



UNIVERSITY OF MINNESOTA  
TWIN CITIES

All University Senate Consultative Committee  
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MINUTES OF THE SENATE CONSULTATIVE COMMITTEE

Meeting of February 1, 1979

APPROVED 3/1/79

The All University Senate Consultative Committee convened its tenth meeting of the 1978-79 academic year on Thursday, February 1, 1979, in Room 608 of the Campus Club.

Members present included Professor George Blake, Mr. Steve Carlson, Mr. Dick Cooke, Professor Wendell Glick, Mr. Patrick Eckman, Professor Ken Keller, Mr. Richard Kottke, Professor Fred Morrison, Professor Richard Purple, Professor Don Spring, Professor Vera Schletzer, Ms. Elizabeth Sands, Mr. Doug Watson, and Professor Mahmood Zaidi, Chairman.

Professor Zaidi called the meeting to order at 12:30 P.M.

1. The Minutes for January 4, 1979, were approved.

The Minutes for January 18, 1979 were approved with corrections.

2. Graduate School Presentation Professor Zaidi introduced Deans Ibele, Zimmerman, and Wallace from the graduate school. A brief history of the Graduate School was presented which included statistics on enrollment, budget and number of faculty, and an explanation of the structure and organization of the graduate school. The graduate school has conducted review of 75% of its programs; among the continuing concerns of the graduate school are the quality of students admitted, support for students at the thesis stage, declining enrollment in the humanities, and placement. In addition, Dean Ibele stressed that the graduate school continues to be concerned with the acquisition of research funds for graduate faculty. In the opinion of the Deans, the present health of graduate education is good.

Professor Keller asked that Dean Ibele comment on the recent Chronicle of Higher Education poll which placed only three University departments in the top ten in their disciplines. In response, Dean Ibele indicated that other institutions have advanced more rapidly because they have more resources than the University of Minnesota. In terms of outreach, tuition has been set to make graduate education more available to part-time students and classes have been scheduled at more convenient times for those students.

Professor Morrison moved to another area and asked in what ways program reviews are made a part of the decision-making process at the University and if they are integrated formally into budget process. Dean Ibele stated that the attention is made to provide resources where needed and that the results of program reviews are used when presenting budget requests but are not formally included in the budget process. Dean Ibele also indicated that the most useful part of program reviews is the self-survey which they provide because this tends to spread knowledge about high quality programs. However, on the negative side, resources are often insufficient to implement the results of these reviews.

Since graduate faculty appointments duplicate the tenure process, Professor Morrison asked why this process is done twice. Because there are different criteria governing programs, Dean Ibele explained; the two processes do not parallel one another.

Mr. Eckman asked how the graduate student body had changed over the last ten years and whether any trends were discernible. According to graduate information the % of women enrolled has risen from 30% to 40% and there are more part-time students.

Professor Purple posed further questions concerning program reviews, asking whether these reviews had any effect on phasing out programs or adding new programs. Are there mechanisms, he inquired, for adding new programs? Dean Ibele indicated that program reviews have led some departments to cut enrollment when no jobs are available. Program reviewers may make suggestions concerning new programs; such suggestions would normally occur in the second round of reviews. If a program review reveals a weak program, reviewers suggest what to do to improve it but they do not suggest termination of programs.

Professor Glick asked what the implications of the Outreach Report are for Graduate School. In response, the Deans indicated that they have been concerned about the admissions problem, and that faculty have to be assured that there will be sufficient time for research and scholarly activities when they cover day, night, and summer sessions.

Mr. Cooke asked whether students are discouraged by counselors from attending graduate school at Minnesota. The Deans suggested that such situations would depend on the field and the program--counselors may encourage students to go elsewhere for graduate school.

Professors Zaidi and Schletzer posed further questions dealing with program reviews: 1) How are program reviews received by the Regents and 2) how are outside reviewers selected for program reviews? Dean Ibele stated that Regents

seem to appreciate program reviews and such reviews contribute to Regents' understanding of our programs. Selection of reviewers is done by departments though deans may review and add or delete from the list departments provide.

Professor Zaidi expressed appreciation to our visitors and the Committee moved to the regular order of business.

3. Professor Schletzer reported on the work of the Subcommittee on Intercollegiate Athletics. She summarized the conclusions reached by the Subcommittee and indicated a written report was forthcoming. The role of athletics at the University is mainly public relations; educational and moral values obtained are minimal. The Subcommittee stressed that the legislature should not be asked to support Men's Intercollegiate Athletics on the Twin Cities' Campus; legislative support for women's athletics however is needed. Otherwise funds for the support of Women's Intercollegiate Athletics would have to come from men's revenue sports.

While the Report did not address All questions, it recommended that the legislature fund the entire O&M budget, with gate receipts returning to the University's general fund. In the opinion of the Subcommittee, this policy should not be followed. Mr. Carlson moved the SCC not recommend that the legislature fail to fund. This was seconded. In response, Professor Keller offered a substitute notion: In view of the many demands for funds in University programs, the relatively low priority of Intercollegiate Athletics when compared with those other demands and the constrained fiscal resources of the state, the SCC recommends that the University not request from the legislature support for the Twin Cities Men's Intercollegiate Athletic Program.

Mr. Carlson opposed the substitute motion and stated that there should be public support for public athletics. If public support is cut off, some segments of the University will be favored over others. In response, Professor Keller stated that if the public is entertained, the public should pay. Professor Spring added another consideration based on prioritizing the budget. He indicated that some things are lowered in prioritizing and, in his opinion, Men's Intercollegiate Athletics would compete with things we can ill-afford to lose.

The question on the substitute motion was called and passed; Mr. Carlson voted no.  
5. It was decided that SCC would visit the Waseca Campus on April 19 and the Morris Campus on May 3.

6. Professor Zaidi asked Professor Morrison to discuss the budget development schedule and indicate the dates UCBRR will meet and present its report to SCC.

According to Professor Morrison, UCBRR will review decision-packages during March Twin Cities exam week and, sometime before April 15, will prepare the final UCBRR recommendations on reallocation for SCC. Therefore, it seems appropriate that SCC should consider these recommendations during the last half of April. UCBRR will consider Retrenchment approximately 3/12 and SCC will take up retrenchment at its 4/5 meeting.

7. The Chairman distributed the report of the Select Committee and the Committee directed the Chairman to take the following action: Because the report will come before the Senate, the Chair is to indicate that the report at the Feb. 15 meeting is only for discussion, transmission to the President, and appropriate referral to the Senate Committees and that The SCC will place this report on the Senate Docket for action at the March 29th Senate Meeting.

Professor Zaidi announced that President Magrath will hold meetings with Deans once a month to discuss issues scheduled in advance. These meetings are informal and there will be an evaluation of their effectiveness.

