



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
164 Food Science and Nutrition
1334 Eckles Avenue
St. Paul, Minnesota 55108
Telephone (612)373-3226

MINUTES

APPROVED 12/2/82

SENATE CONSULTATIVE COMMITTEE

November 18, 1982

12:45-2:50 p.m., Regents Room

Members present: Virginia Fredricks, Phyllis Freier, Barry Hogen, John Howe, Anne Hunt, Julie Iverson, David Lenander, Rick Linden, Marv Mattson, Doug Pratt, Paul Quie, W. D. Spring, Burt Sundquist, Patricia Swan (Chr.), John Turner, Kathy Watson.

Guests present: Mary Jane Plunkett, Don Jacobson, Maureen Smith; for parts of meeting, President Magrath, Vice Presidents Hasselmo, Keller and Wilderson, Bruce Thorpe.

1. Minutes of November 4 meeting were approved as distributed.

2. Report of Student Chair.

Dave Lenander reported that he and Rose Johnson (student rep. to Board of Regents) have been discussing with Vice President Wilderson and President Magrath the proposal for a new recreational sports building.

Julie Iverson called attention to Evanston, Illinois' proposed tax on Northwestern students.

3. Budget Subcommittee of the Senate. Professor Turner announced a 15 to 20 minute meeting on December 2 to consider a committee's budget increase request.

4. Finance Committee. Chair Burt Sundquist announced SFC meets Tuesday, November 23 with Vice President Keller. On the agenda:

- a) Discussion to gain perspective on University revenues and costs beyond the current fiscal year, based upon data in hand;
- b) Examining data on the salaries of other occupational groups the administration has used to make comparisons regarding faculty salary changes;
- c) Further discussion of financial aid and appointment of a subcommittee to learn more about the economic status of students;
- d) Faculty salary request for 1983-85 biennium.

5. Grievance and Legal Concerns Subcommittee. Professor Swan informed SCC that Professor Freier had reported to FCC the study and subsequent proposal draft she and Carol Pazandak intend to make regarding the faculty grievance system. Interested students may inquire directly of Professor Freier.

6. Report from Regents Educational Policy and Long Range Planning Committee. Professor Quie reported there had been extended discussion on the items of Graduate School admissions and Medical School admissions.

a) Graduate School admissions. The Regents appeared to be seeking more information and better understanding, not to be asking for more power or a different kind of relationship to Graduate School administration. Talk focused on differences among the various programs and on the responsibility of the Graduate School. Both standards of excellence and equitable treatment are objectives. In only about 10% of the prospective students' cases do the dispositions of the individual program and the Graduate School differ. Dean Ibele stressed the need to remain flexible. There is a plan for a reconsideration of entrance requirements with the new dean of the Graduate School when that person is named, which is expected to be very soon.

b) Medical School admissions policies. Vice President Vanselow and Dean Gault presented to the Regents the historical perspective including the kinds of discussions and the process whereby we arrived at the present class size of 249. The see that events lead the University now to need similar kinds of discussions to lead to a decrease in class size. All concerned want a clear-cut process to develop this necessary but sensitive policy change.

7. Report of the Task Force Report on Human Services Programs. Postponed to December 2 because Ziegelmann absent. Mr. Lenander distributed copies of his memorandum on the report.

8. Conversation with Vice President Wilderson.

a) Student boards. Professor Swan described the FCC's reluctance to name the faculty members to boards which do not report to it or to the Senate or Assembly, because accountability is lacking.

Vice President Wilderson described the Board of Student Publications as a creature of the Assembly Committee on Student Affairs. The Board reports to ACSA, which reports in turn to the Assembly. Mr. Lenander added that in fact ACSA is charged with overseeing the affairs of all the student boards.

Dr. Wilderson told SCC the ACSA has reviewed and approved the constitution of the Board of Student Publications. It is that Board which empowers the Daily to operate.

