



UNIVERSITY OF MINNESOTA

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

SENATE CONSULTATIVE COMMITTEE

September 22, 1983
Regents Room, Morrill Hall
12:45 - 3:00

AGENDA

- 12:45
1. Minutes of August 23 (enclosed).
 2. Report of the Student Co-Chair.
 3. Report of the Chair.
 4. Reports from September Regents meetings (Freier, Merwin, Rubenstein, Stuthman).
 5. President's Student Behavior Review Panel: replacements for Professors Cashman and Sullivan.
 6. Student Experience Task Force. Guest: Assistant Vice President John Wallace.
 7. Howe proposal for Senate committees to evaluate planning outcomes to date (see enclosed memo).

SCC CONVERSATION WITH PRESIDENT MAGRATH*

- 1:30
1. 1984 Capital Request: status, timing, and content.
 2. President's University Policy Agenda for 1983-84.
 3. Performance Review of Administrators.
 4. The Lilly Task Force Report.

* SCC members see enclosed letter from John Howe to President Magrath.



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MINUTES
SENATE CONSULTATIVE COMMITTEE
AND
SCC CONVERSATION WITH THE PRESIDENT

APPROVED 10/6/83

September 22, 1983
Regents Room, Morrill Hall
1:05 p.m. - 3:00 p.m.

Members present: Charles Farrell, Phyllis Freier, Van Hayden, John Howe (Chairperson), Julie Iverson, Marvin Mattson, Lisa McDonell, Jack Merwin, Irwin Rubenstein, Paul Schulte, Scott Singer, Donald Spring, Deon Stuthman, Burt Sundquist.

Guests: Carol Pazandak, Maureen Smith, V. P. John Wallace.
(Later, President Magrath, Vice Presidents Keller and Vanselow, Jim Anderson, Mary Jane Plunkett.)

1. The minutes of the August 23 meeting were approved as distributed.
2. Report of the Student Co-chair. Scott Singer.
 - a. At the request of the student co-chairs, SCC Chairperson John Howe has asked Senate and Assembly committee chairs to provide some orientation for new committee members.
 - b. MSA has initiated "Open Line," a giant suggestion box, with the aim of a 10-day turnaround time.
3. Report of the Chair. John Howe.
 - a. Two curriculum task force reports (Biochemistry, Information Processing and Management) are circulating. SCC members may sign up for a longer loan. Mr. Singer asked that SCC address at least the report on information processing and management.
 - b. The Senate index. Because the Senate files are well-indexed, we can refer to the index to keep track of issues and policies. Senate Clerk Marilee Ward will look up items upon request. Professor Howe has informed the chairs of Senate and Assembly committees of this resource.
 - c. Professors Howe, Rubenstein, and Turner had a useful meeting last week with the search committee for a vice president for finance. That committee needs more good names. The definition of the complex role is not yet entirely clear, said Professor Rubenstein, notably in its tie to planning.

4. Reports from September Regents meetings.

a. Physical Plant and Investments. Professor Freier. Vice President Lilly has asked his staff for quarterly reports regarding returns on University investments following a recent article in the Chronicle of Higher Education showing Minnesota's among the lowest. Question of the University's developing its own telephone system was another major item.

b. Faculty, Staff, and Student Affairs. Professor Merwin. The new combined committee had fairly perfunctory faculty-related business this month.

c. Budget and Legislative Coordinating Committee. Professor Rubenstein. The two capital lists required for the last request ("Critical Needs," "Other Pressing Needs") have been melded together. One IT building for which planning money was requested among "other pressing needs" has been moved ahead of a veterinary medicine building which had been on the "critical needs" list. Vice President Keller gave a good explanation of the change in order. Regents discussed their role vis-a-vis the administration's list and whether they should vote any changes.

d. Committee of the Whole. Professor Stutlman. The Regents' first discussion of the Lilly Task Force Report on Higher Education and the Economy of the State occurred here, focusing on two parts of the report:

- (1) raising enrollment requirements for undergraduates (points made: avoid becoming elitist; would result in fewer students; U. should not act in isolation from the other institutions of higher education in the state); and
- (2) the administrative change proposal.

