



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
N307 Elliott Hall
75 East River Road
Minneapolis, Minnesota 55455
Telephone: (612)626-1850

MINUTES APPROVED 5/14/87
FACULTY CONSULTATIVE COMMITTEE

April 16, 1987
12:00 - 2:50
626 Campus Club

Members present: Ellen Berscheid (Chair), Mark Brenner, Charles Campbell, Richard Goldstein, Joseph Latterell, Cleon Melsa, Paul Murphy, Ronald Phillips, W. Phillips Shively.

Member absent: Shirley Clark.

Guests: Judith Bennett (staff assistant, Faculty Development Committee), Richard Purple (faculty legislative liaison), Heidi Schechter (Minnesota Daily), Maureen Smith (University Relations), Patricia Swan (Chair, Faculty Development Committee).

1. The minutes of the April 2 meeting were approved.
2. Governance review.

Reports have been received from two of the three external reviewers. FCC members agreed they would invite last year's FCC members to join a discussion when all the reports are available; they also agreed that the remainder of the quarter would be given over to discussion of the issues, concluding with the FCC's lunch with the Regents June 11, and action, and possibly a Faculty Senate Forum, would now have to be scheduled for Fall.

3. (Assembly Steering Committee business.) Motion from the Assembly Committee on Educational Policy to establish an Assembly Committee on Undergraduate Education.

FCC approved the modified motion with one reservation: rather than including, as part of the membership section, a provision for college officers to attend on a regular basis, the committee should use its discretion in making invitations to college administrators to committee meetings when appropriate.

4. Recruiting policy.

The chair reported that the motion of the Social Concerns Committee (non-endorsement of CIA activities; providing students with information;

creating a committee to monitor on-campus recruitment) would be on the April 16 Senate docket and that the Ellingboe motion (for the University to deny campus facilities for CIA recruiting) would come to SCC on April 30 and the Senate on May 14. The proposal from the Assembly Committee on Placement Services is expected in the Steering Committee on April 30 and the Assembly on May 14.

5. Acting administrative appointments.

FCC agreed that the data provided by Equal Opportunity Officer Patricia Mullen on the incidence of appointees serving in an acting capacity succeeding to the same appointment on a regular basis is rare and so decided not to pursue the matter further.

6. Administrative searches and reviews.

Members had in hand the proposals of FCC's special subcommittee, (comprised of Professors Shively and Brenner) on proposed changes in procedures for the selection of vice presidents and associate and assistant vice presidents, and the review of administrators. The FCC discussed the proposals, recommended slight modifications, and will ask the full Senate Consultative Committee to submit a motion to adopt the recommendations to the Senate for the May 14 meeting.

A. Automatic termination with a change in command. The FCC consensus was to provide for an automatic continuation for up to six months of an incumbent middle-management administrator upon the appointment of a new person to the position to which he/she is responsible, with the requirement that only if the new officer makes a reappointment will the incumbent continue.

B. Search procedures. The FCC agreed upon a supplement to the Senate's 1980 Search Committee Guidelines that would make the responsible hiring officer and the search committee jointly responsible for the list of candidates to be interviewed and for judging whether any of those subsequently interviewed is unacceptable.

C. Acting appointments. FCC agreed, without discussion, to the inclusion of a statement that "Appointments should be made in an acting capacity only under urgent and exceptional circumstances..."

D. Implementation at the college level. FCC agreed to include in the motion the strong recommendation that these models be implemented at the college level as well as centrally.

E. Performance review of administrators. FCC agreed to the provision of annual review of all middle-management administrators (as defined for the entire set of recommendations) with timely notice and invitation to comment offered to all appropriate individuals (categories specified).

Some FCC members recommended that if the policy changes are approved, they be evaluated three years after implementation.

7. Report of the faculty legislative liaison: Professor Richard Purple.

Professor Purple commented on the legislative session to date. He remarked that the legislature respects the University's budget as based on careful planning and a design for implementing the plan. He noted that higher education in Minnesota now receives a smaller share of state revenues than it did two decades ago. He reported that the legislators are convinced the faculty from throughout the University back Commitment to Focus. He also reported on the current status for various major parts of the budget.

8. FCC's recommendation on the distribution of 1987 faculty salary increases.

Professor Brenner distributed copies of the recommendation submitted to Vice President Roger Benjamin by the Senate Committee on Faculty Affairs. The FCC endorsed the SCFA recommendations with some elaborations and minor modifications; the Chair would immediately write Vice President Benjamin to that effect, spelling out the variations.

FCC, in its discussion, recognized the following issues: (a) the qualifying amount a department must award for retention before obtaining central assistance is too high, and hence can injure other meritorious faculty; the handling of retention cases may not be uniform throughout the University; a straight merit basis for increases applies only if five percent is available for increases, and if it is less, the basis must be reconsidered.

9. Progress report from the Assembly Committee on Educational Policy on increasing student contact time and class time per credit hour.

In response to the Steering Committee's request, ACEP has consulted and developed a preliminary proposal to increase class periods to 50 minutes and adopt as a standard one 50-minute class meeting per week, or its equivalent, per credit granted. ACEP anticipates that the contact hour change could be implemented by 1989 and that changing the number of hours per credit might take somewhat longer.

10. Revised University grievance procedures.

Professor Murphy distributed, for FCC's reference at a later meeting, the revised grievance procedures critique submitted by Professor Charlotte Striebel, Academic Staff Assistance Officer. Professor Murphy requested that FCC provide him, later this spring, with a directive as to next steps in the effort to revise comprehensively the grievance procedures.

11. Faculty Development Committee: Professor Patricia Swan, Chair.

Professor Swan made her second interim report to FCC and distributed copies of the interim report to be given later that afternoon to faculty senators. She outlined, tentatively, the nature of the FDC's final report which will be submitted June 1: a) Faculty salaries: new comparison groups; b) Policy on single quarter leaves and sabbaticals; c) Support for the work of the faculty, including automation of grants management,

library issues, 'A' vs. 'B' appointments, and workloads; d) Recurring workshops for department heads; and e) Areas in which FDC can make no recommendations but can report where each is being addressed.

There followed some discussion on a persistent question before the FDC: how to encourage, in this highly competitive atmosphere, appreciation among colleagues. Also noted was the need to support faculty renewal and changing of individual focus, inventive in-house leaves, and resources for attracting intellectually dynamic visitors.

The meeting adjourned at 2:50 p.m.

Respectfully submitted,

Meredith Poppele
Executive Assistant



MAR 2 1987

Date February 26, 1987
To Ellen Berscheid, Chair, FCC
From Clarice Olien, Chair, EEOWC
Subject Search guidelines for central administration positions

The references in Brief and in the FCC minutes to search guidelines for central administration positions were discussed in EEOWC. There was agreement that it is important that the formulation of guidelines for searches and any changes in current search procedures be brought before EEOWC. We would appreciate any information on further developments and your support in this matter.

