



## Seminar Planned for PSC Supervisors

by Maureen Smith

Supervisors of Public Service Careers (PSC) enrollees will get a chance to talk over their problems in a seminar in October — and gain new understanding, if a similar seminar last spring is any indication.

The purpose of PSC is to hire and train minority and disadvantaged persons for career opportunities within the University. Providing training for supervisors is part of the University's commitment to the Office of Housing and Urban Development, which funds the program.

"Besides providing supervisory skills, the seminar offers a chance for supervisors to share insights," said Sally Flax, assistant director of the Office of Career Development.

Fifteen supervisors signed up on short notice for the seminar last May and June. There are now about 72 PSC enrollees at the University — not all of them under different supervisors — and it is expected that about 50 more supervisors will be invited to join the October seminar.

Patrick Pinto, assistant professor of industrial relations who led the spring seminar, will be the instructor again in October.

**OPEN DISCUSSIONS** — Pinto has no connection with the PSC program, and he thinks supervisors may feel freer for this reason to talk candidly about their problems.

"The first thing I do is to try to create an open environment for discussion," Pinto said. Members of the seminar group define for themselves "what the critical issues are" and what they would like to discuss in the class.

"A typical experience in the spring seminar," Pinto said, "was for one super-

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## Policeman Honored for Bravery

University police officer Stacy Orton has received a citation for bravery for his actions in a May 19 confrontation with a gunman on campus.

President Malcolm Moos made the presentation Aug. 17 on behalf of the University community and the University police department.

While answering a routine call on bicycle theft at Middlebrook Hall, Orton was threatened at gunpoint but held his fire. Wesley Pomeroy, director of safety and development, said Orton "had every legal and moral right to shoot and kill the

young man, but chose not to do so, although it put his own life in very real jeopardy."

In presenting the award, Moos said: "It seems to me it is this kind of person that a university — whose purpose beyond all else is to be a humane center — can take great pride in."

The incident received no coverage last spring because it happened at the time of the campus demonstrations. Presentation was further delayed until after the trial of the arrested man to prevent publication of prejudicial information.

Orton has been on the University police force for nine years. He received another award for meritorious service in 1966 for disarming a burglary suspect in Comstock Hall.



Stacy Orton

## 'Report' Mailed to Staff on All Campuses

Beginning with this issue, *University Report* will be mailed to the homes of staff members on all campuses of the University of Minnesota.

Requests for the expanded distribution have come because of the coverage of issues that are University-wide in scope — administrative policies, legislative requests, enrollment trends, salary increases, faculty and staff retirement plans, and similar topics.

In addition, the coverage will now be expanded to include news from all campuses. An attempt will be made to report developments on each campus that are of interest throughout the University community.

Staff members with ideas of stories that should be told are invited to contact the University Relations office on their campus. Those on the Twin Cities campus should contact the editor, Maureen Smith, S-68 Morrill Hall (373-7507).

# Problems Discussed Openly in PSC Seminars . . .

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visor to mention a problem and for others to suggest ways it might be handled."

"They solved each other's problems," Pinto said, "and I think that's important. You can't have the instructor doing a song and dance."

Members of the spring seminar were "a very diverse group," Pinto said, from "indoor office types" to a surgical assistant to a herdsman from the St. Paul campus. Each had his own insights to offer.

Areas chosen by this group for discussion were orientation, discipline, motivation of PSC enrollees, and motivation of other staff members.

Included in the discussion of orientation was "how to develop good work habits and how to create a hospitable nonthreatening environment." Discussion of discipline included "sensitivity to special problems and reaction to alternative life styles, value systems, and behavior norms."

**A DOUBLE STANDARD?** — An example of how one supervisor helped another came in the discussion of "whether there is a double standard for PSC enrollees and other staff members," Pinto said.

One supervisor said his other staff members were resentful of the release

time given to a PSC enrollee in order to take classes. Another supervisor pointed out that similar opportunities are available to all civil service staff members through Regents' Scholarships — a program that some of the supervisors had been unaware of.

**LARGE BAG OF RESOURCES** — Although the class set the agenda for discussion, Pinto and graduate research assistant William Deigan conducted a "needs analysis" during fall and winter quarters to prepare for the topics that were likely to come up.

The analysis included interviews with supervisors of current and terminated PSC enrollees, interviews with members of the PSC staff, a group discussion with some current PSC enrollees, study of the records of enrollees, and reports of PSC programs in other cities.

Pinto said he and Deigan did anticipate most of the topics the supervisors would bring up for discussion during the seminar, but he said this was "not surprising" because of the extensive interviewing of supervisors during the needs analysis.

**"You're really taking a chance" in teaching such an open seminar, Pinto said. "You have to go in with an open mind and a large bag of resources and be prepared for whatever they bring up."**

**HARD-HITTING COMMENTS** — A videotape prepared in advance of the seminar turned out to be one of the most successful tools in encouraging discussion, Pinto said.

On screen, a group of supervisors and a group of enrollees talked about their problems. Although the two groups had been interviewed separately, the tape was edited so that supervisors' and enrollees' comments on the same problem were interspersed.

"Some real hard-hitting comments," including some from enrollees who have now left the program, had a strong impact on the supervisors in the seminar, Pinto said. The videotape was stopped frequently in order to give the group a chance to talk about what they had just seen and heard.

The videotape was prepared by Lou Ervin, former PSC counselor, and Bob

Friedman of radio and television.

**"QUICK AND SNAPPY"** — The class meets for five two-hour sessions over a period of two and a half weeks. Those who complete the course receive one certificate credit in industrial relations.

"I wanted to keep it quick and snappy," Pinto said. "These are busy people, and we'd kill it if we dragged it out."

**Another reason for keeping it short, he said, is that "I wanted people to leave there feeling there was an awful lot yet to be done and there was no way we were going to cover it all in the classroom."**

**REQUESTS FROM OTHERS** — Requests have come in from other supervisors wanting to take the course, Ms. Flax said, but it has only been possible to accommodate those working with PSC enrollees.

Another limitation, she said, is that only one supervisor from each unit can be invited to join the seminar. "Sometimes it is hard to identify who somebody's supervisor is," she said. "It might be the head of the unit, or it might be the person sitting at the next desk. It would be useful if we could bring in two or more people from each department, but our resources are limited."

The Department of Civil Service Personnel is developing similar seminars for all supervisors at the University, Ms. Flax reported. Supervisor response to the spring PSC seminar was favorable, she said, and "we hope our seminars might serve as models."

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Patrick Pinto

# MAPS Makes Facts Available

by Maureen Smith

A candidate for the legislature wants to know what kind of voters live within the new boundaries of his district.

The head of a public service agency wants to know the ages and racial backgrounds of the residents of a target area for a new program.

A county agent wants a list of the farmers in his area who grow wheat so that he can get some information to them quickly.

All of these people can get what they need from the Minnesota Analysis and Planning System (MAPS) of the University's Agricultural Extension Service. Taking public information and making it accessible is what MAPS is all about. Census figures and other data are stored on computer and then reproduced in easy-to-read form.

"We have one of the most exhaustive summary tape centers in the country," said John S. Hoyt, Jr., director of MAPS.

**In the last nine months of fiscal 1972, MAPS provided almost 400,000 pages of data to its clients — University faculty and graduate students, county agents, state and county governments, local governments and school districts, state and federal agencies, nonprofit corporations, private business firms.**

**Of this data, "probably 80 percent" would have been "otherwise unavailable," according to a recent MAPS report.**

"Our objective is to make the maximum amount of information available to the largest number of users and do it at a reasonable cost," Hoyt said. Educators and government offices pay a standard rate for the data, and private industry is charged slightly more.

**NATIONAL IN SCOPE** — The MAPS data base is now "national in scope," Hoyt said. "We've traded data files and software programs all around the country."

Until recently, MAPS was one of only three locations in the country that had 1960 census tapes on file. The 1960 figures are useful for comparison with 1970, Hoyt said, and "we've made copies for a number of organizations."

The extension service of the U.S.

Department of Agriculture came to MAPS for census data for every county in the United States. "We were able to give it to them cheaper and quicker than they could get it in Washington," Hoyt said.

**PROFILES OF LEGISLATIVE DISTRICTS** — MAPS has published statistical profiles of Minnesota's new legislative districts, with about 175 statistics for each district. The population of each district is broken down by age, sex, and race and the percentages compared with the rest of the state. Also included are housing and rental values in the district and the number of people per unit as compared with the state average.

"We expect that candidates for the legislature will find this useful," Hoyt said. Both political parties have purchased a number of volumes and have recommended them to candidates, he said.

**"Perhaps the only thing that is more important than a well-informed electorate is well-informed candidates and public officials," Secretary of State Arlen Erdahl said in a letter to MAPS.**

Earlier, Hoyt said, "we lost our shirts by publishing 500 copies based on the redistricting plan the Supreme Court threw out." Everyone who had bought one of these volumes has now been provided with a copy of the new publication.

MAPS was also involved in the reapportionment plan itself, by supplying the data base that was agreed to by all parties. At the request of the court, MAPS then did the computer check on the final plan.

**MAILING LISTS** — Another service of MAPS is maintaining mailing lists for a number of organizations. One advantage is that four or five lists can be merged to eliminate duplication of names.

County agents, for example, make use of a list of 98,000 farmers and their crops and livestock products. "If there's a problem of wheat blight," Hoyt said, "they can see which farmers grow wheat and get information to those people."

No mailing list is made available to anyone except the client for whom it was prepared, Hoyt said, unless the client gives his permission. The lists are never

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## Staff Athletic Ticket Sale Up

Sale of the staff athletic season football ticket is up 9 percent from last year. A total of 3,356 tickets had been sold by the end of August.

Tickets are still available at \$18 for the 1972 football season. These tickets also allow admission to gymnastics, baseball, swimming, track, and wrestling for the 1972-73 school year.

Season tickets for basketball and hockey must be purchased separately.

This year for the first time, staff athletic season tickets were separated into four plans, replacing the all-year, all-sports tickets available in past years.

The four plans are as follows:

**PLAN 1** — \$18 Football-Plus ticket, which admits to home football games with reserved seating in a preferential area. The ticket also admits to gymnastics, baseball, swimming, track, and wrestling, with seating in a general admission area.

**PLAN 2** — \$9 Basketball season ticket with seating in a designated staff-student area. Sale opens in October and applications will be mailed to the staff mailing list.

**PLAN 3** — \$9 Hockey season ticket with seating in a staff-student area. This sale opens concurrently with the basketball season ticket sale.

**PLAN 4** — \$6 ticket admitting to swimming, gymnastics, track, wrestling, and baseball. Seating is all general admission. This plan is not applicable if Plan 1 is purchased.

For basketball and hockey a reserved seat plan enables staff members to purchase a specific reserved seat. For an additional \$6 a reserved seat will be assigned for either sport. This means, for example, that one reserved seat for basketball would cost \$15.

The Athletic Ticket Office is now located at 205 Bierman Field Athletic Building at 15th Ave. and 5th Street SE. The phone number (373-3181) is the same.

For any additional information, call the Athletic Ticket Office Monday through Friday from 9 a.m. to 4:30 p.m.

# Students May Have Longer Wait for Loans

by Valerie Cunningham

Congress has lifted the restrictions it imposed on the popular guaranteed student loan program in July.

The restrictions were creating delays and causing many students to worry whether they'd receive their money in time for school.

But the news is a mixed blessing. The effect of imposing the new rules in July and lifting them in August has been such a paperwork logjam that students will have an even longer wait for their loans.

Fall quarter opens on Sept. 25, and some loans will not be ready for more than a month after that date.

Congressional intent in passing the restrictions was to insure that students would borrow no more than they needed for each school year. But the requirements for each student to prove his need, and for the University to assess his application, were causing delays.

There was a further delay when the government put a freeze on loan applications from July 1 to Aug. 7 while it mailed out the new, more detailed forms.

Now that the restrictions are lifted, at least until March, the Office of Student Financial Aid can go back to its old system of merely certifying that an applicant really is a student.

According to financial aid director Sam Lewis, this process takes three or four days.

But after the application goes to a bank the rest of the process may take more than two months.

"It used to take up to four weeks for the guaranteed loans to be processed," said an administrator at a Twin Cities

bank that is one of the largest lenders in the local program. "Now it looks like it could take eight to ten weeks from the day the student comes in until he receives his money."

Some 10,000 students at the Twin Cities campus — nearly a fourth of the student body — have been borrowing under the guaranteed loan program each year.

"Most of these applicants have no other financial aid resources," said Lewis. The program fills the need of middle-income students who find most other aid programs aimed at lower-income students.

Under the guaranteed loan program, students get application forms from the University, then apply directly to banks for up to \$1,500 for each school year.

## \$5 Courses Offered to Retired Persons

A new program geared to the educational needs and interests of retired persons will begin at the University this fall.

The program is designed to give retired people the opportunity to pursue liberal arts areas that they have been unable to follow in the past.

"For many retired persons, youth did not offer the luxury of leisure one needs for learning," said Dale Huffington, director of continuing education in the arts.

"The Lifelong Learning Program will give senior citizens the opportunity to pursue their education down the paths of their own interests, with the freedom to follow where the subject leads, beyond the limits of credits, time, and degree

The process doesn't take long at the bank, but each application must be forwarded to the Department of Health, Education, and Welfare (HEW) office in Chicago for a stamp that shows it is insured by the government. It is at the HEW office that the big delays occur, the bank official said.

The latest action by Congress means Lewis won't need to hire six new staff members to handle the lengthy forms which proved need.

It also means that students who don't receive loan checks until October — or later — are going to feel the pinch for a while.

One consolation is that the University will waive for them the cash penalty it imposes on students who pay their tuition and fees late.

requirements."

The program is still in the planning stages and "a wider choice of classes will be offered later after we have been able to judge the response," said Huffington.

This fall courses will be offered in the art of film-making, theater in the Twin Cities, music appreciation, man and his religion, writing for publication, and public communication.

All courses will be from eight to twelve weeks in length, and the fee for each is \$5 per quarter.

Registration for all courses will be Sept. 12 at MacPhail Center. For further information, contact the Arts Advisory Office, 320 Wesbrook Hall, or call 373-4947.

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# Students Now Required to Identify Ethnic Backgrounds

The University estimates that 5 percent of the students on the Twin Cities campus are minorities, but no one places much faith in the system used to arrive at that figure.

The last time the figures were collected — in the fall of 1971 — students were asked to voluntarily and anonymously identify their ethnic backgrounds on a card during registration.

The failings of this system were that students sometimes did not answer seriously and many simply ignored the request to fill out the card.

Beginning this fall quarter, students are being required to fill out an ethnic background card as part of registration.

In 1971 fewer than half of the 43,562 students at the Twin Cities campus returned ethnic background cards.

The percentages that were developed from the 19,930 respondents were calculated to apply to the entire student body. The University estimated there were:

- 878 Afro-Americans (2 percent of the student body);
- 386 American Indians (1 percent);
- 610 Oriental Americans (1.5 percent); and
- 302 Spanish-surnamed Americans, including Chicanos (less than 1 percent).

The figures, which include both full- and part-time students, represent increases from the previous year in all but Spanish-surnamed American students, whose numbers decreased. The total percentage of minorities, however, remained about 5 percent both years.

The University is required by the

Department of Health, Education, and Welfare (HEW) to make reports on numbers of minority students.

The plan to make the system compulsory — but still anonymous — is an effort to get more accurate figures.

"We want to get better data on the number of minorities at the University," said Donald Zander, Assistant Vice President for Student Affairs. "The voluntary method didn't do us any good."

Zander explained that both federal and state regulations forbid using a person's race as a basis for admission. However, once he is admitted, it is legal to ask for an ethnic designation as a requirement of registration.

Zander said the HEW request for minority figures is in no way tied to federal funding.

# 'U' Gets \$1.4 Million for Allied Health Programs

The University Health Sciences Center has received a \$1.4 million five-year grant to support its allied health programs, establish an integrated curriculum, and develop new allied health professions.

The grant, competitively obtained from the National Institutes of Health Bureau of Health Manpower Education, will help support established programs in medical technology, occupational therapy, physical therapy, dental hygiene, dental assisting, and the allied health coordinating unit under the vice president for health sciences.

Totals for each area, not including an 8 percent indirect cost allocation, are medical technology, \$348,451; occupational therapy, \$228,110; physical therapy, \$178,312; dental hygiene and assisting, \$403,285, and program coordination, \$200,504.

"The grant enables us to give greater visibility to the role of allied health professionals in the health care delivery process," said Manfred J. Meier, coordinator for the allied health professions.

Dr. Meier explained that efforts will be made to reduce existing barriers between health-care professionals as well as determine the supply of and demand for allied health manpower in the state.

New interdisciplinary courses will deal broadly with the contributions of allied health professionals to diagnosis, treatment, rehabilitation, maintenance, and prevention of illness. Extensive examination of patient-professional relationships and ethical standards will be included in curriculum development.

New programs proposed for the next five years include those for consumer health educators, gerontology specialists, alcohol and drug abuse counselors, clinic managers, health career counselors, health media consultants, emergency room nurse-practitioners, respiratory therapy educators, and support personnel for a variety of health specialties.

An advisory council representing the allied health education programs will work toward integrating the core curriculum, expanding the number of facilities around the state where students can

receive supervised clinical instruction, and strengthening relationships with allied health programs in hospitals, state colleges, and vocational-technical schools.

## Pharmacy Begins Three-Year Program

The College of Pharmacy will have an entering class of 120 students this fall when it inaugurates its three-year curriculum.

More than 90 percent of the new first-year students are Minnesota residents, and 38 percent are women. Eight already have a bachelor's degree, and 40 others have had at least three years of college.

The class includes 40 students admitted as freshmen last year. A two-year preprofessional program has replaced the previously required freshman year in the college.

In addition to the new three-year curriculum, the college has doubled the enrollment in its doctor of pharmacy program to 21 students.

# Band Adds Women, Plans New Look

The band playing at University football games this fall will be like none of the previous marching bands.

The most notable innovation in the plans for an all-new band will be the addition of women. And if Band Director Frank Bencriscutto's plans work out, spectators will see a colorful halftime show with choreographed dance routines and modernized uniforms.

"We're looking toward an artistic production on the football field," Bencriscutto said, "and girls will help us provide a better halftime show."

Bencriscutto devised his new band concept to meet demands that the formerly all-male marching band be integrated. The Commission on the Status of Women Students began pressing for an integrated band last fall and it was announced in June that the band would be opened to women beginning this fall.

Bencriscutto said he wants to comply with federal and University affirmative action regulations but he doesn't want to merely assimilate women into the old-style band.

He said his new plan will emphasize the special contributions women can make to the marching band. It is also designed to meet the demands of television and spectators for more colorful and varied halftime shows.

The key words in his plan are pattern choreography, which he describes as a blend of music and motion, with some band members remaining stationary to play while others move through choreographed routines.

Some controversy arose on campus when the commission thought Bencriscutto was suggesting that women dance in a chorus line.

After a recent meeting with commission members in which Bencriscutto outlined his plans, the commission said it approved of the direction the integrated band will take.

"I'm not suggesting that all the girls will be in a dance unit," Bencriscutto said at the meeting. "Whoever is most suited for the various dance-oriented formations will participate."

Bencriscutto added that the band

uniforms are as old as his tenure at the University — 12 years — and he felt the logical place to start with new ones would be with the new members, the women.

"We want to get away from the old military-style uniforms and move toward uniforms with accessories so we can change the mood," he said.

If any baton twirlers show up — either men or women — Bencriscutto said they'll be incorporated into the program.

Bencriscutto said that few women so far have indicated an interest in joining the marching band. At the end of August, he said it appeared that about 30 or 35 women would join the 210-member band. The orientation issue of the *Minnesota Daily* carried an ad encouraging both men and women to join the band.

The marching band, whose history dates back to 1898, has been the only segregated portion of the band program, although there were women members during World War II. Women participate in the other University bands, such as concert and ensemble bands.

## Coffman Schedules Staff Bowling Leagues

Coffman Lanes has scheduled a women's faculty/staff bowling league for 6 p.m. Wednesday evenings. Competition will begin Oct. 4 and continue through fall and winter quarters.

Teams of four should sign up as soon as possible at Coffman Lanes (373-2411) or the intramural office in Cooke Hall (373-4200).

A men's faculty/staff league or a mixed doubles league for faculty and staff will be formed if sufficient interest is indicated. Anyone who is interested should leave his name and preferred times for competition with the clerk in Coffman Lanes (373-2411).

A Classic League for bowlers with a 185 or better average is set to begin Sunday, Sept. 17, at 7 p.m. This will be an ABC-sanctioned league.

Coffman Lanes, in Coffman Memorial Union, was completely remodeled less than a year ago.

## MAPS Protects Individual Privacy . . .

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used for commercial purposes, he said, although there have been requests for such use.

**NOT BIG BROTHER** — Hoyt said he does not share the concern of those who fear that "the computer will become Big Brother."

Except for the mailing lists, which simply include names and addresses and interest areas, MAPS does not keep files on individuals. "We stay away from that," Hoyt said.

**With a few exceptions, he said, the data compiled by MAPS is public information. "Our general policy is that if your file isn't available to everyone, we don't want it." Confidential information is occasionally included in a study, he said, but then the privacy of individuals is protected.**

"How to police it? Through the integ-

riety of the staff and the knowledge that the first time we violate it we're in deep trouble and probably out of business," Hoyt said.

One safeguard is the limited access to MAPS computer tapes. Tapes are stored at the University Computer Center but Hoyt said "you'd have to know the tape number and the key words to enter a tape."

**SHARING KNOWLEDGE** — Maintaining data files is an appropriate function for a University, Hoyt believes.

For one thing, he said, the data is of value within the University as a research resource — and "if our people are going to use it, there's no reason it shouldn't be available to others."

For another thing, Hoyt said, the data has educational value for everyone who uses it. "When you give people information they didn't have before, they learn something."



# UNIVERSITY REPORT

A NEWSLETTER FOR STAFF MEMBERS ON ALL CAMPUSES OF THE UNIVERSITY OF MINNESOTA

## Regents Approve 'Bare-Bones' Request

by Maureen Smith

What University administrators and Regents call a "bare-bones budget" will be asked of the 1973 Legislature.

A legislative request of \$250.2 million to operate the University for the 1973-75 biennium was approved by the Regents Sept. 8. The University requested \$268.8 million from the 1971 Legislature and received \$204.2 million.

**The requested biennial increase of \$46.3 million would represent an average annual increase of about 12.5 percent.**

"An absolute standstill this time would require about a 2.5 percent or \$5 million increase over the 1971 biennial appropriation," University President Malcolm Moos said. That figure is based on doubling the 1972-73 budget to get the cost of continuing the present annual budget for two more years.

Included in the request is \$19 million for proposed faculty and staff pay increases of 5.5 percent each year. Of this, \$5 million would be offset by tuition increases. The request also includes \$5.9

million for maintenance of new buildings to be completed during the biennium and \$2.8 million for inflation.

What the Regents approved was not a final request but a plan for a request, and final figures may vary somewhat from those in the plan. The detailed request is expected to go to the Regents for approval in October.

**SHARP PRUNING** — Increases originally requested by academic and administrative units were cut \$49 million by the central administration.

"We have sharply pruned the requests from the various units of the University," Moos said. "It was a painful process, since the heads of those units had already labored conscientiously to reduce their initial askings."

It is impossible to go through such a process "without doing damage to our hopes," said William G. Shepherd, vice president for academic administration.

Four principles guided administrators in making the difficult decisions, according to Assoc. Vice President Stanley B.

Kegler.

These four "recurring themes," Kegler said, were (1) to give high priority to the health sciences, (2) to "shield wherever we could the outstate campuses," (3) to begin to bring continuing education and extension to "an equitable footing" with the rest of the University, and (4) to "protect the strong departments that have made this University distinguished."

One change in administrative recommendations was made by the Regents, who unanimously passed a motion by Regent Elmer L. Andersen to add \$500,000 more for agricultural research.

**FACULTY DISAPPOINTMENT** — The strategy has been changed from the last legislative session when the University asked for \$65 million more than it received.

Appearing before the Regents, Prof. Carl Auerbach said the new strategy would not adequately tell the Legislature the University's needs. Auerbach said he was "disappointed" with the request.

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## Political Campaign Can Be Student's 'Laboratory'

by Maureen Smith

A student can learn a lot about politics by working on a political campaign, but he won't get University credit for campaign experience alone.

"Academic credits are the currency of the academic marketplace," University President Malcolm Moos said at a news conference Aug. 31. "They are cheapened if granted for mere involvement."

"Credits are available, through regular departments and under the supervision of qualified professors, for independent, supervised study" of campaigns, he said, and studying the "anatomy" of a campaign is "an acceptable and worthwhile academic activity."

Moos was responding to charges by Rep. Gary Flakne, Minneapolis Conservative, that the University was giving credits

for partisan campaigning. Flakne pointed to Living-Learning Center literature listing such field projects as "Minnesotans for McGovern" and "Nolan for Congress Campaign."

Although these were projects for which no credit was given, Moos said the partisan listings were "an abuse" of the University's traditional neutrality and had

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# Health Sciences Gain Most in Budget Request ...

*(continued from page 1)*

Through the retrenchment and re-allocation process last year, Auerbach said, faculty members were hoping that "some reparation might be made in the legislative request." Instead, he said, the request calls for minimal increases for academic programs.

**Many faculty members feel that decisions about what the state can afford should be left for the Legislature, he said. By incorporating this "political judgment" into the request itself, he said, administrators and Regents have resolved "a very difficult conflict" at a level where it "ought not be" resolved.**

His fear, Auerbach said, is that the request will be taken as representing what the University needs. If this happens, he said, "we may end up worse than ever before."

**REGENTS' RESPONSE** — Regent John Yngve, chairman of the budget, audit, and legislative relationships committee, responded that "when we go in with a laundry list, what we do is lose control of any selection of priorities."

Yngve, a former legislator, called the request of two years ago "ludicrous." The current request is "consistent with history," he said, especially at a time when both enrollment and the cost of living are leveling off. With the current request, he pointed out, "we are still not down to the percentage increase we've had in the past."

Legislators have asked University officials to "make some of the judgmental decisions" before coming in with a request, said Regent Fred Hughes. But Hughes said a sharply trimmed request from the University "imposes on us a different obligation."

**It must be made clear that the request represents not the University's wants but the "bare-bone needs as we honestly have evaluated them," Hughes said. "If we fail to get that across, we will have done a great disservice."**

**HEALTH SCIENCES** — Almost half of the total increase requested for the University would go to the health sciences.

The "dilemma" for the University, President Moos said, is "to meet a statewide commitment to more and better health care for our citizens without im-

pairing the effectiveness of other University programs."

Kegler said the health science requests have been "broken out" from the other University requests so that they can "compete in the larger arena" and not against the rest of the University.

If the full request were funded, the health sciences would increase \$4.8 million for the 1973-75 biennium while the other academic units would increase \$5.7 million (exclusive of salary increases).

In addition, the health sciences would receive an increase of \$7.7 million (or a total of \$25.5 million) in "state special" funds. Of the \$7.7 million increase, more than half would go to the family practice program.

**STATE SPECIALS** — State special appropriations to be sought will total \$56.7 million, excluding salary increases, for an increase of \$15 million over the current biennium.

Specials are for funding programs of special state interest or those for which a special visibility is desired by the Legislature or the University. Specials go for the purposes designated while the general appropriation goes to the Board of Regents for use as the board decides.

**Included in the specials is a requested \$1.5 million for book funds for libraries on all campuses. Shepherd said these funds would go not just to purchase books but to "put them on the shelves," with cataloguing and other processing costs taken into account.**

Besides the health science specials, other specials would go for agricultural extension, agricultural research, the Center for Urban and Regional Affairs, and a score of other programs.

**COORDINATE CAMPUSES** — Protection for the coordinate campuses was given high priority by central administrators, Kegler said.

He pointed out that the requested increase of \$595,000 for the University of Minnesota, Duluth (UMD) is close to the \$691,000 increase to be sought for the much larger College of Liberal Arts on the Twin Cities campus.

In addition, the state specials include four items requested for UMD — a total of \$2.8 million (or an increase of \$1.2

million) for the medical school, dental hygiene, social work, and Lake Superior basin studies.

Requested increase for the University of Minnesota, Morris (UMM), is \$257,000.

A total of \$188,000 is also requested for UMD and UMM to make civil service salaries more comparable with those on the Twin Cities campus and to put funding for police on the same basis as on the Twin Cities campus.

Technical colleges at Crookston and Waseca are funded from state specials. The requested increases are \$108,000 for Crookston and \$592,000 for the year-old Waseca campus.

Kegler said the increase sought for Crookston is "relatively modest" because rising enrollment will bring the college to a level of greater cost effectiveness.

Funding for the two technical colleges would be about equal during the 1973-75 biennium, and Kegler said projected 1975 enrollment is also about equal for the two.

Provosts Stanley Sahlstrom from Crookston and Edward Frederick from Waseca spoke to the Regents about the growing state and national interest in technical education. "Our enrollment is limited only by the amount of housing we can find in Crookston," Sahlstrom said. "If we have the dollars and the space, we will have the students," said Frederick.

**CONTINUING EDUCATION** — Also requested in the state specials are \$1 million for Continuing Education and Exten-

*(continued on page 7)*

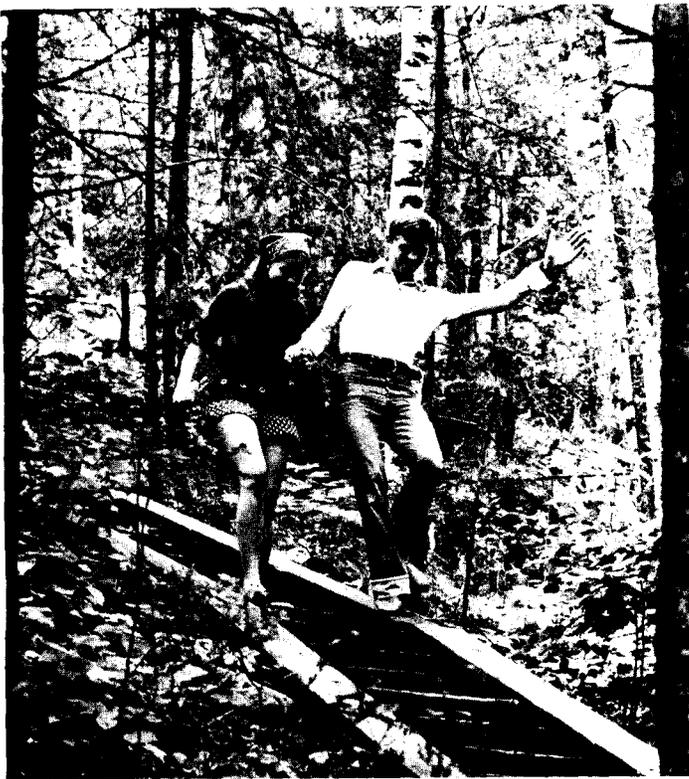
## University Report

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Number 2

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*LEFT: Stairways, bridges, and chip-covered trails make most of the Rock Hill area on the UMD campus easily accessible for hiking and field studies. RIGHT: With its natural ski hill, the Rock Hill area is used extensively during the winter. The top of the hill provides a scenic overlook on Duluth and Lake Superior (background).*

## Skiers, Biologists Come to UMD's Rock Hill

by Roland Lovstad

Skiing and biological research have one thing in common at the University of Minnesota, Duluth — Rock Hill.

The 24-acre natural forest area is located on campus and, depending on the season, activities there include limnological research on a man-made pond, recreational skiing, biology tours of the natural arboretum, and leisurely strolls through the woods.

The site contains bog, upland, and woodland areas, a flowing stream, a spring, and native rock outcroppings. One area has a drop of 150 feet in elevation over a distance of more than 750 feet, providing a natural ski hill.

During the past five years, Rock Hill has been made more accessible to the campus and the public. Trails have been cut through the arboretum and furnished with bridges, stairs, scenic overlooks, and rest areas.

Plantings have been made to keep snow from blowing off the ski slope, and the original rope tow, installed in 1957, has been relocated and improved. A large pond has been constructed where the

creek flows along the foot of the hill.

**SKI HILL** — Because of the ski hill, it is not surprising that the most extensive use of the area is during the winter. Ten sections of skiing classes are scheduled there for the winter quarter. The one-credit classes are offered at various times during the week, including Saturdays.

"We have worked upward from one or two sections in the early 1950's to ten sections now," said Ward Wells, head of physical education. "We could possibly go to more sections if time and staffing would allow. Each section will have about 30 students."

**The physical education department also sponsors recreational skiing at the hill on Saturday and Sunday afternoons. Tow charges are 50 cents for students and staff and \$1 for the public.**

Wells said his department may have been one of the first to use the area for classes. The first class in skiing was held there in 1947, the same year that UMD became a coordinate campus of the University.

**SCIENCE CLASSES** — Since the recent improvements, science classes have

been making increasing use of the area.

"Other universities have to make extensive use of field trips to visit areas similar to what we have on our own campus," said Paul Monson, professor of biology. "Using part of the campus as a classroom, we are able to produce a kind of learning not simulated in the laboratory."

Monson said Rock Hill is a prime example of native northern Minnesota forest with very good but small stands of balsam fir, spruce, maple, and basswood trees as well as accompanying ground vegetation.

Freshman biology students study the maple-basswood forest and collect organisms typical of aquatic areas of Minnesota. Ecology classes and entomology classes also use the arboretum for field studies.

The pond, which was developed by dredging a low swampy area, will be the subject of a continuing study by students in limnology. Samples of the bottom and specimens of the aquatic life will be taken on a regular basis to record the pond's

*(continued on page 4)*

# Campaign Study Is Educational, Nonpartisan . . .

(continued from page 1)

been removed several weeks earlier at his direction.

Independent study programs are subject to other kinds of abuse, Moos said, "and I have reason to believe some abuses have indeed occurred." He said several steps have been taken "to curb such abuses."

## Environment Protected at Rock Hill

(continued from page 3)

development and changes over the years, according to Hollie Collins, associate professor of biology.

**LOOKING AHEAD** — UMD Provost Raymond Darland credits the late Dr. William R. Bagley of Duluth for seeing the potential of the area more than 20 years ago when he donated much of the land in the Rock Hill area to UMD.

More uses for the area are planned for the future, said Robert Bridges, UMD vice provost for business administration. Among future developments will be construction of a permanent shelter in the vicinity of the pond.

Bridges said the shelter will be used during the winter as a ski chalet and warming area. He also foresees that it will serve as a starting point for guided tours of the arboretum during the summer. The area near the shelter may also be used as a picnic area.

Monson said Rock Hill is becoming increasingly popular for brief retreats by faculty and students during free time.

Wells said a class on fishing techniques will be taught at the pond beginning in the spring. With construction of a shelter, the pond may also be used for recreational skating.

### PROTECTING THE ENVIRONMENT

— Plans for use and expansion of the facility are being made by University officials. The Long-Range Planning Committee for Physical Facilities has considered possible influences of man on the area and is recommending that use be restricted to short-term visits by pedestrian traffic.

Motorcycles, trailbikes, all-terrain vehicles, and snowmobiles are prohibited on Rock Hill. Camping is not allowed. Even youngsters' sleds and toboggans can have damaging effects on the ski hill and

**EDUCATIONAL AND NONPARTISAN** — Don Morgan, director of the Living-Learning Center, said students never work for a political candidate for credit — they work with a professor to arrange credit for a whole project, which usually includes research and a paper. Credit is never given through the Living-Learning Center but only through regular

academic departments.

The question is "whether the project leads to a learning experience which can stand the test of a monitoring faculty member," Morgan said.

Another key point, Moos said, is that the study "must be nonpartisan and the process available to students of any political persuasion."

The political science department recently prepared a set of guidelines on field projects connected with political campaigns. The guidelines say that "of course" the student's campaign participation could be "for any political party."

Everyone who was questioned in a recent series of telephone interviews agreed. "We don't discriminate between Republicans or Democrats or anyone else," said Sally Todd of the Living-Learning Center. "We do in fact have students placed right now with both parties."

### CAMPAIGN AS LABORATORY

— The political science department "has for years and in various ways felt that it was a legitimate exercise for students to be involved in political campaigns and to learn from those experiences," said department chairman Thomas Scott.

The guidelines are intended to make it "a little bit easier to do what we've already been doing," he said.

Students can earn up to six credits on directed study projects. Other students are gaining field experience in regular courses. A course called "Field Work in Politics" is being taught this fall by Prof. Charles Backstrom. A more traditional course on "American Political Campaigns and Elections," taught by Asst. Prof. Suzanne Sebert, has a field work component.

For the student, a campaign can be "a kind of laboratory," Scott said. "We begin with the notion that what's important in this whole activity is learning about political processes, specifically campaigns and elections."

Just working on a campaign and writing a paper about it isn't enough, according to the guidelines. The student must show how his observations relate "to a broader field of knowledge." Political experiences and insights are to be viewed in relationship "with information from other appropriate sources" and "with theories in social science."

(continued on page 6)

natural vegetation beneath the snow, Monson said.

"The simple pressure of legitimate use for classes, skiing, and hiking will bring about some change in the area," Monson said. "It's a dynamic area — that is, trees grow and die, and other natural changes occur. We have to minimize the rate of change there as it is influenced by man."

Rock Hill will, however, continue to provide year-round educational and recreational convenience to the more than 5,300 students and 660 staff members at UMD. And its ski hill makes UMD one of the few campuses in the nation to possess such a facility.



*Limnology students have begun a long-range study of the man-made pond at Rock Hill. Research includes collection of aquatic life and sampling of sedimentation on the bottom. The pond was developed by dredging a low swampy area through which a creek flows.*

# Staff Eligible for Charter Flights

Students and faculty members who are planning foreign trips often think immediately of charter flights, but not all civil service staff members know that they are eligible for University charters.

"We've had staff members come to us and timidly ask if they might be eligible," said Kathy Callahan of the International Study and Travel Center (ISTC). "The answer is that of course they are."

Winter flights are now being booked to Europe, Hawaii, Mexico City, and Acapulco. Mrs. Callahan said she expects these flights to fill in October and suggested that anyone who is interested "come in as soon as possible." The office is in 231 Coffman Union (telephone 373-0180).

Costs are \$215 to London and Paris (Dec. 14-Jan. 2, air fare only), \$319 to Honolulu (Dec. 16-23, with hotel accommodations based on two per room), \$269 to Mexico City (Dec. 15-30, with hotel for eight nights), and \$346 to Acapulco (Dec. 26-Jan. 1, with hotel).

Flights to Acapulco, Nassau, Malaga (Spain), and Honolulu are planned for spring vacation (March 21-27). Spring rates are lower than winter rates to Honolulu (\$22 lower) and Acapulco (\$99 lower).

**FIRST COME, FIRST SERVED** — Tickets are sold on a first-come, first-served basis. After that names are placed on a waiting list in numerical order in case of cancellations.

Proof of eligibility is required — either

a faculty or staff identification card or a letter from the department head or supervisor to show that the staff member is currently employed by the University. A staff member's spouse, dependent children, and parents living in the same household are also eligible to take the flight if traveling with the staff member.

A \$12 deposit is not refundable, but this handling fee is included as part of the tour price.

**GOOD MIXTURE** — Tour members can be "as independent as they want to be," Mrs. Callahan said. "Except for staying in the same hotel, they don't have to stick with the group." A guide is available for those who do want sight-seeing tips or help with arrangements.

Most groups on the charters have been "a good mixture," Mrs. Callahan said, with "young married couples, hip students, and older faculty members." She said faculty members often "enjoy the fun of being around young people if they want to be."

**EDUCATIONAL TOURS** — Staff members who are able to arrange for a month's vacation and who would like to be more than tourists might consider the educational tours offered in the summer, Mrs. Callahan suggested.

Tours this summer to East and West Africa, Brazil, and Southeast Asia will be led by faculty members or others who are knowledgeable about the areas to be visited. College credit can be earned by those tour members who wish.

Besides these educational tours, a

"regular schedule" of summer flights and tours is planned.

**DOMESTIC TRAVEL** — The emphasis at ISTC is on foreign travel, but Mrs. Callahan said "we're getting more involved in domestic travel now because of the foreign students who want to travel in the United States." ISTC is affiliated with the Minnesota International Student Association.

Group flights to New York, San Francisco, and Los Angeles over Christmas and spring vacations will be offered this year for the first time. The cost will be "close to half" of the fare on regularly scheduled airlines.

**NOT A TRAVEL AGENCY** — ISTC is not a travel agency and not a part of the University. Travel arrangements are made through the Campus Travel Center. ISTC pays rent in Coffman Union and is self-funded.

Tips on both foreign and domestic travel are given to anyone who wants them — whether or not he plans to take a charter flight. "We're a good place to come for people who haven't traveled before," Mrs. Callahan said.

"Students are the first to come to us, and we know about all the student bargains," Mrs. Callahan said. But some of these bargains, such as youth hostel cards, are not limited to students, and "young staff members can benefit, too." Other tips are helpful for travelers of all ages.

# Med Students Share Community Doctors' Lives

About 40 University medical students will be spending the next year learning by doing at the side of outstate physicians.

After a successful first year the Physicians Associate Program has doubled the number of junior medical students who will be seeing how health care is delivered outside large metropolitan medical centers.

Last year's experiment proved popular with both students and host communities. More than 50 students applied to the

program this year and some two dozen new communities have signed up.

Students will earn two quarters of academic credit while learning from and assisting their physician-teachers. They will be together in the office, on house calls, and on hospital rounds — wherever patients' needs are met.

The students will interview and examine patients, help deliver babies, assist in minor surgery, and do other basic tasks that take up most of the physician's day.

The local physician receives a clinical faculty appointment from the University

but no salary. The student receives a liberal stipend from a special legislative appropriation that is matched by his host or hosts.

Faculty from the University's department of family practice and community health and another specialty department will visit each student and his preceptor monthly for a teaching-consulting session.

At the end of the year the program is evaluated by information from students and preceptors relating to the students' skills, knowledge, and attitudes.

# Insurance Rates Rise as Health Care Costs Increase

Premium rates for the health insurance program that covers University employees will go up Oct. 1.

Harold Bernard, director of Insurance and Retirement, said the higher rates are due to an increase in the cost of health care and in the number of claims submitted.

For employee coverage (paid by the University), the monthly rate will increase

from \$17.32 to \$19.60. This coverage includes \$5,000 life insurance.

The cost of dependent coverage (paid by the employee) for Blue Cross-Blue Shield High Option will increase from \$31.18 to \$34.08 per month and Group Health Plan, Inc., from \$32.70 to \$34.44 per month. Rates for all other coverages remain unchanged.

"One of the concerns everyone has is

the high cost of health care," Bernard said. To help keep costs down, he urged people to complain if they feel they have been overcharged (for example, charged for services that were not performed). Complaints, preferably in writing with as much detail as possible, can be directed to Insurance and Retirement, 30 Johnston Hall, Minneapolis, Minn. 55455.

# Political Field Projects Coordinated in CLA . . .

*(continued from page 4)*

**CLA COORDINATION** — Sheilah Koeppen, assistant professor of political science, was designated as the one faculty member to review the projects of all College of Liberal Arts (CLA) students seeking credit for directed study in connection with the elections.

Students came to her even if their projects were in a discipline other than political science — such as speech-communication, economics, or sociology.

The intent was "to bring some uniformity and equity into the award of credit," according to the guidelines.

In mid-September Mrs. Koeppen said it appeared that at least 30 students would be coming to her. Not all would be advised to take directed study, she said. Some might be advised to take a course in political science or another department. (For example, a course on the 1972 Presidential campaign is being taught by Prof. Ernest Bormann in speech-communication.)

Guidance to CLA students was also given by Donald Myrvik of the Office of Special Learning Opportunities (OSLO), who said his role would be "to provide initial information and help students develop course descriptions."

OSLO is a "general advising agency in independent study for all CLA departments" and also approves interdisciplinary projects.

No student could sign up for an independent study project involving campaign work without going through Mrs. Koeppen or OSLO.

**ELECTIONS A MINOR PART** — Campaigns and elections are "a very minor part" of the field project directed by Sally Todd. Some students do not work for candidates at all but for bipartisan

voter registration groups. Others concentrate on issues, such as ecology, welfare, and criminal justice.

Ms. Todd said she does occasionally talk to candidates or their staffs about "what is a learning experience and what is not." A leadership role in a campaign is; stuffing envelopes or dropping leaflets on doorsteps is not. "I'm interested in getting the best placements for my students."

Besides the field experience, Ms. Todd's students are required to participate in a seminar and prepare papers "synthesizing observations in the field and theory."

**PYRAMIDING CREDIT** — One abuse Moos mentioned was the "pyramiding" of credit — getting credit in more than one department for essentially the same project.

Sometimes a project is broad enough that credit in more than one department is appropriate, Ms. Todd said, but then arrangements would have to be made in advance. In her field project, she said, a student typically arranges to receive about five credits. Some receive more. "It all depends on the project."

In political science, Scott said, "we've held pretty firmly to a line that six credits is enough, and we have various devices by which we maintain control within the department." But the possibility that a student might take the same project to other departments is a "tough issue" and one that "we've worried about."

"A particular department has no way of knowing what a student is doing in other departments," he said. Control has to come at the college level. "We knew all along it was a problem, and we have

urged the college to do something about it."

Moos said he would ask the Senate Committee on Educational Policy "to examine the long-range implications of 'experiential education' for the total University" and "develop criteria by which to judge the validity of field projects."

In the meantime, coordination within CLA should have made it easier this fall for a student to sign up for credit if he deserved it — and harder for him to pile up credits if he did not.

## Memorial Gifts Easier With New Packets

New memorial gift packets should make it easier to send gifts to the University of Minnesota Memorial Fund in honor of deceased faculty or staff members or their spouses.

Included in each packet is a gift notification card with matching envelope that is to be sent by the donor to the surviving spouse or family. A postage-paid envelope is to be used for sending the gift to the proper University office.

A supply of packets has been sent to all deans and provosts. Packets can be obtained from their offices or from the Development Office, 107 Walter Library, or the Gift Records Office, 2610 University Ave., Room 259A, St. Paul.

More than \$402,000 has been received since the Memorial Fund was established in 1953 as a way to honor deceased faculty and staff members, administrative officers, Regents, or their spouses. Gifts have been used for such purposes as scholarships, medical research, and lectureships.

# 'Finely Drawn' Request Has 'No Formulas' . . .

(continued from page 2)

sion (a new request this year) and \$1.5 million for Summer Session (up \$800,000).

Kegler explained that this represents "a continuation of our attempt to put summer session on an equitable footing and the beginning of an attempt to put evening and extension classes on an equitable footing." The goal is that the time of day or time of year a student takes a course should not make a difference in how much it costs him.

Continuing Education and Extension (CEE) has been almost entirely dependent on income, Shepherd said, and most of that income has come from evening classes. One problem is that the money-making courses are in the lower division, and more lower division courses are now being offered by the state and junior colleges. Because they are subsidized at the other institutions, these courses can be offered at lower cost, and the competition has cut into CEE income.

The intent in seeking state funds for CEE is to "put it on a sounder footing," Shepherd said.

**SALARY INCREASES** — Faculty salary increases of 5.5 percent each year would keep the University "at the median" of the Big Ten, the University of California, and the University of Chicago, Shepherd said. It is these schools that are considered to be "the competition" in hiring faculty.

Because a 5.5 percent annual increase is judged to be a cost-of-living increase, the request assumes that civil service staff members would receive the same percentage. The actual amount of civil service pay raises to be sought will not be known until the state pay plan for all state employees is announced.

**NEW POSITIONS** — New faculty positions represented in the request would be an estimated 66 for the health sciences and 68 for other academic units.

University spokesmen may have difficulty explaining to legislators the need for 114 new positions at a time when no dramatic increases in enrollment are anticipated. In early September the enrollment picture for 1972 was still unclear, Kegler said, although there had been "some pick-up" since late August when "we were quite gloomy."

What counts more than the total numbers, he stressed, is the "mix," which is "changing heavily" from lower division students to upper division and professional students, especially in the health sciences. It is the more advanced and specialized offerings that are more expensive and require a lower student-faculty ratio.

**TUITION INCREASES** — The request seeks to maintain the relationship of tuition to instructional costs.

Students' share of these costs would remain at 26.5 percent, but a tuition increase in terms of dollars would be needed. Taking a "pure average," the increase per student would be \$31.75 a quarter.

**"In order to protect low-income students from loss of educational opportunity, we are asking an additional \$750,000 in tuition support money,"** Moos said.

**DISCONTINUED PROGRAMS** — Six programs not recommended for funding in the University request are Project Newgate, Fire Service Information Research and Education, Municipal Reference Bureau, Juvenile Justice, Bureau of Field Studies, and Ore Estimate Division.

In the judgment of University administrators and Regents, all six are "important service programs" but are not "central to the basic instructional core of the University." For this reason, the recommendation is that they should be funded by other state agencies if they are to be continued.

As the University and the state move "more and more toward program budgeting," Kegler said, it is appropriate to ask, "Is this our program or does it belong to someone else?"

Shepherd acknowledged that there is a "hazard" that the programs might not be

funded at all, but he said "we've been at pains to notify state government of our actions" so that the programs can be picked up by other agencies if they are considered worthy. Preliminary reactions have been "very positive," Kegler said.

If the programs are funded through other agencies, Kegler said, the University would be willing to continue its involvement on a "contract-for-services basis."

**PRESENTATION TO LEGISLATURE** — The University now has the "most finely drawn budget" in its history, Kegler said, and the legislative request is "equally finely drawn."

"There are no formulas in this budget," said David J. Berg, director of budget planning and information services. "Every single program has been examined individually."

With a budget as big and complicated as the University's, there is always a dilemma in documenting the needs to legislators. "If we give them as much information as we think is appropriate, they think we're giving them too much," Kegler said. "If we give a more minimal amount, there's a tendency to believe we're hiding something."

"Some legislators have more interest than others in some items," he added. "We do deluge."

This time, Berg said, "the paper will be there" for those who want detailed information. "But we're also going to try to provide summaries — and ways to find the summaries."

"We expect continuing complaints" from some legislators about the manner of presentation, Kegler said. "We also expect continuing compliments from others."

In preliminary discussions with the governor's staff, state officials, and legislators, Kegler said, response has been "very favorable."

## Requests and Appropriations

	<u>1965-67</u>	<u>1967-69</u>	<u>1969-71</u>	<u>1971-73</u>	<u>1973-75</u>
Requested (in millions)	\$109.6	\$144.3	\$209.8	\$268.8	\$250.2
Appropriated (in millions)	\$ 98.6	\$131.1	\$171.2	\$204.2	?

# Twin Cities Campus Calendar

## October 1-15, 1972

### MINNESOTA ORCHESTRA

Ticket Office, 106 Northrop Auditorium

**Thursday-Friday Concert Series**, Thursdays, I.A. O'Shaughnessy Auditorium, College of St. Catherine, 8 p.m., tickets \$4.29-\$7.07; Fridays, Northrop Auditorium, 8:30 p.m., tickets \$3.03-\$7.07

Oct. 5-6 — Stanislaw Skrowaczewski, conductor

Oct. 12-13 — Stanislaw Skrowaczewski, conductor, and Isaac Stern, violinist

### CONCERT

Ticket Office, 106 Northrop Auditorium

Sponsored by the Minnesota Orchestra; general admission \$4; 8 p.m., Northrop Auditorium

Oct. 1 — Pete Seeger, folksinger

### FILMS

**Noon Films**, North Star Ballroom, St. Paul Student Center, 12:15 p.m.; no admission charge

Oct. 3 — "Superman in Exile" and "Ozzie and Harriet"

### MUSIC DEPARTMENT EVENTS

No admission charge; schedule subject to change; call 373-3546 for further information

Oct. 8 — Faculty recital, music of Ralph Vaughn-Williams; Scott Hall Auditorium, 3 p.m.

### DEPARTMENT OF UNIVERSITY RELATIONS

S-68 Morrill Hall

University of Minnesota

Minneapolis, Minnesota 55455

Second Class Postage Paid

### STUDENT UNION PROGRAMS

Sponsored by the Union Board of Governors, the Student Activities Bureau, the Minneapolis Volunteer Service Bureau, and the Volunteer Bureau of St. Paul; Coffman Memorial Union Main Ballroom 9 a.m.-3 p.m.

Oct. 4 — Volunteer Recruitment Day

**The Whole Coffeehouse**, Coffman Memorial Union, Thursday-Saturday 8:30 p.m.-1 a.m.; advance tickets \$1.50, \$2 at door

Oct. 5 — Open Stage

Oct. 6-7 — David Elliot

Oct. 12-14 — Harmonica George Smith Blues Band

**Music**, North Star Ballroom, St. Paul Student Center, 8 p.m.

Oct. 4 — Monroe Doctrine Bluegrass Band

**Grand Opening**, St. Paul Student Center

Oct. 4 — Activities Fair, 11:30 a.m.-4 p.m.; Cyril Paul, 12 noon; Smith Brothers, 2 p.m.

### LANDSCAPE ARBORETUM

Four miles west of Chanhassen on Highway 5; open to the public every day 8 a.m.-sundown; \$1 per car (for nonmembers)

**Saturday Hikes**

Oct. 7 and 14, 9:30 a.m.

### ATHLETIC EVENTS

Tickets available at Cooke Hall and all Dayton's stores

**Football**, Memorial Stadium; tickets \$4.50-\$6.50, \$2 for those under 18 and over 62

Oct. 7 — University of Kansas, 1:30 p.m.

Oct. 14 — Purdue University, 1:30 p.m.

### EXHIBITIONS

**University Gallery**, Northrop Auditorium; Monday-Friday 11 a.m.-4 p.m., Sunday 2-5 p.m. Oct. 5-Nov. 5 — B.J.O. Nordfeldt Retrospective, Galleries 305-307 and 309

**Wilson Gallery**, 472 Wilson Library; Monday-Friday 8 a.m.-5 p.m.

Through November — "The Book and Its Cover: An Exhibit of Fine Bindings"

**St. Paul Student Center Galleries**, Student Center; Monday-Saturday 8 a.m.-10 p.m., Sunday 12 noon-10 p.m.

Through Oct. 27 — Mixed media by Rose Edin, Rouser Room Gallery

Oct. 8-31 — Acrylics and oils by Dorothea Smith, North Star Gallery

**Jacques Gallery**, James Ford Bell Museum of Natural History; Monday-Saturday 9 a.m.-5 p.m., Wednesday 9 a.m.-9 p.m., Sunday 2-5 p.m.

Through Nov. 27 — "The Art of Francis Lee Jacques"

### JAMES FORD BELL MUSEUM NATURAL HISTORY

The Museum, Touch and See Room and Children's Reading Room (cosponsored by the Minneapolis Public Library) are open Monday-Saturday 9 a.m.-5 p.m., Wednesday 9 a.m.-9 p.m., and Sunday 2-5 p.m.; by reservation, guides can be made available to groups of 15 or more; open without charge

UNIV. ARCHIVES ROOM  
LIBRARY, U. OF MINN.  
MINNEAPOLIS, MN 55455



# UNIVERSITY REPORT

A NEWSLETTER FOR STAFF MEMBERS ON ALL CAMPUSES OF THE UNIVERSITY OF MINNESOTA

## Faculty Tenure Doesn't Guarantee Job for Life

by Maureen Smith  
(First of a series)

Faculty tenure is not a guarantee of lifetime employment to someone who has been found to be incompetent or irresponsible.

It is not a guarantee even to a highly competent faculty member that he cannot lose his job because of financial cut-backs or program curtailment.

All tenure ensures is that no tenured faculty member may be dismissed without "adequate cause" and without due process. Adequate cause may include financial exigency or programmatic

changes in addition to several types of "fault" on the part of the faculty member.

Existing tenure policy has been clarified and some revisions proposed in a 132-page document prepared over the past two years by the University Committee on Tenure, chaired by Prof. Carl Auerbach, acting dean of the Law School.

The proposed "Regulations Concerning Faculty Tenure" will be presented to the Faculty Senate for discussion at a series of special meetings beginning Oct. 19 at 3:30 p.m. in Nicholson auditorium on the Twin Cities campus.

The space in Nicholson has been reserved for four meetings at two-week intervals.

Every faculty member is protected by academic freedom and by fair employment practice laws, the regulations say. Judicial procedures are open to anyone who believes that his rights have been violated — for example, that he has been dismissed or denied reappointment because of his race, religion, sex, or political views.

Other protections depend on what kind of appointment a faculty member has — a regular appointment with con-

*(continued on page 2)*

## Charter Medical Class Begins at UMD

Educating family physicians is the goal of the two-year School of Medicine at the University of Minnesota, Duluth (UMD), which opened its doors last month to the charter medical class.

Dean Robert E. Carter of the School of Medicine and UMD Provost Raymond W. Darland welcomed the first 24 students when they began orientation activities Sept. 20. Formal classes began Sept. 25 in the remodeled Laboratory School building.

In the curriculum, the faculty will be emphasizing the training of primary health care or family physicians. The hope is that many of the students will choose to practice in the rural areas of the tri-state region of northern Minnesota, Wisconsin, and the Upper Peninsula of Michigan.

All of the UMD medical students are from Minnesota, and more than half are from towns of less than 12,000. Two are of American Indian descent and five are women.

The 24 students were carefully selected

from 429 applicants following a detailed study of the characteristics of doctors who had chosen family practices in small cities and towns.

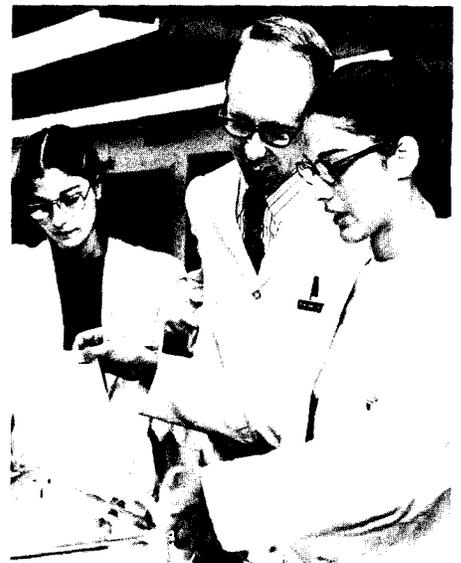
In addition to the basic medical science courses at UMD, the students will gain early clinical experience at St. Mary's, St. Luke's, and Miller-Dwan hospitals. Traditionally, medical students do not see patients with an attending physician until the third year.

After two years at UMD, the students are expected to transfer to the Twin Cities campus to complete degree requirements.

Dean Carter said remodeling of facilities at the Laboratory School building is complete, with study areas, learning resources center, lecture rooms, faculty and administrative offices, and teaching and research labs.

The Health Sciences Library, which is part of the UMD Library system, already has a sizable collection of books, journals, serials, and other medical publications.

*(continued on page 5)*



Among five women in the first medical school class are twin sisters from Forest Lake. From left are Betty Ann Bower, Assoc. Prof. Paul M. Anderson, and Barbara Jean Bower. (Photo by Ken Moran, UMD photographer.)

# Lee Named to Succeed Regent Lyman Brink

L.J. Lee of Bagley, a former DFL legislator and member of the House Appropriations Committee, is the University's newest Regent.

He was appointed Sept. 25 by Gov. Wendell Anderson to succeed Regent Lyman Brink, who died Sept. 18 of an asthmatic attack followed by heart failure.

At the time of his appointment, Lee said he would resign from the House before the Oct. 13 Regents' meeting in Grand Rapids. He was in his sixth term as a legislator and was not seeking reelection.

Brink was named to the Regents in October 1968 following the death of Herman Skyberg. The six-year term expires in 1973.

**IMPRESSIVE MARK** — "Lyman Brink was an effective spokesman for the entire University, especially coordinate campuses, and leaves an impressive mark on the Board of Regents after four years

of service," University President Malcolm Moos said.

"He was a vigorous participant in Regents' committee meetings and exercised a persuasive voice in all deliberations of the board. Regent Brink always injected a lively wit into the councils of University meetings and his presence will be much missed at future gatherings," Moos said.

Brink, who had been Kittson county attorney for 32 years, died in Kittson Memorial Hospital in his hometown of Hallock, Minn.

**FRIEND OF EDUCATION** — In announcing Lee's appointment, Anderson said he is convinced that Lee's "commitment to public education and his long experience on the House Appropriations Committee will prove to be of particular value to the board."

Moos said he was "delighted" with the appointment and described Lee as "always a true friend of higher education."

When his term expires during the next legislative session, Lee said he plans to seek a full six-year term. Legislators from the 7th Congressional District will caucus to nominate a successor, for ratification by the full Legislature.

Anderson said Lee "has earned the respect and admiration of his colleagues" and "commands broad support from legislators in the 7th Congressional District."

**NO STUDENT** — In a joint statement, student body presidents from all five campuses criticized Anderson for not naming a student to the board. They had requested a meeting with the governor to discuss the possible appointment of a student.

Jack Baker, president of the Minnesota Student Association, had proposed that Cary Sipp, president of the Crookston Student Association, be named to the post.

## Only 'Regular' Faculty Members Are Eligible for Tenure

*(continued from page 1)*

continuous tenure, a regular probationary appointment, a non-regular appointment, or a special contract.

**REGULAR FACULTY** — Regular faculty members hold appointments as professor, associate professor, assistant professor (including research associate), and instructor (including research fellow) and serve at least two-thirds time in their positions. (Faculty members at all ranks may also be on non-regular appointments, for reasons specified in the regulations and summarized below).

All faculty members on regular appointments either have tenure or are serving on a probationary basis until a decision is made to grant tenure or terminate the appointment.

**The maximum period of probation is six years. A faculty member who does not receive tenure may serve the University for not more than seven years, six years of probationary service and a final terminal year.**

Decisions either to grant tenure or to terminate an appointment may be made earlier. The proposed regulations say the expectation is that "the work of every probationary faculty member will be reviewed annually."

The rank of instructor is ordinarily reserved for faculty members on probationary appointment. Exceptions are in the Agricultural Extension Service and University Libraries.

The rank of assistant professor may be held either with continuous tenure or with a probationary appointment, according to the regulations.

Every regular appointment as associate professor or professor carries continuous tenure, unless a special contract is used to make an initial probationary appointment at one of these ranks.

Professors and associate professors on probationary appointment under special contracts receive "virtually the same treatment" as assistant professors under regular probationary appointments.

**LENGTH OF NOTICE** — An instructor's appointment may be terminated at the end of the first year, if he is given written notice by March 15. All other regular probationary appointments may be terminated by giving one full academic year's notice.

**All assistant professors and all instructors after the first year are entitled to one year's notice, which is to be given not later than June 15 of the academic year preceding the terminal year.**

Existing practice provides three separate notice dates — December 15, April 15, and June 15. The proposed revision "consolidates and simplifies the notice procedures."

"The standard June 15 date should give faculty members whose appointments are terminated ample time in which to seek employment elsewhere," the document says. "The March 15 date for first-year instructors was selected in an effort to give the department some time to evaluate the instructor's competence — and the instructor a reasonable amount of notice — before the beginning of the next academic year."

*(continued on page 7)*

## University Report

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Number 3

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# Law May Be Glamour Career of 70's

by Bill Huntzicker

"Law has become the glamour profession of this decade as the sciences and space technology were in the 1950's and 1960's," according to Carl A. Auerbach, acting dean of the Law School since July 1.

Auerbach said the Law School received 1,800 applicants for the 250 positions in the first-year class entering this fall.

"One reason for the sharp increase in the number of would-be young lawyers is the realization that law is one profession in which young people can work within the democratic system for peaceful social change," Auerbach said.

And Auerbach believes the demand for lawyers as well as the interest in law as a field of study will increase in the future.

**Auerbach is critical of people who attribute a "money-making" motive to lawyers and those who accuse the law schools of fostering such an attitude.**

"Undoubtedly, just as in every profession, some lawyers try to make as much money as they can," Auerbach said. "But there are several thousand lawyers working nationally in the Office of Equal Opportunity Legal Services Program which handles about two million cases a year for the poor."

Auerbach said that countless other attorneys volunteer time for national, state, and local civic and social causes.

"Our main concern as law teachers is not only to make certain that our students acquire all the tools of the trade but that they also understand our democratic legal order in its social context," he said.

Auerbach said that a recent U.S. Supreme Court ruling requiring that poor people be provided lawyers for their defense in misdemeanor or petty-offense cases will require an additional 2,000 full-time lawyers.

As further evidence that the demand for lawyers will increase, he said, there are increasing numbers of blue-collar and middle-class people who have unmet needs for private legal counsel.

"A number of experimental prepaid legal service plans are being tried by labor unions and other groups much the same way that group-health plans and prepaid medical plans now operate," he said.

Auerbach said there is also an increasing public demand for legal representation of consumer and ecological interests.

The dean has been urging the University administration to ask the 1973 Legislature for funds for a new law building to house an enrollment of 1,000 students. A similar request is currently under consideration by the Legislative Building Commission.

**"The present law building, designed for a maximum of 450 students and 21**

faculty members, is now overflowing with 750 law students and 35 faculty members," Auerbach said.

"Every inch of space is being utilized. Library seats are frequently at a premium. The sub-basement of the building has been jammed with books, and many books have been moved outside the Law School."

He said part of the increased demand on the school has been the result of a poor job market for students in other professional and graduate programs.

Auerbach hopes to keep law as a tradition at home as well as at the office.

His daughter, Linda, is in her third year at George Washington Law School in Washington, D.C. A son, Eric, is an undergraduate at the University of Chicago. His wife, Laura, is editor of "State DFL News" and a staff aide to Governor Wendell Anderson.

Besides his teaching duties in the Law School, Auerbach has been chairman of the influential University consultative committee which, with the central administration, headed the retrenchment and reallocation process of budgeting that consumed so much University time last year.

Although he has resigned this committee to serve as dean, Auerbach will continue to head the University Committee on Tenure, which has been working to revise the faculty tenure regulations (see story on page 1).

## Two Top Police Administrators Resign; New Chief Sought

The University's two top police administrators have resigned, and the search has begun for a new chief.

Wesley Pomeroy, director of safety and development, and Ray Vernes, Twin Cities campus police chief, have both resigned — Pomeroy to take a fellowship with the National Drug Abuse Council in Washington, D.C., and Vernes for "strictly personal reasons," including reasons of health.

Pomeroy's position will not be filled, but many of his duties will be assumed by the new police chief.

Reasons for eliminating Pomeroy's

position are University-wide retrenchment and the loss of state crime commission funds for the development of a model police project, said Assoc. Vice President Stanley B. Kegler.

"Development of the project was one of the original reasons for the establishment of Pomeroy's position," Kegler said.

Before he left, Pomeroy wrote a memorandum to University President Malcolm Moos in which he said the University Police Department is plagued by "a host of problems." He proposed a number of organizational and other changes.

In the search for a new chief, Kegler

said last month, "President Moos has already met once with the Senate Committee on Social Policy and the Police Advisory Committee and will meet with them again to decide on the description of the position. The President will appoint a committee to look at the candidates before final selection is made."

Kegler said letters were being sent out describing the position to the police chiefs throughout Minnesota and the police chiefs at the other Big Ten universities.

Capt. John Brooker is heading the department in the interim.

# Computer Brings Car Poolers Together

by Valerie Cunningham

The University of Minnesota has a car problem. More than 50,000 private vehicles converge on the Twin Cities campus each day, and 60 percent of the cars have only one occupant.

In addition to causing traffic jams at rush hours, the car problem ties up valuable land in parking areas and clogs the residential community surrounding the campus with parked cars every school day.

A survey taken by the Office of Physical Planning and Design last March showed that one third of the drivers would be willing to join a car pool. Most of those willing to car pool haven't done so because they don't know anyone else to join.

A computerized car pool system going into operation for the first time this fall is designed to deal with both problems: cut

down on the number of cars and get potential car poolers together.

Steve Shapiro, a student who helped plan the computerized system, said car pooling isn't new but the computerized plan is unusual.

"Other systems have formed pools around a zone or zip code," he said. "Our system emphasizes the individual and his needs and makes him the starting point for forming a pool."

People who sign up for the system fall quarter will fill out a form showing where they live, where they'd like to be dropped on the Twin Cities campus, and what times and days they need to arrive and leave.

The information will be fed into a computer, which will then match similar needs and preferences. Shapiro said each participant will receive a list of up to 10 names of people in his neighborhood who wish to join a car pool.

The system is designed to allow for flexibility. If a commuter needs to arrive early on some days and later on others, his list of names will include some who can fill that need.

The system is prepared to cover the seven-county metropolitan area and handle 5,000 commuters easily.

"We really don't know what the response will be this first time," Shapiro said. "If we do get more than 5,000 names, we can handle them."

The Minnesota *Daily* carried coupons the first week of school which commuters could clip and send to the transit office with their car pool information. About three weeks after the start of the quarter the computer matches will be sent out and commuters can start setting up their pools.

One of the incentives for the system is a parking lot near campus which is reserved until 9 a.m. each day for cars with three or more occupants.

After the computer-matched system is established, it can be offered to any large office or manufacturing complex in the area. Shapiro said the State Capitol complex and the IDS tower would be the kind of traffic-attractors that might want to use the system.

The system at the University is open to faculty, staff, and students. In its initial stages the University is covering all costs of the plan; there will be no charge to commuters. There are plans to seek federal or state funding to continue the car pool program.

David Licht and Barbara Gilbertson of the physical planning office and transit coordinator Roger Huss of the transit office cooperated in designing the car pool system.

Both offices see the computer-matched plan as a short-term solution to a problem that is going to require a mass transit system in the long run.

Because of a late start, the coupons for fall quarter were in the campus newspaper and available at the transit office. In following quarters the cards will be included in students' registration materials and will be distributed to faculty and staff by departments. Participants will then be able to receive their computer matches by the second week of the quarter.

## Remote Lots and Mass Transit Could Ease 'U' Traffic Jams

On the Twin Cities campus, about 50,000 vehicles a day compete for the 12,500 parking spaces in University lots, ramps, and garages.

Transit and parking officials are encouraging drivers to take advantage of mass transit options and remote parking lots to reduce the congestion.

A new lot, able to handle about 700 cars, has been established on University property on Como Ave. near 29th St. The Elm-Kasota parking lot has been discontinued, reducing somewhat the number of available parking spaces.

The Como lot will be serviced by both the intercampus bus line and a special shuttle bus which together will provide bus service every five minutes during peak hours. Drivers who have purchased a fare card from a University bursar may ride the buses for a dime. There will be no charge for parking in the lot.

The lot at the State Fairgrounds is being continued with a 20-cent parking

fee and a free shuttle bus to the St. Paul Student Center.

The lot adjacent to Morrill Hall now costs 50 cents per hour, double last year's rate.

Walter Johnson, manager of parking services, said the rate was increased to discourage all-day parkers from using the lot, which is designed to serve as a short-term visitor lot.

**EXPRESS BUSES** — The University is continuing its seven-route express bus system, which this year is sponsored jointly by the University and the Metropolitan Transit Commission (MTC).

Roger Huss, transit coordinator, said most bus routes are the same as last year, although service has been extended to Southdale and Southtown. Routes are posted on campus, and information is available from the transit office (373-0374) and from the MTC (827-2621).

*(continued on page 5)*

## Express Buses

(continued from page 4)

Huss said that because of the cooperation between the MTC and the University, fares on most of the express routes have been reduced.

Most express buses make at least two trips along each route each morning, deposit riders at several stops on and near campus, and make return trips in the afternoon.

A brief description of routes follows:

Route B: from 66th and Barrie Road, leaving at 6:43 a.m. and 7:13 a.m.

Route C: from 42nd and Lyndale, leaving at 7:07 a.m., 7:33 a.m., and 8:41 a.m.

Route D: from 76th and Penn, leaving at 7:26 a.m.

Route E: from Kellogg and Cedar, leaving at 7:16 a.m., 7:43 a.m., and 8:37 a.m.

Route F: from Edgcumbe and Snelling, leaving at 7:07 a.m., 7:34 a.m., and 8:33 a.m.

Route G: from 83rd and Lyndale, leaving at 7:16 a.m. and 8:22 a.m.

Route J: from 44th and Central, leaving at 7:05 a.m. and 7:35 a.m.

## UMD Medical School Is State's 3rd

(continued from page 1)

The UMD school is Minnesota's third medical school. The University's first medical school opened in Minneapolis in 1888, and the new Mayo Medical School in Rochester with 40 students started earlier this September.

The University Regents published a statement on medical education in April 1968 proposing that a school of medicine be established in Duluth. Their action followed requests by the Northern Minnesota Council for Medical Education (NMCME) and UMD and community officials.