5. The Student Experience Task Force. Assistant Vice President John Wallace, guest.

Vice President Wallace distributed five documents:

- an outline of the task force's make-up, charge, and assumptions
- "Undergraduate Education on the Twin Cities Campus of the University of Minnesota"
- "Big Ten Student Enrollment Fall Quarter 1982"
- Extracts from "200 Colleges having the largest number of AP Exams Among Entering Freshmen"
- A list of past reports available to the new task force.

Vice President Wallace said the members would be announced September 23. They will report, as directed, on December 15, but continue working beyond that date. He summarized the background assumptions and principles.

He called attention to the tables showing that our entering students rank lower in their high schools than those at schools with which we like to compare ourselves. Few Minnesotans in the top 20% of their high school classes apply to the University. How can we make the University more attractive to the best high school graduates?

Professor Spring said he hopes the task force will address student access to aid programs such as counseling, tutorials, and computers. Good publicity to market opportunities at the University is important. Vice President Wallace observed that several of the existing reports contain good recommendations on better literature and the like which have not yet been implemented.

V. P. Wallace told SCC he will recommend the task force hold open hearings all over the University. He would also like a later meeting with the SCC for a substantive discussion. Time is tentatively reserved on October 20 for such a discussion.

SCC CONVERSATION WITH THE PRESIDENT

Guests: President Magrath, Vice Presidents Keller and Vanselow; Jim Anderson, Jim Borgestad, Carol Pazandak, Maureen Smith.

1. President's University Policy Agenda for 1983-84. The President distributed the two-page document and summarized the items while cautioning that this is not an exhaustive list:

- faculty salary increases
- faculty salary augmentation
- 1984-85 retrenchment and reallocation
- 1983-85 capital request
- special 1984 legislative requests
- planning activities and task forces
- reviews of 9 graduate school programs.

2. The 1984 capital request. The President reported the administration has given the Regents a revision of what remained unfunded from the 1983 capital request. Timetable:

- Regents will act at their October meeting;
- University will take to Governor the request Regents have approved;
- Governor will make his recommendation to the legislature.

Vice President Keller reported he had had a substantive discussion on September 21 with the Senate Finance Committee regarding the capital request.

The Senate Finance Committee, reported Professor Spring, may write the administration to recommend the Recreational Sports Center be shifted to the category of institution-wide capital projects to move it from being #6 of six items for which working drawings are requested.

Professor Merwin inquired about recent publicized legislative resistance to efforts to advance the timetable for working drawings for the proposed new Electrical Engineering/Computer Science building.

education at all levels. The effect is of having two reports: one on the relation to the economy of the state, on which the administration wants to focus, and one on the standards issue which the press has seized upon.

Professor Sundquist, a member of this task force, offered several observations:

- The two surveys generated a lot of data;
- Task force members tend to think of implications for their respective areas of the University;
- Some parts of the report represent the idea of one individual or of a very small portion of the task force;
- We ought to use this report in the University in relation to a lot of other information and data-gathering.

The President stated that the report does not constitute a redoing of the University's mission and policy statement. He added that it is a fair assessment, as some have made, that it reads as if it were about the Twin Cities campus. to say

Professor Freier announced a curriculum proposal the task force report had inspired in her: that each of the technical/professional schools offer a 3000-level introductory course to undergraduates. It would bring us together, she said, and tell students why they might like to go into one field or another.

The President and the Consultative Committee agreed to discuss the report further at a later date.

The meeting adjourned at 3:00.

Respectfully submitted,

Meredith Poppele

Meredith Poppele,
Executive Assistant



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
614 Social Sciences
267 19th Avenue South
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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.

