

UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
420 Borlaug Hall (c/o Agronomy)
1991 Buford Circle
St. Paul, Minnesota 55108
Telephone (612)625-7719

FACULTY CONSULTATIVE COMMITTEE MEETING
AND
DISCUSSION WITH PRESIDENT KELLER

May 15, 1986
300 Morrill Hall
10:15 - 11:30

AGENDA

Approx. time

- 10:15 1. Minutes of May 1 (to be sent separately).
2. Report of the Chair.
3. Faculty legislative liaison.
- 10:30 4. DISCUSSION WITH PRESIDENT KELLER:
Faculty development strategy. (Enclosures to FCC: draft of a motion to the Faculty Senate, and 5/1/86 memorandum from SCFA Subcommittee on Salary Issues.)
- 11:30 5. Adjourn.

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MINUTES

FACULTY CONSULTATIVE COMMITTEE MEETING
AND
DISCUSSION WITH PRESIDENT KELLER

May 15, 1986
300 Morrill Hall
10:25 - 12:00

Members present: Ellen Berscheid, Richard Goldstein, David Hamilton, Cleon Melsa, Jack Merwin, Irwin Rubenstein, Frank Sorauf, Deon Stuthman (Chair).

Guests: Members-elect Mark Brenner and Phillips Shively; Professor William Boylan, Sue Klemmond, President Kenneth Keller, Vice President V. Rama Murthy, Marsha Riebe, Maureen Smith, Professor Robert Sloan.

1. Minutes of May 1. No corrections were reported in the meeting; members should report any corrections by noon on May 19, at which time the minutes will be regarded as approved for distribution.

2. Report of the Chair.

A. The report of the Task Force on Athletics is completed.

B. Developing a faculty advisory board to the Higher Education Coordinating Board. The circulating file contained two letters from Mr. David Jerde of the Minnesota State Universities Inter Faculty Organization. That group proposes to establish such a board on an ad hoc basis since legislation to create the group was not approved but a parallel student group is in existence. The organizers see the Faculty Consultative Committee as the University body which should provide the representative to the prospective new group. Mr. Jerde was to attend the May 29 FCC meeting to describe and discuss objectives and plans.

C. A call for annual reports has gone out to all committees. FCC's effort to submit its report for the June 5 docket requires mailing drafts to members on the 19th with a request that members call in their suggestions at once.

3. Faculty legislative liaison. (See also #6 below.)

Professor Sorauf moved that the FCC go into executive session later in the meeting when it discusses this item, since it is a personnel matter. The motion was approved without dissent.

4. Faculty salaries and a faculty development plan.

The chair introduced guests William Boylan, chair of the Senate Committee on Faculty Affairs, and Robert Sloan, vice president of AAUP, and invited Professor Sloan to distribute and comment on his salary data.

The data show that University of Minnesota faculty lost ground at every rank over the last two years. While ranking 16th on quality compared to its peer group of 31 top research universities, Professor Sloan said, salaries of Minnesota's full Professors average \$7490 behind the average, of Associate Professors \$1940 below the mean, of Assistant Professors \$470 below the average, and of Instructors, \$471 below the average. While the University's percent increases for continuing faculty last year ranged from 7.1% for full Professors to 8.5% for Associate Professors, the peer group as a whole gave raises of at least 8.0% to 9.7% for that range. He said we have to try to convince the legislators that the University's peer group is the set of top research institutions, not all 162 Ph.D.-granting institutions reporting. He hoped for wide distribution of the data.

Professor Sorauf commented that the entire Big Ten is slipping in comparison to the peer group as a whole.

Motion for a faculty development task force.

Attention turned to the motion drafted by Professor Shively and proposed for FCC submission on June 5 to the Faculty Senate. (The motion had been sent to FCC members in advance of the meeting, together with a related memorandum from Geoffrey Maruyama, chair of SCFA's Salary Issues Subcommittee.) The motion, in brief, calls upon the administration and the FCC jointly to appoint a small committee of faculty and administrators to develop broad strategy for faculty development over the next decade.

President Keller told the meeting he supported the approach as a part of University planning, and he called faculty development very important. He asked people to be aware of the possible consequences of some approaches. His first caution was for consistency in rationale presented to the legislature, and against shifting the comparison group. A second caution is that to average salaries by rank (as the Maruyama memorandum favors) instead of as a whole would be a short-term approach which would put the University in trouble later on when the distribution of faculty in the ranks has changed. Another caution regards the use of faculty teaching loads: units compare themselves in this respect with their peer units across the country, and the University would have to be clear whose teaching loads it was talking about, and how that part of the charge to a task force would be framed if it were asked to address teaching loads. Professor Shively acknowledged that addressing teaching loads would be very difficult.

The president cautioned in general against employing any tactics which would only be useful in the short run. He asked that the Senate adopt a reasonable goal rather than a tactic.

Regarding overall progress toward the current goal of restoration of 1972-73 faculty purchasing power by 1990-91, the president noted that achievement is ahead of schedule because the administration has won special retention

funds from the legislature in addition to the regular faculty salary appropriations. The rank funding adjustment item has now become the place for retention appropriations.*

President Keller said the University could, if it chose, agree to take a ballooned total salary increase for the coming years on the basis of faculty demographics currently skewed to older senior faculty and on the condition that when faculty retired and the University had a smaller, younger faculty, it would receive less for salaries. Similarly, the legislature might in 1993 look at the structure and conclude the University could handle its salary adjustments internally.

Professor Shively indicated that he found criticisms which have been made of the current purchasing-power restoration plan not well founded. Rather than fault that plan, he said, we need now to see what must be done to ensure that the University will have the faculty it needs for its functions ten years from now. The comparison group, he argued, should always be the universities with which Minnesota competes for faculty.

Professor Sorauf described the standard of restoring purchasing power as an internal one which had been undertaken for equity and was not inconsistent with an appropriate peer group comparison in a now-changed marketplace.

He pointed out three angles to the question of whether rank should be considered: marketplace factors, a replacement strategy, and the size of the faculty. If the University alters the age and rank distribution in the future, it might even see the overall average salary drop. Therefore, he regarded the salary structure by rank as an important matter.

In response to recommendations for consistency of rationale to the legislature, Professor Rubenstein remarked that changing goals as one progresses is normal. The University's Commitment to Focus is new since the current salary policy was submitted, and the faculty structure is part of the C+F goal. President Keller said there is nothing wrong with changing goals unless the only purpose is to get more money for the University.

Professor Goldstein said he agreed the University must be consistent in its comparisons, but that it must also add other goals, including peer group comparisons. The competitive marketplace structure has to be recognized. He applauded the achievement of appropriations for retention and called for more of the same.

President Keller remarked on the need to demonstrate to the legislature that the University has awarded the extra dollars to the people who are especially good; the legislature has not been convinced that higher salaries in and of themselves correlate with a better faculty (increasing the salary of a current faculty member does not turn that person into a better faculty member).

Professor Goldstein stated that in Minnesota the differences in salaries between the University's faculty and those of the other state institutions of higher education is very little and represents a much narrower range than in most states.

President Keller observed that the faculty development plan provides an opportunity to include the inloading concept and to counter the argument against inloading which says faculty are not properly compensated.

* In drafts of the biennial request, Market and Retention appears as a line item under the Rank Funding Adjustment heading.

Professor Sorauf noted that we are aiming at a moving target. Even as the University of Minnesota prepares to move up and enter a select group, the data remind us that other universities have the same thing in mind, have their own C_tF's, and wish to pass us.

The Faculty Consultative Committee then moved into closed session to consider two personnel-related issues.

5. Grievance process conflicts: contradictory findings and recommendations of the Sexual Harassment Panel and the Senate Judicial Committee.

President Keller described the dilemma in a current case and asked the FCC's help in resolving the structural problem for future cases. (The Sexual Harassment Panel will recommend a penalty it regards as appropriate for an offense committed; when, on occasion it is persuaded an employee has committed a very serious offense, it may recommend suspension or termination for cause. If the employee is a faculty member, he or she has rights protected under the tenure code; among these is the right for a hearing by the Judicial Committee in the face of suspension or termination. The Judicial Committee in such an instance will hear a different case, that of a plaintiff who was the defendant in the case heard by the Sexual Harassment Panel, vs. the officer who followed that Panel's recommendation to suspend or terminate. In the instance outlined by the president, the Judicial Committee found in favor of the plaintiff.)

President Keller asked FCC to consider the possibility that the source of the structural error lies in the Tenure Code which essentially allows the Judicial Committee to determine what it will hear. He thought it would be helpful to get entered into the sexual harassment policy a clearer explanation of the term, "consensual relationships."

Professor Berscheid suggested as a solution that when the Judicial Committee gets a sex harassment case some members of the Sexual Harassment Board sit on the SJC panel. FCC members will bear in mind the problems of this dual system as they further consider the revised Grievance Procedures.

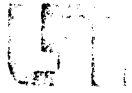
6. Legislative liaison.

Of the four faculty members nominated for President Keller's consideration last fall, he invited three to take the job and each declined. The nominating committee has met and developed a new list of five, including one carry-over name. Professor Rubenstein invited FCC to add nominations, but none were made. He then moved that the list, ranked in the order presented, be approved and submitted to the president. The FCC approved the motion without dissent.

The meeting adjourned at 12:00 noon.

Respectfully submitted,

Meredith Poppele, Executive Assistant



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May 9, 1986

President Kenneth H. Keller
202 Morrill Hall

Subject: May 15 FCC meeting

Dear Ken:

I hope you will be able to join the Faculty Consultative Committee on the 15th (from 10:30 to 11:30) in a discussion of faculty compensation and faculty improvement which will focus particularly on a plan to develop a strategy to succeed the current Regents' policy on restoring faculty purchasing power. Two documents are enclosed which bear on this: the first is the motion Phil Shively has drafted for the Faculty Senate concerning a small task force which the administration and FCC could jointly appoint; the second is Geoffrey Maruyama's memorandum from his SCFA subcommittee on designing a long-term faculty and salary development plan.

Faculty Consultative, Finance, and Faculty Affairs all favor seeking a go-ahead from the Faculty Senate in the June 5 meeting to set up the small task force. You and Rama have both suggested that if the seeds of the new idea are to be planted in the 1987-89 biennial budget request, they should be sown in the soil of rank funding adjustment.

I trust that our hour on the 15th will enable us to reach a consensus on the first steps to be taken.

Cordially,

Deon D. Stuthman, Chair,
Faculty Consultative Committee

DDS:mbp

Encl. (3)

AAUP

We have now completed a full legislative biennium under our new program of a pursuit of excellence. New 1985-1986 salary data is now available from the annual AAUP salary poll printed in the March/April issue of ACADEME. How have our salaries fared compared to our peer group of the 31 top research universities, where we rank 16th on quality?

The short answer is BADLY! In our original survey prepared in October 1984 for presentation to the legislature in 1985, we had salary data for 30 of the top 31 research universities. Our full Professors ranked 27th out of 30 and were paid \$6100 below the average for that rank, we still rank 27th and are now \$7490 behind our peers. Our Associate Professors ranked 25th out of 30 and were \$1940 below the mean, they are still 25th and now are \$2680 behind our peers. Our Assistant Professors ranked 16th out of 30, and were \$470 below the average, they now rank 20th out of 30 and are now \$1200 below the average of their peers. Our few Instructors ranked 7th out of 19 institutions with that rank and were paid \$760 over the average, they are now 10th out of 17 and are paid \$571 below that average! WE LOST GROUND AT EVERY RANK! Our mean salaries for all ranks slid from 21st out of the top 30 to 24th! Our total compensation (including salary and all fringes) slid from 21st out of 30 to 22th rank out of 30 and is now \$3510 behind the mean of our peers.

In fact, when we compare our salaries with the mean of all 162 PhD granting institutions reporting, (106 public, 56 private) our Professors are actually behind the average by \$80 ! (Our Associate Professors are \$460 above the mean, Assistant Professors \$1140 above the mean and Instructors are above the mean by \$2010.)

How did this happen? Our percent increase for continuing faculty ranged from 7.1% for full Professors to 8.5% for Assistant Professors, while those of our peer group ranged from 8.0% to 9.7% for the same ranks, figures which actually understate the increases since Berkeley, UCLA and UC San Diego didn't report such increase figures and clearly had the biggest increases of the entire peer group. Out of 23 schools in the top 30 reporting percent increase for continuing faculty we ranked 18th. (Schools reporting increases less than ours were Ann Arbor, Seattle, Rockefeller, Purdue) Of the other 7 schools, only two had increases less than we did (Harvard and Chicago), giving us a rank of 23rd out of 30.

If this begins to sound like the Red Queen's race, where you must run as fast as you can to stay even, it looks as though we must run faster! Even Iowa, which has a weaker economy than we do, raised its salaries more than we did! Our faculty must make its will felt at the ballot box this fall, and make the case for a strong university or we will continue to be raided. AAUP will present more data in Fall Quarter to aid in the biannual presentation to the legislature next winter. In the meantime, here for your perusal is the salary table for our peer group for comparison with the table we published two years ago.