Professor Swan asked how "supervision" by the Student Affairs Committee is interpreted. Dr. Wilderson illustrated: In the controversy over the Daily following the June, 1979 "humor" edition, he wrote ACSA, reminding them of their responsibility for the Board of Student Publications. They followed up by reviewing the relationships between the Board and the Daily (as well as monitoring the writing of a new Board constitution).

Mr. Lenander remarked that the Board of Student Publications does not report on a regular basis to ACSA. However, when the Daily experimented with extra-campus distribution of its D'art section, ACSA studied the matter and wrote a report.

Vice President Wilderson expressed his opinion that it makes a different impression when the faculty are asked by Committee on Committees to serve; they have a sense then of representing the faculty. When they are invited by the administration, they tend to think it is for some technical expertise they can contribute. He wants the faculty members' participation to be validated by an appropriate body, such as Committee on Committees. Professor Howe added that the SCC is not as well established to make such appointments.

Vice President Wilderson said he views the MSA as the student component of the Assembly, although MSA may see itself as having independent status. The Fees Committee reports to MSA.

Professor Spring said it is important for the Office of Student Affairs to identify what kinds of boards these in question are and if they ought to belong to the Assembly. If it appears they ought to be associated with the Assembly, then there could be an effort to move them there.

Dr. Wilderson said the central question is how students see MSA's relationship to the Senate and Assembly. Kathy Watson said that while most memberships overlap for students, there is no established reporting mechanism from MSA to the Assembly or Senate. Professor Turner underlined this distinction between an organic relationship, which is lacking, and the informal spillover of information which occurs because of duplicating membership.

Professor Spring told the meeting that the Senate constitution revision committee had deliberated on these questions. The students at that time roundly rejected the idea of a Student Senate, although the provision for it is built in.

Vice President Wilderson said he would like to consult with others and bring in a request for how they would like to see faculty appointed to these boards.

Professor Turner concluded the discussion by suggesting that the SCC might perform an important role in naming faculty to those boards which still have no organic connection to the Senate and Assembly.

b) Financial aid. Has the University awarded more money than usual this year and dipped into next year's supply to do so?

Vice President Wilderson said the University over-awarded work-study aid this year as usual. They have attempted to be very careful in allocations and estimations, in part because they don't want any money left over at the end of the year. Any such funds are lost.

The history is that Student Affairs was very conservative in its estimates last April and May. They now believe they can put more money out. Moreover, the University received an additional grant for work study. If it turns out that the students all work to the full extent allowed and collect full awards, then the University will come up short and have to borrow some from next year.

Professor Freier asked how the word is going out to students that they can re-apply. Dr. Wilderson said efforts are being made to reach everyone eligible. Different means are used for different categories of students. Asked about the priority system, he said undergraduates have priority over graduates students.

He added that central administration will be working with the deans and with ACSA and the Senate Finance Committee on restructuring the priority system.

9. Military Selective Service Act, Section 12. (The legislation requires all male applicants for financial aid to declare whether or not they have registered for the draft; if they have not, they will be ineligible for any federally-based financial aid. The law takes effect July 1, 1983.)

Anne Hunt described the student interest in challenging this legislation on several constitutional grounds:

- a) it is discriminatory, targeting a select group;
- b) it presumes guilt and provides no opportunity for jury trial;
- c) it ignores the Fifth Amendment;
- d) it ignores the Constitutional bill of attainder prohibiting one body from being both legislative and judicial (Congress in this case is acting in both capacities).

The federal Department of Education is drawing up guidelines which it will give to the individual universities and ask the universities to implement.

Vice President Wilderson said there is a lot of organized effort on the part of universities generally and the professional financial aid community to influence the DOE and get the universities out of the implementation business. College financial aid offices are not equipped to carry out the enforcement. But, he said, we don't think we are going to escape it. He hopes implementation will not embroil financial aid workers in confrontations with students.

Professor Swan asked Ms. Hunt if there is an organized student legal effort in the country. Ms. Hunt replied that the ACLU has a keen interest but cannot act until there is an actual case of aid denied on the basis of the law. There is the possibility of seeking an injunction against implementing the law.