President Magrath noted that Governor Perpich and the Minnesota High Technology Council have asked whether completion of that building could not be speeded up by assembling a pool of money now for the working drawings. Since working drawings normally commit the legislature to appropriating funds for the building itself, however, some legislators have questioned the suggested speed-up process. They say the matter should be left to the Legislature as a whole in the 1984 session to consider and decide whether to appropriate the funds for the working plans and hence commit themselves to the building. The University has not pressed the accelerated plan with the legislative committee, but Vice President Keller did testify before the committee as to the advantages to the University and to the state of an earlier start on the working drawings.

3. Guidelines for administrative review.

Vice President Keller described the history of the development of these guidelines by the Academic Professional and Administrative Advisory Committee. He believes the guidelines constitute an appropriate set of procedures for annual reviews and periodic reviews. The guidelines are for the use of administrators who are reviewing other administrators. A unit's constitution provides further guidance. Regarding people already in administrative positions, central administration has advised applying the guidelines as best they can.

Reviews underway or in the committee-formation stage: Jeanne Lupton, Dean, General College; Eldred Smith, University Librarian; William Gardner, Dean, College of Education; Robert Heller, Provost, UMD; Richard Oliver, Dean, School of Dentistry.

The best system for review, said Vice President Keller, is one which has the agreement of all concerned.

There was general agreement in the meeting on the need for wider awareness of the existence of these guidelines. SCC members asked that the President refer to their existence in his next letter to the faculty. The guidelines would help guide faculty reviews of department heads, noted Professor Sundquist.

4. The Lilly Task Force Report: Higher Education and the Economy of the State.

The President told SCC copies of the report had been sent to members of the Senate Consultative, Finance, and Educational Policy Committees. He found discussion in the Regents meeting interesting and constructive.

President Magrath said he would be working with the vice presidents and especially with Associate Vice President Linck to break out the elements of the report which lend themselves to action. The report raises questions for good discussions on policy matters. He said he is not ready to sign on to some of them.

A paradox has arisen, he told SCC. The charge to the task force was to find how the University can do an even better job at serving the economy of the state. The task force wanted to set forth their recommendations in the context of the University's mission. The press immediately tied the statements on that context to the various recent national commission reports on the quality of

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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,".



UNIVERSITY OF MINNESOTA
TWIN CITIES

Minnesota Student Association
240 Coffman Memorial Union
300 Washington Avenue S.E.
Minneapolis, Minnesota 55455
(612) 373-2414

August 29, 1983

Ms. Ann Bailey
Assistant to the Vice President
217 Morrill Hall
East Bank Campus

Dear Ann:

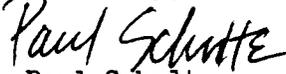
The Student Senate Consultative Committee will have a special meeting Wednesday, September 7, to discuss issues pertaining to the proposed Tenure Code, the future of the Sexual Harassment Board, and the process for streamlining the University grievance procedure.

We would like to have you attend our meeting to discuss these issues with us; sharing your expertise, perspectives and experiences in these matters.

Dr. Anne Pick, Chair of the Sexual Harassment Board, Dr. Carol Pazandak, University Grievance Officer, and Dr. Phyllis Frier, SCC have also been invited to attend.

We will be meeting in the Regents' Room Annex in Morrill Hall from 1:30 - 3:30. Your attendance at the meeting will help us to be better informed on these important University issues and questions as we work to represent our student constituents.

Cordially,


Paul Schulte


Scott Singer

Student Senate Consultative Committee
Co-Chairs

cc: Dr. John Howe, Chair, Senate Consultative Committee
Vice President Ken Keller, Academic Affairs
Ms. Julie Bates, Sexual Harassment Board
Ms. Alice Edwards, Sexual Harassment Board
Mr. John Paulson, Tenure Committee
Ms. Gretchen Schneider, Chair, MSA Student Concerns Committee
Ms. Lisa McDonell, Speaker, MSA Forum
Ms. Julie Iverson, SSSC
Mr. Van Hayden, SSSC

UNIVERSITY POLICY AGENDA 1983-84

The President, upon the recommendation of the University Senate, is called upon to submit an annual policy agenda at the beginning of each academic year. This report responds to the request by outlining those issues that, in the President's opinion, warrant attention during 1983-84.

