spring semesters.

2. Special meetings. The Chairman shall call a special meeting at his own dis-
cretion or whenever requested by either Vice-Chairman or by ten members of the Council
or by any Faculty.

3. Notice of meetings, agenda, and committee reports. Notices of all meetings,
the agenda approved by the Steering Committee and reports of committees that will be
presented for action by the Council, shall be mailed or otherwise delivered to members
at least five days in advance of the meeting. With the exception of matters on which
every member is entitled to notice before a meeting, the Council by affirmative vote of
the majority of the full membership may decide to act on a matter not on the agenda for
action.

4. Conduct of meeting. A majority of all the members shall constitute a quorum.
Conduct of the meetings shall conform to the latest edition of Robert’s Rules of Order
Revised, except where inconsistent with provisions of these Bylaws or special rules of
the Council.

5. Persons entitled to attend. Meetings of the Council shall be open only to mem-
bers of the Council. Non-members of the Council, who are members of committees report-
ing to the Council at a particular meeting, or who are expressly invited by the Secretary
on designation by the Chairman or either of the Vice-Chairmen, may attend a particular meeting and may participate in discussions, without vote.

V. Steering Committee

1. Composition. The Steering Committee shall consist of the Chairman of the Council, the two Vice-Chairmen, the Chairman-elect of the University Senate, and five faculty members, one undergraduate student, and one graduate or graduate-professional student to be elected by the incoming Council at its May meeting for the ensuing year. The Vice-Chairman who is Chairman of the University Senate shall be the Chairman of the Steering Committee. In the absence of the Chairman, or at his request, the Chairman-elect of the Senate shall substitute as Chairman of the Steering Committee. The Secretary of the Council shall serve as secretary of the Steering Committee.

2. Election.

(a) The five elected faculty members of the Steering Committee shall be chosen from a list of at least ten nominees prepared by the incumbent Steering Committee in the following manner: The Steering Committee shall nominate the retiring Chairman of the Steering Committee in addition to those of its present faculty members who have served as elected members on the Committee one year or less and are eligible for election. Two and no more than two of these nominees shall be elected. The two elected student members shall be chosen from a list of at least four nominees prepared by the incumbent Steering Committee. The slate of nominees shall be mailed to the members of the incoming Council by the Secretary together with the notice and agenda for the May meeting. Additional nominations may be made from the floor by members of the incoming Council. No person shall be nominated without his consent. No member of the Steering Committee shall serve more than two consecutive elective terms. The Chairman and Chairman-elect of the Senate serve on the Steering Committee by virtue of office and are not deemed elected members under this provision.

(b) Each member of the incoming Council shall be entitled to vote for two faculty members from the slate of nominees who have served on the Steering Committee the previous
year and for a number of additional faculty members on the slate of other nominees sufficient to elect a total of five. Each member shall be entitled to vote for one undergraduate student and one graduate or graduate-professional student. Voting shall be by written ballot. The nominees from each group with the highest total votes shall be declared elected. Members of the Council shall be informed of the results of the election. If tabulation is completed prior to adjournment of the May meeting, the result shall be announced. In any event, the Secretary shall mail the results to the members as soon as possible.

3. **Duties.**

(a) The Steering Committee shall prepare the agenda for meetings of the Council. Committee reports and other matters not considered by the Steering Committee to be ready for Council action may be included on the agenda for information of the Council. With the exception of matters on which every member is entitled to notice before a meeting, the Council by affirmative vote of a majority of the full membership may decide to act on a matter not on the agenda for action.

(b) The Steering Committee shall advise the Council in establishing or eliminating standing and special committees, and the tasks assigned to such committees, with a view to preventing unnecessary proliferation of the committee structure and to insure the harmonious and efficient workings of such committees as are authorized.

(c) The Steering Committee shall appoint the members of standing and special committees of the Council and their chairmen.

(d) In preparing its list of nominees for the Steering Committee and in the appointment of other committees, the Steering Committee shall give consideration to maintaining balance of representation from the main academic areas as well as the appropriate administrative areas.

(e) The Steering Committee shall select the Assistant Professors for membership on the Council.

(f) The Steering Committee, or a subcommittee thereof, shall review the structure of the disciplinary constituencies within the first two years of existence of the Council and
periodically thereafter and shall report its conclusions and recommendations to the Council.

4. **Vacancies.** Vacancies among the elected members of the Steering Committee shall be filled by election held by the Council. A list of at least two nominees for each vacancy shall be prepared by the incumbent members of the Steering Committee and included with the notice of the meeting at which the election is to be held. Additional nominations may be made from the floor and the election shall be conducted in conformity with the procedures set forth above for the regular election to the Steering Committee.

VI. **Committees**

1. **Standing and Special Committees.** The standing committees of the Council shall be those established by the Council upon recommendation of the Steering Committee. Special committees may be created by the Council from time to time. Only those committees that are directly instrumental in advancing the work of the Council shall be established or continued.

2. **Committee Members and Chairmen.** Members of committees and their chairmen are appointed by the Steering Committee. Chairmen of committees shall be selected from Council members. Up to three quarters of the members of any committee, other than the Steering Committee, may be drawn from outside the membership of the Council. The Chairman and the Vice-Chairmen ex officio shall be entitled to attend meetings of all committees of the Council and to participate in the discussions.

3. **Subcommittee.** Any standing or special committee shall have the power to delegate specific tasks or functions to subcommittees whose members shall include one or more members of the parent committee.

4. **Reports of Committees.** Reports and communications by committees to the Council shall be submitted to the Steering Committee for inclusion in the Agenda.

5. **Committee on Undergraduate Affairs.** The Committee on Undergraduate Affairs shall be concerned with the general welfare of all undergraduate students of the University, and shall have cognizance of undergraduate academic programs, admissions, scholarships, counseling and advising, housing, and athletics as well as such other activities as may relate
to the intellectual and social interests of the undergraduate students.

6. Committee on Post-Baccalaureate Affairs. The Committee on Post-Baccalaureate Affairs shall be concerned with the general welfare of all post-baccalaureate students of the University, and shall have cognizance of academic programs, scholarships and fellowships, and such activities as may relate to the intellectual and social interest of the post-baccalaureate students.

7. Committee on Research. The Committee on Research shall be generally concerned with the research being carried on at the University. It shall have cognizance of such matters as policies relating to research, the expenditure of research funds as designated by the University, and the issuance of periodic reports on the research activities of members of the faculties. It shall include representatives of the major fields of research.

8. Committee on Faculty Affairs. The Committee on Faculty Affairs shall be concerned with the general welfare and interests of the members of the Faculty, and shall have cognizance of such matters as faculty relationships with the Administration and the Trustees, the University Manual of Policies and Procedures, faculty benefits, nominations to the Trustees of candidates for honorary degrees, the Almanac, and Faculty-student relations.

9. Committee on Financial Planning. The Committee on Financial Planning shall have cognizance of matters of policy relating to University budgets, tuition and fees, as well as the general financial operation of the University. The Chairman and Secretary of the Committee shall be nominated to the President by the Steering Committee for possible service on the University Budget Committee.

10. Committee on Planning and Development. The Committee on Planning and Development shall have general cognizance of the University's planning program, and serves as liaison between the Coordinated Planning Office and the Council in regard to specific problems of planning. The Chairman of the Committee shall be nominated to the President by the Steering Committee for possible service on the Executive Planning Committee of the University.
11. Committee on Continuing Education and Community Services. The Committee on Continuing Education and Community Services shall have general cognizance of such academic programs as the College of General Studies, the Evening School of Accounts and Finance, the extension schools, and any other formal community services of an educational character relating to the University's role in the larger community.

12. Committee on Undergraduate Admissions. The Committee on Undergraduate Admissions shall recommend policies to the Council with respect to the admission of students to the undergraduate schools. When the Council has established policies, the Committee shall interpret them, advise the Dean of Admissions, and review and report upon the Dean's implementation of those policies. The Committee shall operate within limits as to subject requirements for admission set by the several faculties; it shall also consult with the deans of the faculties concerned and appropriate officers of the University.

