



UNIVERSITY OF MINNESOTA
TWIN CITIES

All University Senate Consultative Committee
5-255 Millard Hall
Minneapolis, Minnesota 55455
Telephone (612) 373-3226

TENTATIVE AGENDA (S)

Senate Consultative Committee
Thursday, June 19, 1980 12:30 - 3:00 p.m.
626 Coffman Memorial Union

1. Fix agenda.
2. Minutes of May 15 (sent previously)
3. Report of the Chair (enclosed)
4. Steering committee business.
 - a. Final round - Institutional Mission Statement
 - b. Second draft - "Institutional Planning Assumptions, Goals, Objectives and Priorities for the 1980's" (sent from President's office)
 - c. Student nominee for President's Student Behavior Review Panel
5. Committee and subcommittee reports.
 - a. UCBRRR - Professor Morrison
 - b. Senate Reorganization - Professor Spring
 - c. Others?
6. Old Business.
 - a. Faculty salary request and SE&E budget
 - b. Steering committee motion recommending establishment of a subcommittee to clarify Senate-Assembly (TCCA) and student governance (TCSA) lines of responsibility and reporting.
7. New Business. None submitted as of this writing.
8. Adjournment.



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DRAFT
MINUTES

Joint Meeting of the Senate Consultative Committee
and
the University Committee on Biennial Request and Budget Review
June 19, 1980

The twentieth meeting of the Senate Consultative Committee was held in conjunction with UCBRBR and was convened at 12:35 p.m. by Chairman Richard Purple in Room 626 of the Campus Club on June 19. Also attending were SCC members and members-elect Orhan Arkan, Julie Bates, George Blake, Robert Brasted, Marcia Eaton (also of UCBRBR), Wendell Glick, Fred Morrison (also Chairman, UCBRBR), Judy Nord, Douglas Pratt, Sue Pribyl, Vera Schletzer, Skip Scriven, Don Spring, John Verrill and John Weis. Other UCBRBR members attending were Dwight Brown, Robert Lambert and Rosalind Horowitz. Guests were Danna Elling of the Daily, Paul Rasmussen, president of MSA, Jim Clark of the Board of Student Publications and Mary Jane Plunkett of the Student Organization Development Center.

1. The agenda was fixed with the addition of a committee report from the Subcommittee on Grievance and Legal Concerns, and an addition concerning faculty lobbying regarding salaries, to the report of the Chairman.

2. The minutes of the SCC meeting of May 15 were approved with the two corrections sent out earlier and the minutes of the SCC conversation with the President of that date were approved as written.

3. Report of the Chair.

a. The consent decree and University response. Chairman Purple reported orally on the meeting convened June 13 by Vice President Hasselmo which included Consultative Committee Chairman Purple and Chairman-designate Eaton, and the new Chairmen of relevant Senate committees: Judicial (Edward Rippie), Tenure (Charles Wolfram), Business and Rules (Constance Sullivan), Committee on Committees (John Howe) to discuss formation of the new Senate Committee on Equal Employment Opportunity for Women as required by the consent decree in the Rajender case. Josef Altholz, outgoing Chairman of Business and Rules, will draft an addition to the Handbook and submit it to the Committee on Committees for approval to submit to the first Senate meeting of the fall quarter. The Committee on Committees has said it will name five persons to the new committee for ratification at that same meeting.

Independently of the consent decree requirement, the Senate Committee on Social Concerns' Subcommittee on Equality of Opportunity for Women has petitioned for Senate committee status.

Professor Purple reported that the feeling of the participants of the June 13 meeting was that the mandated new committee take as its primary charge meeting the letter and the spirit of the consent decree. At the conclusion of that meeting, Vice President Hasselmo agreed to write up a memorandum on the sense of the meeting. (The SCC secretary was instructed by the Chairman to distribute copies of the consent decree to all SCC members.)

Consultative Committee discussion followed on the University's intended manner of dealing with discrimination grievances filed in response to the consent decree. Women who believe they were victims of sex discrimination, whether in not being hired or in not advancing within the academic ranks may, within 60 days of August 1, file grievances against the University. The University has 180 days to handle a case, after which time the case goes to the Special Master appointed by the court. Professor Spring noted that the Judicial Committee normally does not handle most cases in less than six months. But the Judicial Committee reports considering itself able to handle on time the internally-generated grievances. It believes, however, that handling the petitions of non-hires would be both inappropriate and physically impossible. The participants at the June 13 meeting concluded that external cases should be handled administratively. They will be addressed to the Special Master, who will forward them to University attorney Joel Tierney, who will in turn discuss each with Lillian Williams. She will make the first determination as to which claims should be rejected and which merit reconsideration.

Professor Morrison asked if a possible consequence of this plan is that if Ms. Williams passes on to the Vice President a ruling in favor of the claimant, the Vice President might hire that person without regard to a department's objection. Professor Spring also thought a statement by the Equal Opportunity Officer that there is merit in the claim would seem to pre-judge the eventual outcome of the claimant's case. Professor Morrison suggested that academic and administrative judgments could be at odds over issues of negotiation and on the basis for judgment in a case.

Professor Purple explained that Lillian Williams says her judgment will be almost exclusively concerning the matter of due process, that is, whether the department in question followed all required equal opportunity procedures. There will be, moreover, a pool of some 9 to 12 faculty from whom she can draw a panel of three in any case or cases where she feels unable to make a determination. If she or the panel concludes due process was not upheld in behalf of the claimant, that does not mean the department is going to be forced to hire that person. The administration, he said, is disinclined to offer any compensation except back pay, and many don't wish to go that far. The administration expects no hiring to come out of external complaints.

Professor Glick inquired how the University is required to notify the members of the class of their right to petition. Professor Morrison responded that the University is to make a good faith effort through rather widespread advertising in newspapers and other publications. He thought it possible the University was also writing directly to those women of the class whose names it has.

Professor Morrison agreed that administrative examination of adherence to due process is practicable. He finds worrisome, however, the sort of cases which have in the past gone before the Judicial Committee in which a complainant argues that he/she is a better physiologist (philosopher, psychologist, etc.) than the

one who was hired or promoted. In cases like this, he said, Judicial has required great substantiating material on the part of the claimant and has rarely, perhaps never, ruled in favor of the claimant. He wonders if the administration will be able to be as scrupulous when it faces cases of this sort. Professor Purple pointed out that regardless of how the University handles these cases, the complainants still have the option of appealing to the Special Master.

b. Board of Student Publications. The Chairman reported that President Magrath agrees with the Twin Cities Campus Assembly decision regarding the restructuring of the Board of Student Publication. He considers it an internal administrative matter and will in all likelihood only report the restructuring matter to the Regents for information.

c. Legislative hearings. The Education division of the Minnesota House of Representatives Appropriations Committee will hold legislative hearings on campus on Tuesday, June 24. The Chairman of SCC has been asked to testify on faculty salaries in lieu of Professor Arthur Williams, Chairman of the Senate Committee on Faculty Affairs, who will be unavailable. The Consultative Committee agreed it would be desirable for Professor Purple and Chairman-designate Professor Eaton to share that 15 minute presentation. Both SCC speakers intend to emphasize, among other points, the validity of comparing faculty salaries with salaries of comparably qualified people outside academia; and Professor Eaton will point out that the best of women and minority Ph.D.'s are highly sought after and skimmed out of the universities very early in their careers. It was noted with regret that the SCC Subcommittee on Legislative Relations had been overlooked with respect to these hearings, having been neither invited to participate nor formally informed of the hearings.

4. Steering Committee Business.

a. Regents Institutional Mission Statement. The SCC considered the SCRAP recommendations on the draft mission statement. Mr. Weis noted that the following policy statement from the 1975 Regents statement is absent from the new draft: "In keeping with the Land-Grant tradition, the Board of Regents reaffirms its goal of providing Minnesota students with access to a broad range of quality educational programs at the lowest possible costs." He moved that the SCC go on record as asking for that statement to be retained in the revised version. Professor Eaton expressed sympathy but cautioned that the "lowest possible costs" phrase could weaken the goal of high quality. Professor Morrison offered a substitute motion: That the SCC authorize its chairperson to express to the administration the concerns of the students and the faculty over the omission from the new version of the above-quoted statement. Mr. Weis accepted the substitute motion and it was carried without dissent.

Mr. Weis then called attention to SCRAP's recommendation of reversing the order of "teaching" and "research" in describing the University's overall mission. Students, he said, prefer the traditional "teaching, research and service" sequence. To depart from that order is an obvious and significant change, he argued. Mr. Weis moved that the SCC dissent from the SCRAP recommendation on this point. Professor Blake recommended, and Mr. Weis accepted, a substitute motion supporting the original sequence of "teaching, research and service." Professor Spring observed that now may be the appropriate time to place "research" first to

emphasize the distinction between enrollment numbers and the University's needs in carrying out its mission. The motion to support the original sequence carried with several dissents.

b. President's Institutional Goals, Objectives and Priorities Statement for the 1980's. It was moved, seconded and carried without dissent to forward the second draft of the statement to SCRAP, as was done with the first draft, and to again ask SCRAP to report back through the SCC.

c. President's Student Behavior Review Panel. Mr. Weis presented, on behalf of Student SCC chairman Scott Carlson, the nomination of Joe Tesar (IT) to serve on the panel in place of Stephen Setterberg, who will not be available. The SCC accepted the nomination for forwarding to the President.

5. Committee and subcommittee reports.

a. UCBRBR. UCBRBR Chairman Professor Morrison distributed copies of the committee's June 18 letter to the SCC commenting upon the preliminary capital request and the biennial request and other requests from the Governor. The SCC discussed each section of the letter before approving it for forwarding to President Magrath with certain special emphases and one differing opinion, as reported below.

Part One: Capital Request.

1. Humphrey Institute. The UCBRBR report argues against the Oak-Washington site for the Humphrey Institute and urges the SCC to recommend a bridgehead or West Bank site. Professor Morrison stated that he would be reluctant to recommend this capital request with the Oak and Washington site specified; Professor Scriven stated that he has been uncomfortable with the Oak and Washington site; Ms. Pribyl declared that all students she has heard from, including medical students, dislike that location; Mr. Weis expressed the same viewpoint; Professor Eaton noted the physical separation from one's library being a serious disadvantage. Professor Purple commented that faculty committees had been split in their recommendations but that Public Health, for one, vigorously supports the Oak-Washington location. He questioned the appropriateness of the SCC expressing a strong dissent at this stage of discussions since it has always had the prerogative to take up the site question with the President and has in fact demonstrated only slight interest. He also pointed out that there is considerable literature and a record of Regential consideration on the site selection with which the SCC is unfamiliar. Professor Brasted recommended the Consultative Committee's letter of transmittal include the request that the site question be reopened. There was SCC consensus for that position.

2. Williams Arena and 3. Recreational Sports Facilities on Other Campuses. The Consultative Committee concurred in the UCBRBR concern that a \$3 million appropriation to remodel the arena would be granted at the expense of needed campus buildings. Mr. Weis stated that there is support among students for maintaining varsity sports in Williams Arena. Professor Blake recommended, and the meeting agreed, that discussion of Williams should be coupled with consideration of recreational sports facilities in the Twin Cities and on the other campuses.

4. Size of Capital Request. UCBRBR asks that it or the SCC be included to some extent in the discussions to prioritize the list of capital items, which are presently unranked. UCBRBR also cautioned that legislators

may regard some capital appropriations as a trade-off against some operating expenses which can ill afford any cut. There was discussion on how to assure the greatest objectivity and concern for centrality to mission in the discussions of prioritization. Professor Blake stated that while he thought there should be faculty participation in discussions on prioritizing, any few faculty members cannot be either objective or representative. The UCBRBR viewpoint presupposes that central administration is sensitive to the political stimuli it receives; Professor Blake added that the legislature is likewise. Professor Pratt agreed that there are constraints on total objectivity on the part of the administration and also inevitable biases on the part of any faculty members but, he said, the Consultative Committee should not back off from expressing itself on the matter of prioritizing in the Capital Request.

Professor Morrison moved the SCC forward to the President Part One of the report, requesting reconsideration of the Humphrey Institute site selection, joint consideration of Williams Arena needs with recreational sports facilities needs University-wide, and participation by the SCC or UCBRBR or both in prioritizing the capital request--with a reference to past practice. The motion carried without dissent.

Part Two: 1981-83 Biennial Request.

1. Further Biennial Request Issues. Professor Morrison reported that the University has been ordered to prioritize strictly the Biennial Request, and that while the University is not complying with the letter of the order for a 10% real dollar budget cut, it will have to approximate the 10% cut and possibly prioritize in that cut. The October, 1980 budget dialogues between University administrators and the Governor and Finance Commissioner will require the University to announce choices. UCBRBR requests SCC and UCBRBR consultation with the administration on prioritizing the request. It is Professor Morrison's understanding that the University retrenchment report will show a number of alternatives the University could undertake, all of which would be unpalatable, to cut the budget by 10%. Professor Spring stressed the importance of SCC/UCBRBR input in designing the 10% cuts.

2. Reliance on Specials. UCBRBR reiterates its concern over the large request for Specials and for the different budgetary implications for the different kinds of Specials. Professors Purple, Morrison and Eaton urged asking the administration again for an explicit answer as to how many new "special" positions are for tenure track positions and also how many are actually newly-hired personnel. Professor Blake pointed out the absence of indirect cost supports for the specials, including secretarial and all other standard related costs. Professor Morrison moved the SCC accept and forward Part Two of the report and, in the same letter of transmittal, emphasize the request for consultation on the Biennial Request prioritizing and more specific information on the Specials. The motion was carried without dissent.

Chairman-designate Eaton said that the SCC now must ask Professor Morrison and the other current UCBRBR members to continue through the summer to give time as they can. She will also invite the outgoing SCC members to participate in meetings as they can. Retiring Chairman Richard Purple thanked the UCBRBR Chairman and members for the extensive time they have given to addressing serious questions.

b. Senate Reorganization. Professor Spring reported that he will meet on June 27 with the new Chairmen of the Consultative Committee, the Committee on Committees, and Business and Rules to determine those items of reorganization that can be assigned at once to Business and Rules for writing for the Handbook and those that require further study and refining first.

c. Grievance and Legal Concerns. Professor Eaton reported that Professor Raskin, Chairman pro-tem of the Tenure Committee, will meet on July 2 with deans to discuss systems for dealing with cases of sexual harrasment. They will recommend a separate body to handle sexual harrasment grievances. The recently completed Graduate School Sexual Harrasment Policy is serving as a preliminary report for the Tenure Committee in developing a policy for the University. (Copies of the Graduate School policy are to be distributed to all SCC members.)