Robert E. Sloan

SALARY TABLE FOR 31 RESEARCH UNIVERSITIES, 1985/1986*

(Salaries and Compensation in \$1000)

School	Prof.	Assoc. Prof.	Asst. Prof.	Inst.	Mean		Rank		Total Comp.		Rank		Prestige Score**	
					9 mos. 83/84	85/86	83/84	85/86	83/84	85/86	83/84	85/86		
P Berkeley, CA	59.2	38.2	33.1	—	37.8	50.1	13	3	48.3	61.5	7	3	45	
Stanford	63.1	43.2	34.7	—	43.4	54.4	3	1	53.2	66.5	4	1	34	
Harvard	66.0	35.9	31.3	23.3	44.4	49.1	2	4	53.3	59.4	3	5	32	
Yale	59.9	36.4	28.5	26.9	39.5	45.7	6	11	46.5	54.4	12	12	32	
MIT	58.4	41.4	33.1	24.7	42.7	48.1	4	5	53.8	60.5	2	4	29	
Princeton	59.8	37.6	28.9	24.3	39.3	46.2	8	10	47.9	56.4	8	10	28	
Chicago	57.0	37.4	31.3	22.7	41.1	46.6	5	6	50.5	57.0	5	8	27	
P UCLA, CA	57.6	37.4	32.8	—	33.4	46.4	26	17	45.1	57.2	19	6	24	
P Michigan, MI	51.8	38.3	32.2	20.9	37.0	42.6	18	19	45.3	51.9	18	19	24	
P Madison, WI	44.6	32.8	29.3	—	33.1	39.0	27	25	41.1	48.6	23	24	24	
Columbia	56.7	40.9	30.5	—	39.0	44.5	10	12	47.1	55.1	10	11	23	
Cornell	54.1	38.5	30.8	—	37.5	43.3	16	18	45.4	53.1	17	18	23	
P Urbana, IL	51.0	35.6	31.5	—	36.5	42.5	19	20	40.8	47.2	25	11	19	
Pennsyl.	56.2	40.0	32.9	—	39.6	46.3	7	9	48.7	56.9	6	9	17	
Cal Tech	59.4	44.1	35.5	—	45.5	54.0	1	2	55.8	66.5	1	1	15	

P Minn TC	47.2 (27)	34.5 (25)	29.6 (20)	23.8 (15)	34.3	39.9	21	24	42.9	49.9	21	21	13	

P Austin, TX	48.3	33.2	29.3	21.0	34.3	38.2	21	26	41.1	45.9	23	28	13	
P Chapel Hill, NC	50.7	36.8	30.4	27.5	33.9	40.5	24	21	39.8	47.4	29	24	11	
Northwestern	53.2	35.5	31.8	—	38.4	44.0	12	14	45.7	53.4	16	22	11	
P Seattle, WA	43.2	31.3	28.1	25.3	34.0	36.0	23	29	40.5	43.6	27	30	10	
P San Diego, CA	55.7	37.3	31.9	—	34.7	46.4	20	7	44.5	57.2	20	6	8	
P Bloomington, IN	44.8	32.3	27.1	—	32.0	36.7	30	28	40.5	46.7	27	26	8	
NYU	55.8	38.0	32.7	24.5	39.2	43.6	9	16	46.9	53.3	11	16	8	
Rockefeller	70.6	39.7	27.6	23.5	32.2	35.8	29	30	39.7	44.7	30	29	8	
Brown	49.9	34.7	27.0	—	37.4	41.6	17	21	46.3	51.5	13	20	7	
P Purdue, IN	48.0	34.0	28.2	20.2	33.1	37.4	27	27	40.7	46.0	26	27	7	
Duke	52.9	37.1	30.2	29.3	37.6	43.6	15	16	46.0	53.2	15	17	7	
P Cuny	No Data													6
P Virginia	53.8	36.7	28.9	21.6	33.7	40.3	25	23	42.1	49.9	22	21	6	
Corn-Mell	55.8	37.9	33.4	26.5	38.0	43.8	14	15	46.3	53.7	13	13	5	
J. Hopkins	56.0	38.9	31.4	28.3	38.7	44.1	11	13	47.5	53.7	9	22	5	
AVERAGE TOP 31	54.7	37.2	30.8	24.4	43.7				53.4					

SELECTED SCHOOLS BELOW THE TOP 31*														
P Ohio St	51.0	37.4	31.7	22.6	36.0	40.4	19.5	21.5	42.5	48.4	21.5	23.5		
P Iowa	43.9	33.2	28.2	27.4	32.5	36.8	28.5	27.5	39.5	45.0	30++	28.5		
P Mich. St.	42.8	32.3	27.6	21.5	32.9	36.4	30++	28.5	40.5	45.1	30++	28.5		

*Universities ranked in the "Report of the Task Force on the Quality of Graduate Education and Research," April 1984.

**Number of programs with standard scores of 60 or higher in reputation for "faculty quality" from the report cited above.

P = Public university

SALARY TABLE FOR 31 RESEARCH UNIVERSITIES, 1983-1984*

(Salaries and Compensation in \$1000)

	School	Prof.	Assoc. Prof.	Asst. Prof.	Inst.	Mean 9 mos.	Rank	Total Comp.	Rank	Prestige Score**	
P	Berkeley, CA	45.2	29.5	25.2	—	37.8	13	48.3	7	45	
	Stanford	54.6	38.0	29.9	—	43.4	3	53.2	4	34	
	Harvard	59.2	32.9	28.3	20.7	44.4	2	53.3	3	32	
	Yale	52.1	31.9	25.1	20.7	39.5	6	46.5	12	32	
	MIT	52.1	36.9	29.3	22.5	42.7	4	53.8	2	29	
	Princeton	50.9	32.6	25.4	21.6	39.3	8	47.9	8	28	
	Chicago	50.1	32.9	28.6	21.6	41.1	5	50.5	5	27	
P	UCLA, CA	43.5	29.3	24.6	—	33.4	26	45.1	19	24	
P	Michigan, MI	45.1	33.3	27.2	19.1	37.0	18	45.3	18	24	
P	Madison, WI	38.0	27.2	24.1	—	33.1	27	41.1	23	24	
	Columbia	49.2	35.7	25.8	—	39.0	10	47.1	10	23	
	Cornell	47.0	33.0	27.0	22.5	37.5	16	45.4	17	23	
P	Urbana, IL	44.0	30.7	27.2	25.3	36.5	19	40.8	25	19	
	Pennsyl.	49.1	34.5	28.5	—	39.6	7	48.7	6	17	
	Cal Tech	52.3	36.4	31.4	16.7	45.5	1	55.8	1	15	

P	Minn TC	41.1	30.2	25.9	21.7	34.3	21	42.9	21	13	

P	Austin, TX	44.0	30.6	26.2	18.4	34.3	21	41.1	23	13	
P	Chapel Hill, NC	42.5	31.2	25.1	22.8	33.9	24	39.8	29	11	
	Northwest.	46.8	30.9	27.4	—	38.4	12	45.7	16	11	
P	Seattle, WA	40.8	29.3	25.5	—	34.0	23	40.5	27	10	
P	San Diego, CA	42.1	28.2	23.3	—	34.7	20	44.5	20	8	
P	Bloomington, IN	38.3	28.2	24.0	—	32.0	30	40.5	27	8	
	NYU	49.2	34.1	28.5	22.9	39.2	9	46.9	11	8	
	Rockefeller	63.9	35.1	25.1	20.2	32.2	29	39.7	30	8	
	Brown	45.3	31.6	24.6	—	37.4	17	46.3	13	7	
P	Purdue, IN	42.5	30.4	25.2	18.8	33.1	27	40.7	26	7	
	Duke	45.4	32.6	26.3	19.8	37.6	15	46.0	15	7	
P	Cuny	No Data									6
P	Virginia	45.6	30.9	23.4	19.6	33.7	25	42.1	22	6	
	Carn-Mell	48.2	32.7	28.2	22.3	38.0	14	46.3	13	5	
	J. Hopkins	48.2	33.5	24.8	20.6	38.7	11	47.5	9	5	

SELECTED SCHOOLS BELOW THE TOP 31*											
P	Ohio St	44.7	33.1	28.1	20.7	36.0	19.5	42.5	21.5		
P	Iowa	39.4	29.8	24.7	21.5	32.5	28.5	39.5	30++		
P	Mich. St.	38.7	29.0	24.8	19.6	32.9		40.5			

*Universities ranked in the "Report of the Task Force on the Quality of Graduate Education and Research," April 1984.

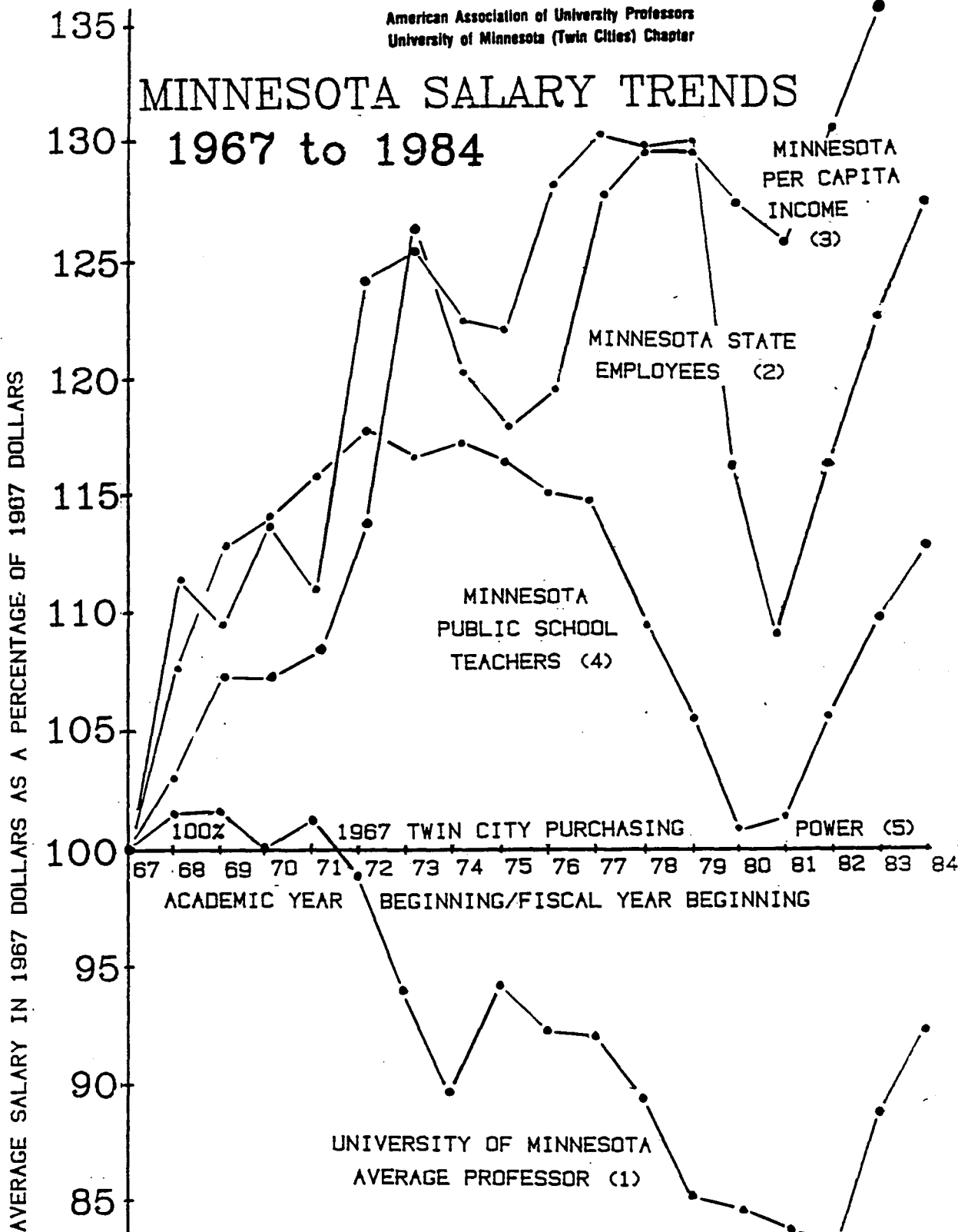
**Number of programs with standard scores of 60 or higher in reputation for "faculty quality" from the report cited above.

P = Public university

American Association of University Professors
University of Minnesota (Twin Cities) Chapter

American Association of University Professors
University of Minnesota (Twin Cities) Chapter

MINNESOTA SALARY TRENDS 1967 to 1984



SOURCES

- 1) UNIVERSITY OF MINNESOTA ACADEMIC ADMINISTRATION
- 2) DEPARTMENT OF ADMINISTRATION, EMPLOYEE RELATIONS
- 3) DEPARTMENT OF ADMINISTRATION, ECONOMIC SECURITY
- 4) MINNESOTA EDUCATION ASSOCIATION
- 5) MINNESOTA DEPARTMENT OF COMMERCE

CONSULTATIVE COMMITTEE

MOTION: Be it resolved that

Action - 10 minutes

RESOLVED: That the administration and the Faculty Consultative Committee jointly appoint a small committee of faculty and administrators to develop a plan for faculty development over the next decade, consistent with the University's commitment to focus and its stated goal of becoming one of the best five public universities in the country. This plan should address, possibly among other matters, (1) goals for faculty compensation, based on compensation at those schools with whom we compete for faculty and graduate students; (2) the proper size of the faculty; (3) support for faculty research and teaching, through the system of sabbatical leaves and other support; and (4) general working support -- teaching loads, graduate assistants, etc. The goal of the committee should be to produce not a comprehensive report, but a brief set of specific goals which can guide our planning and our legislative requests.

COMMENT: The objective of designing a broad plan for faculty development along the lines indicated in the above motion has the support of the Finance Committee and the Committee on Faculty Affairs as well as the Consultative Committee. President Keller has voiced his support for this kind of approach. The present Senate-endorsed Regents' policy on restoring faculty purchasing power has met with success at the state legislature and the improvement of average faculty salaries is slightly ahead of schedule. But there is widespread agreement that a more comprehensive plan for faculty support must succeed the current salary policy if this University is to become one of the country's top public universities. The work of the small committee proposed in the motion is intended to guide our planning and legislative requests over the next decade in all matters which relate to faculty support.

