



UNIVERSITY OF MINNESOTA
TWIN CITIES

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

SENATE CONSULTATIVE COMMITTEE

Thursday, October 6, 1983
12:45 - 3:00
Regents Room, Morrill Hall

SCC AGENDA

- 12:45
1. Minutes of September 22 (enclosed).
 2. Report of the Student Co-chair.
 3. Report of the Chair.
 4. Report from Senate Finance Committee.
 5. Student Experience Task Force. (See enclosure from last winter's planning documents).
 6. How we plan on using Senate committees to evaluate the planning process. (See Howe letter to SCC which was enclosed in mailing for the September 22 meeting.)

SCC CONVERSATION WITH THE PRESIDENT

- 1:30
1. Relationship of Senate committees to the work of Special Task Forces. (SCC members see copy enclosed of John Howe letter to the President.)



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MINUTES

APPROVED 10/20/83

Senate Consultative Committee
October 6, 1983
Regents Room
12:50 - 1:45

Members present: Charles Farrell, Virginia Fredricks, Phyllis Freier, Van Hayden, John Howe (chairperson), Julie Iverson, Marvin Mattson, Jack Merwin, Lisa McDonell, Paul Schulte, W. Donald Spring, Burt Sundquist.

Guests: Alice Edwards (Chr., MSA's Education Committee), Tamara Hanneman (Minnesota Daily), Maureen Smith.

1. The minutes of September 22 were approved as distributed, pending any corrections which might yet be reported directly to the secretary.

2. Report of the Student Chairperson. Paul Schulte.

- Committee on Committees is working hard to fill all student slots;
- The "Open Line" is about ready to go into operation;
- Siggelkow Student Leadership Retreat (program circulated);
- International Education Task Force has no student on it, students note with concern;
- Interim Recreational Sports Board of Governors is functioning well, has working relationship with Fees Committee;
- Concern over MHEC's making 22 years the minimum age for independent student status;
- Task Force on Advising Non-Traditional Students: Has it been appointed?

3. There was no report of the SCC Chairperson.

4. Finance Committee Report.

Professor Sundquist reported that SFC on September 21 discussed

- (1) The 1984 Capital Request to the Legislature,
- (2) Putting high on SFC's agenda tracking the shifts in monies regarding carrying out unit plans.

SFC has been assured that the proposed Electrical Engineering-Computer Science building does not replace or move above Smith Hall renovation in the University's priorities.

Tracking budget changes is complicated by the fact that some programs scheduled for reduction were reinstated by the Regents. SFC has been promised a report on the cuts planned and taken.

SFC has not taken up since spring the question of distribution of the special \$900,000 appropriation for retention and unit merit use, knowing it to be presently in the hands of a special ad hoc faculty group.

SFC meets next on November 3 because the chairperson is away throughout October.

5. Task Force on the Student Experience.

Student members of SCC have raised concerns about the direction of that task force. Faculty members in the meeting indicated sympathy for the concerns.

Paul Schulte told the meeting that the students find the documents Vice President Wallace distributed on September 22 shift the focus wholly away from student support services. The students do not want that focus lost.

Julie Iverson recalled the content of SCC's discussion on this theme with Vice President Hasselmo in October, 1982 (as part of a meeting on Second Cycle Planning), including attention to advising. The substance of that discussion is not included in the Wallace documents, she said. (However, the items are still contained in the list of principles from Dr. Wallace, it was observed.)

Professor Mattson underscored the need to monitor progress on planning particularly because of the significant personnel turnover.

Professor Freier pointed out that the needs of students here must be well met for us to achieve our goal of enrolling more of the state's top students. Julie Iverson said there is a need for a profile of what the student body is and what we want it to be, and that the Task Force might be asked to address this.

Professor Howe said he would co-sign a letter to Vice President Wallace with several of the student members and try to arrange a short meeting with Dr. Wallace shortly after. He asked that Ms. Iverson and either Mr. Schulte or Mr. Singer send him a draft of a letter setting forth SCC concerns.

Professor Freier recommended the students also conduct a survey on the student experience among 100 students chosen at random, tabulate their data, and send that to Vice President Wallace as well.