President Magrath joined the meeting, and Professor Swan asked him if there is any organized effort regarding this legislation on the part of the associations of higher education. The President replied that there is. All the associations opposed the legislation, but it was passed. Now opposition takes the form of seeking the least involvement in implementation. The universities want no part of enforcement. He said he personally regards the law as a mistake which mixes issues dreadfully. He said he is sure there will be legal action, probably handled nationally, and added he would encourage the association to participate.

Ms. Hunt asked if it is possible to file an injunction based upon a constitutional challenge. The President replied that the issue is best framed when there is an actual case to test. He said he would ask General Counsel Dunham about an injunction.

Ms. Hunt asked if, since a recent California court decision has ruled the draft registration law itself invalid, one could argue that a University student should not be expected to comply until the validity of that law is determined.

President Magrath said he will have to know the facts before defying the law. The consequence could be the cutting off of all federal financial aid to all University of Minnesota students.

Professor Swan invited everyone to bring further information as the fluid situation on this matter changes.

10. University Planning, Second Cycle. Professor Swan introduced Vice President Hasselmo, who distributed copies of a general outline describing the planning process, entitled "Proposed Approach to Planning 1983-85." He gave further explanation to Sections 1.2 (Lateral planning characterization) and 2.1-2.12 (general and unit-specific questions to be addressed re unit planning). With regard to unit planning, the vice president said that a unit head would have to write a memorandum for consideration if a unit wants to change its filed plan.

Professor Howe asked what consultation there will be on creating the resource flexibility which is to come from internal reallocation. Vice President Hasselmo said we have to come to grips with the goal of creating central reserves, and determine what can be retained by a unit and what will revert to central administration.

Professor Sundquist said the questions to be addressed on unit planning call for innovative ways for units and central administration to interact. It is not enough simply to rely on information and self-rating flowing from the individual units.

Professor Pratt said he assumes there will have to be interaction between central planners and the units on many of the general questions, including those on environment and assumptions. On some questions the unit will inform the planners; on others the planners will inform the units. Dr. Hasselmo said the working out will be through the deans dealing with the respective units.

The goals and assumptions of the institutional planning statement still seem to be valid, he said. The plan specifies a mechanism for a unit to update its planning statement. He will set up planning conferences between the vice presidents and the planning units.

Professor Turner said he was glad to see that this statement takes account of quality. He asks if the units have analyzed for themselves the changes in quality of the past 25 years. We need information on the efforts units have made to upgrade their quality. He recommends asking each unit what steps it has taken to upgrade the quality of its faculty and its program on the basis of reviews. The University should monitor those units in need of upgrading to make sure they move. It should ask how they have used the resources given for upgrading. He urged that the upgrading of graduate training resources be stated as a theme of this planning cycle, saying it is certainly of equal importance with international education and the undergraduate student experience.

Professor Swan asked if we are still open to the possibility of adding another theme, and President Magrath and Vice President Hasselmo replied that we are. The President said his only worry is of overloading the process with too many themes. Much depends on the number of University actors interested in a theme. He expressed his approval of Professor Turner's remarks. There will be a University of Minnesota in 1990; how do we maintain or improve its quality?

Professor Turner said the University has to set priorities for a very complex institution. He called the present a good time for the University as employer to upgrade itself.

Professor Swan summed up to the administrators that there is considerable interest on the part of SCC in how the second planning cycle continues to be refined. Vice President Hasselmo added that the deans also have the opportunity to participate in the development of this document before they communicate it to their units.

Professors Swan and Turner and Mr. Lenander departed for the orientation for new senators. Professor Spring assumed the chair. He remarked that this refining is a helpful process and that we appear to be considerably ahead of where we were just a month ago.

Professor Howe asked how long the themes would be pursued. Vice President Hasselmo said that they would not be prolonged greatly, but that some subset of a theme may turn out to be a necessary focus of the next planning cycle. He identified an "opportunistic" element in the selection of themes.

