



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
614 Social Sciences
267 19th Avenue South
Minneapolis, MN 55455
Telephone (612) 373-3226

SENATE CONSULTATIVE COMMITTEE MEETING
AND
DISCUSSION WITH THE PRESIDENT

May 17, 1984
12:45 - 2:45
Regents Room, Morrill Hall

AGENDA

- 12:45 1. Minutes of May 3 (enclosed).
2. Report of the Student Co-Chair.
3. Report of the Chair.
4. Report of the Finance Committee.
5. Reports from the Regents' Meetings.
- 1:00 6. Sexual Harassment Policy and Procedures. (See attached copy of letter from Professor Howe to Professor Bognanno.)
NOTE: Professor Durham will attend the meeting.
- 1:30 7. Relationship between Student and Faculty Governance Structures.
- 2:00 - 8. Discussion with the President:
2:45
University-Industry Relations Policy.
(Note: members see attached letter.)



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MINUTES

APPROVED 5/31/84

SENATE CONSULTATIVE COMMITTEE MEETING
AND
DISCUSSION WITH PRESIDENT MAGRATH

May 17, 1984
Regents' Room, Morrill Hall
12:50 - 3:00

Members present: Charles Farrell, Virginia Fredricks, Phyllis Freier, Van Hayden, John Howe (Chr.), Marvin Mattson, Lisa McDonell, Jack Merwin, Irwin Rubenstein, Paul Schulte, Scott Singer, Donald Spring, Deon Stuthman, Burt Sundquist, John Turner, Colleen Traxler.

Guests: Professor Margery Durham; members-elect Birk, Clark, Latterell, Melby, Murphy, Olmstead, and Shope; Julie Bates, Alice Edwards, Kate Parry, Mary Jane Plunkett, Maureen Smith; for the latter part of the meeting, President Magrath and Vice President Keller.

1. The minutes of May 3 were approved with three corrections: (a) p. 1, delete Freier from list of members present; (b) p. 4, item 7, par. 3, line 2: "...in the wrong place (~~regarding-minimizing~~ dealing with undesirable behavior)...;" (c) p. 5, next to last par., "SGFA SCC will also suggest to SCFA..."

2. Report of the Student Co-Chair. Paul Schulte.

Mr. Schulte introduced the Twin Cities students newly elected to SCC.

Student SCC has a keen interest in the Business and Rules/SSCC motion to the Senate regarding the Student Senate. Mr. Schulte summarized the proposed amendments. SSCC is dissatisfied with a provision Business and Rules has substituted regarding eligibility for the position of chair of the Student Senate; SSCC is considering separating the parts of the motion. Professor Spring advised the students that separating would be confusing to the Senate as a whole, although probably not to the students, and he recommended pulling the entire motion for resubmission in the fall in a form jointly agreed upon with Business and Rules.

3. Report of the Senate Finance Committee. Professor Rubenstein.

The Biennial Request will go to the Regents in July; SFC does not expect to see a copy at a May meeting. SFC will ask Vice President Keller to show the connections between the Budget Principles and the budget.

4. Reports from Regents' meetings. Student SCC members, who had been visiting the Duluth Campus while the May Regents' meetings were held there, summarized the agenda items.

5. Sexual Harassment Policy and Procedures. Guest: Professor Margery Durham, Chairperson of SCFA's subcommittee on the review of the University's policy and procedures.

Professor Durham told SCC the subcommittee was grateful for their suggestions (from May 3 SCC meeting) and had incorporated most of them. She noted that for the most part the procedures remain the same as have been in effect for three years. The significant changes are that: (1) the Judicial Committee can follow its own rules when a sexual harassment case is appealed to it, and not hear the case de novo except in instances where suspension or termination could result; and (2) a defense based on consent will be regarded as weak when the complainant is at a lower rank than the accused. She pointed out that the University is not breaking new ground here; Harvard, Berkeley, and the University of California at Santa Cruz already use a similar standard. Minnesota's document just spells it out a bit more.

SCC members then offered several comments and suggestions on the current form of the documents; Professor Durham indicated her willingness to propose some of them to the Senate.

Professor Stuthman suggested a sentence be added at the end of Section I.E. on what will be done if a respondent does not reply to the written complaint forwarded by the entry level office, after the office so informs the academic vice president. Professor Durham said we cannot bind the academic vice president. Professor Stuthman explained that while, from an internal viewpoint, we understand that the vice president would treat this "breach of academic responsibility" seriously and act accordingly, the document is getting a lot of publicity and the outside community needs some explanation of this apparent gap in commitment to follow-through. Professor Durham noted that a student complainant can appeal to the Board should the vice president not take action.