The 1969 Legislature appropriated the funds to establish the basic medical science program at UMD. Dean Carter was appointed in July 1970 to begin the planning and recruitment of faculty and staff. The 1971 Legislature provided the funding for the first two years' operation of the school.

An NMCME fund drive raised more than \$800,000 to help support development of the school. Additional funds have come from state and federal sources, foundations, and private citizens.



During orientation, UMD's first medical class heard Dr. William Jacott, a general practitioner from Duluth, discuss the need for doctors in rural Minnesota. Photo by Ken Moran, UMD photographer.)

## Center Lets Students Learn by Doing

by Valerie Cunningham

(Editor's note: The Sept. 15 Report included a discussion of political projects at the University's Living-Learning Center, which became the subject of controversy late in August. A more general report on the LLC is given in the story below.)

Pam Benson, a senior at the University, worked full-time this summer as a live-in counselor at the Minnesota Reception and Diagnostic Center for delinquent youth.

Her major is sociology and she has studied the "book side of what causes kids' problems. But this gives me a chance to test myself with kids in a real situation," she said.

At the same time that Miss Benson performed a service at the diagnostic center and earned a quarter's worth of credits, she learned that her plans to be a counselor after graduation are right for her.

George Hage, professor of journalism, approved another student's proposal to

teach journalism to fourth-graders in an inner city school.

The student discussed with Hage what he was going to try to teach the grade-schoolers. Then the student went ahead with his project, which ended after his young class produced a newspaper.

"I felt he had discovered some things about communication and journalism which made it worthwhile," Hage said, explaining why he awarded independent study credits to the student and why he was willing to spend the extra time to evaluate the project.

**This is the kind of "learning by doing" that is occurring more and more at the University. And it's why the University created the Living-Learning Center (LLC) three years ago — to put students in touch with programs and faculty that can help them expand their learning horizons.**

The center has no faculty and cannot itself grant credits for a student's living-learning project.

Instead, the small staff is there to listen to students' proposals and ideas, then direct them to faculty members who

might be willing to grant credit for their projects.

**POLITICAL PROJECTS** — Some recent student projects include a study of Vietnam War veterans, a noise pollution study, a photography project on Afro-American culture, field work at the Legislature, and a variety of other political projects.

In addition, the center sponsors directed projects like the one Pam Benson worked on. These projects, established when the center discovers many students interested in a similar problem, are directed by faculty members and community resource people.

"Students' interests are often in controversial areas," said Don Morgan, the center's director, "and this can lead to some confusion about the University's and the center's involvement."

Morgan said students never work for a political candidate for credit — they work with a professor to arrange credit for a whole project, which usually includes research and a paper in addition to political work.

(continued on page 6)

## Basketball, Hockey Tickets on Sale

Basketball and hockey tickets are now on sale to staff members. Season tickets this year are sold under a separate plan for each sport, a change from previous years when one ticket covered all sports for the entire school year.

Basketball tickets are \$9 each and hockey tickets \$9 each for seating in the staff-student area. For an additional \$6 per ticket, a specific reserved seat may be purchased.

The tickets admit to all regularly scheduled intercollegiate athletic events. Exhibition games, championship tournaments, and previews are not included.

Last year the student-staff attendance at basketball games averaged between 5,500 and 6,000 a game. Ken Buell, athletic ticket manager, expects to sell between 8,000 and 10,000 staff and student tickets this year.

"The basic concern is to accommodate members of the University community first," Buell said. "The space available after staff and student sales will determine how many tickets will be available for sale to the general public."

There is a possibility that no single game tickets will be sold for the basketball games. The 17,435 seats available could be filled through staff, student, and public season tickets. It has been necessary to set Nov. 4 as the last day for staff and student sales so that the public ticket sale can be conducted.

For information, call the Athletic Ticket Office, Bierman Field Athletic Building, at 373-3181.

## Varied Courses at UMD Free Univer-City

Sign language for the deaf, beginners chess, and family planning are among the 14 courses offered this fall by the Free Univer-City at the University of Minnesota, Duluth (UMD).

The courses are all tuition-free and are open to UMD students and the public. Teachers of the noncredit classes are UMD faculty, students, and members of the Duluth community.

Classes began the week of Oct. 2 and are meeting on the campus once a week for ten weeks.

## Hundreds Come to Living-Learning Center . . .

*(continued from page 5)*

"An independent study project designed by a student and agreed to by a faculty member as having demonstrable educational value can lead a student directly into political campaigns or efforts to influence legislation in such areas as ecology and women's rights," Morgan said.

Morgan added that the center has even handled religious projects.

"The question raised when University credit is involved is simply whether the project leads to a learning experience which can stand the test of a monitoring faculty person," Morgan said.

**CARRY-OVER PROJECTS** — The center's operational phrase is service/learning.

"We're interested in projects which not only fill important community needs but also relate theory to the actual experiences of a student in a project," Morgan said.

This dual role — of enhancing a student's education with real experiences and providing a service to the community — is the new thrust of the center.

"The original purpose was to advise students on independent study," Morgan said. "Now we're putting our prime energies into what we call carry-over projects." He explained that these are projects students will stay committed to after their relatively short-term campus life.

With its emphasis on moving students off the campus, the center this year has organized 10 service/learning projects, including one on urban renewal and others on day care, health care, women's studies, and field work at the Legislature.

For each project, the center has faculty contacts who will do some teaching and community people who have agreed to participate.

"We like to see students involved in projects which last a full year and which develop skills they can use in later community work," said Kurt Meyers, a center staff member. He added that many of the skills would be the kinds that would not develop in a typical undergraduate education.

Meyers said the majority of students doing LLC projects combine them with their regular course work and that most — about 80 percent — want University

credits for their LLC work.

Both Meyers and Morgan said they prefer to work with students whose commitment to a project is more substantial than a simple desire to earn credits.

**Last year there were nearly 500 students working on group projects set up by the center, such as Pam Benson's, or the project in which 19 students tutored children of migrant families in St. Paul.**

In addition, nearly 1,000 students walk in to the center each year, some with questions, some needing suggestions, and some with concrete ideas for projects. Not all of these, however, end up doing independent-study work.

**SELF-DESTRUCT BUTTON** — During its three years of operation the center has seen a great increase in the number of University departments and schools that offer their own independent study courses. Part of the LLC's original mission was to encourage such innovation at the University.

With the number of learning-by-experience options increasing the center may soon be out of a job.

"We have a self-destruct button set to go off at the end of five years," Morgan said. The staff hopes that after two more years there will be enough options available within the University that the center will no longer be needed.

To keep the living-learning concept fresh and provide for frequent rejuvenation, the center as a rule that no staff member may stay longer than two years.

Morgan has already served one year as the half-time director and at the end of his second year plans to return to full-time teaching in the College of Education.

He said he feels the center has been successful in enhancing the undergraduate learning experience, but it is difficult to assess the success of its other charge — to improve the quality of undergraduate instruction.

Pam Benson has no doubts about the worthiness of the Living-Learning Center.

"I could go on for hours about how great this experience has been," she said. "Sociology deals with people so vitally, it would be ludicrous to spend all your time in a classroom and not get out and interact with people."

# Professor May Lose Tenure for 'Adequate Cause'

(continued from page 2)

**NON-REGULAR FACULTY** — A faculty member with a non-regular appointment is not in a probationary status. "He has no expectation of permanence in the University nor any right nor claim to be considered for a new appointment on any preferential basis," the regulations say.

Non-regular faculty members include the following:

- Those who hold appointments that do not require them to devote at least two-thirds time to their positions;
- Those who hold appointments in academic units designated by the Regents to be limited in duration either because they are experimental or for some other reason;
- Those who hold appointments that are not funded as regular line items in the University budget but depend on funding from outside sources;
- Visiting or substitute professors or visiting lecturers;
- Clinical or adjunct faculty members;
- Those in the position of teaching specialist or research specialist;
- Graduate students who hold appointments as teaching associates, teaching assistants, research assistants, and administrative fellows;
- County extension agents;
- United States Army, Air Force, and Navy officers who hold appointments in the Departments of Military Science and Tactics, Air Science, and Naval Science;
- Athletic coaches; and
- Administrators, including the president, vice presidents, provosts, and deans, and the administrative assistants of these officials.

## **ADMINISTRATORS AND COACHES**

— Administrators serve "at the pleasure of the Board of Regents" and are not eligible for tenure.

Administrators may also hold faculty appointments involving academic duties that are not administrative. Their appointments as administrators "shall be distinct and severable" from their other appointments, and removal from administrative posts "shall not impair any rights they may have in their other positions."

Once the new regulations take effect, no administrator would be given a regular

faculty appointment with continuous tenure in order to carry out his administrative duties. Administrators who have already acquired such tenure would continue to hold it.

"The Tenure Committee recognizes the desirability of creating a career administrative service, but believes that giving administrators regular faculty appointments with continuous tenure is not the proper way to accomplish this result," the document says.

Similarly, athletic coaches "have no anticipation of continued employment," but coaches may hold regular faculty appointments in teaching positions. Coaching appointments should then be "distinct and severable" from the other appointments.

**WHAT TENURE MEANS** — By conferring tenure upon a faculty member, the University indicates satisfaction that "he is professionally competent and responsible." If it is later to take the "extraordinary step" of terminating his appointment, the University must carry the burden of showing adequate cause.

A probationary appointment, on the other hand, "does not carry with it a presumption of demonstrated professional excellence." It shows only that the faculty member "is deemed worthy of consideration for a possible appointment with continuous tenure" and that he will not be dismissed before the end of the specified term without adequate cause and without due process.

A faculty member who disputes the decision not to renew his probationary appointment must carry the burden of showing "that the termination of his employment constituted a violation of his academic freedom, constitutional or statutory rights, or that improper consideration was otherwise given to his merits."

The reason for this more limited protection, the regulations say, is that "the University must have wide latitude to confer continuous tenure only upon faculty members who show the greatest promise and otherwise best meet its needs."

**ADEQUATE CAUSE** — Termination of an appointment with continuous tenure, or of any other appointment before the end of its specified term, may be effected only for adequate cause.

Adequate cause is defined in the regulations to include the following:

- Demonstrably bona fide financial exigency;
- The discontinuance or curtailment of an academic program for reasons other than financial exigency;
- Demonstrated professional incompetence;
- Physical or mental disability impairing a faculty member's capacity to perform his assigned duties adequately;
- Repeated failure or unwillingness to perform assigned duties adequately;
- Repeated conduct destructive of "such working relations with colleagues as are essential to effective accomplishment of the mission of the academic unit concerned"; and
- Repeated conduct destructive of the academic freedom or constitutional rights of others.

Procedures for making tenure decisions, judicial procedures for disputed cases, and complaint procedures for matters not involving tenure are spelled out in the regulations.

In the next issue: how decisions about tenure are made.

## Civil Service Staff Praised by Caldecott

Members of the University's civil service staff were praised by Dean Richard S. Caldecott of the College of Biological Sciences in a recent letter to President Malcolm Moos.

The letter follows:

"I have been a faculty member at the University since 1955 and have recently discovered just how myopic I have been during that entire time.

"The AIBS conference opened my eyes to the fact that this University is undergirded by a devoted civil service staff which I am sure is in a large measure the unsung hero of the University's success.

"The arrangements made for the meeting by individuals who are responsible for student unions, food services, custodial services, housing, audio-visual services, security, room scheduling, and transportation were truly magnificent. They made us look good and because I have no adequate way to thank them, I decided the least I could do was express my sentiments to you."

# Twin Cities Campus Calendar • October 16-31, 1972

## MINNESOTA ORCHESTRA

Ticket Office, 106 Northrop Auditorium

**Thursday-Friday Concert Series**, Thursdays, I. A. O'Shaughnessy Auditorium, College of St. Catherine, 8 p.m., tickets \$4.29-\$7.07; Fridays, Northrop Auditorium, 8:30 p.m., tickets \$3.03-\$7.07

- Oct. 19-20 — Roberto Benzi, guest conductor
- Oct. 26-27 — George Trautwein, conductor; Dale Moore, baritone; and the Macalester College Choir directed by Dale Warland

## STUDENT UNION PROGRAMS

**Craft Fair**, North Star Ballroom, St. Paul Student Center

- Oct. 23 — 2-9 p.m.
- Oct. 24 — 11 a.m.-5 p.m.

**The Whole Coffeehouse**, Coffman Memorial Union, Thursday-Saturday 8:30 p.m.-1 a.m.; advance tickets \$1.50, \$2 at door

- Oct. 19 — Steve Goodman
- Oct. 20-21 — Tim Buckley
- Oct. 26-28 — John Hammond

## EXHIBITIONS

**University Gallery**, Northrop Auditorium; Monday - Friday 11 a.m. - 4 p.m., Sunday 2 - 5 p.m. Through Nov. 5 — B. J. O. Nordfeldt Retrospective, Galleries 305-307 and 309

**Wilson Gallery**, 472 Wilson Library; Monday-Friday 8 a.m.-5 p.m.

Through November — "The Book and Its Cover: An Exhibit of Fine Bindings"

**St. Paul Student Center Galleries**, Student Center; Monday-Saturday 8 a.m.-10 p.m., Sunday 12 noon-10 p.m.

- Through Oct. 27 — Mixed media by Rose Edin, Rouser Room Gallery
- Through October — Acrylics and oils by Dorothea Smith, North Star Gallery

**Jaques Gallery**, James Ford Bell Museum of Natural History; Monday-Saturday 9 a.m.-5 p.m., Wednesday 9 a.m.-9 p.m., Sunday 2-5 p.m.

Through Nov. 27 — "The Art of Francis Lee Jaques"

## DEPARTMENT OF UNIVERSITY RELATIONS

S-68 Morrill Hall

University of Minnesota  
Minneapolis, Minnesota 55455

Second Class Postage Paid

## UNIVERSITY ARTISTS COURSE

Reservations may be made at 105 Northrop Auditorium, and tickets are available at all Dayton's stores on Monday of the week prior to performance

**Masterpiece Series**, Northrop Auditorium, 8 p.m., tickets \$2.50-\$5

Oct. 18 — An Entertainment for Elizabeth, by New York Pro Musica

**World Dance Series**, Northrop Auditorium, 8 p.m., tickets \$3-\$6.50

Oct. 24 — Beryozka Dance Company, Russian folk festival

## ATHLETIC EVENTS

Tickets available at Cooke Hall and all Dayton's stores

**Football**, Memorial Stadium; tickets \$4.50-\$6.50, \$2 for those under 18 and over 62

Oct. 21 — University of Iowa (Homecoming), 1:30 p.m.

**Cross Country**, University Golf Course; no charge

- Oct. 21 — University of Iowa, 10:30 a.m.
- Oct. 28 — Northwest Open Meet, 10:30 a.m.

## JAMES FORD BELL MUSEUM OF NATURAL HISTORY

The Museum, Touch and See Room and Children's Reading Room (cosponsored by the Minneapolis Public Library) are open Monday-Saturday 9 a.m.-5 p.m., Wednesday 9 a.m.-9 p.m., and Sunday 2-5 p.m.; by reservation, guides can be made available to groups of 15 or more; open without charge

**Sunday Film Programs**, Museum Auditorium, 2:30 and 3:30 p.m. Oct. 29 — "Nanook of the North"

## WORLD AFFAIRS CENTER

**Conference**, Holiday Inn Central, 8:45 a.m.-3:30 p.m.; conducted by the World Affairs Center and the Department of Conferences and Institutes; \$17 fee; for further information, call 373-3155

Oct. 19 — "Uses and Abuses of the Seas"

## UNIVERSITY BROADCASTS

A service of Continuing Education and Extension

**Radio KUOM**, 770 on the dial

10:30 a.m. Monday-Friday — Minnesota School of the Air

11 a.m. Monday-Friday — Highlights in Homemaking

11:15 a.m. Monday, Tuesday, Wednesday, Friday — New Worlds of Knowledge; Thursday — Radio Smithsonian

12 noon Monday-Friday — Scope; Saturday — Midday News

12:15 p.m. Saturday — BBC Report

12:30 p.m. Saturday — Artists and Archives

1 p.m. Monday-Friday — Public Affairs; Saturday — European Organs

1:30 p.m. Monday-Friday — Public Affairs; Saturday — Best of the Week

2 p.m. Monday-Friday — Afternoon Concert; Saturday — The Saturday Show

4 p.m. Monday-Friday — All Things Considered

5:30 p.m. Monday-Friday — News; Saturday — The Hour

6 p.m. Monday-Friday — Ecos en Espanol; Saturday — Bernard Gabriel

**University Television Hour, KTCA-TV** (Ch. 2)

9 p.m. Monday — King James Bible as Literature; Wednesday — V.D., Who Me?

9:30 p.m. Thursday — Town and Country

## FILMS

North Star Ballroom, St. Paul Student Center

**Noon Films**, 12:15 p.m.; no admission charge

Oct. 17 — "The Lone Ranger" and "Andy's Gang"

Oct. 31 — Boris Karloff thriller

**Evening Films**, 8 p.m.; admission \$.75

Oct. 26 — "Johnny Got His Gun"

Oct. 31 — "Diabolique"

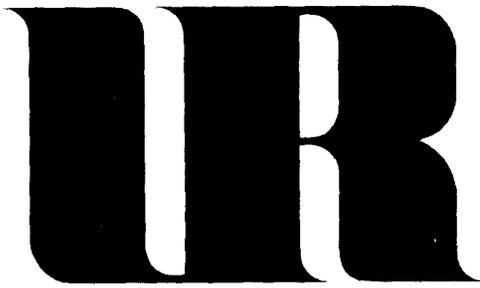
## LANDSCAPE ARBORETUM

Four miles west of Chanhassen on Highway 5; open to the public every day 8 a.m.-sundown; \$1 per car (for nonmembers)

**Saturday Hikes**

Oct. 21 and 28 — 9:30 a.m.

UNIV. ARCHIVES ROOM  
LIBRARY, U. OF MINN.  
MINNEAPOLIS, MN 55455



# UNIVERSITY REPORT

A NEWSLETTER FOR STAFF MEMBERS ON ALL CAMPUSES OF THE UNIVERSITY OF MINNESOTA

## What Counts in Tenure Decisions?

In a series of interviews, six department chairmen, an associate dean of the Medical School, and academic administrators from the Duluth and Morris campuses talked about how tenure decisions are made in their units. See the story on page 2.



"If a person is not engaged in serious scholarship, he may be a flashy teacher, but in five or ten years he will not be. . . . In history, publication is very slow. We don't expect a book for tenure." — Clarke Chambers, history.



"If you have a 30-man department, you have more room to accommodate individual differences. In our minds it would be hard to justify tenure for someone who is not a good teacher." — David Vose, Duluth campus.



"A fellow won't be given tenure if he isn't active, and some kind of research activity is easiest to define. But if a fellow isn't a good teacher, he has no hope of getting tenure." — Neal Amundson, chemical engineering.

## Elections Nov. 15 for Civil Service Staff

Election day is Nov. 15 for civil service staff members from throughout the University. For the first time ever, they will be electing members to a representative council.

Counting more than 4,000 student employees (who will vote separately for 10 representatives), some 14,000 staff members are eligible to vote.

"That's a large group of people who haven't been represented," said Betty Jo Points, principal accountant in the College of Liberal Arts and chairman of the 30-member task force that drew up plans for the election.

**VOTING UNITS** — About 125 members will be elected to the council. Representation will be on the basis of administrative units.

One representative will be elected for each 100 staff members or portion thereof from units with 20 employees or more. Smaller units have been asked to choose the unit they want to vote with.

Some administrative units have been grouped to form voting units. For example, civil service staff members from the vice presidents' offices will vote with the Office of the President. Staff members from the entire Institute of Agriculture will vote as

one unit. The Medical School and University Hospitals will vote as separate units, but the rest of the health sciences have been grouped into one voting unit.

Each of the coordinate campuses is a voting unit, and most experiment stations are also voting units. Smaller experiment stations might be grouped into one unit, or some might choose other units to vote with — for example, a station near a technical college might vote with that college.

Decisions about experiment stations had not been completed early in October. Not counting these stations, there are about 40

*(continued on page 3)*

# Criteria for Tenure Vary by Unit

by Maureen Smith  
(Second of a series)

You're an assistant professor in your sixth year at the University. Your courses are popular with students, and you have questionnaires to show your students' high regard for you. Publication has come



"In our department, if someone is really an exceptional teacher, that's a reason for being promoted." — Howard Y. Williams, secondary education.



"We would like some distinction in one of the three areas and at least competence in the other two. . . . Publication is important. We are teaching not only our own students but the larger national profession." — William Madden, English.

slowly, but last year you published your first article and you think it's a good one.

What are your chances for tenure?

It depends on a lot of things. Most of all it depends on the mission, the standards, and the needs of the academic unit you're a part of.

In a series of interviews, six department chairmen, an associate dean of the Medical School, and administrators from two coordinate campuses discussed the decision-making process and the criteria used by their units in making determinations about tenure.

The process would be standardized if proposed revisions in tenure policy now before the University Senate are approved. Not everyone is happy with the proposed changes.

Criteria for tenure vary from unit to unit, and this would continue to be true under the proposed new regulations. After spelling out "the qualifications that should guide initial evaluation" of the candidate for tenure, the proposal says that each unit "is to weigh the several factors in the light of its special mission to the University."

**CRITERIA FOR TENURE** — Five criteria are listed in the tenure document. They are as follows:

- Effectiveness in teaching;
- Professional distinction in research and writing or artistic production;
- Ability and willingness to maintain such working relations with colleagues as are essential to effective accomplishment of the academic unit concerned;
- Personnel needs, programs, policies, priorities, and options of the unit and the qualifications of other individuals available to satisfy them;
- Contributions, other than teaching, research, and writing, to the University, the community, the state, and the nation.

The criterion of program needs and priorities may become increasingly important in a time of tight budgets. "A decision not to reappoint a faculty member on a probationary appointment need carry no implication whatsoever as to the quality of his work or conduct," the document says.

In present practice, according to the department chairmen, the most important considerations are teaching, research or scholarship, and service to the department

and the University. It is the weight given to these three criteria that varies.

**TEACHERS OR SCHOLARS?** — The relative weight given to teaching and scholarship is a matter of frequent concern to students and the public as well as some faculty members themselves. But Prof. Clarke Chambers, chairman of the history department, said the opposition of teaching and scholarship is a false dichotomy.

"If a person is not engaged in serious scholarship, he may be a flashy teacher, but in five or ten years he will not be," Chambers said. "We are eager to see that a person is lively in his intellectual life, because this feeds back into his teaching.

"I'm not saying that all great scholars are great teachers," Chambers said, "but a great teacher is an active scholar because scholarship is the substance of what he's doing. I always put a hyphen between the two. We are teachers-scholars."

At the Morris campus, said Academic Dean Gordon Bopp, the criteria are weighted about two to one in favor of teaching. But Bopp said "we do try to encourage scholarly activity because we feel it's complementary to teaching."

Regents' Prof. Neal Amundson, chairman of chemical engineering, said that "a fellow won't be given tenure if he isn't active, and some kind of research activity is easiest to define. But if a fellow isn't a good teacher, he has no hope of getting tenure."

Secondary education was described as "essentially a teaching department" by its chairman, Howard Y. Williams, who said that "where someone is really an exceptional teacher, that's a reason for being promoted." But Williams added that "if one is going to be in the University setting, one ought to expect to make some

(continued on page 4)

## University Report

Volume 4

Number 4

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## Regents Increase Budget Requests

The University's requests to the 1973 Legislature for general operations and maintenance and for buildings were increased Oct. 13 by the Regents.

Final figure for the general operations request is \$252,032,000. This is \$2 million more than the figure of \$250,175,000 approved at the last Regents' meeting.

Accounting for the difference is \$1.8 million in social security and state health plan increases, added according to instructions from the state budget division; \$55,000 for the Municipal Reference Bureau, which made a special plea to the committee for a year's additional funding before the bureau can be funded by another state agency; and \$9,000 in changes of details.

The building request was raised by \$503,500 for a total of \$64,588,000. This includes two items for the Duluth campus and one for Waseca.

At Duluth, \$230,000 was added for a music rehearsal hall and fine arts facility and \$117,500 for roads and campus improvements. For Waseca, \$156,000 was restored from its original request to complete a laboratory classroom building.

## Bureau of Field Studies Not in Danger of Discontinuation

The Bureau of Field Studies is not in danger of being discontinued, and University funds will be sought for the Municipal Reference Bureau for another year.

Prof. Van D. Mueller, chairman of the division of educational administration, has pointed out that an article in the Oct. 1 *University Report* may have misled readers about the status of the Bureau of Field Studies.

Funding for the bureau in the next two years will be on the same basis as it has been in the past, Mueller said. The bureau is supported by contract income from school systems and state and federal agencies for whom evaluation studies and management planning studies are conducted.

A proposal that additional funds for the bureau be sought from the Legislature was

## Civil Service Voting Planned

(continued from page 1)

voting units, which are listed at the end of this article.

**VOTING PROCEDURES** — All civil service employees who work 75 percent time or more and accumulate vacation and sick leave are eligible to vote. Those who have been on the payroll six months or more are eligible to serve on the council.

Voting and eligibility lists will be based on the Oct. 15 payroll. The head of each voting unit will receive what Mrs. Points said will be a "fairly accurate list," compiled by computer, of eligible voters in his unit. It will then be his responsibility to screen the list or add to it as necessary and certify the eligible voters.

Some time before Nov. 15, a nominating meeting of all eligible voters will be called in each voting unit. A staff member may also be nominated by petition of 5 percent of the eligible voters in his unit.

Secret ballots will then be prepared and distributed in time for the Nov. 15 election. Although the task force "can't tell units how to vote," Mrs. Points said, "we would recommend that in units where it seems indicated, some system of cumulative or

proportional voting be used" so that minority interests can be represented.

Student employees will elect ten representatives in balloting to be conducted by Edwin Siggelkow, coordinator of the Student Activities Bureau.

Five days after the election, results are due in Mrs. Points' office (209 Johnston Hall). Timing is "a little tight," she acknowledged, but "I don't think it will pose a real problem." She added that "once we've done it the first year, it will be easier after that."

**ELECTED COUNCIL** — Within two weeks, she said, the task force will call an organizational meeting of the elected members. Bylaws will have to be drawn up and committees established.

"The whole purpose of the council will be to provide communication between civil service employees and the administration," she said. "Civil service workers have never had anything of this kind before. This is their opportunity to have their say."

**LIST OF UNITS** — The 40 voting units, not counting experiment stations, are the following:

Institute of Agriculture, Admissions and Records, College of Biological Sciences, College of Business Administration, Business Office, Civil Service Personnel, Continuing Education and Extension, Crookston campus.

Data Processing Center, Duluth campus, College of Education, General College and University College, Graduate School and Research Center, Health Sciences, Hormel Institute, Intercollegiate Athletics.

Law School and Library, College of Liberal Arts, Medical School, Morris campus, Department of Police, Physical Planning and Development, Physical Plant, Office of the President.

Purchasing and Storehouses, Research Contracts and Grants, Office of Student Affairs, Student Unions, Support Services and Operations, Institute of Technology.

University Bookstores, University Computer Services, University Health Service, University Hospitals, University Libraries, University Relations, College of Veterinary Medicine, Waseca campus.

# 'Publish or Perish' Isn't Always the Rule

(continued from page 2)

contribution to validated knowledge."

Williams distinguished between "up predictors" like research and "out predictors" like poor teaching. "Where we get all sorts of bad vibes about someone's teaching, he is not likely to stay around."

Chairman William Madden of the English department said "we would like some distinction in one of the three areas and at least competence in the other two. We would not like to say one is more important than another.

"From an assistant professor we would want an article or two of real quality," Madden said. Or tenure might be given to someone "whose publication doesn't seem really distinguished but who is outstanding in teaching."

Dr. H. Mead Cavert, associate dean of the Medical School, said the primary criteria for promotion are "teaching and/or research excellence." A 1968 policy calling for excellence in both teaching and research was modified to "and/or" after great debate, Dr. Cavert said.

(The Medical School situation is complicated by the fact that a large number of faculty members are not technically classified as "regular" because of the source of funding for their positions. But a promotion to associate professor carries with it the expectations that normally come with tenure, Dr. Cavert said. The question of qualification for promotion to the tenured ranks has been separated from the source of funds.)

At Duluth, said Vice Provost David Vose, a faculty member would have to perform "adequately or more than adequately" in teaching or research or both. He could get tenure if he were "an outstanding teacher with little evidence of scholarly production."

The reverse situation is theoretically possible, but on a campus with an orientation to teaching and a heavy teaching load, Vose said it would be hard to justify tenure for an outstanding scholar who was not a good teacher. "We just don't have that type of person on this campus.

"If you have a 30-man department," he added, "you have more room to accommodate individual differences." The faculty member whose strength is in research could then be given a lighter teaching load.

Mathematics was described by its head, Johannes Nitsche, as a "rather conserva-

tive unit" with "awfully strict" standards. "If you are only a good teacher or only a good researcher, that should not be good enough." In addition, Nitsche said, a faculty member would have to "be involved in all aspects of the departmental life" — or at least show promise that within a few years he will be at this point.

In agronomy, said chairman H.W. Johnson, the primary criterion for tenure is "the performance of the individual in his primary area of responsibility." Because of the way the department is funded, some faculty members might be engaged entirely in teaching and others entirely in research.

**PUBLISH OR PERISH?** — Scholarship can take many forms and need not always be published. In history "tenure doesn't often rest on published scholarship," Chambers said. "A person's career is too young."

Publication in history "is very slow," he added. "We don't expect a book for tenure."

At a university, publication is more important than it would be at a four-year college or a junior college, Madden said.



**"We weight fairly heavily on the teaching. We don't have a publish-or-perish situation, but we do try to encourage scholarly activity because we feel it's complementary to teaching. . . . We're small enough so that the feedback network is still pretty good." — Gordon Bopp, Morris campus.**

"We are teaching not only our own students but the larger national profession." He described publication as "a dialogue with one's colleagues all over the country and even internationally."

Quality and not quantity of publication is stressed, Madden said. Similarly, Dr. Cavert said that what counts in the Medical School is quality of research, not just the number of papers published.

In mathematics, Nitsche said, it is quality and "to some extent" quantity that count. A faculty member could be "very smart and never do anything," he said. "We shouldn't reward people for pure talent."

In addition to quality and quantity, the type of publication can make a difference. Textbooks are not generally considered in the same way as a scholarly contribution, Williams said. Because writing a text involves "packaging available knowledge," he said, it would be considered a contribution to instruction and "not so much a contribution to disciplined inquiry."

At Morris, Bopp said, "we don't have a publish-or-perish situation," but he said "we do think that scholarly activity is essential to a good fertile mind." This activity might take the form of pedagogical research or curricular design, he said.

**CAN COMPETENCE BE JUDGED?** — Competence, especially in teaching, is difficult to judge, the department chairmen agreed. They also agreed that, as Dr. Cavert said, "some attempt needs to be made."

In most cases the faculty member himself is invited to submit whatever documentation he thinks would be helpful (and this practice is formalized in the proposed regulations).

Student questionnaires, published writings, and letters from scholars in the faculty member's field can all be presented as evidence of competence. In addition, Nitsche said, there are other ways for a faculty member's colleagues to assess his performance. They may have attended a seminar at which he presented a paper, or they may have heard comments or complaints from his students.

"It's hard to tell who is a good teacher," Nitsche said, "but it's easier to tell who is a bad one."

A special problem on the Morris campus is that tenure recommendations are made by divisions and faculty members are called

(continued on page 7)

# Enrollment Drops for First Time Since 1959

by Valerie Cunningham

The number of students enrolled at the University this fall is about 1,300 fewer than last year.

A count of regular day students taken at the end of the second week of classes shows a total of 49,929 students, compared with 51,246 for the same period last year. The figures indicate only the number of students who had registered by Oct. 6, not how many actually paid fees or registered after that date.

All the decreases occurred on the Twin Cities campus and the Mayo Graduate School of Medicine, with the College of Liberal Arts (CLA), Graduate School, College of Education, and Institute of Technology reporting the largest decreases.

The last time the University and the Twin Cities campus showed an enrollment decline was in 1959, when 30 fewer students registered for fall quarter at the University and 157 fewer were recorded on the Twin Cities campus.

Each of the four coordinate campuses report enrollment increases. The Technical College at Waseca, entering its second year of operation, has more than doubled its enrollment.

Figures for each of the campuses are as follows: Twin Cities 41,840 (down 1,838), Crookston 660 (up 147), Duluth 5,488 (up 141), Morris 1,763 (up 54), Waseca 320 (up 205), and Mayo Graduate School of Medicine in Rochester 478 (down 23).

Stanley Kegler, special assistant to President Malcolm Moos, said the enrollment drops in CLA and the College of Education are not surprising. There are 814 fewer students in CLA and 328 fewer in the College of Education.

The College of Education has been working on an enrollment limit for some time, Kegler said, and CLA has set a target enrollment ceiling of 17,000 students. The 16,687 students enrolled in CLA this fall is short of the target, but enrollment in CLA last year exceeded the target by 501 students.

The drop in the Institute of Technology enrollment, down 379 students, is attributable to "bad publicity in the news media about unemployed scientists and engineers," according to the institute's dean, Richard Swalin.

Swalin said a turnaround in the employment picture is coming and that there may well be a shortage of scientists and engineers within four years.

Other significant drops on the Twin

lege, down 241 students, and the Graduate School, which shows 440 fewer students enrolled.

May Brodbeck, dean of the Graduate School, said an enrollment decline was anticipated. She said departments limited the number of graduate students because of drastic decreases in financial aid available to graduate students and the anticipation that graduate students will find it increasingly difficult to find jobs after completing their degrees.

Kegler said that the University based its legislative request on an estimated enrollment drop of about 1,300 so that "there is no need to alter that request."

The enrollment declines in some units are partially offset by increases in areas such as the colleges of agriculture and forestry (up a combined 142 students), the health sciences (up 133) and biological sciences (up 104).

The total freshman class is 7,776 on all campuses, compared with 8,188 last year. Of the total freshman class, 5,333 are on the Twin Cities campus, 1,419 at Duluth, 533 at Morris, 326 at Crookston, and 165 at Waseca.

The total number of men attending the University is 30,703 and of women is 19,226.

## Liberal Arts Not Wanted at Waseca

When will the University of Minnesota Technical College at Waseca (UMW) start to offer liberal arts programs?

"Never, I hope!" is the response of Harland Hasslen, chairman of the agriculture division, who told the *Waseca Daily Journal* that the question is often asked.

Hasslen and UMW Provost Edward Frederick were interviewed in a "get acquainted issue" of the *Journal*. Both used the opportunity to discuss what technical education is all about.

"We want to continue to remind people that we are a student-oriented college with a single mission of developing semiprofessionals in agriculture," Frederick said.

Semiprofessionals are trained at a level

between skilled workers and professionals. Each program requires at least two but less than four years to complete for an associate degree.

Courses are offered at college level and intensity, Hasslen said. Laboratory work is equal to or greater than time spent in the classroom. Two thirds of the courses in each program are in the technical field of specialty. The general education courses that make up the other third "must relate to the purposes of the college."

"In Minnesota 35 to 40 percent of the labor force works in some phase of the broad field of agriculture," Frederick said. "For example, in the field of agricultural secretary the agribusinesses are saying we

can't turn out enough in this area. They say they want someone who knows agriculture and can talk to people in agriculture."

After UMW's first year "we see patterns developing," Frederick said. "Our student numbers go up from fall to winter because of the decreased work load on the farm. Every other college population goes down."

Enrollment last fall was 134, and in winter quarter it was 151. In addition, 102 students attended in the summer. Frederick said that "if anything," the summer students "seemed more dedicated."

"We had an extremely good first year," Frederick said. "I think it's fair to say the college is off to a good start."

# Improved Service Is Aim of Audio-Visual Reorganization

Three of the University's major audio-visual services — Radio and Television, Audio-Visual Resources, and Audio-Visual Extension — have been restructured.

From the three, two new units have been created: Media Resources and Audio-Visual Library Services.

The units are being administered for now by Continuing Education and Extension (CEE). Two of the old units were in CEE and the third (Audio-Visual Resources) was part of Support Services.

The purpose of the reorganization, said CEE Dean Harold Miller, was "to coordinate certain service units at the University and to integrate them more closely with other University activities." Other audio-visual facilities, now housed throughout the University, eventually may be incorporated into the new units.

**AUDIO-VISUAL LIBRARY SERVICES** — All-University film services, including the scheduling and showing of films and slides in classrooms, have been combined with the old Audio-Visual Extension to form the unit to be known as Audio-Visual Library Services (AVLS). This unit in time may become part of the University library system.

Nearly 20,000 educational films and filmstrips, 2,500 audio tapes, and 200 video tapes are in the AVLS collection. Other materials may also be obtained from commercial distributors for use on campus.

Willard D. Philipson is the director of AVLS.

**MEDIA RESOURCES** — The production-related services of the former Audio-Visual Resources have been combined with Radio and Television to form the new unit called Media Resources.

Included are motion picture production, photographic and microfilm services, art and instructional materials, advisory services, engineering, and radio and television.

Media Resources will be administered by Burton Paulu, coordinator of media resources development.

**REASONS FOR REORGANIZATION** — These moves are part of a larger reorganizational effort led by Peter Roll,

who has overall responsibility for coordinating educational resources — libraries, computers, and audio-visual facilities. Roll was named by the Regents in July 1971 as special assistant for educational development and educational resources in the office of Vice President William G. Shepherd.

The reorganization is intended to provide better service to faculty and students and to mobilize the University's resources to give "coordinated and efficient support for educational development activities," Roll said.

"Development and improvement of instruction in the future will be facilitated by much more extensive use of the media and new distribution technologies," he said. "If our educational development program and related activities are to be effective, they must be supported by well-organized services for producing and distributing media materials."

**REDUCING CONFUSION** — Placing the large film collections of the University in one office will reduce the confusion as to who is responsible for providing these materials and projection services, Roll said.

In the production area, he said, some services have been provided without charge to users through central funding (closed-circuit television, for instance), and other services (such as film production) have been supported entirely by full charges to users.

As a result, Roll said, "decisions on which medium to use often are made on the basis of economics rather than the appropriateness to the task at hand.

"This problem cannot be solved immediately," he said, "but the new organization provides a framework within which the funding mechanisms for the various services and media can be balanced."

A handbook, *Instructional Resources*, recently published by the Center for Educational Development and distributed to all faculty, describes the services available from these new units in more detail. (Note that in this handbook the Audio-Visual Library Services unit is erroneously identified as the Non-Print Media Library.) A quick summary of services and telephone numbers is given on page 7 of this issue of *University Report*.

## Honors and Awards

*(This new section of Report will list honors received by University faculty and staff members, in an attempt to give recognition to the individuals and inform other staff members of honors that have come to their colleagues.)*

*News of recent honors should be sent to the editor, Maureen Smith, S-68 Morrill Hall. If the list becomes unwieldy, it may be necessary to establish some criteria of significance.)*

Prof. **Robert C. Brasted**, director of the general chemistry program, has been named winner of the 1973 American Chemical Society's \$2,000 Award in Chemical Education. He will receive the award next April in Dallas, Tex.

Regents' Prof. **Ernst R.G. Eckert** of mechanical engineering received an honorary doctor of science degree from the University of Notre Dame last May and the Vincent Bendix Award, the highest award of the American Society for Engineering Education, in June.

Prof. **Otto H. Schmitt** of biophysics has received the John Price Wetherill Medal of the Franklin Institute in Philadelphia. At the same award presentation Oct. 18, Assoc. Prof. **Mahmoud Riaz** of electrical engineering received the Levy Medal for the outstanding paper in a journal for 1970.

Assoc. Prof. **Thomas Slettehaug** of art education spoke at two international art conferences in August. He presented speeches at the seventh annual International Congress of Aesthetics in Bucharest, Romania, and at the Congress of the International Society for Education Through Art in Zagreb, Yugoslavia.

A University of Minnesota Press book has been named Top Honor Book for 1972 by the Chicago Book Clinic. The book, *The East India Company Journals of Captain William Keeling and Master Thomas Bonner, 1615-1617*, edited by Michael Strachan and Boies Penrose, was designed by **Robert N. Taylor**, design and production manager of the Press.

Dean **C. Arthur Williams** of the College of Business Administration was recently elected to the board of Consumers Union. Prof. **E. Scott Maynes** of economics has been a member of both the CU board and the executive committee since 1968. At a meeting last month, Maynes was elected treasurer.

# Do Tenure Discussions Lead to Animosity?

(continued from page 4)

upon to make judgments about colleagues in disciplines other than their own. "About all they can do is give a gut reaction or reflect some feedback," Bopp said.

In some ways this problem is balanced by the fact that the campus is "small enough so that the feedback network is still pretty good. Someone in studio arts would have a pretty good feel for how an English teacher is doing. He's heard student comments, and he knows the person as an individual," Bopp said.

"Still, it's a little shaky," he acknowledged. "If we have enough doubt, we sometimes seek an outside opinion. We've gone to Duluth and we've gone to Minneapolis. That gives us a little back-up."

## DEMOCRACY OR DIVISIVENESS?—

In most of the units surveyed, and in the procedure outlined in the proposed regulations, tenure recommendations are voted on by all tenured faculty.

In history, after an elected committee gathers information and makes a recommendation, the full department discusses the "contributions and promise" of the candidate, who often stays awhile himself

to answer questions and talk about his plans. Then tenured and nontenured faculty alike discuss the case, and Chambers said "conversation is very candid and free." Before the vote, nontenured faculty members leave and tenured members meet as "the effective group."

An exception to this pattern of openness is agronomy, where recommendations are made by a personnel committee whose members are known only to the department chairman. (The group never meets as a body and even members do not know who the others are, although "they can suspect that some of the leaders in the department are on the committee.") Johnson is convinced that this approach is fairer and wiser.

"With the system that is recommended, everyone who outranks an individual participates in discussion and voting," Johnson said. "This means that every new man had better worry about pleasing everyone who outranks him." Furthermore, he said, in open discussion "if someone makes a condemning statement, it sets the tone for the whole discussion. I don't believe this is fair. I don't believe a young man should have to please everyone who outranks him."

When judgments are made by "more experienced and frequently more tolerant people," Johnson said, the evaluations can be more objective. And by avoiding situations where "you've got people against people," divisiveness within the department can be avoided. "One of the senior members said this is the first department he's ever been in where there weren't cliques."

One problem with decisions made at meetings, Johnson said, is that a faculty member will tell a friend, "You almost made it, but Joe Blow blocked you." Other department chairmen agreed that it is difficult or impossible to keep discussions secret.

Do tenure discussions lead to animosity? "They certainly do," said Amundson, "but I don't know how else to do it. Otherwise some individual or some select committee makes the decision."

Chambers, on the other hand, said he has been "pleasantly surprised by the degree of candor and the degree of compassion and kindness" in tenure discussions.

Discussions about tenure can "some-

times become shouting matches," Bopp said, and "we don't like to see it because we have a closeness, and residual attitudes are so important.

"I'm not at all convinced that this is the best way to do it," Bopp said. "Sometimes I think the anonymous committee routine is better." At another institution where he experienced this method, he said, "I thought it was rather good." But on the Morris campus, which is "super-democratic," he added, "we'd have a hard time selling it."

Vose said discussions "sometimes get very emotional, and not everyone can be objective." But he said "it seems to me that tenured faculty members assume certain obligations, and one of them is to attempt to evaluate objectively the performance of their junior colleagues."

**In the next issue: some reactions from faculty members.**

## Quick Reference Guide to Media Services and Telephone Numbers

### Audio-Visual Library Services

Rental of films and other materials, and booking of equipment for classroom use:

373-3761

Consultant service (suggestions of effective films for classroom use, etc.):

373-3731 or 373-3764

Reference assistance (catalogs, information on materials available from all sources):

373-5452

### Media Resources

Advisory services: 373-3774

Radio and Television: 373-3177

Motion picture production: 373-3785

Engineering services: 373-3614

Art and instructional materials: 373-5848

Photographic and microfilm services:

373-1172

Video taping for self-evaluation of teaching: 373-3863



"In open discussion, if somebody comes out with a condemning statement, it sets the tone for the whole discussion. I don't believe this is fair. I don't believe a young man should have to please everyone who outranks him." — Herbert W. Johnson, agronomy.

**MINNESOTA ORCHESTRA**

Ticket Office, 106 Northrop Auditorium

**Thursday-Friday Concert Series**, Thursdays, I.A. O'Shaughnessy Auditorium, College of St. Catherine, 8 p.m., tickets \$4.29-\$7.07; Fridays, Northrop Auditorium, 8:30 p.m., tickets \$3.03-\$7.07

Nov. 9-10 — Henryk Szeryng, violinist; Stanislaw Skrowaczewski, conductor

**UNIVERSITY ARTISTS COURSE**

Reservations may be made at 105 Northrop Auditorium, and tickets are available at all Dayton's stores on Monday of the week prior to performance

**Special Concert**, Northrop Auditorium, 3 p.m., tickets \$1.50 for students and \$2.50 for public

Nov. 12 — University of Minnesota Marching Band

**UNIVERSITY THEATRE**

Tickets available at 110 Scott Hall and all Dayton's stores

**Studio Theatre Series**, Scott Hall Auditorium; general admission \$2.50, students \$1.75

Nov. 3-4 and 8-11 (8 p.m.), Nov. 7 and 12 (3:30 p.m.) — "You Can't Take It With You"

**EXHIBITIONS**

**University Gallery**, Northrop Auditorium; Monday-Friday 11 a.m.-4 p.m., Sunday 2-5 p.m.

Through Nov. 5 — B.J.O. Nordfeldt Retrospective, Galleries 305-307 and 309

**Wilson Gallery**, 472 Wilson Library; Monday-Friday 8 a.m.-5 p.m.

Through November — "The Book and Its Cover: An Exhibit of Fine Bindings"

**DEPARTMENT OF UNIVERSITY RELATIONS**

S-68 Morrill Hall

University of Minnesota

Minneapolis, Minnesota 55455

Second Class Postage Paid

**St. Paul Student Center Galleries**, Student Center; Monday-Friday 8 a.m.-10 p.m.

Through Nov. 27 — Tie dyes by Vim Maquire, Lounge Gallery

Through Nov. 29 — Photography by Jerry Greig, Rouser Room Gallery

Through November — Paintings and jewelry by Arlen Olson, North Star Gallery

**Jaques Gallery**, James Ford Bell Museum of Natural History; Monday-Saturday 9 a.m.-5 p.m., Wednesday 9 a.m.-9 p.m., Sunday 2-5 p.m.

Through Nov. 27 — "The Art of Francis Lee Jaques"

**JAMES FORD BELL MUSEUM OF NATURAL HISTORY**

The Museum, Touch and See Room, and Children's Reading Room (cosponsored by the Minneapolis Public Library) are open Monday-Saturday 9 a.m.-5 p.m., Wednesday 9 a.m.-9 p.m., and Sunday 2-5 p.m.; by reservation, guides can be made available to groups of 15 or more; open without charge

**Sunday Film Programs**, Museum Auditorium, 2:30 and 3:30 p.m.

Nov. 5 — "The Shepherd," "Study of the Finch" and "Messages"

Nov. 12 — "So Little Time," "Sirene" and "Tides of Fundy"

**MUSIC DEPARTMENT EVENTS**

No admission charge; schedule subject to change; call 373-3546 for further information

Nov. 5 — Judy Cowden, BFA voice recital; Scott Hall Auditorium, 2 p.m.

**STUDENT UNION PROGRAMS**

No admission charge

**Minnesota Mondays Series**, North Star Lounge, Student Center, 12:15 p.m.

Nov. 6 — Clyde Christianson, "Mushrooms"

**Oxford Debate Team**, North Star Ballroom, Student Center

Nov. 14 — 12 noon

**Dance**, North Star Ballroom, Student Center, 12:15 p.m.

Nov. 1 — Loyce Houlton and Minnesota Dance Theatre

**Square Dancing**, North Star Ballroom, Student Center

Nov. 6 and 13 — Dancing, 7-8 p.m.; Lessons for Beginners, 8-10 p.m.

**Ski Swap**, North Star Ballroom, Student Center

Nov. 6-7 — Turn in Equipment, 9 a.m.-5 p.m.

Nov. 8 — Equipment Sale, 9 a.m.-7 p.m.

Nov. 9 — Equipment Sale, 9 a.m.-3 p.m.

**All Night Election Party**

Nov. 7 — Rouser Room, Student Center

**ATHLETIC EVENTS**

**Hockey**, Williams Arena; tickets on sale at gate only

Nov. 3 & 4 — University of Manitoba, 8 p.m.

**Football**, Memorial Stadium; tickets \$4.50-\$6.50, \$2 for those under 18 and over 62; available at Cooke Hall and all Dayton's stores

Nov. 11 — Northwestern University, 1 p.m.

UNIV. ARCHIVES ROOM  
LIBRARY, U. OF MINN.  
MINNEAPOLIS, MN 55455



# UNIVERSITY REPORT

A NEWSLETTER FOR STAFF MEMBERS ON ALL CAMPUSES OF THE UNIVERSITY OF MINNESOTA

## Civil Service Retirement Benefits Rank Low

Retirement benefits after 30 years of service for Minnesota state employees (including civil service staff members at the University) rank 36th out of 41 states reporting in a recent survey.

In 34 states — but not in Minnesota — employees may retire before age 65 with no reduction in benefits. Data for this comparison came from 49 states and territories.

The survey was conducted by Paul Groschen, executive director of the Minnesota State Retirement System, in

cooperation with Irvin Mortenson, executive secretary of the Civil Service and Unclassified Personnel Study Commission.

Questionnaires were received from 47 states, Guam, and Puerto Rico. Not all of the questionnaires provided usable data for all parts of the study.

Each state was asked to compute the retirement benefit that would be payable at age 65 from its system under current laws for two specified service and salary conditions. In one example the length of service was 20 years and in the other 30

years. In both examples the beginning annual salary was \$6,000, and the salary increased at the rate of 3.5 percent per year.

"It should be kept in mind that if the stated service and salary conditions were varied, the results of the survey may not be the same," Groschen said.

**RANKING BY MONTHLY BENEFIT** — In a comparison of monthly retirement benefits to be expected after 20 years of service, Minnesota ranks 39th out of 41  
*(continued on page 3)*

## Proposed Tenure Code Stirs Debate

by Maureen Smith  
(Third of a series)

Ask a faculty member about tenure and expect an impassioned response. Ask two faculty members about the proposed new tenure regulations and expect an argument.

The regulations would be "a great step forward in my opinion in faculty rights," said Prof. C. Robert Morris of law. They would "give us more due process" but would "virtually eliminate tenure," said Assoc. Prof. Paul Rosenblatt of family social science.

The language of the present code is "a lot more friendly" and "more advantageous to faculty," and the new regulations would weaken tenure, Regents' Prof. Leonid Hurwicz of economics said in an interview. "We do not think we have weakened the traditional concept of tenure in any way whatsoever," Tenure Committee chairman Carl Auerbach told the Faculty Senate.

Distinguished and persuasive faculty members can be found on both sides of the issue, but it is easier to find critics of the regulations than proponents. Whether this is because there are more of them, or because they are more organized and vocal, is impossible to judge.

The Twin Cities chapter of the American Association of University Professors (AAUP) is "split very sharply" on the issue, according to its president, Prof. Paul Murphy of history. Murphy himself said he is "concerned that faculty rights and interests are not being given enough consideration."

The Morris chapter has just begun to examine the 132-page document. Its president, Assoc. Prof. Ernest Kemble of psychology, said after an initial reading that "as an individual I do have some reservations." At Duluth, the executive committee has expressed several reservations, according to the president, Assoc. Prof. Robert Evans of philosophy.

*(continued on page 2)*



"To a substantial extent what we were doing was trying to provide a written statement of the best policies that were operating in the University." — Fred Morrison, member of Tenure Committee.

# Is New Tenure Code 'Fundamental Change'?

(continued from page 1)

The debate will go on at least until Dec. 7 and perhaps much longer. The Faculty Senate is meeting "as if a committee of the whole" and going over the regulations section by section. No binding votes will be taken until after public notice has been given and "in no event before Dec. 7."

Members of the Tenure Committee stress that the document is "just a draft" and subject to change by the Senate. "There will be further revision," said Prof. Walter Lehn, chairman of the linguistics department and member of the Tenure Committee. "I don't think there's any question about it."

**CLARIFICATION OR FUNDAMENTAL CHANGE?** — Controversy begins on the question of whether the regulations represent a clarification of existing policy and practice or a fundamental change.

"To a substantial extent what we were doing was trying to provide a written statement of the best policies that were operating in the University," said Fred Morrison, associate professor of law and one of the drafters of the document. The intent was "more to clarify existing

policy than to promulgate anything that was very new," he said.

Assoc. Prof. Erwin Marquit of physics is among those who don't see it that way. He said the regulations represent a "very fundamental change" and a change that is "contrary to the whole concept of tenure."

The document itself, in a section of commentary following the foreword, says the revision of tenure regulations "affords an opportunity to restate the concept of tenure and lessen misunderstanding."

Initial news accounts based on this document — both in *University Report* and the *Minnesota Daily* — took the same view that the effect was primarily to clarify. Whether or not this view is correct, it is now clear that it is a view that many faculty members do not share.

**ROLE OF ADMINISTRATION** — Some faculty members have said that the administration must be behind the proposed changes and that "there must be a reason they want new ways to get rid of people."

**Charges that the administration was behind the revision are denied by committee members and others who sat in on committee deliberations.** "It just isn't so," said Prof. Caroline Rose of sociology, who sat in with the committee as chairman of the Judicial Committee.

"I can state flatly that at no time did any member of the Board of Regents or the administration suggest what we should do," said Auerbach.

Although some critics have expressed dark fears about the motives of the administration, Hurwicz stressed that his quarrel is not with the present administration or Regents, who he said have "a very excellent record on tenure."

But Hurwicz said "we have to write rules for the future," and he said the new provisions would "provide future decision-makers with a relatively easy situation if they want to get rid of dissenting voices on the faculty."

**WHAT PRESENT CODE SAYS** — Faculty members who are concerned about the proposed code "haven't read the present code very carefully," Morris said.

Causes for removal of tenured faculty (or nontenured faculty before the end of their term) can be "only such as seriously interfere with the person's capacity competently to perform his duties, or with his usefulness to the University," according

to section 11 of the present code. Refusal to submit to a physical or mental examination is also specified as a cause for removal.

The broad "usefulness" criterion could allow an administrator to "decide what constitutes usefulness to the University and when it has ended," Lehn said.

Hurwicz acknowledged that "usefulness" might have been interpreted broadly, but he said that in practice it has not been. In law, he said, "what is relevant is not only how you would read something" but also how it has been "implemented over the years."

"I would rather rely on the old provision with its past interpretation than on the new provision as proposed," he said.

Morris, on the other hand, said that "we've been working with tradition and good will, and there is no assurance that the tradition and good will are going to continue."

**WHEN TENURE IS LOST** — The notion of tenure is widely misunderstood, Lehn said. He observed that some faculty members have thought of tenure as "guaranteeing their life employment, short of their incarceration in Stillwater."

It does appear to be widely believed that tenured faculty members are never removed for cause. "All the faculty knows is that nobody in memory has lost a job with tenure," Marquit said. "This is what tenure means to people."

The "never in memory" claim was made by several faculty members. This belief may stem from the fact that cases of removal for cause are handled quietly for the protection of the individual.

Removal for cause is "pretty rare," said Vice President William G. Shepherd, but it does happen. Since the tenure code was established, he said, there have been no cases in which the Judicial Committee has heard an appeal from a tenured faculty member who has been removed for cause, but "people have resigned under those circumstances." Shepherd said that "in most instances they have recognized that there is reason."

**SPELLING THINGS OUT** — Causes for removal from "a" to "g" are spelled out in the regulations. Most faculty members are ready to acknowledge the validity of at least two or three of them.

Reasons "a" (financial exigency), "c" (demonstrated incompetence) and "d" (physical or mental disability impairing

(continued on page 4)



"My own suspicion is that . . . there is the possibility of firing faculty from one program and hiring others for essentially the same program." — Robert Evans, AAUP president at Duluth.

## Prospects 'Bright' for IT Graduates

Job prospects for Institute of Technology (IT) graduates in the next few years should be "extremely bright," according to IT Dean Richard Swalin.

Swalin and his staff recently contacted 186 companies and consulting firms in Minnesota in order to get an idea of employment trends and future prospects for IT graduates.

Of the organizations contacted, 61 percent responded. These respondents collectively employ the majority of the technical talent in the state.

The firms that responded employed 259 new beginning-level engineers and scientists in 1971. The number increased to 333 in 1972 and is projected to increase to 488 next year and to 555 the year after.

Thus, in a three-year period, the number of graduates hired by the Minnesota firms is expected to double.

For holders of advanced degrees, the number newly employed in 1971 was 74 and in 1972 was 82. Projections are that 126 will be hired in 1973 and 154 in 1974.

Fields showing the greatest increases are chemical engineering, electrical engineering, mechanical engineering, and computer science.

Projections show that the increases in demand for engineers and scientists will come at a time when the graduating classes will be the smallest in recent years. Swalin said that negative publicity accompanying unemployment has deterred students from entering technological fields. National estimates are that 3 to 5 percent of all engineers and scientists are unemployed.

With the demand for IT graduates up and enrollment at a 20-year low, Swalin said, "future IT graduates will again have their pick of jobs."

## University Report

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## State Retirement Benefits Low

*(continued from page 1)*

states reporting. The average benefit of \$289.70 compares with Minnesota's \$162.59.

**In a comparison of benefits after 30 years of service, Minnesota ranks 36th. The average of \$559.55 compares with Minnesota's \$369.94.**

Social security benefits would be in addition to these amounts. Only those states having social security coverage were included in the comparison.

(It should be remembered that these are the amounts that would be paid to an employee retiring 20 or 30 years from now — when the cost of living would presumably have increased along with salaries.)

### PERCENTAGE OF FINAL SALARY

— Benefit amounts were also compared to final gross salary and stated as a percentage. As would be expected, the ranking of these percentages is similar to the ranking of benefit amounts.

The benefit paid by Minnesota would be 17 percent of final salary after 20 years of service. The average percentage is 30 percent. Minnesota ranks 39th among 41 states.

After 30 years of service, the Minnesota benefit is 27 percent of final salary. The average percentage is 41 percent. Minnesota ranks 36th among 41 states.

### PAYMENTS PER DOLLAR CONTRIBUTED

— The most significant ranking, Groschen said, is a ranking by the number of dollars an employee can expect to receive in annuity payments per dollar he has contributed.

"In a ranking of raw benefit amounts, it can be logically expected that the employee who pays more will get more," Groschen said.

Thirty states reported data that was usable for this comparison. Minnesota ranks 23rd out of 30 for 20 years of service and 19th out of 30 for 30 years of service.

**After 20 years of service, the Minnesota state employee with a normal life expectancy of 12.9 years will receive \$4.89 in annuity payments for each dollar he has contributed. The average for the 30 states is \$6.29 per dollar of employee contribution.**

After 30 years of service, the Minne-

sota state employee can expect to receive \$6.09 during his retirement for each dollar contributed. The average for the 30 states is \$6.40.

The improvement in ranking for 30 years of service is a reflection of the graduated formula used in Minnesota. More than half of the states use a flat rate percentage for all service.

### EMPLOYEE AND EMPLOYER CONTRIBUTIONS

— Out of 40 states reporting usable data, the employees of 36 contribute more to their retirement programs than the Minnesota employee.

In Minnesota the employee pays 3 percent of salary. The most common employee contribution rate is 5 percent, and the next most common is 4 percent.

Out of 41 states reporting usable data, 34 report a higher employer (or state) contribution rate than Minnesota. The rate in Minnesota is 3 percent plus an additional 1 percent to finance past deficits.

### NORMAL RETIREMENT AGE

— Although the questionnaires requested the respondents to state the benefit amount payable at age 65, Groschen said, "many states could have given the same figure for an earlier retirement age."

**In Minnesota the monthly benefit amount will be reduced if the person retires before age 65, to take into account the longer period of time he will draw the benefit during his retirement years. In 34 of the 49 systems, an earlier retirement age with unreduced benefits is allowed.**

Five of the systems give full benefits to employees who retire at age 55, twenty give full benefits at age 60, and three give full benefits at age 62.

In some systems, retirement with unreduced benefits is allowed after a certain number of years of service — 30 years in five systems and 35 years in seven systems.

(These numbers add up to more than the 34 states allowing early retirement, because several states report full benefits after "age 60 or 35 years of service" or some other combination of age and service.)

A group of University civil service employees has been working for improved benefits and an earlier retirement option. (See the story in the August Report).

# Tenure Debate Centers on Causes for Removal

(continued from page 2)

capacity to perform adequately) have clear analogues in the present code ("a" in the preface and "c" and "d" in section 11).

Other reasons may be implicit in the present code — this is disputed — but there is disagreement on whether it is wise to spell the reasons out.

"Some people say we're arming the administration" by specifying causes, Lehn said. "We say we're tying their hands." Similarly, Morrison said that "requiring the administration to prove specific things is a better protection than having some vague general statement."

Hurwicz said, on the other hand, that he does not believe "the fact that somebody thinks something is implicit" is a good reason for making it explicit. If "some future Board of Regents" wanted to dismiss a faculty member for a reason that is said to be implicit in the present code, he said, "the burden of proof would be on them" and the faculty member would stand a better chance in a court case or Judicial Committee hearing.

"They're making it easier for a person to lose his tenure," Hurwicz said of the drafters of the proposed regulations. Although they would disagree with this view, he said, "if they happen to be wrong, a great deal of damage can be done."

Morris said some faculty members think it is "impolitic" to spell out reasons for removal for cause because it is "asking for them to be used." They think it is like "telling a two-year-old not to put beans up his nose," he said, but "I don't think we're dealing with two-year-olds."

**PROGRAM CHANGES** — Several of the stated reasons for dismissal are controversial, but it is "b" (academic program changes) that is "the real sticker," said Assoc. Prof. Michael Perlman of statistics. The provision is that adequate cause can include "the discontinuance or curtailment of an academic program for reasons other than financial exigency."

"That's clearly ridiculous," Perlman said. Allowing dismissals because of program changes for all "other" reasons would be a "completely blank check," he said.

Proponents of the new regulations say that the "usefulness" criterion of the present code is even more of a blank check, that the Regents have always had

the power to drop programs, and that the proposed regulations at least provide limitations on the exercise of this power.

"To tell the Regents that they can't discontinue any program they want to is crazy," Mrs. Rose said. "They won't accept it. But they might accept safeguards." (Any tenure regulations voted by the Senate will have to be approved by the Regents before they become law.)

One safeguard, Morris said, is that the regulations require a full academic year's notice. "You can't wake up one morning and lose your job," he said. "I don't see anything in the present regulations that requires lead time."

Another safeguard, he said, is that the regulations have adopted the AAUP principle that if a faculty member's position is abolished "the Regents can't fill the slot for two years without offering him the job back."

Evans said the position of the executive committee of the Duluth AAUP is that the two years should be changed to four.

His own suspicion, Evans added, is that one program could be dropped (for example, the natural science program in the College of Liberal Arts) and another created (such as the School of Cross-

Disciplinary Studies) and that faculty members from one program could be fired and others hired for essentially the same program.

**SHIFTING STAFF** — "I'm not against curtailing programs," Perlman said, "but I'm against firing the people in them."

Perlman and others cited the example of the mines and metallurgy unit in the Institute of Technology (IT). Because of declining student demand, mines and metallurgy was disbanded, they said, but tenured faculty members were given jobs elsewhere in IT.

The desirability of this practice is affirmed in the proposed regulations. "Every effort shall be made," according to section 16.43, to transfer displaced faculty members "to other suitable positions in the University." But Morris said it would be a "happy coincidence" if the curtailment of one unit comes when there is increased need in another.

Another question is the extent to which faculty members are flexible. Rosenblatt said "the assumption that people are locked in wherever they were trained is not true." Many people at the University are not in the field they started in, he said, and "this University has done a pretty good job of being supportive" of changes from one field to another.

Lehn said there are "people who can make rather big shifts in what they are doing" and others who find it difficult. "These judgments have to be made," he said.

**MARGINAL PROGRAMS** — Rosenblatt said he thinks the proposed regulations would "scare away people from investing themselves in marginal programs."

"I'm in a program that's exciting," he said, but under the proposed regulations "I don't think it would be a safe place to be."

"There are programs that are locked in the granite of the state," he said, citing psychology as a department that is "one of the top ten in the country" and "is not going to be weakened." Other programs are on shakier ground, he said.

Even faculty members in the strongest departments might be in danger, he added, because "program" is not defined and could be "as small as what one man or woman is working on."

Morrison said an experimental program would be identified as such and



"I feel the proposed revisions give us more due process but virtually eliminate tenure. . . . I think they're going to scare away people from investing themselves in marginal programs." — Paul Rosenblatt, family social science.

faculty members would be aware of its temporary status. Once a program is accepted, he said, "I think it's going to be around for a long time."

**FACULTY PARTICIPATION** — If tenured faculty can be dismissed because of program changes, the "very least" that faculty members want is a strong voice in what program changes are made.

Assoc. Prof. Kent Bales of English said the proposed document is inadequate on this point. "It's all a matter of consulting," he said of the language of the document.

Murphy and Evans agreed. "The current code being submitted does not provide adequate faculty participation in such a situation," Murphy said. "The faculty should be thoroughly and totally involved."

Decisions should be made by "the smallest possible unit," Evans said. "Obviously a particular department may not be able to make the decision," he said, but each campus assembly should be able to.

It appears that these criticisms reflect a dissatisfaction with the language of the document more than a philosophical disagreement with its drafters and proponents. Morris said that if the document is not clear enough or strong enough in providing for faculty participation in decision-making, "we'd better change it" to make it clear. The language can be improved, he said, and "that's what the Senate is meeting about."

**STEADY-STATE UNIVERSITY** — Faculty members say that no tenured faculty member has ever lost his job because of program curtailment, and this assertion is confirmed by Vice President Shepherd's office. Whether this represents "precedent" or reflects happy economic facts of the past is disputed.

"A very simple thing has happened," Morris said. "We've been in a period of constant growth." In this situation, he said, "we always can use people and use them well."

"If you start thinking about a steady-state University or a steady-state society," he said, then you get a new ball game."

In a "tight financial situation," Morrison said, "we may be forced to make some hard educational decisions." Lehn said that "if we add something, something else is going to have to come off." Otherwise, he said, "we guarantee fossilization."

Hurwicz said he thinks "people are unduly impressed by the trend of a couple of years." In his view "the role of education and research is still increasing." Even if there is a decline, he said, it would be better to let faculty numbers decrease through attrition than to dismissed tenured faculty.

**RESPONSIBILITY STATEMENT** — Reason "e" lists as a reason for removal "repeated failure or unwillingness to perform assigned duties adequately and any other violation of the academic responsibilities of faculty members, as these responsibilities are defined in the Statement of Academic Freedom and Responsibility approved by the University of Minnesota Senate, December 17, 1970."

Yoking the academic responsibility statement onto the tenure code "gives two extra pages of reasons for firing people," Hurwicz said, and represents "a danger to freedom of speech."

Faculty responsibilities defined in this statement include, for example, the responsibility to give students "a statement of course objectives" and the responsibility of the faculty member to "inform his audience of divergent opinions about the subject at hand." Hurwicz said he agrees with the principles



"Statements have been made that the administration wrote this. It just isn't so. . . . Tenured faculty have greater protections under the new regulations than the old." — Caroline Rose, chairman of Judicial Committee.

but believes a faculty member could have understandable lapses in these areas.

A particular danger to academic freedom, Hurwicz said, is the statement — if taken as grounds for dismissal — that "it is improper for a teacher persistently and knowingly to intrude material which has no relation to the subject matter of his course."

All of these principles are "laudable," he said, but "I don't think they were intended as a statement of causes for dismissal."

If everything else about the new code were good, he said, "just that inclusion would be a disaster."

**DESTRUCTIVE CONDUCT** — Reason "f" gives as a cause for removal "repeated conduct destructive of such working relations with colleagues as are essential to effective accomplishment of the mission of the academic unit concerned." Some faculty members see this as a license to fire anyone who is unpopular.

"Often the most brilliant people are the most cantankerous," said Assoc. Prof. Woods Halley of physics. He and Periman said reason "e" could be used "to get rid of nonconformists."

Morrison stressed that it is conduct and not expression of opinions that is given as a reason for removal. A faculty member "may be difficult" and may "express opinions that are anathema" to all of his colleagues, he said, and "that does not justify removal." But if he "punches someone in the nose repeatedly," it might.

In addition to the emphasis on the word "conduct," Morrison stressed the word "repeated" and the phrase "destructive of such working relations . . . as are essential to effective accomplishment of the mission of the academic unit." All three must be proved before a faculty member can be removed, he said. "These are the protections."

**PUTTING SOMETHING OVER** — Some faculty members expressed the suspicion that "they" — the Tenure Committee, the administration, or whoever — were trying to rush the regulations through the Senate "before we knew what hit us."

Whatever happens to the regulations, it seems safe to say that the fear that they will be approved quickly and quietly is one fear that is unfounded.

In the next issue: how the regulations would affect nontenured faculty.

# Magic Words Won't Help Smokers Quit

by Bill Hafling

Certain cigarette ads to the contrary, a lot of smokers say they would really like to quit, but can't.

The magic words "How to Quit Smoking" will almost guarantee a best seller. Unfortunately — as with other drug dependencies and alcoholism — no one good method has been worked out to help smokers quit.

## SOME THINGS WORK — FOR SOME

"The first step in quitting for many smokers is a strong desire to stop," notes Dr. Faruk Abuzzahab, a drug researcher and therapist at the University of Minnesota Hospitals.

"Even then the habit is tied to so many psychological, social, and physiological factors that it is extremely difficult to break.

"Hypnosis, once highly publicized, has not worked well, according to follow-up studies at a later time. Neither do the large classes given by well-meaning public health agencies. The audience is too fragmented and people find it hard to be committed to the information given in a lecture. As a result there is a high dropout rate and many people come away feeling that they will never be able to quit smoking."

Dr. Abuzzahab reports some success with closed groups in which smokers who are trying to quit come in for therapy with others, such as spouses and friends, who are also trying to quit.

"If someone has a desire to smoke he can call someone else in the group and talk about it, just the way Alcoholics Anonymous people do," he said. "Generally, the first week to the first month is the most difficult time."

One thing that smokers in such groups have to do is to learn to express themselves without the use of a cigarette. "I've noticed that people use their smoking as a nonverbal means of communication," Dr. Abuzzahab said.

"There is the long slow pull on the cigarette which is supposed to express 'thoughtfulness' or 'sexiness,' for example, and there are the short quick puffs which say, 'I am angry.'"

## THE GAMBLING CHEMISTS

"If you must smoke, do so. Then leave by the hole which will suddenly appear in the ceiling." These words, printed in large

letters, appear in many chemistry laboratories as a warning to visitors.

Because of the hazards of smoking on the job, chemists and others working with volatile substances often try harder than the average person to bring a smoking habit under control. In addition, researchers are often more impressed with the strength of findings linking smoking with cancer and other medical problems.

As a result, several groups of chemists have worked out their own "group therapy." A pact is made and signed in which each person agrees to pay all the others ten dollars or so if he should start smoking again at any time. Then everyone quits — cold turkey.

A former University of Minnesota psychology professor uses a variation of the betting pact for his patients and claims that it is a "nearly surefire cure" for smokers.

He has them make out a check for a large amount of money to an organization they do not believe in, such as a hated political party. If they start smoking again he sends the check — in the smoker's name — to the organization.

## LOW NICOTINE — MORE CIGARETTES?

Some research is being done on simply reducing cigarette use. Smokers take their cigarettes from holders containing an automatic counting device. At the end of each week they graph the number of cigarettes they have consumed and aim at reducing the number smoked over time.

Although pleased with their reduction in the number of cigarettes consumed, some smokers on this plan report switching to "stronger" brands of cigarettes.

Other smokers who have switched to lower nicotine level cigarettes report that they smoke more of them.

The phenomenon is explained in the British Medical Journal as follows: "Nicotine is taken up within a few minutes of smoking by receptors in the brain, where its action is rapid, complex, and varied. Smokers unconsciously modify their puff rate to maintain a steady nicotine intake when given high or low nicotine cigarettes."

## MORE RESEARCH NEEDED

More research is needed to determine which puts more tar and nicotine into the smoker by the end of the day — a couple of big black stogies or a couple of packs

of "safe" low-tar, low-nicotine cigarettes.