The update of the institutional planning statement makes links to unit plans and to the biennial request, he said.

Professor Pratt remarked that, regarding international education, there appears to be a link between the quality of the graduate students we attract and our research program. Where there is excellence, high quality foreign students will become attracted.

The meeting was adjourned at 2:50 p.m.

Respectfully submitted,

Meredith Poppele
Meredith Poppele,
SCC Executive Assistant



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Report of the Chair for the Senate Consultative
Committee meeting of November 18, 1982.

1. We will discuss a policy question with Vice President Wilderson regarding the nomination process for faculty members to serve on committees and boards that do not report in any way to the Consultative Committee or otherwise to the Assembly or Senate. The Faculty Consultative Committee is asked each year to make several such nominations. I am in agreement with the FCC's role in naming faculty members to serve on Assembly/Senate committees (as specified by the constitution). Likewise, I am glad to help name colleagues to serve on Search Committees or Task Forces whose work we will review in some sense. However, I am not at all sure that the FCC should name faculty members to groups whose work we do not follow.

For example, the FCC recently named two faculty members to the Student Legal Services Board. As a committee we have no contact with the work of that Board. We recently named a faculty member to continue a term on the Board of Student Publications; as a committee we have no contact with the work of that Board. We are currently complying with a request to replace a faculty member on the Student Services Fees Committee--why do we make that appointment?

It seems to me that if we make these appointments we should require periodic reports from these groups. However, I wonder if there are not more effective means for designating the faculty members who serve on these groups which are important but are not part of the governance structure in any way. Alternatively, should they be a part?

2. Dave Lenander and Vern Ziegelmann have studied the Report of the Task Force on Human Services Programs and will summarize it for us. The SCC needs to decide whether there is any further role at this time for the SCC or the Senate with respect to the report.

3. Vice President Hasselmo indicated to us at our October 21st meeting that he expected to have somewhat revised and more detailed plans on the second cycle of University planning by the middle of November. We have invited him to bring us up-to-date on these development which might include, for example, the redrafting of planning instructions which will go to the units.

Pat Swan



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November 23, 1982

To: Vice President Frank Wilderson
From: Pat Swan, Chair, SCC *PS*
Re: Your meeting with SCC last Thursday

Thank you very much for meeting with us last Thursday.

I was surprised to learn that the Board of Student Publications has some relationship to the Assembly Committee on Student Affairs (ACSA). I have looked at the Constitution for the Assembly and note that the relationship is not explicit. I am not sure whether or not the Board's own constitution indicates responsibility to ACSA. Perhaps we should make this line of responsibility explicit in the Assembly constitution.

The Student Services Fees Committee currently reports to the MSA Forum. If the faculty members of that Board are to be accountable to their colleagues in the governance structure, it would probably be through the ACSA again.

The Student Legal Services Board, likewise, is not related to the governance structure at present. I am not sure whether or not it should be but if it were, likely it would be through ACSA. Thus, should we add the business of these boards to the ACSA agenda, we may change that committee function quite a bit. We need to think about all of this and get some advice from people who are involved in ACSA work and in the work of these Boards.

In any case, my own view continues to be that the Faculty Consultative Committee should not name faculty representatives to committees that have no reporting relationship to the Twin Cities Assembly. However, my colleagues on that committee may not agree.

We'll appreciate any additional information or advice you may wish to send our way. Thank you very much for your time with us.