Deon D. Stuthman, Chair,

Faculty Consultative Committee

May 5, 1986

To: Faculty Consultative Committee
From: Deon
Subject: Draft from Phil Shively

Here is the draft proposed for submission to the Faculty Senate on June 5:

RESOLVED:

That the administration and the Faculty Consultative Committee jointly appoint a small committee of faculty and administrators to develop a plan for faculty development over the next decade, consistent with the University's commitment to focus and its stated goal of becoming one of the best five public universities in the country. This plan should address, possibly among other matters, (1) goals for faculty compensation, based on compensation at those schools with whom we compete for faculty and graduate students; (2) the proper size of the faculty; (3) support for faculty research and teaching, through the system of sabbatical leaves and other support; and (4) general working support -- teaching loads, graduate assistants, etc. The goal of the committee should be to produce not a comprehensive report, but a brief set of specific goals which can guide our planning and our legislative requests.

Encl: May 1 memorandum from G. Maruyama to J. Merwin and D. Stuthman

May 1, 1986

To: Jack Merwin, Chair, Senate Finance Committee

Deon Stuthman, Chair, Faculty Consultative Committee

From: *Geoffrey Maruyama*
Geoffrey Maruyama, Chair, Salary Issues Sub-Committee,
Senate Committee on Faculty Affairs

re:Developing a Long-term Faculty Salary and Development Plan

The Senate Committee on Faculty Affairs (SCFA) has, in response to a number of inquiries and concerns expressed by faculty, spent part of the past academic year exploring whether or not our current plan for improving faculty salaries is a reasonable one, whether it is being implemented successfully, and whether or not it will serve us well between now and its termination point in 1992. We have come up with a number of ideas about how we might augment/phase out the current plan. Our ideas fit well with current notions about excellence and commitment to focus; further, they can deal with demographic changes, notably projections of increased numbers of faculty retirements in the near future. Our goal would be to develop a plan that would allow faculty to help shape the changes that occur over the next twenty years with respect to salary but also with respect to issues of faculty size, faculty support, vitality, and working conditions. In presenting our ideas, we will first address how a faculty development plan would provide a stepping stone for moving away from the current policy, then provide you with a sense of our background discussions.

Overall we decided that the current accounting system for

recovering faculty purchasing power, although perhaps flawed, should not be replaced immediately. We should, however, begin now to develop a complementary plan for faculty development which can begin to be introduced now, and can carry us through the 1990s. To this end, we asked ourselves what issues ought to be addressed in defining long-term goals. The answer that seemed most reasonable to us consisted of developing a plan that began with principles consistent with the University's, namely, those linked to striving to achieve greater excellence as a university. At a practical level, this seemed to mean focusing on general working conditions (support staff, graduate student assistants, technology available to faculty, teaching load), on compensation (salary, benefits, incentives including merit pay allocation), and on vitality (sabbatical leaves, colloquia, training seminars). It also meant assuring that we stay competitive with our peer institutions (For example, the Illinois legislature has made a long-term commitment of resources to technology and science programs.) Finally, it could include better documentation of why we deserve to receive special attention within Minnesota (Here issues might include reputations, impact via our accomplishments and students, or the amount of money generated for the state economy by grants and contracts.) While this last issue is certainly complex, it was covered in our discussions and seemingly warrants further thought.

As noted earlier, the impetus for our discussions of faculty salaries came from many sources. Most notable, however, have been the efforts of Pat Swan and Craig Swan. At the winter University Senate meeting, Pat Swan asked the Chairs of the

Senate Finance and Senate Faculty Affairs Committees whether they had held discussions about current salary policies or had seen data on whether or not those policies were being implemented successfully. She suggested that evaluation of these policies might be in order. Evaluation of current policies drew us to Craig Swan's personal monitoring of those policies; he has been involved in an ongoing dialogue with Dave Berg about their success.

With the Swans' views as a starting point, SCFA began to review the current policies by (a) looking at whether goals were being met, and (b) examining how the U has fared over the recent past compared to its peer institutions. We invited the two legislative liaisons from last year, Pat Swan and Phil Shively, to share their perspectives on the perceptions of legislators. Geoff Maruyama, Chair of the SCFA Faculty Salary sub-committee, also met with Dave Berg to get Berg's views of the current policy as well as feedback about the faculty development plan ideas that the SCFA Salary Sub-committee has been discussing.

There seemed to be uniformity of opinion that the current plan was generally understood by the legislators and also widely accepted. The data on erosion of faculty purchasing power had been accepted as had ideas that the U competes within a national marketplace for the best scholars. (Note, for example, special funds for faculty retention.) In fact, at the last session, the legislature gave the U what it asked for in faculty salaries. If there is a weakness in the current funding system, it may be that the other collegiate faculty in the state who are represented by

bargaining units always know what the U has received before they negotiate for their increases. Therefore, any largesse directed toward the U could potentially commit comparable monies for other State of Minnesota faculty.

There was also general agreement that abruptly replacing the current accounting system would be a major tactical error. It likely would appear to legislators that the principle underlying faculty requests was simply to select the particular strategy that would at that time maximize salaries, and, therefore, any gains that might be received over the short term would almost certainly be offset by loss of good will and trust. Thus, regardless of whether or not the current strategy was the best or even the most reasonable one for the present, we accepted the idea that it should not be dropped.

On the other hand, there are serious concerns about whether the current plan really is working in restoring faculty purchasing power. The attached table from the SCFA Salary Subcommittee shows that the apparent overall effect in restoring salaries, which appears at the top of the table, hides the fact that within ranks faculty are nowhere near restoring purchasing power, as can be seen from the bottom part of the table. This issue is one of those raised by Craig Swan. As far as we can tell, these data do not represent disagreement between Swan and Dave Berg about the consequences of the current plan, but, rather, feelings about the way data should be presented and whether the current plan should be dropped. (Incidentally, Dave Berg noted that had he been consulted when the plan was developed, he would have argued for a plan that restored salaries within ranks by use of a

weighting system.) Regardless, the "greying of the faculty" has had major consequences on salary restoration issues as well as other issues such as faculty vitality and morale.

To summarize, then, our discussions have generated a number of ideas about what a development plan might include. In addition, we have been collecting data about where we stand with respect to peer institutions. Such information should be quite useful in helping formulate a plan for the future. At this point, however, it seems that we need to get feedback about our ideas and draw from the broader constituency of faculty. Therefore, we present our thoughts to your committees for reactions both about the feasibility of such a plan and the most appropriate way of proceeding. Please remember that our committees should try to decide quickly whether or not to proceed, for the 1987-1989 biennial request is due by mid-summer and is being developed now. (A possible way to introduce new ideas into the request, according to VP Murthy, would be through average cost funding discussions.) If we decide to proceed, our recommendation is that the FCC (or SCC) request from the Senate at the spring meeting the authority to set up a broad committee to develop a plan for faculty development. Such a committee seemingly should cut across budget, governance, and policy committees and potentially include representatives of central administration.

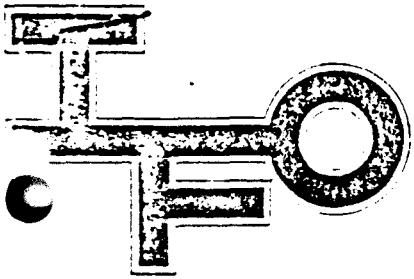
Year	Inflator	Adjusted		Actual Overall Mean	% Change	Adjusted	
		w/12 mo. salaries @ 9/11	% of base Year			Overall Mean 9-mo. only	% of base Year
FY73(zero base)	2.133	34090	100	15982		34011	
74	2.1	35217	103.3	16770	4.93	35157	103.37
75	1.89	33259	97.56	17597	4.93	33045	97.16
76	1.765	34112	100.1	19327	9.83	33794	99.36
77	1.67	33594	98.54	20116	4.08	33154	97.48
78	1.564	33402	97.98	21357	6.17	33014	97.07
79	1.429	32501	95.34	22744	6.49	32605	95.87
80	1.26	30712	90.09	24374	7.17	30863	90.74
81	1.13	29604	86.84	26198	7.48	29637	87.14
82	1.042	29714	87.16	28516	8.85	29780	87.56
83	1.00	30251	88.74	30251	6.08	30273	89.01
84	.955	31030	91.03	32492	7.41	31522	92.68
85	.907	31627	92.78	34869	7.32	32032	94.18
86 (est)	.872	32851	96.37	37674	8.04	33562	98.68

Adjusted Figures by Rank:

9-month only

Full Professor				Assoc. Prof.			Asst. Prof.		
N	\$	% of '73		N	\$	% of '73	N	\$	% of '73
73	537	45023		414	32829		390	26558	
74	588	46402	103.1	418	33478	102.0	412	26947	101.5
75	609	42986	95.5	409	31262	95.2	416	25277	95.2
76	622	43770	97.2	415	31881	97.1	426	25810	97.2
77	646	43450	96.5	435	31297	95.3	475	24998	94.1
78	654	42904	95.3	465	30800	93.8	470	24752	93.2
79	671	41711	92.6	456	30016	91.4	447	24116	90.8
80	670	39391	87.5	453	28298	86.2	437	22768	85.7
81	694	37588	83.5	460	26910	82.0	430	22002	82.8
82	699	37869	83.5	471	26723	81.4	438	21982	82.8
83	704	38257	85.0	491	26920	82.0	412	22239	83.7
84	730	39073	86.8	495	28099	85.6	383	23308	87.8
85	758	39507	87.7	487	28058	85.5	362	23569	88.7
86(est)	778	41225	91.6	479	29354	89.4	377	24962	94.0

Salary Issues Subcommittee, Geoffrey Maruyama, Chr.
Senate Committee on Faculty Affairs, March 14, 1986



Inter Faculty Organization

41 Sherburne Avenue

St. Paul, Minnesota 55103

612-227-9541

March 4, 1986

Dr. David Longanecker
Executive Director, HECB
400 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

Dear Dave:

I just wanted to write to express my appreciation of your understanding and cooperation in being willing to set up and work with a statewide Faculty Advisory Council to the HECB.

Let me reiterate on paper what I understood to be the gist of our meeting.

1. The composition of the Council would be the following: the presidents of the IFO, MCCFA and UEA, plus one faculty member representing each of the following: U of M, AVTI system, and the private college system. I think it would be appropriate that the choice of the latter three occur by a process whose legitimacy is recognized by their respective faculties. The Council will choose its own chair, who will act as its spokesperson before the Board.
2. The purpose of the Council shall include the following:
 - * To bring to the attention of the HECB any matter that the Council believes needs the Board's attention.
 - * To make recommendations to the Board as the Council deems appropriate.
 - * To review and comment upon proposals and other matters before the Board.
 - * To provide any reasonable assistance to the Board.
3. The relationship of the Council to the Board shall include the following:

- more -



- * A minimum of quarterly meetings with the Executive Director and/or Board executive committee, more often as deemed desirable or appropriate.
 - * The Board will inform the Council of all matters and proposals under consideration. Whenever possible, the Council shall receive proposals before formal action.
 - * The Council shall be provided time for a report at meetings of the Board upon request. The Council will also be able to address the Board on any agenda item for which it feels it has an appropriate comment or recommendation.
4. You mentioned drafting possible language and sending to me as soon as possible. I can see to it that MCCFA and UEA get copies. You also mentioned that you thought it possible to secure Board adoption at their April meeting.

I'll be happy to meet with you again and others to work out any remaining details. Please keep me advised. Thanks again. I too feel that you and I have a very good professional rapport. You can be sure of my commitment to participate in the Advisory Council in a very constructive way.

Sincerely,



David A. Jerde
President
INTER FACULTY ORGANIZATION

jw



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
420 Borlaug Hall (c/o Agronomy)
1991 Buford Circle
St. Paul, Minnesota 55108
Telephone (612)625-7719

May 20, 1986

President Kenneth H. Keller
202 Morrill Hall

Dear Ken:

All of us regret the fact that it turned out not to be possible to have a faculty liaison at the legislature this year. The Faculty Consultative Committee has again considered the names of colleagues who might serve in this position, and submits to you several prospects, each of whom we believe would be effective. We have heard conflicting guesses as to whether Robert Kudrle would now feel able to serve if asked; we have set his name in the middle of our list. Here are our recommendations, clustered in our order of preference:

- (1) Deon Stuthman
Paul Gassman
- (3) Robert Kudrle
- (5) Corky Johnson
Douglas Pratt.

If you have any reservations about this as a working list, would you please let me know right away so that the FCC could produce a small number of additional names and the invitation process could still move right ahead. We think it very likely that you agree with us that since a new liaison did not have the benefit of a warm-up year before the session in which the biennial appropriations will be made, it is highly desirable for the person to be identified now as rapidly as possible, preferably prior to June 30, to allow him ample preparation time for the demands of the session itself.

Kenneth H. Keller
May 20, 1986
page two

We appreciate your attention to this matter. Having an effective liaison (and Phil Shively was outstanding) is an advantage for the University as a whole as well as for faculty interests in particular. We are all grateful for the superb job Pat Swan does for us in her position as UMDFA president. The sooner we can identify a successor to Phil, to work as he did in tandem with Pat and in cooperation with Stan Kegler, the better for the University's interests.

Sincerely,

/s/

Irwin Rubenstein, Associate Chair,
Faculty Consultative Committee

IR:mbp



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
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1991 Buford Circle
St. Paul, Minnesota 55108
Telephone (612)625-7719

April 23, 1986

To: Fred Morrison
From: Deon Stuthman *Deon*
Subject: Reviewing Grievance Procedures

Many thanks for agreeing to study the proposed revised University Grievance Procedures, particularly with respect to their consistency and compatibility with the new tenure code. Carol Pazandak will send you a copy of the up-to-date text of the revised procedures.