DRAFT

THE SELECTION AND REVIEW OF
PERSONS HOLDING MIDDLE MANAGEMENT
ADMINISTRATIVE POSITIONS

Motion:

That the University Senate approve the following proposed guidelines for the selection and review of persons to hold middle management positions at the University of Minnesota: Middle management are defined here as all 93xx appointments except the President, Provosts, Deans, Chairs, Heads, and Directors (with faculty rank). Included are Vice Presidents, Associate and Assistant Vice Presidents, Associate and Assistant Deans, University Librarian, Directors (University-wide), etc.

I. Automatic Termination ^{Associate and Assistant Provosts} with Change in Command

All officers in this class will, at the commencement of the appointment of a new person to whom they are responsible, be given a trial term appointment of up to six months. At the end of the period they will be terminated; however, the responsible official may at that time choose instead to continue their appointment, without a new search.

II. Search Procedures

Section VI of the April 17, 1980 Senate resolution on search committee guidelines should be supplemented with the following: the responsible (hiring) officer ^{or the officer's agent} should meet at certain key junctures of the search directly with the search committee.

^{Included} Among these junctures should be the selection of a set of candidates to be interviewed, and a discussion of all interviewed candidates at the conclusion of the interviews. Individuals to be interviewed will be jointly selected by the search committee and the responsible official. At the close of the interviews, and after further direct consultation with the responsible official, the search committee will consider whether any of the interviewed candidates are unacceptable. The responsible official, who will have been informed on the committee's views of the relative merits of the candidates from the direct consultation, may appoint any interviewed candidate who has not been judged unacceptable by the committee.

III. Acting Appointments

Appointments should be made in an acting capacity only under urgent and exceptional circumstances, with a strong burden of proof on the responsible official that such an appointment was necessary. Except in cases of death or incapacitation,

individuals should leave their positions with sufficient notice that a timely search for a successor is possible. When new positions are created, demonstrable urgency must be shown if ordinary search procedures are to be postponed, and an official appointed in an acting capacity.

IV. Performance Review of Administrators

The performance of all administrators in this class should be evaluated annually by their responsible officer. Timely notice of the review, and an invitation to comment on the review, should be offered to colleagues, to others with whom the administrator interacts or for whom the administrator performs a service, to other administrators at both higher and lower levels, and to faculty and students where appropriate.

V. Implementation in College Constitutions

We urge that the above model be implemented in College constitutions.

VI. Editorial amendments to "Search Committee Guidelines," approved by the University Senate, April 17, 1980.

- a) Section I, sentence one: Search committees are expected to seek out and identify the best qualified nominees available for administrative positions, irrespective of sex, religion, race, national origin, age, or any other criteria violating ~~affirmative action~~ equal opportunity statutes.
- b) Section IV.E.: Personal responsibility of each member for affirmative action and ~~discretion~~ confidentiality.
- c) Section V.B., first sentence: The President (or the President's agent), or the chairperson, shall file notification of the availability of the position in ...

Comment:

The above provisions are intended to make middle management officers more accountable, both to those whom they serve, and to the officials under whom they work. It is intended to create a tighter system, in which administrators have better control over those working under them, for whose work they are responsible, and can therefore be held more strictly accountable for the performance of their offices. *Thus, when administrators are themselves reviewed for reappointment, they can properly be held responsible for the personnel and the general efficiency and effectiveness of their offices.*

The provision in article IV changes a previous (see Keller memorandum of June 22, 1983) permissive suggestion to a requirement that annual performance reviews be opened to input from the administrator's colleagues and those whom the administrator serves. This is not intended to raise annual reviews to the formal status of the reappointment review, but seeks a regular infusion of constructive criticism into the administrators' performance reviews.

Article I is intended to insure ^{a productive working relationship between} ~~compatibility of~~ middle management ^{and} with those to whom they are responsible by requiring that their continuation in office after a change in command is a positive choice by the new official, rather than a normal expectation.

Article II involves the responsible official more directly than in the past in the selection of subordinate officials. Unlike faculty positions, where individuals are held accountable for their own actions, the middle management individuals dealt with by these provisions are accountable to a responsible officer, who will in turn be held responsible for their actions. Therefore the responsible person should be able to play a more direct role in the selection of assistants for whose actions they will be held responsible.

By allowing the responsible official more direct involvement in searches, it is intended that Article II should eliminate ~~the~~ ^{any} motivation for sham searches and evasive appointments on the part of ~~responsible~~ officials. Article III, which erects a strong burden of proof on the use of acting appointments, is intended for the same purpose.

hiring

Circ SCC #23-83
and 9-22-83



UNIVERSITY OF MINNESOTA

Office of the Vice President for Academic Affairs
213 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455
(612) 373-2033

June 22, 1983

TO: Provosts, Deans, Directors and Department Heads
FROM: Kenneth H. Keller, Vice President 
SUBJECT: Guidelines for the Performance Review of Administrators

Based on the recommendations of the Academic Professional and Administrative Advisory Committee, I have approved the enclosed set of guidelines for the Performance Review of Administrators. They are effective as of July 1, 1983.

The guidelines are intended to assure in the least burdensome way that administrators are reviewed fairly, regularly, and in a manner consistent with legal requirements. I would very much appreciate it if you would read them carefully. I think you will find them to be sensible and useful in systematizing this very important evaluation process.

:jhh

Enclosure

cc: C. Peter Magrath, President
University Vice Presidents
Mr. Stephen S. Dunham, General Counsel

GUIDELINES FOR THE PERFORMANCE REVIEW OF ADMINISTRATORS

Introduction

These guidelines have been prepared for use by individuals and committees having responsibility for the performance review of administrators. The guidelines should be used for persons in the academic administrative category (93XX series) who hold positions for which other formal or regularized evaluation procedures have not been established. The guidelines do not supersede any existing documents or regulations that have been approved by the Board of Regents.

Background Preparation

Preparation for performance review of an administrator should begin at the time of the search to fill the position. A complete job description should be available to and reviewed by the candidate chosen, and the initial appointment should be made with understandings reached on the basis of a non-abbreviated job description. Care should be taken that any description of the duties of the position be in conformity with other documents on file, such as collegiate or departmental constitutions.

At the time of hiring, the appointing official should put in writing a statement for the administrator's permanent personnel file that outlines the following:

- (a) any further clarification or amplification of the expectations for performance of the person in the position;
- (b) the exact term of office; *which shall include automatic termination at the end of the appointing officer's appointment*
- (c) the nature and timing of annual and reappointment reviews:
 - (1) individual responsible for performance reviews;
 - (2) probable sources of evaluation for performance reviews;
 - (3) materials required for performance reviews;
 - (4) how recommendations and conclusions would be used.

The Annual Review

Administrators should be reviewed annually by the official to whom they report. Annual reviews can be relatively informal, but should be based on the job description and on other written expectations that have been previously determined and agreed upon. Conclusions or recommendations resulting from the review should be discussed in private meetings with the person being reviewed and become part of the individual's personnel file kept by the reviewing administrator.

Timely notice of the review,
and an invitation to comment
on the review, should
be offered to

The annual review should be carried out by the individual who appointed the administrator or to whom the administrator reports. The reviewing individual should seek whatever evaluations are necessary to complete a fair and thorough review. Such evaluations might be sought from colleagues, ^{to} from others with whom the administrator interacts or for whom the administrator performs a service, ^{to} from other administrators at both higher and lower levels, and ^{to} from faculty and students when appropriate. The individual being reviewed may submit information for the file to supplement or refute the evaluation of the reviewing administrator.