Items 4, 5, 6, 7, 8, were postponed. Professor Zaidi distributed the merit/equity document.

The meeting was adjourned at 3:00 p.m.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Office of the Dean

Graduate School  
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Minneapolis, Minnesota 55455

January 9, 1979

TO: Professor Mahmood Zaidi, Chairman, SCC  
FROM: Kenneth Zimmerman, Assistant Dean *K. Zimmerman*  
SUBJECT: Graduate School Program Information (Supplement)

Enclosed is a set of program review and enrollment data that supplements the documents forwarded to you on December 21. Included are 1) a list of completed program reviews; 2) a list of program reviews yet to be conducted; 3) Graduate School enrollment by program major (in rank order) for 1977 and 1978; and 4) Graduate School enrollment by undergraduate college affiliation for the five years from 1974 to 1978.

We have reserved our calendars for February 1 and March 1 in anticipation of the Graduate School appearance before the Senate Consultative Committee. We look forward to the presentation. Please confirm exact times and places with us at your earliest convenience.

KZ:nj

cc: Warren Ibele  
John Wallace

GRADUATE SCHOOL PROGRAM REVIEWS

<u>Program</u>	<u>Year &amp; Quarter of Site Visit</u>
Agricultural (and Applied) Economics (w/CSRS)	1975-76 (S)
Agricultural Education; Business Education; Distributive Education; Home Economics Education; Industrial Education; Vocational Education <sup>1</sup>	1973-74 (W)
Agricultural Engineering (w/CSRS & Ag)	1977-78 (S)
Agronomy; Plant Breeding <sup>1</sup> (w/CSRS)	1973-74 (S)
*American Studies <sup>2</sup> (w/CLA)	1975-76 (F)
Anatomy	1973-74 (S)
Ancient Near Eastern and Jewish Studies (see Near and Middle Eastern Studies)	
Animal Physiology; Animal Science <sup>1</sup> (w/CSRS)	1973-74 (F)
Animal Science (see Animal Physiology)	
Anthropology <sup>2</sup> (w/CLA)	1973-74 (S)
Architecture (and Landscape Architecture) <sup>1,2</sup> (w/IT)	1976-77 (S)
Art History; Museology <sup>1</sup>	1973-74 (W)
Astronomy (see Physics)	
Astrophysics (see Physics)	
Biochemistry (Biological Sciences & Medical School)	1973-74 (W)
Business Education (see Agricultural Education)	
Business Administration	1975-76 (W)
Chemical Engineering; Metallurgy and Materials Science <sup>1,2</sup> (w/IT)	1974-75 (S)
Chemical Physics (see Chemistry)	
Chemistry; Chemical Physics <sup>1,2</sup> (w/IT)	1974-75 (W)
Child Psychology	1973-74 (S)
*Chinese; Japanese; East Asian Studies <sup>1,2</sup> (w/CLA)	1974-75 (S)

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<sup>1</sup>Distinct but related programs examined through a single review

<sup>2</sup>Graduate program review coordinated with undergraduate program review

<sup>3</sup>Graduate program review coordinated with accreditation review

\*Coordinated by CLA staff

## GRADUATE SCHOOL PROGRAM REVIEWS

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<u>Program</u>	<u>Year &amp; Quarter of Site Visit</u>
Civil Engineering; Geo-Engineering; Geo-Technology; Mineral Engineering <sup>1,2</sup> (w/IT)	1977-78 (W)
Classics (see Greek)	
Classical Area Studies (see Greek)	
Communication (see English)	
*Communication Disorders <sup>2</sup> (w/CLA)	1975-76 (W)
Comparative Literature	1974-75 (S)
Composition (see English)	
Computer and Information Sciences (see Mathematics)	
Control Science (see Mathematics)	
Dentistry	1973-74 (accred.) 1975-76 (IRC reports)
Dermatology (w/Med Sch)	1977-78 (S)
Design (see Home Economics)	
Distributive Education (see Agricultural Education)	
Economics <sup>2</sup> (w/CLA)	1975-76 (S)
Educational Administration (w/Educ)	1975-76 (S)
Educational Psychology; Psychoeducational Studies; Social, Psychological, and Philosophical Foundations of Education <sup>1,2</sup> (w/Educ; one external reviewer for EPsy, 1 ERC for Psychoed St, 1 ERC for SPPFE; 1 IRC for EPsy & Psychoed St, 1 IRC for EPsy & SPPFE)	1977-78 (W)
*English; Composition, Communication <sup>2</sup> (w/CLA)	1976-77 (S)
English as a Second Language (see Linguistics)	
Entomology; Fisheries; Wildlife <sup>1</sup> (w/CSRS; 1 ERC; 2 IRC's-- 1 for Ent and 1 for Fisheries & Wldlf)	1975-76 (W)
Family Social Science (see Home Economics)	
Fisheries (see Entomology)	
Food Science; Nutrition (2 IRC's; 2 ERC's; simultaneous site visits)	1975-76 (F)
Forestry (w/CSRS)	1974-75 (S)

<u>Program</u>	<u>Year &amp; Quarter of Site Visit</u>
*French, French and Italian; Italian <sup>1,2</sup> (w/CLA)	1976-77 (F)
French and Italian (see French)	
Genetics (and Cell Biology); Zoology <sup>1,2</sup> (w/CBS; 2 ERC's; 1 IRC)	1975-76 (W)
Geo-Engineering (see Civil Engineering)	
Geography <sup>2</sup> (w/CLA)	1974-75 (F)
Geology; Geophysics; Hydrogeology; Mineralogy and Petrology <sup>1,2</sup> (w/IT)	1975-76 (S)
Geophysics (see Geology)	
Geo-Technology (see Civil Engineering)	
*German <sup>2</sup> (w/CLA)	1975-76 (S)
Greek; Latin; Classics; Classical Area Studies <sup>1,2</sup> (w/CLA)	1974-75 (W)
History <sup>2</sup> (w/CLA)	1977-78 (S)
Home Economics <sup>2</sup> (including Design and Family Social Science; w/HEC)	1976-77 (S)
Home Economics Education (see Agricultural Education)	
Horticulture (and Landscape Architecture) <sup>1,2</sup> (w/CSRS & Ag)	1976-77 (S)
Hydrogeology (see Geology)	
Industrial Education (see Agricultural Education)	
Industrial Engineering (see Mathematics)	
Industrial Relations	1975-76 (S)
Italian (see French)	
Japanese (see Chinese)	
Laboratory Medicine (w/Med Sch)	1977-78 (S)
Latin (see Greek)	
Library Science <sup>3</sup>	1974-75 (S)
Linguistics; English as a Second Language <sup>1,2</sup> (w/CLA)	1976-77 (W)
Mass Communication, (Journalism and) <sup>2</sup> w/CLA)	1975-76 (S)
Mathematics; Statistics; Computer and Information Sciences; Control Sciences; Operations Research; Industrial Engineering <sup>1</sup>	1972-73 (S)



