



UNIVERSITY OF MINNESOTA
TWIN CITIES

All University Senate Consultative Committee

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Minneapolis, Mn. 55455

Telephone (612) 373-3226

MINUTES OF THE SENATE CONSULTATIVE COMMITTEE
Meeting of March 23, 1979

APPROVED 4/19/79

The All-University Senate Consultative Committee convened its thirteenth meeting of the 1978-79 academic year on Friday, March 23, 1979 in the Regents Room in Morrill Hall.

Members present included Professor George Blake, Mr. Dick Cooke, Mr. Steve Carlson, Professor Wendell Glick, Mr. Patrick Eckman, Professor Fred Morrison, Mr. Richard Kottke, Professor Rick Purple, Professor Betty Robinett, Ms. Liz Sands, Professor Don Spring, and Professor Mahmood Zaidi, Chair.

Professor Zaidi called the meeting to order at 10:00 a.m. He announced that the principal item of business was a discussion of the preliminary report of the Subcommittee (Members: Mr. Richard Kottke, Professor Betty Robinett and Professor W.D. Spring, Chair) charged with preparing a response to the Senate Select Committee Report. He added that there would be time at the end of the meeting for announcements and other business which members wished to bring up.

Professor Spring reviewed briefly the central features of the written report of the Subcommittee and asked that a note be added under point II-C to the effect that student representation should be provided for if the Facilitative Committee is redesigned. Professor Robinett asked that a reference to the All-University Honors Committee in point II-B be removed. Both requests were accepted by SCC.

Professor Robinett asked whether the charge to the Subcommittee would continue to be restricted to the University Senate and Senate Committee structure. Professor Zaidi said he believed the charge should be broadened to include all aspects of the Select Committee Report. The Committee concurred.

Professor Zaidi reminded the committee that he had sent the Select Committee report to each Senate and University Committee with a request for the committee's reaction to the Report and for specific suggestions for implementing those recommendations that pertain to the University Senate. Thirteen such responses were received by March 15, 1979, and sent on to the Subcommittee. Subcommittee members characterized the responses as generally supportive of the Select Committee Report but noted that very few specific suggestions had been received concerning implementation. Those that were received were summarized by Professor Robinett. Professor Zaidi pointed out that the new format of the SCC Newsletter, which includes brief summaries of the activities of various Senate and University committees, had anticipated one of the recommendations of the Select Committee.

Several members expressed overall approval of the division of the task as outlined in the Subcommittee report and of the general direction the Subcommittee's deliberations were taking.

Professor Zaidi recommended that the minutes show that SCC accepted the Subcommittee's report and that the Subcommittee should be charged to continue its work. The Committee concurred. Professor Zaidi asked Professor Spring to deliver an oral summary of the Subcommittee report at the joint meeting of SCC, the Select Committee, and the President, which was to follow at 11:00 a.m.

The meeting recessed at 11:00 a.m. for the joint meeting referred to above and reconvened at 1:00 p.m.

It was agreed that May 31, 1979 be reserved for a special meeting of the University Senate on the Select Committee Report.

Professor Zaidi asked Professor Spring to prepare a brief written summary of SCC action to date upon the Select Committee Report for distribution at the March 29, 1979 Senate meeting. Professor Robinett agreed to supply a chart of the Senate committees to accompany the summary.

Professor Morrison announced that a Planning Council report was forthcoming which would require SCC's response to the President by April 13, 1979. He said that UCBRBR would consider the Report at its March 28 meeting, and suggested that SCC make it a major agenda item on SCC's April 5, 1979 meeting.

A question was raised by several members at the end of the meeting concerning the attendance of one of FCC's members. Chairman Zaidi was directed to write to the member concerned to ask for an explanation because the Committee needs the fullest contribution possible from all Committee members given SCC's responsibilities.

The meeting was adjourned at 1:30 p.m.

At its May 25, 1978, meeting the University Senate approved appointment of a Select Committee to study the structure of the Central Administration, Consultative institutions of the Senate and to review the decision making process at the University and charged the Senate Consultative Committee with the responsibility for naming its members in consultation with the President and with those who proposed the resolution. In addition, SCC invited faculty and students to nominate candidates for membership on the Committee. The Select Committee was to report to the Senate by the end of the calendar year. The Report of the Select Committee is presented below for your information and action.

SCC thanks the members of the Select Committee for finding time from their busy schedules to serve on this Committee. By participating in the work of this Committee they have done us all a service which is deeply appreciated.

Mahmood A. Zaidi, Chair
Senate Consultative Committee



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February 1, 1979

President C. Peter Magrath
202 Morrill Hall
East Bank

Dear President Magrath:

I am enclosing herewith a copy of the final Report of the Select Committee of the Senate for your perusal. At our noon meeting today, copies of this Report will be distributed to all SCC members.

The Select Committee has expressed its willingness to meet with the SCC and the President for the purpose of discussing the Report if you and the SCC consider such a meeting to have potential value.

This Report will be on the agenda of the Senate meeting, scheduled for Thursday, February 15, 1979.

Cordially yours,

Mahmood A. Zaidi, Chairman
Senate Consultative Committee

Enclosure

cc: Dr. Dennis Watson
Members, SCC



UNIVERSITY OF MINNESOTA
TWIN CITIES

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

January 30, 1979

*Professor Mahmood A. Zaidi, Chairman
Senate Consultative Committee
University of Minnesota
537 Business Administration
Minneapolis, MN 55455*

Dear Professor Zaidi:

On behalf of the Select Committee of the Senate, I am pleased to present to you and members of the Senate Consultative Committee the final report and its appendices pertaining to planning, decision-making and consultation at the University of Minnesota.

I hope that the report will be accepted by the Senate and Administration, and that you and your committee will make every effort to encourage the early implementation of its recommendations.

Sincerely yours,

*Dennis W. Watson
Chairman
Senate Select Committee*

*DWW:p
Enc*

Report
of the
Select Committee
on
Planning, Decision-making
&
Consultation
at the
University of Minnesota
chaired by
Dennis W. Watson

1979

INTRODUCTION

The University Senate at its May 25, 1978 meeting approved a resolution to establish a Select Committee to study the structure of central administration and the consultative institutions of the Senate and to review the decision-making process at the University (see Appendix I for a copy of the resolution). The Committee was appointed by the Senate Consultative Committee in consultation with the President, those who proposed the resolution, and some Senate and faculty members. It met for the first time on August 8, 1978, then on Thursday, September 28, and thereafter on most Thursday mornings through December 14, 1978. (Details of its schedule are in Appendix II).

The Committee met with the University's senior officers and with interested faculty and student groups. It twice put out through BRIEF an open-ended invitation to meet or correspond with the Committee and a number of individuals and groups accepted the invitation (see Appendix II for a list of them). The Committee benefitted from full cooperation and frank exchange of views with administrators, faculty and students.

The manifest concern for the welfare of the whole University and for the improvement of its function was as universal as it was heartening in the context of the very existence of this committee. For its creation is a recognition of the fact that the University is entering perilous times and that difficult, far-reaching and perhaps irrevocable decisions affecting its future have to be made. The need for these decisions to be based on academic priorities, to be informed by full and appropriate consultation and to conduce to the academic integrity of the University has been the rationale for this committee's existence, the tenor of its activity and is the leitmotiv of this report.

The variety of topic and testimony that has come to the committee does not make for easy organization. We have had to consider three principal functions of the administration:

A. Planning

B. Decision-making

C. Consulting

There are also three main segments of the administrative structure, namely, the Board of Regents, Central Administration (including deans) and the Senate (including faculty and students), which have to be considered. Not all the nine product categories are appropriate, and we will restrict ourselves to the three

major sections according to function (A, B, C), with the structural segments serving as an unmarked, but underlying framework within each section. Within each section we summarize:

1. The Situation 2. The Goals and Solutions 3. Recommendations

By "the situation" we mean the fabric of reality and perception that we have been able to weave from the threads of evidence. By setting out the goals and possible solutions to problems, together with their pros and cons, before making any recommendations we mean to emphasize that it is the objective that needs to be kept in mind. There may not be a unique solution to any particular problem, but there are routes to its solution which may then properly become the subject of our recommendations. We hope that the form we have chosen allows us to express the views that we have formed in a considered and persuasive manner, even though it involves a certain amount of repetition.

Once a problem is recognized, there is no excuse for ignoring it. We realize that there is such a thing as "administrative style", in the exercise of which anyone may claim a certain latitude, but that, at the same time, there is the need for a structure which should reflect institutional priorities without being so rigid as to restrict sensible enterprise. Moreover, such a structure provides a certain continuity and makes for the stability of the institution.

Three warning notes should also be sounded, regarding the perceptions, possibilities and personalities involved in this report. Much of what we have to say under Part 1 of each section will be based on the testimony we have heard. The accuracy and acumen of these perceptions vary widely and, though we do not wish to give currency to false ideas, it would have been impossible to trace each impression to its source or label each opinion with our evaluation. In any case erroneous perceptions are part of the problem and, for example, the smooth running of the University can be impaired as much by good planning that is widely misapprehended as by the absence of any planning at all. Secondly, in mentioning alternative possibilities we are more concerned to get them into the forum for discussion than to work them out in detail. We recognize that it would not be within our power to rearrange the University even if we were unanimously in favor of a particular scheme but those that we mention are, we feel, worthy of consideration. Thirdly, we are not insensitive to the fact that the personality and performance of an incumbent can affect the role of his or her office in an administrative structure. As far as possible, we have been at pains to allow for this and have

considered only the structural problem. We do not come to bury the Administration-- nor yet to praise it. The wearing of a cap that fits is a matter of no small virtue and even, at times, of dignity; no such virtue, nor any trace of dignity, attaches to the making of whole cloth caps to fit others, and we should be very sorry to see this report used as a source of material for such a trade.

A. PLANNING

Planning is dealt with first in this report, not because the Select Committee regards planning as a panacea, but because it does regard weakness in planning as a serious problem and the improvement of the planning process as a key to the solution of many other problems. The Select Committee has heard many favorable comments about the major planning effort that is now underway in the Central Administration, as well as about the benefits of the planning that has taken place in the Health Sciences. The main thrust of this section of our report is to lend the committee's full support to the recent central planning initiative and to stress the importance of certain points that have been brought to our attention in the course of the hearings. The critical remarks that follow are offered in the expectation that they are being, or will be, met by the new planning effort.

Planning is here taken in the sense of a broadly based attempt by administrators, faculty, and students to realize the University mission statement, anticipate future problems, develop options for their solution, set priorities, and formulate strategies.

1. The Situation

The hearings conducted by the Select Committee have revealed a widespread perception in the University community of serious weakness with respect to long-range planning. When planning is inadequate there is a danger that action may be taken only in direct response to crises, and, in turn, that the crises may sometimes be induced by a failure to anticipate problems. It is felt that the University lacks well articulated and widely communicated priorities which could serve as a basis for planning and, that, insofar as planning and priority setting does take place, academic considerations are not given the clearly dominant positions that are essential in charting the course of the University.

In this connection, there is a clear need to impress on all who are involved with the University, both internal and external, that the primary missions of the University are instruction in its broadest context, the search for knowledge which provides new insights into the functioning of natural systems and human affairs, and public service as it relates to the translation of knowledge for the edification and gratification of the citizens of the state and nation. Moreover, it needs to be continually emphasized that the unique nature of the University, when compared with other Minnesota-based institutions of higher education, is the finely honed interdependence that exists between these missions; any actions that are taken which alter the funding patterns in one area may have a serious impact on the performance of the institution in other areas. For example, policies for dealing with a tuition shortfall which result in academic position retrenchment could aggravate the fiscal difficulties of the institution and upset the overall balance of its mission, if those who are retrenched are essential to any aspect of service, research, and graduate education that is funded by state, federal, or private agencies. Many aspects of the life of the University need to be taken into account in planning; for example, a positive aspect that can be fostered and built on is the resourcefulness of the faculty in obtaining external funding. There is no single index that can characterize its multifarious activity, and planning will help to avoid getting trapped by an index such as enrollment.

The difficulties encountered in carrying out the mid-year assessment of 1978, and to some extent also the subsequent retrenchment for 1978-79, are attributed by many administrators and faculty to a lack of adequate planning even for the short range. Similarly, what is perceived as the "politicization" of the capital request process is also largely attributed to the absence of a plan for physical facility utilization and improvement based on academic priorities. (Appendix III is an attempt to give some of the background to the mid-year assessment of 1978 and the handling of the capital requests and to show how problems of planning arise in these areas.)

The areas mentioned so far are, of course, not the only areas where planning is needed. Other examples are the programmatic planning that needs

to be done at all levels to develop priorities for future growth, plans to accommodate projected changes in student numbers of research programs, and ancillary planning such as that of plant services to support academic physical facilities. Progress should be made along some of these lines as the plans announced by the President to the Senate (e.g. items 2 and 3 of Appendix IV) begin to take effect.

We have heard some concern expressed that the Regents have begun to be involved unduly in the administration of the University. While this development may be part of a general trend among governing boards, it is felt that it is also related to the absence of a proper framework for the presentation to the Regents of the decisions and recommendations made by Central Administration. Regents may be reluctant to approve decisions and recommendations if they appear to be either of an ad hoc nature or based on considerations which remain vague or obscure. Decisions and recommendations which do not clearly have the backing of broader plans and policies are especially vulnerable to undue political considerations. Strategic planning is particularly important in coping with the restrictions which the Legislature might place on the University's freedom of action, for example in the ways in which tuition shortfalls might be accommodated or in the estimation of ancillary income.

Concern has been voiced both about the precipitous character of some of the decisions by Central Administration and about the slowness of certain others. It is also felt that the lack of anticipation of problems, or absence of well formulated strategies for coping with them is one of the reasons why consultation with deans and Senate committees is not always sufficient or timely.

It is recognized that even the best feasible planning process would not completely solve all such problems, for there are, in any case, severe limitations in forecasting future developments affecting the University. Some of the problems, however, might be more tractable if legislation governing the University provided more flexibility and scope for rational management.

In addition to not always being conducted in a timely fashion, the consultation that planning entails sometimes appears to be hampered by

a lack of meaningful data. The development of an adequate data base and the capacity to make the data available at the appropriate time seem in turn to hinge on the availability of a plan that indicates when certain types of data will be required. It is only fair to add that the consultation that has gone on during the present academic year reflects a genuine effort to remedy some of its past defects.

Finally, concern has been expressed about the ability of the various Senate committees to provide meaningful faculty-student input. To some extent, these problems also seem to be traceable to a weakness in planning. When major issues are not identified and dealt with by the faculty and student representatives in a systematic--and well publicized--manner, their constituents begin to question the usefulness of the representational system.

2. Goals and Solutions

The goal of the planning effort that is now underway in Central Administration should thus be to provide the University community with a sense of direction, without rigidity, and to develop a framework for the formulation both of an overall plan for the University and of more detailed plans for its components. It is not planning imposed from the top that is required, but the ability to stimulate planning at all levels and to integrate this into the overall planning of the University.

Academic concerns should not merely be represented but should play the dominant role in the identification of major issues, the analysis of operations, and the setting of priorities. The Vice President for Academic Affairs must thus play a leading role in the resolution of the substantive issues of planning and have adequate control over the planning process. Consultation with appropriate organs of the Senate and with collegiate deans must be built into the process at suitable points. The Planning Council itself should probably be linked more closely with the regular faculty-student governance system, without becoming a substitute for other forms of faculty-student participation. Although many decisions will, and must, be made by Central Administration, the President, and the Regents, they should reflect the values and opinions of those most directly involved

in the academic process, namely the faculty and students. Planning should also build on views and analyses expressed in past resolutions of the Senate and reports of relevant committees.

To the greatest extent possible, the results of the planning effort should be made public. The committee recognizes the difficulty of publicizing priorities and options without causing undue anxiety among those potentially affected by the decisions, especially if such statements are re-publicized in fragmentary and possibly distorted form. Nevertheless, broad publicity in the University and the state should certainly be given to the articulations of the University's mission such as a statement of priorities related to its mission, and to major approaches to anticipated problems. More detailed information about the plans may be best communicated to the faculty and the students through collegiate deans. If the deans are party to the planning effort, they would, of course, be in a position to present priorities and options with appropriate caveats and in the proper context.

In developing an appropriate data base, full use should be made of information that is already available, especially the detailed analyses and recommendations resulting from some of the departmental reviews and past committee reports. Failure to use available information and the fruits of past deliberations can be as damaging to faculty-student morale as its unavailability.

As part of the effort to develop a planning process, attention should also be given to the problem of how to insure that the plan, once developed, does not simply gather dust in someone's office but is considered in the day-to-day decision making and is updated on a regular basis to fit the situation as it unfolds. The Academic Vice President should accept responsibility for the implementation of plans once made and for the incorporation of plans into the evolving planning effort.

3. Recommendations

- CPM
Yes
- i. The committee recognizes that planning is no panacea, but strongly endorses the planning effort that has already begun in the Central Administration.
 - ii. It wishes to stress the overriding importance of academic concerns in all aspects of planning and the need for the development

of contingent strategies to meet anticipated difficulties.

Specifically it calls attention to the following:

yes

a. The Vice President for Academic Affairs must play a leading role in resolving the major, substantive issues developed during planning, and should also be in control of the planning process in general, even though its actual conduct might principally take place elsewhere (for example, directly in the President's office);

Not all planning should be done in the President's office

b. Planning should include consultation with the SCC and other appropriate bodies, and some means should be found to link the Planning Council integrally with the faculty-student system of governance;

Agree but Mechanics should be explored

c. Planning at the departmental and collegiate levels should constitute the cornerstone of University planning. All-University planning bodies should encourage planning at these levels, and help to ensure that it is done in a compatible fashion by keeping themselves informed of the thinking within departments and colleges.

Yes at the college level

iii. The committee wishes to stress the need to communicate the major results of planning to the appropriate constituencies. Those parts of the evolving plans that affect specific units should be communicated to them in some detail through the appropriate deans.

Yes but some responsibility has to be shared among deans

iv. It considers the improvement of the University's data base, the form of its presentation and its timely availability to be very important. Procedures should also be developed to ensure that relevant existing information and major committee reports are fully used in planning and decision-making.

B. DECISION-MAKING

1. The Situation

There is concern that the Regents want to make decisions on matters that, in years past, would have been seen clearly to be in the province of the President. This may reflect an increase in the pressure on Regents to take a more active role in the governance of the University or some lack of confidence in the decision-making of the Central Administration.

The image of decision-making in the Administration suffers from a certain lack of clarity in the lines of responsibility. It is the President's style--as indeed it is his right--to reserve final decisions to himself, relying on a general discussion from which a consensus emerges. However, it is perceived that many important decisions are discussed at meetings where, in addition to the vice presidents, a number of other persons of more limited authority are present. There is concern that this type of meeting allows a larger role to the interplay of personal styles in the presentation of information and opinion than is perhaps optimal in reaching decisions. The impression that in certain matters a little something is given to everyone is not inhibited by this mode of operation. For example, the guidelines for the 1979-80 retrenchment and allocation suggest that each vice president will act as an advocate of his own interest and as a critic of the advocacies of others. This puts the President in the position of an arbitrator without independent basis for arbitration, since the data and criteria are supplied by the vice presidents. In building confidence in the ultimate decision, it is often desirable that the discarded alternatives be identified; relatively unstructured meetings and obscured lines of responsibility do not facilitate such identification.

Not me | The split in lines of academic responsibility leaves the position of the Academic Vice President somewhat ambiguous and although often described as "primus inter pares", it is not clear what this means in practice. Even on matters of faculty appointment, tenure and promotion, the writ of his authority is not drawn with precision. On the other hand, the impression (perhaps false but nevertheless widely held) is current that among several influential voices, there is only one which speaks for Academic Affairs and that this single voice may be somewhat overpowered by the representation of other interests. To this it is replied that the jurisdictions of all the vice presidents are, in their way, academic and that their good personal relations minimize problems an outsider might consider serious. Nevertheless the potential weight of non-academic considerations continues to be of concern, while the recalcitrance of other para-academic functions (notoriously Plant Services) to any sort of academic accountability is a perpetual thorn for the flesh. The office of the Academic Vice President enjoys staff support of a high caliber, and yet many faculty have expressed disappointment

that it has not had the prominence or influence that it should have if the University's primary missions are to be served.

The coordinate campuses each have their peculiar needs and are naturally anxious for as great a degree of autonomy as possible. Criteria for promotion and tenure are being developed on some of them, for example, and, in the interest of keeping as much decision making as possible at the local level, the concern of the Central Administration should chiefly be to see that these are conformable to the standards of the University as a whole. The lines of communication of the coordinate campuses are not entirely clear in the present structure (see Appendix V) but they impinge on decision making at four points. The Provosts have direct access to the President, and it is claimed that in academic and financial matters they go directly to the Academic and Financial Vice Presidents; in addition, the organizational charts show some lines through the Vice President for Institutional Relations and the Deputy Vice President for Agricultural Affairs. Since the coordinate campuses have the normal lines of access through the appropriate vice presidents, as well as unified representation through the direct interaction of Provosts and President, it is a little difficult to see what purpose the last connection serves.

The Council of Academic Officers is too large a body to have any real function in decision making. At best, it provides a vehicle for getting information out to the next level of administration while its box lunches provide a welcome interruption to harried administrators' patronage of the quick food machines in the basement of Morrill Hall; at worst it means the waste of a whole day for someone from one of the coordinate campuses who has to attend it. Though the deans attend its sessions, the CAO does not provide a forum for them to make any significant contribution to decision-making.

There is a perception that the Senate and its committees are not structured in a way to serve effectively in arriving at decisions. In the view of some, the Senate is too large and the structure too amorphous. Others feel that a smaller Senate would be less representative and that other ways of increasing its effectiveness must be sought. Attention also has been called to the fact that its procedures do not always allow it to do justice to the reports of its committees and task forces.

Light is thrown on some aspects of the decision-making process by the case studies of retrenchment and capital funds requests contained in Appendix III.

2. Goals and Solutions

The structure of the Board of Regents is not a matter which we are particularly called upon to address, but one suggestion that has been made in several quarters should be mentioned, even though it found no support in this committee. This is that there should be a "faculty regent" in parallel with the so-called "student regent". In its favor it has been urged that it would give faculty input; against it, that the Regents function best when they act as statesmen (or women) and not as advocates of particular constituencies. The experience of the Consultative Committee whose members now sit as observers on Regents' committees may have a bearing on this.

The adventitious and--in the view of some--not wholly rational structure of Central Administration invites the attention of reorganizers. (Its present structure is given in Appendix V.) The goals of any rearrangement should be kept in mind and, from the point of view of this section, these are: That lines of authority and responsibility should be clearly defined and publicly known; that the structure and processes of decision-making should be such as to foster timely and systematic decisions in which the full weight of academic considerations has been brought visibly to bear; that all should feel confident that the outcome, however unpalatable, is not dictated by special interests, but has been arrived at by the full consideration of alternatives and their objective merits.