At the same time, a lot more research is needed to find ways to help smokers stop, as well as to keep young people from starting. The findings may be useful in combatting other drug problems.

## Honors and Awards

**Marjorie Austin**, coordinator of admissions at the University of Minnesota, Duluth, has been elected to a second term as president of the Minnesota Nurses Association.

**Dr. Howard B. Burchell**, chief of cardiology at University Hospitals, will receive the American Heart Association's James B. Herrick Award for "extraordinary achievements" as a clinician and teacher. The award will be presented Nov. 16 in Dallas.

Two University professors and their former student have been chosen as 1972-73 American Society of Composers, Authors, and Publishers (ASCAP) award winners. **Paul Fetler** and **Dominick Argento**, professors of music theory and composition, and **Lothar Klein**, a University graduate, have each been granted awards of up to \$1,500.

**John R. Malban**, mental health coordinator for University Hospitals, has been elected a delegate-at-large to the American Hospital Association's House of Delegates. His three-year term starts Jan. 1, 1973.

Provost **Stanley Sahlstrom** of the University of Minnesota Technical College, Crookston, has been elected president of the Minnesota division of the American Cancer Society.

**Dr. Kenneth Swaiman**, director of pediatric neurology, has been elected president of the Child Neurology Society at its organizational meeting in Ann Arbor, Mich.

Dean **E.W. Ziebarth** of the College of Liberal Arts has been named winner of the Howard W. Blakeslee Award of the American Heart Association for the outstanding American radio documentary on open heart surgery. He has already won the Peabody Prize for the program in which he discussed his heart surgery, the implantation of an artificial heart valve, and his subsequent recovery.

# Woman Challenges All-Male Rule for Rhodes

by Bill Huntzicker

Eileen Lach is no ordinary student. Her application for the prestigious Rhodes Scholarship reads more like an adventure story than a grant request. And she has nearly a straight-A average.

But the significance of her scholarship application is not mentioned in it: the 22-year-old University of Minnesota senior is challenging the male-only clause in the requirements for the grant to study at Oxford University in England.

"This is the largest financial scholarship and the most prestigious for American scholars going to Britain and there's no reason why half of the American population should be kept from applying for it," Ms. Lach said in an interview.

Her personal reason for applying is more traditional. "Oxford is the best place to go for international law, which I want to study."

And there is little doubt at the University of Minnesota about Ms. Lach's qualifications for the award.

Her advisor, political science professor Mulford Q. Sibley, said he has no doubt she would be given the scholarship if she were a man. "She's one of the most imaginative undergraduate students I've had in years," he said.

E.W. McDiarmid, director of the graduate fellowship office, is also supporting Ms. Lach's application. He said it may take an act of the British Parliament to change the requirements of the scholarship.

"If we can help change that requirement, I'm all for it," McDiarmid said. He added that the all-male requirement is a

violation of University antidiscrimination policies.

Ms. Lach was one of four whose names were forwarded by the University to a state committee which will nominate two people for competition at the regional level.

She said the scholarship was established in 1902 when Oxford was an all-male institution and was not changed when the university accepted women in 1920.

Ms. Lach, who in 1969 was Minnesota chairman of Young Democrats and an organizer of the bipartisan Minnesota Coalition to Lower the Voting Age, said it is ineffective to talk about women's liberation as an issue separate from human liberation. She said it is "counter-productive to isolate yourself from the



Eileen Lach

other part of mankind."

"If there is to be a women's movement, it should be oriented toward equalizing pay scales, housing, club membership, employment opportunities, and things like that," she said. "I think legislative change might be used as a tactic before attitudinal change."

Her interest in politics and social change extends to the international level. With a major in international relations, her courses include such subjects as cross-cultural communications and foreign policy.

Her extracurricular activities also reflect these interests. In 1969, she was a national organizer of the Student Mobilization Committee and the moratorium against the war in Vietnam. Currently, she is a member of the antiwar Committee of Concerned Asian Scholars.

She has studied in Mexico, Honduras, and India. In south central India, Ms. Lach studied at Osmania University in Hyderabad and lived for a time in the village of Pochampally.

She was accused of being a spy for the United States and she thinks she avoided being deported because of the remoteness of her village.

Ms. Lach was different from most Americans in India because she lived with Indian families and spoke Hindi, the language of the area.

"There was suspicion of any American research presence because of the U.S. support of Pakistan in the war in the winter of 1971, and the national emotionalism carried over into personal relationships," she said.

"Suspicious like these were based on a lot of emotionalism and very little information," she said. "It really hurt; people I trusted were suspicious of me."

Her research was on three political movements which emerged from the village over a 20-year period — guerilla warfare with a Marxist orientation, applied Gandhianism (nonviolence), and the British form of parliamentarianism. She said the first two ideologies have little political support today.

In Mexico and Honduras, she studied the interrelationship among the Catholic church, the student movement, and the laborers of the United Fruit Company.

She said Latin American universities are an open training ground for the "human ammunition" of soldiers and policymakers. "They have no autonomy from the government."

## Federal Grant Will Enable 'U' to Establish Area Health Education Center at St. Cloud

A \$3.4-million contract from the National Institutes of Health (NIH) will enable the University to help central Minnesota health manpower resources in improving the quality and availability of health care in the area.

The five-year agreement provides for establishment of an Area Health Education Center (AHEC) in St. Cloud.

The University will be assisting St. Cloud Hospital and other central Minnesota health facilities in providing training in health science careers for area residents.

Minnesota is one of twelve states chosen for the program.

According to the NIH, the contract was approved because of the demographic profile of the area, the scarcity or non-existence of health service facilities in certain parts of the area, the poor distribution of services and health education opportunities, and the nucleus of health resources around St. Cloud.

The area has been characterized as older, poorer, and more rural than other areas of the state.

# Twin Cities Campus Calendar • November 16-30, 1972

## MINNESOTA ORCHESTRA

Ticket Office, 107 Northrop Auditorium

**Thursday-Friday Concert Series**, Thursdays (and Sat., Nov. 25), I.A. O'Shaughnessy Auditorium, College of St. Catherine, 8 p.m., tickets \$4.29-\$7.07; Fridays, Northrop Auditorium, 8:30 p.m., tickets \$3.03-\$7.07

Nov. 16-17 — Silvia Marcovici, violinist; Robert Elworthy, horn; Stanislaw Skorwaczewski, conductor  
Nov. 24-25 — Paul Kletzki, guest conductor; Ilian Rogoff, pianist  
Nov. 30-Dec. 1 — Rudolf Serkin, pianist; Clyn Barrus, violist; Stanislaw Skrowaczewski, conductor

## UNIVERSITY ARTISTS COURSE

Reservations may be made at 105 Northrop Auditorium, and tickets are available at all Dayton's stores on Monday of the week prior to performance.

**Masterpiece Series**, Northrop Auditorium, 8 p.m., tickets \$2.50-\$6

Nov. 20 — Garrick Ohlsson, piano recital  
Nov. 28 — The Royal Winnipeg Ballet

**World Dance Series**, Northrop Auditorium, 8 p.m., tickets \$2.50-\$6

Nov. 29 — The Royal Winnipeg Ballet

**Special Concert**, Northrop Auditorium, 3 p.m., tickets \$1.50 for students and \$2.50 for public

Nov. 19 — University of Minnesota Marching Band

## UNIVERSITY THEATRE

Tickets available at 110 Scott Hall and all Dayton's stores

**Studio Theatre Series**, Scott Hall Auditorium; general admission \$2.50, students \$1.75

Nov. 24-25 and 29-30 (8 p.m.), Nov. 28 (3:30 p.m.) — "Lock Up Your Daughters"

## LANDSCAPE ARBORETUM

Four miles west of Chanhassen on Highway 5; open to the public every day 8 a.m.-sundown; \$1 per car (for nonmembers)

## DEPARTMENT OF UNIVERSITY RELATIONS

S-68 Morrill Hall

University of Minnesota

Minneapolis, Minnesota 55455

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## EXHIBITIONS

**University Gallery**, Northrop Auditorium; Monday-Friday 11 a.m.-4 p.m., Sunday 2-5 p.m.

Nov. 16-Dec. 17 — Studio Arts Faculty Exhibition, Galleries 305-307, 309 and 405

**Wilson Gallery**, 472 Wilson Library; Monday-Friday 8 a.m.-5 p.m.

Through November — "The Book and Its Cover: An Exhibit of Fine Bindings"

**St. Paul Student Center Galleries**, Student Center; Monday-Friday 8 a.m.-10 p.m.

Through Nov. 27 — Tie dyes by Vim Maguire, Lounge Gallery

Through Nov. 29 — Photography by Jerry Greig, Rouser Room Gallery

Through November — Paintings and jewelry by Arlen Olson, North Star Gallery

**Jacques Gallery**, James Ford Bell Museum of Natural History; Monday-Saturday 9 a.m.-5 p.m., Wednesday 9 a.m.-9 p.m., Sunday 2-5 p.m.

Through Nov. 27 — "The Art of Francis Lee Jaques"

## JAMES FORD BELL MUSEUM OF NATURAL HISTORY

The Museum, Touch and See Room and Children's Reading Room (cosponsored by the Minneapolis Public Library) are open Monday-Saturday 9 a.m.-5 p.m., Wednesday 9 a.m.-9 p.m., and Sunday 2-5 p.m.; by reservation, guides can be made available to groups of 15 or more; open without charge

**Sunday Film Programs**, Museum Auditorium, 2:30 and 3:30 p.m.

Nov. 10 — "Castles in the Sand," "The Pond in the City" and "Paddle to the Sea"

Nov. 26 — "Journey to the High Arctic" (part 1), "Pas de Deux," and "Pollution"

## MUSIC DEPARTMENT EVENTS

No admission charge; schedule subject to change; call 373-3546 for further information

Nov. 18 — University Orchestra; Northrop Auditorium, 8 p.m.

Nov. 29 — Ensembles, "Symphony of Psalms"; Concordia College, 8 p.m.

## FILMS

**Student Center Films**, North Star Ballroom, 12:15 p.m.; no admission charge

Nov. 21 — "Twilight Zone"

Nov. 28 — "The Honeymooners" and Groucho Marx

**Film Classics**, North Star Ballroom, Student Center, 8 p.m.; admission \$1

Nov. 16 — "The Heart is a Lonely Hunter" and "The Lemming"

Nov. 30 — "Bonnie and Clyde"

## STUDENT UNION PROGRAMS

No admission charge

**Minnesota Mondays Series**, North Star Ballroom, Student Center

Nov. 27 — Jane McKinnon, "There Never Was Enough Space," discussion on the development of parks; 12:15 p.m.

**Lecture**, North Star Ballroom, Student Center, 12 noon

Nov. 30 — Dr. Karlis Kaufmanis, "Star of Bethlehem"

**Square Dancing**, North Star Ballroom, Student Center

Nov. 20 and 27 — Dancing, 7-8 p.m.; Lessons for Beginners, 8-10 p.m.

**Music**, North Star Ballroom, Student Center, 12 noon

Nov. 20 — University of Minnesota Jazz Ensemble

## ATHLETIC EVENTS

Tickets available at Cooke Hall and all Dayton's stores

**Football**, Memorial Stadium; tickets \$4.50-\$6.50, \$2 for those under 18 and over 62

Nov. 18 — Michigan State, 1 p.m.

Reserved seats \$3 for adults, \$2 for children; general admission \$2 for adults, \$1.25 for children

**Hockey**, Williams Arena

Nov. 17 and 18 — Michigan State, 8 p.m.

**Basketball**, Williams Arena

Nov. 25 — University of California (Irvine), 8 p.m.



# UNIVERSITY REPORT

A NEWSLETTER FOR STAFF MEMBERS ON ALL CAMPUSES OF THE UNIVERSITY OF MINNESOTA

## Richardson Named Personnel Officer

Roy Richardson has been appointed to the new position of personnel officer, effective Dec. 1.

His appointment by the Regents Nov. 10 followed a nine-month search to fill the post.

As personnel officer, Richardson will develop management policies for both the academic and the civil service staffs at the University.

Richardson came to the University from Chicago, where he was corporate manager of manpower development and training for International Harvester Co. Previously, he spent 14 years in personnel management with Honeywell, Inc., in Minneapolis.

## Civil Service Voting Postponed

Elections for the Civil Service Council, scheduled for Nov. 15, have been postponed.

Council 6 of the American Federation of State, County, and Municipal Employees (AFSCME) has charged that the proposed council would be in violation of a law prohibiting company unions.

In July, the Regents postponed action on the proposed council until it could be brought into compliance with a 1971 labor law for public employees. At that time, an objection had been raised by Local 320 of the Minnesota Teamsters Union, which represents University policemen.

AFSCME attorney Roger Peterson had

written letters to the Regents threatening to take the matter to the director of mediation for the state if they refused to suspend the election.

Discussion of the issue was scheduled for a Regents' committee meeting Nov. 9 but was postponed because of the deaths of Lee Hart, acting director of Civil Service Personnel, and Alan Hinchcliffe, personnel services representative, the day before the meeting.

If the dispute cannot be resolved by lawyers for the University and the union, the Regents will take up the matter at their regular December meeting or an earlier special meeting.

## Junior Faculty Look at Tenure Code

by Maureen Smith

(Fourth of a series)

One of the primary objectives in drawing up a new tenure code was to "enlarge the protection" for faculty members who don't have tenure, according to Carl Auerbach, acting dean of the Law School and chairman of the Tenure Committee.

Whether the proposed new code accomplishes this objective is now being studied and debated.

Provisions of the code that affect nontenured faculty members are being examined by an American Association of University Professors (AAUP) committee chaired by Asst. Prof. Jean Ward of the communication program in the College of Liberal Arts.

A dilemma for junior faculty members, Mrs. Ward said, is that they do not have the wide experience and the knowl-

edge needed for an informed reading of the document. Those faculty members who do have the knowledge also have tenure, she said, and they often are "not that interested" in the problems of nontenured faculty. But she said she expects some tenured faculty members to offer their insights to the committee, and "some of the most sophisticated reading is going to come from the senior faculty."

Lack of knowledge or sophistication is only one of the problems junior faculty members face. Another is underrepresentation in the Faculty Senate, the body that will eventually vote on the proposed code. "That just in itself prejudices the issue," said Asst. Prof. Donald Singley of mathematics.

One tenured faculty member who has expressed concern is Assoc. Prof. Kent Bales of English. Because few Senators are nontenured, he said, it is more likely that members of the Senate will speak

out about those parts of the code that "will immediately affect tenured faculty."

"This is understandable, and I'm not criticizing anyone for it," Bales said. But he said he hopes the Senate won't settle for a "quid pro quo that will permit the code to be hard on nontenured faculty in exchange for softening the portions that affect tenured faculty."

**PRE-EXISTING RIGHTS** — For those nontenured faculty members who are on the "tenure track" and hope eventually to acquire tenure, all provisions of the code are relevant. And one thing some of them are worried about is that tenure won't mean as much for them when they acquire it as it means for tenured faculty members now.

In a straw vote at its Nov. 2 meeting, the Faculty Senate instructed the Tenure Committee to draw up a provision that

(continued on page 4)

# Counselor Helps Staff Members Find Better Jobs

by Maureen Smith

Helping civil service staff members find better jobs within the University, and counseling them about the opportunities that are open to them, is Susan Treinen's job.

The full-time position of employment counselor was created in the Department of Civil Service Personnel this summer. In her first two months on the job, Ms. Treinen counseled 60 staff members.

By early November, 15 of them had found new jobs or had been promoted. Others were still looking, and Ms. Treinen was monitoring positions in order to notify the staff members of openings.

Not everyone who comes to Ms. Treinen is ready to make a change immediately. Some of the first 60 "just wanted to talk to me," she said. She talks to those who are "uncertain what direction they want to take," those who want to find out what training they need in order to qualify for higher positions, and those who want "a sounding board if they have problems."

**INFORMATION CENTER** — Counseling is available to anyone who wants it, but Ms. Treinen's office is also an information center for staff members who are seeking promotions or job changes. A staff member might call, for example, to

find out more about a position he has seen listed. (A list of promotion opportunities is published in the *Minnesota Daily* every other Thursday.)

For many employees, a telephone call (373-2093 or 373-2356) may be more convenient than a visit to the Civil Service Personnel building at 2651 University Ave. in St. Paul. Another reason employees may prefer to phone, Ms. Treinen said, is that "they don't want to identify themselves at this time."

Confidentiality is also protected for staff members who come in for counseling. Employees may not want their departments to know they are thinking about changing jobs, Ms. Treinen said. An employee's decision to seek counseling might not reflect any dissatisfaction at all with his present job, she said. He may simply be "looking to the future" even though he likes his job and is good at it.

**MONITORING SERVICE** — A staff member may find that there are not openings right away, especially in the higher classifications.

What Ms. Treinen does in a case like this is "monitor the positions continually" and keep the staff member informed. This service "allows the employee to have the consideration" when an opening does occur.

**MEN AND WOMEN** — A majority of the staff members Ms. Treinen has counseled have been women, but her services are available to "any University employee, not just females or minority members."

There may be "more room for women to move," she said, because "many women have entered positions in the lower classifications" and there is "a need to move women into the higher classifications."

But she said there is "also an opportunity for many men. Some of them are underemployed, too."

**QUESTION OF QUALIFICATIONS** — In the past, some staff members have complained that they are locked into the lower classifications for lack of a college degree, no matter how much experience and ability they may have.

Setting the qualifications for a position is up to the department, Ms. Treinen said, but "we can encourage departments to establish more flexible requirements. This will enable them to consider present employees with good promotional potential who otherwise may not have been considered."

She said she and the personnel representatives try to find responsible and rewarding positions for all staff members

who want them and are capable of handling them. "Whether or not they have a degree," she said, "we will make every attempt to get them into a job that's reflective of their ability."

**A TEAM EFFORT** — Ms. Treinen stressed that she works "very closely" with the personnel representatives and that "they're involved in almost everything I do. It's a team effort."

Employees can receive counseling from their own personnel representatives, she said, but "the representatives' current work load often makes it impossible for them to provide the amount of personal attention required. When this situation occurs, it is my job to provide employees with the special attention they deserve."

## Staff Establishes UMM Scholarship

The Civil Service Association at the University of Minnesota, Morris (UMM), voted at its fall meeting to establish a scholarship on the UMM campus.

Mel Sunquist, president of the association, named a committee of three to begin plans for the scholarship. They are Lois Norby, Dan Noble, and Marty Kroening.

Funds for the scholarship will come from voluntary contributions from UMM civil service personnel.

The Civil Service Association on the Morris campus was organized a year ago. Among the objectives are "to share with faculty and students a common obligation and dedication to the fulfillment of the educational goals and purposes of the University of Minnesota, Morris" and "to further facilitate civil service staff participation in institutional aims and pursuits and in matters pertaining to civil service policies."

## University Report

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Susan Treinen

## Hart, Hinchcliffe Killed in Crash of Light Plane

Lee Hart, acting director of Civil Service Personnel, and Alan Hinchcliffe, personnel services representative, were killed Nov. 8 in a plane crash near Duluth.

Thomas Vogt, a St. Paul attorney who piloted and owned the single-engine plane, was hospitalized in Duluth in satisfactory condition.

University President Malcolm Moos said the crash resulted in a "heavy loss to the University" and expressed condolences to the families of the men. The Regents passed a resolution expressing their sympathy.

The Regents recommended that the administration establish guidelines for the type of aircraft used by its employees who are flying on University business.

"We have a responsibility to our people on the type of aircraft they are flying in," Regent John Yngve said. "We've just got to have some sort of rules about the types of aircraft people use on University business. It's sure a poor place to have economy when people's lives are at stake."

Regent Neil Sherburne said, "University employees should fly in planes that have more than one engine and can handle Minnesota weather conditions which include icy weather, the problem these people had, despite a good deal of flying experience."

## Faculty Unhappy, Survey Shows

A majority of faculty members questioned in a recent survey said they were unhappy with the way the administration presented faculty views to the 1971 Legislature.

And 63 percent said it's time to "consider collective bargaining as a supplementary approach to the promotion of faculty welfare."

The survey was conducted by the Twin Cities chapter of the American Association of University Professors (AAUP). "The faculty has become the lost constituency of the University," Prof. Paul Murphy, AAUP president, said when he released the findings. "The faculty has become the low man on the totem pole."

Questionnaires were sent last spring to 200 AAUP members and 200 nonmembers, including faculty members at all academic ranks. Returns were better from AAUP members (87 percent) than from nonmembers (54 percent).

A majority of respondents from the total group agreed with the following statements:

- 92 percent agreed that the Legislature is "out to exercise closer control over the University."
- 77 percent agreed that the general public has changed its attitudes toward higher education and 70 percent said the public is "much less inclined to support higher education."

- 63 percent agreed that a "fundamental difference in self-interests" exists between the faculty and the administration.

- 60 percent agreed that faculty welfare is "threatened by continuing the present mechanism for deciding faculty salary and faculty status."

- 54 percent agreed that "the nature of professional academic service renders the 'strike' concept totally inappropriate for faculty members."

- 54 percent agreed that because of its role as advocate for all University needs, the administration is "inherently a poor advocate for faculty needs" before the Legislature.

A majority of respondents disagreed with the following statements:

- 70 percent disagreed with the statement that the administration "seems to have bent over backwards" to consult with the faculty in dealing with retrenchment and reallocation.

- 53 percent disagreed with the statement that the administration has "done about as well in handling reallocation and retrenchment as could be expected."

## Senate to Come to 'Heart of the Matter' Dec. 7

Discussion of faculty tenure in the Faculty Senate will finally get to "the heart of the matter" — sections 15, 16, and 17 of the proposed new regulations — at the Dec. 7 meeting.

These are the sections that outline reasons and procedures for removing a tenured faculty member for cause (see the Nov. 15 Report).

At the Nov. 2 meeting, the Senate moved slowly through section 1 and part of section 2 of the 132-page document. Prof. Donald Gillmor of journalism said it was his "best estimate" that at the rate the Senate was going, the discussion would take 22 more meetings.

"You're more optimistic than I am," said Prof. Frank Sorauf of political science, who was presiding.

(If Gillmor had based his estimate on the number of pages covered instead of the number of sections, he might have said 65 more meetings.)

"I sense until I get to the Senate meeting that there's a lot of excitement" about tenure, Gillmor said. "Could we get to the heart of the matter?" He proposed that the Senate jump ahead at its Nov. 16 meeting to the crucial sections.

Samuel Krislov, professor of political science and chairman of the Consultative Committee, suggested that the Senate wait one more meeting in order to give the Tenure Committee more time to revise its own proposals. "As presently written those sections are so inherently defective that I don't see the point of discussion," Krislov said.

"I think the committee can do it, and I think they ought to try," he said.

Gillmor said the Senate should "talk about the basic issues" and "the sooner the better."

In a close vote, the Senate decided to set Dec. 7 and not Nov. 16 to begin discussion of sections 15, 16, and 17. Section-by-section consideration of the early pages of the document was to continue at the Nov. 16 meeting.

Much of the Nov. 2 meeting was spent in what Krislov called "wrangling" over procedures. The meeting was more than half over before the Senators decided whether they wanted to vote on anything or merely discuss. The first "straw vote" on a substantive issue was taken at 4:55 — 85 minutes into the two-hour meeting.

# Tenure Decisions Also Affect Students

(continued from page 1)

the code will not take away any pre-existing rights of faculty members.

One tenured faculty member spoke in opposition. "I am almost tempted to say it's cowardly" to write in protections for present tenured faculty members that won't apply to those who acquire tenure in the future, said Assoc. Prof. Ian Richards of mathematics.

A junior faculty member who did not want to be identified went even further in an interview. "It's immoral," he said.

If the new code represents a weakening of tenure, the Senate should change it, Richards said.

Auerbach told the Senate he agrees that "tenure regulations that are good for us" should be the same for all those who acquire tenure in the future. But Auerbach, who sees the proposed code as

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"I hope there won't be a quid pro quo that will permit the code to be hard on nontenured faculty in exchange for softening the portions that affect tenured faculty."

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a strengthening of tenure, said "this doesn't deal with the very real problem that people can have different views." The provision to protect pre-existing rights would be intended to "allay fear and anxiety," he said.

**GRANTING TENURE** — Section 13 of the proposed code, which spells out procedures for deciding to grant or not to grant tenure, is obviously relevant to junior faculty members on the tenure track.

Making the procedures explicit is to the advantage of nontenured faculty members, according to two members of the Tenure Committee who were interviewed. Prof. Walter Lehn of linguistics and Prof. Fred Morrison of law both said that a nontenured faculty member will have a better idea of where he stands under the proposed regulations.

Section 13.3 calls for tenure recommendations to be discussed at a meeting of all tenured faculty members of a department or other academic unit and then voted on by secret ballot. If two thirds of those voting (and at least a majority of those present at the meeting) vote in favor, the recommendation is to be forwarded for administrative review.

On the Twin Cities campus, a recommendation would typically go from a department to the dean of a college.

Auerbach said an objective of the Tenure Committee was to "ensure faculty participation" in decisions to grant or not to grant tenure. Such participation is already a part of the decision-making process in many academic units, but not in all.

Morrison said he thinks "people would be surprised" at the diversity of procedures now followed in making decisions on tenure. Faculty members tend to think other departments do things in the same way their own does, he said. The procedure for granting tenure would be standardized if this section of the code is adopted.

Although not everyone likes the idea of a meeting to discuss tenure decisions (see the Nov. 1 issue of *Report*), this procedure was favored by most faculty members who were interviewed. Whether a two-thirds vote should be required is a separate question and will be discussed later in this article.

**YEARLY REVIEW** — One change in the regulations affecting nontenured faculty members is the provision for yearly review of all probationary faculty members. The decision could be to grant tenure, to continue the appointment for another year, or to give notice that the appointment will terminate at the end of the next year.

Yearly review should have happened "under the present scheme," said Prof. C. Robert Morris of law, but it hasn't worked that way.

Instead of two-year appointments for assistant professors, the proposed code calls for an initial two-year appointment with one-year renewals. But because a year's notice is required before an appointment can be terminated (except in extraordinary cases of removal for cause), a faculty member who doesn't receive notice at the end of any year will still be at least "two years away from unemployment," Morris said.

Yearly review should be to the benefit of probationary faculty, he said, because "if we evaluate more, we should counsel more." One responsibility of senior faculty members should be "teaching the teachers how to teach," he said.

**GIVING REASONS** — A faculty member whose appointment is terminated is entitled to reasons if he asks for them, the proposed regulations say.

Reasons have not been required under the present regulations. Section 9, entitled "Non-Reappointment During Probation," says that it is "not necessary" to provide a probationary faculty member "with any statement of causes or reasons for his non-reappointment."

Section 9 of the present code has been "out of step" with AAUP principles and has been "inadequate for our own purposes," Morris said. Morris was president last year of the Twin Cities chapter of the AAUP and has been active in the national organization.

Although the proposed regulations give a faculty member the right to ask for reasons if a decision has been made not to reappoint him, section 13.4 points out that "disclosure of the grounds for such a decision may be disadvantageous to the faculty member in securing other employment."

The recommendation is that the head of the academic unit point out the "possible disadvantages of disclosure." If the faculty member repeats his request, it is the "affirmative duty" of the department chairman to disclose reasons, even though this is a duty that may be "distasteful and unpleasant" to perform.

**TIME OF NOTICE** — Under present practice, faculty members who are not reappointed receive notice on Dec. 15, April 15, or June 15, depending on rank and length of service. The proposed code "consolidates and simplifies the notice procedures" by setting a standard date of June 15 of the year prior to the terminal year.

In the most typical case, an assistant professor now receives notice of termination by April 15. The proposed code would change that date to June 15.

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"The whole congeniality thing is an issue I think should be discussed. If someone is unpopular with his colleagues but is a brilliant teacher and researcher, he should be retained."

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Although this change might be somewhat to the disadvantage of probationary faculty members, Morris said, "I don't think much is turning on those two additional months." A year's notice is all that the AAUP requires and is "generally

thought to be adequate," he said.

Morris did say that there is some sentiment now for setting the date at May 15 instead of June 15. A faculty member who receives notice of non-reappointment may be in need of "advice or aid," he said, and by June 15 the people he would wish to turn to might not be available on campus. On May 15 the University would still be "fully operational" and people would be available, Morris said.

The notice date cannot be too early without imposing "time constraints" on departments, he added. "If the department head could wake up one morning" and make decisions about who is to get tenure "it would be one thing," he said, but "we want the department to spend some time on this."

**WEIGHTING CRITERIA** — Criteria for making decisions about tenure are spelled out in the regulations and were discussed in the Nov. 1 issue of *Report*.

Asst. Prof. Leonard Shapiro of mathematics said that "as an individual" he might have his own ideas about "what qualities the University should emphasize." But he said he thinks "all that a nontenured faculty member has a right to expect" is that whatever criteria are chosen "be applied fairly and with equal weight" for all candidates.

Singley said his concern is that the criteria are listed but there is "no way to question" the weight given to each criterion. If a department wants to deny tenure to two people, he said, the chairman might tell one who is a good teacher that it is research that counts and might tell another who is a strong researcher that it is teaching that is most important. "Is any one of them good enough or do you have to have some of each?" Singley asked of the criteria.

**CONGENIALITY QUESTION** — Singley also said that "the whole congeniality thing is an issue I think should be discussed."

One of the listed criteria is "ability and willingness to maintain such working relations with colleagues as are essential to effective accomplishment of the mission of the academic unit concerned."

There might be "some justification" for this, Singley said, but "it should be more explicit" so that it is not used simply to get rid of someone who is disliked for personal reasons. "If someone is unpopular with his colleagues but is a brilliant teacher and researcher, he should be retained," Singley said.

Morris said in another context that the granting of continuous tenure is "akin to marriage." With this kind of permanent commitment, it may be that "working relations with colleagues" is a valid consideration.

**STUDENT INPUT** — Faculty members are not the only group affected by tenure decisions. The quality of education for students is also at stake. And students have been seeking a voice in discussion of the proposed regulations.

By constitution, matters of tenure are

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"I am strongly in favor of mandatory student evaluation. I would like to see oral student participation in discussions of tenure decisions."

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the province of the Faculty Senate and not of the University Senate. But the faculty body voted at its Nov. 2 meeting to allow faculty members to yield time to students or other non-faculty members. Voting will still be limited to Faculty Senators.

The motion to allow students to participate was presented to the Senate by

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"I think I know what a popular teacher is, and I don't think that's necessarily a good teacher."

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Shapiro, who urged that "we welcome them in open discussion." The motion carried without controversy.

Student input in tenure decisions should be built into the code, said Assoc. Prof. Ernest Kemble, AAUP president on the Morris campus. Kemble, who teaches psychology, said he is "very much concerned" that the tenure system should "contribute to teaching effectiveness."

"I have the impression that the document that is being proposed just won't do that," Kemble said. He said he is "strongly in favor of mandatory student evaluation," although he added that the tenure document might allow "leeway for the coordinate campuses to establish their own practices."

"I would like to see oral student participation in discussions of tenure decisions," Kemble said. He said he does not

think students should vote on these decisions, but "since we're in the game of teaching, student representation should be called in on the discussion."

Shapiro, who spoke out for student participation in Senate discussions, said in an interview that he would not want popularity with students to be the test of a teacher. "I think I know what a popular teacher is," he said, "and I don't think that's necessarily a good teacher."

**TWO-THIRDS VOTE** — Bales said the requirement of a two-thirds vote for tenure recommendations is to the disadvantage of nontenured faculty members.

"In a small program it means that in some cases four out of five faculty members must agree," he said. "Familiarity breeds, if not contempt, at least antagonism," he said, and a faculty member who is not "an angel or a nonentity" is likely to have "made serious enemies" of one or two of his colleagues.

An argument for the two-thirds vote is that it would "ensure the improvement of weak or mediocre programs and maintain the standards of strong ones," Bales said. "It may do the latter, but I don't think it would do the former. I am cynical enough to believe that in weak programs a bright, interesting, challenging faculty member would have less of a chance. I cynically think that mediocre and poor programs are more likely not to recommend good faculty members than poor ones."

Morris said he favors a two-thirds vote but said "that's a matter for the Senate to

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"I am cynical enough to believe that in weak programs a bright, interesting, challenging faculty member would have less of a chance. I cynically think that mediocre and poor programs are more likely not to recommend good faculty members than poor ones."

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decide." He said it is true that "in a small faculty you may find one third who have bad criteria, but even a bare majority might make a mistake." He acknowledged that it is "more likely to have 34 percent who are screwy than 51 percent."

Although the regulations would allow  
*(continued on page 6)*

# Should Tenure Take Two-Thirds Vote?

(continued from page 5)

the vice president for academic administration to overturn the recommendation of a department, Bales said, it is "unlikely" that the vice president would reverse a department's decision not to

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"If a faculty member can convince only a bare majority of his colleagues that he has the teaching and scholarly qualifications, that is not very convincing, particularly after six years."

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grant tenure. Bales said it would be best to set the requirements at the department level "as low as possible" so that a strong faculty member in a weak department will have more of a chance to have his case considered at higher levels.

Requiring a two-thirds instead of a majority vote is a "very substantial change," Bales said, and if pre-existing rights are protected in the tenure regulations, "I think anybody who didn't get tenure because he didn't get a two-thirds vote would have a very good case."

It is not clear, however, that most departments now grant tenure on a majority vote. In chemical engineering, for example, "we try to discuss it long

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"When you make a decision about tenure, you're deciding about the quality of education for the next 20, 30, or 40 years. It's probably better to err on the side of caution."

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enough until it becomes unanimous," said the chairman, Regents' Prof. Neal Amundson. If unanimity cannot be achieved, he said, "we let it sit for a while."

Morris said that although he doesn't have "hard data except in my own department," it is his impression that most votes on tenure decisions are overwhelmingly in one direction or another. Those cases that are in the range between 51 and 67 percent "are few and probably are troublesome," he said.

In making a tenure decision, he said, "you're deciding about the quality of education for the next 20, 30, or 40

years. It's probably better to err on the side of caution." If a candidate for tenure isn't "clearly suitable," he said, it may be "best to keep looking for a person to fill the permanent position."

Morrison said that "if a faculty member can convince only a bare majority of his colleagues that he has the teaching and scholarly qualifications, that is not very convincing, particularly after six years."

## DEPARTMENTAL PREROGATIVE

— Shapiro and Mrs. Ward said they would not object to a two-thirds requirement if set by the department, but both said it is inappropriate for the tenure code to impose this requirement on departments.

It is an "unwarranted intrusion," Mrs. Ward said. Her primary concern is that in small departments a two-thirds vote would be "impractical," she said, and "in some places it simply can't be implemented." The assumption of the Tenure Committee seems to have been that "departments are large places," she said.

In large departments, too, the two-thirds rule could be a problem, Shapiro said, because "there may be a number of people on the faculty who are just not well informed" about a candidate's qualifications.

Shapiro said his major concern is that the proposed regulations work against a department's presenting a "unified view," and he said this would be to the disadvantage of the faculty member.

Under the proposed regulations, the results of the vote are to be transmitted along with a report from the chairman summarizing the majority and minority views. "A person might vote against A because he feels B is a better candidate and he thinks only one should get tenure," Shapiro said, but "a number of negative votes can be interpreted differently at higher levels."

**PART-TIME FACULTY** — A number of faculty members are not on the "tenure track" at all. Among them are part-time faculty members, who are not considered "regular" and are not eligible for tenure.

The proposed regulations draw the line at service adding up to two-thirds time. A faculty member who works two-thirds time is eligible for tenure; anyone who works less than that is not. Even among members of the Tenure Committee, there has apparently been some confusion as to whether this two-thirds rule reflects existing policy or is a relaxation of a present requirement of 100 percent time.

Ann Bailly from Vice President Shepherd's office said that there is "no question" that the present practice has been to count service of two-thirds time toward tenure. "Operationally and I think legally, if you work 67 percent time from Sept. 16 to June 15, you have a

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"Tenure should be given only to someone whose major commitment is to the University."

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year's time credited toward a tenure decision," she said.

Some faculty members think half time should be good enough. Lehn said that in requiring service of two-thirds time, it was the thinking of the committee that tenure should go only to someone "whose major commitment is to the University."

Mrs. Ward said she disagrees with the assumption that "in order to demonstrate

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"They assume that in order to demonstrate that you are serious, you have to be full-time."

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that you are serious, you have to be full-time."

Judith Bennett, an instructor in family social science, said she would not favor  
*(continued on page 7)*

## Honors and Awards

Dr. Peter E. Fehr, clinical instructor in obstetrics and gynecology, has recently been honored with an ACOG-Ortho Academic Training Fellowship Award for his research in the field of perinatal pharmacology.

**Alma Sparrow**, director of the public health nursing program in the School of Public Health, has won a "Boss" Contest sponsored by the Cory Coffee Company. She was nominated by Assoc. Prof. **Delphie Fredlund**.

Prof. **E.M. Sparrow** of mechanical engineering has been appointed senior editor of the *Journal of Heat Transfer*. He has also been appointed scientific committee member for the United States for the forthcoming 5th International Heat Transfer Conference.

# 'U' Courses Offered in London This Spring and Summer

University students will have an opportunity to study abroad and earn 16 credits or more per quarter this spring and summer.

London, England, will be the site of courses in English, history, sociology, and theatre offered by Continuing Education and Extension (CEE) and taught by University faculty.

"More students and parents think international experience should be part of one's college education," said William C. Rogers, director of the World Affairs Center and coordinator of the London program for CEE.

"International experience used to be furnished in the more elite colleges as 'junior year abroad' but now it is in the

reach of more and more students," he added.

The University is following closely an eight-year-old program at Michigan State University which has offered courses in such countries as Japan, Germany, and Italy.

Approximate spring quarter dates for the University's London classes will be March 28 through June 16. Courses to be offered are "Introduction to Literature: Topics" and "Shakespeare" taught by Gordon O'Brien of the English department and "The Colonial Period of American History" and "Problems in Colonial American History" taught by Peter Carroll of history.

Courses in the summer session, June

20 through Aug. 25, include two theatre courses taught by Charles Nolte and two sociology courses taught by Caroline Rose.

There are no entrance or residence requirements for any of the courses. Classes will be held in a London hotel or college where students will reside.

Approximate total cost per quarter is \$1,450 including travel, room and board, and tuition. Deadline for spring quarter registration is Jan. 1. Only 40 students will be accepted.

For further information contact International Study and Travel Center, 231 Coffman Union.

## Should Part-Time Faculty Be on Tenure Track?

(continued from page 6)

tenure for someone who is "coming in to teach one course a year," but she said "I think a half-time commitment is a pretty

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"The University should recognize the reality of the family life cycle and the responsibility of caring for young children."

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intense commitment." She said the relevant question should be "how involved the person is" with teaching, counseling students, committee service, and other activities of a department.

(Even more than tenure, some part-time faculty members are concerned about their ineligibility for such fringe benefits as Social Security, University

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"I know couples who would like to share in their family responsibilities and both be on the faculty part-time."

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retirement benefits, and health insurance. This matter will be investigated and reported in a later article.)

**FAMILY LIFE CYCLE** — As a sociol-

ogist whose professional interest is in patterns of family life, Mrs. Bennett said she thinks the University should recognize "the reality of the family life cycle and the responsibility of caring for young children."

When a woman has young children, Mrs. Bennett said, she may "for very legitimate reasons" not be able to work full-time. Although Mrs. Bennett herself returned immediately to full-time teaching after the birth of her daughter, she said another woman might not make the same choice, which is "shredding herself at both ends."

Prof. Mabel K. Powers, chairman of the Council for University Women's Progress, said she knows couples who would like to share in their family responsibilities and "both be on the faculty part-time."

Morris said that with "hopefully" the addition of more women to the faculty and with families in which "household duties will require that one or both not work full-time," the tenure code should be flexible in allowing tenure for those "who are embarking on lifelong careers" but who are not working full-time. "For the half-time person, we won't be doing that yet," he said.

**ON THE TENURE TRACK** — Being placed on the tenure track has its perils, Morris pointed out, and half-time faculty members might find that the perils outweigh the advantages.

"If a person is serving half-time, he

may serve the rest of his life," Morris said. "He won't be stuck with the problem that a decision has to be made" about whether to grant tenure. On the other hand, he can be "dropped without notice."

Once a faculty member is on the tenure track, Morris said, his department "can't just keep him limping along. But if they feel iffy, they're likely to say no" if forced to make a decision about granting tenure.

One woman is known to have taught 25 years on a part-time appointment, and others may have served that long or longer. Mrs. Bennett described the position of part-time faculty members as "sitting there patiently on call, always

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"Part-time faculty members have been sitting there patiently on call, always being used, and never getting anything but the sweepings at the end."

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being used, and never getting anything but the sweepings at the end."

Miss Powers said, "My feeling is that the University wastes a lot of quality by keeping them on forever part-time and giving them no feeling of belonging."

**In the next issue: why have tenure at all?**

# Twin Cities Campus Calendar • December 1-15, 1972

## Minnesota Orchestra

Tickets available at 106 Northrop Auditorium and Dayton's stores

**Thursday-Friday Concert Series**, Thursdays, I.A. O'Shaughnessy Auditorium, College of St. Catherine, 8 p.m., tickets \$4.29-\$7.07; Fridays, Northrop Auditorium, 8:30 p.m., tickets \$3.03-\$7.07

Nov. 30-Dec. 1 - Rudolf Serkin, pianist; Clyn Barrus, violist; Stanislaw Skrowaczewski, conductor

Dec. 7-8 - Robert Casadesu, pianist; Stanislaw Skrowaczewski, conductor

**Adventures in Music Series**, Northrop Auditorium, 4 p.m.; tickets \$2.78-\$5.55

Dec. 3 - Holiday Music Festival, George Trautwein, conductor

**Special Concert**, Northrop Auditorium, 8 p.m.; tickets \$2.52-\$5.30

Dec. 12 - Handel's "Messiah," George Trautwein, conductor

## University Theatre

Tickets available at 110 Scott Hall and all Dayton's stores

**Studio Theatre Series**, Scott Hall Auditorium; general admission \$2.50, students \$1.75

Dec. 1-2 (8 p.m.) and Dec. 3 (3:30 p.m.) - "Lock Up Your Daughters"

## Conference

**Conference**, Sheraton-Ritz Hotel, 9 a.m.-4 p.m.; conducted by the Department of Conferences, Continuing Education in Engineering and Science, the World Affairs Center, and the Minnesota Experimental City Project; \$10 fee, students \$5; for further information, call 373-3155

Dec. 5 - "New Urban Systems"

## Music Department Events

No admission charge; schedule subject to change; call 373-3546 for further information

Dec. 1 - Leo Hock, MFA organ recital; Grace University Lutheran Church, 8 p.m.

Dec. 2 - Ensembles, "Symphony of Psalms"; Northrop Auditorium, 8 p.m.

Dec. 8 - Chinese Puppets; Coffman Main Ballroom, 12 noon

## Athletic Events

**Basketball**, Williams Arena (sold out)

Dec. 2 - Minnesota vs. Western Illinois University, 8 p.m.; preliminary game: Varsity Reserve vs. Metropolitan Junior College, 6 p.m.

Dec. 4 - Minnesota vs. University of Wisconsin (Milwaukee), 8 p.m.; preliminary game: Varsity Reserve vs. St. Cloud State College, 6 p.m.

**Gymnastics**, Cooke Hall; tickets on sale at gate only; adults \$1.50, children and students \$.75

Dec. 14 - Minnesota vs. St. Cloud State College, 7:30 p.m.

## Exhibitions

**University Gallery**, Northrop Auditorium; Monday-Friday 11 a.m.-4 p.m., Sunday 2-5 p.m.

Through Dec. 17 - Studio Arts Faculty Exhibition, Galleries 305-307, 309, and 405

**Wilson Gallery**, 472 Wilson Library; Monday-Friday 8 a.m.-5 p.m.

Through December - "Brazil and Her Neighbors: 1500-1800"

**St. Paul Student Center Galleries**, Student Center; Monday-Friday 8 a.m.-10 p.m., Sunday 12 noon-10 p.m.

Dec. 4-Jan. 3 - Watercolors by Francis R. Meisch, North Star Gallery

Through December - "Southwest Sketches" by Louis Safer, Lounge Gallery

Through Jan. 5 - "Recent Works" by Florence Hill, Rouser Room Gallery

Through Dec. 29 - Metal sculptures by James E. Larson, 3-Dimensional Gallery

**Jaques Gallery**, James Ford Bell Museum of Natural History; Monday-Saturday 9 a.m.-5 p.m., Wednesday 9 a.m.-9 p.m., Sunday 2-5 p.m.

Through December - Pen and ink drawings of bird nests by David Parmalee

**Coffman Gallery**, Coffman Union; Monday-Friday 9 a.m.-5 p.m.

Through Dec. 15 - Sean McLaughlin Exhibition

## Student Union Programs

North Star Ballroom, Student Center; no admission charge

Dec. 5 - Square dancing lessons, 7-8 p.m.; dancing 8-10 p.m.

Dec. 9 - Children's Christmas party, 2-5 p.m.

**Minnesota Mondays Series**, North Star Ballroom, Student Center; no admission charge

Dec. 4 - Dr. Roger Buffalohead, "American Indian in Minnesota History"; 12:15 p.m.

## James Ford Bell Museum of Natural History

The Museum, Touch and See Room, and Children's Reading Room (cosponsored by the Minneapolis Public Library) are open Monday-Saturday 9 a.m.-5 p.m., Wednesday 9 a.m.-9 p.m., and Sunday 2-5 p.m.; by reservation, guides can be made available to groups of 15 or more; open without charge

**Sunday Film Programs**, Museum Auditorium

Dec. 3 - "Tales of Hiawatha," "Canon," and "Birth of a Kangaroo," 2:30 and 3:30 p.m.

Dec. 10 - Dr. Breckenridge on the Diomed Islands, 2:30 p.m.; "The Hidden World of Insects," "What on Earth," and "White Throat," 3:30 p.m.

## Films

**Noon Films**, North Star Ballroom, Student Center, 12:15 p.m.; no admission charge

Dec. 5 - Cartoon Fest

## Concert

Northrop Auditorium; reservations may be made at 105 Northrop Auditorium, and tickets are available at all Dayton's stores on Monday of the week prior to performance; tickets \$2.50-\$5. Cosponsored by the University Artists Course and the Minnesota Orchestra

Dec. 15 (8 p.m.) and Dec. 16-17 (3 p.m.) - "The Nutcracker Fantasy," conducted by Henry Charles Smith, with the Minnesota Dance Theatre directed by Loyce Houlton

## DEPARTMENT OF UNIVERSITY RELATIONS

S-68 Morrill Hall

University of Minnesota

Minneapolis, Minnesota 55455

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# UNIVERSITY REPORT

A NEWSLETTER FOR STAFF MEMBERS ON ALL CAMPUSES OF THE UNIVERSITY OF MINNESOTA

## Commission Recommends Provosts for All Campuses

A legislative commission has recommended that each campus of the University — including the Minneapolis and St. Paul campuses — be headed by a provost who reports directly to the University President.

"The President would thus be removed from the day-to-day administrative responsibilities for any one campus and would serve as chief executive officer of the total University system," according to the recommendation of the University

Study Commission.

The commission was established by the 1971 Legislature and includes five members from the Senate, five from the House, and five public members named by the Governor. Sen. Edward J. Gearty is chairman. The report of the commission was published Nov. 10.

Coordinate campuses at Duluth, Morris, Crookston, and Waseca are now headed by provosts and, as a result of organizational changes last June, report to

the President's Office. But the report says that the provosts "have input to the University system only through the special assistant to the president and associate vice president for coordinate campuses" and that this "input channel does not permit direct communication with the University President."

Establishing this direct communication is one part of the recommendation. The other is appointing a provost for the Twin  
*(continued on page 7)*

## Tenure Tied to Academic Freedom

by Maureen Smith  
Editor of *University Report*  
*(Fifth of a series)*

Two reasons are traditionally given in support of faculty tenure — the need to protect academic freedom and the need to provide job security. Some faculty members say only the first defense is legitimate.

"I don't think you can talk sensibly about tenure without relating it to academic freedom," said Prof. Donald Gillmor of journalism. "As soon as we lose sight of that purpose, tenure is pretty hard to defend."

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**"The fundamental purpose of tenure is to provide faculty members with protection against those who would attack them because they disagree with their views or find them unpopular."**

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Prof. George Donohue of sociology agreed. "There is no other reason for having tenure," he said, "and there is no other effective way to ensure academic freedom. Tenure is not for the individual faculty member but for the institution."

The proposed new tenure document, in Donohue's view, gives "a gross interpretation and a crass interpretation" of tenure, because it sees tenure "not in terms of academic freedom, but from a mundane point of view of job security." Donohue is chairman of the academic freedom committee of the Twin Cities chapter of the American Association of University Professors (AAUP).

Prof. Herbert J. Heneman, Jr., of industrial relations, however, said that faculty tenure has parallels in "the outside world," and he said job security ranks high on the list of things most people look for in a job. "It comes as a surprise to find that faculty members are human beings," he said, "but on the other hand, they are. They are not uniquely shaped by heredity or environment."

Pete Schnauffer, director of public employee programs for the Labor Education Service, also cited parallels to tenure in private employment. The primary difference, he said, is that a faculty member's job is "to teach the truth," and there is "a little more controversy about what the truth is."

"If you hire a carpenter to make a chair," Schnauffer said, "he makes a chair. The public is not going to get on the

chairmaker's back for making controversial chairs." What a professor is expected to "produce" is "the truth" — "you don't come to teach about English

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**"I don't think you can talk sensibly about tenure without relating it to academic freedom. As soon as we lose sight of that purpose, tenure is pretty hard to defend."**

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literature and invent authors" — but not everyone will see the truth as he sees it.

**ACADEMIC FREEDOM** — Although academic freedom may not be the only reason for tenure, most faculty members and administrators who were questioned seem to consider it the basic one.

"The fundamental purpose of tenure is to provide faculty members with protection against those who would attack them because they disagree with their views or find them unpopular," said Vice President William G. Shepherd.

Regents' Prof. Leonid Hurwicz of economics said that tenure "protects the rights of all citizens to hear the results of the academic person's thinking." He added that it is "for the students in par-  
*(continued on page 4)*

# Summer Heat Could Be Saved for Winter

by Bill Hafling

University Science Writer

Minnesotans have long had a dream: "Why," they cry in the summer, "couldn't we have saved just one or two of those winter days and used them to cool things off now that we need it?"

In the winter they say, "Why couldn't we have saved just one of those hot summer days and turned it loose just once this winter?"

Hope is on the horizon. Researchers at the University of Minnesota recently received a grant of nearly a half million dollars to study solar energy as a possible source of electric power.

Director of the project is Prof. Richard C. Jordan, head of the School of Mechanical and Aerospace Engineering. Jordan, an expert on heating and cooling, has been doing research on the practical use of the sun's energy for over 20 years.

"Minnesota is indeed a unique part of the country," Jordan remarked. "When a national climatological survey was made several years ago, the Twin Cities had to be singled out for special study. This is because the temperature range in this area from winter to summer is the greatest of any populated area in this country — about 140 degrees.

"Not only do we have a problem with heating in the winter — but there's the problem of cooling in the summer."

Aimed at solving this balance-of-temperature problem, Jordan conducted the "Invisible Family Research House Project" in 1959. Two complete houses were built at Stillwater, Minn., to study the effects of variations in insulation and energy sources on indoor temperature and humidity.

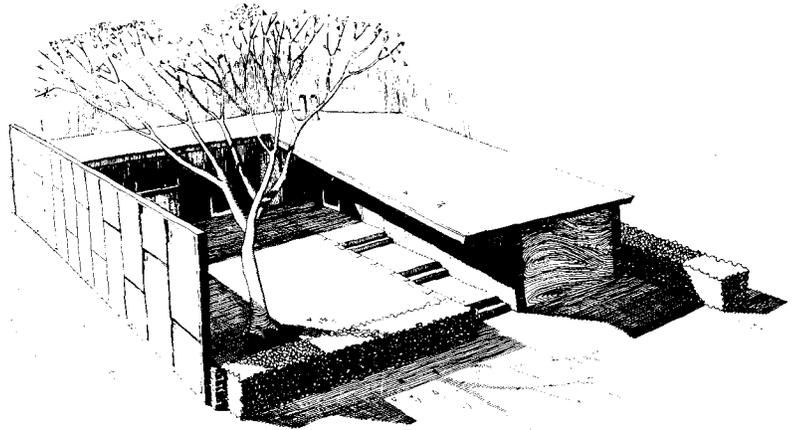
Although these homes were not equipped with solar collectors, the effects of solar energy on heating and cooling requirements were carefully measured.

"Here we made the most extensive studies of residential heating requirements that have ever been made any place in the world," Jordan said.

"Occupancy and equipment operation — washing machines, dishwashers, dryers, lamps, television sets — was simulated for a family of four. More than 300 thermocouples were used to record inside and outside air, wall, and ground temperatures. In fact, a weather station was located at the houses."

After a winter of simulated occupancy, an actual family of four moved into the second test home.

"The comparison between the two



*Architect's drawing of a home built to use solar energy. The fence-like structure is a solar collector in which energy from the sun is trapped and stored for use when needed. Engineers at the University of Minnesota are continuing research on ways to get more usable energy from the sun.*

homes was very close — in fact, better than we had expected," Jordan said. "Our simulation had been reasonable."

**A major finding of the study was that approximately 30 percent of the total energy needed for heating could be supplied just from appliance and equipment operations and normal living processes within the homes.**

"This means," Jordan explained, "that with housing specifically designed to maximize the conservation of heat, it would be possible to supply virtually all of the heating energy requirements through incidental operations.

"Even in this relatively extreme climate, the heating system — in a properly designed home — would only need to be concerned with control and distribution rather than the supplying of additional heat.

"The family living in the test home said it was the most comfortable house they had ever lived in — no colds and no problems with sinus trouble. They were keeping the humidity up to around 40 percent even on sub-zero days. The reason they could do it was that in addition to good insulation and vapor barriers in the walls, there were three panes of glass in the windows. This allows the maintenance of higher humidity in the house without any condensation on the walls.

"I believe that if you gave me enough money to do it, I could build a house today in which all the energy for heating could be supplied by a relatively small solar collector and from the normal uses of energy within the house — without any other heating plant — and be able to heat the house in Minnesota.

"We have also designed solar heat pump systems which have proven effective in large-scale operations for summer cooling and winter heating. Bear in mind, though, that there are many things today that are technically feasible that are not economically feasible. One of the goals of research is to bring the two together."

## University Report

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Copies are sent free of charge to all staff members of the University of Minnesota. Second class postage paid at Minneapolis, Minnesota.

# Study Nine Months Later Shows Most Graduates Employed

Nine months after they graduated from the University, 75 percent of the June 1971 graduates were in the labor force, according to a recent survey.

Two thirds (66.2 percent) of the graduates were working full-time, and 8.8 percent held part-time jobs.

Among the 25 percent who were not employed were 10.4 percent who were full-time students, 5.4 percent who were in the armed forces, 1.3 percent who were full-time housewives, and 6.1 percent who were "unemployed."

The "unemployed" figure of 6.1 percent was higher than the seasonal adjusted percentage of unemployment in Minnesota for the same period by 0.4 percent.

The survey was conducted by Ralph F. Berdie and Andrew S. Huang for the Office of Admissions and Records. Questionnaires were mailed on March 3, 1972, to 497 graduates who received bachelor's degrees the preceding June. About 93 per-

cent of the questionnaires were returned.

Results of the study "either can be viewed with alarm or provide considerable satisfaction," Berdie said.

More men (6.6 percent) than women (5.3 percent) were unemployed. Most of the employed graduates held professional jobs — 52.5 percent of the men and 68.6 percent of the women. Another 12.2 percent of the men were in managerial positions, and 11.5 percent were in skilled and unskilled trades. Employed women included 20.8 percent in clerical or office jobs.

The median salary for men who were working full-time was \$8,717, compared to \$6,727 for women.

Almost three fourths (71.9 percent) of the employed graduates expressed satisfaction with their jobs. More women (29.8 percent) than men (23.1 percent) were somewhat dissatisfied or thoroughly dissatisfied.

Four out of five of the employed

graduates worked for employers in Minnesota. Of these, three out of four were in the metropolitan area.

A majority of the men (56.3 percent) worked for private industry. Women were predominantly employed by elementary or secondary public schools (45.9 percent).

Almost half (47.6 percent) of all employed graduates worked in an area the same as their field of specialization. An additional 24 percent were either in an area closely related to their specialization or one somewhat related. Only 26.9 percent were working in an area not related to their college major.

Only three colleges had enough representatives in the sample to provide a basis for college comparisons. Fewer College of Liberal Arts (CLA) and more Education graduates were employed. More CLA graduates were students. Duluth graduates fell in between, and more of them were in the military.

## UMD, Other Area Colleges Form Association

Six colleges and universities in the Lake Superior area have formed an association and are exploring ways they can work together.

What makes the Lake Superior Association of Colleges and Universities unique is that it straddles an international border. The six schools are in Minnesota, Wisconsin, and Ontario.

Combined enrollment of the schools is more than 12,000. The largest is the University of Minnesota, Duluth (UMD), with an enrollment of 5,488. The smallest, Mount Senario College of Ladysmith, Wis., has 225 students.

Also involved in the association are St. Scholastica of Duluth, University of Wisconsin-Superior (UWS), Lakehead University of Thunder Bay, Ont., and Northland College of Ashland, Wis. Three of the schools are public and three private.

Provost Raymond Darland of UMD said he is "enthusiastic about the possibility" that the association will be "a significant factor in our serving this area." Darland said there are "so many ways in which we can cooperate and avoid duplication."

**DIFFERENT STRENGTHS** — Each of the schools has strengths on which the others can borrow.

Lakehead is the only one of the schools offering degrees in forestry and engineering. UMD has its medical school

and is strong in the biological sciences and geology. Scholastica is a leader in paramedical studies.

Superior, UMD, and Northland each have limnology departments and operate boats on Lake Superior as part of their programs. All of the schools are interested in environmental studies.

**FACULTY AND STUDENT EXCHANGE** — A Canadian professor from Lakehead will teach a course at UMD during winter quarter, marking the first formal faculty exchange among the six schools.

Larry Joseph, lecturer in political studies at Lakehead and a specialist in Canadian government, will instruct a three-credit course on "Government and Politics in Canada."

Joseph will fly to Duluth on Sundays in order to lecture for two hours beginning at 8:30 a.m. on Mondays. Students will be expected to write a term paper in addition to attending the two-hour lectures.

It is hoped that a UMD faculty member will teach a course in political science at Lakehead next year.

A growing number of students at UMD, Scholastica, and UWS have been traveling from their home campus to one of the others in order to take specific courses. Student exchanges involving all six campuses may be developed in the future.

**LONG-RANGE PLANS** — Joint degrees are a possibility for the future. Father F.X. Shea of Scholastica, who is serving this year as chairman of the association, said he looks forward to the time when the schools may develop a joint doctorate degree.

Joint undergraduate majors in early childhood education, Indian studies, and Lake Superior studies are now being considered, as well as several joint master's degree programs.

Other possibilities are the reduction of course offerings where it would be more advantageous to rely on the specialty or strength of another institution, and joint courses combining staff from all schools where none could provide the course on its own.

Sharing of library, audio-visual, and other resources is being studied, as well as the establishment of a network of compatible computers.

Another possibility is sending student performing groups on a circuit through the six schools, or combining talents from several campuses. Joint booking of lecturers and exhibits is also a possibility.

Basically, Shea said, the association should be involved in research that has particular application to the Lake Superior region the schools serve — its economy, ecology, and other concerns.

# Faculty Job Security Isn't Unique

(continued from page 1)

ticular, who are entitled to hear a professor's views."

A similar point was made in a 1959 study of tenure by Byse and Joughin, *Tenure in American Higher Education*:

"Academic freedom and tenure do not exist because of a peculiar solicitude for the human beings who staff our academic institutions. They exist, instead, in order that society may have the benefit of

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**"Academic freedom and tenure are for the students in particular, who are entitled to hear a professor's views."**

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honest judgment and independent criticism which otherwise might be withheld because of fear of offending a dominant social group or a transient social attitude."

Hurwicz said, "I feel the same way as I feel about the tenure of federal judges," which he said he supports "not as a favor to them but so the independence of the judiciary can be protected."

Tenure is "a necessary condition to academic freedom," Donohue said, although in itself it is not sufficient. "One could have job security and not be academically free." But if a professor's job is in jeopardy when he expresses controversial views, Donohue suggested, academic freedom would be impossible.

**COERCION FROM WITHIN** — Tenure has traditionally been defended as a way

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**"In strong universities, assuring freedom from intellectual conformity coerced within the institution is even more of a concern than is the protection of freedom from external interference."**

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to protect faculty members from attacks that come from outside of the academy. Prof. Paul Murphy of history, president of the Twin Cities chapter of the AAUP, stressed the need for this protection.

"If you're going to recruit a staff of highly competent, highly innovative, creative people," he said, and expect them to explore ideas "without inhibition," it is inevitable that some will get into controversial areas. "These people will have to be sheltered" and freed from "worry about outside sanctions," he said, "if the academy is to be encouraged to be free in thinking and innovation."

President Kingman Brewster of Yale

University said in his 1971-72 annual report that the "struggle to preserve the integrity of the institution and the freedom of its faculty members from external coercion is never over."

But in spite of the "dramatic image of the university under siege from taxpayers, politicians, or even occasional alumni," Brewster said, another danger is greater, although more subtle. "In strong universities, assuring freedom from intellectual conformity coerced *within* the institution is even more of a concern."

Faculty members, he said, "once they have proved their potential during a period of junior probation, should not feel beholden to *anyone*, especially department chairmen, deans, provosts, or presidents for favor, let alone for survival."

"If a university is alive and productive," Brewster said, "it is a place where colleagues are in constant dispute. . . . It is vital that this contest be uninhibited by fear of reprisal. Sides must be taken only on the basis of the merits of a proposition."

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**"The more subtle condition of academic freedom is that faculty members, once they have proved their potential during a period of junior probation, should not feel beholden to anyone, especially department chairmen, deans, provosts, or presidents for favor, let alone for survival."**

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**ACADEMIC FREEDOM FOR JUNIOR FACULTY** — If tenure is a necessary condition of academic freedom, how much academic freedom can a non-tenured faculty member be said to have?

William Van Alstyne, writing in the *AAUP Bulletin* of autumn 1971, said it won't do to speak of "equal academic freedom for all, but tenure only for some." This "anomalous combination of mutually exclusive assertions," Van Alstyne said, "displays all the unseemliness of a motto from *Animal Farm*: all teachers are equal in their academic freedom, but some teachers are more equal than others (*viz.*, those with tenure)!"

Van Alstyne said it would be more honest to admit that there are degrees of academic freedom and due process and that the fullest protection is given only to tenured faculty.

Another possible, partial answer is sug-

gested in a recent study from Harvard University, reprinted in the spring 1972 *AAUP Bulletin*: the freedom of non-tenured faculty "depends largely on the presence, on any faculty, of tenured professors committed in principle to intellectual freedom, acting individually or collectively to assure the rights of their junior colleagues."

**JOB SECURITY AND THE OUTSIDE WORLD** — Several faculty members said they would not want to defend tenure as a special privilege enjoyed by those in the academic community. But if tenure can be considered simply from the point of view of job security, the level of security provided is far from unique.

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**"It comes as a surprise to find that faculty members are human beings, but on the other hand, they are. They are not uniquely shaped by heredity or environment."**

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"It is safe to say," Schnauffer said, "that more than half of the work force of 80 million are protected by similar forms of job security."

One parallel is in private industry, he said, where union workers can be fired for "just cause" (as tenured faculty can), but otherwise "seniority governs." If a union worker is fired, he can file a grievance and the case will be heard by a neutral arbitrator. In practice, Schnauffer said, "If management doesn't have an open-and-shut case against him, they don't fire him."

Another parallel is in the public schools, where "in practically all states" teachers have tenure by legislation. A third parallel is in federal, state, and city government jobs (which Heneman called "the fastest growth sector in employment"). Job security for government

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**"It is safe to say that more than half of the work force of 80 million are protected by similar forms of job security."**

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workers is provided through civil service, and procedures for hearings are usually included.

It is "not just blue collar workers" who are given job security, Schnauffer stressed, but also "a lot of people whose position in society is roughly equal to that of professors." For example, he said,

"some of our most famous newspaper reporters are protected by seniority through their union, and their names are equally as famous as some of our professors."

Schnauffer said there are "very few people who have a stake in their jobs and don't have job security. The people who

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**"What appears to be a unique privilege is not at all."**

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really need it and don't have it are those at the bottom of the totem pole — agricultural workers, laundry workers."

"What appears to be a unique privilege" for faculty members, Schnauffer said, "is not at all."

**TENURE AND SALARY** — The job security argument originated, Brewster said, when faculty members were "grossly underpaid in comparison with other professional callings" and tenure was needed "to draw good people into underpaid academic life."

Discrepancies still exist in "the bottom rungs of starting salaries and the higher rungs of top management compensation,"

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**"If you hire a carpenter to make a chair, he makes a chair. The public is not going to get on the chair-maker's back for making controversial chairs."**

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Brewster said, but in the middle range, "academic salaries at a place like Yale are not grossly lower than the earnings of other professional callings. So, the use of job security as bait to persuade people to take a vow of 'academic poverty' is not a sufficient argument."

In the Harvard study, the relationship between faculty tenure and salaries is considered from a somewhat different point of view:

"There is some reason to believe that the guarantee of tenure at Harvard has permitted this University to gather a quality faculty on the cheap and that it might well cost Harvard more — simply in financial terms — were it forced to compete by way of annual or short-term appointments with private industry, with the government, and with other universities with or without tenure which allow themselves the budgetary freedom and luxury of the 'star system.' "

**OBLIGATION AND COMMITMENT** — Another consideration was voiced by

Vice President Shepherd: "A university owes something to people who have committed their lives to service to the university."

A similar point was made by Hurwicz. "A professor who accepts a tenure appointment is depriving himself of a variety of alternatives. At a later time he may not have the options open to him that he had at the time he accepted the position."

"It's like getting married," Hurwicz said. "Later if you see another pretty girl, the girl you married maybe doesn't have all the opportunities any more."

**QUALITY OF EDUCATION** — Both

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**"A professor who accepts a tenure appointment is depriving himself of a variety of alternatives. At a later time he may not have the options open to him that he had at the time he accepted the position. It's like getting married. Later if you see another pretty girl, the girl you married maybe doesn't have all the opportunities any more."**

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the academic freedom and the job security arguments are related to the quality of education — which should be, after all, the primary concern of a university. Brewster thinks there is also a direct effect of the tenure system on the quality of teaching.

Promotion to tenure is a "much more rigorous and hard-headed" process than it would be if the decision could be easily reversed, he said. "Realization that the commitment is for keeps helps to hold the standards high. So, I would venture that whatever gains might be made by reserving the right to a second guess would be more than offset by the laxity

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**"All teachers are equal in their academic freedom, but some teachers are more equal than others!"**

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which would come to soften the first guess. In short, we would not have as good a senior faculty as we now do, if tenure were not the consequence of promotion to senior rank."

**HIGH-RISK RESEARCH** — Without tenure, Brewster said, research would also suffer. Contributions to knowledge that "add something significant to what has gone before involve a very high risk and a

very long-term intellectual investment," he said.

"Boldness would suffer if the research and scholarship of a mature faculty were to be subject to periodic score-keeping, on pain of dismissal if they did not score well. . . . Authentication would replace discovery as the goal. The results might not startle the world, but they would be impressive in quantitative terms and invulnerable to devastating attack."

Assoc. Prof. Woods Halley of physics

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**"We're in a business where there's a certain amount of luck involved. You get an idea and it works out or it doesn't. You can take chances and lose and not be out on the street."**

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made a similar point. "We're in a business where there's a certain amount of luck involved," he said. "You get an idea and it works out or it doesn't. You can take chances and lose and not be out on the street."

If tenure were eliminated and faculty members were periodically reviewed, said Assoc. Prof. Michael Perlman of statistics, they "might try to find problems to work on that have a quick return."

The "immediate effect," Halley said, is that "people would concentrate more on research. The reality is that the teaching would immediately get worse."

**LOYALTY TO COMMUNITY** —

Another advantage of tenure was mentioned by Assoc. Prof. Paul Rosenblatt of family social science. "One of the strengths of this University," he said, is that "people put down roots and invest themselves deeply in the University and the community."

"Even if they are not likely to be fired," he said, "without the security of tenure, fewer people will do that." Rosenblatt said he has been "impressed by how much faculty members and their husbands and wives are into things in the community — more than at the other schools I've been at."

"That could be lost," Rosenblatt said, and it would be "very sad."

(Editor's note: Although the intention was to conclude the tenure series with this article, it quickly became apparent that a philosophical consideration of the concept of tenure could not be treated in a single article. Coming up in the final article will be some criticisms of tenure, some answers to the criticisms, and some predictions about the future.)

# Townpeople Enjoy Taking Courses at Crookston

More and more adults are returning to college or are taking college courses for the first time. In a recent series of interviews on the Crookston campus, some of them explained why.

Robert Dirks is the proprietor of the Ben Franklin store in Crookston and already has a five-year degree. He took an aviation course at the University of Minnesota Technical College, Crookston (UMC), because of a long-time interest in flying and because he thought it would be advantageous for his business.

Dirks said he is impressed with the quality of teaching at UMC and called the attitude of the instructors "tremendous." Another plus, he said, is convenience. "It is so close that it does not take much time away from my job."

Nancy Ekdahl already has a B.A. degree in anthropology and is now working on an associate degree in fashion merchandising at UMC. When she began the program, Mrs. Ekdahl was new to Crookston and did not have many organizational commitments. With her youngest child in kindergarten, she felt she had time on her hands.

"I'm impressed with the caliber of education offered at UMC," Mrs. Ekdahl said. "They teach what is important to get a job in today's market." And she added, "I find the kids are delightful."

"I didn't take a course because I didn't have enough to do," said Mrs. Jeff Wiebe, who took a journalism course a year ago and plans to take more classes. "I took it to add variety to my life and to associate with a different group of people than I usually do."

Mrs. Wiebe is a nurse and the mother of three small children. She took the journalism course for personal satisfaction, with the possibility that when her children are older she might apply what she has learned. "I was away from school for several years," she said. "It is a terrific feeling to realize I could still do it."

Glen Torkelson is a farmer now seeking a degree in agribusiness. He is a graduate of the old agricultural school in Crookston and had nearly a year of credits at North Dakota State.

"I'm almost thrilled with the caliber of teaching at UMC," Torkelson said. "Maybe teachers are getting better, but they are much better than I remembered them. They keep control of their classes, yet the students are free to express themselves."

Mary Pulkrabek is seeking a degree in

elementary education. She is taking what courses she can at UMC, with plans to finish at a four-year college. "It gets my mind working," she said. "I felt I was getting in a rut, and the job I had was not satisfying."

She hopes to teach when she earns her degree. "I love going to school," said Mrs. Pulkrabek. "I'm taking it slow, and when the kids get into school I will be ready to

go full-time."

"I have no late crops, such as sugar beets, so I'm taking classes to learn more about agriculture," Miles Chapman, a Crookston area farmer, said in the fall. "It's partly to learn how to do things better and to improve my income," he added with a grin.

Chapman is not working on a degree  
*(continued on page 7)*

## Problems of Part-Time Faculty Discussed

Concern for the employment rights of part-time faculty members dominated Faculty Senate discussion Nov. 16.

After extended debate on whether half-time faculty should be eligible for tenure, the Senate referred the question to the Faculty Affairs committee. Instructions to the committee also include a study of fringe benefits for part-time faculty members.

(Committee consideration of these matters may be delayed until after Jan. 18. At the University Senate meeting Nov. 30, the Senate voted not to approve the membership of the committee because the proposed slate was headed by a dean — Dean Isabel Harris of the School of Nursing. The committee is thus in limbo until the Senate meets again Jan. 18.)

**TENURE** — The proposed new tenure code says that a faculty member must serve at least two-thirds time to be eligible for tenure. Assoc. Prof. Paul Rosenblatt of family social science moved that this requirement be changed to half-time "to facilitate hiring some women and some people who have investments in community organizations."

In a time of "interesting experimentation" with couples sharing work and home responsibilities, said Assoc. Prof. Toni McNaron of English, it is "alarming" that the University should require two-thirds time service for tenure.