Mr. Hayden applauded the emphasis in the report on publication of the policy and procedures, and suggested additional organs in which to print them for the students' information. Professor Durham agreed she would like to see the campus awash in publicity of the policy and procedures for awhile.

Professor Turner commended Professor Durham and the subcommittee for their work. He said that while recognizing the seriousness of the problem and the need to attack it, he is made uneasy by printed quotations from champions of the policy and procedures that, "we have no reason to doubt the word of the accused." Professor Durham stated that she had become skeptical of the authenticity of that quotation.

Concerning the weight of "consent" as defense, Professor Turner said that before we go this route of limiting sacred rights regarding proof and defense, we ought to give it careful thought. The phrasing represents a narrowing of the defense rights of the one who has been accused.

Professor Durham reported that active feminists find the procedures not strong enough regarding limits on defense. She had asked General Counsel Steve Dunham to frame a strong burden of proof statement in case it should be requested. He told her he would rather not do so, noting that it is already stipulated that each case will be considered on its own merits. We tried hard to take a middle ground, she said, which will work without harming anyone.

SCC members asked the reason for the provision in Section IV, Sanctions, "The Academic vice president may rule that a respondent acted in violation of the University policy on Sexual Harassment and propose no further official action." Professor Durham explained that that outcome would apply to a gender harassment situation (as, for example, when a professor shows slides which unintentionally offend female viewers, and he is glad to correct his material when its effect is pointed out to him). SCC urged a change in wording in Sec. IV because the present form emphasizes the exception, not the rule, and can give a false impression to readers. Professor Spring offered some alternative wording which Professor Durham said the subcommittee would be glad to propose.

Professors Fredricks and Stuthman recommended addition of a Sec. IV.B. which would offer the possibility of counseling or therapy for an offender.

Professor Fredricks asked whether the procedures require the Senate's approval; having the Senate's approval will mean that any subsequent change will require Senate approval. But, it was pointed out, the Senate was the body that three years ago approved the initial policy and procedures and required that they be reviewed in three years.

Professor Howe reiterated the Consultative Committee's unanimous approval of the policy and added it is very clear we must have some procedures in place.

Anonymous communication. Professor Howe reported to the Committee that the Senate office had received multiple copies of an anonymous memorandum relating to the proposed sexual harassment policy and procedures, which came with the request that Marilee Ward distribute the copies at the door of the Senate meeting. The SCC voted, without dissent, against any distribution, citing the general policy of prohibiting unsigned commentary.

6. Relationship between Student and Faculty Governance Structures.

Professor Turner made a presentation, summarized below, on the wisdom of separating student governance from faculty governance:

- There is a need to strengthen faculty governance. It's desirable that the strongest, most capable faculty members be prompted to serve in faculty governance. It is through the mechanisms of faculty governance that the faculty communicate with their own leaders and with the administration.

- Our present intertwined structure and the students' separate tapline to power tend to weaken faculty governance, e.g.

- Within the Consultative Committee, many agenda items have to be covered twice, in FCC then in SCC, which wastes valuable time;

- The students' contribution to the substance of the discussion is at best modest.

- The students have access to authority at the University which the faculty do not have (leaders' monthly breakfast meeting with the President, student representatives on the Board of Regents' committees, a student member of the Board of Regents). On occasion the access to the Regents has subverted the formal planning process, in whose implementation

elected students played a part.

-Representativeness of student leaders and hence of the "official student position" presented are questionable in view of the very small degree of participation in elections and referenda.

- Students stay at the University but four years; yet changes they force can affect the institution and faculty far into the future.

-Recorded student attendance at Senate meetings is markedly poorer than faculty attendance; one consequence is that achieving the approval of the necessary two-thirds of the entire membership in an emergency situation can be impossible. There have been numerous vacancies in student senator positions.

Two steps towards the strengthening of faculty governance would be:

- Separating the faculty structure from the student structure, while still permitting students to serve on selected faculty committees; and

- Considering the development of ways for the faculty to be given access to Regents' committees when matters of concern to the faculty are being discussed.

MOTION: Professor Turner moved that the FCC and SCC consider further the notion of separating the faculty governance structure from the student governance structure with a view toward bringing the matter before the University Senate for discussion by that body. Professor Stuthman seconded the motion.

Committee members then spoke both to the motion and to Professor Turner's arguments.

Professor Mattson said that while he agreed in part and disagreed in part with the points, he believed separation would strengthen both parts of governance, and commented that students don't have a strong voice within SCC because they speak little.

