



UNIVERSITY OF MINNESOTA  
TWIN CITIES

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

TENTATIVE AGENDA (O)

All-University Senate Consultative Committee  
Thursday, April 3, 1980 12:30 - 2:40 p.m.  
Room 626, Coffman Memorial Union

1. Fix Agenda.
2. Minutes of March 6 (previously distributed), March 20 (enclosed).
3. Report of the Chair.

Two items are on the agenda. The first is disposition of the SCRAP report (distributed for March 20) on the President's draft of Institutional Goals and Priorities for the 1980's (GOPS), which I have listed under steering committee business. The second is the UCBRR report on the biennial request (enclosed). Please also bring your "blue book."

Following the SCC meeting we will be interviewing from 3 to 5 p.m., in executive session, the final candidate on the Vice President for Academic Affairs list. At the conclusion of the interview I would hope we could remain in session for at least a few minutes to begin formulating the basic elements of our interview report which must be sent to the President within a week to ten days after that last interview.

4. Steering Committee Business.
  - a. Disposition of the SCRAP report on "GOPS." SCRAP's report will be forwarded to the President's office with whatever commentary SCC wishes to append.
5. Committee and Subcommittee Reports.
  - a. UCBRR: Report on the Biennial Request (Professor Morrison).
  - b. Other committee reports.
6. Old Business (none submitted as of this writing).
7. New Business ( " " " " " " ).
8. Adjournment.



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Telephone (612) 373-3226

Approved 4/17/80

Minutes

All-University Senate Consultative Committee  
April 3, 1980

The sixteenth meeting of the Senate Consultative Committee for the 1979-80 academic year was called to order by Chairman Richard Purple at 12:40 p.m. on Thursday, April 3 in Room 626 of Coffman Memorial Union. Other members present were George Blake, Robert Brasted, Scott Carlson, Mark Davis, Marcia Eaton, Jim Gelbmann, Wendell Glick, Russell Hobbie, Rich Kottke, Cleon Melsa, Fred Morrison, Judy Nord, Sue Pribyl, Skip Scriven, Krishna Seeley, Vera Schletzer, Don Spring and John Weis. Also present were member-elect Douglas Pratt, and Maureen Smith of University Relations.

The Chair introduced Professor Pratt of the Botany Department, and announced that Dr. Paul Quie of Pediatrics and Professor Patricia Swan of Food Science and Nutrition are the other two Twin Cities FCC members-elect. He introduced Krishna Seeley who, along with Judy Nord, is serving an interim student appointment to the SCC.

1. A motion to fix the agenda carried without dissent.
2. A motion to approve the minutes of March 6 and March 20 carried without dissent.
3. Report of the Chair.
  - a. An SCC breakfast meeting was set for 7 a.m. on Thursday, April 10 at the Campus Club to prepare the letter to the President on the candidates for Vice President for Academic Affairs.
  - b. The Chair announced the tentative schedule of Senate meetings for the 1980-81 year as December 4, February 5 or 19, April 16 and May 14; and of TCCA meetings as November 20, January 29 and April 23 or 30.
  - c. The Chair reported on a communication from Crookston Provost Sahlstrom in which he recommended regular three-year terms on the SCC for a faculty member from each of the Crookston and Waseca campuses, in place of the current one-year term which alternates with a one-year student term. Professor Melsa agreed that a faculty member starts out quite unacquainted with the nature and procedures of SCC business. One unfortunate aspect of the present arrangement is that the faculty member cannot return, experienced, for another year. A second consideration is that a student from Crookston will probably not be able to get to the Twin Cities for most meetings. The operating arrangement for Waseca and Crookston representation was approved as an addition to the Senate By-Laws last year and can only be changed by a majority of Senate members at one meeting or a majority of those voting at two successive meetings.

Professor Brasted recommended thoroughly investigating the possibility of having regular faculty representation from both campuses. Professor Morrison stated that that would mean that over 35% of the Faculty Consultative Committee would come from campuses containing collectively less than 15% of the whole University faculty, and he suggested considering at-large elections. Professor Eaton moved to refer the representation problem for the coordinate campuses on the SCC to the Committee on Committees. The motion was seconded. Professor Blake said that the Senate has indicated it wants to give representation to Waseca and Crookston and that it is up to the people on those campuses to work out the manner of doing it. Professor Spring stated that it was the responsibility of the SCC or an SCC subcommittee to resolve the issue. He recommended alternating three-year FCC terms from Waseca and from Crookston. The student members pointed out that there is no way to provide for continuity in student representation from those campuses since they have two-year programs, but that there should be student representation. The motion to refer to Committee on Committees failed. Professor Blake moved the Chair appoint a subcommittee to consider with Waseca and Crookston alternative possibilities for representation from those two campuses and return a recommendation to the SCC. The motion passed with one dissenting vote. The Chair named Professor Blake (Chair), Professor Melsa and Mr. Scott Carlson, who agreed to report back as soon as they possibly can.