In the broadest view, the over-arching consideration is the preservation of the sense of unity of the University; it is no easy task to devise models that will pull academic considerations together centrally without imposing too monolithic a structure. An administrative style of the Vice Presidency for Academic Affairs delegating matters to deans would provide opportunity for decentralized decision-making based on academic considerations without sacrificing the instruments of coordination. An example of this is the policy of non-reversion of funds which gives deans greater authority in financial management and might well be extended to other areas. There is certainly a need to promote decision-making at the grass roots level. (Some people see the organization of CLA as a prototype while that of the Health Sciences was commended to us by others as one which allows the higher level of decision-making to be informed by

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

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

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

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

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

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

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

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

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

3. Recommendations

- i. The committee sees a vital need for some reorganization which will make the primacy of Academic Affairs quite evident and in which the decision-making process is carefully defined and understandable to everyone.
- ii. While we have not endorsed any specific organizational chart, we feel that careful consideration should be given to a scheme which puts the focus of academic decision-making at the high level we deem appropriate without impeding the President's right to make ultimate decisions or restricting his freedom of consultation.
- iii. The committee recommends that the administration further strengthen the communication of decisions, and of what has gone into them, to the University at large as well as to the specific collegiate constituencies most directly affected.
- iv. We recommend adherence to college constitutions and democratic procedures and urge faculty to participate vigorously in department and college decision-making since this is where important decisions of the University should be made.
- v. We recommend that the Senate Consultative Committee exercise its role as a steering committee for the Senate, and identify, without ambiguity, the appropriate consulting mechanism at the various levels of decision-making.
- vi. The committee recommends that the officer chiefly responsible for the lobbying of the Legislature should not be charged with functions which might conflict with his all-University role.
- vii. The committee recommends that there be more interchange of faculty and administrative personnel at suitable levels, so that both

Needs
communication

open

And...

the problems of administration and finance may be better understood by the faculty, and also that academic input into administration may be increased.

under consultation

C. CONSULTATION

1. The Situation

As the role of the Regents has changed so have the routes through which information travels to them. New bridges link Regents and students, and the traffic between the Regents and the Legislature has increased. The University has a Regent who is a student and there are undergraduate student representatives on Regent committees. In addition to the established routes to and from the Regents, there are some irregular foot-paths, which are now increasingly used by faculty, students and staff in trying to place their problems directly in the hands of the Regents or the President and sometimes the Legislature. As one senior officer commented to some members of the committee, "End-running seems to be a favorite sport around here."

The pattern of consultation involving faculty and Administration is not easy to describe, being a somewhat dappled thing and not always (pace Hopkins) evoking praise. The central officers are asked by many individuals and groups to consult with them on a wide range of matters. It is a time consuming activity, and they have been generous in making time for it. In its formal channels, such as with SCC, it has worked well on many issues, but on others has been precluded or rendered ineffective by pressures of time, serious inadequacies of data base, or the weakness of long-range planning. It has also been suggested that it has, on occasion, taken place after certain basic decisions, which may restrict later options, have already been made, though improvements in this respect have been remarked in the more recent period.

Consulting can also become too dispersed, and there needs to be agreement about whom and on what matters Central Administration should consult. In the absence of such an understanding, an individual or group may expect to be consulted on matters that others believe lie within their province. The faculty are not always too well informed on the consultation that does take place, and in some cases, the process appears to work badly

because committees do not adequately inform their colleagues of the recommendations they make. While at times recommendations are not followed, at others committees do not speak with a clear voice. There is also the temptation to judge the quality of consulting by the agreeability of its outcome.

An important group to consider in the consulting process is the Diaconate, for the case studies (Appendix III) show that they were not adequately consulted on the mid-year retrenchment nor are they always on matters of space. They have been given ample access, consultation opportunities on college matters by the Vice President of Academic Affairs and perhaps also on broader questions, but the one official forum where their influence on University-wide questions might be expected to be felt, the CAO, is little more than a public briefing which fails to command the unalloyed respect even of its participants.

It is unfortunate that, in the view of many, the Senate is not an effective organ of consultation for it is traditionally the forum for faculty and student concern, and has an important role to play in the governance structure. The Senate often does less than justice to the reports of its committees and task forces, and its rules of procedure may not be as conducive to considered discussion as they should be. It therefore leaves the impression with some of not dealing with the central issues of the University. We do not, of course, imply that, where the Senate departs from committee recommendations, its judgment is necessarily incorrect.

The problems of undergraduate education do not appear to have the same focus in administrative consultation as do the graduate. A "Council on Undergraduate Education", more encompassing in its charge and membership than either the Council on Liberal Education or the Center for Educational Development has been suggested as an aid to the Academic Vice President in this vital part of our system.

2. Goals and Solutions

A general objective in the reform of the consulting process should be to eliminate the "end-runs" by building confidence that all appropriate concerns are represented in the normal curriculum of consultation.

Some have suggested that, in light of the new Regent activism and with student representation on Regent committees (not to mention the Board itself), the faculty ought to seek some form of regential representation. There is a danger that student, faculty or staff representation would tend to undermine the authority and responsibility of Central Administration and to subvert normal administrative process. On the other hand, building confidence in the normal process will make subversion less like the order of the day. This fall, members of the Faculty Consultative Committee have been invited to sit in on meetings of Regent committees as observers.

In any case, the autonomy of the University needs to be reaffirmed and maintained, and the lines of authority and responsibility need to be clarified and strengthened.

Responsibility for consulting with Central Administration on the budget, on matters of educational policy, on faculty affairs, and on other important issues should be more clearly defined, focused, and coordinated with any changes that might be made in the structure of the Senate and the committee system.

Groups that consult with Central Administration should be supplied with better information, and perhaps also, in certain cases, with staff support. There is some concern about overpowering the faculty with facts and figures, but there is no easy solution to the problem of deciding when enough is enough. However, it is important that data be supplied in a form which is meaningful for decision-making and comparable as between various parts of the University. The advantage of an organized consulting structure set up in advance of crises is the possibility of discussion of the full range of available options. There is otherwise a tendency to lose or suppress options that are developed or considered at the earlier stages of a deliberation.

The lot of the deans vis-a-vis the Central Administration needs to be improved and means should be developed for better apprising them of the business of the University and for taking account of their views and recommendations in ways that the present CAO does not allow. Deans should have more input into the planning and use of space, particularly as the college needs are integrated into the capital funds request. These considerations should not result in weakening the role of faculty vis-a-vis the deans.

Opinions differ about the proper role of the Consultative Committee. At present the Committee wears two hats. It was set up in 1950 to consult with the President and later was given the additional responsibility of steering Senate business. As the burden of consultation has grown, special areas of consultation have been given to other committees such as the Budget Subcommittee and UCRRBR. Some people have proposed that the Consultative Committee give up one of its hats and, as one of only two elected committees (the Committee on Committees being the other), concentrate on consulting. We do not advocate this, but there is still the question of how much consulting the Consultative Committee should take on itself and how much it should delegate. One plan would have the Consultative Committee delegate the responsibility for consulting on some issues to other groups, reserving the responsibility for consulting on a few important issues to itself, but keeping on top of all of these efforts and reporting on them regularly to the Senate. Some have suggested, for example, that SCRAP be given the responsibility for consulting on physical planning. This might help to ensure that physical planning would not take place independently of academic planning.

Other suggestions would have the Consultative Committee keep a hand, if not a hat, in the Senate. It was suggested, for example, that the Consultative Committee set the agenda of the Senate for the year and lead the Senate in discussion of major issues that confront the University, and that officers of the University participate more in the Senate. In connection with this latter sentiment, one specific proposal was that members of the CAO be brought into some of the proceedings of the Senate and the Assemblies (this would not make them voting members). A report from CAO could be put on the top of the docket and the President and Vice Presidents would be invited to present and use docket items to inform and promote discussion on the important issues with which CAO deals or (perhaps) ought to deal.

Timely and regular reporting is essential. In a large institution there are gaps between perceptions and facts which candid reporting helps to narrow. The President's letters to the University community are an important step in this direction. The Office of the Vice President for Academic Affairs might consider a similar letter. A number of Senate committees, including the Consultative Committee, have begun to issue newsletters and these efforts should be encouraged and applauded.

The work of the Senate, the Assemblies and the committees that serve them should be more closely correlated. In addition, their efforts should be coordinated with the major planning and decision-making efforts of the Central Administration. The Senate, the Assemblies, and their committees need to keep the faculty and other members of the University community better informed of their work, agenda, and meetings. For this the Daily does not suffice, but newsletters seem to work.

The building of mutual confidence and trust between all constituencies of the University is of the greatest moment if the integrity of the academic enterprise is to be maintained. The faculty will have to be actively engaged in the democratic governance of their departments and concerned with the constitutional functioning of their colleges if any worthwhile revision of the consultative structure of the University is to be accomplished. Students, incorporated as they are at all levels, have also a very responsible role to play.

The President's response to the Senate in his Policy Agenda (11/30/78, Appendix IV) is to be applauded warmly for it begins to speak to some of the issues we are raising in this report.

3. Recommendations

See As suggestion

(i) The committee feels strongly that the system of consulting (both in the Administration and the Senate) should have its structure more clearly defined. In particular the legitimate expectations of the parties to consultation should be made explicit, the lines of responsibility for each category of issue should be clearly articulated, and the necessary limits of consultation spelled out.

The goals and structure of the consulting process should be made known to the University community.

agrees

(ii) The Senate Consultative Committee should play a coordinating role in consultation; it may delegate its consulting function on specific types of issue to other bodies.

(iii) While not recommending any specific restructuring of the Senate, it does endorse the idea that the Senate should be called upon to examine itself and make its structure and procedure more effective. In particular it should consider reducing the number of standing committees and using short term task forces for specific projects.

iv. If any revision of the present system is to work, it must be developed through discussion and consensus of faculty and students, so as to command their subsequent active support.

v. The committee endorses the increased efforts at communication and would like to see these fostered in every way possible.

vi. The committee sees the need for timeliness and the provision of adequate and meaningful data in all aspects of consultation.

vii. The committee sees the need for the concerns of undergraduate education to find a better expression in the consultative process. It does feel that there should be an exploration of ways to give undergraduate studies a sharper focus.

CONCLUDING REMARKS

It is appropriate to end this report by briefly considering its basic recommendations against the background of the current debate about governance in American universities. The debate has recently intensified, and is likely to continue to do so under the multiple pressures of trends such as declining enrollments, the tax revolt, and the dwindling purchasing power of faculty salaries. The traditional structures for faculty participation in university governance are being challenged as inadequate. It is, however, the considered view of the members of the Select Committee that a well-functioning system of governance is vitally needed and that the existing system at the University of Minnesota will not remain functional without a strengthened commitment on the part of the administration, the faculty, and the students to make it work. Good will on all sides is an important and indispensable ingredient for the working of the system. As we said in the introduction, it has indeed been gratifying to encounter among all parties heard, be they administrators, faculty, or students, a strong commitment to the goals of the institution. But good will alone is not sufficient. The stronger the outside--and inside--pressures and the greater the complexity of the University's responsibilities become, the greater becomes the need to define the structures and processes of the governance system, visibly to use them in resolving the truly important issues facing the University; to seek meaningful participation of broad constituencies in the decision-making process; and to disseminate its results widely.

Seen against this background, the recommendations of the Select Committee--though admittedly incomplete and inadequately integrated--may become something more than a handful of suggestions for the more efficient running of the University. It becomes essential that in planning and decision-making, academic considerations

not only be made primary, but be recognized by all relevant constituencies as being primary. This has implications for the handling of the planning process and the organization of Central Administration. It becomes essential that substantive, timely and informed consultation take place on all important issues confronting the University now and in the future, and that faculty-student initiatives and responses be effectively channeled to their ultimate destinations. This also has implications for the organization of the University Senate and the assignment of major responsibilities among its subgroups as well as for the handling by Central Administration and faculty representatives of the agenda for planning and decision-making.

It is hoped that the issues raised in this report will receive the prompt attention of Central Administration and of the Senate, and that responsive action will not be long delayed.

ACKNOWLEDGEMENT

I thank the members of this Select Committee for their conscientious work, cooperation, and sense of humor. Too, I appreciated their willingness to compromise sufficiently to permit a single report, the recommendations of which all members are willing to support unanimously. We are all indebted to Gus Aris, who chaired the drafting committee, assisted by Michael Root, Nils Hasselmo and Ellen Berschied. I appreciate Professor Aris' literary style and his artistry, the latter as illustrated in the frontispiece of this report. Finally, I am indebted to Patricia Graney, Administrator, Department of Microbiology, for excellent staff work and the final preparation of this report.

Dennis W. Watson
Chairman

APPENDICES

- I. *The Senate Resolution and Committee Membership*
- II. *Its Meetings, Interviews and Witnesses*
- III. *Two Examples of Decision-Making*
- IV. *From the University Senate Agenda (11/30/78)*
- V. *The Current Structure of Central Administration*



UNIVERSITY OF MINNESOTA
TWIN CITIES

APPENDIX I

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

June 2, 1978

Professor Betty Robinett, Chr.
Senate Consultative Committee
154 Klaeber Court
Minneapolis Campus

At its May 25 meeting, the University Senate approved the following recommendation:

**VIII. ACTION BY INDIVIDUAL SENATORS
STRUCTURE AND CONSULTATION STUDY COMMITTEE
(15 minutes)**

MOTION:

That the Senate establish a select committee to work with the administration in studying the issues raised below (2nd paragraph) and to report to the Senate before the end of the calendar year.

INFORMATION:

The faculty, the students, and the administration of the University of Minnesota pursue a common objective: the betterment of a great educational institution.

In recent months, members of the faculty have grown increasingly uneasy. They are deeply and sincerely concerned about a number of issues: the impact of financial adversity upon educational policy and practice; a perceived lack of long-term planning; an evident need to clarify the missions of the various components of the University; and the breakdown at critical times of the consultative relationships between the administration and the appropriate bodies of the Senate. Problems of this sort can seriously impair the functioning of the University, and the faculty, the students, and the administration have an important stake in working together to resolve them.

Lack of information makes it impossible for us readily to identify the sources of these problems. We think, therefore, that it would be helpful to the faculty, students, and the administration of the University if the following matters were to be studied:

1. The Regents have recognized the need to review on a regular basis the operation of departments and units within the University. Problems that have been emerging during the last decade prompt us to suggest a review of the *structure* of central administration to seek modifications that will improve its ability to solve these problems, and a review of the *consultative institutions* of the Senate to determine how they can be made more effective.

2. There is an impression that the decision-making process in the University is uncertainly defined, cumbersome, and slow, with the consequence that occasionally there has not been sufficient time for effective consultation. We believe that the consultative process needs to be more clearly defined, regularly implemented, and mutually responsive, with faculty, students, and administration working effectively *together* rather than independently or, as sometimes happens, against each other.

We of the University community wish to work more effectively with the administration in solving the problems that confront us now and will confront us in the future. Therefore, we call upon the Senate to establish a select committee to work with the administration in studying the issues which have been raised and to report to the Senate before the end of the calendar year.

Carl Adams
Oswald Brownlee
Thomas Clayton
George Donohue
Phyllis Freier

Russell Hobbie
Fred Lukermann
Phillips Shively
John Turner
John Wallace

Marilee Ward
Marilee Ward
Clerk of the Senate

MW:ds

SELECT COMMITTEE OF THE SENATE

Associate Professor Sabra Anderson
Department of Mathematical Sciences
315 MG
U of M - Duluth
Duluth, MN 55812
726-8272

Regents' Professor Rutherford Aris
Chemical Engineering and Materials Science
151b Chemical Engineering
East Bank Campus
373-2300 & 373-2314

Professor Ellen S. Berschied
Psychology
N309 Elliott Hall
East Bank Campus
373-3958

Professor Robert C. Brasted
Chemistry
209 Smith Hall
East Bank Campus
373-2350

Dean Richard Caldecott
Biological Sciences
123 Snyder Hall
St. Paul Campus
373-1190

Professor Nils Hasselmo
Scandinavian Languages and Literature
210 Folwell Hall
East Bank Campus
376-8414

Regents' Professor Leonid Hurwicz
Economics
1060 B. A. Tower
West Bank Campus
373-4385

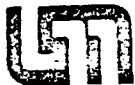
Ms. Becky Kroll
Graduate Student in Speech Communication
Dept. of Speech-Communication
317 Folwell Hall
East Bank Campus
373-4542

Professor Donald Rasmusson
Agronomy and Plant Genetics
311 Agronomy
St. Paul Campus
373-1678

Associate Professor Michael Root
Philosophy
389 Ford Hall
East Bank Campus
376-7247

Mr. Philip Ryan
Undergraduate Student in Business
Administration
315 16th Avenue S.E.
Minneapolis, MN 55414
331-7929

Professor Dennis Watson, CHAIRPERSON
Microbiology
1060 Mayo
East Bank Campus
373-8074



UNIVERSITY OF MINNESOTA
TWIN CITIES

All University
Senate Consultative Committee
154 Klæber Court
320 - 16th Avenue Southeast
Minneapolis, MN 55455

June 30, 1978

Professor Dennis Watson
1060 Mayo Building
East Bank Campus

Dear Colleague:

As you are aware, the University Senate at its May 25 meeting approved a recommendation to establish a select committee to study certain issues of great importance to the University and to its faculty and students. The Senate Consultative Committee was charged with the responsibility of appointing the select committee in consultation with the president and with those who proposed the resolution. In addition, faculty and students were invited to nominate candidates for membership on the committee. After careful consideration of many excellent nominees, the Senate Consultative Committee is asking you and about ten other faculty members, and two students to serve on this committee. We sincerely appreciate your willingness to chair this committee. The list of those who have already accepted appointment to the committee at this time is appended below.

We know that many demands are constantly being made on your time, but we are also aware that the University of Minnesota is facing a very difficult period. With the help of those like yourself, who are dedicated to the mission of this institution, we are certain that the problems which have arisen can be solved, thereby ensuring that the University will continue to maintain its stature among peer institutions and particularly, its long-time, well-known reputation for cooperation between the administration and the faculty and student body.

For your information we are enclosing a copy of the resolution from the docket of the May 25 University Senate meeting which explains the need for such a select committee. There is no doubt that problems which now exist are in part the product of the times in which we are living, but there has been a growing concern about the nature of University decision-making and the effectiveness of the consultation process between the central administration and the duly designated Senate bodies with whom central administration interacts regarding the many serious issues facing our institution. A major dilemma needing resolution is that of finding ways in which, on issues of major concern to us all, communication can be improved between the administration and the Senate, between the Senate Consultative Committee and its constituencies, and within the University community in general. A specific question to which the select committee should address itself is whether or not the structure of the central administration and of the Senate, and the process of decision-making allow for effective consultation and, if not, how they should be altered. Such questions will necessarily involve discussions with those who now

Professor Dennis Watson
June 30, 1978
Page Two

have major responsibility for the consultation process: central administration and the Senate Consultative Committee. Both parties stand ready to cooperate fully with the select committee.

Since the select committee is charged with reporting to the Senate before the end of the calendar year, it is essential that the committee begin its work shortly. I have informed those committee members who have already indicated their willingness to serve that you will be making contact with them soon.

Thank you again. By participating in the work of this committee, you will be doing us all a service which will be deeply appreciated.

Sincerely yours,

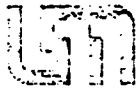
Betty

Betty Wallace Robinett, Chairman
All University Senate Consultative Committee

BWR:llc
cc: President C. Peter Magrath

Enclosure

Associate Professor Sabra Anderson
Dean Richard Caldecott
Associate Dean Nils Hasselmo
Regents Professor Leonid Hurwicz
Ms. Becky Kroll
Professor Donald Rasmusson
Associate Professor Michael Root
Mr. Philip Ryan
Professor Rutherford Aris
Professor Ellen S. Berschied
Professor Robert C. Brasted



UNIVERSITY OF MINNESOTA
TWIN CITIES

All University
Consultative Committee
554 Business Administration
271 19th Avenue S.
Minneapolis, Minnesota
373-3827

July 17, 1978

To: Associate Professor Sabra Anderson, Letters and Science
Regent's Professor Rutherford Aris, Chemical Engineering and Materials
Science
Professor Ellen S. Berschied, Psychology
Professor Robert Brasted, Chemistry
Dean Richard Caldecott, Biological Sciences
Associate Dean Nills Hasselmo, College of Liberal Arts
Regent's Professor Leonid Hurwicz, Economics
Ms. Becky Kroll, Graduate Student in Speech Communication
Professor Donald Rasmusson, Agronomy and Plant Genetics
Associate Professor Michael Root, Philosophy
Mr. Philip Ryan, Undergraduate Student in Business Administration
Professor Dennis Watson, CHAIRPERSON, Microbiology

From: Mahmood A. Zaidi, Chairperson, All University Senate Consultative Committee

Subject: Select Committee of the Senate

The Senate Consultative Committee very much appreciates your willingness to serve on the Select Committee of the Senate. Professor Robinett's letter of June 30, 1978, to Professor Dennis Watson and the resolution passed by the Senate at its meeting of May 25, 1978, contain the necessary background information which led to the formation of this committee. I am enclosing copies of both of these items with this memo for your perusal. You will find in the Senate Resolution of May 25th that the Select Committee is charged with reporting to the Senate before the end of this calendar year.

If SCC can help in any way in carrying out your charge please do let me know. Once again, many thanks for finding time from your busy schedules to serve on this committee.

cc: President C. Peter Magrath
Members, SCC

Enclosure

SCHEDULE

SENATE SELECT COMMITTEE

Sept. 28, 1978 Faculty Consultative Committee

Oct. 5 President C. Peter Magrath

Oct. 12 Faculty Caucus Group: Fred Lukermann, Oswald Brownlee,
George Donohue, Alfred O. Nier, William G. Shepherd,
Phillips Shiveley, John Turner

Oct. 19 8:30 a.m. Carl Adams, Assoc. Prof., Management Science
9:15 a.m. Russell Hobbie, Prof., Physics
9:45 a.m. Eleanor Fenton, Assoc. Dean, CEE

Oct. 26 8:30 a.m. Louis Toth, President, AAUP
9:45 a.m. James Werntz, Director, University College

Nov. 2 8:30 a.m. Vice President Donald Brown
9:15 a.m. Vice President Henry Koffler
9:45 a.m. Vice President Robert Stein

Nov. 9 Student Consultative Committee

Nov. 16 8:30 a.m. Vice President Lyle French
9:30 a.m. John Borchert, Prof., Geography
10 a.m. Alfred Aeppli, President, UMEA

Nov. 30 9:15 a.m. Frank Sorauf, Prof., Pol. Sci.
9:45 a.m. Vice President Stan Kegler

Dec. 7 9 a.m. Regent Robert Latz
9:30 a.m. Provost Robert Heller, Duluth
Provost John Imholte, Morris
Provost Stanley Sahlstrom, Crookston
Provost Edward Frederick, Waseca
10:15 a.m. Deputy Vice President William Hueg

Dec. 14 Report writing and discussion

Dec. 21 Report writing and discussion

Jan. 10 Report writing and discussion

Jan. 19 Report writing and discussion

Jan. 26 Report writing and discussion; final adoption of report

Written Testimony Received From:

Donald Van Hulzen, Chief Operating Officer, University Hospitals and Clinics
Samuel Krislov, Professor, Department of Political Science
Paul L. Murphy, Professor, Department of History

APPENDIX III: TWO EXAMPLES OF DECISION-MAKING

1. The 1977-78 Mid-Year Retrenchment
2. The Preparation of the Capital Funds Request and Associated Space Problems

Introduction

The two instances of decision-making in the University that are presented in this appendix have been chosen because they involve somewhat extreme situations. In the case of the mid-year retrenchment of 1977-78, the decisions had to be made under unusual time pressure, and this does to some extent explain why the process of consultation did not function quite satisfactorily. In the case of the generation of the capital funds request, we are dealing with what is generally recognized as the most complicated set of decisions that the University administration has to make. The preparation of the requests requires the reconciling of longer-range plans with shorter-term needs; it means coping with strong competing pressures inside the institution and a variety of outside influences; and it involves the juggling of projects against the background of ever-spiraling costs. A review of these somewhat extreme examples, however, serves to underscore the fundamental importance of certain types of planning as well as the need for clearly defined structures and processes for consultation and decision-making. It is only fair to add that there has been a conscious effort in the recent past to remedy some of the weaknesses that we shall have occasion to remark.