The SCC will value all your comments and suggestions.

c: Carol Pazandak
Paul Murphy



UNIVERSITY OF MINNESOTA
TWIN CITIES

Law School
285 Law Center
229 19th Avenue South
Minneapolis, Minnesota 55455
(612) 373-2717

MEMORANDUM

TO: ✓ Professor Deon Stuthman
Dr. Carol Pazandak
Professor Paul Murphy

FROM: Fred Morrison *fm*

DATE: May 15, 1986

SUBJECT: Grievance Procedures

I have had an opportunity to review the proposed Grievance Procedures only hurriedly. (I am leaving at the end of this week to spend the summer teaching in Germany.) I do have a few comments about them:

1. At pages 4-5 the notion of "order of priority" bothers me. The Sexual Harassment Board has priority only in that its procedures are preliminary to any serious disciplinary action, which must be taken before the Judicial Committee. That is not sufficiently spelled out. The Tenure Regulations are quite clear that any effort to suspend a faculty member, even for sexual harassment, must be undertaken in accordance with the procedures set forth there, including a hearing before the Judicial Committee.

At the other end of the spectrum, the academic freedom and responsibility issues and salary complaints (which are frequently "dressed up" as interference with academic freedom) could be Judicial Committee matters, if there is not an adequate hearing body in the department or college. Thus I think that the order of listing might lead to people arguing that their "academic freedom" salary complaints really arose under section 2 of the Tenure Code, and thus should be brought directly to the Judicial Committee. No one intended that.

2. On page 5, the first full paragraph deals with appeals. I think it would be fair to note that the appeal will be "on the record" without the taking of new evidence, if an appropriate record was made at the hearing and if the parties were given due

process there. If the hearing before the Grievance Committee did not provide that due process (e.g. failure of notice of charges, or lack of opportunity to cross examine witnesses, or lack of opportunity to introduce evidence, or shortness of notice, or any one of a number of things), then the Judicial Committee will have to hear the evidence again. The same is true if there is no record or summary of the evidence upon which the Judicial Committee should conduct its review. (I do not attempt here to describe what that evidence is.)

3. The report should state somewhere the limits on the Grievance Committee's authority to make recommendations. A Grievance Committee cannot authoritatively recommend suspension or removal of a faculty member. The specific process is established for that in the Tenure Regulations, and it is beyond the jurisdiction of the Grievance Committees to make such recommendations. If a matter is serious enough to raise that issue, the Grievance Committee could either suspend its proceedings so that the appropriate proceedings under the Tenure Regulations can be commenced, or, at most, could recommend that those procedures be commenced. The Grievance Committees have not been recognized as an appropriate substitute for the departmental faculty in initiating such proceedings. (The Sexual Harassment Board has been so designated, in contrast.)

4. The Tenure Regulations do not permit the University Grievance Monitor to oust the Judicial Committee of its jurisdiction. The assertion on page 5 of the document that the decision of the Grievance Monitor will be final has no support at all in the new Tenure Regulations.

Let me suggest the following reformulation of the paragraphs on pages 4 and 5 of the document:

Other grievance procedures exist to address the complaints of University members and these grievance procedures complement or complete them, and are not intended to be in conflict. Some overlap may exist, but normally there is one most appropriate mechanism for each individual in each complaint. In general, the following priorities apply:

1. Cases involving the possible removal or suspension of a faculty member for cause, or placement on involuntary disability, must be brought before the Judicial Committee under section 14 of the Tenure Regulations. These procedures are initiated only by deans or other senior administrators and only after consultation with the tenured faculty of the department

involved or with the Sexual Harassment Board, as the case may be.

2. Cases involving denial of tenure or refusal of reappointment under sections 7 and 8 of the Tenure Regulations, or involving financial exigency under sections 10 and 11, must be brought directly to the Tenure Committee. The procedures are set forth in section 15 of the Tenure Regulations.

3. Allegations of sexual harassment are brought to the Sexual Harassment Board. It makes recommendations (other than removal or suspension of a faculty member) upon which the University Administration can act. If removal or suspension of a faculty member is suggested by the Sexual Harassment Board, the procedures of section 14 of the Tenure Regulations then come into play, and a hearing must be held before the Judicial Committee.

4. Other complaints, except salary complaints, are handled by the collegiate or departmental grievance committees in the first instance. Appeals are provided, as set forth in this document. Note that the Tenure Code provides for faculty right of appeal from these decisions to the Judicial Committee, if the faculty member claims that "rights or status under Tenure Regulations have been adversely affected." Section 15.1. If such a case is taken to the Judicial Committee, it will normally not hear additional testimony, but will simply examine the proceedings of the previous body to determine whether due process was given to the parties and whether the Tenure Regulations (including their protection of academic freedom) were appropriately applied.

5. Salary complaints are handled in the special manner set forth in the report. They are subject to the same appeal procedure as decisions of collegiate grievance committees.

Given this order of precedence, there should be few disputes about the appropriate grievance body. If the case involves potential suspension or removal of a

faculty member, or denial of tenure, it goes directly to the Judicial Committee. Other aspects of the case would also go to the Judicial Committee, but that Committee might decide to delegate some of them to another body or postpone them pending its resolution of the major issues. All other cases should go, in the first instance, to the collegiate Grievance Committee.

In cases of doubt, the Judicial Committee will decide whether it has jurisdiction. If the case does not involve removal, suspension, or denial of tenure, the Judicial Committee will not proceed with the case until the appropriate University body has decided it (and then will consider it on appeal) or has declined to consider it (in which case the Judicial Committee could hear it directly). See section 15.1. If there is no appropriate University body to review such a matter, the Judicial Committee can appoint a special ad hoc tribunal. See section 15.3.

/hc

Meredith,

*In response to your request of
October 23, 1986*

Memorandum to Members of the Academic Freedom
and Responsibility Appeals Committee

From: David Weissbrodt *DW*

Re: Comments on Proposed University Grievance Procedures

Dated: February 10, 1986

Earlier today our Committee met. The following Committee members were present: Calvin Alexander, Sandra Braman, H.E. Mason, Vivian Jenkins Nelsen, Harvey Sarles, Deborah Shands, and David Weissbrodt. Paul Murphy attended as an observer for the Senate Consultative Committee.

The Committee first discussed the "Proposed University Grievance Procedures." Three members of the Committee, Sandra Braman, Deborah Shands, and Vivian Jenkins Nelsen had prepared brief reactions to the Proposed Procedures. Their comments were circulated to all members of the Committee.

The Committee discussed the Proposed Procedures and the written comments. The Committee also discussed several subjects raised during meeting:

The Chair identified the problem of the overlapping jurisdiction between the Judicial Committee and the Academic Freedom and Responsibility Appeals Committee. The Chair proposed that a clear division of responsibility ought to be established. For example, the Judicial Committee could handle complaints from faculty members involving all matters including academic freedom. The Academic Freedom and Responsibility Appeals Committee could handle complaints by staff and students.

The Committee preferred to keep jurisdiction over faculty matters, despite the overlap. The Committee preferred the present informal decision-making process in which all conflicts over the allocation of matters have been decided by consultation between the chairs of the two committees. The chairs essentially determine whether a particular case poses issues predominantly related to academic freedom (which are sent to the Academic Freedom and Responsibility Appeals Committee) or issues related to the terms and conditions of employment (which are sent to the Judicial Committee). Just as the Proposed Procedures indicate, no case may be considered in both committees. Once a committee is selected, it can handle all factually related issues pendent upon the predominant question which influenced the choice of forum. The chairs report to their respective committees and each committee would ultimately decide on its own jurisdiction as to any case referred to it. Although there have been no disputes thus far between the chairs of the two committees, if there were

such a dispute as to the choice of committee, the University Grievance Officer (or any successor) would be asked to select the appropriate committee.

The above approach would require that the Proposed Procedures be amended and that the Tenure Code be amended to indicate the relationship between the two committees.

The Committee noted the ambiguity in the Proposed Procedures over the role of attorneys. It was suggested that the Proposed Procedures restate the present understanding in such matters, which is that if the claimant does not use an attorney, the University will not do so. While the participation of attorneys in grievance matters is not encouraged, such participation cannot be forbidden.

The Committee agreed with the written comment which proposed a presumption of openness in grievance hearings if the complainant wants an open hearing. The Committee was concerned that the Grievance Officer would be placed in a conflict of interest in processing grievances and in advising potential claimants. The Committee believed that there should be a separation of functions in which there ought to be a grievance advisor and a grievance processing officer. (1) The grievance advisor might assist and counsel potential claimants. The Academic Staff Assistance Officer recently proposed by the University could function as a grievance advisor. The student member of the Committee was quite concerned that students should also have adequate advice on grievance procedures. Either the role of the Grievance Advisor should include advice to students or the Proposed Procedures should clarify how students can obtain such advice. (2) The grievance processing officer would perform the functions identified in the Proposed Procedures, except deciding disputes as to the jurisdiction of the committees. (See above.)

The Committee discussed the principles of academic freedom identified on the first full paragraph on page 17 of the Proposed Procedures. The Committee drafted the following alternative language:

"Academic freedom also ensures that the personal beliefs, values, or politics that an individual espouses will not be used as a basis for excluding any individual from the academic community or as a basis for diminishing the rights of any member of the academic community. Academic responsibility requires that an instructor or other member of the academic community not abuse their power to persuade or promulgate personal views, unrelated to course or academic objectives."

The Committee decided to ask the drafters of the Proposed Procedures to take the above comments into account in redrafting

the Proposed Procedures. The Committee also decided to ask the drafters to consider each of the comments made in writing by the three members of the Committee and the appended comments by the Chair of the Committee. The Committee requested the drafters to take these comments into account in redrafting or to respond in writing as to why the comments cannot be incorporated in the redraft. These responses will be circulated to the Committee and the Committee will determine whether a further meeting is required to consider the Proposed Procedures. In general, the Committee supported the effort which has been undertaken to prepare the Proposed Procedures and hopes the above comments will be helpful to the drafters.

Other Matters

The Chair of the Committee had received a request for the Committee's views about the impact of the Commitment to Focus on the academic courses required of applicants for admission to C.L.A. The Committee decided that this request fell outside the competence of the Committee and the Chair was asked to respond accordingly.

Membership

The Chair asked for suggestions for nominations to the Committee for next year. The deadline for nominations passed on February 7th, but the Chair hoped that nominations would still be receivable. Douglas Lewis was nominated for Committee membership. After the meeting Karen Richards called to indicate that she was unable to attend and to state that she would not be able to participate further in the Committee since she will soon be leaving the University for the business sector. She will need to be replaced for next year. The Chair also nominated Professor Judith Younger of the Law School and student Gretchen Slosser, 1920 S. 1st St. #1007, Minneapolis, MN 55454. Home tel. 348-0478. Office telephone - 373-2720.

Memorandum to the Academic Freedom and Responsibility Appeals
Committee

From: David Weissbrodt

Re: Further comments on the "Proposed Procedures"

Dated: February 17, 1986

At our meeting on February 10th I promised to prepare a memorandum describing some of the problems which I mentioned about the Proposed University Grievance Procedures (dated May 16, 1985).

Page i, paragraph 1: Did you want to mention students in this paragraph?

Page i, paragraph 5: You might drop a footnote to the phrase "Other processes" to let people know what you are talking about.

Page 1, paragraph 2, last two lines: What do the words "unfair, prejudicial, or fraudulent" mean? Your one example seems insufficient to help define this phrase.

Page 2, paragraph 3, line 2: "these" is imprecise and should modify something.

Page 3, paragraph 3, line 3: What if there is a disagreement between the parties as to openness of the hearings? The Committee recommended a preference for openness.

Page 4, paragraph 3: I share the Committee's objection to allowing the Grievance Processing Officer to decide upon the jurisdiction of the committees. Please see the Committee comments.

Page 4, paragraph 4: Where would the following problems go: A professor refuses to allow a student to take an exam. A faculty member uses abusive language to students. A faculty member gives some students credit for a course taken outside the University and gives other students no credit.

Page 5, paragraph 1, line 3: "This" does not modify anything and is imprecise. How about "This body".

Page 5, paragraph 2, line 3: Omit "for" as unnecessary. Who selects the panels? The chair?

Page 6, paragraph 1, point 1: What "rights" are you talking about? Much too vague.

Page 6, paragraph 2: What is the sanction if the college and unit procedures are not filed? Is there a deadline?

Page 6, paragraph 6: Who appoints the grievance officer in each unit?

Page 7, paragraph 2: The roles of the grievance officer would appear to involve too many conflicts of interest and function. See the comments of the Committee.

Page 7, paragraph 4: Who selects the University grievance officer?

Page 7, paragraph 4: Again, there is a conflict in roles of the University Grievance Officer. See the comments of the Committee.

Page 8, first full paragraph: The Committee objected to this paragraph; see the Committee comments.

Page 8, paragraph 4, line 6: "exception" should be "exceptional".

Page 9, last line: Omit "for" as unnecessary.

Page 9, paragraph 4, line 1: What do you mean by "discretionary"? What standards would guide this discretion?

Page 10, paragraph 1, lines 4-5: Alternative wording: There can be no further appeal from a decision of the Committee.

Page 10, paragraph 3: How will the Senate review the rules? If you are serious, you need a lot more precision.

Page 10, paragraph 4: When you suggest "peer" representation, do you mean the whole panel should be comprised of peers or some percentage, or just one person?

Page 10, paragraph 5: "Scope of Review on Appeal" might add some precision.

Page 11, paragraph 3: What "review" do you envision? How?

Page 12, paragraph 2: Commas go after years: e.g., December 17, 1970, or March 3, 1977,

Page 14, paragraph 3, line 3: "to the above posts"

Page 15, paragraph 1, line 8: "this" modifying nothing again.

Page 16, last line: You should be aware that you open up a huge basis for grade complaints in the phrase "consistent standards of evaluation to all." You try to close this door on page 18, but read together, grade complaints are still possible. The Committee felt that this language was appropriately vague. I just wonder whether you know what you are really trying to say.

