



UNIVERSITY OF MINNESOTA

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

SENATE CONSULTATIVE COMMITTEE
July 29, 1982, 1:00 - 4:00 p.m.
Regents Room, Morrill Hall

Approx. time

AGENDA

- 1:00 1. Fix agenda.
2. Minutes of May 20 (sent previously).
3. Report of the Chair (enclosed).
4. Report of the Student Chair.
5. Reports from Regents meetings: Doug Pratt (oral), Pat Swan (enclosed).
- 1:30 6. Committee reports:
a. Senate Budget Subcommittee: Marv Mattson, John Turner;
b. Legislative Relations: Doug Pratt;
c. Senate Finance: Sundquist, Spring, Howe, Swan.
- 1:45 7. Nominations to Committees:
a. All University Honors;
b. Student Legal Services Board.
- 2:10 8. Committee to Facilitate the Scholarly Activities of the Faculty:
Interim report summarizing the committee's first year activities:
Jack Merwin (enclosure).
- (Meeting with Vice President Keller, 2:30 - 3:30.)
- 2:30 9. Update on searches.
10. Task force on instruction (enclosures: letter, President Magrath to
Professor Swan, June 9, 1982; SCEP report to the Senate, May, 1978).
11. Relationships between the Senate and the Board of Regents.
12. Review of the 1973 tenure code; Bob Morris.
- 3:30 13. Financial Emergency Subcommittee: Final Report: Don Spring, John Howe
(enclosure).
14. Adjourn.



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MINUTES
SENATE CONSULTATIVE COMMITTEE

APPROVED 8/26/82

July 29, 1982

Senate Consultative Committee Chairman Patricia Swan convened a meeting of the SCC at 1:00 p.m. on Thursday, July 29 in the Regents Room of Morrill Hall. Other SCC members present were Virginia Fredricks, Phyllis Freier, John Howe, Anne Hunt, Julie Iverson, Dennis Kronebusch, Dave Lenander, Rick Linden, Marv Mattson, Paul Quie, Doug Pratt, Donald Spring, Burt Sundquist, John Turner, and Kathy Watson. Guests for all or part of the meeting included Carol Pazandak, Maureen Smith, Wally Hilke, Julie Bates, Jerry Kline, Jack Merwin, and Jackey Gold and Donna Seese from the Daily.

1. Agenda was fixed with one addition. The SCC will ask Vice President Keller for an update on consent decree implementation.

Professor Swan indicated the circulating file and invited members to contribute items to it. Members should inform the secretary if they wish a copy of any item.

2. The minutes of May 20 were approved with one correction. In the Conversation with the President, page 1, 10 lines from bottom, "Ag Extension" should read "Ag Experiment Stations."

3. Report of the Chair. Professor Swan.

(a) The SCC will determine in August whether questions raised by the Prof. Bradford/Humphrey Institute/Control Data issue call for further SCC attention.

(b) Vice President Keller will put Tenure Code review on the September agenda of the Regents Committee on Faculty and Staff Affairs and will invite Senate Tenure Committee Chair Robert Morris to attend.

(c) The SCC is requesting the President's permission to send minutes from all of its meetings (SCC and FCC, and both groups' conversations with the President) to the Regents. Members agreed upon the usefulness of keeping Regents abreast of SCC concerns and activities.

(d) The report distributed from Physical Plant and Space Allocation is a draft of their annual report.

4. Report of the Student Chair. Mr. Lenander.

(a) Student SCC members in June elected David Lenander chair. The definition and responsibilities of the position may be modified.

(b) Students are concerned about different treatment of student civil service employees by different departments, as illuminated by the Libraries'

attempt in June to lay off and then re-hire its student employees and avoid the 5% scheduled pay raise. In addition, there is reportedly a central decision to treat all students returning to civil service positions in the fall after the summer off as new employees paid at the old base rate, a practice which has been followed in the past in certain individual departments. The student SCC suggests that the Assembly Steering Committee could direct the Assembly Committee on Student Affairs to investigate such issues. The Office of Student Affairs' committee to formulate rules on student employment has reportedly been inactive in '81-'82.

(c) Student SCC would like to see broader awareness of Assembly committee business, and suggests assigning a student to make a digest of committee meeting minutes. Since strictly Assembly committees have not been part of the Senate Facilitative Committee, communication with some committees has been lost. Student SCC proposes convening an Assembly Facilitative Committee. Marilee Ward's office should receive minutes from all Assembly committees, but does not.

(d) Kathy Watson, MSA Speaker, announced that an MSA Nuclear Task Force is planning a fall rally. Educational Affairs and the Office of Student Affairs are studying course evaluation options.

5. Report from Regents July meetings. Professor Pratt reported on the meeting of the Committee on Educational Policy and Long-Range Planning, which discussed the Genetics International/Freshwater Biological Institute contract (for information, as contract had already been signed) and University-industry policy generally. Vice President Keller listed a set of six principles for University-industry cooperation. Regents offered some criticisms of the Genetics International contract.

6. Committee reports.

(a) Senate Budget Subcommittee. Professor Turner noted the reduction from the SCC's request. (Committee requests collectively came in way over '81-'82 budgets and had to be trimmed considerably.) The new SCC budget will not permit paying the secretary at a higher rate should the job reclassification effort, which the SCC voted in the spring, be approved by civil service. SCC may explore putting that salary on University rather than Senate funds.

(b) Legislative relations. Professor Pratt reported that legislative liaison Peter Robinson has found tremendous complexity in the legislative races in this pre-primary season and hence has accomplished less than he had hoped. Robinson received one hundred responses to his solicitation for faculty to assist as hosts and in other ways in organizing gatherings for candidates. Whether Professor Robinson's position will continue through the coming academic year has yet to be determined.

The Faculty Association's Political Action Committee has made donations to two candidates to date, and has developed a questionnaire for legislators and aspirants on their attitudes towards the University.

Redistricting has required yet another exercise in identifying faculty members by legislative district.

Professor Turner added that the Faculty Association plans to screen candidates via the questionnaire and individual interviews, and thereby determine how to allocate its funds. Professor Robert Holt is particularly active in gathering the district/legislator/faculty residence data for computer use. UMFA is organizing faculty to recruit for the Association and has built a pyramid structure for rapid communication when the legislature faces an important vote. The Association has a good lobbyist/advisor.

(c) Senate Finance Committee. Professor Swan. SFC will meet August 6 to wrap up its work for the '81-'82 year, study the '83-'85 biennial request and consider, jointly with Physical Plant and Space Allocation, the '83-'85 capital request.

7. Nominations to committees and boards.

(a) All University Honors. The name of Professor Lewis Wannamaker (Microbiology) was added to the nine names previously submitted for consideration. SCC strongly supported the chair's asking Professor Wannamaker first to fill the one opening.

(b) Student Legal Services Board. Dr. Pazandak described the nature of the board and said the faculty perspective is important on this well-used and well-directed service. Professors Turner and Fredricks urged the importance of good attendance from the legal community (Law School, bar associations), which has been failing of late. Professor Swan will first ask Warren Gore and Gary Wynia to serve; alternative candidate is Mike Baizerman. She will also direct a letter to the SLSB director, Mary Turck, conveying SCC concerns over the lapse in attendance by the legal community's representatives.

8. Committee to Facilitate the Scholarly Activities of the Faculty. Professor Jack Merwin, Chairman, reported. The committee met most recently on June 24. Between 950 and 1000 faculty, or about 35%, responded to the questionnaire. Coding is completed on two of the three open-ended questions, and will soon be undertaken on the third. Professor Merwin hopes to have statistical data from the survey in September. The committee has wondered about the representativeness of the respondents.

Among the committee's present intentions, he cited particularly charting graduate record exam scores to see whether ability level seems to have changed over time, and discovering, primarily through Academic Affairs, reasons faculty leave the University.

Professor Swan recognized the importance of the committee's task and expressed the SCC's interest in the statistical report as soon as it is available.

9. Summer searches: Assistant Vice President for Academic Affairs. The faculty members spoke of the impossibility of conducting a really satisfactory search during the summer. Professor Freier, in addition, offered the view held by a number of faculty, that improvement in undergraduate instruction begins at the level closest to the student, and not by the insertion of another

administrative layer. Professor Turner supported the new position for making available individual leadership to take the initiative in generating more dynamic interaction among classroom teachers.

Vice President Keller joined the meeting at 2:35 and the discussion continued. The Vice President's remarks were in response to SCC questions and suggestions. He said central administration introduced this particular position because of a need people have perceived in both undergraduate education and in outreach, and have indicated in discussions in SCC and other bodies over the last two years. Jim Werntz's departure provided the opportunity for administrative reorganization without adding a salary. Rather than create two new assistant vice presidencies, Academic Affairs will share burdens through the office, and the new officer will have responsibility for both outreach and undergraduate education. The successful candidate will have an academic background and bring scholarship and teaching views to both areas of responsibility. Timing of the search, he said, resulted from uncertainty as to when the community would be willing to consider a new position, and whether budget cuts would require eliminating the position. Academic Affairs has made special efforts to try to overcome the effects of conducting the search in summertime, including mailing letters to the home address of every academic staff member. While delay in filling the post is possible, it might raise skepticism about the seriousness of intent to have such a position.

Professor Swan asked whether a different kind of mode, such as a Special Assistant on a two-year term, had been considered when the job was designed. Vice President Keller responded that the assistant vice president level was essential both because there is so much work to do and for authority. The individual must be able credibly to represent the vice president at Senate committee meetings and on other occasions. The individual will be part of the decision-making structure of the vice president's office.

The search committee chair has reported that as of today 14 nominations and/or applications have been received. Vice President Keller told the SCC he would propose to the search committee chair that the committee should feel sure the pool of applicants is adequate before closing the search. He will not hold them to a deadline for reporting. Professor Swan recommended that the chair of the search for a new dean for the Graduate School also be asked if that committee is satisfied with the size of their applicant pool.

In closing the discussion, Professors Sundquist and Fredricks emphasized that summers are never optimal times for searches at the University and that every effort should be made to anticipate earlier the need for a search, or to delay a search until fall.

10. Consent decree update. Vice President Keller read his letter to the Minnesota Daily setting straight the record on disposition to date of the 271 claims filed under the consent decree and on the source and destination of the \$2 million legal fees the University has been ordered to pay. He added that it is likely the administration will recommend that the Board of Regents appeal that award.

11. Proposed task force on instruction. Professor Swan introduced Professor Jerry Kline, Chairman of the Senate Committee on Educational Policy.

Vice President Keller said he would like the new assistant vice president to be deeply involved in any study on instruction. That individual, when selected, should meet with the faculty and student participants to define their goals and objectives and begin the task. The group should look for mechanisms to achieve the aims set forth in the 1978 SCEP report to the Senate.

Professor Kline stated that SCEP will absorb part of the charge of the Committee (formerly Council) on Liberal Education, which has just gone out of existence. There is much campus concern that the University not lose its present proportion of liberal education. SCEP will review the 1978 report. When the proposed task force is organized, it will become a central part of SCEP's agenda for the year. He expects by the end of the year to have a clear picture of goals and the system by which to achieve them.

Discussion ranged rather widely. Ms. Watson stated the student perspective that while good teachers generally turn out also to be good researchers, the reverse is less true. Ph.D. candidates are not taught how to teach. Ms. Iverson said it is not clear to students that teaching complements research.

Professor Spring recommended that the concern for teaching quality be addressed at the collegiate level rather than University-wide; the work of a task force would likely be diluted by the numerous compromises necessary to accommodate the varieties of application of the means to the goals.

Professor Pratt recommended taking a look at what is already done effectively in various parts of the University to promote good teaching.

Professor Turner expressed his concern that, with the faculty already having heavier demands placed upon them because of increased enrollments and a diminishing number of teaching assistants, another task force to study undergraduate education might be a duplication of what has already been done and hence a needless diversion of valuable faculty resources. He pointed out that the 1978 task force recommendations have already generated some changes, including the Bush Foundation support for sabbaticals. He read a list of questions he had constructed from the 1978 recommendations, framed to determine what steps the University community has taken to accomplish each of the recommendations.

Ms. Watson stated that students are unaware of what is occurring to generate improvements. What they notice is that some teachers are poor at teaching.

Mr. Lenander related an example of extraordinary effort made in one department to support a new faculty member in both becoming good at teaching and having time for scholarship. He asked that periodic peer evaluation through colleagues attending one another's classes be considered as a means of assessment.

In response to constant student concern that research is more highly rewarded than teaching competence, Professor Kline stated that CLA's promotion and tenure process gives careful attention to both, although in some departments research is more rewarded and in others, teaching. He observed that some student complaints are about style in teaching. Vice President Keller said that no one is promoted at the University without having demonstrated competency in teaching as well as in research.

Ms. Iverson enumerated continuing student questions: (1) What is a practical mechanism by which students can evaluate courses? (Many find SCIP not useful); (2) Do teachers motivate students? (3) What are the ways of recognizing and rewarding good teaching? (4) What is the impact of financial constraints and of the remuneration of research? (5) Since advising affects a student's ability to profit by his or her education, what is faculty responsibility in advising?

Guest Wally Hilke said University students would value a statement describing the University's progress in implementing the 1978 recommendations.

Professor Swan summarized many of the points made during the discussion:

(1) A study should include the question of how we educate our future faculty.

(2) There should be more interaction between teaching and research.

(3) An inventory should be taken of what is in place and working and of what implementation of the 1978 recommendations has been made to date.

(4) More specific steps should be taken before deciding whether to make a further study.

She called for suggestions on key people in a position to supply answers for the inventory. Professor Spring added that the new assistant vice president will undoubtedly want to formulate questions for the data gathering.

Vice President Keller noted that the Graduate School keeps a record of its training programs for graduate T.A.'s. He suggested that the new assistant vice president, together with someone from the Center for Educational Development and representatives from the participating committees, jointly work out sets of questions for an inventory.

Professor Swan will draft a paper based upon the Turner questions plus the other questions and issues raised at this meeting, to circulate to both SCEP and SCC. It will be on the SCC's August 26 agenda, and on SCEP's first fall agenda, in early October. At the students' request the MSA Education Committee, including Wally Hilke, Bruce Thorpe and Julie Bates, will also comment on the draft.

Professor Kline said he would like SCEP to create an expanded subcommittee for this project and include representation from the interested groups outside SCEP.

11. Professor Swan reported to Vice President Keller that the Faculty Consultative Committee would address the question of Senate/Regential relationships.

12. Review of the 1973 tenure code. Professor Swan reported that she had discussed the review with Tenure Committee chairman Robert Morris, who has communicated with the general counsel's office and is anxious to meet with the Regents and provide them with an early occasion to understand the details of

that document. Professor Spring will be SCC's liaison with the Tenure Committee in its progress on the review.

13. Financial Emergency Subcommittee: final report. Professor Howe explained that the SCC effort to produce a document was stimulated by last winter's prospect of a financial emergency. The subcommittee has completed its best effort and presented it to the SCC for acceptance and any use the committee recommends, and to the general counsel.