1. THE 1977-78 MID-YEAR RETRENCHMENT

In the academic year of 1976-77 the University of Minnesota suffered a deficit of approximately \$1 million. The deficit resulted from lower than expected enrollments and a consequent short-fall in tuition revenue. The deficit was carried over into the next year, 1977-78. In the fall of 1977-78, the University enrollments were down 1.2% from the previous fall. This decline was also unexpected. In fact, an increase in enrollment had been predicted, and the 1977-78 budget had been prepared on the basis of this prediction. Moreover, Central Administration had planned to use 1977-78 revenues to lower the deficit carried over from the previous year. Instead, the University's deficit appeared to be growing. In a statement to the University community in October, 1977, the President cautioned against making assumptions about the budget implications of the drop in head count enrollment until a credit load

over

analysis was completed. Winter brought no relief from the University's enrollment and budget problems. Winter enrollment was down 2.4% from the preceding year.

On January 10, 1978 President Magrath, in a letter to Provosts, Deans, Directors and Department Heads, announced a retrenchment of 1977-78 and 1978-79 budgets. The purpose of the retrenchment was to prevent the University's growing deficit from growing even larger. The President listed a number of measures in his January 10 letter by which to achieve this reduction. Specifically, he announced (1) that the University's reversion policy was being rescinded, (2) that the amount of the assessments on the 1977-78 budgets of the colleges and administrative units would be announced no later than January 23, 1978, and (3) that there was a freeze on hiring new faculty and staff.

Though everyone was aware of the enrollment short-fall and of the Administration's concern, this announcement caught most of the faculty and staff (including deans of some of the more prominent colleges) by surprise. It appears that Central Administration did not discuss the specific actions the President announced in his letter with the deans or with the Consultative Committee in advance.

The freeze had a damaging effect on morale and on recruitment. Many departments had spent the fall quarter conducting searches for faculty to fill vacant positions. Some had candidates visiting the campus the day the hiring freeze was announced. The freeze disrupted these searches and some departments claim to have lost their top candidates to other institutions. Though the chairmen of these departments realize that the freeze and retrenchment might have been unavoidable, they complain about the manner in which Central Administration reached and announced its decisions.

The situation was all the more difficult because no plans seem to have been developed for handling problems arising from a tuition shortfall should they materialize. As a result, when the Administration realized in winter 1977-78 that the problem was growing worse, it had to act quickly and was not able to consult with the deans and the Consultative Committee in a timely and effective way.

The President did consult with a subcommittee of the Senate Consultative Committee in January and February, 1978, on the matter of the assessment of 1977-78 budgets. However, there was no consultation concerning the formula to be used in determining the amounts of the assessment. The Administration, instead,

offered the committee a list of the amounts that it proposed to cut from the budgets of each College and administrative unit. The committee voiced concern that academic programs were being asked to absorb most of the cuts and that support services were being asked to bear little of the burden. The committee asked for more information about the budgets of the support services, but it never received this information, and the bases for the Administration's assessment proposal were never made clear. Though the committee was told that the cuts were not strictly based on enrollments, the criteria by which the cuts were determined and the data to which the criteria were applied were not shared with the committee. The Administration presented the proposal to the full Senate Consultative Committee in January, in virtually the same form though there were slight modifications induced by token levies on Student Affairs and Health Sciences.

The President addressed the matter of the Mid-Year Retrenchment again in his February 13, 1978 letter to members of the University community. He said that the freeze was "temporary and limited". He hoped to lift the freeze once the full extent of the deficit was determined and measures were taken to arrest the problem, and thus he wanted to stress that it was temporary. He emphasized that it was limited because, he allowed, there would have to be exceptions to the policy as determined by the Vice Presidents for Academic Affairs, Health Sciences, and Institutional Relations.

With the freeze in place the Deans awaited word of the amount of the assessment to their Colleges. They did not learn of these amounts until well beyond the date originally set, and it was not until late in February that the freeze was finally lifted.

These events point up the importance of prior planning. The interviews conducted by the Select Committee suggest that, although it was known for at least six months that a shortfall might occur, no plan for dealing with the problem was prepared. When assessment decisions had to be made, there were no agreed upon guidelines or criteria on which people could expect them to be based. In fact, it is not clear to this day just how these decisions were reached.

Consultation, such as it was, was hasty and somewhat unorganized. No systematic attempt was made to solicit the views and assistance of the collegiate deans; in fact, the action that was eventually initiated, especially the hiring freeze, seems to have taken many of them by surprise. Some of the financial

problems might have been solved without the major disruption (and the morale problem) caused by the hiring freeze, if the deans had been given an opportunity to consider options.

No systematic consultation with the Senate Consultative Committee took place until well after the decisions had been made and communicated to the colleges; in fact, the consultation with the SCC did not begin until late January; at that time the SCC had to work under considerable time pressure, since the January 23 deadline for letting the colleges know the size of the assessment had already passed; the problems of the SCC were compounded by the paucity of the information provided; it is quite surprising that in a situation where disruptions were caused in the academic units of the University, little attempt was initially made to identify sources for the assessment in non-academic areas, and that when an assessment on such sources was finally made, it appeared simply as a lump sum without any indication of what was being cut or of the potential for cuts in that area.

The pattern of authority for these decisions, extreme as they may be, encourages the view that responsibility for the academic missions of the University is too dispersed. The responsibility for "unfreezing" positions, for example, was assigned to three different Vice Presidents. Though the efforts of these officers may, in fact, have been well-coordinated, this division of labor gives rise to worries about the coherence and fairness of the decisions.

2. THE PREPARATION OF THE CAPITAL FUNDS REQUEST AND ASSOCIATED SPACE PROBLEMS

We have chosen to comment specifically on the development of the University's capital building funds request and some cognate space management problems, despite the fact that the decision-making processes associated with them bring out some of the problems in an extreme form. It was, in fact, cited by many close observers, as well as by more distant onlookers, as perhaps the "worst" instance of decision-making at the University. The capital funds request is the most difficult element of the budget to organize in a rational and considered way. It is subject to many pressures and interests, both internal and external to the University, for it needs to reflect the long-range academic policies and mission of the University, yet it also needs to take advantage of current concerns (e.g., where a proposed energy-conservative building promises not only to meet the needs of a particular department, but also promises to be an important advance in building design and serve as a model for the state). Further, the capital funds request embraces a diverse array of operations--new buildings, remodeling, and differing conditions on different campuses--as well as a rapidly inflating sector of the economy where work delayed a couple of biennia can ultimately cost the University twice as much money. In addition, the capital funds request demands that extraordinarily difficult decisions be made. For example, it is not always economical simply to reduce in equal degree the amount requested for each of a number of projects to avoid requesting full funding for some projects and eliminating others. In remodeling projects, unless there is the assurance of being able to go through with the complete job, the bids must be let piece-meal to construction companies and this prevents the economies of rational planning and continuity over a longer term. The capital building request also demands the closest communication and cooperation among several levels of administration within the University. And, finally, the request requires a fine sensitivity to public relations considerations--not the least because an important role is played by the site visits of legislators and the impressions of their analysts.

Despite these complexities, the decision-making process associated with the capital funds request is worthy of animadversion for a number of reasons. The first of these is that it seems to illustrate many problems that arise in the context of other decisions, although the problems in other cases are undoubtedly not as severe in magnitude and well-represented in number as they are in this single instance. For example, the specific problems encountered in the formulation of the capital request directly engage the larger problem of

planning at the University, as well as problems that appear to be a special product of the structural organization of central administration. Additionally, it provides an especially sharp illustration of the problems that the University encounters in attempting to accomplish its academic mission under strong competing pressures and external influences.

Secondly, the capital funds request is important in itself. The availability or non-availability of bricks and mortar to house an academic program affects both the form and substance of that program, indeed, in some cases, its very existence.

In the outlined illustrations given below of the decision-making process associated with the capital request, it will be seen that it was not our purpose to gather a scandal of particularities or retell the legends that play a role in the folk history of the capital request. Nor, it should be emphasized, do we attempt to identify causal responsibility for the various elements of the decision-making process as we understand it to take place in this instance, except to note that the various persons and groups who participate in the formulation of the capital request seem to be more captives than captains of the process. Indeed, were it not for the deep concern and complete candor of those who have been involved in the formulation of the capital building requests, both past and present, we would not be able to provide the adumbration below.

A number of committees and groups internal to the University play a role in the determination of the capital building request. Outlined below is our understanding of the role these bodies have played in formulating the request, according to testimony provided to the Select Committee as a whole and to individual committee members, as well as our understanding of the interaction which takes place between these bodies.

The Role of Faculty and Students (SCC AND UCRRBR)

This year, the Senate Consultative Committee was asked to help set priorities on the Request after it had been sent by central administration to the Board of Regents and after the Board of Regents sent the Request back to central administration asking them to rank the items in the Request.

The SCC was given only a few days in which to accomplish this task and the information provided it consisted of the name of the building and dollar amount proposed. The SCC decided that, given the imposed time limitation as well as the absence of information necessary to set priorities, they could do no more than to suggest very general "guidelines" for central administration itself to follow

in setting priorities, taking into consideration the information which, presumably, central administration possesses.

The Role of Individuals

It is apparently not unusual for individual faculty members or students, acting on behalf of needs they perceive to exist in their own academic specialty, to lobby directly with legislators, to generate legislative support for a project. Sometimes these efforts have been known to Central Administration and have had their support; other times Central Administration has not supported the aims of the personal lobbying effort nor has it approved of the means that have occasionally been used (e.g., derogating the priority of other items in the proposed request in an attempt to elevate the item in question). Some of these efforts have been highly successful. For example, some years ago, a student in one of the more banal departments was of the opinion that facilities in that unit were inferior to those enjoyed by many high schools in the state and wrote as much to a legislator who happened to have been trained in that specialty. The legislator came to the campus, toured the facility, and was so impressed with the need that the University received at the next legislative session, without its asking for it, \$200,000 to improve the facility. The University was also instructed to work up a request for a new facility for this unit. The University did then request, at the following session, planning funds for a new building for this facility. (It should be noted that at the time of this individual's lobbying effort, the University's "Number One" priority in the new building category, a building for a group of departments at the other end of the academic spectrum, was not, nor ever has been, funded.)

The Role of Chairpersons, Deans, and the Central Officers Group

Department chairpersons make the physical needs of their departments known to the dean of their college who uses this information to compose a document outlining the physical needs of the college. The document is then transmitted to the Vice-President for Finance through the vice president to whom that college reports. The Capital Building Request is not discussed within the Council of Academic Officers.

The office of the Vice President for Finance does not modify priorities set within the colleges; rather, it addresses itself to prioritizing needs across academic units.

The Request is "thrashed out", the Select Committee was told, in the Central Officers Group. The need for a clear statement of the University's academic mission policy to help in selling and defending the capital building priorities becomes very apparent here. In fact, and perhaps for this reason, the University rarely attempts to defend its capital building priorities, with the result that the Legislature itself is given wide latitude to set the building priorities of the University and thus, indirectly, the University's academic mission and academic programming. Part of the Legislature's latitude is afforded by the present format of the Request which contains sixteen separate categories (including separate categories for each of the five campuses and the Experiment Station). There is no prioritizing across categories; thus, the University has sixteen "top" priority requests. On at least two occasions in the past, the Legislature has instructed the University to set priorities across categories, and on each occasion the University has resisted doing so.

How does the COG set priorities within categories? The lack of a good data base and of a clearly defined academic policy makes the "thrashing out" process difficult. Apparently, each Vice President argues as persuasively as possible for his items and some "horse-trading" among them occurs. In this process, the Vice President for Legislative Relations helps identify items that are likely to find favor with the Legislators. In this way, then, the Legislature helps set priorities indirectly, as well as directly, through the strong influence its presumed preferences have upon the "priority setting" process internal to the University.

It should be emphasized that the data base for rational decisions on space is still not as complete as it needs to be, though progress has been made toward a full inventory. For example, an East Bank space utilization study was only funded in 1978, and because of the pressure of other building projects, is only now getting under way. There is a need to have a comprehensive set of standards for the space requirements of the different operations of the University so that both internal decisions and comparisons with other universities may be made. The importance of such a data base is that it can provide a clear way in

which priorities can be set. These, though they might not please those who were left at the lower end, could then be seen to be based on a clear rationale in the ordering of projects and it should then be possible to get agreement without ill-feeling.

It also should be emphasized that the content of the Capital Building Request has major consequences for the academic mission of the University and that the Vice-President for Academic Affairs is only one voice among several in the capital request decision-making process. Further, it should be noted that since the Academic Vice President does not represent the entire academic constituency of the University in this process but only a segment of it, there is a danger of his being forced into a chauvinistic position in the vice-presidential competition for a portion of the Capital Request pie.

Illustrations of the Interaction of Different Levels

The thrashed-out final Request has not always been considered final by academic units who have not found it to their liking. In at least one case the central administration firmly denied full support for a project one unit considered important. Ignoring the wishes of central administration, this unit lobbied directly with Legislators for the funding desired and was successful in receiving double the amount the University officially requested for the project.

The problem of space allocation at the University illustrates the difficulties for execution of the academic mission on a day-to-day basis that have arisen from the manner in which capital building funding has been obtained from the Legislature, as well as the difficulties which arise from the current decision-making structure and process at the University. For example, for a number of years a building to provide facilities in a particular group of academic units was a top priority (at least in the "new building" category) for the University. This Request was never honored, with the consequence that many professors, including senior and distinguished professors, in those units, continued to share offices with other personnel.

In late August of 1978, Chairpersons wrote directly to the President citing, once again, the very difficult physical conditions under which their faculty and students were working and requesting relief. In response to this letter, the President apparently decided to alleviate this space problem and immediately

formed a "task force". This was made up of one of his staff, a staff person in the Office of the Vice President for Academic Affairs, and one from the Office of the Vice President for Finance and Development in which the Office of Space Management is housed. The task force decided that the unit's space problems would be alleviated if portions of another academic unit could be moved out of one building and the academic unit in question could be moved in. The problem then was where to move the second academic unit, and it was decided to move it to a building currently housing a third academic unit.

When inquiring about other space matters of central administration, the Dean of the first and third academic units was informed of the plan. He asked if the task force had consulted in any way with the third academic unit, the unit that was to lose space in the domino move, to determine if such a plan was feasible. They had not. The Dean then expressed his opinion that consultation with the Chairperson of the third academic unit was essential and undertook a series of meetings with that Chairperson and arrived at a space modification plan that seemed reasonable to both. The Dean then wrote a letter to the task force outlining the agreed-upon plan. The response from central administration to the Dean came on September 11 when he was told by the Office of the Academic Vice President to take the responsibility to initiate immediately the task force's original plan to vacate the space occupied by the third academic unit as the second academic unit would be moving into it within days. The letter also apologized for the precipitousness of the move and the disruption and inconvenience it would obviously cause the third academic unit so near to the first day of class.

This incident illustrates a number of factors which seem to recur in the decision-making process, although perhaps not often together as in this case. For example, the fact that the distressed Chairpersons of the first academic unit wrote to the President of the University directly--bypassing the Office of the Vice President for Academic Affairs (to whom physical need problems are routinely forwarded), and bypassing as well the Office of Space Management in the jurisdiction of the Office of the Vice President for Finance and Development--and received a special hearing on their grave need may illustrate that the regular administrative channels of authority and responsibility are perceived not to be useful and that the President's office is seen as the only office with the power to change a situation. It also may illustrate the increasingly prevalent perception that it is wheels which squeak loudly to the Office of the President that get greased.

The fact that the President's Office did not routinely refer the problem to the Space Management Office under the Vice President for Finance and Development or to the Office of the Vice President for Academic Affairs, but rather assigned it to an ad hoc task force illustrates a "fire-fighting" kind of operation in decision-making at the University. That neither the Dean of the first and third academic units nor the Chairperson of the latter unit were consulted until the Dean discovered the task force's decision, illustrates the role of middle management at the University.

That the remodeling, as well as the reallocation of space can cause problems in the interaction of different bodies and individuals also is illustrated by the problem of lab renovation in one of the science departments. At the time of the selection of a new head and the infusion of considerable monies for recruitment of faculty, nothing had been allocated for the building beyond about \$0.2m for immediate needs. A year later, the dire state of the facilities became abundantly clear to members of the Advisory Council of the college who toured the labs and then called the attention of the Governor and certain Legislators to the need. The University's 1972 estimate of \$2m was updated in the fall of 1977 to \$6m, but only \$0.324m was requested. By this time a legislative committee had toured the campus and been suitably impressed with the needs of the department, and other conversations had taken place. When called to testify before the appropriate legislative committee, the department head was requested by the administration not to ask for more than the \$0.324m, but questions from the committee showed that they were interested in hearing larger figures. The consequence of this meeting was the request for a rough estimate by an architect and this (done somewhat in haste) resulted in an update to \$8.9m. The University request was still only \$0.324m, but the Legislature insisted on granting \$2.4m.

Until October, 1978, the remaining \$6.5m was to have been in the current request, but it was cut back to \$2m when the total capital funds request was trimmed to \$100m. In favor of the cutback it is argued that the money cannot be used any faster and that this request needs to be viewed in the light of University priorities. In favor of asking for the full amount to be appropriated now, even though it would be spent over a longer period, is the need for forward planning to minimize the disruption of undergraduate teaching. Over all hangs the uncertainty that the Legislature may dispose according to sympathies or pressures not entirely consonant with what the University may propose.

This second illustration brings out the variety of voices that sound in the ear of the Legislature and raises the question of how far these are, can be or should be orchestrated. It also raises the question of how far the University request should be motivated by speculation about the probable conduct of the Legislature.

From the . UNIVERSITY SENATE AGENDA, NOVEMBER 30, 1978, ITEM XVI

UNIVERSITY POLICY AGENDA 1978-79

The President, upon the recommendation of the University Senate, is called upon to submit an annual policy agenda for the institution. This report seeks to respond to the Senate's request by outlining those major policy issues that, in the President's opinion, warrant particularly close scrutiny during the 1978-79 academic year.

In reviewing the issues that follow, three points should be kept in mind. First, the list of specific items included here is intentionally limited; it attempts to concentrate upon those issues that have systemwide implications and that should receive systemwide attention. Second, not all of the issues contained in this agenda can, will, or even should be resolved during the current academic year. Some of the items simply resist quick and easy solutions and, instead, will demand continuous attention throughout the foreseeable future. Third, the University Senate, both as a body and through its committee structure, will participate in the review and recommendation processes that pertain to the issues outlined below.

1. Development and Implementation of a Reallocation System for the 1979-80 Budget

The necessity to develop an effective and acceptable system for reallocating institutional resources has long been recognized by parties both internal and external to the University. Accordingly, since last summer, the President and the senior officers have been actively involved in drafting a reallocation proposal for discussion and review by various institutional constituencies. A number of faculty and student groups (primarily the University Committee on Biennial Request and Budget Review [UCBRBR] and the Senate Consultative Committee [SCC], as well as a faculty/student/administrative committee chaired by Associate Vice President Linck) have also had significant input in the development process. Additional opportunities for systemwide participation vis-à-vis the design and the criteria to be used in the 1978-79 reallocation have been provided through the Senate committee structure and through a series of public hearings. Opportunities for participation in the actual reallocation decisions will be afforded in the months ahead as well.

2. Development of a Continuing Reallocation System for Future Years

Efforts have also been undertaken to begin the development of a reallocation process that might be employed on a systematic and continuing basis in future years. A faculty/student/administrative committee, chaired by Vice President Brown, has been appointed to propose a reallocation system and criteria for the 1980-81 fiscal year and thereafter until a long-range institutional plan is in place. Again, participation by University Senate committees (SCC and UCBRBR in particular) and the general University community will be afforded.

3. Development of a Long-Range Institutional Plan

The University Planning Council, chaired by Vice President Stein, is attempting to assess and improve our planning efforts. The Council's broad objective is to produce a long-range institutional plan that might serve to guide systemwide decisions in the years ahead. Specific objectives are being examined by four subcommittees in terms of 1) evaluation of institutional output and effectiveness of the planning process; 2) organization of the institution, including review of presidential areas; 3) examination of Biennial Request and budget processes; and 4) review of institutional mission, goals, objectives, priorities, and criteria for determining program status.

4. Coordination of Academic and Facilities' Planning

The importance of linking academic and facilities' planning has become increasingly clear over the past several years. Accordingly, the Office of Academic Affairs and the Office of Physical Planning are seeking to improve the coordination between programmatic and building planning. Emphasis will be placed upon remodeling and renovation of existing facilities, upon mechanisms for determining priorities for capital improvement, and upon the development of effective space management procedures.

5. Academic Affairs Planning

The Office of the Vice President for Academic Affairs has undertaken efforts to increase the planning and coordination of systemwide services and activities relating to 1) the development of University media resources, particularly in terms of radio and video transmission and the audiovisual library service; 2) the improvement in University computer services; 3) the development of a systemwide delivery system for University of Mid-America materials; and 4) the automation of University library services.

6. Completion of "Outreach" Report

The interim report of the Task Force on University Outreach activities has been under examination by various institutional constituencies since November, 1977. After final reactions to the interim report are received, the Task Force will complete its work, recommending specific proposals for further development of outreach programs and activities to meet the needs of the coming decades.

7. Review of Teaching Evaluation Practices

Over the past year, some students have expressed an increasing desire to initiate a system of teaching evaluation that would afford them more useful consumer information in selecting courses and instructors. To determine whether such information can be provided, a number of major organizational, procedural, and legal questions must be examined. Undertaking this examination is the Senate Committee on Educational Policy (SCEP). Upon the completion of its review and report, the recommendations of SCEP will be shared with the University Senate and other institutional groups.

8. Review of Faculty Retirement Programs

The Retirement Plan Task Force is working closely with the Senate Committee on Faculty Affairs (SCFA) to study the faculty retirement plan and its impact on both current and retired faculty members. Recommendations for changes in the present retirement programs are anticipated and will be shared with interested University parties before any changes are implemented.

9. External Affairs Emphases

Discussions with state and legislative officials will emphasize 1) the needs of the University as outlined in the 1979-81 Biennial and Capital Requests, 2) the development of a strategy for state funding which is less dependent on student-faculty ratios, and 3) the importance of University research and service activities to the state and the nation.