## GRADUATE SCHOOL PROGRAM REVIEWS

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<u>Program</u>	<u>Year &amp; Quarter of Site Visit</u>
Medical Technology (w/Med Sch)	1977-78 (S)
Metallurgy and Materials Science (see Chemical Engineering)	
Microbiology	1973-74 (S)
Middle Eastern and Islamic Studies (see Near and Middle Eastern Studies)	
Mineral Engineering (see Civil Engineering)	
Mineralogy and Petrology (see Geology)	
Museology (see Art History)	
Music; Music Education <sup>1,2</sup> (w/CLA & Educ)	1974-75 (W)
Music Education (see Music)	
Near and Middle Eastern Studies (including Ancient Near Eastern and Jewish Studies and Middle Eastern and Islamic Studies) <sup>1,2</sup> (w/CLA; 2 ERC's; 1 IRC)	1977-78 (S)
Nursing <sup>3</sup>	1976-77 (S)
Nutrition (see Food Science)	
Operations Research (see Mathematics)	
Pharmacology	1973-74 (S)
Philosophy	1972-73 (S)
Physical Education; Recreation and Park Administration <sup>1,2</sup> (w/Educ)	1974-75 (S)
Physics; Astronomy; Astrophysics <sup>1,2</sup> (w/IT)	1975-76 (S)
Physiology	1973-74 (S)
Planning (see Public Affairs)	
Plant Breeding (see Agronomy)	
Plant Pathology (w/CSRS)	1974-75 (S)
Plant Physiology	1974-75 (S)
Political Science <sup>2</sup> (w/CLA)	1976-77 (S)
Portuguese (see Spanish)	
Psychoeducational Studies (see Educational Psychology)	

<u>Program</u>	<u>Year &amp; Quarter of Site Visit</u>
Psychology <sup>2</sup> (w/CLA)	1974-75 (S)
Public Affairs; Planning <sup>1,2</sup> (w/CLA)	1977-78 (S)
Recreation and Park Administration (see Physical Education)	
Scandinavian <sup>2</sup> (w/CLA)	1973-74 (S)
Social, Psychological, and Philosophical Foundations of Education (see Educational Psychology)	
Social Work	1972-73 (S)
*Sociology <sup>2</sup> (w/CLA)	1974-75 (W)
Soil Science (w/CSRS)	1973-74 (W)
South Asian Studies <sup>2</sup> (w/CLA)	1977-78 (S)
Spanish; Portuguese	1972-73 (S)
*Speech-Communication <sup>2</sup> (w/CLA)	1974-75 (W)
Statistics (see Mathematics)	
Studio Arts <sup>2</sup> (w/CLA)	1976-77 (S)
Theatre Arts <sup>2,3</sup> (w/CLA)	1975-76 (S)
Veterinary Anatomy (see Veterinary Basic Sciences)	
Veterinary Basic Sciences (including Veterinary Anatomy; Veterinary Microbiology; Veterinary Parasitology; Veterinary Pathology; and Veterinary Physiology and Pharmacology) <sup>1</sup> (w/Vet Med)	1977-78 (W)
Veterinary Microbiology (see Veterinary Basic Sciences)	
Veterinary Parasitology (see Veterinary Basic Sciences)	
Veterinary Pathology (see Veterinary Basic Sciences)	
Veterinary Physiology and Pharmacology (see Veterinary Basic Sciences)	
Vocational Education (see Agricultural Education)	
Wildlife (see Entomology)	
Zoology (see Genetics)	

UMD GRADUATE PROGRAM REVIEWS

<u>Program</u>	<u>Year &amp; Quarter of Site Visit</u>
Biology; Botany; Zoology <sup>1,2</sup> (w/Letters and Sci)	1976-77 (W)
Chemistry	1973-74 (S)
Communicative Disorders <sup>2</sup> (w/Educ)	1975-76 (S)
Educational Psychology <sup>2</sup> (w/Educ)	1976-77 (S)
English	1973-74 (F)
Geology	1974-75 (S)
History <sup>2</sup> (w/Letters and Sci)	1975-76 (S)
Social Work	1974-75 (S)

TWIN CITIES CAMPUS  
GRADUATE PROGRAMS  
REMAINING TO BE REVIEWED

Aerospace Engineering

American Legal Institutions

Ancient Studies

Anesthesiology

Art Education

Biology

Biomedical Engineering

Biometry and Health Information Systems

Biophysics

Botany

Criminal Justice Studies

Ecology

Education

Electrical Engineering

Elementary Education

Environmental Health

Epidemiology

Experimental Surgery

Family Planning Administration

Family Practice and Community Health

Fluid Mechanics

Germanic Philology

History of Medicine and Biological Sciences

Hospital and Health Care Administration

Hospital Pharmacy

Mathematics Education

Mechanical Engineering

Mechanics

Medical Microbiology

Medicinal Chemistry

Medicine

Neurology

Neurosurgery

Obstetrics and Gynecology

Ophthalmology

Orthopedic Surgery

Otolaryngology

Pathology

Pediatrics

Pharmaceutics

Pharmacognosy

Physical Medicine and Rehabilitation

Physical Therapy

Physiological Hygiene

Psychiatry

Public Health

Radiology

Secondary Education

Social and Administrative Pharmacy

Surgery

Therapeutic Radiology

Theriogenology

Urology

Veterinary Medicine

Veterinary Surgery, Radiology, & Anesthesiology

UMD CAMPUS  
GRADUATE PROGRAMS  
REMAINING TO BE REVIEWED

Business Administration

Education (Art)

Education (Elementary and Secondary)

Education (Music)

Educational Administration

Physics

Studio Art

Graduate Programs Not Reviewed (by Council)

Education and Psychology

Art Education

Education (UMD & TC)

Elementary Education  
Mathematics Education  
Secondary Education

Health Sciences

all except: Anatomy                      Dermatology  
                  Biochemistry                Medical Technology  
                  Dentistry                            Laboratory Medicine  
                  Microbiology                    Veterinary Basic Sciences  
                  Nursing  
                  Pharmacology  
                  Physiology

LLA

Ancient Studies

Art (UMD)  
Germanic Philology

Physical Sciences

Aerospace Eng.