4. Steering Committee Business: The SCRAP Report on the Institutional Statement on Goals, Objectives and Priorities for the 1980's. The Chair stated that the President's office is behind the originally projected schedule on revision of the document because of the press of other business. The statement may or may not be ready to come before the May 15 Senate meeting.

All SCC members had received copies of the SCRAP report several weeks earlier and had read it. There was general feeling that to discuss the report substantively, section by section, would be redundant. Professor Spring recommended forwarding SCRAP's report to the President with the message that the SCC looks forward to seeing the second version.

There was a brief and highly interesting discussion on the "land grant" concept. Professor Scriven noted that the term is used but not explained in either "INGOPS" or the SCRAP report. He suggested the SCC ask that the peculiarities associated with a land grant institution be spelled out in the next version of the statement. Professor Morrison gave a sketch of the origins of ambiguity in the land grant mission at Minnesota. The original land grant, which he termed the "organic" act, was enacted at the time Minnesota became a state. This granted some 72 sections of land for the maintenance of a University dedicated to the liberal arts and to professional schooling, on the model of Eastern universities. The Morrill Act a few years later granted an additional, far larger tract of land and carried with it heavy emphasis on applied education, particularly in agriculture and technology. Professor Morrison pointed out that some midwestern states had separated the missions into separate institutions, e.g., the University of Michigan and Michigan State, and others, such as Minnesota, had maintained both within one University. He senses that the INGOPS draft overemphasizes the implications of the Morrill Act over those of the "organic" act, which he would like to see addressed more. He would like to have the President's attention directed to those two aspects in hopes the President's office can, for the final version of the document, draw with careful artistry the balance between the two.

Professor Blake aluded to the high level of scholarship within the allegedly more "applied" educational units of the University, and questioned whether there was solid logic to the significance of the difference Professor Morrison had delineated.

Professor Glick moved that the SCC forward the SCRAP report without endorsement, not precluding making a comment of its own. The consensus of the body was that while everyone generally approved the SCRAP report, to endorse it would require detailed discussion of each section. Professor Eaton recommended the SCC state in its letter that the members had read the report and believe it raises many good points. Professor Glick accepted this as a friendly amendment. The motion carried without dissent.

#### 5. Committee Reports.

a. UCBRBR: Report on Biennial Request. Professor Morrison led the discussion on the report. He pointed out that most new items in the biennial request are for legislative specials such as outreach. There is little designated for instruction in the narrow sense. He expanded upon UCBRBR's concerns in the four items addressed in its report: library request, agricultural research, Minnesota Technology Center, and instructional request/reallocation.

(i) Library. UCBRBR asks for last-minute attention to the rate of inflation in book purchasing costs at the time of actual legislative consideration so that the request will meet that rate. UCBRBR also asks approval of the library's request for a "catch-up" item.

(ii) Agricultural Research. The Budget Executive was not able to describe the projects and UCBRBR got the impression that agricultural research projects are designed or announced after the money is granted. Professor Blake acknowledged that over the years Agriculture has learned, partly by accident, how to exploit the political process. It is a time-consuming business but it results in the Institute being able to do the work they think it important to do. Other units of the University, such as the arts, he said, could take a similar advantage if they were willing to go to the same efforts. There is support to be found, but finding it requires great expenditures of energy, particularly in going out to speak to people at the sources of support.

(iii) Minnesota Technology Center. UCBRBR could not determine whether this was to be an experimental, scholarly enterprise or an extension service of IT. It bears considerable resemblance to the Northstar Research which everyone agreed should not be repeated. Professor Blake sees the proposed center as an attempt by IT to exploit Agriculture's model, and he sees some real gain in that. But he is also concerned over the effect these efforts may have upon the whole University.