6. Old Business.

a. SCFA faculty salary increase report. Professor Spring recalled the caution raised by President Magrath earlier this year that submitting such a specific and detailed salary request might invite the legislature to determine itself exactly how salary funds were to be divided among faculty. Professor Purple said he believes the administration will submit the SCFA proposal as an illustration of how it, the administration, will go about dividing up the fixed sum it asks for. Professor Morrison was doubtful that the present "packaging" of the request is as attractive as it could be. He also pointed out that it is for good reason that the administration likes to receive a lump sum with no strings attached. It was concluded that the Consultative Committee would take no position at this time on the SCFA proposal.

b. Establishment of subcommittee to clarify Senate/Assembly/Student Government lines of reporting and responsibility. No discussion, no action at this time.

7. New Business.

Faculty legislative lobbyist. The Chairman reminded the Consultative Committee that it is now in a position to request a new faculty legislative lobbyist on partial release-time. The item was put over to June 27.

The meeting was adjourned at 3:20 p.m.

Respectfully submitted,

Meredith B. Poppele, Secretary



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Report of the Chair

for 6/19/80 meeting

A number of miscellaneous items are before us in addition to the UCBRBR report on the 90% budget and the capital request.

A. Steering business.

1) The mission statement was published in the June 5 Daily to inform the University community of one last chance to influence its wording. The item went to the Regents for information in June and will be up for action at the July Board meeting. June 23rd has been scheduled as the last day for changes, the deadline necessitated by the printing requirements for the Regents docket for July. Do we wish to make further comment? I have received one phone call on it since the Daily publication. This was from a student, Jim Clark, and I understand the student concerns on the mission statement will take the avenue of student representatives to the Regental committees as their primary route for expressing concerns.

2) The President has now circulated draft #2 of Institutional Planning Assumptions, Goals, Objectives and Priorities for the 1980's. The chair would recommend that we again charge SCRAP with major commentary responsibility, but request that they report through the SCC since it is a matter concerning consultation with the President. If this suggestion is approved, other Senate committees should be directed to send their comments to SCRAP.

3) Mr. Stephen Setterberg, a student nominee for the President's Student Behavior Review Panel, will be unable to serve, and the student wing of the SCC will be prepared to furnish a nominee to serve in his place.

B. Committee and subcommittee reports.

UCBRBR was to make a major report on a number of budget items. Given the changing plans of the administration regarding the 90% budget, and changing timetables on other items, Professor Morrison will be bringing in a somewhat truncated report. Professor Spring will report on our possible approaches to implementing the rewriting of Senate reorganization. Although not referred to at this time, agenda item 6a pertains to his subcommittee, and if it appears feasible, we might branch into a discussion of related items concerning reorganizational requirements that will be placed on the various campus assemblies.

C. Old Business.

The President has requested one last meeting for this academic year, and it is scheduled for June 27th, 12:00 noon in the Regents Room. (Sandwiches will be served.) The purpose is to consult on prior budget recommendations stemming from our June 19th meeting and UCBRBR's report, and to discuss also the proposals on faculty salaries and supply and expense budgets which are

being submitted to the Legislature separately from O&M and Specials requests. Also in that connection the House Appropriations Subcommittee on Higher Education has scheduled an all-day hearing in the Dale Shephard Room of the Campus Club on June 24. Formal presentations have been requested of a number of people, including the Chair of SCC, who will be substituting for the Chair of SCFA (unavoidably out of the country on that date). I feel the SCC should adopt a formal position with respect to the SCFA salary report, and that perhaps we should discuss the wisdom of the 1979-80 Chair making the presentation when we have a capable Chair-designate for 1980-81 who will bear the brunt of overseeing legislative progress on this and all other legislative items.

D. The June 19th meeting will be the last formal SCC meeting of this academic year, and I would at this time like to take the opportunity to thank each and every one of you who have continued through this year to make it both an active and productive session. I have written thank-you letters to other Senate committees on behalf of SCC, but just cannot bring myself to writing individual ones to each of you because I don't think the formal printed word is adequate for expressing how much I have appreciated your individual and collective talents. This year the turnover on the SCC is especially heavy, and perhaps that is fitting. While I hope those of us who are leaving will be missed, I also know we will be more than adequately replaced by incoming new members. This year has seen, I believe, a rather heavy accent on either finishing off or ordering business that arose in the 70's, and having helped to clear the decks for the 80's I think it is appropriate that we welcome a relatively large new infusion of talent and energy who will help set the course of the University during the new decade.

Richard L. Purple

1981-1983 Budgets/Budget Requests

1. 1981 Capital Request - Priority Ranked
 - a. --for consideration in 1981
 - b. --for consideration in 1982

2. Amended Six Year Capital Plan

3. 1981 Biennial Request
 - a. --Regular Request
(called "same-level" in state parlance:
present level plus inflation.)
 - b. --Six Year Supplement
(where we're going in each of the next
three biennia).
 - c. --Minimal Budget Supplement
(consequences of a 10% decrement).
 - d. --Additional Thrusts Budget
(state agencies have given the Governor
two "new thrusts;" those approved by
him may be included in Agency 1981
Request. U of M not doing this; we are
submitting 3.a. instead.

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June 18, 1980

Senate Consultative Committee
320 Millard Hall
Campus

Dear Colleagues:

The University Committee on Biennial Request and Budget Review met on Tuesday, June 17, to review the preliminary capital request and certain other budget matters. Because of the shortness of time before the Senate Consultative Committee meeting, the committee authorized me to present this summary of its deliberations to you, without reviewing the text in detail.

Our deliberation focused on two major issues. One of these was the capital request and the subsequent six-year capital plan. The other deals with the biennial request and other requests from the Governor. We wish to emphasize the importance of some of these up-coming decisions, which are discussed below in Part Two, section one.

Part One: Capital Request

The committee reviewed the preliminary draft of the capital request. A copy of that preliminary draft is attached, for your information. It was emphasized that this draft is preliminary only, and that changes may be made in it before it is submitted to the Regents for action. You will notice that the request totals more than \$100 million. To a large extent, it consists of matters which were carried forward from the unsuccessfully 1980 capital request, together with a few items which were added from the six-year plan or otherwise. We have only a few comments.

1. Humphrey Institute. The committee believes that the decision to place the Humphrey Institute at Oak and Washington Streets should be re-examined. The location caused serious problems in the legislature at the last session. We do not see any academic advantages to be gained from the location. The location will divorce the institute from other social

sciences and from library and support facilities which are located on the West Bank. The location decision would seem to involve either (1) the need for expensive and needless duplication of library resources (e.g., government documents) or (2) a substantial impediment to the efficiency of faculty members and students who will be forced to divide their effort between two locations at a substantial distance from one another. Indeed, the location decision would seem to us either to force the isolation of the Humphrey Institute from related groups of faculty and students, or, to provide integration only at a considerable and recurring expense.

We understand that the reasons for the location decision were to accommodate the visitor function and external function of the institute. We believe that more consideration should be given to the recurring and daily interactions of faculty, students, and full-time researchers. Their access to the building and to other facilities on campus should be given preference over those of the occasional visitor or conference participant.

We urge the Senate Consultative Committee to recommend to the Administration a site at the bridgehead on the East Bank or somewhere on the West Bank, where the institute would be more central to the University. In such location it would be a more fitting tribute to the late Senator Humphrey.

2. Williams Arena. We understand that the Board of Regents is committed to remodeling of Williams Arena to provide an on-campus facility for basketball and hockey, if this is financially feasible. We are concerned that the \$3 million figure will be a substantial trade-off against needed campus buildings. We also note that most of the remodeling is necessary for crowd-safety purposes; the building itself is apparently structurally sound. Would it be possible to consider this building for some of the recreational sports facilities, for which planning money is requested?

3. Recreational Sports Facilities on Other Campuses. We note that biennial capital request includes funding for recreational sports planning for the Twin Cities, but does not include such funding for other campuses. We understand that a task force has recently been appointed to look into this question on other campuses, and repeat our concern expressed earlier, that this matter be viewed on a system-wide basis.

4. Size of Capital Request. The capital request is a sizable one. No priorities have yet been established within the request. The priority order may be of more significance

than mere inclusion in the request, since it is unlikely that the request will be fully funded. The committee should seek to participate in this prioritization exercise, which, we understand, will take place within the next month.

We are also concerned about the relationship between the capital request and operating and maintenance request. Although the two funds do come from "different pots," we have a continuing concern that the legislature may look upon a capital appropriation as an offset against some of our operating expenses. We are of the opinion that the operating budget is now so critical that such trade-offs should be minimized.

Part Two: Biennial Request and Supporting Documents

We anticipated that our work with the 1981-83 Biennial Request for operating and special appropriations was nearly completed. The Regents passed a request totaling approximately \$44 million (plus salary adjustments and general price level increases) at their June meeting. A summary of these appropriation requests is attached.

1. Further Biennial Request Issues. We are informed that the Governor has asked for at least two additional documents with respect to the biennial request. These are (1) a priority list for the items in the biennial request itself, and (2) a minimum budget supplement, which would indicate how we would operate if cut by 10% in real dollar terms. We are advised that this latter document also must be placed in priority order. The deadline for all submissions is September 30. This means that, in order to accommodate review by the Regents, the documents with priority orders must be prepared not later than the end of August, and possibly by the end of July.

We have also been advised that there will be a change in procedure this year, so that the University administrators who present the budget to the Finance Commissioner and to the Governor will be asked to engage in dialogue about relative priorities of matters on both the up- and down-side of the scale. Thus the Governor's recommendation (and perhaps our ultimate revised request) will be the result of discussions between administrators and the Governor in the budget conferences in mid-October.

In these circumstances, we believe that it is absolutely essential that there be clarification of relative strength of various items in the biennial request, and their place in any eventual negotiations with the Governor and legislative staff over the budget request. While we do not believe that

UCBRBR and SCC can fruitfully engage in a numerical ranking of all of the budget items, we do believe that the committees should be able to provide assistance in placing these items into broad categories, e.g., higher, middle, and lesser priority. We hope that the administration will find it appropriate to seek our counsel on this matter before placing firm priority ranking on various items.

We do not wish to underestimate the size of the task before us. To meet the Governor's 10% target, we would have to retrench approximately six times the amount which was originally retrenched in 1978-79. That is undoubtedly a mammoth undertaking. Similarly the up-side classification will be a difficult job, but one which we believe should have faculty input.

Again we emphasize that assigning priorities to the various items will be a critical task. If it is to have broad support, there must be broad participation. This will be an enormous and unusual task for the committees during the months of July and August.

2. Reliance on Specials. While we have, in the past, agreed with the approach of emphasizing research objectives through special appropriations, we wish to caution against complete delegation of authority for decision-making about which programs are most desirable to political bodies, whether the Governor or the legislature. If that process were carried to its extreme, we would be concerned an excessive politicization of the University budget. We believe that it can be brought under control by relating the relative priority of the various special appropriation requests to levels of funding in the general appropriation.

3. Faculty Positions in Special Appropriations. We inquired about new positions being created through the special appropriations. We understand that many of the positions do not in fact involve making new faculty appointments, but rather involve either (1) bringing federally funded positions into the state budget, or (2) "buying" the time of faculty members during the summer months or on a leave basis from the regular assignments, or (3) our "unassigned instruction" positions which will be used for research assistants and research fellows. Nevertheless we have expressed to the administrators the widespread concern over the proliferation of non-tenurable faculty or faculty-like individuals on campus, both out of a concern for the protection of the academic freedom and

tenure of these individuals and out of a concern for a protection of the integrity of our budgeting process against future claims which they may have. This matter requires continuing scrutiny. A document prepared by central administration is attached, giving answers to similar concerns voiced by Regents.

4. New Special Appropriations. We note a number of new special appropriations in the request approved by the Regents. They can be identified as the items which carry no page numbers and the summary sheet. Although they have now finally been approved by administration and Regents, we believe that it would be desirable to have them reviewed in due course.

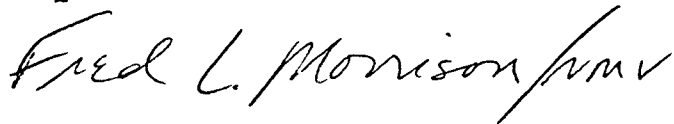
5. Salaries and Supplies and Expenses. The biennial request does not yet contain dollar amounts for salaries or supplies and expenses. The Senate Committee on Faculty Affairs has reported on the salary question. A discussion with the President will be held on Friday, June 27. There has been no formal recommendation on the supply and expense cost-of-living-increase level, but we emphasize the critical need for funds in this area. We understand that the President will be discussing them with us on June 27.

* * *

We had hoped to end the year on a happier note, but it appears that we have a substantial body of work awaiting us in the two months before school resumes. We solicit the instructions of the Senate Consultative Committee about how to proceed with this task.

Respectfully submitted,

UNIVERSITY COMMITTEE ON BIENNIAL
REQUEST AND BUDGET REVIEW



Fred L. Morrison, Chairman

FLM:nmv

Enclosures - 3

cc: UCRRBR members

PRELIMINARY OUTLINE - 1981-82 REQUESTS FOR CAPITAL IMPROVEMENTS

TWIN CITIES CAMPUS

Animal Science, Phase II - Working Drawings - (Ceiling of \$20 million total project cost.)	\$ 677,000 + Escalation
Rosemount Dairy & Nutrition Research Building - Working Drawings - (Ceiling of \$1.8 million + Esc.)	82,000 + Esc.
Green Hall Remodeling & Addition - Working Drawings	170,600 + Esc.
Agronomy & Plant Genetics, Plant Pathology, and Soil Science Additions - Construction	15,900,000 + Esc.
Addition to Business Administration Tower - Construction	3,800,000 + Esc.
HHH Institute - Construction (92,000 sq. ft., Oak & Washington site)	11,000,000
Shower/Locker Facilities, West Bank and St. Paul - Construction	108,500 + Esc.
Fraser Hall Remodeling - Working Drawings (Pending decisions on user departments)	176,000 + Esc.
Appleby Hall Remodeling - Working Drawings (Pending decisions on user departments)	126,000 + Esc.
Zoology Addition and Remodeling - Working Drawings	350,000 + Esc.
Kolthoff Completion	900,000
Smith Hall Remodeling - Working Drawings (Ceiling of \$41.4--1983 Construction)	1,656,000 *
Folwell Hall Remodeling	2,000,000 + Esc.
Eddy Hall Remodeling	1,870,000 + Esc.
North Hall Remodeling - Working Drawings	85,000 + Esc.
Pedestrian Bridge, East Bank	354,000 + Esc.
Field House Floor Installation	564,000 + Esc.
Music Building - Construction (Ceiling of \$12.4 million + Esc.)	12,000,000 + Esc.
Transportation Program, University Share	1,070,000 + Esc.
Williams Arena Remodeling	\$ 3,000,000
Walter Library Remodeling - Working Drawings	1,750,000
Institute of Technology Planning	500,000
Sports Facilities Planning	1,750,000

SUBTOTAL - TWIN CITIES CAMPUS

\$ 58,233,100 + Esc. on \$39,333,100*
**(plus reappropriation for Smith Hall)

*Reappropriation of prior funds; not seeking new funds.

