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January 12, 1984

President C. Peter Magrath
202 Morrill Hall

Professor Mario F. Bognanno
Industrial Relations Center
537 Management/Economics
West Bank

Dear Peter and Mike:

On behalf of the Steering Committee, I am pleased to submit our report on facilitating the scholarly activities of the faculty. I assume that the submission of the report discharges the responsibilities given us.

If it would be helpful to elaborate on some of the points in the report, I would be happy to discuss them with you.

Cordially,



Jack C. Merwin, Chair
Steering Committee to Facilitate
the Scholarly Activities of the Faculty

tla

enclosure

cc: John Howe, Chair, Senate Consultative Committee

Report of the Steering Committee
to Facilitate the Scholarly Activities
of the Faculty

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December, 1983

University of Minnesota

Enhancing the Scholarly Activities of the Faculty

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INTRODUCTION

Nurturing a scholarly environment that is conducive to the intellectual satisfaction and professional growth of the faculty is always a challenge, particularly so in these uncertain times. A scholarly environment requires that an institution be able to attract and retain superior scholars and provide the facilities, support, resources, and working conditions needed for intellectual stimulation and sustained productivity. Faculty members do their most imaginative teaching, innovative research, and useful service when they feel valued and have confidence in the future. Moreover, it is clear that a favorable environment for scholarship usually translates into excellence for the educational experiences of students.

A decade of limited resources generated by external events has impaired that environment at the University of Minnesota and has had a serious effect on faculty morale. The faculty has not only experienced a decline in research facilities and support services but also has suffered an erosion of about 20 percent in their real income while the real income dollars of other workers in the state has increased. These setbacks have had a serious impact at the University. The respect, trust, appreciation, and recognition which helps bolster the spirit of members of the scholarly community is affected. These vital elements must be restored and nurtured if the University expects to retain the kind of faculty that should be associated with a major teaching and research university.

This study of ways to enhance scholarly activities originated in the spring of 1981 when the Steering Committee to Facilitate the Scholarly Activities of the Faculty was established by the joint actions of President C. Peter Magrath

and Professor Marcia Eaton, representing the Senate Consultative Committee. The rationale for the appointment of such a committee was the conviction that specific kinds of policy issues are more likely to be addressed, implemented, and monitored if the faculty and the administration jointly accept responsibility for any actions that are recommended. The charge to the Steering Committee was fourfold: 1) to analyze the demography of the current University faculty; 2) to determine what specific studies should be undertaken; 3) to examine barriers to utilizing sabbatical opportunities, and 4) to identify impediments that prevent accomplishment of personal goals for scholarly activities and propose methods for removing them.

The recommendations of the Committee were developed on the basis of a review of existing University policies and practices; a review of policies and practices at other institutions; a review of relevant scholarly research by faculty at this institution and elsewhere; and the results of two surveys of the University faculty--one on the subject of leaves and sabbaticals and one on the general question of how to facilitate scholarly activity.

The report which follows is in four parts. The first describes how the Committee structured its charge; the second discusses relevant existing policies and procedures; the third describes the views of University faculty obtained through its survey; and the fourth contains specific recommendations. Three appendices accompany the report. Appendix A consists of a copy of the faculty survey as well as tables based on the results of the survey and specific suggestions made by University faculty members; Appendix B consists of a guide to sources useful to the Committee in preparing its report; and Appendix C contains an evaluation of the concept of a study jointly sponsored by the Senate and the administration.¹

PART I
STRUCTURING THE CHARGE

A Definition of Faculty Vitality

One of the first tasks facing the Steering Committee was to come to a working definition of its charge: enhancing the scholarly activities of the faculty. A number of points were apparent to the Steering Committee as it addressed this task.

First, the subject must be considered from a number of perspectives because it is influenced by a broad spectrum of University policies. For example, there are relevant policies related to salary, recognition and reward, communication, time for research and reflection, academic freedom, tenure and adequate support.

A second dimension of the complex subject of enhancing scholarly activity relates to the fact that different disciplines have different needs at any given point in time. For example, in some disciplines, travel, research, and support funds are more readily available and provide incentives to the pursuit of scholarly research and teaching while in other departments and disciplines the relative lack of such funds provides a serious impediment to scholarly activity.