(iv) Instructional Request/Reallocation. UCBRBR's conclusion is that the University is close to the end of the line for providing new funding for any collegial units. Professor Glick saw a measure of protection for the humanistic disciplines in the position of disallowing centrally-mandated reallocations among units of the University. Professor Eaton, though, warned that if reallocation is to be determined entirely within a collegiate unit, traditional disciplines such as English could be in danger of losing CLA funds to areas in the ascendancy, such as the social sciences.

Discussion turned to the over-all nature of the biennial request. Professor Morrison said there is indirect support through the "specials" of academic

programs, but they are articulated through outreach and service-oriented programs. In CEE a state special is requested to fund 21 FYE faculty positions so that CEE can continue to offer a number of low-enrollment courses without inordinately raising tuition. Professor Purple questioned why so many of the increase items are "specials" rather than requests in the regular O&M budget. He is ill at ease with what looks like "sly" funding of positions instead of the University's discussing openly with the legislature what the University wants and needs.

Professor Morrison said that UCBRBR received very cloudy answers in its conference with the Budget Executive over the biennial request. However, UCBRBR has since received additional written rationale and more is to be forthcoming. Professor Purple stated that at this point he does not see sufficient rationale to support many of the budget request items. He thinks the University will be hard-pressed to justify them all and that it will appear that the University is trying to slip new instructional positions in through a back door.

Professor Morrison moved the SCC endorse the UCBRBR report on the biennial request. The motion carried without dissent. There was general agreement to raise the following points in the cover letter: (1) the needs of the libraries; (2) that Summer Session is not successfully self-supporting; (3) a reference back to points made in forwarding UCBRBR's report on the '80-'81 budget; (4) the policy of seeking special funding for a wide variety of types of academic positions; (5) the impact of Agricultural Research appropriations and the Minnesota Technology Center appropriation on appropriations for the rest of the University.

b. Subcommittee on Sexual Harrassment. The Chair reported a communique from Dr. Pazandak that this subcommittee has been meeting regularly on a weekly basis and will have a recommendation on the agenda of the May 15 Senate meeting.

c. Tenure Committee. The Chair announced that Regents Professor Rutherford Aris has agreed to serve as interim chair of this committee so it can start to meet immediately.

d. Legislative Relations Committee. Professor Glick reported that the members have not been carrying out any concerted group effort but individually have been working seriously to affect legislation on behalf of the University. He deplored the fact that the bonding bill appears to be "going down the drain" in the political games of this election year.

e. Budget. Professor Hobbie reported that he had asked the Chair of SCEP if their greatest need was for a regular secretary. Professor Terwilliger replied that their greatest need is for someone who knows what is going on. Professor Hobbie recommends an appeal to the new Vice President for Academic Affairs as soon as that person takes over the office for a commitment of support for SCEP.

Several members of the SCC acknowledged that Academic Affairs has withdrawn its support from Senate committees this year. Professors Brasted and Morrison would like the SCC to communicate to Academic Affairs that the Senate committees have enjoyed good support from that office in the past and that the SCC hopes for the reinstatement of such support.

f. Reorganization. Professor Spring reported that the Subcommittee is preparing the final draft of its recommendation for the SCC. It will be printed in the Daily prior to the May 15 Senate meeting.

The meeting was adjourned at 2:30 p.m.

Respectfully submitted,

*Meredith B. Poppele*  
Meredith B. Poppele, Secretary



UNIVERSITY OF MINNESOTA

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

Received 4/17/80  
RJP

April 16, 1980

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

Dear Rick:

This is a short response to your April 8 communication with regard to the 1980-83 Biennial Request, which also transmits the March 27 communication from Professor Morrison on behalf of UCBRRB. I have already reviewed some of the issues you have raised with the Budget Executive and Al Linck, and we are carefully considering the suggestions and points you make.

Some of them, such as the desire for greater specificity with regard to the agricultural research special, have been addressed, I hope at least in part, in the revised backup material pertaining to the 1981-83 Request. In any event, I will provide a complete response to your and UCBRRB's suggestions in the near future.

Cordially,

C. Peter Magrath  
President

CPM:kb

cc: Professor Fred Morrison, Chairman, University Committee on Biennial  
Request and Budget Review  
Vice President-Designate Kenneth Keller, Academic Affairs  
Budget Executive



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April 8, 1980

President C. Peter Magrath  
202 Morrill Hall  
University of Minnesota  
East Bank Campus

Dear President Magrath:

Enclosed is the final report by UCBRBR on the 1981-83 Biennial Request, which the SCC endorsed without dissent at our April 3rd meeting. UCBRBR has informed us also of the additional rationales developed by the Budget Executive, and of UCBRBR's generally positive feeling toward these. The SCC has not had time to obtain and read them.