VII. Consultative Committees

It is the practice of the University Administration, before recommending the appointment of certain University officers, to seek the advice of an ad hoc consultative committee of the University Council concerning candidates and qualifications for the specific vacancy.

1. Administrative Officers. The University Officers which are governed by these provisions are: Provost, Vice Provosts, Vice President for Medical Affairs, Vice President for Engineering Affairs, Vice Provost for Student Affairs, Dean of the Graduate School of Arts and Sciences, Dean of Admissions and Financial Aid, Dean of Students, Dean of Residential Life, Director of Libraries and the Director of the Museum. As other administrative positions evolve within the University's framework and appear to have University-wide academic significance the President may use the following procedures for these offices as well. When it becomes necessary to appoint an ad hoc consultative committee in connection with the appointment of such an officer the President, or his designee, shall request from the Advisory Committee of the Senate, through its Chairman, nominations of a number of persons, which number shall be specified by the President.
The President shall appoint those nominated to the ad hoc consultative committee. The President may also appoint additional members to the committee in a number not to exceed those nominated by the Advisory Committee of the Senate. The President shall appoint the Chairman of the ad hoc committee. The committee shall meet with the President or his designee for the purpose of obtaining information and views concerning the responsibilities of the position and the qualifications of the person to be sought. The committee shall be free to propose additional qualifications and shall recommend names of persons from within or without the University whom it considers appropriate for appointment. It is understood, however, that the role of the ad hoc committee shall be an advisory one; the final authority for the appointment rests with the President and the Trustees.

After the position under consideration has been filled the President or his designee, at the request of the Council and/or the Senate, submits at the next meeting of the respective body a report prepared jointly with the consultative committee on the work of the committee. Such report contains the committee's statement of qualifications for the office concerned as submitted to the consulting officer and any further information regarding the committee's deliberations which in the opinion of the appointing officer and the committee is appropriate for public dissemination.

2. Election of a Dean. When a vacancy has occurred, or is expected to occur, for a dean of a faculty, the faculty concerned, by its own procedures, shall nominate to the President members of its own faculty to be appointed by the President to serve on a committee to nominate a new dean. The President, after consultation with the Provost or the appropriate academic Vice President, may add other members to that committee, not to exceed the number of members already proposed by that faculty. In special circumstances or where the faculty of the school is very small, exceptions to the numerical limitations above may be made. The committee on the nomination of a new dean may propose the qualifications expected of a candidate for the position and the names of individuals from within or without the University considered appropriate for appointment.
as Dean. The Committee will, early in its deliberations, meet with the President, Provost, or academic Vice President and receive their views as to the qualifications for and responsibilities of the office under consideration. The final appointment of a dean is made by the Trustees upon recommendation of the President of the University.

3. Election of the President. When it becomes necessary to select a new President, the Executive Board of the Trustees consults with the faculties of the University through a committee of the Senate appointed by the Advisory Committee of the Senator by such other procedures as the Senate may prescribe, with the administrative officers through the Provost, and with the Alumni through the President of the General Alumni Society.

Each of these groups is invited to submit a slate of candidates for consideration by the Trustees or its committee appointed for the purpose of selecting the President. The Trustees or the committee for the selection of a president may also seek additional candidates from whatever sources they choose.

VIII. Amendments

These Bylaws may be amended by a majority vote of the members of the Council present at any meeting if the proposed changes have been presented in writing to the members of the Council at least one month in advance of that meeting.

Council Procedures Adopted 5-14-69

The Council adopts the following principles of procedure for the guidance of its members, committees, and officers (within the Council by-laws):

1. The Office of the Secretary will continue to prepare, each fall, a roster of Council committees; this roster should be generally available. The availability of this roster should be announced to the University community. The time, place, and agenda for Council committee meetings declared open for testimony from members of the University should be sent to "The Daily Pennsylvanian," WXPN, and for posting and other dissemination in appropriate places where interested persons may be reached. The date and agenda subjects for closed meetings should also be announced generally, together with an address to which written views may be sent.
2. A member of Council may submit a proposed resolution to any competent Council committee (or, if in doubt as to the appropriate committee, to the Steering Committee); a member submitting such a proposal should be invited to appear to present his resolution at the first meeting of the committee considering his proposal. A member may introduce a resolution at any Council meeting, which on seconding, may be discussed by the Council. Unless the rules are waived by a majority of the full membership, the only action the Council can take on such a proposal at that meeting is on a motion to refer it to an appropriate committee. Such proposed resolutions should be presented in writing with a copy filed with the Secretary.
(CURRENT COUNCIL BYLAWS:) APPENDIX A

<table>
<thead>
<tr>
<th>Constituency #1</th>
<th>Constituency #12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>Chemical Engineering</td>
</tr>
<tr>
<td></td>
<td>Metallurgical Engineering</td>
</tr>
<tr>
<td>Constituency #2</td>
<td>Constituency #13</td>
</tr>
<tr>
<td>Accounting</td>
<td>Education</td>
</tr>
<tr>
<td>Statistics</td>
<td>Annenberg</td>
</tr>
<tr>
<td>Constituency #3</td>
<td>Constituency #14</td>
</tr>
<tr>
<td>Marketing</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Transportation</td>
<td>Geology</td>
</tr>
<tr>
<td>Constituency #4</td>
<td>Constituency #15</td>
</tr>
<tr>
<td>Industry</td>
<td>English</td>
</tr>
<tr>
<td>Constituency #5</td>
<td>Constituency #16</td>
</tr>
<tr>
<td>Political Science</td>
<td>Physics</td>
</tr>
<tr>
<td>Business Law</td>
<td></td>
</tr>
<tr>
<td>Constituency #6</td>
<td>Constituency #17</td>
</tr>
<tr>
<td>Sociology</td>
<td>Art</td>
</tr>
<tr>
<td></td>
<td>Fine Arts</td>
</tr>
<tr>
<td></td>
<td>Music</td>
</tr>
<tr>
<td>Constituency #7</td>
<td>Constituency #18</td>
</tr>
<tr>
<td>Regional Science</td>
<td>Psychology</td>
</tr>
<tr>
<td>City Planning</td>
<td></td>
</tr>
<tr>
<td>Constituency #8</td>
<td>Constituency #19</td>
</tr>
<tr>
<td>Finance</td>
<td>Astronomy</td>
</tr>
<tr>
<td>Insurance</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Constituency #9</td>
<td>Constituency #20</td>
</tr>
<tr>
<td>Architecture</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Landscape</td>
<td>Religious Thought</td>
</tr>
<tr>
<td>Architecture</td>
<td></td>
</tr>
<tr>
<td>Constituency #10</td>
<td>Constituency #21</td>
</tr>
<tr>
<td>Electrical</td>
<td>German</td>
</tr>
<tr>
<td>Engineering</td>
<td>Romance Languages</td>
</tr>
<tr>
<td></td>
<td>Slavic</td>
</tr>
<tr>
<td>Constituency #11</td>
<td></td>
</tr>
<tr>
<td>Civil and</td>
<td></td>
</tr>
<tr>
<td>Mechanical</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
</tr>
<tr>
<td>Constituency #22</td>
<td>Constituency #23</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>History</td>
<td>Oriental Studies</td>
</tr>
<tr>
<td>American Civilisation</td>
<td>Linguistics</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Constituency #26</th>
<th>Constituency #27</th>
<th>Constituency #28</th>
<th>Constituency #29</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Social Work</td>
<td>Law School</td>
<td>Military Science</td>
<td>Surgery</td>
</tr>
<tr>
<td>Greenfield Center</td>
<td></td>
<td>Naval Science</td>
<td>Pediatric Surgery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Education</td>
<td>Obstetrics and Gynecology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Constituency #30</th>
<th>Constituency #31</th>
<th>Constituency #32</th>
<th>Constituency #33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine</td>
<td>Dermatology</td>
<td>Operative and Prosthetic Dentistry</td>
<td>Psychiatry</td>
</tr>
<tr>
<td>Research Medicine</td>
<td></td>
<td>Oral Roentgenology</td>
<td>Family Society</td>
</tr>
<tr>
<td></td>
<td>Physical Medicine and Rehabilitation</td>
<td>Oral Surgery</td>
<td>Family Health Advisory Service</td>
</tr>
<tr>
<td></td>
<td>Radiology</td>
<td>Oral Medicine</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral Hygiene</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Periodontics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Constituency #34</th>
<th>Constituency #35</th>
<th>Constituency #36</th>
<th>Constituency #37</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pediatrics</td>
<td>Medical Physiology</td>
<td>Animal Biology</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>Neurology</td>
<td>Medical Pharmacology</td>
<td>Pathobiology</td>
<td>Biophysics</td>
</tr>
<tr>
<td></td>
<td>Anesthesiology</td>
<td>Clinical Studies</td>
<td>Microbiology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Constituency #38</th>
<th>Constituency #39</th>
<th>Constituency #40</th>
<th>Constituency #41</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychiatry</td>
<td>Regional Science</td>
<td>Animal Biology</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>Family Society</td>
<td>Public Health and Preventive Medicine</td>
<td>Pathobiology</td>
<td>Biophysics</td>
</tr>
<tr>
<td></td>
<td>Civil and Military Engineering</td>
<td>Clinical Studies</td>
<td>Microbiology</td>
</tr>
<tr>
<td></td>
<td>Experimental Therapeutic Research</td>
<td></td>
<td>Medical Genetics</td>
</tr>
</tbody>
</table>