A third factor relates to age and academic status. Young faculty members may need support and guidance that can be provided by senior colleagues. Mid-career faculty may benefit more from opportunities for travel and interaction with colleagues at other institutions. The more mature among the faculty may find that opportunities for consulting and interactions beyond the academy are particularly salutary.

In spite of the complexity of the subject, the Steering Committee found that it was possible to come to a working understanding of the issues related to the topic and to agree to a definition of it. A useful definition of faculty vitality appears in a Planning Council paper which was prepared to suggest the pursuit of this topic as a legitimate focus of institutional research--research that would be carried out jointly on behalf of the University administration and the Senate. That definition of faculty vitality is:

The faculty is vital if it exhibits sustained productivity in its teaching, its research, and its service activities. Productivity is characterized not by quantity of output, but by the quality of these outputs as judged by faculty peers. A faculty is vital if it is continually creating important, new knowledge, and expanding our understanding of the world in which we live. A faculty is vital if the instructional programs of the University are continually being monitored and being developed. A faculty is vital if there is balance between innovation and traditional approaches to teaching and research. The University faculty is vital if it is responding to the needs of the state, the nation, and the world for new knowledge. On occasion, this vitality is recognized through awards and prizes for scholarship. Perhaps most important, a faculty is vital if its members find their work stimulating, enjoyable, and satisfying.²

Structuring the Task

In seeking to determine direction and priorities for its work, the Committee consulted with a number of individuals in the University of Minnesota. Meetings were held with Professor Marcia Eaton, then chair of the Senate Consultative Committee; Professor Arthur Williams, then chair of the Senate Committee on Faculty Affairs; and Vice President Nils Hasselmo, who had been designated as the administrative contact person for the project. In addition, interviews with Harold Bernard (director, Employee Benefits); David J. Berg (director, Management Planning and Information Services); and Ann M. Bailly (Assistant to the Vice President for Academic Affairs) provided information regarding existing policies and practices related to the subject of enhancing

scholarly activities

In structuring its approach to this assignment, the Committee came to a number of conclusions.

1) Recommendations from this Steering Committee should consider policy needs at all administrative levels. If construed in a narrow sense, the Committee might have attempted to focus only on issues directly related to the University Senate or the administration. Such a perspective was rejected as inappropriately limiting and one which would not do justice to the complexities of the subject under investigation.

2) While this report puts forward some broad recommendations, they must be interpreted in a flexible manner and it is critical that those responsible for implementing a recommendation must consider its appropriateness for the existing circumstances. Thus a recommendation which might fit quite appropriately the circumstances of one department, might be inappropriate for the circumstances of another.

3) If a subject related to the Committee's charge was being taken up through some other University study or inquiry, this Committee would not attempt to duplicate that work. Two such issues that were thus treated cursorily by this Committee were faculty salaries and the University faculty retirement plan.

4) In addition to the Committee informing itself on recent research into the subject of scholarly vitality and organizational development, it would be important to ascertain faculty views directly. Accordingly, a survey of the faculty was conducted by the Committee.

PART II
RELEVANT EXISTING POLICIES

One of the first challenges to the Committee in its review of existing University of Minnesota policies was to develop a sense of which policies most directly affect scholarly activity. In one sense, that list could legitimately include virtually any institutional policy from those dealing with salaries, leaves and travel funds, to indirect contributors such as architectural design, admissions policies, or availability of outside funds for research.

Identification of those University policies and practices that should receive the Committee's attention proved to be one of its most difficult tasks. As has been noted, two areas of possible relevance--faculty salaries and retirement benefits--were not studied in detail because these have been addressed by other University committees operating at the same time as this one. It is important, however, to make one observation about the importance of salary and benefits to a study of faculty vitality: The relationship between the level of a faculty member's explicit financial reward and that faculty member's professional vitality is complex. It is characteristic that the scholarly life has carried with it traditions of devotion to and satisfaction from the world of the academy that are independent of financial rewards.