6. Sexual Harrassment Board review. Professor Howe informed SCC that the establishment of the Board in 1981 provided for a group to review its experience and bring a recommendation to the Senate in three years. Professors Howe and Bognanno (Chr., Faculty Affairs Committee) recommend that SCC and SCFA, somewhat later in the year, appoint the body to do that review and make the recommendations. SCC concurred in that proposal.

7. Acknowledging completed committee work. Professor Freier asked that the SCC formally thank the responsible group when a major policy or action goes into effect. We have the Faculty Affairs Committee to thank, she pointed out, for bringing about the University's first formal policy on sick leave and maternity leave.

8. Evaluating aspects of the University's planning process-- the Howe recommendation to use Senate committees for this task.

SCC discussed using the Facilitative Committee (traditionally consisting of chairpersons of the major Senate committees) as the arena. Professor Fredricks recommended the usefulness of the Facilitative Committee for communication among committees on their thinking, discussions, and activity. Professor Sundquist said the Planning Council has served as a good forum for communicating on planning-related functions. SCC will inquire into the present status of the Planning Council.

SCC members said planning should not be allowed to go by the boards now. Hard decisions have been purchased at the price of people's feelings, and from competing values. It would be most unfortunate to have to go through that again because the work gets lost, Professors Spring and Merwin told SCC.

The SCC meeting adjourned at 1:45 p.m. for the Conversation with the President.

Respectfully submitted,

Meredith Poppele

Meredith Poppele,
Executive Assistant



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SENATE CONSULTATIVE COMMITTEE CONVERSATION WITH THE PRESIDENT

October 6, 1983

Regents Room

1:45 - 3:00

SCC members present: Charles Farrell, Virginia Fredricks, Phyllis Freier, Van Hayden, John Howe (Chr.), Julie Iverson, Marvin Mattson, Jack Merwin, Lisa McDonell, Paul Schulte, W. D. Spring, Burt Sundquist.

Guests: President Magrath, Vice Presidents Keller and Vanselow, Jim Anderson, Rick Bale, Jim Borgestad, Carol Pazandak, Michael Root, Maureen Smith.

1. The relationship of the Senate structure to University task forces and their work.

Professor Howe (SCC Chr.) and Professor Root (SCEP Chr.) acknowledged the value of the task force system with its specialized membership and quick turnaround time. They asked how the results of such work mesh with the Senate structure. Professor Root asked for guidance on what a standing committee such as the Educational Policy Committee should do when presented with a report. The committee wants to comment on it and such commentary is part of their responsibility.

President Magrath said he anticipates that there will be some overlap and some dovetailing among the recommendations coming from three task force reports (those on Graduate Education and Research, the University and the Economy of the State, and the Student Experience). Central administration will examine them for their recommendations of action to be taken. Some recommendations will be for administrative initiative (e.g., improved signage on campus), while some will be policy recommendations which ought to be ratified or modified by the University Senate and the Board of Regents. He will not recommend everything that a report recommends, and the Senate might recommend something he sets aside.

He proposed that wherever a Senate committee wants to comment on an issue on which a planning task force has reported, they should be encouraged to do so whenever they wish. But, he also suggests that before Senate committees decide what they want to recommend, they wait until all the reports are in and consolidated and he has reported what he wants to recommend.

Professor Merwin said that faculty responses in the survey on ways to facilitate the scholarly work of the faculty show faculty willingness to work on committees and task forces; responses also show, however, that faculty don't like to see their recommendations then neglected to gather dust on a shelf.

Conversation

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Professor Root emphasized the need for Senate committees to be able to tie their agenda to the work of relevant task forces and to know of such work when they establish their agenda in the fall. It should be routine, he said, to inform the relevant Senate committees at the time a task force is charged. Moreover, a standing committee could help a task force with its work.

President Magrath observed that the current task forces come out of a planning process that has had wide public advertisement. Professor Howe suggested it could help in constituting task forces to include membership from the relevant standing Senate committee (responsibility might fall heavily on SCEP). President Magrath said we cannot always get the necessary quick completion of work from a Senate committee, but could routinely incorporate one or two members from the interested Senate committee on a task force.

Professors Spring and Fredricks urged more careful attention to the device of "Special Committees" provided for in the Senate constitution, whenever there is an issue for a task force with strong joint central administration/Senate concern.

For ready accessibility, Professor Mattson suggested that reports include an abstract, a catalogue of contents and, where possible, cross-referencing to other reports.