Constituency #38

Anatomy (Medical)
Pathology (Medical)
Pathology (Dental)
Physical Anthropology

Constituency #39

Nursing
Allied Medical Professions

Affiliation

An official affiliation defines the relationship of such an individual with the University when the individual makes the University the principal center of his educational and professional effort, and University affairs primarily determine the employment of his time and talents.

A fully affiliated member of the University may engage in other professional activities on a limited basis, but his major work is conducted under the auspices of the University of Pennsylvania.

Partial affiliation denotes the status of individuals who devote a part of their professional effort to the University. The remainder of their activity may be directed to study at the pre- or postdoctoral level, by professional activity in other institutions or outside agencies, or to the pursuit of their own interests.

Research fellows, teaching fellows, research instructors, and assistants, by the nature of their positions, partially affiliated, instructors and lecturers who are candidates for higher degrees or who are otherwise necessary for the physical or by the nature of their positions, partially affiliated. Some of these people are at the University primarily to further their own formal education or professional qualifications, the services they render to the University are necessary, and are part of the salaried instructional staff associated with the Provost and the Vice President.

The final determination of degree of affiliation for every member of the faculty and instructional staff lies with the Provost and the Vice President.
(CURRENT COUNCIL BYLAWS:) APPENDIX B

(Academic Administrative Officers - Members of University Council)

1. President
2. Provost
3. Vice President for Medical Affairs
4. Vice President for Engineering Affairs
5. Vice Provost for Student Affairs
6. Dean of the Faculty of the College of Arts and Sciences
7. Dean of the Faculty of the Graduate School of Arts and Sciences
8. Dean of the Faculty of the Wharton School of Finance and Commerce
9. Dean of the Faculty of the College of Liberal Arts for Women
10. Dean of the Faculty of the Law School
11. Dean of the Faculty of the Graduate School of Education
12. Dean of the Faculty of the Graduate School of Fine Arts
13. Dean of the Faculty of the School of Medicine
14. Dean of the Faculty of the School of Nursing
15. Dean of the Faculty of the School of Allied Medical Professions
16. Dean of the Faculty of the School of Dental Medicine
17. Dean of the Faculty of the School of Veterinary Medicine
18. Dean of the Faculty of the School of Social Work
19. Dean of the Faculty of the Annenberg School of Communications
20. Assistant Vice President for Engineering Graduate Studies
21. Assistant Vice President for Engineering Undergraduate Affairs
Statement of Affiliation

(From statement issued by President Harnwell on May 2, 1963)

The term affiliation is used to describe the relationship to the University of faculty members of professional rank and of professionally-qualified instructors, associates, lecturers, research investigators and senior research investigators.\(^1\)

**Full affiliation** defines the relationship of such an individual with the University when the individual makes the University the principal center of his educational and professional effort, and University affairs primarily determine the employment of his time and talents. A fully affiliated member of the University may engage in other professional activities on a limited basis, but his major work is conducted under the auspices of the University of Pennsylvania.

**Partial affiliation** denotes the status of individuals who devote a part of their professional effort to the University. The remainder of their activity may be directed to study at the pre- or postdoctoral level, to professional activity in other institutions or outside agencies, or to the pursuit of their own interests.

Research fellows, teaching fellows, assistant instructors, and assistants are, by the nature of their positions, partially affiliated. Instructors and lecturers who are candidates for higher degrees or who are interns or resident physicians are, by the nature of their positions, partially affiliated. Since these people are at the University primarily to further their own formal education or professional qualifications, the services they render to the University are necessarily partial.

The final determination of degree of affiliation for every member of the faculty and instructional staff lies with the Provost and the Vice Presidents.

---

1. Pre- and postdoctoral fellows who do not receive stipends directly from the University but from some other sources, such as the Federal Government, though they may be given courtesy status in the University, are not University employees and are therefore excluded from the provisions of this document.
APPENDIX F

RULES OF THE SENATE

SEC. 1—MEMBERSHIP

The University Senate shall consist of all fully affiliated faculty members holding the rank of professor, associate professor, or assistant professor and having the right to vote in their respective faculties. Emeritus members of the faculties shall be non-voting members of the Senate.

SEC. 2—FUNCTION

The function of the Senate shall be to provide an opportunity for its members to discuss and express their view upon any matter which they deem of general University interest and to make recommendations or pass resolutions with respect thereto. In addition, it shall have power to make recommendations concerning any such matter simultaneously to the President and the Trustees and to solicit reports from the University Administration.

SEC. 3—OFFICERS

The officers of the Senate shall consist of a Chairman, a Chairman-elect, a Secretary and a Secretary-elect. The officers shall be chosen from members of the Senate other than those holding administrative positions in the University at the level of dean or above.

SEC. 4—DUTIES OF THE CHAIRMAN

The Chairman shall be the principal executive officer and shall have such powers as are appropriate to his office. He shall call meetings of the Senate, prepare the agenda, and preside at the meetings. He shall appoint members of committees, as provided herein. He shall be ex officio a member of all Senate committees, including the Advisory Committee but excepting the Nominating Committee.
SEC. 5—DUTIES OF THE CHAIRMAN-ELECT

The Chairman-elect, in the absence of the Chairman or at his request, shall substitute for the Chairman, subject, however, to the rules of the University Council with respect to the activities of that body. He shall be ex officio a member of the Advisory Committee.

SEC. 6—DUTIES OF THE SECRETARY

The Secretary shall perform the usual functions of such office, and also the functions of a Treasurer. He shall be ex officio a member and secretary of the Advisory Committee. Prior to the first meeting of the Senate in each academic year, he shall prepare and thereafter maintain an official list of the members of the Senate.

SEC. 7—DUTIES OF THE SECRETARY-ELECT

The Secretary-elect, in the absence of the Secretary or at his request, shall substitute for the Secretary. He shall be ex officio a member of the Advisory Committee.

SEC. 8—STANDING COMMITTEES

(a) The Advisory Committee. There shall be an Advisory Committee, consisting of the officers of the Senate for the current year, the Chairman and Secretary of the preceding year, and twelve members of the Senate, elected as hereafter prescribed. The Advisory Committee should be broadly representative of the several schools and teaching areas of the University. In addition to the functions described elsewhere in these Rules, the Advisory Committee shall be consulted by the officers of the Senate for guidance in all matters on which Senate action is indicated, or on which consultation with the administrative officers of the University is contemplated. The Advisory Committee shall also nominate persons to serve on consultative committees in the manner prescribed by the Bylaws of the University Council. In addition it shall be the duty of the members of the Advisory Committee to serve as members of the University Council subject to the rules of that body; to act as liaison between the University Council and the Senate; to report to the Senate on the work of the University Council; and to participate as individuals in the work of the University Council.
(b) The Committee on Academic Freedom and Responsibility.