Accordingly, it became clear to the Committee that a conceptual framework for analyzing and understanding factors affecting faculty activities was a first priority. A survey of our faculty and general literature about other faculties bear out the extraordinary importance to faculty of intrinsic factors in their professional life. These are freedom to pursue ideas in select areas of research, the presence of challenging students and colleagues, and a sense of

altruism stemming from a life committed to the academic goals of teaching, research, and service.

However, a number of changes have occurred within the academic world and outside of it which have diminished some of the intrinsic aspects of the academic milieu and also some of its extrinsic rewards, such as salaries and benefits. Using 1970 as a base year, salary losses experienced in the academic profession during the 1970s meant that the faculty lost ground when compared to persons in other fields. As has already been pointed out, the University of Minnesota faculty suffered an erosion of approximately 20 percent of their real income while the real income of other workers increased.

Setting aside, for reasons already noted, the important matters of salary and retirement benefits, the Committee identified five areas directly pertinent to its inquiry. They include the sabbatical leave, the single quarter leave, summer research appointments, teaching and research awards, and consulting. It is significant to note that each of these policy areas relates directly to the heart of scholarly inquiry by providing time and support for research and scholarly writing, and that lack of resources for such pursuits represented one of the major dissatisfactions for faculty.

The Sabbatical Leave Program

The sabbatical leave program in America dates from the nineteenth century and grew out of recognition of the special needs of faculty members for time to reflect, to write, and to gain perspective from experiences in another setting. The sabbatical program at the University of Minnesota was approved in 1909.

A study of the University of Minnesota sabbatical leave policy completed in 1983 by Darwin Hendel and Jean Solberg pointed out that nationally sabbatical

leave programs are widespread among academic institutions. They noted that the structure of such programs, while following a similar general pattern, varies in one crucial dimension--the amount of funding which a faculty member may receive when he or she takes the sabbatical leave. At the University of Minnesota, sabbatical furloughs are available to regular faculty members after six years of service. Up to three quarters of sabbatical leave can be taken once every seven years upon recommendation of the faculty member's department head and dean and approval from the Regents. Faculty holding full-time appointments (nine- and twelve-month appointments predominant) are eligible to receive one-half their base salary during a sabbatical leave which can run up to the duration of their regular appointments (e.g., up to nine-months for a nine-month faculty member or twelve months for a twelve-month faculty member).

The Hendel/Solberg study, as well as the survey conducted by this Committee, has pointed out, however, a major institutional issue with respect to the sabbatical leave: the number taking sabbaticals in a given year is far less than the total number of faculty eligible. The Hendel/Solberg report suggests that considerably less than a third of the faculty who are eligible actually take a sabbatical during a given year. In a recent five-year period, the numbers who took sabbaticals varied from a high of 101 to a low of 88. The principal perceived barrier to greater use of the sabbatical leave was the financial burden of living on half salary. Other difficulties identified were inconvenience for children (29.7%); too busy to make arrangements (25.9%); and inconvenience for spouse (28.8%).³

Assuming that the sabbatical is indeed a critical ingredient in the provision of the opportunity for intellectual growth and continued development, it is

a legitimate institutional concern therefore to ask whether or not there are ways to increase the use of such an opportunity. This Committee has noted with approval the receipt by the University of Minnesota of a \$900,000 award from the Bush Foundation to provide supplementary funds for faculty members with an interest in undergraduate education to supplement the half salary currently available. While this program represents a helpful first step, two points should be kept in mind. First, the grant is for a five-year period to allow the University time to develop longer term solutions to the funding question. Second, the grant is focused on faculty with an interest in undergraduate education. Thus, there may be faculty not eligible for this grant and unable to afford a sabbatical in absence of additional funds. Mechanisms to make sabbaticals affordable clearly remain a significant planning issue.