Professor Howe said he is concerned that when the Senate structure is not involved in important decision-making, it appears to be only reacting to important work someone else has done.

Vice President Keller observed that the Senate Facilitative Committee has not always played the role it could to integrate and communicate committee activities.

He also told SCC that policy-making committees commonly neither take cost factors into account nor coordinate with the Senate Finance Committee. (He cited recent Senate policies on services to the handicapped and on maternity leave; Professor Merwin pointed out that the implementation section regarding services to the handicapped was reported not to the Senate, but, through SCC, to the administration.) The working committee needs to recognize that other parts of the University's priorities must also be considered. The situation is akin to bills having to clear more than one committee of Congress. Professor Howe observed task force reports also fail to deal with cost implications and their relation to other University priorities.

Professor Sundquist suggested the problem of not addressing the cost implications of a working group's recommendations could be partly avoided by routinely adding that to the committee's assignment. Vice President Keller commented this is often done but doesn't greatly affect the report's content.

Vice President Vanselow suggested that because of the value of multiple layers of review in the University, deans want to maintain distance from task forces so they can comment on the reports later on, and he said perhaps the Senate wants that distance too. Professor Spring noted that the Senate provision for ex officio membership on committees permits the cross-communicating of information and the forwarding of administrative perspectives. There are safeguards against the loss of distance, he said.

Professor Spring observed that some faculty and student concerns about task force reports recently in could be eliminated if the President could make plain in advance that the recommendations contained in reports will not be incorporated wholesale just as they are submitted.

The President said we are trying to develop a mechanism to weigh, winnow, and sift the incoming recommendations. There is sometimes, he said, very good reason for a long period of time before implementation begins. We would not accept everything at once and we might take a second look at some recommendations after a year has passed. He reiterated that if we can maintain reporting timetables we will certainly have by spring an analysis before the Senate and the Regents of what we want to move on and what we don't intend to move on at least for the present.

Professor Spring recommended, and the President indicated his agreement, that it would be helpful for the President to report to the Senate that certain task force reports are in and are undergoing a winnowing process; he could state what things have been done and what remains to be done.

Professor Root added that SCEP will also speak to some follow-up on the reports.

2. Eliminating the Planning Council.

President Magrath told the Consultative Committee he has concluded the Planning Council is no longer necessary, for two reasons: (1) the existence of the Senate Planning Committee, and (2) the fact that the University has moved from the planning to the budgetary realm. He said that because we have done such a good job of planning at various levels and because we have other entities at work, we don't now need the administrative construct known as "The Planning Council."

Professor Sundquist described the Planning Council as a useful device for communication. The President indicated he would welcome a forum to bring together the Planning Committee, college deans, and others, for the purpose of sharing information, but said the real job will be done in other bodies.

Professor Sundquist also noted that the Planning Council has some unfinished business in the nature of assignments made to subgroups and not yet completed.

Professor Spring pointed out that it will be necessary to find a device to reactivate the reason for the Senate Planning Committee's existence since the Senate bylaws define its duties and responsibilities as providing a link between the Planning Council and the Senate and Senate committees. The President said he is convinced we can find a forum to get the necessary people together.

Vice Prysident Keller described the Planning Council as a good place to get planning started; it was not charged with planning.

Professor Spring remarked that perhaps the Planning Committee's function has gone to the Finance Committee. But the President proposed a role for the Planning Committee: to evaluate how the University's planning is going and to assess its outcomes.

Professor Mattson recommended taking this occasion to strengthen the reporting lines of the Planning Committee and establish a more regular link with the SCC.

Conversation

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Professor Merwin urged the President to reassure the faculty that the University is not dispensing with planning.

The conversation concluded at 3:00 p.m.

Meredith Poppele,

Recorder



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September 29, 1983

President C. Peter Magrath
202 Morrill Hall

Dear Peter:

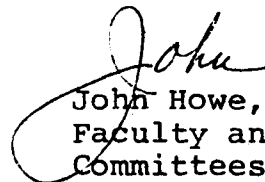
As you know, I left word with Emily Page this morning that the FCC does not have any pressing items for our scheduled discussion with you next Thursday morning. Thus my suggestion to her that we not take up your time unnecessarily. We promise to make up for it later!

If issues for discussion come to your mind between now and then, please feel free to give me a call and we'll be happy to be available. We'll be in Room 300 anyway, filling out the time talking about the Tenure Code.