The Reappointment Review

The reappointment review should be scheduled to provide the necessary information for a timely decision on reappointment or non-reappointment (see Robinett memorandum of March 14, 1983, on notification dates for non-reappointment of academic staff). In contrast to the more informal annual review, the reappointment review should be more formal and extensive.

While all-inclusive guidelines are difficult, it is suggested that the appointing official select another knowledgeable individual or a committee to conduct the reappointment review. If a committee is selected, it is further suggested that at least one member be from outside the administrator's department. Composition of the review committee should be discussed with the administrator being reviewed, but the final decision rests with the appointing official.

The review committee (or individual) should receive a clear charge, a job description, written statement of other expectations, and copies of prior annual reviews. The reappointment review process itself should adhere to the "Procedural Guidelines for Collection and Use of the Information in a Performance Review of an Administrator for Purposes of Possible Reappointment" (attached).

The nature of the review process should be carefully tailored to the specific administrative post. The review committee should gather appropriate performance data and evaluations. The sources of such evaluations might be similar to those discussed in the previous section, "The Annual Review." Evaluations might be particularly helpful if the review committee requests responses to specific questions relating to the administrator's performance.

On the basis of the performance data gathered, the review committee should prepare a report of its findings. The report should clearly assess the strengths and weaknesses of the administrator, but usually should not include a specific recommendation as to reappointment or non-reappointment. The report should be submitted to the appointing official, who would make a decision regarding reappointment or non-reappointment.

Procedural Guidelines for Collection and Use of Information in a Performance Review of an Administrator for Purposes of Possible Reappointment

These procedural guidelines have been prepared to make the performance review of administrators more uniform across the University and to assure that appropriate procedures are used so that matters of confidentiality and privacy are dealt with properly.

Review Committee Meetings

The review committee may hold closed meetings to the extent that it would be dealing with personnel information classified as private under state law.

Written Materials

Written materials assembled by the committee in the course of its deliberation should be handled in two ways:

- (1) An official committee file should be established and contain review committee minutes, letters of evaluation, and any other materials providing information on the person being reviewed. This file will be open for inspection by the person being reviewed who may submit information for the file to supplement or refute materials contained in the official committee file. At the end of the work of the committee, this file will be turned over to the official who requested the review. This file must be kept for seven years to comply with the state and federal regulations and with the Consent Decree.
- (2) Files of personal working notes may be maintained by any member of the review committee. Such notes will record an individual committee member's observations, thoughts, etc. rather than official activity of the committee. Except for the possibility of subpoena, personal working notes are not subject to access by the person under review, nor may they be the basis for official statements of the committee. Personal working notes may be destroyed when they are no longer of use to their owner.

Methods of Evaluation

The review committee may wish to collect information by requesting letters of evaluation, responses to specific questions, or by use of a survey or evaluation instrument. Additionally, the review committee may wish to provide opportunity for evaluators to speak directly with the committee, either in lieu of or in addition to providing a written evaluation. Notes of such conversations would be made by the committee and included in the official committee file (and persons giving oral evaluations should be so informed in advance).

Attribution of Evaluations

Persons from whom evaluations are solicited should be informed that in conformance with the state's data practices law, all evaluations will be accessible to the person being reviewed. Furthermore, individuals making oral statements should be informed that the evaluation and notes of the conversation will be available to the individual being reviewed. However, a permissible exception to this rule would be survey instruments sent to the immediate subordinates of the person being reviewed, in which case a summary of the unsigned responses would become a part of the official committee file and available for inspection and comment by the person being reviewed.

:lme

Academic Class Titles and Numbers

July 1, 1983

Groups: 93xx Academic Administrative
94xx Faculty Ranks
95xx Student/Professional Training
96xx Agricultural Extension Service
97xx Professional

9301-9399 Academic Administrative

9301 President
9302 Vice President
9303 Associate Vice President
9304 Assistant Vice President
9305 Provost
9306 Associate Provost
9307 Assistant Provost
9308 Vice Provost
9309 Associate Vice Provost
9310 Assistant Vice Provost
9311 Dean
9312 Associate Dean
9313 Assistant Dean
9314 University Librarian
9315 Secretary to the Board of Regents
9316 General Counsel
9317 University Attorney
9318 Deputy Vice President

9330 Director (University-wide)
9331 Associate Director (University-wide)
9333 Assistant Director (University-wide)
9334 Director (Campus/College level)
9335 Associate Director (Campus/College level)
9336 Assistant Director (Campus/College level)
9337 Departmental Director
9338 Associate Departmental Director
9339 Assistant Departmental Director
9340 Program Director
9341 Associate Program Director
9342 Assistant Program Director
9343 Superintendent, Experiment Station
9350 Special Assistant
9351 Administrative Assistant
9352 Associate to
9353 Assistant to
9354 Coordinator
9360 Chair (with faculty rank)
9361 Head (with faculty rank)
9362 Director (with faculty rank)

4-17-80

VI. SENATE CONSULTATIVE COMMITTEE

SEARCH COMMITTEE GUIDELINES

(20 minutes)

MOTION:

That the University Senate approve the following proposed guidelines for the establishment and functioning of search committees for filling major administrative positions at the University of Minnesota.

I. Purpose of Search Committees*

Search committees are expected to seek out and identify the best qualified nominees available for administrative positions, irrespective of sex, religion, race, national origin, age, or any other criteria violating affirmative action statutes. One reason for the use of search committees is to assure that all primary constituencies served by the office will have a voice in the identification of nominees. A second is to take advantage of the knowledge that these constituencies have of the necessary qualifications for the position and of potential sources of nominees.

II. University Administrative Positions for which Search Committees Should be Formed

Search committees should be established to fill major University administrative positions which serve multiple student, faculty, civil service, and/or administrative constituencies. Among these positions are those of President,** the various Vice Presidents, the Deputy Vice President and Dean of the Institute of Agriculture, Forestry, and Home Economics, Dean of the Graduate School, Provosts of the coordinate campuses, Vice Provosts for Academic Affairs, Deans of all collegiate units, and the Director of University Libraries. This list does not preclude formation of search committees to fill other administrative positions when the President and the Senate Consultative Committee mutually deem the interest of the University to be served thereby.

The length, range, and mechanics of the search process will depend on the nature of the position, the complexity of its constituencies, and the number and diversity of potential candidates. Committee composition will also vary. The search process for the key academic officers should be most thorough, in recognition of their multiple constituencies. But a more abbreviated approach may be suitable for such positions as Vice President for Institutional Relations, Vice President for Administration and Planning, and Vice President for Finance, in recognition of their unique relationship with the President. The President and the Senate Consultative Committee should work out mutually agreeable search procedures for filling these positions.

III. Formation of Search Committees

Members of search committees and their chairpersons shall be chosen by the President (or the President's agent) after consultation with appropriate Senate, campus, University, or collegial bodies representative of the constituencies clearly affected by the appointment. In the case of the central administrative officials, the appropriate body shall be the Senate Consultative Committee. Reference should be made to college constitutions for any specific requirements of individual colleges for the composition of search committees for Deans.