Control Sciences

Electrical Eng.  
Fluid Mechanics  
Mechanical Eng.  
Mechanics

Plant & Animal Sciences

Biology (TC)  
Botany (TC)  
Ecology

Social Sciences

American Legal Inst.  
Ancient Studies  
Criminal Justice Studies

## GRADUATE SCHOOL

## MAJOR ENROLLMENT - DESCENDING ORDER - FALL QUARTER 1977

Bus. Admin.	560	Botany	39
Educ. Psych.	278	Zoology	39
Education	250	Horticulture	38
Psychology	240	English Sec. Lng.	37
Social Work	208	Nutrition	37
Educ. Adm.	200	Elem. Educ.	36
Elec. Eng.	172	Physical Educ.	35
Library Sci.	172	Biology	32
English	153	Genetics	32
Mass Comm.	152	Entomology	30
Chemistry	146	Plant Breed.	29
History	145	Plant Path.	29
Nursing	126	Anatomy	28
Theater Arts	122	German	27
Music	118	Metal. Mat. Sci.	27
Mathematics	116	Pathology	24
Computer Sci.	105	Voc. Educ.	24
Surgery	99	Biom. HIS.	23
Am. Studies	96	Linguistics	23
Economics	96	Vet. Microb.	23
Chem. Eng.	94	Comm. Dis.	22
Home Econ.	91	Music Educ.	22
Physics	89	Comp. Lit.	20
Indus. Rels	88	Pharm. Adm.	20
Sociology	88	Indus. Educ.	19
Mech. Eng.	85	Phys. Med. & Rehab.	19
Civil Eng.	81	Mechanics	18
Agr. Econ.	80	Medicinal Chem.	18
Biochemistry	77	Agronomy	17
Spch. Comm.	76	Dermatology	17
Political Sci.	73	Ancient Studies	16
Forestry	72	Otolaryngology	16
Geography	72	Pharmaceutics	16
Ecology	63	Speech Sci.	16
Architecture	61	Hosp. HC. Adm.	15
Public Affairs	59	Plant Physiol.	15
Philosophy	54	So. Asian Lng.	15
Animal Sci.	49	Agric. Eng.	14
Art History	49	Biometry	14
Food Sci.	49	Crm. Just. Stds.	14
Env. Health	44	Lab. Med.	14
Microbiology	44	Rec. Pk. Adm.	14
Neurology	44	Wildlife	14
Child Psych.	43	Class. Area	13
Dentistry	43	Fisheries	13
Second Educ.	43	Geo-Eng.	13
Statistics	43	Biomed-Eng.	12
Anthropology	42	Bus. Educ.	12
Pharmacology	42	Scandinavian	12
Public Health	42	No Major	12
Soil Science	42	Aerospace Eng.	11
Spanish	42	Animal Phys.	11
Art Studio	41	Classics	11
French	41	Fam. Pract.	11
Geology	41	Geophysics	11
Physiology	41	Hosp. Pharm.	11

Med. Micro.	11
Med. Tech.	11
Min. Eng.	11
Neurosurg.	11
Ortho. Surg.	11
Planning	11
Art Educ.	10
Min. Pet.	10
Vet. Med.	10
Vet. Path.	10
Biophysics	9
Hisp. Ling.	9
Oper. Resch.	9
Soc. Ph. Fdtn.	9
Theriogenology	9
Vet. Surgery	9
Chinese	8
Hydrogeology	8
Math. Educ.	8
Radiology	8
Vet. Anatomy	8
Transient	8
Epidemiology	7
Indus. Eng.	7
Ophthalmology	7
Pharmacognosy	7
Psychiatry	7
Control Sci.	6
Pediatrics	6
Portuguese	6
Dist. Educ.	5
Japanese	5
Phys. Therapy	5
Anesthesiology	4
Astronomy	4
Chem. Physics	4
Germ. Phil.	4
Home Econ. Ed.	4
Oral Biol.	4
Agric. Educ.	3
Astrophysics	3
Fluid Mechanics	3
Greek	3
Hist. Med.	3
Medicine	3
Vet. Physiol.	3
Arabic	2
Exper. Surg.	2
Fam. Plan.	2
Latin	2
Museology	2
Anal. Chem.	1
Hist. Educ.	1
Metal.Eng.	1
Physiol. Hyg.	1
Thera. Rdgy.	1
Urology	1
Vet. Parasit.	1



## GRADUATE SCHOOL

## MAJOR ENROLLMENT - DESCENDING ORDER - FALL QUARTER 1978

Bus. Admin.	592	Nutrition	39
Educ. Psych.	283	Soil Sci.	39
Education	237	Botany	37
Psychology	223	Elem. Educ.	36
Educ. Adm.	217	Entomology	36
Social Work	185	Pharmacology	36
Elec. Eng.	166	Art Studio	35
English	159	Plant Breed.	35
Library Sci.	151	Physiology	33
Chemistry	143	Voc. Educ.	31
Mass Comm.	140	Biology	30
History	127	Zoology	29
Nursing	117	Geology	28
Mathematics	108	German	27
Chem. Eng.	105	Linguistics	25
Music	105	Neurology	25
Economics	100	No Major	23
Theater Arts	100	Biom. HIS.	22
Agric. Econ.	97	Med. Chem.	22
Surgery	95	Vet. Microb.	22
Sociology	94	Anatomy	21
Mech. Eng.	92	Comp. Lit.	21
Computer Sci.	89	Agronomy	20
Am. Studies	87	Crm. Just. Stds.	19
Civil Eng.	86	Metal. Mat. Sci.	19
Spch. Comm.	83	Phys. Med. & Rehab.	19
Forestry	82	Ancient Studies	18
Public Affairs	81	Lab. Med.	18
Architecture	80	Vet. Med.	18
Indus. Rels.	79	Agric. Eng.	17
Ecology	70	Animal Phys.	17
Home Econ.	70	Indus. Educ.	17
Physics	70	Plant Phys.	17
Political Sci.	70	Second Educ.	17
Geography	68	Dermatology	16
Biochemistry	61	Fam. Pract.	16
Child Psych.	55	Mechanics	16
Microbiology	53	Rec. Pk. Adm.	16
Art History	52	So. Asian Lng.	16
Philosophy	52	Ortho. Surg.	15
Food Sci.	50	Pharmaceutics	15
Anthropology	48	Wildlife	15
Dentistry	47	Hosp. Pharm.	14
Env. Health	47	Neurosurg.	14
Statistics	46	Pathology	14
English Sec. Lng.	45	Classics	13
Animal Sci.	43	Hosp. HC. Adm.	13
Genetics	43	Music Educ.	13
Plant Path.	42	Aerospace Eng.	12
Undecided	42	Biomed. Eng.	12
French	41	Geo-Eng.	12
Physical Educ.	41	Home Econ. Ed.	12
Comm. Dis.	40	Planning	12
Horticulture	40	Art Educ.	11
Public Health	40	Class. Area.	11
Spanish	40	Geophysics	11