1. FACULTY SALARY INCREASES

After consulting with the deans and Senate representatives, the President recommended that the 1983-84 faculty salary increases be distributed on a merit basis. The Board of Regents approved the recommendation, requesting that an analysis of the actual increases be undertaken sometime during the academic year. Such an examination is currently under way to insure that certain faculty groups are not disadvantaged by the distribution method. The report will be shared with the Senate.

2. FACULTY SALARY AUGMENTATION

In August, the Regents also approved a Presidential recommendation that called for the creation of a special \$900,000 faculty salary augmentation fund. The fund has been divided into three components: \$300,000 to address individual retention cases; \$300,000 to reward programs or departments of recognized national quality; and \$300,000 to ameliorate the most serious cases of salary disparity between certain groups of professors and their colleagues at other universities or in non-academic positions.

The distribution plan has been reviewed and endorsed by Senate groups, deans, and central administrators. Decisions regarding individual retention cases will be made on an ad hoc basis throughout the year while proposals for distributing the other two parts of the fund are currently being solicited from collegiate units.

3. 1984-85 RETRENCHMENT AND REALLOCATION

The planning process called for a series of retrenchment and reallocation exercises as a means of implementing both institutional and unit priorities. One such exercise was carried out in developing the 1983-84 budget, and another similar effort is proposed for 1984-85. Consultation with the appropriate Senate groups will take place regarding overall target levels as well as the amounts that will be reallocated centrally as opposed to within individual colleges and units.

4. 1983-85 CAPITAL REQUEST

The 1983-85 Capital Request was presented to the State Legislature in January of this year. Subsequently, the Legislature approved several items while delaying action on the majority of the Capital Request. The specific priorities, as well as any changes in the Request, will be discussed with Senate consultative groups during the Fall Quarter.

5. SPECIAL 1984 LEGISLATIVE REQUESTS

Programmatic funding for the University is generally determined by the State Legislature during the first, or odd, year of the biennium. In the event that officials become interested in considering some funding items of potential interest to the University of Minnesota during the 1984 Legislative Session, we would like to be ready. The University, therefore, will consider a series of possible, special programmatic requests for gubernatorial and legislative review during the next session. Request items have been proposed by the provosts and the deans and are currently being examined by the Budget Executive. The final request packages will be discussed with Senate consultative groups prior to Presidential recommendation and Regental action.

6. PLANNING ACTIVITIES AND TASK FORCES

The third cycle of the institutional planning process will be initiated during the Fall Quarter. Emphasis will be placed upon the further refinement of collegiate plans both in terms of unit priorities and institutional planning themes. Specific recommendations for implementing such themes will be, and in some cases have already been, developed by individual task forces. A summary of the themes, task force chairs, and expected completion dates of the task force reports, is as follows:

| Theme | Chair | Completion Date |
|--|---|-----------------|
| Higher Education and the Economy of the State | David Lilly | (Completed) |
| Graduate Education and Research | Robert Holt | Fall, 1983 |
| International Education | John Wallace | December, 1983 |
| Student Experience | Task Force will be appointed in Fall, 1983. | |
| Computation and Communication Technology | Carl Adams | (Completed) |
| Facilitating Scholarly Activities of the Faculty | Jack Merwin | Fall, 1983 |

7. REVIEW OF GRADUATE SCHOOL PROGRAMS

The following Graduate School Programs will be reviewed during 1983-84:

- Child Psychology
- Spanish and Portuguese
- Anthropology
- Public Affairs
- Statistics
- Mathematics
- Horticulture and Landscape Architecture
- Design and Textiles and Clothing
- Soil Science

Circ SCC 8-23-83
and 9-22-83



UNIVERSITY OF MINNESOTA

Office of the Vice President for Academic Affairs
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100 Church Street S.E.
Minneapolis, Minnesota 55455
(612) 373-2033

June 22, 1983

TO: Provosts, Deans, Directors and Department Heads
FROM: Kenneth H. Keller, Vice President 
SUBJECT: Guidelines for the Performance Review of Administrators

Based on the recommendations of the Academic Professional and Administrative Advisory Committee, I have approved the enclosed set of guidelines for the Performance Review of Administrators. They are effective as of July 1, 1983.

The guidelines are intended to assure in the least burdensome way that administrators are reviewed fairly, regularly, and in a manner consistent with legal requirements. I would very much appreciate it if you would read them carefully. I think you will find them to be sensible and useful in systematizing this very important evaluation process.

:jhh

Enclosure

cc: C. Peter Magrath, President
University Vice Presidents
Mr. Stephen S. Dunham, General Counsel

GUIDELINES FOR THE PERFORMANCE REVIEW OF ADMINISTRATORS

Introduction

These guidelines have been prepared for use by individuals and committees having responsibility for the performance review of administrators. The guidelines should be used for persons in the academic administrative category (93XX series) who hold positions for which other formal or regularized evaluation procedures have not been established. The guidelines do not supersede any existing documents or regulations that have been approved by the Board of Regents.

Background Preparation

Preparation for performance review of an administrator should begin at the time of the search to fill the position. A complete job description should be available to and reviewed by the candidate chosen, and the initial appointment should be made with understandings reached on the basis of a non-abbreviated job description. Care should be taken that any description of the duties of the position be in conformity with other documents on file, such as collegiate or departmental constitutions.

At the time of hiring, the appointing official should put in writing a statement for the administrator's permanent personnel file that outlines the following:

- (a) any further clarification or amplification of the expectations for performance of the person in the position;
- (b) the exact term of office;
- (c) the nature and timing of annual and reappointment reviews:
 - (1) individual responsible for performance reviews;
 - (2) probable sources of evaluation for performance reviews;
 - (3) materials required for performance reviews;
 - (4) how recommendations and conclusions would be used.

The Annual Review

Administrators should be reviewed annually by the official to whom they report. Annual reviews can be relatively informal, but should be based on the job description and on other written expectations that have been previously determined and agreed upon. Conclusions or recommendations resulting from the review should be discussed in private meetings with the person being reviewed and become part of the individual's personnel file kept by the reviewing administrator.

The annual review should be carried out by the individual who appointed the administrator or to whom the administrator reports. The reviewing individual should seek whatever evaluations are necessary to complete a fair and thorough review. Such evaluations might be sought from colleagues, from others with whom the administrator interacts or for whom the administrator performs a service, from other administrators at both higher and lower levels, and from faculty and students when appropriate. The individual being reviewed may submit information for the file to supplement or refute the evaluation of the reviewing administrator.

The Reappointment Review

The reappointment review should be scheduled to provide the necessary information for a timely decision on reappointment or non-reappointment (see Robinett memorandum of March 14, 1983, on notification dates for non-reappointment of academic staff). In contrast to the more informal annual review, the reappointment review should be more formal and extensive.

While all-inclusive guidelines are difficult, it is suggested that the appointing official select another knowledgeable individual or a committee to conduct the reappointment review. If a committee is selected, it is further suggested that at least one member be from outside the administrator's department. Composition of the review committee should be discussed with the administrator being reviewed, but the final decision rests with the appointing official.

The review committee (or individual) should receive a clear charge, a job description, written statement of other expectations, and copies of prior annual reviews. The reappointment review process itself should adhere to the "Procedural Guidelines for Collection and Use of the Information in a Performance Review of an Administrator for Purposes of Possible Reappointment" (attached).