*The term search committee as used in these guidelines designates any committee constituted for the purpose of performing any or all of the functions of compiling lists of candidates for vacant positions, screening (and eliminating) candidates in accord with agreed-upon selection criteria, and determining the slate of nominees for submission to the President.

**The selection of the University President is the legal responsibility of the Board of Regents. The search committee for this office is drawn from members of the Board. This committee has customarily asked that the Senate Consultative Committee function as an advisory committee, and has delegated to it responsibility for certain aspects of the search. It is hoped that the policies outlined in this statement will govern the work of such an advisory committee.

The number of committee members will vary depending on the complexity of the constituent relationships of the position, but since large committees often find it difficult to organize as working groups, committees should be limited as a general rule to no more than ten members.

Membership on search committees shall not be based upon quotas for any minority group or other protected class. It is the responsibility of each member of all search committees to be aware of and to carry out the affirmative action policies of the University of Minnesota.

If a member of a search committee is nominated to the position being searched, and if the member allows his/her name to remain on the list of active nominees, the member should promptly resign from the committee.

IV. Charge to Search Committees

The President (or the President's agent) shall instruct each member of the committee in writing as to the following:

- A. Approximate date for submission of list of nominees.
- B. Number of nominees.
- C. Affirmative Action/Equal Opportunity requirements including these guidelines. The committee should also consult with the Equal Opportunity Officer at the outset of the search.
- D. Arrangements for financial and staff resources (including provisions for travel, long-distance telephone calls, meals, and housing).
- E. Personal responsibility of each member for affirmative action and discretion.
- F. Need for keeping minutes of meetings and records of committee decisions.
- G. Any unique concerns with respect to the position.

The committee has the prerogative of discussing with the President (or the President's agent) any of the terms of the charge.

V. Committee Procedures

A. Formulating the Position Description

The position description, to be prepared by the committee in collaboration with the President (or the President's agent), shall include a full account of the responsibilities of the position and describe the educational background, experience, and competencies desired of the candidates. It should specify those criteria that will be given weight in making the selection and should indicate the information to be provided about each nominee or applicant.

B. Posting the Position

The President (or the President's agent), or the chairperson, shall file notification of the position in the office of the Vice President for Academic Affairs and the appropriate publications, taking care that women and members of minority groups and other protected classes are made aware of the vacancy. Members of the committee are urged to inform their respective constituencies as to the position description and the selection criteria. Often, well-qualified candidates will not volunteer their names for such positions. In addition to advertising, therefore, the members of the committee should make every effort to contact knowledgeable sources off and on campus for names of the best qualified individuals, including women and members of minority groups, and names of institutions at which such potential candidates are most likely to be found.

C. Selection Process

Each committee will establish its own plan for screening and evaluating nominees and applicants. Whatever procedures the committee may elect to employ in arriving at its slate, the entire committee is responsible for the legitimacy of the process. Every member at every stage of the search shall have full access to the names and files of all persons under consideration.

The function of initial screening is to identify and eliminate, early in the search process, nominees and applicants who are clearly unqualified. Unwillingness on the part of nominees with obviously exceptional qualifications should not militate against eventual consideration until it is definitely established that the potential candidate cannot be persuaded to become interested in the position. The list of persons who remain under consideration after the initial screening will be those to whom the committee will be giving careful consideration and about whom the committee may be seeking additional information. Responsibility for requesting such information should be clearly delegated and its form clearly specified. Agreement should be reached as to assurances of confidentiality to be sought and assurances to be given.

When the committee has narrowed its list to those candidates whom it wishes to interview, the chairperson and the President (or the President's agent) should collaborate in making arrangements for the interviews. The committee may wish to develop a set of questions to be directed to each candidate, but committee members should not be limited arbitrarily to such a list.

Although the committee will wish to seek consensus on the slate of nominees to be submitted, a formal vote should be taken by secret ballot and the results recorded. No committee member should divulge, without authorization of the full committee, the results of the voting. Only the names of fully qualified candidates should be included on the final slate. The committee's list of nominations should then be communicated by the chairperson to the President (or the President's agent). The committee or the President may also wish to schedule a meeting for mutual discussion of the slate.

D. Communicating with Nominators and Applicants

All nominations and/or applications should be courteously acknowledged, and so far as possible candidates should be apprised promptly of elimination from consideration. It is particularly important that the persons who have been interviewed be promptly informed when an appointment is made. Files should be kept on each candidate and carbons of all correspondence. Throughout the entire process, insofar as it is possible, candidates should be treated alike. Every precaution should be taken to restrict materials to the eyes of committee members and committee staff.

E. Responsibility of Individual Members for Affirmative Action and Discretion

It is the responsibility of any member of a search committee who recognizes that proper affirmative action procedures are not being followed to communicate this concern immediately and privately to both the chairperson of the committee and the Director of the Office of Equal Opportunity and Affirmative Action. If this does not result in a resolution of the difficulty, the committee member should then communicate directly with the President (or the President's agent).

F. Filing Affirmative Action Reports

The President (or the President's agent) (in collaboration with the appropriate equal opportunity officer and the Director of the Office of Equal Opportunity and Affirmative Action) shall instruct the chairperson of the committee as to what official reports are to be filed. The chairperson shall file the necessary reports promptly and accurately. Before submitting its final slate to the President, it is the committee's responsibility to inform the Equal Opportunity Officer of the make-up of the pool of applicants and of those candidates interviewed.

G. Disposition of Files

Promptly after the position is filled and all affirmative action reports submitted, but not until then, the chairperson shall be responsible for reviewing all applicants' files. After personal data are returned to the applicants or to other sources requesting them, the files shall be disposed of in accordance with current applicable laws and regulations, available to the chairperson in the office of the University Attorney.

VI. General Statement on the Relationship of the President (or the President's agent) and Search Committees

The mutually desired end of filling positions with those persons best qualified to occupy them will be best achieved if channels between the President (or the President's agent) and committees are kept open. Like any other interested person, the President (or the President's agent) may submit nominees at the appropriate time for the consideration of the committee, and at any point in the search may inquire as to the committee's progress. The committee, on the other hand, may ask for suggestions or guidance from the President (or the President's agent) or for a reexamination of the charge. Since the purpose of the search is to attract top talent acceptable both to the search committee and the President (or the President's agent) there should be a close working relationship between the two.

After submitting its final slate, the committee should expect in the case of long delay in filling the position some explanation of the difficulty. When committee nominees are unavailable for appointment, or unacceptable to the President (or the President's agent), the committee may be asked to provide additional nominees. In such a contingency a full explanation of the circumstances requiring reopening of the search process should be rendered to the committee. The committee may decline to participate in any further search.

When a search committee is unable, for whatever reason, to fulfill its charge, the President (or the President's agent) may discharge it.

Since conformity to affirmative action requirements is imperative and the committee's responsibilities in this area are obligatory, the committee chairperson may wish at any point in the search process to seek information from the Equal Opportunity Officer. Doubts about the legality of procedures being followed should be resolved when they arise.