We would note that while the enclosed commentary is on the '81-'83 Biennial Request, the previous SCC commentary already submitted to you had some pertinent comments too, particularly the request to restudy the option of asking for a modest number of additional instructional positions in the O&M portion of the budget, based on a rationale for academic planning that acknowledges the state's sound fiscal position, the retirement trends of the present faculty, and the present propitious job market for a number of academic areas. We realize this will not be an easy item to "sell" to the legislature the first time around, but the arguments on academic planning and our future are sound, compelling, and innovative enough to warrant their inclusion.

The SCC wishes to reemphasize item '1' of UCBRBR's commentary (the library request) as especially important. In addition, it is our belief that defense of academic positions in the Legislative Specials (items '3' and '4' of the UCBRBR commentary, in particular) is going to be very difficult. Some of the positions are already filled and underwriting of these is being requested; some are teaching assistant-level positions, some research only; and some appear to involve at least quasi-teaching-research activities traditional to tenurable teaching faculty. Moreover, some of the positions are tenure-track and some are not, and defining each appears difficult. In short,

C. Peter Magrath  
April 8, 1980  
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we are apprehensive that the academic positions in the Specials defy easy description, and when contrasted to the zero request in the O&M budget, will appear to be the University of Minnesota's attempt to "backdoor" extra faculty positions. This in turn will make it even more difficult to support any future O&M slots.

The SCC would like also to call attention to a point not addressed in the UCBRR report. We see the value of a request for support of CEE for high-cost, low-enrollment courses, but wonder why there is no similar request for Summer Session. It would seem important to emphasize to the legislature that the Summer Session is in fact not self-supporting.

Excepting academic positions, the general nature of the requests for Agricultural Research and a Minnesota Technology Center (UCBRBR's points '2' and '3') are relatively salable items. They do affect the rest of the University's appropriations, however, and great care will be necessary to prevent these Legislative Specials from shifting University priorities by a fait accompli.

Sincerely yours,



Richard L. Purple, Chair,  
Senate Consultative Committee

RLP/mbp

Enc.

cc: Albert Linck  
Lyle French  
Clinton Johnson

UNIVERSITY OF MINNESOTA  
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285 Law Building  
229 19th Avenue South  
Minneapolis, Minnesota 55455  
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March 27, 1980

Senate Consultative Committee  
320 Millard Hall  
Campus

Dear Colleagues:

The University Committee on Biennial Request and Budget Review met with Acting Vice President Linck, Acting Vice President Johnson, and Associate Vice President Preston, as well as Mr. Grygar and members of the staff, to discuss the biennial request. At the meeting, Dr. Linck provided us with an expanded summary of the biennial request items, and indicated that more complete detail would be prepared as the process continues.

1. Library Request. The committee has two concerns about the library request item which appears in the biennial request. They relate to the "stand still" increase which deals with the cost-of-living items for book purchases, and to the "catch-up" item which refers to a deficiency from this year, 1979-80.

a. Cost-of-living increase. The amount included in the biennial request is only for a predicted increase in book purchasing costs, estimated at 14.8% annually. This estimate may have been accurate when submitted in the fall of 1979. We are informed that book cost inflation is now exceeding this level, and request that this item be readjusted immediately before the final budget is presented to the Board of Regents. Like the Supply and Expense and Academic Salary Increase items, we believe this item should be given last-minute attention to capture the latest fluctuations in the relevant price indices.

b. "Catch-up" Item. The library has also submitted a request for a "catch-up" item. We believe that this should be given serious attention in the

biennial request. We are informed that the position of this University's library has been declining over recent years. The failure to provide a substantial cost-of-living increase for it in 1979-80 will only serve to further erode its position and its ability to serve as a research library unless so corrected. We strongly encourage favorable reception of this item.

2. Agricultural Research. The budget includes a substantial increased item for the general agricultural research fund. We asked for information regarding the projects which this increase would support, but did not receive any specific response. There are undoubtedly many supportable projects in the agricultural research field, but the lack of specificity in the decision of the Budget Executive is puzzling and disturbing.

3. Minnesota Technology Center. We have more serious concern about the lack of specificity in the proposals for the Minnesota Technology Center. We do not believe that such a center should be included in the University's biennial request until the concept and program is better defined. That program should be one which is appropriate for an educational institution, not merely a provision of applied scientific services for the business community.

