Faculty reshuffling?

Rosenblith asks innovations

By Jay Reiss

A major change in faculty com-
mite structure may be in the of-
ing, if faculty chairman Profes-
sor Walter Rosenblith has his way. Although still in the idea stage, Rosenblith is now formul-
ing his opinions into discussion suggestions to be gone over at a fac-
ulty meeting at the end of this month.

The major change suggested in The Tech's interview with Rosen-
blith is a reorganization of com-
mite by a "task force orienta-
tion" system, as opposed to present all-encompassing struc-
ture. These committees would be organized to study specific prob-
tems, and would disband when the problem was sufficiently in-
vestigated.

"Tried on CEP"

The program was recently tried experimentally with the Commit-
tee on Educational Policy; these "task forces" were organized to study the problems of the Insti-
tute core curriculum, evaluation of student performance, and the 
structure of faculty committees.

According to Rosenblith, the ex-
pertmen was a success because specific issues are better handled
through intensive discussion by smaller groups. Another advant-
ge of this type of organization is the ability to call in people
who are not members of the par-
ticipation committee, should their knowledge or opinions about the
subject under discussion be want-
ed.

"Continual flux"

The basic idea of any change in the faculty structure is twofold.
First, it is a "natural concern in the evolution of the faculty," in
that, in a university like MIT, pol-
icy is in a "continual flux" and this should be reflected in its fac-
ulty committees. A program of
this sort would make the faculty structure more flexible and closer to
the needs of the Institute. The
second premise is that faculty,
students, and administrators are
not always involved in policy de-
cisions that effect all of them, and
that this reorganization would help remedy the situation.

"Continuity"

A major factor in restructuring
would be a change in the CEP.
Rosenblith would like to make this
group a "smaller committee with
more continuity." Finally, his
goal is to "produce a faculty or-
ganization that can respond as
rationally as possible to the chang-
ing demands of the educational
scene." Rosenblith wished to
stress, however, that these ideas
are still ideas of his, and must be
presented to and discussed by the
faculty, administration, and stu-
dent representatives before they
can even be considered as con-
crete suggestions.

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