INFORMATION:

The Senate Consultative Committee has reexamined the guidelines for search committees for filling major administrative positions at the University, as passed by the University Senate on March 4, 1976, and recommends the changes contained in the above text. Those changes (1) emphasize the affirmative action aspect of a search and charge each search committee member with responsibility for seeing that affirmative action policies of the University are carried out; and (2) eliminate sexism in the guidelines' language.

WENDELL P. GLICK, Chairperson
Subcommittee on Search Committee Guidelines
RICHARD L. PURPLE, Chairperson
Senate Consultative Committee

Approved

VII. QUESTIONS TO THE PRESIDENT

(15 minutes)

none

VIII. OLD BUSINESS

none



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
N307 Elliott Hall
75 East River Road
Minneapolis, Minnesota 55455
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April 17, 1987

Roger Benjamin
Vice President for Academic Affairs
213 Morrill Hall

Re: Distribution of 1987 Faculty
Salary Increases

Dear Vice President Benjamin:

At its April 16 meeting, the Faculty Consultative Committee reviewed the Senate Committee on Faculty Affairs' recommendations for the distribution of 1987 salary increases. The FCC endorses the SCFA's recommendations with the following elaborations and minor modifications:

1. It is our understanding that the SCFA's recommendations were based on the assumption that the salary base will be increased by 5%. We concur with them that these recommendations would have to be reconsidered if the increase were to be less than 5%.

2. Mark Brenner, FCC member and also chair of the SCFA Salary Sub-committee, pointed out to us that SCFA intended to recommend a reduction in the minimum increase departments have been required to give faculty they designate to receive "special merit and anticipatory retention funds." It is not clear to us whether they actually made that recommendation or not. In any case, the FCC agrees with their intent; we believe that the present system, which requires the department to observe a 7.5% minimum, seriously disadvantages other deserving faculty in the same department. We are leaving it to your judgment what the appropriate threshold increase should be to qualify for retention funds.

3. The FCC is in accord with the idea that deans should have the flexibility to vary allocations of salary increases among their departments (and we assume the basis for variation would be due to differences in quality and productivity, of course).

4. Last year's procedures of simply telling departments that their salary increases might have to be defended in writing is an improvement over the prior requirement of having written justifications for increases below a certain threshold.

Roger Benjamin
April 17, 1987
Page 2

5. We are interested in learning of the effectiveness of the retention fund. We also wish to know if the procedures for the allocation of retention monies have been uniform across the University (e.g., are bonafide written offers before retention funds are allocated required of all individuals?). Finally, we wish to know how the distribution of retention funds is regulated over time (e.g., have there been instances in which the retention funds have been depleted and so unavailable to meet bonafide needs?).

6. Finally, some members of the FCC believe that the SCFA question on using retention funds to manipulate the salary base of some units might not recognize some of the real problems of the market place; specifically, if a large adjustment is made for an individual in one year, then similar adjustments in succeeding years might not be necessary.

We hope these suggestions will be useful to you.

Sincerely,



Ellen Berscheid
Chair, Faculty Consultative Committee

EB:mp

c: Shirley Clark
Associate Chair, FCC
Phil Shively
Chair, Senate Finance Committee
Geoff Maruyama
Chair, SCFA
Mark Brenner
Chair, SCFA Salary Sub-committee



UNIVERSITY OF MINNESOTA

Office of the Clerk of the Senate
427 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455
(612) 625-9369

Apr. 15, 1987

Vice President Roger Benjamin
Academic Affairs
213 Morrill Hall

Dear Vice President Benjamin,

I am writing to reaffirm what you know from attending the last meeting of the Faculty Affairs Committee, namely, that, assuming a base salary increase in the range of 5%, SCFA recommends that the money be distributed entirely on a merit basis with some flexibility accorded to Deans in allocating to departments. Further, we recommend continuing the retention funds, but would like to see Central initiate a review of the effectiveness of retention monies. I have attached a fuller description of the specific recommendations forwarded by our salary subcommittee and agreed upon by the full committee.

Finally, we enjoyed having you attend our meeting and encourage you to join us whenever your interests and schedule suggest it appropriate.

Sincerely,

Geoffrey Maruyama
Chair, Senate Committee on Faculty Affairs

encl.

✓ cc: Professor Ellen Berscheid, Chr., Faculty Consultative Committee

**SENATE COMMITTEE ON FACULTY AFFAIRS
RECOMMENDATIONS FOR 1987 SALARY INCREASES**

- I. All salary increases should be based on individual merit.
- II. Merit increases should be awarded to all highly productive individuals. The committee has the concern that recent years, merit increases have only be awarded to a few "superstars" at the expense of other highly productive faculty.
- III. Deans should be allowed some flexibility to vary the salary distribution among their departments. The objective is to permit appropriate salary increases for highly productive faculty in the various departments of a college. One reason for increased flexibility is to allow for corrections in salary adjustments for individuals in departments that have low salary bases due to historical reasons.
- IV. Allocation of retention money should continue. Funds should be allocated from central and collegiate units.
- V. Central is requested to review the effectiveness of the allocation of retention funds. Specific questions are as follows:
 - A. Has the program actually helped retain faculty?
 - B. Has it contributed to "fairness" in faculty salaries?
 - C. Has it resulted in the unwarranted and possibly arbitrary labelling of certain faculty as "superstars" (i.e., has it been used opportunistically)?
 - D. Has it been used to manipulate the salary base of certain departments or units rather than to appropriately correct the salary of highly productive and sought-after faculty? Specifically have individuals received substantial increases one year and then nominal increases succeeding years, while others received large adjustments?

FACULTY DEVELOPMENT COMMITTEE
SECOND PROGRESS REPORT TO THE FACULTY SENATE

April 16, 1987

Charge to the Committee: Develop a set of recommendations for implementation of proposals, related to faculty development, that have come from the work of recent faculty committees (Senate Committee on Faculty Affairs, the Merwin Committee, etc.).

Current State of Committee's Work: Subcommittees have presented some sections of the report in initial draft form to the entire committee for review and comment. Some revisions have been made and a draft for the committee report is being written. Other sections of the report (e.g. salaries) are still being worked on by subcommittees.

Committee's Schedule: The committee plans to have the entire report in draft form by the May 14th Senate meeting. This will allow the last two weeks of May for review and revisions prior to the June 1st submission date. The report will be submitted to the Faculty Consultative Committee and the President.

TENTATIVE OUTLINE FOR REPORT

Section I: New plan for faculty salaries, based on new goals. A subcommittee is continuing to make salary comparisons and to look at salary trends over the past few years. They are considering proposing a comparison group that includes only part of the Big 10 institutions plus comparable public and private institutions in other parts of the country.

Section II: Sabbatical and Single Quarter Leaves. A draft report has been presented and discussed by the entire committee. The proposal builds on the idea of flexibility, presented in the report of the Senate Committee on Faculty Affairs, and probably will recommend some financial support to improve use of leaves. It recommends giving responsibility for leaves to colleges, operating within guidelines established for the entire Twin Cities Campus.