Page 17, first full paragraph: See Committee comments.

Page 18, paragraph 2: What does "prejudicial behavior" mean? If "academic responsibility" means a failure to apply "consistent standards of evaluation to all," all grading complaints will be receivable, if the student is a smart advocate.

Page 18, paragraph 3, line 3: "exceptional" not "exception."

Page 18, paragraphs 3 and 4: Is the University Grievance Committee on Academic Freedom and Responsibility in paragraph 3 the same as the University grievance committee in paragraph 4?

Page 19, first full paragraph: I did not understand the relation between the 30 days at the top of this paragraph and the 15 days at the bottom. Is there a conflict?

Page 19, last paragraph: (normally within 15 days of what?)

Page 20, paragraph 1, line 6: Can the record be stenographic or videotaped? Just how long do these records need to be kept? Forever?

Page 20, paragraph 2, lines 7-8: See the Committee comments, which prefer open hearings if the complainant wants such a hearing.

Page 20, paragraph 1, lines 11-12: See Committee comments on the role of lawyers.

Page 21, paragraph 2: There is a risk of confusion. Is the 15 days from the decision, from the action of the dean, or from inaction by the dean? Whichever is later?

Page 22, paragraph 1: Does this paragraph include plagiarism? What about the use of experimental results by a member of a research team without the approval of the research team leader?

Page 23, point 6: What kind of "action"?

Page 25: Where does the Judicial Committee fit? Note that it has jurisdiction over many of the same matters, including academic freedom.

Page 27: Have you thought about the possibility that someone will complain that they were sexually molested, denied fair salary raises, denied their academic freedom, and not given specific conditions of employment? These problems could relate to the same set of facts. Have you resolved the potential overlapping in jurisdiction? See the comments of the Committee, which relate to some of these conflicts.

11/15/85

The Judicial Committee has reviewed the "Proposed University Grievance Procedures" dated May 16, 1985. The intent to describe grievance procedures in cases of academic freedom and responsibility, faculty salary complaints, and administrative actions in one document is commendable. The concerns expressed in this letter focus on whether or not the draft procedures accurately represent faculty members rights as specified in the Tenure Code.

The draft includes this statement:

The grievance procedures presented here do not override the jurisdiction of the Senate Judicial Committee established under the Tenure Code, which addresses grievances related to appointment or non-appointment, promotion, tenure, unrequested leave of absence and dismissal for cause, and which reserves the right to review, on final appeal, other faculty claims that fall under the tenure regulations.

(Draft Grievance Procedures, p. 4)

However, the role of the Judicial Committee in the University grievance procedures is not developed in the remainder of the document.

For example, how do the responsibilities of the Committee relate to those assigned the College and University grievance officers? In the proposed procedures, these officers play a major role in determining the handling of individual cases. One problem arises in the appointment procedures suggested. In the case of the University grievance officer, the roles description does not appear to preclude the officer from simultaneously holding another administrative role (Draft Procedures, pp. 7-8). The decision-making responsibilities associated with an administrative role, and the nature of the appointment procedure described, may lead to the appointment of a grievance officer who will find it difficult to fulfill the envisioned role of "... a neutral ombudsperson; an adviser or counselor, mediator,

source of information, and monitor, but not partisan advocate" (Draft Procedures, p. 7). We feel that following the procedures for appointment of a University grievance officer specified in the recent settlement of the Rajender internal tribunal petition (Dunham memorandum to Professor Boylan, chair of the Senate Committee on Faculty Affairs, 1/16/86) would more adequately establish the degree of independence envisioned in the role description than the presently proposed procedure.

Another question arises from the responsibility given the University grievance officer for settling disputes about jurisdiction in particular cases. "When question of jurisdiction arises, the college grievance officers or the University grievance officer should be consulted. In disputed cases, the decision of the University grievance officer will be final" (Draft Procedures, p. 4). Since a grievance can be heard in only one channel and only once within the University (Draft Procedures, p. 4), this decision-making authority may be of major importance in some cases. Furthermore, the draft procedures state that there shall be "no further appeal" (Draft Procedures, p. 10) from the hearing provided before the "University Grievance Committee," so that the impression is given that a faculty member has no initial or final appeal outside the structure described. The role of the Judicial Committee is not discussed relative to decisions about jurisdiction or appeal procedures, and the conditions under which a faculty member may appeal to this committee either directly or following another hearing are not clarified. We feel the document should make clear the relationship of the Judicial Committee to the grievance structure described in the present text and in the accompanying diagrams. A faculty member not familiar with

his/her rights under the Tenure Code could be misled by the absence of explanation of the conditions which would justify an appeal to this committee.

The discussion of these points led Judicial Committee members to consider the relationship between the role of the committee and that of the University Appeals Committee on Academic Freedom and Responsibility, which in the draft grievance procedures appears to be renamed the "University Grievance Committee." The chairs of these two committees have worked together in the past to decide the most appropriate handling of faculty appeals. Under the proposed procedures, this decision-making responsibility appears to be given to the University grievance officer. As already noted, we think this should be changed. However, in addition, perhaps attention should be given to clarifying the roles of the two committees themselves.

At a minimum, the text and the organizational charts in the grievance structure document should be re-done to set forth the role of the Judicial Committee clearly and accurately. Under the 1985 Tenure Code, the Judicial Committee has jurisdiction over all complaints by faculty members claiming violation of rights protected by the Tenure Code. See Tenure Code, section 15.1. It has original jurisdiction over cases involving suspension, nonrenewal, or dismissal for cause, and appellate jurisdiction over all other complaints, including complaints of violations of academic freedom. This means that the Judicial Committee should be at the top of the grievance structure charts for all complaints by faculty members asserting that their rights under the Tenure Code have been violated. In fact, even cases that have been through the Academic Freedom Committee are appealable to the

Judicial Committee under the Tenure Code, though the appeal would be an appeal on the record rather than an appeal with a full hearing. See Tenure Code, section 15.3. The role of the Judicial Committee as the court of last resort for faculty complaints under the Tenure Code should be clearly set forth in the document. Any chart or text in the document suggests that another grievance body is the final step should be modified so that it states that when the complainant is a faculty member and the complaint alleges a violation of the Tenure Code, the faculty member has the ultimate right to an appeal to the Judicial Committee.

JUL 8 1986



UNIVERSITY OF MINNESOTA
TWIN CITIES

Minnesota Student Association
240 Coffman Memorial Union
300 Washington Avenue S.E.
Minneapolis, Minnesota 55455

TO: Members of Senate Consultative Committee
Members of Committee on Committees

FROM: Linda L. Hanson

DATE: July 3, 1986

RE: Improving our Governance System

Enclosed is a copy of the Special Senate Committee on Governance's (SSCG) final report. I strongly encourage you to implement the recommendations. The recommendations are solid and should serve as a base or standard which external reviewers may build upon.

LH/cm

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2) Booklet on University Senate and Assembly Committees
(created by student Committee on Committees)
3) Chart of Senate Committees
4) Chart of Assembly Committees
5) Senate Constitution and Bylaws
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*Senate Office 625-9369
MSA Forum Office 373-2414/625-0600

Members of Special Senate Committee on Governance

ELEANOR FENTON, Former member of Senate Consultative Committee (SCC) and Committee on Committees

STEVE FLORMAN, Speaker of MSA

LINDA HANSON, Member of SCC, Chair of Special Senate Committee on Governance

PAUL MURPHY, Member of SCC

MICHAEL RODRIGUEZ, Morris Student Body President

ANDREW SEITEL, Twin Cities Student Body President

ROY ST. LAURENT, Member of SCC

RODERICK SQUIRES, Chair of Assembly Committee in Student Affairs

BURNHAM TERRELL, Former member of Committee on Committees

Staff Assistants

LAURA SLATER CAVALLO, Administrative Officer, MSA

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MARY JANE PLUNYETT, Consultant, Student Organization Development Center



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
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November 25, 1985

To: Special Senate Committee on Governance:

Professor Eleanor Fenton
 Linda Hanson (Consultative Committee), Chair
 Jeff Moser (President, Student Senate)**
 Professor Paul Murphy (Consultative Committee)
 Professor Richard Purple**
 Mike Rodriguez (Student representative to Board of Regents, and
 UMM student body president)
 Roy St. Laurent (Consultative Committee)
 Andy Seitel (Twin Cities student body president)
 Professor Roderick Squires (Assembly Committee on Student Affairs)
 Professor Burnham Terrell

Dear Faculty and Student colleagues in governance:

On behalf of the Senate Consultative Committee I extend thanks for your willingness to serve on the Governance self-study committee. Discussion of faculty-student governance has been lively during the past year.

The Senate Consultative Committee voted on October 3 to invite a small team of outside reviewers to visit the Twin Cities Campus in the fall of 1986 for the purpose of studying the University of Minnesota's governance system and making a report to SCC on their observations and suggestions. SCC at the same time affirmed that a site visit should be preceded by a self-study. That self-study is what we are asking you to undertake. SCC asks you to prepare, by the end of this academic year, a report and a set of questions directed to the outside reviewers. I would like SCC to submit at least your preliminary report to the Senate in the spring for information. The Consultative Committee will welcome suggestions as to who those outside reviewers might be. SCC as a whole will select them and make the invitations. SCC believes one student might well be included in a team of three visitors.

I am pleased that Linda Hanson has agreed to chair the committee. We are also fortunate to have some staff support provided by the Student Organization Development Center.

Your charge is broad in scope. Here are some approaches I hope you will find useful to undertake and some questions it should be helpful to try to answer:

** Resigned from the committee.

Steve Florman, Speaker of the MSA-Forum was added.

- Define the respective positions and interests of the student body and the faculty*with respect to governance, and compare the definitions to see where the populations are on substantially common ground and where they seem significantly different.
- Determine the respective spheres of responsibility and of interest, campus-wide and system-wide, and try to assess the degree of power and influence within those spheres, of each of the several components of the governance system:

(1) Joint Faculty-Student Governance

- Twin Cities Campus Assembly and its committees (campus-wide)
- Assembly Steering Committee (campus-wide)
- University Senate and its committees (system-wide)
- Senate Consultative Committee (system-wide)

(2) Faculty Governance

- Faculty Assembly (campus-wide)
- Faculty Steering Committee (campus-wide)
- Faculty Senate and its committees (system-wide)
- Faculty Consultative Committee (system-wide).

(3) Student Governance

- MSA (campus-wide)
- MSA Forum (campus-wide; similar to the Student Campus Assembly)
- Student Assembly Steering Committee (campus-wide)
- Student Senate and its committees (system-wide)
- Student Senate Consultative Committee (system-wide)
- Student Representatives to the Board of Regents (system-wide).

- To what extent can and do the joint efforts of students and faculty serve their collective ends?
- What are the desirable relationships with respect to governance between central administration and the students? Between central administration and the faculty? How does our governance system enhance or disturb those relationships?
- Are there better ways to employ the given structure so as to achieve more fully what people want from it? For example, how might the problem of actual and de facto vacancies in student slots in the Senate and Assembly and their committees be alleviated?
- Can you imagine the design of a modified structure which would be likely to achieve more fully what people expect of it?

*"Faculty" includes academic professionals.

- What is the nature of communications among the various governance bodies and between them and the administrative units to which their work relates? How can communications with the entire University community be improved?

I wish you luck in this sizable undertaking. Certainly it has the potential to stir us to look afresh at our concepts of governance and at what we take as givens. While your committee is not large, there are many citizens of the University community who would, I believe, be valuable resource people if each could join at least one of your work sessions. Meredith Poppele will help you assemble a list of such people, and remains ready to provide other assistance you may request. You should feel free to call upon the SCC as you proceed.

Cordially,



Deon D. Stuthman, Chair,
Senate Consultative Committee and
Assembly Steering Committee

DDS:mbp

c: Senate Consultative Committee
Shirley Clark, Chair, Committee on Committees
Marilee Ward, Clerk of the Senate
Mary Jane Plunkett, Adviser, Student Organization Development Center

INTRODUCTION

Herewith the Report of the Special Senate Committee on Governance (SSCG), appointed by Deon D. Stuthman, Chair, Senate Consultative Committee and Assembly Steering Committee, to address certain issues having to do with University governance. A copy of the charge precedes this introduction. References in this introductory statement are to the specific items in the charge.

The charge to the Committee was correctly put as a "sizable undertaking", at first review seemed possibly beyond the scope of the membership and surely impossible in the time frame allowed. As the SSCG moved into its deliberations, the initial concern diminished, possibly due to the forbearance and mutual understanding of the members, possibly because members represented moderate rather than extreme views. At any rate, issues posed as problems in the charge often dissipated quickly under scrutiny. The Committee, assisted in its endeavors by a survey of all committee chairs, would like to explain how it did address the issues in the charge.

1. "...(T)he respective positions and interests of the student body and the faculty with regard to governance" came to be defined as common interests. In the experience of those on the Committee, significant differences belonged to the past. Even those differences paled in significance to the point where they could not be recalled, or when recalled engendered wonder why they had loomed so large. The only major difference of opinion in the deliberations was over whether students and faculty/academic professionals should vote separately on certain issues, which would have defined significant differences. A recommendation in the section on Structure reflects Committee majority opinion.
2. "...(T)he respective spheres of responsibility and of interest, campus-wide and system-wide" called for a review of the current governance structure. A great deal of discussion resulted in agreement that the structure serves very well indeed.
3. In terms of joint governance, the 1969 reorganization of the Senate called for formal assemblies on all campuses, which were to be approved by the Senate. Both the Duluth and Morris campuses had informal bodies that needed only to be clothed in formal, constitutional dress. This was done and approved by the Senate. The Twin Cities campus, with no such body, needed an assembly, created one, and has improved it through a succession of revisions. There are recommendations in all the sections to make the Senate and the Twin Cities Assembly and its committees more effective, with special emphasis on the Senate Consultative Committee.