Min. Eng.	11
Otolaryngology	11
Bus. Educ.	10
Indus. Eng.	10
Med. Micb.	10
Pharm. Adm.	9
Scandinavian	9
Theriogenology	9
Transient	9
Soc. Adm. Phry.	9
Fisheries	8
Hisp. Ling.	8
Med. Tech.	8
Oper. Resch.	8
Soc. Ph. Fdtn.	8
Min. Pet.	7
Vet. Surg.	7
Biophysics	6
Chinese	6
Control Sci.	6
Germ. Phil.	6
Hydrogeology	6
Japanese	6
Radiology	6
Biometry	5
Epidemiology	5
Math. Educ.	5
Oral Biol.	5
Pharmacognosy	5
Psychiatry	5
Speech Sci.	5
Vet. Anatomy	5
Vet. Path.	5
Dist. Educ.	4
Agr. Educ.	3
Anesthesiology	3
Astronomy	3
Astrophysics	3
Chem. Physics	3
Fluid Mechanics	3
Greek	3
Ophthalmology	3
Portuguese	3
Arabic	2
Exper. Surg.	2
Hist. Med.	2
Latin	2
Museology	2
Pediatrics	2
Vet. Physiol.	2
Amer. Legal	1
Bus. Tax.	1
Fam. Plan.	1
Italian	1
Metal. Eng.	1
Physiol. Hyg.	1
Phys. Therapy	1
Public Adm.	1
Vet. Parasit.	1

SUMMARY ----- GRADUATE SCHOOL ENROLLMENT BY UNDERGRADUATE COLLEGES - FALL QUARTER 1978

	<u>NEW</u>	<u>PREV. REG.</u>	<u>TOTAL</u>
College of Agriculture	146	369	515
College of Biological Sciences	54	185	239
College of Business Administration	218	454	672
School of Dentistry	7	45	52
College of Education	174	842	1016
College of Forestry	27	55	82
College of Home Economics	11	59	70
Institute of Technology	281	835	1116
Law School	1	-	1
College of Liberal Arts	623	1765	2388
Medical School	50	411	461
School of Nursing	50	67	117
College of Pharmacy	16	58	74
School of Public Health	49	83	132
College of Veterinary Medicine	11	58	69
MPLS, ST. PAUL TOTALS:	1718	5286	7004

## SUMMARY ----- GRADUATE SCHOOL ENROLLMENT BY UNDERGRADUATE COLLEGES

- FALL QUARTER 1977

	<u>NEW</u>	<u>PREV. REG.</u>	<u>TOTAL</u>
College of Agriculture	119	348	467
College of Biological Sciences	48	195	243
College of Business Administration	184	464	648
School of Dentistry	6	41	47
College of Education	178	838	1016
College of Forestry	20	52	72
College of Home Economics	16	75	91
Institute of Technology	320	838	1158
Law School	-	-	-
College of Liberal Arts	579	1881	2460
Medical School	61	471	532
School of Nursing	81	45	126
College of Pharmacy	23	49	72
School of Public Health	51	94	145
College of Veterinary Medicine	17	56	73
MPLS. ST. PAUL TOTALS:	1703	5447	7150

SUMMARY ----- GRADUATE SCHOOL ENROLLMENT BY UNDERGRADUATE COLLEGES  
 END OF SECOND WEEK

FALL QUARTER 1976

RC

	<u>NEW</u>	<u>PREV REG</u>	<u>TOTAL</u>
College of Agriculture	122	324	446
College of Biological Sciences	46	207	253
College of Business Administration	179	454	633
School of Dentistry	5	41	46
College of Education	185	857	1042
College of Forestry	21	48	69
College of Home Economics	18	80	98
Institute of Technology	291	846	1137
Law School	-	-	-
College of Liberal Arts	625	1963	2588
Medical School	75	491	566
School of Nursing	46	44	90
College of Pharmacy	14	54	68
School of Public Health	31	107	138
College of Veterinary Medicine	9	47	56
MPLS.ST.PAUL TOTALS:	1667	5563	7230

SUMMARY ----- GRADUATE SCHOOL ENROLLMENT BY UNDERGRADUATE COLLEGES - FALL QUARTER 1975

	<u>NEW</u>	<u>PREV REG</u>	<u>TOTAL</u>
College of Agriculture	107	320	427
College of Biological Sciences	68	201	269
College of Business Administration	205	438	643
School of Dentistry	10	54	64
College of Education	212	902	1114
College of Forestry	11	66	77
College of Home Economics	26	66	92
Institute of Technology	321	795	1116
Law School	-	2	2
College of Liberal Arts	745	2021	2766
Medical School	95	514	609
School of Nursing	43	46	89
College of Pharmacy	27	39	66
School of Public Health	30	102	132
College of Veterinary Medicine	19	36	55
MPLS. ST. PAUL TOTALS:	1919	5602	7521

SUMMARY ---- GRADUATE SCHOOL ENROLLMENT BY UNDERGRADUATE COLLEGES - FALL QUARTER 1974

	<u>NEW</u>	<u>PREV REG</u>	<u>TOTAL</u>
College of Agriculture	115	267	382
College of Biological Sciences	70	197	267
College of Business Administration	173	376	549
School of Dentistry	10	50	60
College of Education	192	852	1044
College of Forestry	25	46	71
College of Home Economics	26	55	81
Institute of Technology	311	767	1078
Law School	3	-	3
College of Liberal Arts	736	1984	2720
Medical School	101	507	608
School of Nursing	35	47	82
College of Pharmacy	13	46	59
School of Public Health	23	94	117
College of Veterinary Medicine	12	37	49
MPLS,ST.PAUL TOTALS;	1845	5325	7170



UNIVERSITY OF MINNESOTA

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

BM

Agenda Item

Draw  
Copies to members

January 22, 1979

To: Vice President Donald P. Brown  
From: C. Peter Magrath  
Subject: Proposed Budget Principles for 1979/80

I recently met with the University Senate Consultative Committee and received their suggestions on the draft Budget Principles that we circulated to them and that have already informationally come before the Board of Regents. SCC made a number of good suggestions that I believe can be incorporated into the Budget Principles. Let me turn to page two of the January 8, 1979 draft and the section on "Academic Salary Increases and Promotions." Please have the second paragraph of Section Four on page two read this way:

The President may set aside an amount to correct cases of manifest inequity in keeping with the recently developed procedures for handling merit and equity salary adjustments.

On page four, Section Eleven, "Indirect Cost Recovery," I would like to suggest the following change in wording:

A portion of this income will be included in the regular recurring budget as general income, and a portion will be allocated for non-recurring items. Efforts will continue to be made to return as much as possible of this indirect cost recovery income to the units that have generated it so as to stimulate additional research activity.