Vice President William G. Shepherd said it would be necessary to "look very carefully at the consequences" of changing the tenure code to make half-time faculty members eligible. As one example, he mentioned the possibility that a faculty member might have half-time appointments at two different universities.

Prof. Fred Morrison of law, a member of the Tenure Committee, said it would

be a mistake to think that the problem of part-time faculty members involves only women. Many units of the University rely to a large extent on part-time people "who have substantial professional commitments elsewhere," he said. Another member of the committee, Prof. Walter Lehn of linguistics, said that any half-time faculty member has "as much of a commitment somewhere else" as to the University.

Asst. Prof. Sue Bobrow of sociology, a new member of the Tenure Committee, said she might favor a half-time requirement because of "social changes going on at this time." She cited the example of a husband and wife both working half-time.

On the question of commitment to the University, she said, "some people are committed and some people are not." Some people with 50 percent appointments "work 75 percent on both jobs," and some with full-time appointments "may work 25 percent."

Shepherd said "we are getting in a terrible bind" in attempting to deal with "the problem of the faculty woman with children." Instead of "confusing the tenure code on those grounds," he said, "we've got to get at that issue in a different way."

**FRINGE BENEFITS** — At present, faculty members must devote 100 percent of their time to their University duties to be covered by Social Security and the faculty group life, income disability, and retirement plans.

They must devote at least 75 percent of their time to their University duties for the University to pay the cost of their individual coverage under the life and health insurance plans for state employees. Faculty members who serve 50 to 74 percent time may participate in these state plans, but the University does not pay any of the cost.

## Bargain Offered in Extension Classes

Beginning winter quarter, 19 Extension classes will be open on a noncredit basis at half the regular tuition (plus fees if any).

Courses include "Early Modern Japan," "20th Century Writers," "Latin American Music," "Kierkegaard," and "Political Parties."

The new noncredit registration is designed for "those who are interested in exploring subjects of personal interest but not in earning University credit."

As noncredit registrants, students may attend class sessions, buy texts, and keep up with readings. They may not submit work for evaluation or receive credit of any kind. No permanent record of their registration or transcript will be kept. (Students who wish to take a course for no credit but need a transcript should register as auditors, for which the tuition is the same as for a credit registration.)

The noncredit category is experimental. Students' and teachers' assessments will be solicited during winter quarter. If the program is successful, it will be continued in the spring terms.

Additional information and special class registration forms may be obtained by stopping in at 57 Nicholson Hall or by calling 373-3195.

## Crookston Adults

(continued from page 6)

but is taking several courses in agriculture, conservation, and aviation. "I think the teaching is good," he said. "There is a closer relationship with the teachers here than when I attended junior college a few years ago." His wife, Betty, is also taking courses in the business division.

Dr. Eugene C. Stelter, a veterinarian at Red Lake Falls, took an animal nutrition course in the fall and hopes to take more courses in the future.

"I'm taking the course mainly because I want to be able to converse with farmers about conditions they may have with their livestock that may be directly or indirectly related to animal nutrition," he said. "As a veterinarian, I feel responsible to keep myself as aware as I can in matters that concern livestock production."

"I'm pleased with what is being offered in the course," he said, "and it has been an enjoyable experience."

## Study Commission Looks at 'U'

(continued from page 1)

Cities campus — or separate provosts for Minneapolis and St. Paul, the wording of the recommendation would suggest.

"When Minnesotans think of the University of Minnesota, they generally think of the Minneapolis campus and the President as the spokesman for Minneapolis campus programs and problems," the report says. "This is due to the fact that he is the chief administrative officer of that campus and at the same time he is the chief executive for the total University system."

The commission also recommended that the University "integrate the coordinate campuses with the Twin Cities campuses so as to better utilize the resources of each component of the University system."

**BOARD OF REGENTS** — Another recommendation is that the Regents "explore the possibility" of having a staff directly responsible to the Regents and independent from central administration.

The commission "has sensed a general feeling that the Board of Regents do not always receive adequate briefings on central administrative proposals," the report says.

"One thing that becomes apparent as one studies the University is that the Board of Regents must govern and control the University and not the University govern and control the Board of Regents," according to the report.

The report cites a problem of "extraordinary expenditures of funds" by University staff without specific authorization by the Regents.

Regents now serve without pay. The question of compensation for Regents should be considered "when state constitutional and executive officers' salaries are again the subject of study by a citizens' committee or commission," the report says.

**FACULTY ACCOUNTABILITY** — Academic freedom, tenure, and consulting privileges have been abused by some faculty members, the report says.

"We do not propose any changes in the ideals embodied in academic freedom and tenure. We do feel that both ideals carry the burden of job responsibility." The recommendation is that "faculty tenure should rest on accountability and performance as they relate to the student and his future."

"Department heads should take more responsibility for the performance of

their faculty," the recommendation says.

Abuses cited include crusading for "questionable causes" in the classroom and lecturing on personal views "to captive student audiences who are not receiving the course content they paid to receive."

The problem of "external pressure on faculty to publish" is also mentioned. "Real or imaginary, the 'publish or perish' concept places demands on faculty which are unfair." The proportion of teaching and research "may lean too heavily toward research."

**CONSULTING PRIVILEGES** — Guidelines should be established for faculty consultantships, the report says. "Some faculty members earn more from consulting than from their academic salaries," according to the report, and consulting activity "is keeping some faculty out of the classroom."

Another problem, the report says, is that "certain faculty members testify before legislative committees and other public bodies, in their capacity as experts from the University, without revealing that they are or have been employed by parties interested in the outcome of the legislation or subject being considered."

The recommendation is that faculty members and others employed by the University reveal all past and present consultantships that are related "in any way" to the subject under consideration.

**FINANCIAL OPERATIONS** — Budgets and investments are discussed in a fourth section of the report.

One of the recommendations is that the University adopt "an instructional program budget approach" to help in "the presentation of its funding needs to the Governor and the Legislature."

Excesses or deficits in temporary investment income should be applied to the budget estimate for the following year, the report says. "Excesses should be added to and deficits deducted from the budgeted income expected from temporary investments."

"The University has been conservative and has consistently underestimated the actual income," the report says, "which creates excess income resulting in a windfall which may be used for any purpose chosen by the University."

Management of the Permanent University Fund and the use "where practical" of services offered by Minnesota financial institutions are the subjects of other recommendations.

## Honors and Awards

Prof. Emeritus **John H. Allison** of the College of Forestry was honored Nov. 16 with the establishment of a scholarship in his name. Former members of the pre-World War II forestry fraternity Tau Phi Delta donated the money for the scholarship fund.

**Dr. Carl Bandt**, associate professor of periodontology, has been named Professor of the Year by the Dental School's Century Club, a 556-member organization of alumni and friends of the Dental School. Dr. Bandt was selected by a student-faculty committee for his "demonstrated concern for students and leadership in developing new teaching and evaluation techniques."

Asst. Prof. **John Boyer, Jr.**, of business administration at Duluth has been appointed by Gov. Anderson to the registry of neutral arbitrators for public employee labor management disputes, one of five named so far.

Asst. Prof. **J. Clark Laundergan**, head of sociology-anthropology at Duluth, was elected chairman Nov. 11 at the first annual meeting of Sociologists of Minnesota. **William Fleishman**, instructor of sociology-anthropology, was named secretary.

**Edwin Siggelkow**, director of University Unions, has recently been selected as a member of a Self-Study Commission for the Association of College Unions - International.

**Frank Wilderson**, assistant dean of the College of Education, is spending three weeks in the Soviet Union as a participant in a seminar on the education of handicapped children.

## TWIN CITIES CAMPUS CALENDAR

### DECEMBER 16-31, 1972

#### Minnesota Orchestra

Tickets available at 106 Northrop Auditorium and Dayton's stores

**Special Concert**, Northrop Auditorium; Henry Charles Smith, conductor; tickets \$2.50-\$5  
Dec. 19 - "Amahl and the Night Visitors," with the Indiana Opera Workshop, 8 p.m.

#### Concert

Northrop Auditorium, 3 p.m.; reservations may be made at 105 Northrop Auditorium, and tickets are available at all Dayton's stores on Monday of the week prior to performance; tickets \$2.50-\$5. Cosponsored by the University Artists Course and the Minnesota Orchestra  
Dec. 16-17 - "The Nutcracker Fantasy," conducted by Henry Charles Smith, with the Minnesota Dance Theatre directed by Loyce Houlton

#### Exhibitions

**University Gallery**, Northrop Auditorium; Monday-Friday 11 a.m.-4 p.m., Sunday 2-5 p.m.

Through Dec. 17 - Studio Arts Faculty Exhibition, Galleries 305-307, 309, and 405

**Wilson Gallery**, 472 Wilson Library; Monday-Friday 8 a.m.-5 p.m.

Through December - "Brazil and Her Neighbors: 1500-1800"

**St. Paul Student Center Galleries**, Student Center; Monday-Friday 8 a.m.-10 p.m., Sunday 12 noon-10 p.m.

Through Jan. 3 - Watercolors by Francis R. Meisch, North Star Gallery

Through December - "Southwest Sketches" by Louis Safer, Lounge Gallery

Through Jan. 5 - "Recent Works" by Florence Hill, Rouser Room Gallery

Through Dec. 29 - Metal sculptures by James E. Larson, 3-Dimensional Gallery

**Jaques Gallery**, James Ford Bell Museum of Natural History; Monday-Saturday 9 a.m.-5 p.m., Wednesday 9 a.m.-9 p.m., Sunday 2-5 p.m.

Through December - Pen and ink drawings of bird nests by David Parmalee

#### Athletic Events

Tickets on sale at Bierman Athletic Building and all Dayton's stores the Monday prior to each game. Reserved seats \$3 for adults, \$2 for children; general admission \$2 and \$1.25 (except Dec. 16, prices not yet established)

#### Hockey, Williams Arena

Dec. 16 - Minnesota vs. Alumni, 8 p.m.

Dec. 22 - Minnesota vs. Wisconsin, 8 p.m.; preliminary game: Varsity Reserve vs. Minnesota Junior Stars, 5:30 p.m.

Dec. 23 - Minnesota vs. Wisconsin, 8 p.m.; preliminary game: Varsity Reserve vs. South St. Paul Kaposia, 5:30 p.m.

#### Basketball, Williams Arena (sold out)

Dec. 19 - Minnesota vs. San Francisco State University, 8 p.m.; preliminary game: Edina High School vs. Osseo High School, 6 p.m.

Dec. 21 - Minnesota vs. University of Corpus Christi, 8 p.m.; preliminary game: Anoka High School vs. Rice Lake High School, 6 p.m.

#### James Ford Bell Museum of Natural History

The Museum, Touch and See Room, and Children's Reading Room (cosponsored by the Minneapolis Public Library) are open Monday-Saturday 9 a.m.-5 p.m., Wednesday 9 a.m.-9 p.m., and Sunday 2-5 p.m.; by reservation, guides can be made available to groups of 15 or more; open without charge

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# UNIVERSITY REPORT

A NEWSLETTER FOR STAFF MEMBERS ON ALL CAMPUSES OF THE UNIVERSITY OF MINNESOTA

## Most TA's Satisfied, But Problems Exist

Graduate assistants at the University are "generally satisfied with their appointments," a recent study shows, but problems do exist.

On many questions, a "surprising amount of agreement" was found among the six groups surveyed — administrators, deans, department chairmen, faculty, graduate assistants, and undergraduate students.

For example, more than 90 percent in each group said that departments should offer "pre-service" meetings for new graduate assistants. Fewer than half of the assistants said they had participated in such meetings.

Questionnaires were sent in January 1972 to a total of 3,627 persons. Only people at the Twin Cities and Duluth campuses were contacted, because these are the only campuses that have programs for graduate students. Usable responses were received from 3,208 persons (an 88 percent response rate).

The study, conducted by the Measurement Services Center, was initiated at the request of the Association of Teaching and Research Assistants (ASTRA).

**RECOMMENDATIONS** — Recommendations of the study, based on the consensus of all six groups, include the following:

- Clearer and more specific communication informing the graduate assistant about policies that directly affect him, the details of his appointment, and his rights and opportunities in departmental and University affairs.
- A more uniform opportunity for "pre-service" training to be offered to graduate assistants in all departments at all levels.
- An active role for graduate assistants in such activities as curriculum development, development of instructional techniques, and

*(continued on page 6)*

## Civil Service Council Stalled

The proposed and frequently delayed Civil Service Council may come to the Regents for action in January.

Repercussions of the controversy surrounding the council may extend eventually to the University Senate.

At issue now is whether the council would violate a state law against company unions. Proponents say the council is not a union. Council 6 of the American Federation of State, County, and Municipal Employees (AFSCME) maintains that it falls under the definition of a union in the Public Employees Bargaining Act.

University attorney Joel Tierney said in mid-December that "we have met with counsel for Council 6 and we hope to come back with a recommendation to the Regents in January."

The matter had been slated for the November meeting and then postponed. When it was not placed on the Regents' docket for December, the civil service division of the Council for University Women's Progress (CUWP) called a meet-

*(continued on page 6)*

## Tenure Attacked, Defended

by Maureen Smith  
Editor of *University Report*  
*(Last of a series)*

Faculty tenure shelters lazy and uncreative professors, disregards the needs of students, stands in the way of educational innovation, and keeps academic jobs for middle-aged white men.

All of these charges have been made against tenure. Most faculty members say they aren't true — or, if they are partially true, that the value of tenure outweighs the costs.

"Tenure does protect people who take advantage of it," said Prof. Donald Gillmor of journalism, "but what we gain in the long run is greater than what we lose in individual cases." What is gained most of all, Gillmor and others say, is academic freedom — and this justification for tenure was discussed at length in the Dec. 15 *University Report*.

**INCOMPETENT BORES** — "I myself have ambivalence about tenure," said Assoc. Prof. Paul Rosenblatt of family social science, who earlier in this series

has been quoted in support of tenure. "It's clear that it's used to harbor incompetent bores."

How many "incompetent bores" can be counted among the University's tenured faculty is, of course, disputed. When asked how many faculty members are granted tenure and then fail to fulfill their promise, one department chairman said "the University is filled with them." Another said "the percentage of those who don't live up to what is expected of them is very small."

In an interview, Assoc. Prof. Woods Halley of physics discussed the problem of "deadwood" or "older people who are not teaching as well as they did." In clear cases of incompetence, Halley pointed out, both the present and proposed tenure codes have provisions for dismissal.

As for unproductive faculty members, Halley said, "there are not as many as people think." He added that faculty members who talk about "deadwood" often have difficulty pointing out a single example in their own departments — or if

*(continued on page 4)*

# Workshops Help Teachers Understand

by Elizabeth Petrangelo  
University News Service Writer

Albert is black, 11 years old, and still in the fourth grade. He was in the fourth grade last year too. He is listless in the classroom, fails to do his homework, and sometimes falls asleep at his desk.

Albert's teacher is white, 25, and from a middle-class background. She doesn't understand Albert. He seems to be intelligent, but he appears unconcerned about his grades. Albert's teacher has her best days when Albert is not in school.

Albert's school principal is white, 52, and preoccupied. He doesn't understand Albert either. He also doesn't understand why Albert's teacher can't reach Albert.

There is obviously a problem here, but what is not so obvious is what the problem is and how it can be dealt with.

R. Eugene Briggs, director of the University's Human Relations Training Workshop, is working to help teachers understand these kinds of problems.

**This past year, the Minnesota State Department of Education passed a regulation requiring all teachers to complete a course in human relations training before they can be recertified.**

Several colleges in the state are offering human relations training workshops and each school district in the state may go with the college of its choice.

The regulation states that the purpose of the training must be to train teachers and school administrators in the arts of communicating with and understanding children of all ethnic groups and social backgrounds. Briggs added the task of training teachers how to understand and communicate with each other.

"How can people teach kids if they can't work together?" he said. "Kids are like little sponges. They pick up conflict. If a teacher doesn't like the principal, they know that. If one teacher is warring with another teacher across the hall, they know that too."

**"We have to take a look at our whole educational system," he said. "As I go out to teach at different schools, I see that something is drastically wrong. There are teachers out there who hate children. They should have been weeded out long ago."**

This fall, Briggs organized the graduate workshop in human relations training. The workshop is conducted in the schools instead of on the University campus. Teachers spend five hours a week for ten weeks learning how to understand people

from different backgrounds.

"The program is flexible," said Briggs. "We have ten basic units to offer each school, but we gear each workshop to the particular school. For instance, some administrators say 'We have no black kids in our school. Why do we have to take the black unit?' That's the best reason there is for them to take the black unit."

The workshop includes units on communication, racism, the low-income family, gay liberation, women's liberation, Chicanos, and American Indians. Each teacher-student keeps a journal of his reactions to the units and his feelings about human relations in general.

Briggs draws teachers to teach each unit from throughout the community. Some are students, some are University faculty members, and some are community group leaders. Briggs travels to each of the participating schools to teach the racism unit himself.

"Don't get uptight when someone calls you a racist," Briggs told a group of teachers at St. Anthony High School during their racism unit recently. "Realize it and deal with it."

**"You've got to learn how to get out there and scrap. When you see an injustice and you do not speak out, you are part of the problem. If you sit in school and listen to people talk about 'niggers' and 'those poor people getting rich off welfare' and 'those faggots' and don't say anything, you are responsible.**

"You don't have to go to Selma to march. You can march on the capitol here, on your own neighborhood, on your husband or on your wife. All the while you've lived here and taught, do you realize what we've done to the Indians in this state? That's racism, people. You've got to get involved."

Briggs then had the teachers do an exercise in free association. He wrote the words "white male, Chicano male, Indian male, black male, and women" on the blackboard and had the teachers call out descriptive words for each category as they came to mind.

Responses to "white male" included "jealous, superior, smart, clean, protective, Christian, honest, brave, true, shrewd, rich, and bigoted"; "black male" got "dirty, athlete, militant, egotistical, rhythm, cool, opinionated, masculine, colorful, and speed"; "woman" was "sexy, sensitive, soft, emotional, mother, quiet, industrious, oppressed, loving, tender, unnecessary, weak, nice, and understanding."

Briggs then told the class to go down

each list and choose the words that were positive, those that were negative, and those that were stereotypes. The class agreed unanimously very infrequently.

**"You call it positive to say all black men are athletic?" asked Briggs. "That's a stereotype. I am a black man and I don't know which end of a football to throw."**

The men in the class did not agree with "oppressed" as a legitimate description of women. "The women are paid the same as the men in this school," said one man.

"Of course they're paid the same," Briggs said. "But how many female principals do you have? How many female coaches? And isn't there extra money in coaching? Look around you. There's a revolution coming. If all the women stayed home from work just one day, we'd never catch up again."

"Don't think you're complimenting anyone by saying all women are sexy either," Briggs said. "That's another stereotype. Women are no more and no less sexy than men."

At the end of the five-hour class, one student offered this suggestion: "Maybe at our last class, we could bring some soul music and teach each other to dance."

"That's good," Briggs said. "This class should not end in two weeks. You should be doing these things together. You've got to get to know and respect each other."

Briggs sees the program as an example of the "pearl effect." "Human relations training can be like the irritant in an oyster that forms a pearl," he said. "There are many good people out there teaching. They just need a new direction."

## University Report

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## TV Course Looks at Ecology, Technology

Society is in big trouble, and in order to find solutions we're all going to have to make some fundamental changes in how we live and what we value.

This is an underlying premise of a course to begin Jan. 8 at 9 p.m. on KTCA-TV (channel 2). "Ecology, Technology, and Society" will be offered for credit through Extension Classes.

Faculty for the course will include some of the University's most distinguished professors, representing a wide variety of viewpoints.

The TV course will feature a different lecturer for each of the ten weekly sessions. Guests from the community will take part. Following each session, the lecturer will be available for a 45-minute telephone question-and-answer session, which will be broadcast over WCAL-FM radio.

Faculty for the course are J. Edward Anderson, Dean Abrahamson, Hyman Berman, John E. Brandl, Harry Foreman, Eville Gorham, Tom Griffin, David Noble, Mulford Q. Sibley, and Robert Megard.

The course will focus on air and water pollution, solid waste disposal and recycling, population growth and control, resource limitations, the arms race, governmental organization, and value systems of groups and individuals.

A continuation course is planned for spring.

## Civil Service Pay Plan Proposed

A proposed pay plan for civil service employees for the 1973-75 biennium would provide larger percentage increases for most clerical employees than for most management and professional employees.

The plan is outlined in a Nov. 27 memo to deans and department heads from John Loza, acting director of the Department of Civil Service Personnel.

The plan was developed to be comparable with a pay plan drawn up for state employees. Another goal was to "achieve equality with the average of salaries paid for similar occupations outside University civil service."

Loza stressed that the state plan and the comparable University plan are "both proposals only at this time" and that staff members should "not assume they will necessarily be approved without change."

The University plan calls for 4 percent

# Controversial Tenure Provision Voted Down in Faculty Senate

The most controversial provision of the proposed new tenure code was voted down in the Faculty Senate Dec. 7.

By a vote of 62-19, the Senate struck from the code a provision that would have allowed tenured faculty members to be dismissed because of the curtailment of a program for educational reasons. The motion to delete the provision was presented by Assoc. Prof. Michael Perlman of statistics.

Votes at this point are not binding, but committee chairman Carl Auerbach said the next draft of the code will incorporate whatever changes the Senate has voted.

In Senate debate, advocates and opponents of the provision agreed that it was in line with the position of the American Association of University Professors (AAUP). In a "defense" of tenure in the autumn 1971 *AAUP Bulletin*, William Van Alstyne said that "tenure provides no guarantee against becoming a casualty to institutional change."

But Prof. Paul Murphy, president of the Twin Cities chapter of the AAUP, said on the Senate floor that the position of the national organization is only "a statement of minimal principle" and "a floor below which an institution must not go."

Regents' Prof. Leonid Hurwicz of economics said that "some universities have stronger guarantees of academic freedom and tenure" than others and

"there is no reason this University should choose the minimum."

"We have to ask ourselves," Hurwicz said, "whether the kind of benefit that might accrue" from the provision — allowing more flexibility in making program changes — would "compensate for the feeling of insecurity" that would come from "a radical change in expectations" of faculty members.

Prof. Donald Geffen of physics said any weakening of tenure raises "the whole question of the social contract a scholar makes with society." A scholar makes a "long-term commitment to an unmarketable but valuable skill," and spends the "best years of his life" developing his talents. "Once you give someone tenure," he said, "the deal has been completed."

"To abolish this," Geffen said, "eats away the core of the University." Geffen said one problem is that "the administration regards faculty as employees of the University. My view is that the faculty is the fundamental core of the University."

Prof. Charles McLaughlin of political science said that "in the constitution of our state, the Regents are given the full and independent right to govern the University. If we suggest that they ought to waive their rights, they're likely to tell us to get lost." Any tenure code voted by the Senate will have to be approved by the Regents before it becomes law.

Prof. Burnham Terrell of philosophy said that "although the Regents are constitutionally granted full power, in their wisdom they have seen fit to delegate power." He said it "would not be unreasonable" to suggest a "self-restraining ordinance" to the Regents. "They are bound by the regulations they adopt for themselves."

The provision on program curtailment was opposed by Asst. Prof. Peter Robinson of French and Italian "on the grounds that it is redundant." To a scholar all subjects "under the sun" are worthy of study, he said, but "we are living in a world of finite financial means." The reason for any program curtailment is thus "not lack of worth but lack of funds," and "all programmatic changes are matters of financial exigency."

Financial exigency and unfitness of a faculty member remain in the document as reasons for dismissal. Additional Senate meetings to discuss the proposed code have been scheduled for Jan. 11 and 25 and Feb. 8 and 22.

# Tenure May Become Harder to Get

(continued from page 1)

one faculty member names someone, another is likely to defend strongly the colleague in question.

Even charges of incompetence rarely go undisputed. Incompetence in professional matters "is not self-defining," according to a report on tenure from the University of Utah. A charge of incompetence may "be little more than a veiled attack upon the ideological views or philosophical disposition of the criticized faculty member — in short, a blatant assault upon his academic freedom."

(The recommendation of the Commission to Study Tenure at Utah was that the tenure system "should be maintained." The commission included seven faculty members, three student members, and two public members.)

"I happen to think that the quality of the faculty at the University of Minnesota is high," said Vice President William G. Shepherd. This in itself might be a justification for tenure. President John Weaver of the University of Wisconsin at a Nov. 21 news conference replied to a suggestion that tenure retains "deadwood" among faculty: "The fact that the Madison campus has . . . built one of the most distinguished faculties in the world is irrefutable proof that the tenure system does work."

**A VOICE FOR STUDENTS** — If tenure does protect "deadwood," it is students who suffer. Prof. Florence Moog of

## Credit Union Offers Group Car Insurance

Group automobile insurance is now available to members of the State Capitol Credit Union.

According to an independent survey conducted for state employees, savings on premiums will average between \$40 and \$80 and may go as high as \$150.

Included in the package are payments of up to \$25 for each time that car-starting or towing service is needed.

The insurance program will be underwritten by AETNA Life & Casualty Company. The program is offered on a voluntary basis to members of the State Capitol Credit Union and is offered only to members of the credit union. New members will immediately become eligible to participate in the insurance program.

For information, write to Consolidated Agencies, Inc., 201 State Capitol Credit Union Building, 95 Sherburne Ave., St. Paul, Minn. 55103.

Washington University in St. Louis said in an article in *Change* magazine (reprinted in the *Minnesota Daily*) that "the most glaring defect of the tenure system is that it fails to make any allowance at all for the welfare of students."

Students at the University of Minnesota have been seeking a voice in discussion of the proposed new tenure code. The question of student input has been slated for discussion in the University Senate Jan. 18.

**Tenure deeply affects students, said student senator Kathy Sims at the Nov. 30 Senate meeting. "It's your job security, but it's our future." She said students do not want to abolish tenure but want a tenure system with more emphasis on teaching.**

"If it's used to protect academic freedom, I have no objections," said Sandy Schanfield of the Minnesota Student Association, "as long as it's used also to promote good teaching." She added that "some students are very much against tenure."

A committee of "interested students" has been formed, Miss Schanfield said, and "we haven't decided whether to discuss just student input" or to consider broader questions about tenure.

Student input appears to be the key point in the minds of many students. "Students ought to be consulted," Miss Schanfield said, in any decision to grant tenure to a faculty member.

In the article in *Change*, Miss Moog said that the "apologists for tenure are given to dismissing student evaluation as a 'popularity contest.'

"Those who hold such a contemptuous opinion of their own students may be hard to convince," she said, but there are "reasons for thinking" that if students understand that it is part of their responsibility to make judgments about the performance of their teachers, "they will do it fairly."

**INNOVATION AND "YOUNG BLOOD"** — A frequent criticism of tenure is that it prevents the infusion of enough "young blood" into a faculty and thus stands in the way of educational innovation.

"To think that tenure impedes social change," said Prof. George Donohue of sociology, is a "relatively naive assumption" and one for which there is "no empirical evidence."

Donohue said he disagrees with the "idea that turnover of personnel is essential to innovation." On any faculty, he said, "the majority of people have been there for a period of time," and "if they

can't innovate," the institution is in trouble.

Established faculty members may well be freer to innovate, Donohue said, because "young faculty are more insecure professionally."

A recent study of tenure at Harvard University said that "tenure should be looked on not as an intellectual or curricular strait jacket, but as quite the opposite — a structure which by freeing its members from other pressures and anxieties often allows the spirit and the imagination . . . to soar beyond the tried and true and away from the readily marketable."

**TOO MUCH INNOVATION** — The need for a strong tenure system was defended on other grounds by Assoc. Prof. Siegfried Grosser of mathematics at the Faculty Senate meeting Dec. 7.

Grosser opposed the provision in the proposed tenure code that would have allowed for the dismissal of a tenured faculty member for reasons of programmatic change. (This provision was voted down by the Senate; see the story on page 3.)

Grosser said he has "on many occasions fought for change," but he said there would be "grave danger" in the kind of flexibility such a provision would allow. "It might encourage irresponsible educational innovation," he said.

If it were too easy to drop one program (and its faculty) and start a new one, he said, administrators might cave in to pressure and "accept the arguments for the establishment of a new unit" even in the absence of sound educational reasons.

Grosser said he sees administrators as "good-willed men" who are "subject to pressure from power groups."

**WOMEN AND MINORITIES** — Another objection to tenure is that it has an adverse effect on the hiring of women and members of minority groups. The thrust of Miss Moog's criticism of tenure is that it maintains a "self-perpetuating caste" of white males in academic positions.

Donohue said that "normal attrition" would allow for the hiring of more women and members of minority groups "than we're hiring presently."

A recent study at Harvard University found that tenure in itself is not an impediment to the goal of hiring more women. The Committee on the Status of Women at Harvard set 9.6 percent (the percentage of women Ph.D.'s granted by Harvard ten years ago) as "an early target for women tenured professors in the Faculty of Arts and Sciences" and deter-

mined that "the normal turnover (apart from unanticipated resignations) will vacate within the next decade roughly 30 percent of the permanent appointments" in the faculty.

(It should be pointed out that the percentage of women at the University of Minnesota with the rank of professor is already higher than the goal at Harvard — 10.6 percent, according to the most recent study.)

**NORMAL TURNOVER** — No data has yet been compiled at the University of Minnesota to predict the number of vacancies that might result from normal turnover — openings due to retirement, death, and a normal number of resignations.

**Whether turnover can be expected to be "normal" is another question. If budgets remain tight and the employer's market continues, turnover may fall far below normal.**

Vice President Shepherd said that one of the "unhappy implications" of a time of tight budgets is that the "possibility of infusing young faculty" is diminished.

"We will have to look at a variety of ways to maintain the vitality" of the University, he said. Options for early retirement would provide some additional opportunity for hiring young faculty, he said — but this, too, would "have to be funded." (In some cases, the retirement income of a senior faculty member and the salary of his junior replacement might not surpass the full salary of the professor.)

**QUOTA SYSTEM** — Shepherd mentioned the possibility of a quota system for tenured faculty. Once a department reached a certain proportion of tenured faculty, nobody else could be given tenure unless a tenured faculty member left.

"It has not yet happened here," Shepherd said, "but we are moving into a new era."

Prof. William Madden, chairman of the English department, also discussed the proportion of tenured and nontenured faculty. "In the past, this has not been a major consideration," he said. "It may well be now."

Madden said a department needs "a certain proportion of tenured staff for stability" but also needs "fresh blood coming in."

**Already, Madden said, the tendency is to "replace a senior man with two younger men" at the rank of assistant professor. In past years, a professor would usually have been replaced at the same rank.**

This change does not reflect "any

official rule," he said, but a "kind of unspoken sense."

**HARDER TO GET** — With or without a quota system, tenure is likely to become harder to acquire.

"Most private institutions have to live with essentially level enrollments" and therefore with "relatively constant resources," Shepherd said. Some of these schools have restricted tenure to those who hold full professorships, he said.

"They recruit faculty with a clear understanding that they will be there for a certain period of time" and after that time "more of them will go than will stay."

If the days of expanding resources for the University are over, the example of the private schools may be instructive.

**Gillmor said that it has already become "harder to get tenure than it used to be." At Harvard, he said, "only something like 12 percent of those eligible" are granted tenure in any one year.**

"The odds are against anyone getting tenure at Harvard and at Stanford," Gillmor said, and "the same trend is taking place here. It's not automatic any more."

**PERIODIC REVIEW** — A possible alternative to tenure that has increasingly been receiving attention is a system of periodic appointments, with review at the end of the appointed term.

"My guess is that in ten years colleges will be giving promotions for periods like six years," said Prof. Howard Williams, chairman of secondary education. At the end of the six years, two questions would be raised: whether the role the faculty member has been performing is likely to continue for another six years, and whether his colleagues are happy with his performance.

The faculty member might be told, "We like your performance, but things are really changing. We'd like you to occupy another role." In this case, Williams said, the faculty member would be given a sabbatical year to retrain for the new role — or he might decide to go elsewhere.

A similar proposal was outlined by Miss Moog. If the decision were made not to renew a faculty member's appointment, she said, "one sabbatical year at full pay" would be "of benefit in seeking new employment, or preparing for it."

**OPPOSITION TO PERIODIC REVIEW** — "I have not been able to devise, nor have I heard of, any regime of periodic review with the sanction of dismissal which would not have disastrous effect," President Kingman Brewster of Yale said in his 1971-72 annual report.

"It would both dampen the willingness to take long-term intellectual risks and inhibit if not corrupt the free and spirited exchanges upon which the vitality of a community of scholars depends," Brewster said.

**One disadvantage of periodic review was spelled out in the Utah report. If all faculty members "were equally nontenured," the report says, those engaged in making judgments about contract renewal "would have a substantial conflict of interest, since they would be exposed to like review within a short period of time, possibly by the very persons whom they are currently reviewing.**

"The inherent propensity of such a system to be tolerant of incompetence seems far greater than that of the present tenure system, under which faculty members who have achieved tenure and whose own economic security is thus not in jeopardy, are in a position to evaluate their colleagues according to objective professional standards."

The safest prediction to make about the future of tenure is that the protections it affords will frequently be called into question — and any attempts to diminish them will be vigorously resisted by faculty.

## Wenberg Seeks Assistant VP

Vice President Stanley J. Wenberg has announced the search for an assistant vice president for federal relations.

The assistant vice president will be the University's institutional representative to Congressional offices and executive agencies and may average as much as half time in Washington.

Wenberg emphasized that the University is not setting up a Washington office, manned by a full-time staff, but looking for someone who can be familiar with both the University and the federal government. He also stressed that this position is not to replace the individual contacts already developed by University personnel.

Anyone interested in the position should contact Peg Wipperman at 373-2054. The position will be filled in accordance with the University's procedures for affirmative action for administrative personnel.

# Students Say TA's Show 'Sincere Interest'

*(continued from page 1)*

development of research projects and techniques.

- Departmental and University-wide systems of recognition for outstanding performance of graduate assistants.

**QUALITY OF TEACHING** — Although the study found widespread agreement in many areas, some interesting differences of opinion emerged.

Less than 15 percent of faculty, chairmen, deans, and administrators agreed with the statement that "in most cases, graduate assistants are more effective in working with undergraduate students than are professors." But 40 percent of the graduate assistants and 45 percent of the undergraduates agreed (and less than 25 percent of both groups disagreed with the statement).

"The overwhelming impression given by undergraduate respondents is that teaching assistants have been valuable and useful to the undergraduates in their classes," according to the published report of the study.

For example, 81 percent of the undergraduates said the teaching assistants in their classes have been "satisfactory" and only 17 percent said they have been "unsatisfactory." In response to another question, 68 percent of the undergraduates said that teaching assistants "have a sincere interest in the undergraduate students in their classes," and only 28 percent disagreed.

At the same time, 80 percent of the undergraduates said that teaching assistants should not teach an entire course by themselves.

**JOB-RELATED GRIEVANCES** — One reason for the study was that instances of the misuse of graduate assistants were reported by ASTRA to President Malcolm Moos and other administrators. About 25 percent of the graduate assistants who were surveyed expressed job-related grievances or made recommendations to improve the graduate assistant situation.

Six percent of the assistants said they have been required to perform duties they consider irrelevant to their appointment. Examples include:

- An "apparently excessive" amount of clerical work.
- Checking out nonprofessional library books for supervisors' families.
- Shopping for the boss.
- Cleaning offices and moving furniture.
- Cataloging and receipting donated

books for supervisor's income tax purposes.

- Cleaning hog pens.
- Carpentry work.
- Serving refreshments.

Other complaints pertained to the monetary situation of graduate assistants (6 percent) and the conflict between the duties of a graduate assistant and his own graduate study.

**TEACHING AND RESEARCH ASSISTANTS** — Several research assistants complained that they worked longer hours and were held in lower esteem than teaching assistants.

The study found evidence "suggesting that research assistants are more open to exploitation by faculty members." A comparison of work hours showed that the average number of work hours reported by research assistants is higher than the number reported by teaching assistants and associates.

This inequity may be partly balanced

by the fact that research assistants, as a part of their duties, more often participate in research that is related to their dissertations.

**EXPRESSED SATISFACTIONS** — About 5 percent of the assistants expressed satisfactions with their assistantships. "Being a TA is great," one said.

Opportunities to work independently, contact with students, contact with advisors, treatment by the department, interest in the work itself, and satisfaction with working conditions were all cited.

"I take a great deal of pleasure in teaching," one teaching assistant said. "Students have returned to my classes, recommended them to others, and some have come to me for independent study."

Another said that if all assistants "were treated as they are" under his own advisor, "the word grievance would be unknown to TA's."

## Civil Service Council, 'U' Senate Linked

*(continued from page 1)*

ing to consider the formation of an independent council.

Attendance at the meeting was sparse, and the group decided against any attempt at this time to organize an independent council. Several participants expressed the fear that such a council would appeal only to the "same handful" of employees who have already been involved in working for improved conditions for civil service staff members.

Alice Kingsley, a secretary in the School of Cross-Disciplinary Studies and a member of AFSCME, spoke to the group about the union's objections to the proposed council. She said that "the groups trying to organize on campus have been set against each other" and urged that the groups not "blame each other."

To be effective, she said, the council would have to deal with "terms and conditions of employment" — and she said it would thus be equivalent to a union under the law. It would not be fair (or legal) for the Regents to recognize one union and give it an advantage over others, she said.

Another objection, she said, is that the proposed council would mix supervisory and nonsupervisory employees.

Proponents of the council have said that it would not be a bargaining agent, would not handle individual grievances,

and thus would not be a union. Instead, they say, it would be a representative body intended to provide a channel for communication between civil service employees and the administration.

Nancy Pirsig, chairman of the civil service division of CUWP, said at the meeting that she does not see any reason that a staff member could not belong to both the council and a union.

Gail Daly, a librarian in the Law Library, came to the meeting to urge the group not to form an independent council. The proposed council represented "the first time a lot of people took an interest," she said, because "they thought the administration would listen." Interest would be lost if the proposed council were dissolved and an independent group formed, she said.

Mrs. Daly said she thinks the Regents will have to "make a test case" at some time, because the University (or Faculty) Senate could be challenged on the same grounds that the council has been opposed by the union. The council might as well be the test case, she said.

After the meeting, Mrs. Kingsley said that in her opinion the Senate is in violation of labor law whenever it deliberates on terms and conditions of employment for faculty members — for example, tenure.

## Stassen Receives Honorary Degree

Harold E. Stassen, former governor of Minnesota and unsuccessful candidate for other elective offices, received an honorary doctor of laws degree from the University Dec. 13.

Stassen was presented with the honorary degree by University President Malcolm Moos during the commencement ceremony in Northrop Auditorium. Stassen is the 49th recipient of an honorary degree from the University.

Stassen, at 31, was the nation's youngest governor when he was elected in 1938. He was reelected in 1940 and 1942. After failing to get the presidential nomination in 1948, he became president of the University of Pennsylvania from 1948 until 1953.

He held several appointive posts under Presidents Roosevelt and Eisenhower and was a delegate to the San Francisco conference that wrote the United Nations charter. He later ran unsuccessfully for the Republican nomination for President, for governor of Pennsylvania, and mayor of Philadelphia. Since 1958 he has been a member of the Philadelphia law firm of Stassen, Kephart, Sarkis, and Scullin.

## People in the News

Prof. **Henry Borow** of General College led the Third Asian Student Counseling Seminar in Tokyo, Japan, in mid-December.

Regents' Prof. **Walter Heller** of economics is president-elect of the American Economic Association. When he takes office a year from now, he will be the first president in the last five years not from Harvard or Yale.

Assoc. Prof. **Roger Larson**, head of business studies in General College, is on leave winter quarter to undertake a project for the American Bar Association. He will study the state of collegiate paralegal education in the United States and make recommendations to the ABA for the establishment of collegiate paralegal program accreditation standards.

**John Westerman**, general director of University Hospitals, has been reappointed to two committees of the American Hospital Association. They are the Joint Committee with the American Psychiatric Association and the Committee on Mental Health Institutions and Services.

## Most Metro Residents Like 'U'

by Valerie Cunningham  
University News Service Writer

A recent survey of metropolitan area residents found that 69 percent of those surveyed are satisfied or more than satisfied with the University.

And the man who interpreted the survey found that it is people's beliefs about what they think is going on on campus that have the strongest influence on how they regard the University.

People who believe that most professors are hard-working and sincere are likely to be satisfied with the University.

But people who believe there are many subversive activities going on and that radicals have considerable power are least likely to be satisfied.

"I think that's interesting," said Donald Biggs, associate professor of educational psychology, who wrote the survey and its report with graduate student William Barnhart. "People seemed to be guided by the work ethic and a concept of Americanism — if they think people over here are hard-working, then they approve of the University."

Biggs reported that other factors — such as socio-economic background, number of visits to campus, or conservative views on freedom of expression and dissent on campus — were nearly unrelated to the satisfaction issue.

Out of a randomly selected sample of 373 citizens in the Twin Cities metropolitan area, an overwhelming majority (88 percent) believe that most students are generally serious and hard-working. And most (79 percent) believe professors are sincere and hard-working.

However, 21 percent believe many subversive activities are going on at the University, with 39 percent undecided.

These factors contributed to the finding that most are satisfied with the University, with the way students conduct themselves (81 percent), with the faculty (67 percent), and with student morality (60 percent).

The public is less satisfied with the administration (60 percent approve), and less than half (47 percent) are satisfied with the handling of cases of student misconduct.

**FREEDOM OF EXPRESSION** — The survey, conducted by the office of Student Life Studies, delved into attitudes about freedom of expression and dissent

on campus. An important finding was that such attitudes varied with the issue.

Most agreed that the University should offer the widest variety of viewpoints without official endorsement, but many would limit that freedom in specific cases.

About half (53 percent) said they would fire a history professor if he were a member of the Communist Party, and only 47 percent thought gay groups should be allowed to meet on campus.

Increasingly active means of dissent brought increasing opposition from the citizens surveyed. Most (71 percent) would approve the goals of students holding a meeting about civil rights, but only 55 percent would support the same goals after a sit-in, and 51 percent would support it after students occupied a building.

However, a majority (66 percent) supported the goals of students protesting the Vietnam war even if they were occupying buildings and destroying property. But only 26 percent would support goals of students holding a sit-in to protest Army recruiters on campus, while 55 percent would support goals of students sitting in to protest racial discrimination.

### CONTACT WITH UNIVERSITY —

The survey also turned up the fact that most people have considerable contact with the University but seldom through formal instruction or research services.

For the most part citizens have recreational, informal, and interpersonal experiences such as attending a concert, play, or sports event, visiting campus, talking with members of the campus community, or visiting University Hospitals as a patient or visitor.

Most (83 percent) said they'd never taken a day school class, and 75 percent had not attended night school.

Biggs found it surprising that 26 percent of those polled listed students as their major source of information about the campus. More people (43 percent) listed newspapers as their major source, and 20 percent listed radio or television.

The persons polled were heads of households randomly selected from phone books. The sample was fairly representative of the metropolitan area except for a slight under-representation of women and students, Biggs said.

The report is part of an on-going project by Biggs to find how citizens relate to the University. He plans to follow it up with a survey of rural residents.

## Minnesota Orchestra

Tickets available at 106 Northrop Auditorium and Dayton's stores

**Thursday-Friday Concert Series**, Thursdays, I.A. O'Shaughnessy Auditorium, College of St. Catherine, 8 p.m., tickets \$4.29-\$7.07; Fridays, Northrop Auditorium, 8:30 p.m., tickets \$3.03-\$7.07

Jan. 4-5—Charles Schlueter, trumpeter; Hiroyuki Iwaki, guest conductor

Jan. 11-12—Bach Society Chorus, David LaBerge, director; Stanislaw Skrowaczewski, conductor

**Adventures in Music Series**, Northrop Auditorium, 4 p.m.; tickets \$2.78-\$5.55

Jan. 7—Virgil Fox, organist; George Trautwein, conductor

## Exhibitions

**Wilson Gallery**, 472 Wilson Library; Monday-Friday 8 a.m.-5 p.m.

Through January—"Brazil and Her Neighbors: 1500-1800"

**St. Paul Student Center Galleries**, Student Center; Monday-Saturday 8 a.m.-10 p.m., Sunday 12 noon-10 p.m.

Jan. 3-31—Ceramics by June Onesti, 3-Dimensional Gallery

Jan. 5-31—Collage by Mary Helen Harty, North Star Gallery; "Natural Art," color photography by David Ernest Johnson, Lounge Gallery; Acrylics by Merlen Clercx, Rouser Room Gallery

**Jaques Gallery**, James Ford Bell Museum of Natural History; Monday-Saturday 9 a.m.-5 p.m., Wednesday 9 a.m.-9 p.m., Sunday 2-5 p.m.

Through January—Drawings of Itasca and Arctic Birds by David F. Parmelee

## Films

North Star Ballroom, Student Center

**Noon Films**, 12:15 p.m.; no admission charge

Jan. 5 and 12—T.G.I.F. Flicks

Jan. 9—"The Chicago Conspiracy Trial," 11:30 a.m.

**Film Classics**, 8 p.m.; admission \$1

Jan. 11—"Billy Jack"

**Civilisation Series**, no admission charge

Jan. 3—"Frozen World," 12:15 p.m. and 7 p.m.; "Great Thaw," 7 p.m.

Jan. 4—"Great Thaw," 12:15 p.m.

Jan. 10—"Romance and Reality," 12:15 p.m. and 7 p.m.; "Man—The Measure of All Things," 7 p.m.

Jan. 11—"Man—The Measure of All Things," 12:15 p.m.

## Student Union Programs

**Dancing**, North Star Ballroom, Student Center  
Jan. 2-9—Square dancing, 7-8 p.m.; lessons, 8-10 p.m.; no admission charge

Jan. 4—Old Tyme dancing lessons, 8-9 p.m.; no admission charge; dancing to the Jolly Brothers, 9-12 p.m., admission charge not yet established

**Minnesota Mondays Series**, 12:15 p.m., North Star Lounge, Student Center; no admission charge

Jan. 8—Dr. Timothy Knopp, "Cross Country Skiing"

Jan. 15—Dr. Daniel Frenzel, "Bald Eagle"

**Short Courses and Workshops**, sign up in room 2, Student Center

Jan. 9, 10, and 23—Workshop: Repair of Small Electrical Appliances, 7:30-9:30 p.m., no charge

Jan. 15, 2, and 29—Short Course: Defensive Driving, 7-10 p.m., fee \$6

**Waksurs Outings Club**, Student Center

Jan. 2 and 9—Winter Work-Out, 6:30 p.m.; Water Polo, 7 p.m.

Jan. 3 and 10—Waksur meetings, rooms 202, 204, and 206, 9 p.m.

Jan. 8 and 15—Ski School

Jan. 13—Scuba diving lessons, 8 a.m.-12 noon, St. Paul Gym, fee \$32 for eight weeks; sign up in room 2, Student Center

## Music Department Events

No admission charge; schedule subject to change; call 373-3546 for further information

Jan. 14—Adrienne Starkey, BFA piano recital; Scott Hall Auditorium, 4 p.m.

Jan. 14—Chamber Music; Mayo Auditorium, 8 p.m.

## James Ford Bell Museum of Natural History

The Museum, Touch and See Room, and Children's Reading Room (cosponsored by the Minneapolis Public Library) are open Monday-Saturday 9 a.m.-5 p.m., Wednesday 9 a.m.-9 p.m., and Sunday 2-5 p.m.; by reservation, guides can be made available to groups of 15 or more; open without charge

**Sunday Film Programs**, Museum Auditorium; 2:30 and 3:30 p.m.

Jan. 7—"Beaver Valley," "Loon's Necklace," and "Chairy Tale"

Jan. 14—"Man of Serengeti"

## Athletic Events

Tickets on sale at gate only; adults \$1.50, children and students \$.75

**Gymnastics**, Cooke Hall

Jan. 5—Minnesota vs. University of Illinois (Chicago Circle), 7:30 p.m.

**Swimming**, Cooke Hall

Jan. 6—Minnesota vs. South Western State College, 2 p.m.

**Wrestling**, Bierman Field Athletic Building

Jan. 13—Quadrangular Meet: Minnesota, Wisconsin, Nebraska, and Drake, 2 p.m.

**Basketball**, Williams Arena (sold out); tickets for closed-circuit TV viewing at Williams Arena ice rink on sale at Bierman Field Athletic Building, all Dayton's stores and Midwest Federal one week before game; tickets \$1

Jan. 13—Minnesota vs. Wisconsin, 8 p.m.; preliminary game: Varsity Reserve vs. Bismarck Junior College, 6 p.m.

## University Broadcasts

A service of Continuing Education and Extension

**Radio KUOM**, 770 on the dial

10:30 a.m. Monday-Friday—Minnesota School of the Air

11 a.m. Monday-Friday—Highlights in Homemaking

11:15 a.m. Monday, Tuesday, Wednesday, Friday—New Worlds of Knowledge; Thursday—Steady State Earth

12 noon Monday-Friday—Scope; Saturday—Midday News

12:15 p.m. Saturday—Student Report

12:30 p.m. Saturday—Artists and Archives

1 p.m. Monday-Friday—Public Affairs

1:30 p.m. Saturday—Legislature '73

2 p.m. Monday-Friday—Afternoon Concert; Saturday—The Saturday Show

4 p.m. Monday-Friday—News

4:15 p.m. Monday-Friday—Ecos en Espanol

**University Television Programs**, KTCA-TV (Ch. 2)

9 p.m. Monday—Innovative Techniques in Group Piano Instruction (Jan. 1), Ecology, Technology, and Society (Jan. 8 and 15); Wednesday—Innovative Techniques in Group Piano Instruction (Jan. 3 and 10)

9:30 p.m. Thursday—Town and Country (Jan. 4 and 11)

## DEPARTMENT OF UNIVERSITY RELATIONS

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# UNIVERSITY REPORT

A NEWSLETTER FOR STAFF MEMBERS ON ALL CAMPUSES OF THE UNIVERSITY OF MINNESOTA

## Faculty Salaries Drop in Ranking

Faculty salaries at the University of Minnesota have dropped in ranking with other Big Ten schools and the University of California and the University of Chicago.

Figures released by the University last month show that nine-month salaries have fallen from fifth to sixth and twelve-month salaries have fallen from ninth to eleventh.

Cash salaries plus fringe benefits are included in the comparison. The "average weighted compensation" for all nine-month faculty members at Minnesota is \$18,691 and for twelve-month faculty members is \$22,818.

A year ago the averages were \$17,815 for nine-month faculty and \$21,887 for twelve-month faculty.

**COMPARISONS BY RANK** — In comparisons by academic rank, three of the four ranks among nine-month faculty and all four ranks among twelve-month faculty fell in the ratings.

Full professors on nine-month contracts will earn an average of \$24,752 in 1972-73, including benefits. Their salaries rank eighth out of the twelve schools. In 1971-72 they ranked sixth.

Associate professors, who will earn an

average of \$18,017, have fallen from sixth to seventh in the ranking.

Assistant professors rank ninth, the same as last year. Their average compensation, including benefits, is \$14,592.

Instructors on nine-month contracts have fallen from fifth to ninth, with an average compensation of \$11,945.

**TWELVE-MONTH FACULTY** — Full professors on twelve-month contracts will earn an average of \$28,681, including benefits. In comparison with the other schools, they have fallen from eighth to ninth.

Associate professors have fallen from seventh to ninth, with an average compensation of \$22,969.

Average compensation for assistant professors on twelve-month contracts is \$19,423. The ranking has dropped from seventh to ninth.

Instructors have fallen from fifth to seventh. The average compensation is \$15,378.

**CASH SALARIES** — Similar decreases are shown in a comparison of cash salaries alone, without fringe benefits. No overall averages or rankings have been computed, but comparisons are available by academic rank.

The average salary for professors on nine-month contracts is \$21,127 (ranking seventh both years), for associate professors is \$15,391 (seventh both years), for assistant professors is \$12,451 (tenth last year and eleventh this year), and for instructors is \$10,187 (fourth last year and eighth this year).

For faculty members on twelve-month contracts, the averages are \$24,583 for professors (down from ninth to eleventh), \$19,749 for associate professors (down from eighth to ninth), \$16,704 for assistant professors (down from seventh to ninth), and \$13,180 for instructors (down from fifth to sixth).

The rankings cover 1,547 Minnesota faculty members on nine-month contracts and 1,425 on twelve-month contracts. Faculty at all campuses of the University are included.

**TWELVE SCHOOLS INCLUDED** — The University of California and the University of Chicago are included in the comparisons because they are major rivals with the Big Ten in faculty recruitment.

In a report released last year and summarized in the *University Report* of May (continued on page 4)

## Major Medical May Cover More Than You Know

by Maureen Smith  
Editor of *University Report*

University faculty and staff members may have more health insurance coverage than they know.

"I strongly suspect that people are passing up benefits they are entitled to get," said Harold Bernard, director of Insurance and Retirement. The problem, he said, is that staff members are often

unaware of the benefits of their major medical coverage.

Major medical is part of the package for those staff members with Blue Cross-Blue Shield coverage — the majority of faculty and staff members on all campuses of the University.

"You hear about something, and if it doesn't mean anything at the time, you tend to forget about it," Bernard said. Two or three years later a staff member

may have medical bills that Blue Shield would pay — but he may not think to file a claim.

Bernard said staff members are more familiar with the other part of their health insurance package — the basic coverage for hospitalization and surgery — or at least they are more likely to think of it when they need it. "They won't let you into a hospital without finding out

(continued on page 3)

# Discovery Could Change Theories of Universe

by Bill Hafling  
University Science Writer

More than 1500 light years away from Earth is a cold (-321°F.) gaseous cloud of hydrogen containing deuterated hydrocyanic acid. Several light years in diameter, the cloud is about 20,000 years old. (One light year equals 5,880,000,000,000 miles.)

Though the presence of the cloud itself has been known for many years, the discovery of deuterium in the cloud — in completely unpredicted quantities — may challenge long-held theories of the formation of elements and the universe.

Data supporting the surprising find were presented to the "Sixth Texas Symposium on Relativistic Astrophysics" in New York City on Dec. 22, 1972, by Philip M. Solomon, associate professor of astrophysics at the University of Minnesota.

Solomon told the nearly 1000 scientists in attendance that the ratios of deuterium to hydrogen in the acid of the

"Orion nebula molecular cloud" are "40 times greater than the ratio found in terrestrial water."

"This extremely large abundance of deuterium cannot be accounted for by any known process of element formation including stellar nucleosynthesis or a 'big bang' model," Solomon said.

Deuterium, a heavy form (isotope) of hydrogen, was discovered on Earth in 1932 by Urey, Brickwedde, and Murphy.

Considered an extremely rare substance until this time, deuterium occurs in ordinary water on Earth at about one atom per 3200 molecules of water. Man-made "heavy water" containing high percentages of deuterium is commonly used in nuclear fusion experiments.

**INTERSTELLAR CHEMISTRY** — "In the past three years alone, more than 25 molecules have been identified in our galaxy, 'The Milky Way,' using radio telescopes," Solomon said. "It is becoming apparent that our galaxy has a very complicated organic chemistry of which science has a very limited theoretical understanding.

"One of the major implications of the existence of this chemistry is that chemical evolution occurs throughout our galaxy, in all clouds that have condensed to form stars. Organic molecules exist in widespread regions. This has been a very exciting find because, though it doesn't necessarily imply that life exists all over our galaxy, it implies that the kind of chemistry that may lead to life takes place readily throughout our galaxy.

"I'm pretty confident that such basic building blocks of life as amino acids exist in such clouds. The new subject which studies this, interstellar chemistry, is only three or four years old."

Using the 36-foot antenna of the National Radio Astronomy Observatory at Kitt Peak in Arizona, Solomon — with Bell Telephone Laboratory researchers Wilson, Penzias, and Jefferts — analyzed the chemistry of the Orion cloud on the basis of characteristic radio microwave patterns generated by the molecules in it.

Consisting of a large antenna for collecting weak radio signals emitted by celestial objects, radio telescopes are similar in principle to optical telescopes. But radio telescopes observe radio waves rather than light and thus can be used for analysis 24 hours a day.

**RE-EXAMINING THE THEORY** — "If we are observing a fair sample of deuterium, then we do need new theories

for the origin of elements and of the universe. But it's possible that there may be chemical processes that enrich the particular sample we're looking at," Solomon said.

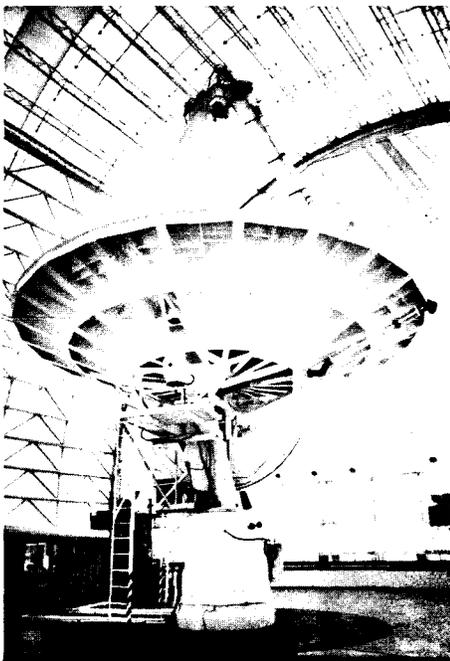
"The total deuterium abundance may not be as high as it appears from an analysis of hydrocyanic acid. In that case the existing theories of the formation of elements may be correct. Our finding would then tell something about the chemical reactions going on at very low temperatures in these clouds.

"No matter how we slice it, one theory or another is going to have to be modified. It may not be that the 'big bang' theory is going to have to be modified, although it's still an entirely open possibility. If we find high fractions of deuterium in its atomic form, another possible experiment, then it will indeed necessitate a revision of the theories of the origin of the elements."

Solomon's just-completed technical paper, "Interstellar Deuterium: Chemical Fractionation," coauthored with Prof. Neville J. Woolf, director of the University of Minnesota Observatory, examines the theoretical possibilities in detail.

In this paper, two astronomical experiments are proposed to further examine the theoretical implications of the finding. One is a study of cloud temperature to see if this has an effect on the chemical ratio found. The other is a study of other molecules such as water or formaldehyde to see if these show different ratios of deuterated to hydrogenated forms.

The present finding was considered so unusual when first made in October 1972 that another series of careful observations was conducted, using more highly refined techniques and involving two completely independent groups of data.



*With this radio telescope at the National Radio Astronomy Observatory in Kitt Peak, Arizona, University of Minnesota researchers, in cooperation with others, have made recent discoveries in space which challenge long-held theories of the universe.*

## University Report

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# Schools — Not Children — Fail at Reading

by Elizabeth Petrangelo  
University News Service Writer

Reading failures are the fault of our schools, not our children, according to two University researchers.

"Most teachers are trying to teach kids how to read the wrong way," said S. Jay Samuels. "They don't put enough emphasis on perceptual training."

Samuels, an associate professor in the department of psychological foundations in education, and David LaBerge, professor of psychology, are working on a project through the Center for Research in Human Learning to solve the problem of early reading failure.

This past summer, Samuels and LaBerge were named co-recipients of a \$232,000 grant from the National Institute of Child Health and Human Development, a division of the Department of Health, Education, and Welfare, for research on the problem of reading failure.

"We know that, in addition to theoretical work, they are expecting us to come up with answers that have practical application," Samuels said. "We think we are close to the answers."

"Many reading failures start immediately in the beginning reading tasks, at the time when reading instruction begins," he said. "Imagine trying to learn to dance from someone who takes off,

dances like crazy across the floor, and then says 'See how easy it is?' It's a lot easier to learn how to dance when the dance is broken down into smaller units."

"Or take the example of the skilled tennis player," said LaBerge. "He is not aware that his smooth game is actually a combination of little skills. He forgets that there was another time when he had to practice each skill over and over to make it automatic."

"That's what we're trying to do with reading. We are breaking the reading process into little skills and making sure the child masters each of these skills. Our basic research is providing information on effective ways to teach these reading skills," Samuels said.

"One of our concerns is with the student's ability to understand the 'language of instruction.' For instance," he said, "a teacher may say 'look at the first word in the sentence and read it to me.' The child is unable to do the right thing because he does not understand what 'sentence,' 'word,' and 'first' mean and he cannot follow these directions."

**CHILDREN TEACH THEMSELVES** — LaBerge developed a small computer — a teaching machine — to solve some of the problems children face in learning to read. This machine, which children operate themselves, gives a child the prac-

tice he needs in making distinctions between letters and letter sounds without verbal directions. It also supplies the researchers with mathematical records on the child's progress.

"Many children are confused by similarities between letters, like the letters b, d, p, and q," said Samuels. "This machine helps them to recognize the differences. It teaches what to look for that makes one letter different from another."

"Our methods have been tested in Minneapolis elementary schools," LaBerge said. "We brought our little computer to Calhoun School and used it with a group of kindergarten children who were slow readers. Using our methods, most of these children were reading better than half of the normal readers within a short time."

**BEYOND ACCURACY** — Another factor that adds to reading failure is that teachers don't go far enough, Samuels said. "Teachers look for accuracy, but that is not enough. To most teachers, if a kid can look at a word and say what it is, that's great because he's accurate."

"But we have to go beyond accuracy," said LaBerge. "We have to bring the kids to the point of automaticity. For instance, when you see a road sign, you immediately know what it says without concentrating. You can't stop yourself from reading it because your reading behavior is automatic. When things are automatic, they're easy."

According to Samuels, reading is actually two behaviors, recognition (the ability to decode symbols) and comprehension. "We are trying to get the decoding process so effortless that a kid can concentrate totally on comprehension."

Their work has led them to experimentation with teaching reading to mentally retarded children. "We are now looking at mentally retarded children and beginning to think they are less different from normal kids than we thought," Samuels said.

"From the tests we have conducted, we are theorizing that once they figure out the task you want them to perform, they learn just as fast as normal children. In simple terms, it just takes them longer to catch on, so we are helping them to focus their attention on the right things."

When the results of the project are published, Samuels said, the hope is that the methods will receive wide use. "We are making an attempt to get all kids to read, not just the white kids and the rich kids, but all kids."

## 'U' Buys Used Twin-Engine Plane

The University sold one airplane and purchased another late in 1972.

Vice President James F. Brinkerhoff announced last month that the University sold its single-engine Piper Comanche in November for \$18,777 and purchased a twin-engine Piper Aztec for \$50,500 through a negotiated sale from Northern Airmotive of Minneapolis.

Nearly a dozen equivalent airplanes were evaluated during the selection process.

The five-passenger 1968 Aztec was purchased with money from a flight facilities depreciation fund collected as part of the charge to each University department that uses the airplanes, Brinkerhoff said.

The Aztec is identical to another plane owned by the University, and officials said that having two similar planes will reduce maintenance costs. A negotiated sale allows the University to purchase

used equipment. If a new plane had been purchased, bids would have been sought and the cost would have been more than \$100,000, Brinkerhoff said.

The two Aztecs and an eight-passenger Beechcraft King Air are the three planes the University now owns for transporting faculty members and administrators around the state. All three planes are now equipped for all-weather flying. The Comanche was not equipped for flying in adverse weather conditions.

Brinkerhoff said the change in airplanes was planned several months before two University officials were killed in a November crash of a small private plane near Duluth, but he said travel policies are being evaluated as a result of the crash.

The University also owns five small planes which are used for flight instruction.

# 'U' Law Students Help Prison Inmates

by Carol Johnsen  
University News Service Writer

You are a prison inmate about to be released. Making a new life for yourself will be difficult at best, and you know that hundreds of dollars in medical bills from a former illness are waiting for you when you get out. What can you do?

Legal Assistance for Minnesota Prisoners (LAMP), a new project of the Law School Legal Aid Clinic, is attempting to deal with problems such as this. Only those prisoners who are unable to afford a private attorney are eligible for the project.

The project was made possible by a federal grant received by the Law School, a grant large enough to hire just two attorneys. Melvin B. Goldberg, associate professor of law, is serving as project director.

Goldberg, who came to the University from a similar position in Illinois as executive director of the Cook County Legal Assistance Foundation, Inc., says

results of the LAMP project can already be seen even though work inside prisons didn't begin until last June.

"A locked box was placed inside each of the state institutions for inmates to drop requests into. At Stillwater alone, 20 percent of the prison population has been seen or has asked to be seen by LAMP interviewers in two months," Goldberg said.

LAMP takes all types of cases except criminal problems handled by the public defender, cases where the client can pay an attorney, and cases which private attorneys will take on a "contingent fee" basis.

The largest number of claims are divorce requests, Goldberg said. Other requests concern property recovery of all kinds, medical complaints, family eviction problems, and child custody matters.

One case described by Goldberg involved a client at Stillwater prison whose wife and three children live in a Twin Cities suburb. Public Aid authorities brought charges against the wife saying the children were being neglected and suffering from malnutrition. The authorities removed one child from the home and wanted to remove the other two.

The husband in Stillwater contacted LAMP with the family's problem.

"We spoke to some members of 'Reach Out,' a group of ex-cons who provide social services for ex-cons and their families," Goldberg said, "and they arranged for a nutritionist and nurse to work with the mother and teach her how to handle her children. Now all the kids are home and the nurse and a home economist come in a couple of times a week and help on a volunteer basis."

Another case worked on by LAMP personnel had surprising results. "One prisoner was never told how he was doing in regard to his parole chances. He wanted to know why."

LAMP looked through the Minnesota statutes and found a law passed in 1911 (Sec. 243.06) stating that prisoners must be informed once a month by prison officials as to how they are doing in regard to work, study, and prison demeanor.

Goldberg brought this statute to the attention of prison officials, who were unaware of its existence. Now all inmates

are notified of their progress on a regular basis.

When LAMP began last summer, only Goldberg and two students were working on the project. Now a second attorney, Asst. Prof. James Cullen, has been hired and a second part of the program has been implemented.

Since the beginning of fall quarter, 15 to 20 law students have been working on the project as part of a seminar for which they will receive three credits.

Second- and third-year law students will be working on every facet of each case, under supervision, according to Goldberg. He pointed out that "Legal Aid I" must be taken first by the students as a prerequisite to working on the LAMP project.

"Legal Aid I draws clients from the campus area where it is easier for law students to interview them as their first clients than prisoners — who are more difficult and less likely to tell everything if they aren't interviewed properly," he said.

Students in the LAMP project interview prisoners, prepare and sometimes plead cases, and help write appeals. Under the "Third Year Practice Rule" issued by the Minnesota Supreme Court, third-year law students can argue certain cases in front of a judge under the supervision of a licensed legal-aid attorney.

LAMP is also receiving assistance from outstate attorneys who help with some cases when LAMP personnel are unable to travel across the state.

Prisoner response to the project has been widespread, and prison authorities are happy with LAMP's presence in the institutions, Goldberg said.

In speaking of the project, State Corrections Commissioner David Fogel said, "The LAMP program fits very well into my philosophy of developing a justice model on which to base correctional rehabilitation programs. Prisoners have many civil disabilities and few resources for their resolution. LAMP is a step in the right direction.

"In the last analysis," he continued, "LAMP teaches felons to use the law to achieve changes in their life circumstances without resort to fraud, force, or violence. It teaches law-abiding behavior — and that's what the department of corrections is all about."

## Faculty Salaries

*(continued from page 1)*

1, 1972, only the ten public schools among the twelve were included. (Northwestern and Chicago were excluded.) Minnesota ranked third out of ten for nine-month faculty salaries and seventh out of ten for twelve-month faculty salaries.

In this year's data, a range of several thousand dollars separates the average salaries for full professors at the top-ranked and bottom-ranked schools. For full professors on nine-month contracts, the average cash salary at the top school is \$24,972 and at the bottom school is \$19,847 (compared with \$21,127 at Minnesota).

For full professors on twelve-month contracts, the average at the top school is \$32,601 and at the bottom is \$23,193 (compared with \$24,583 at Minnesota).

For junior faculty members on nine-month contracts, the salary differences among schools are not as great. At the assistant professor rank, for example, the average salary at the top school is \$13,554 and at the bottom school is \$12,165 (compared with \$12,451 at Minnesota).

# Medicine and Society to Be Discussed in Mayo Seminars

Three noon seminars on "Society, Science, Civilization, and Medicine" will be held in Mayo Auditorium on the Twin Cities campus on the last two Fridays in January and the first Friday in February (Jan. 19 and 26 and Feb. 2).

The seminars will stress an interdisciplinary perspective on current problems in medicine. Such topics as scientific neutrality and moral and ethical problems of medicine and society will be debated by a panel representing diverse interests.

The seminars are sponsored by the Bell Museum of Pathology and the University of Minnesota Student Medical Council as part of the developmental programs of

the Bell Museum.

The first panel, to appear at noon Jan. 19, will include Paula Giese, counter-institutional researcher; Rabbi Louis Milgrom, director of B'nai B'rith Hillel Foundation; Dr. B.J. Kennedy, professor of medicine; Prof. Harold Chase of political science, Col. Larry Bulawsky, professor of military science; Paul Brainerd, editor of the *Minnesota Daily*; Dr. Martin Dworkin, professor of microbiology; and Dr. Stacey B. Day, conservator and head of the Bell Museum.

Mrs. Giese and Dr. Day will be on all three panels. Others to appear on the second or third panels (or both) will be

the Rev. Curtis Herron of the Zion Baptist Church in Minneapolis; Dr. William Hausman, professor of psychiatry; Prof. Mulford Q. Sibley of political science; Korren Phelps, member of the University Women's Gay Community.

Dr. John Brantner, professor of clinical psychology; Mischa Penn, instructor of humanities; Prof. David Graven of law, Dr. John A. Johnson, professor of physiology; Prof. Thomas Murton of criminal justice studies; and Prof. Barbara J. Stuhler of the World Affairs Center.

All three meetings are open to the general public.

## Major Medical \$15,000 Maximum Rarely Reached

(continued from page 1)

about your insurance," added insurance specialist David Schwamm.

**WHAT IS COVERED** — Bernard and Schwamm outlined the items that are covered by major medical:

- Services of a physician for home or office visits and consultations.
- Drugs prescribed by a physician for use outside of a hospital.
- Services of a licensed nurse.
- Blood and blood plasma.
- Rental of a wheelchair or a hospital-type bed.
- Artificial limbs or eyes.
- Psychiatric care.

**WHAT IS NOT COVERED** — The following items are not covered:

- Routine medical examinations.
- Eyeglasses.
- Dental care (except oral surgery resulting from an accident).

**FILING A CLAIM** — If there is any question about what bills will be paid, Bernard said that staff members should not attempt to make the determination for themselves. "Submit everything and let Blue Shield decide," he advised. Even in a routine medical examination, he said, it may not always be clear "what is routine." Some laboratory tests, for example, are covered.

Claim forms are available in the Insurance and Retirement office in 30 Johnston Hall in Minneapolis. Forms are available from the business offices on all of the coordinate campuses (and are

often available in other offices as well). Specific forms are required for prescription drugs.

Claims can be submitted for as far back as two years. The policy includes a deductible amount of \$50 in any one calendar year. For staff members who have purchased dependent coverage for their families, if the \$50 deductible is reached for three members of the family it is automatically satisfied for the entire family.

If the \$50 deductible is not reached in one year, expenses from the last three months of that year can be counted in the deductible amount for the following year.

**\$15,000 MAXIMUM** — Except for the \$50 deductible each year, Blue Shield pays 80 percent of the first \$5,000 of the participant's medical expenses and 100 percent of the next \$10,000.

Once a maximum of \$15,000 has been paid in the participant's lifetime, no further payments will be made. However, Bernard pointed out that the \$15,000 maximum "started all over" on Oct. 1, 1971, when a new contract was issued.

Schwamm said that only one person in the entire state program has ever hit the maximum — out of 40,000 employees plus their dependents. "It can happen, but it's a rare occurrence," he said.

**PIGGY-BACK POLICIES** — Regents' Prof. Leonid Hurwicz of economics has suggested that staff members should be aware of the availability of "piggy-back policies" that would cover expenses beyond the \$15,000 maximum.

Bernard said that these policies are available from private insurance companies at a cost that is "quite low" —

because the odds are that the participant is not going to have bills in excess of \$15,000. A policy could have a deductible amount of \$15,000, so that the coverage would begin where the University coverage ended.

Such a policy would protect the participant, for example, if he needed the use of a kidney dialysis machine — a situation in which "you are not hospitalized but you do run up tremendous bills," Bernard said.

### COVERING EVERY CONTINGENCY

— Bernard said he "would be the last person in the world to minimize the concern" of any staff member who feels the need for additional coverage.

"But in putting a program together," he said, "you can't cover every contingency."