(I) There shall be a Senate Committee on Academic Freedom and Responsibility of seven members, including the Chairman-elect, and six members of the Senate, two to be elected each year. No one shall serve on the Senate Committee if he is a member of any other faculty committee on academic freedom and responsibility.

In the event the Chairman-elect is disqualified for this reason, the Advisory Committee shall elect a substitute.

(II) The Senate Committee on Academic Freedom and Responsibility shall maintain a current list of the standing committees on academic freedom and responsibility of each of the faculties of the University and, where necessary, take appropriate steps to cause such committees to be appointed in each of the faculties of the University. The Senate Committee shall advise and consult with such committees and administrative officers on the establishment of appropriate procedures to be followed in the event of a claim of violation of academic freedom and responsibility. The Committee shall have power to make investigations, reports, and recommendations on any matter relating to academic freedom and responsibility within the University. The Committee shall select its own Chairman.

SEC. 9—OTHER COMMITTEES

There shall be such ad hoc committees as the Senate may direct, or as may be determined by the Chairman after consultation with the Advisory Committee. The Nominating Committee shall be appointed by the Chairman with the advice and consent of the Advisory Committee. Ad hoc committees, other than the Nominating Committee, shall be appointed by the Chairman after consultation with the Advisory Committee.

SEC. 10—MEETINGS

(a) Regular and Special Meetings. The Senate shall meet at least once in each academic semester, the spring meeting to be held early enough to facilitate coordination with the election procedures of the University Council. Other meetings may be called by the Chairman, and, whenever requested in writing by twenty members, the Chairman
shall call a special meeting. Unless the Senate directs otherwise, the time and place of each regular or special meeting shall be determined by the Chairman.

(b) Quorum. A quorum for the Senate meeting shall be 100 members. The minutes of each meeting shall contain a record of the number in attendance from each faculty.

(c) Committee Reports and Agenda. The Chairman, in consultation with the Advisory Committee, shall prepare the agenda for Senate meetings. Except in unusual circumstances, the Chairman shall cause notice of the time and place of each regular meeting of the Senate to be sent to each member at least thirty days prior to the meeting. The agenda shall include any matter requested in writing by five or more members of the Senate within one week subsequent to the sending of notice of a regular or special meeting, unless in the case of a special meeting the Chairman, after consultation with the Advisory Committee, shall deem it advisable to limit the agenda to the item or items giving rise to the request for a meeting. Committee reports to be considered by the Senate, resolutions to be debated, and the agenda shall be sent to each member at least one week prior to any meeting.

(d) Resolutions. Resolutions germane to any subject set forth in the agenda may be passed by a majority vote of members present and voting. Other matters may be brought up for discussion by any member at any meeting, provided, however, that Senate action upon such matters shall require a two-thirds majority of those present and voting, and provided, further, that proposed amendments to these rules may be offered only in accordance with the provisions of Section 14.

SEC. 11—ELECTIONS

(a) Succession of Officers. The Chairman-elect shall automatically succeed to the office of Chairman and the Secretary-elect shall automatically succeed to the office of Secretary, except when elected by the Advisory Committee as provided in Section 13.

(b) Nominations.
(1) At least forty-five days in advance of the spring meeting, the Secretary shall
circulate to the members of the Senate a notice of the positions to be filled by
election and an invitation to suggest candidates for those positions, with supporting
letters if desired.

(II) The Secretary shall transmit all replies to the Nominating Committee. The
Nominating Committee shall select, and secure acceptance of nomination, of one
or more candidates for each position to be filled by election.

(III) The list of candidates compiled by the Nominating Committee shall be circu-
lated to the members of the Senate as an enclosure to the agenda of the spring
meeting at which the election is to be held.

(IV) At the meeting, the Nominating Committee shall formally nominate its candi-
dates for the respective positions. Further nominations shall also be invited, from
the members present, for each office or other position in turn; provided, however,
that a nomination from the floor shall not be received unless the nominee is present
and consents or the nominator affirms that the nominee has expressly consented.

(c) Voting.

(I) When the nominations have been closed, election shall be by acclamation for
any office or position as to which there is no contest. Otherwise, voting shall be
by written ballot.

(II) In the case of officers of the Senate, a majority of those present and voting is
required for election. If no candidate receives the necessary majority, a run-off
election shall be held between the two candidates who received the greatest
number of votes on the first ballot.

(III) In the case of the Advisory Committee, each member shall vote for not more
than four persons for full terms, and voting shall be non-cumulative. The four
candidates receiving the greatest number of votes shall be declared elected, irre-
spective of whether such number of votes is a majority of those present and voting.
Ties that make indeterminate the composition of the Committee shall be resolved
by lot.
(IV) In the case of elections to the Advisory Committee for less than a full term, as the result of a vacancy, nomination and balloting shall be separate from the nomination and balloting for full terms. A separate election shall be held for each vacancy. The candidate receiving the greatest number of votes shall be declared elected, irrespective of whether such number of votes is a majority of those present and voting. Tie votes shall be resolved by lot.

(V) In the case of elections to the Senate Committee on Academic Freedom and Responsibility, each member shall vote for not more than two persons for full terms, and voting shall be non-cumulative. The two candidates receiving the greatest number of votes shall be declared elected, irrespective of whether such number of votes is a majority of those present and voting. Ties that make indeterminate the composition of the Committee shall be resolved by lot.

SEC. 12—TERMS OF OFFICE

(a) **Officers.** Each officer shall hold office beginning during the month of May following election or succession to office, and shall remain in office until his successor takes office the following year. Incoming and outgoing officers shall arrange for the transition to be effected conveniently; if no such arrangements are made, the newly elected officers shall take office on June 1.

(b) **Advisory Committee.** Members of the Advisory Committee who do not serve ex officiis shall hold office for a term of thirty-seven months, beginning the first of May following their election. No person shall hold such Advisory Committee membership for consecutive terms, but may be elected after a lapse of one year. This shall not prevent an officer from serving ex officio.

(c) **Senate Committee on Academic Freedom and Responsibility.** Members of the Senate Committee on Academic Freedom and Responsibility shall hold office for a term of three years, beginning the first of May following their election.

SEC. 13—VACANCIES

(a) **Chairman.** Whenever a vacancy shall occur in the office of Chairman, the
Chairman-elect shall serve as Chairman for the unexpired term. He shall thereafter remain in the office of Chairman for the following term.

(b) Secretary. Whenever a vacancy shall occur in the office of Secretary, the Secretary-elect shall serve as Secretary for the unexpired term. He shall thereafter remain in the office of Secretary for the following term.

(c) Chairman-elect and Secretary-elect. Whenever a vacancy shall occur in the office of Chairman-elect or Secretary-elect, the Advisory Committee shall elect a successor for the unexpired term. Such person shall not automatically succeed to the office of Chairman or Secretary for the following term.

(d) Advisory Committee. Whenever a vacancy shall occur among the members of the Advisory Committee who do not serve ex officiis, the Advisory Committee shall elect a successor, who shall serve until the spring meeting of the Senate, at which time a successor shall be elected for the balance of the unexpired term.

(e) Senate Committee on Academic Freedom and Responsibility. Whenever a vacancy shall occur among the elected members of the Senate Committee on Academic Freedom and Responsibility, the Advisory Committee shall elect a successor, who shall serve for the balance of the unexpired term.

SEC. 14—AMENDMENTS

These Rules may be amended by a majority vote of the members of the Senate present and voting at any meeting if the proposed changes have been presented in writing to the members of the Senate at least one month in advance of that meeting.
APPENDIX G

THE UNIVERSITY OF PENNSYLVANIA COMMUNITY OF STUDENTS

CONSTITUTION

Preamble

The students of the University, recognizing the need to create a single community of students, in order to provide a means whereby all students may directly participate in the affairs that affect them, and to implement the politics whereby student interests become an integral part of the University decision making process, do hereby establish this constitution for the University of Pennsylvania Community of Students.

Article I MEMBERSHIP

Sec. 1. Members of the University community may participate at all levels of the Community of Students, but only members of the student community may vote.

A. The University community is defined as all students, faculty and staff of the University of Pennsylvania.

B. Student community is defined as all full time undergraduates and all full time graduate students who are enrolled in a graduate school which has affiliated itself with the Community of Students.

