



UNIVERSITY OF MINNESOTA  
TWIN CITIES

All University Senate Consultative Committee

220 Biological Sciences Center  
1445 Gortner Avenue  
St. Paul, Minnesota 55108  
Telephone (612)373-3226

AGENDA (A)

Senate Consultative Committee  
Thursday, September 3, 1981  
12:30-1:15 p.m.  
Regents Room, Morrill Hall

1. Fix agenda.
2. Minutes of June 18 (please bring corrected version).
3. Report of Chair (enclosed).
4. Report of Student Chair.
5. Committee reports.
  - a. Finance - Patricia Swan
  - b. Other?
6. Old Business.
7. New Business: items for discussion with President.
8. Adjourn.



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220 Biological Sciences Center  
1445 Gortner Avenue  
St. Paul, Minnesota 55108  
Telephone: (612)373-3226

To: Senate Consultative Committee  
From: Meredith Poppele  
Date August 8, 1981  
Re: MEETING NOTICE and ENCLOSURES LIST

First Senate Consultative Committee meeting of 1981-82 academic year

Thursday, September 3, in the Regents Room

12:30-1:15 SCC

1:15-3:00 SCC Conversation with the President

ENCLOSURES

1. Agenda.
2. Report of the Chair.
3. Copy of Professor Pratt's letter to President Magrath identifying items for SCC discussion with him.
4. SCC membership roster. Please check for accuracy.
5. SCC calendar of meetings for the year.
6. Letter, 8/7/81, Shirley Moore, Chair, UCEEOW, to Vice President Keller re June 18 SCC meeting.
7. Letter, 8/10/81, Victor Bloomfield, on behalf of CBS heads, to Vice President Keller re O&M retrenchment to support the Minnesota Foundation.
8. Seven pieces relating to Health Sciences vice presidency, with their own cover sheet.

Request: Please call me, if at all possible, if you will not be able to attend. I will return from vacation August 31.



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Report of the Chair for September 3, 1981.

I. Summer activity and continuing items.

A. Search Committee for Vice President for Health Sciences. After consulting with FCC members by telephone and meeting with Paul Quie and Bob Brasted, I forwarded to President Magrath on August 12 the faculty nominations to the Search Committee and the student nomination, made through Bruce Thorpe. (Letter enclosed.) The search and the position will be on our agenda with the President on September 3. A large packet of background materials is enclosed, some of which we want to collect at the meeting to return to the Health Sciences office.

B. Consent decree implementation. On July 9, the Regents Committee on Faculty and Staff Affairs heard invited presentations from Laura Cooper (Law), Judy Dwyer (UMD) and V. Lois Erickson (Psycho-Educational Studies) of the Faculty Advisory Committee for Women; from Shirley Moore, Chairwoman of the University Committee on Equal Employment Opportunity for Women; and from Doug Pratt and John Howe for the SCC and Committee on Committees. Regents committee chairwoman Mary Schertler ordered the item continued to the September 10 meeting to permit time for questions and discussion. Professor Moore asked for a cooperative spirit on all sides and for moral leadership from Morrill Hall on decree implementation. The UCEEOW wrote Vice President Keller on August 7 expressing disapproval of his circulating a portion of Professor Faunce's file among the SCC on June 18 (letter enclosed). The SCC's Grievance and Legal Concerns Subcommittee will maintain a close liaison throughout the year with the UCEEOW.

C. University budget. Since our June 18 meeting, the budget executive has recommended retrenchment to benefit the Minnesota Foundation and a faculty salary increase. Several members of the Senate Finance Committee and the SCC discussed the request, as well as additional de facto retrenchment, with Vice President Keller on August 13. Professor Swan will report.

D. Women's Intercollegiate Athletics / Big Ten membership. The SCC and Business and Rules have stood their ground and insisted the question of Minnesota women's intercollegiate athletics affiliating with the Big Ten come before the Twin Cities Campus Assembly for a vote at the first fall meeting, November 19, even though we have been informed that eight of the Big Ten have now voted to have their women join. Professor Charles Scott of the ACIA will discuss the issues with the SCC on October 8.

E. Assembly Constitution revision. Business and Rules, with Professor W. Donald Spring acting as adviser, intends to complete the revision this fall and to take the document for the Assembly for approval. The Civil Service Committee, proceeding along the lines the SCC recommended to them last spring,

has requested of the Assembly and Senate Committees on Committees Civil Service participation on several committees where they are not now represented. The committees concerned (SCC, B & R, C on C's), or their chairs, will consider the requests early in the fall.

F. Senate committee communication to the University community. I will offer a proposal for better meeting the need for communication by the SCC and the other committees of the Senate.

## II. New Business.

A. The University's communication, computation and information systems. Vice President Hasselmo will soon distribute to the SCC members the preliminary report he has received from Professor Carl Adams' committee on this topic. Item for discussion on October 8.

B. Calendar Committee. Professor Eloise Jaeger, 1980-81 Chairwoman of the Campus Calendar Committee, requested in late June that the SCC attend to the need for clarification in the matter of responsibility in determining the Twin Cities calendar. The issue was sparked by the Law School's change to a semester system, decided independently of the Calendar Committee. For agenda later this fall.

## III. SCC housekeeping matters.

A. I would like to continue the practice Marcia Eaton used last year of requesting a rotation of the SCC faculty members to monitor the Regents meetings (particularly Faculty and Staff Affairs, Educational Policy--Thursday afternoons--and the Committee of the Whole on Friday mornings.

B. SCC subcommittees make-up and delegation to Finance. Faculty assignments are all but completed; student assignments will be reported at meeting.

Grievance and Legal Concerns: Paul Quie, Virginia Fredricks.

Legislative Relations: Marcia Eaton, Rick Purple, plus  
Peter Robinson, ex-officio.

Outreach/Inloading implementation: Bob Brasted.

Senate Budget: Marvin Mattson, Chair, Rick Purple.

Senate Finance Committee: Patricia Swan, Chair; John Howe, SCC alternate.

I had intended to give the new Morris faculty rep an easy assignment for the first year. But the Morris faculty did us the great favor of re-electing Don Spring. As noted above, Don will assist with Assembly Constitution revision in the fall. We will otherwise hold him briefly in reserve. This year gives every indication of being one in which the SCC must be constantly on its toes with regard to University budgeting, consent decree implementation, and other substantive matters which may erupt. I would like to know that Don is available for assignment where his critical thinking, organizing skills and exceptional articulateness are most needed.

C. SCC calendar. The schedule of meetings for the year is enclosed. It is almost identical to that distributed on June 18. The committee is due to meet on the Morris campus this year. Please consider whether October 22 would be a convenient date for that visit, and whether we should drive or fly.

Doug Pratt.



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SENATE CONSULTATIVE COMMITTEE MEETING  
September 3, 1981

MINUTES

The meeting of the Senate Consultative Committee was convened by Chairman Douglas Pratt at 12:40 a.m. on September 3 in the Regents Room of Morrill Hall. The other SCC members present were Heather Bjork, Nancy Brecht, Marcia Eaton, John Howe, Dave Lenander, Marvin Mattson, Richard Purple, Paul Quie, Dennis Sargeant, Donald Spring, Patricia Swan, Kit Wiseman, and Virginia Iverson substituting for Jim Brewer of Waseca. Guests present included Carol Pazandak, Maureen Smith, Marc Perrusquia and Tracy Allen.

1. Agenda. Five items added at request of the Chair: (a) Sexual Harassment Board (b) Old Business - the University of Minnesota women's intercollegiate athletics program participation in the Big 10 (c) amnesty question for Rita Yeh (d) letter to Dennis Watson concerning SCIP (e) SCC newsletter.

2. Minutes of June 18. Minutes approved as written.

3. Report of Student SCC. Kit Wiseman announced that Sue Pribl, last year's Chair, has called a meeting for next Thursday to elect a new Chair and name students representatives to the SCC.

4. Report of the Chair.

a. item B - Faculty and Staff Affairs

The Regents' follow-up meeting concerning Consent Decree implementation will be closed, according to Duane Wilson.

b. item D - Correction to: Walcott will appear, not Scott.

Discussion -

Professor Purple commented that in light of the many rumors about events surrounding the decision concerning women's athletics and the Big 10 (including Vivian Barfield's resignation this summer), a wide-ranging discussion should take place at the October 8 SCC meeting.

Professor Pratt stated that the suggestion was well taken and that Walcott intended to present a detailed report, as well.

c. item 3B - Committee assignments

Professor Pratt pointed out that one SCC subcommittee assignment

deviates from the Senate constitution. As Vice President of the Senate, Professor Purple should chair the Senate Budget Committee. However, since the SCC chair desired his service on the Legislative Relations Committee, Professor Purple has agreed to serve there and to assist Professor Mattson with the Senate Budget Committee, with Professor Mattson serving as its chair.

5. Morris meeting

Professor Spring reported that the October 22nd date for the meeting at Morris has been approved by the provost. A tentative schedule includes an open meeting at approximately 10:00 a.m., an informal meeting with Administration during lunch, an afternoon tour of the campus, and an open discussion with faculty and students in the afternoon.

Professor Howe wondered if questions could somehow be elicited from the Morris campus community ahead of time. Professor Swan suggested issuing invitations to those most active in college committees.

6. Finance Committee Report

Professor Swan reported that the Finance committee met once formally with Vice President Keller in July and once informally in August. At the July meeting, the special tuition assessment was discussed along with the current year budget. At the August meeting, changes in the current year budget and plans for next year's budget were discussed. Planning has become difficult because of the uncertain status of the state budget. As a result, University budgets are in a "fluid" condition. It is, however, apparent that in the coming year a selective redistribution of funds will be necessary. Future meetings will be concerned with just how to go about this redistribution. Budget decisions made this fall will be based on the Planning Memoranda. It is felt that the SCC should speak out on a timely basis about these issues while planning is going on. The next Finance Committee meeting is scheduled for October 1.

7. Old Business

Professor Pratt stated that he felt it appropriate that the SCC be fully briefed about the rather urgent request to permit University women's intercollegiate athletics to join the Big 10 this fall. For this reason, Professor Charles Walcott, ACIA chair, has been invited to report on October 8. The SCC will also invite Vice President Hasselmo and Professors Vera Schletzer and Jo-Ida Hansen (Women's Faculty Representative to Big 10).

Professor Spring commented that a review of last year's minutes would be helpful in reviewing the issue.

Professor Howe suggested that a list of questions to ask the consultants be prepared beforehand. Professor Pratt then appointed Marcia Eaton (chair), John Howe, and Richard Purple to a subcommittee whose purpose will be to draw up those questions.

8. New Business

The Committee for Amnesty for Rita Yeh has asked the SCC to consider the case of Rita Yeh, a former sociology graduate student at the University of Minnesota, who has apparently been sentenced to a 17 year prison term in Taiwan. Professor Pratt stated that he has brought Rita's case to the attention of the Senate Committee on Social Concerns. He has also raised with that committee the broader issue of student surveillance in this country. The Social Concerns Committee acting chair indicated that the committee is willing to discuss the issue and asked for further guidance.

Professor Swan said she would be interested to know how surveillance affects academic behavior in regard to attendance at seminars, etc.

Professor Eaton suggested that Joe Mestenhauser from the Committee on International Education. He is Director of the International Student Advisors.

Professor Howe commented that this recurring problem has never been truly addressed by the University and that this would be a good time to do so. Other Senate committees will be copied on the forwarding letter to Social Concerns.

9. Student Course Information Project

Professor Dennis Watson forwarded Dr. W. Albert Sullivan's letter, which criticizes budgetary support for SCIP, to Professor Pratt, asking him to submit Sullivan's letter to the proper committee of the Senate and also discuss it in the Senate Consultative Committee. SCC will forward the letters to the Senate Committee on Educational Policy.

10. Newsletter. Getting Senate committee news out to the University community: Rather than having the SCC undertake the major project of a newsletter, Professor Pratt recommends relying on Brief as the major instrument of communication. He has discussed the matter with Maureen Smith, editor of Brief, who wants to include more Senate committee news. Professor Pratt will discuss with the Facilitative Committee means of getting to Ms. Smith the major items of business before the various committees.

11. Sexual Harassment Board

Professor Pazandak announced that the Sexual Harassment Board has been named and is organizing under the chairmanship of Professor Phyllis Freier.

The meeting was adjourned at 1:15 p.m.

Respectfully submitted,

Allen Helmstetter  
Secretary

AUG 27 1981

OFFICE OF THE DEAN OF STUDENTS • STUDENT COUNSELING BUREAU  
CENTER FOR INTEREST MEASUREMENT RESEARCH  
MINNEAPOLIS, MINNESOTA 55455

26 August 1981

Douglas Pratt  
220 Bio Sci  
Campus Mail

Dear Professor Pratt:

I have tried periodically to call you during the summer to chat, but our schedules appear to be out of synchronization. Since I leave for professional meetings and vacation tomorrow, I decided to drop you a brief note.

I had wanted to touch bases with you about the status of the Department of Women's Intercollegiate Athletic's involvement with the Big Ten Conference. As the new Women's Faculty Representative, I have had contact with the department during the summer and have become aware of the dilemmas of the coaches and the WICA administration during this time of decision for the University. As I understand the situation, the coaches have a special concern for those sports whose competitive seasons begin early in the fall since an undecided position by the University could jeopardize their opportunities to compete for championships.

I hope that you and the Senate Consultative Committee will do everything you can to promote the speedy resolution of this question, and I know that the Women's Athletic staff also eagerly awaits a decision.

Sincerely,

*J. Ida C. Hansen*  
J. Ida C. Hansen, Ph.D.  
Faculty Representative  
Women's Intercollegiate Athletics

JH/jf

cc: Vice President Nils Hasselmo  
200 Morrill Hall

Catherine Mathison  
238 B F A B





UNIVERSITY OF MINNESOTA  
TWIN CITIES

Women's Intercollegiate Athletics  
Bierman Field Athletic Building  
516 15th Avenue S.E.  
Minneapolis, Minnesota 55455  
(612) 373-2255

August 12, 1981

MEMORANDUM

TO: Vice President Nils Hasselmo  
✓ Dr. Charles Walcott, Chair, ACIA  
Dr. Jo-Ida Hansen, Faculty Representative WICA  
Dr. Robert Stein, Faculty Representative MICA

FROM: Catherine Mathison, Assistant Director *EMM*

The Department of Women's Intercollegiate Athletics has developed a position statement on our involvement in the Big Ten Conference. You will find a copy of that statement attached. The statement is one that clearly reflects the concerns of the staff but also clearly indicates the position of our coaches and their intent to join the Big Ten.

In a recent phone conversation, Phyllis Bailey from Ohio State who is the past chair of the Big Ten Women's Athletic Directors' group, indicated to me that a Transition Committee has been formed to develop procedures for incorporating the women's program into the Big Ten structure. This committee will meet at the end of August. I informed the coaches of this fact and asked if they would want to wait until receiving further information from this meeting prior to moving forward with our position statement. They felt that it was critical that we begin to move immediately so that we may be involved in the implementation of the women's program and be permitted to participate in and host Big Ten Championships this year.

I understand that the Senate Consultative Committee has referred the question of our membership in the Big Ten to the Twin City Campus Assembly. Since the time line will be critical to our involvement, I would request that the Senate Consultative Committee allow the ACIA to vote on our membership to stand and that we indicate our intent for membership immediately.

MCM:ls

Enclosure

cc: WICA Coaching Staff

Position Statement of Women's Intercollegiate Athletics  
on Membership in the Big Ten Conference

The contradictions apparent in the position of the University of Minnesota Women's Athletics staff in regard to the incorporation of women into the Big Ten Conference are a reflection of a very real conflict between philosophy on the one hand and competitive reality for each sport on the other. As the coaches and staff have repeatedly stated: the proposed structure of the Big Ten Conference for women does nothing to insure that the women will be dealt with equitably or even that anyone has thought very much about the practical ramifications of such an incorporation. There are still many unanswered questions: What will it cost each institution for its women's program to join the Big Ten Conference? What services will the Big Ten office provide for its women's program? Who will make scheduling decisions for women's sports in the Big Ten?

As far as competitive reality for each sport is concerned, most of our sports would be advantaged by having the regular, reciprocal type of scheduling for competition that a conference structure usually provides. Here again, however, we have no guarantees that the Big Ten Conference and its member institutions would be willing to financially support that type of scheduling for the sports for which it would be advantageous. For some sports, the Big Ten Championship provides the culminating event of the season - not joining the conference would deprive those sports of that culminating event, or at least force them to seek another opportunity.

As a member of the Big Ten Conference for women, we are at least able to lobby for a meaningful championship structure, for the continued support of AIAW rules and championships, for equitable treatment of the women's sports by the conference office. If Minnesota does not join, not only have we lost an important opportunity for competition for our sports, but we have also lost the ability to have impact on the direction of this new conference for women. The Big Ten Conference for women is a reality whether or not

Minnesota joins. Joining is the only means we have left to try to effect change in the structure so that it adequately serves the needs of women's sports at the Big Ten institutions.

Initially in stating our desire to join the Big Ten Conference, we asked ACIA to approve several "conditions" attached to joining. In reality, we are asking that the institution allow us to join on a one-year basis so that we can assess at the end of that year what kind of commitment and progress has been made within the conference. The following then could serve as bases for a decision to withdraw from the conference should:

1) AIAW rules and regulations not be followed; 2) women's sports not receive adequate and equitable treatment from the conference office; 3) adequate championship structures not be developed to insure quality competition within the conference for the women's sports; and 4) no effort be made at seeking an automatic qualifying berth to AIAW Chamionships from the Big Ten Conference.

Additionally, we would like to ask that the University of Minnesota authorize its alternate faculty representative to vote on issues which have impact on women's sports, and/or that ACIA come to a decision on issues which jointly affect men's and women's sports so that the faculty representative and/or alternate faculty representative can vote an institutional position.

In summary then, WICA would like to join the Big Ten Conference on a one-year basis with the opportunity to assess the development of the conference and its ability to serve women's athletics. We are also asking the University of Minnesota to empower its alternate faculty representative to serve as a spokesperson for women's sports.

September 8, 1981

Professor V. Elving Anderson  
Genetics and Cell Biology  
4 Botany  
Minneapolis Campus

Dear Elving:

As we discussed last week, I am forwarding herewith for the Senate Committee on Social Concerns the materials delivered to me by the local group concerned with amnesty for Rita Yeh, a citizen of Taiwan and former graduate student at the University of Minnesota. Thanks for your willingness to convey the matter to your committee.

The Consultative Committee discussed the item briefly at its first meeting, September 3. Members expressed wide agreement that any surveillance of foreign students or faculty at U.S. colleges and universities violates academic freedom and hence is a highly appropriate matter for consideration by the Senate and its committees. Social Concerns was seen as the committee best suited to undertake a study of the questions involved. SCC recommends that Social Concerns approach generically the problem of surveillance and use its own judgment on how specifically to address the case of Rita Yeh.