Staff members who are deciding whether they need more coverage should keep in mind that the \$15,000 maximum applies only to the major medical coverage. The basic coverage for hospitalization has no dollar limit and will pay for up to 365 days in the hospital — which could come to almost half a million dollars.

When most people think of a costly medical disaster, Bernard said, what they are thinking of is a long hospital stay.

**REMINDER TIME** — Bernard and Schwamm said they want staff members to take full advantage of the insurance program, and Schwamm said "it's reminder time."

Reminders are most effective early in the year, Bernard said, because the one time people are most likely to look at their medical bills is "when they do their income tax."

# Twin Cities Campus Calendar \* January 15-31, 1973

## Minnesota Orchestra

Tickets available at 106 Northrop Auditorium and Dayton's stores

**Thursday-Friday Concert Series**, Thursdays, I.A. O'Shaughnessy Auditorium, College of St. Catherine, 8 p.m., tickets \$4.29-\$7.07; Fridays, Northrop Auditorium, 8:30 p.m., tickets \$3.03-\$7.07

Jan. 18-19—Pinchas Zukerman, violinist; Stanislaw Skrowaczewski, conductor

## University Artists Course

Reservations may be made at 105 Northrop Auditorium, and tickets are available at all Dayton's stores on Monday of the week prior to performance; tickets \$2.50-\$6

**Masterpiece Series**, Northrop Auditorium, 8 p.m.

Jan. 17—Andres Segovia, classical guitarist  
Jan. 31—Andre Watts, pianist

## Concert

**Contemporary Music Series**, Northrop Auditorium, 8 p.m.; cosponsored by the Department of Concerts and Lectures and the Departments of Music and Music Education; no admission charge

Jan. 24—Blackearth Percussion Group

## University Theatre

Tickets available at Scott Hall ticket office

**Shevlin Hall Series**, Shevlin Hall Arena; tickets \$1.75

Jan. 30 and 31—"4x4 in Black" by Horace Bond, 8 p.m.

## Music Department Event

No admission charge; schedule subject to change; call 373-3546 for further information

Jan. 21—Dale Lee, BFA piano recital; Scott Hall auditorium, 4 p.m.

## James Ford Bell Museum of Natural History

The Museum, Touch and See Room, and Children's Reading Room (cosponsored by the Minneapolis Public Library) are open Monday-Saturday 9 a.m.-5 p.m., Wednesday 9 a.m.-9 p.m., and Sunday 2-5 p.m.; by reservation, guides can be made available to groups of 15 or more; open without charge

**Sunday Film Programs**, Museum Auditorium; 2:30 and 3:30 p.m.

Jan. 21—"Land of the Loon," "Overture Nyitany," and "Powers of Ten"  
Jan. 28—"Grass"

## Exhibitions

**University Gallery**, Northrop Auditorium; Monday-Friday 11 a.m.-4 p.m., Sunday 2-5 p.m.

Through Feb. 16—"Archaeology: University of Minnesota," Galleries 305-307, 309, and 405

**Wilson Gallery**, 472 Wilson Library, Monday-Friday 8 a.m.-5 p.m.

Through January—"Brazil and Her Neighbors: 1500-1800"

**St. Paul Student Center Galleries**, Student Center; Monday-Saturday 8 a.m.-10 p.m., Sunday 12 noon-10 p.m.

Through January—Collage by Mary Helen Horthy, North Star Gallery; "Natural Art," color photography by David Ernest Johnson, Lounge Gallery; Acrylics by Merlen Clercx, Rouser Room Gallery; Ceramics by June Onesti, 3-Dimensional Gallery

**Jaques Gallery**, James Ford Bell Museum of Natural History; Monday-Saturday 9 a.m.-5 p.m., Wednesday 9 a.m.-9 p.m., Sunday 2-5 p.m.

Through January—Drawings of Itasca and Arctic Birds by David F. Parmelee

## Films

North Star Ballroom, Student Center

**Noon Films**, 12:15 p.m.; no admission charge

Jan. 19—T.G.I.F. Flicks  
Jan. 23—Wyatt Earp and Superman

**Film Classics**, 8 p.m.; admission \$1

Jan. 18—"Death in Venice"  
Jan. 24—"Charlie Chan in London"  
Jan. 25—"Charlie Chan in Shanghai"  
Jan. 26—"Castle in the Desert"  
Jan. 27—"Charlie Chan at Treasure Island"

**Civilisation Series**, no admission charge

Jan. 17—"The Hero As Artist," 12:15 p.m. and 7 p.m.; "Protest and Communication," 7 p.m.  
Jan. 18—"Protest and Communication," 12:15 p.m.  
Jan. 22—"Grandeur and Obedience" and "Light of Experience," 7 p.m.  
Jan. 24—"Grandeur and Obedience," 12:15 p.m.  
Jan. 25—"Light of Experience," 12:15 p.m.  
Jan. 31—"Pursuit of Happiness," 7 p.m.

## E.T. Bell Museum of Pathology

**Symposium**, Mayo Auditorium, 12 noon-1 p.m.; cosponsored by the Medical Student Council and the Bell Museum of Pathology  
Jan. 19 and 26 and Feb. 2—"Society, Science, Civilization, and Medicine"

## Athletic Events

**Hockey**, Williams Arena; tickets on sale at Bierman Field Athletic Building and all Dayton's stores the Monday prior to each game. Reserved seats \$3; general admission, adults \$2, children \$1.25, students \$1

Jan. 19—Minnesota vs. Colorado College, 8 p.m.; preliminary game: Varsity Reserve vs. Minnesota Junior Stars, 5:30 p.m.

Jan. 20—Minnesota vs. Colorado College, 8 p.m.; preliminary game: Varsity Reserve vs. Lakewood Junior College, 5:30 p.m.

Jan. 26—Minnesota vs. Michigan Tech, 8 p.m.; preliminary game: Varsity Reserve vs. Anoka-Ramsey Junior College, 5:30 p.m.

Jan. 27—Minnesota vs. Michigan Tech, 2 p.m.; preliminary game: Varsity Reserve vs. St. Paul Bob Ross, 11:30 a.m.

**Basketball**, Williams Arena (sold out); tickets for closed-circuit TV viewing at Williams Arena ice rink on sale at Bierman Field Athletic Building, all Dayton's stores and Midwest Federal one week before game; tickets \$1

Jan. 16—Minnesota vs. Marquette, 8 p.m.; preliminary game: Varsity Reserve vs. Marquette Varsity Reserve, 6 p.m.

Jan. 27—Minnesota vs. Michigan State, 8 p.m.; preliminary game: Varsity Reserve vs. Bemidji State, 6 p.m.

Tickets on sale at gate only; adults \$1.50, children and students \$.75

**Swimming**, Cooke Hall

Jan. 18—Minnesota vs. Stout State, 4 p.m.  
Jan. 22—Minnesota vs. Iowa State, 4 p.m.  
Jan. 27—Minnesota vs. Indiana, 2 p.m.

**Wrestling**, Bierman Field Athletic Building  
Jan. 18—Minnesota vs. New Mexico State University, 7:30 p.m.  
Jan. 27—Minnesota vs. Indiana, 2 p.m.

**Track**, Field House

Jan. 20—Varsity Intra-Squad, 1 p.m.  
Jan. 27—Minnesota vs. Drake, 3:30 p.m.

**Gymnastics**, Cooke Hall

Jan. 27—Minnesota vs. University of Michigan, 1 p.m.

## DEPARTMENT OF UNIVERSITY RELATIONS

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# UNIVERSITY REPORT

A NEWSLETTER FOR STAFF MEMBERS ON ALL CAMPUSES OF THE UNIVERSITY OF MINNESOTA

## Faculty Consider Collective Bargaining

by Maureen Smith  
Editor of *University Report*

If University faculty members decide they want to turn to collective bargaining, two faculty organizations will be ready.

The American Association of University Professors (AAUP) and the new University of Minnesota Federation of Teachers (UMFT) are likely to be rivals if a bargaining election is held. For now, the two history professors who head the groups are talking about cooperation.

"As a historian, I try to avoid the errors of the past," said Prof. Hyman

Berman, chairman of the UMFT. Competition between faculty unions and the AAUP has been a major problem at other universities, he said.

Formation of a faculty bargaining unit is the objective of the UMFT. Pros and cons of collective bargaining are being explored more cautiously by the AAUP, according to its president, Prof. Paul Murphy. "We want to go into this very much with our eyes open," he said.

Berman said the goal of the union is a faculty bargaining unit, "preferably UMFT," but he suggested that "in order to avoid conflict or to strengthen our position" the UMFT might form a com-

bined bargaining unit with the AAUP. Murphy said this is still an "open question."

**FACULTY SPLIT** — Collective bargaining itself is an open question in the AAUP. Even on the executive committee, Murphy said, there are those who "can't move fast enough" toward collective bargaining and others who are "very dubious" or "flatly opposed."

In a faculty survey conducted by the AAUP in the fall, 63 percent of the respondents said it is time to "consider collective bargaining as a supplementary approach to the promotion of faculty welfare."

At the same time, a majority said "the nature of professional academic service renders the 'strike' concept totally inappropriate for faculty members."

**Murphy said the negative vote on the use of the strike is as significant as the positive response on collective bargaining. "If people are not ready to strike, they are not ready to go into this very seriously."**

About 75 faculty members were serious enough about collective bargaining to join the UMFT in its first month, before a recruiting drive began. Informal meetings are planned with departmental groups to give faculty members a chance to talk about collective bargaining and unionization. Some "feel it's inappropriate" to unionize, Berman said, but "at least let's have a discussion."

Some members of the UMFT are also AAUP members. Membership of the Twin Cities chapter of the AAUP was just under 500 in mid-January, before Murphy sent a letter "to jog some people who have let things slip."

(As of Oct. 15, 1972, the University employed 2,972 full-time faculty members on all campuses and 2,896 graduate assistants. Authorization from 30 percent would be required in order to call a bargaining election.)

**POLITICAL CHALLENGE** — Concern about the erosion in faculty salaries and a  
*(continued on page 4)*

## Staff Council Delayed Again

The Regents have postponed action on the proposed Civil Service Council until questions of its legality can be answered.

Personnel officer Roy Richardson recommended to the Regents that no further action be taken on the council until actual support for such a council by civil service workers is measured.

At its July meeting, the Board of Regents approved a constitution for the council, which is designated to act in an advisory capacity to the administration. Council elections, which were scheduled for Nov. 15, were postponed because of objections raised by Council 6 of the American Federation of State, County, and Municipal Employees (AFSCME).

"Since the postponement of the elections, I have received many, many letters, signed by 167 employees, who have expressed deep concern and disillusionment over the postponement of the council elections," Richardson said.

"The civil service workers feel they do not have a part to play in the University and they feel disenfranchised," he said.

Richardson proposed the appointment of an interim advisory committee, to report to the office of the personnel

director, composed of civil service workers. Richardson would appoint the committee members himself. "We must respond to the sense of urgency felt by the civil service workers while we deal with the question of the council's legality."

He also proposed that a comprehensive survey of all civil service workers be made. "We've got to find out how these 9,000 people feel about playing a part in the University governance, and if, in fact, they really want a council."

Roger Peterson, an attorney representing both the AFL-CIO and Council 6 of AFSCME, warned that even the interim committee would be a violation of fair labor practices.

"The very act of a University administrator appointing this committee would constitute an involvement on the part of the employer," he said, "and this is an unfair labor practice."

According to Regent Fred A. Cina, if civil service workers were to withdraw their request for a Regent-approved council and form an independent body of civil service workers on their own, the questions of legality and unfair labor practices would be answered.

# Wilderson Views Soviet Schools for Handicapped

by Elizabeth Petrangelo  
University News Service Writer

Handicapped and exceptional children in the Soviet Union receive different kinds of care than handicapped American children, according to Frank B. Wilderson, assistant dean of the College of Education, who returned recently from a three-week stay in the U.S.S.R.

"Russian teachers of handicapped children are very specialized," Wilderson said. "They are able to move children with speech defects and mental retardation to the maximum of their potential much more effectively than we do in this country."

Wilderson, accompanied by his wife Ida-Lorraine, was in the Soviet Union



Frank Wilderson

from Nov. 24 to Dec. 15 as a member of the official U.S. delegation to the U.S.S.R. Seminar on Instruction of Handicapped Children.

After visiting many Soviet special schools in Moscow and Leningrad, Wilderson was surprised with the treatment of handicapped and exceptional children in the Soviet system.

"These youngsters with emotional problems are cared for in labor camps," he said. "The Soviets see work as a medium through which the youngster gains some understanding of the way he can contribute to the Soviet system."

Mrs. Wilderson, a child development specialist with the Greater Minneapolis Day Care Association, accompanied the delegation and spent a great deal of time touring nurseries and pre-school facilities, Wilderson said.

"The older Soviet scientists seem to be caught in a period of research which we feel we have gone through," he said. "They concern themselves with classifying each child carefully as having this or that type of handicap."

In Russia, handicapped youngsters are sent to different institutions depending on their classifications, he said. There are schools for the mentally retarded, schools for those with speech defects, schools for children with motor problems, and still other schools for children with cerebral paralysis.

"If we tried to categorize children so narrowly in this country, we would cause terrible status problems for them," he said. "But the Soviet youngsters who are singled out to attend special schools feel honored."

Wilderson was impressed with the high levels of achievement reached by mentally retarded and handicapped Soviet children. "When you look at the work these children are doing, it's much superior to what you would see in our country," he said. "If we had taken the Russians to visit our state schools for the mentally retarded and our special classes for handicapped children, they would not have seen the well-trained and diversified staff that they have.

"In Russia, if a school for mentally retarded children believes it could benefit by having an EEG technician, then it will receive one. They train as many physicians and technicians as they need for as many schools as they have," he said. "We are not able to do that in this country and one of the reasons is inadequate funding."

Wilderson feels that the most important thing the American delegation learned was the advances that are possible in curriculum for handicapped children. "They have looked at what they ask their children to do very carefully and have asked themselves the question 'Can they do these things?' If they can't, new curriculum is developed," he said.

The whole Soviet stay was very structured for the American delegation, Wilderson said. Each morning was spent listening to reports of research, discussion took place in the afternoon, and evenings were spent at cultural events.

After a week and a half, the American delegation grew tired of sitting and listening and wished to delve a little deeper, Wilderson said. "I, of course, was very interested in mentally retarded youngsters and those with physical pathology," he said. "But I also wanted to know about how the Soviets handled children

with social and emotional difficulties. But each time I tried to bring up this question, I felt that the answers I received were evasive."

It was only after Wilderson showed the Soviet delegation a film he had prepared of a junior high school-aged boy acting aggressively — knocking over books and chairs, pulling away from teachers, and using obscenities — that the Russians opened up.

"Only then did they admit that, yes, they did have youngsters who behaved that way and they did have special facilities to handle these children. It seemed to us that the Russians don't like to admit that their system can produce behavior problems," he said.

"She was able to help our delegation, which was studying school-age children, to learn more about the pre-school care of Russian children," he said. "We were all impressed with their elaborate system of pre- and post-natal health care which enables them to identify potentially handicapped children very early."

Wilderson believes that the trip was a success and a valuable learning experience for the delegation. However, he doesn't feel that their observations will have a tremendous effect on American systems of care for the handicapped. "It would be very inappropriate for us to run back here and start tampering with our own system on the basis of our observations," he said.

"However, we have established a good relationship with Russian scientists and educators so that if we are interested in following up on some of these things, we will be able to build on their experiences."

The conference, organized by the Johnson Foundation and the Department of State, was arranged under the cultural exchange agreement between the United States and the Soviet Union, calling for bilateral seminars in the field of education.

## University Report

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# Women Scholars Are Core of New Class

by Valerie Cunningham  
University News Service Writer

A professor from Duke University flew into Minneapolis last month and met with a University of Minnesota class studying the professor's specialty — history.

What made the visit unusual is that the class is studying contemporary feminism, most of the students are women, and the visiting professor is a woman historian.

The class is examining "whether the contemporary feminist movement is having an impact on American intellectual life," said Elsa Greene, coordinator of the new course.

The visiting professor, Anne Firor Scott, and four other women, who will

visit later, make up the core of the class.

Ms. Greene said all of the five visiting women are "outstanding women from the disciplines we want to study. Each one can provide a piece of the whole picture of contemporary feminism."

Providing pieces of the picture will be a poet, a woman who has combined the study of psychiatry and history, a black professor of medical sociology, and a literary critic, in addition to Prof. Scott.

"It may be a very emotional experience for a lot of the students in the class to meet with professional, intellectual women who have made it in their own fields," Ms. Greene said.

Each of the five women will arrive in Minneapolis at two-week intervals and spend two days on campus. Each will give an evening speech, then meet with the class the following day.

"The class uses the two weeks between visits to prepare, through lectures and discussion about the writings of the woman who is coming, and read other writings about other women in that field," Ms. Greene said.

All but five of the 60 students in the class are women, and Ms. Greene said their commitment to the women's movement ranges over a wide spectrum, from  
*(continued on page 5)*

# Senate Debates Financial Causes for Tenure Loss

by Maureen Smith  
Editor of *University Report*

In a time of financial crisis for the University, would a tenured faculty member rather take a salary cut or see some of his colleagues lose their jobs and take a chance on losing his own?

The question isn't that simple — but in a 42-34 vote Jan. 11 the Faculty Senate defeated a proposed amendment to the tenure code that a drastic budget reduction "may necessitate such financial actions as across-the-board workload and pay reductions as a last resort, but shall not be grounds for termination or suspension of an appointment with continuous tenure."

The amendment was presented by Prof. Hyman Berman, chairman of the new University of Minnesota Federation of Teachers (UMFT). In an interview after the meeting, Berman pointed out that the change of five votes would have reversed the outcome — and he said he believes at least five Senators were sympathetic to the motion but voted against it either because they misunderstood it or because they were fearful that the Regents would not accept it.

In Senate discussion, Prof. Carl Auerbach said the tenure code would not preclude a decision to cut faculty salaries across the board in order to avoid dismissing any tenured faculty members. But he said the Tenure Committee did not think it wise to impose this option in all cases of financial crisis.

The possibility of across-the-board salary cuts was informally explored last year during the retrenchment and reallocation process and met a "hostile" response from faculty members, Auerbach said. Faculty concern was not only for the economic welfare of individuals but also for the continued quality of the institution, he said.

When "everybody takes a pay cut," said Prof. Fred Morrison, one problem for the University is that "those people who are good enough go somewhere else." Asst. Prof. Leonard Shapiro responded that "if we start taking pot shots at tenure, the good people will leave, too." And Berman said in the interview that in the kind of financial crisis contemplated in the proposed amendment, "the good people wouldn't go somewhere else because there wouldn't be any place for them to go."

Prof. Paul Murphy, president of the Twin Cities chapter of the American Association of University Professors (AAUP), expressed reservations about the amendment in an interview. "I applaud the concern for faculty," he said, "but would this really serve the University, and what about the poor students?"

Senate discussion of the amendment became confused on the issue of whether a guarantee of tenure also meant a guarantee of salary. Assoc. Prof. Michael Perlman said the intention of the amendment was to separate the question of tenure from the question of salary.

If a titular professor could be cut off without salary, said Prof. Samuel Krislov, all the amended tenure code would mean would be that "you have tenure and you can take it to the grave and to heaven with you, but don't expect to eat on it." A question of whether the amendment would allow faculty members to be forced into early retirement was also raised and not resolved.

Berman said in the interview that the amendment was never intended to mean that tenured faculty members could be selectively cut from the payroll.

After the amendment was defeated, the Senate searched for the strongest possible language to describe the gravity of the financial situation in which the dismissal of tenured faculty members could be justified. Some thought a "demonstrably bona fide financial exigency" was graver than a "drastic reduction in the University budget"; others disagreed.

The language finally adopted was proposed by Prof. Burnham Terrell — "a demonstrably bona fide financial exigency arising from a drastic reduction in the University budget."

The Senate voted 34-11 to amend the tenure code to require that the University Senate approve and be given a chance to modify any recommendation from the Consultative Committee to the Regents in a time when a financial crisis might necessitate the dismissal of tenured faculty. The amendment was presented by Assoc. Prof. Kent Bales.

# AAUP, UMFT Seek Changes in Bargaining Law

(continued from page 1)

felt need to strengthen the faculty role in decision-making have led to the growing interest in collective bargaining, Berman said.

A related reason, he said, is that "a political decision has been made to reduce public expenditures on higher education, and faculties have not been consulted. Unionization is one way the faculty can respond to a political challenge politically."

**Higher education is now in an "artificial period of depression," Berman said. Resources are being cut back at a time when "educational needs are still unmet."**

A university should be "not just a certifying agency for better jobs," Berman said, but should offer a "humanizing and broadening" experience for anyone who wants it — people in mid-careers, women returning to school, men and women who have more leisure time because of a shorter work week or early retirement. "We're focusing too much on the 18- to 25-year olds," he said.

Calling public attention to "the real significance of higher education" is "our major political task," he said.

**POSSIBLE DANGERS** — In advising a cautious look at collective bargaining, Murphy also cited political considerations.

## Band, Moos to Give 'President's Concert'

University President Malcolm Moos and University Band alumnus Stanford Freese will appear with the University Band in a concert "An Evening to Remember" Feb. 14 at 8 p.m. in Northrop Auditorium.

The concert will commemorate the centennial of the University's first graduating class and will include a special observance of Lincoln's birthday. Moos will join the band in Copeland's "Lincoln Portrait."

In its third year, the concert this year will inaugurate "The President's Concert," which is expected to become an annual event.

Freese, now conductor of the Disney World marching and concert bands, will conduct and perform Disney World musical highlights. He is best known at the University for his tuba virtuosity.

Tickets are available in 105 Northrop Auditorium and at all Dayton's stores. Prices are \$5 for special reserved seats, \$2.50 for general admission, and \$1.50 for students and senior citizens.

"Inevitably in a bargaining situation," he said, "when you're bargaining for what you want, the other side wants something, too."

An example of what "the other side" might want, he said, is a requirement that each faculty member spend a designated number of hours in the classroom. "The accountability question is constantly before us," Murphy said. "If bargaining would increase our teaching load, I'm not sure it's something we want to move to."

Another concern, Murphy said, is that "Minnesota and Wisconsin are totally unique state universities" with a "great tradition of service to the state." Some people fear, he said, that "the minute you put it on simply a dollars-and-cents basis," this public service function could be threatened.

**"We're really terribly anxious that when collective bargaining comes — and it will come — it comes in a way that will preserve everything that is good about the University,"** Murphy said.

**REWARDING EXCELLENCE** — A concern of some faculty members is that "unionization would institutionalize mediocrity," Berman said. "I don't think the evidence has borne out this fear."

Negotiated salary increases would not necessarily be across-the-board increases, he said. At the State University of New York and the City University of New York, he said, faculty members have negotiated for across-the-board increases and at the same time have bargained for a merit increase package.

In one of the contracts, he said, is a provision for "what we would call 50 Regents' Professorships." At Minnesota, he said, the bargaining unit would keep in mind the need to "reward excellence."

**ROLE OF THE SENATE** — A goal of the UMFT, Berman said, is to strengthen the University Senate.

All the Senate can do now, he said, is pass legislation that the Regents can approve or disapprove, and too often Senate decisions are partly based on a fear that "the Regents won't allow us to do that."

**"That shouldn't be the concern of the Senate," Berman said. Under collective bargaining, he said, the role of the faculty in decision-making would not be "a unilateral grant that may unilaterally be withdrawn" but a "bilateral agreement" in which any changes would have to be agreed to by both sides.**

Murphy said that under current law the Senate "would have to be redefined legally" or else the Senate "would itself be an unfair bargaining device."

Legal rights for the Senate could be written into a collective bargaining agree-

ment, Murphy said, and "it was done at Rutgers." But in such a case, he said, "the Senate becomes pretty much an advisory body to the bargaining unit."

"A lot of people will say, as inefficient as the Senate is now, that might be progress," he said, but others say the answer to Senate inefficiency is to "reform the Senate."

**In this context, Murphy said one of his concerns about collective bargaining is that "one group that would possibly suffer are the students." If the "whole policy goes through collective bargaining," he said, participation by other groups would be illegal.**

"All the progress the kids have made in getting into committees and working actively in the Senate might very well be threatened," he said.

**CHANGING THE LAW** — Berman and Murphy agreed on the need to get the Public Employees Bargaining Act changed or clarified.

"The current law is not a good law to start bargaining under," Murphy said. "I have fond hopes that the two organizations can work together in getting this law revised, even though we may ultimately find that we're competing when the bargaining election comes."

One problem is the provision in the

(continued on page 7)

## Film Shows 23-Year Progress of Stutterers

Begun in 1949 and completed in 1972 with the same subjects, the film "Speech of Stutterers Before and After Treatment" will be shown Feb. 7 at 3:10 p.m. in Mayo auditorium on the Minneapolis campus.

The film shows five stutterers, ranging in age from 19 to 33, at the time they came to the University's speech clinic for treatment in 1949. How they progressed is then documented as the film shows them one month after an eight-week interval of intensive "psycho-talk-therapy," again in 1952, 1957, and finally in 1972.

Prof. Emeritus Bryng Bryngelson, now 82 years old and still an active researcher, began the project as chief speech pathologist, working with the people in the film. After he got the idea for a 1972 filming, he began a search for his subjects and was successful in finding them.

Technical director for the film was Donald Cain of audio-visual extension.

# Safer Portrait of Tselos Unveiled

Two Greek words are inscribed in the "cornerstone" of a portrait of Dimitri T. Tselos, professor emeritus of art history. Translated, they mean "teacher" and "friend."

The portrait is third in a series by Prof. Louis Safer of General College. At the unveiling Dec. 9, Tselos himself placed the cornerstone in the painting. "It's the first painting in history that has a cornerstone," he remarked.

In the cornerstone, a profile of Tselos is shown in a silver Greek coin. In the larger portrait, Tselos is "looking backward in time" with what Safer describes as a "quizzical" expression. Tselos is a man who "looks both backward and forward," Safer explained of the double portrait. "He has no thought of retiring mentally or physically."

Tselos' Greek heritage is the dominant theme of the painting. The background color shows "the whiteness of Greece," Safer said, and the entire painting is intended to represent "a fragment of a temple wall." The painting, 6' by 6', is

made up of 16 squares placed together at angles to resemble displaced stones of a wall.

Safer spoke of "an artist's apprehension" when he unveils a portrait for the subject and his friends, but he said Tselos hugged him and "it was kind of a moving occasion." In an informal talk before the unveiling, Safer described Tselos as a man with a wide range of interests, from recipes for yogurt to political events in Greece.

For the fourth in his series of faculty portraits, Safer will paint Regents' Prof. John Berryman, who died last year. Safer met early this month with Mrs. Berryman to discuss the painting and to learn if the Pulitzer Prize-winning poet had a favorite poem. He hopes to incorporate words of the poem into the portrait.

The first two portraits in the series are of Regents' Prof. Herbert Feigl and Prof. Mulford Q. Sibley. Photographs of these paintings and a descriptive article appeared in the *University Report* of May 1, 1972.

# Women Scholars

(continued from page 3)

women actively involved in the women's liberation movement to women who are making their first statement of interest in women by taking the class.

The course was planned by the Women's Studies Task Force, a student group which began more than a year ago to investigate the idea of a women's studies department at the University.

The new women's studies course is a sort of trial balloon to assess the amount of interest in women's studies among students before setting up a program or department, Ms. Greene said.

The women students who planned the course overcame the hurdles of funding and sponsorship by a University unit. The course is based in the American studies program, which Ms. Greene said "enthusiastically" agreed to sponsor the course.

The funds were provided by an "astounding combination of contributors," she added. The departments of history, English, and Afro-American studies made donations, as did the experimental course committee, which gave approval to the task force's plan for the course. Other funds came from the University's Educational Development Fund.

With funding, sponsorship, and what Ms. Greene calls "quite a lot of positive feeling in the faculty," the coordinator and her four women teaching assistants are looking forward to at least a second quarter of the class.

Meanwhile, an ad hoc committee on women's studies is exploring ways to establish a women's studies major.

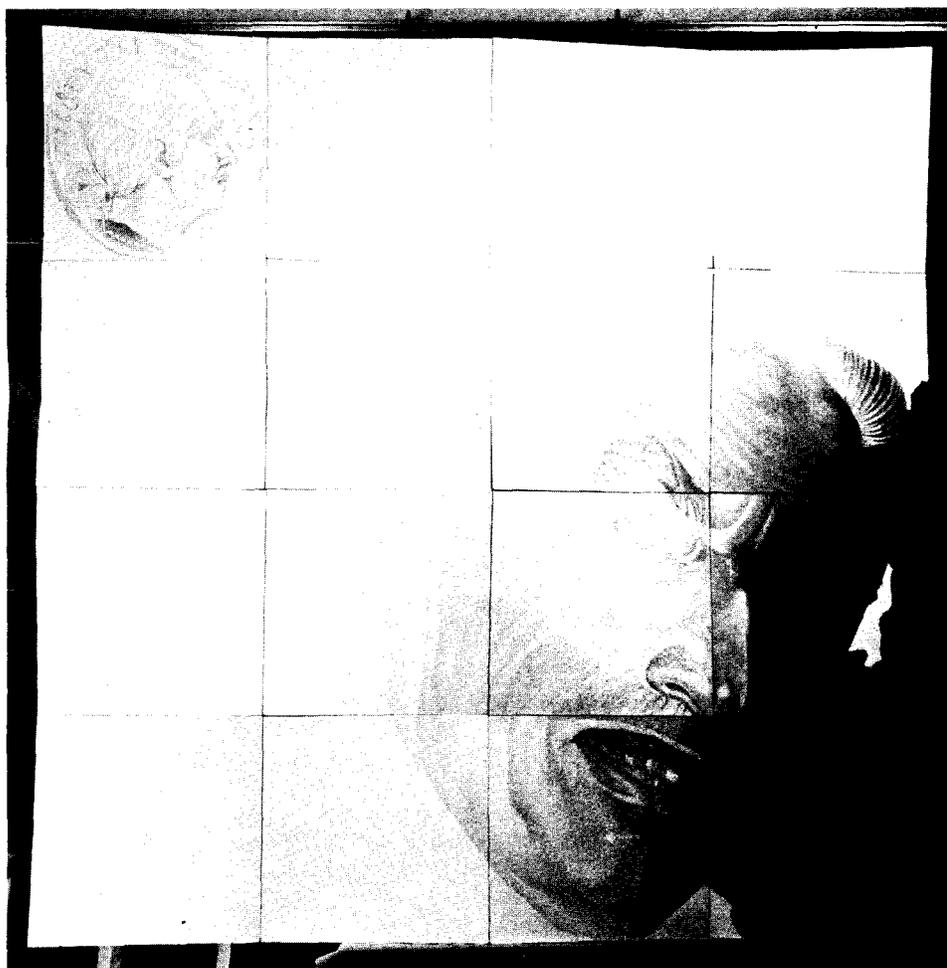
The other visiting participants in the class will be:

Carroll Smith Rosenberg, who was to meet with the class Jan. 31 to Feb. 1. She is assistant professor of psychiatry and history at the University of Pennsylvania.

Jacquelyne J. Jackson, Feb. 14-15. She is associate professor of medical sociology at Duke University Medical Center and is head of the Caucus of Black Sociologists of the American Sociology Association.

Carolyn Kizer, Feb. 28-March 1. She is director of the graduate writing program at Columbia University and visiting artist in residence at the University of North Carolina and recently published a collection of poetry under the title "Midnight Was My Cry."

Wendy Martin, March 12-13. She is an assistant professor of English at Queens College in New York City and will speak to the class on feminism and literary criticism.



# Agriculture, Health Sciences May Suffer in Federal Cutbacks

Stanley J. Wenberg, vice president for state and federal relations, said last month that University agricultural and health science programs may "suffer significantly" as the result of federal cutbacks to pay for revenue sharing.

"The original intention of revenue sharing was that it provide replacement money for grant programs which will be cut back at the federal level to pay for the revenue-sharing proposal," Wenberg said.

Federal grants to the University in 1971-72 totaled about \$51.5 million, or 17.9 percent of its total budget.

## People in the News

**Theodore Carr**, chairman of the business division of the University of Minnesota Technical College, Crookston (UMC), has been elected to the advisory committee of the Minnesota State Department of Education for post-secondary business education.

**Brian Harron**, chairman of the hotel, restaurant, and institutional management division at UMC, has been elected president of the Minnesota Hotel Education Association.

Assoc. Prof. **Raymond Hendler** of studio arts organized and chaired a panel at the National College Art Association's 61st annual meeting last month in New York City. Members of the panel included Willem de Kooning, Adolph Gottlieb, Robert Motherwell, Philip Pavia, and Steve Wheeler.

**John F. Jones**, director of the School of Social Work at the University of Minnesota, Duluth (UMD), has been elected president of the Minnesota chapter of the National Association of Social Workers. Outgoing president is **Richard Broeker**, associate director of the UMD School of Social Work, who has been elected president of the Minnesota Welfare Association. Jones spent Dec. 20 to Jan. 10 visiting the Social Welfare Ministry in Tokyo, Japan, and the UNICEF and other agency offices in Seoul, South Korea.

**Jack S. Otis**, an assistant scientist in the Department of Animal Science, is spending the winter in Antarctica and plans to return to Minnesota in mid-February. He is participating in a seal study project funded by the National Science Foundation.

Wenberg said that revenue sharing is a call for an evaluation at the local and state levels of programs that have been funded by the federal government rather than "new money" given to local governments.

He said that the conflict between the Congress and President Nixon over control of appropriations money will have a direct effect on the University.

"The traditional agricultural land-grant money was stricken out in each Nixon budget," Wenberg said, "and the Congress has put it back in."

President Nixon's appointments of George Shultz as his chief economic adviser, Roy Ash as director of the Office of Management and Budget, and Casper Weinberger as secretary of Health, Education, and Welfare indicate his intention to eliminate federal grant programs entirely, Wenberg said.

Traditionally, the University has received federal funds through the Morrill Act of the 1860's, which established agricultural land-grant institutions, and through research grants considered on an individual basis by the National Institutes of Health, the National Science Foundation, and the Department of Defense.

Wenberg said the intention of Congress has been to continue both the revenue-sharing proposal and the federal grant programs. "Congress doesn't buy the idea this is replacement money and it is trying to continue both grant money and revenue sharing."

Elmer L. Andersen, chairman of the Board of Regents, said that higher education has a "big communications job" to do to convince every state legislature that "every dollar to states for revenue sharing is cutting out programs that would otherwise have been funded."

Wenberg said that universities will have a "great number of allies" on the issue, which also affects impacted school districts and water pollution control and other local appropriations which have been previously funded by federal grants to local governments.

Regent L.J. Lee, a former DFL legislator from Bagley, said that the 1973 Legislature will be faced with requests for all kinds of existing and new programs from revenue-sharing money and that the University will be only one of many institutions looking for the appropriations.

Wenberg said that a number of federal programs at the University have been authorized by Congress but funds have not been released by the President.

# Thomas Named to New Personnel Post

William C. Thomas was appointed assistant director for employee relations at the January meeting of the Regents.

According to Roy Richardson, who became University personnel officer in December, Thomas' duties will be to work with him in "the centralization of all personnel administration on a University-wide basis, staff development, formation of comprehensive personnel data and compensation systems, and the handling of collective bargaining relations."

The University did not conduct a formal search for an individual to fill the post, since Thomas was one of three candidates recommended for the position Richardson now holds.

Since 1967 Thomas has been employed by Honeywell, Inc., most recently as assistant market manager for the residential division of the Minneapolis branch.

## Regents Add Students

Ten students joined the Board of Regents last month as nonvoting members of the board's committees.

The students will divide themselves among the Regents' five standing committees and serve through June, when the student representation plan will come up for review. No students will sit on the Regents' executive committee.

The Regents voted last summer to continue the seating of students on committees for a second year in what the Regents have said is an experiment in student representation on the board. Student groups at each of the University's five campuses met during the fall to nominate candidates.

On the Twin Cities campus the student assembly formed an ad hoc committee to nominate students. The nominations from each campus were reviewed by the Student Senate Consultative Committee before they were forwarded to President Malcolm Moos for final approval.

The technical colleges at Crookston and Waseca will each have one student serving on committees, the campuses at Duluth and Morris will each have two students, and the Twin Cities campus will have four representatives.

The students selected are Judith Anderson, Milton DeJesus, Michael LaBrosse, and Richard Nelson from the Twin Cities campus, Larry Fonnest and Rosemary Tarnowski from Duluth, Gary Gordon and Stephen Hunt from Morris, Barbara Lerud from Crookston, and Robert Hassett from Waseca.

# Single-Quarter Leaves Allow Intensive Study

by Judy Vick

University News Service Writer

American dreams, resistance to busing of school children, water pollution, and music of the French West Indies will be among the subjects for intensive study by University faculty members next year.

The Regents at their January meeting granted single-quarter leaves to 110 faculty members to pursue various areas of study in 1973-74.

"The reason the University does this is to improve the faculty. It broadens their expertise, making them more effective teachers and researchers," said Ann Bailly, assistant to the vice president for academic administration and secretary to the all-University single-quarter leave committee which recommends applicants to the President, who in turn recommends them to the Regents.

"The faculty member returns enriched for the benefit of his students and his colleagues," she said.

The leaves of absence are with full salary from the University and some are supplemented by grants from the federal government or private foundations which provide funds necessary for travel. A limited number of leaves are granted each year to faculty members with at least two years of service to the University who

meet the eligibility criteria established by Regents' policy.

Among those granted leaves for the coming year are Prof. **Alan J. Brook**, head of ecology, who will travel to Scotland in the fall to study oscillatoria agardhii populations in lakes there.

The research is directed to the control of offensive water blooms, said Brook, who is actively concerned with controlling water pollution in Minnesota.

"I have found some of the same organisms here as there, but they behave rather differently and I want to find out why — it has to do with water chemistry," he said.

**John C. Weidman**, assistant professor of social and philosophic foundations of education, is taking a leave in the fall to prepare a paper for publication on "White Rage: Resistance to Busing of School Children."

"I think it is a significant social issue that deserves attention now," Weidman said. "In the social sciences there is usually a lag of several years before data is analyzed. This leave will give me the time to analyze the available data on this issue when it is still current."

**Ernest G. Bormann**, professor of speech-communication, will spend winter quarter of next year working on a critical evaluation of persuasion by relating it to

the dreams and fantasies of Americans. He plans to spend some time in Europe investigating the methods of persuasion used by the Nazis and the Communists.

**Geneva H. Southall**, professor of Afro-American studies, will spend spring quarter of 1974 on a historical study of the similarities and cross-currents among blacks in different parts of the French new world, with emphasis on musical tradition. She plans to employ the resources of the James Ford Bell Library at the University and to spend some time in Haiti, Martinique, Guadeloupe, and in New Orleans, La.

Other faculty members granted single-quarter leaves, and their topics of study, include Prof. **Allen Solem**, relationships between intellectual and emotional incentives of work; Prof. **Frederick Chapman**, "Youth Services in Norway"; Assoc. Prof. **Toni McNaron**, several articles on Virginia Woolf as a writer-critic and on the women in her novels; Prof. **Frederick G. Goetz**, genetics of human diabetes mellitus; Prof. **James F. Maclear** of the Duluth campus, "Victorian Nonconformity and the American Churches"; and Asst. Prof. **Thomas Straw** of the Morris campus, studies in biochemical limnology.

No leaves with pay are granted to faculty members to further graduate study or to write textbooks.

## AAUP, UMFT Representatives Attend Legislative Hearings

(continued from page 4)

law that no public employee can belong to a bargaining unit if he is in a position to "effectively recommend" promotions. Depending on how this is interpreted, it might exclude all department chairmen — or all members of tenure and promotion committees within departments — or all faculty members who vote on promotions.

The law was written to "govern a factory shop situation" and does not make sense when applied to the democratic decision-making of the University, Murphy said.

**DETERMINING THE UNIT** — Another problem is that the law is unclear on how the size of a bargaining unit is to be determined. Murphy and Berman agreed that prospects for collective bargaining would vary depending on the composition of the unit.

Berman said it has not yet been decided whether faculty members on the coordinate campuses "will form their own locals or whether they will be part of ours." Murphy said that if collective bargaining comes, he would prefer to have a separate unit for the Minneapolis campus. Faculty members in St. Paul and on the coordinate campuses often have different concerns, he said.

Even in Minneapolis, he said, "if you start plugging in the Medical School, you've got a very different kind of group to work with."

Murphy also questioned whether "teaching assistants and Regents' professors" should belong to the same unit. Berman said teaching assistants are now eligible for the UMFT but that if bargaining units are formed they would "probably have to be" in a separate group from regular faculty.

About 60 of the first 75 UMFT members are regular faculty members, he said,

and most are tenured faculty.

**AT THE LEGISLATURE** — Both the AAUP and the UMFT will be represented at all legislative committee hearings that have anything to do with the University.

"We will be there more as resource people than as lobbyists," Murphy said. Legislators have expressed the desire "to hear what the faculty is thinking," he said.

Assoc. Prof. James Jernberg of public affairs is "organizing the whole legislative effort" for the AAUP, Murphy said, and he has developed a "skillful and well planned method of getting faculty input into the Legislature."

What happens in the Legislature could have an impact on the move toward collective bargaining.

"If I were to venture a guess," Murphy said, "if we really get mangled in the Legislature — and I am terribly apprehensive — this is going to be a real catalyst to push collective bargaining much faster."

# Twin Cities Campus Calendar \* February 1-15, 1973

## Minnesota Orchestra

Tickets available at 106 Northrop Auditorium and Dayton's stores

**Thursday-Friday Concert Series**, Thursdays, I.A. O'Shaughnessy Auditorium, College of St. Catherine, 8 p.m., tickets \$4.29-\$7.07; Fridays, Northrop Auditorium, 8:30 p.m., tickets \$3.03-\$7.07

Feb. 8-9—Hans Schmidt-Isserstedt, guest conductor

Feb. 15-16—Eugene Ormandy, guest conductor

**Adventures in Music Series**, Northrop Auditorium, 4 p.m.; tickets \$2.78-\$5.55

Feb. 4—American Ballet Theatre Dancers; Henry Charles Smith, conductor

## Concert

**Contemporary Music Series**, University Baptist Church, 8 p.m.; cosponsored by the Departments of Concerts and Lectures, Music, and Music Education; no admission charge

Feb. 7—New Music Ensemble, Wisconsin State University (River Falls), Conrad De Jong, conductor

## University Artists Course

Reservations may be made at 105 Northrop Auditorium, and tickets are available at all Dayton's stores on Monday of the week prior to performance

**Special Concerts**, Northrop Auditorium, 8 p.m.

Feb. 3—"Melodies Bring Memories," Parade of Quartets; Variety Club Heart Hospital Benefit; tickets \$2.50-\$5.50

Feb. 14—"An Evening to Remember," University of Minnesota band instrumentalists; reserved seats \$3 and \$5; general admission, public \$2.50, students and senior citizens, \$1.50

## University Theatre

Tickets available at Scott Hall ticket office

**Studio Theatre Series**, Scott Hall Auditorium; general admission \$2.50, students \$1.75

Feb. 9-10 and 14-17 (8 p.m.) and Feb. 13 and 18 (3:30 p.m.)—"The Inheritance," by Ernest Joselovitz

**Shevlin Hall Series**, Shevlin Hall Arena; tickets \$1.75

Feb. 1-3 (8 p.m.) and Feb. 3-4 (3:30 p.m.)—"4x4 in Black"

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## Films

North Star Ballroom, Student Center

**Noon Films**, 12:15 p.m.; no admission charge

Feb. 9—"Happy Pace of Switzerland," "Ski for You," and "Winter—Made in Switzerland"

Feb. 6—Cartoon Festival

Feb. 13—"Zorro" and "Sergeant Bilko"

**Film Classics**, 8 p.m.; admission \$1

Feb. 8—"The Learning Tree"

Feb. 15—"McCabe and Mrs. Miller"

**Civilisation Series**, no admission charge

Feb. 1—"Pursuit of Happiness," 12:15 p.m.

Feb. 7—"Smile of Reason," 7 p.m.

Feb. 8—"Smile of Reason," 12:15 p.m.

Feb. 14—"Worship of Nature," 7 p.m.

Feb. 15—"Worship of Nature," 12:15 p.m.

## Music Department Events

No admission charge; schedule subject to change; call 373-3546 for further information

Feb. 11—Pat Laliberte, piano recital; Scott Hall Auditorium, 4 p.m.

Feb. 11—Edward Foreman, faculty voice recital; Scott Hall Auditorium, 8 p.m.

## E.T. Bell Museum of Pathology

**Symposium**, Mayo Auditorium, 12 noon-1 p.m.; cosponsored by the Medical Student Council and the Bell Museum of Pathology

Feb. 2—"Society, Science, Civilization, and Medicine"

## Workshops

**Minnesota World Federalist Workshops**, 5th floor lounge, Campus Club, Coffman Memorial Union, 7:30 p.m.; no admission charge

Feb. 5—"The Non-Governmental Route to World Government," Sheldon J. Eviden

Feb. 12—"Achieving Universal Disarmament," Philip T. Hopmann

## James Ford Bell Museum of Natural History

The Museum, Touch and See Room, and Children's Reading Room (cosponsored by the Minneapolis Public Library) are open Monday-Saturday 9 a.m.-5 p.m., Wednesday 9 a.m.-9 p.m., and Sunday 2-5 p.m.; by reservation, guides can be made available to groups of 15 or more; open without charge

**Sunday Film Programs**, Museum Auditorium

Feb. 4—"Quetico," "The Way of a Trout," and "Notes on a Triangle," 2:30 and 3:30 p.m.

Feb. 11—"International Salon Slides," 2:30 p.m.; "Great Mojave Desert," 3:30 p.m.

## Exhibitions

**University Gallery**, Northrop Auditorium; Monday-Friday 11 a.m.-4 p.m., Sunday 2-5 p.m.

Through Feb. 27—"Archaeology of the Mediterranean: Expeditions from the University of Minnesota," Galleries 305-307 and 309

**Wilson Gallery**, 472 Wilson Library; Monday-Friday 8 a.m.-5 p.m.

Through February—"Walter de la Mare: 1873-1956"

**Coffman Gallery**, Coffman Union; Monday-Friday 9 a.m.-5 p.m.

Feb. 5-23—Photography by Oliver Lyle, Hall Gallery

**Jaques Gallery**, James Ford Bell Museum of Natural History; Monday-Saturday 9 a.m.-5 p.m., Wednesday 9 a.m.-9 p.m., Sunday 2-5 p.m.

Through February—"Winter into Spring," nature photography by Marv Borell

**St. Paul Student Center Galleries**, Student Center Monday-Saturday 8 a.m.-10 p.m., Sunday 12 noon-10 p.m.

Feb. 2-28—Oils, watercolors, and pencil drawings by Ruth Oseid, North Star Gallery; International Group Show (mixed media), Lounge Gallery; acrylics and India ink by Virginia Peterson, Rouser Room Gallery; enamels by Pat Topp, 3-Dimensional Gallery

## Athletic Events

**Basketball**, Williams Arena (sold out); tickets for closed-circuit TV viewing at Williams Arena ice rink on sale at Bierman Field Athletic Building, all Dayton's stores and Midwest Federal one week before game; tickets \$1

Feb. 3—Minnesota vs. Purdue University, 8 p.m.; preliminary game: Varsity Reserve vs. University of Minnesota, Duluth, 6 p.m.

**Hockey**, Williams Arena; tickets on sale at Bierman Field Athletic Building and all Dayton's stores the Monday prior to each game. Reserved seats \$3; general admission, adults \$2, children \$1.25, students \$1

Feb. 9—Minnesota vs. North Dakota University, 8 p.m.; preliminary game: Varsity Reserve vs. Minnesota Junior Stars, 5:30 p.m.

Feb. 10—Minnesota vs. North Dakota University, 8 p.m.; preliminary game: St. Paul Park Kostka, 5:30 p.m.

Tickets on sale at gate only; adults \$1.50, children and students \$.75

**Gymnastics**, Cooke Hall

Feb. 10—Minnesota vs. University of Iowa, 1 p.m.

**Wrestling**, Bierman Field Athletic Building

Feb. 10—Minnesota vs. Washington State University, 7:30 p.m.

Feb. 15—Minnesota vs. Oregon State University, 7:30 p.m.

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# UNIVERSITY REPORT

A NEWSLETTER FOR STAFF MEMBERS ON ALL CAMPUSES OF THE UNIVERSITY OF MINNESOTA

## UMD Assembly Asks for Task Force on Decentralizing 'U'

The Campus Assembly of the University of Minnesota, Duluth (UMD), has approved a resolution calling on President Malcolm Moos or the Board of Regents to set up a task force to study the issue of decentralization within the University.

In action Jan. 30, the Assembly endorsed a position paper by the UMD Educational Goals and Facilities Committee which asked that such a task force "examine the issues involved in the achievement for UMD of that measure of decentralization of academic, administrative, and fiscal responsibilities normally found in a multi-campus institution."

The resolution further asked that UMD have a proportionate share of representation on such a task force or commission. The Assembly asked UMD Provost Raymond W. Darland to pass on the resolution to President Moos and the Regents.

Committee chairman Phillip Coffman, head of the music department, said complete autonomy for UMD is not the long-range goal. "Instead, carefully planned decentralization of the University of Minnesota could result in significant benefits to UMD and the other coordinate campuses and the University as a whole."

"UMD has a role within the state's higher education system which must be at once unique and complementary to the totality of the system," the committee report says. "In order to provide the proper learning climate for the advancement of knowledge and in meeting the demands of society and the state of Minnesota, UMD strongly desires a larger role in setting policy and making the decisions for the future."

Benefits of decentralization, according to the committee, might include the following:

- Development of smaller, more efficient and effective administrative units on

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## Hiring Freeze Continues

by Maureen Smith  
Editor of *University Report*

A hiring freeze is in effect at the University at least until March 15.

Whether to continue the freeze after that date will be decided "on the basis of seeing what we've got," said Assoc. Vice President Stanley B. Kegler, who has been directed by President Malcolm Moos to oversee a University-wide review of resources.

Moos announced the freeze Jan. 20 and said that no academic or civil service positions may be filled until their functions have been "reviewed and justified." All vacancies are being reported to central officers, who have taken emergency action in a few cases to grant exceptions to the freeze.

Besides completing the survey of vacancies by March 15, Kegler said, administrators will have other indications of the resources that can be expected. The second round of legislative hearings will be completed, and "we will also have a much better feel for enrollment projections."

Moos said the freeze was necessary to "insure flexibility" in planning in the light of declining undergraduate enrollments, declining federal funding, and the prospects of a stabilized state appropriation to the University.

Kegler added that the move "is a reaction to our belief that we are unlikely to find resources for areas of growth, other than the health sciences, unless we contribute those ourselves by cutting in some areas."

**Funds saved by not filling a vacant position in one area might be used to create a new position in an area of greater need. But plans have not yet been made for redeployment, and Kegler said "I can't get all excited about making plans until I know what resources there are."**

The immediate purpose of the hiring freeze, he said, was to "protect the pos-

sible resources we have and make sure that whatever is there remains there."

Action was necessary in January, he said, because "if we didn't have some kind of suspension, by March or April there would be nothing to redeploy. All academic positions would be filled."

When resources and needs have been identified after March 15, he said, "we will be in a much better position to decide if the suspension should be continued or lifted, selectively or totally."

**JOBS IN JEOPARDY?** — For now at least, Kegler said, no jobs are in jeopardy except vacant positions.

If the Legislature appropriates funds for the University at the level recommended by Gov. Wendell Anderson, the total number of positions at the University (outside the health sciences) would stay about even.

But Kegler pointed out that a number of present employees are in positions funded with "soft money" — money that was allocated on a one-year basis during the retrenchment and reallocation process last year. These positions could be lost, he said.

**In addition, he said, some faculty positions are funded with Bankhead-Jones money — a source of federal support that in the past was thought to be stable. "These are people who have been here and who hold tenure," he said. "If those funds aren't forthcoming," he added, "other resources will have to be found to fund the positions."**

Bankhead-Jones funds are not included in President Nixon's budget. In the past several years, Mr. Nixon has left the funds out and the Congress has put them back in. But even though "that may happen again," Kegler said, "the President may impound those funds as he has others."

"This makes the whole situation very tenuous," Kegler said, and "may pose

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# Moos Pledges to Seek Full Legislative Request

Gov. Wendell Anderson's funding recommendations for the University "are not large enough for us to maintain the strength of our system," President Malcolm Moos told the University Senate Jan. 18.

"I pledge myself and my staff to press for our full legislative request," Moos said.

In his budget message, Anderson recommended funding of \$219.8 million for the University in the 1973-75 biennium. The University had requested \$238.7 million.

Salary increases are not included in the totals. If the Legislature appropriates at the level recommended by the Governor and agrees to the salary increases requested, the University appropriation would be \$233 million, an increase of \$29 million over this biennium.

**Final figures in Anderson's recommendation "are considerably higher than the earlier allocations," Moos reported. "I have been personally assured that representations I made with the Regents and**

**my staff did have major impact on the final recommendations."**

**COMPETING CLAIMS** — In his speech to the Senate, Moos was careful to balance an emphasis on University needs with a recognition of the competing claims on state funds.

"The Governor and his staff took requests from all agencies seeking support and orchestrated them into a statewide score," he said. "Essentially the process is not unlike that of a department head or dean trying to allocate limited resources against competing demands, all of them legitimate."

Two years ago 10.2 percent of the direct appropriations of the state went to the University, Moos said, and "I submit that it is significant that . . . the Governor is recommending 10.2 percent of a larger budget today.

**"While other educational systems face the prospect of serious additional positions cuts," Moos said, "none have been recommended for the University."**

Anderson's recommendation would provide for the addition of 45 faculty positions and 52 civil service positions for the health sciences over the biennium. No new positions were recommended for other units.

In order to insure some flexibility in staffing, Moos announced a freeze on hiring Jan. 20 (see page 1).

**BODY COUNTS** — "We are witnessing the end of an era," Moos said. The "days of relative affluence for universities" have come to an end.

"It was fashionably easy to be statesmanlike in conducting the affairs of higher education in 1963 when we were all growing apace," he said. "But will we be equally statesmanlike during the days ahead when resources are slimmer but appetites and competition increase."

The University's goal should be "to excel in excellence," he said. The goal should not be "supremacy in size."

**"I firmly believe that the race for bodies with competing systems for additional students is an obscene race for body counts, and that there is something pathetic about frantic attempts to clutch at the fringe of declining enrollments," Moos said.**

Moos added that the "margin of excellence we seek is directly related to our ability to raise private funds" (see page 7). Only 34 percent of the University's support comes from the Legislature.

**FACULTY HELP** — In presentations to the Legislature, Moos said, University administrators will need help from faculty members.

"We face problems other than fiscal problems in this session," Moos said. "Faculty accountability — what faculties do with their time — how much they teach, prepare, research, serve — and earn — will be of great interest in this session of the Legislature."

**"We will need to work diligently to explain that 'contact time' — time spent before a class — is only one part of the teacher's job. We will also need to be ready to explain the apparent great variations in assignments.**

"It is in this regard that you can be of greatest help as you speak with your own legislators as teacher or learner."

**DIVISION OF LABOR** — On another subject, Moos proposed "an inquiry into the difference between 'policy-making' and 'administration.'" Faculty and students should "play a substantial role in policy-making," he said, but "it is questionable" if they "should attempt to administer the University."

He suggested that the administration should propose solutions to University problems (including budget problems) and "do the leg work" required to work up the proposals. Faculty and students would "meet and deliberate in Assembly, Senate, and committees to reflect on and react to these proposals."

He added that faculty and students in reflecting and reacting "will generate counter-proposals and ideas which should be explored — and happily so!"

"Such a division of labor would go a long way to meet the frustration many faculty and students feel about interminable committee work," Moos said. "For surely what makes committee work seem interminable — perhaps insufferable — is the detailed inquiry on a part-time basis into facts and situations which can be explored more easily by full-time administrators and their staffs."

## Turnbull Resigns as CLA Associate Dean

John G. Turnbull, associate dean of the College of Liberal Arts, has notified department heads of his intention to relinquish his administrative duties effective June 30.

Turnbull is acting dean of the college during the winter quarter leave of Dean E.W. Ziebarth.

As a professor of economics and a member of the graduate faculty of the School of Public Affairs, Turnbull will return to full-time teaching. He has continued to teach at least one class each quarter, including a number of continuing education classes, during the nine years he has been an associate dean of the college. He was chairman of the economics department before he was named associate dean and has been a member of the University faculty since 1949.

"My personal desire to return to teaching, coupled with the increasing stress of administrative duties, has resulted in this decision, which I have been considering for several months," Turnbull said. "My notice at this time will permit the college an adequate amount of lead time to find my successor. I have indicated my willingness to serve during the summer, if a successor has not been named by June 30."

## University Report

Volume 4

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# Senate Trims Reasons for Dismissing Faculty

Reasons for dismissing a tenured faculty member have been trimmed to three by the Faculty Senate.

In Senate votes Jan. 25, two reasons were approved: "sustained incapacity, refusal, or failure to perform reasonably assigned duties adequately" and "repeated unreasonable conduct destructive of the academic freedom of other members of the academic community."

A third reason, covering cases of financial crisis, was approved Jan. 11.

The "failure to perform duties" provision was presented to the Senate by Prof. D. Burnham Terrell as a substitute for three provisions in the proposed tenure code. Terrell said the amendment was intended to tighten the language of the code, not to change its substance. The Tenure Committee did not oppose the new language.

Concern that "acts of conscience" should not be cause for dismissal was expressed by Assoc. Prof. Michael Perlman, who asked for assurance that "failure to perform duties" would not be interpreted to include participation in a moratorium on classes as a protest against national policy, for example.

Prof. Carl Auerbach, chairman of the Tenure Committee, replied that "nothing in these regulations is intended to weaken" the 1970 statement on academic freedom and responsibility. Such an assurance will be written into the tenure code, he said.

A provision that would have incorporated the entire academic responsibility statement into the list of reasons for dismissal was stricken from the code by the

committee. Auerbach reported to the Senate that Regents' Prof. Leonid Hurwicz and Prof. Samuel Krislov had persuaded the committee that it would be unwise to make violation of the responsibility statement a possible cause for dismissal. Hurwicz said he was "gratified" by this deletion.

Senate debate centered on two provisions in the proposed code that a tenured faculty member could be dismissed for "repeated conduct destructive of working relations with colleagues" and for violations of the academic freedom or constitutional rights of others. Perlman moved that both of these provisions be deleted. Prof. Donald Gillmor suggested the compromise language that was accepted by the Senate.

Before the vote, Morrison said the compromise language would leave the University with no means to deal with such "horrendous cases" as a faculty member who repeatedly commits acts of physical violence against a colleague. Auerbach gave another example, which he said was "not fanciful" — a faculty member who "repeatedly incites students to set fire to the office of an individual with whose political views he disagrees."

Gillmor and Perlman agreed that the University should not be making judgments about violations of the law or the Constitution. Gillmor said the University should deal instead with violations of academic freedom, "which we know something about."

If a faculty member breaks a law — by committing an act of violence or by violating someone's constitutional rights — Perlman said that the case should be tried in the courts, where "full rights" can be given to the accused.

Morrison said that cases of petty assault and battery would not be likely to go to court but could still represent a serious enough problem to warrant dismissal of the guilty faculty member.

The "horrendous cases" cited by Morrison and Auerbach happened at other universities, but they said it cannot be assumed that such incidents would never occur at the University of Minnesota. Prof. Charles McLaughlin, former chairman of the Judicial Committee, said that there have been three recent cases at the University in which conduct destructive of working relations with colleagues was an issue.

"We're just kidding ourselves if we suppose we don't have that problem here," McLaughlin said.

"If we're going to look at horrible examples of disruptive behavior" by faculty members at other universities,

Terrell said, "we'd better look at horrible examples of abuse" of provisions in tenure codes such as the provision under consideration.

In spite of assurances by members of the Tenure Committee, many Senators and other faculty members have expressed the fear that the provision could be used to get rid of faculty members who were merely thought "obnoxious" by their colleagues.

Prof. Peter Lock pointed out that even in the language of the proposed code, with its emphasis on repeated conduct, "the University is powerless if an individual simply sets fire to one office." Lock's conclusion was that "I don't think we're competent" to deal with such cases.

Asst. Prof. Peter Robinson suggested that extreme cases of destructive behavior might be covered by another provision of the code. "Why can a person who goes around beating someone up not be assigned reasonably the task of not doing so?" he asked.

The Senate voted 54-21 to substitute the Gillmor amendment for the provisions proposed by the Tenure Committee.

## Rarig Center To Be Dedicated in June

The University's new \$5.6 million theater and tele-communications building has been named Rarig Center, in honor of the late Prof. Frank M. Rarig, chairman of the speech department at the University for many years.

The building, designed by Ralph Rapson, Inc. architects, who also designed the Tyrone Guthrie Theater in Minneapolis, will be the focal point on the mall of the West Bank campus.

The formal dedication is scheduled for June 1. Present plans are for the University Theatre to open its 1973-74 season in the new building next fall.

Rarig Center includes four theaters — a proscenium theater, seating 467; a thrust theater, seating 487; an arena theater, seating 203; and an experimental theater, designed for flexible seating of about 145.

Other facilities in the building include two dance studios, four television studios, eight radio studios, related shop facilities and dressing areas for the theater, related control rooms for the studios, administrative offices for Radio and Television, and media classrooms for the Department of Speech-Communication and the School of Journalism and Mass Communication.

## Supplemental Health Insurance Available

Supplemental health insurance is available to members of the State Capitol Credit Union.

The coverage will provide up to \$400 a month (\$14.28 a day) while the enrollee is hospitalized.

Cost is \$3.25 a month for a member of the credit union, \$4.15 for a spouse, and \$2.55 to cover all dependent children. No medical examination is required.

The program, offered on a voluntary basis to members of the credit union, will be underwritten by AETNA Life & Casualty Company.

Anyone who wishes to enroll may do so between March 1 and April 30.

For information, write to Consolidated Agencies, Inc., 201 State Capitol Credit Union Building, 95 Sherburne Ave., St. Paul, Minn. 55103.

# School Administrators: White, Male, Undertrained

by Elizabeth Petrangelo  
University News Service Writer

The typical school administrator in Minnesota is white, male, between the ages of 41 and 50, and earned his highest degree sometime in the late 1950's or early 1960's.

Of 2,632 school administrators surveyed in the state, only 202 are women. There are no female school superintendents in the state and only three female high school principals.

Only 315 of the administrators surveyed have two or more years of professional preparation, in spite of a 1963 State Board of Education regulation which set two years of post-baccalaureate work as the basis for certification.

And it is predicted that this pattern of male domination and undertraining in school administration will continue unless external intervention upsets the system.

These are some of the findings of a research model constructed by Prof. Clifford P. Hooker of the division of educational administration in the College of Education to arrive at a prediction of future supply and demand for educational administrators in Minnesota.

To find out what present administra-

tors are like, he sent questionnaires to all administrators presently employed in the state. Administrators from 406 of the 436 independent school districts that have both elementary and secondary schools responded.

In a report issued in January, Hooker states:

- The median age of incumbent administrators is between 41 and 45, with more over the age of 60 than below the age of 30. "The most senior members of the profession can be found in the front office, where one superintendent out of six is over 60 years of age," he said.

- Of the 2,632 administrators surveyed, only 202 are female and most of these are elementary school principals. There are no female superintendents. "Considering that 85 percent of the elementary teachers are women, and about 60 percent of all teachers in Minnesota are women, discrimination on account of sex is equally obvious throughout," he said.

- Over one-half of all the superintendents are employed in small school districts with less than 1,000 students.

- Of the 406 superintendents surveyed, only 60 have the amount of professional training stipulated in the State

Board of Education regulation.

- Less than 10 percent of those administrators holding lifetime certificates have the amount of professional training stipulated in the regulation.

To get figures on supply and demand, Hooker contacted the eight institutions in the state which train school administrators for information on their outputs in the past five years.

Hooker states that seven of the institutions — the five state colleges, St. Thomas College, and the University of Minnesota at Duluth (UMD) — are not producing their share of female or minority graduates. Out of 724 students who graduated from these institutions in the past five years, only 13 were minority students and only 47 were women.

"Minnesota public schools in the future are destined to repeat the discriminations of the past unless external interventions upset the systems," Hooker's report states. "No females or minorities are employed at the rank of assistant professor or above in the administrator training programs in the five state colleges, UMD, or St. Thomas. The pattern for the future seems to be established."

Hooker says that the Twin Cities campus of the University has affirmative recruitment programs, particularly for American Indians, and its educational administration program has employed one minority professor.

"Unfortunately," Hooker says, "the University, like all of the other educational training institutions in the state, has employed no females in its division of educational administration."

Hooker makes several recommendations for the improvement of administrator training in the future. He says that much more emphasis must be placed on continuing education to improve the capabilities of present administrators, that there must be more recruitment of female and minority students, and that the quality of preparation for administrators must be raised.

He also recommends that research and development of administrator programs must be improved and that programs must be designed to prepare people for emerging administrative roles.

Hooker says that the only way these ends can be reached is through the development of a statewide master plan. "A state plan for educational administration should be developed," he said. "And an agency with statewide responsibility, such as the Higher Education Coordinating Commission, should provide the requisite leadership."

## Winter Enrollment Down Less Than Usual

The number of students enrolled for winter quarter at the University is 4 percent less than for fall quarter.

But to University administrators that's an encouraging sign.

"Based on past experience, enrollment for winter quarter is usually 6 percent less than fall," said Stanley Kegler, special assistant to President Malcolm Moos.

A count of regular daytime students taken at the end of the second week of winter quarter shows a total of 47,489 on all campuses, compared with 49,929 for fall quarter — a drop of 2,440 students.

The rate of retention of students on the Twin Cities campus accounts almost entirely for the drop being less than expected, Kegler said.

Some 2,200 fewer students enrolled for winter quarter on the Twin Cities campus. Past experience led Kegler to expect 2,900 fewer students to return for winter quarter.

The enrollment picture at the coordinate campuses is just about as expected, Kegler said, with Crookston and Waseca

showing normal winter quarter increases. Some students enroll only for winter quarter at the two technical colleges.

Winter quarter figures for each of the campuses are: Twin Cities 39,608 (down from 41,840), Crookston 674 (up from 660), Duluth 5,340 (down from 5,488), Morris 1,678 (down from 1,763), and Waseca 342 (up from 320).

Following are comparative enrollment figures for several University units:

The College of Liberal Arts had 15,526 students enrolled by the second week of winter quarter, compared with 16,687 for fall quarter.

The General College is down 286 students, with 2,530 registered for winter quarter, compared with 2,816 for fall.

In the health sciences, 2,667 are enrolled for winter, compared with 2,747 fall quarter.

The Institute of Technology shows 3,397 registered for winter, compared with 3,559 fall quarter.

The College of Education is down 167 students, from 2,523 fall quarter to 2,356 winter quarter.

# UMD Babysitting Co-op Is on Campus

Three-year-old Peter Korkki is at no loss for entertainment during his stays at the University Babysitting Cooperative in the Old Main gymnasium at the University of Minnesota, Duluth (UMD). Within an hour he pondered the merits of joining a group game, took a solitary turn on the tire swing, and lolled in the lap of one of the volunteer workers. Peter is the son of Nina Korkki, a full-time student at UMD. The Cooperative is open from 8 a.m. to 5 p.m. on days when UMD classes are in session. More than 25 families are using the service winter quarter. For more information, contact director Joyce Jacobson at 728-4812 in Duluth.



# Building Funds Recommended for Home Ec, Health Sciences

Only two major building projects for the University — both on the Twin Cities campus — have been recommended by the Legislative Building Commission.

The commission recommended \$5.8 million for expansion of the home economics building and \$14 million for the state's share of health sciences unit B/C. Health sciences construction would be contingent on the availability of federal funds.

Total recommendations by campus are \$11.3 million for the Twin Cities campus (out of \$39.1 million requested), \$17.5 million for the health sciences (\$23.8 million requested), \$1 million for Duluth (\$2.5 million requested), \$764,000 for Morris (\$1.5 million requested), \$244,000 for Crookston (\$2.5 million requested), and \$756,000 for Waseca (\$1.9 million requested).

Next to the health sciences, the University's top priority request for the Twin Cities campus had been \$11.5 million for a Law School building. The commission recommended only \$400,000 for working drawings.

Home economics expansion had been

third on the Regents' priority list for new construction on the Twin Cities campus. The commission made no recommendation for the second item on the list, a new engineering building.

Remodeling funds of \$781,000 were recommended for Cooke Hall and Norris Gymnasium.

Working drawing funds of \$480,000 were recommended for veterinary medicine, phase II, and \$370,000 for animal science, phase II. The commission also recommended \$100,000 for preliminary planning for a new music building.

The health sciences request had included \$2.8 million for unit F (pharmacy). Funding was not recommended by the commission.

For the Duluth campus, the commission recommended \$411,000 for remodeling of the Science Building.

Duluth administrators and faculty members had said their top priority need for new construction was a social sciences complex, but central administrators and Regents reduced the request to \$200,000 for working drawings. The commission did not even recommend funds for drawings.

For Morris, the largest item in the commission recommendation is \$500,000 for remodeling the Social Science Building.

For Crookston, the largest item is \$128,750 for completion of the east wing of Skyberg Residence Hall (25 percent of cost). The Regents had requested a \$1.6 million classroom building.

For Waseca, the largest item is \$506,000 for a special purpose laboratories addition. Top priority in the Regents' request had been \$1 million for a classroom-laboratory building.

## UMD Assembly

(continued from page 1)

each campus.

- Establishment of smaller, more flexible, more innovative programs and units.

- Greatly improved faculty morale on all campuses of the University.

The committee report subscribed to the concept of "planned growth" for UMD which would allow it to expand at the rate of about 5 percent per year and provide 11,000 students by 1985.

The committee referred to a statement by the Regents in 1970 endorsing the concept of decentralization of the University. The UMD group also quoted the legislative "Bill of Particulars" of 1971 calling for further development of out-state campuses, the University document "Toward 1985 and Beyond" which recommended that UMD become a University Center, and the recent report of a special Legislative Study Commission calling for provosts on the Minneapolis and St. Paul campuses, with all provosts reporting directly to the President.

The committee report said UMD needs to respond to such statements concerning its mission. "The Duluth campus has grown to the size where it has now become imperative to prepare for the future in order to provide a better education for the population it serves," the report concluded.

In other action, the Assembly defeated a motion that called for the 1973-74 academic year to begin in early September and end in late May. The Assembly had approved a similar proposal for the 1974-75 academic year at a meeting last October. Classes now begin in late September and run through the middle of June.

## People in the News

**Richard N. Hey**, head of family social science in the College of Home Economics, has been elected president of the American Association of Marriage and Family Counselors.

**Mabelle McCullough**, assistant dean of students, delivered the keynote address at a conference on the status of women in higher education in Hawaii Feb. 2.

# Freeze on Hiring Declared to 'Insure Flexibility'

(continued from page 1)

bigger problems" than the legislative budget. And he said "I don't even know if we'll know until May or June" whether Bankhead-Jones funds will be cut off.

**EXCEPTIONS TO FREEZE** — At one senior officers' meeting at the end of January, Kegler said, 16 or 17 exceptions to the freeze were approved. But he said that these represented a "backlog" and that there will be "fewer and fewer" ex-

ceptions granted.

In a Jan. 24 memo to provosts, deans, and department heads, Kegler reported that "University Hospitals, which have already developed internal control mechanisms to deal with this situation, require an exemption so that protection of health and life may continue."

Excluded from the freeze are vacancies for short-term employment that will not extend beyond June 30 — for example, spring quarter teaching assistantships,

work-study employment until the end of the current academic year, and short-term replacements. Budgeted vacancies that "do not continue into the 1973-74 fiscal year beginning July 1 may be filled in the normal way," Kegler said in the memo.

Only salary funds are now being reviewed. "You can redeploy supply, expense, and equipment funds almost any time," Kegler said. But it is salary funds that "you have to worry about committing."

## Borlaug Fellowships to Allow Study on World Food Problems

Borlaug Fellowships and Persons Scholarships will be established at the University to train young scientists to work on world food problems.

A \$50,000 grant from Mrs. Virginia Persons, formerly of Minneapolis, will initiate the fellowships and scholarships.

Outstanding young foreign scientists who have been designated for strategic positions in their home countries will be selected as Borlaug Fellows. Most of the Borlaug Fellows are expected to return to their home countries as university professors, research workers, and administrators of food and agricultural programs.