Mr. Hayden commented that while student participation is proportionately small in governance, the people who do turn out do so because of a legitimate concern. The new position of Student Interest Coordinator, he reported, is designed by MSA to reach out to and make a connection with all the approximately 500 student organizations.

Professor Spring spoke in favor of the motion, saying the issue is one which should be placed on the agenda and faced; we will profit by the discussion, he said, even if we end by rejecting the separation. Professor Sundquist seconded this view and remarked that issues relating to the long range welfare of the faculty are not issues on which students in four years can get sufficient background. Mr. Schulte also said a self-examination would be valuable.

Mr. Melby said separating the structures would feed into the administration's hands by enabling them to report to the two constituencies separately.

Ms. McDonell, who is MSA Speaker, said she thought students had made a serious effort to work with faculty this year. MSA is trying to deal with the

in the Senate,
problem of student vacancies [^] which she said are now in the graduate and professional schools where students have found the commitment a burden.

VOTE: The motion was carried without dissent. It was understood the item would go on the agenda for Fall, 1984.

7. SCC DISCUSSION WITH PRESIDENT MAGRATH AND VICE PRESIDENT KELLER.

A. University-Industry Relations Policy.

Professor Howe noted that the matter of developing a University policy on University-industry relations is an important one which has been pending for a long time. The Consultative Committee is interested in progress report.

President Magrath noted that the Regents' resolution of December, 1982, carries policy implicit in it in the form of general rhetorical guidelines. It was the 1982 contract between the University's Gray Freshwater Biological Institute and Genetics International that plunged the Regents into the issue.

Vice President Keller appointed a committee in 1982 and early 1983, chaired by then Dean of the Graduate School Warren Ibele, to develop a set of policies, but the committee was unable to complete its work. The vice president has reinvigorated that committee and asked Mr. Tony Potami, head of the Office of Research Administration, to bring the work to completion. The president read Dr. Keller's January 31 letter to Professor Ellen Berscheid, who had reconvened the committee for a December meeting, confirming the responsibility of Mr. Potami and a member of his staff to bring the work to completion in conjunction with the committee.

Vice President Keller said he had reminded the staff recently that it was time to get on with the job. President Magrath said the administration was aiming for completion of a policy by September 15, after which it would go on to Senate committees and the Regents.

The president said the work of the task force will have been enhanced by some of the developments that have occurred. He noted that the subject is not new, and he read to the meeting a policy statement on the same subject passed by the University's Regents in the early 1940's.

Professor Howe asked for an overview of the kinds of relationships which have emerged. The president and vice president listed the following:

- (1) MEIS (Microelectronics Information Science Center (operative chair is Professor C. Ted Davis of Chemical Engineering));
- (2) Genetics International: biological research with an aim to develop commercial projects;
- (3) Supercomputer Institute: the University is working in cooperation with many other agencies to promote Minnesota leadership in the field;
- (4) The High Technology Corridor, whose funding comes from the legislature, the City of Minneapolis, and the University;

(5) REI, a private, for-profit operation to which the University Foundation contributes, enabling the University to control time sharing on the Cray I. The University has significant representation on the policy board.

(6) School of Management's Strategic Management Center which does consulting and contracted work;

(7) A productivity center matching state and private funding for a service to the private sector;

(8) Agri-genetics;

(9) (Discussion stage) A joint venture by Mechanical Engineering concerning environmental pollution. State resources would support a pilot project, after which the effort would go to a commercial scale.

(10) (Pending) An environmental quality company to develop biological ingestion of toxic materials.

Terms on the projects vary. Those with state funding expire or have funding renewed after two years. Other grants are for fixed terms. Consequently, said Vice President Keller, there is constant internal and external evaluation.

Professor Turner noted that we have discovered the very real possibility of mutually-advantageous cooperation. He is also aware of several faculty concerns and needs:

- The University needs specialization in patent attorneys. Vice President Keller replied that the University in fact employs patent attorneys on just that basis.

- Faculty need connections with knowledgeable outsiders to evaluate their ideas and tell them if they are any good.

-If an idea is developable, faculty again need outside advice on the structure to proceed in.

B. Old business: Recommendations emerging from the task force reports.

Mr. Singer asked whether the timetable for considering task force recommendations would permit Senate committees to give them careful attention.

President Magrath said he would report on the recommendations to the Regents in July. He noted that many non-policy recommendations have already been implemented. He is flagging the recommendations that are policy-related and need further consideration. He assured the committee that nothing would be done precipitously during the summer.