Because of the negative effects of surveillance on the academic life of the community, the SCC indicated that other Senate committees might well appreciate knowing that the issue will be addressed. Hence, I am taking the liberty of copying this letter to the chairpersons of the committees of the Senate, and suggesting that Social Concerns might wish to establish a liaison on the subject with one or more additional committees.

V. Elving Anderson  
Social Concerns  
9/8/81  
page 2

We expect that Social Concerns will want to formulate a policy after examining the issues. The Consultative Committee would appreciate your channeling through SCC any motion or resolution you develop to bring before the Senate.

Sincerely,

Douglas C. Pratt, Chair,  
Senate Consultative Committee

DCP:mbp

Enc.

cc: Committees on  
Educational Policy  
Faculty Affairs  
Judicial  
Planning  
Finance  
Physical Plant and Space Allocation  
Library  
Research  
Equal Employment Opportunity for Women  
Tenure  
Business and Rules  
Committees  
Academic Freedom and Responsibility  
International Education

*Ed Mack*  
*520-20th Av. So.*  
*Mpls. 55454*

The report of the Social Concerns Committee is being prepared. It will be published in the near future. The report will contain the results of the study and will also contain the recommendations of the committee. It is hoped that the report will be of interest to all those who are concerned with the welfare of the community.

Respectfully,  
Chairman

Chairman, Social Concerns Committee  
1947

1947

1947

- Committee on
- Functional Policy
- Law and Order
- Judicial
- Planning
- Finance
- Physical Plant and Space Allocation
- Library
- Research
- Equal Employment Opportunity for Women
- Monroe
- Business and Rules
- Committees
- Academic Freedom and Responsibility
- International Education



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Department of History  
614 Social Sciences  
267 19th Avenue South  
Minneapolis, Minnesota 55455

SEP 11 1981

September 10, 1981

Professor Douglas C. Pratt, Chair  
Senate Consultative Committee  
220 Biological Sciences Center  
1445 Gortner Avenue  
St. Paul, MN 55108

Dear Professor Pratt:

I am writing to acknowledge receipt of your letter, together with communications from Dannis Watson and W. Albert Sullivan, concerning the Student Course Information Project.

I will be happy to have SCEP talk about this again this year and to make a report to the Facilitative Committee. However, if was agreed in 1980 that the project deserved a trial period lasting until 1982 before any determination of its success could be reached, and I feel sure that, barring any initiative from Central Administration or the student government to rescind funding, we would honor that commitment.

Frankly, I think that many of us share the reservations expressed by Dean Sullivan, but we are aware that a lot of time and thought have gone into the project and we would wish to give it a fair opportunity to prove its worth. I might add, in passing, that the course evaluations are most likely to be of use to undergraduate students, especially newcomers who do not have the benefit of "grapevine" evaluations. So I am somewhat surprised that the Medical School would feel any reason to be directly involved.

Yours sincerely,

Stanford E. Lehmburg  
Chairman, History  
Chairman, SCEP

September 8, 1981

Professor Stanford Lehmborg, Chair,  
Senate Committee on Educational Policy  
History Department  
614a Social Sciences  
West Bank, Minneapolis Campus

Dear Professor Lehmborg:

On behalf of the Senate Consultative Committee I am forwarding to you communications from Albert Sullivan and Dennis Watson regarding support for the Student Course Information Project. As you are aware, the Senate on March 29, 1979 approved the motion brought by the Educational Policy Committee to authorize a program of course-teacher evaluation by students, and on February 14, 1980 accepted SCEP's recommendation to continue the project through 1983, with SCEP commencing its evaluation of the project following the 1981-82 year.

Perhaps at a meeting of the Facilitative Committee this year you could discuss SCEP's preliminary assessment of the project and the extent of reports of approval and of criticism which have reached you.

Sincerely,

Douglas C. Pratt, Chair,  
Senate Consultative Committee

DCP:mbp

Enc. (5)

cc with Senate minutes enclosed:  
Dennis Watson  
W. Albert Sullivan



February 15, 1981

Professor Howard Lehman - Chair  
Senate Committee on the Social Sciences  
History Department  
614 Social Sciences  
West Hall, Mississippi State

Dear Professor Lehman:

On behalf of the Senate Committee on the Social Sciences I am forwarding to you communications from Albert Sullivan and Howard Lehman regarding support for the Social Sciences Information Project. As you are aware, the Senate on March 22, 1977 approved the plan brought by the Information Project Committee to support a program of course-referenced evaluation by students, and on January 14, 1980 accepted Senate recommendations to continue the project through 1983, with SOPE commencing its evaluation of the project following the 1981-82 year.

Perhaps at a meeting of the Facilitative Committee this year you could discuss SOPE's preliminary report. It is project and the extent of reports of approval and criticism which interested you.

Sincerely,

Howard E. White, Chairman  
Senate Committee on the Social Sciences

DOE:mpg  
(2)

cc with Social Minutes enclosed  
Bernie Eaton  
Albert Sullivan



UNIVERSITY OF MINNESOTA  
TWIN CITIES

SEP 02 1981

Department of Microbiology  
Medical School  
1060 Mayo Memorial Building, Box 196  
420 Delaware Street S.E.  
Minneapolis, Minnesota 55455

August 31, 1981

Dr. Douglas C. Pratt  
Professor and Head of Botany  
Chairman, Senate Consultative Committee  
220 Bioscience  
St. Paul Campus

Dear Doug:

Confirming our phone conversation this morning, attached please find letter from Dr. Sullivan and a copy of the Course Guide in question. Will you please submit his letter to the proper committee of the Senate and also discuss it in the Senate Consultative Committee? I would also add that I concur wholeheartedly with Dr. Sullivan's position.

Sincerely yours,

Dennis W. Watson  
Regents' Professor and Head

DWW:p  
Enc

CC: W. Albert Sullivan, M.D.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Office of Admissions and Student Affairs  
Medical School  
Box 293 Mayo Memorial Building  
420 Delaware Street S.E.  
Minneapolis, Minnesota 55455

(612) 373-8091  
Offices at 3-100 Owre Hall

August 19, 1981

Dr. Dennis Watson  
Regents' Professor  
Department of Microbiology  
Box 196 Mayo Memorial

Dear Dennis:

Not knowing quite which way to turn, but recognizing you as one of the members of the University Senate representing the Medical School, I'm asking for your help concerning the Student Course Information Project.

To refresh your memory, this is a project authorized by the University Senate in 1979 in which courses are evaluated by students and the information compiled is included in huge books made available for students.

I don't know whether you've had a chance to see any of these books or not; the cost of them (they run several hundred pages) must be prodigious.

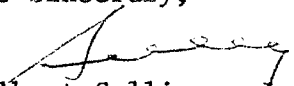
The whole concept is one that I find offensive because of its lack of scientific validity and at a time when there is severe fiscal retrenchment necessary in the University, the enclosed brochure indicating that \$50,000 has been spent on this project offends me.

As you are well aware, \$50,000 is the direct cost. The amount of money and time expended by other agencies, departments, sections, and divisions of the University must have added an almost equal amount to that.

I'm not at all sure that the University can afford this program of doubtful value at this time.

As one of our Senators, I'm not certain exactly which should be taken in this situation. Knowing of your knowledge of the workings of the University, I present the problem to you asking for your assistance.

Yours sincerely,

  
W. Albert Sullivan, Jr., M.D.  
Associate Dean  
Associate Professor of Surgery

WAS/jlh

See  
BACK PAGE

# COURSE GUIDE\*

\*Abridged version

Course descriptions and evaluations  
to aid in course selection during 1981-82,  
University of Minnesota, Twin Cities Campus

## STUDENT COURSE INFORMATION PROJECT

Sponsored by Student Government  
and the Offices of the Vice Presidents  
for Academic and Student Affairs

See page 4 to learn about more complete COURSEGUIDE

TUES

## Background on course information project

The most extensive course information yet compiled in a single publication is available to Twin Cities campus students through the 1981-82 COURSEGUIDE produced by the Student Course Information Project (SCIP).

Course descriptions and student opinions have been collected for 789 courses in more than 85 departments in 11 colleges. The number represents about a five percent increase over last year, the first full year of the project.

### SCIP is joint effort

SCIP originated through study and discussions among students, faculty members, and University administrators, and was authorized by the University Senate in 1979. It is believed to be the first project of its sort in the nation to be conceived and carried out through such active student-faculty-administration cooperation.

The project is governed by a faculty-student committee appointed by the Vice President for Academic Af-

fairs in consultation with student government. The committee is chaired by Jim Anderson, CLA student. Faculty members are Ellen Betz, Student Counseling Bureau; Donald R. Browne, Speech-Communications; David Cooperman, Sociology; Jerome Gates, General College; Robert Hanson, School of Management; and Leslie King, General College. Student members, in addition to Anderson, are Steve Ansolabehere, Orhan Arkan, Julie Bates, Roger Peters, Kathy Watson, and Connie Young.

Kenneth O. Doyle, research associate with the Measurement Services Center, manages the project. Gisele Nelson is in charge of day-to-day operations; she has been assisted on a part-time basis by Lenore Bergin, Guy Wheelock, John Welna, Tom Paul, Lisa Roy, and Susan Lundy. Darwin Hendel, research associate with the Measurement Services Center, is conducting evaluations of the project's use and effectiveness. Editorial services are provided by Nancy A. Peterson, communications coordinator with the Center for Educational Devel-

opment, with part-time assistance by Joan Poritsky.

Members of the Student Services committee of the Minnesota Student Association played an active role in the project during the year, providing information, ideas, and assistance. Several individuals have become members of the project governing committee.

### Costs, governance shared

Financial resources available to the project during the past year totaled \$50,000. Half was contributed through the student services fee and half from the University administration.

Much of the governing committee's attention during the year was focused on efforts to increase the visibility of SCIP among students and faculty. SCIP staff members estimate that most Twin Cities campus departments for which SCIP is appropriate are now participating in the project. Efforts will continue during the coming year to increase the number of courses to be included in next year's COURSEGUIDE.

## 1981-82 COURSEGUIDE

Student Course Information Project  
University of Minnesota  
3300 University Avenue S.E.  
Minneapolis, MN 55414

DR W ALBERT W SULLIVAN JR  
SURG  
BX282 MAYO U OF M  
MPLS. MN 55455

**UNIVERSITY OF MINNESOTA**  
**SENATE**  
**MINUTES**

**March 29, 1979**

The third meeting of the University Senate for the year 1978-79 was convened in the auditorium of Nicholson Hall on Thursday, March 29, 1979. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 139 voting members of the faculty, 44 voting members of the student body, 1 member of the Council of Academic Officers, and 48 nonmembers. President C. Peter Magrath presided.

The following items were considered, and action was taken as indicated.

**I. MINUTES FOR FEBRUARY 15, 1979**

**Action (5 minutes)**

*Approved following amendment to abstract  
indicating that Jim Clark was not a  
student senator.*

**II. SENATE AND UNIVERSITY COMMITTEES, 1978-1979**

**Action (5 minutes)**

SENATE COMMITTEE ON EDUCATIONAL POLICY: Add Julie Sellgren, UMD student.  
COUNCIL ON LIBERAL EDUCATION: Add Joseph Bonyata, student.  
UNIVERSITY COLLEGE ASSEMBLY: Add Perry Blackshear, Roger T. Johnson, Roger Jones, Joseph Mestenhauser, Donald Ross, John Webb, Roger Young.

*Approved*

**III. SENATE COMMITTEE ON EDUCATIONAL POLICY**

**EVALUATION OF TEACHING**  
**(30 minutes)**

**MOTION:**

Be it resolved that the University Senate adopts the following section as elaboration and clarification of the 1974 Senate Policy on the Evaluation of University Teaching:

A new course-teacher evaluation document is authorized which will be available to students and faculty for guidance in course selection. To implement this authorization:

1. A board shall be established through the Office of Academic Affairs and Student Government, consisting of students, faculty, and administration. The purpose of this board shall be to:
  - a) set the specific goals and purposes of the above authorized project.

- b) implement and oversee the project and represent the interests of all individuals affected by the project.
  - c) establish and supervise the funding and management and dissemination of the results of the project.
2. Inclusion of results on particular courses and teachers will be at the voluntary discretion of the teachers involved.
  3. A course-teacher evaluation vehicle designed for student advisement of course selection may be inappropriate for promotion, tenure, and merit considerations, and any such use should be very carefully considered. Therefore, approval by a college's faculty operating via its normal governance procedures is required before inclusion of results of the board-administered evaluation may be permitted in a faculty member's file for the purposes of promotion, tenure, and merit decisions.
  4. The costs involved in the project will be borne jointly by the Office of Academic Affairs and by the Student Government.
  5. Progress of the evaluation project shall be accomplished by annual reports from the board to SCEP.

**INFORMATION:**

In the process of a major review of progress toward fulfilling the recommendations of the 1974 Senate Policy on the Evaluation of University Teaching, SCEP has become convinced that one aspect of the policy should receive additional support now. There has long been concern at the University of Minnesota for providing students better information that will enable them to make informed decisions about course selection. Both in the past and recently students have repeatedly expressed a need for a course-teacher evaluation for the specific purpose of advisement on course selection. While such a vehicle — a course-teacher evaluation — is but one of a large number of guides that can exist in a complex university, SCEP is convinced that a properly designed properly safeguarded published evaluation would provide major benefits to advisement on all campuses of the University of Minnesota — both to students individually, and to faculty advisors of students. To gain general acceptance, such a vehicle will have to have built into its function means for timeliness, continuity, and validity of purpose and expertise. In short, it must be the product of a sustained, cooperative venture — a truly collegial enterprise of students, faculty, and academic administration. As stated at the outset, SCEP is presently attempting an ongoing, comprehensive progress report on the 1974 policy, and the report and SCEP's recommendations on it will follow later. In order to promote one specific of that report in a timely fashion, however, SCEP recommends for action the foregoing resolution.

**DONALD R. BROWNE**  
Chairman

*Approved*

**IV. UNIVERSITY COMMITTEE ON BUSINESS & RULES**

**CONSULTATIVE COMMITTEE MEMBERSHIP**  
(15 minutes)

**MOTION:**

To amend Senate Bylaws regarding membership of the Senate Consultative Committee, Article III, Section 4, by addition of Subsection 3 as follows:  
The campuses of Crookston and Waseca will be afforded membership in the following manner:

1. One student member from Crookston in even numbered years.

- 3) We recommend that the University undertake a systematic study of the magnitude of the needs of handicapped students in terms of: 1) numbers of students to be served, 2) types of programs and services needed, and 3) budgetary resources required to provide the needed programs and services.
- 4) We further recommend that projections concerning changing needs of handicapped students over the next five years be employed in establishing timetables for implementing recommendations calling for new support services, research, and training activities.
- 5) Finally, we call special attention to the two final recommendations in the report. These call for the University to seek state and federal funding to support the variety of training, research, and technical assistance activities which will be required to meet the needs of the handicapped. We concur with the Committee on the Handicapped that, "Simply absorbing the costs involved into present departmental budgets is highly undesirable, especially at a time when many departments are being asked to cut back on existing programs."

It is the intention of SCEP to give further study to the report of the Committee on the Handicapped and to bring specific motions for action at a later meeting after members of the Senate have had an opportunity to study the document in detail.

**JAMES S. TERWILLIGER**  
Chairman

*Accepted*

## **VI. SENATE COMMITTEE ON EDUCATIONAL POLICY**

### **STUDENT COURSE INFORMATION PROJECT**

#### **Reported for Information**

On March 29, 1979, the Senate adopted a motion authorizing a new course-teacher evaluation document designed to provide information to assist students in course selection. The Student Course Information Project (SCIP) was initiated on a pilot basis during spring quarter, 1979. An ad hoc task force consisting of three students and three faculty members was appointed by Vice President Koffler in consultation with student government representatives. The members of the task force were: Robert C. Brasted, professor of chemistry, Institute of Technology; Nell Costello, student, School of Nursing; Richard L. Purple, professor of physiology, Medical School; Kenneth Rosenblum, student, College of Liberal Arts; Patricia B. Swan, professor of food science and nutrition, College of Home Economics; and Stephen Tillitt, student, College of Liberal Arts. James H. Wertz, Director of the Center for Educational Development, served as non-voting chairman of the task force.

A support staff worked with the task force to develop trial versions of two instruments: the Course Information Profile (CIP) completed by the instructor and the Course Opinion Profile (COP) completed by students. These instruments were administered in 306 course sections taught by faculty members from 12 departments during the spring quarter.

Information gathered during the spring was distributed to students and advisers in two ways: in a bound comprehensive report and as an eight-page newsprint report designed to call attention to the comprehensive report. Copies of the comprehensive reports were available for reference at various locations on campus and 40,000 copies of the newsprint report were distributed to faculty and students.

An evaluation of the pilot project has been conducted by the Measurement Services Center in an effort to assess the efficiency and effectiveness of the data collection instruments and reporting procedures. Results of this evaluation are generally quite positive. Studies of the extent to which students and their advisers use the information in the comprehensive report as a basis for program planning and course selection are currently being conducted.



A report of the ad hoc task force was presented to SCEP in November. That report contained several recommendations concerning the future of the project. Following discussion of the ad hoc task force report at the December 6, 1979, meeting of SCEP, the following recommendations were unanimously endorsed:

- that the Student Course Information Project (SCIP) be continued on as large a scale as funding will permit through 1982-83 with an extensive evaluation of the costs and benefits of the project to be conducted during the 1982-83 academic year;
- that a recommendation concerning the subsequent continuation of the project be made by SCEP after examining the evaluation for the period from 1979-80 through 1981-82;
- that the project be extended to the coordinate campuses as soon as procedures can be developed and resources assembled;
- that the two questionnaires (CIP and COP), as modified, continue to be used as the instruments for the continuing SCIP project;
- that participating departments continue to play the central decision-making role in carrying out the project by identifying courses to be surveyed, arranging for questionnaire distribution, and communicating with their faculty about the project;
- that SCIP results continue to be disseminated in ways that will maximize their utilization;
- that costs for the continuing project be borne jointly between the University administration and student government; and
- that a new faculty-student committee which reports to SCEP serve as the advisory and policy-making body for the project and oversee its operation, this committee to consist of three students and three faculty members, one of each from SCEP.

It should be emphasized that the purpose of the project is to assist students in course selection and not to evaluate individual faculty members. We remind the faculty that the motion passed by the Senate in authorizing the project contained the following provision:

"A course-teacher evaluation vehicle designed for student advisement of course selection may be inappropriate for promotion, tenure, and merit considerations, and any such use should be very carefully considered. Therefore, approval by a college's faculty operating via its normal governance procedures is required before inclusion of results of the board-administered evaluation may be permitted in a faculty member's file for the purposes of promotion, tenure, and merit decisions."