The fellowships are named in honor of Norman Borlaug, 1970 Nobel Peace Prize winner and former plant scientist at the University. Borlaug was honored for leading a "green revolution" that combats world hunger by using improved wheat varieties, new types of higher yielding rice, and more efficient use of fertilizer and irrigation in many less-developed countries.

Persons Scholarships will go to Institute of Agriculture undergraduates and will enable them to study at a foreign university. The program is the first to provide agriculture undergraduates with financial assistance for a year of professional study at a foreign university.

Preliminary arrangements for study have been made at Wye College, England; Louvain University, Belgium; The College of Agriculture, Wageningen, The Netherlands; The Royal Danish College of Agriculture; and the French Institute of Agronomy, Paris.

Dean Sherwood O. Berg of the Institute of Agriculture said that as far as he knows these are the first such awards made available by any college of agriculture in the United States. Undergraduate and graduate training made possible by the grant are of major importance in the next decade if the race between population and food supply is to be won, he added.

"Dr. Borlaug in his own work clearly demonstrated what a well-trained agricultural scientist could do. The University welcomes this opportunity to honor its illustrious graduate by placing his name on the new fellowships," Berg said.

## 'U' Ranks High in Private Support

A recently completed study of voluntary support for the nation's public colleges and universities showed that the University ranked fifth in total private support in 1970-71.

With a total of \$14,821,584 contributed, the University of Minnesota ranked behind the University of California and University of Texas systems and the Universities of Wisconsin and Michigan.

The report, issued by Brakeley-John Price Jones Inc., New York, also includes individual categories of support, showing greater detail on the sources of voluntary funding.

The University of Minnesota ranked high in most of these categories.

Minnesota was fourth in foundation support but only ninth in corporate support in its category. The University ranked high in non-alumni contributions from individual donors, rising to third behind the California system and the University of Virginia. In the parallel category of individual alumni contributions, however, the University failed to rank in the top ten.

**MOOS PROMISE** — The importance of private support for the University was stressed in the Jan. 18 address to the University Senate by President Malcolm Moos (see page 2).

"The excellence we seek will never be gained by total reliance on public monies," Moos said. "We must invent new ways of persuading our alumni and friends that the real margin of excellence we seek is directly related to our ability to raise private funds."

Moos promised the Senate that "I am dedicated to this task and that increasing amounts of my time and energy will be devoted to win private support."

It took ten years from 1962 to reach the first \$10 million for the Minnesota Foundation, Moos reported to the Senate. "But in the last year alone we have raised \$4 million."

Minnesota Foundation representatives "have discovered that most of the private donors believe that we derive anywhere from 50 to 80 percent of our support from the Legislature."

"The truth is that the figure is 34 percent," Moos said.

## Regents Approve New Television Policy

A new television policy for the University was adopted last month by the Regents.

Approval followed several months of meetings with other educational institutions and broadcasters with whom the University will cooperate in producing and transmitting television programs ranging from entertainment to classes.

The new policy is designed to "utilize the medium of television . . . to carry out (the University's) missions of education, research, and public service, and to inform the public of how these missions are being accomplished," the policy states.

Peter Roll, special assistant to Vice President William Shepherd for media resources, pointed out that the policy will greatly increase access to the public through presentation of University-oriented events and programs. Much of the University's television programming will be produced in facilities now under construction on the West Bank area of the Minneapolis campus.

The emphasis of the new policy, it was

explained, is not on transmission of programs but rather on the planning, production, and distribution of materials — mostly on videotape to television stations throughout Minnesota.

The policy states that the Higher Education Coordinating Commission (HECC) will be the coordinating body through which the University's TV operations will cooperate with other educational TV broadcasters in Minnesota.

The HECC interinstitutional television committee was involved in the final revision of the policy, along with students, provosts of the four coordinate campuses, staff members of the media resources department, and representatives of KTCA-TV and the Midwest Educational Television Network.

The policy is the second of an anticipated three-part broadcasting policy for the University. The first segment, a policy on radio, was approved by the Regents last June. The third part, scheduled for presentation to the Regents by this June, will deal with cable television.

# Twin Cities Campus Calendar \* February 16-28, 1973

## Minnesota Orchestra

Tickets available at 106 Northrop Auditorium and Dayton's stores

**Thursday-Friday Concert Series**, Thursdays, I.A. O'Shaughnessy Auditorium, College of St. Catherine, 8 p.m., tickets \$4.29-\$7.07; Fridays, Northrop Auditorium, 8:30 p.m., tickets \$3.03-\$7.07

Feb. 15-16—Eugene Ormandy, guest conductor

Feb. 22-23—James Levine, guest conductor; Schubert Club Boys Choir, Arnold Caswell, director

**Adventures in Music Series**, Northrop Auditorium, 4 p.m.; tickets \$2.78-\$5.55

Feb. 18—Christopher Parkening, guitarist; George Trautwein, conductor

Feb. 25—Arthur Fiedler, guest conductor

## University Artists Course

Reservations may be made at 105 Northrop Auditorium, and tickets are available at all Dayton's stores on Monday of the week prior to performance; tickets \$2.50-\$5

**World Dance Series**, Northrop Auditorium, 8 p.m.

Feb. 17—The Alvin Ailey American Dance Theater

**Masterpiece Series**, Northrop Auditorium, 8 p.m.

Feb. 28—Sherrill Milnes, Metropolitan Opera baritone

## University Theatre

Tickets available at Scott Hall ticket office

**Studio Theatre Series**, Scott Hall Auditorium; general admission \$2.50, students \$1.75

Feb. 16-17 (8 p.m.) and Feb. 18 (3:30 p.m.)—"The Inheritance," by Ernest Jeselovitz

**Shevlin Hall Series**, Shevlin Hall Arena; tickets \$1.75

Feb. 20-24 (8 p.m.) and Feb. 24-25 (3:30 p.m.)—"Humanity," by Walter Hasenclever

## Films

North Star Ballroom, Student Center

**Noon Films**, 12:15 p.m.; no admission charge

Feb. 20—"Alfred Hitchcock Presents"

Feb. 27—"The Real McCoys"

**Civilisation Series**, no admission charge

Feb. 28—"Fallacies of Hope," 7 p.m.

## DEPARTMENT OF UNIVERSITY RELATIONS

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## Exhibitions

**University Gallery**, Northrop Auditorium; Monday-Friday 11 a.m.-4 p.m., Sunday 2-5 p.m.

Through Feb. 27—"Archaeology of the Mediterranean: Expeditions from the University of Minnesota," Galleries 305-307 and 309

**Wilson Gallery**, 472 Wilson Library; Monday-Friday 8 a.m.-5 p.m.

Through February—"Walter de la Mare: 1873-1956"

**Coffman Gallery**, Coffman Union; Monday-Friday 9 a.m.-5 p.m.

Through Feb. 23—Photography by Oliver Lyle, Hall Gallery

**Jaques Gallery**, James Ford Bell Museum of Natural History; Monday-Saturday 9 a.m.-5 p.m., Wednesday 9 a.m.-9 p.m., Sunday 2-5 p.m.

Through February—"Winter into Spring," nature photography by Marv Borell

**St. Paul Student Center Galleries**, Student Center Monday-Saturday 8 a.m.-10 p.m., Sunday 12 noon-10 p.m.

Through February—Oils, watercolors, and pencil drawings by Ruth Oseid, North Star Gallery; International Group Show (mixed media), Lounge Gallery; acrylics and India ink by Virginia Peterson, Rouser Room Gallery; enamels by Pat Topp, 3-Dimensional Gallery

## Workshops

**Minnesota World Federalist Workshops**, 5th floor lounge, Campus Club, Coffman Memorial Union, 7:30 p.m.; no admission charge

Feb. 19—"Retooling for Peace," Harlan M. Smith

Feb. 26—"The Problem of Representation," Joseph E. Schwartzberg

## James Ford Bell Museum of Natural History

The Museum, Touch and See Room, and Children's Reading Room (cosponsored by the Minneapolis Public Library) are open Monday-Saturday 9 a.m.-5 p.m., Wednesday 9 a.m.-9 p.m., and Sunday 2-5 p.m.; by reservation, guides can be made available to groups of 15 or more; open without charge

**Sunday Film Programs**, Museum Auditorium; 2:30 and 3:30 p.m.

Feb. 18—"Miss Goodall and the Wild Chimpanzees" and "Rise and Fall of the Great Lakes"

Feb. 25—"Why Man Creates," "In a Spring Garden," "Bird Nesting Time," and "Pigs"

## Music Department Events

No admission charge; schedule subject to change; call 373-3546 for further information

Feb. 19—Bach's "St. John Passion," vocal groups and Minnesota Orchestra members, Northrop Auditorium, 8 p.m.

Feb. 27—University Orchestra, Northrop Auditorium, 8 p.m.

Feb. 28—Contemporary Music Ensemble, Walker Art Center, 8 p.m.

## Athletic Events

**Basketball**, Williams Arena (sold out); tickets for closed-circuit TV viewing at Williams Arena ice rink on sale at Bierman Field Athletic Building, all Dayton's stores and Midwest Federal one week before game; tickets \$1

Feb. 17—Minnesota vs. Indiana, 8 p.m.; preliminary game: Varsity Reserve vs. Eau Claire University, 6 p.m.

Feb. 24—Minnesota vs. Michigan, 1 p.m.; preliminary game: Varsity Reserve vs. Hamline University, 11 a.m.

Feb. 26—Minnesota vs. Northwestern University, 8 p.m.; preliminary game: Varsity Reserve vs. Moorhead State, 6 p.m.

**Hockey**, Williams Arena; tickets on sale at Bierman Field Athletic Building and all Dayton's stores the Monday prior to each game. Reserved seats \$3; general admission, adults \$2, children \$1.25, students \$1

Feb. 16—Minnesota vs. Michigan, 8 p.m.; preliminary game: Varsity Reserve vs. St. Thomas College, 5:30 p.m.

Feb. 17—Minnesota vs. Michigan, 2 p.m.; preliminary game: Varsity Reserve vs. Hamline University, 11:30 p.m.

Feb. 23—Minnesota vs. University of Minnesota, Duluth, 8 p.m.; preliminary game: Varsity Reserve vs. Lakewood Junior College, 5:30 p.m.

Feb. 24—Minnesota vs. University of Minnesota, Duluth, 8 p.m.; preliminary game: Varsity Reserve vs. South St. Paul Kapsola, 5:30 p.m.

Tickets on sale at gate only; adults \$1.50, children and students \$.75

**Track**, Field House

Feb. 16—Northwest Open, 3:30 p.m.

Feb. 24—Minnesota vs. Iowa State, 1 p.m.

**Gymnastics**, Cooke Hall

Feb. 17—Minnesota vs. Michigan State, 1 p.m.

Feb. 24—Minnesota vs. University of Wisconsin, 1 p.m.

**Wrestling**, Bierman Field Athletic Building

Feb. 23-24—Big Ten Conference Meet, (time to be announced)

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# UNIVERSITY REPORT

A NEWSLETTER FOR STAFF MEMBERS ON ALL CAMPUSES OF THE UNIVERSITY OF MINNESOTA



About 100 people heard a recent consultants' report on the proposed doming of Memorial Stadium. The working model shows the proposed new west end of the stadium, which would include new physical education and recreational facilities. Cooke Hall is at the right. See the story on page 2.

## Bright Job Prospects Seen for Ph.D.'s

Job prospects for Ph.D.'s are far brighter than "newspaper sensationalism" would suggest, Dean May Brodbeck of the Graduate School told the Regents Feb. 8.

In 1970-71, she said, unemployment was only 1.4 percent among science Ph.D.'s and only 1.9 percent among engineering Ph.D.'s.

These unemployment rates are lower than for holders of bachelor's and master's degrees, she said, and much lower than the overall unemployment rate of 5.9 percent.

One reason for "prophecies of doom" about the market for doctorates, she said, is that there has been a decline in the demand for college teachers. But she said preparing for college teaching "is not the

only thing we need graduate education for."

Jobs are available for Ph.D.'s in business, industry, and government, she said. "Our society is a very sophisticated one, and for this you need highly trained personnel." Ph.D.'s are finding good jobs, she said. "They are not sweeping floors."

Some departments will have to be "guided" toward an understanding that not all of their Ph.D.'s will become college teachers, Dean Brodbeck said. In programs such as economics and engineering this is "no problem," she said, because graduates have traditionally been prepared for jobs in business, industry, and government. Other departments cling to the "snob appeal" of turning out future college professors, she said.

Dean Brodbeck acknowledged that the

employment situation is "very bad for English and possible history doctorates." She said her department — philosophy — has placed all of its doctorates.

Regent Elmer L. Andersen said the University should allow students to enter fields they choose regardless of the job market. "There's another side of the University's responsibility and that is to help people achieve their own goals," he said.

"We're not being very realistic," Regent Lester Malkerson objected. "If you only have so much money, you put it where the state needs it."

Judging from applications to the Graduate School, Dean Brodbeck said, "students don't seem to be paying much attention" to horror stories about an

(continued on page 5)

# Dome Proposed for Memorial Stadium

by Bill Huntzicker  
University News Service Writer

Proposals for doming Memorial Stadium were presented to a Regents' committee Feb. 8, but financial and political questions surrounding the plans were not answered.

The presentation was made to the physical plant committee by Robert L. Browne, architect-designer for Gassner/Nathan/Browne of Memphis, Tenn., and David Geiger, designer and engineering architect for Geiger, Berger and Associates of New York. Slides and a working model were included with the presentation.

The two firms, together with two St. Paul architecture and engineering firms, have just completed a \$40,000 study called "Making the Most of Memorial Stadium" for the University and Educational Facilities Laboratories, Inc., an affiliate of the Ford Foundation.

The proposals ranged from an \$11 million "minimal scheme" to provide an air-cushioned dome and add lighting to an "ultimate" \$25 million plan to dome the stadium and add new physical education and recreational facilities.

**ULTIMATE SCHEME** — The ultimate scheme, which would make Memorial Stadium the largest domed stadium in the nation, calls for lowering the playing field by 12 feet to make room for telescopic bleachers and provide increased visibility.

The telescopic seating could be removed to allow for baseball and softball diamonds and three touch football fields. With the seating in place, the stadium would have a capacity of 65,000, Browne told the Regents.

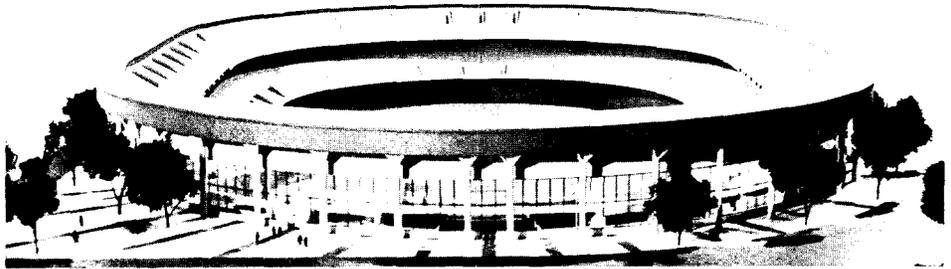
Some of the portable seats could be moved to one end of the stadium to provide closer viewing of basketball and hockey games and still provide a capacity of 26,000 for these events. Basketball seating capacity of Williams Arena is about 17,000.

Browne said renovation necessary to dome the stadium would include re-

## Darrell Lewis Named CE Associate Dean

Darrell R. Lewis has been appointed associate dean for the College of Education effective immediately.

A member of the University's faculty since 1967, Lewis has served as professor of economic education, director of the Center for Economic Education, and executive director of the Minnesota State Council on Economic Education.



*With the dome removed, the working model provides a view of two levels of seating proposed in the "ultimate" scheme for renovation of the stadium. The plan would make Memorial Stadium the largest domed stadium in the nation with a seating capacity of 65,000.*

moving some of the existing west end of the stadium in order to complete the oblong shape required for the dome.

The new part of the "ultimate" facility would provide for swimming and diving pools, offices, new gymnastics and handball facilities, and five activity modules that would be available on upper decks when telescopic seating is removed, Browne said. Physiological hygiene laboratories now housed in the existing stadium would be remodeled.

**AIR-CUSHIONED DOME** — Geiger, who was the designer and engineering architect for the air-cushioned dome on the United States pavilion at Expo '70 in Osaka, Japan, said the technology is available for a dome of air held up between two layers of a Teflon-coated plastic.

"With the low profile air structure, the wind suction keeps the structure up, even without blowers," Geiger said. "The United States pavilion actually was hit by a typhoon and weathered it perfectly."

Even if the dome should become deflated, he said, the bowl shape would not reach the ground and there would be no danger to people inside the stadium.

Smaller domed structures based on the same principle are under construction at Milligan College in Tennessee and at Santa Clara University in California, Geiger said.

Browne said that the investment in land at Memorial Stadium requires that it be put to more efficient use than a few football games per year. He said his plan would allow for year-round, 24-hour use of the facility.

**PROFESSIONAL SPORTS** — Despite efforts by Vice President Stanley J. Wenberg to center the discussion on the feasibility study, a number of questions were raised about financing the stadium

and whether professional sports would use it.

Athletic Director Paul Giel said that the Big Ten had earlier refused to allow Northwestern University to host the Chicago Bears but said he feels there is "a good opportunity next time around" to ease a Big Ten rule that bars professional teams from using collegiate facilities during the season.

In an interview, Max O. Schultze, professor of biochemistry and the University's representative to the Big Ten, said such approval "depends on how the proposition is presented."

He said he would vote to remove the rule because such a change would present "very exciting possibilities" for Minnesota.

About 100 people were present at the meeting, including Jim Finks, general manager of the Minnesota Vikings. Representatives of the College of Education, the Minnesota Twins, and the Metropolitan Stadium Commission were invited to the meeting. It was open to the public.

## University Report

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## 'U' Police Begin Anti-Theft Program

University police have set in motion a plan to decrease thievery on the Twin Cities campus and facilitate recovery of stolen items, according to Capt. John Brooker, acting police chief.

Centered around a new personal information sheet, the program is being tested at two University dormitories but is designed to serve all members of the University community, Brooker said.

"We have many valuable items that have been returned to us and we have many people in the community who have had these items stolen," Lt. Arthur G. Kirby said. "But since we have no means of identification, we can't match the two up.

"This is particularly true with bicycles, a common stolen item," he said. "For example, a student may call us and say his black, five-speed bicycle was stolen. We may have six black, five-speed bicycles turned in, but unless he has the serial number, we can't do anything."

Two copies of the personal information sheet have been distributed to all residents of Pioneer and Comstock halls and are available at the police department for faculty, staff, and other students. The resident will use the sheet to record serial numbers and other identifying marks and numbers for all personal items of value.

"The resident should keep one copy himself and send the other home, put it in the dormitory files, or register it with the police," Kirby said. "When something is stolen, the identifying numbers or marks will be entered in the National Crime Information Data Computer. That way, if the stolen item shows up anywhere in the country, the agency that recovered it will know it's a stolen item and the resident will be able to get it back."

University police decided not to participate in the currently popular identification program where certain registered numbers are engraved on personal property with special engraving devices.

"We decided the engraving procedure would not be effective with students," Kirby said. "They are too transient, the operation would require too much paper work and, most importantly, it would cost too much money.

"By encouraging students and community people to have a record of serial numbers in a safe place, we hope to help them establish this habit for the future," Kirby said.

## UMFT Seeks 17% Salary Hikes

Faculty salary increases requested by the University administration "are less than other state employees have already obtained through collective bargaining," according to a Feb. 12 position paper of the University of Minnesota Federation of Teachers (UMFT).

The administration has requested a 5.5 percent increase for each year of the biennium. UMFT is seeking 10 percent for the first year and 7 percent for the second.

Of the 17 percent total, the position paper says, 11 percent would be for cost-of-living increases — to keep up with anticipated inflation during the biennium and to make up the difference between the "actual inflationary rate during 1971-1972" and salary increases received.

In addition, the UMFT is asking for 3 percent each year to give faculty members and graduate assistants their share in "the real increase in the gross national product." Of this amount, 1 percent each year would be allocated "on the basis of merit or to remove inequities."

Faculty members have had "little effective input" in the University's legislative request, the paper says.

In the position paper, the UMFT also expresses its opposition to what it calls "announced cutbacks on graduate assistants."

Any "drastic cuts" in the number of teaching associates and assistants "will mean fewer and larger classes and a consequent deterioration in the quality of education" and will "mean hardships for the graduate assistants that are fired and increased workloads for the remaining teachers," the paper says.

University administrators say there has been no decision to cut back on graduate assistants. The recent freeing of funds equal to 70 percent of this year's budget for graduate assistants was an exception to the University-wide hiring freeze, they say, and was intended to enable departments to make commitments to hire some graduate assistants before a review of resources begins.

## Regents Recommend Improved Retirement Benefits for Civil Service Staff Members

Significant improvement is needed in retirement benefits for University civil service staff members, the Regents agreed at their February meeting.

The Regents passed a resolution of recommendation to the Legislature, which is now considering revisions in the Minnesota State Retirement System (MSRS). University civil service employees represent about 30 percent of the active participants in MSRS.

Retirement benefits for Minnesota state employees currently rank 36th out of 41 states for employees who retire after 30 years of service and 39th out of 41 for those who retire after 20 years of service (see *University Report* of Nov. 15, 1972).

Roy Richardson, director of personnel, urged the Regents to go on record in support of improvement in the retirement program but suggested that it would be "unwise" to endorse specific details of any proposed change.

Among the proposals now under discussion are the following:

- In computing benefits, change from a percentage of the career average salary to a percentage of the average salary for the five years of highest earnings.

- Increase the interest assumption to be used in the actuarial calculations from

3.5 percent to 4.5 percent.

- Increase the employee contribution rate from the present 3 percent to either 3.25 percent or 4 percent.

- Provide for retirement without actuarial reduction at age 62 with 30 years of service or at age 58 with 35 years of service.

The employees of 36 states contribute more than the 3 percent now contributed by Minnesota employees. The most frequent rate is 5 percent and the next most frequent is 4 percent.

In other action affecting civil service staff members, the Regents voted to amend the civil service rules to allow the use of sick leave for women unable to perform job duties because of pregnancy. Richardson recommended the change and said it would bring the University civil service rules into line with Health, Education, and Welfare Department regulations.

The Regents also approved Richardson's appointment of Nancy Pirsig to the Civil Service Committee. She is head of the University News Service and former chairman of the civil service division of the Council for University Women's Progress. She replaces Prof. Thomas Mahoney of industrial relations, whose term expired.

# Stutterers Studied, Filmed Over 23-Year Period

by Bill Hafling  
University Science Writer

The young man stood in front of the movie camera and microphone wearing a new suit and tie, his hair neatly combed into place. His task was simple — to give his name, age, where he was from, and a little bit about himself.

Trying desperately to speak, he stood there uttering a long chattering string of sounds that no one could understand. A chronic stutterer, he was one of a group of young people who had come to the



*In a 1949 photograph, a young stutterer talks about himself to the movie camera.*

University of Minnesota Speech Clinic for treatment of advanced speech difficulties.

The year was 1949 and the head of the clinic was Dr. Bryng Bryngelson. After eight weeks of intensive "psycho-talk-therapy," the same young man, with considerably less difficulty, told the camera his name and some things about himself. So did the others. They were understandable.

Then they had to do the hardest thing of all for a stutterer to do. Return home.

"The most difficult thing I can think of for a stutterer to do is to talk to his parents, his teachers, his friends, and try to explain what he's been doing all this time," said Dr. Bryngelson, now 82 years old.

Follow-up filming was made of the group in 1952, 1957, and again in 1972 — 23 years after treatment. Each time, each member of the group told the camera, for the record, something about himself.

Interviewed in 1973, three of the stutterers (who asked that their names

not be used) talked about their experience at the University.

One, a successful oil distributor, said laughingly, "I only stutter when I talk. The rest of the time, I'm fine." His life-long hobby since leaving the University clinic in 1949 has been public speaking, and he has entered several speech-making contests with the Toastmasters Clubs International.

"Tell people it's all a hoax," said another man, a successful social worker. "We came here to get 'cured' and we're still stutterers," he said, speaking carefully — yet quite clearly.

"I've learned that there are more important things on earth than speaking perfectly," said a third man, who sings in his church choir. "Stutterers never stutter when they are singing, although I've often wondered what would happen if I started to block when trying to reach a high note.

"The main thing for me is to know that I can control my stuttering and that people can understand me when I do," he said.

Dr. Bryngelson said that one important part of the therapy was to teach them that their stuttering was in no way a handicap.

"We tried to get them to turn their liability into an asset," he said. "We emphasized modifying the total behavior of the subjects, beginning with exercises to strengthen voluntary control over their speech.

"Also much ado was made in the area of emotional hygiene. They were taught to think about their feelings, attitudes, and prejudices toward themselves and others."

In addition, the stutterers were required to take a "healthy dose of advertising their problem to strangers." This involved introducing themselves to strangers on campus and having a conversation with them.

"Incidentally," Dr. Bryngelson said, "they were managed by clinicians who were imbued with a disciplined 'loving care' for people. In any program of behavior modification, patients need understanding of what they might be 'all about.' We tried to make this happen. Our ultimate goal was to make them their own clinicians for their own problems with the final responsibility for their success resting with them.

"Stuttering has been a puzzle to people for at least 2200 years," Dr. Bryngelson added. "No one has the right to say he has all the answers. In 1949 we were trying to correlate it with physiology. I've seen about 14,000 stutterers by

now and may know less about it than when I started. I know stutterers get an emotional beating from others which they don't deserve. The main thing is that they realize they are normal human beings."

The only formal treatment given the stutterers was that received in 1949. The film documenting their progress was recently shown at the University. Technical director for the film was Donald Cain, who also did the original filming in 1949.

Born in Otisco, Minnesota, in 1891, Dr. Bryngelson "retired" and was named Professor Emeritus of Speech and Pediatrics in 1960. Despite his "retirement," he is an active researcher, planning several projects and working on a new book. He is the author of the well-known books "Personality Development: Getting Next to Yourself" (1965) and "Know Yourself: A Workbook for Those Who Stutter" (1944), as well as nearly 100 articles on speech, stuttering, handedness, reading ability, and personality.

## People in the News

**Robert L. Jones**, director of the School of Journalism and Mass Communication, is the 1973 recipient of the Mitchell V. Charnley Award for outstanding contributions to broadcast journalism. He was given the award Feb. 2 at the Northwest Broadcast News Association annual dinner at the Hotel Dyckman in Minneapolis. The award is named in honor of **Mitchell V. Charnley**, professor emeritus of journalism.

**Hyung K. Kim** has been named head of the business administration department at the University of Minnesota, Duluth (UMD). An expert on international finance, he has been a member of the UMD faculty since 1963. He succeeds **Chester A. Sorensen**, who died in late December.

**Truman R. Nodland**, professor and extension economist in farm management, has been honored at a special recognition dinner by the Minnesota Farm Managers and Rural Appraisers Association. The surprise event for Nodland, who is retiring as secretary-treasurer of the association, was held Feb. 1 in Minneapolis.

**Betty Wallace Robinett**, director of the program in English as a second language, has been elected first vice president (president elect) of the national organization of Teachers of English to Speakers of Other Languages (TESOL). She was editor of the *TESOL Quarterly* from 1967 to 1972.

# Financial Trouble Ahead for Graduate School

(continued from page 1)

oversupply of Ph.D.'s. "Our enrollment is not going to decrease unless we have a policy to decrease it," she said.

**FINANCIAL DISASTER** — Dean Brodbeck was not as optimistic about financial prospects for the Graduate School. "It's going to be a disaster," she said.

"Precipitous drops" in federal funding have meant trouble for the Graduate School, she said, and by next year federal funding "will have plunged even further."

Total funding of graduate education



May Brodbeck

## Whitney to Coordinate Business Course

Business students will see business management from an executive's point of view through a course that will be taught by Wheelock Whitney and a number of other prominent Minnesota businessmen this spring.

Whitney is a former chief executive officer of Dain, Kalman and Quail, Inc., a Minneapolis investment firm, and a former Republican candidate for the U.S. Senate.

Whitney said the course should accomplish two objectives: "give students a chance to hear from and question people from the 'real world' of business and serve as a bridge between the University and the business community."

A closer relationship between the University and Twin Cities businessmen is

needed, he said.

has remained roughly steady, she said, while inflation and demands for advanced research and education have increased.

"Demands on our special appropriations for research have increased five to tenfold and we now can fund only 30 percent of the requests from our faculty for research projects."

Besides its importance in itself, she said, research funding represents "seed money"; a project that is funded tends to attract additional funds.

**QUALITY CONTROL** — A primary responsibility of the Graduate School, Dean Brodbeck said, is to maintain "quality control" among its 150 degree-granting programs.

A series of periodic reviews has been initiated, she said, and six programs are currently under review. The quality of the faculty, the quality of student dissertations and research, and questionnaire responses from students are all considered, she said. In answer to a question from Regent Josie Johnson, Dean Brodbeck said that "delayed review" is also included — responses from students who have graduated from the program and are now employed in their chosen professions.

In addition to internal review by a committee of faculty and students, each of the six programs is being evaluated by an external visiting review team. University President Malcolm Moos praised this as a "bold step."

External review may have to be limited on the basis of funds, Dean Brodbeck said. Each review costs about \$2,000.

**NATIONAL RATINGS** — Individual graduate programs are rated nationally. Dean Brodbeck said, and the last rating was in 1969.

It is "a little questionable" to judge an entire institution on the basis of these ratings, she said, but some cautious conclusions can be drawn. The institution with the most individual programs rated high might be considered the top institution for graduate education.

The University's relative position deteriorated between 1964 and 1969, she said. Between nine and twelve schools rated higher than Minnesota in 1964, and fifteen or sixteen rated higher in 1969.

The reason for this decline was "not that we had deteriorated," she said, but that "some of the other institutions got a lot better." Program review is intended to "help us maintain our standing and hopefully improve," she said.

President Moos stressed that neither the Medical School nor the Institute of Agriculture was included in the ratings and that the University would rank higher if these strong programs were counted. Dean Brodbeck added that there is a time lag in the ratings. "The 1964 report probably tells us about 1962 and the 1969 report about 1967," she said.

**SPIKES OF EXCELLENCE** — Vice President William G. Shepherd said universities always face the dilemma of whether to have "spikes of excellence" or to spread the resources more evenly.

The second choice may "win no brownie points nationally but may be better for the institution," he said.

One "spike of excellence" with a high national rating is the University's psychology department, Shepherd said. The proportion of applicants to spaces in the graduate psychology program is about equal to that of the Law School, he said. "You may hear from students" who are disappointed about not being accepted by the psychology department, Shepherd told the Regents.

Another highly rated department is chemical engineering, which is "one of the best," Shepherd said — and the cost per student is higher than for any of the other engineering departments. "Excellence takes resources," he said.

Regent Andersen asked Dean Brodbeck what would be needed in order to regain a higher national rating for the University. She replied that the Graduate School would need increased funds for research, for attracting high-caliber students with assistantships and fellowships, and for review of all graduate programs. "All of these cost money," she said.

# Twin Cities Campus Calendar \* March 1-15, 1973

## Minnesota Orchestra

Tickets available at 106 Northrop Auditorium and Dayton's stores

**Thursday-Friday Concert Series**, Thursdays, I.A. O'Shaughnessy Auditorium, College of St. Catherine, 8 p.m., tickets \$4.29-\$7.07; Fridays, Northrop Auditorium, 8:30 p.m., tickets \$3.03-\$7.07

March 1-2—Rafael Orozco, pianist; Stanislaw Skrowaczewski, conductor

## University Artists Course

Reservations may be made at 105 Northrop Auditorium, and tickets are available at all Dayton's stores on Monday of the week prior to performance; tickets \$2.50-\$6

**Masterpiece Series**, Northrop Auditorium, 8 p.m.

March 6—The Mozarteum Orchestra of Salzburg; Lili Kraus, guest pianist

**Special Concert**, Northrop Auditorium, 8 p.m.; cosponsored by the Department of Concerts and Lectures and the Union Program Council

March 1—Billy Paul, rhythm blues

## Concert

Northrop Auditorium, 7 p.m.; sponsored by the Department of Concerts and Lectures; no admission charge

March 3—Metropolitan Opera Upper Midwest Regional Auditions

## University Theatre

Tickets available at Scott Hall ticket office

**Scott Hall Series**, Scott Hall Auditorium; general admission \$2.50, students \$1.75

March 2-3 and 7-10 (8 p.m.) and March 6 and 11 (3:30 p.m.)—"A Dream Play," by August Strindberg

## Film

**Noon Films**, North Star Ballroom, Student Center, 12:15 p.m.; no admission charge

March 2—"Nanook of the North"

**Civilisation Series**, North Star Ballroom, Student Center; no admission charge

March 1—"Fallacies of Hope," 12:15 p.m.

March 7—"Heroic Materialism," 7 p.m.

March 8—"Heroic Materialism," 12:15 p.m.

**University Film Society**, Museum of Natural History Auditorium, 7:30 and 9:30 p.m.; admission charge

March 2-3—"Fat City"

## Exhibitions

**University Gallery**, Northrop Auditorium; Monday-Friday 11 a.m.-4 p.m., Sunday 2-5 p.m.

March 3-23—Joint exhibition; paintings and drawings by Diane Williams, MFA candidate; sculpture by Nancy Bowers, BFA Summa candidate, Gallery 405

**Wilson Gallery**, 472 Wilson Library; Monday-Friday 8 a.m.-5 p.m.

Through March—"Walter de la Mare: 1872-1956"

**Jaques Gallery**, James Ford Bell Museum of Natural History; Monday-Saturday 9 a.m.-5 p.m., Wednesday 9 a.m.-9 p.m., Sunday 2-5 p.m.

Through March—"Winter into Spring," nature photography by Marv Borell

**East Asian Library**, S30 Wilson Library; Monday-Friday 8 a.m.-5 p.m., Saturday 9 a.m.-5 p.m.

Through March—"The Japanese Rare Books"

**St. Paul Student Center Galleries**, Student Center; Monday 8 a.m.-10 p.m., Sunday 12 noon-10 p.m.

March 12-31—Acrylics and prints by Joyce Lyon, Lounge and Rouser Room Galleries

## Music Department Events

No admission charge; schedule subject to change; call 373-3546 for further information

March 4—Allen Benson, BFA percussion recital; Scott Hall Auditorium, 1 p.m.

March 4—Anne Plante, BFA piano recital; Scott Hall Auditorium, 4 p.m.

March 4—Mary Jatko, BFA French horn recital; Scott Hall Auditorium, 8 p.m.

March 5—Eleda Krueger, BFA violin recital; Scott Hall Auditorium, 8 p.m.

March 9-10—Opera workshop, Holy Emanuel Church, 8 p.m.

March 11—Collegium Musicum, University Baptist Church, 8 p.m.

March 12—Contemporary Music Ensemble, Walker Art Center, 8 p.m.

## Special Program

Cosponsored by the Friends of the University Art Library and the Minnesota Museum of Art; admission \$2, members free

March 10—Lecture and tour of the exhibition "Paul Manship: An Intimate View;" auditorium of the Permanent Collection Gallery, Minnesota Museum of Art, 1 p.m.

## Workshops

**Minnesota World Federalist Workshops**, 5th floor lounge, Campus Club, Coffman Memorial Union, 7:30 p.m.; no admission charge

March 5—"Safeguarding the Rights of Man," Mulford Q. Sibley

March 12—"Adjudicating International Disputes," Charles H. McLaughlin

## James Ford Bell Museum of Natural History

The Museum, Touch and See Room, and Children's Reading Room (cosponsored by the Minneapolis Public Library) are open Monday-Saturday 9 a.m.-5 p.m., Wednesday 9 a.m.-9 p.m., and Sunday 2-5 p.m.; by reservation, guides can be made available to groups of 15 or more; open without charge

**Sunday Film Programs**, Museum Auditorium; 2:30 and 3:30 p.m.

March 4—"Journey to the High Arctic" (Part 2), "The Apple," and "Life in the Woodlot"

March 11—"Patterns of the Wild," "Jazzo," and "Math Peep Show"

## Student Union Programs

**Minnesota Monday Series**, 12:15 p.m., North Star Ballroom, Student Center; no admission charge

March 5—Lynn Rogers, "The Black Bear"

March 12—Jeffrey Van, "History and Literature of the Classical Guitar"

**Dinner Theatre**, North Star Ballroom, Student Center; tickets \$3.25, on sale at 2 Student Center

March 2—Punchinello presents "The Independent Female," 7 p.m.

**Continuing Seminar on Human Sexuality**, 3:15 p.m., North Star Ballroom, Student Center; no admission charge

March 1—"Sexual Enrichment"

**Dancing**, North Star Ballroom, Student Center; admission \$.25

March 12—Ballroom dance lessons, 6:30-7:30 p.m.

## Athletic Events

**Basketball**, Williams Arena (sold out); tickets for closed-circuit TV viewing at Williams Arena ice rink on sale at Bierman Field Athletic Building, all Dayton's stores, and Midwest Federal one week before game; tickets \$1

March 5—Minnesota vs. University of Iowa, 8 p.m.; preliminary game: Varsity Reserve vs. Concordia College, 6 p.m.

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# UNIVERSITY REPORT

A NEWSLETTER FOR STAFF MEMBERS ON ALL CAMPUSES OF THE UNIVERSITY OF MINNESOTA



"Who wrote the book? I think some people believe it was God. A bush burst into flame and there it was — the civil service rule book."

"The mind is like a computer, and a question is what programs it to work. The mind just can't ignore a question. It's amazing how much more good questions can do than always telling people the answers. It's powerful stuff."

"We've got a lot of smart, aggressive young people in our department, and we're going to have the best personnel department in the country pretty soon."

## Bill Thomas Likes to Ask Questions

by Maureen Smith  
Editor of *University Report*

Ever since Bill Thomas came to the University as assistant director for employee relations, he has been walking up to strangers on campus and asking them

what they think of the University as a place to work.

"I have great faith in the ability of people to put their finger on the real problems in an organization," Thomas explained in a recent interview. "I'm talking about the average worker."

In any institution, he said, there are "usually two stories." One comes from administrators, the other from "the people who are really experiencing the problems." To get a clear perspective, he said, both stories need to be heard.

Employees are "usually more than willing to talk," he added. "They're glad somebody asked, and if they really think somebody cares, they're going to come up with some amazingly good ideas. They want to have their ideas considered. That doesn't mean they want to run everything."

## Senate Discusses 'Leadership Crisis'

What some faculty members see as a "leadership crisis" at the University emerged as a major concern at the University Senate meeting March 15 — and Senators made it clear they want to hear more about it.

Regents' Prof. Walter Heller pointed to the recent "epidemic of resignations" among administrators and suggested that the Consultative Committee discuss the

problem with University President Malcolm Moos and report back to the Senate at its April 19 meeting.

His motion to instruct the Consultative Committee to meet with Moos to discuss the "leadership crisis" and the future of arts and sciences at the University passed unanimously and was applauded.

The April 19 meeting will be at 2:30 p.m. in 100 Smith Hall.

**POWER OF QUESTIONS** — Thomas also likes to ask questions of the staff members who report to him. His favorite is, "Why do you do that?" And he isn't satisfied with answers like "We do it because we always have" or "It says so in the book."

(continued on page 2)

# Thomas Denies Union-Busting

(continued from page 1)

If someone points to the civil service rule book as justification for policy, Thomas wants to know, "Who wrote the book? I think some people believe it was God. A bush burst into flame and there it was — the civil service rule book."

Thomas said that if he could teach managers one thing, it would be how to ask more questions. "People enjoy explaining if they know the answer," he said, "and if they don't know, it becomes clear that they should find out before the next time you ask."

"The mind is like a computer, and a question is what programs it to work. The mind just can't ignore a question. It's amazing how much more good questions can do than always telling people the answers. It's powerful stuff."

**FACULTY AND STAFF** — Thomas was appointed in January as an assistant to Roy Richardson, director of personnel. Together they are responsible for developing personnel policies for both the faculty and the civil service staff (see the interview with Richardson in the March 15 *University Report*).

Thomas said that a lot of people don't

know yet that he and Richardson have responsibility for both civil service and academic personnel matters. "In the time we've been here, the problems on the civil service side have surfaced more quickly. We probably look as if we're concentrating more on civil service."

Another reason for giving more attention to civil service staff members, he said, is that "there are a lot more of them."

Division of responsibility between Richardson and Thomas, as Thomas explained it, is that "Roy concentrates more on the long-range planning and the liaison with top administration. I spend more time with the day-to-day problems."

**UNION BUSTERS?** — Thomas said he and Richardson have been accused of being "union busters." He said it isn't true. "I'm not anti-union. I've worked with unions for a long time."

"Employees obviously have a legal right to organize. If they feel they need representation, they'll seek it."

But Thomas said employees should also be made aware of the alternatives to joining a union. "I don't think of that as busting unions. I see that as providing feasible alternatives."

"There is a certain romanticism about organization. Some people get the idea that having a union will automatically solve all their problems. This very rarely is true."

When unions are organizing and seeking publicity, he said, "they may lead someone to believe that more people are seeking representation than there really are. I don't see it as inevitable for the whole campus to be organized."

**GRIEVANCE PROCEDURE** — "If we find problems," Thomas said, "we're going to fix them." One of the first problems he and Richardson have found is an inadequate grievance procedure for civil service employees.

Thomas has developed a proposed new grievance procedure, and he said "I'm pretty confident that people are going to like it." Hearings will be held this spring on all campuses to give staff members a chance to react and to offer suggested modifications if they have any.

Thomas was not ready to reveal his proposal at the time he was interviewed, but he said, "I'll give you a hint. I think the employee needs an advocate." In the present system, he said, an employee with a grievance has to "face the entire Civil Service Committee by himself."

The Civil Service Committee, which establishes policy, should not even be involved in grievance hearings, he said. For the committee to hear grievances is analogous to what would happen "if Congress could pass laws and then interpret them," he said. "You could throw out the Supreme Court."

Another problem with the present procedure, he said, is that "it takes too long to resolve a grievance."

**TRAINING FOR SUPERVISORS** — One high-priority goal for Thomas is to establish training programs for supervisors. Many supervisors at the University "want to be better and want help," he said.

Top priority should be to train first-line supervisors, Thomas said — "the people who have the most contact with the people who do the work." When building a house, he said, "you don't start at the second floor and work down." But department heads could also learn something from a training program, he added. "I never met anyone yet who knew everything."

In talking about the training programs he thinks are needed, Thomas stressed that he was "not casting aspersions on our own Training Division. They have developed training programs in different areas."

**TOWARD STAGE 4** — Thomas outlined four stages that personnel departments go through, but he said few ever reach stage 4. The stages, with brief descriptions, are as follows:

1. Primary stage, in which "some organization finally gets big enough to have a personnel department," but the department still has "no firm direction."

2. Remedial stage, in which "they begin to think they ought to have a system, and they get lots of file cabinets, start to write long flowery job descriptions, and collect statistics no one knows how to use."

*(continued on page 5)*



"I'm not anti-union. I've worked with unions for a long time. . . . There is a certain romanticism about organization. Some people think that having a union will automatically solve all their problems. This very rarely is true. . . . We want employees to be aware of the alternatives."

## University Report

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# Most Students Satisfied With Quality of Instruction at 'U'

by Valerie Cunningham  
University News Service Writer

A majority of University students surveyed in a recent poll said they are satisfied with both the quality of the instruction they're receiving and with most of their teachers.

However, a majority also would like to be involved in the process of evaluating instructors before they are given promotions or tenure.

When asked how satisfied they are with the overall quality of instruction, 85 percent of the respondents answered that they were "very satisfied" or "satisfied."

And 67 percent indicated satisfaction with most or all of the faculty members they have taken classes from.

The poll, conducted on the Twin Cities campus by Student Life Studies, also may indicate that students have little contact with faculty members outside the classroom.

None, one, or two were the responses most frequently given when students were asked how many faculty they knew well enough to ask for a recommendation or with how many they had discussed a non-classroom concern.

The poll surveyed a randomly selected pool of 507 respondents out of an original sample of 608. Students also were asked several questions about how faculty performance should be evaluated.

**EVALUATING TEACHERS** — Nearly all of the students polled (99 percent) said evaluating a faculty member's teaching is "very important" or "important" when considering him for a promotion or raise. Most (81 percent) said evaluating a faculty member's performance as an adviser, both academic and personal, is important or very important, and 77 percent said research and scholarly activities are important or very important.

A majority of students felt they should be involved in the process of evaluating a faculty member in these three performance areas. A majority would prefer voting membership for students on evaluating committees.

As a proposal for a new tenure code is currently being debated by faculty, students were asked what kind of job security faculty should have.

More than half — 53 percent — recommended limited job security in the form of one- or two-year binding contracts.

Twenty-seven percent chose contracts of several years' duration, and only 9 percent chose permanent job security with no firing except for cause.

Some of the specific responses were:

**How satisfied are you with the overall quality of instruction you have received at the University of Minnesota?**

Very satisfied	24%
Satisfied	61%
Undecided	5%
Dissatisfied	8%
Very dissatisfied	2%

**With what proportion of the faculty members at the University that you have taken a class from have you been satisfied?**

None	2%
A few	12%
About half	21%
Most	58%
All	9%

**How many faculty members at the University of Minnesota do you feel you know well enough that you could ask for a recommendation (be it for a job or further education)?**

None	26%
One	15%
Two	17%
Three	14%
Four	9%
Five	8%
Six or more	11%

**What type of job security should faculty be able to possess?**

None — they should be subject to constant reviewal	6%
Limited — they should be given one- or two-year binding contracts	53%
Long-range — they should be given binding contracts of several years' duration	27%
Permanent — once given job security, they cannot be fired except for cause	9%
Other	4%

**How helpful, in terms of enabling you to fulfill academic requirements at the University, have you found your contact with faculty members?**

Very helpful	17%
Helpful	46%
Undecided	16%
Not helpful	20%
Very unhelpful	1%

## People in the News

Richard Behrens, professor of agronomy and plant genetics, has been named a Fellow of the Weed Science Society of America (WSSA) at the society's recent annual meeting.

Police officer **Stacy Orton** has been named by the Minnesota Chiefs of Police as one of seven policemen in the state to receive honorable mention as outstanding police officers. Gov. Wendell Anderson made the presentations March 15. This is the second year in a row that a member of the University Police has been honored in this way. Patrolman Claude Jarvis was a recipient last year.

A water color painting by **Rudolph I. Schauer**, associate professor of art at the University of Minnesota, Duluth (UMD), has been accepted for a national exhibition by the American Water Color Society. Schauer's painting "Minnesota Point Theme" will be part of the society's annual show in New York City April 5-22.

## American History Conference Planned

Eleven noted scholars on the American colonial and revolutionary periods will speak at a conference on the American Revolution at the University of Minnesota May 2, 3, and 4.

The conference, which is open to the public with no admission charge, is sponsored by the Associates of the James Ford Bell Library, an organization of supporters of the library, which is a collection of materials on the history of world commerce from the time of Marco Polo to the end of the 18th century.

Sessions will be held in the new West Bank auditorium at 7:30 p.m. Wednesday, May 2 at 2 and 7:30 p.m. Thursday, May 3, and at 7:30 p.m. Friday, May 4.

Those who wish to earn University credit for the conference may apply to the history department.

Speakers will include Staughton Lynd, Institute for Policy Studies, Washington, D.C., author of *Intellectual Origins of American Radicalism*, and John P. Roche of Brandeis University, former aide to the late President Johnson and author of *Shadow and Substance: Essays on the Theory and Structure of Politics*.

## Berg to Leave for Indonesian Project

Sherwood O. Berg, dean of the Institute of Agriculture for ten years, announced last month that he will spend the next two years on an overseas assignment in Indonesia.

Berg will remain on the University faculty as professor of agricultural and applied economics but will resign his deanship as of June 30.

His overseas assignment will be for the Indonesia project of the Midwest Universities Consortium for International Activities (MUCIA), a cooperative through which the University and four other mid-west universities aid other nations in higher education, agriculture, and medicine.

In Indonesia Berg will develop a graduate program in the Institute of Agriculture at Bogor and an undergraduate agricultural college with a strong research emphasis at Jogjakarta.

"The MUCIA opportunity will enable me to get a second wind after 16 years of administrative work at the University," Berg said. "We all need new and different perspectives during our lifetime."

Berg, a former agricultural attache in Yugoslavia, Norway, and Denmark, has studied international economic development problems, especially as they relate to agriculture and higher education.

Berg joined the University in 1957 as head of the agricultural economics department and became dean of agriculture in 1963.

## 'U' Doctor and Family to Start Community Hospital in Africa

by Bob Lee

University Health Sciences Writer

A sabbatical leave for a University of Minnesota physician has turned into a family project.

Dr. John Murray, professor of medicine, his wife Anne, and their three children will spend the next few months establishing a community hospital in the central African country of Niger.

Originally Dr. Murray, a native New Zealander, was granted a leave to study iron metabolism with the world's authority on the subject, Thomas Bothwell, at the University of Witwatersrand, in Johannesburg, South Africa.

Then his children intervened and asked if they could do something during the year as a family unit. The motion carried and letters went out volunteering the Murray family.

Eventually Mrs. Murray found a New York organization, the Ecumenical Council of Overseas Missions, that recruited professionals for special projects.

"They called us straight away," Dr. Murray recalls, "and asked if we were used to roughing it. They had an 'interesting' but 'tough' project in mind. But the important thing was that we were able to volunteer as a family unit."

**N'Guigmi, Niger, on the northwest shore of Lake Chad, has 3,000 people, no electricity, no health facility, and is a**

**thousand miles from the nearest doctor. The area borders the Sahara Desert to the north and hilly grasslands to the south.**

The Murrays will be there during the rainy season (May through October) when temperatures are relatively cool. During the rest of the year it rarely gets below 90 during the day but it does cool off at night.

They left late last month for London to pick up two Land-Rovers for the three-week trek across North Africa to Niger's capital, Niamey. One of the four-wheel-drive vehicles will later be outfitted to serve as a mobile facility to provide medical care for another 3,000 people who live around N'Guigmi.

Dr. Murray will be establishing a hospital in an abandoned French Foreign Legion outpost. Equipment and supplies have been promised by the council and the Niger government, but Murray will be bringing a gasoline-powered generator, a refrigerator, a portable electrocardiograph, drugs and supplies for a small laboratory himself.

He'll be using the electrocardiograph to study the incidence of coronary artery disease in the area. Even though the population eats a lot of dairy produce high in saturated fats, they apparently do not have a lot of heart disease.

"Of course they don't live a long time anyway because of other contributing health factors," he pointed out. "But the study may prove useful because of their uniform diet and the lack of other variables usually found in western countries like obesity and smoking."

**His son Nigel, 18, will be doing the laboratory analysis work; Mrs. Murray, who has a degree in nutrition and nursing experience, and daughter Megan, 14, will provide nursing care, and son Christopher, 10, will be the indispensable errand boy. Peace Corps nurses may arrive later.**

The family has been boning up on French, the official language of the country, and was to pick up language tapes in England for the area's major dialect, Hausa.

Dr. Murray is preparing for any language problem and is also anticipating meeting both tropical and western medical needs. Murray has committed up to six months to the project before he must be in Johannesburg to begin his sabbatical research.

A permanent physician is being sought for the hospital, but in the meantime, all the Murrays are hopeful they'll be able to make a meaningful contribution to better health for N'Guigmi.

## Regents Name Police Chief, Two Deans

Two deans and a police chief were named by the Regents March 9.

Carl A. Auerbach was named dean of the Law School, and Keith N. McFarland was named dean of the College of Home Economics. Both had been serving as acting deans.

Eugene W. Wilson, deputy chief of the Minneapolis police department, was named chief of the University police department. He succeeds Andrew Vernes, who resigned as chief in September.

Auerbach has been a professor of law at Minnesota since 1961. He is active in University governance, currently as chairman of the Committee on Tenure and formerly as chairman of the Senate Consultative Committee. He is a member of the State of Minnesota Constitutional Study Commission and the author of numerous books and articles on constitutional law.

McFarland joined the University faculty in 1946. He has served as assistant dean of the Institute of Agriculture and director of resident instruction for the then College of Agriculture, Forestry, and Home Economics.

Wilson is a 1950 graduate of the University of Minnesota and has been a member of the Minneapolis police force since 1951. He joined the force as a patrolman and was promoted to traffic officer, juvenile office, the detective bureau, supervisor of Morals and Narcotics, and precinct captain, before being named deputy chief.

Throughout his career as a policeman, Wilson has encouraged higher education for law officers by setting up in-service programs in cooperation with institutions of higher learning, and he has invited community involvement in law enforcement. He served as project director for the Model City Police Program.

# Minority Students Counted

by Valerie Cunningham

University News Service Writer

The first accurate count of minority students at the University shows that they make up slightly more than 4 percent of the student body.

Out of the 49,929 students who registered fall quarter at all campuses of the University, 2,036 were minority students, or 4.1 percent.

Donald Zander, assistant vice president for student affairs, said this is the first

count of minority students that has any real validity. During fall registration students for the first time were required to fill out cards that asked them to check their predominant ethnic background.

About 91 percent of the students turned in usable cards, and the figures were adjusted to represent the entire student body.

Most of the minority students, 89 percent, are concentrated on the Twin Cities campus, as the chart below shows.

The Department of Health, Education, and Welfare requires the University to make reports on numbers of minority students. Before last fall, students filled out ethnic background cards on a voluntary basis. Less than half of the students filled out the cards, and some wrote in nonsensical answers. Minority student totals were calculated for the whole student body on the basis of less than half returned.

Figures compiled in 1971 were higher than this year's figures, but administrators feel they were less accurate.

"We weren't happy with the figures we were getting voluntarily," Zander said. "They weren't as dependable as this year's. We think we now have the best figures we can get."

Zander explained that only 91 percent of the cards were usable because some students refused to fill them out or filled in more than one box. This year, like last year, the cards were filled in anonymously.

Although law forbids asking a person's race as a basis for admission, it is legal to ask after a student is admitted and is registering, the procedure the University used.

# Job Opportunities Up in Agriculture

Graduates of agricultural colleges can look forward to increased job opportunities compared to the past two years.

That's the word from Deane Turner, placement director for the College of Agriculture. "The number of firms and the variety of positions offered by this year's on-campus recruiters has improved significantly over the past two years," he said.

"Preliminary reports are that jobs for spring graduates will increase 12 to 15 percent over a year ago for agricultural college graduates in the Midwest.

"This is early for many spring graduates to have firm job offers, but already about one third of them have either received an offer or taken a position. This is better than last year, and far ahead of two years ago."

Turner described the following trends for fall 1972 graduates of the College of Agriculture:

- Job opportunities for agronomy, soil science, animal science, and agricultural economics were improved.
- The job market for agricultural education, agricultural journalism, food science, horticultural science, and agricultural business administration continued strong.
- Jobs were scarce in fisheries and wildlife management.

"We've had a growth rate of about 10 percent in the College of Agriculture for the past two years," Turner said. "I'm sure this is due in part to the relatively bright employment prospects."

## Bill Thomas

(continued from page 2)

3. Service stage, in which "personnel people go around asking what they can do for you, and pretty soon so many miscellaneous duties are heaped on them they begin to think they are running the organization."

4. Mature stage, in which "the mission is not to run the organization but to help the line management do it."

Where is the University of Minnesota's personnel department? "Somewhere between stage 2 and stage 3," Thomas said. "The challenge for Roy and me is to see if we can get it up to the mature stage. It's going to take enough time to keep us going for a while."

But Thomas is confident. "We've got a lot of smart, aggressive young people in our department, and we're going to have the best personnel department in the country pretty soon," he predicted.

	American Indian	Afro-American	Asian-American	Spanish-Surnamed American	All others (includes foreign students)	TOTAL
Crookston	6	0	1	0	653	660
Duluth	51	24	33	32	5,348	5,488
Morris	17	44	1	1	1,700	1,763
Waseca	2	0	0	0	318	320
Twin Cities	247	797	535	236	39,405	41,220
Mayo Grad. School of Medicine	0	1	3	5	469	478
<b>TOTAL ENROLLMENT</b>	<b>323</b>	<b>866</b>	<b>573</b>	<b>274</b>	<b>47,893</b>	<b>49,929</b>

# Most Staff Members Read 'University Report'

Three out of five of the faculty and staff members on the Twin Cities campus who receive *University Report* say they "usually read the entire issue" (34 percent) or "usually read several stories in each issue" (27 percent).

Another 15 percent say they "usually read at least one story in each issue," and 17 percent say they "read some issues and not others." Only 7 percent say they "rarely or never read it."

A readership survey of several University publications was recently conducted for the Department of University Relations by Student Life Studies. The telephone survey reached 114 faculty members and 79 civil service employees.

The survey showed the highest rate of readership for the weekly news bulletin *Brief*. Seventy percent of those who receive *Brief* said they "always read it" and another 20 percent said they read it "most of the time or almost always."

**MORE FACULTY READERS** — A higher percentage of faculty members than civil service staff members read *University Report*, the survey showed.

For example, 37 percent of the faculty members and 28 percent of the civil service employees said they usually read the entire issue. The percentage who said they usually read several articles was 29 percent for faculty and 22 percent for civil service employees.

In response to another question, 77 percent of the faculty members and 65 percent of the civil service staff members said *University Report* is "useful" or "very useful" to them as a source of information about the University.

**VOICE OF THE ADMINISTRATION?** — Faculty and staff members were asked to choose one of three statements to describe *University Report*. The statements, and the percentage who agreed with each, are as follows:

- It is "the voice of the administration" and tends to slant the news (10 percent).

- It presents news objectively but tends to stay away from controversy (33 percent).

- It presents a variety of views (57 percent).

More faculty members (12 percent) than staff members (8 percent) described *University Report* as "the voice of the administration." At the same time, more faculty members said the newsletter "presents a variety of views" (59 percent, compared with 53 percent of civil service employees).

More civil service staff members said that *University Report* "presents news objectively but tends to stay away from controversy" (40 percent, compared with 28 percent of faculty members).

When asked what *University Report* should be, 81 percent of the readers said it "should present all views, even those in opposition to University policy." Responses of faculty and civil service employees were similar on this question.

**AREAS OF COVERAGE** — One pair of questions asked whether readers would like to see more or less coverage given to each of several areas — administration, faculty, civil service, and students.

Nine out of ten readers said none of these areas should receive less coverage than at present, and two out of three said none of the areas should receive more coverage.

Three percent of the faculty members and 5 percent of the civil service employees said less coverage should be given to the administration. Twelve percent of the civil service employees and none of the faculty members said less coverage should be given to the faculty. Three percent of the faculty and none of the civil service staff said less coverage should be

given to civil service. No readers asked for less coverage of student news.

One percent of the faculty and 5 percent of the civil service employees said more coverage should be given to the administration. Nine percent of the faculty and none of the civil service employees said more coverage should be given to the faculty. Seven percent of the faculty and 33 percent of the civil service employees said more coverage should be given to civil service. Seventeen percent of the faculty and 5 percent of the civil service staff said more coverage should be given to students.

## Calendar Dropped

Beginning with this issue, the Twin Cities Campus Calendar will no longer appear on the back page of *University Report*. The space will be used for additional news coverage.

The decision to discontinue use of the calendar was reached for two reasons. One is that with the expansion of the mailing list to include staff members on the coordinate campuses, a listing of Twin Cities events is of limited interest to a significant proportion of readers. The other is that a recent readership survey (see above) showed a lower rate of readership for the calendar than for other sections of *University Report*.

The calendar is still printed as a separate publication, and any staff member may be added to the mailing list on request. Write to the Calendar of Events Editor, S-68 Morrill Hall, University of Minnesota, Minneapolis, Minn. 55455.

For staff members on the Twin Cities campus, the best source of information about upcoming events is probably the student newspaper, the *Minnesota Daily*.

### DEPARTMENT OF UNIVERSITY RELATIONS

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# UNIVERSITY REPORT

A NEWSLETTER FOR STAFF MEMBERS ON ALL CAMPUSES OF THE UNIVERSITY OF MINNESOTA

## Computer Can't Count Teaching Hours

by Maureen Smith  
Editor of *University Report*  
(First of two parts)

It sounds like a simple question. How much time do University faculty members spend in the classroom?

Legislators wanted to know, and they asked the University to give the question to a computer. They requested a print-out sheet listing all faculty members with their salaries and the number of hours spent in the classroom in a year.

University administrators expressed reservations about the usefulness of such a list, but they promised to come up with one. They talked legislators into accepting a list of faculty members by code number instead of by name.

Now the print-out sheet has been produced, and something called average instructor clock hours computed for each department. But even the man in charge of the study doesn't think the results prove much. "I don't think any of it is very useful," said David J. Berg, director of Budget Planning and Information Services (BPIS).

The study has some serious flaws, Berg pointed out, but he said the real problem is more basic. The wrong question was asked, and the right questions can't be answered with available data. Time spent in the classroom can be counted by a computer; total time spent on teaching cannot.

*(continued on page 4)*



Minnesota Daily photo by Kate Williams

"We're a department of great stature, and it looks as if we're goldbricking. . . . This faculty works very hard at teaching." — John G. Darley, chairman of psychology department.

## Moos Names New Councils for Policy Input, Communication

Deans and provosts have been given an expanded role in University decision-making with the formation of two new councils and the strengthening of a third. What this means for faculty members

is that they will have an important new source of input, according to Rodney A. Briggs, executive assistant to the president. When deans and provosts enter central administrative councils, he said, "they bring with them the sense of their faculty."

The three councils are:

- The President's Executive Advisory Council, which includes four deans and two provosts in addition to the ten members of the Senior Officers Group.

- The Council of Academic Officers, which meets with the vice president for academic administration and includes all collegiate deans on the Twin Cities campus, the senior academic officers on the coordinate campuses, and the directors of University Libraries, Computer

*(continued on page 5)*

## Quicker, Simpler Grievance Procedure Proposed for Civil Service Employees

Nobody uses the University's present civil service grievance procedure — and Bill Thomas, assistant director for employee relations, says it's "small wonder."

The procedure is "unwieldy, unnecessarily complex, and heavily weighted in favor of management," Thomas said recently.

Thomas has come up with a procedure he thinks is better on all counts. A sum-

mary of his proposal appears on the back page of *University Report*.

Staff members will get a chance to react to his proposal at hearings on all campuses this month. For the schedule of hearings, see page 2.

**WHO HAS A GRIEVANCE?** — A grievance has to arise out of an interpretation of the civil service rules, Thomas

*(continued on page 2)*

# Employee Would Have Advocate for Grievances

(continued from page 1)

said, but the rules cover "almost anything."

A grievance must include a request for restitution, he added. "A person who has been fired wants his job back. A person who hasn't been paid properly wants his pay."

Personality conflicts cannot be resolved through a grievance procedure, he said. "You can't file a grievance saying, 'I want you to make my boss like me.'"

Thomas predicted that the largest number of grievances would be "against what people consider unfair discipline," including suspensions and terminations. Grievances might also result from assignment of work hours and overtime, he said. Cases of discrimination by race or sex could be included.

Once an employee has passed his initial probation, the grievance procedure is "something he can demand as a right." An employee who is still on probation could try to resolve his problems informally but would not be eligible for the full procedure. In cases of discrimination, he is protected by state and federal law.

This limited protection for probationary employees is "common," Thomas said; "I would invite anybody to check any union contract."

## PLACING RESPONSIBILITY —

Under the proposed procedure, Thomas said, responsibility for resolving grievances would be with the departments

## Grievance Procedure Hearings Scheduled

Hearings on the proposed new civil service grievance procedure will be held on all campuses during the last half of April.

The schedule is as follows:

April 16, 1 p.m. — Crookston campus, Hill, Room 112.

April 18, 1 p.m. — Waseca campus, Dining Hall.

April 24, 11:30 a.m. — Twin Cities campus/Minneapolis, Mayo Memorial Auditorium.

April 25, 1 p.m. — Morris campus, Edson Hall.

April 26, 11:30 a.m. — Twin Cities campus/Minneapolis, Murphy Auditorium.

April 27, 11:30 a.m. — Twin Cities campus/St. Paul, Food Sciences Building, Room 15.

April 30, 2:30 p.m. — Duluth campus, Home Economics, Room 80.

themselves. Personnel representatives would serve as neutral mediators.

Freeing the personnel department from the "enforcer image" and placing responsibility in the departments where it belongs is one advantage of his proposal, Thomas said.

At no point would the personnel representative take sides, he said. The matter has to be resolved to the satisfaction of the employee or else "it goes further."

In the first step of the procedure, an employee would go to his supervisor and try to resolve the grievance informally. If he is not satisfied, the second step would be a meeting between the employee and/or his representative and the supervisor's supervisor.

If the employee and the department cannot come to an agreement in one of the first two steps, the third step would be a hearing before a grievance review panel (the unit vice president or his designee, the personnel director or his designee, and a civil service employee chosen by the aggrieved from among 40 members of a grievance review board).

The final step, if requested by the employee, would be outside arbitration.

**FOUR CHANCES TO WIN** — The procedure gives the employee four chances to win, Thomas said. Whenever the conflict has been resolved to the employee's satisfaction, the case is closed. If he is not satisfied, he can carry the grievance through all four steps — all the way to outside arbitration.

Supervisors would not have an opportunity to appeal a ruling, Thomas explained. After the first step, the supervisor would have no reason to appeal a decision he made himself. After the second step, the supervisor would not appeal his supervisor's ruling, Thomas said, because "your boss has the right to overrule you."

Thomas said that if a supervisor's own rights are violated, he could use the grievance procedure himself — but as an employee, not a supervisor.

The third step is binding on the University. "Why would the University want to go to arbitration?" Thomas asked, when a vice president and the personnel director have been represented on the review panel that made the decision. "Why would the University want to appeal its own ruling?"

Binding arbitration at the request of the employee is required by state law, Thomas said.

**EMPLOYEE'S ADVOCATE** — At each step, the employee may be accompanied

or represented by an advocate of his choice.

The role of the employee's representative would be similar to that of a union steward, he said, except that "you can pick anyone you want."

One problem with the present system, he said, is that the employee "is forced to face each step alone, unless willing to hire a lawyer."

Another problem, he said, is that hearings are conducted by "a Civil Service Committee made up of predominantly academic people. And even if steps were taken to make the committee more representative, by appointing civil service employees as members, the committee itself would still be placed in the unusual position of interpreting the effect of its own rules. In essence that would be like having Congress rule on its own laws and disbanding the Supreme Court."

The Civil Service Committee has no role in the grievance procedure Thomas is proposing.

**SPEEDY RESOLUTION** — One of the big advantages of his procedure, Thomas said, is time.

Under the present system, he said, "it can take an employee in excess of 145 days or roughly five months to push a grievance through arbitration." The employee can find that his case is "delayed in any number of ways which he is powerless to prevent." Not counting the arbitration step, the procedure can still take 90 or 100 days.

The maximum amount of time that a grievance could take under the proposed system is 36 days (again excluding the arbitration step). Both the employee and his department would be strictly bound by time requirements.

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*Robert Brown, an eighth grader at Bryant Junior High School in Minneapolis, brushes up on the slide rule before teaching a class of sixth graders.*

## Project Technology Power Aims to Integrate Moon

by Elizabeth Petrangelo  
University News Service Writer

Restaurants, hotels, colleges, and public beaches have been integrated. Busing and quota systems are being used to integrate elementary and secondary schools.

What's left? The moon, says John Moran. "We won't rest until we have some blacks on the moon."

"We" is Project Technology Power, a three-year-old program in the Institute of Technology (IT), training ground for scientists and engineers.

"Everybody knows that minority groups are vastly under-represented in the scientific and technological professions," said Moran, associate professor of aerospace engineering and director of the project. "Only 1 percent of the engineers in the United States are black, and this figure has not changed since 1960."

Project Technology Power was organized in 1970 to improve the non-white enrollment picture in science at the University. At present, only 61 of a total 3,559 IT students are American Indian, black, or Spanish-surnamed.

According to Moran, simply recruiting

from high school science classes will not help. "We're not going to get anywhere just by sending people out to recruit from high school physics classes," he said. "Even in the inner city, these classes tend to be for the elite."

**STUDENTS TEACH EACH OTHER** — Moran's project, a long-range program, reaches all the way down to the sixth-grade level for prospective scientists and engineers and uses an unusual technique — peer teachers. There are currently 35 high school students teaching math and science to their fellow students in nine junior and senior high schools in the Minneapolis and St. Paul inner city areas.

"We decided on the peer teacher approach for several reasons," Moran said. "These kids need to be motivated and a simple system of information isn't going to motivate them. We thought that if they could see their brother, sister, or best friend really involved, they might think 'if he's interested in this stuff, there must be something to it.'"

Minority-group and low-income students currently are teaching each other science and math in North, Central, and South high schools, Lincoln, Franklin,

*(continued from page 7)*

## Revised Enrollment Projections Down

The University has revised downward its enrollment projections for the next biennium, but administrators say further study is needed to determine the effect on the legislative request.

Based on the latest data available, the University predicts that it will have 789 fewer students than estimated earlier for 1973-74 and 1,252 fewer for 1974-75.

These figures are not head counts but are instead full-time equivalent students. A full-time equivalent represents one student taking 45 credits a year (30 credits for graduate students) and takes into account those students who take fewer credits and those who take more.

The new enrollment estimates place the largest decreases at the undergraduate level. Decreases are also predicted at the graduate level. Professional and technical enrollments are expected to increase.

The reason the legislative request may not be altered is that undergraduate education is relatively low-cost compared to the expense involved in educating professional, graduate, and technical students.

The cost to the state of educating an undergraduate in the College of Liberal Arts is about \$1,226 a year, compared to the state cost of about \$6,381 a year to educate a prospective dentist.

**CAMPUSES AND COLLEGES** — Projections have been revised upward for the Duluth, Crookston, and Waseca campuses and downward for the Twin Cities and Morris.

All four of the coordinate campuses are predicted to have higher enrollments in 1974-75 than in 1970-71. The Twin Cities campus is predicted to be down 1,991 (in head count).

Of the predicted increase of 239 at Duluth, most is expected to be in professional programs — 60 in medicine and 75 in social work.

On the Twin Cities campus, the largest predicted drop in head-count enrollment is 1,254 in the College of Liberal Arts. Institute of Technology enrollment is predicted to decrease by 891, College of Education enrollment by 812, Graduate School enrollment by 593, and General College enrollment by 519.

Enrollments in most other colleges and programs on the Twin Cities campus are predicted to increase. The largest predicted increases are 425 in University College, 264 in medicine, and 241 in nursing.

# Teaching Isn't Measured in Classroom Time

*(continued from page 1)*

**WHO IS COUNTED?** — Even in computing classroom contact hours, Berg and his staff ran into some problems.

They defined an instructor clock hour (ICH) as an hour in the classroom each week for a quarter. In other words, if a professor taught a three-hour course each quarter for three quarters, he was credited with nine ICH's.

What a professor's ICH tells about his teaching effort depends on what else he is doing (advising graduate students, directing independent study, preparing for lectures, grading papers). What a department's average ICH tells about its commitment to teaching is even more questionable, Berg said.

In computing an average, it makes a difference who is included. Berg and his staff counted everyone — all faculty members at the rank of instructor and above, whether full-time or part-time, and even some on sabbatical leave. (Lecturers were not included, and Berg now sees this omission as "one mistake.")

Prof. Samuel Krislov of political science said in a letter to Berg that the method used for computing averages "penalizes departments such as ours" which have experimented with part-time appointments for women with families, which have hired faculty members from other schools in the area to teach a single course, and which have brought in distinguished faculty members for one quarter.

Counting all faculty members without weighting for their percent of time "is quite simply odd," Krislov said. The BPIS staff is now refining the data to correct for this oddity.

## DEPARTMENTAL NARRATIVES —

Because of the general dissatisfaction with the computer data, several department chairmen were invited to meet with administrators and Regents and tell the story that can't be told on a computer print-out.

If the chairman thought the average ICH for his department was misleading (and most did), he was given the opportunity to explain what factors had not been taken into account.

These departmental narratives, with documentation, tell far more about each department's teaching effort than a computer print-out ever could, Berg said. In judging the computer verdict against each department's report, he said, "the simpler the department, the more accurately it read out."

The report of the science and mathematics division at Duluth, for example, showed that "the ICH read out high and

accurately," he said.

In a few units, the ICH is extraordinarily high, he said — for example, in veterinary medicine, where team teaching is used for all classes and the ICH is "enormous." In other units, for a variety of reasons, the ICH is deceptively low, he said.