Section III: Support for the work of the faculty. A draft report, examining several items of this nature has been presented to the entire committee. In part, it suggests a mechanism to focus attention on faculty/staff ratios during planning and staffing decisions, identifies some specific civil service policies related to vacations and leaves that need examination, recommends automation of the grants management operation (coordinated with automation of the purchasing and accounting system and plans for computer networking), and recommends the preparation of a policies and procedures handbook for department heads/chairs. Other recommendations relate to facilities and space management. One subcommittee continues to work on recommendations related to the library and another on faculty appointments (9 vs. 12 mos.) and work-loads.

Section IV: Workshop for department chairs/heads. Several items have been identified as ones with which department chairs need experience in order to best support the work of the faculty. For example, certain aspects of management of resources, working with the faculty in career development, counseling on personal problems, working with civil service policies, etc. involve skills learned through experience. We will likely propose that experience gained by outstanding heads/chairs be made available to those less experienced in something like a workshop form.

Section V: Areas in which we can make no implementation recommendations. Several items are being collected into this section, including faculty fringe benefits (because the new tax law has introduced many new uncertainties that are not yet sorted out), faculty use of computers (there is a special committee working in this area), etc. We intend to suggest who should follow-up on these items.



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
N307 Elliott Hall
75 East River Road
Minneapolis, Minnesota 55455
Telephone: (612)626-1850

April 6, 1987

To: FCC
Roy St. Laurent

From: Ellen Berscheid *EB*

Re: Attached motion on CIA recruitment

The Social Concerns Committee asked Marilee Ward on Thursday, April 2, to place this motion on the docket for the April 16 Senate meeting. According to Marilee, the Social Concerns Committee told her that it might later wish to withdraw the motion.

I understand from Meredith that we, the SCC, could require the motion's withdrawal from the docket if we wished. I don't think we would want to do that unless the content of the Social Concerns motion is such that we think a conflict is probable with the activities of the Assembly Committee on Placement Services. Since that committee has not yet reported to us (nor was it expected to until later this spring), we do not know for certain that there is no such conflict. I suspect, however, that this will not be a problem since Social Concerns' motion does not call for prohibiting CIA recruiting on campus, but rather seems to be a general condemnation of the activities of the CIA.

I recommend, then, that we not interfere with Social Concerns' actions to bring this motion before the Senate. If you feel otherwise, please let me or Meredith know as soon as possible.

P.S. I have just now spoken with Professor Lee Stauffer, Chair of the Assembly Committee on Placement Services. He received a copy of the memo from Professor Knopp and sees no conflict. Placement will have a motion in time for the May 14 Assembly meeting, Stauffer said, adding that they appreciated our letter confirming the Steering Committee's initial timetable for reporting.

RESOLUTION FOR THE UNIVERSITY SENATE

SUBMITTED BY THE SENATE SOCIAL CONCERNS COMMITTEE

WHEREAS the University and its various placement offices do and should promote the free and open exchange of information relevant to employment between students and potential employers;

WHEREAS there is considerable concern within the University community about the CIA's openness with respect to its activities;

WHEREAS there is also considerable concern within the University as to whether the University implicitly endorses and/or condones controversial activities of the CIA by virtue of allowing the CIA to use its placement services;

THEREFORE LET IT BE RESOLVED THAT a University Senate or Assembly committee be given the task of monitoring on-campus recruitment and responding to similar issues as they occur in the future;

THEREFORE LET IT BE RESOLVED THAT the University, perhaps through the above mentioned committee, strive to make available to the students comprehensive and accurate information about the CIA and its activities, e.g., by providing literature or sponsoring forums.

THEREFORE LET IT BE RESOLVED THAT the Senate state explicitly its non-endorsement of CIA activities, and that the Senate ask the Administration to address the widespread concern that the University condones, if not endorses, controversial activities of the CIA by virtue of allowing the CIA to use its placement services.

Discussion

The Social Concerns Committee was unanimous in its opinion that CIA on-campus recruitment was a legitimate issue that deserved our attention. The Committee was very impressed with the efforts of those individuals and organizations who brought the issues before us; their responsibility and thoroughness are commendable. It was more difficult for the Committee to agree on a solution to the division and disruption that have resulted from the controversies surrounding the CIA recruitment. There was, however, general consent to the following desiderata, which the above resolution reflects.

One of the most important purposes of the University's placement offices is to help students make wise career choices by sponsoring free and open exchanges of information about real employment possibilities. (Actual job offers are rarely made

during such University-sponsored placement sessions; the sessions are held primarily for the purpose of exchanging information.) Information about real employment possibilities is supposed to be freely and openly shared with all students, regardless of race, creed, sex, etc. That is to say, the employers serviced by a placement office are supposed to adhere to a suitable version of equal opportunity guidelines. Moreover, these exchanges of information are supposed to be open to all bona fide employers. The placement offices cannot possibly help students to make wise career choices by intentionally restricting in any way the sources of information to which the students are exposed.

The latter guideline raises questions about the need to provide services to employers whose policies and practices may be questioned from a moral point of view. The University by no means endorses the employers to whom it provides placement services. The University may in fact condemn the policies and practices of the employers it services. But attempts to discriminate against employers on moral grounds may itself be viewed as a serious moral infringement on the free and open exchange of information (otherwise known as free speech). It may even be a legal infringement. Employers' access to such exchanges information are an issue here, but of more concern to the University should be students' access to information that they need to make wise career choices.

Some moral decisions belong to the University as a whole, for example, the question of divestiture. Other moral decisions belong to the students. The University encourages students to exercise their own moral judgements in pursuing their careers. The University should avoid acting in such a way as to inhibit that pursuit, for example, by making access to some employers more difficult than access to others, or by acting in such a way as to suggest that its students are morally too immature to make wise career choices on their own.

From time to time, the question of the University's endorsement of employers serviced by its placement offices may arise. On these occasions, it is not sufficient for the University to remain silent. The University may want to take such occasions to reiterate its non-endorsement policies, and to explain its own position concerning the policies and actions of the employers in question. It is especially important that the University respond to requests on the part of its students for such clarifications. ~~Although the University encourages its students to exercise their own moral judgements in pursuing their careers, it should not withhold its own position if the students request it.~~

Serious, and often emotionally charged, concerns about the connection of the University with one or another of the employers serviced by its placement offices are inevitable. The reason is that there will always be some employers who adopt morally questionable policies and practices. Needless disruption of placement services might well be averted if groups with such

concerns could first bring them before a University committee dedicated, at least in part, to addressing such concerns. Whatever standing or new Senate or Assembly committee is charged with the task of addressing such issues should defend the principles of free and open exchange of information, but that does not mean that they would or should ultimately dismiss every group with a complaint. One of the most basic tasks of such a committee should be that of trying to provide comprehensive and accurate information to students about employers whose policies and practices are called into doubt. The committee might, for instance, provide literature to the various placement offices, or it might sponsor forums involving participation by representatives of the employers in question. The precise charges to a committee would have to be spelled out in much greater detail. But the need for having a committee to provide some sort of tradition and continuity to the handling of such issues is great.