**JAMES S. TERWILLIGER**  
Chairman

*Accepted*

## VII. COUNCIL ON LIBERAL EDUCATION

### ANNUAL REPORT, 1978-79

The all-University Council on Liberal Education was established by action of the Faculty Senate in June, 1962. The Council is responsible:

... for the formation of policy, subject to Senate ratification, establishing a "floor" requirement in liberal studies for all University curricula leading to the Bachelor's degree. It shall maintain surveillance of the effects of this policy and shall propose to the Senate such extensions and modifications of this policy as seem warranted. The Council shall initiate other policy proposals or actions designed to improve the quality of undergraduate education at the University. (Handbook: "A Compilation of Rules and Procedures," University Senate, January, 1974, p. U-19.)

The Council is a standing committee of the University, reporting to the Senate and the Senate Committee on Educational Policy (SCEP); it is chaired by an associate of the Vice President for Academic Affairs with a primary concern for undergraduate education. Selected according to a formula designed to gain perspective from all undergraduate programs of the University, members participate as individuals identified by their respective collegiate administration to represent the ideas—not the interests—of their units.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

All University Senate Consultative Committee

220 Biological Sciences Center  
1445 Gortner Avenue  
St. Paul, Minnesota 55108  
Telephone (612)373-3226

August 20, 1981

President C. Peter Magrath  
202 Morrill Hall

Dear Peter:

At this advance date, the Consultative Committee requests discussion with you on three topics at our first meeting of the academic year, on September 3, from 1:15 to 3:00, in the Regents Room.

1. Search Committee, Vice President for Health Sciences. SCC would appreciate hearing what you believe the nature of the search should be, and the qualities desired in a new vice president. Attached is a list of the background material we have distributed to the SCC on the establishment of the position, on Health Sciences' administrative and governance relationships with the rest of the University, and on the recent challenging questions raised.

2. Consent Decree. Would you please give us an update on consent decree implementation, especially in the light of the charges of foot-dragging and lack of cooperation which continued to come from the Faculty Advisory Committee for Women and, to some extent, from the University Committee on Equal Employment Opportunity for Women, at least up into the July 9 Regents meetings.

3. University Budget. SCC members feel considerable concern--not to say consternation-- that, following the SCC's three meetings in the spring with Vice President Keller to discuss rational, timely planning for fiscal belt-tightening, and the SCC's somewhat reluctant acquiescence in the persuasively-argued tuition surcharge to meet the needs for library acquisitions and other equipment (called emergency needs), the administration has in the course of the summer and without prior consultation with the appropriate consulting bodies, apparently made two major retrenchment decisions (for faculty salary augmentation and support of the Minnesota Foundation), for immediate implementation.

We welcome any new or old topics you wish to raise with the committee, and may add items ourselves if time permits.

Sincerely,

Douglas C. Pratt, Chair,  
Senate Consultative Committee

DCP:mbp  
Enc: list of materials sent  
to SCC  
cc: SCC members



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St. Paul, Minnesota 55108

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SENATE CONSULTATIVE COMMITTEE  
MEETING WITH PRESIDENT MAGRATH  
September 3, 1981

The Consultative Committee met with President Magrath and Vice President Keller. Present were members Heather Bjork, Nancy Brecht, Marcia Eaton, John Howe, Dave Lenander, Marvin Mattson, Douglas Pratt, Chair, Rick Purple, Paul Quie, Dennis Sargeant, Donald Spring, Patricia Swan, Kit Wiseman, and Virginia Iverson substituting for Jim Brewer of Waseca. Guests were Carol Pazandak, Jim Borgestad, Cherie Perlmutter, Maureen Smith, Marc Perrusquia, and Tracy Allen.

1. Search for Vice President, Health Sciences

A search committee has been appointed using the recommendations of the SCC and other individuals.

There may be some operative changes in the duties of the Vice President for Health Sciences, but in general the position has been good for the University.

The qualifications for the position will include: competence that incorporates an understanding of the University as a whole as well as the field of Health Sciences, the ability to work with people from all areas of the University, and high ethical standards.

2. Consent Decree

Hand-out - Vice President Hasselmo's August 19 memo to the Regents Committee on Faculty and Staff Affairs, describing University implementation to date of the Consent decree.

The Administration has worked hard to implement the decree. At times events have moved slowly because it was necessary to consult carefully with the proper committees and faculty members.

It is important to remember that simply filing a claim does not mean that the claim is justified.

Discussion-

Professor Howe observed that even though the court system is predicated on adversarial strategy, the University community is not and, consequently, faculty may find the adversary role a difficult one to play or understand.

Professor Purple asked what the role of the University's Equal Opportunity Office is under the Consent Decree and whether that office had been assigned additional staff and/or budget. President Magrath replied that the office has been enlarged somewhat but that, in the main, line officers must share the burden of responsibility. Vice President Keller added that an effort is being made to document all procedures so that,

in the future, unnecessary steps can be eliminated. Also, a fast turnaround time for Form 16 has been developed so that claims can be processed quite quickly - normally within a 24 hour period.

Professor Mattson wondered if the \$800,000 spent by the U of M on lawyers' fees was not inordinately high. President Magrath replied that all Universities are spending more than they care to on lawyers' fees but that such expenditures are necessary to insure that recent legislation is faithfully and carefully administrated.

### 3. Update on the University budget.

Hand-out - Vice President Keller's August 27 letter to faculty concerning the need for retrenchment of funds.

There has been much discussion about where to go from the current fiscal year's budget. There will be a limited reallocation of resources which will assist with faculty salary increases. Also under examination are proposals for retrenchment and reallocation under the 82-83 budget.

#### Discussion-

Professor Purple asked for a definition of programmatic retrenchment, i.e., could it be construed as a euphemism for forced retirement of tenured faculty. V.P. Keller replied that there was no such implication in the term. Plans are being made, however, to formulate attractive retirement programs and to examine shifting faculty to alternate academic programs. Purple reiterated that faculty should be aware of what 'program changes' means.

Professor Pratt observed that it is now more difficult for faculty to consider retirement because of the poor state of the economy.

President Magrath commented that tenure is not the key problem. All avenues to retrenchment must be explored but without losing the faculty's morale.

Vice President Keller stated that retrenchment is necessary in order to reallocate and that phasing out some programs will mean that some new and needed programs can be created.

Professor Howe suggested that if the deans are forced to make retrenchment decisions, they will appeal to Central Administration and thus cause the University to become more centralized. Vice President Keller replied that the Administration will work hard to consult with faculty and deans before making decisions. However, the deans should be responsible for making as many of the decisions as possible.

Dave Lenander argued that it is necessary for students to participate in making decisions about program changes since they often have a good idea of the quality of the program under consideration. As it stands, students do not have much input at the deans' level and decisions are often made without any student consultation. At the moment, students have more input at the central administration levels.

### 4. Women's programs participation in the Big 10.

Vivian Barfield's resignation is not connected in any way with the decision about whether or not to join the Big 10.

President Magrath reviewed the history of his discussion with other university presidents about women's athletic programs' participation in the Big 10. He noted that the U. of Minn. has had both male and female faculty representatives to the Big 10 since the early 70's. Now, however, nine of the other universities in the Big 10 have voted to affiliate their women's athletic programs with the Big 10. If the U. of Minn. does not submit a similar vote of approval, its women athletes will not be able to participate in Big 10 events.

It is important to remember that the Big 10 is not the same as the NCAA. The Big 10 is completely under the supervision of its university presidents, faculty representatives and coaches.

The meeting was adjourned at 3:15 p.m.

Respectfully submitted,

Allen Helmstetter  
Secretary



UNIVERSITY OF MINNESOTA

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

August 19, 1981

TO: The Committee on Faculty and Staff Affairs

The Honorable Charles H. Casey  
The Honorable William B. Dosland  
The Honorable Verne Long  
The Honorable Charles F. McGuiggan  
The Honorable Mary T. Schertler  
The Honorable Michael W. Unger

FROM: Nils Hasselmo, Vice President, Administration and Planning

*File Hasselmo (a.k.a.)*

My purpose in writing is to respond to some questions raised by members of the Faculty and Staff Affairs Committee of the Board in connection with the presentation made to that committee by the Faculty Advisory Committee for Women (FACW) at the July meeting. Most of the issues raised by the FACW were discussed at the May 6 and May 8 hearings before the Special Masters, and at that time I responded in detail to all of those issues. (See my letter to the Board of May 14, 1981, with an attached report to the President dated May 11, 1981.) Under the rubrics that follow, I will try to provide some background and explanation for each of the most important issues. I feel that it is very important that the Board be given a full explanation of what has occurred. It is my impression that the administration has been able to establish a good working relationship with the Special Masters and the University Committee on Equal Employment Opportunity, and that there is also the prospect of a good relationship with the FACW. The issues that I will deal with below should therefore, if at all possible, be laid to rest and we should look towards the important work that remains to be done in implementing the Rajender decree in a way that will benefit both the members of the class and the University as a whole. However, if questions remain after I have provided these explanations, I hope that we can pursue them until a satisfactory answer has been provided.

Internal Procedure for Handling of Claims and Petitions.

Under the consent decree, the University is given from 120 to 180 days (depending on the nature of the claim) to review claims internally before they can be appealed to the Special Masters. The procedure that is used is outlined in the attached flowchart. Briefly, a claimant files a claim with the Special Masters who then forward the claim to the University Attorney's office. The claim is then reviewed by Academic Affairs and the office of Equal Employment Opportunity (EEO office) and eventually a recommendation is submitted to my office for discussion with the President. Three courses of action can be followed by the University:

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1. The University may decide that the circumstances are such that an attempt should be made to settle the claim directly with the claimant.
2. The University may decide that some facts are in dispute and refer the claim for a hearing by an internal panel.
3. The University may decide that no further action on its part is called for and refer the claim back to the Special Masters. If the University takes no further action, or if a claimant wishes to dispute the action taken by the University, she may request a hearing on the claim before the Special Masters after the referral period has expired.

Even before the consent decree was adopted on August 13, 1980, meetings were held with the chairs of some key Senate committees (Consultative, Judicial, Tenure, and Social Concerns) in order to establish procedures for the review of claims. A comprehensive set of procedures was written up by Charles Mays, The University's attorney, and circulated to concerned parties in the University in October. At that time it was our expectation that those procedures were acceptable and that no further action would be required. No objections to the procedures were raised by any of the Senate committees that had been contacted. However, the FACW contacted the Senate Consultative Committee in a memorandum dated November 19, 1980, and raised certain objections to the internal procedures. In a letter dated November 21, 1980, the chair of the Consultative Committee wrote to me expressing certain concerns in regard to the internal procedures. The University Attorney, Mr. Tierney, then revised the procedures and issued the revision on December 9, 1980. In early January, Mr. Tierney, Mr. Mays, the chairs of the Tenure and Judicial Committees, and Mr. Sprenger, the attorney for the class, met to discuss certain aspects of the procedures. A further revision of the procedures was circulated to the relevant committees and other interested parties on January 23, 1981. After having been contacted by the FACW, the Senate Consultative Committee again relayed certain concerns concerning the internal procedures to Mr. Tierney on February 6, 1981. February 13, 1981, Mr. Thomas Tinkham, provided a revised "claim and petition procedures" document. This document, which we considered the final document, was then distributed to interested parties in the University. I also provided the FACW with 25 copies of the procedures and other relevant procedural documents (such as the rules of the Senate Judicial Committee).

On March 12, 1981, President Magrath, Mr. Tierney, and I received a letter from the FACW raising some additional questions about the internal procedures: Discussions of the procedures were begun in the Committee on Equal Employment Opportunity for Women. In response to an inquiry from the Special Masters, I transmitted the internal procedures to them on April 6, 1981. During April questions concerning the procedures were raised by the FACW with University committees as well as with the Special Masters. The final changes in the internal procedures were made in connection with the hearings before the Special Masters May 6 and 8, 1981.

I have gone into this rather lengthy explanation of how the discussion proceeded (a description that could be made much longer if I were to go into detail) in

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order to try to show how this alleged delay arose. As far as I can see, the internal procedures were in place in a timely fashion in October 1980. This was approximately two months before we received the first claims for internal review.

I think it is also important to point out what the major issues have been. They have not concerned major disagreements concerning approach or principle, as far as I can see. Indeed, two of the major issues have had to do primarily with the explicitness of the statements included.

1. The FACW insisted that the full statement from the consent decree concerning burden of proof be incorporated into the University's internal procedural statement. Our original version had included only an abbreviated version of that statement, on the assumption that the full burden of proof statement was available in the consent decree itself (a public and widely circulated document).
2. The FACW insisted that a comprehensive explanation in layman's terms of discovery procedures to be used by claimants in getting information from the University be included in the procedural statement. Our original draft included a statement about discovery but did not go into detail as to how discovery worked. Instead, claimants who contacted the University Attorney's office or the office of Equal Employment Opportunity would be given an explanation of the information that was available concerning a particular case.
3. The FACW objected to having internal tribunals for nonhiring cases appointed by the administration. This approach had been adopted after discussions with Senate committee chairs in the summer of 1980 as a means of preventing a backlog of cases in the Judicial Committee. Since all tenure and promotion claims requiring an internal panel are referred to the Judicial Committee, regardless of whether they are submitted under the decree or not, it was feared that the committee would not be able to handle its work load if a large number of nonhiring cases were also going to be referred to it. The administrative procedure for appointing tribunals for nonhiring cases was included in our procedural statement at the specific recommendation of the chair of the Judicial Committee.
4. Finally, it has been alleged that the provisions for open hearings were not incorporated into the procedural statement in a timely fashion. Those provisions were included as soon as they were adopted by the University Senate. It was clearly stated in the clarifications that the question of open hearings would be considered by the University through its established governance mechanisms. This meant that the matter had to be considered by the Consultative Committee, the Judicial Committee, and the University Senate before action could be taken. The Senate action was taken April 27, 1981, and the provisions were incorporated into the procedural statement.



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Alleged Delay in Handling Individual Claims and Petitions.

As I indicated earlier, the University has from 120 to 180 days for internal review of claims. The University has submitted its responses to the Special Masters in a timely fashion for all claims that have come due so far. A total of 26 claims have been handled; they were all acted upon within the time limit, the last ones by June 15, 1981. Since the period June 16 through September 15 is not counted in the review periods, no additional claims will be due until the beginning of the fall quarter. There is no reason to believe that the University would not be able to respond in a timely fashion also to the other claims that have been received.

Having said this, it is important to stress that the allegations are undoubtedly based on a different perception among claimants and their advisors about what would happen during the internal review period. We assumed that when a claimant was informed by the Special Masters, as has been the case, that her claim had been forwarded to the University for review, the claimant would assume that that review was progressing unless the University contacted the claimant. In instances where the University has recognized the need to attempt a settlement with a claimant, contact has, of course, been established with that claimant or her lawyer. Unless the lawyer has failed to communicate with his or her client, every claimant for whom settlement has been or is being attempted should thus have been fully informed about where matters stood as far as the internal review was concerned. Similarly, if an internal tribunal procedure is to be used, a claimant would, of course, be informed about such procedures and any hearings that would be scheduled. So far, it has not been necessary to resort to the internal tribunal procedure. Only in those instances where the University has found it possible to return a claim to the Special Masters without further action has a claimant received no communication from the University.

There seems to have been an expectation among certain claimants that all cases referred to the University would be subject to hearings before internal tribunals. Since no tribunals have been used so far, and in spite of the fact that a number of contacts have been made for the purpose of settling claims, it is understandable that some claimants may have felt that nothing was happening.

This is clearly a shortcoming of our early procedures. We have taken appropriate steps to remedy this situation. A claimant now receives a letter from the University acknowledging receipt of her claim from the Special Masters, with a statement indicating that the University is proceeding to review the claim. If settlement is attempted or a tribunal established, the claimant will, of course, be informed about the steps the University is taking. In cases where the University sees no reason to take further action, the claimant will be informed about this decision and invited to meet with a representative of the office of Equal Employment Opportunity and/or Academic Affairs to discuss the University's decision. It is hoped that this will avoid any feeling among the claimants that their claims are not being acted upon in a timely fashion.

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Alleged Delay in Establishing the Committee on Equal Employment Opportunity for Women (CEEOW).

The consent decree requires the University to establish a University committee on Equal Employment Opportunity for Women. The purpose of the committee is to consider any policies and/or practices of the University that have a bearing on the employment situation of women and to make recommendations to the President or other responsible University officials concerning such policies or practices. In a very real sense, this is also a committee that is charged with responsibility to review the implementation of the Rajender decree. The committee consists of two representatives elected under procedures established by the Special Masters and five representatives appointed by the President upon recommendation of the Committee on Committees (following normal procedures for the faculty governance system).

The reason why this committee was not established until December 1980 is that the establishment of a "University committee" requires a recommendation by the Senate Consultative Committee and approval of the University Senate. A proposal that the committee be established was submitted by the administration to the Senate Consultative Committee (SCC) early in the fall quarter of 1980. The SCC acted quite expeditiously but since the first meeting of the Senate where the appropriate action could be taken did not occur until December, the committee did not become established until that time. The committee held its first meeting on January 29, 1981, at which time the University Attorney, Mr. Tierney, the EEO officer, Mrs. Williams, Dr. Robinett, from Academic Affairs, and I met with the group to review its responsibilities and to inform it about procedural matters. The committee then began to hold regular meetings.

The alternative to the course of action that was followed would have been to establish the committee by administrative fiat. Since we were under a court order to do so, this course of action was clearly feasible. The reason we chose to establish the committee through the regular governance system was a desire to implement the decree through already established channels to the greatest extent possible. The decree does not envision a one-time effort to deal with discrimination but rather the establishment of a system that will become a regular part of the University's administrative and governance systems. The potential loss of time seemed to us to be worth the gain in legitimacy.

Allegations that the University has not Responded to Requests for Information.

From the beginning, the University has been prepared to respond to all legitimate requests for information on the part of claimants. In order to avoid uncontrolled searches of departmental and collegiate files, we have insisted that all requests for information should be channeled through the University Attorney's office or the EEO office. I think that we can legitimately be blamed for not having distributed the procedures that were established to handle information requests early and widely enough. However, since last spring they have been well publicized and are available both at several central offices and at the offices of the provosts on the coordinate campuses.

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Two issues have turned out to be important in the handling of information requests. One of them is the sheer bulk and work load involved. Some of the requests that we have received have required as much as 25 hours of staff time for a single question. Every effort has been made to respond in a timely fashion but in spite of some increases in staff, it continues to be a major problem to be able to provide very extensive documentation from highly decentralized files. The provision that the three summer months would not count in the days allowed for internal review has turned out to be extremely important. The faculty in many academic departments have nine-month appointments, and it is thus simply not possible to acquire certain kinds of information during the summer months. The work involved often requires reviews of extensive search committee files as well as review of the hiring pattern in a particular department over a period of about a decade. However, so far I am not aware of any serious delay in providing requested information.

The second point is a legal point. We were advised by legal counsel that information that was not considered public under existing statutes could not be released to claimants without a specific court order. Since the Special Masters have now ordered us to release curriculum vitae, including information that is not declared public by statute, this question has been resolved. In one particular case, where the request was for release of teaching evaluations and other information concerning the members of a particular unit, a specific order by the Special Masters has been requested and received.