:mbp

cc: C. Peter Magrath



UNIVERSITY OF MINNESOTA

Office of the Vice President for Student Affairs
Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

November 17, 1982

MEMORANDUM

TO: Patricia B. Swan, Chair
Senate Consultative Committee

FROM: Frank B. Wilderson, Jr.
Vice President for Student Affairs

SUBJECT: Senate Consultative Committee Appointments of Faculty to Several Student
Committees and Groups

In your letter of November 9, you raised questions about the appropriateness of the Senate Consultative Committee making faculty appointments to the Board of Student Publications, the Student Legal Services Board, the Student Services Fees Committee and a possible Recreational Sports Board. }

The Board of Student Publications reports to the Twin Cities Assembly Committee on Student Affairs. The Student Services Fees Committee is a committee of MSA which is part of the Twin Cities Campus Assembly. If a Recreational Sports Board is created, I would favor it being closely related to, if not a subcommittee of the Campus Committee on Recreational Sports. You are correct in stating that the Legal Service Board has no relationship to the University Senate or Campus Assembly.

Because three of the four boards of concern are tied into the Campus Assembly and because I believe the decision-making of all four groups is benefited by involvement of persons from all parts of the University community, I favor your continuing involvement in the appointment processes of these groups.

I would be happy to discuss this issue with you further when we meet on November 18.

*Thanks
Frank*

/djs



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November 9, 1982

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11-18-82

Dr. Frank Wilderson
Vice President for Student Affairs
9 Morrill Hall

Dear Vice President Wilderson:

This fall the Faculty Consultative Committee has been asked to nominate faculty members to serve on the Board of Student Publications, the Student Legal Services Board, and the Student Services Fees Committee. I believe these groups are all responsible to you. The possible development of a recreational sports board could produce a body which would also fall into this category.

Our informal investigations suggest to us that our faculty colleagues gladly serve on these boards out of a sense of responsibility and a love for work with student groups. However, I have questioned the wisdom of our nominating faculty members to these groups when we have no connection with their work and in that sense the faculty members named are not clearly accountable to their faculty colleagues. It is our understanding that these groups all report to you. If this is the case, should you make the faculty appointments or, alternatively, should these groups be accountable in some way to the Twin Cities Campus Assembly?

We would appreciate having an opportunity to discuss these questions with you at the next meeting of the Senate Consultative Committee in the Regents Room on November 18. If it is still a convenient time for you, perhaps we could schedule our discussion from 1:00 - 1:45 p.m.

I'll be happy to discuss this request in more detail, if you wish. I don't believe we expect to reach any decision on November 18th, but rather hope to explore your thinking in regard to our questions. To this end we look forward to our meeting with you.

Sincerely,

Patricia B. Swan, Chair,
Senate Consultative Committee

PBS:mbp



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November 12, 1982

President C. Peter Magrath
202 Morrill Hall
Minneapolis Campus

Dear President Magrath:

The student members of SCC have submitted this question for you at the November 18 SCC meeting:

What will the University position be on Section 12 of the Military Selective Service Act which will deny non-registrants financial aid? Will the University be challenging the bill and if so, how? If they are not, what are their ideas for implementation?

If it is convenient for you, perhaps you could come from 1:45 - 2:00 to deal with this question.

Sincerely,

Patricia B. Swan, Chair,
Senate Consultative Committee

PBS:mbp



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November 22, 1982

To: Vice President Hasselmo
From: P. Swan, ~~Chr.~~, SCC
Re: Your report to SCC on 11/18 and your document dated 11/16/82

Thank you for your up-date on "plans for planning" at our meeting last Thursday. I am sorry that we needed to cut our discussion short because of the Senate meeting. I am writing to state my understanding of the results of our conversation because we didn't make an opportunity to do that at our meeting.

Your document, dated 11/16/82 and titled "Proposed Approach to Planning 1983-85," leads in the direction we all believe we should be going. It refines your previous documents and does so in a way that indicates consideration of previous consultation. My interpretation of our conversation is that the Committee concurs in your first two pages of that document. I sensed agreement that further refinements of your list of general questions to units might include more detailed questions about quality such as those outlined by Turner.

Turning to the last three pages, I understand that we agreed that a fifth theme would be added on the quality of graduate teaching and research programs. This is related to certain of the other themes, but I think there was agreement that it was worth highlighting in a separate theme. I'm sorry your original two or three have grown to five. I hope we can define them in such a way that they won't overload us. On the other hand, there are six vice presidents---! (I do sense that the vice presidents might not be "equalized" with respect to themes.)