Professor Spring noted that the effort incorporates three elements the subcommittee believes improve upon the 1973 tenure code: (1) it defines a careful process for declaring financial emergency, without which the Regents have exclusive power and can declare financial emergency on their own; (2) it carefully meshes decision-making and identifies the roles of various parties in a financial emergency; and (3) it takes a stand on the controversial questions of affirmative action and the possibility in certain circumstances of retaining a non-tenured faculty member over a tenured one.

Professor Pratt suggested SCC endorsement in spirit rather than in detail since new SCC members have not had the opportunity to hear earlier discussions or study the drafts leading to the final report.

Ms. Iverson noted with regret the absence of a reference to students or to maintaining conditions necessary for education; Professor Swan explained those omissions as in the nature of a document on faculty employment.

Professor Turner recommended tightening up two procedures: The President should be required to report both orally and in writing when recommending declaration of a financial emergency (Section I.B.2.); and if action contrary to the Senate recommendation is taken, the President should be required to report his reasons to the Senate, not just the SCC (Section I.B.7.)

The Consultative Committee agreed that Professor Swan will officially transmit to Professor Morris of the Tenure Committee (who now has a copy informally) the final report of the subcommittee, together with a cover letter which will include much of Professor Eaton's June 30 memo, will incorporate Professor Spring's three points of specificity and improvement on the 1973 document, and will recommend the stiffer reporting requirements proposed by Professor Turner.

14. The meeting adjourned at 4:25 p.m.

Respectfully submitted,

Meredith Poppele

Meredith Poppele, SCC Secretary



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Report of the Chair for meeting of July 29.

1. SCC operating structure. The following faculty members have already agreed to assume special assignments on SCC subcommittees or ad hoc tasks:

Don Spring: Senate Finance Committee (both coordinate campus rep and SCC's alternate)

Liaison with the Tenure Committee on tenure code revision;

Doug Pratt: Legislative Relations Subcommittee;

Phyllis Freier: Grievance and Legal Concerns Subcommittee (to undertake a study of grievance procedures);

Burt Sundquist: Chair, Senate Finance Committee;

John Turner, Marv Mattson: Subcommittee on Senate Budget.

That leaves Virginia Fredricks, Paul Quie, and John Howe to be our troubleshooters, and to pick up our next sequence of fascinating tasks.

2. Subcommittee on Financial Emergency. The subcommittee's final report is attached. SCC needs to decide what to say to the Tenure Committee regarding this proposal.

3. Committee to Facilitate the Scholarly Activities of the Faculty. Interim report enclosed. SCC needs to respond to the committee on the time and nature of their final report. Jack Merwin, committee chairman, will join us for the discussion on the 29th.

4. Proposed task force on undergraduate education. Enclosed are a memorandum from President Magrath and a copy of the current Senate policy on teaching, as presented by SCEP in 1978. Please review this document, along with the other enclosures, before our meeting. SCC needs to determine (a) whether to pursue the idea of a task force; (b) the range of subjects to be included (e.g., all aspects of undergraduate education? teaching aspects only? etc.); and (c) the mechanism for carrying out the study.

5. Nominating obligations. SCC needs to name one faculty member to the All-University Honors Committee. Current members, with number of years remaining indicated, are George Blake (Soil Science) (2), Caroline Czarnecki, Chr. (Veterinary Biology) (1), Stuart Fenton (Chemistry) (2), Seymour Geisser (Statistics) (3), and Gayle Yates (Women's Studies) (1). As of this writing, FCC members have proposed the following for consideration:

From CLA: Theodore Anderson (Sociology)
John Fraser Hart (Geography) (on leave 1982-83)
Gerhard Weiss (German)
George Wright (English)

From the Health Sciences: Jim Bodley (Bio-chemistry)
Bob Gorlin (Regents Professor, Dentistry)
Ellis Benson (Laboratory Medicine & Pathology)
Harry Hogenkamp (Bio-chemistry)
Eugene Gedgaudas (Radiology).

SCC is also to name two at-large faculty members to the Student Legal Services Board. Faculty recommended to come from CLA, IT, or the St. Paul campus (see Meredith's July 8 memo). Proposed to date:

Warren Gore (Rhetoric)
Mike Baizerman (Center for Youth Development, and Public Health)
Gary Wynia (Political Science).

All have demonstrated interest in, and support for, student support services.

6. Calvin Bradford / Humphrey Institute / Control Data controversy. An exchange of correspondence between Professor Bradford and Doug Pratt will be in the circulating file at our meeting. I see no need to pursue this further, unless someone else thinks we should.

7. Senate / Regential relationships. Some unhappiness has arisen about the relationship of the Senate to the Regents in areas of work in which the Regents have delegated responsibility to the Senate. There is some frustration on the part of the Regents and there is frustration on our part. I will send a letter to Regent Moore about our concerns and our desire to improve our working relationship. The letter will address concerns related to items addressed in the Senate Constitution, including policy related to membership in the Senate and the work of the Honors Committee (for example, see Caroline Czarnecki's June 3 memorandum to SCC). I have requested time on the September agenda of the Regents Faculty and Staff Affairs Committee for Bob Morris to tell them his plans for review of the tenure code and to start the joint-review process with the Regents. I have also written Magrath to inquire whether we should send FCC minutes and records of our conversations with the President to the Regents.

for 7-29-82

Report of the student chair

Student members of the Senate Consultative Committee met in early June to select a student chair. Dave Lenander was elected. However, proposals from Dave and Rick Linden (as well as suggestions from outgoing student chair Kit Wiseman) for a redistribution of those responsibilities that have fallen upon the chair for the past several years may result in changing the meaning of the position. A second meeting of the student SCC members is scheduled to occur before the 7/29 SCC meeting at which these proposals will be further discussed, so perhaps an oral report can be presented on the outcome (if any) of that meeting.

A proposal from the University Libraries (Twin City) to lay off or fire all part time student employees for one day in order to avoid the scheduled 5% civil service pay raise concerned T.C. student members in late June. The student chair asked Merideth to ask Prof. Swan or Pratt to place this matter on the 7/29 agenda for discussion of the ramifications of the different University departments adopting different criteria for treatment of University student employees. Subsequent abandonment of the library plan over the technical difficulty of a student employment rule that students must be given two weeks notice of lay-off or firing leaves unaddressed the larger question of different treatments of student employees by different departments. Susan Treinen, director of the office of Student Employment, assured the student chair that the library plan was otherwise quite within the rules, and suggested that the library could still implement the plan after July 1 by firing and rehiring student employees to give them an effective 5% cut in pay. She added that a similar procedure could be adopted for regular civil service employees as well--a move that would save considerably more money in salaries, though apparently benefits would have to be restored at previous levels.

A related item is the decision by University administrators to consider all students who left their jobs of Spring quarter to take full-time jobs for the summer, or to return home, to be newly hired when they return to their previous jobs this fall quarter. Newly hired students will be hired at the old base rate for civil service pay, regardless of what they were previously making. They will not receive the 5% pay ^{increase} ~~raise~~, in other words, and may in some cases actually take a cut in pay. T.C. student members would be interested in learning whether this procedure will be applied to all University employees on nine-month appointments, particularly those civil service employees on leave for the summer. It is not clear that this procedure is fair or even productive in the long run. Although this procedure has been regular practice in some departments in the past, it has not been universal, which leads back to the question of different departments adopting different procedures with regard to student employees. It may be that the TCCA Steering Committee would consider asking the ACSA to investigate some of the issues raised by these matters for a report at the Fall or Winter Assembly meetings. It is worth noting that discussions are in process involving the Office of Student Affairs and student government regarding the question of whether the current Regents' policies that tie student employment to regular civil service employment are in the best interest of students or the University. It is expected that out of these discussions may come new proposals for the Regents to consider. Until such time as the Regents change current policies, however, it seems to many unfair to seek loopholes circumventing what seems to be the spirit of current policies. (It is also worth noting that the several campus student governments are not unsympathetic to the various options being proposed by the OSA for discussion.)

Suggestions on how staff can improve will also be solicited by the leader and passed on to the staff. The leader will make it clear that no negative repercussions will result from the patient's feedback. It will also be made clear that feelings shared at the group are confidential.

The discussion will be focused on specific topics at each session. Group members will be encouraged to share their feelings about the topic being discussed as well as other relevant topics. If the discussion digresses to the point of being irrelevant, the leader will direct the group back to the main topic.

The leader will also be watching group members to make sure they do not lose control. Matters concerning their diseases and upcoming deaths are emotion-laden subjects. It is possible that some members may become very emotional when these matters are discussed. The leader will be sensitive to this and intervene if necessary.

A major role of the leader will be to coordinate consults resulting from the group. Individuals may express or exhibit a need for further help in the group. The group will be a valuable tool in assessing the patient's emotional and social wellbeing. Consults will be made to the following hospital services: Adolescent Psychiatry, Chaplain, Social Services, Nutrition Services, Volunteer Services, Occupational Therapy, Physical Therapy, Speech Therapy, and Child Life Therapy. Information can also be shared with the patients' doctors and nurses that will aid in the patient's care plan.

Since the group has open membership, it will lack some of the cohesions and trust one can expect in a closed group. According to Trotzer, you can also expect more resistance from the group members (p.147). Ohlsen (1970) feels there are two common methods of dealing with resistance: interpretation and confrontation. However, he warns that both methods have dangers. Interpretation can encourage intellectualization and lead to dependency, and confrontation puts the client in the "hot seat" where therapeutic value is minimized. Nevertheless, these two methods will be used to combat resistance. However, a close watch will be kept on monitoring for their complications.

page two

The T.C. student members of the Assembly Steering Committee met in early July and discussed various campus and MSA related matters. The student members are particularly concerned with finding methods of improving student participation in Senate and Assembly committees. Another concern is to improve awareness of the activities of Assembly committees, perhaps through a regular digest of meeting minutes compiled by one or more student members. It was suggested that such a digest might be circulated to faculty members and coordinate campus student members of the SCC as well. Student members propose to the full Assembly Steering Committee that an Assembly Facilitative Committee be convened to facilitate and improve the performance of the Assembly and its committees. (Or does such a committee already exist?)

--David Lenander

ddl

introduction letters will be given to patients from 13 to 19 years of age. The leader will assess each prospective member's ability to function in the group and select members accordingly. If a patient is judged inappropriate for this group, they will be referred to other hospital services. To be eligible for the group a patient must have a terminal or chronic illness and have an expected hospital stay of no less than three weeks. Under current conditions this would result in groups that average eight members. If the group size reaches twelve members, no new members will be admitted until a member leaves the group.

Leader Roles And Interventions

This section relies heavily on the Wallen (1969) chart outlining emotional contact. The principles it presents are woven into this section and along with class presentations represent the theoretical background of the section.

The leader will be encouraging and structuring group interaction. The activity period will consist mainly of superficial interaction. Interaction will be external and center around objects and events. The leader will use these low-risk interactions to build trust for the discussion phase of the group.

The leader will also use the activity period to integrate new group members. Since new members will often be joining the group, they will need special help. The activity will be a good time to make the new members feel comfortable. The group can also be helped to accept new members during this period. The low-risk involvement of the activity period makes it desirable to integrate new members.

The leader will encourage the group to interact on a more emotional level in the discussion phase of the group. Perceptions, feelings, and thoughts will be focused on in this section. The commonality of the patients' problems will be a primary focus. The leader will emphasize the "here and now" and direct the group in problem-solving. Discussion will focus on problems the patients are having currently at the hospital and what they can do to help their situations.



UNIVERSITY OF MINNESOTA

Office of the President
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Minneapolis, Minnesota 55455

June 9, 1982

*copies to SCC
members*

Professor Pat Swan, Chairman-Elect
Senate Consultative Committee
166 Food Science and Nutrition
St. Paul Campus

Dear Pat:

As I believe you know from some of the comments made at the recent Student Government Retreat in which you and Vice President Keller participated, there continues to be strong student interest on the general subject of instructional quality and teaching -- particularly as this focuses upon undergraduate students. This interest, of course, is hardly confined to students, for it is on the minds of faculty as well and is reflected in official University Senate policies. Similarly, the Central Administration shares a concern that we do everything possible to maintain and, where possible, improve upon the quality of our teaching programs.

In the spirit of this concern, Mr. Bruce Thorpe, President of the Minnesota Student Association, has written me to suggest that it might be productive to address the issue of instructional quality in a positive way at the University of Minnesota in the months ahead. His concerns deal with the question of teaching quality in the promotion, tenure, and merit pay process; and the consolidation and improvement of the current teacher and course and program evaluation systems that currently exist at the University.

I am very sympathetic to seeing these issues addressed carefully and thoughtfully over a period of time, but do not feel that it would be productive or wise unilaterally to establish some kind of a Presidentially-appointed ad hoc committee to examine these kinds of questions. Instead, I lean toward the view that these questions should be addressed by some kind of a University-wide committee established under the jurisdiction of the University Senate Consultative Committee in its role as a University-wide steering committee dealing with major policy issues of concern to faculty, students, and staff.

The precise point of this letter is to ask whether you and SCC, during the summer months, would consider this issue and make recommendations to me as to how we might best structure a careful, forward-looking examination into some of the major issues involving the quality of our instructional work. It would seem to me that the basic mission of any such University-wide examination should be to study the state of undergraduate instruction at the University of Minnesota, and to suggest, where indicated, practical improvements.

I would also feel that for any such effort to be successful, there should be precise charges directed to the study committee, and that it should be given

Professor Pat Swan
June 9, 1982
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ample time -- perhaps 18 months -- in which to do its work. Among the major issues that would most likely be included would be these: How to maintain the quality of our teaching programs; what are the problems -- and opportunities -- associated with the use of teaching assistants; are there better ways to consolidate and use our teaching and evaluation system; and, how can the quality of teaching best be taken into account in the processes by which promotion and tenure and merit pay decisions are made.

Obviously, this is a full agenda of many complex issues, but as a University which is always open to looking at itself and ways to improve its teaching, I think that these issues could be constructively examined in a way that might lead to some additional improvements. In any event, I would appreciate it if you and SCC would give this matter some consideration so that next fall we might, if a good consensus emerged, move ahead with a careful study of these kinds of issues. I have discussed this matter at length with Ken Keller, and I know that he will be more than happy to visit with you and other members of SCC during the summer if you can find some time to turn to this.

Cordially,



C. Peter Magrath
President

CPM:kb

cc: University Vice Presidents
Mr. Bruce Thorpe, MSA President
Senate Consultative Committee
Dr. Carol H. Pazandak, Assistant to the President
Dr. Don Zander, Associate Vice President, Student Affairs

President C. Peter Magrath
Member House

file -

Showered again later yesterday
on the subject of the review of our
undergraduate instruction/education
program. Perhaps the work experience
review you are proposing may fit
with V.P. Keller's interests in replacing
of strategy?