The meeting adjourned at 2:55 p.m.

Meredith Poppele,
Executive Assistant



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May 10, 1984

President C. Peter Magrath
202 Morrill Hall

Dear Peter:

At the afternoon meeting of the Senate Consultative Committee next Thursday, we would like to talk with you about the status of the long-awaited report on University-Industry relations. The preparation of that document has been underway now for several years, and yet it seems not much closer to completion than it did last fall. Perhaps you could bring us up to date on where it stands. We'd also appreciate some comments on how relations between the University and industry have in fact developed during the past year or so. It's clear that many things are happening. It's not so clear, at least to many of us, what patterns are emerging and what policy issues are proving to be most important.

If there are other items that you would like to discuss, we will of course be happy to consider them as well.

Sincerely yours,

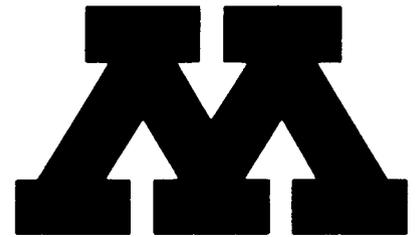
John Howe, Chairperson,
Senate Consultative Committee

JH:mp

pc: Vice President Keller
Vice President Vanselow
Senate Consultative Committee

PRESIDENTIAL REPORT

Task Force Recommendations



C. PETER MAGRATH

PRESIDENTIAL REPORT ON TASK FORCE RECOMMENDATIONS

JULY, 1984

C. PETER MAGRATH

The 1981 Institutional Planning Statement identified a number of University goals and objectives. The Statement also suggested that those goals and objectives be reviewed in terms of the issues they raised and the implementation strategies they required. To facilitate such a review, six all-University Task Forces were appointed. The titles of the Task Forces and the names of their chairs are as follows:

- The Student Experience (John Wallace)
- Higher Education and the Economy of the State (David Lilly)
- Graduate Education and Research (Robert Holt)
- Facilitating the Scholarly Activities of the Faculty (Jack Merwin)
- The International Character of the University (John Wallace)
- Computation, Communication and Information (Carl Adams)

By Spring, 1984, each of the Task Forces had completed their reviews, submitting individual reports and proposing a total of 259 specific recommendations. What follows is a Presidential Report on those recommendations.

In reviewing this document, a number of considerations should be kept in mind. First, the overriding purpose of this Presidential Report is to respond to individual recommendations for maintaining and improving institutional quality. In other words, this is an implementation mechanism, one that is designed to articulate strategies for quality. Such strategies serve the dual purpose of identifying the means by which institutional goals and objectives will be pursued and of advancing lateral planning across University units and issues.

Second, it is sometimes said that recognizing a problem is half of the solution. The selection of the six themes and the appointment of the Task Force members proved exactly that. Both prompted an increased sensitivity to selected problems; both also resulted in a number of immediate corrective actions. In other words, even prior to the completion of the Task Force reports, various issues were being addressed and various recommendations implemented.

Third, each of the Task Forces was asked to address different aspects of the quality issue. Some took a narrow view, concentrating their efforts upon select questions and formulating suggestions for resolving particular problems. Other Task Forces assumed a more comprehensive perspective, highlighting the interrelatedness of various problems and developing recommendations that were broader in nature. As a result, there is some overlap in the recommendations of the final Task Force reports.

Fourth, in most cases, the Task Forces did not list the relative priorities or funding consequences of individual recommendations. In the absence of such guidance, this report contains no priority rankings. This is not to say, however, that fiscal considerations were not taken into account in the selection, timing, implementation, and Presidential endorsement of various recommendations.

Fifth, the recommendations vary widely in terms of the types of actions to be taken. Some of the suggestions can be carried out through administrative initiatives. Other proposals require collegiate, departmental, or Senate consideration. Still others dictate review and action by the Board of Regents. To the extent possible, the appropriate decision-making sources have been identified.

Sixth, as part of Cycle III of the planning process, this report should be taken into consideration by colleges and faculty as they develop their unit strategies for improving quality. To the extent possible, the strategies proposed to the Budget Executive in Cycle III should be consistent with the unit's program priorities and build on the Task Force recommendations supported in this report.

Seventh, each of the Task Force reports has already been shared widely with the University community and reactions from interested parties have been solicited. There will be similar opportunities to respond to this Presidential report in the months ahead. The Senate Consultative Committee will coordinate the involvement of the relevant Senate groups including the Senate Finance Committee, the Senate Committee on Educational Policy, the Senate Committee on Faculty Affairs, the Senate Planning Committee and the Senate Committee on Research.