Though we didn't get a chance to discuss inter-unit planning or major anticipated products of the second planning cycle, I don't believe we have disagreements in this area. I do believe we might want to discuss the inter-unit planning sometime in the future in an attempt to "flesh-out" our thinking in this area.

: N. Hasselmo
11/22/82
p. 2

I know I speak for all the Committee when I say that we appreciate your careful and thoughtful approach to planning. We also appreciate your constancy in times when it would be easy to forget planning altogether. In fact, all of you "Morrill Hall Types" get a cheer from us for your commitment to planning!

:mbp

cc: C. Peter Magrath
K. Keller

PROPOSED APPROACH TO PLANNING 1983-85

NH
11/16/82

1. Characterization of process.

1.1. Unit planning.

- Most important aspect of planning is unit planning on the basis of agenda established during the first cycle of planning and through review of planning assumptions and environmental factors.
- Unit planning is based on institutional goals and involves programmatic priority setting within specified budgetary guidelines.

1.2. Lateral planning.

1.2.1. Thematic planning at the institutional level.

- Thematic planning at the central level is supplementary to and supportive of unit planning.
- The themes relate to University goals and priorities but do not in themselves represent absolute priorities.
- It is expected that the themes will vary from planning cycle to planning cycle.
- An example of a theme in the first planning cycle is the question of how to facilitate the scholarly activities of the faculty (a special administrative/Senate committee is expected to report on this issue by the spring of 1983).
- The themes will help concentrate the central staff effort in certain areas which represent special needs and opportunities at this time.
- The selection of themes can also be seen as a means of communicating what the University is doing in certain areas to the University community and the broader community in the state and nation.

1.2.2. Inter-unit planning.

- This planning involves issues that cut across units, be they academic or support units, central services or individual departments.
- Inter-unit planning is supplementary to and supportive of unit planning.
- Issues to be addressed through inter-unit planning derive mostly from the first cycle of planning.

2. Unit planning.

2.1. Questions to be addressed.

2.1.1. General questions.

- Description of (new) environmental factors that will affect planning in the second cycle. *no change but issues here*
- Identification of changes in assumptions, goals, objectives, and priorities from those developed previously.
- Self-assessment of quality in light of available evaluations; steps to be taken to address questions of quality. *- as institution planned state of college, multiple assessment by unit of its products*
- Implementation and tracking of program decisions from the first cycle of planning in budgetary terms. *Control of objectives, programmatic plans, not for enrolled students; might different rates of progress*
- Refinement of program priorities within stated resource limits, including identification of new candidates for elimination/reduction/reorganization and expansion, and reevaluation of previous decisions in light of new information/broader consultation/ revised budget targets. Criteria used to develop these should include: quality, connectedness, integration, uniqueness, demand, and cost effectiveness. *downward pressure*
- Creation of resource flexibility. *internal allocation; important to create flexibility; = fund raising*
- Identification of priorities in development efforts, including purely departmental/collegiate projects as well as projects that would require central support.
- Evaluation/measurement of work load/productivity, including efforts to redefine existing measures of faculty/staff effort. *match between unit data and data*
- Identification of priorities in physical facilities, including need for additional space and remodeling of space already assigned to unit. *- unit for any statement in the basis*
- Participation/consultation in development of unit plans.

2.1.2. Questions specific to the unit.

These questions would be derived primarily from the first cycle of planning. Some but not all of the unit-specific questions are found in the Academic Program Priorities Statement. *since first cycle of planning program statement called for*

2.2. Mechanism for unit planning.

2.2.1. Interaction with the appropriate vice president.

- The vice president will issue instructions, meet with unit head and groups representing the unit as needed, review unit plans, and present unit plans to the Budget Executive.

2.2.2. Responsibilities of unit head.

- Unit heads will be expected to share instructions with appropriate consultative bodies in the unit and to develop plans in consultation with these groups.