Changes suggested, about fact work
Keller about this, and the Committee
Committee that consider this matter
over the summer with your strategy
to ~~revise~~ ^{re-examine} educational policy
in seen considerations, also.
it is not just a history book
I hope you will be able to improve all
the program, learn, and during your
I leave the that you enjoy your opportunity
to think about your things in the future

June 11, 1982

COPY

UNIVERSITY SENATE MINUTES - May 25,
1978

**IX. SENATE COMMITTEE ON EDUCATIONAL POLICY
REPORT OF THE SENATE TASK FORCE ON DEVELOPING
AND ENCOURAGING EXCELLENCE IN TEACHING**

INFORMATION:

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I. INTRODUCTION AND AUTHORITY

On November 29, 1973, the then President of the University of Minnesota, Malcolm Moos, appointed a Task Force which would, under the title noted make a report to the Senate Committee on Educational Policy with "duties and responsibilities (to) include, but not be limited to recommendations about —

- 1. The possible definition of good teaching and/or identification of some of its attributes.

2. The possible development of processes for systematic evaluation of teaching throughout the University, particularly at the undergraduate level.
3. Consideration of the relationship of teaching and research and service and their relative role in the University and Community.
4. Ways in which the University might aid in developing self-improvement for instruction."

It seemed desirable to the Task Force, due to changes in administration and a time lapse between the original directive and the identification of persons to serve on the Task Force, to ascertain whether the original directives and guidelines were still valid. The considered judgment of the Consultative Committee, chaired at the time by Professor Leon Reisman, was that the charge was indeed still a worthy one in spite of its being "awesomely all-embracing."

II. PREAMBLE AND THE IDENTIFICATION OF THE GOOD TEACHER AND GOOD TEACHING

This report does not represent a scientific research project which would of necessity require a distillation and refinement of literally thousands of papers, articles, proceedings of colloquia and conferences, books, and even entire journal series devoted to the identification (and improvement) of both good teaching and the good teacher. We are uniform in our belief that there are in reality an infinity of ways that now exist and more that will come in the future which promote excellence in teaching and will improve the teacher.

We are also aware that there are other committees, subcommittees, and task forces within the University assigned to producing recommendations and materials (both soft and hardware) which touch upon the several charges given this Task Force. A specific action is mentioned: that of mandatory evaluation of teaching and the teacher in all Humanity (originally but now more broadly interpreted) courses (Minutes of the University Senate, May 9, 1974, pg. 139). It is assumed that the persons responsible for evaluation will have their own definition of good teaching as they produce their instruments of evaluation. No specific recognition in this report of such overlapping groups will be made.

It was inescapable that the Task Force would first have need of some commonality in thought on the objectives or charge to the University in Society before proceeding to the "charge" to the teacher. Succinct definitions of the University usually revolve about its library resources and its faculty rather than the bricks and mortar or other components of its campus. The avowed purpose found in print in most of our circulated literature suggests one that is threefold; teaching, research, and service without an attempt to establish priorities or percentages of time or effort devoted to each. Chiseled in stone above our East Bank Mall we find another "charge" to the University of Minnesota. The author(s) of this statement might now wish to "neuter" the charge and otherwise remove certain of the self-limiting sections, however, the Task Force felt that this statement is a most respectable charge.

"Founded in the Faith that men are ennobled by understanding
Dedicated to the advancement of learning and the search for truth
Devoted to the instruction of youth and the welfare of the State"

This charge reminds us that we do indeed need frequent introspection and evaluation of teaching and the teacher if we are to properly "instruct the youth."

If the Task Force is expected to promote excellence in teaching, some unanimity of thought also had to be established in the goals of the teacher which might mesh with the goals of the University.

One prime goal of the University has long been that of providing a segment of the student body with a frame of reference that might simply be education for its own sake. Even though the events of recent years place a great emphasis on professional orientation, the Liberal Arts Education philosophy is a great one. It performs many functions for the student, assuming the Teacher is there to act as the motivating force

and inspiration. The Teacher may function under the umbrella of Liberal Education in *directing* the student towards professional goals not previously considered by the student specifically acting as an inspiration to the student.

Beyond the commitment of the University and its teaching faculty to the more tangible goals (both professional and liberal education), there are also commitments and goals which are more humanitarian. One certainly is that of inspiring a student to perform beyond his or her own expectations or his or her self-constructed boundaries. Vice Chancellor Paul Saltman, University of California, San Diego, addressed a group of educators and students at the Pennsylvania State University in June of 1974, commemorating the 200th anniversary of the discovery of oxygen by the Reverend Dr. Joseph Priestly (himself a great philosopher and educator), using the title "Some of My Best Friends are Teachers." His concluding remarks so closely approximated the charge of the Task Force that we take the liberty of paraphrasing the five steps he suggested the teacher mount to achieve excellence.

Step One, Facts. The teacher must be armed with and facile with the informational and reasoning tools of his or her trade. When a teacher is first brought into this community of scholars (which we consider to be the University), it should be ascertained that he not only possess these skills, but will have the inherent desire to maintain his or her alertness and continue to improve his technical abilities. Regardless of his other skills, if a teacher does not possess the facts, or know where they may be found, he would find it difficult, if not impossible, to pass on to the student much of value in the discipline.

Step Two, Finding Facts. Our teacher should have the capability of asking the right questions of the student, to convince him or her that answers are worth the seeking rather than assuming that a ready made "handout" will always be available for every "problem set" assigned. The "fountain of knowledge" is more the library than the teacher. The facts to be sought may well be those that exist outside the walls of the University. The good teacher will know where these "fountains" are. It is not likely that a teacher constrained to the "Ivy Covered Towers" (or "Ivyless Walls and Towers") will be aware of the multitude of sources which are not necessarily library oriented.

Step Three, Being Cognizant of What We Should Know. The teacher's own ability to communicate effectively will help the student with the more intangible parts of education, that of being aware of what is worth knowing. There is such a thing as attempting to gain expertise in everything and yet being master of nothing. Yet, to be master of a narrow specialty and ignorant of those things that add dimensions to life is an equal or more serious sin. A good teacher might, indeed should, be an epistemologist.

Step Four, Instilling Passions and Enthusiasm. The teacher should have within him or herself the passions that in turn arouse the student's passions for learning. This quality, as for most of those that define good teaching and a good teacher, is difficult to quantify. Those of us in academia can certainly think back to our formative years and identify not only one but hopefully many who had this trait. This (or these) teacher(s) had himself a passion for learning and possessed the ability to inspire us with the same passion. It has been said that the good teacher is one who trains and inspires his students to be better than he is. The transmission of learning as well as enthusiasm may be through the spoken word in lecture, in the studio or laboratory, in the tutorial process, or in the field.

Step Five, Being the Human Model. The teacher should have the courage to be different, when being different will produce a more effective learning process. The student, in part because of events of history, appears to be almost without a model, without a hero or heroine. There was a time when these figures did exist in both fact and fiction but our literature of today is evidence of a paucity in these figures. In fact, our current literary efforts seem more devoted to: (a) giving hero status to those who have by word and deed violated principles which have made our system great and (b) tarnishing the heroes of the past and near present. The student still would seek a hero

if one can be found. Why not let it be the "good" teacher? The teacher cannot long hide from his student without somehow being exposed by both colleague and student. Honesty, sincerity, ability, and enthusiasm are good dimensions for the teacher and a hero according to the concluding remarks of Professor Saltman.

An awareness and perceptiveness on the part of the teacher as to what the student atmosphere in his class really is, will be another mark of the good teacher. Classes large and small may be "alive" or they may be "dead" (*Vida infra*). They may vary in these dimensions from day to day. A class or a laboratory cannot realistically be a perpetual orgasm of discovery but there should be enough stimulation by a teacher, regardless of class size, so that these peaks will not be infrequent and valleys not deep. The teaching techniques applicable for a small seminar in achieving all of these "ultimates" might not certainly be the same used by the master of our art for a class of five, fifty, five hundred or more (all of which exist in our University). There is a difficulty in defining balance between subject matter and showmanship in the instructional process that must not be neglected — the subtle but existent shift in this balance by the teacher toward subject matter and away from showmanship as one proceeds from the lower division to the upper division and finally to graduate instruction. This shift should be recognized by the good teacher. The stress throughout continues to be flexibility with the teacher being a master of many modes.

In the process of the Task Force report being scrutinized by subcommittees, working groups, and other major teaching oriented units of the University, the most consistently found theme is that of "inconsistency." Thus no two of these units, nor even members within the units, agree completely on the mold from which the good teacher emerges. The five steps defined earlier simply are ones that, if nothing else, evoke discussion. Only one other set of attributes is here included. Obviously any individual or group of individuals could establish other sets; however, it is doubtful that each would differ tremendously from what is found within this section.

A good teacher is one who recognizes learning problems and corrects them. She or he

1. Clearly defines reasonable objectives of the course.
2. Organizes the course in a way that facilitates student achievement of objectives and allows them to fit the course content into a broader framework.
3. Stimulates students' interest in the subject beyond the confines of the course.
4. Is open to question and criticism.
5. Helps students to sort out the state of our knowledge on various topics from the oversimplistic pedagogical approach often woven into the literature available to them.
6. Is human.
7. Contributes toward developing in students a passion for learning by exposing them to rewarding learning experiences.
8. Is creative in approach to solving communication problems with the students of the variety of backgrounds encountered in class.

In summary of this charge of the good teacher and good teaching, the Task Force recognizes that there is in reality little commonality. It is, in fact, the quality of uniqueness that makes for good teaching and the good teacher. Good teaching will come from the teacher who knows his own strengths and weaknesses. The former he will nurture, the latter he will try to correct.

III. MEASUREMENT OF TEACHING EFFECTIVENESS

In addressing itself to this charge, the Task Force is aware that this is one of the previously defined areas in which considerable duplication of effort exists. It also recognized there then could be a variety of reasons for evaluation, some more easily justified than others and some more easily achieved and quantified than others.

1. *Evaluation of Teaching and the Teacher by Students.* Processes as well as

techniques for such evaluation are legion. Units of this University, as well as virtually every other institution of learning, have all been struggling for decades (perhaps for centuries) to devise proper instruments. The Task Force suggests that such a division of our University as the Measurement Testing Services (as well as all other groups set up within departments and colleges or by student associations) treat data derived from questionnaires with caution. Responses from them often will be helpful in informing a teacher (and thence his or her administrative body) that he is not reaching the students, but it is seldom that an instrument will tell the teacher why he or she is not doing well or how there can be improvement. Some information is obviously transmittable by allowing the student "space for additional comments," but transmitting such comments in a form useable in teacher training is difficult. It is essential in student evaluation that the student be told the purposes of the evaluation.

In addition to the previously referred to "dead" and "live" classrooms, there is also the "hostile" classroom. It is not always easy to define the teacher-originating aspects that create the hostile attitude nor to differentiate it by the use of questionnaires from the dead classroom. "Hostility" may be a natural outcome at the time, for instance, of a final examination with no real adverse reflection on teaching or the teacher. It is obvious that such a time would be most inappropriate to administer a questionnaire on teaching and the teacher. An evaluation may also give information on the "alienated" teacher, one who usually is remote from his students not only in his subject matter approach but, as well, in physical presence. The remoteness may originate from non-availability of the teacher because of his research activities in the laboratory, in the studio, or in the field. It may be a "locked-door" policy or off campus work schedule. For whatever the reason, the Task Force identifies as a major problem in teaching effectiveness, this "missing teacher." A questionnaire that is properly worded, understood, and interpreted by the "teacher" could identify problems such as those suggested above.

Those teachers who have been evaluated and those who have tried to "evaluate the evaluation" are well aware of the extensive spectrum of responses that appear on any form. It is obvious that what is an effective mode of instruction for one student is ineffective or even abhorrent to another. Any large class in our University is populated by students with tremendous disparities in background, training, and interests. It has not been found feasible, because of teacher and facility shortages, to provide special classes for every special interest group in our University. If we were to abide by the recommendations that may evolve from a student questionnaire or evaluation of a course and the teacher, a pattern of instruction and course content might emerge that is suited only to the so called average "mass." Such would be no better than mediocrity.

There is always a place for the honors program if properly taught and if proper selection criteria are used for both teacher and student. The good teacher should be able to identify the outstanding student even in the large classes and provide special learning modes for them by any of many techniques — special field, studio, laboratory or other assignments, in-depth reading and reference aids, modules prepared for the especially well prepared (in addition to the more commonly prepared modules for the unusually poorly prepared or motivated student), and by special group round table or seminar discussions. The report does not wish to neglect recognizing the extra time needed on the part of a teacher to provide such.

The Task Force does not recommend the curtailment of student evaluation. It does suggest the highest possible care on the part of the composers and especially on the part of the interpreters and users. It is suggested that more effort be placed in "follow-up" instruments whereby a large segment of our graduates with degrees at many levels be allowed to express themselves on impressions of quality teaching in, for example, one, five, or more years after leaving the University. Some information has been reported on the general satisfaction of our graduates concerning the *quality* of the education but not, to the best of our information, a judgment on whether teachers may have passed on some or all of the qualities described in the just preceding section (II) of this report.

2. *Evaluation by Peers.* This evaluation strikes at the heart of important facets of teaching excellence — the soundness of the professional base as well as communication. There is less of this kind of "sitting-in" evaluation in force than there is of the questionnaire — student evaluations. It is obviously a departmental type of function. It can be achieved by several techniques. The most obvious is visitation by teachers in the same or similar specialty areas. It is urged that studies be initiated to determine the most feasible route for systematic evaluation so that, when tenure and promotion committees meet, the input can be far more definitive than is now the case. Meaningful input can come from courses taught by real team teaching techniques. This Task Force urges caution in such instructional modes unless the process is truly a *team*, cooperative effort rather than a so called *tandem* approach, where one teacher is followed by another in intervals in the classroom without a feeling for or information on the material presented by his predecessor. When a group of three, four, or more teachers each sit in on each other's presentation, there is opportunity not only for mutual evaluation, but mutual improvement through group criticisms and suggestions. It is generally concluded that there is need for more peer evaluation. The costs involved cannot be ignored.

3. *Evaluation by Administration.* Decisions on tenure and promotion for a staff member supposedly include judgment on teaching effectiveness. As earlier inferred, there is seldom meaningful input, certainly little quantitative input in many judgments or decisions on tenure. The obvious result is that decisions on this important step are made (largely by default) using the more easily quantified information on: scholarship, numbers of dollars of external money generated for research, or on external offers of employment. The student questionnaire interpretations are useful only when the many parameters which were earlier referred to are considered and which are more easily defined than applied. It is unfortunate that currently much, if not most, of the administrative evaluation on *quality* of teaching is suspect through lack of documentation.

University-wide policy on evaluation of teaching should draw a sharp distinction between evaluation for promotion-tenure-merit (those containing an implied threat) from evaluation for self-improvement. While both purposes of evaluation may use some of the same types of evaluation procedures, the most useful evaluation is that aimed at self-improvement. It may be that the focus of self-evaluation is narrow and directed toward weak points on developing methods. These would normally reflect the most negative aspects of the quality of teaching profile in a given course and the necessary bias would make the evaluation results inappropriate for other uses.