— From Senate minutes of 11/6/86 —

XX. OLD BUSINESS

SDI OPEN HEARING RESOLUTION

Action (15 minutes)

The following motion was proposed at the June 5, 1986, Senate meeting and was referred to the Senate Consultative Committee in accordance with the Rules of the Senate:

MOTION:

Whereas continued debate will lead to a better and more informed decision on the University's role on strategic defense initiative (SDI) research;

Whereas the significance of this issue warrants a greater discussion than that which has so far been accorded at the University Senate level;

Whereas the University Board of Regents is the highest decision-making body of our institution and has thus far been removed from discussion on this issue;

Therefore, be it resolved, that the University Senate urges that an open hearing on the University's role in SDI research be conducted and the full Board of Regents be invited to attend this open hearing.

MIGUEL CARTER
CLA Senator

Comment:

The Senate Consultative Committee recommends that for reasons of propriety the Senate reject the motion; the Senate Consultative Committee feels it improper for the Senate to attempt to set the agenda and priorities for other organizations and individuals.

SENATE CONSULTATIVE COMMITTEE
Ellen Berscheid, Chr.

A motion to suspend the Rules and extend the time was defeated 93 to 63, and the main motion was defeated 87 to 66.

XXI. NEW BUSINESS

CENTRAL INTELLIGENCE AGENCY (CIA) ON CAMPUS

RESOLUTION:

This resolution is to be introduced November 6, 1986, at the fall quarter 1986 University Senate meeting, for consideration by the Committee of Social Concerns and SCC during fall and winter quarters.

WHEREAS the CIA has violated international law and has committed acts of violence against people and property in many nations;

WHEREAS the University policy concerning recruitment needs to be studied at a Senate committee level;

THEREFORE, BE IT RESOLVED that the Senate Committee of Social Concerns be urged to investigate University recruitment policies and to discuss the intent of the CIA's presence in a University setting;

AND, BE IT FURTHER RESOLVED that it is the sense of the University Senate to discontinue providing University offices and services for the CIA in their interviewing of students on the University of Minnesota campuses.

BRENDA ELLINGBOE
CLA Senator

As an item of new business the resolution was referred to the Senate Consultative Committee for consideration at a future meeting of the Senate.



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
N307 Elliott Hall
75 East River Road
Minneapolis, Minnesota 55455
Telephone: (612)626-1850

March 27, 1987

Patricia Mullen
Director, Office of Equal Opportunity and Affirmative Action and
University Equal Opportunity Officer
419 Morrill Hall

Dear Pat:

Thanks for your letter of March 24 and the data on acting appointments of administrators. As far as I am concerned, this is the end of the matter -- the University being virtually as clean as a hound's tooth. We shall see if the FCC concurs on April 16.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Ellen Berscheid'.

Ellen Berscheid
Chair, Senate and Faculty
Consultative Committees

EB:mp



UNIVERSITY OF MINNESOTA
TWIN CITIES

MAR 26 1987

Office of Equal Opportunity and Affirmative Action
419 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455
(612) 624-9547

March 24, 1987

Ellen Berscheid
Chair, Faculty Consultative Committee
N309 Elliott Hall
75 East River Road

Dear Ellen:

This is further response to our conversation about the progression of acting administrators at the Faculty Consultative Committee meeting of February 19. I asked Associate Vice President Betty Robinett to provide me with a printout about the positions of Vice President, Associate Vice President, Assistant Vice President, Dean, Associate Dean and Assistant Dean.

I had originally intended to look at 1983 and 1987 as sample years, but too few appointments have been made during 1987. Instead I selected 1982, 1984 and 1986. The question to be addressed was:

How many administrators (as defined above) who held appointments in those years, first held the appointment on an acting basis?

1982 none of 81
1984 five of 79
1986 two of 90

The supporting data is attached. I have all appointment data on this subject from Spring 1982 to March 5, 1987 if you wish additional information.

Sincerely,

Patricia A. Mullen
Director and University Equal
Opportunity Officer

PAM:mlg

CC: Associate Vice President, Betty Robinett

1984

Assoc Dean of IT as of 7/16/84
had been Acting as of 1/1/84 (male)

Assoc Dean of IT as of 9/16/84
had been Acting as of 9/16/83 (male)

Dean/Director MN Ext Service as of 10/15/84
had been Acting as of 7/1/84 (male)

Asst Dean of School of Nursing as of 12/1/84
had been Acting as of 7/1/83 (female)

Assoc Dean of CLA as of 7/1/84
had been Acting as of 10/1/83 (male)

1986

Assoc Dean of College of Ed at UMD as of 9/1/86
had been Acting as of 12/1/85 (male)

Assoc Dean of School of Public Health as of 1/16/86
had been Acting as of 3/16/85 (male)



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
N307 Elliott Hall
75 East River Road
Minneapolis, Minnesota 55455
Telephone: (612)626-1850

April 7, 1987

Professor W. Andrew Collins
Chair, Senate and Assembly Committees on Educational Policy
190 Child Development

Dear Andy:

Thank you for your letter of April 6 outlining SCEP's projected activities for the remainder of this quarter. First, I should tell you that the FCC's and SCC's last meeting of the quarter will be June 4 rather than May 28. With respect to the points you raise in your letter:

1. We will expect to have SCEP's final version of the motion to establish an Assembly Committee on Undergraduate Education in time to discuss at our SCC meeting on April 30, the last date on which we can put materials on the docket for the May 14 Assembly meeting.

2. We will expect to receive SCEP's proposal for a Senate Committee on Information Systems in time to discuss at our June 4 SCC meeting. This proposal should remain in the forefront of SCC's agenda in the fall, so that it can be taken to the first Senate meeting of Fall Quarter, currently scheduled to be October 29.

3. With respect to the motion regarding contact time per credit hour, I was glad to hear that a consensus is emerging from your committee. I will be giving the first draft of your proposal to the FCC (for their information) at our next meeting, on April 16. I will also send a copy to Roy St. Laurent so that he may share it with the Student Consultative Committee.

The SCC could consider this, or any subsequent draft you may have ready for us, at its meeting on April 30. In the meantime, I understand, you will have consulted with a number of groups that can be expected to be interested in the proposal, and I will be able to give you some feedback from the FCC's discussion of the issues.

I do have a question. You ask: "Should the two parts of the proposal be considered separately? As you can see, we are proposing that they take effect at different times." As I read the current proposal, it states that "We recommend that these actions be made effective in Fall, 1991." What are the different times you hope these two actions--increasing the length of class periods and adopting a standard of one 50-minute class meeting or its equivalent per week for each credit granted--to be implemented?

4. With respect to the ACEP proposal calling for the allocation of funds specifically for the purpose of improving instruction in lower division courses with the largest enrollments, I see no reason why it could not go to the Senate at its May 14 meeting. Unfortunately, as I have noted, SCC is not meeting on April 16 (only the FCC and the SSCC separately), and so the first time the SCC could discuss the proposal would be at our April 30 meeting. I see no reason why we couldn't do this and, if all goes smoothly, put it on the docket for the May 14 meeting at that time. I do not think the FCC will have time to discuss the proposal at its April 16 meeting.

5. As you suspect, the SCC is indeed anticipating a very crowded agenda for the remainder of this year. Thus, with respect to the Library Committee's call for external peer review of the Library staff and operations, I suggest that SCEP follow its own nose on the matter at this time; that is, I do not think it necessary for you to consult with the SCC before taking further steps to pursue this matter. (I add only that anything having to do with the operations of the Library is typically of great concern to the SCC, and any actions your group takes to improve these could expect support from the Committee.)