Sec. 2. A graduate school may affiliate by a vote of a duly constituted representative body of that school or by a vote of a referendum of all full time students in that school. A graduate affiliate school retains the right to maintain its own internal governing mechanisms, determine its own budgetary processes and appoint its own representatives to University committees.

Sec. 3. The official size of the student community shall be set each semester by procuring from the Registrar the number of full time undergraduates enrolled on the first day of class of that semester, and the number of full time graduate students enrolled on the first day of class for each Graduate Affiliate.
Article II THE DECISION MAKING PROCESS

Sec. 1. The Referendum

A. The referendum is the highest decision making instrument of the Community of Students and it may be used to challenge any decision of any organ of the Community of Students with the following exceptions: Financial decisions of the Activities Council and disciplinary decisions of the Judiciary.

B. Referenda shall only be held on every third Tuesday of the month in the academic year. Exceptions may be made by the Plenum for reasons of a crisis nature, and by the Administrative Committee because of calendar discrepancies or the absence of any question for placement on the ballot.

C. A decision made by a valid referendum voids any conflicting decision of any organ of the Community of Students (with the exceptions aforementioned in II, 1, A) and may only be overturned by a decision of a subsequent referendum. No action of a referendum shall be construed to limit the functions of any committee or work group unless explicitly stated. Workgroups may otherwise function within the system in manners that oppose Policy Statements of the Community.

D. Referenda shall be validated by the Nominations and Elections Committee only upon the participation of 10% of the enrolled students in affiliated and undergraduate schools.

E. Referenda may be called by a majority vote in the Plenum, by a petition of 500 members of the Student community placed before the Administrative Committee, or by the validation of a petition to stay a Draft Statement of Policy of a work group.

Sec. 2. Plenum

A. A plenum, an emergency meeting open to the University community,
Appendix "G" continued

is a second decision making mechanism of the Community of Students. A Plenum may be used as a forum through which to discuss and resolve issues of concern to the University, or as a forum to challenge or appeal any decision of any organ of the Community of Students (with the exceptions outlined in II, 1, A). Workgroups may function within the system despite their opposition to Policy Statements of the Community passed in Plena.

B. A Plenum may be called by a petition of 500 members of the Student Community filed with the Administrative Committee.

C. An open meeting shall be called and well-publicized by the Administrative Committee within 3 school days of the filing of the petition for a Plenum. The meeting shall advise the Administrative Committee as to the time, place and agenda of the Plenum, and choose a Chairman and Parliamentarian. Except with the permission of the sponsors of the petition the Plenum may not be scheduled later than 7 days after the open meeting.

Sec. 3. Workgroup

A. A workgroup is an issue-oriented committee consisting of 10 or more members of the student community which may research an issue, advocate a petition, or educate the University community on an issue, or gather support for an issue. Such committees may only pursue ends directly related to the reasons for their formation as filed with the Administrative Committee.

B. A workgroup is a decision making mechanism to the extent that it may employ formal procedures for issuing Draft Statements of Policy. Such Draft Statements of Policy must be filed with the Administrative Committee by a member of the recognized workgroup. The administrative Committee must then prominently post and publicize the Draft
for a period of ten days.

C. Draft Statements of Policy will become Policy Statements of the Community, provided a petition of 100 members of the student community is not filed with the Administrative Committee as a mandatory stay motion within 10 days of the Draft's first posting. Workgroup-originated policy statements of the Community shall have the same status as Policy Statements of the Community passed by referenda or Plena.

D. Motions to stay the adoption of a Draft automatically place the item on the next scheduled referenda.

E. No Policy Statement of the Community originating in a workgroup shall prevent opposing workgroups from continuing to function within the system.

F. All recognized workgroups shall be entitled to use Community of Students facilities and (within budgetary restraints imposed only because of the size of funds allocated for distribution to all workgroups) financial resources.

G. A workgroup is recognized upon the filing with the Administrative Committee of a petition of 10 members of the student community to form a workgroup for stated purposes.

Article III The Administrative Committee

Sec. 1. The Administrative Committee shall consist of 7 voting members and a secretary and treasurer all chosen by the Nominations and Elections Committee.

Sec. 2. The duties and powers of the committee are:

A. To act as a facilitating agent for the constitution referenda and Plena;

B. To determine the budget of the Community of Students and allocate it;

C. To administer day-to-day activities of the Community;

D. To supervise and provide duties for a secretary, treasurer and clerical
staff as necessary;

E. To make rules governing its own operations.

Sec. 3. The Administrative Committee has only those powers designated in II, 2 and is not part of the Decision Making Structure of the Community (II). The committee is not to be construed as representative or as a spokesman, unless specifically authorized in a Policy Statement of the Community to act as a spokesman or implementer.

Article IV The Nominations and Elections Committee

Sec. 1. The Nominations and Elections Committee shall consist of 12 undergraduates chosen by random selection and up to 3 undergraduates who have previous service on the committee.

Sec. 2. The committee shall be chosen annually by March first and shall serve jointly with the previous committee until the end of the Spring semester.

Sec. 3. The committee shall be empowered to make provisions for representation and appointment of undergraduates on Council committees, School Committees, Trustee committees and all other boards, councils, task forces and committees of the University, including extra-University bodies on which University representatives sit.

Sec. 4. A student appointed to a committee may be recalled, but only by the Nominating Committee and only because of acutely poor attendance.

Sec. 5. The Nominations and Elections committee and adjunct members from affiliate schools shall administer elections and referenda and select the Administrative Committee.

Sec. 6. All appointments are for one year, are renewable, and shall be finalized by May first annually.

Article V The Council

Sec. 1. There shall be student representation on the University Council from the various undergraduate and affiliate schools as provided for in the By-Laws of Council. Such representatives shall be elected by open balloting of all students qualified
under Council By-Laws and no student representative shall be appointive or serve ex-officio.

Sec. 2. The elected student representatives shall schedule and attend regular open meetings to gather constituent opinion, disseminate information and act as necessary on areas of general concern to their constituency. Such meetings shall be well-publicized by the Administrative Committee.

Article VI Other Units

Sec. 1. In addition to the Administrative Committee, the Nominations and Elections Committee, the Council representatives and the Workgroups, the Budget shall provide funds for the following Governance Units:

Sec. 2. The Activities Council, a body delegated the authority to recognize non-governance activities and fund their programs by means and under rules of its own choosing and from the funds provided after the Governance Activities have removed their budget. (the Governance Activities are those mentioned in VI, 1, 3, 4, & 5. Their budgets are drawn up by the Treasurer and approved by the Administrative Committee).

Sec. 3. The Student Committee on Undergraduate Education, a selfgoverning standing committee delegated the authority to research and lobby for educational reform within the University.

Sec. 4. The Judiciary, that section of the University Discipline System that is entirely student in composition. It shall have such power as jointly delegated it by the Council and the Community of Students including the original jurisdiction in matters of constitutional interpretation and investigations into faculty and administration violations of the AAUP/NSA Joint Statement of Student Rights.

Sec. 5. The Free University, the student mechanism for self-education and community service in educational areas not sufficiently provided for by the University.

Article VII Amendments

Amendments may only be adopted by the methods outlined in II, 1 & 2 for the passage of Policy Statements of the Community. They may not be adopted through
the workgroup mechanism and if adopted under II, 2 (Plenum), they must be approved by two-thirds of those present and voting.
APPENDIX H

STATUTES OF THE CORPORATION

ARTICLE I

THE TRUSTEES

1. The members (herein designated the Trustees) of the Corporation "The Trustees of the University of Pennsylvania" shall consist of the Governor of the Commonwealth of Pennsylvania for the time being, the President of the General Alumni Society for the time being, and not to exceed forty other persons, who shall be divided into three classes: (1) Life Trustees, elected as hereinafter provided; (2) Term Trustees, elected by the Trustees to serve for terms not to exceed five years; (3) Alumni Trustees, elected by the Alumni to serve for terms not to exceed five years.