HEALTH SCIENCES

Public Health Remodeling	\$ 3,300,000 + Esc.
Anesthesiology Remodeling	67,000 + Esc.
Microbiology Remodeling	2,100,000 + Esc.
SUBTOTAL - HEALTH SCIENCES	<u>\$ 5,467,000 + Esc. on \$5,467,000</u>

DULUTH

Greenhouse	287,000 + Esc.
Remodeling of Space Vacated by the School of Business and Economics	480,000
Steam Line to Lower Campus	832,000
Modification of Coal Gasifier	400,000
Replacement of High Pressure Steam Line	245,000 Subject to further
Primary Electrical Distribution System	253,000 discussions.
Water Distribution System, Phase III	260,000
SUBTOTAL - DULUTH	<u>\$ 2,757,000 + Esc. on \$287,000</u>

MORRIS

Behmler Hall Remodeling	327,000 + Esc.
Greenhouse	224,000 + Esc.
SUBTOTAL - MORRIS	<u>\$ 551,000 + Esc. on \$551,000</u>

CROOKSTON

Land Acquisition, 40 acres	Seek Authorization
Owen Hall Remodeling, Working Drawings	44,000 + Esc.
SUBTOTAL - CROOKSTON	<u>\$ 44,000 + Esc. on \$44,000</u>

WASECA

Livestock Laboratory - Construction	735,000 + Esc.
Mechanized Agriculture Facility - Construction	770,000 + Esc.
Plant Services Renovation & Addition	196,000 + Esc.
SUBTOTAL - WASECA	<u>\$ 1,701,000 + Esc. on \$1,701,000</u>

NORTHWEST EXPERIMENT STATION

Ag Research Center Auditorium Remodeling/Addition	\$ 312,000 + Esc.
Forage and Feed Handling Facility	69,000 + Esc.
SUBTOTAL - NORTHWEST EXPERIMENT STATION	\$ 381,000 + Esc. on \$381,000

NORTH CENTRAL EXPERIMENT STATION

Land Acquisition	Seek Authorization
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WEST CENTRAL EXPERIMENT STATION

Road Surfacing and Drainage	61,000 + Esc.
SUBTOTAL - WEST CENTRAL EXPERIMENT STATION	\$ 61,000 + Esc. on \$61,000

SOUTHERN EXPERIMENT STATION

Land Acquisition	Seek Authorization
Dairy Heifer Facility - Construction	159,000 + Esc.
Machinery Storage Building - Construction	82,000 + Esc.
SUBTOTAL - SOUTHERN EXPERIMENT STATION	\$ 241,000 + Esc. on \$241,000

SOUTHWEST EXPERIMENT STATION

Field Laboratory and Addition - Construction	139,000 + Esc.
SUBTOTAL - SOUTHWEST EXPERIMENT STATION	\$ 139,000 + Esc. on \$139,000

CLOQUET FORESTRY CENTER

Research Lab & Classroom Bldg. Addition - Construction	\$ 562,000 + Esc.
Living quarter addition for graduate students and transient staff	
New Construction	\$53,706
Demolition of Old Building	<u>5,000</u>
Total	\$ 58,706
Dining Hall Remodeling	45,500
SUBTOTAL - CLOQUET FORESTRY CENTER	\$ 666,000 + Esc. on \$562,000

HORTICULTURAL RESEARCH CENTER

Refurbish Greenhouse	\$ 29,000 + Esc.
SUBTOTAL - HORTICULTURAL RESEARCH CENTER	\$ 29,000 + Esc. on \$29,000

SYSTEM-WIDE AND SPECIAL ITEMS

Repairs and Betterments	\$ 4,750,000
Energy Conservation Survey	300,000 + Esc.
Upgrade for Physically Handicapped	3,000,000 + Esc.
OSHA	1,000,000 + Esc.
Energy Conservation/Conversion	2,300,000 + Esc.
Diseased Tree Removal and Replacement	500,000 + Esc.
Animal Waste Recovery Unit, St. Paul	290,000 + Esc.
Chemical Storage Facility, NW Experiment Station	18,000 + Esc.
SUBTOTAL - SYSTEM-WIDE & SPECIAL ITEMS	<u>\$12,158,000 + Esc. on \$7,408,000</u>

UTILITIES AND SERVICES

Heating Plant Conversion, Mpls.	8,800,000
Boiler Replacement, St. Paul - Planning	200,000 + Esc.
Mpls. Primary Electric	795,000 + Esc.
St. Paul Primary Electric	829,000 + Esc.
East Bank Water Distribution	373,000 + Esc.
St. Paul Water Distribution	291,000 + Esc.
East Bank Sewer Separation	108,000 + Esc.
St. Paul Steam Tunnel	234,000 + Esc.
St. Paul Low Pressure Steam Line	200,000 + Esc.
Crookston Heating Plant Improvements	2,114,000 + Esc.
Crookston Primary Electric	178,000 + Esc.
Waseca Primary Electric	241,000 + Esc.
North Central Station Fire Protection System	224,000 + Esc.
West Central Station Fire Protection System	180,000 + Esc.
Southern Station Fire Protection System	72,000 + Esc.
Waseca City Sewer Relief	98,000 + Esc.
Horticultural Research Center Sanitary Sewer	62,000 + Esc.
Landscape Arboretum Water Connection	<u>124,000 + Esc.</u>
SUBTOTAL - UTILITIES AND SERVICES	\$ 15,123,000 + Esc. on \$6,323,000

SUMMARY:

Projects that do not have cost escalations	\$ 35,024,400
Projects that do have cost escalations	62,527,100
12 % cost escalation	7,503,240
Total	<u>\$ 105,054,740</u>

Notes:

1. These figures include all of the UMD projects, some of which might be deleted, pending further discussion.
2. Total figure does not include request for reappropriation for Kolthoff completion.

Question One

How many new positions are recommended for inclusion in the 1981-83 Biennial Request?

	<u>FY 82</u>		<u>FY 83</u>	
	<u>Faculty</u>	<u>Civil Service</u>	<u>Faculty</u>	<u>Civil Service</u>
Operations & Maintenance	-	33.3	-	93.0
State Specials	119.6	129.8	140.0	197.1
Sub-Total	119.6	163.1	140.0	290.1

Question Two

How many new positions for instructional faculty are being requested?

There are none.

The Operations and Maintenance (O&M) request has 93.0 civil service positions and of these 90.0 are custodial to maintain new space which comes "on line" in the biennium. The remainder (3.0 FTE civil service) are for assignment to the handicapped student access program (1 FTE) in Student Affairs and to the environmental health program (2 FTE) also a unit of Student Affairs.

Question Three

How many of the requested positions are "new hires" for which new lines in the budget will be established? (Note: All of these positions are State Specials except for those with an asterisk.)

Schedule I

	FY83 Total	
	<u>Faculty</u>	<u>Civil Service</u>
Agricultural Extension:		
Field Staff workload	16.0	25.0
Title XII	2.0	-
Agricultural Research	12.0	6.0
Business Administration:		
Industrial Relations Education	2.7	2.5
Bureau of Business Research	2.0	-
Duluth - Business and Economics Research	1.5	-
Dentistry - Medical Research Special	1.0	-
Nursing - Medical Service and Instruction	4.7	2.6
Public Health - Medical Research - Health Services Center	1.8	1.0
Alcohol & Other Drug Abuse	-	1.5
Environmental Pathology Laboratory	1.0	2.5
Institute of Technology:		
Mineral Resources Research Center	14.0	10.0
Minnesota Technology Center	9.3	12.8
Geological Survey	-	4.0
Veterinary Medicine Diagnostic Laboratory	1.0	8.0
Student Affairs:		
*Handicapped Student - Access	-	1.0
*Environmental Health	-	2.0
*Minority/Special Students tutoring	14.0	-
Center for Urban and Regional Affairs:		
All-University Council on Aging	0.5	1.0
Council on Health Care for Aging	<u>0.5</u>	<u>1.0</u>
TOTAL	84.0	80.9
Plus Civil Service appointments for:		
Plant Biomass	-	6.0
CLA - Critical Literacy	-	<u>1.5</u>
NEW TOTAL	84.0	88.4

Question Four

How many positions are replacement for which state dollars will be substituted for federal or other funds? (Note: The state will be asked to fund certain "new positions," even though no new persons and no new lines will be added.)

Schedule 2

	FY 83 Total	
	<u>Faculty</u>	<u>Civil Service</u>
Medical - Instructional Grant Replacement	2.0	2.1
Rural Physician's Associate	1.0	0.8
Public Health - Expiring Grants	3.6	2.1
Capitation Contingency Fund	13.4	23.1
Hospitals, Education Subsidy	-	83.6
	<hr/>	<hr/>
TOTAL	20.0	111.7

Question Five

How many positions are requested for use in "purchasing" faculty time, thus freeing 0100 funds for other uses? (Faculty time can be "purchased" for appointment or fractions of appointments during the regular academic year for "day class" and the "evening class" programs) and or for summer appointments for faculty on 9-month appointments. Summer appointments, in effect, do not add additional faculty to the regular year teaching staff. These would be similar to appointments in the summer on NIH or NSF funds. "Purchase" of faculty time during the regular year releases funds for non-recurring uses such as teaching assistants, visiting instructors, guest speakers, etc.)

Schedule 3

	<u>FY 83 Total</u>	
	<u>Faculty</u>	<u>Civil Service</u>
Plant Biomass	13.0	(1)
Continuing Education and Extension:		
High cost, low enrollment courses	21.0	-
College of Liberal Arts:		
Critical Literacy	<u>2.0</u>	<u>(1)</u>
TOTAL	36.0	-

(1) 7.5 civil service personnel will be "new hires" and are not included in this category. See page one.

Question Six

How many of the civil service positions in the request are for custodial workers to provide maintenance for new space which will come "on line" during the biennium? (A separate statement from C. T. Johnson on the workload of custodial employees and how it has increased in recent years is attached.)

Schedule 4

	<u>FY 83 Total</u> <u>Civil Service</u>
New Space Operation (Custodial)	90.0
TOTAL	90.0

Question Seven

What is the nature of the appointments of civil service personnel in the Specials?

The following distribution of personnel is anticipated in the Specials:

a. Clerical personnel (secretary, clerk typist, account clerk, etc.)

80.1

b. Technical personnel (junior scientist, senior scientist, laboratory technician, etc.)

120.0

c. Custodial

90.0

TOTAL: 290.1

Summary of Positions in 1981-83 Biennial Request

	<u>Faculty</u>	<u>Civil Service</u>
New positions for which new lines will be established in the budget:	84.0	88.4
Old positions from Federal and other dollars to be replaced by State dollars:	20.0	111.7
Position funds which will be used to "purchase" faculty time (regular year or summer):	36.0	--
Custodial positions for the maintenance of space in new buildings:	<u>--</u>	<u>90.0</u>
TOTAL	140.0	290.1
TOTAL (Less Custodial)		200.1

Appropriation Requests, 1981 Session
 (All Figures Are Increases Over 1980-81 Budgets)
 Revised 4/30/80

Increase Over 1980-81

	O&M Fund					Special Appropriations						
	FY82			FY83			FY82			FY83		
	Position		\$000's	Position		\$000's	Position		\$000's	Position		\$000's
	Ac.	C.S.		Ac.	C.S.		Ac.	C.S.		Ac.	C.S.	
<u>College Related Units</u>		\$			\$			\$			\$	
Agricultural Extension (p. 14b)												
Field staff workload						16	25	750.0	16	25	750.0	
Communication system								250.0			250.0	
Title XII						2		125.0	2		150.0	
Note: transfer O&M component to Special Appropriation												
Agricultural Research (p. 15c)						12	6	1,300.0	12	6	1,300.0	
Plant Biomass Energy Research (2) (p. 23c)						7.5	3.5	275.0	13	6	500.0	
Business Administration												
Industrial Relations Education (p. 30b)						2.7	2.0	112.8	2.7	2.5	112.8	
Bureau of Business Research (p. 30c)						2		34.0	2		60.4	
Continuing Education and Extension												
Hi cost, low enrollment courses-replace income supported faculty(1) (p. 25d)						21		518.0	21		518.0	
Micro-wave Tower								70.0			--	
Elderhostel								50.3			50.3	
Duluth												
Business and Economics Research (p. 34m)						1.5		37.0	1.5		37.0	

Increase Over 1980-81

O&M Fund						Special Appropriations					
FY82			FY83			FY82			FY83		
Position		\$000's	Position		\$000's	Position		\$000's	Position		\$000's
Ac.	C.S.		Ac.	C.S.		Ac.	C.S.		Ac.	C.S.	
College Related Units con't											
Graduate School											
Replace Bush Foundation											
fellowships for minority/ disadvantaged(1) (p. 29g)						143.0			143.0		
General Research Fund (p. 29f)						125.0			125.0		
Medical Research Fund (p. 29d)						75.0			75.0		
Graduate Fellowships (p. 29)			100.0			175.0			175.0		
Sea Grant (p. 29b)											
Includes Lake Superior Basin Studies (p. 34k)											
Health Sciences											
Dentistry											
Medical Research Special (p. 29d)						1 45.0			1 45.0		
Medical											
Rural Physicians Associates (p.22b)						1 .8 75.0			1 .8 75.0		
Instructional grant replacement(1) (p. 22-f)						2 2.1 150.0			2 2.1 150.0		
Nursing											
Medical Services & Instruction (p. 22b)						4.7 2.6 250.0			4.7 2.6 250.0		
Public Health											
Expiring grants, instructional(1) (p. 22d)						3.6 2.1 200.0			3.6 2.1 200.0		
Medical Research-Health											
Services Research Center (p. 29d)						1.8 1.0 100.0			1.8 1.0 100.0		
Capitation Contingency Fund(1) (p. 22h)						9.8 16.9 1,021.0			13.4 23.1 1,394.6		
Alcohol & Other Drug Abuse											
Programming (p. 22b)						1.0 1.5 100.0			1.0 1.5 100.0		
Environmental Pathology Laboratory						1.0 2.5 106.4			1.0 2.5 106.4		
College of Liberal Arts											
Economic Development Center											
Project on Critical Literacy						2.0 1.5 85.0			2.0 1.5 85.0		
Immigration History Archives Center						225.0			225.0		
Minnesota Family Studies Center						250.0			225.0		
Libraries, acquisitions (p. 6)			660.0			1,185.0					
Technology											
Mineral Resources Research Center (p. 9c)						8.0 7.0 300.0			14.0 10.0 500.0		
Minnesota Technology Center (p. 9d)						4.0 5.5 300.0			9.3 12.8 700.0		