Decisions about the appropriate evaluation procedures for merit, promotion, and tenure decisions should be the responsibility of the department or concentration and collegiate unit. These decisions should be flexible enough to adjust to the variety of instructional modes included in the department and accommodate the variety of course offering situations ranging from required skills to electives dealing with the more abstract areas of the discipline or groping at the research frontiers. Where student evaluations are used, the students should be told the purpose of the evaluation, especially if the evaluation is for administrative personnel decisions.

4. *Evaluation by External Bodies.* Good teaching (assumed to originate from a good teacher) could logically be equated in part from external recognition — external in the sense of being not only outside the department (but within the University) but as well as outside the University. It is urged that when individuals have been so recognized there be a reflection in that teacher's progress, not only in rank, but through financial rewards.

Recognition, wherever the source (intra-University, national, or international), should be accepted as evidence for good teaching provided the criteria are consistent with the criteria applied to all faculty in the department. The evidences cited for the award (recognition) should meet, indeed exceed, the quality required for all faculty.

It is expected that external recognition will more often but not always find its way to the more experienced and senior teacher than the younger person. It is documen-

table fact that many of those who have received citations, awards, special grants related to teaching effectiveness, etc., from professional societies, and private funding agencies have been treated no differently than those not so recognized. In some documented cases an unfortunate difference has been noted; such persons have had their appointments terminated. There is documentation in other cases whereby the University *has* indeed taken cognizance of this recognition in cases of tenure and promotion. It is not within the jurisdiction of this Task Force to ask for a review but it is a strong recommendation that the University be aware at least that individuals have been recognized. If these inter-University, national, and international awards and citations actually mean little or nothing, then the committees and sections of the societies responsible for selection should be aware of their minor impact on the progress of the "good" teacher.

A summary of thoughts on constraints, uses, users, purposes, and types of evaluation follow.

(a) Constraints on Evaluation
Evaluation methods must:

1. provide for creativity in teaching;
2. be adaptable to a full range of methodologies;
3. be efficient and flexible to meet a variety of needs;
4. avoid infringement on academic freedom or individual rights;
5. be current and not a replay of an old record;
6. meet criteria of reliability, validity, credibility, and useability.

(b) Uses of Evaluation

1. for promotion and tenure decisions
2. for merit discussions
3. for gauging the effectiveness of teaching techniques or materials
4. to provide consumer information about courses
5. to aid in curricular personnel management decisions
6. to facilitate individual faculty development

(c) Users of Evaluation and Their Purposes

1. teachers in self-improvement
2. peers in teaching improvement through experience sharing
3. administrators for promotion, tenure, and merit decisions
4. administrators for matching instructions and courses
5. students in course selection
6. advisors for counseling students about courses

(d) Types of Evaluation

1. student opinion (both present and former)
2. peer
3. pre- and post-learning tests
4. criterion level test
5. administrator
6. external bodies expert in either content or process
7. self

It is evident: (1) that a clearer distinction needs to be drawn among the purposes of evaluation; and (2) that the constraints on evaluation be stressed.

The Task Force should like to try to show that there is a parallel between human behavior (in good teaching) and physical behavior of an important unit in our physical world, the electron. A physical law has helped us understand something of this elusive unit. For the uninitiated (but with apologies to the specialist) it is possible

to take the product of two terms (parameters), each of which may have wide limits or range. The symbol Δ will mean "difference" or some range of values. Thus $[\Delta \text{ Teaching}]$ infers a range in teaching skills or even time devoted to it. $[\Delta \text{ Knowledge}]$ means a range in total understanding, knowledge of the field. The product according to our physical-mathematical law is a constant.

$$[\Delta \text{ Teaching}] \times [\Delta \text{ Knowledge}] = \text{Constant}$$

The physical comparison to the elusive electron relates as: $[\Delta \text{ Momentum}] \times [\Delta \text{ Location in space}] = \text{Constant}$. For our teacher and his or her analogy, it becomes a truth that, if he or she spends all (in infinity) available time in a work day on tutorials, lecture preparation, and student interaction, there will be zero time for developing knowledge of the subject matter, scholarly work, and service. Conversely, if every available minute is devoted to research, there will be no time left for the student. Going back to the electron, if we define the momentum, then its location in space may be anywhere. If we know exactly where the electron is, we know nothing about its momentum (which includes such basic properties as mass and velocity). We have reached a real dilemma, a state of uncertainty! The answer must lie in some reasonable division of the teacher's time and energy amongst all segments of his or her expectation, that is, the many sides of "basic properties" of teaching. We can no more put our finger on the exact qualities of teaching and the teacher than we can the exact dimensions of an electron. There is in this brief lesson in science obviously a return to the basic assumptions of Section II.

IV. THE RELATIONSHIPS AMONGST TEACHING, RESEARCH, AND SERVICE-RELATED ROLES

The necessity for research (we shall for purposes of this report use scholarship as a synonym) in teaching is proposed as a prime method for preventing "teaching senility" or "intellectual obsolescence." In either state, the teacher will have lost both motivation and a desire for maintaining contact with the onward progress of his discipline. Inexorably, he or she will lose effectiveness in communicating with students. This loss will occur at all levels though it may be both more obvious and more quickly discovered in the upper division and graduate than in the lower division instructor. The interface of scholarship and teaching is frequently the subject of written and oral presentation by administrators, yet verbalizing seems to be as far as we ever get in bridging an unfortunate dichotomy, one which should never exist in our University. Research can best be measured in terms of published, circulated, and reviewed scholarly works. These are the media by which the faculty and, thence, the University will be recognized nationally and internationally. (Those institutions with inferior rankings will probably not agree with the ranking methods or conclusions). It is understandable that the University places a high premium on scholarship. It certainly influences the bodies that are the source of national rankings and cannot help but influence the decisions of funding agencies when proposals are made to these agencies. It influences students making choices of graduate schools. The Task Force is not aware of any national standings of colleges or departments within the universities that use as the basis of ranking the pedagogical expertise of the members of the faculty in any way comparable to the ranking based upon scholarship. Might it be possible for the University to initiate a program designed to encourage evaluation of *institutions* and their teaching capabilities much as research and scholarship are now evaluated? Such an effort might well place in focus the entire problem of "encouraging and recognizing excellence in teaching."

There is a published figure (though not easily interpreted as to its validity) that some 49% of college freshmen choose a university or tertiary school because of its scholastic reputation. It is not clear that an appreciable fraction of this 49% could actually identify any significant number of the faculty of the institution chosen on the basis of teaching excellence. On arrival on campus the students seem quickly to learn, usually by student-student interaction, the good and bad qualities of the teachers. It would be a most note-worthy accomplishment if the departmental and college *administrators* were equally aware of the teaching qualities of their faculties.

The percentage of baccalaureate holders seeking graduate schools on the basis of scholarship is much higher than those seeking the institution based upon the teaching and communication skills in the classroom. It would seem obvious, then, that different skills are likely to be associated with teaching effectiveness for the graduate instruction than with undergraduate instruction. Those teachers with skills at both (all) levels should be sought out and recognized.

The Task Force maintains that the strength of our University should be the collective intellectuality and talents of the teaching staff. One talent will complement another — scholarship will complement teaching. This vitality of the University is not only a teacher-student function but includes a component that can be even more important. It is certainly synergistic, a student-student component. Successful teachers, through their behavior in classroom, tutorials, laboratory, and research will attract the motivated and successful students. These students will reactivate others and generate a learning atmosphere even without a teacher. Insufficient time, effort, and monies are now devoted to planning for the intellectual and faculty resources as compared with that spent on physical planning. Corrective measures should be initiated.

The teacher's interaction with the community requires an acceptable definition of the *breadth* of the community. This Task Force chooses to interpret the community in the large sense; local, national, and international. We believe that the strength of this University and, indeed, the strength of the American system of education has developed through interchange (at the most personal level) of ideas, programs, and curricula. Such exchange is impossible without allowing a high degree of mobility for the teacher. He or she must be able to move into the community to become aware of problems, to suggest solutions to problems, and, of extreme importance, to find out what solutions suggested by others will be. There is an aura of sterility if the teacher is forced to rely for his or her judgment only upon the written word for solutions to community problems. The Task Force views with alarm administrative measures that discourage these exchanges. The best way to give "life" to the classroom is to have a teacher who is alive. The alive teacher is a "doer" and not just a "reader." It is most unfortunate when people responsible for making decisions assume good teaching is generated entirely within the four walls of an office or laboratory.

The role of community service in teaching will be as difficult to evaluate as are the other parameters that have become a part of this report. Service can mean different things to different segments of society and thence to different teaching faculties. Research, likewise, will have different connotations. It may well not be investigations that lead to the cure of diseases in man, animals, and plants, or the prolonging of life. It could be to create molecules for special purposes, develop or breed hybrids that will improve food supplies. These programs, amongst others, will often be the ones that generate funds and influence the data gatherers for "Top Ten" standings. A community service that will improve the understanding of man's relationship with man, create new dimensions in community life, improve the quality of life, all require every bit as much time and talent on the part of the teacher as the earlier goals. To be effective, the teacher must be allowed to, as well as willing to, move outside the University walls. It is too often assumed by the administrative bodies, as well as the legislative committees responsible for funding, that such efforts are to the detriment of the "classroom" teaching. We repeat that such associations and activities will lead to better teaching. They need not remove the teacher from student relationships. It is difficult for the Task Force to conceive of a teacher serving effectively on any of the multitude of boards and committees, both within and without the University walls, who has not had experience gained by (admittedly a redundancy) *doing* in addition to *reading*.

In summary, the Task Force supports the belief that a member of the teaching staff of our University cannot be effective without establishing himself or herself as a scholar. The vitality factor becomes more important with years of service. Without a commitment to research, the teacher is not likely to continue either with vitality or expertise unless there is pursuit of scholarship in a variety of forms. The University should encourage the teacher, rather than produce "guidelines" and even road-

blocks, in becoming involved in the community and in seeking solutions in areas where he or she possesses expertise. He or she should be encouraged to visit sites where solutions to community problems have been found.

V. DEVELOPING AND ENCOURAGING SELF IMPROVEMENT

This charge is another concerning which other agencies, committees, and specialty groups are concerned. Many of the items of soft and hardware that are part of the several learning centers on one or another of the campuses, though produced for *students* are available to the teacher and should be used. It is difficult to argue with the clock and calendar, however, when time is sought to use or develop expertise in the ever expanding assortment of devices for teaching and learning. Most teachers will verify that it takes a 50 to 60 hour week to do nothing more than maintain the current schedule of activities.

The University must, then, assume a major responsibility in providing time, money, and programs for self improvement. Even providing these three essentials, there will still be nothing accomplished without desire and willingness on the part of the teacher to sacrifice time (and often money) needed to take advantage of programs for self improvement. Currently there are facilities and plans for self improvement provided by the University. The Task Force applauds these and hopes that nothing less, and hopefully more, will be provided. There are two general categories which we identify as part of self improvement: (a) improvement in total content, basic understanding, new developments in the teacher's field, and (b) improvement in the processes by which the teacher can communicate not only the already established expertise but new developments, that is, the techniques of teaching. Unfortunately, these two categories (a) and (b) are not viewed by all as being equally important. One or the other is relegated to the inconsequential at times by some sections of the faculty as well as administration.

Among the recommendations of this Task Force in the area of "self improvement," some are so obvious that defense or support should not be needed. But, with diminishing resources for the support of the largest business in the country, education, we must not lose sight of the obvious.

1. *The Sabbatical Leave.* This essential part of the academic profession is under fire in some places even though only the most dedicated are willing to so participate. The financial strains may be monumental when income not only diminishes by half but support of family is discouraging in a country with soaring living costs. Too often, this period of learning, relearning, developing the tools needed for the "alive" class are all looked upon (by those who in the end provide the resources for the University) as "prolonged vacations." Even with its deficiencies, the sabbatical must be protected.

2. *Modifications and Additions to Self Improvement Leave Plans.* There are a host of modifications of the sabbatical that the University might investigate or continue to study. Some are already part of the "leave" plans such as quarter leaves — again, a plan that we applaud. Other Senate Committees are at work devising modifications but one this Task Force feels is admirable is dividing the academic year into something other than three terms for purposes of the sabbatical. Thus, a half an academic year might still be incorporated into many schedules with the full salary allowed instead of half. Sabbaticals, quarter leaves, and other opportunities for academic improvement, no matter how short or how "research oriented," are to the ultimate benefit of not only the teacher but to the University.

A modification that could lead to real improvement is a much shorter term, perhaps a matter of weeks or, at most, a portion of a quarter which would allow a teacher to visit a site where exemplary teaching is being conducted on a campus whose scholarly environment is nationally recognized. We think of this as an "imitative approach." Consciously or unconsciously, all teachers imitate. There is nothing wrong with the incorporation of teaching skills learned this way. Short term leaves for

the major purpose of developing and improving courses (or curricula) are recommended. Recognizing the difficulties of funding such proposals, we still feel the recommendation is sound, funding being provided to cover travel and bare subsistence while on such an assignment. Essentially this report recommends that as many "teaching" oriented leaves and sabbaticals be supported as are those which are research oriented.

3. *Departmental Responsibilities in Teaching Improvement.* There should be departmental aid through teaching evaluations, to be distinguished from evaluations used only for promotion and tenure decisions. Thus, internally arranged seminars, especially for lower division instruction where multisections are common, should be established where such do not exist. They would be without vitality or longevity unless properly designed and funded. Their life and liveliness would depend upon more resources than are now available on our campus. The Task Force feels that a University of our size, which can operate only where there are multisections, needs at both the University and departmental level more research on the best teaching methods for these multisections. Experience shows that the teacher loses interest and vitality in his or her teaching if overly constrained in the day-to-day instruction. On the other hand, there are injustices to students when too much autonomy is allowed, not only in content, but in grading practices. Within a department serving large numbers of students, especially in our service courses, there is likely to be found one, occasionally a few, but unfortunately never many who are dedicated to and responsible for these lower division offerings. It is seldom that their authority in operating the courses approximates their responsibility. Solutions to this inequity must be sought.

4. *Role of Junior Staff in Effective Teaching.* Effective teaching in our large University is dependent upon the contributions of the junior staff, in this context, the graduate teaching assistant, teaching fellows, or occasionally, instructors. More effort must be placed on orientation in teaching responsibilities for these important members of our teaching staff. National societies, funding agencies, colleges and departments within our own University are indeed now placing more importance on this part of teacher education than in the past. It may be noted that in the 1972-73 Harvard University President's Report, Derek Bok devoted approximately a quarter of his total annual report to this single phase of the educational process. To the best of the Task Force's limited input on the matter, the departments where successful teacher orientation for the teaching assistant is being conducted, it is on a zero or near zero budget. The programs also have been, over the years, squeezed into shorter and shorter periods of time as more and more is expected of the assistant in the time between his or her arrival on campus and the start of classes. This University cannot continue to expect the graduate teaching assistant to function as an expert in instruction without help, without proper accommodations for office and tutorial space, and without information on existent resources for improvement of his teaching (*vide infra*). As our student is quite aware, he or she may spend by a factor of two times, more with the junior staff than with the senior instructor in the course. The latter persons are not likely to know more than a handful out of a class of hundreds. The problem is obvious. A partial solution would involve funding to bring the graduate teaching assistant to the campus earlier than the 15th of September to participate in a well designed orientation and teacher training program that would be devised within the department.