Finally, the Presidential Report on Task Forces is divided into two sections. Attached here is the first section which is an initial summary of the background, major recommendations, and Presidential reaction to select recommendations. In addition, a second section which addresses each of the specific recommendations is currently being developed and will be made available in September, 1984.

TASK FORCE ON THE STUDENT EXPERIENCE

I. BACKGROUND

In many ways, the Task Force on the Student Experience confronted the most difficult assignment of all of the Presidential study groups. Its members had to address the learning environments of five different campuses, campuses which varied widely in terms of student experiences and concerns. Even more varied were the recommendations which ultimately emerged. Some have institutional-wide applicability; others are campus-specific; some are major, others are relatively minor; some focus upon the classroom; others concentrate upon the total learning environment.

The final report contains both a complex panorama as well as a finely-grained picture of what should be done to improve the undergraduate experience. The picture -- drawn in large part by students, faculty, alumni, and Student Affairs personnel -- suggests that some progress is being made but there is still much to be done to insure that students enjoy as rich and diverse an educational experience as the University of Minnesota has to offer.

II. MAJOR RECOMMENDATIONS

The preliminary Task Force Report (March 1984) was divided into two sections. One of the sections -- The Quality of Teaching and Learning -- was later modified (June, 1984), and as such, could not be addressed in this report.

The other section -- The Quality of Student Services -- contains three categories: 1) the need to improve the "user friendliness" of the institutional environment; 2) the need to improve the University's information systems, and 3) the need to improve the University's physical environment. This Presidential response concurs with the Task Force as to the importance of strengthening the University's record in each of these areas.

Recommendations Being Implemented

Action has been, or is being taken, on the following major recommendations:

1. User Friendliness

- The Office of Student Affairs (OSA) has reviewed the Task Force report, concluding that sixty-one of the recommendations related to OSA and that approximately half of those recommendations have already been implemented or are under serious consideration. A detailed listing of the review is available from the Office of Student Affairs and shows, among other things, recent changes to alleviate student problems regarding registration, "holds" on records, common office hours, intercampus bus transportation, the mailing of grades, transcripts, and diplomas as well as other steps to make routine interactions with undergraduates as easy and efficient as possible.

2. Information Systems

- An all-University Recruitment Steering Committee has been established and charged with the responsibility of improving contacts with prospective students and their parents;
- An additional \$300,000 has been allocated to strengthen University recruitment and information efforts;
- As part of the campaign to reach more high-ability students, a Presidential letters series has been initiated and is being aimed at the top 20 percent of Minnesota high school students and those in neighboring States with which Minnesota has reciprocity agreements;
- Also to attract more high-ability students, the number of National Merit Scholarships has been increased by a third and the number of Presidential Scholarships has been doubled;
- Publication practices have been changed, limiting the number and scope of publications and substituting a more detailed institutional manual.

3. Physical Environment

- In developing the University's Capital Request, the Budget Executive shall take into consideration those recommendations designed to improve the physical environment of undergraduates.

Recommendations Still Under Consideration

Any number of recommendations require further review and action by other members of the University community. Most important are those proposals which concern faculty advising. The deans and the appropriate Senate committees should take into careful consideration the actions called for in the undergraduate advising area and recommend possible policy changes to the Vice Presidents for Academic Affairs and the Health Sciences by the end of the 1984-85 academic year.

The Task Force recommends that the University shift to a semester system. The advisability of this shift has been the subject of survey and study by University Senate committees over the past several years and the response has been mixed. There is no reason to believe that a further study will yield a different response. The President agrees with the Task Force that such a shift is a good idea and will appoint a working group to develop plans for accomplishing a shift on the Twin Cities Campus to a semester system over a suitable period of time. It seems reasonable to allow other campuses to make their own decision on this matter subject, of course, to Regents' approval.

Proposals regarding the student experience on the coordinate campuses require further comment by the Provosts. Accordingly, by January 1, 1985, the Provosts shall provide the President with a formal response to those recommendations that concern their respective campuses.

TASK FORCE ON HIGHER EDUCATION AND THE ECONOMY OF THE STATE

I. BACKGROUND

The Task Force on Higher Education and the Economy of the State completed its report in July, 1983. Since that time, it has been discussed widely both within and outside the University community. There is a general consensus that the University has traditionally been a major contributor to the economy of the State. There is similar agreement that the University should seek to expand its contributions in the years ahead.