Increase Over 1980-81

O&M Fund						Special Appropriations					
FY82			FY83			FY82			FY83		
Position		\$000's	Position		\$000's	Position		\$000's	Position		\$000's
Ac.	C.S.		Ac.	C.S.		Ac.	C.S.		Ac.	C.S.	
<u>College Related Units cont</u>											
		\$			\$			\$			\$
Veterinary Medicine											
Diagnostic Lab (p. 24b)											
Veterinary Hospital		100.8			182.8	1 2		57.2	1 8		166.8
Structural Equipment(3)		2,486.5									
International programs, Maina (p. 3)		40.0			40.0						
<u>College Units</u>											
Hospitals, education subsidy(1) (p. 38b)						41.8		1,000.0	83.6		2,000.0
Note: transfer O&M portion to Special Appropriation											
Student Affairs											
Handicapped Student-access (p. 4)		1 51.0	1 51.0								
Minority/Special Students, Tutoring (p. 4b)						14		350.0	14		350.0
Environmental Health (p.3)		2 39.5	2 39.5								
Transit											
Rural Areas, commuter and Intra-campus (p. 3)		573.8			995.2						
Duluth (p. 34)		179.5			219.9						
Center for Urban and Regional Affairs:											
Ill-U Council on Aging (p. 1b)						.5 1.0		45.8	.5 1.0		45.8
Council on Health Care for the Aging (p. 1b)						.5 1.0		42.9	.5 1.0		45.4
Intercollegiate Athletics, women (p. 4c)											
Duluth								230.0			230.0
Morris								38.0			38.0
Brookston/								13.0			13.0
Maseca								16.0			16.0
								217.0			300.0

Increase Over 1980-81

O&M Fund						Special Appropriations					
FY82			FY83			FY82			FY83		
Position		\$000's	Position		\$000's	Position		\$000's	Position		\$000's
Ac.	C.S.		Ac.	C.S.		Ac.	C.S.		Ac.	C.S.	
n-College Units cont						\$					
Support Services, All-U						\$					
Fuel and Utilities						2,472.7					
Skilled trades pay plan						664.5					
New space operation						30.3 1,324.0					
Solid & hazardous waste						90.0 4,176.4					
Leased property costs						239.4					
Telephone service						284.1					
Purchasing set-aside program						57.4					
System-wide items (p. 50)						50.4					
Equipment replacement						250.0					
General price level						(4)					
Academic pay plan						(4)					
Totals						33.3 \$ 9,573.6					
						93.0 \$13,551.7					
						119.6 129.8 \$9,590.1					
						(36.4) (62.9)					
						140.0 197.1 \$11,677.3					
						(40.0) (110.9)					
Net number new personnel:						83.2 66.9					
						100.0 86.2					

2) Colleges involved are Biological Sciences, Agriculture, Forestry, Institute of Technology, College of Liberal Arts and Center for Urban and Regional Affairs.

- 3) Biological Sciences, x-ray crystallography \$1,000,000 (p. 23)
- Duluth-Industrial Education 450,000 (p. 34)
- Institute of Technology 750,000 (p. 9)
- Dentistry, computer 118,000 (p. 20)
- Morris, microcomputer 18,500 (p. 31)
- Waseca 150,000

\$2,486,500

4) There is no foundation for a planning estimate. A matrix of costs at various request levels is attached for reference.



UNIVERSITY OF MINNESOTA
TWIN CITIES

College of Business Administration and
Graduate School of Business Administration
Business Administration Building
271 19th Avenue South
Minneapolis, Minnesota 55455

Received 5/23/80
R&P
for next SCC meeting

May 21, 1980

Mr. Richard L. Purple, Chair
Senate Consultative Committee
5-255 Millard Hall
Minneapolis

Dear Rick:

The Senate Committee on Faculty Affairs and the Task Force on the Faculty Retirement Plan share the concern of the Senate Consultative Committee and Professor Marshak that we obtain the views of as many segments of the faculty as possible before we prepare our final recommendations on changes in the retirement plan. For this reason SCFA has and will continue to study pension changes as a committee of the whole. SCFA members, who represent many age groups and academic disciplines, have become quite knowledgeable and concerned about pensions as a result of their involvement this past year. The Task Force will soon cease to exist. Its final report (not yet issued) will be only a point of departure for SCFA discussions.

The hearings and the letters we have received have been highly informative and useful. We will consider these views carefully in our deliberations. At least one SCFA member has expressed most of the opinions we have heard but the hearings helped us develop a better feeling for the intensity of the arguments.

As our report indicates, some SCFA members have already questioned the cost constraint. The possibility of additional monies will clearly be on the SCFA agenda but, as we all know, additional funds are not easily generated internally or externally. If we request more monies, we will make the most persuasive case we can.

Sincerely,

C. Arthur Williams, Chair
Senate Committee on Faculty Affairs

CAW/lm

cc: Professor Marvin Marshak



UNIVERSITY OF MINNESOTA

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

May 27, 1980

Professor Richard Purple, Chairman
Senate Consultative Committee
320 Millard Hall

Dear Professor Purple:

On April 9, I sent you and your colleagues on the Senate Consultative Committee a letter outlining my recommendation on the Nestle's boycott issue. Among other things, I noted that I disliked being in disagreement with the University Senate on the matter, but I felt a responsibility to voice my genuine concern to the Regents about an all-encompassing boycott of Nestle's products. Subsequently, at the May meeting of the Senate, Professor Laura Cooper, a member of the Senate Committee on Social Concerns, suggested that I provide a more detailed explanation of my position on the Nestle's boycott issue. Naturally, I agreed to do so in writing to the Senate Consultative Committee. The purpose of this letter is to carry out my promise to Professor Cooper and the Senate.

First, since coming to the University of Minnesota in 1974, I have consistently opposed institutional boycotts as a method of voicing disapproval or attempting to promote change in the activities of corporations or parties with which the University conducts business. I hold this view whether the issues are non-union lettuce and grapes (the lettuce and grapes issue essentially involved two competing unions), products from companies that conduct business in South Africa, or products of the Nestle Company and its subsidiaries. Boycotts are inappropriate, I believe, because they overtly, directly, and officially involve the University in political and social causes, something that a free university such as ours must avoid.

Such boycott efforts, in my judgment, are not within the traditional activities of a public institution of higher learning and would conflict with the institutional restraints that have long been deemed essential to the preservation of academic values, pursuits, and freedoms. They might also, I fear, undermine the willingness of external groups to respect the academic independence of the University. I recognize that there is a respected view (and it was articulated in effect by the Social Concerns Committee) that finds boycotts justifiable for a university under certain circumstances. But my definition of the role and function of a university -- which parallels that recently stated by President Derek Bok of Harvard on the boycott and similar issues -- puts me, if I am to be candid as I know you and the Senate desire, on the side of those who believe such action is officially and institutionally political and therefore inappropriate for a university.

Second, and beyond this general view of mine, there exists an endless number of potential issues that might be championed as targets of boycotts. Admittedly, while it is not impossible to distinguish the relative merits of these targets, it is, nevertheless, a difficult and, at times, hair-splitting process. It is also a potentially endless process that would detract attention and time from the fundamental purposes of an academic community. Whether any boycott would then lead to

Professor Richard Purple

May 27, 1980

Page Two

the desired changes in corporate policies is, at best, a speculative question. I have yet to see any evidence that University boycotts have, indeed, produced the changes that supporters of such actions claim to be necessary.

Third, and quite aside from the above factors, is the problem of administering a University-wide boycott. Issues of fiduciary responsibility, increased costs to the consumer, and the number of personnel required to carry out a general boycott policy cannot be overlooked. The University is entrusted with the responsibility of providing services at the lowest cost possible, consistent, of course, with principles of high quality. To adopt a boycott policy is to place such responsibilities and principles into possible jeopardy.

A fourth consideration is that of individual choice. In the Nestle matter as well as a previous question involving lettuce and grapes, I felt that individual students and faculty should be provided a personal choice as to which products they might want to consume. A choice could be made, and many individuals took advantage of the option. In a boycott situation, any choice is taken away from the consumer.

Fifth, although opposing a boycott of Nestle products, I believe that the University has demonstrated a sensitivity to the general concerns of those who argue in favor of such an action. The recommendation from the Committee on Social Concerns on University sponsorship of a shareholder resolution addressed to corporations that sell infant formula in the Third World has been heeded. (The University does not own Nestle stock, but we do own stock in similar companies that sell infant formula.) Also, the University has sought to provide a broad discussion of the Nestle's question through the sponsorship of campus-wide debate and discussion forums. Finally, a further examination of student views was attempted through the so-called "Libby's Test."

Admittedly, and as stated above, there is another side to this question, and it has been well-stated in the Senate resolution as well as by a number of students and faculty before the Regents' Committee on Physical Plant and Investments in May. I truly understand and respect those views, but share the sentiments expressed by Professor Raup and his associates in the Minority Report on the Senate resolution.

The Regents are still deliberating the boycott question. I assure you they will take into careful consideration the action of the Senate on this difficult and important matter. Should you or your committee colleagues have any further questions, please let me know.

Cordially,



C. Peter Magrath
President

CPM:mw

cc: Senate Committee on Social Concerns
Mr. Duane A. Wilson, Secretary to the Board of Regents
Dr. Frank B. Wilderson, Jr., Vice President for Student Affairs

VIII. SALARY INCREASE COMPONENT IN THE 1981-83 BIENNIAL REQUEST TO THE LEGISLATURE.

On March 31 SCFA published in the Minnesota Daily its tentative position on how the salary increase component in the 1981-83 Biennial Budget Request should be calculated and justified. This position was developed primarily by its subcommittee on the salary increase component but it was also discussed, amended, and approved as a tentative position by the full committee. On April 8, SCFA held a hearing on this proposal in the Regents Room with telephone connections to the coordinate campuses. The basic approach proposed by SCFA was supported by those in attendance. Several persons, however, made valuable suggestions which SCFA then considered in redrafting the proposal. The final position, adopted by SCFA on April 25 and transmitted to President Magrath, reads as follows:

The budget request should be divided into 4 categories: I. a cost-of-living category intended to ameliorate the effects of inflation; II. a merit category involving 3 components: conventional merit increase funds, promotion funds, and retention-recruitment funds; III. a unit equity category intended to solve problems of unwarranted differences between average salaries in various units or categories; and IV. a category to offset the relative deterioration during the past decade in the purchasing power of faculty salaries.

Categorization of the salary request in this way would allow the faculty and the administration to approach the legislature asking for salary improvement funding in a way that assures legislators that the distribution of funds will not exacerbate problems they perceive in our methods of allocating salary to faculty members. This approach would, at the very least, help to enhance the legislators' view of the variety of factors that need to be taken into account in allocating money at a major university.

In the following we state the general principles we believe should be followed and illustrate their application with numbers that seem reasonable to us at this time. The amounts listed for each category need to be documented further and revised where appropriate. The numbers we suggest as a point of departure would justify considerably larger salary allocations than we have been receiving. This, however, is not surprising since, as we will demonstrate below, the salary increases we received during the seventies resulted in a decrease in the purchasing power of University faculty salaries at the same time the purchasing power of the average Minnesota citizen's income rose. Furthermore, during most of the seventies the inflation rate was much less than most persons expect during the next few years.

CATEGORY I. We request sufficient funds to provide an adjustment equal to the previous year's rate of inflation and projected rates of inflation for the first year of the biennium. For example, assuming an average rate of inflation of 13% for this year and next, the cost-of-living increase for all faculty members would be 13% in each year of the biennium. (The figure of 13% is based on the increase in the Consumer Price Index during 1979. This percentage may be adjusted later to reflect the expected inflation for the biennium.)

In awarding such an increase we would recommend that, in order to help more of the junior members of the faculty, the University adopt a sliding scale. Again, assuming 13% inflation, the sliding scale would be structured as follows: Those earning up to \$21,000 per year would receive an across-the-board increase of \$2,730. Those earning between \$21,000 and \$42,000 per year would receive a 13% increase. Those earning over \$42,000 per year would receive an increase of \$5,460. (A similar scale would be used in the 1982-83 academic year.) We expect that this adjustment would cost about \$16.9 million in the first year and an additional \$19.4 million in the second year of the biennium. (We assume that the base for academic salaries the first year would be \$130 million.)

42
13
125
42
546

CATEGORY II. Given the long-term commitment of the University to rewarding excellence and the fact that the money distributed in Category I should help most faculty members meet the increased costs produced by inflation, a reasonable merit money pool could be developed by a 3.5% of total salary base allocation. In 1981-82 the merit pool would be approximately \$4.6 million and in 1982-83, an additional \$5.2 million.

In addition, we request monies to fund (a) promotions in rank and (b) meet retention recruitment needs. Based on past experience with promotions we expect that increments averaging between \$1500-\$2000 could be awarded to promoted faculty members if \$250,000 were available the first year and an additional \$250,000 the second year to fund promotions.

In view of existing competitive pressures, we believe that the purpose of the funds currently held by the administration to deal with retention cases should be enlarged to include both retention and competitive recruitment. We suggest that a total of \$1 million the first year and an additional \$1 million the second year be requested for this purpose.

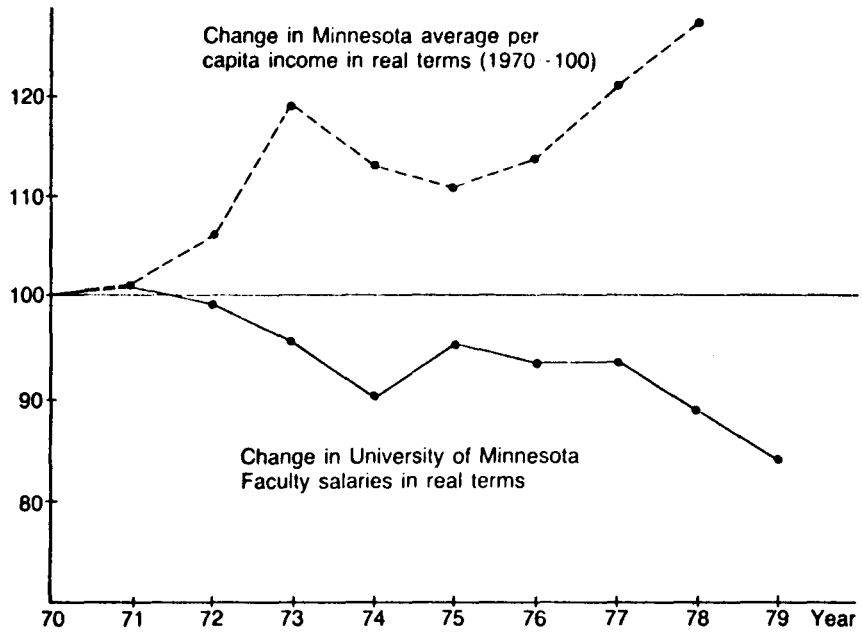
CATEGORY III. The unit equity category has been funded to the level of \$770,000 during 1979-80, \$625,000 during 1978-79, \$334,704 during 1977-78, none during 1976-77, and \$565,371 during 1975-76. Assuming that retention

cases would be funded from Category II money, to meet the needs of this category would require \$.3 million for 1981-82 and an additional \$.3 million for 1982-83.