The nature of the review process should be carefully tailored to the specific administrative post. The review committee should gather appropriate performance data and evaluations. The sources of such evaluations might be similar to those discussed in the previous section, "The Annual Review." Evaluations might be particularly helpful if the review committee requests responses to specific questions relating to the administrator's performance.

On the basis of the performance data gathered, the review committee should prepare a report of its findings. The report should clearly assess the strengths and weaknesses of the administrator, but usually should not include a specific recommendation as to reappointment or non-reappointment. The report should be submitted to the appointing official, who would make a decision regarding reappointment or non-reappointment.

Procedural Guidelines for Collection and Use of Information in a Performance Review of an Administrator for Purposes of Possible Reappointment

These procedural guidelines have been prepared to make the performance review of administrators more uniform across the University and to assure that appropriate procedures are used so that matters of confidentiality and privacy are dealt with properly.

Review Committee Meetings

The review committee may hold closed meetings to the extent that it would be dealing with personnel information classified as private under state law.

Written Materials

Written materials assembled by the committee in the course of its deliberation should be handled in two ways:

- (1) An official committee file should be established and contain review committee minutes, letters of evaluation, and any other materials providing information on the person being reviewed. This file will be open for inspection by the person being reviewed who may submit information for the file to supplement or refute materials contained in the official committee file. At the end of the work of the committee, this file will be turned over to the official who requested the review. This file must be kept for seven years to comply with the state and federal regulations and with the Consent Decree.
- (2) Files of personal working notes may be maintained by any member of the review committee. Such notes will record an individual committee member's observations, thoughts, etc. rather than official activity of the committee. Except for the possibility of subpoena, personal working notes are not subject to access by the person under review, nor may they be the basis for official statements of the committee. Personal working notes may be destroyed when they are no longer of use to their owner.

Methods of Evaluation

The review committee may wish to collect information by requesting letters of evaluation, responses to specific questions, or by use of a survey or evaluation instrument. Additionally, the review committee may wish to provide opportunity for evaluators to speak directly with the committee, either in lieu of or in addition to providing a written evaluation. Notes of such conversations would be made by the committee and included in the official committee file (and persons giving oral evaluations should be so informed in advance).

Attribution of Evaluations

Persons from whom evaluations are solicited should be informed that in conformance with the state's data practices law, all evaluations will be accessible to the person being reviewed. Furthermore, individuals making oral statements should be informed that the evaluation and notes of the conversation will be available to the individual being reviewed. However, a permissible exception to this rule would be survey instruments sent to the immediate subordinates of the person being reviewed, in which case a summary of the unsigned responses would become a part of the official committee file and available for inspection and comment by the person being reviewed.

:lme

Academic Class Titles and Numbers

July 1, 1983

Groups: 93xx Academic Administrative
94xx Faculty Ranks
95xx Student/Professional Training
96xx Agricultural Extension Service
97xx Professional

9301-9399 Academic Administrative

| | |
|------|---|
| 9301 | President |
| 9302 | Vice President |
| 9303 | Associate Vice President |
| 9304 | Assistant Vice President |
| 9305 | Provost |
| 9306 | Associate Provost |
| 9307 | Assistant Provost |
| 9308 | Vice Provost |
| 9309 | Associate Vice Provost |
| 9310 | Assistant Vice Provost |
| 9311 | Dean |
| 9312 | Associate Dean |
| 9313 | Assistant Dean |
| 9314 | University Librarian |
| 9315 | Secretary to the Board of Regents |
| 9316 | General Counsel |
| 9317 | University Attorney |
| 9318 | Deputy Vice President |
| 9330 | Director (University-wide) |
| 9331 | Associate Director (University-wide) |
| 9333 | Assistant Director (University-wide) |
| 9334 | Director (Campus/College level) |
| 9335 | Associate Director (Campus/College level) |
| 9336 | Assistant Director (Campus/College level) |
| 9337 | Departmental Director |
| 9338 | Associate Departmental Director |
| 9339 | Assistant Departmental Director |
| 9340 | Program Director |
| 9341 | Associate Program Director |
| 9342 | Assistant Program Director |
| 9343 | Superintendent, Experiment Station |
| 9350 | Special Assistant |
| 9351 | Administrative Assistant |
| 9352 | Associate to |
| 9353 | Assistant to |
| 9354 | Coordinator |
| 9360 | Chair (with faculty rank) |
| 9361 | Head (with faculty rank) |
| 9362 | Director (with faculty rank) |