Thank you again for keeping us informed of your activities.

Sincerely,


Ellen Berscheid
Chair, Senate Consultative and
Assembly Steering Committee

EB:mp

c: Roy St. Laurent
Shirley Clark



UNIVERSITY OF MINNESOTA
TWIN CITIES

Institute of Child Development
51 East River Road
Minneapolis, Minnesota 55455-0345

April 6, 1987

Professor Ellen Berscheid
Chair, Senate Consultative Committee
n307 Elliott Hall

Dear Ellen:

As a committee chair who is struggling to set prior effectively for completion by the end of the Spring quarter, I can imagine that you must be facing enormous scheduling problems for the Consultative Committee. Accordingly, I am writing to let you know what is still on the docket for SCEP this quarter and to invite any comments that you may have about how our activities may (or may not) dovetail with SCC's agenda.

Handwritten notes:
Done SSCC
Done copy
copy to self for review
done 4/16/87
done 4/16/87

1. Motion to establish an Assembly Committee on Undergraduate Education. Let me reiterate that we expect to have a final version for SCC's meeting on April 30. By that time, the Committee on Committees will also have reviewed the motion at its meeting on April 20.

2. Motion to establish a Senate Committee on Information Systems. We expect to have a proposal for SCC to review at its meeting on May 28. Meanwhile, SCEP will plan to keep its Extended Subcommittee on Information Systems in place in 1987-88.

Now the harder parts:

3. Motion regarding contact time per credit hour. You had requested that ACEP give you a status report at your May 28 meeting. However, our deliberations are proceeding rapidly, and a consensus is emerging just as quickly. I am attaching a first draft of the proposal toward which we are moving, for your information. It is not to be considered a finished proposal, but it does summarize the current thinking of the committee. We have already consulted with Student Support Services on this matter; and at our meeting on April 16, we will consult with representatives from CLA (the college that will be most affected by the proposal). We have also scheduled consultations with Continuing Education and Extension and Summer Session and will soon schedule a session with student groups, as well.

At this point, your parliamentary and prudential judgment would be very helpful to us. Let me raise several specific questions:

- o Should the two parts of the proposal be considered separately? As you can see, we are proposing that they take effect at different times.
- o Are we moving too fast on one or both parts? Our consensus has been quite strong virtually from the beginning, although we have considered pro's and con's. We believe that we could have a motion to you for review and approval on April 30. But it may be that more time should be taken for consensus-building across the campus.

As you can see, we are on a fast track with this one at present, driven partly by the Senate schedule. I am eager to get a sense from you about whether this is feasible and/or appropriate from the SCC's viewpoint.

4. Resolution on financial supplements to improve instruction in large-enrollment lower-division courses. Our Subcommittee on Liberal Education Requirements has noted that the majority of students meet their distribution requirements by taking a relatively small number of courses, most of which are large introductory lower-division courses with little instructor contact and few opportunities for non-lecture learning experiences. The subcommittee has proposed, and ACEP has endorsed, a proposal to call for allocation of funds specifically for the purpose of improving instruction in the 20-30 lower-division courses with the largest enrollments. We expect to approve the final details of this proposal at our meeting on April 16.

We believe that this resolution should be acted upon as soon as possible, so that it can be in the hopper with the other planning issues now being considered by Central Administration. Is it feasible that it might come before the Senate at its May 14 meeting? If it would facilitate SCC's consideration of the resolution, we could provide a draft copy for your meeting on April 16, although minor changes might need to be reported at the meeting. (If I am to participate in that discussion, it would have to be before or after my 1:15-2:30 class. However, others could probably come in my stead, if necessary.) We expect to have a final version of the resolution for your action on April 30.

5. Library Committee's call for external peer review of the library's staff and operations. Thomas Noonan, chair of the Library Committee, recently wrote to Provost Benjamin to present the committee's call for an external review. The Provost recently responded that he considered such a review unnecessary at this time and mentioned a number of sources of information that are regularly available on aspects of the libraries' operations. Professor Noonan believes that these sources of information focus on such matters as size and scope of activities and the collection, rather than on the competence and propensity of the staff to address future directions in the libraries. He has referred the matter to SCEP for "whatever actions it may wish to take." Copies of this correspondence are attached.

This matter will be on SCEP's agenda on April 16, and it is likely that the committee will wish to urge the Provost to reconsider his position. Do you have any comments that you wish to make at this time, or would you like us to consult with the SCC before taking further steps? It seems to me that, if this is likely to be a matter of deep concern to SCC, it would be well to think ahead about the courses of action open to the faculty-student governance structure in the matter.

Although not the end of our agenda, these items are the ones with which the SCC is most directly concerned at this time. I look forward to hearing from you.

Sincerely,



W. Andrew Collins
Chair, Senate and Assembly Committees
on Educational Policy

Enclosures

WAC:mpc

Draft - 3/24/87
INCREASING IN-CLASS CONTACT TIME ON THE TWIN CITIES CAMPUS

The Assembly Committee on Educational Policy was charged by the Steering Committee with reviewing current practices that affect in-class contact time for students on the Twin Cities campus and with making appropriate recommendations in the interest of educational quality.

In the course of this review, several points emerged:

1. The Twin Cities campus currently provides for less in-class contact time than its peer institutions do. A survey of Big Ten institutions and the University of California showed that all of those institutions require one class meeting per week for each credit granted. Eight of 10 hold 50-minute classes; Indiana's class periods are 45 minutes and Ohio State's, 48 minutes.

2. There is considerable variation among and within units of the Twin Cities campus in the ratio between contact time and credit hours. Some units commonly schedule one or more class meetings per week for each credit hour, but others frequently schedule fewer class meetings per week than a 1:1 ratio requires.

ACEP believes that efforts to improve the quality of education at the University should include an increase in contact time between students and faculty both in and outside of formal class meetings. We affirm the frequently voiced view that students learn in many ways and that students must be made accountable for course-related time outside of class. However, we believe that additional time in class can also enhance the possibilities for learning.

Accordingly, we recommend two related actions:

1. Increase the length of class periods to 50 minutes.

Lengthening class periods will increase the amount of in-class contact time between students and faculty by 10 per cent. We recommend that a schedule be devised that would allow for 15-minute passing time between classes. (A frequently suggested scheme is one based on the convergence of the hour and minute hands on a clock; thus, classes would begin at 7:35 a.m., 8:40 a.m., 9:45 a.m., and so forth.)

2. Adopt a standard of one 50-minute class meeting, or its equivalent, per week for each credit granted, with a provision for granting exceptions for courses in which specific plans for out-of-class learning activities have been formulated as an alternative to some in-class instruction time.

Both actions will mean that many departments must reconsider fundamental aspects of their programs. A period of transition will almost certainly be necessary. Consequently, we recommend that these actions be made effective in Fall, 1991. This date coincides with the effective date of several other actions designed to improve the preparation of students for work at the University and to improve the quality of the University's programs. However, many units will find it relatively easy to bring their offerings into full compliance before that date and should be encouraged to do so.