10. Reviews of Graduate School Programs

In addition to the general policy agenda that will be followed during the 1978-79 academic year, the University Senate has also requested a list of those

graduate school programs that will be reviewed during the current academic year.
These are:

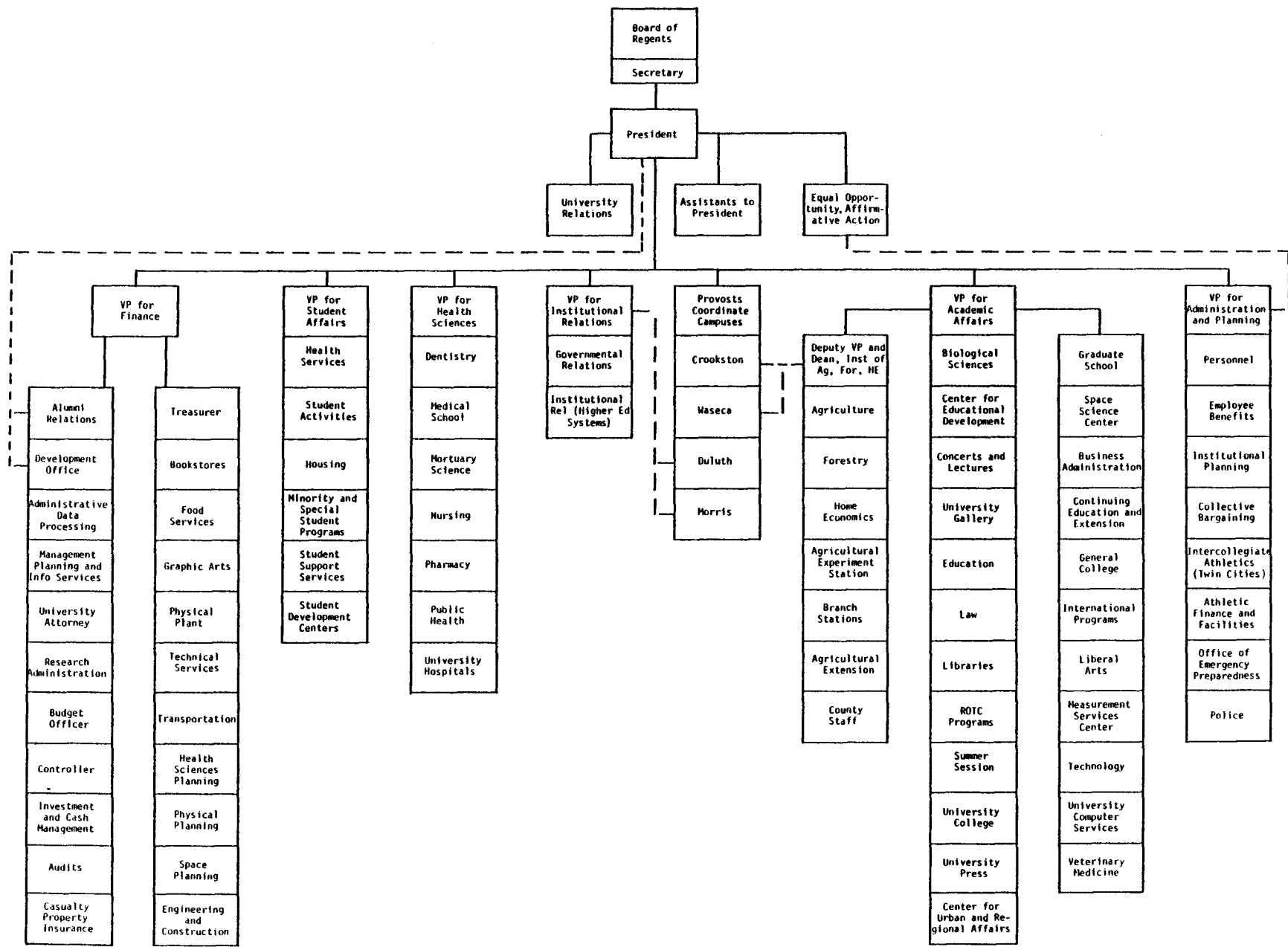
Twin Cities Campus

African Studies (limited scope)
Ancient Studies
Botany
Classical Civilization (limited scope)
Computer Science
Criminal Justice Studies
Ecology and Behavioral Biology
Experimental Surgery
Humanities
Industrial Engineering
Mechanical Engineering
Operations Research
Otolaryngology
Radiology
Slavic and East European Languages
Surgery

UMD Campus

Art and Art Education
Educational Administration
Elementary and Secondary Education
Music and Music Education
Physics

ADMINISTRATIVE ORGANIZATION OF THE UNIVERSITY OF MINNESOTA





14 March 1979

MEMORANDUM

TO: Mahmood Zaidi
Chair, SCC

FROM: W. D. Spring

SUBJECT: Subcommittee Report

The SCC Subcommittee appointed to review the recommendations in the Watson Report that pertain to the structure of the University Senate has drawn up some proposals for approaching the areas of concern identified in the report. We would like the full Consultative Committee to discuss these proposals before we proceed further.

I. Division of the Task

Six areas of concern can be identified in the report:

1. Restructuring the Senate
2. Reorganizing the Senate Committee structure
3. Reviewing and perhaps revising the role of SCC
4. Improving the consulting mechanism and carefully delineating it for the University Community
5. Improving communication
6. Improving data supply

- A. The Subcommittee believes the last four of these should be pursued in the context of the first two; i.e., any consideration given to restructuring the Senate or reorganizing its committee structure would, of necessity, involve concomitant concern for improving consultation, communication, and data supply or possible modification of the role of SCC. We propose, therefore, that areas of concern 3-6 above not be considered separately.
- B. The Subcommittee believes that a restructuring of the Senate (as opposed to reorganizing its committee structure) is not likely to be achieved in very short order. We know of no plan that enjoys the support of a significant cross-section of the University community; we are aware of significant opposition to every plan currently under discussion. On the other hand, we do not believe that, if restructuring the Senate is in order, it is an impossible task. It is probably important to discover first what the viable alternatives are and how much understanding of them and support for them exist in the University community. The Select Committee report suggests such an approach:

The building of mutual confidence and trust between all constituencies of the University is of the greatest moment if the integrity of the academic enterprise is to be maintained. . . . If any revision of the present system is to work, it must be developed through discussion and consensus of faculty and students, so as to command their subsequent active support.

We propose, therefore, as a first step that SCC appoint a very small (3 member?) subcommittee to ferret out possible alternative structures for the University Senate and to submit them to SCC in a brief report. At this point SCC should determine whether it is advisable to pursue the matter further, for example, by submitting the plans to the University Senate for preliminary discussion and debate.

- C. The Subcommittee agrees with the Select Committee that improvements in the Senate committee structure are in order and should be pursued forthwith. We do not believe that restructuring the Senate itself is necessarily antecedent to revisions in its committee structure. Furthermore, we are convinced that the Select Committee's overriding concern for improved consulting and communication is best approached in relation to committee structure; i.e., that improvements in the one ought to lead to improvements in the other.

The Subcommittee proposes that SCC assign to the Subcommittee the task of proposing changes in the Senate committee structure (and in allied consulting and communication procedures) with instructions to report to SCC before the end of Spring quarter on its progress. If so charged, the Subcommittee would find essential an immediate response of SCC to the general tenor of the approach outlined in II below. Such a response would be sought as well from the Chairs of Senate and University committees. (Note: the Subcommittee is aware that the Committee on Senate Committees ". . . shall review all recommendations for creation or termination of committees of the Senate before such recommendations are brought to the Senate." [Handbook U-16])

- II. Some possibilities for revising Senate committee structure and improving consulting and communication.

The Subcommittee has some confidence that a reduction in the number of standing committees may improve the Senate committee structure, but it is by no means convinced that the use of short term task forces is a wise alternative (Watson report Recommendation C.iii). Instead we would like to investigate the possibility of another approach which would preserve more internal cohesiveness. Please remember that the specific examples we cite below are meant to illustrate possibilities and hence do not represent carefully considered conclusions we have come to.

- A. We feel that the Senate Committee/University Committee structural relationship has been neither understood, nor notably successful. We propose to make it an operating reality. We would begin by suggesting that University committees be temporarily abolished and that their duties and responsibilities revert to their parent Senate committees. Senate committees would hold these as residual powers and would reconstitute University committees only when there was an immediate need for them and only for a predetermined life-span. Such University committees would consist of a subcommittee of the parent Senate committee and whatever added expertise from the faculty and student body it found useful.

It is, of course, possible that for good reasons certain University committees should be exempt from this arrangement: e.g., UC on Use of Human Subjects in Research and UC on Animal Care. On the other hand, the business of UC on Tenure could easily have been performed by its parent Senate committee in several academic years. At least two SCC members have voiced the opinion that UCBRBR should be subsumed. And for many years effective chairmen have nearly single-handedly managed Business and Rules.

Listing the possibilities from this point of view suggests also that nine University committees under one Senate Committee (SCEP) might not represent the best structure possible. Perhaps some of these committees should just lie dormant--e.g., ROTC Relationship--or find another parent Senate committee--e.g., ROTC Relationship under Senate Committee on Social Concerns. Or perhaps SCEP ought to be two Senate committees, splitting the residual powers of the nine University committees.

- B. We would like to entertain the possibility that some Senate and University committees which perform indispensable functions could do so outside the direct governance structure and perhaps in a new spirit of cooperation with collegiate units. Much of the business of the Judicial Committee in most years consists of hearings by panels. For obvious reasons it has been difficult for the Committee on Senate Committees to get faculty to accept appointments to the Judicial Committee. If collegiate units were responsible for providing panel members each year in proportion to their Senate representation, the unit would be more likely to recognize the burden that such panel members have to bear. Perhaps other committees could be made to function in this manner outside the governance structure proper and with the cooperation of collegiate unit appointments--Senate Committee on Academic Standing and Relations, University Committee on Educational Development, or perhaps two of the committees listed earlier--UC on Use of Human Subjects and UC on Animal Care. Such a committee could maintain liaison with a parent Senate committee and use it when it had proposals requiring Senate action. Moreover, if the Committee on Senate Committees is relieved of some of the burden of finding faculty and student members for the committees eliminated or moved outside the governance structure, perhaps the Committee on Committees (as one of two elected committees) could accept the responsibilities of the present All-University Honors Committee (i.e., the faculty/student membership portion of it).

- C. Improved flow of Senate business and communication of information concerning Senate business. The Subcommittee believes that the combined weight of consultative, executive, and steering responsibilities overburden SCC, probably at the expense of steering. We believe that the Facilitative Committee is a good idea and, if it could operate as designed, that it would speak to many of the issues raised by the Select Committee concerning the flow of Senate business, concerning consultation within that flow, and concerning communication of information to the University community. We believe that it will not work until the Chairman of SCC has sufficient released time to make it work. Furthermore we would recommend that the Assistant Chair of SCC be given responsibility at Facilitative Committee meetings to keep a log, maintain interim liaison with Senate committee chairs, and report to SCC and the University community at large.

Another and, perhaps, alternative plan has been brought to our attention: place a SCC member on each Senate Committee and charge that member with the responsibility of maintaining active liaison.

- D. Consultation. The Subcommittee believes this is a complex problem requiring careful consideration, but we are considering as a start a suggestion made by a Task Force in 1975 that has emerged again this year; namely that the consulting relationship which obtains between SCC and the President be duplicated (a) between SCEP and the Vice President for Academic Affairs, and (b) between SCRAP and both the Vice President for Administration and Planning and the Vice President for Finance. Behind this suggestion lies the conviction that SCC, SCEP, and SCRAP are at the heart of the governance system and that, if consulting is to be improved, connections between these committees and Central Administration should be more direct than they are at present.
- E. Planning. The Subcommittee agrees with the Select Committee recommendation A-ii.b:

Planning should include consultation with the SCC and other appropriate bodies, and some means should be found to link the Planning Council integrally with the faculty-student system of governance.

But, quite frankly, we do not have any idea at this time about how to effect it. The separate existence of a Planning Council and a SCRAP has led to an apparent impasse.

- F. Communications. Some of the suggestions above we believe would lead to improved communication, but the Subcommittee would like to consider others, once committee structure problems are handled.

EXTRACTIONS FROM SELECT COMMITTEE REPORT

What follows is a verbatim extraction of those recommendations and comments in the Select Committee Report which relate to the Senate structure, the Senate committee structure, and specific Senate committees--especially the Senate Consultative Committee.

The extraction will follow the tripartite structure of the Report--A. Planning; B. Decision-making; and C. Consulting--but it will list the relevant official "Recommendation(s)" in each instance first and then group appropriate comments from "Situation" and "Goals and Solutions" under each "Recommendation."

It should be noted that in those sections labeled "Situation" and "Goals and Solutions," it is not always clear when the Select Committee is speaking in its own voice and when it is reporting the opinions and suggestions of others. At times, of course, it is perfectly clear.

A. Planning

Recommendation--ii. b. Planning should include consultation with the SCC and other appropriate bodies, and some means should be found to link the Planning Council integrally with the faculty-student system of governance;

Comments: A-1. Finally, concern has been expressed about the ability of the various Senate committees to provide meaningful faculty-student input. To some extent, these problems also seem to be traceable to a weakness in planning. When major issues are not identified and dealt with by the faculty and student representatives in a systematic -- and well publicized -- manner, their constituents begin to question the usefulness of the representational system.

A-2. Consultation with appropriate organs of the Senate and with collegiate deans must be built into the process at suitable points. The Planning Council itself should probably be linked more closely with the regular faculty-student governance system, without becoming a substitute for other forms of faculty-student participation. Although many decisions will, and must, be made by Central Administration, the President, and the Regents, they should reflect the values and opinions of those most directly involved in the academic process, namely the faculty and students. Planning should also build on views and analyses expressed in past resolutions of the Senate and reports of relevant committees.

B. Decision-Making

Recommendation v.

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

Comments: (Extractor's Note: The comments in this section do not relate directly to Recommendation v. above. Instead they seem more relevant to Recommendation iii. under "C. Consultation" below. The two comments, however, are included here for ease of reference.)

B-1. There is a perception that the Senate and its committees are not structured in a way to serve effectively in arriving at decisions. In the view of some, the Senate is too large and the structure too amorphous. Others feel that a smaller Senate would be less representative and that other ways of increasing its effectiveness must be sought. Attention also has been called to the fact that its procedures do not always allow it to do justice to the reports of its committees and task forces.

B-2. If the town meeting concept of the Senate is not adopted — and it would seem a little inappropriate to the scale of Minnesota — the Senate should be restructured with a view to making it more effective. Restructuring is not of itself a panacea and the Senate's effectiveness in any form of decision-making will make demands on the faculty and students as well as on the fuller and better organized participation of the Administration.

C. Consultation

Recommendation i.

i. The committee feels strongly that the system of consulting (both in the Administration and the Senate) should have its structure more clearly defined. In particular the legitimate expectations of the parties to consultation should be made explicit, the lines of responsibility for each category of issue should be clearly articulated, and the necessary limits of consultation spelled out.

The goals and structure of the consulting process should be made known to the University community.

Comments: i-1.

The pattern of consultation involving faculty and Administration is not easy to describe, being a somewhat dappled thing and not always (pace Hopkins) evoking praise. The central officers are asked by many individuals and groups to consult with them on a wide range of matters. It is a time consuming activity, and they have been generous in making time for it. In its formal channels, such as with SCC, it has worked well on many issues, but on others has been precluded or rendered ineffective by pressures of time, serious inadequacies of data base, or the weakness of long-range planning. It has also been suggested that it has, on occasion, taken place after certain basic decisions, which may restrict later options, have already been made, though improvements in this respect have been remarked in the more recent period.

Consulting can also become too dispersed, and there needs to be agreement about whom and on what matters Central Administration should consult. In the absence of such an understanding, an individual or group may expect to be consulted on matters that others believe lie within their province. The faculty are not always too well informed on the consultation that does take place, and in some cases, the process appears to work badly because committees do not adequately inform their colleagues of the recommendations they make. While at times recommendations are not followed, at others committees do not speak with a clear voice. There is also the temptation to judge the quality of consulting by the agreeability of its outcome.

i-2. A general objective in the reform of the consulting process should be to eliminate the "end-runs" by building confidence that all appropriate concerns are represented in the normal curriculum of consultation.

Some have suggested that, in light of the new Regent activism and with student representation on Regent committees (not to mention the Board itself), the faculty ought to seek some form of regential representation. There is a danger that student, faculty or staff representation would tend to undermine the authority and responsibility of Central Administration and to subvert normal administrative process. On the other hand, building confidence in the normal process will make subversion less like the order of the day. This fall, members of the Faculty Consultative Committee have been invited to sit in on meetings of Regent committees as observers.

In any case, the autonomy of the University needs to be reaffirmed and maintained, and the lines of authority and responsibility need to be clarified and strengthened.

Recommendation ii. ii. The Senate Consultative Committee should play a coordinating role in consultation; it may delegate its consulting function on specific types of issue to other bodies.

Comment: ii-1. Opinions differ about the proper role of the Consultative Committee. At present the Committee wears two hats. It was set up in 1950 to consult with the President and later was given the additional responsibility of steering Senate business. As the burden of consultation has grown, special areas of consultation have been given to other committees such as the Budget Subcommittee and UCRRBR. Some people have proposed that the Consultative Committee give up one of its hats and, as one of only two elected committees (the Committee on Committees being the other), concentrate on consulting. We do not advocate this, but there is still the question of how much consulting the Consultative Committee should take on itself and how much it should delegate. One plan would have the Consultative Committee delegate the responsibility for consulting on some issues to other groups, reserving the responsibility for consulting on a few important issues to itself, but keeping on top of all of these efforts and reporting on them regularly to the Senate. Some have suggested, for example, that SCRAP be given the responsibility for consulting on physical planning. This might help to ensure that physical planning would not take place independently of academic planning.

Other suggestions would have the Consultative Committee keep a hand, if not a hat, in the Senate. It was suggested, for example, that the Consultative Committee set the agenda of the Senate for the year and lead the Senate in discussion of major issues that confront the University, and that officers of the University participate more in the Senate. In connection with this latter sentiment, one specific proposal was that members of the CAO be brought into some of the proceedings of the Senate and the Assemblies (this would not make them voting members). A report from CAO could be put on the top of the docket and the President and Vice Presidents would be invited to present and use docket items to inform and promote discussion on the important issues with which CAO deals or (perhaps) ought to deal.

Recommendation iii. iii. While not recommending any specific restructuring of the Senate, it does endorse the idea that the Senate should be called upon to examine itself and make its structure and procedure more effective. In particular it should consider reducing the number of standing committees and using short term task forces for specific projects.

Comments: iii-1. (See Comments B-1 and B-2 on Page 2)
It is unfortunate that, in the view of many, the Senate is not an effective organ of consultation for it is traditionally the forum for faculty and student concern, and has an important role to play in the governance structure. The Senate often does less than justice to the reports of its committees and task forces, and its rules of procedure may not be as conducive to considered discussion as they should be. It therefore leaves the impression with some of not dealing with the central issues of the University. We do not, of course, imply that, where the Senate departs from committee recommendations, its judgment is necessarily incorrect.

iii-2. Responsibility for consulting with Central Administration on the budget, on matters of educational policy, on faculty affairs, and on other important issues should be more clearly defined, focused, and coordinated with any changes that might be made in the structure of the Senate and the committee system.

Recommendation iv. iv. If any revision of the present system is to work, it must be developed through discussion and consensus of faculty and students, so as to command their subsequent active support.

Comment: iv-1. The building of mutual confidence and trust between all constituencies of the University is of the greatest moment if the integrity of the academic enterprise is to be maintained. The faculty will have to be actively engaged in the democratic governance of their departments and concerned with the constitutional functioning of their colleges if any worthwhile revision of the consultative structure of the University is to be accomplished. Students, incorporated as they are at all levels, have also a very responsible role to play.

Recomendation v. v. The committee endorses the increased efforts at communication and would like to see these fostered in every way possible.

Comments: v-1. Timely and regular reporting is essential. In a large institution there are gaps between perceptions and facts which candid reporting helps to narrow. The President's letters to the University community are an important step in this direction. The Office of the Vice President for Academic Affairs might consider a similar letter. A number of Senate committees, including the Consultative Committee, have begun to issue newsletters and these efforts should be encouraged and applauded.

The work of the Senate, the Assemblies and the committees that serve them should be more closely correlated. In addition, their efforts should be coordinated with the major planning and decision-making efforts of the Central Administration. The Senate, the Assemblies, and their committees need to keep the faculty and other members of the University community better informed of their work, agenda, and meetings. For this the *Daily* does not suffice, but newsletters seem to work.

v-2. The President's response to the Senate in his Policy Agenda (11/30/78), Appendix IV) is to be applauded warmly for it begins to speak to some of the issues we are raising in this report.

Recommendation vi. vi. The committee sees the need for timeliness and the provision of adequate and meaningful data in all aspects of consultation.

Comment: vi-1. Groups that consult with Central Administration should be supplied with better information, and perhaps also, in certain cases, with staff support. There is some concern about overpowering the faculty with facts and figures, but there is no easy solution to the problem of deciding when enough is enough. However, it is important that data be supplied in a form which is meaningful for decision-making and comparable as between various parts of the University. The advantage of an organized consulting structure set up in advance of crises is the possibility of discussion of the full range of available options. There is otherwise a tendency to lose or suppress options that are developed or considered at the earlier stages of a deliberation.

Recommendation vii. vii. The committee sees the need for the concerns of undergraduate education to find a better expression in the consultative process. It does feel that there should be an exploration of ways to give undergraduate studies a sharper focus.

Comment: vii-1. The problems of undergraduate education do not appear to have the same focus in administrative consultation as do the graduate. A "Council on Undergraduate Education", more encompassing in its charge and membership than either the Council on Liberal Education or the Center for Educational Development has been suggested as an aid to the Academic Vice President in this vital part of our system.



UNIVERSITY OF MINNESOTA
TWIN CITIES

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

BM

April 10, 1979

To: Professor Mahmood Zaidi, Chr., Senate Consultative Committee
From: Mahmood A. Zaidi, Chr., Senate Consultative Committee
Subject: Watson Report

At the last Senate meeting the Senate Consultative Committee reported on its handling to date of the Select Committee Report. The SCC report and an accompanying account of the present Senate committee structure are enclosed. The SCC Subcommittee charged to organize a response to the Watson Committee recommendations wishes to obtain your personal help in this matter. As someone familiar with the governance system of the University, you can provide us with specific suggestions on each of the three large areas of concern:

- A. Senate Committee system - Which Senate or University Committees might be eliminated or merged with others? (Please do not comment on only your own committee.)
- B. Senate structure - What specific modifications would you recommend making in the membership and size of the Senate itself?
- C. Central Administration - If you agree with the concept of the "primacy of Academic Affairs," how might this be implemented at the University?

Please send your responses to one of the following Subcommittee members:

Professor Betty Robinett, 154 Klaeber Court, Minneapolis Campus
Mr. R. Kottke, c/o TCSA, 240 Coffman Union, Minneapolis Campus
Professor W. D. Spring, 104a Humanities, University of Minnesota,
Morris, Minnesota 56267

If we can get your response by April 18, 1979, it would be a great help. However, we desperately need your best advice; if you cannot meet that deadline, please take the time to respond at your convenience.

enclosures

REPORT OF THE SENATE CONSULTATIVE COMMITTEE

The Senate Consultative Committee (SCC) has received and reviewed the "Report of the Select Committee on Planning, Decision-Making, and Consultation at the University of Minnesota." SCC wishes to congratulate the Senate Select Committee and its chairman, Professor Dennis W. Watson, for a task well done and to thank them for their conscientious efforts.