5. *Involvement of Multi-discipline Approaches to Improvement.* The educational psychologist has much to offer all teachers of this University if those outside his area of expertise will learn his language and be understanding of his processes when they do not border on a particular discipline. Open workshops cooperatively designed are suggested to make the teacher more aware of, among many factors: (a) the profile of a student body, especially in a lower division course, (b) the objectives that realistically can be expected from a course, (c) the production and interpretation of evaluations devices (examinations) especially where funding dictates that other than subjective instruments are feasible for large classes, (d) the use of and limitations of

the many legitimate and illegitimate offspring of the personalized systems and self-paced systems of instruction and systems utilizing newly developed audio-visual devices.

A positive recommendation is that of creating some fifty or more grants in aid for teachers to attend short term (perhaps three to five days) workshops or minicourses in which techniques in learning are included. Including such investigations and results in a study of instruction to minority and disadvantaged students might be investigated.

6. *Hiring and Job Description to Achieve Improvement in Teaching.* A more realistic system of hiring of senior staff (above the instructor or graduate teaching assistant) is urged on the parts of departments. Realism in this context is thought of as a far better job description for the potential member of the staff than is now common. If, indeed, the University wishes to take more cognizance of teaching skills, then the candidate for a position should know: (a) that he or she will be aided in developing and maturing already existent skills and techniques, (b) that the effective use of teaching skills will be weighted in decisions on promotion and salary, (c) that prior experience in teaching situations (including those that were part of his graduate training) will be considered in an initial salary offer.

We are entering a period of minimum or even no growth where these new faculty with their fresh and progressive ideas in reasearch and teaching will be added only infrequently. As difficult as it is to "sell" the idea to our funding sources, it would seem wise to continue to add bright young people to our faculty. Such a suggestion is not equivalent to saying that the more experienced, and indeed older faculty, cannot be progressive and stimulating in their teaching.

7. *Use of Hardware in Self Improvement.* The current facilities available for taping of lectures or recitation presentation should not only be used to fuller capacity, but the mechanisms for their use should be more widely publicized. Where the necessity of cross-budgeting now exists, such should be eliminated or reorganized to encourage the use of such valuable devices for improvement of teaching skills.

8. *Degree Modifications for Teacher Improvement.* The University could establish a national reputation in "good teaching" with the adoption of a truly meaningful PhD that incorporates not only the discipline oriented doctoral training but, in addition, has the facets that would include the expertise and awareness of that which really is part of the teaching process in our many kinds of institutions of tertiary education. Such a degree for the candidate would obviously not be easier to obtain, but rather would be harder than the usual PhD, since little if anything would be dropped from the normal course and research offerings and expectations. Rather, there would added seminars, internships, traineeships, which would allow the student to become familiar with the kinds of tertiary institutions, their problems, their goals, their limitations (where such exist), and responsibilities to society. The Task Force recognizes that this recommendation might be more oriented toward the sciences but it certainly need not be so. It is recognized that some progress has been made elsewhere in special degree programs but those in current operation appear to have major flaws. In our own University some plans have been brought forward but, either through lack of faculty or administrative interest, little has been accomplished. The recommendation of the Task Force is that of a thorough evaluation of the just mentioned current design. That there is interest on the part of students is evident from the numbers wishing to enter academia.

9. *Proper Use of Talents in Teaching.* Teaching effectiveness can be aided by closer scrutiny, especially for the lower division courses, of the persons assigned by department to those courses. To assume that all members of a teaching faculty have the same interests, abilities, or desire to teach introductory courses in their discipline is most foolish. There are now too many proverbial "fish out of water" situations where multisection courses have to be taught by teachers chosen more on a random selection than on interest in teaching. The result is likely to be the ill-prepared and ill-motivated teacher before a student audience, the members of which all too soon

recognize the failings and soon fall into the previously referred to "hostile" or "dead" categories of classes. A number of recommendations, even possible solutions to the problem are possible, not all of which are desirable. If thousands of students must have instruction in a discipline but only a select few have the desire and training to perform the service, several recourses are suggested having varying degrees of attractiveness: (a) These thousands of students can be "herded" into some sort of large hall and exposed to one teacher who will depend upon existent audio-visual devices to magnify or transmit this teacher's knowledge, enthusiasm, as well as the other hoped for attitudes of good teaching. (b) A course can be "canned" for multiple showings by a person well versed not only in the audio-visual media, but in the traits of "good teaching." This course would be available year after year or until the same teacher or others are willing to modify it to serve specialty groups, different texts, or changes in the subject itself. Members of the senior or junior staff or both would be available for scheduled tutorial services where and when students need help which is not provided by the film or tape. (c) The students could be given a comprehensive course outline and free access to the library and references suggested in the outline as well as special audio-visual materials (modules on brief segments of the course). The students are expected to learn as the mood moves, proving mastery at whatever predetermined interval and level some person decides who administers the course. (d) Enough competent senior staff can be provided, in keeping with the total enrollment and through intelligent hiring procedures, so that classes of manageable size can be competently taught. The plan still assumes the availability of interested and well trained (through orientation programs) assistants and use of well designed teaching aids. (e) A senior staff can be made available of a size defined by (d) but whose members recognize that each will, as a career orientation, work with the large classes in lower division instruction. Such senior staff would be from institutions where training has been available in the devices that are commonly employed but who are also competent in their own field. The members of such an "ancillary staff" might come from a training program suggested in (d) above. The scholarship productivity requirements would be enforced for promotion and tenure but would take a different focus from those more concerned with upper division and graduate teaching. As our economy and population shifts and readjusts, it is not at all certain that those helping in the instruction of lower division courses and working for advanced degrees will be or even should be entering our graduate schools in the numbers we now find. The alternative method of instruction, part of (e) above, then might deserve stronger consideration than it does currently. There are institutions that operate under such a plan, but a most unfortunate "class system" often co-develops.

The Task Force recognizes that there are flaws associated with each of the above (a-e). The members also admit to not being all inclusive in suggesting approaches. It may be idealistic but it is felt that there are currently coming to the portals of our University young men and women who *do not* find a dichotomy in teaching and scholarship. Potential members of our University community do feel that if proper recognition is given to all phases of the University "charge," they will function not only well but many will perform brilliantly before classes large and small. They could under such conditions produce scholarship of dimensions which would add to the stature of our University. The Task Force suggests (d) as a viable instructional process.

10. *Teaching Loads and the Teacher.* The effectiveness of a teacher is very much a function of his or her assigned duties. The number of classes, size of classes, contact loads are variables often treated with too little concern for proper assignment. A very light teaching assignment may allow for a most effective use of the teacher's talents in scholarship. A very heavy class assignment or teaching load may destroy the scholarship potential and, as well, prevent innovation in teaching methods. The Task Force hopes that the difficulties posed will not be ones solved by imposing difficult to enforce formulas relating ratios of teaching contact hours, lecture time, and laboratory time. These, on the surface, may seem to bring the entire faculty structure into a "happy" framework of equality. In reality, history shows

massive counter-productive efforts appear. These can take the form of bypassing these ratios by artificial fragmentation of courses, sub-dividing classes, and creating new and possibly redundant courses. Where there are inequities in duties and staff assignments, it is recommended that they be handled at the departmental level. Where and when inequities still exist, there are appeal groups which can be used at the dean and academic vice president's level.

11. *Recognition of Teaching Effectiveness.* The Task Force would be remiss in its report and in its recommendations for self improvement, as well as recognition of effectiveness, if it did not do the obvious, suggest recognition of good teaching by the dollar sign. If the administration could be provided with some sort of oversized scale that would weigh the satisfied students while subtracting the weight of those dissatisfied with their instruction, then the pay check could be adjusted. The Task Force in all its deliberations has not come up with such a weighing device. We do feel that a department head who is without knowledge of these two relative "weights," or who does not have the interest in finding out which way the "pan bounces," should not hold this office. On the other hand, if the department head really feels that those who are his or her immediate supervisors in the table of organization (up to and including the Board of Regents) would be sympathetic to his recommendations on quality teaching, then she or he might be more willing to devote the energy and time to this important section of an "annual efficiency report" to make it meaningful.

VI. SUMMARY AND RECOMMENDATIONS

It is not unique for a committee reporting on an issue and seeking answers to problems that it will find a multitude of new issues. The Task Force, indeed, has uncovered a number of new issues and problems associated with teaching excellence and the excellent teacher. It is our hope that this report is only the first of many that will follow, keeping vibrant the search for teaching excellence. Fifteen points follow that attempt to serve as both a summary and as suggestions to the faculty and administration.

1. If the charge to the University itself is indeed three-fold: scholarship, teaching, and service, the various colleges and departments within the University must realistically and honestly evaluate and weigh accomplishments by the teacher in all three areas. Nothing in any of the sources defining the University's charge infers other than equal importance of the three.

2. There is little commonality of factors defining the good teacher or good teaching. Defining bad teaching and the marginal or poor teacher unfortunately is much easier. Uniqueness may well be the best or most general characteristic of the good teacher. Flexibility, passion for learning, communication skill, enthusiasm for the subject, and a capability of the teacher to establish himself or herself as a model for the student all appear as desirable traits in the good teacher.

3. Evaluation instruments, whether professionally or otherwise constructed, should be used and interpreted with great caution. More attention should be paid to why there is ineffective teaching followed by devising curative measures. Instruments should be considered in which the data are derived on teaching and teachers from our University graduates of one, five, and more years after their departure from the campus.

4. Properly constructed evaluations should lead to information that will minimize (even better, eliminate) the number of: (a) dead classes, (b) hostile classes, and (c) "alienated" teachers. Evaluations that lead to instruction which meet only the needs of the average student are deplored.

5. Peer evaluation, though recognized as time consuming, will lead to quantitative input for committee decisions on tenure and promotion as well as aid a teacher who is willing to attempt self improvement to find his own weaknesses. Peer evaluation can be effective when part of a true team teaching operation. It is not assumed that all courses are equally effective when team taught. When two, three, or occasionally more teachers participate, sitting with one another not only in the courses

but in evaluation sessions after class time, it is possible to have not only quantitative evaluation but improvement of teaching.

6. Current administrative evaluation of teaching is, from evidence at hand, insensitive to external (outside the department and the University) recognition of staff members' accomplishments. It is recommended that some policy be established by department heads and deans that will allow a teacher's national recognition (which also is actually a positive reflection on the University and its programs) to be part of his or her file. Criteria for recognition and awards should be applied to all the faculty in a department. Evidence of support of good teaching should meet or exceed the quality expected of all faculty.

7. Disproportionate time allocations and assignments for teaching operations are just as undesirable as disproportionate allocations of time for research. It is urged that the departments be allowed to establish equitable work "loads" rather than the University administration trying to establish campus-wide formulas. Where there are evident inequities, our present governance would seem adequate to find solutions.

8. Good teaching is not entirely a function of a teacher's own technical skills. Student-student interactions or student peer learning are of inestimable value. A good teacher will find ways to foster these kinds of interactions. The quality of student admitted to the University will be an important factor.

9. Mobility and exchange of ideas through person-to-person (teacher-to-teacher) dialogue in the community (local, national, and international) is a basic strength of the American educational system. It is recommended that efforts be made to liberalize (rather than restrict and penalize) opportunities for teachers to so interact and strengthen their expertise both in teaching skills and basic knowledge. An increase in short term leaves as well as creation of "mini" courses or workshops to improve teaching should be initiated.

10. The extensive learning devices now provided by agencies of the University are admirable. A reexamination of the All-University Learning Resources Center as a way of improving our total instruction seems worthwhile instead of fragmenting our Resource Centers.

11. Self improvement by the teacher sufficiently motivated to seek it, is recommended by the suggested devices — certainly not intended to be all inclusive.

a) The present sabbatical plan should not only be continued but modified in a number of ways to make for increased flexibility. The half year sabbatical, little used currently, should be restudied. The administration, and especially the legislature, need themselves an educational program that will make them aware of the real sacrifices in time and money that are now necessary to take advantage of the current year or nine month sabbaticals.

b) A leave shorter, in addition to the now available quarter leave, is suggested as having merit (see also 9 above). There are occasions when a teaching or scholarly technique might be developed through observation (on the campus) of a master of this technique in a restricted period of no more than a few weeks or a month. A period of time necessary to develop a new course or curricula should be supported. Competence by the "imitative" approach often is worthwhile. Bare travel and subsistence to achieve this kind of experience is recommended.

c) Much more attention should be given to departmental aid to the teacher through evaluation. The hardware is available in our audio-visual centers for the useful taping procedures (lecture, recitation, tutorial, etc.). It is at times difficult to take advantage of these materials due to budget restrictions. The previously mentioned Learning Resources Center (if converted to an all-University function) would ease the path as well as provide new avenues. The tapes from such activities would be of little value if the necessary time for critiques were not made available.

12. A more comprehensive departmental and all-University recognition of the important role the graduate teaching assistant plays in instruction is urged. Both authority and money must be allocated for the development of orientation and

duction programs for the members of the staff. Where programs of orientation now exist, they should be strengthened. Where they are nonexistent, they should be built. We must recognize that a teaching assistant (including in certain areas undergraduate assistants) will usually be more closely associated with the members of a class than is the senior lecturer. The University's obligation to our teaching assistants, then, is clear if effective teaching is expected.

13. Careful thought should be given to devising a meaningful doctorate that will incorporate the basics of teaching skills, familiarity with the many institutions of higher learning, the logistics associated with teaching as well as inculcating basic facts of the discipline. Cooperation of specialty areas and the educational specialist is urged. Better understanding, especially in the lower division courses, is needed concerning the student's own educational and psychological profile before embarking on a course of instruction. Currently we find the teacher has little data or familiarity on these latter items.

14. Department heads and/or committees responsible for interviewing candidates for staff positions should reexamine their own approach in explaining the duties and responsibilities as well as expectations of the department, college, and the University itself in promotion and tenure. When little or no importance seems to be placed on teaching, the newly appointed staffperson cannot be faulted for devoting a major segment (if not entire attention) to scholarly works. When a new appointee enters our University with past experience in teaching (as well as research), this experience should be reflected in his or her promotion and tenure.