3. Lateral planning.

3.1. Thematic planning at the institutional level.

3.1.1. Criteria for selection of themes.

- Programmatic priority (cf. criteria for setting academic program priorities).
- Breadth of impact.
- Likelihood of significant contribution.
- Opportunity.
- Changing conditions.
- Perceived problems.

3.1.2. Types of issues to be considered

- Revision of existing policies; new policies.
- Consolidation and coordination of current efforts.
- Proposals for new efforts to be made.

3.1.3. Themes proposed for the second cycle.

- Higher education and economic development, with emphasis on technology and technology transfer.
- The student experience.
- The impact of new computation and communication technology on the University.
- International education.

3.1.4. Mechanism for addressing themes.

- One or more vice presidents will be responsible for pursuit of a particular theme, assisted by a staff coordinator.
- Analytical work will be commissioned by the vice president(s) as needed.
- Broad consultation in development of a theme will take place, involving both relevant units and relevant committees within the governance system.

- End product is expected to be a report with recommendations to be submitted through normal administrative and consultative channels for implementation.

3.2. Inter-unit planning.

3.2.1. Criteria for selection of issues.

- Clear implications for two or more units.
- Likelihood of significant programmatic improvements and/or economies.

3.2.2. Types of issues to be considered.

- Central versus unit services, that is, a centralized versus a decentralized approach to services. Examples: advising, counseling, and placement activities.
- Program consolidation across academic unit lines. Examples: teaching of certain skills and subject matter.
- Appropriate levels of support services in relation to academic program development. Examples: personnel management and physical plant operations vis-a-vis academic needs.

3.2.3. Mechanisms for addressing inter-unit planning issues.

- Review teams consisting of central staff and representatives of selective units will be used to study certain support services.
- Task forces will be appointed to address certain inter-unit academic planning issues.
- The reports of the review teams and the task forces will be reviewed by the Budget Executive, and by appropriate governance bodies; recommendations will be forwarded through normal administrative and consultative channels for implementation.

4. Major products of the second cycle of planning.

4.1. An update of the Institutional Planning Statement.

- The Institutional Planning Statement of 1981 remains unchanged but certain environmental changes are being addressed in a special memorandum.

4.2. Updated unit plans and accompanying unit memoranda.

- The units plans will be revised only insofar as it is determined that such revision is needed.
- Each unit head will be asked to respond to the general questions and the unit-specific questions mentioned above in a memorandum to the appropriate vice president; this memorandum will be part of the vice president's presentation to the Budget Executive.

4.3. Reports and recommendations on planning themes.

- The vice president(s) responsible for a theme will be asked to submit a report with recommendations to the Budget Executive.
- The recommendations in the reports will be forwarded through appropriate administrative and consultative channels for implementation.

4.4. Reports of review teams and task forces dealing with inter-unit planning issues.

- Each review team will be asked to submit a report to the appropriate vice president(s); the vice president(s) will present the report to the Budget Executive.
- Task forces will be asked to submit reports to the appropriate vice president; the vice president will present the reports to the Budget Executive.
- Recommendations will be forwarded through appropriate administrative and consultative channels for implementation.

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November 9, 1982

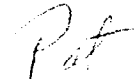
Dr. Nils Hasselmo, Vice President,
Administration and Planning
200 Morrill Hall
Minneapolis Campus

Dear Nils:

This is to invite you to attend the Senate Consultative Committee meeting in the Regents Room on November 18th to bring us up to date regarding the second cycle of University planning. At our meeting on October 21st you indicated that you expected to have somewhat revised, more detailed plans by the middle of November-- hence, our invitation.

If it is convenient for you, we would like to have this conversation from about 2:00-2:45 p.m. However, if necessary we would be glad to try to rearrange our agenda to accommodate another time.

Sincerely,



Patricia B. Swan, Chair,
Senate Consultative Committee

PBS:mbp