In a covering letter, the Select Committee expressed the hope that SCC would "make every effort to encourage the early implementation of its recommendations." In addition to its preliminary discussion of the Report, SCC has taken three actions to advance implementation of those recommendations. First, it has sent the Report to each Senate and University Committee with a request for the committee's reaction to the Report and for specific suggestions for implementing those recommendations that pertain to the University Senate. Thirteen such responses were received by March 15, 1979.

Secondly, SCC has appointed a Subcommittee to organize its own responses to the Select Committee's recommendations. In a preliminary report, that Subcommittee has identified three large areas of concern upon which it hopes to focus its attention: A. The Senate Committee system; B. the structure of the Senate itself; and C. the structure of the Central Administration. Problems of consultation, communication, and data supply will be treated in relation to those three large areas of concern.

- A. Senate Committee System. The Subcommittee is considering recommending several modifications in the Senate Committee system:
 1. Reduction in the number of committees.
 2. Modification and clarification of the relationship between University Committees and their parent Senate Committees.
 3. Improvement in SCC's steering activities, perhaps involving a reactivation of the Facilitative Committee.
 4. Involvement of collegiate units in the election or appointment of members to certain committees.
 5. More direct consultation between certain key committees and the Vice Presidents for Academic Affairs, Planning, and Finance.
- B. Senate Structure. The Subcommittee believes that restructuring the Senate itself is not likely to be achieved in very short order. It recommends that SCC make a separate effort to seek preliminary student-faculty reactions to alternatives to the present structure.
- C. Central Administration Structure. Subcommittee discussions, at present, have not gone beyond acknowledging as central to the Report the concern of the Select Committee over the "primacy of Academic Affairs."

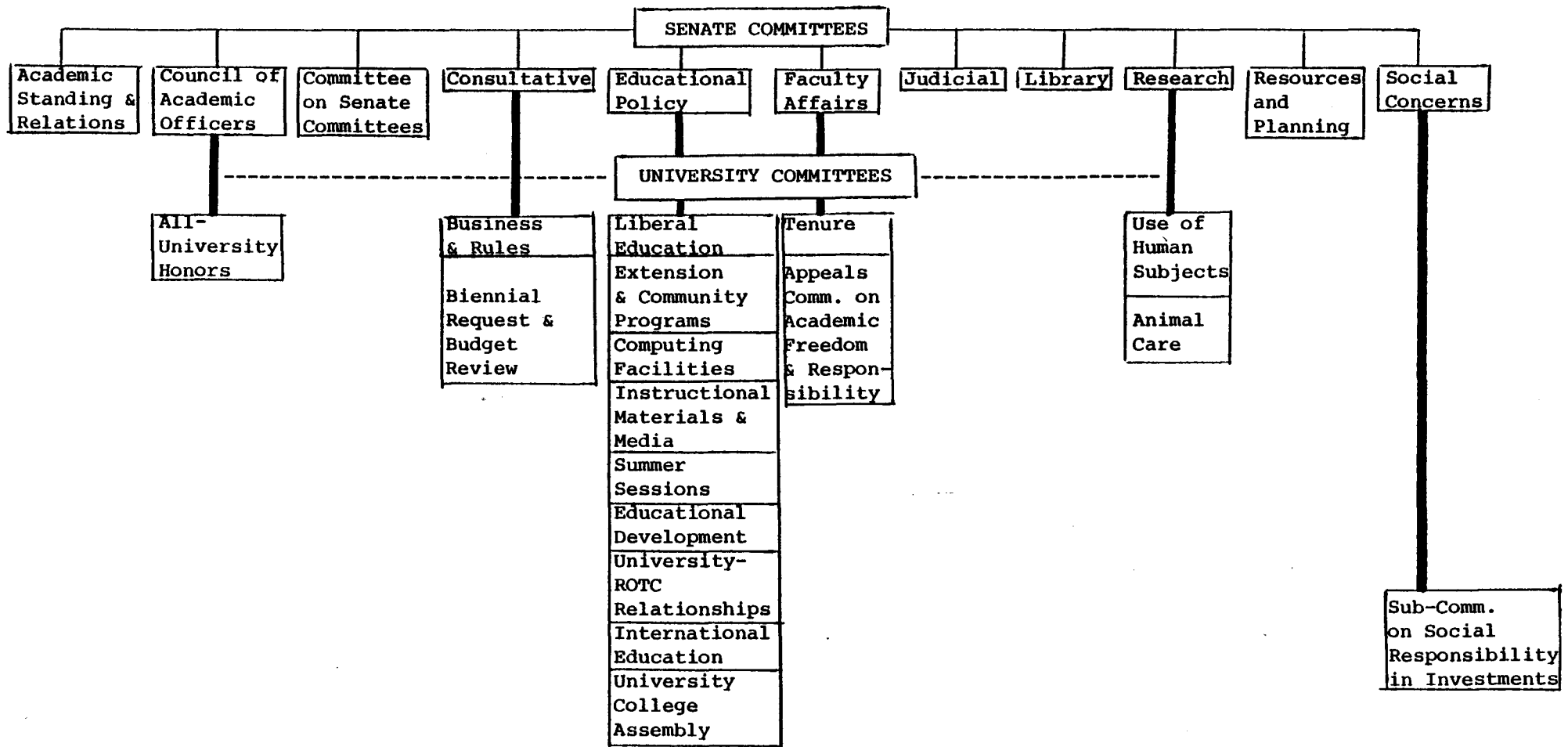
SCC has accepted this preliminary report and charged its Subcommittee to continue its work.

The third action taken by SCC to advance implementation of the Select Committee Report was to arrange a joint meeting between SCC, the Select Committee, and the President to discuss the Report. That meeting took place on March 23, 1979.

For the convenience of senators a chart explaining the relationship between Senate and University Committees and descriptions of what each concerns itself with accompanies this sheet.

MAHMOOD A. ZAIDI
Chair

SENATE COMMITTEE STRUCTURE



---All Senate and University Committees are appointed with the exception of the Senate Committee on Committees and the Senate Consultative Committee. Members of these committees are elected by Assemblies on the various campuses.

---There is a difference between Senate and University committees. Senate committees are established by the Bylaws.

"University committees are standing committees created by the University Senate and assigned a relationship and responsibility to appropriate Senate Committees...The University committee's initial report shall be to its Senate committee provided, however, any University committee shall have the right thereafter to bring its proposals to the University Senate for consideration and adoption." (Handbook: A Compilation of Rules and Operational Procedures revised, July 1977, p. U-10)

COMMITTEE ON COMMITTEES, U OF M

1979-80 FACULTY INTEREST SURVEY, SERVICE ON SENATE & TWIN CITIES ASSEMBLY COMMITTEES

Below is a brief summary of the Committees of the University Senate and the Twin Cities Assembly, with an explanation of the duties of those Committees. Figures in parenthesis represent faculty, student, ex officio, and alumni memberships respectively.

COMMITTEES OF THE SENATE

Senate Committee on Academic Standing & Relations (10, 5, 2, 0) Concerned with policies on academic standing needed on a University-wide basis and with the relations of such policies to other educational institutions and systems of the state.
Senate Council of Academic Officers (No recommendations from the Committee on Committees)

University Committee on All-University Honors (6, 3, 4, 5) Duties include soliciting of campuses, schools, and colleges for nominations for various University honors, naming of building, Outstanding Achievement Awards

Committee on Senate Committees (elected)

Senate Consultative Committee (elected)

University Committee on Business & Rules (7, 4, 2, 0) Duties include the preparation of agenda, prescribing rules of procedure for the Senate, scheduling committee reports, supervising elections, recommending amendments of existing Bylaws and Rules, or the adoption of new Bylaws and Rules; reviews operational procedure of the Senate and revises as necessary.

University Committee on Biennial Request & Budget Review (9, 4, 0, 0 - Committee on Committees recommends 2 at-large faculty members) Provides channel for expressing concerns about programs, facilities, services, governance, faculty status, student affairs, etc., before biennial requests are formulated.

Senate Committee on Educational Policy (10, 5, 2, 0) Seeks ways in which the total educational work of the University may be improved, and makes recommendations appropriate to that end.

Council on Liberal Education (No recommendations from the Committee on Committees)

University Committee on Extension & Community Programs (10, 5, 3, 1) Considers and recommends policies in the areas of continuing education and extension research, teaching, and service.

University Committee on Computing Facilities (7, 4, 3, 0) Reviews computing facilities of the University and their uses; reviews short and long range plans for the development of new programs and for the acquisition of facilities needed to implement those programs.

University Committee on Instructional Materials & Media (7, 5, 3, 0) Formulates policy relating to coordinated development and use of educational equipment, materials, media, and techniques; acquisition, production, distribution, utilization, maintenance, and evaluation of services and facilities.

University Committee on Summer Sessions (7, 5, 2, 0) Formulates policies regarding curricular offerings of summer sessions and their coordination with the total academic year program of the University.

University Committee on Educational Development (7, 5, 1, 0) Develops guidelines and operating procedures for the Educational Development Program; reviews and recommends action on proposals for educational development efforts.

University Committee on University-ROTC Relationships (7, 4, 5, 0) Serves as an advisory committee regarding the ROTC Program.

University Committee on International Education (8, 4, 2, 0) Seeks ways to improve international educational work of the University.

University College Assembly (5, 3, 2, 0) Primary legislative and policy-making body for University College.

Senate Committee on Faculty Affairs (10, 1, 1, 0) Considers and reviews policies and procedures in the University which may concern the personal and professional welfare of the faculty.

- University Committee on Tenure (7, 2, 1, 0) Reviews existing tenure regulations and advises concerning appropriate changes; investigates matters pertaining to tenure which the committee deems significant.
- University Appeals Committee on Academic Freedom & Responsibility (7, 4, 0, 0, 2 civil service) Reviews policies and practices relating to appeals procedures on academic freedom and responsibility, and recommends appropriate changes.
- Senate Judicial Committee (9, 0, 0, 0) Powers and duties are contained in the hand-book Regulations Concerning Faculty Tenure.
- Senate Library Committee (12, 8, 2, 0) Considers and recommends resolutions concerning University library policy and administration; evaluates library services, facilities, and collections; formulates and investigates policies concerning increased educational services of the University-wide library system.
- Senate Research Committee (8, 3, 6, 0) Studies and recommends to the Senate policies with respect to research activities, facilities, personnel, and resources of the University.
- University Committee on Use of Human Subjects in Research (45, 15, 0, 0) Defines policies and procedures to be followed within the University in investigations involving human subjects so as to assure protection of the rights and welfare of such subjects.
- University Committee on Animal Care (9, 1, 1, 0) Formulates recommendations regarding University policies and standards governing procurement, care, and use of animals employed in research and teaching activities.
- Senate Committee on Resources & Planning (9, 5, 4, 0) Represents faculty and student interest in development of principles, policies, and criteria in University planning.
- Senate Committee on Social Concerns (7, 7, 2, 3, 3 civil service) Considers and develops policies concerning the role of the University in meeting social problems.

COMMITTEES OF THE TWIN CITIES ASSEMBLY

- Assembly Committee on Academic Standing*
- Assembly Council of Academic Officers*
- Campus Committee on Placement Services (3, 3, 1, 0, 3 from college placement offices) Recommends general placement policy and seeks ways to improve the coordination among the various college and school placement services.
- Campus Calendar Committee (5, 3, 4, 0) Formulation of Twin Cities Campus calendar and policies governing calendars.
- Assembly Committee on Committees*
- Assembly Steering Committee (Twin Cities members of Senate Consultative Committee)
- Campus Committee on Business & Rules*
- Assembly Committee on Educational Policy*
- Campus Committee on Convocations & the Arts (6, 3, 1, 0) Formulates and recommends policies relating to the development of concerts, convocations, lectures, and exhibitions consonant with educational aims of the University.
- Campus Committee on Honors Programs (5, 3, **, 0) Develops and recommends policies concerning Twin Cities Campus programs offered to students of high ability and achievement to the extent that such programs are designed for or have implications for more than one collegiate unit.
- Assembly Committee on Intercollegiate Athletics (8, 3, 6, 2) Formulates and recommends policies relating to the Twin Cities Campus intercollegiate athletic program.
- Assembly Committee on Student Affairs (10, 13, 1, 2) Concerned with matters having to do with the general social, cultural, and practical welfare of all students of this campus; formulates and recommends appropriate policies toward this end.
- Campus Committee on Recreational Sports (4, 5, 2, 0) Responsible for formulating and recommending policies governing student intramural and extramural activities.

*Twin Cities members of similar committee of the University Senate

**Collegiate officers in charge of honors programs, ex officio

Campus Committee on International Students (6, 5, 5, 0) Concerned with the general welfare of foreign students in such matters as housing, health services, admissions policies, scholarships and financial aid, student activities and organizations.

Campus Committee on Housing (3, 5, 1, 0) Responsible for formulating and recommending policies regarding student and faculty housing, on and off campus.

Campus Committee on University Health Services (2, 10, 2, 0, 1 civil service and 5 Health Service staff) Provides a link between the Boynton Health Service staff and the University community; provides a voice for expression of community needs in health care.

Campus Committee on Student Behavior (9, 10, 1, 0) Serves as the central judiciary body in all cases involving violations of the University's Conduct Code by individual students, and serves as the primary judiciary body in all cases involving violations of the University rules and policies by student organizations under the jurisdiction of the Assembly Committee on Student Affairs.

Campus Committee on Transportation & Parking (3, 4, 1, 0, 2 civil service) Responsible for formulating and recommending policies regarding all aspects of transportation and parking.



UNIVERSITY OF MINNESOTA
TWIN CITIES

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

To: Mahmood A. Zaidi, Chmn., Senate Consultative Committee

From: Josef L. Altholz, Chmn., University Committee on Business & Rules

Subject: Watson Report

This is in response to your letter of April 10 asking my suggestions on three areas of concern. I have already indicated my views on item B, Senate structure, in a separate letter. I now respond to the other two.

A. Senate Committee system. I don't really agree with the Watson Report that we have too many committees. I consider that a purist objection rather than a real grievance. The more committees there are, the more people can participate in university governance, which is supposed to be a good thing. The real grievance is that members of some committees are overworked. The remedy is a better distribution of functions among committees. I would propose dropping the silly requirement that University Committees report to the Senate only through Senate Committees, which adds to the workload of the latter (especially SCEP), puts every proposal in double jeopardy and, on the other hand, gives too much weight to proposals that have passed this double scrutiny, thereby inducing the Senate to pass them without adding its own input. Any necessary coordination can be achieved by requiring that proposals for action be checked by the SCC (as Steering Committee) to see if they really need to be referred to a Senate Committee for comment before going to the Senate. As for Task Forces, the trouble with them is that they are not in existence at the moment that an issue arises; they must be created, which takes time and effort that would better be devoted to dealing with the issue itself. (Sometimes the creation of a Task Force or special committee is in fact a substitute for dealing with the issue itself; some would put the Watson Committee in this category.) The Administration has enough of an advantage over the faculty in being organized and ready to act without consultation (especially on money matters) without adding to it by the delays incident to creating a special Task Force.

Of the existing Senate Committees, the only one I would like to see abolished is Social Concerns; I don't believe a university ought to have social concerns; but I know that it is politically impossible to get rid of such a popular thing. It is possible that the Senate Judicial Committee might absorb the University ~~Committee~~ Appeals Committee on Academic Freedom & Responsibility, as the division of functions is confusing for appellants, who are showing a marked preference to take their business to the Judicial Committee regardless of that division; if they are not merged, perhaps the distinction ought to be spelled out more clearly.

There are some committees which now are but ought not to be Senate or University Committees, but should rather be committees of Campus Assemblies. This is of some importance, as the Twin Cities Campus Assembly is presently an underutilized and unimportant body, commanding no respect and probably not even known to most of the faculty. Yet there are many important functions that ought to be dealt with by each campus separately, even though a nominal "system-wide" connection may be cited. A good example is the Senate Library Committee, which oversees a so-called

"University library policy" and "University-wide library system"; in fact, each campus library (or library system in the Twin Cities) is the real operational unit, and the Senate Committee is so far removed from this reality that "advisory committees" are now having to be formed for each library in order to obtain user input. This subject should be placed under the Assembly. Similarly there is a University Committee on University-ROTC relationships, yet only the Twin Cities and Duluth have ROTC units, and each of these campuses is capable of dealing with ROTC matters for itself. The University College Assembly is nominally university-wide and placed under the Senate, yet University College is an administrative unit located on the Twin Cities Campus. In these cases, notwithstanding the tenuous university-wide nature of the subject, it ought to be possible to agree that the appropriate Campus Assembly shall act on behalf of the whole University. Transferring such matters to the Assemblies would reduce the burden on the Senate (which has too many items, especially in the spring) and give some real business to the Twin Cities Assembly.

C. Central Administration. I agree with the Watson Report on the "primacy of Academic Affairs." I am not absolutely certain that this must be implemented by structural changes: if we had a President who was determined that Academic Affairs should have primacy, he could achieve this without changing any structure. The rationale for structural change must be that the primacy of Academic Affairs would thereby be placed beyond the reach of presidential policy or lack of it.

The easiest way to do this would be to elevate the existing Vice President for Academic Affairs to an Executive Vice President or Provost, with clear superiority over the other vice presidents. The role of a provost is already established at many other universities. The only disadvantage with this procedure would be that it would offer a temptation to create or keep vice-presidencies which ought not to exist at all, such as Health Sciences or Agriculture.

The other way, which I prefer because it is bolder, would be to reduce the number of vice-presidencies to two, Academic Affairs and Finance (or Business), with the former having jurisdiction over everything that does not narrowly fall under the latter. This would in effect assert the primacy of the Vice President for Academic Affairs, because the Business Office is not the enemy; the real problem is caused by all those entities which are related to the academic process but have hived off into vice-presidencies of their own. The Vice President for Student Affairs should revert to being Dean of Students; Health Sciences deserves nothing more than an "Executive Dean," a title which might also be used for the Institute of Agriculture; and there is nothing wrong with "Administration and Planning" being handled by a modest Assistant to the President. (I have no objection to the university lobbyist being styled a Vice President, in order to give him more clout externally, as long as he is understood to have no power internally.) If we could cut the vice presidencies (other than Academic) down to size, it might do something to restore the status of Deans, whose decline into mere faculty status is one of the great tragedies of our administrative history.

One thing ought to be done in any case. When budgets are to be cut, the percentage must not be equal among the vice-presidential units. Rather, cuts must be first targeted to units not presently under Academic Affairs, and they should be made by persons under Academic Affairs who have a hunting license to go into these other budgets and cut those things that do not clearly contribute to the academic process.

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UNIVERSITY OF MINNESOTA
TWIN CITIES

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

April 1979

*BM
PP need more
letters to try bring
right away
1/1/79*

April 3, 1979

Professor Mahmoud Zaidi
Chairman, Senate Consultative Committee

This letter is in response (somewhat belatedly) to your request for comments on the Select Committee report, one part of which suggested a restructuring of the Senate. I address myself to that particular question.

Most references to a possible restructuring of the Senate seem to be in terms of a reduction in size, to make it more "efficient." It is, however, not the size but the character of its membership--ultimately the character of the faculty--that makes any representative body inefficient. The only potentially efficient bodies we have are of committee size (SCC, UCBRBR); but these achieve efficiency at the price of such minuteness of size that their members are personally unknown to a majority of the faculty, and they are not perceived as truly representative. We must choose between oligarchic efficiency and representative inefficiency; and while I personally prefer oligarchy I don't think we can sell the idea to most of the faculty (or students). The only thing, then, is to increase the representativeness of the Senate, even if it takes a slight increase in its size to achieve this.

One major factor which causes the Senate to be perceived as less than fully representative is the size of the major voting units. Colleges elect one senator for each 20 faculty; but not every group of 20 faculty numbers one senator among its members. Rather, they are elected college-wide. In a college like CLA, which is a medium-size university in itself, this means that the voter must choose from a babel of meaningless names from a vast number of unrelated departments, while there is a distinct possibility that one's own department (even if large) or even a group of related departments might, by the vagaries of the Hare system, get nobody elected. Similar situations may occur in other large colleges. Since one's academic identification is usually with one's department rather than one's college, this means that many people are "represented" by persons with whom they have no sense of identification. What is needed is a breakdown of these overlarge voting units into sub-units sufficiently small that nearly every faculty member can find some member of the Senate with whom to identify.

I therefore propose that the number of student members of the Senate be increased by ten and of faculty members by twenty, with the further provision that colleges over a certain size be instructed to divide themselves into a sufficient number of voting sub-units that no faculty member will be represented by more than twelve or less than three Senators.

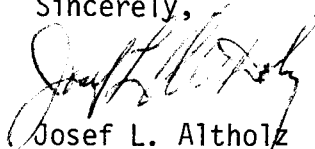
Professor Zaidi
April 3, 1979
Page Two

The reason for the figure of ten student members is, first, to maintain the present student-faculty ratio and, secondly, to provide room for the proposed special representation for minority students, if this should be decided upon. If this special representation can be provided without displacing any existing seats open to the "majority," it would obviate a possible constitutional objection to the change. At the same time, if this increase of student representation is tied to an increase in faculty representation at the current ratio, it would obviate the objection that otherwise would be made against a unilateral change. The number ten in the original student proposal seems to be a useful base figure for our calculations, although neither the figures 10 and 20 nor the ratio of 1:2 need be exact.

The increase of (approximately) twenty faculty Senators gives room for the larger colleges to subdivide themselves into meaningful sub-units which themselves would not be too small for representational purposes. I think that the formula of 3-12 members would serve this purpose (a multiple of three is necessary to cope with three-year terms). Some mathematically-minded person other than myself will have to figure out how large a college must be before it is required to subdivide and what the new formula of representation must be to absorb the additional twenty members; I am here concerned with the principle. (Reductions in student enrollment and faculty size over the next decade will probably bring the Senate back to its original size.) Each college must decide for itself what sub-units to adopt. I can think of a half-dozen in CLA; IT may choose to divide into scientists and engineers; the Medical School could separate the basic sciences from the clinical fields; Agriculture will have to find some principle meaningful to itself (animal and vegetable kingdoms?). The important thing is that every faculty member should have some Senate member or members with whom he feels some identification.

The change I propose would increase the perceived representativeness of the Senate and somewhat increase its moral authority. I can think of no change that would increase its effectiveness except a procedural motion that would limit the number of times a given individual might speak at one meeting; and I don't think that would pass.

Sincerely,



Josef L. Altholz
Professor of History

JLA:mm



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Chemistry
Kolthoff and Smith Halls
207 Pleasant Street S.E.
Minneapolis, Minnesota 55455

March 6, 1979

Professor Mahmood Zaidi
Chairman, Senate Consultative Committee
537 Business Administration
West Bank

Dear Mahmood:

This is in response to your memo of February 20, 1979 in which you requested reaction and recommendations from the Senate Committee on Research with respect to the report of the Select Committee, as well as the SCR's specific recommendations for implementing those recommendations. Those reactions, recommendations and suggestions were invited from the SCR at its meeting of March 1, 1979. Because of time limitations, the SCR agreed that its response would be better developed by individual replies from its members.