15. More effective teaching would be the result if the unit responsible for teaching assignments would approach this important duty with more cognizance, matching the type of course, especially for our lower division offerings, with the best staff available. It is clear that all teachers are no more equally suited for all subdisciplines than they are for all kinds of audiences. If a teaching faculty finds itself without the numbers of staff competent in or interested in teaching the large service courses or introductory courses (service or not), corrective measures or solutions are suggested. Some of these are repugnant to this Task Force but are known to be operating in institutions of repute.

a) A course may be produced by a "good" teacher with the cooperation of the audio-visual personnel. The tapes or films resulting from this effort would then be common for multiple sections until time, money, and energy allowed for their revision, modernization, or adaptation to new curricula.

b) Audio-visual devices are available for the projection of an individual and his presentation to "super" large classes (thousands), or in smaller segments monitored by junior staff. This teacher would be assumed to possess the characteristics of a good teacher. He or she must be able to impart enthusiasm and a spirit of inquiry through the media (a task of no small consequence). By such a technique, the teacher is able to reach thousands of students, though it is not obvious how very many of the thousands of students can reach him.

c) The distribution of extensive course outlines, syllabi, production of audio-visual materials such as modules, audiocassette lessons, and the use of junior staff or peer tutors to each student is possible with no formal class meetings. Mastery examinations may be devised using computer systems and techniques already available resulting in the course being taught essentially without a classical approach or class meetings. The operation of these already existent programs under a variety of names requires an immense expenditure of time and, at least at the moment, does not lend itself well to large classes.

d) Provide through realistic funding competent, interested, versatile, and well trained teachers who have also the capabilities of producing scholarly work as well as performing services to the community.

e) Provide funds for a "double standard" faculty where large classes or heavy responsibility to service courses is inherent. One group would be expected to carry the responsibilities for upper division and graduate work and to generate

the external funds needed to perform research while assuming little responsibility for large section instruction. The second group would be presumed as having strong basic discipline training but, in addition, would have an abiding interest in student interaction (tutorial, small and large classes). Members of the second group would be expected to have the special skills needed for communication and in learning techniques. Scholarly work would be expected and evaluated. The nature of the scholarship would obviously not be the same for both groups. Past experience tells us that the two groups might not operate in complete harmony. It would be expected that each would respect the expertise of the other.

Review Subcommittee, Senate Committee
on Educational Policy

Dwight A. Brown
Richard W. Ojakangas
Larry Selin

Robert C. Brasted (Convenor and
Chairman, Task Force)

Alyce B. Coker
Robert C. Kiste
William Maxey
Gary L. Nelstuen
Lawrence Smith
Paul Stembler
Charles Tatum
Sharon Wilford

ROBERT C. BRASTED
Chairman

Accepted

Circ 8/26



UNIVERSITY OF MINNESOTA

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

August 2, 1982

Professor Maynard C. Reynolds
Department of Psychoeducational Studies
349 Elliott Hall
East Bank Campus

Dear Maynard:

At a meeting of the Senate Consultative Committee last week, a question was raised as to whether or not our search for an Assistant Vice President is being seriously affected by the fact that it is being conducted during the Summer. While I could not answer the question, I did comment that if we were having difficulty attracting an adequate pool of candidates, I would be willing to modify the schedule for the committee so that we could continue the search into the Fall.

My purpose in writing to you is to convey just that. If you and the committee do not feel that you have been able to attract a pool of adequate size and quality, please let me know. We could reopen the advertising during the first month of school and delay your scheduled reporting time accordingly. Both the Senate Consultative Committee and I are happy to have your search committee make the final judgment on this.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Ken'.

Kenneth H. Keller
Vice President

KHK:jhh

cc: Pat Swan



UNIVERSITY OF MINNESOTA
TWIN CITIES

College of Education

Cic. 8/26

Department of Psychoeducational Studies
249 Burton Hall
178 Pillsbury Drive S.E.
Minneapolis, Minnesota 55455
(612) 373-3483

June 14, 1982

TO: All Academic Staff

FROM: Maynard C. Reynolds, Chair, Search Committee for Assistant Vice
President for Academic Affairs

The search committee seeks your help in making sure that all qualified academic staff members receive consideration as potential nominees for Assistant Vice President for Academic Affairs. See the enclosed position description. Please note that

- the deadline for applications and nominations is Oct. 29, ~~July-30,~~ 1982,
- applicants should send a letter of application and vita,
- applicants should also arrange for at least three letters of recommendation to be sent to the search committee.

Please submit your own name, with accompanying documents, if you wish to be considered for the position.

Contact members of the committee if you wish further information or wish to comment on the search in any way. Names and affiliations of the committee are listed below.

Professor Maynard C. Reynolds, Psychoeducational Studies (Search Committee Chair)
Professor Andrew Ahlgren, Curriculum and Instruction
Professor Mark L. Brenner, Horticulture Science & Landscape Architecture
Mr. Luther Darville, Administrator, Office of Minority & Special Student Affairs
Professor Jo-Ida C. Hansen, Director, Interest Measurement Research Center
Professor William J. Hodapp, Health Sciences Continuing Education
Mr. David Lenander, Student Member, Senate Consultative Committee
Professor Richard Leppert, Chairman, Humanities
Professor Gail D. McClure, Communication Resources, Agricultural Extension
Professor J. Bruce Overmier, Psychology
Professor Vera Schletzer, Continuing Education and Extension
Professor W. Donald Spring, English, Morris Campus
Professor Edwin Stueben, Associate Dean, Institute of Technology
Professor Matthew V. Tirrell, Chemical Engineering and Materials Science

MR/mr
Enc.

Invitation for Applications and Nominations

Position Description

ASSISTANT VICE PRESIDENT FOR ACADEMIC AFFAIRS

The University of Minnesota has an opening for an Assistant Vice President for Academic Affairs. This is a new position in the Office of the Vice President for Academic Affairs, resulting from the reorganization of the Center for Educational Development and the elimination of the position of Director of that unit.

The person selected will report to the Vice President for Academic Affairs and will have primary responsibility for the central coordination of outreach activities of Academic Affairs' units and for undergraduate educational activities.

The person in this position will be expected to give major emphasis to the development of policy and administrative procedures for outreach activities and to the development of new approaches in the delivery of instruction, applied research and service to the various communities the University serves. He or she will serve as co-chair of the University Advisory Council on Outreach with the Assistant Vice President for Health Sciences. Major challenges face the University in the delivery of outreach programs in the coming decade and this officer will play a key role in shaping the directions of as well as in coordinating the varied and complex continuing education organizations now in place.

Within the person's responsibilities for undergraduate education, specific assignments will include the following: administrative responsibility for the Center for Educational Development and for University College, as well as general responsibility for stimulating and coordinating undergraduate educational innovation at various organizational levels in the University; review of standards for liberal education and of recommendations for curriculum changes; liaison with the Senate Committee on Educational Policy; liaison with the Office of Student Affairs on matters involving both offices, such as academic counseling and advising, admissions and registration, honors programs, and minority and disadvantaged student recruitment and retention.

In addition to these specific responsibilities, the person selected will work closely with the Vice President and the other senior staff members, providing advice, counsel, and support in carrying out the broad range of activities in the office of the chief academic officer of the University.

Assistant Vice President for Academic Affairs

Qualifications:

Candidates should be current academic staff members employed at the University of Minnesota. They should have developed successful and strong careers of teaching and scholarly activity and should be interested in undergraduate education and outreach programs. Administrative experience would be useful, but is of secondary importance provided that the individual has evident potential for administration and educational leadership.

Nominations:

Nominations and applications should be submitted by ~~July 30, 1982~~ to:

Oct. 29,

Prof. Maynard C. Reynolds, Chair
Search Committee, Assistant Vice President for Academic Affairs
349 Elliott Hall
75 East River Road
Minneapolis, MN 55455

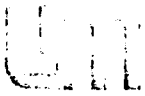
Applications should include a letter of application, a current resume and letters from at least three colleagues. The search committee may request further information as appropriate. Nomination letters and/or letters of recommendation for this position should provide an assessment of the strengths of the candidate which have led to the suggestion of his or her name. Recommendations should provide, insofar as possible, a critical evaluation of the candidate's involvement in undergraduate education and/or outreach and an appraisal of the person's potential leadership ability in regard to these areas of responsibility.

Starting date and salary:

Salary will be on a 12-month basis and is subject to negotiation. The starting date is also negotiable although it is highly desirable that the position be filled as soon after ~~September 16, 1982~~, as possible.

December 15,

The University of Minnesota is an equal opportunity educator and employer and specifically invites and encourages applications from women and minorities.



UNIVERSITY OF MINNESOTA

Office of the Vice President
for Administration and Planning
200 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

*Copy
See letter + p 1-4
of interim report
to SCE*

June 17, 1982

MEMORANDUM

TO: Vice President Nils Hasselmo
Professor Douglas Pratt
Professor Patricia Swan

FROM: *Ann Pflaum*
Ann Pflaum

In recognition of the sponsoring role of the central administration and the Senate Consultative Committee, Jack Merwin has asked that you be sent copies of the Report for 1981-82 submitted by the Committee to Facilitate the Scholarly Activities of the Faculty.

You will note that the committee believes that it will take a second academic year to complete its charge. Since the steering committee was created as a joint administration Senate mechanism for addressing institutional policy questions, your reactions to the proposed 1982-83 agenda would seem appropriate.

Jack Merwin will be back in town in early July; in the meantime, if I can be of assistance on this, please get in touch with me. Thank you!

amm.

cc: Members of the Steering Committee

Enclosures

THE COMMITTEE TO FACILITATE
THE SCHOLARLY ACTIVITIES OF THE FACULTY

Interim Report
on
First-Year Activities

June 1982

Formation of Committee

In a memorandum to this committee dated April 24, 1981, President C. Peter Magrath and Professor Marcia Eaton, Chair of the Senate Consultative Committee, noted that some of the most important questions facing the University during the 1980s concern the development of the University's faculty. The memorandum goes on to state that, "In a very real sense, the University is the faculty."

In response to needed planning that will help ensure the best possible working conditions for the faculty, the administration and the University Senate jointly embarked on a project with the working title, "Facilitating the Scholarly Activities of the Faculty." The undersigned were requested to serve as a steering committee for the project and assigned the task, "to determine what specific studies should be undertaken . . . and to direct specific studies." The purpose of this report is to describe the activities and discussions of the steering committee during its first year of operation.

Charge of Committee and Goals

The committee as a whole met eight times. Due to the unique nature of a charge to be responsible to, and work closely with, both the Senate (through its committees) and central administration, an early task of the committee was to develop a structure for its operation (see Appendix A).

One of the early meetings of the committee was devoted to discussion of the charge and expectations for its work with Marcia Eaton from SCC and Nils Hasselmo and Richard Heydinger from central administration. The input from these people plus that of the committee members who had also served on the ad hoc Committee on Facilitating Individual Faculty Activities, the group that recommended the formation of our committee, provided the basis for setting forth the goals of the committee. Operational goals that evolved were to 1) become knowledgeable about relevant data bases available and related work of others, 2) become knowledgeable about existing policies affecting faculty vitality, and 3) design a faculty survey.

Relevant Data Bases Available and Related Work of Others on Faculty Vitality

Subsequent committee meetings were held with people identified as those able to help us meet the goals that had been established. Most of one meeting was devoted to looking at potentially relevant demographic data sets with Dave Berg, Director of MPIS. Arthur Williams, chair of SCFA, attended a meeting and provided information on the operation and activities of his committee. Mary Corcoran and Shirley Clark also provided the committee with the bibliography on faculty vitality that was developed as part of their project.

Existing Policies Affecting Faculty Vitality

Important staff work included interviews between meetings. One such interview was with Harold J. Bernard regarding the characteristics, current status, and perceived difficulties with faculty benefits. A similar interview was held with Ann M. Bailly regarding single-quarter leaves, sabbatical furloughs, and promotion and tenure. Contacts were also made with Drs. Howard Williams, John Stecklein, and Reynold Willie, who had been involved in faculty surveys in the past that have included samples from the University.

Faculty Survey

On the basis of these contacts, and subsequent discussions of them, the committee decided that it should carry out a faculty survey during the spring of 1982. The major goal of the survey is to secure faculty views regarding barriers to professional satisfaction and productivity as well as ideas regarding how such barriers can be removed. A secondary purpose is to alert the faculty to the concern of the Senate and administration regarding faculty vitality as reflected in the appointment of this committee. A copy of the survey appears as Appendix B to this report.

Policy Issues to be Addressed by Specific Recommendations or the Commissioning of Studies

In addition to setting operational goals, the committee raised a number of policy questions, which it will examine further during the coming year. With regard to these issues, the committee plans, in some instances, to recommend specific policy actions and, in other instances, to recommend that further studies be conducted. Among the issues discussed are the following:

1. Young scholars problem. The committee discussed several dimensions of the problem of whether or not higher education will have positions for and attract the brightest young scholars. Aspects of the problem include a tightening job market, particularly for humanities PhDs; the prospect of reductions in faculty positions related to anticipated enrollment declines; and the reality of virtually non-existent alternative career options for scholars in a number of fields. The committee examined a wide range of strategies to confront the economic dimensions of the problem. Among these are the prospect, now impossible in the Federal fiscal climate, of NSF funds to create flexible dollars for new positions for young scholars; the use of early retirement programs to provide additional openings; and the possibility of convincing funding bodies to consider faculty size apart from enrollment levels.

The committee noted that the faculty vitality has a number of dimensions and that it would be simplistic to consider it only through a single variable. Indeed, the steering committee became aware of the complexity of the question and the multiplicity of perspectives from which it should be approached. Thus, factors related to the intellectual milieu, availability of time for research, and general reputation of an institution--are believed to have just as significant an impact on whether or not an institution is attractive to young scholars as do economic factors.

2. Quality of University faculty and graduate students. In response to problems associated with the loss of outstanding faculty, the committee suggested trying

to learn why faculty leave the University and what kinds of career alternatives are available to them. Graduate record scores of University of Minnesota graduate students could be charted over time to see whether there appear to be changes in the ability levels of students.

3. Allocation of monies for recognition of merit and retention of promising scholars. Committee members agreed that the merit system needs reinforcement and suggested that the University consider creating special funds for faculty retention.

4. Collegiate and departmental incentives. The committee suggested that some general unit incentives that may be working against the goal of enhancing scholarly vitality. For example, tenure or promotion decisions related to losing or retaining a faculty line might be examined with this perspective in mind.

Steering Committee Priorities for 1982-83 and Anticipated Products

The following matters hold high priority for the steering committee in the months ahead.

1. Faculty survey. The first priority is analysis and reporting of results of the faculty survey, with follow-up activities of the committee as indicated by the results.

2. Recommendations for needed policy changes or further policy analysis. Among the policy issues to be examined are those discussed in the preceding section of this report. In addition, the committee will maintain contact with both the administration and Senate committees regarding proposed policy changes and other actions that could have an impact on faculty vitality. The committee will also stay informed as to the progress and outcomes of the Clark and Corcoran research, particularly for policy directions that may be inferred from their analysis.

3. Compilation of resources on faculty vitality. The committee raised the possibility of preparing a compilation of sources on faculty vitality. The compilation would include not only bibliographic data but also an inventory of relevant materials and studies compiled by University offices and Senate committees and by other universities.

We have discovered that concern about faculty vitality in the 1980s is a national concern with notable efforts going forward at a number of major universities in addition to our own. The committee proposes to continue to monitor developments at other institutions in order to gain as much as it can from such research in regard to this shared concern.