We are informed that a special committee of the Institute of Technology, chaired by Professor Robert Hexter, is now considering the scope and nature of this proposed Center. We understand that this committee will be expanded to include individuals from outside of IT; we endorse this step. The center should not be created if its effect will be to detract from the central scientific line of inquiry of the Institute of Technology. The Center should be devoted to research of high quality, productive of scholarship, if created.

One of the concerns which was expressed at the meeting was whether this venture is not similar to the ill-starred Northstar Research operation, which the University generated a decade or so ago. We should review that experience carefully before embarking on another similar undertaking.

We believe it would be useful for SCC and UCBRR to have a more complete discussion of this proposal, after plans for it have been formulated, but before the biennial request is submitted to the Regents.

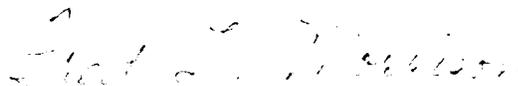
4. Instructional Request/Reallocation. The proposed biennial request provides no new funds for instructional purposes. Its research special funds are very heavily dedicated to three major units, the Institute of Agriculture, the Institute of Technology, and the Health Sciences, although there is a scattering elsewhere. We are concerned that there will be inadequate ability to respond to changing instructional and research needs in other divisions of the University.

Our concern is generated by the President's statement that we are "near the end of the line" on centrally-mandated inter-unit reallocations. If this is true, and if there is also to be no request for additional instructional funds from the legislature, then it would appear that other units will be unable to respond to changes over the next biennium. We believe that this is undesirable.

We believe that a biennial request with no item for change included in it must be predicated upon a commitment of the central administration to retrenchment and reallocation between units. The administrators present were unable to explain how they would be able to respond to changes if deprived of both inter-unit reallocation and of new funding sources.

We believe that it is essential that we again turn to the question of finding mechanisms which can identify places in which we can reduce expenditures, if we are to be able to respond to needs for new expenditures.

Sincerely yours,



Fred L. Morrison, Chairman  
University Committee on Biennial  
Request and Budget Review



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April 4, 1980

President C. Peter Magrath  
202 Morrill Hall  
East Bank Campus

Dear President Magrath:

Enclosed is the final report by the Senate Committee on Resources and Planning (SCRAP) on the first draft of your document on "Institutional Planning Assumptions, Goals, Objectives and Priorities for the 1980's" (INGOPS). The members of SCC have read both INGOPS and the SCRAP report. We did not debate and endorse each section of the SCRAP report, but rather have voted to forward the report to you without formal comment, other than to state that we believe the SCRAP report offers a thoughtful confrontation of several items in INGOPS. The SCC looks forward with interest to seeing the next draft.

Sincerely yours,

Richard L. Purple, Chair

P.S. Although we voted to forward the SCRAP report without comment, I would like to offer a personal aside regarding the definition of "land grant" which occurred during the SCC discussion. Faculty members noted that the land grant concept was raised but not explained in either your planning document or the SCRAP report on it. According to Fred Morrison, the University benefited from two land grant Acts, and current use of the term "land grant" can lead to some confusion over its meaning. The Act (termed "organic" by Fred) for the original grant of land was for the maintenance of a University dedicated to the liberal arts and the professions, similar to the eastern private universities such as Harvard. The Morrill Act a few years later granted to the University a great deal of additional land, and carried with it emphasis on applied education in agriculture and technology. Fred points out that different midwestern states have utilized different approaches to this duality; on the one hand, there are the University of Iowa

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and Iowa State, and the University of Michigan and Michigan State. These states have more or less segregated the two types of institution. On the other hand, Minnesota, Wisconsin and Nebraska are examples of states which have maintained both in one University.

Some of the evident concern over the terms "land grant" and "land grant missions" may actually depend upon whether the reader or listener is applying the "organic" definition or that of the Morrill Act and whether he or she intends or perceives implicitly an overemphasis on one or the other of those definitions. (George Blake, on the other hand, contended that there exists no clear-cut distinction between the way those missions are carried out--that scholarship is every bit as real in the agricultural branches of the University as it is in the liberal arts. He doubted there was solid logic to the significance of the distinction.)

I do not pretend to be a scholar in this area, but the discussion did seem reasonable and did clarify in my own mind the apparent consternation over the use of the terms. Perhaps the nature of our discussion suggests some historical insight which could be incorporated into the revised version of INGOPS that could be helpful. I pass it along in that spirit.