Speaking for myself, I found the report of the Select Committee to be a welcome example of faculty governance at its best. An obvious suggestion to the Administration would be for it to heed the Select Committee's recommendations forthwith. However, even if the most important of those recommendations were to be implemented, and the Academic Vice President were to be formally designated primus inter pares, I suspect that little change would be detected, for that office has not been known lately for its efficiency. I think this is due to two reasons which were not discussed by the Select Committee. Although I am probably in a minority in voicing these reasons, I am not alone in holding them, and I think they deserve consideration.

1) Contrary to popular opinion, the University of Minnesota is not over-administered. Compared to other major universities, the number of its vice presidents is not excessive. More to the point, the vice presidents--indeed, the president's office, too--are under-staffed. A principal reason for the slowness of administrative decision-making, as well as its occasional impreciseness, is the lack of adequate staff. There are numerous examples of this situation at Minnesota; suffice it to say that we get what we pay for.

2) My second point has to do with that bugbear of all administrators--consultation. The Select Committee discussed this subject in a careful way, mainly skirting its edges. For example, they urged greater consultation with the Diaconate, without recognizing the dispersion of expertise in that body. The recommendations of the Select Committee in this area are all quite positive but they frankly sound like motherhood statements.

Any administrator knows that he must consult, and consult widely. To do otherwise, he administers at his own peril. The larger question is "With whom does he consult best?" I should prefer to see an Administration that knew its own mind, that wanted to retain some of its own initiatives, and did not substitute well-announced goals and plans by interminable meetings. More than thirty years ago, in an essay entitled, "The Administrator: Leader or Officeholder?" Robert Maynard Hutchins wrote that the university administrator needed courage, justice, prudence and a vision of the end to be achieved. But vision is an inexpensive commodity. The precious one is follow-through. Consultation is much desired, but I do not want it to become a substitute for decisiveness.

Sincerely,



Robert M. Hexter
Professor of Chemistry
and Chairman, Senate Committee on Research

RMH:ms



UNIVERSITY OF MINNESOTA
TWIN CITIES

Center for Early Education and Development
226 Child Development Building
Minneapolis, Minnesota 55455

April 20, 1979

To: Mahmood A. Zaidi, Chairman, Senate Consultative Committee

From: Albert Yonas, Chairman *A.Y.*
University Committee on Educational Development

Subject: Watson Report

In answer to your letter on the structure of senate committees, over the years that I have worked on the Education Development Committee, one of the clearest problems with the committee has been the absence of policy guidance from the senate structure. The grants given on the All-University basis should reflect an explicit set of policy decisions concerning the priorities of the institution. No such priorities have been spelled out in my experience at Minnesota. A broadly-based senate policy and planning committee needs to be created with a well qualified staff that understands that "All University" educational development funds are at their disposal.

The actual operation of the program (i.e., the reviewing of grants) could be handled by a committee assigned the operational responsibilities for a number of areas (such as Libraries, Computer facilities, Media, etc.). Two large committees (a policy committee and an operations committee), each broadly based and broken down into subcommittees to deal with particular problems (such as E.D.P. or computers, with appropriate staff resources) would do a lot to make the senate committee system more effective.

On the issue of "primacy of Academic Affairs", it seems clear to me that we need an "academic vice presidency" that has responsibility over the health sciences as well as over the service and business organizations that were set up to serve the academic enterprise, but now behave as if the academic activities were created to provide business for them (e.g., the printing plant, computer services, etc.).



UNIVERSITY OF MINNESOTA
TWIN CITIES

Institute of Child Development
Minneapolis, Minnesota 55455

March 13, 1979

Mahmood Zaidi
Professor and Chairman
Senate Consultative Committee
537 Business Administration Tower
West Bank Campus

Dear Professor Zaidi:

I write, on behalf of the University Committee on Educational Development, to summarize for you our discussion yesterday of the "Report of the Select Committee on Planning, Decision-Making, and Consultation at the University of Minnesota."

Our general response would be to say "amen" to the report, especially as it relates to the University Committee on Educational Development. More specifically, the Senate Consultative Committee's invitation to comment on the Select Committee's report has prompted us to re-evaluate the basis for allocating educational development funds among collegiate units, departments, and faculty members. It seems clear that ways could be found to make the Educational Development Program a more challenging opportunity for faculty members and faculty-student groups to undertake development projects of sizeable scope and significant impact on the instructional programs of the University, and we are proceeding immediately to investigate the feasibility of doing so.

We think it is important to note that the work of the University Committee on Educational Development would be advantaged sharply by an improved planning process such as that recommended in the Select Committee's report, especially by that aspect which relates to the setting of institutional priorities. It is also important to note that because we, as a committee, are unable to plan ahead regarding the availability of educational development funds, the distribution of such funds is not being dealt with perhaps as effectively as it might be. Certainly an improved planning process would help with that.

Page two
Mahmood Zaidi

Should further comment be helpful at this stage in your deliberations, please call on me or other members of the EDP Committee.

Sincerely,

Albert Yonas

Albert Yonas, Associate Professor
of Child Development
and
Chairman, University Committee
on Educational Development

cc: Henry Koffler, Vice President
for Academic Affairs
James H. Werntz, Director,
Center for Educational Development
Members of the EDP Committee

AY/lw



UNIVERSITY OF MINNESOTA

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

March 14, 1979

Mahmood Zaidi
Professor and Chairman,
Senate Consultative Committee
537 Business Administration Tower
West Bank Campus

Dear Professor Zaidi:

I write, on behalf of the all-University Council on Liberal Education, to summarize for you the Council's response to the "Report of the Select Committee on Planning, Decision-Making, and Consultation at the University of Minnesota" and to offer specific suggestions for implementing one of the recommendations as it pertains to the University Senate. The Council devoted its full meeting of February 27, 1979, to a discussion of the report. A copy of the (as yet unapproved) minutes of that meeting is appended. What follows is my interpretation of the Council's opinion based, in general, upon many discussions over the past several years and, in particular, on the Council's discussion of the Select Committee's report.

The Council considered the Select Committee's report in toto, but directed its attention primarily to Section C--Consultation and, in particular, to the following:

The problems of undergraduate education do not appear to have the same focus in administrative consultation as do the graduate. A "Council on Undergraduate Education," more encompassing in its charge and membership than either the Council on Liberal Education or the Center for Educational Development has been suggested as an aid to the Academic Vice President in this vital part of the system.

Recommendation vii: The committee sees the need for the concerns of undergraduate education to find a better expression in the consultative process. It does feel that there should be an exploration of ways to give undergraduate studies a sharper focus.

This recommendation struck a resonant chord with the Council on Liberal Education. The following principles emerged from the resultant discussion:

1. The policy issues of liberal education must be addressed within the full context of undergraduate education.

The all-University policy on liberal education, since first promulgated in 1965, has related only imperfectly to the programs and personnel decisions of the colleges wherein curricular responsibility properly resides. As a

result, the Council believes its policies have not informed sufficiently educational practice and knows that practice has not guided consistently the improvement of policy. CLE member Robert Pepin describes recent frustration when: "the Council discussed integrating the concerns of liberal education with those of the department, but due to the lack of contacts within the departments, the Council kept coming up against the fact that it seemed to be venturing outside its charge." He then asserts that "as long as the CLE continues to sit back as the unit concerned with the shape and structure of liberal education, nothing will ever happen; changes will come only as liberal education is integrated into the undergraduate curriculum as a whole." It is significant that whenever an action program (such as the Small Grants Program or the Morse-Amoco Award Program) has been developed by the Council specifically for the improvement of liberal education, its purpose has been generalized to undergraduate education with appropriate emphasis on liberal education.

2. The Council's interests in liberal and undergraduate education, as well as its programs, would be advantaged by closer formal ties to academic policy and administrative structures.

Here the experience of the Council suggests that the psychological and organizational distance between the Council and the governance structures to which it relates has been too great. That distance occurs along two dimensions: one, between the Council and the educational policy structure of the Senate; the other, between the Council and the academic vice president cum collegiate deans. On the one hand, it seems clear that the ties between the SCEP and the CLE should be strengthened. On the other hand, as CLE member Richard Skaggs observes: "it is not clear that college deans have undergraduate education as their first priority when communicating with the academic vice president since they are responsible for a number of other areas, primary among which is graduate education.... It may be that undergraduate education needs a voice at a level comparable to that of the Graduate School." He suggests further that: "it may be that the liberal education component of undergraduate education could be identified as the one element in the University having all-University significance, in which case the Council might argue for more direct access to the academic vice president and for more responsibility in overseeing the activities of colleges and departments than it now has."

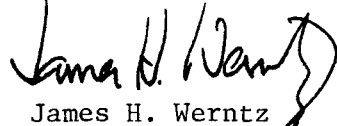
3. The Council would support Senate redefinition of its role and membership, and offers it cooperation and assistance with such an endeavor.

The discussion thus far would suggest the need for a greater administrative and educational policy focus for undergraduate education and an expanded role for the Council on Liberal Education or a newly-created council on undergraduate education. The Council is prepared by its past experience and its members are deeply interested in participating in a reexamination of undergraduate education in the University. Whatever its role, the Council is encouraged by the possibility that significant improvement would result from such a process.

Mahmood Zaidi
Page 3
March 14, 1979

Should further advice be useful at this stage in your deliberations,
please call on me or other members of the Council.

Sincerely,



James H. Werntz
Chairman, Council on
Liberal Education
Director, Center for
Educational Development

cc: Vice President Henry Koffler
SCEP Chairman Donald Browne
Members of the Council on Liberal Education

Appendix: Minutes of the February 27, 1979,
meeting of the Council on Liberal Education

JHW/kj



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Speech-Communication
317 Folwell Hall
9 Pleasant Street S.E.
Minneapolis, Minnesota 55455

March 16, 1979

Professor Mahmood Zaidi
Chairman, Senate Consultative Committee
537 Business Administration
West Bank

Dear Mahmood:

The Senate Committee on Educational Policy considered The Report of the Select Committee on Planning (the Watson Committee) at its meeting on March 5, 1979, and has the following reactions:

1) While The Report is very written and contains some very interesting conclusions, we find little in it to which to react in specific terms. It seems to us that recommendations with respect to 'reforming' the Senate are appropriate, while recommendations regarding the administration of the University are not particularly specific, and we find it difficult to react to them in any very specific manner.

2) The recommendation concerning the need for better communication between the Senate and the faculty strikes us as sound. Perhaps a newsletter would be the most appropriate vehicle for accomplishing this, although there is already an abundance of newsletters in circulation throughout the University system. It might be possible to expand Brief to include items from the Senate and its committees.

3) The efficiency of the Senate structure might be enhanced if the present committee system were examined. There may well be too many committees for the efficient functioning of faculty governance, in that the more committees there are, the less each seems to matter, and the more difficult it becomes to find faculty willing to serve on them.

4) SCEP endorses the greatest possible degree of openness of committee meetings. While we can see excellent reasons for treating some meetings as closed sessions, we feel that this should definitely be the exception rather than the rule.

5) We feel that the issues concerning the 'centrality' of the Office of Academic Affairs in the administrative structure of the University (pp. 11-13) deserve more careful attention than they have received in this Report. The Report does us a great service by raising some of the key issues surrounding this matter, and perhaps this is as much as one should expect at this stage. But this matter is so vital to the very essence of

March 16, 1979

Professor Mahmood Zaidi
Chairman, Senate Consultative Committee
537 Business Administration
West Bank

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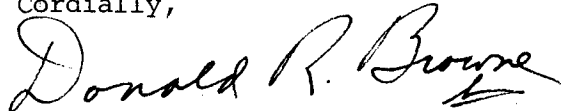
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- 4) SCEP endorses the greatest possible degree of openness of committee meetings. While we can see excellent reasons for treating some meetings as closed sessions, we feel that this should definitely be the exception rather than the rule.
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Professor Mahmood Zaidi
Page Two
March 16, 1979

the University that it should, in our opinion, be the subject of specific discussion and recommendation by the Senate Consultative Committee.

I hope that this will assist your committee in its deliberations, Mahmood. Please let me know if we can be of further assistance.

Cordially,



Donald R. Browne
Chairman, SCEP

DRB:hd

Handwritten notes:
1/11 send
to
Prof. Stuthman

Dear (committee chairperson):

There is, so far as I can discover, no 'sunset law' on committees in our University of Minnesota Senate Committee structure. Still, it would seem useful from time to time to re-examine that structure in order to see that the Senate's and the University's needs are being met and that efficient use is being made of the student, faculty and staff time required by this committee structure. The Senate Committee on Committees has been discussing this matter recently, and I have told Professor Deon Stuthman, Chairman of that committee, that I would be glad to examine the committees reporting to the Senate through SCEP.

As a first step in this process, SCEP has discussed the possibility of merging various committees, so that the numbers of people needed for service on committees would be reduced and committee deliberations might be conducted within the framework of broader educational policy issues. As an illustrative example, it might be possible to develop a Committee on Instructional Resources by combining the present Committees on the Library, Computing Facilities and Instructional Materials and Media. Such a committee would certainly have a wide range of concerns, but could establish working groups, or subcommittees as the need might arise for specialized, expert attention to a given subject.

We have not carried this discussion very far because few of us on SCEP have had the experience of serving on the nine committees that report to the Senate through SCEP. I have attached a list of these committees and a description of their duties and responsibilities. We would appreciate it if you could examine this list, consider the work done by your own committee, then write a note to me telling me whether you see merit in any particular

form of merger with specific committees on this list (or anywhere else in the Senate structure) and why such a merger strikes you as worth considering. If you don't see merit in any form of merger with any other committee(s), don't hesitate to say so and to tell us why. We aren't committed to mergers in general or in particular, but we think that this matter does merit consideration.

We'd appreciate having a reply from you by April 13, since SCEP will be discussing this issue again on April 17. Thanks for your help.

Sincerely yours,

Donald R. Browne
Professor

DRB:hd

Attachments

FEB 21 1979

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Date: Feb. 20, 1979
To: Chairmen, Senate and University Committees
From: Mahmood Zaidi, Chr., Senate Consultative Committee

Pursuant to my covering note which accompanied the report of the Senate Select Committee in which I asked that you share it with your committee members, the Senate Consultative Committee will appreciate receiving (1) your committee's reaction and recommendations; and (2) your committee's specific suggestions for implementing those recommendations that pertain to the University Senate.

Please send me your recommendations by March 15. That early date is necessary because the report is on the University Senate agenda for action at its March 29 meeting. Please return this sheet to me even though you have no recommendations to make.

- I. There is concurrence with the need for long-range planning and priority setting as expressed in the report. The Summer Session Committee recognizes a need for planning which considers the overall direction of the University and the orchestration of the many individual thrusts. Of particular concern are the relationships among the Summer Session, Continuing Education and Extension, the regular day school program and Graduate School in serving student populations. The University's priorities for instructional development and the ways in which these entities relate to those priorities is not clear. A recommendation should be added to the section on planning to emphasize this aspect of the process.

- II. In the section on consultation, the report includes statements about the perceived failure of the Senate and its committees to deal with central issues of the University. From the viewpoint of the committees there is inconsistent performance in separating the more important from the less important issues. For one reason or another, the reports of some committees seem to receive more attention than those of others. This may be attributed, in part, to the skill of the committee members to draw attention to their concerns and to their knowledge of how to forward them through the system. It is recommended that committees be made more aware of the ways in which they can gain visibility for those matters which should be more widely understood.

David C. Bjorkquist

David C. Bjorkquist

Committee Chair

Summer Session

Committee

Date: Feb. 20, 1979
To: Chairmen, Senate and University Committees
From: Mahmood Zaidi, Chr., Senate Consultative Committee

Pursuant to my covering note which accompanied the report of the Senate Select Committee in which I asked that you share it with your committee members, the Senate Consultative Committee will appreciate receiving (1) your committee's reaction and recommendations; and (2) your committee's specific suggestions for implementing those recommendations that pertain to the University Senate.

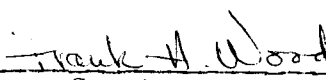
Please send me your recommendations by March 15. That early date is necessary because the report is on the University Senate agenda for action at its March 29 meeting. Please return this sheet to me even though you have no recommendations to make.

The Senate Committee on Social Concerns received and discussed the report of the Select Committee on Planning, Decision-making, and Consultation. We appreciated receiving the report far enough in advance to permit a careful reading and response.

We are glad to see this independent input from the Senate and support the general recommendations of the Select Committee. We share the committee's concerns about the clarification of responsibility for decision-making within the University structure, recognizing that just as there are times when the described complexity of the central administration organization, particularly the role of the Vice President for Academic Affairs, makes it unclear how a decision was made and is to be implemented, there are also times when the failure of faculty to make a clear decision at a lower level leads to the final decision being made more centrally, so that faculty lose the opportunity to participate by not responding in a timely manner. The committee is to be commended for recognizing that changes in the behavior of both faculty members and central administrators are required if the goals of joint participation in governance is to be achieved.

We agree with the Select Committee about the desirability of long-range planning. The difficulties of establishing and following through on long range plans for assuring equal access to low-income and minority group students have been a continuing concern of our committee. A related concern has been the implementation of affirmative action programs during a period of retrenchment. The solutions are not easily achieved, but it is encouraging to find the committee stressing the importance of efforts to achieve them.

Again, we thank you for the opportunity to read the report.



Committee Chair

Senate Committee on Social Concerns
Committee



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of French and Italian
200 Folwell Hall
9 Pleasant Street S.E.
Minneapolis, Minnesota 55455

March 12th, 1979

Professor Mahmoud Zaidi
Chairman, SCC

Dear Professor Zaidi,

I am enclosing the Committee's report on the Watson committee report on your own request sheet for same.

The Committee also discussed the matter of open meetings for the judicial committee, as per a motion of the University Senate moved by Professor Lawrence Goodman, on February 15th, 1979. No members of the Judicial Committee were able to attend our meeting, and it seemed desirable to have direct input from these colleagues, who are in the best position to give advice. It was felt that the question of open meetings might also affect other types of grievance procedures. A joint meeting of the Committee on Tenure and the Senate Judicial Committee will therefore be arranged as soon as feasible, in Spring quarter, and Professor Gerhard Weiss, chairman of the University appeals committee for academic freedom and responsibility will also be attending the meeting.

Sincerely,

F.R.P. Akehurst

F.R.P. Akehurst
Chairman, University Committee on Tenure

Date: Feb. 20, 1979
To: Chairmen, Senate and University Committees
From: Mahmood Zaidi, Chr., Senate Consultative Committee

Pursuant to my covering note which accompanied the report of the Senate Select Committee in which I asked that you share it with your committee members, the Senate Consultative Committee will appreciate receiving (1) your committee's reaction and recommendations; and (2) your committee's specific suggestions for implementing those recommendations that pertain to the University Senate.

Please send me your recommendations by March 15. That early date is necessary because the report is on the University Senate agenda for action at its March 29 meeting. Please return this sheet to me even though you have no recommendations to make.

The University Committee on ¹tenure discussed at a meeting on March 9th the report of the Select Committee of the Senate on Planning, Decision making and Consultation (the Watson report). The committee expressed general satisfaction with the report, while noting that as far as tenure is concerned, no special comment seemed necessary. The awarding of tenure in this University seems indeed to be a model procedure: decisions are made at the department and college levels, and the final decision before submission to the regents is largely that of the Vice President for Academic Affairs, while the president does nevertheless retain the power of final approval.

Sd/ F R P. Akhurst
Committee Chair
Gerrine Corralle
Committee

Date: February 20, 1979

To: Chairmen, Senate and University Committees

From: Mahmood Zaidi, Chr., Senate Consultative Committee

Pursuant to my covering note which accompanied the report of the Senate Select Committee in which I asked that you share it with your committee members, the Senate Consultative Committee will appreciate receiving (1) your committee's reaction and recommendations; and (2) your committee's specific suggestions for implementing those recommendations that pertain to the University Senate.

Please send me your recommendations by March 15. That early date is necessary because the report is on the University Senate agenda for action at its March 29 meeting. Please return this sheet to me even though you have no recommendations to make.

Report of Select Committee of University Senate. Indications are that the Consultative Committee will identify a task force to examine the Senate structure; our Committee endorses that move. The following items might appropriately be included in the charge to that task force.

A. General Considerations

1. Possible reduction in the number of committees, making greater use of short term task forces (recommended by the Select Committee, p. 19). However, a provision should be made for identifying the memberships of such groups that would ensure input similar to that provided by the Committee on Committees in the present procedure for nominating faculty members to Senate and Assembly Committees. Also, there should be some type of interlocking relationship of any ad hoc group with the present committee structure, as work done by ad hoc groups tends to be piecemeal. Ad hoc groups should be accountable to a Senate Committee.
2. Need for a mechanism to link the Planning Council with the faculty-student governance (p. 8, Select Committee report).
3. Review student memberships on committees. Consideration should be given to increasing student membership on committees of particular interest to students and decreasing it on others where students appear to have little interest (note the large number of student vacancies for 1978-79).
4. Call attention to the unusual burden placed on those who accept membership on the Judicial Committee, and in particular, the chairman.

B. Specific Items

1. Animal Care Committee - Recently, outside agencies' requirements (NIH, in this case), have imposed an enormous burden on committee members to inspect facilities and prepare reports. The current chairman (Grace Gray) will provide greater detail during Spring quarter. May be possible to utilize emeritus faculty members in this activity.
2. Biohazards Committee - Although not now part of Senate structure, probably should be because of parallels with Animal Care and Use of Human Subjects in Research Committees.

Leon Stuthman

Committee Chair

Senate Committee on Committees
Committee

Date: Feb. 20, 1979
To: Chairmen, Senate and University Committees
From: Mahmood Zaidi, Chr., Senate Consultative Committee

Pursuant to my covering note which accompanied the report of the Senate Select Committee in which I asked that you share it with your committee members, the Senate Consultative Committee will appreciate receiving (1) your committee's reaction and recommendations; and (2) your committee's specific suggestions for implementing those recommendations that pertain to the University Senate.

Please send me your recommendations by March 15. That early date is necessary because the report is on the University Senate agenda for action at its March 29 meeting. Please return this sheet to me even though you have no recommendations to make.

As you know, the Cttee on All-University Honors is made up in part of downtown people; hence, I have not circulated the Watson Report to the Committee. Most of the faculty members of the Cttee have read it already.

It is my personal opinion that the Watson Report is important, and that we should seriously consider its recommendations in an effort to improve our structures and procedures at the University.