CATEGORY IV. The past decade has produced dramatic reductions in (1) the purchasing power of average salaries at the University of Minnesota and (2) the ratio of these salaries to the Minnesota average per capita income. A chart recently published by the Twin Cities Chapter of the American Association of University Professors and reproduced below shows graphically the extent of these reductions. From 1970-78 the purchasing power of the average faculty salary at the University of Minnesota decreased about 10.5%. Over this same period the purchasing power of the Minnesota average per capita income increased about 22.5%. No data are available at this writing on 1979 Minnesota per capita income, but the chart shows a further decline from 1978 to 1979 in University of Minnesota average salaries in real terms.

In order to make up this discrepancy during the next five years, it will be necessary to increase faculty salaries an additional 6.5% per year. The extra funds required during the biennium for this purpose would be/ \$8.5 million for 1981-82 and an additional \$9.2 million for 1982-83.

The total request for salary improvement funding based on these assumptions about would be/ \$31.6 million the first year of the biennium and an additional \$35.4 million the second year. Fringe benefit costs would also increase because of these salary increases.



C. Arthur Williams, Chr.
Senate Committee on Faculty Affairs

SBK



UNIVERSITY OF MINNESOTA
TWIN CITIES

Management Planning and Information Services
Management Planning Division
4th Floor Morrill Hall
100 Church Street S E
Minneapolis, Minnesota 55455

May 27, 1980

C: Salaries file
C: 1981 Salary Request file

TO: Professor C. Arthur Williams
FROM: David J. Berg *DJB*
SUBJECT: Costs in SCFA Salary Proposal

Fred Morrison is basically correct in his May 8 letter to you. The cost is indeed much greater than noted in the SCFA proposal for the reasons he notes. I had pointed this out to the President and Vice Presidents in a March 16 paper, so they are aware of it. In addition, as I mentioned on the phone, the SCFA report ignores the related fringe benefit costs, which must also be funded.

Morrison was working from an obsolete budget base estimate, and as a result his figures are slightly higher than mine. I now estimate:

Biennial Cost
(\$Millions)

	<u>Cash</u>	<u>Total with Fringe</u>
I. Cost of Living	\$53.24	\$ 58.61
II.A. Need	11.37	12.52
II.B. Promotion & Retention	2.50	2.76
II.C. Competition	2.03	2.24
III. Unit Equity	.56	.62
IV. Recovery	26.07	28.70
	<u>\$95.77</u>	<u>\$105.45</u>

This is not quite 23% in each year, on a cash basis.

On a basis of so much the first year and so much additional the second year, cash basis only, the numbers are:

Professor C. Arthur Williams

May 27, 1980

Page 2

	<u>First Year</u>	<u>Additional Second Year</u>
I. Cost of Living	\$16.90	\$ 19.44
II.A. Need	3.60	4.17
II.B. Promotion & Retention	.80	.90
II.C. Competition	.65	.73
III. Unit Equity	.18	.20
IV. Recovery	8.45	9.17
	<u>\$30.58</u>	<u>\$ 34.61</u>

DJB:sec

cc: Morrison

bcc: Magrath

Keller

Linck

Kegler ✓

Robb

UNIVERSITY OF MINNESOTA

Office of the President
202 Elliott Hall
100 Church Street S.E.
Mankato, Minnesota 56001-5555

June 4, 1980

TO: Professor Fred Morrison, Chairman, University Committee on
Biennial Request and Budget Review
Professor Richard Purple, Chairman, Senate Consultative Committee
Professor Arthur Williams, Chairman, Senate Committee on Faculty
Affairs

FROM: C. Peter Magrath

SUBJECT: Consultation on Biennial Request Matters

I trust that Jim Borgestad has been in contact with each of you to work out a schedule for reviewing certain Biennial and Capital Request matters with your committees. To insure a mutual understanding of that schedule, let me outline the important dates and items for discussion.

1981-83 Capital Request (Committees involved: UCBRBR and SCC)

I will be presenting my recommendations on the 1981-83 Capital Request to the Regents in July for information with action to be taken in either August or September. Acting Vice President Linck will send copies of the recommendations to the members of UCBRBR sometime between June 9 and June 12. These recommendations will be reviewed at an UCBRBR meeting on June 17, beginning at 12:00 in the Campus Club with Vice Presidents French, Johnson, Kegler, Keller, and Linck in attendance to answer any questions that might arise. Reactions from UCBRBR will be sent to SCC and will be discussed at a joint UCBRBR/SCC/SCFA meeting on June 27 in the Regents Room. This meeting will also begin at 12:00 noon and will include a number of other items listed below.

Minimum Budget Supplement (Committees involved: UCBRBR and SCC)

At the June 17 meeting, Vice President Kegler will discuss the outcome of a meeting that I will have had with the Governor on the Minimum Budget Supplement. UCBRBR reactions on this matter will presumably go forward to SCC for further discussion at the June 27 meeting.

Faculty Salaries and SEE (Committees involved: SCFA, UCBRBR, SCC)

I have thoroughly reviewed the recommendations from SCFA on faculty salaries, and I will present my reactions at the June 27 meeting. I realize that Professor Williams will not be able to attend that meeting, but I would hope that other members of his committee, along with SCC and UCBRBR, will be in attendance. At that time, I will also deliver my recommendations on SEE increases. Both the salary and SEE proposals will be brought to the Regents in July for information and for action in either August or September.

Six-Year Budget Supplement (Committees involved: USBRBF and SCC)

Due to the other more pressing budget and Biennial Request issues, we will have to delay a discussion of the Six-Year Budget Supplement until sometime in July or August. The lead committee in this regard is USBRBF with subsequent comment by SCC. I realize that there will be a change in the memberships of these two committees as of July 1, and I will take this into account as we develop the appropriate consultative schedule on this matter.

Since I will be out of the country from June 6 to June 22, I ask that you contact either Dr. Jack or Dr. Borgestad should you have any questions about the proposed schedule or items. I also ask that you apprise your committee colleagues of previously outlined matters.

CPM

CPM:kb

cc: University of Minnesota Vice Presidents
Professor Marcia Eaton, Chair-Designate, Senate Consultative Committee
Dr. James T. Borgestad, Special Assistant to the President

Note: SCRAP's critique was based on the earlier draft. Their paragraph references for parts I, II and III do not correspond to the paragraphing in this version. Their remarks on IV, Policies, do correspond numerically.

being carried out under the
tion in June; it is expected
Committee on Resources and
received have been incor-
to President C. Peter Ma-

On behalf of the SCC,
Richard L. Purple, Chair

I. HISTORICAL PERSPECTIVE

The University and the State

The University of Minnesota was founded in 1851 by the Legislative Assembly of the Territory of Minnesota. Six years later, in 1857, as Minnesota prepared to enter the Union, the University's charter and the authority of the Board of Regents were incorporated into the state constitution.

The establishment of a University was an optimistic action by a young territory. It was not until 1869, eighteen years after its founding, that the University enrolled its first class of collegiate students—some three hundred of them. In the years since, the University has come to rank among the largest and most prestigious in the nation.

Throughout its history, the University has proved to be among Minnesota's wisest investments. In its teaching, research, and outreach it has touched the lives of virtually all citizens of the state. At the same time, its faculty and its graduates have made major contributions to the well-being and advancement of peoples of the nation and of the world.

Through its concept of a "statewide campus," the University of Minnesota has provided formal and informal educational opportunities in all reaches of the state. Through research and development it has served private enterprise and public bodies, art collections, and exhibitions, it has provided forums for discussing and analyzing the past, the present, and the future.

Mission and Policies

From its earliest days, the University's "mission" has been expressed in many different ways: through statements and actions of the Board of Regents, through the programs of administrations and faculties, through the interests and activities of students, through views expressed by alumni and members of the public, and through the deliberations and actions of legislatures. These manifestations of the University's mission have been widely accepted and understood. Two notable examples of specific statements emerging from the Board of Regents in the early 1970's are the "Mission of the Health Sciences" (July 10, 1970) and the "Regents' Statement on Higher Education in Minnesota" (December 14, 1973). In this second document, the Board examined the role of the University vis-a-vis the state's other postsecondary education systems and the Higher Education Coordinating Commission. It addressed especially the size, location, and primary objective of postsecondary education in Minnesota.

In July, 1975, the Board of Regents drew up a "Statement of Mission and Policy" for the University. This document reflected the realistic aspirations of the University. It also recognized that some specific elements of the University's mission are described in the constitutions of collegial units and that these constitutional statements of mission, as they are approved by the Regents, form a part of the total mission of the University. The same is true of such Regents-approved statements as the "Mission of the Health Sciences." All such statements are understood to remain in force to the extent that they are consistent with the overall University "Statement of Mission and Policy."

The present "Statement of Mission and Policy" reflects developments within and outside the University since 1975. It is offered as a framework within which more specific planning can be done. It assumes that the University's recent planning initiatives will be successfully completed, and that the immediate and specific aspirations of the University are expressed in the "Institutional Planning Statement" and the planning statements of each of the University's major units. The Regents' "Statement of Mission and Policy" is, therefore, less an expression of the moment than a more permanent general statement of the University's reasons for existing and its philosophy of operation.

II. STATEMENT OF MISSION

Deeply rooted in the history of the University are the words inscribed above the entrance to Northrop Memorial Auditorium: "Founded in the Faith that Men

the atmosphere that encourages the pursuit of knowledge also in situations where there is no immediate prospect of practical payoff.

Faculty members have in the past made significant contributions to a variety of fields in the health sciences, agriculture, engineering, the physical and biological sciences, the social sciences, the arts, and the humanities; as a result of these achievements, the University of Minnesota now holds an enviable position as a nationally and internationally recognized research institution. Its research efforts have also in many ways directly improved the economy of the state and the quality of its people's lives.

These achievements have been possible because the University has traditionally provided a setting conducive to scholarly research. This setting must be preserved through continuing commitments to academic freedom; it must also be strengthened through policies supportive of research and through funding that is equal to the needs.

Service

As a Land-Grant institution, the University of Minnesota has a lasting obligation to serve society by extending its teaching and research beyond the campus, applying its knowledge to the solution of problems—problems of people, of public bodies, and of industry and agriculture—wherever its help is needed and can be useful. The University fully recognizes its obligation here, whether such services are solely the responsibility of the University or are shared with other institutions or agencies.

Meeting this service obligation is, however, more than a reflection of the Land-Grant tradition. In recent years it has become very clear that research functions can be well served in addressing the increasingly complex problems of the state and nation in such areas as health, energy, environmental protection, and economic policy. Similarly, teaching activities, especially clinical programs in the professional areas, are directly enhanced by the University's involvement in service activities.

III. STRUCTURE OF THE UNIVERSITY: ROLE OF THE CAMPUSES

Structure

To meet the University's responsibility for broad access to its programs, units of the University have been established throughout the state. These units range from research institutes and experiment stations, affiliated private educational programs, and education and extension centers to the five major campuses of the University. These five campuses—Twin Cities, Duluth, Morris, Crookston, and Waseca—are the University's principal centers of research, teaching, and service. Each campus shares uniquely in the overall mission of the University.

A single Board of Regents is the governing body of all elements of the University. The Board of Regents elects the President of the University as the chief executive officer of the institution and representative of the faculties and the Senate to the Board of Regents. In turn, the President appoints Vice Presidents to assist with the responsibilities of administering the University. On the Twin Cities Campus, the administrative officers of the University also act as administrative officers for the campus. Each of the other campuses has a Provost, who is appointed by the president and is responsible to him for the administration of the campus.

The University Senate is the voice of the statewide University Faculty and students. It has legislative control over educational matters concerning the University as a whole, but not over the internal affairs of any individual institute, or school, except where these overlap or materially affect the interests of other colleges or of the broader University. The University Senate delegates authority and responsibility to campus assemblies in educational matters concerning but one campus of the University.

Role of the Campuses

Operation within the above governance structure, each campus makes a spe-

northeastern Minnesota. Furthermore, to enhance the vitality of the faculty Duluth, cooperative graduate work should be arranged with graduate departments in the Twin Cities as well as with those already in Duluth.

In the planning of new Master's programs of special interest to the northern Minnesota region, careful consideration must be given to the recurring comment of University funds for capital investment, to operational costs, and whether any necessary expansion of campus-wide resources (such as library or computer support) would be required. As with all University programs, a proposed expansion at UMD must depend on whether appropriate resources can be provided to support the program adequately.

UMD will continue to support the two-year Basic Medical Sciences Program with an emphasis on the introductory medical education of students who wish to practice in nonmetropolitan areas. Moreover, the University will cooperate with hospitals in northeastern Minnesota in supporting the Residency Program in Family Practice. Further program expansion in this area is unlikely.

C. The University of Minnesota, Morris

In 1959, the Board of Regents authorized college-level instruction at what was then an agricultural school and experiment station. Now the University of Minnesota, Morris, is an undergraduate, residential liberal arts college. In its role as a public and autonomous liberal campus within the University of Minnesota system, UMM is distinctive. It offers the intellectual quality and academic reputation of the University of Minnesota along with the special atmosphere of a small and intimate college where opportunities exist for personalized education.

The primary purpose of the college is undergraduate liberal education leading to the baccalaureate degree in liberal arts disciplines, pre-professional education, and preparation for teaching in elementary and secondary education. A geographically separate campus, UMM demonstrates the University's commitment to its statewide mission of teaching, research, and public service. The college serves undergraduate students from the entire state and provides educational resource and cultural center for citizens of west central Minnesota. At the beginning of its third decade as a campus of the University, UMM strives to achieve its place among the best undergraduate liberal arts colleges in Minnesota through its academic excellence, the richness of its extracurricular program and services, its physical facilities, and its institutional climate.