4. Self-assessment by the steering committee on functioning of joint administration/Senate steering committee mechanism. Since the mechanism of a joint administration/Senate steering committee to suggest institutional policy studies is new and experimental, the reflections of this committee about its experiences would seem helpful.

Structurally, the steering committee that was appointed, whether by accident or by design, was far simpler than the mechanism originally envisioned. The committee plans to analyze the process and value of the final mechanism by addressing the following questions:

- 1) Did the mechanism and structure that finally evolved enhance the credibility of the findings and recommendations of the committee?
- 2) Was the two-year timetable established by the committee workable?
- 3) Were the products--a survey of faculty views, tentative recommendations on policy, identification of needed studies, and a compilation of sources on faculty vitality--sufficiently valuable to justify the time and resources invested in the process?

Respectively submitted,

Jack C. Merwin, Chair

Carl R. Adams
Elizabeth S. Blake
Mario F. Bognanno
Richard S. Caldecott
Edward L. Cussler, Jr.
Ann M. Pflaum

Ann D. Pick
Richard E. Poppele
Donald C. Rasmusson
Betty W. Robinett
John E. Turner
John R. Wallace

tla



UNIVERSITY OF MINNESOTA

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

August 13, 1982

Professor C. Robert Morris, Chairman,
Senate Tenure Committee
320 Law School

Dear Bob:

The Senate Consultative Committee at its July 29 meeting directed me to officially transmit to you, as Chairman of the Tenure Committee, the final report of SCC's Subcommittee on Financial Emergency. A copy is enclosed; it is the same as that I gave you earlier.

The SCC has commended its subcommittee for their thoughtful diligence in coming to grips with the possibility of financial emergency. We realize that many points of the report are controversial. The SCC agrees with its subcommittee that it is not reasonable for our body to attempt any further revisions at this time. We forward the report as an indication of our views concerning the lines along which we believe Section 15 of the 1973 Tenure Code should be revised.

The subcommittee, and the Consultative Committee, believe three elements incorporated in this document provide an improvement to the 1973 code: first, the report defines a careful process for declaring financial emergency, without which the Regents have exclusive power and can declare a financial emergency on their own; second, it carefully meshes decision-making steps within the University and identifies the roles of the various parties in a financial emergency; and third, it takes a stand on the controversial questions of (a) affirmative action and (b) the possibility in certain circumstances of retaining a non-tenured faculty member over a tenured one.

The Committee recommends tightening two reporting procedures called for in Section I.B. ("Procedures for Declaring a Financial Emergency"). In I.B.2. we suggest, "The President shall also address the University community both in writing and in a special forum on the University's financial situation." In I.B.7. we recommend, "If action contrary to the recommendation

C. Robert Morris
August 13, 1982
page 2

of the University or Faculty Senate is subsequently taken, the President shall report in writing the reasons for this action to the University Senate," (rather than to the Senate Consultative Committee).

Ken Keller has written us that he will schedule a discussion of the Tenure Code at the September 9 meeting of the Board of Regents' Faculty and Staff Affairs Committee and will invite you to explain the Tenure Committee's plans for the coming academic year. He adds that "that would also give us an opportunity to discuss how the Regents' consideration of the 1973 proposed revision of the Tenure Code can be carried on in parallel with the work of the Tenure Committee and Consultative Committee."

That committee meeting is scheduled for 1:30 p.m. in 300 Morrill.

I was pleased that you wanted to try to work the process out with the Regents. Perhaps you could reach agreement that one or more of their committee members will work more closely with the review? Bob, may I repeat that I am very glad that you have taken on this assignment. On behalf of your faculty colleagues, thank you.

Sincerely,



Patricia B. Swan, Chairman,
Senate Consultative Committee

PBS:mbp

Enc.



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
164 Food Science and Nutrition
1334 Eckles Avenue
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July 12, 1982

Professor Marcia M. Eaton
Department of Philosophy
383 Ford Hall

Dear Marcia:

Thank you for the final report of the Subcommittee on Financial Exigency and for your excellent effort on this subject for the last several months. I thought the subcommittee did an extraordinarily thoughtful job in an endeavor which must have been frustrating and discouraging at times.

I have talked briefly with Bob Morris about his plans for picking up this subject and I gave him a copy of your report, saying that it was simply for his information because the Consultative Committee had not yet had an opportunity to see it. It will be on our July 29th agenda.

I have also written Magrath, requesting time for Bob to discuss with Regent Schertler's committee in September their "parallel review" of the 1973 code.

Bob has indicated willingness to examine some "emergency" type measures (such as a percentage reduction in everyone's salary) that might be written in the code and would thus make the longer review of decisions to dismiss tenured faculty members more palatable to the Regents. He has asked for an opinion from Dunham as to how legal this may be.

We'll keep you posted on our progress. It won't be easy, as we all know, but you have laid a good foundation for continuing work.

Regards,

Pat

Patricia B. Swan, Chair,
Senate Consultative Committee

*7/29
write Bob Morris 8/15/82
re this report*

PBS:mbp



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Philosophy
355 Ford Hall
224 Church Street S.E.
Minneapolis, Minnesota 55455

June 30, 1982

Professor Pat Swan , Chair
SCC
166 Food Science & Nutrition Building
St. Paul Campus

Dear Pat,

Enclosed is a copy of the final report of the Subcommittee on Financial Exigency. We are also sending a copy to Steve Dunham with whom we have met to discuss our work. We believe that this document amounts to our "best shot." We know that there are still problems, and that many of the points are controversial. We do not, however, think that at this time it is reasonable to attempt any further revisions. We do recommend that FCC send this document to the Tenure Committee as an indication of its views concerning the lines along which we believe Section 15 of the Tenure Code should be revised. The Tenure Committee probably will not meet this summer, so FCC will have a chance early in the fall to look at our latest effort.

Sections II, B, 1 and II, B, 4 refer to "appropriate collegiate level consultative bodies." We recommend that during the next year SCC take steps to make sure that these exist in every college. Our initial moves in that direction this year should facilitate this action.

Again let me say how glad I am that you were willing to take on the chairing of SCC. Best wishes for a carefree year!

Very sincerely,

Marcia M. Eaton

cc. Steve Dunham
Bob Brasted
John Howe
Don Spring



UNIVERSITY OF MINNESOTA
TWIN CITIES

All University
Senate Consultative Committee
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REPORT OF THE SENATE CONSULTATIVE COMMITTEE'S SUBCOMMITTEE ON
FINANCIAL EMERGENCY

July 1, 1982

INTERIM PROCEDURES FOR FINANCIAL EMERGENCY

I. Declaration of a Financial Emergency.

A. Preface.

The power to declare a financial emergency rests with the Board of Regents, upon recommendation of the President. A declaration of financial emergency shall be made only in case of a reduction in the University's budget so drastic and enduring that it threatens seriously to impair the teaching, research, and service missions of the University, and only if the reductions are judged to require the termination or suspension of faculty with continuous tenure or any other faculty prior to the end of their specified terms of appointment. During a financial emergency every effort must be made to protect academic freedom within the University. The judgment that a financial emergency exists shall be made only after retrenchment alternatives such as faculty furloughs, reassignments, pay reductions, early retirements, buy outs, cuts in non-academic services, etc., shall have been considered by the administration and appropriate University Senate committees, and a determination has been made that programmatic reductions, reorganizations, and eliminations are necessary for the preservation of the University's teaching, research, and service missions.

B. Procedures for Declaring a Financial Emergency.

The following procedures, intended to provide opportunity for full and deliberate consultation, shall be followed in declaring a state of financial emergency:

1. Upon determining that conditions likely to require a declaration of financial emergency exist, but prior to making such a recommendation to the Board of Regents, the President shall meet with the Senate Consultative Committee to discuss the University's financial situation, to present budget recommendations, to examine alternatives to declaring a financial emergency, and to consider the educational consequences of these courses of action.

2. The President shall also address the University community either in writing or in a special forum on the University's financial situation.

3. Because a declaration of financial emergency would involve "policies concerning faculty appointments and tenure" (University Senate Constitution, Article III, Sec. 3.b.) as well as "educational matters concerning more than one campus or the University as a whole" (University Senate Constitution Article III, Sec. 2), the Faculty Consultative Committee shall prepare a written recommendation on the question of declaring a financial emergency. This recommendation shall be submitted to the Senate Consultative Committee for its concurrence or separate recommendation.

4. The Faculty Consultative Committee recommendation, together with any separate recommendation from the Senate Consultative Committee, shall be forwarded to the Faculty Senate for debate and action. This same recommendation, together with any separate recommendations of the Senate Consultative Committee and a report of the action of the Faculty Senate, shall then be submitted to the University Senate for debate and action.

5. The President shall be present at both Senate discussions to comment on the SCC and FCC recommendations and to answer questions concerning the administration's position and the University's financial situation.

6. Any recommendation concerning a state of financial emergency made by the President to the Board of Regents shall be accompanied by the recommendations of the University and Faculty Senates. Members of the Faculty Consultative Committee and the Senate Consultative Committee shall be present at the meeting of the Board of Regents at which a declaration of financial emergency is discussed in order to comment upon and answer questions concerning the recommendations of the University and Faculty Senates.

7. If action contrary to the recommendation of the University or Faculty Senate is subsequently taken, the President shall report in writing the reasons for this action to the Senate Consultative Committee.

8. A condition of financial emergency may be cancelled at any time by the Board of Regents upon the recommendation of the President, following consultation with the University Senate.

* 9. If it has not been cancelled within 12 months of its declaration, a decision shall be made to continue or discontinue a state of financial emergency, following the consultative process outlined in steps 1-7 above.

II. Steps to be Taken after Declaration of Financial Emergency.

A. Emergency procedures, and decisions made under them, should build on the mechanisms and criteria already established for on-going planning. The Budget Executive shall consult with appropriate administrative officers and with the Senate Consultative Committee and the Finance Committee before reaching the following decisions:

- (2) *1. Strategies for meeting the reductions;
- (3) 2. Criteria for determining where cuts will be made;
- (1) 3. Size of the budget reductions for collegiate units;
- 4. Timetables for collegiate recommendations on programmatic reductions and for unit implementation of such reductions.

(old II.B. dropped)

*B. Identification of Programs to be Reduced, Reorganized, or Eliminated.

1. In making retrenchment decisions, Deans and Provosts shall consult with appropriate collegiate governance bodies.

(formerly III.C.)

2. The Budget Executive, after consulting with Deans or Provosts, shall advise the President concerning programs to be reduced, reorganized, or eliminated.

(revised from old III.D)

3. Programs identified for reduction, reorganization, or elimination shall be informed of the amount of their budgetary reduction, the reasons for these reductions (with specific reference to the established criteria), and the programmatic and personnel strategies for achieving these reductions.

(revised from old III.E.)

4. Programs identified for budgetary reductions shall be given the opportunity to appeal those decisions to the Budget Executive through the collegiate consultative bodies referred to in II, B, 1.

(old III.F. dropped)

III. Termination of Tenured Faculty. (old Sec. IV.)

A. A tenured faculty member in a program identified for reduction, reorganization, or elimination can be terminated only if financial emergency is declared and the following provisions are adhered to:

(old IV.A.1. dropped)

1. Within programs identified for reduction in the faculty work force, the following priorities shall inform the decision described in III, A 3:

a. Non-regular faculty shall be terminated before regular faculty;

*b. The termination of regular faculty shall not reduce by more than 10% the proportion of either women or minorities within any tenuring unit;

c. Probationary faculty shall be terminated before tenured faculty, with the following exceptions:

i. where a program is to be maintained and where the expertise of a probationary faculty member is essential to the program's teaching, research, and service missions as described in the program's long-range planning documents, that faculty member may be continued in preference to a tenured faculty member;

ii. the termination of probationary faculty in a program shall not conflict with the requirements of III, A, 1, b.

(III.A.1.b. and c.ii. replace old IV.A.2.a.ii.)

* 2. Within the priorities listed in III, A, 1, selection of individuals for termination shall be made on the basis of the following criteria:

a. Centrality to the ongoing teaching, research, and service missions of the program that is to be continued;

b. Quality of the individual's professional record as evidenced in existing evaluation documents such as annual evaluations, departmental reviews, retention decisions, current vita, and other commentary existing as part of the faculty member's permanent file;

c. Seniority, defined as total years of service as a tenured faculty member of the University of Minnesota.

3. Termination of tenured faculty in tenuring units that are reduced or reorganized.

a. Initial recommendations concerning the termination of faculty members shall be forwarded to the appropriate Dean or Provost by the tenuring units within which a program or programs has been identified for reorganization or reduction. Such recommendation shall be made by the tenured faculty in the tenuring unit. The chair or head of the tenuring unit shall also forward a recommendation to the Dean or Provost.

b. The chair or head shall provide written notice to each individual recommended for termination within the tenuring unit. Such notice shall include description of the procedures, evidence, and criteria used in making the recommendation, together with information concerning any substantive differences between the recommendation of the faculty and that of the chair or head of the tenuring unit.

* c. All recommendations from the tenuring units, together with supporting documentation, shall be forwarded by the Dean or Provost to an appropriate collegiate faculty review committee. This committee shall consider the recommendations of the tenuring units, the separate recommendation of the chair or head, and the supporting documentation. In addition it shall provide each faculty member recommended for termination with the opportunity to submit a written statement including information they wish to put before the committee, or questions they wish to raise concerning the proposed termination. Such information and questions shall be limited to the procedures, evidence, and criteria used by the tenuring unit in making its recommendation.

* d. The review committee shall submit its recommendations to the Dean or Provost. In turn, the Dean or Provost shall then forward his/her recommendations to the Academic Vice President, together with the recommendations of the tenuring units, and the advice of the review committee.

e. The President shall make the final decision concerning termination and shall inform the faculty member in writing of the decision. The letter shall include explanation of the programmatic and individual grounds for the decision, a description of the procedures and criteria by which the decision was reached, and a statement of the date on which termination is to become effective.

4. Termination of tenured faculty in tenuring units that are eliminated.

If a tenuring unit is eliminated, the President shall inform the faculty members in that unit of their termination.

5. No termination shall become effective sooner than one full academic year following the date of declaration of financial emergency by the Board of Regents.

B. Appeals Procedures for Tenured Faculty Terminated Because of Financial Emergency.

1. After the declaration of a financial emergency, the Judicial Committee together with the Faculty Consultative Committee shall appoint a Faculty Appeals Panel of the Judicial Committee to hear all appeals as defined in III, 3. The Appeals Panel will be composed of five tenured faculty members, who, if necessary, will be released from other University responsibilities during the period of hearing appeals.

2. The following conditions shall govern the use of appeals procedures:

a. Only a tenured faculty member who has received formal notice of termination from the President because of elimination, reduction, or reorganization of a program shall have access to these appeals procedures.