#### Allegations of Individual Intimidation and Harassment.

In hearings before the Special Masters, and at other times, it has been charged that women seeking to exercise their rights under the consent decree have been harassed or intimidated. I have informed the Special Masters that we would investigate any charges brought to our attention. President Magrath sent a letter to deans, directors, and department heads, and published a letter in the Daily, making clear that any harassment or intimidation was intolerable. He and several members of his administration have repeatedly made the same statements in appropriate contexts. All instances that have involved named faculty members have been investigated by our EEO office and Academic Affairs. While these investigations have unearthed some serious misunderstandings on occasion, they have not so far revealed any instances of intimidation or harassment. We will continue to take immediate action when such cases are brought to our attention. Unfortunately, rumors have been more prevalent than specific allegations that can be investigated.

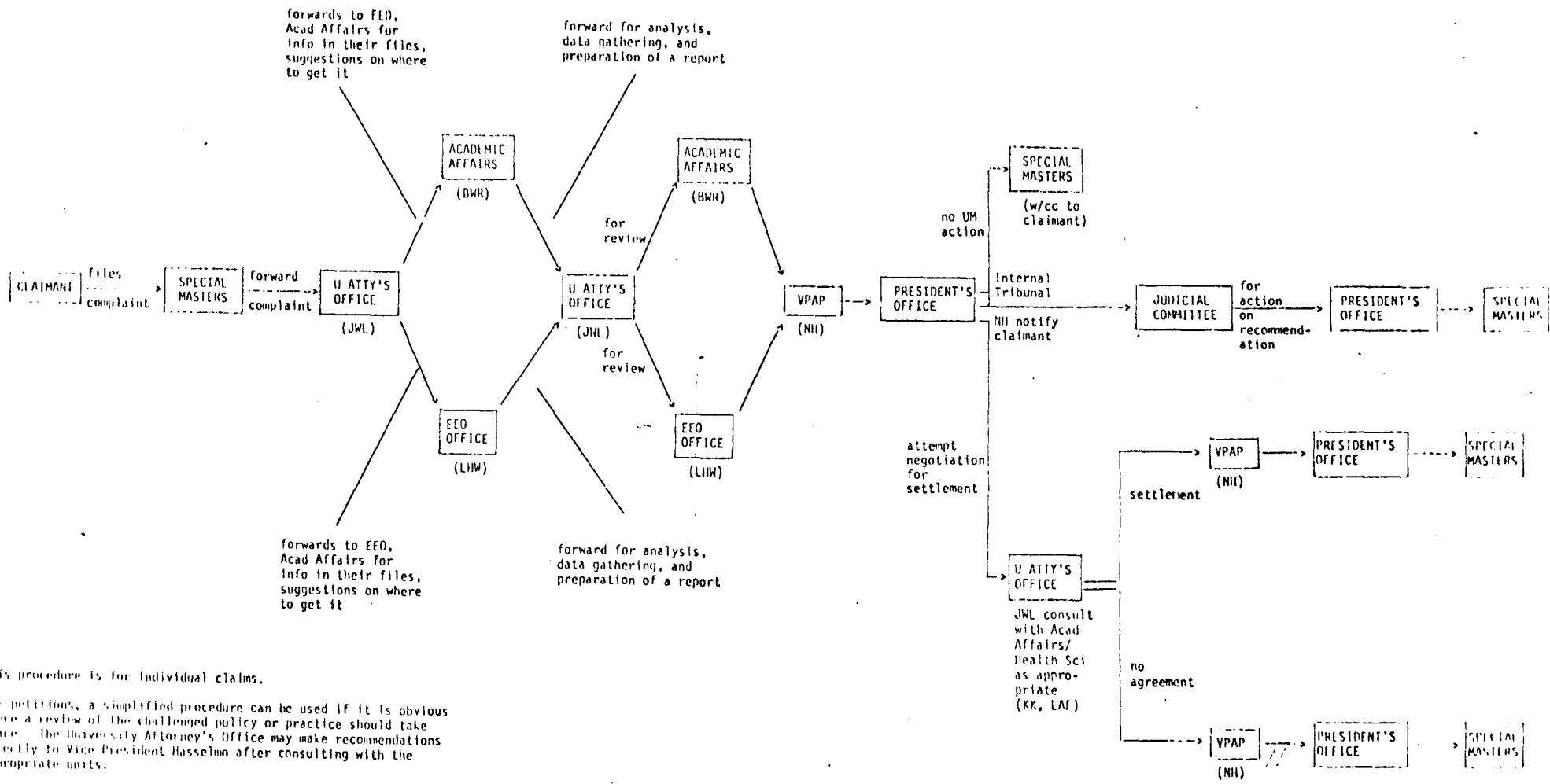
I hope that this information will be of interest to you. If you have any additional questions, I will be glad to try to answer them.

pw

cc: C. Peter Magrath  
University Vice Presidents  
Dr. Betty W. Robinett  
Mrs. Lillian H. Williams  
Mr. R. Joel Tierney

Other Members of the Board of Regents  
Duane A. Wilson

Encl.



This procedure is for individual claims.

For petitions, a simplified procedure can be used if it is obvious where a review of the challenged policy or practice should take place. The University Attorney's Office may make recommendations directly to Vice President Basselmo after consulting with the appropriate units.

# Faculty Advisory Committee for Women University of Minnesota

9 Clarence Avenue S.E.  
Minneapolis, Minnesota 55414

(612) 376-9909  
373-2263

September 6, 1981

*Enclosed is a letter which was sent to the Regents 9-6-81. Please distribute to the Senate Consultative Committee. Thank you. Lois Erickson alk*

This letter is written to encourage you to undertake a thorough review of all relevant information and the University's affirmative action principles in deciding whether to appeal the Gleason case to the Eighth Circuit Court. We, the members of the Faculty Advisory Committee for Women, recognize that as a Regent of this University you bear the heavy responsibility of exercising careful, independent judgment on this complex issue. We trust that in your thorough study of this case you will include the enclosed Memorandum In Support of the Special Masters' Findings and Conclusions in your thoughtful readings. It is important that those of you who are actually making the decision whether to appeal personally review the details of the case, rather than merely relying upon the recommendations of others. Only in this way can you have a real understanding of the operation of the University as it impacts upon individual women claimants.

The purpose of this letter is to outline three considerations which should be included in your review. The first relates to your role as Regents in making this decision. The second is a concern with the University's unwarranted resistance to the resolution of documented discrimination claims. Our third consideration is the financial costs to the taxpayers of Minnesota for this unwarranted resistance.

First, we ask that you reflect upon the special role of the Regents in the University's resolution of discrimination claims. We strongly affirm your active participation in this process. Too often in the past the legal decisions on University human rights cases have been made by administrators who, unlike Regents, can act in an environment often free from public scrutiny. In your signing of the Rajender consent decree you have taken historic leadership in implementing a policy of non-discrimination. In this decree you have, on behalf of the University, undertaken to remedy any discrimination found by an impartial panel. Thus the appropriate role for the University Regent in reviewing plaintiffs' cases under the Consent Decree is not an adversarial one. Your role is that of an advocate for justice.

Secondly, in this role as advocates for justice, the Regents should want to halt the pattern of the University's unwarranted resistance to the resolution of documented discrimination claims. In the Gleason case, as in cases in the past, the administration is attempting to delay the implementation of sound and appropriate relief.

In the Gleason case we have a finding of discrimination by a panel of impartial Masters as agreed to by the Regents in the Consent Decree. These findings of fact represent careful, reasoned decisions by Masters who hold qualifications of competence, integrity, and solid experience. Three points need to be stressed regarding their findings in the Gleason case. a) The Federal Rules of Civil Procedure require that the findings of fact of the Masters shall be accepted by the Court "unless clearly erroneous." In the light of the evidence documented in the enclosed Memorandum, it is obvious that their findings were not "clearly erroneous"; b) the Masters' detailed, impartial finding of fact reflected a standard for weighing evidence that far surpasses the standards used in the annual routine selection, promotion, tenure, and salary decisions occurring within the regular University system; and c) Dr. Gleason is a highly competent, appropriately qualified person for the position in question. Her superb research, teaching, and service records were acknowledged by both parties in this case. (In addition, Dr. Gleason has the ability to bring into this University \$50,000 to \$80,000 annually in research grants.)

Our third consideration is that you should be greatly alarmed about the financial cost to the people of Minnesota caused by the Administration's unwarranted resistance to resolution of cases in which discrimination has been documented. We have sought from the University concrete figures for the dollars that have been expended fighting sex discrimination cases. The only figures released thus far by the University are those presented at the June 1981, Regents Meeting. An estimate of \$800,000 for, total, '80-81 legal fees was given. This estimate is conservative since not all legal services were tallied and the University hospital's legal costs were not included. Of \$800,000, \$650,000 was said to have been allotted to payment of outside counsel.

Since the matter of public money spent on fighting documented discrimination cases is an ethical issue, we have begun to estimate the money spent by the University on such litigations. Our partial estimate to date includes:

220,000	Counsel for the University in Rajender litigation
1,200,000	Sprenger law firm fees for Rajender litigation
500,000	Fees for law firm preceding Sprenger in Rajender litigation
100,000	Settlement to S. Rajender
100,000	Fund set aside for salary of Law Clerk to Special Masters, and related expenses
60,000	University lawyers in R. Rubin litigation
15,000	Unsuccessful appeal to 8th Circuit Court in R. Rubin litigation
60,000	University lawyers, Special Masters, court costs in F. Gleason litigation
10,000	Counsel for the University's fees, Special Masters, claimants' lawyers fees in University's unsuccessful actions in the cases of S. Azar, L. Debeau-Melting, P. Faunce
10,000	Counsel for the University's fees, Special Masters, hearing costs in May 6 and May 8, 1981, hearings before the Special Masters
<hr/> Total	
2,275,000	
estimate	

We consider this a partial and very conservative estimate of monies spent (or owed) by the University in litigating sex discrimination costs to date.

In several of these instances, the legal fees were expended in support of blatantly obstructionist positions taken by the University administration. In one of these cases, even the Special Masters described the University's legal arguments as "frivolous." All of these expenses and the expenses of the May 6th and 8th hearings could have been avoided by a responsible, timely decision by the University.

A pattern of University handling of discrimination cases is emerging which is extremely costly to the University and the people of Minnesota. The pattern consists of discrimination charges being responded to by defensive measures designed to withhold evidence, deny the fact of discrimination and delay its remediation. In the cases where the victims are courageous and take their cases forward for legal review the University attorneys litigate to the end -- in spite of solid documentation of discrimination. The cost in personal agony and career-interruption to the victims, the loss of their scholarship to the people of Minnesota, and the expense of the unwarranted legal fees must all be considerations in your reviews of these human rights cases.

The Faculty Advisory Committee intends to pursue its effort to obtain full documentation of the University's spending to combat sex discrimination claims and to assure that these facts are presented to the public and the state legislature. These expenditures are particularly disturbing at a time when the University is having to cut back on its basic educational and research services because of limited funds.

In conclusion, we ask that in your role as Regent and advocate of justice you put an end to the University's unwarranted resistance to documented cases of sex discrimination and the costs incurred by taxpayers for legal proceedings to promote that resistance. We trust that your review of the facts of the Gleason case and the considerations we have outlined here will lead you to conclude that the University should not undertake an appeal of the Gleason judgment to the Eighth Circuit Court of Appeals.

Sincerely,

V. Lois Erickson, Acting Chairperson  
for the Faculty Advisory Committee  
for Women

VLE:nah

AUG 12 1981

University Committee on Equal  
Employment Opportunity for Women  
c/o Dr. Shirley Moore, Chair  
Institute of Child Development  
51 East River Road  
Minneapolis, Minnesota 55414  
August 7, 1981

Vice President Kenneth Keller  
213 Morrill Hall  
University of Minnesota  
Minneapolis, Minnesota 55455

Dear Vice President Keller:

Under the Rajender Consent Decree, the Equal Employment Opportunity for Women (EEO) Committee is charged with the responsibility of reviewing the University's progress in implementing the terms of the decree and of consulting with University officials about any problems in implementation. We are writing to you because we believe that your conduct at the Senate Consultative Committee (SCC) on June 18, 1981 was inappropriate and was inconsistent with the University's responsibilities under the Consent Decree.

The members of the EEO Committee read with concern the reports in the press concerning the SCC meeting of June 18th at which the injunction proceedings, then pending before the Special Masters, involving Professor Patricia Faunce were discussed. Out of this concern, the EEO requested a copy of the minutes of that SCC meeting. These minutes were reviewed by the EEO at its meeting on July 16, 1981.

The minutes of the SCC indicate that you came to that Committee to suggest that its resolution concerning funding for the Faculty Advisory Committee for Women had caused problems for the University in its dispute regarding a single quarter leave for Professor Faunce. The minutes report that you distributed to the members of the SCC several sets of correspondence concerning the dispute arising out of Professor Faunce's single quarter leave request. The minutes further indicate that you requested the SCC to take a position before the Special Masters on the legitimacy of Professor Faunce's single quarter leave request.



Vice President Kenneth Keller  
August 7, 1981  
Page Two

By unanimous resolution passed at its July 16th meeting, the EEOC considers your conduct at the SCC meeting to be inappropriate in two respects. First, we consider it inappropriate for a University official to present the file of an individual Rajender claimant to faculty members and students unless the permission of the claimant has first been obtained. Second, we consider it inappropriate for a University official to request a committee, which is not charged with any responsibility for the resolution of individual Rajender claims, to take a position on the merits of a claim.

We are concerned with the impact your conduct is likely to have upon the public and Rajender claimants generally. In order for the decree to be implemented successfully, all women who believe that they have valid claims must be willing to come forward and file those claims. Your conduct is likely to suggest to a potential claimant that if she should file a claim under the decree, her personnel file may be displayed to members of University committees not involved in the processing of Rajender claims and that such committees may be asked by the University to make public judgments on the merits of her claim, without her even being given notice or an opportunity to respond. We are concerned that incidents of this kind not occur in the future.

Regardless of the nature of the motivation which led you to present this issue to the SCC and to offer an individual's file for the Committee's perusal, we are concerned with the message that this conduct necessarily conveys. If, however, you would like to explain to the EEOC Committee your reasons for this conduct, we would welcome a response from you.

Sincerely,

The University Committee on Equal  
Employment Opportunity for Women

cc: President C. Peter McGrath  
Vice President Nils Hasselmo  
Senate Consultative Committee,  
Professor Douglas Pratt, Chair



UNIVERSITY OF MINNESOTA

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

SEP 14 1981

September 8, 1981

Professor Shirley Moore, Chair  
University Committee on Equal Employment Opportunity  
for Women  
c/o Institute of Child Development  
51 East River Road  
Minneapolis, Minnesota 55414

Dear Professor Moore:

I have spent some time deciding how best to respond to the letter of August 7, bearing your return address which was sent to me by the University Committee on Equal Employment Opportunity for Women. As I understand it from the letter, Committee members had read press reports of my actions at a Senate Consultative Committee meeting and were concerned by them. However, rather than contacting me, they elected to review the minutes of the meeting as a means of establishing what had actually transpired. Based on a review of those minutes, they reached conclusions as to the facts of the matter, voted unanimously to condemn my conduct, and are now inviting me to defend or explain my actions.

I hope that perhaps by now, with the passage of some time, the Committee may realize, given the seriousness of their concern, they did not really devote enough effort to establishing the validity of the facts on which they acted. They may also realize, by this time, that in reaching judgment and condemning my actions without ever having given me the opportunity to present my side of the case, the Committee has engaged in just that kind of procedure which they fear will occur before other committees of the University with respect to Rajender claimants. If I may quote from the letter, the Committee fears that ". . . committees may be asked by the University to make public judgments on the merit of (a Rajender claimant's) claim, without her even being given notice or any opportunity to respond."

Under the circumstances, it is difficult for me to know how to respond. I do want to correct certain major misstatements of fact. The Committee's letter suggests that I presented to the Senate Consultative Committee a Rajender claimant's file and later characterizes that file as a personnel file. That is not the statement made in the Senate Consultative Committee's minutes and it is certainly not true that I made public any documents which could be considered by legal definition or by University definition to be part of an individual's personnel file. The letters which I did present were from Professor Faunce to me

Professor Shirley Moore  
September 8, 1981  
Page Two

or to Professor Werntz and letters from me to Professor Faunce or others which have been repeatedly discussed and characterized in the public press. None were Professor Faunce's private documents and none of the information would be construed as private under the State's Data Practices Act. Second, the Committee's letter states that I requested that the SCC take a position before the Special Masters on the legitimacy of Professor Faunce's Single Quarter Leave Request. I did not ask for that and I did not ask for the Committee to take a position on the merits of Professor Faunce's claims.

I have given some thought to whether or not I should now take up the Committee's offer to explain my actions. I hope you can understand that with the particular series of events that have taken place, it is hard for me to avoid reaching the conclusion that, in the most literal sense, the Committee has prejudiced the case. It does not seem to me reasonable to come before a Committee that has already rendered its judgment in order to explain my position. I mean no disrespect by this and, indeed, I sincerely believe that the Committee, upon reflection, will see the validity of that position.

Instead, I suggest that we put this incident behind us and move on to carry out the spirit and letter of the provisions of the Consent Decree with sensitivity and resolve. The need for the University community to understand the commitment of the administration to the goals of the Consent Decree is more important than my personal need to justify what I believe were appropriate actions. I hope that we can move toward those larger goals cooperatively.

Sincerely yours,



Kenneth H. Keller  
Vice President

KHK:cac

cc: Dr. C. Peter Magrath, President  
✓ Dr. Nils Hasselmo, Vice President for Administration and Planning  
Professor Douglas Pratt, Chair, Senate Consultative Committee



UNIVERSITY OF MINNESOTA

Office of the President  
202 Morrill Hall  
100 Church Street S.E.  
Minneapolis, Minnesota 55455

July 9, 1981

Dr. Douglas Pratt  
Chairman, Senate Consultative Committee  
Head, Botany  
220 Biological Sciences  
St. Paul Campus

Dear Doug:

As we discussed by telephone the other day, on Friday of this week Dr. Lyle A. French, Vice President for Health Sciences, will announce his desire to relinquish his administrative responsibilities as soon as a successor can be recommended to the Board of Regents. Since searches for major administrative positions are typically long and complex, I am anxious to have a search committee put together as quickly as possible so that they can be about their work of recommending names to me for my consideration.

As in the past, I wish to establish a representative, but not cumbersome, search committee in consultation with the Senate Consultative Committee following the procedures we have used successfully in recent years.

My hope is that the composition of the search committee could be limited to twelve persons, and it would be most helpful if SCC could provide me with six names of persons whom I could contact to see if they could serve on the committee. I would propose that you give me the names of five faculty and one student. Clearly, the student should be from the Health Sciences area, and I would propose that at least four of the five faculty names you give me ought to come from the Health Sciences, which is analogous to the pattern we followed in recently filling the position of Vice President for Academic Affairs. Since one of your colleagues, Paul Quie, is from that area, he might be a useful guide with regard to some of the faculty organizations and structures in the Health Sciences, particularly in the Medical School where the roles of department heads and clinical chiefs are extremely important.