Single Quarter Leaves

A second kind of leave available to University faculty is the single-quarter leave. Single-quarter leaves are open to both tenured and probationary faculty members who have completed two years of service. Single-quarter leaves provide a short break from the normal academic schedule to allow the faculty member to pursue specified projects while remaining on full salary. Selection for a single-quarter leave is made by a screening committee in a competitive review of statements of purpose submitted by the applicants. Current policy allows for up to four percent (roughly 120) of the faculty to be on single quarter leaves each year. Applicants must return to the University of Minnesota for at least one year following a single-quarter leave. The Hendel/Solberg study and the results of this Committee's survey of the faculty have suggested that having the option of the single-quarter leave is viewed as a highly

favorable institutional policy. However, a major deterrent to single quarter leaves for faculty in some small departments has been the resources to cover the work of a faculty member on such a leave.

Summer Research Appointments, Awards, and Consulting

A third institutional policy which affects faculty vitality is the faculty summer research appointment, which has been made available since 1946 to provide resources to cover a research project which might reasonably be completed during the five weeks of a summer session term. All regular, nine-month faculty may apply for the summer research stipend award. In 1983, the number of such awards was increased from 30 to 60--the amount of these awards in 1983 was \$3,300.

Alongside of the two leave policies--the sabbatical and the single quarter--and the faculty research appointment, are other benefits which also relate uniquely to the academic enterprise and to the support of scholarly activities. These are institutional awards for academic excellence. At the pinnacle of such awards in the University of Minnesota are the Regents' professorships, established in 1965, carrying with them an annual supplementary stipend of \$5,000. The University of Minnesota has other academic awards. One such award is the Horace T. Morse Amoco Foundation Award for contributions to undergraduate education. In addition to awards made at the all-University level are awards which vary in purpose and amount from college to college.

Scholarly research and public service are encouraged not only through awards and leave policies but also by the University of Minnesota's consulting policy. This policy makes it possible for faculty to engage in recurring professional consulting to impart their knowledge and skills to groups and persons outside of the University. The University consulting policy allows such

recurring commitments up to a limit of one day per seven-day week, provided that they do not interfere with the faculty member's teaching, research, and service, or administrative responsibilities, and that the activities of the consulting are related and will enhance their professional responsibilities.⁴

All of the aforementioned policies relate to the University of Minnesota's role as a major research institution. The opportunities such policies provide grow clearly from the recognition, which has evolved over time, that the world of research and writing requires a combination of nurturing support, freedom, and time and space to allow an academic to pursue interests and ideas which he or she deems worthy of attention. They are based on a strong tradition of academic freedom anchored to a strong University commitment to tenure. In such a milieu, it is not only the formal structures which support such research and inquiry, but also more informal structures. Through our survey of faculty members, the importance of stimulating colleagues and challenging students became apparent. Likewise, the importance of opportunities for faculty to travel to professional meetings, to interact with colleagues at other institutions, and to have access to library materials and materials through electronic media became apparent. While the specifics of creating and maintaining such an academic milieu are elusive, the Committee has come to realize that their maintenance is of critical importance. The faculty survey conducted by the Committee which helped to illuminate the current situation at the University is discussed in Part III.

PART III

FACULTY SURVEY

Deliberations based on information gathered from other sources led the Committee to the conclusion that it needed observations and suggestions directly from the faculty. It was determined that two types of information would be helpful: Faculty views on those aspects of their current positions that enhance or impede personal satisfaction and productivity and actions that could be taken by the University to facilitate scholarly activities and help enrich professional life during the next five to ten years.

The questionnaire designed for the survey included questions structured to 1) identify degree of satisfaction-dissatisfaction with professional careers at the University of Minnesota, 2) locate sources of satisfactions and dissatisfactions and 3) generate ideas for relieving dissatisfactions and removing barriers to scholarly productivity. It was considered important to have information as comparable as possible with that of earlier surveys seeking similar information (Stecklein and Eckert, 1958, Stecklein, 1982). Thus, where appropriate, questions used in those studies were used again in this survey.

In the spring of 1982 the questionnaire (Appendix A) was mailed to all faculty members holding a rank of assistant professor or above on the Twin Cities campus, UMC, UMM, and the medical faculty at UMD.⁵ The 974 useable questionnaires returned represented a 35 percent return rate. When the returns were compared to the total makeup of the faculty, no over- or underrepresentation of practical significance was found as it relates to sex, professorial rank, or collegiate affiliation.