**FOCUS ON PSYCHOLOGY** — Each department is unique. For the purposes of this article, it was decided to take a close look at just one. Psychology was selected for these reasons:

- It is a nationally distinguished department.

- It is a department with a relatively light teaching load (but not as light as the computer print-out shows).

- It is a department with a large proportion of graduate students and a large proportion of non-state funds.

In short — at least in the view of its chairman — psychology is a department whose teaching effort cannot be computed in ICH.

The computed average ICH for psychology is 11.7 — or less than four hours in the classroom each week per faculty member per quarter. If accepted at face value, this figure would be "terrible," said the chairman, Prof. John G. Darley.

Darley is concerned about the impres-

sion the computer print-out will give. "We're a department of great stature, and it looks as if we're goldbricking," he said.

**MEASURING OUTPUT** — Both Darley and Berg stressed that it would be more meaningful to measure output than to count classroom contact hours.

Darley pointed out that psychology is "consistently among the top four or five" departments in the College of Liberal Arts (CLA) on the following items:

- B.A. degrees granted annually (about 200);

- M.A. degrees granted annually (about 25-30);

- Ph.D. degrees granted annually (about 30-35); and

- Student credit hours taught (above 48,000/year).

"Nowhere in these records do you begin to get output," Darley said about the computer run.

Not only is the department's output high, he said, but also the cost per student credit hour is below the CLA average.

To judge a teacher or a department by time spent in the classroom, Berg said, would be like judging a lawyer by the time he spends in the courtroom.

Similarly, he said, "if you're judging the effectiveness of a sales force, you

*(continued on page 6)*



Minnesota Daily photo by Kate Williams

"There is no reason except faith that a state of 3.5 million should support a university as great as this one. But if our time is running out, I don't want us to be convicted by inaccurate data."

## Biology Building Dedicated April 12



*Dedication ceremonies for the new Biological Sciences Center were April 12. The eight-story, \$10.8 million building is located at the corner of Gortner and Buford Aves. on the St. Paul campus. The departments of botany, genetics and cell biology, and part of the department of ecology and behavioral biology are now housed in the center, which has been in use since December. The building contains offices, classrooms, laboratories, and a library.*

## People in the News

Prof. Lewis Nosanow of physics will become chairman of the University of Florida's Department of Physics and Astronomy July 1.

Asst. Prof. Gordon Starr of leisure education was in Brussels, Belgium, early this month to speak at the Second International Recreation Association Congress.

Dr. Warren J. Warwick, associate professor of pediatrics, left March 13 for six weeks in Australia as guest professor for the Australian Pediatric Association and the Australian Cystic Fibrosis Trust.

Dr. E. Gellhorn, professor emeritus of neurophysiology, has written three books and published 27 papers since his retirement in 1960. He has also written a number of literary pieces (essays and satires) which have been collected and published under the title *The Time Concertina - Meditations of a Humanist*. This collection is available from Dr. Gellhorn by writing to him at 15 Wendover Drive, Charlottesville, Va. 22901. Dr. Gellhorn recently celebrated his 80th birthday.

## Moos Names New Councils

*(continued from page 1)*  
Services, and Summer Session.

• The Coordinate Campus Council, which includes the provosts of the coordinate campuses and their colleagues and meets with the President and his representatives.

Both the executive council and the academic council met for the first time April 2. The executive council will meet twice a month and the academic council monthly.

The provosts' council is not new, but what is new is that the group will meet regularly with the President.

**PRESIDENT'S EXECUTIVE COUNCIL** — University President Malcolm Moos said in an interview that the executive council was formed because of "the need for input in policy in central administration and the need for communication."

Moos stressed that the council will not be "just a vehicle for communication." He said the deans and provosts "need to be joined in the business of generating policy centrally."

Before the first meeting, Briggs said that the council would be "a significant step forward if the senior officers allow substantive issues to come before this group."

After the meeting, he said "the deans and provosts added greatly to the effectiveness of the Senior Officers Group." The feeling he came away with, he said, was that the senior officers and the deans and provosts "want to commit themselves to making this work."

**ROTATING MEMBERSHIP** — Membership on the executive council will rotate, with an attempt each year "to assure broad representation from the various campuses and colleges," Moos said.

Members for the rest of this year and for 1973-74 are the deans of the Institute of Agriculture, the College of Liberal Arts, the Graduate School, and the Institute of Technology, and the provosts of the Duluth and Crookston campuses.

Briggs said the intent is for one of the provosts' seats to alternate between Duluth and Morris and the other between Crookston and Waseca. One of the deans' seats will always go to a representative from St. Paul, Moos said.

It is "only natural" that the initial appointments would go to deans of large units like the College of Liberal Arts and

a key unit like the Graduate School, Briggs said. But because the four deans on the executive council will also sit on the academic council, he said, it "means less" that those on the executive council "be any specific four."

Overlapping membership on the three councils "just ensures that there are communication lines among the three groups," Briggs said.

**COUNCIL OF ACADEMIC OFFICERS** — Vice President William G. Shepherd said the academic council is needed "to provide a mechanism in which we can have direct interaction of the academic officers responsible for the major academic units or those that support the academic units to discuss common problems."

The monthly meetings will "provide for fairly rapid and efficient discussion," he said.

Input on decisions will go "both ways," he said. More than that, he said, it will be "crossways," with deans sharing ideas with other deans. Many problems cut across collegiate lines, he said, and the council will be "a forum in which these matters can be discussed."

Senior academic officers from the coordinate campuses who are members of the council are Vice Provost David Vose from Duluth, Academic Dean Gordon Bopp from Morris, Coordinator David Larrabee from Crookston, and Prof. Harland Hasslen from Waseca.

**COORDINATE CAMPUS COUNCIL** — The Coordinate Campus Council will be an augmented provosts' council. Depending on the agenda, the provosts will be joined by members of their staff — academic officers if the agenda covers academic items, for example, or business officers if the agenda is concerned with business.

The provosts have already been meeting with Stanley B. Kegler, special assistant to the president. The augmented group will be meeting with both Moos and Kegler.

**FEELING THEIR WAY** — Briggs said that "people were feeling their way" at the first meeting of the executive council. "It's going to take a little time to figure out how they can be most effective."

"Institutions have a way of taking on character as they operate," said Moos. Speaking about the executive council, he said, "We'll have to observe it and see that it's strengthened as it takes its first steps."

# Psychology Faculty 'Works Hard at Teaching'

(continued from page 4)

don't just count the time the salesmen are sitting in customers' offices. The sales manager wants to know the volume of sales."

**GRADUATE LOAD** — The simpler the department, Berg said, the more accurate the ICH. Psychology isn't simple.

One reason it isn't is that so much of its teaching is at the graduate level. "The most important factor that differentiates University teaching from that of other institutions of higher education in the state," said Vice President William G. Shepherd, "is the very substantial commitment to graduate training.

"Some portion of that can be identified in terms of graduate classes," Shepherd said, "but the large amount of one-to-one interaction between a faculty member and a graduate student engaged in research under the guidance of that professor cannot be reflected in a computer print-out of classroom hours."

In 1971-72 (the year of the study), Darley pointed out, the psychology department counted 426 graduate students. Of these, 247 were working with the 24 members of the department's core faculty — an average of about ten per faculty member.

(In addition to the core faculty of 24, there are 40 University staff members on other departmental budgets who advise and teach graduate students in psychology.)

Directing a graduate student's research and guiding him in the writing of his dissertation do not show up in ICH. And these are not the only activities required of a graduate faculty outside the classroom.

Written qualifying examinations for graduate students in psychology are given three times a year. Core faculty members prepare these examinations in 12 sub-fields of psychology, and at least two core faculty members read the examination in each sub-field. In 1971-72, 220 students wrote 308 such examinations as a qualifying requirement for their Ph.D. candidacy.

In addition, candidates for the M.A. degree write "starred papers," which must be read and evaluated by at least two members of the core faculty.

"At no point does any of that work get nailed down in this data," Darley said.

**"THIS IS OUR SHOWCASE"** — In 1971-72, about 600 juniors and seniors were majoring in psychology. And during that academic year, 3,646 students took the introductory course in psychology.

"This faculty works very hard at teaching," Darley said. "People assume we're a big research faculty, a research

machine. But we care a great deal about teaching." As evidence of the concern for teaching, he described the work that has gone into the introductory course.

"This is our showcase," he said. "It's our chance to tell neophytes what psychology is. And we think psychology is pretty important, so we try to make the showcase as handsome as possible."

In psychology, a guiding principle is that senior faculty members should teach the first course. (Other departments have other strategies. Prof. Norman J. Simler, chairman of the economics department — another distinguished department — explained that the philosophy in his department is to have senior faculty teach junior faculty and junior faculty teach undergraduates.)

To bring full professors to 4,000 students and to ensure that the course is standardized, the psychology department has relied on technology. For several years the course was taught on closed-circuit television, but student ratings were falling and the department was dissatisfied.

In 1971-72 the course was introduced on colored film — a better technology, Darley said. With the move to colored

film, he added, the department was able to turn to "three superb teachers" for the showcase course — James Jenkins, David LaBerge, and Kenneth MacCorquodale.

Jenkins, LaBerge, and MacCorquodale filmed the course "as an overload," Darley said. "They were not paid an extra nickel, nor was I able to release them from any of their other teaching duties." The producer estimated that they spent seven hours off screen for every hour on screen. Darley called the achievement "a minor miracle" and reported that "student ratings have been going up again."

None of the filming time (and of course none of the planning time) showed up on the computer. More than that, Darley said, the computer "doesn't reflect any of the five years of blood, sweat, and tears" in redoing the introductory course.

**MAGNETIC FOR MONEY** — National ratings for an academic department may simply be "codified rumor," to use Darley's phrase, but "this is how we are perceived by our peers." And one of the results, in a field like psychology where federal and foundation funds are available, is that a distinguished department becomes "magnetic for money."

Since 1962 the psychology department has been so "magnetic" that federal funds have represented between 53 and 70 percent of its annual budget. In 1971-72, only 35 percent of the budget came from state funds.

"If I had to live and keep this faculty alive on what the state of Minnesota paid me — even though it's been very generous — we wouldn't have this faculty," Darley said.

The relationship between state and federal funding is complex. "We don't allow research grants to pay regular faculty salaries," Darley said, and the department could not continue to be strong "if the state didn't give us enough dollars to be competitive in salaries." With the state giving the "basic support," he said, "I can seduce a good enough young man or woman so that he will become magnetic for more money."

When a faculty member has attracted research funds because of his own high reputation in his field, he is expected to commit some of his time to directing the research. "Such grants will typically support the activities of many graduate students," Vice President Shepherd said, "and the management of these activities requires the commitment of a substantial segment of a faculty member's time."

**LIGHT TEACHING LOADS** — Teaching loads in psychology are not as light as the computer print-out would



Minnesota Daily photo by Kate Williams

If I build a good enough department, it helps to make a great university. . . . If I had to live and keep this faculty alive on what the state of Minnesota paid me — even though it's been very generous — we wouldn't have this faculty."

# Eighth Grader Teaches Math

*(continued from page 3)*

and Bryant junior high schools in Minneapolis, and Central, Mechanic Arts, and Humboldt high schools in St. Paul.

Next year, if enough money can be raised, the number of peer teachers will be increased to 100 and programs will be started in four more Minneapolis schools and two more St. Paul schools.

Of the 35 students teaching now, half are black, one quarter are American Indian or Chicano, and the rest are white. Many of them are from low-income families and some are as young as 13.

"We like to have the peer teachers be at least two grade levels further along than the kids they are helping," Moran said. "So we have eighth graders teaching sixth graders, ninth graders teaching seventh graders, and on up."

**ROBERT BROWN, SIXTH-GRADE TEACHER** — Robert Brown, an eighth grader at Bryant Junior High School in Minneapolis, teaches math to sixth graders. Robert was recommended by his math teacher last spring to participate in the peer teaching program. "It sounded like a good idea when she asked me, and then when I got into it, I found out it was fun," he said.

According to Robert, the sixth graders he teaches enjoy having him there. "They like it because they don't have to do all their math work with the regular teacher," he said. "They think it's a privilege to have one of us in their class."

Robert's younger brother is a member of the sixth grade class he teaches, and likes having his brother for a teacher. "He likes it a lot, but I try not to call on him too much. He seems to know all the answers, and I want to give the other kids a chance."

Robert's fellow eighth graders accept his teaching with mixed reactions. "Some still don't believe me when I tell them I'm teaching, and some others want to know how come I get to do it," he said. "They want to know how they can get in on it too."

According to Moran, the students chosen to be peer teachers are not necessarily high achievers. "Most importantly, they must be able to communicate with their peers and command their respect. We need youngsters that minority-group and low-income kids can identify with."

Each peer teacher attends a five-week training session in the summer to qualify. During this time, they are taught how to teach and given extensive practice in teaching each other. They are also given training in handling human relations problems.

Moran said he has little difficulty interesting the students in being peer

suggest. But Darley said "it is correct to infer that this department has relatively light teaching loads" — and he said this is "the result of a clear policy on my part as chairman."

In "seducing" strong faculty members to come to the University and encouraging them to stay, Darley said, relatively light teaching loads are among the incentives. Others, in addition to salaries, are speed of promotion, stimulating colleagues, and physical facilities and research support.

With these incentives, Darley said, "if I build a good enough department, it helps to make a great university."

**TRUTH NEVER CATCHES UP** — Minnesota has been generous to its university, Darley said, and "there is no reason except faith that a state of 3.5 million should support a university as great as this one."

The state may decide it can't afford a great university, he said. "But if our time is running out," he said, pointing again to the computer print-out, "I don't want us to be convicted by inaccurate data."

"The computer isn't designed to generate data in the right form," he said. And the trouble with using misleading data is that "the truth seldom catches up with error."

**TRUE TEACHING TIME** — Is there any way to get at the truth? If the computer can't tell how much time teachers spend teaching, is there any other way to find the answer?

Darley thinks a better source of information is already available — a series of "faculty effort" studies that have been conducted within colleges and through-out the University.

The most recent all-University study, conducted in 1969 by the Bureau of Institutional Research, showed that the average faculty member reported working a 57-hour week, with 32 of those hours spent on instruction.

In a similar study within CLA, psychology ranked tenth in the college for the average work week reported by faculty — a total of 62 hours, with 27 hours on instruction. The CLA average was a 59-hour week, with 36 hours on instruction.

A lot of people are skeptical of results like those — partly because the totals are so high, partly because most of the studies have relied on a self-reporting method, based on the faculty member's own recalling of how he spends his time.

But in one study, Darley said, faculty members kept daily log books — and the results were very close to the results based on recall.

"It can still be the case that faculty members are nothing but a bunch of liars," Darley said. "If so, they lie with surprising consistency."

teachers. "At the junior high level, the kids really get turned on to the idea of teaching," he said. "In high school, the kids are a little more jaded and a little harder to interest. We do have some refusals here."

**ORIENTATION DAY** — As part of the project, IT held an orientation day this January for minority and low-income students. "We decided it was time for us to get more aggressive in our recruiting," Moran said. Some of IT's current non-white students went out to local high schools, visited students, and invited them to tour the University's science labs and get acquainted with other IT facilities.

Fifty students turned out for the day, which Moran judged a success. "We did get inner-city kids to campus, they did get to meet and talk with IT students and staff, and some got good information on admissions, financial aid, and career opportunities."

**RETENTION PROGRAM** — The project staff is now working on a retention program for students who do decide to enroll in IT. "We are actually changing our courses, something that few other institutions are doing," Moran said.

In an attempt to make up for deficiencies in students' preparation, IT has begun a new calculus course in which students progress at their own rate and receive individual attention. Plans are also being made for lengthening the two-quarter physics class to three quarters.

"We don't expect a big change in our non-white enrollment for a few years," Moran said. "So far, minority-group and low-income kids have not been motivated toward scientific and technological careers."

"Most engineers tend to live in the suburbs or outer city so most of these kids had never met one. Inner-city technology is not the greatest and doesn't offer a model for aspiration."

"Also, inner-city counselors haven't seen a history of success in math and science with these kids, and don't encourage them to go into these fields or take the courses necessary for background," he said.

Due to staffing and funding problems, the project is limited to the Twin Cities area. If Moran had more time and money, he would like to expand the project and move it into the Indian reservation schools.

To devote enough time to developing and running the project, Moran has had to give up his research. "I don't really mind though," he said. "These kids are just great and a lot of fun to work with."

# Proposed Grievance Procedure for Civil Service Employees

A grievance shall consist of any controversy arising out of the interpretation of civil service rules or any dispute concerning conditions of employment.

Proposals for reclassification of a position or changes in the salary range for a class of work shall be submitted for resolution under Rules 4 and 5. (The grievance procedure is Rule 17.)

Any full-time employees who have completed their initial period of job probation and all part-time employees (including students) who have worked at least 780 hours in the same primary work unit shall be eligible to submit formal grievances under Rule 17.

An employee may represent himself or designate an authorized representative who may or may not be a University employee.

An employee representing himself, an employee authorized to represent a fellow employee, or any employee summoned to testify in the processing of a grievance shall be given reasonable time off with pay to do so.

Failure by the aggrieved employee to meet time requirements may result in the grievance being considered "waived." Failure by department supervision to meet time requirements shall result in the grievance moving immediately to the next step.

The Civil Service Committee shall appoint a 40-member **Grievance Review Board**. The Board, chosen from volunteers, shall be as representative as possible of the work force with regard to location, race, sex, and types of work performed. Members shall serve without pay for a period not to exceed one year, but may be reappointed from year to year.

A summary of the grievance procedure is as follows:

**Step One: Oral Resolution** — The aggrieved employee and/or his repre-

sentative shall take up the grievance with the employee's immediate supervisor no later than ten (10) working days after the aggrieved condition or rule violation becomes known, or should have become known. Discussion and resolution at this step shall be oral and informal. Such resolution shall take place within five (5) work days.

If the aggrieved employee remains dissatisfied, he shall have three (3) additional work days to contact his personnel representative and request further action.

**Step Two: Formal Resolution** — Within five (5) work days after being so contacted, the personnel representative shall chair a meeting between the aggrieved employee and/or his representative and the supervisor at the next management level. The personnel representative shall make a written record of the proceedings and shall attempt to mediate any disputes.

Within five (5) work days after such a meeting the supervisor shall respond in writing to the aggrieved with a copy to the personnel representative.

If the aggrieved employee remains dissatisfied, he shall have three (3) additional work days in which to contact his personnel representative and request further action.

**Step Three: Grievance Review Hearing** — Within ten (10) work days after receiving a request from the aggrieved, the personnel representative shall arrange a hearing to review the grievance.

The aggrieved employee and/or his representative shall present the grievance before a Review Panel composed of the unit vice president or his designee, the University personnel director or his designee, and a member of the Grievance Review Board chosen by the aggrieved.

The aggrieved's personnel repre-

sentative shall present written notes of the Step Two meeting, the written answer from management, and any testimony requested by the panel. The panel may also request testimony from other employees.

The panel after completion of the hearing shall communicate its majority decision in writing to all involved parties within five (5) working days.

Decisions of the panel are binding upon the University.

**Step Four: Arbitration** — A decision of the Grievance Review Panel may be appealed to arbitration by any affected employee or his authorized representative.

The employee or his representative shall appoint one arbitrator and the Board of Regents shall appoint one arbitrator, each compensated, if at all, by the principals appointing them.

If the two cannot agree upon the appointment of the third arbitrator within five work days, the third arbitrator shall be appointed by a process of elimination from a list of five impartial arbitrators to be secured from the State Labor Conciliator.

The parties shall alternate in striking names from such a list, with the employee striking the first name. The last remaining person on the list shall become the neutral arbitrator, who shall serve as chairman of the board of arbitration. The neutral arbitrator shall receive just compensation, half to be paid by the Board of Regents and half by the appealing employee.

The arbitration procedure, not summarized here, is included in the proposal.

Also included is a procedure for filing a grievance against the personnel department. In this case, the first step will be between the aggrieved employee and the senior personnel representative. In the second step, the grievance will be filed with the personnel director. If a third step is required, the personnel director's place on the panel will be filled by a member of the Civil Service Committee.

## DEPARTMENT OF UNIVERSITY RELATIONS

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# UNIVERSITY REPORT

A NEWSLETTER FOR STAFF MEMBERS ON ALL CAMPUSES OF THE UNIVERSITY OF MINNESOTA

## Department Heads Say Faculty Work Long Hours

by Maureen Smith  
Editor of *University Report*  
(Second of two parts)

In some University departments a senior faculty member typically teaches just one course a quarter. In others the average load is two courses. Yet department chairmen say their faculty members work so hard that "it's an embarrassment."

What are they talking about? And if they are right in claiming (with remarkable uniformity) an average work week for their faculty of 55 to 60 hours, how much of that time is teaching time?

Two department chairmen and an associate dean discussed faculty work loads in a recent series of interviews. What they said points up not only the particular problems of three disciplines

(physics, German, and business administration) but the unique character of the University as a university.

"A university is a place where scholars teach students," said Prof. Morton Hamermesh, head of the School of Physics and Astronomy. To judge teachers by their classroom contact hours would be to assume "absolutely no difference between this place and a junior college or a high school," he said.

**WHAT PHYSICISTS DO** — To give "some notion of what someone in a physics department does," Hamermesh said, a committee in the department interviewed ten faculty members and prepared narrative accounts of how they spend their time.

The ten were selected as a representative group and "not because they make us

(continued on page 2)

## Senate May Extend Fringe Benefits to Part-Time Faculty

by Maureen Smith  
Editor of *University Report*

"Anybody who works on a hamburger stand is covered by Social Security," said Lillian Werner, who has taught part-time in marketing for 26 years and has never been covered.

"Women who work in factories or who work for Dayton's part-time are covered," said Judy Bennett, instructor of family social science. "The woman who cleans for me is covered."

Part-time civil service employees at the University are covered by Social Security. Part-time faculty members are not.

"Almost every single person is covered," Mrs. Bennett said. "Every worker has this as a right. Why does the University not recognize this?"

Whether fringe benefits should be extended to part-time faculty is now under study by the Senate Committee on Faculty Affairs. A report will be presented to the Faculty Senate May 10.

Social Security is only one part of the fringe benefit package, but it is the part that has received the most attention. In the whole package of fringes, exclusion of part-time faculty from Social Security is "the most blatant and probably the easiest to solve," said Asst. Prof. Suzanne Sebert of political science.

At the same time, Mrs. Sebert said, "I would not want to see this solved and everything else dropped."

In addition to the Social Security question, the Faculty Affairs committee is looking into health coverage, group life insurance, University retirement benefits, and other fringe benefits for part-time faculty. "But the Social Security is our first consideration," said Assoc. Prof. Shirley Clark of education, chairman of the committee.

(Faculty members at present must work 100 percent time to be covered by Social Security and the faculty group life,

(continued on page 4)

## Five Regents' Professors Named



Photo by John Ryan

Five Regents' Professors were named April 13. Left to right are University President Malcolm Moos, Regents' Chairman Elmer L. Andersen, Mrs. William McDonald (accepting the award for her husband), Regents' Professor A.B. Baker, Regents' Professor Clyde Christensen, Regents' Professor Ruth Eckert, and Regents' Professor Reuben Hill. See the story on page 3.

# Physicists Divide Time on Teaching and Research

(continued from page 1)

look good," Hamermesh said. Two of the most distinguished members of the faculty — Regents' Prof. Alfred O.C. Nier and Prof. Edward P. Ney — were not included.

Based on the interviews, the committee concluded that the faculty members "all work hard" and that the average work week of close to 60 hours is "split fairly evenly between teaching and research."

The individual narratives were included with some statistical data in a report presented by Hamermesh to the Regents April 13. Presentations were also made by Prof. John G. Darley, chairman of the psychology department, and Dean C. Arthur Williams of the College of Business Administration.

The presentations were intended to show the Regents that a department's teaching effort cannot be measured in instructor clock hours on a computer print-out (see the April 15 *University Report*).

**WHAT THE COMPUTER DOESN'T COUNT** — Not all of the faculty member's teaching effort is spent in front of a

classroom. The accounts from faculty members in physics show some of the activities the computer doesn't count.

Prof. Russell Hobbie, for example, is an experimental nuclear physicist whose interest has shifted to the relationship between physics and medicine. Next year he will be teaching a physics course for premedical students.

To gain a better understanding of what premedical students need to know, Hobbie has been attending classes in the Medical School. In addition, Hamermesh said, Hobbie has had "enormous administrative responsibilities" as associate head for undergraduate studies. All of this contributes to the instructional program; none shows up on the computer.

Prof. Yau C. Tang teaches upper division courses in quantum mechanics and nuclear physics. He spends up to 30 hours a week on teaching and another 30 on research, according to the report.

When teaching a new course, Tang spends about five hours preparing for each lecture. Preparation time of five hours for each hour in the classroom is normal for an advanced course in physics, Hamermesh said.

Preparation time drops to three hours per lecture the second and third time around, the report says. There usually is no "fourth time around," because Tang and other members of the physics faculty believe that teaching a course too often tends to make the lecturer "complacent and stale."

Assoc. Prof. Phyllis Freier also spends about 30 hours a week on her teaching activity, the report says, including "extensive advising and counselling." Hamermesh told the Regents that "every time I go by her office, it's filled with students."

Another time-consuming activity, not reported in any of the individual accounts, is attendance at departmental seminars, he said. He estimated that every faculty member spends at least three to five hours a week in formal seminars.

**TEACHING AND RESEARCH** — Research is an "integral part" of the teaching of physics and astronomy, Prof. Stephen Gasiorowicz said in a summary statement accompanying the individual reports.

In physics and astronomy "one cannot just teach about 'what has been,' because the field is constantly advancing, each



"The faculty cannot endlessly take up the slack by teaching more courses," Wolfgang Taraba, chairman of the German department.



Photo by John Hustad

"We're all striving to be a high-quality component of a good university." — Roger Upson, associate dean of the College of Business Administration.

## University Report

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Photo by John Hustad

"If you want to compare us with the competition, we are grossly undermanned. You'll be appalled." — Morton Hamermesh, head of the School of Physics and Astronomy.

(continued from page 7)

# New Regents' Professors Include First Woman

by Valerie Cunningham  
University News Service Writer

Five University faculty members were named Regents' Professors at the Board of Regents meeting April 13. Included among the five is the first woman ever to receive the award.

Regents' Professorships are the highest recognition given to faculty members at the University. The five named last month are Dr. A.B. Baker, neurology; Clyde M. Christensen, plant pathology; Ruth E. Eckert, higher education; Reuben L. Hill, family sociology; and William A. McDonald, classical studies.

A faculty member holds the Regents' Professor title for life as long as he remains at the University and receives a \$5,000 annual gift from the University of Minnesota Foundation during his tenure.

Faculty members are chosen for their outstanding academic distinction based on scope and quality of scholarly or artistic contributions, the quality of their teaching, and their contribution to the public good.

Of the 18 Regents' Professors named in the past, eleven are currently on the faculty. The award was established in 1966.

Former Regents' Professors include poets John Berryman and Allen Tate and cancer researcher Dr. Robert Good. Named in the past and currently on the faculty are economist Walter Heller and physicist Alfred O.C. Nier.

**Dr. A.B. Baker**, Regents' Professor of

Neurology, is head of the department of neurology in the Medical School. In the 27 years that he has headed the department it has become the largest in the country. He edited the first comprehensive reference work on clinical neurology.

In 1945 he helped organize one of the first rehabilitation programs for chronically disabled neurological patients at Minneapolis Veterans Hospital, which led to the establishment of departments of physical medicine and rehabilitation in many schools around the country.

He joined the staff in 1931 as a teaching assistant in neuropathology and was named professor and head of neurology in 1946.

**Clyde M. Christensen**, Regents' Professor of Plant Pathology, has spent most of his academic life studying the diseases of plants. His book *The Molds and Man* is widely used both in this country and abroad. Another book, *Common Edible Mushrooms*, with its guide to easily recognizable edible mushrooms, has been an aid to amateur mushroom hunters.

He has worked closely with milling companies on studies of fungi in stored grain, and past research aided in the discovery of better molds to make penicillin.

Christensen joined the University staff in 1929 as an instructor of plant pathology and botany and was named full professor in 1948.

**Ruth E. Eckert**, Regents' Professor of Higher Education, has gained a national reputation in the study of higher education. She was elected this year to a three-

year term on the board of directors for the National Laboratory for Higher Education in Durham, N.C., which works to bring about constructive change in schools and colleges.

Ms. Eckert was a pioneer in the organization of higher education into a field of study. She was also one of the first to work in the area of college credit for high school work and advanced placement.

Her publications include work in nearly every significant area of higher education, including planning, evaluation, curriculum, faculty personnel, university organization, and students.

Ms. Eckert, due to retire in June, joined the University faculty in 1938 as an associate professor and was named professor in 1946. Her award is retroactive to July, 1972.

**Reuben L. Hill**, Regents' Professor of Family Sociology, is known for his work with marriage and the family. His past research focused on family problem-solving and adjustment to crises. He is currently involved in the last year of a five-year federally funded project that is attempting to build a more powerful theory about the family as a problem-solving group.

For eleven years, until 1968, Hill directed the Minnesota Family Study Center, which promotes research and graduate training for students of the family from many different disciplines. He is currently a research professor at the center.

Hill joined the University faculty as a professor in 1957. He has conducted research in several foreign countries and has been published in many international journals.

**William A. McDonald**, Regents' Professor of Classics, is currently on leave in Greece directing the University of Minnesota Messenia Expedition. An active archaeologist as well as a classics professor, McDonald has been involved with the Messenia project for twelve years. He initiated the plan for the excavation and is director of the interdisciplinary project.

At Messenia, scientists, engineers, and classical scholars are working to unearth new evidence to reconstruct the history of life in that area 3,500 years ago.

McDonald participated in several other excavations in Greece as a faculty member at other schools. He joined the University faculty in 1948 as an assistant professor of classics and was named a full professor in 1956.

Mrs. McDonald accepted the award for her husband.

## U.S. Savings Bond Drive Begins May 1

Staff members have been receiving information in their pay envelopes about a U.S. Savings Bond Drive May 1-15.

Byron Smith, Business Office services manager, said "many people just are not aware" of the advantages of savings bonds:

- The current interest rate is 5.5 percent when held to maturity of five years and ten months ("better than most savings accounts").
- Interest earned is not ever subject to state or local income taxes.
- Federal income tax on interest may be deferred until bonds are cashed in.

- Savings bonds may be exchanged for Series H bonds at a later date, further deferring federal income tax.
- Savings bonds are "as liquid as currency" and can be redeemed at any bank.

Purchase of savings bonds is available through regular semimonthly or biweekly payroll deductions. Staff members on regular payroll received information with their paychecks April 30. Those on the biweekly hospital payroll will receive information May 9, and those on the miscellaneous payroll will receive information May 10.

# Part-Time Faculty Left Out of Social Security

*(continued from page 1)*

income disability, and retirement plans. They must work 75 percent time for the University to pay for their coverage under the life and health insurance plans for state employees. Faculty members who serve 50 to 74 percent time may participate in these state plans, but the University does not pay any of the cost.)

The Faculty Affairs committee has also been looking into the question of tenure for part-time faculty members. In the old tenure code, Mrs. Clark said, tenure and fringe benefits are "pretty well locked together." She said the committee "will be making a point of separating the tenure question from the individual's fringe benefit status."

**PEOPLE DON'T REALIZE** — "The people I've talked to didn't even realize that they're not covered by Social Security," Mrs. Sebert said. "It's just expected."

The University is "relatively unique" in its policy, she said. "I have been employed part time at three other universities, two of them major public universities in other states." At all three, she said, "Social Security contributions were part of the compensation."

Mrs. Bennett said she had not been aware of the lack of fringe benefits for part-time faculty "until I talked to a

couple of women in home economics who got retrenched from 100 percent to 75 percent time. They suddenly discovered what they lost — everything!"

When full-time faculty members are hired, Mrs. Sebert said, they are told what their salaries will be and then told that fringe benefits are worth another \$2,000 or so. Part-time faculty members are never told what they are missing, she said.

"It makes your salary really quite different," she said. "You're paying all your own retirement and health insurance." Social Security is "the least costly insurance that's available," she added. "You can't duplicate it."

**WHO NEEDS IT?** — Social Security may be the least expensive insurance available, but it isn't free. And Harold Bernard, director of Insurance and Retirement, said he is convinced that many part-time academic employees would prefer to get their paychecks without deductions and take the risks of not being covered.

If coverage is extended, Bernard said, "not everybody is going to thank you for adding the benefits." He cited examples from his own experience.

Most part-time academic employees of the University fall into three categories:

- Faculty members in professional schools (almost all of them men)

who also have private practices.

- Faculty members with family commitments (almost all of them women) for whom the University is their only source of income.
- Teaching assistants.

If a poll were taken in each group, the proportion favoring and opposing Social Security coverage might be quite different.

For the part-time faculty members who are also doctors or lawyers or architects, Mrs. Clark said, there is a question about "whether they need the fringes." Most are already covered by Social Security.

If Social Security deductions for an individual are taken out by two employers, Bernard pointed out, the individual can recover the overpayments — but the University contribution can never be recovered.

It is easiest to get agreement that part-time faculty women should be covered by Social Security. But even in this group, Bernard said, not everyone would want the coverage. A married woman who also qualified for coverage as a dependent spouse "may feel the return she would get is not worth the money that comes out of her paycheck."

*(continued on page 6)*



Photos by John Hustad

"Women who work in factories or who work for Dayton's part-time are covered by Social Security. The woman who cleans for me is covered. Almost every single person is covered. Every worker has this as a right. Why does the University not recognize this?" — Judy Bennett, family social science.

"The people I've talked to didn't even realize that they're not covered by Social Security. It's just expected. . . . Nearly every working wife, even one employed part-time, would receive greater retirement benefits on the basis of her own contributions than she would as a dependent." — Suzanne Sebert, political science.

## \$21 Football-Plus Ticket on Sale May 7

Sale of the \$21 staff Football-Plus ticket for 1973-74 opens May 7, with a priority deadline of June 30 for those who had football locations last year.

The other ticket purchasing plans offered in 1972 are available again this year. The plans are:

**PLAN 1** — \$21 Football-Plus ticket, which admits to home football games with reserved seating in a preferential area. This ticket also admits to gymnastics, baseball, swimming, track, and wrestling during 1973-74.

**PLAN 2** — \$18 basketball season ticket with seating in a designated staff-student area. Sale will open in October.

**PLAN 3** — \$12 hockey season ticket with seating in a staff-student area. This sale opens concurrently with the basketball season ticket sale.

**PLAN 4** — \$6 ticket admitting to swimming, gymnastics, track, wrestling, and baseball. Seating is all general admission. This plan is not applicable if Plan 1 has been purchased.

A payroll deduction plan is being continued for the purchase of football tickets by staff members. Any staff member on regular or miscellaneous payroll may use the deduction plan, provided that he will receive payroll checks on Sept. 30, Oct. 15, Oct. 30, and Nov. 15, 1973.

All eligible staff members may purchase two athletic tickets. Those with children under 18 may purchase up to two additional tickets.

Any staff member who has not received an application may call the Athletic Ticket Office, Bierman Field Athletic Building (373-3181), and one will be mailed to him.

# In Golden Days, Gophers Helped Pay 'U' Expenses

by Bill Huntzicker  
University News Service Writer

Intercollegiate athletics at the University have contributed more than \$8.8 million since 1930 to facilities and land that are used for other educational purposes, according to a study presented last month to the Regents.

Paul Giel, director of intercollegiate athletics, said the study shows that when times were good for the "Golden Gophers," intercollegiate athletics supported some physical education and intramural activities.

Giel said that declining revenue from football and the inflationary spiral have changed the financial picture for sports.

"We don't want to come to you for help," Giel told the Regents. "We hope we don't have to come to you for help, but we're at the crossroads and you should be aware of the situation."

The 116-page study was presented and explained by Marsh Ryman, professor and former director of intercollegiate athletics.

"Without intercollegiate athletics' monetary subsidizations involving capital expansion of land, buildings and facilities, and programs and staff personnel over the last 40 to 50 years, permitting multiplicity of use, there would be few if any athletic facilities available for student and staff recreational and leisure time pursuits," Ryman said.

In 1963, he said, the Department of Intercollegiate Athletics was separated from the School of Physical Education

and Recreation, but intercollegiate athletics contributed \$685,000 to that fund since the separation.

Ryman said that physical education was offered the new Bierman Building but refused it, so the central administration asked intercollegiate athletics to move into the facility.

Stanley J. Wenberg, vice president for state and federal relations, said that the athletics department has been a "leading light" among University departments in deriving its own income.

"The University is the only school in the state not getting public money for intercollegiate athletics," Wenberg said. "The University has been discriminated against by not getting public funds. And there is no part of the institution that is more visible."

Wenberg said that the "erosion" of athletic funds into physical education and intramurals has resulted in a draining of a potential endowment that would have resulted from the investment of athletics income.

Regents' chairman Elmer L. Andersen said the report made a "strong case for the contributions made" and said the Regents will review their policies on intercollegiate athletics funding from student fees and legislative appropriations.

"A policy study must be made as a result of this report," Andersen said. "It will be considered through the Regents' committees during the next couple of years and before the next approach to the Legislature."

L.J. Lee, Regent from Bagley, pointed out that student fees have also contributed to sports facilities.

Some \$1.9 million for the consolidated athletics fund came from student fees, and not all of the students take part in intercollegiate athletics, Lee said.

Ryman said that the student contribution to the facilities was not included in the totals of the athletics department's share of the fund.

Lester A. Malkerson, Regent from Minneapolis, said that as a former letterman at the University he would like to see the "human aspects" of the athletics picture included in future considerations.

"We should consult the people who have been through this program and consider things beyond the money, bricks, and mortar of athletics programs," he said.

## Carol Flynn Heads Insurance Committee

A committee of 23 state employees has been formed to look into insurance plans and consider ideas for improvements.

Carol Flynn, assistant director of the State Organization Service in Continuing Education and Extension, heads the committee. Another University staff member on the committee is Prof. E. Scott Maynes of economics.

Mrs. Flynn said the committee will be exploring the possibility of group automobile insurance, home and boat insur-

ance, dental insurance, and "some things we haven't thought of yet."

A questionnaire will be sent to all state employees to find out "what people would be willing to pay for," she said.

In addition, the committee is interested in hearing complaints from staff members about delays in getting reimbursed or any other problems with the current insurance plans.

Staff members are invited to contact Mrs. Flynn at 3300 University Ave. SE, Minneapolis 55414 (373-3750).

# Cost Questions Considered in Extension of Fringe Benefits

*(continued from page 4)*

For some women (and men) a part-time income is the primary source of support, Mrs. Sebert said. In addition, she said, "nearly every working wife, even one employed part time, would receive greater retirement benefits on the basis of her own contributions than she would as a dependent." For a professional wife, she said, the difference might be \$100 or \$150 a month.

An individual can never be given the option of choosing or declining Social Security coverage, Mrs. Clark said. "If his group is in, he's in."

"Social Security is not voluntary and I do not believe extension should be based on a popular vote," she said. "Practically all workers are covered and for very

## People in the News

Three members of the faculty at the University of Minnesota, Duluth (UMD), have been named Outstanding Educators of America. They are Assoc. Provost **Robert L. Heller** and chemistry professors **Thomas J. Bydalek** and **James C. Nichol**.

Outstanding Educators of America from St. Paul are Dean **Albert Linck** of the College of Agriculture, Prof. **E. Fred Koller** and Prof. **Willard Cochrane** of agricultural and applied economics, and Prof. **Robert Anderson**, Prof. **Henry Griffiths**, and Prof. **Benjamin Pomeroy**, all of the College of Veterinary Medicine.

The National Gallery of South Africa has bought two collages from the "Isis and Osiris" series of Prof. **Eugene Larkin** of the design department in the College of Home Economics.

Asst. Prof. **Eva Mae Anderson** of Public Health Nursing was invited by the American Medical Association to be a panel participant on the subject of "Rural Area Health Needs" for the American Bankers Association Regional Meeting April 16-18 in St. Paul.

Maj. **William B. Desmond**, assistant professor of aerospace studies at UMD, was awarded national honors March 29 at the national conclave of Air Force ROTC Angel Flight and Arnold Air Society. He received the Maj. Francis F. McGouldrick Award given to the outstanding Angel Flight adviser in the United States during 1972-73.

good reasons. It is unusual that certain groups are excluded here."

**TEACHING ASSISTANTS** — By far the largest group of part-time academic employees are graduate students who serve as teaching assistants (TAs). And because of the cost and the supposed views of the TAs themselves, extension of coverage to this group might be expected to be the most controversial.

Most TAs are young and earning significantly less than they expect to earn in future years. "I am inclined to believe that if we had a representative poll there would be an overwhelming majority to stay out of Social Security," Bernard said. "The maximum paycheck is what they're looking for, and a couple of years aren't going to make that much difference ultimately" in their Social Security contributions.

If Social Security offered only retirement benefits, Mrs. Sebert said, young TAs might be right to want to stay out. But she said the two other major benefits of the Social Security system would be "very significant" to a TA with a family — disability and survivors insurance.

"I don't think anybody has ever truly explained the issue to TAs," Mrs. Sebert said.

Because of the cost, she added, extension of benefits "would be more palatable to the administration without the TAs in. It's a much bigger issue when you start talking TAs."

Social Security law allows public employers (but not private employers) to exclude certain classes of employees from coverage. TAs are covered at some universities and not at others.

At the University of Wisconsin, for example, part-time faculty and TAs are covered but research fellows and research assistants are not. At the University of Michigan, part-time faculty members are covered but anyone designated as a student is not.

**OTHER BENEFITS** — Social Security coverage for part-time faculty "is a question of equity and justice," Mrs. Bennett said. Extension of University benefits is another kind of ethical issue, she said, which is "much more complex."

It might be reasonable to require a certain number of years of service before an employee is covered by University benefits, she said. "This can be discussed."

Benefits should be extended at least to "long-term continuing people," she said. "You have to begin to ask, what are the

rights of an employee and what are the obligations an employer has?"

**WHAT ABOUT COST?** — In principle, Mrs. Clark said, the Faculty Affairs committee "is agreed that we should be trying to move toward the extension of benefits on the basis of the proportion of time served."

Cost estimates will also be provided, she said. "We assume the Senate will want to look at funding."

Fringe benefits come out of funds for faculty salaries, and salary money is always limited. Questions of principle and faculty self-interest might conflict.

"It is totally impractical to even think that we would have adequate dollars to extend all benefits to all people," Bernard said.

**QUESTION OF TENURE** — On the question of tenure for part-time faculty, the primary concern has been for "fully qualified academic women who have significant domestic responsibilities," Mrs. Clark said.

"The committee did not have any quarrel with the position of the Tenure Committee that the principal occupational commitment should be to the University," she said.

On the recommendation of both committees, the Senate voted April 12 to specify that special contracts could be used to give regular appointments (on the tenure track) to part-time faculty members.

The intention is to make options available to faculty members (including men) who choose to divide their time between an academic career and domestic responsibilities, Mrs. Clark said. Such a choice is expected to be "relatively rare," she said. "Rather than bend the tenure code to that possibility, we thought it more appropriate to allow for that situation in terms of special contracts."

Mrs. Clark said the sympathetic "noises from men" on this subject are "noises that have to be read very carefully to see what they have in mind." It "should not be assumed," she said, that most academic women — even those with small children — would prefer to teach part-time. In a study she conducted recently, she said, she found that "an enormous proportion of Ph.D. women with children were employed full-time."

For those who do want part-time employment for several years but who are committed to an academic career, she said, the option should be available.

# German Profs Take on Extra Courses

(continued from page 2)

advance incorporating what has been done before," he said. "Effective instruction even at an elementary level cannot be divorced from research in this field." The "interplay" of teaching and research is reflected in all of the reports.

"Physicists work in a very peculiar way," Hamermesh said, because the work "comes in bunches." When an experiment is in progress, he said, the researcher is likely to put in 12 or 15 hours a day and work "on weekends and in the middle of the night."

Assoc. Prof. Keith Ruddick, for example, is working in the field of experimental high energy physics, and his experiments must be performed on the high energy accelerator at the Argonne National Laboratory in Illinois.

**"This poor guy literally runs back and forth," Hamermesh said. When granted time on the machine, he hurries to Argonne, "works around the clock" over the weekend, and then returns to the University to do his regular teaching. At these times Ruddick works as many as 90 hours a week.**

It is because of the heavy research commitment that members of the physics and astronomy faculty usually teach just one course a quarter, Hamermesh said. A faculty member who is primarily a teacher is given a double load. (An example is Prof. Karlis Kaufmanis, whom Hamermesh described as "one of the great teachers.")

**GETTING A BARGAIN** — Hamermesh is convinced the state of Minnesota is getting a bargain in the physics department.

For one thing, the state provides only a small proportion of the department's funding. State support amounted to \$1.1 million and outside research support \$3.1 million in 1971-72 (a year when the total outside research support for the entire Institute of Technology was \$8.5 million).

**"The state doesn't give us a penny for research," Hamermesh said. "Not one red cent." And much of the cost of training graduate students is included in the federal support of research. About two thirds of the graduate students are supported through research assistantships, and research grants provide the tools for their thesis work.**

In addition, the \$3.1 million received in 1971-72 included \$646,945 in overhead payments to the University.

**GROSSLY UNDERMANNED** — "If you want to compare us with the compe-

tion," Hamermesh said, "we are grossly undermanned. You'll be appalled."

The competition means physics departments at schools like Illinois, Michigan, and Wisconsin — the three Hamermesh considers "our equals or betters" — and other Big Ten universities. Minnesota is at the bottom of the Big Ten in the size of its physics faculty in proportion to the size of the student population, he said.

**Minnesota has 44 faculty members in physics and astronomy. Michigan, with a comparable enrollment, has 66. Illinois, a smaller school, has 83. Hamermesh said Illinois has one of the great physics departments in the country. "No wonder. They pay for it."**

One consequence of being undermanned, Hamermesh said, is that Minnesota is the only Big Ten school at which the introductory physics course is taught through lectures and laboratories with no recitation sections.

It is "hard to make personal contact" when lecturing to large classes, Hamermesh said. "I'm sure the students must feel this."

Some departments solve their staffing problems by letting teaching assistants teach introductory courses, but Hamermesh said the philosophy in physics is that regular faculty members should do the teaching. Teaching assistants perform such duties as supervising laboratories, grading papers, and proctoring examinations.

"Every student at least sees a professor," Hamermesh said, "although he sees only a little piece of him."

**UNDERSTAFFED IN GERMAN** — The German department is also understaffed according to its chairman, Prof. Wolfgang Taraba.

What concerns Taraba is that the teaching load is becoming so heavy that "it cannot help but take its toll" on faculty morale and the quality of teaching.

**Every full-time faculty member in German is expected to teach six courses a year. Next year that load will be increased to seven — a decision that was reached by faculty vote. The alternative was to increase class size, and Taraba said that in the language courses "our sections are already about three times as big as they should be."**

The section size in beginning German is now 35. "When it comes to language instruction, with the constant checking of skills, 35 is just impossible," Taraba said. And even with classes this large, students are being turned away.

In general, language courses have been

taught by teaching assistants and literature courses by regular faculty. Because of a shortage of teaching assistants, the senior faculty members will be taking on some of the language courses. "This, after all, is the way all of us got started," Taraba said.

**HEAVY RESPONSIBILITIES** — All faculty members in German have heavy teaching responsibilities in addition to the six or seven courses they teach each year, Taraba said.

Prof. Frank Hirschbach, for example, is director of graduate studies — a responsibility that would normally mean a reduction in his course load. But this year, Taraba said, Hirschbach has "taught a full load because we needed to have his courses taught." Hirschbach is also director of the honors program in the College of Liberal Arts.

Asst. Prof. Ray Wakefield has set up a program in Dutch and is teaching an average of two Dutch courses each quarter — on top of his course load in German. "He's tremendously energetic and creates a lot of enthusiasm," Taraba said. Enrollment has "far exceeded expectations."

Dutch is a program "for which we have absolutely no support," Taraba said. In retrenchment and reallocation, the department was advised to teach Dutch only in alternate years. But with "a young program that has so much enthusiasm among students, we couldn't do it," Taraba said. So Wakefield is teaching Dutch as an extra.

**A teaching activity that "does not normally show up in the statistics" is directed reading, Taraba said. One professor may work with five or six students, each of them pursuing a different subject. "It's a tremendous amount of work," he said; it is often "like preparing another seminar just for this one student."**

Something else a computer print-out won't show, he said, is "the commitment our faculty members have in advising dissertations" and working with graduate students in a variety of other ways.

**LANGUAGE COURSES** — Although language courses have generally been taught by teaching assistants, this does not mean that the senior faculty has not paid any attention to them.

The department is proud of its innovative methods of teaching beginning German, Taraba said. Students next fall will have four choices if they want to learn German. They can learn through (1) an all-oral approach, (2) closed circuit televi-

(continued on back page)

# Business Faculty Work 54-Hour Week

(continued from page 7)

sion, (3) closed circuit television in combination with computer-aided instruction, or (4) totally individualized instruction.

Language coordinator Gerhard Clausing is in charge of the total language program. Prof. Cecil Wood taped the television sequence and set up the computer course, in addition to his regular teaching load in literature.

No teaching assistant is "left entirely to his own devices," Taraba said. Each full-time faculty member spends 12 hours a year in visitation and review of teaching assistants.

**WHAT HAPPENS TO QUALITY?** — Taraba said there is an inevitable effect on the quality of instruction when classes are too large and teaching loads too heavy.

Too-large sections of beginning German "can only mean a deterioration in instruction in the course that should lay the foundation for all further work in the language."

As for the faculty, he said, they "cannot endlessly take up the slack by teaching more courses." His fear is that research may become "all but impossible" and that instruction will suffer as a result.

**BUSINESS HAS DATA** — All department heads have a feel for how hard their faculty members are working. Administrators in the College of Business Administration have data. (Not for individuals — the study was confidential — but data on the average work week for faculty in the College.)

Faculty use of time was monitored in winter 1971 by Alden C. Lorents for his Ph.D. thesis. Instead of relying on faculty recall and self-reporting as most studies have done, Lorents used a random noise device that faculty members carried in their pockets. Whenever the device beeped, the faculty member checked off what he was doing.

By multiplying the results by the average time gap between buzzes, Lorents was

able to compute the time spent on categories of activities ranging from "instruction" to "personal time."

What he found was that faculty members were working an average of 54 hours a week. The study covered a 12-week period, including finals week and quarter break. Except for these two low weeks (46 hours and 34 hours), most of the weeks averaged at least 57 hours. What is interesting, Assoc. Dean Roger Upson pointed out, is that a 57-hour week is the same result found in a 1969 all-University study based on faculty recall.

As part of the Lorents study, faculty members were asked to estimate their time as well as to record their activities when the beeper sounded. "The study showed that estimates made by faculty can come very close to the data," Upson said.

**DISTRIBUTION OF TIME** — Lorents found that faculty members spent an average of 21.4 hours a week on instruction, including 5.5 hours in the classroom.

Faculty members also spent 10.6 hours on research, 4.4 hours on public relations, 5 hours on departmental services, 1.5 on student support, 8 on institutional services, and 3 on professional development.

In comparing the faculty estimates with the data, Lorents found that one category significantly underestimated by faculty was "institutional services" — such duties as service on collegiate or all-University committees.

Because the study required a great deal of cooperation from faculty members, all participants were volunteers. More than 60 percent of the faculty of the college took part. Upson acknowledged that the use of volunteers might have biased the results to some extent, but he said "when you've got a 60 percent sample you've reduced the error quite a bit."

**CREDIT HOURS UP** — Upson said faculty members in business are teaching

more hours this year than they were in 1970-71 (the year of the Lorents study) or 1971-72 (the year of the computer count of classroom contact hours).

The reason for the increased load is the shift from a three-credit to a four-credit module, he said. "Many of our faculty refused to give four credits unless they met for four contact hours," he said. The average load for a full professor in business is two courses a quarter. Now most professors are teaching two four-credit courses, and some are teaching two five-credit courses, Upson said.

Partly for this reason and partly because student demand has increased, student credit hours in business are up 25 percent this year, he said.

**SERVING THE COMMUNITY** — For the business faculty, Upson said, the most glaring omission on the computer print-out is extension teaching.

In the business college, Upson said, serving the community is "one of our important roles." This means conferences, seminars, short courses, executive programs — teaching activity that involves almost half of the business faculty but doesn't show up on the computer.

Extension salaries were counted by the computer, however — because salary information was taken from payroll files and there was no way to separate out sources of income.

**HIGH-QUALITY COMPONENT** — On the computer print-out, Upson said, "we look better" than psychology and physics (the two other units that made presentations to the Regents). But he said such comparisons would be misleading.

For one thing, he said, "the mix of doctoral and master's students is very different. Their graduate students have the goal of the Ph.D. The M.B.A. is the terminal degree for the great majority of our students."

What they have in common, he said, is that "we're all striving to be a high-quality component of a good university."

## DEPARTMENT OF UNIVERSITY RELATIONS

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# UNIVERSITY REPORT

A NEWSLETTER FOR STAFF MEMBERS ON ALL CAMPUSES OF THE UNIVERSITY OF MINNESOTA

## 'Everyone Gaining Power' at Nation's Universities

by Maureen Smith  
Editor of *University Report*

At universities throughout the country, "practically everyone" gained in power between 1964 and 1971.

This is one of the surprising conclusions of a study by Prof. Paul V.

### Correction

A motion presented at the March 8 meeting of the University Senate was incorrectly attributed to Regents' Prof. Walter Heller in an article in the April 1 *University Report*.

Prof. Peter Lock presented the motion instructing the Consultative Committee "to meet with the President to discuss the apparent crisis in leadership and the future of liberal arts at the University and to report to the Senate at its next meeting." The motion was approved.

Before Lock made his motion, Heller had raised the question of whether the Consultative Committee had discussed with President Malcolm Moos the "epidemic of resignations" among administrators.

Prof. Samuel Krislov responded that the committee had not met since the previous week's announcement of Vice President William G. Shepherd's plan to resign, although he himself had discussed it with Moos. According to the Senate minutes, Krislov said earlier resignations had been attributed to "better opportunities and the feeling of some administrators that they had served in that capacity for a sufficient term."

Grambsch of the University of Minnesota and Prof. Edward Gross of the University of Washington.

Administrators and faculty members at 68 major nonsectarian universities were questioned in 1964 about their perception of institutional goals and power structures. The study was repeated in 1971 because of a belief that universities had changed significantly in the intervening seven years.

Grambsch and Gross presented their preliminary findings April 26 at a seminar sponsored by the Center for Educational Development, the College of Business Administration, and the Higher Education Center of the College of Education. A panel of two University faculty members, a graduate student, and a vice president reacted to the report and questioned some of the conclusions.

**WHERE THE POWER IS** — In relative rankings, the study found, there has been "very little change" in the perceived power of the 16 groups listed. University presidents ranked first both years, regents second, vice presidents third.

Faculty members are in the upper half, "just below deans." Students "have moved up a bit," Gross said — from 14th to 12th — but are "still very near the bottom." At the bottom are parents, citizens, and alumni.

The strong showing of regents was "surprising to us," Gross said, and "especially to some regents." Grambsch said in an interview that "if you ask the regents, they just can't understand it at all. They say their power, if it is there, is veto power."

(continued on page 4)

## Personnel Unit Is Streamlined

Streamlining is Bill Thomas's word for what's been happening in the personnel department (formerly called the Department of Civil Service Personnel).

Responsibilities have been divided among four personnel services managers — John Loza, John Erickson, Morgan Pascoe, and Roger Forrester. All report to Thomas, assistant director for employee relations, who reports to personnel director Roy Richardson.

Loza, Erickson, and Pascoe will each be "the equivalent to a personnel manager of a company," Thomas said. Each will be responsible for about 3,000 employees. Personnel representatives will report to these three.

Forrester has responsibility for the employment section, student employment, the training division, and the office staff on University Ave. The employment section is headed by Roger Carole Rogers (see the story on page 2), who reports to Forrester.

University Hospitals will now have its own personnel manager — Elisabeth White. Personnel representatives for the hospital will report to her, and "all day-to-day problems will be dealt with exclusively by them," Thomas said. "The hospital is big enough to go its own way."

Pay scales and other conditions of employment will continue to be the same for hospital employees as for the rest of the University, Thomas said.

A full-time personnel representative for the Duluth campus will also be named.

**NOT JUST IN NAME** — Each of the personnel managers and other supervisors

(continued on back page)

# Rogercarole Rogers Moves Up Fast, Now Heads Employment Section at 'U'

by Maureen Smith  
Editor of *University Report*

Four years ago, Rogercarole Rogers was a student at the University of Minnesota, finishing her degree in business administration.

Today she is in charge of the employment section of the University's personnel department. Eight staff members report to her directly. Their responsibilities include recruiting, testing, screening, and interviewing all applicants for clerical and service positions and counseling present employees.

How does she feel about moving up so quickly? "The new and unknown is always scary," she said in a recent interview, "but I'm excited by the challenge."

Once in a while she wonders if it's too much. On a recent day when she felt she was "hanging onto a cliff with my fingertips," she called her mother and asked, "Why didn't I just get married when I graduated from high school?"

Her mother's response: "Because you're ambitious and you want a career." Miss Rogers agreed. As part of her commitment to a career, she is now finishing her master's degree in industrial relations.

**A MAN'S NAME** — Miss Rogers thinks the formation of her ambition may have started with her unusual name — Rogercarole. "I was supposed to be a boy," she said. Her sister was seven years older, and the family was supposed to be completed with a son.

A brother was born four years later, and "he and my sister have perfectly normal names — Patricia and Barry." The three children were "raised in an egalitarian way," she said. All were expected to excel, and "my brother helped with the dishes."

For whatever reason, Miss Rogers decided early that she "didn't want a typical stereotyped female position." Her childhood goal was to be a doctor. "I come from a family of teachers and social workers," she said, and she knew she didn't want to fall into one of these traditional roles.

In this determination, she had the support of her mother, a teacher. Her father was more apprehensive. "He really tried," she said, "but he was worried about how I was going to make a living."

**LUCK AND HARD WORK** — When she graduated from the University, Miss Rogers took a job as a personnel representative. It was a job that sought her, as a result of an article about her that ap-

peared in the student newspaper, the *Minnesota Daily*.

"I guess I've been lucky," she said, "but I've worked hard, too. I felt I was a good personnel rep."

As one of two personnel representatives for University Hospitals, she was able to continue her childhood interest in medicine. "I enjoyed that," she said. "I had a chance to see things an ordinary layman doesn't get to see," such as surgery and kidney dialysis. "My curiosity was fed well."

**MAKING IT EASIER** — In her new position, Miss Rogers plans to "review procedures and suggest new ones to make the process a better one for the applicants as they come in."

About 20,000 job applicants come to the University each year. Of these, the largest number are applicants for clerical positions. Applicants for professional and technical positions will still be interviewed by the personnel representatives who are assigned to the departments with the vacancies.

"It is not that we consider these jobs to be more important," Miss Rogers said, "but the qualifications for clerical and service positions are more homogeneous than for professional and technical jobs."

With the interviewing procedures centralized, she said, the personnel representatives will be freed for other responsibilities. And for the job applicants, streamlining of procedures will mean that "they will be seen more quickly and it will be easier for them."

## People in the News

Prof. Frederick Cooper of art history, Prof. Gerald Siegel of communication disorders, and Prof. John Turnbull of economics received the annual Distinguished Teacher Awards of the College of Liberal Arts April 26.

Assoc. Prof. Donald G. Truhlar of chemistry and Asst. Prof. Ernest Coleman of physics are among 79 young scientists who recently received Sloan Research Fellowships.

Prof. Emma Birkmaier was awarded the Outstanding Service and Leadership Award by the Northeast Conference on the Teaching of Foreign Languages last month.

Assoc. Prof. Thomas Slettehaug of art education has donated a drawgraph print titled "Peace in the Whole World" to the Bertrand Russell Peace Foundation.



Photos by John Hustad

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# Researcher Says Volunteer Work Should Be Part of High School

by Elizabeth Petrangelo  
University News Service Writer

Volunteer work in the community should become part of every student's high school education, according to a University researcher.

In a recently published paper, Dan Conrad expresses what he feels is a need for high school students to become less dependent on the standard school structure.

"In schools, a great deal of time, effort, and money is spent teaching people how to learn in schools," Conrad said. He feels most students have difficulty in applying what they have learned in a school situation to real-life situations.

"It is not that modern students do not have experiences," he said, "but that the experiences open to them are too restricted in variety and quality and that they do not connect well with later experiences."

**Schools originally had the task of giving the student general knowledge of the basic skills — reading, writing, and arithmetic. Emotional, social, and moral aspects of education were left to the family and the church, Conrad said.**

"Now," he said, "more by default than competence, the schools have been left to play a much more comprehensive role in the total education of the young, chiefly because the young spend most of their time there."

According to Conrad, voluntary service "permits the student to try himself out in the adult world and still be shielded from the kind of final consequences that often accompany vocational and other choices made after formal school is completed. It offers youth the opportunity to put a toe in a variety of adult waters and experience what happens."

Conrad sees high school volunteerism as a "rite of passage from youth to adulthood — a means of becoming integrated into, yet not engulfed by, the adult society."

To increase the value of high school education, Conrad, director of the University's Student-Community Involvement Project (SCIP), feels that students should be allowed credit and time off to perform volunteer work in the community. "Credit is a formal recognition that volunteer service is a socially valued activity," he said.

Conrad feels that high schools should be made the central agents in supplying volunteer workers because most of the

eligible participants are there. "Other agencies, such as the Girl Scouts and churches, while equally capable of handling volunteer programs, simply do not serve as many students or as broad a cross section," he said.

**"In our Student-Community Involvement Project, we have seen many students get successfully involved in volunteer work who would not be caught dead in a YMCA or a church youth program," he said.**

The SCIP, a pilot program of the University's Center for Youth Development and Research, currently has high school volunteer programs operating in five area high schools.

## Farm Sale Leads to Education Center

by Bill Haffling  
University Science Writer

A modern building, using an energy-conservation design, will begin going up on the St. Paul campus this summer.

To house facilities for a continuing education center, the space-age structure owes its beginning to the sale of the Earle Brown farm in Brooklyn Center — a sale that included horses, harnesses, and antiques.

Though \$2.6 million is now available from the Earle Brown Fund for the center, "the building will not be very large," according to Clint Hewitt, director of physical planning for the University.

After "site costs, fees, contingencies, and other non-construction costs" are spent, about \$1.9 million will be left for actual construction. Though proceeding with construction plans, the University has requested an additional \$3 million from the Legislature for use on the facility.

A letter to legislators from the Regents expresses the hope that the "building will use between 40 to 50 percent less energy than existing University buildings."

Planned for use by Continuing Education and Extension and Agricultural Extension, the center will house some of the "much needed conference and meeting rooms that state groups and organizations are constantly seeking when they sponsor short courses and seminars," according to the Regents.

Also, the Regents pointed out, the facility is "being planned around an edu-

According to Conrad, the opportunities for student involvement in community affairs are unlimited. "Few existing service agencies have reached the saturation point in their capacity to use serious volunteers," he said.

"A few years ago, I approached a local city manager concerning the possibility of high school students working on projects useful to the city. The next day, he presented me with a list of 45 specific suggestions and an offer to help carry them out," he said.

Conrad cites other reasons for adding volunteerism to the high school curriculum. "What is taught in most courses now is dependent on the teacher's background, available materials, past habits, current interest, and/or the teacher's perception of student wants and needs," he said. "In an experience-based course, the student's own experiences would determine the focus."

cation program, rather than for the structure itself."

According to University planners, the project will make use of several energy conservation techniques including proper location of windows, use of shading devices and heat-reducing glass, full-building insulation, advance control systems for the heating-ventilation-air conditioning systems and air-cooled lighting."

In addition, plans for a future expansion of the building call for "an experimental unit in ongoing energy conservation" — "if additional funds become available."

The experimental wing would be equipped with a variety of exterior exposures for use in heat recovery studies. Exterior surfaces would be highly insulated to maintain very low heat transmission. The design would allow studies of various lighting levels, ventilation levels, and other energy-affecting variables.

Innovations in the design of the center also include "solutions for security and building control," ideas in which Earle Brown, a former Hennepin County sheriff and founder of the Minnesota Highway Patrol, was interested.

In 1949, Brown willed his 750-acre farm to the University with the provision that any money received from the sale of the land was to go toward construction of a building on the St. Paul campus for holding agricultural short courses. Final sale of the farm took place in 1963, following Brown's death at the age of 83.

Present plans for the center indicate that it will be able to handle an average daily capacity of about 300 registrants in five meeting rooms.

# Are Faculty, Administrators 'Getting Closer'?

(continued from page 1)

**POWER TO DO WHAT?** — Vice President William G. Shepherd, one of the panelists, said the "perception of power doesn't seem to jibe with reality." The question to ask about power, he said, is "power to do what?"

In the important decisions — developing curriculum, hiring faculty — the "initiatives start at the grass roots level," Shepherd said. "I view administrators as facilitators of faculty and student initiatives."

Fundamental power rests not with the administration but with the faculty, Shepherd said. At the all-University level, he said, the faculty has abdicated its responsibility and given the appearance that the administration has complete control.

In fact, he said, the power of administrators has diminished, but the "demands of participatory democracy" have required more administrative manpower.

**EVERYONE'S GAINING** — More striking than any shifts in relative rankings were the answers to questions about who has gained or lost in power, Gross said.

It is this part of the study that showed "practically everyone" gaining in perceived power. Although still near the bottom in relative rankings, students are perceived to have gained the most, Gross said. Increased faculty power was also seen by both administrators and faculty — a fact that Gross called "surprising."

Other groups "definitely" perceived with increased power are those Gross called "the outsiders" — legislators, regents, state and federal government. Administrators "stayed pretty much the same," he said. Alumni and parents "went down a little."

Gross said it is not a contradiction to say all or most groups can gain power simultaneously. "When everyone's power goes up," he said, "more resources are available" to all.

**POWER CLUSTERS** — In looking at results for individual universities, Grambsch and Gross discovered two sets of power clusters, which they called the "external power cluster" and the "internal power cluster."

The external power cluster includes regents, citizens, parents, legislators. If the power of one of these groups is high, the study found, the power of others in the cluster is high also.

The internal power cluster includes students, faculty, deans. At universities where student power is high, faculty power is also high. "This was one of our most interesting findings," Gross said.

Grambsch and Gross also found a relationship between power clusters and institutional goals. Universities with "high external power" tend to stress such goals as practical help to citizens, extension programs, and applied research, Grambsch said. Maintenance of quality in academic programs is deemphasized, he said.

At universities with "high internal power," on the other hand, "the classical ideals of a liberal education" are stressed and a strong concern is shown for faculty rights. Cultivating the student's intellect and increasing or maintaining the university's prestige rank high as goals at these institutions. Service to the community tends to be emphasized less.

**SEEING EYE TO EYE?** — Faculty and administrators "are in the same power cluster and tend to see eye to eye on the goals of the university, both what they are and what they should be," Gross said.

"Our findings are quite strong in this regard," he said. "Faculty and administrators are close and getting closer" as far as perceptions and values are concerned.

Members of the panel questioned this conclusion. "I found this to be a little earthshaking," said Marcia Hanson, a graduate student in education. "Maybe 1973 is different from 1971," she said, "and maybe the University of Minnesota is atypical."

Far from seeing a consensus forming between faculty and administrators, she said, "I see it going in the opposite direction." She said faculty members are "replacing students as the group that's dissatisfied." The move toward collective bargaining is one indication of faculty unrest, she said.

Other members of the panel agreed. Prof. Paul Murphy of history spoke of a growing feeling of "faculty vulnerability" and a "sense generally of a loss of power." Assoc. Prof. Shirley Clark of education and sociology spoke of "an emergent militant professionalism" among faculty. She said faculty members are "digging in" because of the tight financial situation for universities.

Grambsch and Gross said all of this could be true at the same time that faculty members and administrators share perceptions and goals.

**UNIVERSITY GOALS** — In both 1964 and 1971, Grambsch said, protecting academic freedom "came out with the highest score" on a list of 47 possible goals for universities.

On the panel, Murphy said that he was "pleased to see that academic freedom still ranks first."

Grambsch said in an interview that the top ranking for protection of academic freedom does not necessarily mean that faculty members and administrators would call this the most important goal of a university. Instead, he said, it is the goal that the largest number of people agreed was "of great importance." The questionnaire did not ask for a ranking of goals but only for an indication of how important each goal was thought to be.

A number of goals on the list had to do with the teaching of students — and some respondents might have said cultivating a student's intellect was of great importance, for example, while others placed more importance on preparing students for careers. Miss Hanson said she was "encouraged" that students "seem high in the priority of goals."

On the whole, Grambsch and Gross found little change in goals between 1964 and 1971. One goal that received a dramatically higher score in 1971 was "involving faculty in university government."

**SINS OF OMISSION** — For each goal on the list, faculty members and administrators were asked to indicate two things: how important they think the goal is at their university and how important they think it should be.

Based on the disparity between the two answers, Grambsch and Gross drew up a list of "Sins of Goal Omission and Commission." Sins of omission were those goals respondents thought were given less importance and sins of commission those they thought were given more importance than would be desirable.

Sins of omission (goals underemphasized) included "develop student character," "develop faculty loyalty," and "produce a well-rounded student." Sins of commission (goals overemphasized) included "ensure favor of validating bodies," "prepare students for useful careers," and "encourage graduate work."

For most goals, no great disparity was found between perceived and desired importance.

Grambsch and Gross expect to publish their full findings later this year.

# A Tree Moves to UMD Campus



Photos by Ken Moran, UMD News Service photographer

A 45-year-old elm tree got a new home on the UMD campus in early April. Among dozens of trees slated for removal because of street widening in Duluth, the elm was saved because of the unique burl on its trunk. No easy transplant, it weighed an estimated 15 tons, requiring heavy equipment and two days to complete the operation. The burl on the trunk is evidently a reaction to insect damage many years ago. The elm now stands near the entrance to the Village Apartments and is given a good chance for survival.

# Thomas Says Job Reviews Must Be Speeded Up

(continued from page 1)

will be given broad responsibilities. "I don't believe in just the name supervisor," Thomas said.

Supervisors will be responsible for their own budgets and for the career development of their subordinates, he said. "Part of their job is to make their subordinates successful, or to demonstrate that they've done everything possible before they got rid of them."

Loza, Erickson, and Pascoe "eventually will negotiate their own contracts," Thomas added. For example, Loza will negotiate contracts with union workers on the Duluth campus.

"It is good experience for people to negotiate their contracts," Thomas said. "Besides the fact that it keeps me from getting snowed under, they like to do it and they learn from it."

**FASTER JOB REVIEWS** — With the centralization of the hiring process under Miss Rogers, Thomas said, personnel representatives will have more time for other responsibilities.

One result should be faster action on job reviews for employees seeking reclassification, he said. "We're going to have to figure out a way to get the job review questionnaires done faster."

Thomas said he recently heard of a job review that took four months. "It might not have been the rep's fault," he said. "It might be that the rep was overloaded. We've been short two reps."

Whatever the reason for past delays, he said, a four-month wait on a job review "will never happen again."

The delegation of more authority to the personnel services managers will help to speed up the process, he said. In the past, a recommendation on a reclassification had to go from the personnel representative to a senior representative to the director and then "all the way back down the line again."

Now Loza, Erickson, and Pascoe will have the authority to approve reclassifications on their own. If a personnel representative recommends reclassification for an employee in the College of Liberal Arts, for example, approval would be needed only from Loza.

**WORK ON GRIEVANCES** — Personnel representatives are also expected to be spending more time on handling grievances, Thomas said.

Hearings on the proposed new grievance procedure were held on all campuses last month, and Thomas appeared at most of them.

"We had a really good turnout at Morris," he said. A primary concern there was the problem of "supervisors who retaliate against the employee" who has filed a grievance.

"There's just no way you can cover that," Thomas acknowledged. "You can't write it in." The only recourse would be for the employee to file another grievance, he suggested.

A hearing at Mayo auditorium in Minneapolis was attended by only about 25 and turned into a debate between Thomas and Alice Kingsley, a secretary in Experimental Programs and member of local 1164 of the American Federation of State, County, and Municipal Employees (AFSCME).

Ms. Kingsley objected to the exclusion of probationary employees from the grievance procedure. Thomas said the probationary period is "an extension of the hiring procedure" and a supervisor must be given "a chance to change his mind."