9401-9499 Faculty Ranks

9401 Professor
9402 Associate Professor
9403 Assistant Professor
9404 Instructor
9406 Research Associate
9407 Research Fellow
9410 Regents' Professor

95xx Student/Professional Training Titles

9511 Teaching Assistant
9512 Undergraduate Teaching Assistant I
9513 Undergraduate Teaching Assistant II
9521 Research Assistant
9522 Undergraduate Research Assistant I
9523 Undergraduate Research Assistant II
9531 Administrative Fellow

9538 Legal Project Assistant I
9539 Legal Project Assistant II
9545 Pre-doctoral Assistant
9546 Post-doctoral Associate
9547 Extension Summer Assistant
9548 Veterinary Medical Assistant
9549 Veterinary Medical Associate

9550 Pre-doctoral Fellow
9551 Post-doctoral Fellow

9553 Dental Fellow
9554 Medical Fellow
9556 Medical Fellow Specialist
9558 Psychology Fellow Specialist
9559 Dietetic Intern

9563 Dental Fellow Specialist

9601-9699 Agricultural Extension Service

9621 Extension Educator and Professor
9622 Extension Educator and Associate Professor
9623 Extension Educator and Assistant Professor
9624 Extension Educator and Instructor
9625 Extension Educator
9626 Extension Fellow

9631 District Director
9632 District Program Leader
9633 County Extension Director

9640 Head

9701-9799 Professional

9701 Senior Research Associate
9702 Research Associate
9703 Research Fellow
9704 Senior Counselor
9705 Counselor
9706 Assistant Counselor
9707 Senior Academic Advisor
9708 Associate Academic Advisor
9709 Assistant Academic Advisor
9710 Hormel Fellow
9713 Librarian
9714 Associate Librarian
9715 Assistant Librarian
9716 Senior Development Officer
9717 Development Officer
9718 Associate Development Officer
9720 Senior Physician
9721 Physician
9722 Dentist
9723 Senior Psychologist
9724 Psychologist
9725 Senior Psychiatric Social Worker
9726 Psychiatric Social Worker
9727 Senior Public Health Specialist
9728 Public Health Specialist
9729 Continuing Education Specialist
9730 Associate Continuing Education Specialist
9731 Assistant Continuing Education Specialist
9732 Clinical Specialist
9733 Associate Clinical Specialist
9734 Assistant Clinical Specialist

9735 Senior Attorney
9736 Attorney
9737 Legal Assistant
9738 Professional Director
9739 Curator
9740 Associate Curator
9741 Assistant Curator
9742 Senior Counselor/Advocate
9743 Counselor/Advocate
9744 Early Childhood Specialist
9745 Education Specialist
9746 Associate Education Specialist
9747 Assistant Education Specialist
9748 Associate University Attorney
9749 Assistant University Attorney

9750 University Fellow*
9751 Senior Fellow*
9752 Fellow*
9753 Lecturer*
9754 Teaching Specialist*
9755 Research Specialist*
9756 Clinical Preceptor*
9757 Academic Advising Specialist*

9791 Head Coach
9792 Coach
9793 Assistant Coach
9794 Athletic Trainer

* Persons may not hold probationary/continuous appointment in these titles.