*Rick Purple*

RLP/mbp

Enclosure



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Office of the Clerk of the Senate  
Morrill Hall  
100 Church Street S.E.  
Minneapolis, Minnesota 55455

March 4, 1980

Richard Purple, Chairman  
Senate Consultative Committee  
5-255 Millard Hall

Dear Professor Purple:

Attached is the response of the Senate Committee on Resources and Planning to the Institutional Statement on Goals, Objectives, and Priorities dated November 5, 1979. The Committee met a total of four times and debated quite thoroughly each of the sections of the statement. I prepared the response in a series of drafts, the latest of which is our report. We have general agreement, I believe, on this draft but individual members of the committee may have differing views on specific points which, of course, they are free to express.

I, or any member of the committee, will be at your disposal for further discussion of this document and our response.

A handwritten signature in cursive script that reads "Paul V. Grambsch" followed by a small mark that appears to be "sh/11".

Paul V. Grambsch  
Chairman  
SCRAP

encl.

SCRAP reaction to the President's statement on  
Institutional Goals, Objectives and Priorities.

The Senate Committee on Resources and Planning has had three meetings for the sole purpose of discussing and preparing the reactions to your statement concerning institutional goals, objectives and priorities, dated November 5. We find there are many noteworthy ideas expressed in the statement and many factors we wish to commend. We would be remiss in our duty, however, if we did not also indicate areas of concern, especially as they relate to those topics we feel are most vital to the long run health of the University. We want you to know therefore that criticisms of the document are not meant to indicate that such a document should not be prepared. To the contrary, we believe it is absolutely necessary that we attempt to have some meeting of the minds regarding the institutional framework in which we are to carry out our common enterprise. We will follow the outline of the document in making our remarks.

Section I - Introductory Comments.

We are in general agreement with the sentiments and ideas expressed in this section. We are especially pleased that this document is considered to be a draft for purpose of promoting discussion which will lead, we hope, to better understanding of our common enterprise.

Section II - A Common Past - A Common Future.

This section contains many terms which need definition and clarification. For example, in connection with the first "tension" the term "Land Grant Concept" is mentioned prominently with the assertion that there is nothing incompatible between teaching, research and service. Undoubtedly this is true but only to the point where hard budgetary decisions must be made. At this point something more must be said to guide the decision process or else each decision maker will act upon his or her perception of the "Land Grant Concept".

The second "tension", described as the conflict between "populist and elitist views" has not been a serious issue in the past, we believe. We have been faithful to populist ideals by having some degree program for every State of Minnesota applicant while at the same time retaining control over the college enrollment process so as to honor our commitment to high academic standards. The important question for the future is, of course, will we be able to maintain our present posture in the fact of financial adversity and/or other forces pushing us towards further egalitarianism?

The third "tension" - qualitative differences between programs - is going to be of increasing concern in the years to come. An especially critical issue will be when program cutbacks are in conflict with Land Grant service ideals. In other words the third tension and the first tension may not be separate questions in the future.

The fourth "tension" may become more important in the future. In some areas it is obvious that we do not have programmatic competition with other schools in the state. However, in others such as basic undergraduate liberal arts, education, and business administration we offer similar programs. As the number of students in the State's total admissions pool drops the competition in these programs will become more intense. Likewise, the competition for high ability students on the national level will increase (see Change Feb. Mar. 1980 p. 54-5). In any event it seems clear that all institutions will make a determined effort to recruit students rather than to cut back programs. Will the realities of the 1980s force the University of Minnesota into a more competitive mode, especially in undergraduate education?

### Section III - Assumptions about the 1980s.

The Committee believes this section needs to be more clearly organized. As it now stands there are statements about assumptions mixed in with comments,

some of which do not bear directly upon the assumption nor do they shed much light upon the topic. We have tried to identify the assumptions and have directed our comments at each of them.

#### Enrollment

The Committee has no basis for disagreeing with the assumptions about enrollment as such. We note in passing, however, that along with each of the four stated assumptions there are a number of implicit assumptions concerning such things as the price elasticity of tuition, the general state of the economy, competitive institutional forces, and retention rates. We can only assume that these factors as well as others entered into the calculation of enrollment estimates.

#### Income

The assumption that the total real income available to the University will decline throughout the next five or six years may be correct but to couch the decline in real terms is not very useful. It is obvious, of course, that there must be some assumptions about inflation rates but none are stated here. In a practical sense, the University receives its income in dollars and, of course, it pays its expenses in dollars as well. While it is true that inflation erodes the dollars, the University's budget is expressed in dollar terms and plans are made accordingly.