The SCC does wish to meet with you in the afternoon to talk about the general issue of our increasing use of special task forces, and the implications of that for various Senate committees such as SCEP, Finance, and SCC. How these ad hoc groups and the regular Senate structure fit together is not altogether clear. I've invited Michael Root, Chairperson of SCEP, and Mark Brenner, Chairperson of Planning, to join us for the discussion.

If you have additional items for the afternoon meeting, we'd be pleased to add them.

Cordially,



John Howe, Chairperson,
Faculty and Senate Consultative
Committees

JH:mbp

cc: Senate Consultative Committee
Vice President Kenneth Keller
Vice President Neal Vanselow



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cc: SCC 1/8

November 1, 1983

Dr. John Wallace
Assistant Vice President for Academic Affairs
105 Walter Library

Dear John:

At our last meeting, the Consultative Committee once again discussed the Student Experience Task Force and its focus. Although this item was placed on our agenda by student members, the discussion pointed out a number of concerns which were shared by all members present.

The most basic, and largest, of these concerns was the shift in focus that we perceived from the undergraduate experience to undergraduate education. This re-orientation was particularly obvious to our continuing members who recalled earlier discussions with former Vice President Hasselmo and others.

As originally presented and endorsed by several bodies (SCC, University Planning Council, and SCEP among others), this planning theme was to examine the total environment of undergraduate learning at this institution. This of course included the quality of education and means of instruction but went beyond these in explicitly recognizing the importance of support services (e.g., advising) and facilities (including dorms and lounges) in maintaining or improving our degree programs and enhancing the student experience. It was this broader concept which first engendered the title "Student Experience" and generated the enthusiasm and support of students and faculty alike. All of the groups that were consulted were in agreement that these foundations of undergraduate academic work needed immediate and serious scrutiny. The Senate Consultative Committee wishes to reaffirm its support for the original intent of this vital issue in University planning.

Dr. John Wallace
November 1, 1983
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Since our initial discussion with you was brief, it may be that you simply were not able to tell us about the full range of concerns that the Task Force will address. We would appreciate the opportunity, however, to talk with you about our concerns when you next meet with us.

Sincerely yours,

Julie Iverson/mp

Julie Iverson

John Howe

John Howe

Paul Schulte/mp

Paul Schulte

JI&JH:mp

STUDENT EXPERIENCE

INSTITUTIONAL GOALS:

- To maintain and improve the University's arts and science core.
- To ensure a University environment that attracts, retains, and supports high quality faculty, staff, and students.

OBJECTIVE: TO MEET MORE EFFECTIVELY THE INTELLECTUAL, SOCIAL, AND PHYSICAL NEEDS OF THE UNIVERSITY'S STUDENTS, ESPECIALLY UNDERGRADUATES, AND TO PROVIDE AN INTELLECTUALLY STIMULATING ENVIRONMENT.

DISCUSSION: For more than a decade, the University has had to cope with unprecedented enrollments, especially at the undergraduate level. The next decade offers the prospect of a reduction in the number of undergraduates to levels for which the University's programs are more properly designed and funded. This is thus an opportune time to focus on needed improvements in curriculum, in means and methods of instruction, in student services, and generally in the environment in which learning is to take place. The problems differ from campus to campus, but all segments of the University with significant undergraduate clientele should share in the revitalization that somewhat smaller numbers will make possible. Projects that are already underway should be properly supported, and the insights and experiences gained should be shared on an institutionwide basis. (Examples include CLA's "Report on the B.A. Degree," UMM's Title III project, the SCC's teaching project, the special leaves funded by the Bush Foundation, and the "active learning" program funded by the Northwest Area Foundation.) In the area of curriculum and instruction, important steps involve the tightening of liberal education requirements, new methods of delivering instruction under the distribution requirements, evaluation of teaching, and special learning opportunities such as honors programs and programs for educationally disadvantaged students; the question of remedial instruction, which is being addressed by a task force appointed as part of the first planning cycle, should receive continued attention. Attention should also be given to the international dimension of instruction, and to the needs of our international students. In the area of student services, every type of service from the first contact with potential students to career counseling and placement should be considered, with special attention given to the question of centralized vs. decentralized service. The impact and potential of computerization within certain services should be investigated and the findings incorporated into a universitywide plan on communication, computation, and information systems.