*b. Neither the existence nor extent of a condition of financial emergency shall be at issue in this appeal. The decision to eliminate, reduce, or reorganize specific programs shall be at issue only on the ground that such decisions have involved an infringement of the individual's academic freedom. Other appeals may be made only on the basis of a complaint over the interpretation or implementation of Sections III, A and C of this document.

c. The responsibility for presenting the formal appeal and for responding to the Faculty Appeals Panel's requirements at all stages rests with the faculty member bringing the complaint.

d. In considering complaints over implementation of Sections III, A and C of this document, the Faculty Appeals Panel shall consider only whether those individuals or groups making the decisions followed appropriate procedures, considered the evidence material to a fair determination, and did not act in an arbitrary manner.

3. Faculty Appeals Panel Procedures.

a. Written notice of intent to appeal shall be made by a tenured faculty member within 15 days of the receipt of a formal termination notice from the President. An additional 30 days will be allowed for the complainant to submit the formal appeal. The notice of intention to appeal and the formal appeal shall be submitted to the President and to the chair of the Faculty Appeals Panel.

b. The Appeals Panel shall begin its review of the case no earlier than 30 days and no longer than 60 days from the notice of intention to appeal, except by mutual consent of the complainant and of the chair of the Faculty Appeals Panel.

c. The Appeals Panel shall conduct an investigatory proceeding in accordance with the following provisions:

i. The proceeding shall not be adversarial in nature. The proceeding shall be an investigation leading to a report on whether or not the appropriate procedures were followed in the decision to terminate the complainant, whether or not adequate consideration was accorded the relevant facts of the case, or whether the individual's academic freedom was infringed upon. No formal transcript of the proceedings need be kept.

ii. The complainant shall state the case fully but briefly in writing and shall have the opportunity to present the case in person to the Appeals Panel and to offer any evidence in support of the claim. The complainant shall have the right to bring a faculty adviser to any appearance before the Appeals Panel.

iii. The Appeals Panel may request a written report from any of the parties involved in making the decision to terminate the complainant.

iv. At the conclusion of the appeal, the Appeals Panel shall either dismiss or support the complaint. All findings and recommendations shall be made in writing, with copies provided to the complainant, the President, and to any tenuring units involved.

d. If the complaint is dismissed, the President's notice of termination shall stand.

e. If the complaint is supported, the President shall review the matter and take whatever action is deemed appropriate. All decisions of the President under this procedure shall be provided in writing to the Appeals Panel, to the complainant, and to the appropriate Dean or Provost within 30 days of the receipt of the Appeals Panel's recommendation.

*C. Reassignment or Reappointment of Faculty Members.

(Section reworked)

1. A faculty member who has been identified for termination because his/her tenuring unit is scheduled for reduction, reorganization, or elimination, may be reassigned to another tenuring unit, according to the provisions of III, C, 2 and 3.

2. During a state of financial emergency, faculty members who have been identified for termination shall be considered only for an unfilled, funded position, the filling of which has been authorized by the Academic Vice President.

3. Faculty members who have been identified for termination because their programs are to be reorganized, reduced, or eliminated, shall be offered reassignment to another program provided a majority of the tenured faculty in the tenuring unit in which that program resides determines that he or she is qualified for a position in that unit. Evaluation of the faculty member shall be based upon consideration of the faculty member's potential contribution to programmatic needs and shall be made according to prevailing standards in the tenuring unit.

4. A faculty member shall not be obligated to accept an offer of reassignment. Moreover, a faculty member who accepts an offer of reassignment according to the provisions of C, 1, 2, and 3 and who voluntarily resigns from the reassigned position within six months, shall be entitled to the same economic provisions available to involuntarily terminated faculty at the time of reassignment.

(Sec. III.C.5.--formerly IV.C.5.--dropped)

D. If a faculty member is terminated due to programmatic elimination, reduction, or reorganization, he or she shall for three years from the date of termination have the first right to consideration for new or vacant positions for which he or she is qualified, prior to the initiation of usual search procedures. The evaluation of the professional qualifications of the person who has been terminated shall be made by the faculty in the tenuring unit where the vacancy exists.

IV. Termination of Contractual and Probationary Faculty. (Section added)

A. During a financial emergency, the contracts of non-regular and probationary faculty may be terminated at the end of the quarter in which financial emergency is declared. Non-regular and probationary faculty shall be notified in writing by the President of their termination. The letter shall include explanation of the programmatic and individual grounds for the decision, a description of the procedures and criteria by which the decision was reached, and a statement of the date on which the termination is to become effective.

B. Contractual and probationary faculty terminated during a financial emergency may appeal to the Faculty Appeals Panel only on the grounds of an infringement of their academic freedom.

V. Hiring Freeze during a Financial Emergency.

A. A hiring freeze shall go into effect as soon as financial emergency is declared. Exceptions shall be made only by the Academic Vice President. These exceptions shall be reported to the Senate Consultative Committee.

VI. Definitions.

A. 'Program' means any of the following:

*1. A college, school, department, division, or other instructional, research, or service unit headed by an administrator. (Old VI.A.1. and 2 combined)

2. A coherent set of courses, or course of study, which leads to an academic degree.

(Old. VI.A.4. dropped)

B. 'Faculty member' means a 66 2/3% FTE or greater member of the faculty at any of the University of Minnesota campuses.

C. 'Tenuring unit' means the academic unit responsible for a faculty member's tenure commitment as found on the faculty member's most recent record of appointment.

Senate Consultative Committee's
Subcommittee on Financial Emergency

Robert C. Brasted
Marcia M. Eaton, Chair
John Howe
W. Donald Spring



UNIVERSITY OF MINNESOTA

Office of the Clerk of the Senate
424 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455
(612) 373-2125

JUN 18 1982

Circ Sec
7-29

June 16, 1982

Professor Thomas Clayton
Department of English
210B Lind Hall

Dear Professor Clayton:

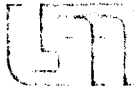
I am forwarding your June 7 letter on the subject of Twin Cities Campus Assembly attendance to Professors Douglas Pratt, chair, Steering Committee, and David Giese, chair, Business & Rules Committee.

The Consultative Committee has proposed that we try holding Assembly and Senate meetings on the same day during 1982-83, and we are going to do so fall and spring quarters. That may improve Assembly attendance. Senate figures, which will appear in the minutes of the May 20 meeting, indicate that one senator was absent without notice for three of the four meetings and 13 for two of the four meetings.

You may know that faculty senators are terminated if they are absent without notice for three consecutive meetings. That has not happened in the Senate in recent years. There is no such provision in the Assembly constitution.

Marilee Ward
Clerk

cc: ✓ Douglas Pratt
David Giese



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of English
Lind Hall
207 Church Street S.E.
Minneapolis, Minnesota 55455
(612) 373-2595

7 June 1982

Marilee Ward
Clerk of the Senate
424 Morrill Hall

Dear Marilee:

Would you please refer this nuisance communication to whoever can dispose of it with minimal inconvenience? It concerns attendance at TCCA meetings, a matter that looks as if it could stand some attention from senators and committees concerned.

I don't know that attending Twin Cities Campus Assembly (and Senate) meetings is especially "meritorious" in itself, but I am rather fully persuaded that there is no apparent merit in unannounced absences. I find that in 1981-82 twenty-four senators were absent without notice for two or all three of the meetings. I know for a fact that some of these persons contribute substantially to the academic life of the University, but they would not appear to be contributing much through TCCA, although they were presumably elected on the supposition that they would attend meetings, at least.

Faculty governance does not take place in the absence of faculty (although cynics say it takes place only in the absence of faculty), so what are the elected governants doing when they are AWOL from meetings? Better things, one hopes. But if they don't mean to serve, they shouldn't consent to run; and if, elected, they find they are unable to serve, they should resign or, better still, find someone who can and will serve. Are some modest regulations in order?

Sincerely,

Thomas Clayton
Professor

Enclosure

cc: Dean Fred Lukermann, CLA
Vice President Ken Keller, Academic Affairs

P.S. The Minneapolis Sunday Tribune provides me with the wherewithal to observe that a faculty member/senator making \$80,080 p.a. presumably didn't get where he is today attending TCCA meetings, not in 1981-82, anyway, when he attended none.

IX. OLD BUSINESS

none

X. NEW BUSINESS

(10 minutes)

See Abstract of Discussion.

XI. ADJOURNMENT

APPENDIX

ATTENDANCE OF MEMBERS

1981-82

The Twin Cities Campus Assembly met three times during 1981-82.

**Notified Clerk
of Nonattendance
or Alternate**

FACULTY

	Attended	Attended
Adams, Russell	2	0
Albertson, Vernon	2	0
Alexander, Harold	3	0
Allen, C. Eugene	2	1
Anderson, J. Edward	1	0
Anderson, John S.	2	0
Anderson, Nancy	0	3
Angell, William	2	0
Bayman, Benjamin	1	1
Beck, Robert	3	0
Beier, Frederick	2	0
Blackshear, Perry	3	0
Bodley, James	1	0
Bognanno, Mario	1	1
Bohling, Raymond	3	0
Borchert, John	0	1
Brede, Caroline	3	0
Brenner, Mark	2	1
Buckley, Joseph	2	0
Burcalow, Harry	2	1
Cashman, Paul	1	1
Cavert, Mead	3	0
Clark, Shirley	2	1
Collins, Terry	3	0
Conroy, Lawrence (appointed 1/82)	2	0
Cooperman, David	1	0

Crookston, Kent	2	1
Cushing, Edward	3	0
Davis, David (appointed 11/81)	1	0
Davis, Eugenia	2	1
Dempsey, Mary	1	0
Diesch, Stanley	1	1
Dworkin, Martin	1	1
Enever, Robin	3	0
Enfield, Frank (appointed 12/81)	1	0
Epley, Richard	2	1
Farmer, Edward	3	0
Faunce, Pat	2	0
Fenton, Stuart	3	0
Ferrieri, Patricia	0	0
Foreman, Gertrude	3	0
Freier, George	3	0
Galaskiewicz, Joseph	3	0
Garner, Shirley	2	1
Gentry, William	3	0
Gerberich, William	1	0
Glenn, Allen	1	1
Godzich, Wladyslaw	1	0
Goldman, Allen	0	0
Goldstein, Richard	1	1
Goldstein, Sheldon	3	0
Goodrich, Richard	2	0
Griffin, Edward	1	1
Hage, George	2	0
Hansen, Helen	1	1
Haygreen, John	0	2
Holt, Robert	2	0
Howe, Robert	1	1
Humphroys, Roberta	2	0
Hurwic, Leonid	2	1
Johnson, Allen	3	0
Johnson, Carol	3	0
Johnson, Rodney	3	0
Josal, Wendell	1	2
Keck, Steven	1	1
Kerr, Norman (appointed 1/82)	2	0
Kleinhenz, William	2	1
Kline, Gerald	3	0
Knopp, Timothy	3	0
Kralewski, John	3	0
Krislov, Sam	2	1
Krivot, William	0	0
Kumar, K.S.P.	2	0
Larson, Roger	3	0
Lehmberg, Stanford	3	0
Levitt, Seymour	0	1
Liu, Benjamin	1	0
MacEachern, Donald	3	0
Mann, Lois	2	1
McCollister, Robert	2	0
McTavish, Donald	3	0
Merwin, Jack	3	0
Messer, Harold	1	0

Mitchell, J. Lawrence	1	0
Moore, Shirley	0	1
Moulton, Robert	2	0
Newman, John	2	1
Overmier, Bruce	1	2
Parker, John	2	1
Poppele, Richard	1	1
Rasmusson, Donald	0	3
Robinson, Peter	1	1
Rose, Gordon	1	2
Rosko, Peter	0	1
Rust, Joseph	0	2
Ruth, George	2	0
Sedano, Heddie	1	1
Sell, George	1	0
Serrin, James	2	1
Skaggs, Richard	1	1
Snoke, Martin	2	0
Synder, Mariah	2	1
Sorauf, Frank	2	1
Spadaccini, Nicholas	2	0
Stein, Marvin	0	3
Stromberg, Bert	1	0
Stuthman, Deon	2	0
Tenney-Pinto, Barbara	2	1
Thompson, David	3	0
Thompson, Roy	1	1
Turner, John	2	1
Ulstrom, Robert	1	0
Veninga, Robert	1	2
Wang, Yang	2	1
Watson, Dennis	3	0
Weinberg, Richard	1	2
Weinberger, Hans	1	0
Weller, Milton	3	0
Welsch, Delane	2	1
Wertz, John	2	0
White, Donald	2	1
Williams, C. Arthur	3	0
Wynia, Gary	0	0
Young, Mary	3	0
Zahareas, Anthony	0	0
Zimmerman, Kenneth	3	0

STEERING COMMITTEE

Brasted, Robert	3	0
Eaton, Marcia	2	0
Fredricks, M. Virginia	1	2
Howe, John	1	0
Pratt, Douglas	3	0
Purple, Richard	3	0
Quie, Paul	0	0
Swan, Patricia	2	1

STUDENTS

Anderson, Steve	1	0
Bard, John	0	0
Bates, Julie (appointed 2/82)	0	1
Berquist, Paul (terminated 3/82)	0	0
Blank, Mark	0	0
Bonney, Elizabeth	1	1
Bram, Ross	3	0
Cardozo, Marion (appointed 2/82)	0	0
Carmel, Doug	2	1
Chaffee, John	1	0
Curry, Chris (terminated 3/82)	1	1
Drewek, Gerard	1	0
Ebel, Mark	2	0
Erickson, Joel (appointed 2/82)	0	0
Evans, Liz	3	0
Flem, Dawn (terminated 4/82)	1	0
Harrington, Cecilia	0	0
Henly, Russell	1	1
Howes, Margaret (appointed 2/82)	0	0
Hoye, Polly	1	0
Hunt, Anne	3	0
Johnson, JoAnn	1	0
Johnston, Stephen (terminated 3/82)	2	0
Kashian, Philip (terminated 3/82)	0	0
Koss, Alex (appointed 2/82)	0	0
Leafblad, Joel (terminated 3/82)	0	0
Loushin, Betsy	2	0
Lowagle, Vince (appointed 2/82)	0	0
McDonnell, Lisa (appointed 2/82)	1	0
Micolichek, Cynthia (terminated 3/82)	0	1
Moore, Virginia (terminated 3/82)	0	1
Nelson, Jessica	3	0
O'Connor, Galen	3	0
Olsen, Kristen	1	0
Reimann, Ron	3	0
Rekenthaler, Darlene (terminated 3/82)	0	0
Schmidt, Linda (appointed 2/82)	0	0
Shrenk, Janet (appointed 2/82)	0	0
Stordahl, James (resigned 1/82)	0	0
Synorec, Ryan (terminated 3/82)	2	0
Timmons, Leo	2	0
Topic, Jim (resigned 1/82)	0	0
Von Drasek, Sue	1	0
Watson, John	0	0
Watson, Kathy (appointed 1/82)	2	0
Zellmer, Nancy (appointed 1/82)	0	1
Zylkowski, Judith	3	0

STEERING COMMITTEE

Brecht, Nancy	3	0
Fleming, Dawn (elected 2/82)	0	0
Lenander, David	3	0
Linden, Rick	3	0
Wiseman, Kit	3	0