In addition, I propose to name one University Vice President, one Regents' Professor, one Hospital Administrator, and two Deans from the Health Sciences, one of whom I will ask to chair the committee. I will also ask the Civil Service Committee to give me a name of an appropriate Civil Service representative. I am sorry to have to put this request on you and SCC during the summer months, when you are already busier than we would all prefer because of other issues and problems that continue to occupy your Committee. But I know that you will understand, and of course please give me a call if you have any questions or points you would like to pursue.

university  
of  
minnesota  
memo

AUG 31 1981

date 8-31 19 81

to Doug Pratt, Consultative Committee

from Chuck Walcott, ACIA

Attached is the memo and position statement I mentioned to you on the phone. ACIA voted June 3 to join the Big Ten - with an option to reassess after one year - by a vote of 7-3-0 (I checked the minutes on that). Prof. Charles Scott, ACIA chair at the time, can confirm this. The Big Ten having set an Oct. 15 deadline for membership, action by your Committee at the earliest possible time would be helpful. If we miss the deadline, our teams cannot compete in Big Ten championships this fall. If it would be possible to discuss the issue Thursday, perhaps Kate Mathison (Acting Director, WICA) and/or Jo-Ida Hansen would be able to appear. Charles Scott might also be willing. (Nonetheless, I apologize for the rush and disorder - I only learned of the deadline last week). In any event, were you to decide in Oct. not to pursue the matter to the Assembly, we could still get in. However, were the decision at that time to go to the Assembly, we would surely miss the fall seasons, and might jeopardize the rest as well.

It is also perhaps worth noting that the other nine women's programs have already joined the Big Ten.

Finally, concerning the item in the position statement about voting on issues involving women at Big Ten meetings - this is an ACIA prerogative, and there will be no problem at all in meeting the request of the Women's Dept.

Thanks for your attention to this,

*Chuck Walcott*

August 12, 1981

President C. Peter Magrath  
202 Morrill Hall

Dear Peter:

In response to your request of July 9, the Senate Consultative Committee has given considerable thought to naming five faculty members and one student to the search committee which will be charged with finding a successor to Lyle French, Vice President for the Health Sciences.

While the SCC has not met this summer, I solicited nominations from all the faculty members by letter. Student members undertook their own independent search. FCC members offered a number of recommendations, largely of people within the Health Sciences. On August 6 Paul, Quie, Bob Brasted and I met to consider the names proposed and to compose a tentative slate. I subsequently discussed the slate by telephone with each FCC member and made some adjustments in response to their concerns. We have reached a consensus that the names below comprise a group of high quality and as broadly representative as possible:

Robert Gorlin, Regents Professor of Dentistry  
Hugh Kabat, Associate Dean for Academic Affairs in Pharmacy  
Sandra Edwardson, Assistant Professor of Nursing  
John Najarian, Professor and Chairman of Surgery  
Richard Poppele, Professor of Physiology.

The students wish to recommend:

John Weis, medical student (612 Erie St., S.E., Minneapolis 55414).

Because we have not determined whether these people could serve, we thought it appropriate to provide you with the following alternative names in the event that one or more of the above is unable to join the committee:

Page 10

President of the United States  
Washington, D.C.

Dear Mr. President:

I am pleased to hear that you have been elected to the highest office in the land. It is a great honor and a great responsibility. I hope that you will continue to work for the best interests of the people of the United States.

I am sure that you will continue to work for the best interests of the people of the United States. I hope that you will continue to work for the best interests of the people of the United States. I hope that you will continue to work for the best interests of the people of the United States.

I am sure that you will continue to work for the best interests of the people of the United States. I hope that you will continue to work for the best interests of the people of the United States. I hope that you will continue to work for the best interests of the people of the United States.

Sincerely,  
[Signature]

I am sure that you will continue to work for the best interests of the people of the United States. I hope that you will continue to work for the best interests of the people of the United States. I hope that you will continue to work for the best interests of the people of the United States.

C. Peter Magrath  
August 12, 1981  
page 2

Ellis Benson, Professor and Head, Laboratory Medicine &  
Pathology  
Ida Martinson, Professor of Nursing  
Alfred Michael, Professor of Pediatrics.

With a unit as complex as Health Sciences, and a committee as small as twelve, it is hard to represent adequately all the unit's major interests. Therefore we would like to suggest that one of the deans you name to the committee be Lee Stauffer of Public Health. We have not included anyone from Public Health in the lists above. Dean Stauffer is highly regarded by the SCC members and was specifically recommended for the search committee by several.

Again because of our desire to include representation from as many units of the Health Sciences as possible, the SCC did not name a faculty member from outside that division. However, several SCC members have expressed their keen concern that we have not included representation from without. We therefore urge you to consider appointing one additional faculty member from another part of the University--an individual who is broadly recognized as holding foremost in his or her outlook the interests of the University as a whole. If you are agreeable to expanding the committee by one in this way, we offer our help in identifying a person ideally suited to the task.

As you are aware, I have encountered this summer much intense interest in the Health Sciences vice presidency and the structure of central administration. Our office has addumulated, in this context, documents related to the 1970 eatablishment of the position, as well as subsequent pertinent materials, which we will copy and distribute to the Consultative Committee for their consideration. Several members have already indicated that they look forward to the opportunity to discuss aspects of this office and related issues at our September 3 meeting with you.

Sincerely,

Douglas C. Pratt, Chair,  
Senate Consultative Committee

DCP:mbp

cc: members of Senate Consultative Committee



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Dr. Douglas Pratt  
Chairman, Senate Consultative Committee  
July 9, 1981  
Page Two

Inevitably, I know that the question arises as to whether the position should be filled under the current University organization. It is my strong judgment that the position of Vice President for Health Sciences is necessary and is proving to be workable. I am convinced that the good collaboration that currently exists between the Central University Officers and University units in the Health Sciences and Academic Affairs can be continued and built upon as a new incumbent steps in to replace Dr. French.

By way of information, it might be of interest that in 1977 I received a report from a Committee to review the Office of the Vice President for Health Sciences, the Committee that was chaired by Professor Lloyd Lofquist. In addition to making various comments and observations about Dr. French and his work, the Committee, which interviewed faculty and staff broadly within the entire University, concluded that the Vice Presidency for Health Sciences was an appropriate and useful structure for the University of Minnesota. In fact, the Committee learned that (data are from 1977-78), 88 out of 113 academic health centers within major academic institutions in the United States had a position with either a vice president, a provost, or chancellor for the health sciences. I am convinced that this is the right pattern for us here as well, and that the occasional issues and questions that have arisen might very well have arisen regardless of the precise structure, but that in any event we can continue to make this office work well and harmoniously both for the Health Sciences and for the rest of the University.

I should add one other point, as has been my custom, when I am at the point of interviewing the final prospects for the position, I would appreciate, as has been the case for other Vice Presidential appointments, an opportunity for the Senate Consultative Committee also to meet with the prospects and to share with me their views and assessments.

Cordially,



C. Peter Magrath  
President

CPM:kb

cc: Dr. Carol Pazandak, Assistant to the President



UNIVERSITY OF MINNESOTA

Office of the President  
202 Morrill Hall  
100 Church Street S.E.  
Minneapolis, Minnesota 55455

August 3, 1981

Professor Douglas Pratt  
Head, Botany  
Chairman, Senate Consultative Committee  
220 Biological Sciences  
St. Paul

Dear Doug:

I enclose two items pertaining to the Health Sciences position. The first is the entire committee report that was prepared by Professor Lloyd H. Lofquist. As a matter of principle, because a part of it specifically addresses Lyle French, I do not think it should be shared with the Committee, but I am happy to have you see it and ask that you return it to me marked confidential. (The only really personal section as you will see is under IV and this is what I have deleted from the report for your other colleagues on SCC.)

Second, I send along for the Committee the entire report minus the personal comments under IV. I should add that it is my intention to review the suggestions and some of the issues raised by the Lofquist study with the persons that are eventually considered for the position. I will be discussing this as well with Vice President Ken Keller.

If you have any other questions, please let me know. Otherwise, I assume that sometime after your August 17 meeting with SCC I will have names so I can move ahead and appoint the search committee.

With all best wishes.

Cordially,

C. Peter Magrath  
President

CPM:djf

Enc. Report of the Committee to Review the Office of the Vice President for the Health Sciences

*Doug - Ken will be back Wed. a.m. ; I'll ask him to call you later this week on the other matter we discussed - P.*

August 11, 1981

President C. Peter Magrath  
202 Morrill Hall

Dear Peter:

Thank you for providing copies of the Lofquist Committee report (minus Section IV) for distribution to the SCC. Thank you also for giving me an opportunity to read the complete report which I am returning herewith. Some misconceptions about the contents of the report should now be corrected.

We have had to abandon plans for an August 17 meeting of the SCC. The complexities of dealing with everyone's vacation and travel plans have simply made it impossible to get a representative turnout. Although some questions have been raised, there doesn't appear to be any serious objection to my providing you with a list of suggestions for faculty membership on the health sciences vice president search committee at this time. I expect to forward our suggestions and that of the students later this week.

Sordially,

Douglas C. Pratt, Chair,  
Senate Consultative Committee

DCP:mbp  
Enc.

January 11, 1951

Franklin D. Petter, Director  
100 North Main

Dear Peter:

Thank you for providing copies of the National Committee report (Annex Section IV) for distribution to the GDC. Thank you also for giving me an opportunity to read the report and report that I am returning herewith. Some minor comments about the contents of the report should be in order.

We have had no objection of any kind to the report as far as the complexity of dealing with a variety of medical and dental areas have simply made it impossible to put a representative turnout. Although some questions have been raised, there doesn't appear to be any serious objections to providing you with a list of suggestions for research relationships on the health sciences vice president search committee at this time. I expect to forward our suggestions and that of the students later this week.

Sincerely,

George C. Kraft, Chairman  
State Committee

GC:rbp  
Enc.

AUG 20 1981



UNIVERSITY OF MINNESOTA

Office of the President  
202 Morrill Hall  
100 Church Street S.E.  
Minneapolis, Minnesota 55455

August 19, 1981

TO: Lee D. Stauffer, Chair, Dean, School of Public Health  
Harry Atwood, Hospital Board of Governors  
James Boulger, Acting Dean, School of Medicine, University of  
Minnesota at Duluth  
Shirley M. Clark, Associate Professor, College of Education  
Sandra Edwardson, Assistant Professor, Nursing  
N. L. Gault, Jr., Dean, School of Medicine  
Robert Gorlin, Regents' Professor, Dentistry  
Hugh Kabat, Associate Dean for Academic Affairs, Pharmacy  
Stanley B. Kegler, Vice President, Institutional Relations  
John Najarian, Professor and Chairman, Surgery  
Cherie Perlmutter, Assistant Vice President, Health Sciences  
Richard Poppele, Professor, Physiology  
Dennis Watson, Regents' Professor and Head, Microbiology  
John Weis, Medical Student  
(one Civil Service staff person to be named)

Dear Colleagues:

I am writing to invite you to undertake the important assignment of assisting me and the University of Minnesota in identifying a slate of prospects from which I can select a new Vice President for Health Sciences. As you know, Dr. Lyle A. French, who has provided strong and distinguished leadership to our Health Sciences programs for many years, will be retiring from this responsibility as soon as the position is filled. Although I have not been able to speak personally with all of you, it is my hope that, despite your busy schedules, you will find it possible to accept this important assignment. If you cannot, I would appreciate your calling my assistant, Dr. Carol Pazandak, so that I can try to find replacements. As quickly as possible, we will also have a name recommended for the Committee from our University Civil Service Committee.

Dean Lee Stauffer of the School of Public Health has graciously agreed to Chair the Search Committee, and he and I will have met by the time you read this letter. As quickly as possible, consistent with summer schedules, Lee hopes to convene as many of the Search Committee members as possible. I am anxious to meet with you either at your initial meeting, or one of your early meetings, to discuss the search and our approach toward it. I hope that this will be possible prior to my leading a delegation to China in the period between mid-September and early October. If that does not work out, I will be meeting with the Search Committee as soon as convenient during October. In a few weeks I will also be having a conversation with the Senate Consultative

Health Science Vice President  
Search Committee  
August 19, 1981  
Page Two

Committee with regard to the Health Sciences Vice Presidency and the structure of Central Administration, as SCC has encountered much interest in this position and its workings.

Before I make some comments with regard to the Health Sciences Vice Presidency, there are a few important points that should be covered. It is my request that the Committee provide me with an unranked slate of outstanding prospects, and I would hope to have no less than five major prospects to consider for further interviews. The persons that are eventually interviewed by me will also meet a variety of internal groups within the University, and of course be given extensive opportunities to ask and answer questions. The Health Sciences Deans, the University Vice Presidents, the Senate Consultative Committee, and others, will all have opportunities to visit with the final prospects after the work of your Committee is completed. We all realize that major national searches such as these are complicated, but I very much hope that it would be possible for a list of prospects to be in my hands no later than February 1, 1982, sooner if possible. I know that I need not remind recipients of this letter of our University's commitments and obligations to affirmative action, but for the record wish to make that point and indicate that Ms. Lillian Williams, Director of our Equal Opportunity Office, will be invited to meet with your Committee at a very early date to review our affirmative action procedures as they apply to the work of the Search Committee. Perhaps by the time Lillian meets with the Committee, she will have also had an opportunity to review these matters with Dean Stauffer.

I am attaching to this letter a brief draft position description for the Vice Presidency for the Health Sciences. This type of statement is needed for advertising and for official purposes. However, when all is said and done, it comes down to the proposition that we all have a mutual interest in trying to identify the best possible person with excellent qualifications in the Health Sciences, a person who can provide leadership, has good human qualities, can work consultatively and collaboratively with faculty, students, and staff, and relate effectively to other senior educational leaders within the University of Minnesota. There are no magic qualifications, and no man or woman can have had a professional and life experience that has covered all bases and identifies him or her with every possible interest contained in a University as complex as ours. Moreover, important as definitions and a position description are, it is even more important to have a good person who can make such a major position one of leadership and effectiveness both on behalf of the Health Sciences areas of our University and of our total University of Minnesota.

AUG 03 1981



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Department of Political Science  
1414 Social Sciences  
267 19th Avenue South  
Minneapolis, Minnesota 55455

August 2, 1981

President C. Peter Magrath  
200 Morrill Hall  
University of Minnesota  
Minneapolis, MN 55455

Dear President Magrath:

I am taking the liberty of writing to you about the filling of the office of Vice President for the Health Sciences. Let me say at the outset, however, that my position on this question is entirely divorced from personalities; I have the highest regard for Dr. Lyle French, and my work with Ms. Charie Perlmutter led me to conclude long ago that she is an executive of rare distinction whom the University is most fortunate to have on its staff. I am confident, though, that neither of these people would expect me -- or want me -- to remain silent merely because my views on a given issue happened to be contrary to those of my friends. Bonds of genuine friendship and intellectual respect are always strong enough to permit differences of outlook to emerge.

Obviously, the question of whether the Health Sciences should continue to have a separate Vice Presidency is a matter of University-wide concern. In terms of representation and authority/power relationships, such an arrangement gives one unit of the University an advantage over the others -- more so now than initially, since the occupant of the office is a member of the important Budget Executive. The sentiments of the faculty ought to be tapped in determining whether this is the type of organizational scheme that is the most desirable as we seek to pursue the academic objectives of the University in the difficult years ahead.

In deliberating on this issue, you will, I feel sure, be taking the following points into consideration:

1. The Vice Presidential office was initially set up as a reaction to the weak leadership of President Moos. To my knowledge, there was virtually no discussion of this pattern of organization among the faculty.
2. At the time the Regents were conducting the five-year review of your administration, Regents Sherburne and Utz held a dinner meeting with the Regents' Professors. At that time the two Regents stated that the special Vice Presidency was set up to handle the problems of expansion in the Health Sciences and that it was to be temporary -- to be phased out when Dr. French retired from the post. Mr. Duane Wilson probably has information on this point.



3. The Watson Committee addressed the problem of the organization of the Vice Presidential slots, and the implication of the Report is that special vice presidencies related to subject matter areas tend to reduce the power of the Deans.

4. To have a Vice President represent one subject matter area invites other parts of the University to push for a similar arrangement. Why not have a Vice President for each of the following areas: Technology, Agriculture, Education, the Social Sciences, the Humanities, Law, and Business? There would probably have been pressure for these additional offices already had not some of the faculty realized that the arrangement for the Health Sciences was to be a temporary organizational pattern. This type of authority structure is, of course, enormously costly in monetary terms and tends to make the Deanships vestigial organs.

5. In view of the fact that subject-matter vice presidencies raise complex problems from an all-University perspective, I am sure that you will agree that the issue should be thoroughly discussed by the faculty. After all, the academic programs of the entire institution have a stake in the organizational pattern of central administration and in the decisions that emerge from it. In the case of specialized vice presidencies, not only are decisions made in asymmetrical formats, but the decisions themselves can lead to ill-balanced educational policies because the other vice presidents may find themselves reluctant to invade the turf of the vice president who represents a particular area.

Even if the arrangement for the Health Sciences had not been initially viewed as temporary, now would be an appropriate time to discuss the matter. Every large-scale organization needs to examine its organizational forms and procedures and to take stock of its resources from time to time. This is what we have been doing in our planning activities which have served to give us a sense of priorities and a better data base on which to make informed judgments. Now would appear to be a good time to discuss the issue of a Vice Presidency for the Health Sciences -- to see how well it has worked out, how it has affected educational policies, and how it stacks up along side possible alternative organizational patterns. If it is not discussed now and an appointment is made, the Vice Presidency will probably become permanent by default. This ought not to happen in an institution that is seriously committed to long-range planning.

You, Mr. President, represent the entire University. How it will develop in the future will depend in good measure upon the major decisions we are taking now. It may be unwise for the leader of the whole University to succumb to the strong pressures exerted by a single unit on a matter of such vital concern to all faculty members without having the issue discussed in open forum. I suspect that consultation with the faculty will not only result in a thorough examination of the educational problems involved, but will also lead to suggestions of alternative arrangements which, as compromises, will be reasonably attractive to all segments of the University.

Kindest personal regards and my special thanks for your consideration of this important matter.

cc: Douglas Pratt

Respectfully submitted,

*John E. Turner*  
John E. Turner

Health Science Vice President  
Search Committee  
August 19, 1981  
Page Three

I very much hope that all of you will find it possible to serve and thank you in advance. Dean Stauffer and I will be in contact with you to try to get an initial meeting put together.