II. MAJOR RECOMMENDATIONS

The Task Force submitted twenty-seven recommendations, the majority of which focused directly upon the University/State economy relationship. Such recommendations will be addressed in this Presidential response. Other proposals dealing with important but broader issues -- program quality, student recruitment, admission's requirements, adequate resources, etc. -- will be addressed elsewhere in this report.

Recommendations Being Implemented

Action has been, or is being, taken on the following major recommendations:

- An Assistant Vice President has been appointed to restructure the Office of Research Administration and to head the new Office of Research Administration and Technology Transfer;
- The University's patent office has been placed under the Office of Research Administration and Transfer Technology and a review of existing patent policies is currently under way;
- The 1985-87 Biennial Request will propose a change in the State's policy on indirect cost recovery so as to permit the University to retain a greater portion of these funds;
- The University and the City of Minneapolis have entered into an agreement designed to promote the development of a high technology corridor between the campus and the city;
- The Department of University Relations has completed a review of institutional publications and is enacting changes to promote a broader awareness of the University's contributions to the economy of the State.

Recommendations Not Endorsed

At this time, there is no Presidential endorsement of the following recommendations:

- Creating a Vice Presidency for External Relations;
- Creating a permanent technology transfer council;
- Creating an Associate Vice President for Research with such a position to be filled by the Dean of the Graduate School;
- Raising admissions standards and reducing remedial instruction.

Recommendations Still Under Consideration

As with most of the Task Force reports, a number of recommendations cannot be implemented on a Central Administration level but rather require review and consensus by specific colleges, departments, and faculty. For example, the School of Management and the Institute of Technology are called upon to consider new ways of meeting the growing needs of their constituencies in the private sector. Similarly, individual colleges should review the recommendation which calls for an "open house for businesses to learn first-hand how the research units work and how they might be used in cooperation with businesses."

TASK FORCE ON GRADUATE EDUCATION AND RESEARCH

I. BACKGROUND

Graduate education and research are two of the defining characteristics of the University of Minnesota. They represent vital contributions to the nation as a whole and to the state in particular. They enrich our undergraduate programs and foster our international reputation. Traditionally, both have been among the University's highest priorities; both will remain so in the future.

To insure the continued vitality of these twin activities, the Task Force on Graduate Education and Research called for a widespread consensus on a number of fundamental principles, three of which merit mention here. First, graduate education and research form a complementary relationship. Second, both must be judged in a worldwide context. Third, a commitment to excellence is imperative if high quality graduate and research programs are to be offered.

Just as those principles underlie the Task Force's final report, so, too, are they reflected in the Presidential endorsement of selected recommendations.

II. MAJOR RECOMMENDATIONS

The Task Force proposed a total of forty-three specific recommendations relating to four major areas: Insuring a High Quality Faculty, Recruiting and Supporting Graduate Students, Graduate Program Reviews, and Facilities. Although the Task Force declined to specify the relative importance of each area, initial emphasis will be given to the first two categories.

Recommendations Being Implemented

Action has been, or is being, taken on the following major recommendations:

1. Faculty Improvement

- Faculty salaries will remain the University's highest legislative priority and special retention funds will continue to be sought;
- Efforts to secure private funding for a junior faculty career development program have been made and will be continued;
- Additional funding to support research activities has been secured through legislative and reallocation sources and will be allocated through the General Research Fund of the Graduate School and the Offices of the Vice President for Academic Affairs and for the Health Sciences;
- To retain and attract outstanding faculty members, a \$400,000 fund to cover "set-up" costs has recently been established and will be expanded;
- The Bush Foundation initiative to promote the greater use of sabbatical leaves will be maintained through internal reallocation;

2. Graduate Student Support and Recruitment

- A new graduate student tuition policy, abolishing the per credit policy, has been developed by the Graduate School and will be implemented in 1984-85;
- The Legislature will be asked to change the current policy of having professional students pay 33 percent of their instructional costs and to adopt a policy which is more sensitive to the University's competition and the overall high costs of professional education;
- In 1984-85, approximately \$1 million in additional graduate student financial aid will be provided through internal reallocation.
- The President has directed that the Budget Executive develop a plan for providing tuition waivers for some graduate students and include this in the 1985-87 Biennial Request.

3. Program Reviews

- The Dean of the Graduate School will develop a policy to insure the better coordination of unit reviews. Recurring funding for these reviews has been provided through reallocation;
- A major focus of the University's 10-year review by the North Central Accreditation team, will be upon improving the quality of our graduate programs.

4. Facilities

- The planning and capital request processes will include a greater sensitivity to the specific functional use of buildings for academic programs and faculty will continue to be consulted on such usage.