#### Inflation

Sadly, the Committee must concur in the assumption that inflation will not be reduced within the foreseeable future. We must point out, however, that while the ravages of inflation on the supplies and expense budget are severe, we believe the direct and indirect impact upon the faculty as a University resource are even worse. A loss of real income to the University must be considered as resulting in a proportionate loss in real output of the faculty and other personnel of the University.

Staffing

We agree that there will not be significant changes in the tenure code during the period of this plan.

There is an implied assumption that it will soon become necessary to redeploy the faculty along lines which may be more compatible with today's needs. The feasibility and desirability of a move of this kind must be debated. Also, the assumption that an early retirement plan can be devised which is both attractive to the individual and not too costly to the University academically as well as financially will require considerable thought and possibly re-examination of our assumptions about age and productivity in an academic setting.

Productivity

The assumption that the University will be called upon to demonstrate productivity is undoubtedly true, the Committee believes. The further assumption that productivity can be measured will require a great deal of research to produce even the surface measures.

Technological Change

The assumption that technology will expand significantly in the next decade and that it will impact the University in many ways is taken for granted. The implicit assumption, namely, that a coordinated approach to maximizing the benefits of the communications technology will be followed is far from certain based upon past experience.

Other Minnesota Universities and Colleges

The only assumption is that our posture towards the other institutions is one of cooperation and communication, and not one of competition. There are intentions it is to remain so in the future. We have not basis upon which to disagree.

#### Section IV - Institutional Goals, Objectives and Priorities.

We find this section to be somewhat confusing. The section starts with a statement of two guiding principles (Lang Grant Concept and Commitment to Excellence) which have value-laden overtones and may, at times, give the impression of being in opposition. No further explanation or examples are given. This is followed by four overriding goals (P. 11 middle paragraph) which we have identified as follows:

- (1) Maintain and, wherever possible, strengthen the quality of those University programs which are characterized by excellence.
- (2) We must take advantage of those unique opportunities to improve potentially high quality programs.
- (3) We must seek to protect those programs which are essential to a Land-Grant institution or that are not offered elsewhere in Minnesota.
- (4) We must work to improve the overall quality of the University by attracting the best students at both undergraduate and graduate levels.

All four of the above have terms which need definition. Such words as "excellence", "unique opportunities", "essential to a Land-Grant institution" are all terms which can be endlessly debated. Who is to decide which programs are defined as excellent, for example? What programs are essential to a Land-Grant institution? What is meant by a unique opportunity? Is it synonymous with funding?

If the four goals listed above are to be overriding presumably they are to serve as the major guides to action in the 1980s. There must be more definitive statements about each goal, what it means and how it might be implemented.

#### Assumptions about the Classification System.

We are assuming that the eleven statements are meant to be goal statements and that the items listed under each are meant to be objectives. They represent a list of "things to be done" over the period of the plan. The indications of

"importance", etc. we assume represent a system of priorities, or, in other words, a timetable but without definite dates in most cases.

We recognize the difficulty in creating a classification system that is entirely consistent but we think more effort needs to be made to do better than what we have in this document.

In the course of our discussions we have raised the questions as to why these eleven goals were chosen. Some of them deal with matters which serve as a guide to action for everyone, others are of direct concern only to administrators. Some of the objectives consist of actions whose accomplishments can be measured while others are not. We note in passing that the measurable ones seem to have lower priorities than the ones in which measurement is extremely difficult, if not impossible.

Goals, objectives and priorities.

We have examined each goal in detail and have commented where we deem necessary. It must be kept in mind that we are not necessarily agreeing with this particular set of goals or any one of them. There are many questions we have about each one but time does not permit us to raise them all.

I. (p. 13) To promote higher standards of quality in the University's teaching activities.

This is a collection of statements which are laudable but which do little to move us to higher standards of teaching. Innovation, for example, is commendable but oftentimes innovations are not based upon careful research and end up lowering quality as well as lowering student acceptance. We note that no mention is made of the reward system which we consider as basic to improvement in teaching.

II. To improve the educational environment for all types of students.

We are not sure what is meant by "all types of students." The objectives, with one exception, appear to deal only with minority and handicapped students.