2. The terms of Trustees elected by the Trustees to fill vacancies shall begin from the date of their respective elections. The terms of Term Trustees elected to succeed Term Trustees whose terms are about to expire shall begin with the expiration of such preceding terms. A Term Trustee shall be ineligible for reelection as a Term Trustee for a one year period following the completion of two successive terms. The terms of Alumni Trustees shall begin from the date of the delivery to the Secretary of the University of the certificate from the General Alumni Society herein provided for, or from such later date as may be specified therein, and where such Alumni Trustee so certified is to succeed one whose term is about to expire, such certificate shall so specify. An Alumni Trustee shall not succeed himself in office.

3. The Trustees, in addition to the Governor for the time being, and the President of the General Alumni Society for the time being, shall
Appendix "H" continued

consist of ten Life Trustees, twenty Term Trustees, and ten Alumni Trustees.

4. Each vacancy in the Term Trustees or in the Alumni Trustees, caused by death, resignation, or expiration of term of office, shall be filled by the election by the Trustees or by the Alumni, respectively, as the case may be, of a new Term Trustee or Alumni Trustee, for such term, not to exceed five years, as may be designated in such election.

5. Life Trustees and Term Trustees shall be elected by the affirmative votes of not less than a majority of the Trustees at the time holding office, at a stated or special meeting of the Trustees, from among the persons who shall have been nominated at a previous meeting of the Executive Board. At least ten days' written notice of such proposed election, with the names of the nominees, shall be mailed to the Trustees. Life Trustees shall be elected from among persons who have served a term of not less than five years either as a Term Trustee or as an Alumni Trustee, and Alumni Trustees shall be eligible for election as Term Trustees, and such election, if accepted, shall cause a vacancy in the class previously occupied.

6. Alumni Trustees shall be persons who have received degrees in course from the University of Pennsylvania not less than three years prior to their election, or who have received honorary degrees or degrees in faculty. They shall be elected by the Alumni by such procedure as may be prescribed by the By-Laws of the General Alumni Society of the University of Pennsylvania. The certificate of the Secretary or Assistant Secretary of the General Alumni Society shall be conclusive as to the election by the Alumni of any such Alumni Trustees specified therein. The Executive Board shall, from time to time, direct the
Secretary to certify to the Secretary of the General Alumni Society the existence of each vacancy in the Alumni Trustees.

**Retirement**

7. Life, Term, and Alumni Trustees shall retire at age 70 causing a vacancy in the class occupied.

**Trustees Emeritus**

8. Life, Term, and Alumni Trustees shall upon retirement or resignation be eligible for election by the Trustees to serve as Trustees Emeritus for the balance of the period for which most recently elected in the case of Trustees with less than 10 years of service at the time of retirement or resignation, or (b) for life in the case of Trustees with 10 years or more of service at such time. Trustees Emeritus shall enjoy all the rights and privileges of members of the Corporation with the exception of the right to vote and to hold Chairmanships of those Trustee Committees whose Chairmen are by office members of the Executive Board.

**Organization**

9. By the Charter of the Corporation the Governor of the Commonwealth is constituted, by virtue of his office, President of the Trustees. The Trustees shall annually elect from among their number, a Chairman of the Trustees. In the absence of the Governor the Chairman of the Trustees shall preside at all meetings of the Trustees and of the Executive Board. Except as otherwise herein provided, he shall appoint the Trustee members of all Trustee boards and committees. In the absence of the Governor and of the Chairman of the Trustees, the members present shall appoint a presiding officer pro tempore.

**Stated Meetings**

10. Stated meetings of the Trustees shall be held at least three times a year at such times and places as the Trustees may fix by resolution from time to time.

**Special Meetings**

11. Special meetings shall be held when requested by resolution of the Trustees, or by written request of the Chairman of the Trustees,
stating the business to be considered, which statement shall be included in the notice of such meeting; and except with the unanimous consent of the Trustees present at such meeting, no business shall be considered other than that so specified.

Notice of all Meetings

12. Notice of all meetings shall be given by mail or telegraph addressed to each Trustee at the address given by him to the Secretary for such purpose, such notice to be deposited in the mail at least ninety-six hours prior to the time of such meeting, or deposited in the telegraph office at least forty-eight hours prior thereto.

Quorum

13. A majority of the Trustees at the time holding office shall constitute a quorum for the transaction of business at all meetings of the Trustees, and a majority vote of those present shall be necessary and sufficient to effect action, except in cases where special provision is made elsewhere in these Statutes that a larger number of votes is required.

Absence

14. In the event of the absence of any Trustee from three consecutive stated meetings without satisfactory written explanation thereof, the Trustees may declare that said absence constitutes the resignation of such Trustee.

ARTICLE II

THE OFFICERS

University

1. The word "University," as used in these Statutes, shall denote the Corporation and collectively all the activities thereof.

Officers

2. The officers of the Corporation and of the University shall be a President, a Provost, one or more Vice-Presidents, a Secretary, a Treasurer, a Comptroller, a General Counsel, and such other officers as may be appointed from time to time by the Trustees or by the President acting under the authority of the Trustees. All of such officers shall have the duties and rank described herein and as provided from
time to time by the Trustees or by the President acting under the
authority of the Trustees.

Absence
Disability

3. The President may appoint a temporary successor or substitute to act
as required because of the death, absence, or disability of any officer
of the University or of the Corporation other than the President of the
Trustees, the Chairman of the Trustees and the President of the
University; and with the concurrence of the Executive Board he may
fill, pro tempore, any vacancy in any such office, pending formal
election by the Trustees. The Executive Board shall appoint a tem-
porary successor or substitute to act in case of the death, extended
absence or disability of the President of the University. The President
may appoint an officer of the University to act for him during a period
of temporary absence.

Election of
President

4. If a vacancy in the office of President is to be filled, the method of
election shall be as follows:

At a stated or special meeting of the Executive Board, duly convened,
nominations shall be made for the office of President, notice having
been given in the call for the meeting that such nominations will be
in order. At least ten days prior to the next stated or special meeting
of the Trustees, the Secretary shall mail to each Trustee a written
notice stating that at such meeting a President will be elected and giving
the names of the persons so nominated. Thereupon at such meeting
the Trustees shall elect, from among the persons so nominated, one
to fill the office of President; provided, however, that no such
election shall be valid unless the nominee shall receive the affirmative
votes of Trustees actually present at such meeting to a number equal to
at least two-thirds of the number of Trustees then in office.
Removal

5. The President shall hold office at the pleasure of the Trustees, but shall be removable only by the affirmative vote of Trustees actually present at a stated or special meeting to a number equal to at least two-thirds of the number of Trustees then in office, notice of such proposed action having been included in the notice of such meeting.

Functions and Duties

6. The President shall be the educational and administrative head of the University. He shall preside at all University exercises. He shall be responsible to and report to the Trustees. He shall have power, on behalf of the Trustees, to perform all acts and to execute and acknowledge all documents to make effective the actions, proceedings, and resolutions of the Trustees, including all documents which are intended to alienate, release, or dispose of the property of the Corporation, whether the same be real or personal; he shall have power to make other contracts and agreements on behalf of the Trustees, if the Treasurer has certified that the payments required by the terms of such contracts or agreements have been provided for by appropriation or gift. All officers of the University shall be responsible to him and, except as otherwise expressly directed, shall report to him. He shall define the duties of all employees not prescribed herein or by the Trustees. He may delegate to any officer or officers of the Corporation his power to execute any of the aforementioned contracts, agreements and documents.

The Provost

7. The Provost shall be elected and removed in the same manner as the President.
As the chief educational officer under the President, he shall advise the President upon the educational policies of the University. He shall be a member ex officio of every faculty of the University and may in his discretion call a meeting of any such faculty and shall hold the academic rank of Professor.

Vice-President

8. The Trustees may elect one or more Vice-Presidents with titles designating their general area of administrative responsibility under the President. Academic Vice-Presidents shall be members of appropriate faculties, may call meetings of such faculties, and shall hold the academic rank of Professor.