D. The University of Minnesota Technical Colleges at Crookston and Waseca

In the late 1960's, the University of Minnesota Technical Colleges at Crookston and Waseca were established at what had been agricultural schools and experiment stations. These two campuses now provide postsecondary education emphasizing the acquisition of technical skills and management abilities generally obtained in a two-year program of study leading to employment at mid-management and semi-professional levels in agriculture and agriculturally related business, as well as in service to rural homes and communities.

Both colleges use citizen-industry advisory boards to seek ways in which instructional programs can be responsive to the economic and societal needs of agriculture and industry. Both colleges are materially strengthened by their relationship to the adjacent agricultural experiment station, and continuing efforts should be made to find out ways of using these resources to enrich the instructional activities.

Both colleges should concentrate any efforts to develop new programs those related to their food and fiber-related curricula.

IV. POLICIES OF THE UNIVERSITY

The Board of Regents has determined that the activities of the University be guided by a number of operating policies. These policies are important expressions of how the University intends to behave in various situations. Major examples of these policies are summarized briefly below.

1. Academic freedom and academic responsibility are desirable in themselves and they also serve a public need. Both will be preserved and nourished.

II. STATEMENT OF MISSION

Deeply rooted in the history of the University are the words inscribed above the entrance to Northrop Memorial Auditorium: "Founded in the Faith that Men are Ennobled by Understanding; Dedicated to the Advancement of Learning and the Search for Truth; Devoted to the Instruction of Youth and the Welfare of the State."

While a contemporary version might speak to "Men and Women" alike, and employ a broader definition of students than "Youth," the words embrace the essential functions and purposes of the University, and reflect the objectives first expressed in the Territorial Laws of 1851.

The mission of the University is to serve the people of the state, wherever they may be, through teaching, research, and public service. It has also an additional obligation—to contribute as fully as resources permit to the meeting of national and international needs.

Within this general charge, however, the history of Minnesota and of its chief educational institution has helped to focus and define more precisely the unique role of the University. Three aspects of this role need special emphasis: integration, access, and excellence. First, the University is committed to the integration of all uses of knowledge: research, scholarship, teaching, and service are inseparable. Second, citizens and agencies of the state must have broad access to the University's wide range of programs and services. This requirement implies that programs will be widely available throughout the state, that financial aid will be given to those in need, that admissions policies will be flexible, that it should be reasonably easy to transfer within, from, or to this institution, and that there should be extensive reciprocity agreements with other states. It implies, further, that physical barriers to attendance should be reduced as much as possible and sexist, cultural, and racial barriers eliminated. Third, the University is committed to a high level of excellence in all its endeavors. This commitment implies that in all the fields in which it offers programs the University will assume a leading role in the development of knowledge and curricula.

Implicit in the above expression of mission is the understanding that the strength of a university resides in its faculty. With this in mind, the University of Minnesota must maintain an outstanding and vital faculty dedicated to the "Advancement of Learning and the Search for Truth."

Teaching

The teaching mission of the University is a broad one, involving students of widely different ages and purpose. Certainly those students enrolled in the regular academic programs of the several campuses must be central to the University's teaching work. But formal and informal offerings of continuing education and extension, and county extension programs, have come to seem increasingly important. The University must also be involved in research into teaching-learning processes, and in the preparation of teachers for all levels of education.

Traditionally, the University has played a leading role in the state's teaching efforts and should continue to do so, developing further its specialized undergraduate programs and those connected with graduate and professional education and research. If it is to serve the people of Minnesota effectively, its teaching mission requires it to respond to needs and opportunities as they develop and are identified. The University must also continue to provide high quality in the core programs of liberal education since they are both essential in their own right and provide a basic liberal foundation for other areas of study.

At the same time, its mission must be tempered by the need to coordinate the University's efforts with those of other units of the state's educational systems, particularly at the postsecondary level. Each system is designed to meet particular needs. But the state is best served by a policy that encourages these systems to cooperate wherever they can appropriately do so: to coordinate their teaching efforts, to combine resources, and to provide alternative programs of education that make the most efficient use of the state's resources to meet the educational needs of its people.

Research

Pure and applied research are functions especially appropriate to this institution. Moreover, they are basic to both the teaching and service missions of the University. Under its general research responsibility, the University also includes furthering creative work in the musical, visual, and performing arts.

A scholarly community is one in which truth is pursued through research. When such a community functions within a university, it is essential that insights, ideas, and facts developed through research should be communicated to students. Good teaching and good learning depend ultimately on research, whether it be original research by faculty or students, or the disciplined ability and willingness to make informed use of the research of others.

Research is similarly essential to the University's ability to serve society. It is through research that the University's resources can best be brought to bear on public issues which require objective, systematic study.

As compared with other state educational institutions, the University's support of research is unique in two respects: First, in the extent to which the research focuses on advanced rather than elementary aspects of science and scholarship, and in the depth and intensity with which it does this; Second, in

school, except where these overlap or materially affect the interests of other colleges or of the broader University. The University Senate delegates authority and responsibility to campus assemblies on educational matters concerning but one campus of the University.

Role of the Campuses

Operating within the above governance structure, each campus makes a special contribution to the overall mission of the University. Each campus has a distinctive role and atmosphere. The mission of each is, in most cases, determined by the history of the region in which it is located, its geographical location, the current needs of the population it serves, and reference to the original purpose for establishing the campus.

A. University of Minnesota, Twin Cities

The Twin Cities Campus is the initial location of the University. From its modest beginnings in the mid-1800's, the campus has come to comprise the largest concentration of educational resources and scholarly staff in the State of Minnesota. With these advantages, it attempts to anticipate and respond to a broad variety of educational, research, and service functions. By far the largest degree-granting institution in the seven-county metropolitan area, it serves to introduce most of that area's postsecondary students to collegiate programs. The welfare of the entire University system is inextricably bound to the vitality of the Twin Cities Campus. Hence, it is continually in the interest of all units in the University to strengthen the Twin Cities Campus and to develop there a setting for the fruitful interaction of broad undergraduate, graduate, and professional programs.

On the Twin Cities Campus, research and public service are closely tied to instructional programs, an arrangement which provides both for the creation and discovery of knowledge and for its dissemination. It follows that one essential research and teaching component of the University of Minnesota system is the continuing commitment to provide the support services and libraries, computers, and other instructional technology essential to the best instruction and research.

The Twin Cities Campus has been the traditional home of most of the graduate work within the University of Minnesota, and it is appropriate that this role should continue. The Twin Cities Campus should continually be considering the addition of new or different graduate-level degree offerings, which are responsive to the ever-changing needs of society and are consonant with post-graduate scholarship and training. Furthermore, the review of existing graduate programs should be uniformly pursued on all campuses where graduate work is offered. Weak programs of low priority should be terminated. This does not rule out smaller graduate programs which are adequately staffed by graduate faculty and supported by the necessary equipment, libraries, and adjunct services.

At the undergraduate level, the Twin Cities Campus must continue to provide access to students over a broad range of disciplines. New or different degree offerings should be considered at this level also. As with the graduate programs, the undergraduate level offerings should be continually reviewed and where programs of low priority are identified they should be terminated. In considering its undergraduate programs, the Twin Cities Campus should emphasize programs that are characterized by one or more of the following: (1) serving as a model for comparable programs at other campuses or institutions, (2) providing access to programs that would otherwise be unavailable, and (3) attracting students who can benefit substantially from interaction with a graduate research faculty and the special environment of the Twin Cities Campus.

Programs for part-time students and adult learners have grown dramatically. The Twin Cities Campus must seek to provide access to educational programs by nontraditional students. In doing so, the campus should emphasize areas where its capability to contribute is unique within the state's higher education system.

B. The University of Minnesota, Duluth

Before it became a campus of the University of Minnesota in 1947, the Duluth Campus had a long history of service to the state and region as the Duluth State Teachers College. Since then, it has broadened its undergraduate offerings and added Master's programs in a number of disciplines. In addition, it has responded to various regional concerns and has become a cultural center for northeastern Minnesota through its museum and performing arts activities.

To some degree, especially in its graduate education and research work, UMD has followed a university pattern. Although this is not its main mission, the efforts to generate new knowledge are important to the faculty and community at large and have indirectly contributed to the strength of undergraduate programs by making higher level coursework available to upper-division undergraduate students. These graduate efforts have also stimulated faculty development through individual scholarship, to the benefit of the entire teaching program.

The University of Minnesota, Duluth, should continue to develop and strengthen its undergraduate offerings. This must be its primary goal, and it is essential that appropriate resources be provided for these activities.

The University's ongoing program of review of its graduate degree programs is also applicable to UMD. Those graduate programs that have not developed because of difficulties in recruiting qualified graduate students, or because of higher-priority diversion of funds into other areas at UMD, should be phased out. But new program development at the Master's level may be considered, especially in areas where UMD has unique interests because of its location in

The Board of Regents has determined that the activities of the University will be guided by a number of operating policies. These policies are important expressions of how the University intends to behave in various situations. The major examples of these policies are summarized briefly below.

1. Academic freedom and academic responsibility are desirable in themselves and they also serve a public need. Both will be preserved and nourished at the University. Academic freedom includes freedom of inquiry and freedom of dissemination. Academic responsibility obliges the scholar to strive for a level of excellence and integrity worthy of his vocation and to dedicate himself to the pursuit of knowledge and the cultivation of an atmosphere which stimulates learning.
2. It is the policy of the University to provide equal educational access and opportunity to persons of every race and ethnic heritage, of both sexes, of all religions and creeds, and to treat fairly all individuals who are competing for educational opportunity. Furthermore, the University will maintain affirmative action admission programs that (a) promote an ethnic and cultural diversity that will enrich the University's campus environment and educational programs, and (b) increase the representation of minority groups at the highest professional levels.
3. The provision of equal rights for persons of every race and ethnic heritage, sex, religion, and creed is an important concern of the University and must be reflected in its personnel policies and employment practices related to both academic and civil service positions. The University will follow affirmative action procedures to promote equal opportunity in employment, both academic and nonacademic, for women and members of minority groups. In addition, all contractors with the University, including suppliers of goods and services to it, will be required to be equal opportunity employers.
4. In order to foster excellence and efficiency, the University will continually review its major programs. Weak programs will be eliminated or revitalized. A major aim of the review process should be the elimination of needless duplication of programs within the state's entire system of postsecondary education.
5. In the furtherance of improved government service to the people of Minnesota, the University will facilitate access by governmental bodies to the University's faculty, programs, and facilities.
6. The University will continually strive to reduce or completely eliminate hazards which adversely affect the health and safety of faculty, staff, students, patients, and the visiting public.
7. Keeping in mind all economic factors and educational responsibilities, the University will seek to conserve energy and natural resources by modifying its facilities and adopting appropriate operating procedures.
8. The University of Minnesota is committed to safeguarding fully the rights and welfare of individuals who are involved as human subjects in research. In general, all subjects of research must give informed consent to their participation in any research project. Further, investigators must design research procedures to avoid disclosure of confidential information and exposure of subjects to any abnormal physical or psychological or social risk.
9. The University does not accept support for secret research. In general, the University must be free to disclose the existence of a research project, its sponsor, and the purposes and scope of the project, and to provide prompt public dissemination of the project's results.
10. Students may make the justifiable assumption that the University, as custodian of student education records, will preserve their private nature. In requiring or requesting information for student records, the University gives assurance that the information will be protected against improper disclosure. Similarly, all employees share the same assurance regarding information that they are obliged to provide to the University.
11. The University will be efficient in meeting its objectives. Specifically, the institution will encourage efficiency by offering proper incentives to its faculty and staff, by using its resources flexibly, by making appropriate use of efficient new technologies, and by attending closely to the reallocation of resources within and among programs of the University.

V. CONCLUSION

For more than a hundred years, the University of Minnesota has offered to people of many different backgrounds the opportunity to gain an excellent education. Graduates of the University serve with energy and distinction in every field of endeavor, both public and private, throughout the state, across the nation, and in many other countries. Scholarly work and service carried on by the University community have significantly bettered the lives of people throughout the world.

To the people of Minnesota, this is their University. Yet, in the broadest sense, it is an institution of worldwide responsibility, scope, and impact—one that Minnesotans share unselfishly with others.

The public welfare is related in complex ways to the institutions of our society. The University of Minnesota plays a major role among those institutions that have continually produced the broadest range of services and benefits, both cultural and economic. No one can precisely calculate the effect of this dynamic institution on the history of social and political achievement that has produced the Minnesota of today. But certainly it has been extensive and profound. If this definition of Mission and Policy serves as a guide for more effective service to the State of Minnesota and its people, then it will have met the highest purposes of those responsible for the University and its founding.

SCRAP reaction to a mission and policy statement for the University of Minnesota

1/15/80-4/10/80

The Senate Committee on Resources and Planning has had two meetings for the purpose of discussing the drafts of the mission and policies statement for the University that have been developed by the Regent's Educational Policy and Long-Range Planning Committee. In addition, SCRAP briefly reviewed the mission and policy statements of individual units in attempting to note consistencies and/or discrepancies with the University statement.

SCRAP feels that this document is primarily intended to be an external document; one which explains what the University has been, now is, and intends to be, to persons and agencies outside the University. SCRAP did not construe it to be a planning document, whose details are to be put forward and actually carried out, but rather as a general description of the University. We feel that revised mission statements are useful every several years, both to reaffirm who we are, and to re-define our future.

Section I - Historical Perspective

The statement is straightforward, but we considered a good deal of it awkward, and in need of careful editing. Occasional comments are 'dated' (e.g., Fall, 1979...), and should be deleted in a document which is meant to endure for several years.

Since this document is linked (p. 2, paragraph 1 and 2) with the mission statements collegiate units, discrepancies should be considered. SCRAP was not critical of the collegiate mission statements, but wished to point out that a few of them appear not to be consistent with the present document.

If the statement is conceivably ever to be construed as an internal document, words (p. 2, paragraph 1) such as "best thinking" and "realistic aspirations", should be considered carefully, as they open themselves to future interpretations in which the notion of "realistic" may take on different meanings than those intended.

II. Statement of Mission

SCRAP feels that the University is primarily a research institution, and that this should be reflected in the mission statement by placing it before teaching in this statement. In the statement on Research (p. 4, paragraph 3), it implies that research is carried on primarily to foster teaching. While there is no wish to downgrade our teaching mission, SCRAP feels a potential threat to the research mission, if it is not continually justified on other grounds, which are quite legitimate in and of themselves.

On p. 4, (paragraph 4), we thought that the resources of the University should be extended beyond public policy analysis, to include criticism and policy discussion. Otherwise, the faculty remains the observer, but not the participant in society, which weakens our mission as researchers and especially as teachers of future participants.