In addition, in discussions with SCC I learned that apropos Section Ten of the Budget Principles dealing with "Laboratory Fees" on page four, there seems to be a problem. As these fees have been reduced and subsumed within tuition, there are apparently a number of cases where the dollars are not getting back to the units that need them for laboratory fees -- thereby leading to another selective retrenchment. Professor Don Spring specifically mentioned this, and a number of other faculty members indicated that this problem had occurred in certain units. I believe that we must take a look at this and assure ourselves that the income previously derived from laboratory fees and needed by departments gets back to the department if the fees are eliminated or reduced. I would appreciate your looking into this.



Vice President Donald P. Brown  
January 22, 1979  
Page Two

In addition, Professor Ken Keller and others suggested that we might want to take a look, under Section Twelve, "Funding of Permanent Staff for Instructional Replacement," at the Budget Principle that full-time regular positions may be added to the printed budget up to 40% of the funds available through charges of regularly budgeted staff to contracts and grants. No one is suggesting any change for the coming budgetary year, but Ken raised the question as to why this is a principle applying up to 40% of the funds available. What is the rationale behind this, and should we examine this for the future?

There is one other suggested change that I think makes sense and I forgot to cover above. It pertains to Section Thirteen, "Supplies, Expense and Equipment," on page five. I would like to suggest rewording it this way:

With the expectation that the Legislature will provide some additional funds for supplies, expense and equipment, the President is authorized to allocate any unrestricted appropriations on a judgmental basis to colleges and administrative units where they are determined by administrative review to be most needed, consistent with the recently developed retrenchment and reallocation procedures. Price-level increases, if appropriated by the Legislature, will be allocated proportionately.

There is one final suggestion that emerged: that we try to use the proposed Budget Principles as a vehicle for discussing with and instructing the Regents on University budgetary needs that eventually must be stated in our Biennial Requests.

  
CPM

CPM:nw

cc: University Vice Presidents  
Mr. Chet Grygar, Budget Officer  
Dr. Jeanne Lupton, Associate to the President  
Dr. James Borgestad, Assistant to the President  
Professor Mahmood Zaidi, Chairperson, SCC

Rating Classifications

1. Unavoidable; meets multiple criteria or a criterion emphatically
2. Urgent; meets criteria clearly, calculated risks if not funded
3. Important; decidedly valid and worthy of funding
4. Deferrable; valid but deferrable without great risk
5. Unrated; does not meet the prescribed criteria convincingly

~~6,000~~  
 1,200,000  
 2,000,000

1.20
0.20
0.30
0.25
0.30
4.25

1. Unrated
2. Assurances
3. Freeze

4. Packages ~~accepted~~ <sup>approved</sup> may arrive too late to be spent  
 - Transfers to Dept because - Tax agent soft  
 5. Retrenchment for the next year unless before Assurances are  
 approved to fund  
 6.

Price level = 0.40  
 WFSUC = 2.34

Please call in

~~to the office~~

2 VP Keeler & Brown

If they have anything to  
add to what is being  
discussed.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Law School  
285 Law Building  
229 19th Avenue South  
Minneapolis, Minnesota 55455  
(612) 373-2717

JOBBER

January 16, 1979

President C. Peter Magrath  
202 Morrill Hall  
Campus

Dear President Magrath:

The University Committee on Biennial Request and Budget Review is preparing to review the retrenchment and reallocation decisions, which will be coming to us in early March. I am writing this letter so that there will be no misunderstanding about our role, or about the nature of the consultation which is to take place or the confidentiality of documents which will be available to us. I set the material forth in narrative form, describing the process as we see it. If it is not consistent with your understanding, please let us know before the process begins.

Early February: UCBRR will receive one or more copies of the retrenchment and reallocation packages submitted to your office by each budgeting unit. Responsibility for preparing and transmitting these copies will be in the hands of MPIS. UCBRR members will use these copies, together with summaries prepared by MPIS, to familiarize themselves with the questions which must be decided in short order in March. Please advise us of the extent to which these documents should be treated as privileged or confidential. If we do not receive any instructions, I will assume that they are available for public inspection.

Friday, March 2: You will release to UCBRR and SCC copies of your preliminary administrative recommendations with regard to retrenchment and reallocation. Copies should be sent to each member of the two committees directly by your office to expedite receipt.

Monday-Tuesday, March 12-13: UCBRR will meet to discuss your preliminary recommendations. We have tentatively decided

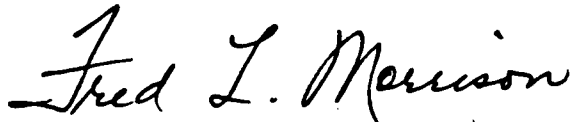
President C. Peter Magrath  
January 16, 1979  
Page 2

that we will not receive any oral statements at that time, i.e. that this review is not to be considered as a "public hearing." We will encourage those who have comments about the budget to direct them to you, and to supply us with copies for our information. We view our function as one of monitoring the allocations and retrenchments for conformity to the guidelines both in the process in which they are reached and the allocative judgments. We do not see our function as one of endorsing the ultimate outcome. UCBRBR will report to SCC.

March 13-23: Some time in this period, SCC will hold a meeting to review the UCBRBR report and to make its own report to you. You should contact Professor Zaidi regarding details of that portion of the process.

If this does not comport with your understanding of the process, please contact me.

Sincerely yours,



Fred L. Morrison  
Professor of Law

Chairman, University Committee on  
Biennial Request and Budget Review

FLM:nmv

cc: Professor Mahmood Zaidi



UNIVERSITY OF MINNESOTA

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

January 29, 1979

To: Vice Presidents, Provosts, Deans, Directors and Department Heads  
From: C. Peter Magrath, President  
Subject: Merit/Equity Adjustments for Faculty Members

This is to announce the manner in which I propose to allocate \$445,000 for unit merit/equity adjustments, to be made retroactive to July 1, 1978 for faculty members on A appointments and September 16, 1978 for individuals on B appointments. In making the decisions described in this memorandum, I carefully took into account recommendations made by a committee chaired by Vice President Henry Koffler and consisting of Associate Vice President David R. Preston, Dean William E. Gardner, and Professor Betty W. Robinett.