The Secretary

9. The Secretary shall attend and keep minutes of the meetings of the Trustees and, unless otherwise specified, shall act as secretary of all boards and committees of the Trustees, and shall keep minutes of the proceedings thereof. He shall be custodian of all communications, reports, and other documents of importance presented to the Trustees or such boards and committees. He shall give notice to Trustees and to members of boards and committees of all stated and special meetings thereof respectively, and following such meetings shall report the actions taken, including elections and appointments, to those concerned. He shall prepare for signature all diplomas and certificates of study. He shall have the custody of the seal of the Corporation and shall affix the seal to and attest it on all diplomas, certificates, deeds, agreements, contracts, transfers, conveyances, and other written instruments executed by the Trustees or in their name. The minute books, documents, and records shall be open at all times to the inspection of the proper University officers, boards, and committees, or of any Trustee.
The Trustees may appoint one or more persons with the title of Assistant Secretary, with power to act as Secretary in the absence of the Secretary, and to perform such other duties as the Secretary shall direct.

The Treasurer shall have the custody of all deeds and other muniments of title to the real estate, and of all bonds, mortgages, stocks, or other evidences of property owned by the University or pledged to it, and of all policies of insurance, and shall have the authority to accept and receipt for the same on behalf of the Trustees, and under their supervision he shall arrange for the safekeeping thereof.

The Treasurer shall collect and receive all moneys due and payable to the University and deposit them in the name of the University in such banking institutions as the Trustees may direct; he shall discharge all debts or other obligations of the University when due and payable; he shall keep a complete set of accounts showing in detail the financial transactions of his office and these shall be open at any time to the inspection of any Trustee, and the Treasurer shall furnish such financial statements compiled from his accounts as from time to time may be required by any board, committee, or officer in the conduct of University affairs. The Treasurer shall report administratively to the Business and Financial Vice-President.

The Trustees may appoint one or more persons with the title of Assistant Treasurer, with power to act as Treasurer in the absence of the Treasurer, and to perform such other duties as the Treasurer shall direct.

The Comptroller shall maintain a complete set of accounts, except those maintained by the Treasurer, showing in detail the business and financial transactions of the University. He shall be responsible for
the proper keeping of accounts and budgets of every department of the University and shall have authority to direct the methods, including audit and control, by which such accounts are kept. He shall compile and furnish such financial or statistical reports or information as may be required by the officers, by any of the boards or committees, or by the Trustees. He shall approve all vouchers before they are submitted to the Treasurer for payment and such approval shall be evidence that the charge has been recorded against an approved budget on file in his office, and that it is within the appropriation of the budget against which it is charged. The Comptroller shall report administratively to the Business and Financial Vice-President.

The Trustees may appoint one or more persons with the title of Assistant Comptroller, with power to act in the absence of the Comptroller and to perform such duties as the Comptroller shall direct.

The General Counsel shall be the representative of the Trustees in legal matters to whom all matters requiring legal advice or legal action may be referred.

ARTICLE III
BOARDS, COUNCILS, AND COMMITTEES

Formation by Trustees

1. The Trustees may from time to time form such boards, councils, and committees as they see fit for any of the purposes and activities of the University and may prescribe their functions, duties and powers, and may dissolve them.

ARTICLE IV
THE EXECUTIVE BOARD

Officers and Membership

1. There shall be an Executive Board composed of not less than ten nor more than twelve members to include the Chairman of the Trustees, the Chairmen of the Committees on Finance, Educational Policy,
Student Affairs, and Investment and five to seven other Trustees to be appointed by the Chairman of the Trustees. The Chairman of the Trustees shall be Chairman of the Executive Board and shall appoint a Vice-Chairman of such Executive Board. The Secretary of the University shall act as Secretary thereof.

Duties and Powers

2. Unless otherwise determined by the Trustees, the Executive Board shall have full power to take all action which the Corporation or the Trustees are authorized to take, including but not limited to the purchase and sale of bonds, stocks, mortgages, and real estate, and the supervision of finances, property, buildings, and grounds; provided, however, that the Executive Board shall at no time be empowered to take or authorize any action which by these Statutes specifically requires the affirmative vote or consent of a specified proportion of the Trustees in office, or requires action at a designated meeting of the Trustees.

Meetings

3. The Executive Board shall meet on a day certain not less than once each month, except July and August. Special meetings may be called by the Chairman of the Executive Board or shall be called by the Secretary upon the written request of at least three of the members. Notice of all meetings of the Executive Board shall be given in the same way as notice of all meetings of the Trustees. Provided that whenever the Chairman (or in his absence the Vice-Chairman) of the Executive Board shall determine that an emergency exists he may call a special meeting and specify a shorter period of notice than that prescribed for meetings of Trustees but in no event less than twelve hours telegraphic or telephonic notice. Five of the members shall constitute a quorum for the transaction of business.
Associate Trustees

4. The Executive Board may elect Associate Trustees to serve on boards, councils, or committees or for any other purpose and prescribe their duties, powers and functions.

ARTICLE V

THE UNIVERSITY COUNCIL

1. In order to coordinate the educational programs of the several divisions of the University and to provide a conference body in which representatives of the faculty, representatives of the student body and certain senior administrative officers of the University may meet together to discuss and formulate for recommendation to the President general policies of the University which may affect its educational objectives, there shall be a University Council.

Composition

2. The University Council shall consist of: the President, the Provost, such other academic administrators up to the number of twenty-five as the President may designate, up to twenty members of the faculty at large who shall also be the Advisory Committee of the Senate as selected by Senate procedures, up to fifty members of the faculty elected by disciplinary constituencies in a number and manner to be designated by the Council, up to six Assistant Professors to be designated in accordance with the bylaws of the Council, and thirty undergraduate and graduate-professional students, in good standing, to be elected in accordance with the bylaws of the Council.

Officers

3. The President shall be the Chairman of the Council, the Provost shall be the First Vice-Chairman, the Chairman of the Senate shall be the Second Vice-Chairman, and the Secretary of the Corporation shall serve as Secretary of the Council.

Powers

4. The University Council shall have the power to consider the educational activities of the University broadly in all of its phases with particular
attention to those matters which affect the common interest of the entire faculty and student bodies and to submit such advice and recommendations as it may deem desirable to the administrative divisions of the University through the President.

ARTICLE VI

THE UNIVERSITY SENATE

1. All fully affiliated faculty members holding the rank of Professor, Associate Professor, or Assistant Professor and having the right to vote in their respective faculties shall constitute the University Senate. The Senate shall have authority, when assembled in formal session called by its officers, to discuss and express its view upon any matter which it deems to be of general University interest. In addition, it shall have power to make recommendations concerning any such matter simultaneously to the President and the Trustees and to solicit reports from the University administration.

Organization 2. The Senate is empowered to adopt rules governing its organization and procedure. Its officers shall include a chairman, chairman-elect, and secretary who shall be elected annually by members of the Senate and chosen from those members not holding administrative positions at the level of Dean or above. It shall have an Advisory Committee which shall include the above officers, selected as the Senate may determine.

Meetings 3. The Senate shall hold stated meetings at least once in each academic term. Special meetings may be called by the chairman, and he shall call a meeting when requested to do so in writing by twenty or more members of the Senate.
ARTICLE VII

THE FACULTIES OF INSTRUCTION

DEANS AND DIRECTORS

1. There shall be such faculties of instruction and such divisions of instruction as may be established from time to time by the Trustees and continued during their pleasure, including the following:

(1) The Faculty of the College of Arts and Sciences.
(2) The Faculty of the School of Medicine.
(3) The Faculty of the Law School.
(4) The Faculty of the Towne School of Civil and Mechanical Engineering.
(5) The Faculty of the School of Chemical Engineering.
(6) The Faculty of the School of Metallurgy and Materials Science.
(7) The Faculty of the School of Dental Medicine.
(8) The Faculty of the Wharton School of Finance and Commerce.
(9) The Faculty of the Graduate School of Arts and Sciences.
(10) The Faculty of the School of Veterinary Medicine.
(11) The Faculty of the Graduate School of Education.
(12) The Faculty of the Graduate School of Fine Arts.
(13) The Faculty of the Moore School of Electrical Engineering.
(14) The Faculty of the College of Liberal Arts for Women.
(15) The Faculty of the School of Social Work.
(16) The Faculty of the School of Nursing.
(17) The Faculty of the School of Allied Medical Professions.
(18) The Faculty of the Annenberg School of Communications.
Powers and Duties

2. Each faculty shall determine the qualifications for membership in that faculty, except that no one below the rank of Assistant Professor shall have the right to vote in faculty meetings.