Finally, under Service, (p. 5), we suggest that the document not become too specific, lest areas of service not mentioned become closed-off, and new areas of service tend not to arise.

III. Structure of University

SCRAP felt this section was alright, but couldn't see why this should be included in a policy-missions statement.

IV. Policies of the University

The introduction is awkward, both in wording and implication. It implies that policies are rank-able. SCRAP feels that a policy is a policy, and that any sense of priority is evident in the expression of related goals and objectives, and their implementation.

Policy 1

Who is a scholar? What about student academic freedom?

Policy 2

SCRAP feels that the description of categories limits the concept; that, for example, the policy should state the University be open to all "qualified persons", without going into detail. The list does not include aged or physically handicapped persons.

Policy 3

The wording here seems to be not a policy statement, but describes something about policies, e.g., the last part of sentence one.

Policy 4

The University policy should be to review its programs; not major or other programs.

It does not seem to be the job of the University to "eliminate...needless duplication". Perhaps it should be a policy to discuss duplication with other programs in the state; say, directly or through HECB; but to raise issues such as "needless" and "duplication" is to take us into new endeavors and possibly to judge internal programs on extrinsic criteria.

The use of the term "post-secondary" education implies that the University is some sort of elementary and secondary school extension. The University would be well-advised to use the term "higher education", as it implies an independence and strength of our position.

Policy 5

The idea of "facilitating access" by governmental bodies" seems both too open and too restricted. We should certainly cooperate, but with a wide range of public organizations.

Policy 7

The introductory clause seems unnecessary.

Policy 9

This should be expanded to include "projects", in addition to research.

The second sentence begins with the phrase, "in general...". Are these exceptions?

Policy 10

Needs to be more direct.

Additional Policies?

SCRAP noted that a missing policy is one which concerns the role of faculty and students in University governance.

Section V - Conclusion

SCRAP feels the Conclusion to be quite good. Has there been adequate mention and preparation for this depiction of the University as a "world-wide" institution? We are not critical of this formulation; indeed, we applaud it. But it seems out of phase, or at least a surprise, with respect to the remainder of the document.

BULLETIN OF THE UNIVERSITY SENATE

Revision of the University's Mission Statement

Reproduced below is a revised version of the Mission Statement of the University which was first adopted by the Board of Regents in 1975. The revision is being carried out under the auspices of the Regents' Committee on Educational Policy and Long Range Planning. The revised statement will be submitted to the Committee for information in June; it is expected that it will be placed on the July Regents' agenda for action.

Beginning in March, sections of the revised Mission Statement have been distributed for comment to all collegiate units in the University. The Senate Committee on Resources and Planning (SCRAP) has reviewed and commented on the statement at the request of the Senate Consultative Committee (SCC). A number of the suggestions received have been incorporated in the version reprinted below.

The revised statement is being published for the information of the University community. If you have any comments on the statement, please send them to President C. Peter Magrath or to the undersigned. Revisions can be considered until June 23.

On behalf of the SCC,

Richard L. Purple, Chair

(The above preface, the the following text were printed in the Daily June 5, 1980.)

A MISSION AND POLICY STATEMENT FOR THE
UNIVERSITY OF MINNESOTA

I. HISTORICAL PERSPECTIVE

The University and the State

The University of Minnesota was founded in 1851 by the Legislative Assembly of the Territory of Minnesota. Six years later, in 1857, as Minnesota prepared to enter the Union, the University's charter and the authority of the Board of Regents were incorporated into the state constitution.

The establishment of a University was an optimistic action by a young territory. It was not until 1869, eighteen years after its founding, that the University enrolled its first class of collegiate students--some three hundred of them. In the years since, the University has come to rank among the largest and most prestigious in the nation.

Throughout its history, the University has proved to be among Minnesota's wisest investments. In its teaching, research, and outreach it has touched the lives of virtually all citizens of the state. At the same time, its faculty and its graduates have made major contributions to the well-being and advancement of peoples of the nation and the world.

Through its concept of a "statewide campus," the University of Minnesota has provided formal and informal educational opportunities in all reaches of the state. Through research and development it has served private enterprise and public bodies. In its classrooms, from its lecture platforms, and through its publications, art collections, and exhibitions, it has provided forums for discussing and analyzing the past, the present, and the future.

Mission and Policies

From its earliest days, the University's "mission" has been expressed in many different ways: through statements and actions of the Board of Regents, through the programs of administrations and faculties, through the interests and activities of students, through views expressed by alumni and members of the public, and through the deliberations and actions of legislatures. These manifestations of the University's mission have been widely accepted and understood. Two notable examples of specific statements emerging from the Board of Regents in the early 1970's are the "Mission of the Health Sciences" (July 10, 1970) and the "Regents' Statement on Higher Education in Minnesota" (December 14, 1973). In this second document, the Board examined the role of the University vis-a-vis the state's other postsecondary education systems and the Higher Education Coordinating Commission. It addressed especially the size, location, and primary objectives of postsecondary education in Minnesota.

In July, 1975, the Board of Regents drew up a "Statement of Mission and Policy" for the University. This document reflected the realistic aspirations of the University. It also recognized that some specific elements of the University's mission are described in the constitutions of collegial units and that these constitutional statements of mission, as they are approved by the Regents, form

a part of the total mission of the University. The same is true of such Regents-approved statements as the "Mission of the Health Sciences." All such statements are understood to remain in force to the extent that they are consistent with the overall University "Statement of Mission and Policy."

The present "Statement of Mission and Policy" reflects developments within and outside the University since 1975. It is offered as a framework within which more specific planning can be done. It assumes that the University's recent planning initiatives will be successfully completed, and that the immediate and specific aspirations of the University are expressed in the "Institutional Planning Statement" and the planning statements of each of the University's major units. The Regents' "Statement of Mission and Policy" is, therefore, less an expression of the moment than a more permanent general statement of the University's reasons for existing and its philosophy of operation.

II. STATEMENT OF MISSION

Deeply rooted in the history of the University are the words inscribed above the entrance to Northrop Memorial Auditorium: "Founded in the Faith that Men are Ennobled by Understanding; Dedicated to the Advancement of Learning and the Search for Truth; Devoted to the Instruction of Youth and the Welfare of the State."

While a contemporary version might speak to "Men and Women" alike, and employ a broader definition of students than "Youth," the words embrace the essential functions and purposes of the University, and reflect the objectives first expressed in the Territorial Laws of 1851.

The mission of the University is to serve the people of the state, wherever they may be, through teaching, research, and public service. It has also an additional obligation--to contribute as fully as resources permit to the meeting of national and international needs.

Within this general charge, however, the history of Minnesota and of its chief educational institution has helped to focus and define more precisely the unique role of the University. Three aspects of this role need special emphasis: integration, access, and excellence. First, the University is committed to the integration of all uses of knowledge: research, scholarship, teaching, and service are inseparable. Second, citizens and agencies of the state must have broad access to the University's wide range of programs and services. This requirement implies that programs will be widely available throughout the state, that financial aid will be given to those in need, that admissions policies will be flexible, that it should be reasonably easy to transfer within, from, or to this institution, and that there should be extensive reciprocity agreements with other states. It implies, further, that physical barriers to attendance should be reduced as much as possible and sexist, cultural, and racial barriers eliminated. Third, the University is committed to a high level of excellence in all its endeavors. This commitment implies that in all the fields in which it offers programs the University will assume a leading role in the development of knowledge and curricula.

Implicit in the above expression of mission is the understanding that the strength of a university resides in its faculty. With this in mind, the University of Minnesota must maintain an outstanding and vital faculty dedicated to the "Advancement of Learning and the Search for Truth."

Teaching

The teaching mission of the University is a broad one, involving students of widely different ages and purposes. Certainly those students enrolled in the regular academic programs of the several campuses must be central to the University's teaching work. But formal and informal offerings of continuing education and extension, and county extension programs, have come to seem increasingly important. The University must also be involved in research into teaching-learning processes, and in the preparation of teachers for all levels of education.

Traditionally, the University has played a leading role in the state's teaching efforts and should continue to do so, developing further its specialized undergraduate programs and those connected with graduate and professional education and research. If it is to serve the people of Minnesota effectively, its teaching mission requires it to respond to needs and opportunities as these develop and are identified. The University must also continue to provide high quality in the core programs of liberal education since they are both essential in their own right and provide a basic liberal foundation for other areas of study.

At the same time, its mission must be tempered by the need to coordinate the University's efforts with those of other units of the state's educational systems, particularly at the postsecondary level. Each system is designed to meet particular needs. But the state is best served by a policy that encourages these systems to cooperate wherever they can appropriately do so: to coordinate their teaching efforts, to combine resources, and to provide alternative programs of education that make the most efficient use of the state's resources to meet the educational needs of its people.

Research

Pure and applied research are functions especially appropriate to this institution. Moreover, they are basic to both the teaching and service missions of the University. Under its general research responsibility, the University also includes furthering creative work in the musical, visual, and performing arts.

A scholarly community is one in which truth is pursued through research. When such a community functions within a university, it is essential that insights, ideas, and facts developed through research should be communicated to students. Good teaching and good learning depend ultimately on research, whether it be original research by faculty or students, or the disciplined ability and willingness to make informed use of the research of others.

Research is similarly essential to the University's ability to serve society. It is through research that the University's resources can best be brought to bear on public issues which require objective, systematic study.

As compared with other state educational institutions, the University's support of research is unique in two respects: First, in the extent to which the research focuses on advanced rather than elementary aspects of science and scholarship, and in the depth and intensity with which it does this; Second, in the atmosphere that encourages the pursuit of knowledge also in situations where there is no immediate prospect of practical payoff.

Faculty members have in the past made significant contributions to a variety of fields in the health sciences, agriculture, engineering, the physical and

biological sciences, the social sciences, the arts, and the humanities; as a result of these achievements, the University of Minnesota now holds an enviable position as a nationally and internationally recognized research institution. Its research efforts have also in many ways directly improved the economy of the state and the quality of its people's life.

These achievements have been possible because the University has traditionally provided a setting conducive to scholarly research. This setting must be preserved through continuing commitments to academic freedom; it must also be strengthened through policies supportive of research and through funding that is equal to the needs.

Service

As a Land-Grant institution, the University of Minnesota has a lasting obligation to serve society by extending its teaching and research beyond the campus, applying its knowledge to the solution of problems--problems of people, of public bodies, and of industry and agriculture--wherever its help is needed and can be useful. The University fully recognizes its obligation here, whether such services are solely the responsibility of the University or are shared with other institutions or agencies.

Meeting this service obligation is, however, more than a reflection of the Land Grant tradition. In recent years it has become very clear that research functions can be well served in addressing the increasingly complex problems of the state and nation in such areas as health, energy, environmental protection, and economic policy. Similarly, teaching activities, especially clinical programs in the professional areas, are directly enhanced by the University's involvement in service activities.

III. STRUCTURE OF THE UNIVERSITY: ROLE OF THE CAMPUSES

Structure

To meet the University's responsibility for broad access to its programs, units of the University have been established throughout the state. These units range from research institutes and experiment stations, affiliated private educational programs, and education and extension centers to the five major campuses of the University. These five campuses--Twin Cities, Duluth, Morris, Crookston, and Waseca--are the University's principal centers of research, teaching, and service. Each campus shares uniquely in the overall mission of the University.

A single Board of Regents is the governing body of all elements of the University. The Board of Regents elects the President of the University as the chief executive officer of the institution and representative of the faculties and the Senate to the Board of Regents. In turn, the President appoints Vice Presidents to assist with the responsibilities of administering the University. On the Twin Cities Campus, the administrative officers of the University also act as administrative officers for the campus. Each of the other campuses has a Provost, who is appointed by the President and is responsible to him for the administration of the campus.

The University Senate is the voice of the statewide University faculty and students. It has legislative control over educational matters concerning the University as a whole, but not over the internal affairs of any individual institute, or school, except where these overlap or materially affect the interests of other colleges or of the broader University. The University Senate delegates authority and responsibility to campus assemblies in educational matters concerning but one campus of the University.

Role of the Campuses

Operating within the above governance structure, each campus makes a special contribution to the overall mission of the University. Each campus has a distinctive role and atmosphere. The mission of each is, in most cases, determined by the history of the region in which it is located, its geographical location, the current needs of the population it serves, and reference to the original purpose for establishing the campus.

A. University of Minnesota, Twin Cities

The Twin Cities Campus is the initial location of the University. From its modest beginnings in the mid-1800's, the campus has come to comprise the largest concentration of educational resources and scholarly staff in the State of Minnesota. With these advantages, it attempts to anticipate and respond to a broad variety of educational, research, and service functions. By far the largest degree-granting institution in the seven-county metropolitan area, it serves to introduce most of that area's postsecondary students to collegiate programs. The welfare of the entire University system is inextricably bound to the vitality of the Twin Cities Campus. Hence, it is continually in the interest of all units in the University to strengthen the Twin Cities Campus and to develop there a setting for the fruitful interaction of broad undergraduate, graduate, and professional programs.

On the Twin Cities Campus, research and public service are closely tied to instructional programs, an arrangement which provides both for the creation and discovery of knowledge and for its dissemination. It follows that one essential research and teaching component of the University of Minnesota system is the continuing commitment to provide the support services and libraries, computers, and other instructional technology essential to the best instruction and research.

The Twin Cities Campus has been the traditional home of most of the graduate work within the University of Minnesota, and it is appropriate that this role should continue. The Twin Cities Campus should continually be considering the addition of new or different graduate-level degree offerings, which are responsive to the ever-changing needs of society and are consonant with post-graduate scholarship and training. Furthermore, the review of existing graduate programs should be uniformly pursued on all campuses where graduate work is offered. Weak programs of low priority should be terminated. This does not rule out smaller graduate programs which are adequately staffed by graduate faculty and supported by the necessary equipment, libraries, and adjunct services.

At the undergraduate level, the Twin Cities Campus must continue to provide access to students over a broad range of disciplines. New or different degree offerings should be considered at this level also. As with the graduate programs, the undergraduate level offerings should be continually reviewed and where programs of low priority are identified they should be terminated. In considering its

undergraduate programs, the Twin Cities Campus should emphasize programs that are characterized by one or more of the following: (1) serving as a model for comparable programs at other campuses or institutions, (2) providing access to programs that would otherwise be unavailable, and (3) attracting students who can benefit substantially from interaction with a graduate research faculty and the special environment of the Twin Cities Campus.

Programs for part-time students and adult learners have grown dramatically. The Twin Cities Campus must seek to provide access to educational programs by nontraditional students. In doing so, the campus should emphasize areas where its capability to contribute is unique within the state's higher education system.