Cordially,

*C. Peter Magrath*

C. Peter Magrath  
President

CPM:kb

cc: Mrs. Lillian Williams, Director, Office of Equal Opportunity  
~~Professor~~ Doug Pratt, Chairman, Senate Consultative Committee  
Dr. Carol H. Pazandak, Assistant to the President  
Mrs. Dianna Fischer, Executive Assistant to the President

Enc: Position Description

- D R A F T -

VICE PRESIDENT FOR HEALTH SCIENCES

The Health Sciences areas of the University of Minnesota are headed by a Vice President for Health Sciences. This position serves as the principal line officer for a complex, exciting array of Health Sciences educational and service endeavors. They include the College of Pharmacy and the Schools of Medicine, Dentistry, Nursing, and Public Health on the Twin Cities Campus and the School of Medicine at Duluth, as well as relatively small but important programs in such areas as Mortuary Science, Occupational Therapy, and many other allied health fields. The Vice President for Health Sciences is also responsible for the operations of the University of Minnesota Hospitals, one of this nation's leading university hospitals, and the responsibilities extend to the various affiliated hospital arrangements and the University's extensive continuing education programs in the Health Sciences.

It is the responsibility of the Vice President for Health Sciences to provide leadership and coordination to all of these areas, and to work directly and closely with the President of the University. As is the case with the other five University Vice Presidents, the Vice President for Health Sciences reports directly to the President of the University, serving both as a line officer and staff advisor to the President, and works closely and collaboratively with the other Vice Presidents. The Vice President for Health Sciences is charged with fiscal responsibility for the Health Sciences and works as a member of the Budget Executive of

the University chaired by the Vice President for Academic Affairs and including also the Vice President for Finance and Operations. The Vice President for Health Sciences has the further responsibility for reviewing and endorsing the personnel recommendations from the Health Sciences areas which then go to the Vice President for Academic Affairs, who has the final responsibility for recommending personnel matters to the President.

In filling this vital position in a University strongly dedicated to maintaining and continuing the development of its Health Sciences programs, we seek a person of proven competence in providing administrative and educational leadership. Prior administrative experience and academic achievement are essential, and we seek an individual with a strong, proven commitment to research, as well as to the education and service roles that are essential to the University's Health Sciences units. A proven ability to work effectively both within a university setting and to foster ties with academic units outside of the Health Sciences areas, as well as a commitment and record that indicate effectiveness in working externally within the state and regional community, are essential qualifications.



UNIVERSITY OF MINNESOTA

Office of the President  
202 Morrill Hall  
100 Church Street S.E.  
Minneapolis, Minnesota 55455

AUG 06 1981  
AUG 06 1981

August 5, 1981

Regents' Professor John E. Turner  
Department of Political Science  
1414 Social Sciences  
West Bank

Dear John:

I appreciate your caring enough to write so candidly and thoughtfully with regard to the Health Sciences Vice Presidential position. Certainly I know of your high esteem for the individuals involved in the office, and clearly questions of personality and the like have nothing to do with the matter. Your views are well stated and, knowing you as I do, reflect your profound concern for the well-being of the total University.

I would like to respond to your comments regarding the position, explaining why my conclusions are rather different. To begin with, it is my judgment that the Vice Presidency for the Health Sciences position has worked well for the University, despite what perceptions might be, and that it has not given any improper or undue advantage to the Health Sciences, vis a vis the other essential units of the University of Minnesota. In fact, it seems to me that the position recognizes rather openly and candidly the fact that there are certain views and interests in the Health Sciences area that need to be addressed and recognized, even as they must be coordinated and subordinated (as all programs and activities ultimately must be) to the good of the general University.

Speaking purely personally, I do not believe that either having or not having a Health Sciences Vice Presidency at this or any other University answers the question of power relationships, influence, and the like. For instance, it is true that the Vice President for Health Sciences sits on the Budget Executive, as does the Vice President for Finance and Operations, but the Budget Executive was explicitly created and structured by me so as to assert both in form and in fact the primacy of the Vice President for Academic Affairs, who serves as its chairman. There is no doubt in my mind, and I hope in those of other concerned faculty and University personnel, that the leadership of the Budget Executive flows from the chairman, and that the present incumbent, Ken Keller, is establishing a strong leadership position on these matters, precisely as I have long wanted from that office. (In fact, we are now working administratively in exploring ways to make the Budget Executive work tie in as closely as possible to the planning work that we have done in recent years, and to which you yourself have significantly contributed.) It is also clearly understood, and I have personally in various settings and at various times affirmed this point with colleagues, faculty and

Regents' Professor John E. Turner  
August 5, 1981  
Page Two

administrators from the Health Sciences, that the Vice President for Academic Affairs is the "first among equals" after the President and when I am away. This is precisely the way it should be.

It is hard for me to comment on the precise reasons that led the Regents to establish the Vice Presidency for Health Sciences many years ago since I was not here. I can assure you that I have never been informed by any Regent, including former Regents Sherburne and Utz, that the position was temporary; I have always, however, operated under the assumption that the organization of vice presidential positions as a management matter leaves considerable discretion to the President -- certainly, if I had believed that the position was unnecessary or should be phased out, I would feel that I would have the right to bring about a reorganization of the position. In the years I have been here, the question of the Vice Presidency for Health Sciences and its role and relationship vis a vis the Vice Presidency for Academic Affairs has of course come up in various settings; I have always, both in discussions with the Watson Committee, with SCC at various times, and with others, indicated that I personally believe that this kind of organizational structure makes sense for the University of Minnesota for reasons which I will try to indicate in just a moment. By the way, I should make it clear that while undoubtedly there probably would be pressure from the Health Sciences areas if an effort were made to eliminate the position, I have certainly not been subject to such pressure nor is it a factor in my view of the matter. I do know that the Health Sciences deans support the position very strongly, and I don't believe they think it reduces their legitimate power -- though that of course is something you might want to check with one or two of them yourself. I do not favor other vice presidential positions for subject areas, even though one can perhaps logically make the point that there should be vice presidencies for any number of subject matter areas. In my opinion, simply because one establishes one position if there is a rationale, does not commit oneself to taking endless other steps.

Let me indicate more positive reasons why I believe the position is important and why I wish to have it filled. Naturally, I do not want to bind the University by my various decisions and actions and certainly not future presidents who work here. On the other hand, I feel the need to try to operate the University of Minnesota in ways that make sense to me, compatible with my style, and allow me some discretion in the management of what is, as we both appreciate, an incredibly difficult and complex University. In any event, here are my major reasons for feeling as I do about the position:

1. Aside from the fact that there is a logical grouping of units contained within the Health Sciences, the functional size of the Health Sciences, including the enormous and complex Hospital enterprise, justifies a clearly identifiable senior officer (in this case a Vice President), to

Regents' Professor John E. Turner  
August 5, 1981  
Page Four

no misunderstanding with regard to the role of the Vice President for Academic Affairs and how I (and I believe the faculty) perceive the primacy of that position.

This letter has gotten to be longer than I intended, but the questions you raise are serious and substantive. While I do not want to impose on your busy schedule as you try to get various projects completed before the September China trip, I truly would appreciate a chance to sit down and discuss your concerns and views, as well as mine, further. I will contact you in a couple of days to see if it's convenient for you and me to get together for a further discussion of these matters. Meanwhile, thank you again for a thought-provoking statement of your views and concerns.

Cordially,



C. Peter Magrath  
President

CPM:ms

cc: Professor Douglas Pratt, Chairman, Senate Consultative Committee

be in charge of the day-to-day responsibilities of that area. For me it's a matter of practicality and functional size, rather than ideology. Although I do not believe that we need to do what other universities do, I do not think it is a coincidence that the overwhelming number of major American universities with Health Sciences centers are organized precisely as we are with a vice president or chancellor for Health Sciences.

2. This point relates to the above one, but it is important I think to emphasize that the University of Minnesota is one of the nation's largest universities; it is a multi-campus system and yet we are not organized as a true "system" with double layers of administrative bureaucracy. Nevertheless, the scope of our budgets, size, and involvements is staggering. To administer this kind of University and try to provide some leadership, it makes sense, at least as I see it, for me in terms of my style and way of operating, to have six vice presidents work closely with me -- despite the obvious primacy I attach and can now attach effectively to the Vice President for Academic Affairs because of the strengths and skills of the incumbent in that position.
3. Administratively, the Health Sciences Vice Presidency is a quite simple one with hardly any bureaucracy attached to it. (The bureaucracy that exists in the Health Sciences is effectively lodged in the office of the various deans and the University Hospitals.) Indeed, it is the Vice Presidency for Academic Affairs, which has, as it should, the large staff to perform its function of oversight over a whole range of faculty and academic affairs, including issues that come up from the Health Sciences area. If a future University president or University judgment were that the Health Sciences Vice Presidency ought to be eliminated, this could be done (questions of political pressure aside) rather easily from an administrative point of view -- just as this could be done with regard to the Vice Presidency for Administration and Planning and the Vice Presidency for Institutional Relations. Academic Affairs, Student Affairs, and Finance and Operations have to have large administrative structures built into those offices.

I do appreciate your point of view and your concerns, and I do feel that, even while we appear to disagree, your views are important in clarifying relationships centrally and between the Vice Presidency for Academic Affairs and Health Sciences, as the latter position is filled. As a new person comes into that position, I think it's possible to define and clarify relationships in a positive fashion so that there is





UNIVERSITY OF MINNESOTA  
TWIN CITIES

All University Senate Consultative Committee

220 Biological Sciences Center  
1445 Gortner Avenue  
St. Paul, Minnesota 55108

Telephone (612)373-3226

To: Senate Consultative Committee  
From: Meredith Poppele  
Date: August 11, 1981  
Subject: Office of Vice President for Health Sciences

Enclosed are materials pertinent to the establishment and continuance of the office of Vice President for the Health Sciences. Discussion of the position and of the search process to find a successor to Dr. Lyle French will be on the agenda of the Consultative Committee's meeting with President Magrath on September 3. Professor Pratt is this week forwarding to the President the one student name and five faculty names recommended by the SCC to serve on the search committee.

Enclosures:

1. Health Science Mission Statement and Proposed Structure and Governance as forwarded by the Senate Committee on Educational Policy to the Senate and approved by the Senate on June 5, 1970, and approved by the Regents on July 9-10, 1970.
2. Paper, "Administrative Relationships Among the Deans, Vice Presidents of Health Science Centers, the University President, the Academic and Financial Vice Presidents," by Lyle French, September, 1976.
3. Cover letter and report extracts pertinent to the VPHS office from the Committee to Review the Office of the Vice President for the Health Sciences, Lloyd Lofquist, Chair, December, 1977.
4. 3 pages from the Report of the Select Committee on Planning, Decision-Making & Consultation at the University of Minnesota, Dennis Watson, Chair, January, 1979.
5. 3 pages from University of Minnesota Health Sciences Planning Assumptions, June, 1979.
6. Correspondence between Professor John Turner and President Magrath, August, 1981.

ADMINISTRATIVE RELATIONSHIPS AMONG THE DEANS, VICE PRESIDENTS OF HEALTH  
SCIENCE CENTERS, THE UNIVERSITY PRESIDENT, THE ACADEMIC  
AND FINANCIAL VICE PRESIDENTS\*

Lyle A. French

The complexities of health sciences administration in a major university setting have been very well analyzed in the presentations of John Hogness and, at an earlier meeting, by Ed Pellegrino. The topic is not only of obvious interest to this group but is especially timely during this period of increasing demands for accountability, and during this period of greater difficulty in obtaining needed funding than during previous years of rapid enrollment growth. It is also timely because of the changes which will occur with increasing faculty participation in the decision making process.

Dr. Mou, in providing this assignment, asked that we focus on administrative working relationships -- recognizing, rather than glossing over, the abrasive issues which inevitably occur in a major university setting of diverse interests. The degree of abrasiveness involved will of course vary with the perspectives of the individuals, but some problems are inherent in the differences which exist within a university between the objectives of a health sciences complex and those of other university academic units.

My frame of reference will be the University of Minnesota. While no two organizations are identical, we suspect ours is fairly typical and we do believe that, regardless of organization, the pressure point or areas of potential conflict tend to be similar -- they relate more to the functions of health sciences units than to specific organizational forms.

The University of Minnesota is a large, land grant institution with a primary campus of over 50,000 students located in the Twin Cities -- a metropolitan area of just over two million people. Most health related programs of the University are located on this main campus in a defined area adjacent to the non-health sciences units of the University. Five thousand students are registered in the health sciences, with perhaps one-third of that total in medical school programs. Other students are registered within the Schools of Public Health, Dentistry, Pharmacy and Nursing; in addition, the University Hospitals is an integral part of the organization. We have purposefully not developed a separate school of Allied Health but rather have kept these programs within existing academic units. Close relationships and organizational ties exist with the College of Veterinary Medicine but it is not considered a component of the health sciences organization. In addition to those health sciences units on the Twin Cities campus, the Vice President for Health Sciences is responsible for a two-year medical school and a dental hygiene program at the University of Minnesota in Duluth -- a campus of 6,000 students located 150 miles north of the Twin Cities. The Mayo School is also a part of the University academic system with 160+ medical students and major medical graduate programs located in Rochester, Minnesota, 90 miles south.

A health sciences reorganization and statement of mission were adopted by the Board of Regents in 1970. This followed health sciences program and facilities planning which had taken place during the preceding three years through an interdisciplinary committee structure. The form and substance of the reorganization resulted from both internal and external reviews.

Thanks to some of you who helped us through your participation on the external study committee -- Ed Pellegrino, Bob Glaser, Bill Stewart, Matt McNulty, Al Morris -- the Regents were able to develop both an administrative structure and more importantly a set of objectives which enabled and encouraged us to focus health sciences related activities. It is important to note that these were not solely top down or externally imposed objectives but were, to a great extent, the joint product of how each health sciences unit thought the mission should be articulated and the Vice President's Office organized.

The organization is defined in the line relationship of the Health Sciences Deans and Director to the Vice President for Health Sciences, to the President and Board of Regents. The mission statement, in discussing administrative structure, points out the need for unity among the many diverse units of the University and how close interaction among the many disciplines has been an asset in developing scholastic cohesiveness. The Regents believed then, as now, that the health sciences organization and governance should exist within a university framework in order to maintain the strength of the health sciences as an integral part of the total university. I fully concur with the Regents and with John Hogness on this point even though without question conflict is more frequent with complex internal administrative relationships. This is especially true when there are differences between the basic objectives of health sciences compared to many other academic units. While decision making and priority setting occur within a base much broader than that reflected only by health sciences interests, nonetheless, the advantages of ties to other university disciplines far outweigh the complexities of multiple objectives. It is possible for a responsive health sciences organization to thrive within a balanced overall university organization.

The Regents, in creating the new administrative structure, stated that the Vice President for Health Sciences "will be the principle line officer for the Health Sciences to whom all Deans and Directors in these fields will be responsible." They also further specified responsibilities in the areas of setting objectives in conformity with the mission and in requesting and allocating health sciences resources. We all know that gaps exist between job description and job performance. The point is that it is most helpful to have the Vice President's functions written as precisely as possible so that there is an opportunity for understanding by all parties concerned.

The mission statement set some objectives and in so doing provided a focus for the Vice President's Office relating to planning for all resources, for the representation of the health sciences both internally and externally -- a time consuming and critical point -- and for the interdisciplinary development of courses and coordination among the health sciences units. The focus of the Office, therefore, is to a great extent on other than the operational aspects of the individual health sciences units, an area that will be addressed later.

We were asked to comment on central University relationships; that is, with other vice presidents, especially in the area of academic administration. The organizational form discussed by John Hogness and Ed Pellegrino also

exists at Minnesota; that is, a Vice President for Health Sciences or a "subject matter" Vice President imposed on an organization of Vice Presidents with University-wide functional responsibilities. The University of Minnesota has a Vice President for Administrative Operations, a Vice President for Finance, a Vice President for Institutional Planning and Relations, a Vice President for Academic Affairs, a Vice President for Student Affairs, as well as the Vice President for Health Sciences. There is little need to point out that inherent in this organization are potentials for competitiveness and conflict from overlapping responsibilities.

We believe that the Vice President for Health Sciences must avoid the "Super Dean" role which will occur if his Office becomes primarily an administrative layer between deans and other vice presidents with authority. This role will diminish the significance of health sciences deans and erode the effectiveness of a health sciences organization within a university. The Vice President for Health Sciences needs authority for key items such as the development of resource requests, and the defense of those requests before the President or other decision making bodies in the University. The Vice President must have the authority for allocation of health sciences resources among health sciences units and the authority for final recommendations to the President regarding personnel matters such as appointments, tenure, salaries, as well as programmatic matters.

The circumstances of the past several years, largely national, have in our opinion, created conditions which encourage conflict between health sciences and other elements of the University; that is, a period of major expansion for health sciences academic units in response to manpower demands during a time that many universities were facing cutbacks in financial support. The situation of stable or even declining resources within non-health related portions of a university while health sciences units are expanding can create a competitive situation relating to allocation of resources by a legislature or within a university itself. Such an environment tends to exaggerate differences between health sciences and other university units.

This situation inevitably results in non-health sciences faculty pressure on academic vice presidents as well as vice presidents for health sciences in relation to competition for limited resources, and raises the issue of other special interest vice presidents; for example, in Agriculture. Differences in priorities, the service role of health sciences units, the major community interfaces and the resources involved in community commitments may be points of conflict between health sciences and other university elements. The more the health sciences budget requests can be considered as non-competitive with the rest of the University the more healthy will be the all-university climate.

The balance between avoiding the creation of a mini-University for Health Sciences, yet accommodating to the often somewhat unique and specialized needs of the health sciences is certainly a key element in administrative relationships at the all-university level.

At Minnesota, we have attempted to deal with this issue by relying on central resources, where they exist, to service health sciences needs, but where we believe our needs are sufficiently different from those of the rest of the University to justify creation of a new service, this is done. The creation of these services because of unique needs is, of course, a matter of judgment and can cause areas of conflict within the University. We have attempted to develop mechanisms through which decisions of this nature can be made in an open manner. At Minnesota we rely heavily on the Finance Vice President for fiscal support services. The all-University Grants Administration Office serves the health sciences units. Health Sciences Planning for facilities works well as a joint office responsible to both the Vice President for Finance and the Health Sciences. Continuing education is more of an area of conflict where differing philosophies exist between the Health Sciences and the Central Office of Continuing Education as to the degree of responsibility for continuing education which we believe is an integral part of any faculty appointment. Hence, in continuing education the health sciences have developed greater independence. Faculty personnel matters are becoming more of a problem so we are tending more toward development of specific health sciences capabilities, both in recognition of faculty promotion and tenure concerns, as well as the unique faculty needs of some health sciences programs.

No doubt each University Health Sciences Center can develop its own list of problem areas relating to not only unique requirements but competencies and flexibilities as factors in determining needs for the development of health sciences services.

We believe the Vice President for Health Sciences must be a line officer, and that the inevitable overlap with functions of other vice presidents does need more discussion. The questions of duplication can result in administrative conflict. The hospital in particular is a setting for potential conflict with needs such as purchasing, personnel, maintenance and laundry -- services over which quality and cost controls may be considered key prerogatives of conscientious hospital management. We obviously attempt to avoid duplication. We must make the point that their needs are not duplicative but are unique -- a point of decision which may well be questioned.