Recommendations Still Under Consideration

The Task Force Report on Graduate Education and Research contains many recommendations that cannot be implemented immediately and that are not endorsed in this Presidential response. In some instances, there are important questions of cost and financing to be resolved (e.g., providing three-year fellowship programs to graduate students or offering a "cafeteria" benefits program to faculty). In other cases, further consultation between the Graduate School and individual departments is required (e.g., methods to improve the recruitment of graduate students and developing policies on unit reviews). Still other recommendations can be implemented, as deemed appropriate, by the Graduate School itself (e.g., sponsoring recurring symposia).

To assist the President and the Budget Executive in determining which recommendations warrant priority consideration, the Dean of the Graduate School should develop a report in consultation with appropriate faculty and administrators. That report should contain a ranking of the recommendations in priority order, the likely resources required for implementation, and a reasonable time schedule for implementation.

TASK FORCE TO FACILITATE THE SCHOLARLY ACTIVITY OF THE FACULTY

I. BACKGROUND

The Task Force to Facilitate the Scholarly Activity of the Faculty was jointly appointed by the President and the Senate Consultative Committee. After surveying the entire faculty and conducting more than two years of study, the Task Force completed its report in December, 1983.

There are many noteworthy observations in the final report, but none deserve more attention than this: "A scholarly environment requires that an institution be able to attract and retain superior scholars and provide the facilities, support, resources, and working considerations for intellectual stimulation and sustained productivity." This Presidential response strongly endorses such a view and suggests that it be the guiding principle in all of the University's policies and practices.

II. MAJOR RECOMMENDATIONS

The final report contained seventeen broad recommendations that were divided into four areas. Although each of the categories is distinctive in itself, there is a common denominator — adequate resources — that links the various recommendations. Accordingly, the Presidential response suggests that priority be given to resolving the underlying fiscal problems that detract from faculty vitality.

Recommendations Being Implemented

Action has been, or is being, taken on the following major recommendations:

- As outlined in the 1984 Institutional Planning Statement, improving faculty salaries has been the University's first priority over the past biennium and the restoration of faculty purchasing power to its 1972-73 level by 1990-1991 continues to be the top priority.
- In the 1983-85 biennium, \$1.7 million has been allocated to recognize the achievements of especially meritorious faculty members and to retain those who might otherwise leave the University;
- In 1984-85, \$100,000 in recurring funds has been allocated to make supplementary funds available to faculty eligible for sabbaticals;
- To attract outstanding graduate students, \$1.6 million in recurring funds has been added in this biennium to the resources available for graduate fellowships, more than doubling the funds available for this purpose;
- To recognize outstanding faculty contributions, the number of Regents' Professorships has been increased to twenty;

Recommendations Not Endorsed

At the present time, there is no Presidential endorsement of the recommendation that retraining and retooling opportunities to accommodate shifts in interests and careers be provided to faculty members. Before any such policy can be implemented, further study of the funding and policy implications is required.

Recommendations Still Under Consideration

Three recommendations explicitly call for departmental actions and, as such, should be reviewed and implemented as deemed appropriate by individual departments. These recommendations deal with building flexibility into scheduling assignments, providing opportunities for discussion of research and scholarly interests, and establishing procedures for regular feedback on faculty performance.

Another recommendation -- reducing non-voluntary involvement of faculty in administrative matters -- also warrants further study. In this instance, the Senate Consultative Committee and the deans should undertake an examination of the problem to determine whether changes should be made on an institutional-wide or unit-by-unit level.

TASK FORCE ON THE INTERNATIONAL CHARACTER OF THE UNIVERSITY

I. BACKGROUND

Over the past two years, no less than ten reports have been undertaken on the University's international programs and activities. Most of those reports share a common conclusion and one that was echoed by the Task Force on the International Character of the University: "The University has both an obligation and an opportunity to bring its faculty resources, its knowledge, and its international contacts to bear in the further development of international linkages for Minnesota."

This Presidential response supports such a conclusion.

II. MAJOR RECOMMENDATIONS

In all, the Task Force submitted thirty-six recommendations, listing them under the headings of "administration," "students," and "faculty." The most important administrative proposal was the call for a highly placed central officer who would give visibility and leadership to all of the University's international activities. In terms of the student experience, the report highlighted the necessity to internationalize existing curricula and to add new instructional programs. Finally, to enrich the faculty's international experience, the report recommended an increase in resources and rewards that would encourage greater international involvement.