B. The University of Minnesota, Duluth

Before it became a campus of the University of Minnesota in 1947, the Duluth Campus had a long history of service to the state and region as the Duluth State Teachers College. Since then, it has broadened its undergraduate offerings and added Master's programs in a number of disciplines. In addition, it has responded to various regional concerns and has become a cultural center for northeastern Minnesota through its museum and performing arts activities.

To some degree, especially in its graduate education and research work, UMD has followed a university pattern. Although this is not its main mission, the efforts to generate new knowledge are important to the faculty and community at large and have indirectly contributed to the strength of undergraduate programs by making higher level coursework available to upper-division undergraduate students. These graduate efforts have also stimulated faculty development through individual scholarship, to the benefit of the entire teaching program.

The University of Minnesota, Duluth, should continue to develop and strengthen its undergraduate offerings. This must be its primary goal, and it is essential that appropriate resources be provided for these activities.

The University's ongoing program of review of its graduate degree programs is also applicable to UMD. Those graduate programs that have not developed because of difficulties in recruiting qualified graduate students, or because of higher-priority diversion of funds into other areas at UMD, should be phased out. But new program development at the Master's level may be considered, especially in areas where UMD has unique interests because of its location in northeastern Minnesota. Furthermore, to enhance the vitality of the faculty at Duluth, cooperative graduate work should be arranged with graduate departments in the Twin Cities as well as with those already in Duluth.

In the planning of new Master's programs of special interest to the northeast Minnesota region, careful consideration must be given to the recurring commitment of University funds for capital investment, to operational costs, and to whether any necessary expansion of campus-wide resources (such as libraries or computer support) would be required. As with all University programs, any proposed expansion at UMD must depend on whether appropriate resources can be provided to support the program adequately.

UMD will continue to support the two-year Basic Medical Sciences Program, with an emphasis on the introductory medical education of students who wish to practice in nonmetropolitan areas. Moreover, the University will cooperate with hospitals in northeastern Minnesota in supporting the Residency Program in Family Practice. Further program expansion in this area is unlikely.

C. The University of Minnesota, Morris

In 1959, the Board of Regents authorized college-level instruction at what had been an agricultural school and experiment station. Now the University of Minnesota, Morris, is an undergraduate, residential liberal arts college. In its role as a public and autonomous liberal campus within the University of Minnesota system, UMM is distinctive. It offers the intellectual quality and academic reputation of the University of Minnesota along with the special atmosphere of a small and intimate college where opportunities exist for personalized education.

The primary purpose of the college is undergraduate liberal education leading to the baccalaureate degree in liberal arts disciplines, pre-professional education, and preparation for teaching in elementary and secondary education. As a geographically separate campus, UMM demonstrates the University's commitment to its statewide mission of teaching, research, and public service. The college serves undergraduate students from the entire state and provides an educational resource and cultural center for citizens of west central Minnesota. At the beginning of its third decade as a campus of the University, UMM strives to achieve its place among the best undergraduate liberal arts colleges in Minnesota through its academic excellence; the richness of its extracurricular program and services, its physical facilities, and its institutional climate.

D. The University of Minnesota Technical Colleges at Crookston and Waseca

In the late 1960's, the University of Minnesota Technical Colleges at Crookston and Waseca were established at what had been agricultural schools and experiment stations. These two campuses now provide postsecondary education emphasizing the acquisition of technical skills and management abilities, generally obtained in a two-year program of study leading to employment at the mid-management and semi-professional levels in agriculture and agriculturally related business, as well as in service to rural homes and communities.

Both colleges use citizen-industry advisory boards to seek ways in which the instructional programs can be responsive to the economic and societal needs of agriculture and industry. Both colleges are materially strengthened by their relationship to the adjacent agricultural experiment station, and continuing efforts should be made to find out ways of using these resources to enrich the instructional activities.

Both colleges should concentrate any efforts to develop new programs on those related to their food and fiber mission and avoid creation of general education programs that are available from other postsecondary institutions in their regions. The University's responses to continuing education and extension requests in these geographic areas should not dilute the commitment to high-quality food- and fiber-related curricula.

IV. POLICIES OF THE UNIVERSITY

The Board of Regents has determined that the activities of the University will be guided by a number of operating policies. These policies are important expressions of how the University intends to behave in various situations. The major examples of these policies are summarized briefly below.

1. Academic freedom and academic responsibility are desirable in themselves and they also serve a public need. Both will be preserved and nourished at the University. Academic freedom includes freedom of inquiry and freedom of dissemination. Academic responsibility obliges the scholar to strive for a level of excellence and integrity worthy of his vocation and to dedicate himself to the pursuit of knowledge and the cultivation of an atmosphere which stimulates learning.
2. It is the policy of the University to provide equal educational access and opportunity to persons of every race and ethnic heritage, of both sexes, of all religions and creeds, and to treat fairly all individuals who are competing for educational opportunity. Furthermore, the University will maintain affirmative action admission programs that (a) promote an ethnic and cultural diversity that will enrich the University's campus environment and educational programs, and (b) increase the representation of minority groups at the highest professional levels.
3. The provision of equal rights for persons of every race and ethnic heritage, sex, religion, and creed is an important concern of the University and must be reflected in its personnel policies and employment practices related to both academic and civil service positions. The University will follow affirmative action procedures to promote equal opportunity in employment, both academic and nonacademic, for women and members of minority groups. In addition, all contractors with the University, including suppliers of goods and services to it, will be required to be equal opportunity employers.
4. In order to foster excellence and efficiency, the University will continually review its major programs. Weak programs will be eliminated or revitalized. A major aim of the review process should be the elimination of needless duplication of programs within the state's entire system of postsecondary education.
5. In the furtherance of improved government service to the people of Minnesota, the University will facilitate access by governmental bodies to the University's faculty, programs, and facilities.
6. The University will continually strive to reduce or completely eliminate hazards which adversely affect the health and safety of faculty, staff, students, patients, and the visiting public.
7. Keeping in mind all economic factors and educational responsibilities, the University will seek to conserve energy and natural resources by modifying its facilities and adopting appropriate operating procedures.
8. The University of Minnesota is committed to safeguarding fully the rights and welfare of individuals who are involved as human subjects in research. In general, all subjects of research must give informed consent to their participation in any research project. Further, investigators must design research procedures to avoid disclosure of confidential information and exposure of subjects to any abnormal physical or psychological or social risk.

9. The University does not accept support for secret research. In general, the University must be free to disclose the existence of a research project, its sponsor, and the purposes and scope of the project, and to provide prompt public dissemination of the project's results.
10. Students may make the justifiable assumption that the University, as custodian of student education records, will preserve their private nature. In requiring or requesting information for student records, the University gives assurance that the information will be protected against improper disclosure. Similarly, all employees share the same assurance regarding information that they are obliged to provide to the University.
11. The University will be efficient in meeting its objectives. Specifically, the institution will encourage efficiency by offering proper incentives to its faculty and staff, by using its resources flexibly, by making appropriate use of efficient new technologies, and by attending closely to the reallocation of resources within and among programs of the University.

V. CONCLUSION

For more than a hundred years, the University of Minnesota has offered to people of many different backgrounds the opportunity to gain an excellent education. Graduates of the University serve with energy and distinction in every field of endeavor, both public and private, throughout the state, across the nation, and in many other countries. Scholarly work and service carried on by the University community have significantly bettered the lives of people throughout the world.

To the people of Minnesota, this is their University. Yet, in the broadest sense, it is an institution of worldwide responsibility, scope, and impact--one that Minnesotans share unselfishly with others.

The public welfare is related in complex ways to the institutions of our society. The University of Minnesota plays a major role among those institutions that have continually produced the broadest range of services and benefits, both cultural and economic. No one can precisely calculate the effect of this dynamic institution on the history of social and political achievement that has produced the Minnesota of today. But certainly it has been extensive and profound. If this definition of Mission and Policy serves as a guide for more effective service to the State of Minnesota and its people, then it will have met the highest purposes of those responsible for the University and its founding.



UNIVERSITY OF MINNESOTA

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

May 27, 1980

Received 5/29/80
RFP
duplicate + send out in packet
for June 19th meeting

Professor Richard Purple, Chairman
Senate Consultative Committee
320 Millard Hall

Dear Professor Purple:

On April 9, I sent you and your colleagues on the Senate Consultative Committee a letter outlining my recommendation on the Nestle's boycott issue. Among other things, I noted that I disliked being in disagreement with the University Senate on the matter, but I felt a responsibility to voice my genuine concern to the Regents about an all-encompassing boycott of Nestle's products. Subsequently, at the May meeting of the Senate, Professor Laura Cooper, a member of the Senate Committee on Social Concerns, suggested that I provide a more detailed explanation of my position on the Nestle's boycott issue. Naturally, I agreed to do so in writing to the Senate Consultative Committee. The purpose of this letter is to carry out my promise to Professor Cooper and the Senate.

First, since coming to the University of Minnesota in 1974, I have consistently opposed institutional boycotts as a method of voicing disapproval or attempting to promote change in the activities of corporations or parties with which the University conducts business. I hold this view whether the issues are non-union lettuce and grapes (the lettuce and grapes issue essentially involved two competing unions), products from companies that conduct business in South Africa, or products of the Nestle Company and its subsidiaries. Boycotts are inappropriate, I believe, because they overtly, directly, and officially involve the University in political and social causes, something that a free university such as ours must avoid.

Such boycott efforts, in my judgment, are not within the traditional activities of a public institution of higher learning and would conflict with the institutional restraints that have long been deemed essential to the preservation of academic values, pursuits, and freedoms. They might also, I fear, undermine the willingness of external groups to respect the academic independence of the University. I recognize that there is a respected view (and it was articulated in effect by the Social Concerns Committee) that finds boycotts justifiable for a university under certain circumstances. But my definition of the role and function of a university -- which parallels that recently stated by President Derek Bok of Harvard on the boycott and similar issues -- puts me, if I am to be candid as I know you and the Senate desire, on the side of those who believe such action is officially and institutionally political and therefore inappropriate for a university.

Second, and beyond this general view of mine, there exists an endless number of potential issues that might be championed as targets of boycotts. Admittedly, while it is not impossible to distinguish the relative merits of these targets, it is, nevertheless, a difficult and, at times, hair-splitting process. It is also a potentially endless process that would detract attention and time from the fundamental purposes of an academic community. Whether any boycott would then lead to

Professor Richard Purple

May 27, 1980

Page Two

the desired changes in corporate policies is, at best, a speculative question. I have yet to see any evidence that University boycotts have, indeed, produced the changes that supporters of such actions claim to be necessary.

Third, and quite aside from the above factors, is the problem of administering a University-wide boycott. Issues of fiduciary responsibility, increased costs to the consumer, and the number of personnel required to carry out a general boycott policy cannot be overlooked. The University is entrusted with the responsibility of providing services at the lowest cost possible, consistent, of course, with principles of high quality. To adopt a boycott policy is to place such responsibilities and principles into possible jeopardy.

A fourth consideration is that of individual choice. In the Nestle matter as well as a previous question involving lettuce and grapes, I felt that individual students and faculty should be provided a personal choice as to which products they might want to consume. A choice could be made, and many individuals took advantage of the option. In a boycott situation, any choice is taken away from the consumer.

Fifth, although opposing a boycott of Nestle products, I believe that the University has demonstrated a sensitivity to the general concerns of those who argue in favor of such an action. The recommendation from the Committee on Social Concerns on University sponsorship of a shareholder resolution addressed to corporations that sell infant formula in the Third World has been heeded. (The University does not own Nestle stock, but we do own stock in similar companies that sell infant formula.) Also, the University has sought to provide a broad discussion of the Nestle's question through the sponsorship of campus-wide debate and discussion forums. Finally, a further examination of student views was attempted through the so-called "Libby's Test."

Admittedly, and as stated above, there is another side to this question, and it has been well-stated in the Senate resolution as well as by a number of students and faculty before the Regents' Committee on Physical Plant and Investments in May. I truly understand and respect those views, but share the sentiments expressed by Professor Raup and his associates in the Minority Report on the Senate resolution.

The Regents are still deliberating the boycott question. I assure you they will take into careful consideration the action of the Senate on this difficult and important matter. Should you or your committee colleagues have any further questions, please let me know.

Cordially,



C. Peter Magrath
President

CPM:mw

cc: Senate Committee on Social Concerns
Mr. Duane A. Wilson, Secretary to the Board of Regents
Dr. Frank B. Wilderson, Jr., Vice President for Student Affairs



UNIVERSITY OF MINNESOTA

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

Received 4/10/80

RJP

April 9, 1980

Professor Richard Purple, Chairman
Senate Consultative Committee
Department of Physiology
Room 320 Millard Hall

Dear Professor Purple:

As you know, the University Senate on February 14, 1980, adopted a motion sponsored by the Senate Committee on Social Concerns requesting the Board of Regents to direct the University Food Services to refrain from further purchases of Nestle products, and those of its subsidiaries, until Nestle stops all promotion of infant formula in less-developed countries.

I believe you also know that the Office of Student Affairs has worked with those concerned on the infant formula question to promote educational understanding and debate of these issues, and to engage in a test of student consumer preferences with regard to these products as they relate to the infant formula question. We have proceeded with that program, and if you or other members of SCC wish additional information as to how it has worked and what the results appear to show, I am sure that Vice President Wilderson and members of his staff will be more than happy to provide the necessary information.

Although I dislike being in disagreement with a University Senate motion, my own judgment as Chief Executive Officer for the University of Minnesota is that this kind of all-encompassing boycott of Nestle products is an inappropriate action for the University of Minnesota. Accordingly, my recommendation to the Board of Regents is that they not impose such a University-wide boycott. The Regents, naturally, may disagree with my judgment and recommendation, and this matter can be brought before the Regents and their appropriate committee for information and review at one meeting of the Board and then, subsequently, for action.

Mr. Duane Wilson, Secretary to the Board of Regents, will make the necessary arrangements if this is the desire of the proponents of the boycott action. In order that we all are sharing in the same information, I am also carboning

Professor Rick Purple
Chairman
Senate Consultative Committee
April 16, 1980
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Mr. Rick Hoye, who has provided much of the leadership for the INFACT group on the Twin Cities Campus, and also Mr. Pat Claflin, who is active with the MPIRG Task Force on this issue.

Cordially,



C. Peter Magrath
President

CPM:kb

cc: University of Minnesota Board of Regents
Members of the Senate Consultative Committee
University of Minnesota Vice Presidents
Mr. Rick Hoye
Mr. Pat Claflin
Mr. Duane Wilson, Secretary to the Board of Regents