4. The SSCG found that faculty/academic professional governance and student governance seldom lend themselves to separate discussions. The degree of power and influence of the several components was addressed directly by the Committee, which invited Regents Professor John E. Turner to present his views. The discussion, both with and without Professor Turner's presence, was lively and conclusive, and informed by the experience of the Committee members. Again, recommendations in all of the sections address items that need shoring up in these separate systems, but the strong consensus in the Committee was that there is a good governance system that serves its constituencies well and needs little structural improvement.
5. "...(T)he joint efforts of students and faculty" do indeed "serve their collective ends", in the view of SSCG.
6. "...(T)he desirable relationships with respect to governance between central administration and the students" were recognized by student members as those in current practice. There was no perceived need to augment or diminish them in any way.
7. Again, relationships "between central administration and the faculty" were seen to be functioning well. The Committee believes that change in structure would be needed only if and when change in administration might require more definitive structure in order to force relationships that might not be functioning. Such not now being the case, no changes were recommended.
8. "...(B)etter ways to employ the given structure" are found throughout the recommendations. It is difficult to prepare such a report and not appear critical of those currently in the governance structure. That is surely not the intent. Every member of the Committee knows from experience how demanding and all-consuming University governance can be. The recommendations proposed are offered in the spirit of understanding and, the Committee hopes, grace.
9. The SSCG was not able to "imagine the design of a modified structure which would be likely to achieve more fully what people expect of it".
10. "...(T)he nature of communications" seems almost to be the heart of University governance, and surely emerged as the soul of the report. It is recognized as the most difficult of all issues in any form of governance and the SSCG sincerely hopes that its recommendations will be helpful.
11. It will be noticed that "a set of questions directed to outside observers" is not in the report. The question of inviting outside observers is for the Consultative Committee to decide. The SSCG felt strongly that it had accepted,

addressed, and responded to its charge and that it was best done with recommendations rather than questions -- recommendations based on its own individual experiences and its thorough knowledge and study of the current governance structure.

The specific recommendations in the report are divided into five sections, with explanations and amplifications where needed.

ROLE OF THE SENATE

A good understanding of the Senate is essential to effective use of our governance system. In a rough sense, all of our other governance bodies are subsets of the Senate.

SSCG strongly believes that as the most broadly represented body in the University, legislative authority correctly resides within the University Senate. The size of this body not only commands legislative power, but it also dictates the ideal format for the Senate, a forum for debate. To enable this type of discussion the Senate depends on its components to bring forward thoroughly investigated proposals. If used properly, the Senate is a useful forum to establish policy and voice concerns.

RECOMMENDATION I: Clarify the ability of all constituent bodies to deliberate on issues and to adopt and promulgate advisory resolutions; but not claim more legislative authority than that which the Senate has delegated.

- Amend bylaws (see appendix 2)
- Should the need arise, the respective steering body of either the Student or Faculty Senate should ensure that there are adequate meetings for that component to form an opinion.

RECOMMENDATION II: Ensure the Senate is as oriented toward discussion as possible.

- Encourage members of the University community to submit resolutions to the Senate, or through its committees.
- Establish a fund to provide student coordinate campus senators the opportunity to physically attend Senate meetings. Currently used telephone hookups are not conducive to participation in the Senate debate by the coordinate campuses.
- Encourage SCC and Business and Rules to plan Senate agendas so as to facilitate debate.

COMMUNICATIONS

This University is among the most decentralized large institutions of higher education in the country. Paradoxically, and fortunately, it is also one of the most consultative. It is characterized by a large number of formal and informal bodies, empowered in a number of ways, to recommend general policy or specific action or to administer academic and support units.

The consultative nature of the University suggests that decisions made by the formal bodies reflect adequate communication between all involved units and individuals. In many instances, this is not the case. The governance system is complex, and necessarily so. The price for complexity is lack of adequate communication.

Constant effort to improve communication is imperative if the governance system is to function well. All parties need to have access to the same information, in order to make enlightened decisions based on understanding of objectives, methods, advantages and disadvantages of options, and possible outcomes. The frame of reference in which a decision is made affects future decisions and decisions made by other parties and on other issues.

The authoritative line of governance, beyond the collegiate level, at the University starts with the faculty and students and moves to either the Senate or the appropriate assembly, thence to Central Administration, and to the Regents. In the normal progress of an issue, there is diversion through one or more committees, which report to the Senate or Assembly for action or information.

Communications problems lie with failure on the part of committees to understand or implement their charge, to have been given historical perspective on the work of their committees, to plan agendas for the year, and to be in sufficient contact with the Consultative Committee to function in concert with other committees' activities. In addition, elected members of governance bodies apparently neither seek counsel of their constituencies nor keep them adequately informed.

RECOMMENDATION I: Encourage faculty/academic professional members and students to know and understand University governance and how individuals can bring items of business to the Senate.

- Publish a handbook, available to all members of the Community that informs and establishes the authority of the governance units, their accountability, and the lines of communication.
- Specify the ways in which items of business can be brought to the Senate, i.e., through one's senators, to the Senate Consultative Committee, or directly to the floor.
- Encourage the continuation of the Senate Consultative Committee newsletter, at least to all senators, with the recommendation that they be circulated to constituencies.
- Ensure that all governance documents are readily accessible to all members of the University community by being placed in libraries system-wide.

RECOMMENDATION II: Require that reports of Senate committees go through the Senate if action is to be taken based on those reports. The Senate cannot and must not be held responsible for actions taken on reports of its committees without having had the opportunity to discuss and vote on them.

RECOMMENDATION III: Expect and require that the Senate Consultative Committee exercise its steering function with regard to committee reports, such that conflicting reports do not go forward to Central Administration.

RECOMMENDATION IV: Ensure both continuity and informed opinion in committee deliberations, insofar as is possible with everchanging membership.

- Provide that each committee is assigned at least one member of Central Administration.
- Require annual reports of each committee, to be filed with the Clerk of the Senate and made available to each succeeding chair, along with records and minutes.
- Require that minutes be kept of all meetings, to be filed with the Clerk of the Senate and made available to each succeeding chair by the predecessor.

RECOMMENDATION V: Retain the concept of the organic University Senate, but provide for both majority and minority expression of opinion if there is conviction of difference on the basis of student versus faculty/academic professional groups.

- Allow voting on an issue along student versus faculty/academic professional lines upon motion by a minority opinion voter, requiring a two-thirds majority of

the voting membership.

RECOMMENDATION VI: Encourage communication between assemblies on all campuses and the Senate.

- Provide funding for student senators to attend Senate meetings.
- Encourage coordinate campus assemblies to make their senators members of their groups.

ORIENTATION

In order that the University governance system be effective, a proper orientation for those involved is a necessity. If individuals are to participate fully in the deliberations that take place in University governance, they must be empowered at all levels so that both their time and the time of others is not fruitlessly spent.

In a governance structure as megalithic as that of the University's, it is very important to involve and sustain the interest of a large number of faculty/academic professionals and students in the processes governance. The sheer number of committees practically ensures that no one has a clear, timely perspective of the intricate workings of the system as a whole and all of its parts. Any individual new to the system can be easily overwhelmed by its enormity. Confusion and ignorance of the system can lead to disappearance of that individual from the system. Sheer enthusiasm on the part of new members cannot always carry them through the learning process.

The following recommendations provide an outline of procedures to inform and orient all participants in University-wide governance.

RECOMMENDATION I: That the Senate Consultative Committee and the Facilitative Committee meet prior to the opening of the Fall Quarter to plan one or more orientation meetings of chairs of Senate and Twin Cities Assembly committees.

RECOMMENDATION II: That the Senate Consultative Committee, with the assistance of the Facilitative Committee, conduct one or more orientation meetings for chairs of Senate and Twin Cities Assembly committees no later than the second week of the Fall Quarter, with the following objectives:

- Familiarize the chairs with the organization of the system and the rationale for its hierarchy.
- Explain the roles of the officers of the Senate and the Assembly.
- Sketch the broad policy issues that will be before the two bodies in the coming year and describe agendas that may be relevant to committee activities.
- Describe operational matters of committee activities.
- Make known budgetary facts that relate to committees, including the availability of budgets and staffing to committees.

- Make known the location and availability of previous committee records.
- Assist committee chairs in understanding their roles in the governance structure and how to implement their specific charges, as described in the Constitutions and Bylaws.
- Provide a forum for identification between Committee chairs of the issues and agenda items they may have in common.

RECOMMENDATION III: That committee chairs call orientation and organizational meetings of their committees early in the Fall Quarter, in order to:

- Empower committee members by conveying to them information received at the orientation sessions.
- Facilitate the timely integration of new members. (It should be noted that Student Committee on Committees provides one such opportunity in the spring after new senators have been elected.)
- Discuss meeting times and arrive at a quarterly calendar that will make it possible for both faculty/academic professional and student members to attend.

RECOMMENDATION IV: That at no later than a second meeting, the committee make the following decisions, insofar as is possible:

- Establish goals of the committee, based on duties and responsibilities outlined in the Constitutions and Bylaws.
- Agree on an agenda that is realistic in terms of priorities and expectations of the governance leadership, and consistent with past actions of the committee.

RECOMMENDATION V: That committee chairs make themselves accessible to all members of their committees, particularly students and new members, for information on any aspect of committee operation or activity.

RECOMMENDATION VI: That, at the first Senate meeting of the academic year, the Senate Consultative Committee Chair make a presentation encapsulating the differing roles of the Senate and campus bodies, the rationale for the hierarchy, and the ways in which committees are appointed, and inviting members to seek his or her advice or counsel on any aspect of University governance.

ACCOUNTABILITY

In this section emphasis is given to the importance of delegation and follow-up to effective governance. Individually and collectively, performance is at its best when challenged. The recommendations aim to supply that challenge by ensuring that committees have important responsibilities and that someone or some group is evaluating their performance. The goal is to strengthen the linkages within the existing governance structure so that even "special issues" can be acted on effectively.

RECOMMENDATION I: The President of the University should report to the Senate on the status of its recommendations, at least once a year.

RECOMMENDATION II: The Senate Planning Committee should monitor the progress of important recommendations of the Senate, and advise the President which recommendations are essential to report on to the Senate.

RECOMMENDATION III: The President and SCC must make every effort to delegate important and timely issues to committees rather than task forces. SSCG asserts that "weak" committees can only be strengthened by having the opportunity to prove themselves. Additional resources or an augmented membership may be required.

RECOMMENDATION IV: The Senate/Assembly Committee Chairs should take responsibility for: communicating with SCC and Committee on Committees, setting the agenda and timeline for committee projects, and notifying members of meetings and deadlines.

RECOMMENDATION V: Committee on Committees should monitor the relevance and contribution of committees to the University.

RECOMMENDATION VI: Each Senate/Assembly Committee should have a record of specific responsibilities and duties of its committee members. In the case of repetitive absenteeism or neglect of duties, a member can be removed by a majority vote of its membership. Or in the case of Senate officers, a majority vote of the relevant steering committee. Absenteeism, neglect of duties, or removal should be reported by the committee chair to Committee on Committees.

RECOMMENDATION VII: Strongly encourage SCC and departmental faculties which consider promotion and tenure, to recognize governance contributions.

STRUCTURE

Despite the size and complexity of the governance system, the SSCG felt strongly that most problems are a result of insufficient use of the present structure, and are not a reflection of a structural problem.

The Minnesota tradition values consultation and participative decision making. The Chair of one important committee that met with SSCG asserted that Minnesota is known across the country for its good governance. This Report reflects the desire to continue to move in that direction.

The current structure has three key strengths, upon which any changes should be based: 1) the hierarchical network of committees, 2) the consultative links with the administration, and 3) mechanisms to create special committees so as to minimize the need for task forces. By enhancing the communication links between committees, assigning appropriate administrators to each committee, and insuring that committees have significant responsibilities, governance will be strengthened.

Strengthening the governance structure also may require elimination or modification of committees that are no longer necessary and are seen as dangling on the fringes of the governance systems. The committee surveyed all Senate and Twin Cities Assembly committee chairs, asking their views on a range of topics. (A copy of the survey form and the summary of the responses are in the Appendix.) The responses are available to the Committee on Committees and Business and Rules, upon request.

RECOMMENDATION I: That the Senate Consultative Committee formalize the Facilitative Committee, by designating those committees whose chair should constitute such a committee and define its duties and responsibilities.

RECOMMENDATION II: That the Committee on Committees look carefully at the Senate and Assembly committees listed below, with regard to their importance to the governance systems. If it is determined that they are important and, therefore, needed, their membership and their duties and responsibilities should be reviewed.

- Social Concerns.
- Student Affairs; suggest changing the name, with attendant membership and duties and responsibilities, to Undergraduate Education and the Student Experience.
- Extension and Community Programs and Summer Sessions; with both Continuing Education and Extension and Summer Session

reporting to the same dean, there might be a rationale for combining the committees, although many other extension operations are also the province of the current Extension and Community Programs committee.

- International Education; consider subsuming the Assembly Committee on International Students.
- Academic Freedom and Responsibility Appeals; one consultant to the SSCG observed that "a monstrosity of an appeals system" has been created.
- Educational Development; if this is solely an administrative committee, it may not need to be in the governance structure.
- Student Academic Support Services.
- Use of Human Subjects in Research; the committee is particularly concerned that the committee be reconstituted to attend to policy matters (the policy and administration functions of the committee should be more clearly separated).
- University-ROTC Relationships.
- Transportation and Parking; an Assembly Committee, could become a subcommittee of Senate Committee on Physical Plant and Space Allocation.
- Book Store Advisory, its educational function should be emphasized.