Thomas was more receptive to another suggestion made by Ms. Kingsley. She said the grievance procedure should include a provision that if a grievance goes to arbitration and the decision is in favor of the employee, the University should pay the entire cost of arbitration.

"I wouldn't be adverse to that," Thomas said. He said the decision on whether to incorporate this change into the procedure would be up to the Civil Service Committee.

**LOOK WITH IRREVERENCE** — One change Thomas has made has been to drop the reports on probationary employees that used to be required by the personnel department.

"When we got it, we didn't know what to do with it," he said. "It was one of those things we did religiously and we weren't sure why. We've started to examine things like that with a certain amount of irreverence."

Another form that "needs a lot of hard looking at" is the annual rating sheet for employees, he said. "The idea of the form is all right," he said, "but I don't think it really does what it is supposed to."

Thomas and his staff do not plan to take their "hard look" at the form right away. "We've got so many other things that we won't get to that for a while," he said. Employee rating time will not come up again for almost a year.

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# UNIVERSITY REPORT

A NEWSLETTER FOR STAFF MEMBERS ON ALL CAMPUSES OF THE UNIVERSITY OF MINNESOTA



Photos by Tom Berthiaume

"I know a lot of students who just take the course. They'll read the book over ten times rather than ask the professor a question." — Chris Garwick, liberal arts sophomore.

"I didn't want so much theory — I wanted stuff I could use. Maybe I should have gone to vocational school to learn accounting." — Karen Hein, business administration senior.

"The faculty is unbelievable. I'd never have expected such a high quality faculty in a general admission university." — Wally Brindle, liberal arts sophomore.

## Most Students Satisfied With 'U'

by Valerie Cunningham

University News Service Writer

Wally Brindle is a College of Liberal Arts (CLA) sophomore who really likes the University of Minnesota.

Chris Garwick, also a CLA sophomore, says she's generally satisfied with the Uni-

versity and is happiest when she's learning something new.

Stephen Morrison, graduating this June from the Institute of Technology, says he's been very satisfied with his four years on campus.

And Karla Westberry, a CLA freshman, says she still is taking mostly required courses, but she's satisfied with the University.

Karen Hein, a senior, couldn't agree less. In fact, she's so dissatisfied with the University that she's not going to attend commencement exercises for her Business Administration class this June.

Five students with a broad range of interests and expectations. Four of them satisfied with the University and one dissatisfied.

"This place is just too big," Mrs. Hein said when interviewed in May. "At a campus this size I don't see how you can get to know the students or the faculty."

Another major complaint she has is lack of relevancy.

"I didn't want so much theory — I wanted stuff I could use," she said. "Maybe I should have gone to vocational school to learn accounting."

Part of Brindle's satisfaction stems from the fact that he spends most of his

## Legislature Appropriates \$240 Million

The 1973 Legislature appropriated \$240.3 million for the University for the 1973-75 biennium — an increase of about \$34.2 million over the last biennium. The University had requested \$255.3 million.

House-Senate conferees agreed to fund the technical colleges at Waseca and Crookston at a no-growth level. The Senate Finance Committee had recom-

mended that the technical college at Waseca be phased out over the next two years. Strong support for the Waseca campus came from University President Malcolm Moos, the Board of Regents, and other educators.

A special legislative issue of *University Report* in July will give details of the appropriations.

(continued on page 3)



Fred Lukermann

## Lukermann Favors Rotating Terms for Administrators

by Elizabeth Petrangelo

University News Service Writer

The crisis in today's university — certainly a familiar phrase to anyone in higher education. It would not be difficult to get most to agree they have heard the phrase used.

But agreement stops there. Some say there is no crisis. Others claim there is. Some who do see a crisis feel it's in governance, others within the faculty, and still others within the student body. What is the crisis?

"There certainly is no doubt in my mind that there is a crisis in higher education," said Fred Lukermann, assistant vice-president for academic administration, in a recent interview, "and I feel most people know what the crisis is. It's a crisis in governance."

Traditionally, the administration of the American university has been in the hands of the men at the top, the presidents, trustees and regents, vice-presidents and assistant vice-presidents.

But that system, according to Lukermann, is no longer a workable one. "It seems to me that the administration really is only important as a facilitator, a

final link in a chain," he said. "That is really its only reason for existing.

"The administration shouldn't be initiating policy, certainly it shouldn't be saying what the curriculum should be or what the admissions policy should be or who should be appointed for a particular job," he said. "The students and faculty should be initiating these things and the administration should be there trying to carry out these decisions in the best way possible."

Lukermann feels that the last few years, beginning with the anti-war demonstrations, have pointed American universities in new directions. "The demands from the students and the faculty said that the institutions must become responsive to the crises in American society, that the university must take a stand," he said.

"For the first time, they were knocking on administrators' doors and saying, 'What are you going to do to support us?' And the administration had to respond in some way.

"Some responded by saying 'We're not going to do anything. That's not the sort of thing a university does,' and we had confrontations. Others tried to find ways to channel those feelings, those concerns with society's crises, and express them in

realistic ways to help out the real core of the university, the students and the faculty. That's the direction we should be going."

**ROTATING TERMS** — Lukermann feels strongly that an effective administrator has to keep in close touch with faculty and student concerns. "That's why I would argue for a system of rotation," he said. "There should be a fixed term for all administrators.

"Once you've been here for three or five years, it seems to me you've done what you can do and you should go back. If you can't go back because you're out of touch with your discipline, then you've lost your reason for being an academic administrator in the first place."

Lukermann resigned this year after six years as assistant vice-president to return to the geography faculty. He accepted the administrative post in 1967 with the stipulation that he would resign in three years and return to the faculty.

After three years in office, he was asked to sign on for another three years and so took a quarter leave of absence to catch up in his field. Now, after six years in office, he feels his value as an administrator is ended.

"I've done the things I wanted to do when I decided to take the position," he said. "If I haven't been able to get my ideas across in the last six years, I'm certainly not going to be able to get them across in the next six."

According to Lukermann, many administrators object to the idea of rotation and fixed terms. "You get comments like, 'We just got you trained,'" he said. "There's no 'training' in administration. What there is is knowledge of how to operate in the system.

"If what they mean is that they've got to accommodate themselves to a new input, that's what they should be doing all the time. And if they look upon it as a job of training somebody so that he fits, that's just the opposite of what they should be doing."

"Some have the idea that, because of the income differential, you'll be going back to some lower position," he said. "That's just nonsense. I have very positive feelings about what I've been doing in the last six years, but I feel I'll be just as valuable as a faculty member if not more so."

**WHOSE ACCOUNTABILITY?** — Lukermann feels there are three facets to the crisis in university governance: lack of cooperation among all elements of the university, lack of accountability of the institution to its members, and the universities' inability to learn from experience.

(continued on back page)

# Students Don't Talk Much to Teachers

(continued from page 1)

time in small classes or in individual instruction.

A music major, he is enthusiastic about his instructors in the music department. "The faculty is unbelievable," he said. "I'd never have expected such a high quality faculty in a general admission university."

Brindle spends up to 60 hours a week on campus, working in the music lab, attending classes, and practicing on his trombone.

Ms. Garwick is a journalism major and may go into advertising or public relations or education of the deaf after she graduates.

"I want to keep as many doors open for the future as possible," she said.

She really enjoys learning and if she has a complaint about her instructors it is that some "are out to challenge you, to show you how little you know, instead of making you want to learn."

Although Morrison is graduating and Ms. Westberry is just starting her college career, the two have similar "take charge" approaches to getting an education.

Ms. Westberry, a journalism major, said she is often motivated by a desire to "see what it's like." That's why she joined the staff of the *Minnesota Daily*, is working for a local black newspaper, and is going down South this summer — "to see what it's like."

She has no hesitation about approaching her instructors if she has a question, and when she found the advisor she'd been assigned was no help she stopped seeing him and chose her own classes.

"I've never really talked to any of my instructors until this year," Morrison said. He knew he wanted an engineering degree so he went ahead and got one. Next year he'll enter Law School and then he plans to work as either a corporate or patent lawyer.

During his four years he was part of an unusual number of organizations, including the marching band, the board that oversees student publications, and several engineering societies. He said they were a good way to "find out what's going on."

These five students may not be representative of the more than 40,000 students on the Twin Cities campus. But their attitudes about campus are, according to a poll conducted recently by the Office of Student Life Studies (see the April 1 *University Report*).

Using a list of about 2 percent of the student body selected at random by a computer, a professional pollster con-

tacted 507 University students. The questions in the poll dealt primarily with students' satisfaction with the academic side of the University.

Four out of every five students contacted said they were satisfied or very satisfied with the overall quality of the instruction they're receiving at the University.

Brindle and Ms. Garwick said they've been satisfied with all their instructors, Morrison and Ms. Westberry said they've been satisfied with most, and Mrs. Hein said only a few.

The poll also asked several questions to find out how much contact students have with their instructors outside the classroom (the response percentages may add up to more or less than 100 percent because of rounding off):

**With how many faculty members (not including teaching assistants) have you discussed the class you were currently taking from them?**

None	16%
One or two	32%
A few (3-5)	28%
Several (6-10)	14%
Many (over 10)	11%

**With how many faculty members have you discussed non-classroom topics you were concerned about?**

None	35%
One or two	34%
A few	19%
Several	9%
Many	3%

**How many faculty members do you feel you know well enough that you could ask for a recommendation for a job or further education?**

None	26%
One	15%
Two	17%
Three	14%
Four	9%
Five	8%
Six or more	11%

Answers given by the students interviewed for this article are reflective of the poll results on these three questions.

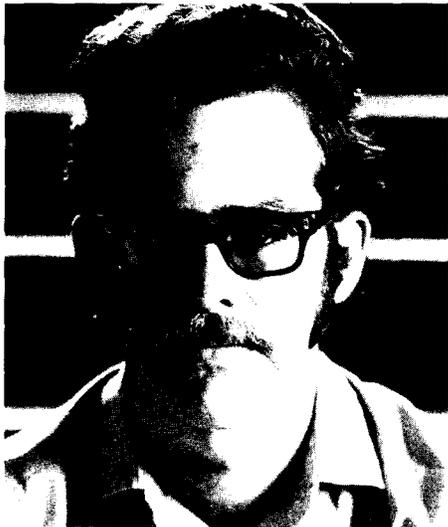
Ms. Garwick said she sometimes discusses with an instructor the information he's brought up in class but said she never has discussed a non-classroom topic with any of her instructors.

"School's like a business in a sense — you talk about school with your instructors," she said. "If you go to buy drapes you don't talk about pots and pans with the salesperson."

(continued on back page)



"I only know one teacher I could ask for a recommendation, but by the time I'm a senior I hope I'll know a lot more."  
— Karla Westberry, liberal arts freshman.



Photos by Tom Berthiaume

"I think most professors are receptive to students and it just depends if the student is willing to make the effort."  
— Stephen Morrison, engineering senior.

## University Report

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## Retiring Faculty and Staff Honored

Ceremonies May 23 honored 103 faculty and staff members who have put in a combined total of 2,821 years as employees of the University.

Included in the list of this year's retirees are three Regents' Professors, one named in April.

**Dr. Wesley W. Spink**, Regents' Professor of Medicine and Comparative Medicine, joined the University as an assistant professor of medicine in 1937. He is an internationally known authority on brucellosis and pioneered in research on penicillin.

**Ruth E. Eckert**, Regents' Professor of Higher Education, began at the University as an associate professor in 1938. She is the first woman to be named Regents' Professor since the award was established in 1965 and was just named to the position in April.

Also retiring this year is **Ernst R.G. Eckert**, Regents' Professor of Mechanical Engineering, who has been a faculty member since emigrating from Germany in 1951. Eckert is a recognized world authority on thermodynamics and was one of the first five individuals to be named Regents' Professor.

A married couple, both University staff members, are retiring this year after a combined total of more than 72 years of service. **Albert F. Richert**, a senior general mechanic for physical plant maintenance and operations, has been with the University since 1935. His wife **Mildred**, an executive secretary, began at the University in 1928.

Retiring faculty members include:

Prof. **Emma Birkmaier**, director of graduate studies in modern foreign languages for secondary education. She was recently the recipient of the Outstanding Service and Leadership Award of the Northeast Conference on the Teaching of Foreign Languages, the highest honor given in foreign language research and education.

Prof. **Mabel K. Powers**, director of the College of Liberal Arts Student Personnel Office. She has served as a member of several University Senate committees and was the second chairman of the Council for University Women's Progress.

**Marshall Ryman**, professor in intercollegiate athletics, who served as director of intercollegiate athletics from 1963 until 1971.

Prof. **Frank M Whiting**, director of the University Theatre for the past 28 years. Whiting has served as theatre director longer than any other individual and has been the "Captain" of the University's Showboat since it was purchased in 1950.



Photo by David Coats

*Mrs. Irene Thayer and one of the preschool children she is caring for in her home.*

## 'U' Program Aims to Improve Quality of Family Day Care

by Elizabeth Petrangelo

University News Service Writer

The number of working mothers is now 12 times what it was in 1940. In Ramsey County alone, there are more than 11,000 women in the labor force with children under the age of six. The figure is almost double for those women with children between the ages of six and seventeen. Where are their children?

According to Esther Wattenberg, program coordinator for the Office of Career Development's Family Day Care Center Training Project, national statistics show that the majority of working parents' children under six years of age are placed in other people's homes — family day care situations.

Although there are 920 licensed family day care homes in Ramsey County, Mrs. Wattenberg said, the greatest number of family day care situations are private transactions. Children are placed in homes of relatives, friends, or individuals whose names are found on supermarket bulletin boards. "Many women choose their hairdressers more carefully than their day care situations," she said.

It was to improve the quality of family day care in Ramsey County that the Uni-

versity's Family Day Care Training Project was begun. "Despite the widespread use of family day care," Mrs. Wattenberg said, "the quality of this care is shockingly uneven. It ranges from an environment of creative warmth to reported situations of neglect and abuse that frequently borders on the criminal.

"Although family day care is the principal method of day care for working mothers in low income and minority neighborhoods, it has the least quality control," she said. "The estimated number of such homes that are licensed falls between 1 and 10 percent. When I started getting the data, I became rather spooked. There are thousands of children tucked away in totally unsupervised situations."

The program began in Ramsey County this January as a two-year demonstration project. According to Kathleen McNellis, project director, the hope is that other counties or the state may be able to continue the project once its value has been demonstrated.

The purpose of the project is to give family day care mothers the training and supplies they need to provide a learning environment for the children in their care.

*(continued on page 6)*

# UMD Medical Students Observe Doctors at Work

by Roland Lovstad

UMD News Service Writer

Firsthand observation in hospitals and area physicians' clinics is making classroom learning more meaningful for first-year medical students at the University of Minnesota-Duluth (UMD).

The 24 students, members of the first class at the UMD School of Medicine, are making full use of the "excellent clinical resources" available in the city and the surrounding area, according to Dean Robert E. Carter.

"The experience reinforces the curricular material in basic science courses and provides a unique opportunity to work under the guidance of experienced family physicians," Dr. Carter said.

Since mid-winter, each student has been assigned to an area family practitioner. They spend at least two hours a week with the doctors making hospital rounds, seeing patients in the clinic, and making house calls.

The doctors are kept aware of the science material being studied and try to schedule experiences that will relate to the course work.

The goal of the UMD program is to direct students into family practice, especially in rural areas, and Carter said the close work with practicing physicians "shows the students it is a highly satisfying and key area of medical practice as

well as one that can be done with the highest medical scientific standards."

This year, the students are working with doctors in Duluth and Cloquet. Next year they will be assigned to physicians on the Iron Range, in Wisconsin, and in areas south of Duluth, spending from half a day to a whole day with the doctors.

The medical program is also drawing from specialists in Duluth and surrounding towns. The doctors are delivering lectures on campus as well as providing demonstrations in the three Duluth hospitals. More than two dozen area physicians are participating.

Dean Carter praised the area doctors for being "extremely cooperative in giving their time and knowledge" to further UMD's medical education program.

The UMD School of Medicine opened last fall. A two-year program to provide the basic science education, its students may transfer automatically to the Medical School on the Twin Cities campus for their final two years of study.

Members of the first class range in age from 21 to 31. More than half are from Minnesota towns with populations of less than 12,000, and most have childhood experience in small towns. They were selected for the program according to an admissions process that included consideration of their interests and potential for family practice.

The first class was selected from among more than 400 applicants. Accord-

ing to Dr. Carter, there have been more than 800 applications for the 24 openings in the second class, which will begin study next fall.



*First-year medical students at UMD find their classroom study more meaningful because of experiences with family practitioners. Reviewing anatomy material are Assoc. Prof. Arlen Severson and medical student Maureen Kane of Hastings.*



*UMD medical students receive a broad background in family practice through their experience with area practitioners. Dr. William Spang of Duluth and Sister Mary Sue House, a medical student from Little Falls, review an X ray at the Spang clinic. The students spend at least two hours a week with their preceptors.*



*Photos by Ken Moran, UMD News Service photographer*  
*Dr. James R. Blackman (left) and David Detert, medical student from Ceylon, Minn., complete an examination at the West Duluth Clinic. The UMD medical students work with family practitioners in the clinics as well as going on rounds in the hospitals and observing during surgery.*

## Day Care Mothers Can Earn Certificates

(continued from page 4)

Since January, the project has sponsored radio and television courses in child-rearing, seminars, workshops, and independent study projects for participating mothers. Each mother is visited regularly by a day care consultant who gives her instruction in safety, nutrition, health, and child growth.

The mothers also have access to neighborhood resource centers where they can check out toys and educational supplies and materials to use with their children. "A family day care mother may not be able to afford a set of kitchen furniture for dramatic play," said Mrs. Wattenberg. "With the resource center, she can borrow a set and create a learning center in which the children can act out their concepts of family roles and relationships."

An important part of the project is the certification of family day care consultants, a new paraprofessional career. Mothers are chosen to be trainees by a committee of participating mothers, day care users, and professionals.



Photo by David Coats

According to Mrs. Wattenberg, each certified family day care consultant will work with 50 day care mothers and give them practical help on ideas for planning a child's day, ways to vary routine, and hints on creative play. The consultant will also be able to intervene in crisis situations.

Irene Thayer, 275 Western Ave., St. Paul, has been a licensed family day care mother for five years. This year she became involved in the University's project.

The mother of three preschool children, Mrs. Thayer also cares for two preschool day care children. "I'm very pleased with the way the project has been going," she said, "because the mothers have been allowed to have input right from the start. It's a real cooperative effort."

Mrs. Thayer is now working on the second course needed to complete her family day care certificate. "The certificate program is really valuable," she said. "It is one way of identifying the better day care homes, and it's a way of helping mothers with the everyday problems they face in caring for children.

"The help we get from the project makes us better able to provide a stimulating environment for the kids. Most importantly, though, it is one way of upgrading the status of the day care mother, both in her own eyes and in the mind of the public."

One of the advantages of family day care over group day care centers is its ability to handle infants and children with special needs. "Most day care centers won't accept these children," said Kathleen McNellis. "They don't have the staff or the facilities to care for them. Family day care mothers are better able to deal with children with special problems and handicapped children."

Although only in its first year, the program is in financial trouble because of federal cutbacks. Seventy-five percent of the funding was allotted under Title IVA of the Social Security Act. The rest came from the University, the Ramsey County Welfare Board, the State Department of Public Welfare, and a private foundation.

"It's very difficult for us to know right now whether the whole project will have to be dismantled or if we will be so reduced that it would gut the program," said Mrs. Wattenberg. "The cutbacks may seriously limit the number of children we can reach."

So far the program has received considerable national attention and is being eyed by other states as a model for improving the family day care situation.

## People in the News

**Thomas and Mary Boman** of the University of Minnesota-Duluth have been named Danforth Associates. He is an associate professor of secondary education. The Danforth program is intended to improve student-faculty relations and encourage the humanizing of the educational process.

Danforth Associates named on the Twin Cities campus are **Archibald and Edith Leyasmeyer**. He is an associate professor of English and she is an assistant professor of public health nursing.

Prof. **John S. Hoyt, Jr.**, computer program systems director for the Agricultural Extension Service, has received the Superior Service award from the U.S. Department of Agriculture. The award is the highest honor the USDA can give to one of its employees.

Prof. **Geneva Southall** of Afro-American studies has been selected to appear in the 1973 edition of "Outstanding Educators of America."

Dean **Lawrence Weaver** of the College of Pharmacy is the new president of the American Association of Colleges of Pharmacy. He took office at the AACP's recent meeting in Scottsdale, Ariz.

## Moos Announces Grant

A \$750,000 grant from the Kresge Foundation of Detroit, Mich., toward the construction of the cardiovascular research and training center at the University has been announced by President Malcolm Moos.

The five-story \$9.5 million center is being built adjacent to Variety Club Heart Hospital in the Health Sciences Center. Completion is scheduled for May or June, 1974.

Some \$7.5 million has already been received for the center, including a \$2.6 million initial contribution from Dr. Paul Dwan, a pioneer in pediatric cardiology, and a \$1.7 million appropriation from the Legislature for a health sciences receiving area.

The remainder is being raised by the Variety Club of the Northwest, Tent No. 12.

The Kresge grant is dependent upon the rest of the money being raised.



Photos by Roger Woo

## Senior Citizens Enjoy Learning, Sharing History

by Maureen Smith  
 Editor of *University Report*

The class was in American history, and all of the students had some history of their own to share.

One of several courses offered this spring in the University's Lifelong Learning Program for retired persons, "The History of the American People" was a study of the melting pot that hasn't melted.

The senior citizens in the course were encouraged by their teacher, Betty Ann Burch, to tell their own experiences. In adult education, Ms. Burch said, "the people bring a lot to the course."

In the first two sessions, the topic was "where the people of America came from, when, and why." One woman told the class that she was born in Latvia. Others told family stories of how their parents or grandparents had immigrated to this country.

Theories of assimilation were considered for the rest of the course. Ms. Burch, who is working on her Ph.D. in American studies, drew material from several disciplines — history, literature, sociology, psychology. "That's what made it so fascinating," one of the students said.

On the last day of class, Ms. Burch talked about the kind of pluralism in which "black is beautiful, Italian is beautiful, Polish is beautiful, and each person can say 'I belong to a good group.'"

The discussion turned to discrimination, and Ruth Ostercamp told of her

school days when she was discriminated against because she was a "country kid."

"That's why I just hate discrimination," she said. "Young people have some good ideas these days," she added.

"Even some of these hippies do," said Modeena Brodin, who is 75.

Although the class was scheduled for only an hour, all of the students stayed longer to talk some more. The MacPhail Center, where all classes in the program are held, is "good for that," said Celeste Raspanti, one of the organizers of the Lifelong Learning Program. "On campus we couldn't do it," she said, because another class would be scheduled for the following hour.

Another advantage of MacPhail is that it is in downtown Minneapolis where it is easily reached by bus. All classes are held between 10 a.m. and 2:30 p.m. so that senior citizens can take advantage of free bus transportation. The fee for each class is just \$5. The program will be continued in the fall.

After their class in American history ended, the senior citizen-students talked about why they like to take classes and what else they hope to study.

"We want stimulation so we don't go stagnant," said Karen Muller. "We get different ideas than we'd pick up on our own," said Ada Rowell. "It's the interaction of a class that I like," said Louise Walner. "I'm a great reader, but this is different."

They talked about other classes they have taken — everything from creative writing to automobile maintenance for

women — and about classes they'd like to take next year. Suggestions included art, music, theatre, women's history, Minnesota history, consumerism, and logic and decision-making.

"I'd like to study anything," said Mrs. Brodin. And she had just one question about the classes that will be offered in the fall: "When do you start?"



# Students Favor Limited Job Security for Faculty

*(continued from page 3)*

Morrison, who hadn't really talked with his instructors until this year, said he finds it hard to get to know an instructor if he has him for only one quarter.

"I think most professors are receptive to students and it just depends if the student is willing to make the effort," he added.

Ms. Garwick said she knows many students who aren't willing to make the effort.

"I know a lot of students who just take the course," she said. "They'll read the book over ten times rather than ask the professor a question."

Mrs. Hein said she almost never had approached her instructors outside of class.

"For one thing, you can never find them," she said. "For another, I had no inclination — I wasn't having trouble with my classes so I didn't go talk to the instructors."

Brindle said he's approached instructors both with questions about class work and with non-classroom topics, such as his career plans.

He said he knows four instructors well enough to ask for a recommendation and recently asked his trombone teacher to recommend him for a summer music school.

Ms. Westberry said so far she knows only one instructor well enough to ask for a recommendation but "by the time I'm a senior I hope I'll know a lot more."

Morrison said he knew four instructors from his department whom he could ask for a recommendation, Mrs. Hein said she would ask only her freshman English teacher, and Ms. Garwick cited seven or eight faculty members. (However, her contacts are unique — she's working as a teaching assistant in a speech class this quarter and knows the professor she's working for and his colleagues fairly well.)

The poll and the five students interviewed paint a picture of a rather autonomous student body — students who have not much contact with the faculty but are still generally satisfied with the academic side of the University.

University faculty members might find the poll encouraging — until they came to one of the last poll questions, which asked students what type of job security they think the faculty should have.

The majority of students in the poll recommended much more limited job security than faculty members now possess — from reducing their tenure to one- or two-year binding contracts (53 percent) to no job security at all with constant renewal (6 percent).

When asked the same question, Ms. Garwick opted for no job security, Mrs. Hein and Ms. Westberry chose limited job security, and Morrison chose giving the faculty contracts of several years' duration.

Brindle chose the response picked by only 9 percent of the students in the poll: permanent job security.

"It's a personal bias," he said. "I could see the possibility of teaching in a college someday."

## Lukermann Favors Rotating Terms

*(continued from page 2)*

"The faculty, staff, students, administration, all of these groups should be contributing to the university," he said. "We've got to make a cooperative exchange possible. So far, universities have tended to isolate and segregate these groups one from the other.

"Now, instead of cooperation, we've got competing organizations, all working for their own constituencies, and the only time they get together is over the final bargaining table.

"Also, administration must become accountable to the students, the faculty, and the whole university community. So far the emphasis has been on student and faculty accountability, and that's backwards. The institution should be accountable to its members."

According to Lukermann, the issue of

accountability surfaces every now and then but in the wrong areas. "We hear questions like 'How many hours do faculty members spend in the classroom?' and 'What are the students up to?' but who questions the administration?"

"And so far, university administrations have been unable to learn from their own experience. Things continue to be run in an ad hoc fashion," he said. "We learn something and then we toss it out. We cannot conceptualize it. We must build what we learn into our structure."

Lukermann feels universities will only be able to meet the crisis by accepting full accountability and redefining the purpose of administration.

"University administration has only one thing it should be defending," he said, "and that is its integrity to listen and search out a way to carry out the missions set by the students and faculty."

### DEPARTMENT OF UNIVERSITY RELATIONS

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# UNIVERSITY REPORT

A NEWSLETTER FOR STAFF MEMBERS ON ALL CAMPUSES OF THE UNIVERSITY OF MINNESOTA

## Legislature Appropriates \$240 Million

The 1973 Legislature appropriated \$240.3 million for the University's operating expenses during the 1973-75 biennium. This represented a \$34.2 million or 16.5 percent increase over the 1971-73 biennial appropriation.

In preparing its request, the University had sharply trimmed the amounts initially calculated as its needs for the next biennium. As a result, the final request totaled \$255.3 million and 94.1 percent of it was granted. In the previous biennium, the University had requested \$268.8 million and 76 percent of it was granted.

Taken year by year, which is the basis on which budgets are constructed, the state appropriation yields \$117.4 million for 1973-74, an 11.1 percent increase over 1972-73. For 1974-75, however, the appropriation of \$122.9 million represents an increase of only 4.7 percent over the 1973-74 level. (This is the typical pattern. The larger increase is always in the first year of the biennium.)

Legislative funding for the University is expressed in several ways. The largest single category of appropriations is to maintenance and operations, a fund allocated for use as determined by the Board of Regents. This amounts to roughly three fourths of the total appropriation

for operating funds. The remainder is designated in specific amounts for each of a number of special purposes, such as University Hospitals, the technical colleges at Crookston and Waseca, and a list of "state specials." (See other stories in this issue.)

Money for buildings, remodeling, and other capital expenditures is appropriated separately, and is not included in the above totals. (See the story on page 8).

While the Legislature provides maintenance and operations funds in a lump sum appropriation to the Regents, the committee deliberations and calculations that go into the determination of the total are taken into account by the Regents in budgeting the funds.

In general, the action of the 1973 Legislature amounted to a position of expanding the health sciences and cutting back programs in which enrollment has declined.

With the exception of the funds for expansion of the health sciences (see the story on page 11), most of the \$34.2 million increase in the 1973-75 appropriation is absorbed by increases in salaries, benefits, and price levels, and operating costs for new buildings.

The Legislature reduced the funding for academic staff (other than the health

sciences) by \$379,000 for 1973-74 and \$1,136,000 for 1974-75.

Funding for civil service positions was held at the current level, except for some additions to the health sciences and the coordinate campuses and custodians for new buildings.

Provision for price increases in supplies, expense, and equipment was calculated on the basis of a 3.5 percent annual inflation factor. The dollar amounts are \$630,000 for 1973-74 and \$1,282,000 for 1974-75, offset by a reduction of \$250,000 per year related to enrollment declines.

For tuition support and scholarships, the Legislature designated \$450,000 additional the first year and \$700,000 additional the second year. It assumed additional revenue of \$6.6 million for the biennium from tuition increases.

The maintenance and operations appropriation for the biennium also provided \$287,000 for a statewide system of instructional computing, and \$527,100 for additional computer equipment.

State appropriations account for about one third of the income to the University in a given year. Other major sources include tuition and fees, the federal government, private donors, and users of University services.

### Summary of Appropriations

	1972-73	1973-74	1974-75
I. General Operations and Maintenance Fund	\$ 82,902,215	\$ 90,687,234	\$ 95,165,244
II. Crookston Technical College	956,000	1,104,205	1,216,343
III. Waseca Technical College	700,000	831,054	916,478
IV. Special State Appropriations	15,152,108	18,310,651	19,002,474
V. University Hospitals	5,980,800	6,472,895	6,599,643
	<u>\$105,691,123</u>	<u>\$117,406,039</u>	<u>\$122,900,182</u>

NOTE: All totals include estimated civil service salary increases, which will be supplementally funded.

# A Letter from the President



The conclusion to be drawn from the long story of the 1973 legislative action on the University's appropriation request is one of guarded optimism.

The final appropriation of \$240.3 million for operating expenses was \$15 million less than what we had calculated to be our "bare essentials" requirements, but that figure represents a \$34.2 million increase over the last biennium. Overall, the impact of the appropriations puts the University in a "risk-budgeting" situation this biennium. We have budgeted for the maximum amounts we can expect from non-legislative income sources such as federal funds, investment income, and the like. This leaves us with virtually no contingency funds, should that income not materialize.

In an era of hard times for higher education across the nation, however, I believe that when the total score is tallied, we will see that Minnesota fared well by comparison with our sister institutions.

The process of communication between the University and the Legislature, both before and during the session, was improved markedly. There was, of course, some fierce debate.

But the hearings this year proceeded in a constructive fashion marked by attention to the matters at hand rather than flamboyant charges concerning peripheral issues.

There are two factors which contributed a great deal to this increased harmony, in my opinion. First, many of the hard decisions on cost-cutting were made prior to submission of the request to the Legislature. Second, we made significant progress toward gathering and using better factual information.

While some aspects of the appropriations were disappointing, we must recognize the fiscal constraints under which the legislators were working and that they provided as much support as their analyses justified. We still have differences over some of the analyses but I am confident that these will be resolved.

The Waseca issue was perhaps the most explosive and unexpected development of the 1973 session. But the massive, statewide expression of support for the programs of the Technical Colleges — at both Waseca and Crookston — should fortify their status as providers of much-demanded skills in selected fields of training.

While we will not be able to move ahead with some of the new programs we feel are desirable, we will be able to take major steps toward a number of key objectives:

- A more rational basis for tuition charges, so that students in low-cost programs will not be subsidizing students in high-cost programs as heavily as in the past.
- Progress in the cooperative development of a statewide educational computer system.
- Equalization of faculty salaries at the coordinate campuses.
- Restructuring of tuition charges for students in evening, extension and summer classes to bring them more nearly into line with day school charges.
- Reciprocal agreements with Wisconsin, to break down interstate tuition barriers.
- Improved program of staff retirement, benefits and other working conditions.
- Improved coordination with other education systems in the state, as well as with state agencies. The 1973 Legislature demonstrated a healthy concern about program duplication and took a number of steps to assure efficient division of labor in education, research and services.
- Increase in the state's share of funding in the health sciences and University Hospitals, both for programs and buildings. The federal share is threatened, but we are able to demonstrate the state's determination to meet its obligation in the federal-state partnership.

These are major marks of progress. At the same time, I recognize the deep concern among faculty and staff as you encounter fiscal roadblocks to the achievement of far-reaching educational goals. Your concern is an indication of your deep commitment to the mission of higher education.

Knowing now the limitations as well as the opportunities during the next two years, let us continue to press forward and make the most of the resources entrusted to us.

*Halcolm Hoos*

PRESIDENT

# Faculty Salaries Stir Controversy

by Maureen Smith

Editor of *University Report*

Start with an appropriation for faculty salary increases totaling 5.1 percent for 1973-74 and 5 percent for 1974-75.

Take \$300,000 off the top for salary "equalization" at Duluth and Morris and another \$300,000 for "equity" among units on the Twin Cities campus.

Increase the fixed rates for teaching assistants and the minimum rates for instructors and assistant professors.

Try to come up with enough money to hold onto the professors who are being wooed away by other institutions (the "retention cases").

Try to give adequate increases to those faculty members who have received promotions in rank.

Try to do something for faculty members whose salaries are far below average — especially women faculty members whose salaries are below those for men in comparable positions.

Distribute the rest among the faculty members who are left.

The result? "There are quite a few disenchanted faculty members," said Neil McCracken, budget assistant in the office of the vice president for academic administration. "It's the perennial problem. We try to do a little of each each time, and we never really catch up."

"I know I'm dissatisfied," said Prof. Hyman Berman of history. "My own increase was 1 percent."

A 5 percent increase is "fair" in a time of tight resources for the state, McCracken said, "but it really doesn't get at the University's problems."

What the University had requested was 7.85 percent the first year and 5.5 percent the second, plus a provision for cost-of-living increases for all faculty. "That cost-of-living increase is very important," said Roy Richardson, director of personnel, "and most faculty members don't understand that this was in our request." In any case, it wasn't funded.

**CAMPUS EQUALIZATION** — Equalization is the big word in the faculty salary story — and faculty members at Duluth and Morris are a lot happier about it than faculty members on the Twin Cities campus.

The University of Minnesota, Duluth (UMD), received an equalization allotment of \$165,000 and the University of Minnesota, Morris (UMM), received



"Equalization funds are coming out of our hides. This will only help our efforts toward collective bargaining." — Hyman Berman, head of University of Minnesota Federation of Teachers.

\$135,000. The equalization principle was adopted by the Regents in April and then endorsed by the Legislature, according to Vice President Stanley J. Wenberg. Legislative approval was expressed not in a rider but in committee notes, Wenberg said.

The result of equalization is that the average increase at UMD was 10 percent and at UMM was 15 percent. On the Twin Cities campus, the average was just over 4 percent.

But percentages can be misleading, said Gordon Bopp, academic dean at UMM. "The rich get richer on a percentage basis," he said. A 5 percent increase for a faculty member earning \$40,000 a year would be four times as much as a 5 percent increase for a faculty member earning \$10,000.

Full professors at UMM have been receiving between 30 and 35 percent less than the all-University average, Bopp said, and associate professors have been receiving between 22 and 28 percent less. Equalization was "long overdue," he said.



"If the University values teaching as at least equal to the value of research, there is no reason our faculty should not receive the same compensation." — Gordon Bopp, academic dean at Morris.

David A. Vose, vice provost for academic administration at UMD, estimated that with the equalization funds "we're probably going to be within \$1,000 at the full professor rank and within \$400 or \$500 at the associate professor rank. We have been comparable at the instructor  
*(continued on page 10)*

## University Report

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# Civil Service Salaries Increase

Salary increases for civil service staff members went into effect July 1.

Employees were moved from their existing step in their old pay range to the comparable step in the new pay range. For most professional and administrative employees, this meant a one-step (4 percent) increase. All employees whose salaries were above the top of their new range received a half-step (2 percent) increase.

For most clerical and service employees, the increase was more than 4 percent. Increases varied "from a little bit over 4 percent to up to 10 percent or more," according to Rodney Johnson, compensation manager. Most maintenance and trade classes moved up about 7 percent, Johnson said.

"As a general rule, those in the lowest salaries got the biggest percentage increases," he said. "As far as actual dollars are concerned, many times it comes out about the same."

In establishing new pay ranges, the criterion was "what is the going rate for the job in the competitive market," said Roy Richardson, director of personnel.

Under the old pay plan, some jobs were "not easy to fill even during the period of the worst unemployment," Johnson said. He cited the senior clerk typist classification as an example. The starting salary for a senior clerk typist has now been raised from \$442 to \$480 a month.

Many long-term employees whose salaries are above the maximum for their range "are going to be unhappy," Richardson said. "They will see people who are less experienced and who in many cases are not performing as well getting a bigger increase, and that's not fair."

But the problem in most cases is not that the maximum salary for a job has been set too low, Richardson said. It is that there are people who "probably shouldn't be in that job in the first place.

"The qualifications of the person could be far beyond those for the job. We don't pay people for their qualifications."

What to do about overqualified staff members is "a difficult problem and one we are going to investigate starting very soon. We have latent talent all over the place, and we aren't utilizing that talent.

"The ideal situation and a personal goal of mine," Richardson said, "is to so match people and jobs that the demands

of the job match the qualifications of the person." In fact, he said, the ideal is to have the employee "stretching to meet the demands of the job."

**OTHER INCREASES** — In addition to funds for the July 1 increases, the Legislature authorized further increases during the biennium. Proposals will be presented to the Civil Service Committee and the Board of Regents before these increases are put into effect.

Another 4 percent increase for some clerical, technical, and service employees may come as early as Jan. 1, 1974.

Most administrative and professional employees will receive a 4 percent increase sometime after June 1, 1974.

Achievement awards (merit increases)

for some administrative, professional, technical, and clerical employees will also be granted in 1974.

No specific date has been attached to the achievement awards, Johnson said, because department heads may be given some discretion on the timing of the increases. For example, he said, an increase might be granted on an anniversary or on completion of a project.

Departments will be given more flexibility than in the past on the distribution of achievement awards, Richardson said. Each department will be given a sum of money for the increases without any restriction on the number of employees to be given increases from this sum.

Cost-of-living increases may go into effect on July 1, 1974, and again on Jan. 1, 1975, depending on the rate of increase in the consumer price index for Minneapolis-St. Paul.

## Funding for Specials Up 20 Percent

Funding for state specials — programs for which the Legislature allocates restricted funds — will increase by almost 20 percent in the first half of the current biennium but will remain almost constant the second year.

The increases are due in large part to the inclusion of a number of new specials as well as routine increases in existing specials.

The Legislature appropriated totals of \$18,136,651 for 1973-74 and \$18,752,474 for 1974-75, up from the \$15,152,108 expended on state specials in the fiscal year that ended June 30.

Other than increases in health sciences specials (covered in a separate article on page 11), the major increases in specials came in two areas: coordinate campus specials and increased support for Continuing Education and Extension (CEE) and Summer Session.

The increases in coordinate campus specials were all for programs at Duluth, including expanded medical, dental, and social work programs, and a new program to study the Lake Superior Basin.

Probably the most significant increase in state special funding came in the areas of Continuing Education and Extension and Summer Session. The University had requested large increases in both areas for tuition support for their programs, which have previously been almost completely self-supporting. Tuition support would

encourage students to use these programs because it would lower their educational costs, University officials argued.

Continuing Education and Extension received only \$70,000 in state appropriations for the fiscal year that ended June 30, 1973 — all of it for Rochester extension programs. Summer Session had been appropriated \$294,600 the same year. The University requested increases in CEE and Summer Session totaling almost \$1 million.

The Governor's recommendation did not include any funding for CEE and only a slight increase for Summer Session. The House recommended a similar plan, but the Senate version of the appropriation bill called for \$800,000 as a combined allocation for both CEE and Summer Session. The final appropriation was for a combined \$700,000 for each year of the biennium — almost double the \$364,000 total allocated last time when each was funded separately.

Most state specials were funded at levels somewhat above their previous appropriation. Some, such as the Center for Urban and Regional Affairs (CURA), were actually appropriated more funds than the official University request had called for, but generally the funding fell somewhere between current spending levels and what the University had requested.

# Legislators to Review Waseca and Crookston

Provosts of the University's two technical colleges say they are eager to let legislators see for themselves what the schools are all about.

In appropriating funds for the technical colleges at Crookston and Waseca, the Legislature added this rider:

"The technical colleges at Crookston and Waseca shall continue their programs without new construction until such time as the Legislature has reviewed their programs and determined the need for additional facilities."

"We're delighted to hear that they're going to come to visit us," said Provost Stanley Sahlstrom of the University of Minnesota Technical College, Crookston (UMC). "We want them to see the kind of teaching that goes on here, the relationship between our faculty and students, the concern for every student, and the opportunities for our graduates."

"We're looking forward to the time when these legislators visit our campus," said Provost Edward C. Frederick of the University of Minnesota Technical College, Waseca (UMW). "We feel that the Legislature has reaffirmed its faith in us, and we're continuing to develop and operate an excellent technical college for agriculture to help meet the needs for mid-management trained personnel."

**NOT ON PROBATION** — For a while during the 1973 legislative session, the

fate of the technical college at Waseca was in doubt. The Finance Committee of the Senate, on the recommendation of its higher education subcommittee, voted that the campus be phased out over the next two years.

The House recommended continuation of the school, as did Gov. Wendell Anderson. In conference committee, an agreement was reached to fund the Waseca technical college at the level recommended by the Governor.

The legislation that was passed "doesn't say anything about eliminating the program," Frederick pointed out. "We're not on probation for two years."

"I can't believe that they're going to eliminate a successful program," Frederick added. Student interest is "running ahead of expectations," he said.

"We graduated our first class June 15, and all who wanted to be placed were placed, and there are still 40 or 50 positions open," Frederick said. "Our board is just filled with openings, and they're right in tune with the kind of people we're putting out."

For another thing, Frederick said, "We're located in the right place — right in the heart of an agricultural area, and on the same property as an agricultural experiment station."

Sahlstrom also cited the importance of an agricultural experiment station and said he was looking forward to showing

legislators "how the technical college works together with the experiment station in providing the best possible laboratory."

**IMPRESSIVE SUPPORT** — While legislators were debating the future of the technical college at Waseca, support was coming in from the agricultural community, from industry, and from educators.

"It had to be one of the most impressive displays of unified support that I've seen," said Vice President Stanley J. Wenberg. "It was remarkable."

Frederick said the support from the agribusiness industry and from farmers showed that "the kind of education being provided at UMW is meeting a very real need and they want to see the programs expanded, not phased out."

Although no proposal was made to phase out the Crookston campus, Sahlstrom said that "we got a lot of calls from all around. I'm grateful to all of the people from throughout the state who supported us."

When the fate of the Waseca campus was in doubt, University President Malcolm Moos issued a statement expressing strong support, and support also came from the Regents at their May meeting. Rural Minnesota has needed such schools "for years and years," said Regent L.J. Lee. Regent Elmer L. Andersen added

*(continued on page 9)*



Experiment station crop lands are used to give UMW students "hands-on" experience in many areas of agricultural production.



A Crookston meat cutter gives a classroom demonstration for students at UMC.

## Regents Agree to Tuition Increase

Students returning to the University in the fall are likely to pay more tuition than they paid in 1972-73, an average of 11.5 percent more. Actual increases should range from 8 to 69 percent.

"Tuition increases were proposed by the University in its legislative request at the level which would produce a recovery of approximately 26.5 percent of instructional costs," according to a statement adopted by the Regents in June.

Final enactment of the increases, however, depends on the price guidelines for educational institutions which the Cost of Living Council will establish before fall quarter.

The Regents agreed to raise tuition most in the professional areas because students in those fields have been paying a smaller proportion of the cost of their education than students in other programs.

The largest percentage increase should be 69 percent for students in veterinary medicine. The proposed tuition hike from \$258 to \$435 per quarter (for Minnesota residents) will mean that veterinary medicine students will pay 15 percent of the instructional costs of their program, University officials said.

A proposed 8 percent increase for students in the College of Liberal Arts means that they will pay 33 percent of the instructional costs of their programs.

Tuition is expected to increase from \$168 to \$182 per quarter for CLA students and for students in General College, the Duluth dental hygiene program, and the undergraduate programs at the Duluth and Morris campuses. Nonresident tuition in these areas should increase from \$470 to \$492.

Resident tuition at the technical schools at Crookston and Waseca will increase from \$133 to \$155 per quarter. Nonresident tuition at these schools is expected to increase from \$380 to \$420.

A jump from \$278 to \$435 was approved for resident students in medicine and one from \$641 to \$1,015 for nonresidents. Nonresident students in veterinary medicine and dentistry will pay the same tuition as medical students. Tuition for resident students in dentistry will increase from \$315 to \$435.

Resident Law School and mortuary science tuition will increase from \$210 to \$260 per quarter and nonresident tuition will increase from \$505 to \$675.

Students in the Graduate School, social work in Duluth, and the School of

*(continued on page 7)*



Left to right: University President Malcolm Moos, Regent Elmer L. Andersen, Regent Lauris Krenik, and Regent L.J. Lee.



Regent David Utz

## New Regents Named

Two Regents were reappointed and two new Regents named to the Board by Gov. Wendell Anderson in May.

The Governor reappointed Regents Elmer L. Andersen and L.J. Lee. The two new Regents are Dr. David Utz of Rochester, a Mayo Clinic urologist, and Lauris Krenik, a farmer from Madison Lake. All four had been endorsed by their district caucuses in the Legislature.

Anderson made the appointments after the Legislature failed to act. The DFL majority in the Senate declined to meet with the House in the traditional joint session to elect Regents. University President Malcolm Moos applauded Anderson for "preserving the continuity of the Board."

The picture above was taken at the swearing-in ceremony in June. Regent Utz, who missed the ceremony, is shown at left and was sworn in this month.

At the June meeting, Andersen was reelected as chairman of the Board of Regents. Regent Neil Sherburne was reelected vice chairman.

# Budget Base Trimmed by \$1 Million

About \$1 million was trimmed from the University's operations and maintenance budget base to take care of funding shortages due to state and federal cutbacks.

"Even though the state gave the University more money, much of it went to salary increases and to certain special programs so that we were required to make cutbacks in other areas," said Associate Vice President Stanley Kegler.

The 1973 Legislature asked the University to cut \$378,825 from academic programs other than the health sciences and to add \$739,767 to the health sciences.

The additional cutbacks were taken by the administration and the Board of Regents in order to continue some pro-

## Fund Appeal Begins

University faculty and staff are going to be asked this summer to demonstrate whether or not charity actually begins at home when the University of Minnesota Foundation makes its first mass fund raising appeal to the University community.

In late July or early August the Office of Development plans to mail materials soliciting contributions for the Small Grants Program, which provides grants usually ranging from \$500 to \$2,500 for special projects involving educational development or graduate school research.

"The idea is simple enough," Bob Odegard, director of development and executive director of the Foundation, said, "We are asking for contributions from the University community because we think everyone here has an interest in improving this institution. The Small Grants Program is a particularly appropriate place for support because people who give will be able to see their money at work in numerous cases all across the University community — they will be helping themselves and each other in the process."

Odegard also noted that he felt that the recent and continuing budgetary tightness made the development of internal support even more critical at this time.

The fund-raising campaign will offer three basic options for giving: (1) immediate cash contributions, (2) payroll deductions over a nine-month period, and (3) a pledge of a gift to be given at a later date.

Any contributions to the University are tax deductible.

grams that are losing state and federal support.

Some of the major cuts were \$400,000 from the budget base of the College of Liberal Arts, \$175,000 from the Institute of Technology, and \$150,000 from the College of Education.

A recommended cut of \$175,000 in the College of Agriculture was overturned in June by the Regents' committee on budget, audit, and legislative relationships.

Between the June and July meetings, the committee and the administration agreed to reduce the retrenchment from the College of Agriculture. The reduction recommended by the administration was \$113,647 from the budget base in agriculture with a nonrecurring allotment of \$39,647 to make the net cut about \$74,000.

In defending the agriculture cut, Vice President William G. Shepherd told the Regents that the University spends nearly twice as much to educate a student in agriculture as it does a student in liberal arts.

Instead of coming from the College of Agriculture, the additional retrenchment will come from the administrative offices including those of President Malcolm Moos and four of the vice presidents.

The cutbacks that were not mandated by the Legislature will go toward financing a number of programs that had been funded by terminated federal programs.

The physics and astronomy department, for example, will get \$30,000 to pay for teaching assistants whose salaries had been paid by recovery funds from federal grants.

About \$74,000 will go to maintain the Institute of Child Development in the face of several federal cuts. The Graduate School will get a large part of the reallocation funds to support research.

The total 1973-74 budget of an estimated \$310 million was given "contingent approval" in July by the Board of Regents. The Regents asked for more time to study the budget before giving final approval. The tentative approval was granted so the University could operate during the current month.

The total budget is made up of nine smaller budgets, the largest of which is the \$135 million general operations and maintenance fund, which consists largely of legislative appropriations and student tuition.

An increase of \$12 million in this gen-

eral fund will be financed through increased income of \$2.8 million in tuition, \$7.4 million in state appropriations, and about \$1 million in departmental receipts, such as income from the dental and veterinary clinics.

Special state appropriations, which include line items financed by the Legislature, increased from \$51.5 million to \$60.5 million for such activities as University Hospitals, library and educational equipment, and the technical colleges at Crookston and Waseca. This amount includes tuition from the colleges and income from the hospital.

Research contracts and grants, which come mostly from the federal government, are expected to total about \$30 million, down \$2 million from last year. A number of these programs, however, are still up in the air because of federal cutbacks recommended by the Nixon administration.

Some \$41 million is expected to be spent for University services and revolving accounts. These accounts, which include such activities as dormitories, athletics, parking, food services, student unions, bookstores, transportation, computers, and University Press, will show an increase of about \$15 million from last year.

These services are self-supporting. Units such as dormitories charge an outside fee or they obtain their finances by charging the budgets of departments that use their services. Computer services, for example, would bill the psychology department for its use of the computer in research.

## Tuition Increase

*(continued from page 6)*

Public Health will pay an increase of \$30 for \$230 per quarter. Nonresident tuition in these areas should increase from \$505 to \$587.

Because of their concern that such large tuition increases may work hardships on some students, the Regents authorized the University to borrow up to \$1 million from Regents' endowment trust funds to be made available for student loans.

The Legislature has anticipated that the University will raise \$26.7 million in tuition during 1973-74 and a total of \$53.8 million over the 1973-75 biennium. The tuition increase should average \$22.50 per student per quarter over the biennium, according to the Regents' policy statement.

# 'U' Receives \$32 Million for Buildings

"In a session in which legislators appeared at the outset intent on appropriating no building funds at all, the University did succeed in obtaining more than \$30 million."

In these words Vice President Stanley J. Wenberg summed up the building story. The Legislature authorized \$32.5 million for building construction and other improvements of grounds and facilities at the University's campuses and experiment stations.

The largest item in the appropriation was \$14 million toward a proposed \$33 million addition to the health sciences complex. The \$14 million is contingent upon matching funds from private and federal sources.

The 15-story building, called Unit B/C, will be primarily a new Medical School and will connect to the south end of Unit A, which is nearing completion on Washington Ave. on the east side of the Minneapolis campus.

The Legislature also appropriated \$3 million for equipment to complete Unit A, which was funded by the federal government and two previous legislatures for a total cost of \$46 million.

"The School of Dentistry will occupy about two thirds of Unit A," according to Lee LeMay, executive assistant for physical planning. "The remainder will be used by the Medical School, basic sciences and the School of Public Health."

Another medical building is under construction just north of the Variety Club Heart Hospital, which will connect to the hospital and include some remodeling of the present heart facility.

The new building will include a \$1.7 million receiving area funded by the 1971 Legislature to serve the entire health sciences complex and a \$6.8 million cardiovascular research center paid for by private gifts to the University. The heart research facility will include \$835,000 in

remodeling of the Variety Club Heart Hospital.

In Duluth, a health sciences addition to the library will be constructed as the result of a \$1.9 million appropriation from the Legislature for that purpose.

A \$150,000 facilities study of the Duluth campus was funded to find ways to achieve the "fullest practical utilization of space for present programs, and inclusion of additional space for the basic sciences medical program by means of construction of additions to existing structures to accomplish this purpose," according to the appropriations bill.

The Legislature also provided \$234,000 in planning funds for a projected \$7.5 million basic medical sciences building for the Duluth campus. The planning funds are not to be spent until the facilities study is completed.

Outside the health sciences, the Legislature allotted funds for only two pro-

*(continued on page 11)*

## Building Appropriations

### Twin Cities campus — \$27,920,600

Preliminary planning of music building. . . . .	\$100,000
Working drawings for veterinary medicine, phase II. . .	\$360,000
Construct and equip home economics building expansion, phase I . . . . .	\$5,800,000
Remodel and rehabilitate to upgrade for the handicapped, phase I. . . . .	\$300,000
Remodel Cooke Hall/Norris Gym . . . . .	\$781,800
Land acquisition . . . . .	\$100,000
Minneapolis primary electrical system, phase V . . . . .	\$460,000
St. Paul primary electrical system, phase III . . . . .	\$270,000
St. Paul gas main extension, phase II . . . . .	\$25,000
Boiler additions and pollution control at Minneapolis and St. Paul, phase II . . . . .	\$2,048,000
St. Anthony sewer assessment, phase II . . . . .	\$125,000
Renovate Peik Hall to meet safety code, industrial education area . . . . .	\$100,000
Planning for basic science remodeling. . . . .	\$200,000
Construct Unit B/C (Not to begin until \$14,000,000 in non-state funds are available.) . . . . .	\$14,000,000
Primary electrical distribution system. . . . .	\$250,000
Equip Unit A, health sciences. . . . .	\$3,000,000

### Duluth campus — \$3,438,000

Facilities study . . . . .	\$150,000
Preliminary planning — social sciences building . . . . .	\$100,000
Basic medical sciences building planning funds . . . . .	\$234,000
Remodeling of Science building, phase III. . . . .	\$411,000
Health sciences library addition . . . . .	\$1,893,000
Boiler addition to heating plant . . . . .	\$550,000
Road and campus improvements, phase I . . . . .	\$100,000

### Morris campus — \$580,000

Remodel social science and Edson Hall. . . . .	\$400,000
Landscaping and campus development . . . . .	\$10,000

Paved 400-car parking lot and relocation of Cyrus road . . . . .	\$170,000
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### Technical College, Crookston — \$50,000

Construct plant service maintenance shop and vehicle storage building . . . . .	\$50,000
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### Northwest Experiment Station, Crookston — \$30,000

Construct control for runoff from animal facilities . . . . .	\$30,000
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### Technical College, Waseca — \$50,000

Develop roadways and parking lots, phase II . . . . .	\$50,000
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### West Central Experiment Station, Morris — \$50,000

Construct horticulture, soils and agronomy building . . . . .	\$35,000
Road surfacing and improve drainage . . . . .	\$15,000

### Southwest Experiment Station, Lamberton — \$12,536

Complete drainage system . . . . .	\$12,536
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### North Central Experiment Station, Grand Rapids — \$35,000

Construct two herdsman's residences . . . . .	\$35,000
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### Cloquet Forest Research Center — \$15,000

Improve campus roads, surfacing and lighting . . . . .	\$15,000
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### Lake Itasca Forestry and Biological Station — \$94,885

Rehabilitate station facilities, phase II, kitchen-dining-meeting room facility . . . . .	\$81,040
Construct student cabin. . . . .	\$13,845

### Horticulture Research Center, Excelsior — \$30,000

Remodel superintendent house . . . . .	\$10,000
Connect sewer to new main sewer line . . . . .	\$20,000

### Landscape Arboretum, Excelsior — \$187,013

Construct greenhouse and head facility. . . . .	\$187,013
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## Civil Service Retirement Plan Improved

Retirement benefits for civil service employees of the University and other state employees were substantially improved by the 1973 Legislature.

Benefits will now be based on the highest five successive years of covered salary. In the past, benefits were based on an employee's career average salary.

Besides providing increased benefits, the new formula has the advantage of "simplifying the computation of the benefit so that employees will be able to make a reasonable estimate of their retirement income," according to Paul Groschen, executive director of the Minnesota State Retirement System (MSRS).

The formula, applied to the average salary of the high five years, is 1 percent per year for the first ten years of service and 1.5 percent for each year of service over ten.

Examples of monthly benefit amounts are given in the chart below. Social Security benefits are in addition to these amounts.

Another change in the retirement plan is that employees with 30 years of service may now retire at age 62 with full benefits. If an employee with 30 years of service retires between ages 58 and 62, the benefit is adjusted for each month he is under age 62. The normal retirement age remains at age 65.

To finance the improved benefits, the employees' contribution rate was increased from 3 to 4 percent beginning the

first full pay period after July 1, 1973. The state contribution rate was increased from 4 to 6 percent.

Employees who leave the University and request a refund will now receive 3.5 percent interest on contributions deducted after the third year of service.

Employees who have already retired will receive a 25 percent increase in their benefits — about 11 percent this month and 14 percent more in January, 1974.

University staff members who worked for passage of a bill providing for improved benefits expressed satisfaction with the bill that was passed.

"We're just delighted with it," said Dorothy Mitchell, administrative coordinator in the dean's office in the College of Education. "It's far more than we expected in one session. We're very appreciative of the help we had from so many sources."

"It's more than a step — it's a full-fledged leap," said Marjorie Kernkamp, assistant to the dean of the School of Public Health. "That we accomplished this much is unbelievable. We worked on it, too, believe me."

Carolyn Anderson, fiscal manager in Support Services and Operations and the only University representative on MSRS, said: "I am very pleased with the substantial improvement for both present and retired employees and grateful to all University staff members and others who gave their thought, time, and energy in the cooperative effort."

## Waseca and Crookston

*(continued from page 5)*

that the programs "are not readily transferable."

**AGRICULTURE-RELATED PROGRAMS** — During discussions on the technical colleges, some legislators expressed concern about programs that are not directly related to agriculture — for example, hotel and restaurant management and fashion merchandising (both at Crookston).

At Waseca, Frederick said, "all our programs are related to agriculture or to the rural community and rural development. Some may be considered in the gray area, but in our definition of agriculture we're saying it includes more than farming." As examples of "gray area" programs, he mentioned an agricultural secretarial program and one in rural home management.

Crookston may have more programs that are not directly related to farming, Sahlstrom acknowledged, but he said, "UMC is asked to provide services to a wide rural area in northwestern Minnesota. We hope we'll be allowed to provide education in the broad fields of the food and fiber industry, including home and family services for the rural community."

The Legislature appropriated \$1.1 million for Crookston for 1973-74 and \$1.2 million for 1974-75 (including civil service salary increases, which are funded separately). Waseca received \$831,000 for 1973-74 and \$916,000 for 1974-75.

## Retirement Benefits

Average Monthly Salary for 5 Highest Successive Years

Years of Service	\$600	\$700	\$800	\$900	\$1,000	\$1,200	\$1,400
10	\$ 60	\$ 70	\$ 80	\$ 90	\$ 100	\$ 120	\$ 140
14	96	112	128	144	160	192	224
18	132	154	176	198	220	264	308
20	150	175	200	225	250	300	350
22	168	196	224	252	280	336	392
26	204	238	272	306	340	408	476
30	240	280	320	360	400	480	560
34	276	322	368	414	460	552	644
38	312	364	416	468	520	624	728
40	330	385	440	495	550	660	770

# Faculty Salaries 'Equalized' at Duluth, Morris

*(continued from page 3)*

and assistant professor ranks — in fact a little above.

"I know there is some resentment on the Twin Cities campus," Vose said. "They feel that their salaries suffered this year because of what we got." But Vose added, "Our salaries suffered for many years."

Bopp made a similar point. "It must have come right out of the pockets of the Twin Cities people," he said, "but they've enjoyed the advantages for years."

"It's not that I'm opposed to Duluth and Morris getting the money," Berman said. "What I'm concerned about is that it came out of the salary package for the whole faculty. The administration should have asked for equalization as an additional fund."

"Equalization funds are coming out of our hides," Berman said. "This will only help our efforts toward collective bargaining." Berman heads the University of Minnesota Federation of Teachers (UMFT), a Twin Cities group.

**CLOSING THE GAP** — "Ultimately we feel the gap should be closed all the way," Vose said. "We're very pleased with the amount that was made available."

"On balance, our full professors are as good as the all-University average," Vose said.

Faculty members on the Twin Cities campus aren't so sure that salaries on the coordinate campuses should be equal to their own. "Any effort to equalize salaries ought to be done in the context of relative quality and relative living costs," said Prof. Douglas Pratt of botany, president of the Twin Cities chapter of the American Association of University Professors (AAUP).

"This institution differs certainly from Morris and to some extent from Duluth in the degree to which it is a graduate institution," Pratt said. "We're competing with a different group of schools than they are, and we feel we may be put at a very sharp disadvantage. We're very apprehensive about what this is going to do to the graduate program."

Pratt said that if equalization was not directly mandated by the Legislature, University administrators "may be giving undue consideration to a few powerful interests who are privately pushing for that. We feel the administration let us

down by not making a strong case for differences within the institution."

Should UMD and UMM faculty members receive salaries equal to Twin Cities faculty? Certainly, said Berman — "if they're doing equivalent work, if they have equivalent responsibility, if they have equivalent preparation, and if they have equivalent status." But Berman stressed, "There are four or five 'ifs' I put in there."

"The only reason I could see why our salaries would be lower," Bopp said, "would be if the University values research more than teaching. If the University values teaching as at least equal to the value of research, there is no reason our faculty should not receive the same compensation."

"I would be hard pressed to find any significant difference in the cost of living," Bopp added.

**EQUITY ALLOTMENTS** — Most colleges on the Twin Cities campus received some portion of the \$300,000 in "equity" allotments.

In all cases, the money was designated for specific needs — individual faculty members whose salaries were to be increased for one reason or another (usually because their salaries were disproportionately low, and occasionally because they were being wooed away by another school). In most colleges, a high proportion of these faculty members were women.

The biggest chunk — \$43,000 — went to the College of Agriculture. Home Economics received \$10,000 and Forestry \$18,000, for a total of \$71,000 for the Institute of Agriculture.

"Our analysis is that we didn't close the gap as much as we had hoped," said Dean Albert Linck of the College of Agriculture. "That doesn't mean we aren't grateful. We are grateful, but we feel it's going to take several years to close the gap."

The College of Agriculture had requested \$128,000. Linck said salaries are low both in comparison with the rest of the University and with "comparable schools in the region."

"We made some progress on a very selective basis," Linck said. Equity funds were not distributed across the board, but "we looked for inequities where there was merit."

One of the problems, McCracken said, is that a majority of agriculture faculty

members are on twelve-month appointments, and twelve-month salaries in general are lower proportionately than nine-month salaries. "We're continuing to study the agriculture thing," McCracken said.

General College (GC) received \$30,000. "We're very pleased to have it," said Dean A.L. Vaughan. "It's going to help quite a bit."

McCracken said the allotment represents part of "an effort over two biennia to bring GC salaries more in line with the competition."

Other large allotments included \$35,000 to Veterinary Medicine, \$28,000 to the College of Liberal Arts (CLA), \$28,000 to the Medical School, \$18,000 to the Office of Student Affairs, \$17,438 to the College of Education, and \$15,500 to the Institute of Technology.

Once the equity and equalization allotments were distributed, all collegiate units received funds for increases averaging 3.78 percent. Most colleges used some of this amount to make some within-college equity adjustments.

In CLA, for example, the departments and professional schools received 3.25 percent. "The remainder was held out to handle the retention cases and cases of extreme inequity," said Dean E.W. Ziebarth. "This provides us with very little margin. The retention cases virtually wiped out the difference."

"It's always difficult when the money available is less than the cost-of-living increase," Ziebarth added.

**FRINGE BENEFITS** — Two years ago the Legislature appropriated 5 percent for salary increases for the first year of the biennium and 4 percent for the second year. From this total, increases in the fringe benefit program were deducted before any funds were available for salary increases.

This is one deduction that was not necessary this year. For the first time, normal fringe benefits associated with the salary increases were provided by a separate appropriation. For 1973-74, the appropriation for fringe benefits was \$235,000.

An allotment of \$35,000 for faculty members who have already retired was included in the salary increase package. Except for that amount, all of the money went directly to faculty members for salary increases.

# Health Sciences Gain Positions, Fall Behind in Federal Funds

At a time when position cuts were mandated for the rest of the University, the 1973 Legislature provided funds for 45 new faculty positions for the health sciences and additional funds for new civil service positions.

Yet the health sciences "fell further behind than other units in the University," according to Dr. Lyle A. French, vice president for health sciences.

"The Legislature treated us well," he said, "especially when one considers the total resources of the state." The problem comes from rising enrollment and declining federal funds, he said.

"Even though we did get generous support from the state, we're at more of a deficit than when we began," he said. "We've always been so reliant on federal funds."

The federal funding situation was uncertain at the time *University Report* went to press, and Vice President Stanley J. Wenberg said "It would be foolhardy to predict what's going to happen."

The new faculty positions funded by the Legislature were "about 60 percent of the increase we requested," Dr. French said. "We had asked for the increase because we're going up so rapidly in enrollment.

"Our enrollment went up last biennium and it's going up this biennium — about 25 percent in a period of two to three years," he said.

Many of the new civil service positions will go into dentistry because of the completion of Building A of the health

sciences complex, French said. "They've been short because, even though enrollment was going up, they had no place to put people."

The Legislature approved \$14 million in construction funds for Unit B/C of the health sciences complex, contingent upon non-state matching funds. For the story on buildings, see page 8.

Legislative specials for medical research were funded at a level to continue present programs. "Knowing the resources of the state and knowing our enrollment, we hadn't asked for increases in many of the research specials," Dr. French said. Money for instruction was judged to be more crucial, and "we've been trying to emphasize family practice or primary care programs."

The largest increase in the legislative specials for the health sciences was in the graduate residency program in family practice. For the residency program at the University, the Legislature appropriated \$1.9 million for 1973-74 and \$2.2 million for 1974-75 (compared with \$443,000 for 1972-73). Additional funds were appropriated for family practice residencies at Hennepin County General Hospital and St. Paul Ramsey Hospital.

The graduate program in family practice "is really just starting," Dr. French said. "The number of trainees will go from practically zero two years ago to 180.

"These are physicians who we hope will be out in the rural or disadvantaged areas of the state," he said.

## Buildings

(continued from page 8)

jects of more than one million dollars.

The first, some \$5.8 million for construction and equipment of expansion of home economics facilities in St. Paul, was third behind the Law School and a new engineering building in terms of the University's priorities for construction money.

The other major item was \$2 million for boiler additions and pollution control on the Twin Cities campus.

The home economics appropriation will pay for new construction and for the renovation of McNeal Hall, the old Horticulture building, and the Food Sciences and Industries building to accommodate instruction and research in home economics.

A new continuing education center, using an energy-conservation design, may be going up on the St. Paul campus this summer. Although the Legislature denied the University's \$3 million request for the project, there is \$2.5 million available from a bequest to the University to construct a building.

The building would be used by Continuing Education and Extension (CEE) and the Agricultural Extension Service for conferences and short courses. Nolte Center for Continuing Education, which was built in 1936 and has a seating capacity of 255, no longer serves the needs of CEE and so a number of conferences must be held off campus, LeMay said.

Besides denying the University's request to match funds on the center, the Legislature added a rider to the appropriations bill asking the University to get approval of the Senate Finance and House Appropriations committees before proceeding with the center.

"It's fair for the Legislature to make such a request of the University since the state pays to bring such buildings on line and for staffing them," Wenberg said.

The Legislature allocated money for a number of remodeling projects, including \$781,800 for Cooke Hall and Norris Gym athletic facilities in Minneapolis, \$400,000 for social science and Edson Hall on the Morris campus, and \$300,000 for beginning a project to make Twin Cities campus buildings accessible to handicapped students.

What about the buildings that were not funded? "I don't think it's fair to say the Legislature turned down any buildings," Wenberg said. Although they were persuaded to fund some buildings this year, he said, legislators wanted another year to study the bulk of the request. For example, he said, "the Law School isn't dead."

## Minimum and Fixed Salaries

### Increases in Minimum and Fixed Rates for Junior Faculty Members

Minimum rates for:	New rate	Old rate
Assistant professors	\$1,114 per month	\$1,060 per month
Instructors	\$1,012 per month	\$964 per month
Research associates	\$946 per month	\$900 per month
Research fellows	\$874 per month	\$832 per month
Research specialists and teaching specialists	\$644 per month	\$614 per month
<b>Fixed rates for half-time service for nine months:</b>		
Teaching associates I and administrative fellows II	\$4,104 per year	\$3,906 per year
Teaching associates II	\$4,518 per year	\$4,302 per year
Research assistants	\$3,546 per year	\$3,375 per year
Teaching assistants and administrative fellows I	\$3,654 per year	\$3,483 per year

# Dorm Drinking Policy Held Over

After an hour of sometimes heated debate, a committee of the Board of Regents tabled for a month a proposed policy that would have allowed drinking in University dormitories.

A discussion of whether students had been adequately consulted before the policy was presented to the Regents brought out an apparent rift between the vice president for student affairs and the student governing body.

The discussion of the alcoholic beverages policy for residence halls took place at the July meeting of the Regents' student concerns committee.

"Whenever we're considering a policy change we make it a point to consult the students most directly affected," said Vice President Paul Cashman. He added that in this case those most affected would be dorm residents and discussions over the past year and a recent survey showed them overwhelmingly in favor of liquor in residence halls.

Noel Sederstrom, speaking for the Minnesota Student Association (MSA), said, "There are more students on this campus than just those who live in residence halls."

He said there had been no effort to contact MSA to see how other students felt about liquor on campus.

Cashman responded that "it's been official MSA policy to ignore my office. It's no secret that my contacts with MSA have not been warmly received."

Stephen Hunt, a student member of the committee from Morris, said student government members had not contacted

Cashman because "we felt it was his position to contact us."

Regent Josie Johnson, chairman of the student concerns committee, observed that "I've never known MSA to be timid in the past in expressing its views."

Regent Johnson also said she was "disturbed by what she saw as a constant effort over the last two years by students not to go through the normal channels of Cashman's office to get their views heard."

Regent L.J. Lee, who said he was concerned that to allow drinking in dorms would put the University in the position of condoning drinking, said he didn't think "drinking was that important to an education."

Lee added that "regardless of what the state did," referring to the 18-year-old majority law, "it's our business and our prerogative to set policy for the University."

The Regents approved holding the policy over until August to allow for more student consultation and Regent Johnson urged MSA to consult with Cashman's office on an "open, honest, and sincere level."

During the discussion Cashman told the Regents that the University is the only Big Ten school that does not allow the use and possession of beer.

After the Legislature passed the 18-year-old majority law the Regents began to debate the issue of liquor on campus. Since 1960 the University has operated under a policy that forbids students to possess or use alcoholic beverages on campus.

# Harold Chase Named Acting VP

Harold W. Chase, professor of political science, has been named acting vice president for academic administration, effective Sept. 1.

University President Malcolm Moos announced the appointment July 13 at the monthly meeting of the Regents.

Chase will serve as vice president for the 1973-74 academic year, until a permanent vice president is appointed. He succeeds William G. Shepherd, who resigned earlier this year after ten years as vice president.

Chase joined the University faculty in 1957 as an associate professor of political science and was named full professor in 1961. He holds the rank of Brigadier General in the U.S. Marine Corps Reserve and is a specialist in constitutional and administrative law. While on leave from his University duties during 1969, he served as Chief U.S. Psychological Operations Specialist in the First Corps Tactical Area in Vietnam.

He will serve as vice president on a part-time basis until he assumes his full-time responsibilities in September.

Clinton N. Hewitt, who has been director of physical planning at the University since April, 1972, was appointed by the Regents as assistant vice president for physical planning. He succeeds Hugh G.S. Peacock, who died in May.

Hewitt, who is black, is chairman of an American Society of Landscape Architects task force to recruit more members of minorities into landscape architecture.

Kenneth Zimmerman, who has been assistant to the vice president for academic administration, was named assistant dean of the Graduate School.

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