Major findings will be summarized here. More detailed information on the

survey procedures and results can be found in Appendix A-1.6

Nearly two-thirds (64.6%) of the respondents reported satisfaction with their professional careers at the University of Minnesota; 16.6 percent indicating they are "very satisfied." On the one hand, this can be interpreted as very encouraging. On the other hand, other perspectives argue for a more cautious interpretation. First, approximately one in five (21.1%) report dissatisfaction; females (27%) reporting dissatisfaction more frequently than males (19.8%). Second, while differences in sampling procedures argue for caution in interpretation, comparisons using the results from earlier studies that used the identical questions shows that the percentage of faculty satisfied with their scholarly life declined from 91 percent in 1956 to 80 percent in 1980 to 64.6 percent in 1982.

Each faculty member surveyed was asked to list two or three major satisfactions and two or three major dissatisfactions with being a faculty member at the University. The responses indicate that in many instances it is fairly specific situational conditions that explain why faculty members are satisfied or dissatisfied with their professional lives.

Nearly half of the satisfactions listed by the respondents fall into one of two categories: 25.8 percent referred to working conditions (e.g., flexible schedules, ability to set one's own time, intellectual freedom, independence to pursue one's own interests, etc.) and 23.8 percent referred to preference for this work (e.g., like to teach, like to research, variety, research opportunities, consulting, scholarly activity, etc.). The only other categories garnering more than 10 percent of the responses were students (e.g., helping students, seeing returning successful students. etc.) and faculty (e.g., colleg-

iality, stimulating people to work with, etc.); 17.4 percent for the former and 13.5 percent for the latter.

It is interesting to note that while the category of working conditions accounted for one in four of the comments regarding satisfactions, it also accounted for almost the same portion (23.7%) of the comments regarding dissatisfactions. Here factors such as not enough time, too many students, lack of autonomy, unclear expectations, and too much paperwork were mentioned frequently. The second most frequently cited dissatisfaction related to lack of support. Factors appearing most prominently here were student and civil service support, SEE budgets and equipment. The third most frequently cited impediment was bureaucratic red tape which was perceived as taking faculty away from teaching and research.

The percent of responses indicating "working conditions" as a source of dissatisfaction in 1982 (23.7%) was similar to that reported in the 1956 study. Just two years prior to the current study, however, over one-third of the responses (34.6%) fell in this category. Inadequate support is now viewed as a much greater source of dissatisfaction (17.5%) than was reported in the surveys of 1980 (4.3%) and 1956 (6.7%).

A point of significant agreement found among faculty in the survey was the desire, expressed by 83 percent, for more time for research and writing. Also, a majority (59.2%) feel that they are spending too much time on administrative and committee activities.

Responses related to teaching presents a less clear message. While 20.1 percent of the respondents indicated that they desire more time for teaching, a similar percentage (21.5%) indicated that they would like to spend less time

teaching.

The results of the survey indicate that discontent and frustration does not arise from a desire to work less. Rather, it stems from lack of enough available hours to work on activities considered of high professional importance due to assignments and other expectations about how they will spend their time.

Attempts to increase the professional vitality and productivity of the individual faculty member must be adapted to the individual's unique capabilities and the characteristics of that person's assignment. As noted above, however, there are some general areas where more, or less, time is desired by a sizeable number of faculty members. A large fraction want to spend more time in research and scholarly writing and many express the need for more time to prepare for their teaching and out-of-class work with students. A considerable number feel frustrated in finding time to keep up with their field--to read, study, and communicate with their peers here and at other institutions. General areas of activities seen as reducing the amount of time available for scholarly production are those that do not involve teaching and research directly. Many mention as impediments to scholarship and teaching the intrusion of committee and administrative work and fund raising. A related aspect is simply organization of assignments. Leaves or other opportunities for sustained efforts on scholarly production and self-improvement were seen as extremely desirable.