The Minnesota organization, in addition to individual vice presidential responsibility, does provide a mechanism for resolution of conflict at the vice presidential level. The president uses his vice presidents as line officers for not only the Twin Cities campus programs, but as the key advisory body for system-wide corporate decision making. Every week we have a morning-long meeting of the president and the vice presidents which provides a forum for transmittal of information and also for resolution of many potential areas of conflict. This format, combined with careful consideration of vice presidential representation in discussions and on special purpose committees, encourages resolution of areas of conflict. Also key is a president, such as ours, who is sensitive to unique health sciences needs and to the problems inherent in the organizational structure.

The internal health sciences organization at the University of Minnesota is based on a high degree of delegation for specific unit operations. It is my personal belief that strong individual academic units are necessary for

high quality educational and research programs. There has never been a good academic health center with weak deans and directors!

Since the main concentration of health sciences administrative efforts are not focused on internal academic unit or hospital operations, a strong health sciences planning effort is required if our goals, particularly of an interdisciplinary nature, are to be reached. Insofar as possible, academic related programs which serve all health sciences units are based within academic units, i.e., a Health Care Systems Research unit established within the School of Public Health. Support services not provided through the central University are to a great extent developed through University Hospitals.

Basic sciences units, which serve all health sciences, are located within the Medical School, and Minnesota is no exception to the common concerns regarding priorities and interests of basic sciences faculty as they relate to teaching of non-basic sciences or non-medical school students.

Coordinators for joint health sciences programs -- for example, Continuing Education, Affiliations, Student Services, Learning Resources, etc. -- work with representatives of academic units and the hospitals throughout the planning process. The channeling of policy decisions through a Council of Health Sciences Deans and Directors assists in maintaining good working relationships among health sciences administrators.

The Office of the Vice President is not heavily involved in solving problems among health sciences units -- as indicated, the major effort within the Office is concentrated on issues external to the health sciences unit operation. The Health Sciences Deans and the Hospital Director are accustomed to working out joint inter-unit problems among themselves. While this system has certainly not solved all problems, e.g., Medical School basic sciences units' teaching of non-medical students, the forum does exist for continuing discussion and progress in problem solving. Unquestionably, though, conflicts at times can only be resolved at the vice presidential level. This resolution then comes after regular meetings characterized by free interchange with the deans of all the units and the hospital director.

University Hospitals is on the same organizational level as the Health Sciences academic units. The Hospital serves as a laboratory for all academic units and accepts a leadership role in the provision of clinical service settings required for teaching and research that go beyond traditional hospital services. Outreach, a childbearing-childrearing center, primary care clinics, etc., are part of the responsibility of the hospital staff who serve as full partners in working toward our educational, research and public service functions. Consensus of objectives combined with strong planning efforts, resource allocations consistent with planning, and reasonably open channels of communication have served to enhance administrative working relationships among the Health Sciences units.

Finally, a brief comment on relationships external to the University. In our opinion, the major operating difference between health sciences units within the University and other University units is the intensity of need

for very extensive interaction with the community, both the general public and health professionals. As the unit of the University which must be most immediately responsive to manpower needs, which must closely plan with community agencies, which is normally a vital element of the health care delivery system, which must closely correlate manpower production with efforts of health planning agencies and other parts of the health manpower educational system, which is very directly involved with public accountability, the health sciences must focus extensively on external relationships. A major challenge is the reconciliation of academic interests and efforts with the legitimate needs and demands of the health care consuming public. Whether, as at Minnesota where the Regents have delegated much of their authority for hospital operations to a public majority statewide governing board which serves as a major interface between the Health Sciences and the community, or whether through other mechanisms of community interaction, administrative communication and working relationships must be established with numerous community agencies interested in the efforts of University Health Sciences. In this context, health sciences administration must be able to serve as a focal point for their directives, a spokesman in a two-way communication channel between the community and the University. While administrative relationships within the University are of vital importance to our success in an academic setting, equally so are those relationships with the community which enable the academic health center to respond appropriately to societal needs.

In summary, there probably is no infallible administrative structure. Points of conflict inevitably arise. However, it is not impossible to adjudicate and resolve such problems by sincere and reasonable men.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Department of Psychology  
Elliott Hall  
75 East River Road  
Minneapolis, Minnesota 55455

December 20, 1977


President C. Peter Magrath  
202 Morrill Hall

Dear President Magrath:

On behalf of the Committee to Review the Office of the Vice President for the Health Sciences, I am submitting the attached report. We hope that the report will be helpful to you and to the Health Sciences as a whole. We found our task interesting and rewarding in the sense that it enabled us, as a committee, to learn a good deal about the past and current functioning of the Office of the Vice President for the Health Sciences.

The committee considers that this report concludes its formal activities in carrying out the charges that you gave to us. We will, of course, be happy to meet with you to discuss any part of the report if you wish us to do so.

Sincerely yours,

  
Lloyd H. Lofquist  
Chairman

LHL:sk

encs.

cc Dean Cavert  
Dr. DiGangi  
Professor Hoffman  
Dr. McQuarrie



REPORT OF THE COMMITTEE TO REVIEW THE OFFICE OF  
THE VICE PRESIDENT FOR THE HEALTH SCIENCES

## I. Introduction

1. On January 20, 1977, President C. Peter Magrath appointed the following committee to undertake a review of the Office of the Vice President for the Health Sciences and of the performance of the incumbent, Dr. Lyle French:

Dr. H. Mead Cavert  
Dr. Frank DiGangi  
Mr. David Eagan  
Professor Sharon E. Hoffman

Dr. Lloyd Lofquist, Chairman  
Dr. Donald McQuarrie  
(one additional student to be named)

The student members appointed to the committee attended a very small number of the meetings. This report, therefore, represents the findings of the faculty committee members, all of whom participated fully in the review process.

2. The committee was charged specifically with an "evaluation of the incumbent's personal and professional performance"....and evaluation of "the general position itself in a constructive manner" that would assist the President in discharging his administrative responsibilities. The committee met initially with President Magrath to discuss its charge. It was agreed that the committee would wish to hear the views of faculty, administrators, and others who could enlighten it on the performance of the incumbent as well as the workings of the office in general.
3. The committee began its work on March 17, 1977, and held its final meeting on December 15, 1977.

## II. Review Procedure

1. To provide background for its work, the committee first studied the Regents 1968 statement entitled "A Program for Expanding and Advancing Education for the Health Sciences in the State of Minnesota", the 1970 Report of the External Committee on Governance of the University Health Sciences, the Regents 1970 policy statement on the Health Sciences, and a document prepared by Dr. French in 1977 entitled "Office of the Vice President for the Health Sciences, Critique of Functions and Responsibilities". These documents and several other documents studied by the committee, in the course of its deliberations, are included in the Appendix to this report.
2. The committee invited a number of individuals to meet with it to discuss both the office and the incumbent. It also invited all other individuals who wished to meet with the committee to present their views. An invitation to contribute information to the committee was published in Brief, the Minnesota Daily, and the newsletter of the Health Sciences student interdisciplinary organization, CHIP.

3. The committee held 27 meetings and interviewed 33 individuals. Only six of the individuals who were interviewed had requested an opportunity to appear before the committee. The committee took the paucity of requests as evidence that there is no widespread dissatisfaction with the office or the incumbent.

4. The following interviews and committee meetings were held:

3-17-77	President Magrath
4-14-77	Committee only
4-21-77	Dr. Shepherd, Professor and former VP, Academic Administration Dean Weaver, Pharmacy
4-28-77	Dean Gault, Medicine
5-5-77	Dean Ibele, Graduate School
5-19-77	Dean Ewing, Veterinary Medicine
5-26-77	Dean Stauffer, Public Health Dean Schaffer, Professor and former Dean, Dentistry
6-2-77	Committee only
6-9-77	Committee only
6-16-77	Dean Ramey, Nursing Dr. Keller, former Chairman, Consultative Committee
6-23-77	Dr. Wirt, Health Care Psychology Mr. Preston, Health Sciences
7-7-77	Dean Swalin, Institute of Technology Dean Sorauf, College of Liberal Arts
7-21-77	Vice President Koffler, Academic Affairs Dean Caldecott, Biological Sciences
7-28-77	Dr. Hastings, Psychiatry
8-4-77	Vice President Brown, Finance Mr. Robert Baker, former Associate Director, University Hospitals
8-11-77	Mr. Westerman, University Hospitals Ms. Rader, Health Sciences Student Organization, <u>CHIP</u>
9-1-77	Vice President Wilderson, Student Affairs Dr. Shideman, Pharmacology and Chairman, Council of Basic Health Sciences
9-29-77	Mr. Brunn, Executive Vice President, Minnesota State Medical Association Dr. Roberts, Physical Medicine and Health Care Psychology
10-13-77	Dean LaBree, U. of Minn.- Duluth, School of Medicine Dr. Meier, Coordinator, Allied Health
10-20-77	Ms. Hovde, Medical Technology Ms. Rausch, Medical Technology
10-27-77	Vice President Kegler, Institutional Planning and Relations
11-3-77	Committee only
11-10-77	Committee only
11-17-77	Committee only
12-1-77	President Magrath
12-8-77	Dr. Gedgaudas, Radiology, and Chairman, Council of Clinical Sciences
12-15-77	Telephone interview: Dr. Shepherd, Director of Education and Dean, Mayo Medical School
12-15-77	Committee only
12-15-77	Vice President French, Health Sciences

5. In the listing of individuals interviewed, it can be seen that the committee interviewed the deans of units administered by the Vice President for the Health Sciences and units closely related to the Health Sciences, the deans of major University collegiate units who interact with the Vice President for the Health Sciences, the corporate Vice Presidents of the University, individuals in positions which relate to the administrative and committee structures in the Health Sciences, individuals representing the broader community, individuals representing students, and other interested individuals. In its meetings with President Magrath, the committee initially discussed its charge and later discussed the President's expectations of a Vice President for the Health Sciences. In meeting with Vice President French, the committee received his views on the development, current state, and future of the office and the position.

### III. Outcomes of Review of the Office of the Vice President for the Health Sciences.

1. The deans of units administered by the Vice President for the Health Sciences, and of those whose disciplines are closely related to the Health Sciences' structure, were unanimously positive about the need for the position of Vice President for the Health Sciences, from both an historical perspective and a current appraisal. Examples of the perceived positive effects of having the vice presidency included:
  - a. A clear recognition that state appropriations to the Health Sciences have increased substantially under the vice presidential structure and the feeling that this is good for both the Health Sciences and the University; preparation, coordination, and presentation of the Health Sciences budgets have been effectively managed by the Vice President's office;
  - b. a strong feeling that coordination by a Vice President is necessary with the increased number of cross-units grants in the present federal funding pattern;
  - c. agreement that the vice presidential office facilitates interprofessional relations in the Health Sciences;
  - d. expression of the feeling that it is helpful to have direct representation by a senior Health Sciences officer in Central Administration councils;
  - e. the conviction that issues and problems can be presented more effectively to a Vice President who is a health scientist;
  - f. the belief that the individual in a senior administrative office for the Health Sciences should be a health scientist;
  - g. agreement that it is necessary to have a senior Health Sciences officer to communicate effectively with the broader Health Sciences community in the State;
  - h. the statement that having a Vice President for the Health Sciences aids in faculty recruiting; and,

- i. the realization that a Vice President for the Health Sciences facilitates effective communication with the legislature.
- 2. The committee consulted the 1977-78 AAMC Directory of American Medical Education and found that 88 out of 113 academic health centers within major academic institutions in the United States have a Vice President, Provost, or Chancellor for the Health Sciences. This constitutes a recognition of the importance of such a position in a university structure and also suggests that national support agencies might well expect this type of administrative structure in an institution with an active and growing Health Sciences program.
- 3. The administrators of the units and programs in the Health Sciences feel that the office is organized efficiently. It is felt that the office has found its effective functional level. Preferences were expressed for maintaining the present lean staffing pattern of the office.
- 4. Administrators of Health Sciences units indicated that the staff in the Vice President's Office are accessible, helpful, and effective.

- 5
1. While the outcomes of committee review discussed in Sections III and IV above are obviously highly positive with regard to both the incumbent, Dr. Lyle French, and the structure of the vice presidency for the Health Sciences, the committee did hear of some items that perhaps should be considered by Dr. French and his staff in the near future. They are as follows:
- a. There is a perceived need for accelerating progress on the establishment of tenure, promotion, and appointment criteria, specific to the Health Sciences. The committee understands that the Office is moving to resolve these problems.
  - b. The coordination of the Basic Sciences within the Health Sciences needs further clarification. The Basic Sciences feel the need for increased representation and communication mechanisms. Some of the major Health Sciences units are concerned about the Basic Sciences course structure and emphasis.
  - c. The emphasis on coordination and development of Allied Health in the mission statement is not yet realized.
  - d. The coordinator roles in Continuing Education, Allied Health, and Institutional Affiliation appear to be weak, with the positions lacking in authority commensurate with the scope of responsibility.
  - e. It might be desirable to strive for more clarity in communication to the deans on how decisions are made and on the rationale for decisions.
  - f. Nursing and some Allied Health programs have major difficulties with respect to Basic Sciences course scheduling and obtaining adequate space for teaching, research, and offices.
2. Interviews with a number of individuals outside of the Health Sciences make it clear that there are some relationship problems between the Health Sciences and the rest of the University. There are perceptions by non-Health Sciences faculty that the Health Sciences are separate from the rest of the University and are favored in matters such as legislative representations, appropriations, and space by the administrative structure that includes both a Vice President for the Health Sciences and a Vice President for Academic Affairs at the same level. While the perceptions of favoritism may well not be based in reality, they are held and are not likely to disappear in the near future. It may be desirable to explore the feasibility of some kind of a continuing program of communication and information exchange between the non-Health Sciences and the Health Sciences faculties. The committee recognizes, as did those interviewed, that the perceptions in question have existed for some time and that they may, in addition, be a natural by-product of the successful program presentations to the public and the legislature

of both the Health Sciences and Agriculture. The University administration may wish to assess further all-University needs for a more effective, continuing program of communicating information on total University accomplishments, services, and needs to the community.

- 3. Some administrators of non-Health Sciences units in the University expressed a philosophic objection to a position at the vice-presidential level for a disciplinary category, such as the Health Sciences or Agriculture.

VI. Conclusion.

- 1. Following its rather extensive evaluation of both the Office of the Vice President for the Health Sciences and the incumbent, Dr. Lyle French, the committee finds both to be functioning very well. It is clear from the interviews that the office should be continued; that Dr. French should be commended for what he has accomplished; and, that the office should be occupied by a health scientist in future years.
- 2. The committee feels that it held an inordinate number of meetings and personally interviewed perhaps more individuals than may have been necessary. Perhaps it operated in this fashion because this was the first review of a vice presidential office and a vice president in this institution. Nevertheless, in this particular case, redundancy in the substance and flavor of testimony became evident relatively early in the sequence of meetings. The committee would recommend to future review committees a procedure that sampled a smaller number of individuals for interviews.
- 3. The committee respectfully submits its report and assumes that its task is completed.

## VII. Appendix

1. Letter from President C. Peter Magrath, January 20, 1977.
2. A Program for Expanding and Advancing Education for the Health Sciences in the State of Minnesota, April 19, 1968.
3. Report of the External Committee on Governance of University Health Sciences, February 26, 1970.
4. Board of Regents Policy Statement, July 10, 1970.
5. Document prepared by Dr. French entitled "Office of the Vice President for Health Sciences Critique of Functions and Responsibilities, March 3, 1977.
6. Mission of the University of Minnesota in Relation to Allied Health.
7. The Academic Role of the Vice President for Health Sciences: Can a Walrus Become a Unicorn? Journal of Medical Education, March, 1975.
8. Administration of Education Programs in Academic Health Centers, New England Journal of Medicine, March 24, 1977.
9. The Evaluation and Development of College and University Administrators, American Association for Higher Education, March, 1977.
10. Equations for Managers, IEEE Spectrum, March, 1975.
11. The Multiversity as University -- A Quotation, NASULGC Circ. Ltr. No. 16, July, 18, 1977.
12. Administrative Relationships Among the Deans, Vice Presidents of Health Science Centers, the University President, the Academic and Financial Vice Presidents, Lyle A. French.
13. Brief, April 27, 1977.
14. CHIP, May, 1977.

Source: Report of the Select Committee on Planning,  
Decision-Making & Consultation at the University of  
Minnesota, Dennis Watson, Chair, Jan., 1979

Report of the Select Committee on Planning, Decision-  
Making & Consultation at the U. of M., D. Watson, Chair, 1979

the lower.) The institution of a new program or the revival or termination of an old one might be initiated at any level but, especially where questions of funding or inter-collegiate considerations are concerned, would call for decision at the central officers' level with concurrent action by the governance organs. The subsequent implementing decisions, however, become matters for the appropriate dean and faculty. At present some dispersion of the lines of decision-making takes place at the vice presidential level and the plethora of vice presidents has been brought to our attention repeatedly.

The achievement of these goals would seem to require one officer having broad responsibility for academic personnel, student affairs, program review, and physical facilities. This would allow the academic content of the input to the President from various parties to be assayed and would serve as a sort of unifying filter, or Cartesian lens, for the President in his role as the ultimate decision-maker. Such an officer should not be limited by "geographical" constraints, whether of the disciplinary landscape of the University or the physical geography of the state. Such an arrangement would also relieve the President of some of the labors that he now feels compelled to undertake and might save him from the end-runs of which he is often the goal.

Various models of reorganization have come up in the course of the committee's discussions and in the suggestions it has received from those who have appeared before it. Organizational charts for these schemes will not be given (even as appendices) for we do not want to invest their detail with any particular merit, or to give the impression that we are endorsing any one of them, but to concentrate on the general pros and cons. We do not consider it within our charge to propose a fully-detailed reorganization of Central Administration, but our concern is rather to address the question of the goals to which such a reorganization should be directed.

The first scheme is that of having two Senior Vice Presidents, one for Academic Affairs and one for Finance. In favor of this it is generally argued that academic affairs and finance are the two dominant aspects of the University and they should be treated on the same level. The intention



is to ensure that the academic mission will be central to decisions made by the President in consultation with his Senior Vice Presidents. It defines the responsibility for academic affairs in a more unified way. Against this scheme is set the argument that it puts too much on the shoulders of the Academic Senior Vice President, and the possibility--not unknown in the history of this University--that a strong-minded Financial Vice President would dominate the whole show. A second scheme is to designate the Academic Vice President as the Executive Vice President. This has the advantage of showing clearly that financial matters are not ends in themselves but ancillary to the academic mission.

Under this latter scheme (or indeed any other) colleges might be grouped into units of comparable strength under vice presidents of the nature of the present Vice President for Health Sciences, who coordinates the interest of a group of deans. Such a scheme should avoid gross and inappropriate groupings such as the notorious "Twin Cities Non-Health Sciences", (an abuse of the via negativa, abhorrent alike to shaman and tribesman of that campus).