Along this line, I have three suggestions:

1. It may be worthwhile to abstract from the Report certain principles and have these drawn up in the form of resolutions to be acted upon by the faculty and student members of the Senate.
2. In terms of the Senate reorganization, I have drawn a primitive chart, and you may wish to look at it. At the core are three committees -- SCEP, SCRAP, and the Consultative Committee. Each of these committees is linked, respectively, to the key elements of central administration. Certain other committees would flow, for example, from SCEP (such as the Library Committee and others that are related to educational policy). By the same token, certain committees would flow from SCRAP. I would suggest a separate steering committee which would have, of course, close relations with the Consultative Committee but which would handle the nuts and bolts and leave the Consultative Committee free to spend its time consulting. As you see from the chart, the steering committee and the Business and Rules Committee would have a separate attachment to the Senate. The same would be the case with a set of miscellaneous committees that are not connected directly with educational policy and physical planning and plant. Wherever possible, the Senate committees that are related to education policy should be pared down, and grouped in a linkage with SCEP; the same thing could be done with those committees that are connected with the peripheral subject matter of SCRAP. The point is the SCEP, SCRAP, and the Consultative Committee should be the central core of the Senate committee structure. Unfortunately, I do not have a list of current Senate committees to see what could be cut and how the whole set of committees would fit into this chart. The work that is presently being done by some Senate committees could possibly be done by some ad hoc task forces.
3. The quality of the work of the Senate committees is probably related to the quality of the personnel who serve on them. We probably don't have much of a problem on this score; I do not know. But certainly the Committee on Committees

John Turner (over)

Committee Chair

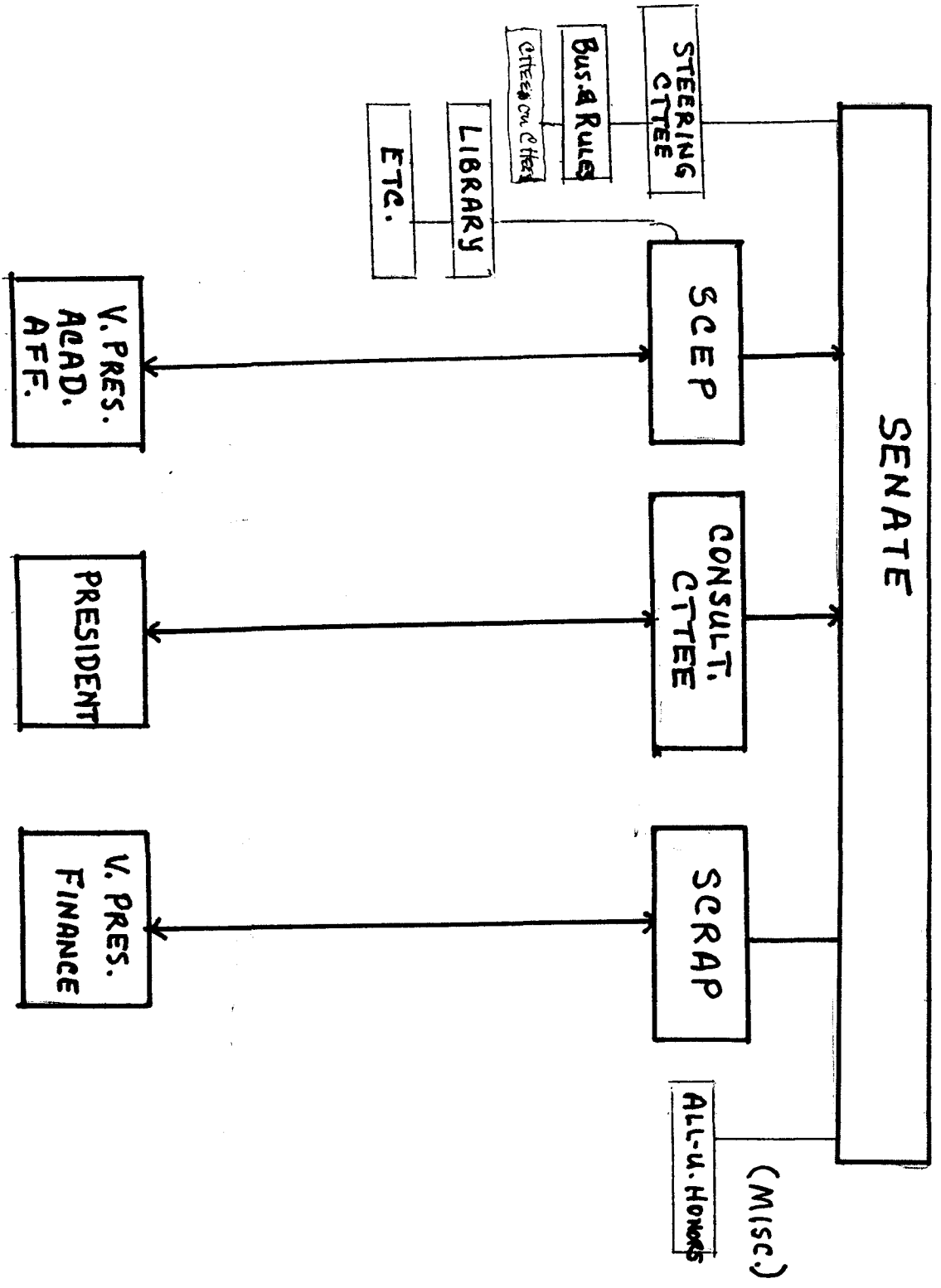
All-University Honors

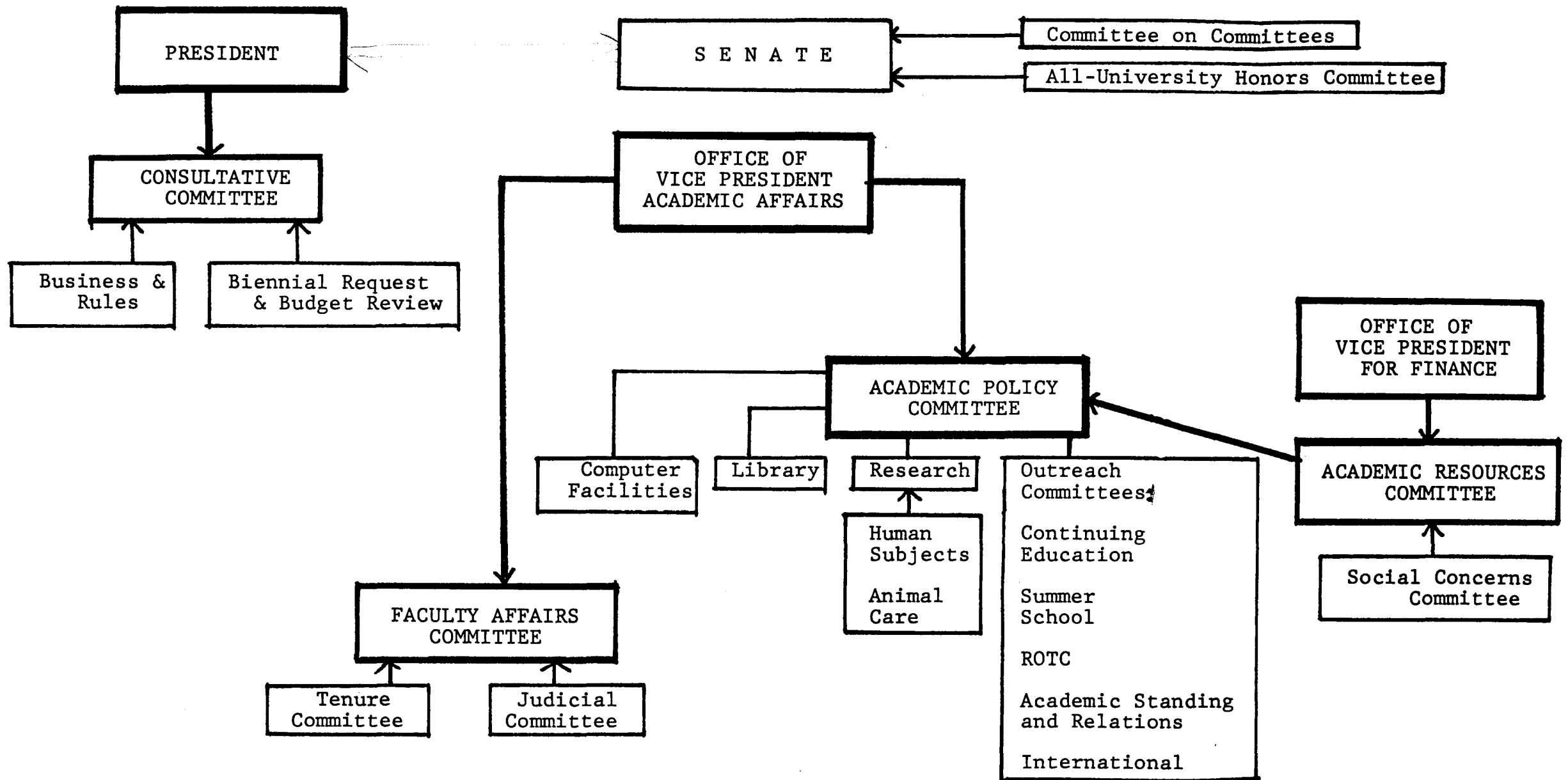
Committee

ought not to confine itself to the people who fill out the annual questionnaire. (I don't think that it does at present.) Sometimes the best people for service on important committees are those who have to be "talked into it."

The Watson Report represents a very good effort, and the Senate should do all that it can to use it to the fullest extent in order to improve our present condition.

Please excuse the typing -- I have done it myself, and I have done it very quickly. If you have any questions about my comments, please do not hesitate to get in touch with me. Good luck in your deliberations.





FEB 22 1979

BM

Date: Feb. 20, 1979
To: Chairmen, Senate and University Committees
From: Mahmood Zaidi, Chr., Senate Consultative Committee

Pursuant to my covering note which accompanied the report of the Senate Select Committee in which I asked that you share it with your committee members, the Senate Consultative Committee will appreciate receiving (1) your committee's reaction and recommendations; and (2) your committee's specific suggestions for implementing those recommendations that pertain to the University Senate.

Please send me your recommendations by March 15. That early date is necessary because the report is on the University Senate agenda for action at its March 29 meeting. Please return this sheet to me even though you have no recommendations to make.

My committee agrees with the report

Peter H. Robinson

Committee Chair

Senate Judicial Council

Committee

Response to
Select Committee
Report

Date: Feb. 20, 1979
To: Chairmen, Senate and University Committees
From: Mahmood Zaidi, Chr., Senate Consultative Committee

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No recommendations.



Committee Chair

University Committee on University-ROTC Relationships

Committee



UNIVERSITY OF MINNESOTA
TWIN CITIES

4

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

MEMO TO: Professor Mahmood Zaidi
Chairman, Senate Consultative Committee

FROM: Paul V. Grambsch *Paul V. Grambsch*
Chairman, Senate Committee on Resources and Planning

SUBJECT: The Watson Report

DATE: May 4, 1979

Over the last several months I have been reflecting upon the organization and operation of the Senate and the entire matter of university governance. I have finally come to the conclusion that we have some serious rethinking to do. Our fractionated organization structure and our procedures, burdened as they are with paperwork, prevent us from doing a service, either to our colleagues on the faculty and the student body, as well as to the university as a whole. Instead of providing us with a forum for debate and communication about what a university is, what is its role in society, and how should it function so as to best carry out its mission, the Senate ends up with endless parliamentary, procedural questions and political legerdemain which is interesting to the participants but not necessarily fruitful of either ideas or solutions. With these remarks as a backdrop, I would like to try to answer the questions you pose in your memo.

- (a) With respect to the Senate Committee system, I do not believe the issue is quite as simple as merely merging or eliminating committees. Instead, what we need to do is to have closer agreement as to the charge to each committee, what procedural items over which it has executive powers and what items it is expected to give advice, prepare position papers, etc. The very nature of trying to arrive at the charge will point out the committees that ought to be merged or eliminated. We have been examining the nature of our work in SCRAP for the last few meetings and I hope that at our next meeting, which is scheduled for May 8, we will agree on the wording of the document to submit to you regarding the role of SCRAP and its function.

As to the committee system as a whole, I really do not have any basis for judgment as to whether either the number or kind of committee is appropriate. Presumably, every committee was created to fill some kind of a felt need. If the need still exists, then the committee should continue. If it does not, then the committee should be abolished. Obviously, if the Senate leadership believes that the committee is needed but is not working, then it either has to change the personnel of the committee or provide it with more staff resources or give it specific instructions and deadlines.

It seems to me and to many members of SCRAP that one of the faults of our committee system is that too much time is spent in consultation. I know the theory that two heads are better than one and many heads, therefore, must be better than a few. Nevertheless, what happens is that an inordinate amount of time is spent by many busy people trying to inform themselves well enough about the issues involved so that they may render an opinion that will reflect their supposedly high status in life as intelligent university people. The purpose of consultation is to help make better decisions but unfortunately what seems to happen in our situation is that the purpose of consultation appears to be to make watered-down decisions or in many cases make sure no decision is made. I would favor, therefore, some way of cutting down the quantity of consultation while trying to improve its quality. I think the Senate Consultative Committee is a very appropriate consultative body. Also, the University Committee on the Budget Request and Biennial Review serves a very useful consultative role. Why this committee is not a Senate committee I do not know. The other committees, however, should be consulted with only on those matters that are very clearly within their scope and one on which they might be expected to express an expert opinion.

- (b) With respect to the Senate structure I really have no strong feelings although it seems to me that a smaller number would make for a better operating forum. I would like to see more faculty members involved in faculty governance but it does not necessarily hold that they be members of the Senate.
- (c) The concept of "primacy of academic affairs" is so very appealing and I am sure that everyone, both inside and outside the university, recognizes academic affairs as our central purpose. What we are concerned about, apparently, is that in these days of financial stringency the central administration will not give proper attention to the primary needs as determined by our standards as faculty and students. If we could see major windfalls ahead of us indefinitely and most academic needs could be met, I doubt seriously whether many people would care about the organizational issue.

The motivational question notwithstanding, it seems to be quite apparent that the universities most of us would consider to rank above us in the academic galaxy appear to be organized in such a fashion that clearly establishes the primacy of the academic. In a number of cases, Michigan and Stanford, to name two, the academic vice president is also the chief budget officer of the university and all allocations flow from his office. For us to make such a change at the University of Minnesota will require as a first step a complete analysis of the central administration at the vice presidential level and possibly a reevaluation of personnel able to perform under these conditions. Several times in the past the suggestion was made to move in the direction of the Michigan model but presidents have not seen fit to do so. I have no idea whether our current president is so minded.

I trust these thoughts will be useful to you in some way. I mean them to be constructive. I am interested in the problems of university governance, as you know, and I want to see it become more effective.

university
of
minnesota
memo

file

date 27 April 1979

to Mahmood

from George

I am sending this letter to all committee members of SCC. It went to the Subcommittee just prior to the Waseca meeting.

George



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Soil Science
1529 Gortner Avenue
St. Paul, Minnesota 55108

April 12, 1979

To: Betty Robinett, Richard Kottke, Don Spring

From: George R. Blake

Subject: Watson Report

Though my input on the areas of concern will be principally through our SCC group discussions, I want to communicate my general position on the three issues you asked about.

A. The Senate Committee System

I am for broad faculty and student input into University governance via committees and against useless committees. I would favor reducing the number of Senate Committees if possible under those premises. Nevertheless minor committees serve as a training ground for young faculty members to learn to know the University structure, to test their ideas of governance and thus to broaden their understanding for later more profound problems on more sensitive committees. It doesn't particularly bother me that every committee deal with issues of wide concern to the whole community.

I am not enthused about University Committees reporting through Senate Committees though I recognize the necessity of some such arrangement in some cases. In other cases, what are now University Committees might better be called sub-committees of Senate Committees or alternatively elevated to Senate Committees.

It seems to me we might also consider the establishment of committees for a time period, say 6 years. Ad-hoc Committees as well as some of the University Committees under Educational Policy are of this kind. Incidentally, the fact that 9 University Committees report through Educational Policy is cumbersome and maybe even ridiculous.

The SCC should face up to its shortcomings in the consultative process. Its agendas are literally choked with UCBRR business. Somehow SCC must redefine its purpose and function as liaison between faculty and administration. By and large we do not improve upon UCBRR recommendations. We simply waste enormous time reconsidering them. In the meantime, other issues faculty are concerned about do not find access to a congested agenda.

TO: B. Robinett, R. Kottke, D. Spring
April 12, 1979
Page 2

SCC also neglects its Business and Rules function. Is it not here that SCC or a subcommittee it appoints could plan for more creative functioning of the Senate?

B. Senate Structure

Somehow there should be greater recognition of all Senate and University Committee members in the Senate. If committee members were more democratically chosen they should perhaps even be Senators as a consequence of their committee activity. The Senate also needs to give more consideration to its Committee Reports and activities.

I mentioned earlier the planning possibilities open to an active Business and Rules Committee. Could a more active committee suggest procedures to improve effectiveness of Senate Meetings? Could it, for example, identify 1, 2 or perhaps 3 issues to be discussed at each Senate Meeting? Pertinent Senate and University Committees could be alerted to be prepared with inputs into the discussions in their areas of concern. Other devices could hopefully be generated by an active Business and Rules Committee.

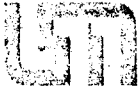
In general I do not see much advantage in any drastic change in numbers of elected Senators. A smaller group would be too non-representative, a larger group would be unwieldy. Furthermore, despite the interest of some of us in political activities, it is doubtful we could find many other faculty or students interested in involving themselves.

C. Central Administration Structure

I believe it possible that there could be a more tidy and perhaps even a more efficient Central Administration Structure. But I am persuaded that a President is entitled to his own style and to the freedom to put together a functioning organizational pattern and group as he sees the need. I am content to accept that because I believe we have a capable, intelligent and strong President in C. Peter Magrath, a man whose capabilities, without question, far outweigh his weaknesses.

As regards the importance of academic affairs, I consider it self evident that the principal business and the predominant consideration in University decisions should be Academic Affairs. But the primacy of an Academic Affairs Vice President cannot be legislated or given. Primacy must come as a result of the capabilities, charisma and effective functioning of the person who holds the position. I, therefore, consider attempts to change the present image by resolutions and preachment rather ineffective.

cc: Senate Consultative Committee



UNIVERSITY OF MINNESOTA
TWIN CITIES

Center for Educational Development
Office of the Vice President for Academic Affairs
317 Walter Library
117 Pleasant Street S.E.
Minneapolis, Minnesota 55455
(612) 373-4537

File

April 26, 1979

TO: Professor Betty Robinett and members of the Senate Consultative Committee Subcommittee on the response to the Report of the Select Committee

James H. Werntz

FROM: James H. Werntz, Professor of Physics and Director, Center for Educational Development and the University College

I respond to the memorandum from Professor Mahmood Zaidi of April 10, 1979, seeking my opinion regarding the challenges presented to the Senate in the report of the Select Committee. As Chairman of the all-University Council on Liberal Education and ex-officio member of the University Committee on Educational Development, I have already contributed to the advice you have received on implementation of the report of the Select Committee. Here I speak only for myself.

First, let me state that I support vigorously the basic recommendations presented in the Report of the Select Committee. I believe that this remarkable report identifies the most important weaknesses in the current governance system of the University and I sincerely hope that both the University Senate and President Magrath are able to find ways to implement its recommendations.

Secondly, in a University of our size and complexity, the Senate can succeed only to the extent that its committees succeed. That has certainly been the case in past periods and I know nothing to suggest otherwise today. If there are weaknesses in the faculty-student governance system today--and I believe that there are--they must be addressed first in the committee structure of the Senate. Consequently I suggest that consideration of major modification to the membership or size of the Senate itself be delayed until improvements are made in the committee system.

As I describe in outline form below, I propose major modification in the committee system. Although my proposal has the effect of reducing the number of Senate Committees from eleven to six, it is based on my understanding of function and relation, not quantitative considerations.

In what follows, I have relied on two principles: First, the committee structure of the Senate should be designed to parallel the specific responsibilities of the office of the Vice President for Academic Affairs (redefined) and secondly, the Senate itself must be managed well. To meet the first principle, I will recommend standing committees of the Senate to deal with issues of budget, faculty affairs, educational policy and planning, student affairs and operations. To meet the second, I will suggest an Executive Committee to direct and organize the business of the Senate. Let me discuss each of these entities in turn.

A. Senate Committee on Budget (SCB).

The Consultative Committee has handled the budget review issues remarkably well over the years; my intention is to build on that tradition. I propose that a single committee be charged with oversight of the budgetary implementation of the policies established through the other Senate Committees, described below. The committee would have responsibility for review of annual budget plans, legislative requests, and reallocation decisions for their consistency with established senate policies on faculty and student affairs, educational policies and planning, and operations. The budget oversight responsibilities of the Senate Consultative Committee, the University Committee on Business and Rules, and the University Committee on Biennial Request and Budget Review, as presently charged would become the sole responsibility of the Committee on Budget.

B. Senate Committee on Faculty Affairs (SCFA).

I visualize little change in the responsibilities of this committee from present practice except that I would add to its cluster of University Committees (currently the University Committees on Tenure and the University Appeals Committee on Academic Freedom and Responsibility) the Judicial Committee.

C. Senate Committee on Student Affairs (SCSA)

The current governance structure--both administrative and Senate--tends to insulate the issues of student affairs from other basic activities of the University. Such issues as financial aid, student life, minority affairs, counseling, placement, records, and publications should be smoothly interrelated with all other basic activities of the institution. To achieve integration of this aspect of University life within the Senate will, I believe, require reinstituting the Senate Committee on Student Affairs.

D. Senate Committee on Educational Policy and Planning (SCEPP)

I recommend, as the centerpiece for reorganizing the Senate committee structure, that the present Senate Committee on Educational Policy and the Senate Committee on Resources and Planning be merged. The evidence of the past ten years of Senate operation is compelling: the functions of educational policy development and long-range University planning are inseparable. It is my view that the basis of all-University academic administration is, in fact, academic planning and, to be effective, the Senate must deal with policy development and planning as a unit.

My best advice on how to accomplish this would be to create a cluster of University Committees or relationships with existing administrative committees to work within the Senate Committee on Educational Policy and Planning. I envision five elements of this cluster:

(1) University long-range planning

A formal relationship should be established between the Senate and the President's Planning Council and the various planning efforts within Health Sciences, Academic Affairs and some of the colleges. Because my direct contact with the University planning process is now several years in the past, I do not have the knowledge to advise whether this relation-

ship would best be established through a direct relation between existing planning units and the SCEPP or through a new University Committee on Planning within the SCEPP cluster.

(2) The educational delivery systems

I recommend that the major policy and planning issues of the University be worked out through a series of University Committees working with each of the three great educational delivery systems: undergraduate; graduate and professional; and extension, community programs and summer session. Thus I urge that the following three areas be organized to relate to the SCEPP.

(a) University Committee on Undergraduate Affairs. I recommend that this new committee be charged with the responsibility for all-University educational policy and planning at the undergraduate level. Thus the present responsibilities of the all-University Council on Liberal Education would be subsumed into this University Committee. In addition, the Senate tie to the University College Assembly and to the ROTC programs should be managed through this University Committee.

(b) Through a procedure congenial to the organization and management of the Graduate School and the several post-baccalaureate professional programs, a means should be developed to relate policy and planning issues to the Senate. Whether this would most appropriately be handled through a University Committee on Graduate and Professional Programs should be determined through consultation with those concerned. Through whatever mechanism, the objective of the SCEPP should be to relate the policy and planning issues of graduate and professional programs to the over-all issues of the University.

(c) University Committee on Outreach and Summer Session. In order to provide a Senate perspective on the outreach instructional program of the University, I suggest the creation of this new University Committee through which policy and planning issues for Continuing Education and Extension and the Agricultural Extension Service can be addressed. I believe that Summer Session issues also should be addressed through this committee.

(3) Academic standards and relationships

Most of the issues that come to the present Senate Committee on Academic Standing and Relations are those of educational policy and planning. I believe that they would be best handled in the context of the SCEPP and thus suggest that this committee be converted into the University Committee on Academic Standing and Relations, within the SCEPP cluster.