The survey request for suggestions of things the University can do to remove barriers and enhance professional vitality prompted a wide variety of responses. Appendix A-2 presents specific suggestions made by faculty members under six general categories. These general categories include time management, recognition, communication, assistance, group involvement, and special support

at critical points over a career. These suggestions served as a primary source for the framing of the Committee's recommendations which appear in the next and final section of this report.

PART IV
RECOMMENDATIONS

In the process of wrestling with what the University can do to enhance the scholarly activities of the faculty, the Committee has studied the literature on the subject, investigated the findings of recent studies of faculty vitality both at the University and elsewhere, examined relevant existing policies, and has conducted a survey of the faculty in order to determine their views on the changes needed to remove barriers to scholarly productivity and to improve the academic environment. It is on the basis of findings from these activities that we make our recommendations.

The Committee did not deal directly with salary problems in these recommendations because it assumes that the current high level of awareness of them and actions being taken by the faculty, the administration, and the Regents will provide for appropriate consideration of these issues.

Instead, the recommendations have focused on working conditions and more explicit structures for recognition and rewards. These aspects of faculty life are of crucial importance in the enhancement of scholarly activity. It should be noted, however, that even when these are adequate they cannot become substitutes for a satisfactory salary level.

This Steering Committee has no illusions that our academic environment can be converted from the status quo to near utopia within a matter of months or even in two or three years. We hasten to point out, however, that some of the changes being proposed can be initiated quickly and with little expenditure of resources. Some of the problems have as much to do with esprit and morale as with resources.

Three important background factors should be kept in mind as these recommendations are considered. First, scholarly vitality is extremely complex and efforts to enhance it must be flexible. Second, faculty vitality and institutional vitality are highly interdependent. Third, policies which affect scholarly activity need not be university-wide. In some cases, sources of policy are departmental; in some cases they are collegiate; and in other cases they are University-wide.

The following recommendations concern four broad areas: institutional support, which covers a number of critical, if somewhat mundane, aspects of scholarly activity; recognition and rewards, which contain both tangible and intangible dimensions; aspects of organizational life which support intellectual enrichment; and the communication patterns of the University through which its policies and practices are understood both by those on the inside and those on the outside.

Institutional Support

1. Department chairs, with the support of central administration and collegiate officers, should initiate plans to restore and enhance support for the faculty (teaching and research assistance, civil service assistance, technical aids, including word processing and microcomputers, etc.).

2. The Senate Committee on Faculty Affairs, working with the Vice President for Academic Affairs, should pursue alternatives to the current policy on sabbatical leaves so as to make them more economically feasible from the standpoint of both the faculty members and the department. Such alternatives might well stem from a study of the extent to which people most needing leaves are able to take them. Options that would evolve from alternative personal financing for leaves should be considered as well as those that would involve additional University or outside funding. The Bush Supplementary Sabbatical Leave Program provides a helpful, though limited, interim device. The institution will need a longer term solution to the identified need for support during sabbatical leaves.

3. The single quarter leave appears to offer a necessary and important opportunity for faculty. In order that the opportunity may be made available to all faculty, the Vice President for Academic Affairs should provide a measure of assistance to units that are unable to allow faculty to take single quarter

leaves because of the absolute need of the services they provide and the unavailability of resources to replace them.

4. Administrators at all levels should seek ways to decrease the nonvoluntary involvement of faculty in administrative activities, while minimizing the loss of opportunity for faculty members who wish to participate in such activities.

5. Department chairs should seek ways to build flexibility into the scheduling of faculty members' assignments which would allow for increased teaching loads at certain times in order to free up other times for sustained research and writing efforts or for updating and preparation of courses.

6. The Vice President for Academic Affairs should ensure that deans and department chairs are knowledgeable about the many factors that affect faculty vitality and that they are also aware of the resources that are available to them for helping to enhance faculty vitality. Administrative seminars, workshops, or informal discussions could be used to emphasize an institutional priority in this matter. Deans and department chairs should also be encouraged to utilize a consultative process within their departments to foster an environment that nurtures scholarship and productivity.