Committee effectiveness is dependent upon function, tasks assigned, and expectation on the part of those assigning the tasks. Two principles could serve as criteria in determining whether a particular committee should be modified or deleted from or added to the governance structure: 1) there are significant responsibilities assigned to it; 2) it must either formulate or evaluate policy (eg. committees should be more than a support group for an administrator).

If the appropriate committees are in place in the structure, the need for task forces can be limited to topics that are too broad in scope to be encompassed by one committee, or a committee can be augmented to handle a specific issue.

RECOMMENDATION III: That committee membership be constituted in terms of optimal numbers and best use of faculty and student experience, while at the same time avoiding conflict of interest.

- The Committee on Committees needs one additional faculty member, possibly designated to be from the St. Paul Campus, and two additional student members.
- Student Affairs, given its present assignment, is unwieldy and should be reduced in size; it should be chaired by a student and provided staff support.
- Committee chairs should be current Senators or have served within the last five years.
- The data base developed by the Committee on Committees, including the triennial survey of faculty interest, should be made available to and used by all bodies that appoint members of committees.
- Student employees of an area should be ineligible to serve

on policy making or regulatory committee of that same area.

RECOMMENDATION IV: That all Senate and Assembly committees be staffed to a degree commensurate with their responsibilities and that the Senate Consultative Committee determine staffing necessary to insure productivity and continuity.

RECOMMENDATION V: That voting privileges of Academic Professional members in the Faculty Senate and the Faculty Assembly be clarified in the constitutions and bylaws, by specifying those items on which such members may vote or may not vote.

Appendix 1

TIMELINE

- November 25, 1985 Special Senate Committee on governance (SSCG) was created by the Senate Consultative Committee (SSC).
- December 11, 1985 Discussed the scope of our charge, issues to address, and people to use as resources. The committee decided to conduct a survey of committee chairs' opinions.
- January 14, 1986 Identified four main areas for further study. Divided into pairs to investigate them.
- January 29, 1986 Discussion with REGENTS PROFESSOR JOHN TURNER.
- February 5, 1986 Role of the Senate was reported on by Florman and Murphy. Improving communication was reported on by Seitel and Squires.
- February 12, 1986 Relationship between the Senate and Assemblies was reported on by Fenton and Rodriguez. Committee effectiveness was reported on by St. Laurent and Terrell.
- February 26, 1986 Discussion with PROFESSOR STUTHMAN, Chair of Senate Consultative Committee.
- March 12, 1986 Discussed the size of governance. Discussed the authority of various governance bodies.
- March 26, 1986 Continued our discussion with PROFESSOR STUTHMAN.
- April 2, 1986 Discussion with PRESIDENT KELLER.
- April 9, 1986 Discussion with PROFESSOR CLARK, Chair of Committee on Committees.

April 15, 1986

Confirmed recommendations under each of our five topic areas. The topics are structure, role of the Senate, orientation, communication, and accountability.

April 29, 1986

Discussed our report in the context fulfilling our charge.

May 6, 1986

Examined and revised components of report.

May 13, 1986

Reviewed report.

June 10, 1986

Plan to discuss SCC's reaction to our report.

Appendix 2

Student Participation in University Governance
A Historical Perspective and Recommendations

In 1969 the University Senate committee structure was reorganized and Senate membership was expanded to include representatives of the student body. As part of the process, the elected faculty representatives to the University Senate were designated as the Faculty Senate and the elected student representatives as the Student Senate. A parallel distinction was drawn at the campus level to constitute the Twin Cities Faculty Assembly and the Twin Cities Student Assembly.

The changes in the Senate's structure were the latest stage in an evolutionary process that had begun not quite twenty years before. At first, there was a University Senate of which only Associate and Full Professors were members. Then the Senate became an elective body, with representation of the lower academic ranks. (The upper ranks were represented by one Senate representative for each 10 "senior" faculty members, the "junior" ranks by one for each 40.) Next the proportionate difference in representation was abandoned. Senate representatives were to be elected without regard to rank.

A related development during the 1950's was the establishment of a Faculty Consultative Committee, intended to facilitate exchange of information and opinion between faculty and administration. These two structures, the University Senate and the Faculty Consultative Committee, were the organs for the expression and advocacy of the faculty's position on academic issues. The Senate's committees offered an avenue for direct participation in the early development of recommendations to be deliberated and acted upon by the Senate.

The student body had its own organization in the Minnesota Student Association and its subordinate bodies. Nevertheless, many student leaders argued that the student body should be granted representation on the University Senate, to which the Board of Regents had constitutionally delegated legislative powers over many areas with which students were deeply concerned. Their pleas were heeded.

The structure that emerged recognized a Faculty Senate and a Student Senate, a Faculty Consultative Committee and a Student Consultative Committee. It should be obvious that the new University Senate was never intended to prevent its constituent bodies from doing anything. They would be free to function as separate entities if and when the need should be felt for the expression of the position of the faculty or of the student body.

Other modifications have occurred since 1969, but the basic

structure has not been altered. There remain three constitutionally defined deliberative bodies: University Senate; Faculty Senate; Student Senate. (And, for matters relating to a single Campus only, a Campus Assembly; Faculty Assembly; Student Assembly.)

The arrangement would have created no difficulty had times and attitudes not changed within a few years. The notion of partnership in one academic community was superseded by a preoccupation with competing interests. In particular, a significant bloc of students defined the function of student representatives to the Senate as one of defending student interests against hostile encroachments by the administration or the faculty. This begot a tendency to insist of any given issue that it should properly be the business of the full University Senate. In this way, what had been intended to be a new voice representative of the entire academic community was distorted into a device for suppressing any distinctive faculty voice. Protests against that development were construed as opposition to student representation on the Senate and a reactionary attempt to return to the status quo ante.

We should not return to any of the ancestral Senates. It is far better to try once more to achieve the purpose to which the new Senate was originally dedicated. It is the voice of the entire academic community. It is not intended to supplant or to suppress either of its two constituencies, the faculty and the student body, represented by the Faculty Senate and the Student Senate respectively.

The University Senate's Constitution assigns to the Faculty Consultative Committee and the Student Consultative Committee the responsibilities of an executive and steering committee to serve the needs of their respective Senates. The University Senate Consultative Committee, acting with the assistance of the Senate Committee on Business and Rules, is responsible for setting the agenda of the University Senate. It should be free to place before the representatives of the entire academic community such issues as it sees fit. It may not dictate to the Faculty or the Student Senate, nor may it silence or abolish either of the constituent bodies.

There is no need to alter the provisions of the University Senate's Constitution, except perhaps for purposes of clarification. We should be more attentive to two distinctions too often neglected: (1) between the exercise of legislative power and other functions that may belong to a deliberative body; and (2) between exclusive action and primary initiative.

Under Article I, the Board of Regents has committed to the Faculty Senate certain matters that are defined in Article III, Section Two. They are "general legislative authority over educational matters concerning more than one campus or the University as a whole..." and "the power to enact regulations for the governing of faculty, academic professionals and students in

those relations with the University which affect the University as a whole." There is appended in the next two paragraphs provision for recognition of campus assemblies and for delegation of authority.

Section 3 (a) of Article III provides that "the University Senate shall perform all functions and exercise all powers described in Section 2 which are not specifically delegated to the Faculty Senate or the Student Senate." Section 3 (b) then assigns to the Senate Consultative Committee authority to delegate "particular functions for exclusive action by either the Faculty Senate or the Student Senate."

We are concerned here solely with the delegated legislative authority and the power to enact regulations. That has never precluded the University Senate from acting in other ways, by memorializing, petitioning, requesting or recommending action, expressing objection, and so on. If the University Senate further delegates to one of its constituent bodies a "particular function for exclusive action," the other constituent body remains free to advise, to concur, to support or to express objection. Whatever it does can have no immediate legislative force, but that by no means implies that it can do nothing.

Furthermore, there is no need for a constituent body to wait upon the Senate Consultative Committee to delegate legislative authority to it. The Faculty Senate has its own steering committee in the Faculty Consultative Committee. The steering committee presumably can schedule meetings and establish an agenda for its Senate. Until authority has been delegated to the Faculty Senate for its exclusive action, its steering committee can not claim exclusive authority over any matter (even implicitly, as by placing on the agenda an item that if adopted would constitute the enactment of a regulation). But that is the only limit set by the Constitution. The Faculty Senate is free, on the primary initiative of its own steering committee to consider any action, short of legislation, on any matter.

Although nothing in the current Constitution of the University Sente is incompatible with the procedures described above, it would be wise to remove the anxieties that have been expressed by adopting some clarificatory amendments to Article III, Section 2:

Recommended Amendments to Article II, Section 3
of the Consitution of the University Senate

These amendments to Article III, Section 3 are intended to remove ambiguities concerning the allocation of legislative authority and other matters among the University Senate, the Faculty Senate, and the Student Senate.

- (1) In the title: delete 'Functions and'.
- (2) In a. delete 'perform all functions and'.

(3) In b. after 'delegate' substitute 'to either the Faculty Senate or the Student Senate its legislative authority over particular functions.'

(4) Add a new subsection:

f. Allocation of legislative authority, residual or delegated, does not restrict the right of the University Senate, the Faculty Senate, or the Student Senate to adopt and promulgate advisory resolutions and statements of policy or to take any other action consistent with the settlement of legislative authority upon another body.

The Structure of Student Governance
at the
University of Minnesota

The structure of student governance is complex, probably more complex than the corresponding University governance structure. While it in many ways parallels the University governance structure, there is in addition a whole complementary branch, if you will, or governance.

Starting with the most familiar, the University Senate is composed of two parts: the Student Senate and the Faculty Senate. In theory, from the student governance perspective, the Student Senate provides the opportunity for discussion and deliberation of issues that concern students on all five campuses of the University. In practice, very little discussion and deliberation occur in the Student Senate. Rather, much of the discussion that might occur there occurs within the individual campus associations or within the Student Senate Consultative Committee.

The observation that the Student Senate does not deliberate weighty issues of concern to students is not meant to imply that issues affecting University students in general are ignored. Rather, it is the case that these issues are generally dealt with by the individual student associations and consensus reached often through the Student Senate Consultative Committee. The annual turn-over in Student Senate membership and difficulty of inter-campus travel are two of the reasons contributing to the difficulty of effective student utilization of the Student Senate. In its place, the SSCC has in many ways become the forum in which the ideas and concerns of the five student associations are discussed.

At the campus level, each has a campus-wide assembly and/ or a student association. In the case of the Twin Cities, there exists the Twin Cities Campus Assembly (TCCA) consisting of faculty and student members of the University Senate who represent colleges on the Twin Cities. Most, if not all coordinate campuses have similar assemblies consisting of students and faculty. Again, within the student component of the assemblies very little discussion occurs.

It should be mentioned that within the TCCA official documents, the Minnesota Student Association Forum (MSA) is often identified as being the same as the student portion of the TCCA. This is not the case. All student members of the Twin Cities Campus Assembly are members of MSA Forum, however the Forum has additional membership from special interest groups (the dormitories, greek system, and minority students) that are not specifically represented in the TCCA.

Student representatives to the Twin Cities Campus Assembly, and hence the University Senate, are elected from their colleges. While this is similar to the manner of election of Faculty representatives, it does not require a nomination process: almost any student from a college may be elected a senator from that college.

In parallel with the campus assemblies, each campus of the University has a student association. The individual student associations are the focal point for most discussion and deliberation of issues of concern to students.

At the collegiate level, there is an additional level of student governance. Every college has a student governing board. Notable examples are the IT Student Board, the College of Liberal Arts Student Intermediary Board (CLA-SIB) and the Council of Graduate Students (COGS). Generally the college boards deal with student issues affecting only their college. Such issues include academic requirements, degree programs, graduation policies and educational activities within the college.

In general, the student governance at the University might be best likened to a modern day federalist system. College boards operate at the grass-roots or 'city' level of governance. The student associations of the five campuses, where most of the decision-making occurs are at the 'state' level. And the Student Senate operates at the 'federal' level.

The components of governance discussed above are in some sense quite regular. Each of the components provide two basic functions: consultation to administration and faculty; and a forum for discussion and debate within the body. There is a third component of student governance that is of a slightly different nature.

The Student Representatives to the Board of Regents constitute a component with no other parallels within the governance system. The Student Representatives to Regents include 8 students (3 from the Minneapolis campus and 1 each from the Morris, Duluth, Waseca, Crookston and St. Paul campuses). On each committee of the Board of Regents sit two student representatives with speaking (but not voting) privileges. In addition, the chair of Student Representatives has speaking privileges before the Regents Committee of the Whole.

Some individuals when discussing student governance will suggest that the existence of a Student Regent (a regent who happens to be / or has been a student within the last six years of his/her appointment) is another component of student governance at the University. To the extent to which such individuals mean to imply that the Student Regent is merely concerned with the some times parochial interests of students, SSCG believes that this is false. To the extent that they mean the Student Regent might have an outlook on the University that recalls the student experience, SSCG believes that this is true.

We can start, I think, from two premises on which I am sure we have agreement: 1) we all benefit--students, faculty, and administration alike--from a strong, high quality University, and we should support policies that are congenial with this objective; and 2) for a university to operate effectively there must be mechanisms for the "voice of the faculty" to be heard on important issues and for "student opinion" to be expressed on such issues. How these objectives can be met has generated healthy discussion, and I take this opportunity to put the faculty case a bit more succinctly and completely, and to indicate how the problems can be alleviated somewhat.