3. Each faculty shall meet at stated times and also at the call of the Dean or Director; at the call of the President, the Provost, or the appropriate Vice-President.

Each Faculty, subject to such regulations as the Executive Board may prescribe, shall set its own subject requirements for admission, regulations for instruction of students, and requirements for recommendations for degrees in course and in faculty.

Deans and Directors

4. There shall be a Dean or Director and a secretary of each faculty.

The Dean or Director of a faculty shall be elected by the Executive Board upon nomination by the President and shall serve in such capacity during its pleasure.

The secretary of each faculty shall be elected by such faculty and shall serve for such a time as the faculty may determine.

The Dean or Director, or a person designated by him, shall sign all requisitions, diplomas, certificates, and all other official papers in behalf of his faculty.

Duties of Deans and Directors of Faculties

5. The Dean or Director of each faculty shall appoint its standing committees and shall call special meetings when he deems it necessary or upon the written request of any three members of his faculty, or at the direction of the President, the Provost, or appropriate Vice-President.

The Dean or Director shall preside at all meetings of his faculty, shall serve as the official means of communication between the faculty or the members thereof and the Provost or appropriate Vice-President.
Chairmen of Departments

6. On the recommendation of the Provost or appropriate Vice-President, the President shall appoint the chairman of each department of instruction.

ARTICLE VIII
ACADEMIC TITLES AND APPOINTMENTS

Recognized Titles

1. The following titles, listed in the order of their rank, are recognized by the Trustees as titles of the members of the academic staff of the University with terms as stated:

(a) Professor Emeritus. A Professor who has retired may be designated by the Trustees as Professor Emeritus.

(b) Professor. Appointment as a fully affiliated Professor, except as a Visiting Professor or when the appointment is made for experimental or research projects supported by a grant for a specific term of years, shall be for an indefinite term.

(c) Associate Professor. Appointment as a fully affiliated Associate Professor, except as a Visiting Associate Professor or when the appointment is made for experimental or research projects supported by a grant for a specific term of years, shall be for an indefinite term, provided that, in particular cases upon recommendation of the Dean the initial appointment of an appointee from without the University of Pennsylvania may be made for a period of three years or five years.

(d) Assistant Professor. Appointment or reappointment shall be for a term of not more than three years, provided that, in particular cases an initial appointment which does not involve tenure may be made for up to six years.
Appendix "H" continued

(e) Associate. Appointment or reappointment shall be for a term of one year or less than one year.

(f) Instructor. Appointment or reappointment shall be for a term of one year or less than one year.

(g) Teaching Fellow. Appointment or reappointment shall be for a term of one year or less than one year.

(h) Assistant Instructor. Appointment or reappointment shall be for a term of one year or less than one year.

2. A Senior Fellow of the University shall be a distinguished scholar who holds a partially-affiliated appointment at the University for a specific purpose or project, whether teaching or research, for a limited period of time.

3. A Teaching Fellow shall be a member of the teaching staff who is registered as a graduate or graduate professional student and whose work involves some actual teaching or guidance of students under the direction of a senior faculty member.

4. An Assistant Instructor shall be a member of the teaching staff whose work involves some actual teaching or guidance of students, or who is engaged in research work assigned to him as a part of the department's program of research.

Post Doctoral Fellows and Scholars who hold the degree of Doctor of Philosophy (Ph.D.) or Doctor of Medicine (M.D.) or a degree of equivalent rank, may be listed as members of the teaching staff.

Lecturers may be appointed or reappointed for a term of one year or less than one year.

Investigators and senior investigators in connection with research programs may be appointed for terms not to exceed three years.
5. Descriptive terms such as "Research," "Clinical," "Adjunct" or "Visiting" may precede titles.

6. Appointments, reappointments, and promotions to the rank of Assistant Professor and above shall be made by the Executive Board or the Trustees upon nomination by the President.

7. The Dean or Director, with the approval of the Provost or appropriate Vice-President, shall have power to appoint, reappoint, or promote to positions below the rank of Assistant Professor.

ARTICLE IX
SUSPENSION AND REMOVAL

Suspension and Removal

1. The Executive Board, upon the recommendation of a faculty, may suspend or remove, for what it considers just cause, any member of such faculty or any person occupying an educational or administrative office coming within its jurisdiction.

2. The person so suspended or removed shall within ten (10) days be furnished with a written copy of the charges upon which such action was taken and shall be entitled to a hearing, provided the request be made in writing to the Secretary of the University within thirty (30) days of the date of notice to the person of the suspension or removal.

3. At a date fixed by the Executive Board, the person suspended or removed shall be entitled to appear before the Executive Board and present his case, at which hearing the faculty of which such person is a member shall be represented by a committee appointed by such faculty. The decision of the Executive Board shall be final.

4. The Executive Board may suspend or remove any executive or administrative officer within its jurisdiction. The person so suspended or removed shall within ten (10) days be furnished with a written copy...
of the charges against him and shall be entitled to appear in person before the Executive Board and present his case, provided he makes such a request in writing to the Secretary of the University within thirty (30) days after the date of notice to the person of the suspension or removal. The decision of the Executive Board shall be final.

ARTICLE X
THE AGE LIMIT FOR RETIREMENT
Retirement
Every officer and every member of a faculty of instruction in the service of the University shall be retired at the close of the fiscal year in which he shall have attained the age of sixty-eight (68) years. The Executive Board shall have the power to retain the services of an officer of the University or of a member of the teaching staff who has reached the age of retirement for such an additional period as the Executive Board may decide.

ARTICLE XI
DEGREES
Degrees
1. There shall be three (3) kinds of degrees, which shall be granted under a mandamus of the Trustees, namely:

(1) Degrees in Course: which may be granted to all those persons who have completed satisfactorily the courses leading to degrees in the several faculties and have been duly recommended by said faculties for their respective degrees.

(2) Degrees in Faculty: which may be granted by vote of the Trustees upon recommendation of the appropriate faculty to former non-graduate matriculates of the University, by way of restoring an individual to his class.
(3) **Honorary Degrees**: which may be granted by vote of the Trustees to persons who shall be by them deemed worthy of such distinction. Nominations shall be made in writing by the appropriate Committee of the Trustees.

**ARTICLE XII**

**COMMENCEMENTS AND CONVOCATIONS**

Commencements 1. A public commencement shall be held annually for the conferring of degrees in course and other approved degrees at such time and place as the President shall determine.

2. Degrees may be conferred at times other than the Public Commencement with the approval of the President upon certification by the appropriate Deans that the candidates have completed the requirements for their respective degrees or by the convocation of a University Council which shall be composed of the academic Deans or Directors with the addition to their number of one faculty representative selected from each of the several faculties which grant degrees. Such University Council shall be convoked at the call of the President by the order of the Trustees. The faculty representatives when selected shall be certified to the Secretary by their Deans or Directors and shall function only until the convocations for which they were selected shall be terminated. Candidates receiving degrees at an occasion other than a Commencement or a Convocation of a University Council shall be invited to participate in the next regularly scheduled Commencement or Convocation for the conferring of degrees in course.

**ARTICLE XIII**

**AMENDMENTS**

Amendments 1. Amendments to these Statutes may be made at any stated or special meeting of the Trustees, provided due notice of the contemplated action
Appendix "H" continued

has been mailed by the Secretary to every member of the Trustees ten days in advance of the meeting at which the amendment is to be voted upon. The affirmative votes of at least a majority of the Trustees (or of two-thirds for the election or removal of officers requiring such proportion) at the time in office shall be requisite for the adoption of an amendment, but such votes may be given in writing by any Trustee or Trustees not present at such meeting.

2. By unanimous consent, any rule or statute may be suspended at any meeting of the Trustees at which there are present not less than a majority of the Trustees at that time in office, provided that any such action by unanimous consent relating to the election or removal of officers whose election requires a two-thirds vote of the Trustees shall be taken only at a meeting at which there are present not less than two-thirds of the Trustees at the time in office.