Comment: The faculty regards time as one of its most prized resources. Studies consistently show that faculty members at the University spend many hours each week on professional activities--evidence of their high level of professional commitment. This same commitment, however, can become a basis for frustration and discontent when expectations and assignments force them to devote time to less important activities which do not make use of their unique talents. Such feelings of frustration can sap faculty vitality and should be recognized as a serious source of dissatisfaction.

An overwhelming majority of the faculty members believe that they should be spending more time on research and scholarly writing and on preparation for their teaching and out-of-class work with students. The faculty perceives that activities not directly involving teaching and research (e.g., committee and administrative work, pursuit of external funding, etc.) cut damagingly into time available for scholarly production. For some the organization of their assign-

ments precludes leaves and other opportunities for sustained scholarly production and self-improvement.

All too frequently, faculty members are called upon to do routine typing, filing, running of copy machines, etc. The category "working conditions" is mentioned more frequently than any other category as a source of dissatisfaction for faculty members.

Recognition and Rewards

7. The Regents and the administration should continue, as often as possible, to recognize meritorious performance in research, teaching, and service. Particularly appropriate are not only existing awards and recognitions, but also special merit increases in salary that reflect outstanding teaching and research.

8. Administrators at all levels should seek to identify and publicize significant work of faculty members (e.g., new publications, new courses developed, grants received, etc.).

9. Department chairs should establish procedures to provide faculty members, and especially young scholars, with frequent and regular feedback on their work from chairs and trusted colleagues, using informal approaches and seminars where appropriate.

Comment: Faculty members, like professionals in all fields, desire and deserve to have their accomplishments recognized and rewarded. In the eyes of the faculty the current situation has some major deficiencies in this regard. Systematic consideration of both financial rewards and intrinsic reward structure is needed. An integrated recognition and reward structure can strengthen the professional vitality of individual faculty members and enhance the image of the professoriate outside the academy.

Intellectual Enrichment

10. Department chairs should provide opportunities for faculty members to discuss their research, research interests, and ideas with departmental colleagues and students.

11. Administrators at all levels should encourage appropriate interdisciplinary and interdepartmental research, seminars, and teaching.

12. The Office of the Vice President for Academic Affairs should provide retraining/retooling opportunities to accommodate shifts in interests and in careers as well as for improving teaching and research skills.

13. Administrators and faculty should continue to seek ways of increasing interaction between faculty and representatives from business, industry, government, and other organizations. Such interactions are not only important from the point of view of bringing vitality to an academic institution, but also of enriching the society of which it is a part.

14. Administrators should assist faculty members in finding and taking advantage of research and teaching opportunities abroad in accord with international education as one of the five major themes in institutional planning.

15. The Senate Committee on Educational Policy assisted by the administration should explore interuniversity exchanges for the opportunities which they may provide as a cost-effective vehicle for faculty enrichment.

Comment: Faculty members need and deserve opportunities to share and discuss their work with colleagues and able students within the University, at other institutions, and within organizations outside the academic world. We at the University are challenged to find additional ways to secure this intellectual interaction.

Communication

16. Administrators at all levels should make the broadest possible effort to make faculty members aware of existing policies, programs, benefits, and services. There is evidence that a number of faculty are not aware of them.

17. The unique communication problems of those faculty and staff whose place of research, teaching, and service is outside the Twin Cities should be addressed and means of easing them sought. Here, the factor of isolation from the metropolitan area, the distance from the Twin Cities libraries, and the smaller scale of operation all require special consideration.

Comment: Although some problems of communication due to the size and geographic spread of the University will always be with us, it is important to address the issue of communication as it relates to scholarly activities. Some faculty are simply not as well informed about existing programs and services as they ought to be. In addition, it is important that processes that enhance

scholarly activity pursued in some departments be considered for use in others.

Concluding Observations

While there are points in these recommendations where resources will be required (e.g., supplementary funds for sabbatical leaves, minimal levels of graduate assistant and SEE support, and institutional commitment to faculty salaries), many of the recommendations can be pursued at relatively minimal institutional cost. Specific examples might include exploring ways in which established faculty members can serve as mentors; sharing of research papers with colleagues not able to attend out-of-state conferences; informal seminars and talks for both faculty and students to broaden intellectual contacts; and the encouragement of interdisciplinary research, seminars, and teaching. Still other examples, while not implying a major expenditure of resources, may require only a modest amount of institutional resources to implement. Examples here include the provision of retraining and retooling seminars or workshops; use of undergraduates to provide basic assistance to faculty; use of WATS lines; and assistance to faculty members to allow them to participate in exchange programs in other institutions as well as to allow them opportunities for research and study abroad.