Of the ancillary suggestions that have been made several should be recorded, again without any implication of endorsement. Administrative officials down to the associate vice-presidential level should have term appointments, renewable after review. Assistant vice presidential levels should be used to give faculty administrative experience through rotating appointments of (say) three years. Some rotation of faculty might also be beneficial on the financial side, as it would give the faculty better insight into fiscal matters and help to inform the thinking of budget offers with academic considerations. The vice president who is chiefly responsible for lobbying should not have lines of responsibility that might conflict with his or her need for an holistic view of the University.

The President's quarterly letter has been received with widespread approbation, but better means need to be found to explain decisions. This is not an easy task and administrators must be discouraged at times by the skepticism displayed by the faculty. Perhaps involving the deans in the transmission of this information would help to foster collegial relations.

If the town meeting concept of the Senate is not adopted--and it would seem a little inappropriate to the scale of Minnesota--the Senate should be restructured with a view to making it more effective. Restructuring is not of itself a panacea and the Senate's effectiveness in any form of decision-making will make demands on the faculty and students as well as on the fuller and better organized participation of the Administration.

3. Recommendations

i. The committee sees a vital need for some reorganization which will make the primacy of Academic Affairs quite evident and in which the decision-making process is carefully defined and understandable to everyone.

ii. While we have not endorsed any specific organizational chart, we feel that careful consideration should be given to a scheme which puts the focus of academic decision-making at the high level we deem appropriate without impeding the President's right to make ultimate decisions or restricting his freedom of consultation.

iii. The committee recommends that the administration further strengthen the communication of decisions, and of what has gone into them, to the University at large as well as to the specific collegiate constituencies most directly affected.

iv. We recommend adherence to college constitutions and democratic procedures and urge faculty to participate vigorously in department and college decision-making since this is where important decisions of the University should be made.

v. We recommend that the Senate Consultative Committee exercise its role as a steering committee for the Senate, and identify, without ambiguity, the appropriate consulting mechanism at the various levels of decision-making.

vi. The committee recommends that the officer chiefly responsible for the lobbying of the Legislature should not be charged with functions which might conflict with his all-University role.

vii. The committee recommends that there be more interchange of faculty and administrative personnel at suitable levels, so that both the problems of administration and finance may be better understood by the faculty, and also that academic input into administration may be increased.

UofM HEALTH SCIENCES PLANNING ASSUMPTIONS

- III. Planning and Coordination
  - A. Intra-University
    - 1. University-wide Policies

Assumptions

The University-wide policies serve as a framework for Health Sciences programs and activities.

Background

Throughout its history, the University of Minnesota has served the people of the state through teaching, research, and public service, and has contributed to the well-being and advancement of peoples of the nation and the world. The University will continue to be concerned with student access in terms of both cost distribution and equal opportunity. Beyond this is its commitment to both pure and applied research and to providing a broad range of public services and benefits, both cultural and economic.

The University has also traditionally engaged in outreach activities of instruction, research, and service, especially through Continuing Education and Extension, the Agricultural Experiment Station, Health Sciences Continuing Education, and the Center for Urban and Regional Affairs. Outreach functions, life-long learning, and programs for nontraditional students are assuming an increasing importance in University planning.

Finally, the University is committed to continuing program review and to minimizing needless duplication of programs. The Board of Regents will continue to explore reciprocity agreements with other states in specialized programs and in programs involving unusual investments of physical and human resources.

Implications for the Health Sciences

Increasing University emphasis on outreach functions, life-long learning, and programs for nontraditional students may result in the integration of these activities into the regular responsibilities of all faculty. Integration of outreach activities into the regular mission of the University will affect funding. Planning will be an increasingly important function of the Office of the Vice President for Health Sciences.

## UoFM HEALTH SCIENCES PLANNING ASSUMPTIONS

- III. Planning and Coordination
  - A. Intra-University
    - 2. University Planning Council

Assumptions

Health Sciences planning--including its mission, goals, objectives and other plan elements--must be consistent with and contribute to overall University plans.

Background

A University Planning Council has been appointed, the primary purpose of which is to develop a coordinated approach to planning at the University of Minnesota. In his charge to the committee, President Magrath noted that "to be effective, all planning efforts undertaken administratively within Academic Affairs and Health Sciences must be closely coordinated with all of the operations and functions of the University." The efforts of the University Planning Council, along with the existing mission and policy statement for the University of Minnesota, adopted by the Board of Regents on July 11, 1975, are key elements in the development of long-range institutional planning for the University. The Health Sciences plan will be one part of the University long-range plan.

Implications for the Health Sciences

The current draft of the Health Sciences Mission Statement was developed within the context of the existing University Mission Statement. The University planning process, however, has not yet produced goals, objectives, and other elements of a University plan. Timing is such that elements of Health Sciences plans, at least in draft form, may precede University plans. It will be necessary, therefore, to review Health Sciences planning efforts at a later date when institutional plans are available to ensure that they are consistent with institutional plans and do, in fact, contribute to their accomplishment.

## UofM HEALTH SCIENCES PLANNING ASSUMPTIONS

IV. Regulation and Control of Standards  
A. Graduate SchoolAssumptions

The Graduate School exerts substantial influence over Health Sciences education through its control of graduate level programs and faculty.

Background

The Graduate School has long been a strong force in guiding development of the University. It provides the direction and controls the standards of post-baccalaureate study and research within the schools and colleges of the University and affiliated institutions which the Board of Regents may assign to it. It has responsibility for planning, administration, supervision, and periodic review of curricula and research training leading to graduate degrees and certificates. Most decisions regarding graduate degrees are made on authority of the Dean.

The Graduate School, in its advisory role, has a strong voice in standards for and specific decisions on promotion and tenure of all senior faculty engaged in graduate education. The imposition of uniform, University-wide standards for promotion and tenure could, however, affect the Health Sciences adversely because many of its faculty devote proportionally greater time to services than do the faculties of most other units in the University. Also, a major teaching effort in Health Sciences is directed toward professional education as well as undergraduate or graduate education. Because of the diversity of some professional programs, especially certain developing ones, the qualifications and standards of some faculty in the Health Sciences are not always consistent with those normally recognized in the Graduate School. An ongoing dialogue between Health Sciences and the Graduate School will be necessary to reach agreement on how these activities are to be evaluated.

The Graduate School is committed to increase its emphasis on providing educational opportunities for non-traditional graduate students. As instruction of non-traditional students becomes a fundamental responsibility of faculty, it should be integrated and inloaded over time.

Through its control over graduate programs, which permeate all of the Health Sciences and which affect professional programs, the Graduate School will continue to influence standards in health science education.

Implications for the Health Sciences

The Graduate School exercises considerable authority and influence over the schools in the Health Sciences. Mutually acceptable standards must be cooperatively developed relating to faculty promotion and tenure and to requirements for graduate level programs. Graduate School emphasis on non-traditional graduate students may signify the incorporation of educational opportunities for such students into the basic responsibilities of all graduate faculty.



UNIVERSITY OF MINNESOTA

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

August 27, 1981

Dear Colleagues:

The consequences of the appropriations bill passed at the 1981 legislative session are very serious for the University of Minnesota. In matters other than salary we received 58% of our requested increase, 58% of a budget request prepared as the minimum necessary to maintain the quality of our institution. In addition, the Legislature did not provide a specific salary increase even though our salary request was strongly endorsed by the Board of Regents, was well justified by the President, the central officers and the many faculty members who argued for it with vigor, and despite the fact that the request did not encounter any substantial opposition or counterargument from the legislators themselves. At the moment, our fate on this issue is tied to a process to which we are not a party and it appears unlikely that the result of that process will be a faculty salary increase equal to our needs.

There are, of course, reasons why the Legislature took the action it did. The State faces severe budgetary problems and there are many legitimate demands on the funds available. Moreover, the Legislature believed that delaying our salary adjustment was the only way of assuring that the fixed amount of money available for such increases would be distributed equitably. One need not agree with these judgments (as we do not) to recognize that they are neither gratuitous nor punitive.

Nevertheless, under the circumstances, the University itself must act to protect the quality of its programs and the welfare of its faculty. We have begun to do so. At the July meeting of the Board of Regents, President Magrath told the Board once again that faculty salaries were our greatest problem and that, in the absence of adequate support from the State, we must do something to address that problem. He also described the severe and irreparable damage to our libraries which would occur if the legislative appropriation were not supplemented and discussed the shortfall of over \$2,000,000 per year in instructional equipment with which we find ourselves faced. The Board, in response, adopted a temporary three percent tuition increase to be used for library acquisition and equipment replacement and passed, unanimously, a resolution directing the administration to ". . . explore all possible options, including the internal retrenchment of resources, to generate the financial resources necessary to help fund both the salary increase that will eventually be awarded to civil service staff and to increase faculty salaries as much as possible."

With these considerations in mind, we are writing to you to describe the further actions we must set about taking--with care and deliberateness, but without delay. Clearly, any attempt to provide funds from sources other than the State is likely to involve internal budgetary shifts; in other words, retrenchment and reallocation. In the past we have tried to accomplish retrenchment in an equitable, but essentially across-the-board, manner, although we have placed a somewhat heavier burden on the non-academic support services than on the academic units. However, having absorbed several significant retrenchments in our operations and maintenance budgets

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over the last decade, that approach simply cannot continue to be used. The overall budget of the University, including that of both non-academic and academic units, is presently inadequate to carry out the existing programs of the University at an appropriate level of quality. Any further across-the-board retrenchment can only exacerbate this situation and, over time, cause irreparable damage. Therefore, effective retrenchment of a permanent nature must be largely programmatic and must be based on thoughtful academic choices.

It is important to realize that this is not a transient situation. The State's financial crisis is likely to last for several years and the University's enrollment is likely to stabilize and possibly decline in that period. We have argued and will continue to argue that, particularly at a time like this, the State is ignoring its long-term interest in curtailing its constant dollar investment in the University since the University represents one of the most important elements in the economic well-being of the State. We have argued and will continue to argue that our appropriate level of funding is related primarily to the diversity and the quality of our programs and only weakly to the numbers of students in those programs. However, even if we are successful in arguing for our position, every reasonable assessment suggests that for the foreseeable future we will be dealing, at best, with an approximately constant level of funding in real dollars.

To understand the consequences of that situation, we must recognize that, in the past, all new program development and all improvements in program quality were funded by an ever-expanding base of support. Our funding base was increased primarily because of increasing numbers of students, but since the marginal cost of instructing additional students was less than the average cost of their instruction, funds were available for other purposes. Universities almost never phased out a state-supported program, certainly not an instructional program. Now, however, we may be entering a period when funding may be decreasing or, at best, increasing at a rate less than that necessary to maintain or improve the quality of individual programs, to develop new programs, or to protect the welfare and meet the reasonable expectations of the staff.

Some possible responses to this situation are minimal and defensive. For example, we could curtail new activities and meet any funding reduction by instituting across-the-board reductions. This would, of course, hurt the quality of all programs. Alternatively, we could institute minimal selective program reductions which, at least, would protect those units remaining. However, neither option would allow for program improvement and we believe that these approaches would be shortsighted, demoralizing and debilitating to the University community.

Instead, we believe, the University must be willing to make choices. We must effect retrenchments, preferably through programmatic curtailments, to make funds available at a level sufficient to improve the health, quality, and vitality of the institution. Under such circumstances, retrenchment, though painful, can be coupled to the creation of opportunities for improving the University. We will be able to weigh the need, advantages, and value of change and improvement against the cost of phasing out some programs.

The difficulty is that our historic processes of decision-making, based primarily on local choices and local considerations rather than institution-wide ones, are suited only to a time of expanding resources. It is unrealistic to expect any unit to recommend a reduction in its own scope and equally unrealistic to expect it to make a disinterested judgment of other units when it is clearly not disinterested in the outcome. Moreover, because the mission of the University is broad, the specific set of values appropriate to decisions in one area may not apply in another and the information necessary to make judgments in one area may not be available in a practical sense to peers in another area.

Nevertheless, we are an academic community and our traditions of shared decision-making are important, indeed, fundamental. Therefore, despite the difficulties, we must develop an approach to making the academic choices we now face. An extremely important part of the process of establishing priorities of programs within the University and within each collegiate unit is the planning effort which has now been underway for almost a year. The activities in this planning effort have involved the updating of the University's mission statement, the preparation of an institutional planning document, and, most importantly, the development of individual planning documents for each of the collegiate and support units. It is these latter planning documents on which we must rely most heavily in gauging the opportunities for development in each of the collegiate units and learning the programmatic priorities of the faculty within those units. Those documents are being developed in an iterative fashion, with drafts coming forward to the central administration and the President responding to indicate his agreement, disagreement, or suggestions for modification in the directions that the unit plans to take. It is not only appropriate, but important, that the faculty makes its voice heard in the development of those plans. Clearly, for the reasons discussed above, decisions will ultimately have to be made centrally on a number of issues, but the dialogue involved in the evolution of the unit plans will be a significant source of information for those decisions.

Within the context of this general planning process, specific retrenchment and reallocation decisions will require some additional procedural structure. We will continue the process practiced during the past several years of consultation with faculty and students on the general principles and priorities to be used in making judgments. We will also assess and discuss the particular priorities in each collegiate unit. Based on these discussions, the administration will develop a plan for effecting the reallocation of resources and, of course, publish and discuss the plan. Let us expand on each of these steps.

Consultation in advance of the actual decision-making process on the broad principles by which judgments concerning retrenchment and reallocation will be made is not only feasible and appropriate, but it is a process we have already begun. As a matter of practicality, with over 3,500 faculty and over 57,000 regular day school students, these conversations must take place with representative groups. We met throughout the spring with the Senate Consultative Committee and the Senate Finance Committee to discuss issues of contingency planning. While we did not have the events of the legislative session directly in mind and while we certainly intend to have further conversations with these as well as other Senate committees, we were able to make a start on identifying the factors which must be considered in



reaching judgments on program priorities. Those factors can be interpreted only within the context of the mission of the University which can be stated briefly in the following terms: it is the premier academic institution in the State and a national resource, responsible as a land-grant institution for using its capacity to respond to the economic, social, and cultural needs of the State and nation, and committed to teaching, research, and service. With that context in mind, and with the caveat that further discussion is required on these issues, it was agreed that at least the following factors would have to be weighed in determining program priority:

- Quality - Particularly in academic programs, it is difficult, as a practical matter, to build quality in a conscious and deliberate way. Where it occurs, it is often the result of the happy combination of opportunity, good luck, and foresight. Thus, once a University has achieved a high level of quality in a program, it should make every effort to preserve it; and where an obvious opportunity exists to make a substantial improvement in quality with a realistic investment of resources, it should be taken.
- Connectedness - This awkward word refers to the extent to which the programs of a department or college serve other departments and colleges. Where this connectedness is high, it is unrealistic to consider extensive reductions in its activities unless alternative arrangements can be made to provide for the instructional or support activities.
- Integration - The University's particular commitment to teaching, research, and service suggests that those programs that integrate all of those activities well are especially appropriate and important. In large part, this is because the University is committed to and responsible for both the generation and transmission of knowledge, and those activities are best stimulated and provided for in an atmosphere in which individual faculty and programs are committed to both.
- Uniqueness - It is certainly true that the University's land-grant mission suggests that where it has a unique and useful program, it should have a strong commitment to maintain it. However, in making this determination, it is also important to consider whether the program is appropriate to the University's role and strengths, and whether it could or should be offered elsewhere.
- Demand - Demand is obviously an important factor, but we must be careful not to interpret it too narrowly. That is, we must avoid considering demand to be measured only by the number of students seeking admission to regular, full-time undergraduate or graduate programs. Part-time students and outreach audiences must also be considered in assessing demand and, from another point of view, the needs of employers for individuals trained in certain disciplines constitute a form of demand. Moreover, the demand for the other "products" of the University, such as its research contributions to the solution of pressing economic and social problems, and its contributions to the quality of life are equally valid issues to be considered in assessing this factor.

There is no easy or agreed-upon way of weighing these factors and we have made no attempt to place them in any rigid order of priority. However, each program can be assessed in terms of each of the factors and, even though that will not lead to a precise priority order for all programs, we expect to be able to identify those few programs that rate very high in almost all categories and those that rate relatively low. This list of factors is obviously not exhaustive and, in particular cases, one or more additional elements may be important to consider. If you have any ideas in this respect, we hope you will write to us about them or discuss them with members of the Senate committees with whom we are consulting.

Two natural and important questions relate to how much of a budget shift we will be undertaking and when it will occur. We are not prepared to answer that at this time. Our efforts over the next several months will be aimed at determining what the feasible level of retrenchment is and what period of time is necessary to achieve programmatic shifts. We realize that there is a serious price associated with any retrenchment and the more sudden the retrenchment, the heavier the price. If it is possible, by planning a retrenchment over a two- or three-year period, to minimize the impact on the quality of the institution and maximize the logical, programmatic nature of the retrenchment, then it may obviously be worth choosing that route. We should point out that one of the important constraints on this process is that we do not envision any involuntary dismissal of tenured faculty members. We can also assure you that we will be discussing the goals and timetables for these budgetary shifts with the Senate Finance Committee and the Senate Consultative Committee. Finally, when we have developed a plan for resource reallocation, we will make the plan known and make every attempt to explain the decisions in terms of the priorities and principles that were applied in reaching them.

A question has been raised on more than one occasion as to why we could not simply raise tuition to deal with our faculty salary problem. The question has two answers. First, there is a limit to the tuition increase possible if we are to maintain our commitment to the accessibility of the University's programs to students regardless of financial status. It takes a two percent tuition increase to generate a one percent salary increase so that one must add a substantial increment to tuition to generate resources for a significant salary increase. Second, the legislative appropriation and student tuition are not independent sources of income. They are linked through a process known as "offsetting." That is, once the Legislature decides on what it believes is an appropriate level of funding for the University, an estimate is made of the income which may reasonably be expected to be generated by tuition based on levels of tuition and numbers of students, and the legislative appropriation is reduced by that amount; that is, the tuition is "offset" against the appropriation. While a tuition increase introduced after the offset is decided upon will yield additional income for the biennium, it would very likely be "offset" in the next appropriation and thereby lost. The three percent temporary tuition increase which has been instituted will help us to deal in the short run with our library and equipment problems so that we can focus our attention on faculty salary and program quality issues; however, it does not provide a model for dealing with those latter issues.

Let us repeat that we are not simply responding to a crisis in this process; we are entering a new era for this University and, indeed, for universities across the country. It offers opportunities as well as difficulties and we believe that we can

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become a stronger institution through this process. We will be struggling with evolving new ways of making decisions and that will take some experimentation. In the next few months, we will be sharing with you by means of letters such as this information on the technical details of the University budget and thoughts on some of the academic choices we face. We welcome your comments at any time.

Sincerely,

Kenneth H. Keller  
Vice President for Academic Affairs

Lyle A. French  
Vice President for Health Sciences

KHK/LAF:sl