At the University of Minnesota, the students have a variety of mechanisms through which they can express the "views of the student body" to the administration and the Board of Regents. They can channel their opinions through a separate student governance system in which they determine the agendas--the faculty have no representation or actual influence in this structure. In addition to these institutions, the students enjoy representation on the University Senate, the campus assemblies, the committees of the Senate and the assemblies, the important Senate Consultative Committee, task forces, and search committees. They also have direct access to the Regents through the "student Regent" and through the student representatives on the Regents' committees. Besides all of these points of access, there is a Vice President for Student Affairs, and in the past at least the students have been accustomed to having regular "closed" meetings with the President.

Surely, then, the students at the University of Minnesota have many mechanisms through which "student opinion" can be conveyed. But they do face a burdensome problem: What is "student opinion" on a given issue? Whom do the students in these governance structures really represent? How much contact do the student representatives have with the clienteles they allegedly represent? How do they go about soliciting the views of the thousands of students for whom they presumably speak?

Here the students are confronted with serious obstacles because the Twin Cities campus is a commuter campus, with approximately two-thirds of the students living more than a two-mile radius from the center of educational activities. Moreover, a high proportion of the students have outside jobs, with little time to engage in the affairs of governance. We as a faculty sympathize with student leaders as they are forced to wrestle with these problems.

But these problems make it difficult for them to claim a mandate, especially when the highest turnout in their elections on the Twin Cities campus is about 7 percent of the eligible voters. A mandate gets a trifle fuzzy when, in the spring of 1984, out of a student body of 45,000, only 347 students voted for their new constitutions. (A total of 130 students voted against the document, and 720 abstained.)

A democratic mandate is hard to recognize when the students have trouble filling the candidate slots for the University Senate each spring, and when the drop-out rate is so high during the year, necessitating the vacancies to be filled by appointment. Mark Sova, a member of the Minnesota Union Coordinating Board, identified the problem when he testified before the student task force last spring: "Individual student governors are transient. They are oriented in the fall, begin work on issues in the winter, become overworked and burnt-out in the spring, and disappear in the summer. Next year the cycle continues."

This all means that by the end of the year about 41 percent of the student senators occupy their posts through indirect election or by cooptation. This statement also applies to the student members of the important Senate Consultative Committee--they, too, are elected indirectly. I have been told by a person who is in a position to know that the student representatives on the Regents' committees have in effect been choosing their own successors--again, indirect selection; yet they are able to confront the Regents with what they claim to be the "student position." Obviously, none of these processes can be graced with the term "democracy."

So far, then, I have indicated that University students have a good number of channels for the airing of their views, but that there is the serious problem of how well they represent the views of the entire student body.

The faculty, on the other hand, have the opposite problem. Their representatives are directly elected; the voter participation rate is much higher (in 1983, 62 percent of the Liberal Arts faculty voted for their senators); and the clienteles of the faculty representatives in the Senate, on the Senate--Faculty Consultative Committee, and other bodies are identifiable, and efforts are made to increase the interaction between the two. But there exists no machinery for the clear, unadulterated expression of faculty views on University affairs. The faculty have none of the regularized channels to the centers of decision-making that are available to students--no faculty Regent, no official faculty representation on the Regents' committees, and no faculty Senate whose agenda is entirely within the control of the faculty. The latter point is crucial, and merits further examination.

Prior to 1968-1969, we had a Faculty Senate with virtually no limits on its jurisdiction. The faculty were beholden to no one for their agendas. They were free to discuss issues across colleges, and in this forum they got a sense of the unique problems that were facing the various units. The votes were a clear expression of the "faculty-view."

Then, in 1968-1969, partly to accommodate student demands, we grafted on to the existing structure another body, the University Senate, and we made that Senate and its Consultative Committee constitutionally superior to the Faculty Senate and the Faculty Consultative Committee. The voice of the faculty cannot be clearly identified in the University Senate because about 37 percent of the votes belong to students. Even more serious, the Senate Consultative Committee--made up of nine faculty members, an equal number of students, and the Vice Chair of the Senate, who can be either a faculty member or a student--sets the agenda for the Faculty Senate. According to the Constitution, the only areas of discussion permitted to the Faculty Senate (without the assent of the students) are terms and conditions of employment, i.e., tenure, salaries, and fringe benefits. (See attached section of the Constitution, Article III, 3 and note from Professor Swan.)

Quite apart from the fact that the present governance arrangement robs the faculty of an autonomous forum within which to discuss issues as a faculty, the University Senate as now constituted has certain weaknesses that work to the disadvantage of the faculty. Let me enumerate a few.

1. Student attendance at Senate meetings is poor. Over a nine-year period, the average attendance of student senators was 54 percent, compared with a faculty attendance rate of 81 percent. This means that the terms of a good number of the student members are terminated during the year. The ups and downs affect the rules and procedures of the Senate; structures have an impact on how people approach and regard them. On a tight vote requiring a qualified majority of the entire membership, there is the probability, given the high rate of student absences, that the decision will be made by those who are not there to listen to the debate.

2. The "absentee" rule under which a Senator can be terminated for non-attendance (it applies to the faculty, too, but the termination problem does not arise with them) means that, until the student absences are tallied, we don't know the size of the vote that will be required on a given issue. The tallying would have to be done in the Senate meeting before the vote is taken.

3. While the faculty members continue in the University for lengthy periods of time, they are around to bear the responsibility for the decisions they make. This is not true of the students, most of whom are in the Senate for a year or less, and are never seen again; they can participate in close votes, and if the decisions turn out to be harmful to the academic enterprise, they are not around to help bear the cost.

4. In terms of its governance structures and procedures, the University of Minnesota is out of step with most other major universities. At Minnesota, the students hold 37 percent of the Senate seats (and 50 percent of the regular seats of the chief consulting body). At Ohio State, student representation on the main governing body is 30%; at Illinois, the figure is 20%. Then there is a middle group of institutions. At Princeton, the primary governing mechanism is the entire faculty, but there is also a 50-person Council which includes 19 students. Indiana's structure includes only the student body president and its vice president; at Purdue, the student president is the only student representative. And, finally, we come to the third group of universities, which, while providing for student representation on certain committees, have no students on their main governance bodies: Harvard, Yale, Chicago, Berkeley, Wisconsin, Michigan, Iowa, Northwestern, and Michigan State. During the era of student unrest, the faculties at these institutions stood up against strong pressures and proclaimed this message: "No! We will remain firm in the protection of our faculty prerogatives and institutions."

A year or so ago, I presided over all but one of the Faculty Senate meetings when it discussed the tenure code, one of the few items it is entitled to discuss under the Senate Constitution. It was one of the highlights of my professional career. The subject was controversial, and at times the debating was intense. But the level of the discussion was high. We were discussing issues across departments and colleges. For the first time in a long time, faculty members became aware of the special problems faced by their colleagues in other units. And on the basis of these discussions, compromises were worked out, and we came up with a tenure code which represented a genuine faculty voice.

When Interim-President Keller unfolded his Commitment to Focus, he was able to give a copy of the document to the student body president with a request that he receive student reaction. But, since the faculty does not have autonomous control over the agenda of the Faculty Senate, the faculty has not been able in a formal body to discuss this document among themselves across colleges. The only opportunity came in an informal Faculty Forum, which one could have predicted would be poorly attended and the discussion rushed. In other words, when we have before us the most important educational document I have ever seen at Minnesota--one that addresses direction, goals, and curricula--the faculty as faculty have not been able to discuss it beyond their departmental or collegiate bounds.

In my view, the administration, the Regents, and the citizens of the state have a right to hear from the faculty in a clear expression of their judgment on major questions of educational policy. In my view, too, we all have an obligation to develop a mechanism that will make the expression of those

judgments possible. The health of the University now and in the future requires it.

Although it is not what I would consider ideal, let me suggest a realistic alternative to those who are willing to recognize that a serious problem of governance exists and who really give the welfare of this institution top priority, as I know the members of this Committee do. Let us amend the Constitution to permit the Faculty Consultative Committee to set the agenda for the Faculty Senate. The students have the right to set the agendas in their governance structures. Why shouldn't the faculty have control over their agendas in their Senate so that they can discuss as a faculty a bit more than the terms and conditions of employment? I hasten to point out that the Senate Consultative Committee has already adjusted the rules so that this type of reform applies to the Faculty Consultative Committee.

This concludes my main remarks. Thank you for listening!

Respectfully submitted,

A handwritten signature in cursive script that reads "John E. Turner". The signature is written in dark ink and is positioned above the typed name.

John E. Turner

SPECIAL COMMITTEE ON GOVERNANCE
QUESTIONNAIRE
January 1986

Please answer each question using the space provided or attach additional pages if additional space is needed. Thank-you for your cooperation.

CHAIR: _____ COMMITTEE: _____

- 1. How often does this committee meet? ____/Month, ____/Quarter, ____/Year
- 2. What are the primary issues before the committee this year (85-86 academic year)?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

- 3. Would you like to see changes made to the "Constitution and By-Laws" for this committee's:

	Needs Change	No Change
3a: line of authority ?	_____	_____
3b: membership?	_____	_____
3c: duties and responsibilities ?	_____	_____
3d. other (specify) _____		

- 3e. Please explain the problems and ambiguities in the "Constitution and By-Laws" and the changes that are needed. (Especially note any of the committee's duties and responsibilities that unnecessarily overlap with that of another governance body.)

4. Does this committee have the resources it needs to work effectively? Yes, No

4a. Suggestions or Comments?

5. Does this committee have ex-officio members from the administration?

No

Yes, ex-officio members meet regularly with this committee.

Yes, ex-officio members meet occasionally or on-request with this committee.

5a. If yes, who are the ex-officio members? _____

6. Does this committee meet with other administrators? Yes, No

7. Would you like to see any changes in your meetings with the administration?

Yes, No

7a. Comments or Suggestions?

6. How effective is the communication between this committee, the Senate/Assembly and the administration? Effective. Needs Improvement.

6a. Comments or Suggestions?

7. Does this committee have problems with the quality of participation of its members? No Yes

7a. Comments or Suggestions?

Your Name: _____

Your Campus: _____

1. Would you be willing to personally attend the University Senate meetings if the University reimbursed you for travel expenses?
 Yes, I would try to attend every meeting.
 Yes, I would try to attend some meetings.
 No, I would not be able to attend meetings.

2. Do you have ideas on how you might better be included in the deliberations of the Senate?

3. Do you believe your participation in the Senate and in the Senate committees has been worthwhile? Explain.

4. Further Comments?

Some Results of the Governance Sub-Committee Survey of
Senate and Assembly Committees

Committees indicating no problems

Finance
Faculty Affairs
Educational Policy
Convocations and the Arts
Calendar

Summer Sessions
Committee on Committees
All University Honors
Placement
Transportation & Parking

Attendance/Membership problems

Honors Program	-Decrease # of ex-officio members, increase faculty participation, absenteeism faculty and student
Equal Employment Opportunity for Women	-members don't attend
Tenure	-student should serve . 1 year
Health Services	-difficulty in contacting students at beginning of the year
Social Concerns	-students inactive, 2 faculty retired
Operations and Services for the Handicapped	-high turnover in membership
Student Affairs	-too many members
InterCollegiate Athletics	-students disadvantaged by short-notice of some meetings
	-student members employees of the Athletic department
International Students	-student/faculty participation spotty
Student Academic Support Services	-student membership not representative
	-quality of participation low
Bookstore Advisory	-student do not attend
Library	-students and civil service non-participants
	-faculty participation variable
Academic Freedom and Responsibility Appeals	-few have attended
Housing	-in past 1 faculty never showed, now only 2 of 4 students attend meetings
Physical Plant	-1 student never comes
International Education	-wants more members, problems in attendance

Competence of Members to Serve

Academic Freedom and Responsibility Appeals Committee Research
(what it is, its costs, source of funding, etc.)

Other Problems

Honors Program	-needs office support
Social Concerns	-not being used by University community
Animal Care	-need for larger committee staffing
	-overlap between administrative and policy aspects of committee charge
Student Behavior Committee	-need for policies relative to: disciplinary actions, alleged criminal acts, and expulsion and reinstatement
Student Affairs	-role of committee as advisory body or policy developing
InterCollegiate Athletics	-tension between policy recommendation and policy implementation roles
Planning	-secretarial assistance
Judicial	-secretarial assistance (full-time)
Physical Plant	-enormous task to review physical plant, just have to take on 1 or 2 issues every year and do a little to improve
Judicial	-clarification of division of jurisdiction between Judicial and Acad. Freed. and Resp. Appeals
Library	-need for involvement in budgetary process/ meet with V.P. and President to plan for acquisitions
	-many other issues
Bookstore Advisory	-communication problem
Research	-lines of reporting should be direct to Senate not through Ed. Pol.
U-ROTC Relations	-desire more to do
International Students	-some overlap with Interna'tl Ed.
	-perception that committee's activities are irrelevant to Univ. policy
	-need to meet with V.P. Student Affairs and Asst. V.P. Interna'tl Ed.
	-lack of resources

Other Problems (cont'd)

Educational Development

- relationship to coordinate campuses needs examination (esp Duluth)
- need funding for programming
- relationship to the Senate 'voided in practice in recent years'

Use of Human Subjects in Research
Intern'tl Education

- no need to be a Senate cmte
- would like to be a senate committee instead of standing committee

General Comments

Honors Program

- would like to be consulted on quality of ed issues-they've been working in area a long time

Student Affairs

- few members have clear idea of the committee role in governance

Planning

- need more new faculty involvement, not less

Consultative

- inventory committee vacancies for patterns
- guard against overtaxing students
- encourage consideration of Jodl report recommendations
- delegate more responsibilities to Faculty or Student branches (Senate) as appropriate
- put C on C in charge of developing slates of nominees for all committees (which are appointed)
- chair should be on committee for 1 year

Committee on Committees

Physical Plant

Changes in Process

Planning

- revision of committee description

Acad. Freed. and Resp. Appeals
Honors Program

- ???
- wants univ wide honors program (decisions in one place)
proposal sent to SCC in May.