III. (p. 15) To maintain, and wherever possible, strengthen the University's research activities.

Some members of the Committee believe that the continuous pressure to search for research funds is having a splintering effect upon the University by creating two camps - the haves and the have nots. Because splintering is generally considered undesirable, one of the objectives should be addressed to developing plans to avoid this separation. It should be given an "utmost importance" rating. We note that no mention is made of improvement of quality of research.

IV. (p. 16) Implement a clear policy with respect to outreach activities.

Obviously this goal is directed to the service mission of the University. It seems rather strange to us that we would have a goal and a set of objectives based upon a report which has not been formally adopted. It seems to us that objective number 2 prejudices the outcome of the review. We see many resource implications which must be considered along with any kind of statement of outreach policy.

V. (p. 17) To develop more extensive programs for faculty enrichment in order to foster the generation of new ideas, to encourage the retraining (voluntary) and reassignment of faculty, and to improve the teaching, research, and service components of the University's mission.

This goal statement and the accompanying objectives are meaningless in their present form. No mention is made of present programs such as Sabbaticals, single quarter leaves, etc. The proposed study concerning faculty vitality appears to us to be a massive undertaking with uncertain results. More important, we believe, is the development of more extensive programs of faculty enrichment. The goal statement contains too many different ideas and does not provide a guide for action.

VI. (p. 18) Within the state, to make more widely known the University's distinctive role -- including the full dimensions and complex interrelationships among its teaching, research, and service activities.

We believe the goal statement needs to be rephrased to emphasize more clearly the research and the graduate/professional teaching roles. Complex interrelationships sounds much more like being all things to all people.

We can only applaud objective number 1 and at the same time caution that whatever plan is finally adopted must be more beneficial than harmful. We can imagine a situation in which we might have to take more legislative programmatic direction along with a new funding plan.

We question whether this is the proper context for objective number 2. It might be better placed under Goal I. or Goal V.

We believe that the last two objectives dealing with institutional and faculty efforts to explain research activities and their importance should be rated as of "utmost importance" rather than merely "important".

- VII. (p. 19) To intensify efforts to link the activities of the University more closely to critical segments of the state and the nation -- agriculture, business, industry, and professions, cultural fields, and units of local and Federal Government.

This goal is clearly an attempt to expand the "service" activities of the University to include more than the Institute of Agriculture. The objectives excluding the HHH Institute, are quite modest considering the far reaching implications of the goal statement.

- VIII. (p. 20) To continue to develop and strengthen the University's International emphasis.

This is the only part of the document which indicates the University has any interest in matters beyond the borders of the State. Whether international matters should be singled out or incorporated in other goals is a matter for discussion.

- IX. (p. 12) To increase productivity and financial flexibility at all levels of the University so as to permit response to changing educational and societal needs.

The Committee finds it difficult to understand the goal statement and especially its relationship to the four objectives. The term financial flexibility, for example, can have a variety of meanings. Why is it used in connection with

productivity? Objective number 3, for example, is of planning. To say that lowering bureaucratic barriers is an objective for the 1980s is, of course, an indictment of the bureaucracy itself which has allowed them to exist.

- X. (p. 22) To build and maintain a cooperative relationship with both public and private institutions in the state and the region.

We note that the two objectives are both of the kind that are difficult to measure results and still are rated as of utmost importance. Had objection number 1 been to take the initiative in establishing cooperative programs we would have something to measure.

- XI. (p. 23) To develop a more effective institutional decision making process which is based on on-going planning system that encourages unit initiative and consultation.

This goal deals mainly with the implementation of an administrative process. In many ways it is in the nature of a support for the University's activities.

If administrative processes are going to be considered in a document of this kind then the Committee believes that the goal of conducting an organization review should be given equal importance. Much of the basic organization structure of the University is based on principles which are of doubtful validity today.

We have imposed layers of structure over the years which may or may not serve us well. We do not have any specific plan in mind but we think a major study of organization with recommendations for greater effectiveness and efficiency is appropriate at the present time.

Section V - Collegiate and Unit Goals, Objectives and Priorities.

We assume that the Collegiate and Unit goal statements were prepared with at least some knowledge of the University's goals. If not, we have to assume that some efforts were made to make sure there is a consistency between them.

Section VI - A Final Statement.

We certainly agree with the sentiments expressed in this section. We must point out, however, that planning is making decisions now which affect the future and there are many places in this document which will require decision if the goals and objectives are to be reached. While consultation may be available in great abundance there is still the matter of decision and the decision making process which is necessary for action.