PROPOSED STEPS:

- 1.) Formulating strategies for dealing systematically with questions of curricular and instructional development; teaching evaluation; special learning opportunities; remedial instruction; international education;

STUDENT EXPERIENCE

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prospective students/admission; advising/counseling; career development/placement; and financial aid.

- 2.) Conducting a study of the alternatives for improving the physical facilities related to the student learning environment, including instructional space and study/lounge space.
- 3.) Conducting a study of how existing dormitory space is used in support of the students' learning experience, and of the feasibility of providing additional dormitory space through contracting with private developers.
- 4.) Giving priority to proposals that address the improvement of the undergraduate experience, including biennial requests, reallocation of funds, and outside fund raising.
- 5.) Amending, or seeking to have amended, policies, rules, or regulations that hinder the development of a stimulating learning environment; formulation of new policies.

OUTCOMES AND TIMING:

Outcomes

Timing

Strategy papers

- curricular/instructional development
- teaching evaluation
- special learning opportunities
- remedial instruction
- international education
- prospective students/admissions
- advising/counseling; career development/placement
- financial aid

Instructional and lounge space

Dormitories

Policy amendments, new policies

Selecting targets of opportunity



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September 9, 1983

Dear Colleagues on SCC:

I hope that at our September meeting we can discuss the following proposal: that we ask various of the Senate committees to participate, during the 1983-84 academic year, in a general review and evaluation of the planning process and its outcomes to date.

The rationale for the proposal is as follows. We have now been at the planning game for a number of years, have our planning procedures reasonably well developed, and have initiated a great deal of programmatic change. It's time to take stock of what we have done, and how we have done it. The fact that 1983-84 is an "off" legislative year makes this a good time to do so.

A possible strategy for approaching the task would be to ask several of the Senate committees to assume responsibility for examining and reporting on different aspects of the planning process. For example:

- SCEP might undertake a study of program decisions to see what general patterns there are and whether, on balance, we're doing what we want to do.
- Planning could continue its ongoing review of decision-making processes centrally and in the colleges.
- SCFA might consider whether the planning process carries implications for faculty rights. For example, as useful as faculty "buyouts" are, we must be careful that they remain voluntary and are properly targeted.
- EEOWC is interested in whether our planning decisions have had disproportionate impact on women faculty colleagues. We need to know about that, as well as about the consequences, if any, for minority faculty.
- Finance could attend to the problem of "tracking" the retrenchment and reallocation dollars, so that we can determine whether in fact budget does follow program.
- Physical Plant and Space Allocation might look into the ways in which planning in those areas could better serve our educational programs.

SCC
9/9/83
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- Other committees, such as Extension and Community Programs, International Education, Library, Research, etc., could also pursue appropriate inquiries.

Our role on SCC would probably be to coordinate the venture, to suggest lines of inquiry and support the various committees in their work, to help rationalize the demands all of this might put on central administration, and to figure out how to pull it all together by year's end, perhaps through a series of reports to the Senate and the administration. It might be desirable to constitute a subset of us (and/or of others) to shepherd the project along through the year. If the task is broadly enough shared, no one committee would find its agenda overburdened, and yet we could have a balanced and informative discussion of what we're doing and how we might do it even better.

I have talked so far with the chairpersons of SCEP and Planning about the idea, and they have responded favorably.

Please give the notion some thought. We may conclude that our energies would be better spent in other ways. But let's see.

Cordially,

A handwritten signature in cursive script, appearing to read "John". The signature is written in black ink and is positioned below the word "Cordially,".



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SENATE CONSULTATIVE COMMITTEE

October 20, 1983
626 Campus Club
1:15 - 3:00

AGENDA

- 1:15 1. Minutes of October 6 (meeting and conversation; enclosed)
2. Report of the Student Chair
3. Report of the Chair
- 1:30 4. Review of the Sexual Harrassment Board and Procedures
(Enclosed: pages 36-41 of the Senate minutes of
April 16, 1981 including motion of establishment,
policy statement, procedures, and comment.)
- 2:15 5. Discussion of the Task Force Report on Information
Processing and Management. We hope to have
Professor Scott with us. (Copies of the report
have been circulating among SCC members. Call
Meredith if you need access to a copy. See also,
in SCC circulating file, Vice President Keller's
letter dated October 11.)