(4) Academic program improvement and development

The full effect of University resources directed to the improvement of instructional programs will be realized only under conditions where development decisions are made in the context of University policy and planning decisions. Consequently, I recommend that the University Committee on Educational Development continue as part of the SCEPP cluster and urge that it be used more consciously as a mechanism for implementing policies of the Senate. Further, since development decisions are among the most basic forms of academic planning, educational development decisions should be embedded in the overall planning process.

(5) International education

Overall academic governance of this pervasive and important area of University programming should continue as the responsibility of the University Committee on International Education, within the SCEPP cluster.

E. Senate Committee on Operations (SCO)

Here I would collect all of the University committees that provide policy guidance to important service units in support of academic programs of the University (University Committees on Computing Facilities, Instructional Materials and Media). To this cluster I would add, recast as University Committees, the Senate Library Committee, the Senate Committee on Research (including its responsibilities for the use of human subjects and animal care) and the Senate Committee on Social Concerns. Finally I would urge creation of a new University Committee on Institutional Research to join Senate interests with support services provided by the University Measurement Services Center, Student Life Studies, and Management Planning and Information Services.

To organize this cluster of University Committees I would suggest that the Senate Committee on Operations comprise the chairpersons of the University Committees in the cluster and require that each of these University Committees report to the Senate through the SCO.

F. Executive Committee

Finally I would urge creation of an Executive Committee of the Senate with no functions other than to oversee the management of Senate affairs. Obviously the Committee on Business and Rules and the Committee on Committees would relate to the Executive Committee. Further, I would associate what is now called the Council of Academic Officers (whose actual function, if not precise membership, is now very similar to the old Administrative Committee) with the Executive Committee as part of its cluster of activities.

The Executive Committee might comprise the chairpersons of the five committees of the Senate and be chaired by the (elected) vice-chairperson of the Senate.

It is my judgment that so regrouping the concerns and responsibilities of the University Senate would successfully match the functions of the academic administration of the University, thereby encouraging consultation on the essential issues of the University and facilitating integrated faculty-administrative decision making.

I have deliberately restricted my description here to broad outline. Should these ideas seem to merit a more detailed discussion, I am prepared to contribute further.

JHW/kj

cc: Donald Browne, Chairman, Senate Committee on Educational Policy
/Mahmood Zaidi, Chairman, Senate Consultative Committee



UNIVERSITY OF MINNESOTA
TWIN CITIES

Division of Health Services Administration
Program in Hospital and Health Care Administration
1260 Mayo Memorial Building, Box 97
420 Delaware Street S.E.
Minneapolis, Minnesota 55455
(612) 373-8052

March 19, 1979

Mahmood Zaidi, Ph.D., Chairman
Senate Consultative Committee
537 B.A.
West Bank Campus

Dear Dr. Zaidi:

This is to record selected personal observations concerning the Report of the Select Committee on Planning, Decision Making and Consultation of the University of Minnesota. The first is to commend the report for providing useful direction for further consideration of the issues it addresses, joined with the hope that subsequent efforts will be expeditious, and as utilitarian.

Certain of the Report's expressions of goals and aspirations provide an important context for the subsequent observations on the report's content regarding organizational structure. These include:

"Good will on all sides is an important and indispensable ingredient for the working of the system".

"The building of mutual confidence and trust between all constituencies of the University is of the greatest moment if the integrity of the academic enterprise is to be maintained".

"In the broadest view, the over-arching consideration is the preservation of the sense of unity of the University....".

Organizational structure can facilitate achieving these goals, as the Committee has recognized, although it is perhaps less a panacea than the tone of the Report suggests. Unfortunately, the structure which the Committee clearly favors could well vitiate achievement of these goals.

Professional schools, and perhaps coordinate campus, could well feel lack of confidence in a monolithic structure of "...one officer...(who)...should not be limited by geographical restraints, whether of the disciplinary landscape of the University or the physical geography of the state."

The Health Sciences professional schools need their perspectives on values, including the meaning of quality in a great University, to be represented through a Vice President who has as comparable organizational power to influence decisions as an academic vice president whose perspective probably will not be congruent.

Mahmood Zaidi
Page 2
March 19, 1979

Academic decision making by academic - yes, by a single academic - no. Prevention of conflict, as well as its resolution with commitment to the results, argue for a stronger position for the Vice President for Health Sciences than that contemplated in the report. Good will, mutual confidence and a sense of unity need effective pluralistic representation in the consensus building decision making process.

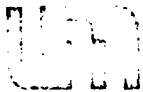
Sincerely,



Bright M. Dornblaser
Director
Health Services Administration

BMD:ms

cc: Division Faculty
Dean Stauffer
Dr. Robert K. Anderson



UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of the Dean

College of Pharmacy
115 Appleby Hall
128 Pleasant Street S.E.
Minneapolis, Minnesota 55455

April 9, 1979

Dr. Dennis W. Watson, Chairperson
Senate Select Committee on Planning,
Decision Making & Consultation
1060 Mayo
University of Minnesota
Minneapolis, MN 55455

Handwritten note:
Xerox: Prof. Zaidi
f.g. - in case
you didn't see a
copy,
Pet Magrath

Dear Dennis:

We have reviewed the Report of your Select Committee. Some members of our College have responded. The letter of Dr. Kabat expressed well some of our thoughts.

During my tenure as dean of the College of Pharmacy I have experienced two very different organizational situations. When I arrived in 1966 and for several years thereafter the college was organizationally responsible to the Vice President of Academic Affairs. During this period our relationship with central administration was good. However, there was only slow acceptance of the fact that we were more like medicine than chemistry. It was a new world for us with the formation of the Health Sciences Center with a Vice President. We have prospered during this era even though it has been a constant struggle. I believe this Health Sciences Center has been successful primarily as a result of the present University organizational structure. I doubt that we would have been so successful without the Center concept and an able leader. We need only to look at some of the other Big Ten Universities for contrast. Even so, the University has not considered seriously the differences between Health Sciences Units and other Units with respect to the reward system. Certainly promotion and tenure guidelines do not adequately handle the faculty situation requiring professional service as a part of the job description. Even with its deficiencies I am a strong proponent of the Health Center concept.

The Committee urged faculty to participate vigorously in department and college decision-making. I concur provided it is recognized that accepting the responsibilities that go with such participation is imperative.

Organizations most often succeed or fail due to leadership. A leader should be given a great deal of freedom in creating the organizational structure which best suits his/her style. People available do influence organizational structure. I do not favor rotating faculty through administration just to give them "experience." Administration, too, requires commitment.

Dr. Dennis W. Watson
April 9, 1979
page 2

I thank you and the Select Committee for this opportunity to express
a few thoughts.

Yours sincerely,


Lawrence C. Weaver, Dean

LCW:kap

cc: P. Hanna
R. Sawchuk
L.A. French
C.P. Magrath



UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of the Dean
Medical School
Box 293 Mayo Memorial Building
420 Delaware Street S.E.
Minneapolis, Minnesota 55455
(612) 373-4570
Offices at 145 Owre Hall

April 9, 1979

TO: Dr. Ellis Benson
FROM: Dr. N. L. Gault, Jr., Dean
SUBJECT: Select Committee Report

*Xerox: Professor Zandi
f. 7.1. - in case
your lower 1/2 sent this
CPT
Magrath*

Thank you for your April 3rd comments concerning the Report of the Select Committee on Planning, Decision-Making, and Consultation in the University of Minnesota. I appreciate your thoughtful comments and I am forwarding a copy of them to Vice President French and President C. Peter Magrath.

NLG:sam
cc: Vice President French
President Magrath ✓

APR 4 1979



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Laboratory Medicine and Pathology
Medical School
Box 198 Mayo Memorial Building
420 Delaware Street S.E.
Minneapolis, Minnesota 55455
(612) 373-8623

April 3, 1979

N. L. Gault, Jr., M.D.
Dean - Medical School
Box 293 Mayo

Dear Dean Gault:

I am writing you concerning the Report of the Select Committee on Planning, Decision-Making and Consultation of the University of Minnesota. You have asked me and other members of the faculty for our reactions to this report.

This report concerns me chiefly in one area and that is the area of governance of the Health Sciences. As you recall, a number of years ago the present faculty dealt with a need for coherent governance of the Health Sciences; one which took into account the needs of the Health Sciences faculty and center for both development and a governance that would be consistent with its size, aims, educational programs and services to the state and region. From this effort grew the present organization which places the responsibility for governance of the Health Sciences faculty and institutions under a Vice President for Health Sciences who is directly responsible to the President. I believe this organization has been an effective one and has permitted the Health Sciences to proceed with an orderly growth and development along the lines that have occurred in the last few years. This has helped to bring about a pre-eminence of this center; a recognition nationally that might not have been able to occur under other circumstances. It has certainly made it possible for us to react more strongly to the perceived needs of our state and region for enterprise in the health care system, in providing health care professionals and in providing the types of services that only a center like ours can best provide. It has made it possible also for the Health Sciences to become a leader in many areas in medicine and health care which have been development areas and have contributed to the advance of knowledge in biomedicine, medical science and in health care.

To now place the Health Sciences again back under another layer of governance which would be related to the entire University would, I believe, be a step in the wrong direction. The present system is working well for both Health Sciences and for the other units of the University and should be changed only with great care and consideration.

I strongly recommend that this part of the report and the recommendations that it embodies receive very careful deliberation. I do not believe these recommendations would be very satisfactory ones for continued health and progress in the Health Sciences.

I also believe that the ineffectiveness of the University Senate as an organization, which the report discusses, may be in some measure related to the expansion of that Senate to a faculty-student Senate. This expansion took place, I believe, eight or nine years ago. Prior to that time the University Senate was a faculty Senate and I think it was a more effective body in that respect. I feel that at that time it could more adequately represent the considered opinion of the faculty on key issues and, furthermore, could act more effectively as a voice for the faculty in University affairs.

I would be very happy to discuss these considerations further with you.

I believe that Professor Watson and his associates on the Committee did a very careful job in considering a number of issues and are to be commended for the diligence of their work.

With best regards.

Yours sincerely,



Ellis S. Benson, M.D.
Professor and Head

ESB/amk

cc: Professor D. W. Watson
Dr. J. Najarian
Dr. F. Shideman
Dr. E. Gedgaudas



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Speech-Communication
317 Folwell Hall
9 Pleasant Street S.E.
Minneapolis, Minnesota 55455

May 2, 1979

Professor Mahmood Zaidi
Industrial Relations
537 Business Administration
West Bank

Dear Mahmood:

SCEP met yesterday, and, as I indicated to you, we did discuss the matter of reorganizing the Senate committee structure. Roughly half of the chairpersons of committees reporting to the Senate through SCEP replied to our questionnaire, and opinion was equally divided as to whether a re-organized structure was necessary, desirable or possible. Certain committee chairpersons see their committees playing a unique role (e.g. ROTC, Honors), while others (e.g. Media) see virtue in some form of combination of existing committees. SCEP itself feels that there should be reorganization, and that the number of committees and number of persons serving on committees needs to be reduced. We therefore recommend that the Senate committee structure be re-examined with a view to combining existing committees and possibly eliminating certain ones.

One possible form of reorganization would be to group the existing committees into two or three more general committees, e.g. the media resources, computer, library, etc. committees could be combined into an instructional resources committee. Summer session and continuing education and extension might possibly be combined into an 'Outreach' committee. These are only suggestions on our part, and do not represent specific endorsements.

As for SCEP itself, we are aware that Jim Werntz has proposed a possible combination of SCEP and SCRAP. We feel that he makes a plausible argument for such a combination, but the workload of such a committee, and for the chairperson in particular, would be overwhelming. I must confess that, if I had known what would be involved in chairing SCEP, I would have tried to negotiate some release time. A combined SCEP and SCRAP would be that much more work, I'm sure. Perhaps if SCRAP were to perform the functions of the present Planning Council, which seems very much within its mandate, and if we were all to bear in mind that, as with any Senate committee, SCRAP does render academic judgements on matters coming before it, we would discover that there is plenty for it to do, and maintaining good liaison between SCEP and SCRAP (which is in fact being done by Paul Grambsch and myself) would suffice to achieve the coordination Jim Werntz desires. I have to state that I think too many reports (e.g. Outreach) and proposals (e.g. for planning) are being sent to too many committees for reaction, and hope that Senate Consultative Committee will examine this facet of its own operation. For example, I would have been happy to defer to SCRAP's judgement on the planning proposal; SCRAP is an excellent collection of University talent, and perfectly capable of rendering sound academic judgement in this field. I suspect that SCRAP

Professor Mahmood Zaidi
Page Two
May 2, 1979

would have been content to let SCEP tackle 'Outreach' on its own.

Finally, I feel that Senate Consultative Committee itself should carefully study its own position and function within the University Senate structure. As it is first among equals, does it exist primarily to steer and coordinate, or what? This is not written in anger -- only as advice!

Sincerely yours,



Donald R. Browne, Chairman
Senate Committee on
Educational Policy

DRB;hd

cc: Paul Grambsch
James Werntz
Deon Stuthman
SCEP members



UNIVERSITY OF MINNESOTA

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

May 7, 1979

TO: Vice President Donald P. Brown
FROM: C. Peter Magrath
SUBJECT: Concerns About Decisions and Decision-Making/Purchasing and Printing

The attached material was handed to me at one of my recent meetings with the University Senate Consultative Committee. Much of it will be familiar to you in view of your March 5, 1979 letter to Ms. Elaine Martin.

I would appreciate your further thoughts on this, and your sending an appropriate communication to Professor Don Spring with a carbon to Professor Zaidi.

It seems to me that the concerns raised deserve discussion and should be resolved through improved communication. On the other hand, the implication that purchasing decisions of this type can and should be handled on an almost completely decentralized basis does not seem to me either practical or sound. In any event, the issues raised deserve further discussion all around so that we can all pull together -- which I am sure is what we all want.


CPM

CPM:kb

Enc.

cc: Professor W. D. Spring, Department of English, UMM
Professor Mahmood Zaidi, Chairman, Senate Consultative Committee
Ms. Beverly Kaemmer, University Press



UNIVERSITY OF MINNESOTA
MORRIS

Division of the Humanities
104 Humanities Building
Morris, Minnesota 56267

4 April 1979

Beverly Kaemmer
University Press
2037 University Avenue SE
Minneapolis, MN 55455

Dear Ms. Kaemmer:

Thank you for your letter of March 28, 1979. My Subcommittee is certainly interested in decision-making concerns of the sort you describe; I shall discuss the matter with the members at our next meeting.

I am concerned, however, that any Subcommittee report requesting action may be delayed until the end of the quarter. Your problem, it seems to me, deserves more urgent attention. Consequently, I am sending a copy of your letter, with enclosures, to Professor Zaidi for immediate discussion by the full Consultative Committee.

Sincerely yours,

W. D. Spring
Chairman

WDS/ddj



UNIVERSITY OF MINNESOTA
TWIN CITIES

University Press
2037 University Avenue S.E.
Minneapolis, Minnesota 55455
(612) 373-3266

March 28, 1979

Professor W. Donald Spring
Department of English
University of Minnesota
Morris, MN 56267

Dear Professor Spring:

I am writing to you in your capacity as chairperson of the special committee appointed to consider and report on the Watson report. Since this report concerns decision-making within the University, it seemed appropriate that an instance of decision-making involving support services and academic departments be brought to your attention. I do so on behalf of members of several departments that function under Academic Affairs.

Briefly, the situation is this: On September 14, 1978, a memo was issued by Robert James, Director of Purchasing and Stores (Xerox attached), indicating that the "Department of Printing and Graphic Arts will review printing requisitions on behalf of the Purchasing Department. They will make a review of these specifications for completeness to minimize problems in the bidding and in the subsequent printing process. Once the specifications have been clarified, then a decision will be made as to whether this work would be better done in the University print shops or the requisition forwarded to Purchasing for bidding outside the University." In effect, this memo gave the printing department power to choose whether the buyer would work with them or would work with an outside supplier. As many of us saw it, it established a virtual monopoly. This situation involves the complicated issues of quality, cost, and timing, and I will not comment on them in detail here. There is much relevant information available.

There followed two significant developments: strong protests from the academic departments within the university that are buyers of typesetting, printing, and duplicating services, and the establishment of "gentlemen's agreements" between the printing department and certain major buyers of these services, agreements allowing the departments to suggest that certain jobs be done outside the University--suggestions that in the Press's case have been honored thus far. One of the more vocal protest groups was the University Editors Association, which succeeded in getting the concession that the printing department would bid competitively with outside suppliers (see attached correspondence). This may go a long way toward improving the situation. But the fact remains that many of us within the departments affected by the James memo seriously question the manner in which the original decision was made--without consultation with the departments affected--and the advisability of running the business of our

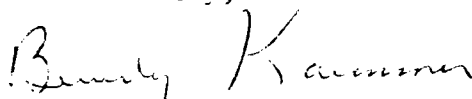
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departments on the basis of "gentlemen's agreements." Speaking for the University Press, I can say that it makes us more than a little uncomfortable to operate under a gentlemen's agreement, since this agreement was made with current personnel and we have no guarantee that it will be honored if personnel changes.

If you think this situation is relevant to the concerns of your committee, representatives from several departments, including the Graduate School, University Gallery, and the Press, would welcome the chance to meet with your committee to discuss the situation. Please do call me (373-5014) if you have questions.

I look forward to hearing from you and thank you for your attention to this letter.

Yours sincerely,



Beverly Kaemmer
General Manager
Copy Editing and Production

BK/rs

encl.

Sept. 14, 1978

To: Provosts, Deans, Directors and Department Heads

From: Robert James, Director of Purchasing and
Stores

Subject: Printing Purchases

The Purchasing Department is pleased to announce the establishment of printing/consulting arrangements to be provided by the University of Minnesota Department of Printing and Graphic Arts. Printing, like so many other fields, has been changing very rapidly in recent years with the introduction of numerous new technologies. This has made it more and more difficult for many departments to deal with printing matters on a competitive basis. It has also made preparation of specifications for printers increasingly difficult. This, in turn, can result in a substantial increase in prices paid by the originating department.

The Purchasing Department and the University Department of Printing and Graphic Arts have worked out the consulting arrangement whereby the Department of Printing and Graphic Arts will review printing requisitions on behalf of the Purchasing Department. They will make a review of the specifications for completeness to minimize problems in the bidding and in the subsequent printing process. Once the specifications have been clarified, then a decision will be made as to whether this work would be better done in the University print shops or the requisition forwarded to Purchasing for bidding outside the University. We believe that substantial benefits will result either way. On the one hand, by having better specifications we can get more complete competition in the bidding process and be more assured of quality performance by the successful bidder. On the other hand, by possibly having more work flow through the University print shops the greater utilization of machinery and personnel will result in lower cost for all departments through the spreading of these fixed costs

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over larger quantity printing. The Department of Printing and Graphic Arts will make no charge for this service in the belief that the extra effort required will be accommodated in the higher level of production resulting from this revision of procedures.

This modification and consulting availability will be put into effect immediately and will include all requests for printing, type setting, and duplicating which should be submitted directly to the Printing and Graphic Arts Department, 2818 Como Avenue Southeast, on a printing requisition. Requisitions forwarded directly to the Purchasing Department will only be delayed. Changes of this type will require a period of adjustment while the new procedures are clarified. We ask your cooperation with the assurance that Purchasing and Printing and Graphic Arts will make the utmost effort to expedite service in a prompt and professional manner.

rdj/s

Bob James's memorandum of September 14 regarding printing purchases has raised serious philosophical as well as practical concerns among members of the University Editors Association (a group of 22 editors and public relations persons who produce publications for 59 different units of the University). According to James's memo, the printing department will determine whether or not typesetting, printing, or duplicating can go out on bids. Our most basic concern is the manner in which this major policy was developed, approved, and issued.

There was no prior consultation with or input from the people most directly affected by the policy. Academic units are not accustomed to having central administration make unilateral decisions that have serious implications for individual departmental budgets. At the very least, user departments should have had the opportunity to hear the pros and cons of controlling printing bids before being forced to accept such a policy. We strongly recommend that you suspend the policy until the ramifications of this procedure can be considered further. If, after consultation, such a procedure is initiated, we hope it will be on a trial basis with a measurement mechanism developed for testing its effectiveness during the trial period.

A second concern is the wisdom of vesting this decision-making power in a department that has never undergone external review of its operations. It does not seem advisable to give such absolute power to any single department without some provision for periodic review and evaluation of that department's performance. As users, we need to know whether the printing department can supply more economical printing to University departments than outside vendors can. Many of the units we represent have histories of difficulties with the printing department in getting quality printing on time at a cost that is near the estimate. We need to know whether the printing department can maintain a consistently high standard of printing and service. Users must be allowed to evaluate the quality of service they are receiving and to become a constructive voice for change if it is needed.

Tangential to this is the question of who is best qualified to control decisions concerning printing at the University. Units with professional editorial staffs have the necessary expertise to find the printer they need for particular jobs without the imposed assistance of the printing department. Many users feel the printing department's decisions will be shaded, consciously or unconsciously, by self-interest rather than being made in the best interest of the user department or the University.

It is our opinion that the existence of these and other related concerns is of sufficient gravity to necessitate extensive investigation into this hastily formulated policy. Please direct your response to Kathy Wolter, University editor, S-68 Morrill Hall (3-5699). If you'd like to meet with a group of us to discuss our concerns, she will arrange it.



UNIVERSITY OF MINNESOTA

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100 Church Street S.E.
Minneapolis, Minnesota 55455
(612) 373-5940

March 5, 1979

Ms. Elaine Martin
Editorial Assistant
Medical School Curriculum Affairs
Box 33 Mayo Memorial Building

Dear Ms. Martin:

Thank you for your thoughtful letter of February 22nd relative to our recently instituted policy of reviewing specifications for all printing orders. Let me first assure you that the decision to require that the Printing Department review and approve specifications was not casually made, and while it is always wise to have extensive consultation in advance of such a decision, it is my understanding that there has been considerable discussion since Mr. James' memorandum of September 14th.

It is my understanding that there is considerable misunderstanding of the policy change which was instituted last fall. It was not my intention then, nor is it my intention now, to give to the Printing Department the absolute power to decide where printing will be done. In any case where a department wants the work to go out for bid, I am instructing the Purchasing Department to honor that request. In these instances if the University Printing Department wishes to do so, they may bid on the work, and if they are the low bidder, the contract will be awarded to them.

I believe the University Printing Department is a quality vendor of printing services and that they are reasonably efficient. As always, it is our intention to continue to develop that activity so as to better serve the printing needs of the entire University.

Incidentally, we have had a thorough management study made of the Printing Department by Ernst & Ernst, a management consulting firm. I am enclosing herewith a copy of this study and ask that you share it with other interested parties. I believe that you will find that the consultant has provided a fairly objective review of the Printing Department policies and procedures and has made some constructive comments for improvement. As with all of our support services, it is my intention that we will continually strive to improve our operations and to provide the highest quality service to the University community at the lowest possible price.

If you have any further questions, please let me know.

Very truly yours,

A handwritten signature in black ink, appearing to read 'D. P. Brown', written over a circular stamp or mark.

Donald P. Brown
Vice President for Finance

DPB/pj

Attachment

cc: Mr. Russ Tall
Mr. Lester Metz
Mr. Bob James