Recommendations Being Implemented

Action has been, or is being, taken on the following major recommendations:

- The position of Director of the Office of International Programs will become an Assistant Vice President reporting to the Vice President for Planning and Academic Support Activities;
- Responsibility for the activities of the International Student Adviser's Office will be assumed by the Assistant Vice President;
- Beginning in Fall, 1984, housing accommodations will be made available for a limited number of visiting scholars;
- A special fund has been established to provide grant-in-aid for travel abroad for faculty carrying out scholarly research in foreign countries;
- Over the past two years, \$105,000 in additional support (reallocation and State funding) has been provided to the University's China Center.

Recommendations Not Endorsed

At this time, there is no Presidential endorsement of the recommendation to appoint a development officer for international programs. Fund raising for such programs will continue to be handled by collegiate development officers or through the central development office.

Recommendations Still Under Consideration

Several recommendations, which have considerable resource implications, are endorsed in principle but must be reviewed by the Budget Executive in order to explore total costs and possible sources of funding. These include:

- Central support for language instruction (to be implemented by the College of Liberal Arts in cooperation with the College of Education);
- Revision of the financial aid system for students studying abroad;
- Scholarship support for study abroad;
- Support for workshops, seminars, and internships in international areas;
- Support for international exchanges for faculty.

Those recommendations that involve curriculum or academic program development are referred to the Provosts and Deans for consideration and discussion with their faculties. The Vice Presidents for Academic Affairs and Health Sciences will call upon each college or campus to respond to the curriculum recommendations by the end of the 1984-85 academic year.

The Vice Presidents for Academic Affairs and the Health Sciences will also take the necessary steps to assure the faculty that international activities will be evaluated and appropriately rewarded. This action could take the form of a memorandum or an addendum to the "Koffler-Ibele" memorandum which provides guidance on promotion and tenure recommendations.

THE TASK FORCE ON COMPUTATION, COMMUNICATION, AND INFORMATION

I. BACKGROUND

The report of the CCI Task Force was completed in March, 1982, and has been discussed centrally and with the Regents. Generally, the report calls for a commitment to developing an "intensive" computation, communication, and information environment. Specifically, the Task Force members recommend that the University 1) make certain organizational changes, 2) develop institutional-wide policies on computing and information systems, 3) commit the necessary resources to carry out broad CCI objectives, and 4) adopt a strategic institutional position on CCI.

While this Presidential response supports an improved and expanded CCI environment, it does not endorse the national leadership objectives and the level of expenditures (more than \$10 million annually) proposed by the Task Force.

II. MAJOR RECOMMENDATIONS

Although the CCI report has never been formally adopted, a number of its recommendations have, in fact, been implemented. Furthermore, discussion of the recommendations has prompted other actions relating to, but not explicitly proposed in, the CCI report. These additional actions warrant the attention of the University community and are included in this Presidential response.

Recommendations Being Implemented

Action has been, or is being, taken on the following major recommendations:

- An Assistant Vice President position to coordinate CCI activities has been established;
- Over \$1 million has been allocated for increased support of instructional computing and another \$200,000 per year has been allocated for research computing;
- A "deep discount" policy for the purchase of microcomputers has been negotiated and will significantly reduce the costs of such hardware for departmental, faculty, staff, and student buyers;
- A "one-line" library catalogue system is currently being implemented at a cost of \$1.5 million;
- Bids have been solicited and submitted for an entirely new, comprehensive telecommunications system for the Twin Cities Campus;
- New computer systems are being put in place in Student Affairs (financial aid and admissions), Continuing Education and Extension (records systems), and the Agricultural Extension Service (EXTEND).

- A Supercomputer Institute is under development which will place the University at the forefront of this field as well as make more computer time available to faculty at reduced costs;
- Improvements have been made in computerizing accounting to provide units with rapid and convenient budget updates through distributed computer terminals.
- A working group of deans and others has examined and made recommendations on the need for appropriate computerized data bases necessary for effective institutional management and appropriate communication links between those data bases.

Recommendations Not Endorsed

At the present time, there is no Presidential endorsement of the recommendations that call upon the University to find and expend resources at precisely those levels proposed in the CCI report. Likewise, in the absence of available funds, the University should not realistically plan to be in the forefront of American higher education vis-a-vis an intensive CCI environment or student computer literacy, but must strive to provide a computing environment appropriate to a leading research university with high quality instructional programs.

Recommendations Still Under Consideration

The new Assistant Vice President for CCI will review the Task Force report and recommend specific policies on microcomputing; work and text processing; printing, graphics, and duplication; data bases; departmental support systems; internal competition; external sales; and policy implementation.