This committee followed the principles, procedures, and criteria described in my letter to you of November 3, 1978. The difficulty of obtaining comparative data, especially during the holiday season, and the time necessary for the deans to prepare their cases, delayed the process somewhat, but not seriously. In brief, provosts and deans were asked to identify units that they considered likely candidates for merit/equity adjustment and to suggest appropriate peer groups for such units. Data on total compensation (salaries plus fringe benefits) were then furnished to provosts and deans, although it was not always possible to provide information on institutions that do not belong to the Association of American Universities (AAU) Data Exchange group. In some instances, changes in the composition of a specific peer group were suggested by the Vice President for Academic Affairs or the Vice President for Health Sciences, and it was usually possible to resolve differences in judgment. However, because of the limited time available, some of the peer groups finally used in the analysis represented compromises. In the future these will be reexamined to assure the integrity of the process.

For the purpose of making objective judgments, "inequity" was pragmatically defined as meaning that a given unit fares less well in total compensation relative to its peer group than the University as a whole relative to its comparison group (the public institutions in the "Big Ten" and the University of California at Berkeley). The data furnished to the deans showed some of the units as disadvantaged by this definition and others to be more competitive than the University as a whole. In addition to enabling deans to select units for eventual nomination for adjustments, these data, I believe, also provided useful insights into other aspects of resource allocation.

On the basis of the data made available to them, or on the basis of other data, provosts and deans, through the appropriate vice president, developed cases for specific units which were then reviewed by the advisory committee chaired by Vice President Koffler. Existing inequities among units proposed for consideration ranged from 1.45% to 17.08%. Since, as we expected, the number of deserving claims exceeded the available funds, units had to be ranked in priority according to the extent of the inequity and the criteria for assessing University activities that have been developed as part of the interim guidelines for the 1979-80 budget. An effort was made to solve a few of the most urgent problems rather than to spread the available funds without making a significant impact anywhere in the institution. As I shall indicate in greater detail later, if legislative funding for increases in faculty compensation is sufficient, I will propose, after appropriate consultations, that we make additional unit merit/equity adjustments during 1979-81. The following units will receive allocations during 1978-79 as shown:

College of Biological Sciences, \$125,000

All departments within this College are experiencing inequities, which in the case of three units are among the highest in the University (Bell Museum, 17.08%; Genetics and Cell Biology, 13.05%; Biochemistry, 8.78%; Ecology and Behavioral Biology, 5.46%; and Botany, 3.44%). If it is feasible to repeat the process in the future, the merit/equity adjustments for this College will be completed by an allocation of \$40,000 for 1979-80.

College of Education, \$25,000

For two departments, Vocational and Technical Education and the Institute of Child Development, with 8.00% and 7.57% inequities, respectively.

Law School, \$84,000

The existing inequity relative to its peer group is 10.55%, the third highest among units proposed by deans for allocations. Should the process be repeated in 1979-80, an amount of \$16,000 will be earmarked to complete the adjustment for this School.

College of Liberal Arts, \$50,000

For some or all of the following units (percent inequity indicated in parentheses): Social Work (9.37); Art History (9.03); Statistics (6.47); Theater Arts (6.39); Linguistics (5.50); French and Italian (4.30); History (4.20); Humanities (4.00); and Spanish and Portuguese (4.00).

Medical School, \$36,000

For the Division of Medical Technology (6.68%) and the Department of Physiology (4.78%), with inequities as indicated.

Institute of Technology, \$125,000

Primarily for the Department of Chemistry (7.68%) and the School of Mathematics (5.95%), with inequities as indicated.

January 29, 1979

Page Three

The Vice President for Academic Affairs and the Vice President for Health Sciences will communicate details regarding these allocations to the deans of the above colleges. In turn, the deans will present specific plans for the best use of these funds for approval by the relevant vice president. Requests for departures from the proposed allocations will have to be approved; only minor exceptions will be permissible, and only if they would enable deans within their particular collegiate situation to assure the highest quality of programs. Deans and the department heads/chairpersons of units to which merit/equity funds are allocated should be reminded that "these allocations will not be across-the-board, but rather will be distributed to a relatively few faculty members. However, if this creates unwarranted discrepancies among the salaries of individual faculty members based on differences in merit, a broader distribution may be justified" (November 3, 1978).

When inequities were not demonstrable by the method described in my letter of November 3, 1978, and briefly in this memorandum, a few units chose to make their cases in different formats. To assess in a fair manner the relative disadvantage that specific components of the University experience, it is important to use a common methodology that allows objective comparisons. Claims based on data derived by methods that did not permit such comparisons were carefully examined. However, the reasons provided to justify exceptions from the application of a standardized approach were not persuasive enough to allow consideration of these claims for this year's allocation -- especially in relation to the strongly documented cases certain units were able to make. The relevant vice president will discuss specific situations with the deans of the units involved.

In several cases it has been difficult to define appropriate peer groups, and the Vice President for Academic Affairs, with the assistance of Management Planning and Information Services, will continue working with these units to improve the available data base. Some units made requests to remedy individual inequities, although inequity at the unit level was not demonstrable. As I indicated in November, "Provosts, deans, and department heads/chairpersons are responsible for assuring that, to the maximum extent possible, individual merit is appropriately recognized through the regular salary funds available to them." The purpose of this merit/equity adjustment was to respond to inequities at the unit level and thereby to individual faculty members within such disadvantaged units. Individual inequities that exist in a unit that fares as well or better than the University as a whole should be remedied through departmental and/or collegiate resources and not from the funds reserved to provide for unit merit/equity. There were requests to make adjustments for individuals with primarily administrative responsibilities. While we should like to be able to respond to these needs, this year's allocation was intended for faculty members in their faculty rather than administrative roles.

As I mentioned previously, I hope that we can repeat this process during 1979-81 to eliminate the most serious inequities among units within the University. The implementation of this intention of course depends upon the extent to which the Legislature is able to meet our salary request, upon the recommendations from the various consultative bodies, whose advice I seek regarding salary issues,



January 29, 1979

Page Four

and statements from the "interested parties". On the assumption that such a proposal would be acceptable, we would tentatively plan to dedicate approximately \$500,000 for unit merit/equity adjustments from the funds provided by the Legislature for raises in 1979-80. A call for submission of claims will be made early enough so that, if conditions are right, we can make such adjustments before the preparation of the 1979-80 budget so that the units involved can use these funds in the most beneficial manner at the same time they are distributing funds for raises. While a schedule for this tentative plan will be sent to you separately, it would not be unreasonable to expect the deadline for the receipt of claims to be April 1, 1979. In the meantime, we need to continue developing a more extensive data base and refine the process, after appropriate consultations. If you have comments or recommendations regarding these, will you please address them to Vice President Koffler. I would appreciate receiving carbons of these communications.

While there will understandably be disappointed individuals and units, I believe that overall this process has had some beneficial outcomes. In addition to solving a few of the most pressing problems, the analysis involved in arriving at these adjustments is helping us to obtain realistic information regarding the competitive position of the various components of the University. The methodology no doubt can be improved with experience, but it is the type of tool that will enable us to examine a variety of issues openly and with objectivity.

CPM

CPM:nw

cc: Professor Mahmood Zaidi, Chairman, University Senate Consultative  
Committee



UNIVERSITY OF MINNESOTA  
TWIN CITIES

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

January 26, 1979

FROM: Josef Altholz, Chairman, University Committee on Business  
and Rules

TO: Steve Carlson, University Senator

I have received your letter requesting that I reconvene the Business and Rules Committee to reconsider its recommendation concerning minority student representation in the Senate. Ironically, I was about to get in contact with you when your letter arrived. The Committee had asked me to contact you, first to try to get agreement about the substitute wording (so as to present the Senate with a clear-cut issue of substance only), and secondly to inform you as to our reasons for opposing your motion. Your letter preempts this intention.

I wish first to deny the imputation in your letter that the meeting of the Committee was closed and that somebody was "denied access." The meeting was, to be sure, not publicly announced; there is no requirement or obligation that it should be. As with any normal committee, the announcement was sent to the members of the committee. It is, however, possible for interested parties to ask when it will be held. Contrary to your statement, no "persons who had requested to be heard" were denied information or permission. There was only one person (a student) who made a request either to myself or to Marilee Ward, Clerk of the Senate; that person was allowed to come, but did not show up. If any other requests were made, they were not made to a proper party. If you had made the proper inquiries, you would not merely have been allowed to attend but invited to make a statement. But this is a matter of courtesy, not of right. Normally, a committee meets with itself.

The other questions that you raise, it seems to me, are not really procedural, but rather are procedural pretexts to get the committee to reconsider its substantive decision. I do not feel that any useful purpose would be served by this. The members of the Committee in attendance reached their decision without dissent and with surprising ease; they would not be likely to be induced to change their minds. The only function of a new meeting would be to subject the members to the necessity of listening to a harangue. If you disagree with our opinion, the place to express that disagreement is on the Senate floor, for which there will be ample opportunity at the next Senate meeting. Therefore I decline to call another Committee meeting.

Steve Carlson  
January 26, 1979  
Page -2-

The instructions of the Senate, as I understood them (and the Committee with me), were to consider the motion both as to form and merits. There was no list of questions to which specific responses were to be made. The reasons given for our recommendation were those that had merit for us. We found that one area of concern, involving the question of reverse discrimination, simply was not relevant to the question, once we had reworded the motion. I am surprised that you are now berating us for getting rid of a "red herring" issue that would otherwise have been used against your motion. The law on this subject is in such flux and confusion that there is no such thing as an "authoritative review of precedent" and one might as well just use one's common sense.

As for the rewording of your motion (which we intend to bring in as a substitute motion before the issue of substantive merit is debated), I regret that you are so disturbed over a relatively minor point. We considered these words ("to represent") quite carefully, knowing full well that the intent of the whole motion is to elect people who are in fact "representative of" these groups. But it is neither necessary nor desirable to state the full intent of a constitutional provision in the wording thereof; the constitutional text should be lean and clean, merely stating what is to be done and how. The words "representative of" imply a mandate that a certain kind of person be elected, which is contrary to the full openness of the procedure and brings in the issue of reverse discrimination quite unnecessarily. The words "to represent" do not imply that the ten persons do not represent all students in the same manner as other senators do; they merely imply that the ten specifically represent their special constituencies in a manner analogous to that in which senators elected from CLA may be said to represent CLA. I hope you will not make an issue of these words. You should find, in any case, that the rest of the rewording puts your motion into constitutionally sounder and clearer form. I hope that the debate - for debate there will be, no matter what the Committee recommends - will concentrate on the merits of the proposal.

There are two minor points that I should also mention. The first is that the copy of our recommendation and minutes which you saw is a draft, not a final version, circulated among the members to make sure we agree as to what we have done; it may undergo some change in the final version if the members tell me that I have not got it quite right. I don't know how you or the Daily got copies; they are not exactly secret, but they were intended for circulation among the members of the committee, being still tentative.

The other thing relates to a statement you made at the last Senate meeting, to the effect that the Business and Rules Committee had somehow approved your motion by placing it on the agenda. The drafting

Steve Carlson  
January 26, 1979  
Page -3-

of the agenda is a purely ministerial act; any motion properly brought in sufficient time by a proper party is entitled to get on the agenda, as far as I am concerned. This in no way means that the Committee approves the motion; in fact the Committee never acted on it until it was referred by the Senate. Your motion for this coming Assembly meeting has similarly been placed on the agenda, but please don't say that I have approved it.

JLA/ca

cc: President Magrath  
Professor Zaidi

2-1-79 - for book?

TENTATIVE BUDGET DEVELOPMENT SCHEDULE

# E

1979-80

- January 26 Vice Presidents, Deans, and Provosts return their retrenchment and reallocation proposals to the President. Copies of the materials will be processed by MPIS and then provided to the chairpersons of UCBRBR and SCC as quickly as possible.
- February 9 Regents review annual budget principles (information item).
- March 2 President sends preliminary retrenchment and reallocation classifications to Regents, CAO, SCC, and UCBRBR. Copies are also sent to department chairpersons, directors, and heads.
- March 6 CAO meets to discuss preliminary retrenchment and reallocation classifications.
- March 8 Regents' Budget Coordinating Committee meets to examine retrenchment and reallocation classifications.
- March 9 Regents vote upon annual budget principles (action item).
- March 20 CAO meets to continue discussions of retrenchment and reallocation.
- Mr.   
 Public hearings on retrenchment and reallocation classifications.
- March 12 UCBRBR meets to discuss retrenchment and reallocation classifications, sending committee reactions to SCC.
- April 15 SCC delivers its reactions to retrenchment and reallocation classifications to the President.   
 Meeting to SCC
- May Legislature passes University appropriations bill and President develops recommendations for preliminary budget plan. Budget plan is sent to Regents, CAO, SCC, and UCBRBR.
- May Within two weeks of receiving the budget plan, two full day meetings are scheduled to review the plan with 1) CAO, and 2) SCC and UCBRBR.
- May A special meeting of the Regents Budget Coordinating Committee is convened to review the budget plan.
- June 7 Regents' Budget Coordinating Committee meets to discuss budget plan.
- June 8 Regents vote upon 1979-80 budget plan (action item).
- July 13 Regents vote upon 1979-80 final budget (action item).

Preliminary R and R Classification

<u>Major Budget Unit</u>	<u>Proposal Number &amp; Unit Priority</u>	<u>Criteria Met</u>	<u>Program Classification</u>	<u>Proposed Rating (1)</u>	<u>Amounts Dollars Positions</u>	<u>Comments</u>
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(1) see separate list of "rating classes"

66-1-8