This report will be useful to the extent to which it leads to institutional commitment on a number of levels to address the issue of sustaining and enhancing scholarly activities of the faculty.

Endnotes

1. The Committee wishes to acknowledge the assistance of Professors Mary Corcoran and Shirley Clark in providing a perspective for its work by sharing the early findings of their important research on faculty vitality and that of Professor John Stecklein whose earlier studies served as a basis for parts of its survey.
2. Planning Council, University of Minnesota, February 11, 1980, p. 4.
3. Darwin Hendel and Jeanne Solberg. "Faculty Members Views About the Sabbatical and Single Quarter Leave Programs at the University of Minnesota." University of Minnesota: May 15, 1983, p. 2.
4. Faculty Information Bulletin. University of Minnesota (1980), p. 8.
5. On the advice of the University General Counsel non-medical school faculty at UMD and faculty at UMW did not receive the questionnaire due to collective bargaining going on at the time.
6. Due to an error in mailing, faculty at UMM did not have an opportunity to respond to the questionnaire until February 1983, after the original analyses were completed. A separate analysis of the responses from Morris showed them to be consistent with the findings reported here.



UNIVERSITY OF MINNESOTA

April 13, 1982

Dear Colleague:

Most of us have accepted projections that the size of the University faculty will remain relatively stable in the foreseeable future, with fewer new faculty members coming to the University. This prompts some concern about how to maintain intellectual vigor and excitement among the faculty during this period. In response to this concern, we have been asked jointly by the Senate Consultative Committee and President Magrath to suggest policies that will help to preserve and to stimulate vitality. We need your help.

Available evidence suggests that the University of Minnesota, like other institutions of higher education, has entered a new era--one that is characterized by diminished resources. In preparing for this change, it will be helpful if we can anticipate potential problems and take steps, as much as possible, to meet them in advance. What can we do, for example, to offset the possibility that faculty members may find it more difficult to attend professional meetings, to secure funding for sabbaticals and research, to develop new courses, and to have new colleagues with whom to exchange ideas? In other words, we need to devise innovative ways to facilitate the scholarly activities of the faculty.

Because the Committee is studying this potential problem with a view toward suggesting to the Senate and administration some imaginative policies designed to meet the challenge, we want to tap the views of the faculty as a rich source of ideas. We seek your input at this time through completion of the enclosed questionnaire.

The key question to be answered is Question 9: At the present stage of your career, what can the University do, in specific ways, to facilitate your scholarly activities (teaching and research) and help you to enrich your professional life during the next five or ten years? We suggest that you first answer Questions 1 through 8 and then work on Question 9. Although it will take time to give us your thoughtful consideration, we have kept the questionnaire brief, and we sincerely hope that you will take the time needed to complete it and return it to us.

We hope you share our belief that it is very important for each of us to have opportunities to maximize our professional contributions in the years ahead, and we invite you to join us in helping to secure the enactment of policies designed to reach this objective.

The Committee for Facilitating the Scholarly Activities of the Faculty
Jack C. Merwin, Chair

Carl R. Adams	Anne D. Pick
Elizabeth S. Blake	Richard E. Poppele
Mario F. Bognanno	Donald C. Rasmusson
Richard S. Caldecott	Betty W. Robinett
Edward L. Cussler, Jr.	John E. Turner
Ann M. Pflaum	John R. Wallace

QUESTIONNAIRE

1. What percentage of your total professional activities do you estimate that you ordinarily devote to each of the following:

<u>Activity</u>	<u>Percentage</u>
-1- Teaching (including preparation, grading, thesis advising, oral examinations)	_____ %
-2- Research and scholarly writing	_____ %
-3- Counseling (personal and academic)	_____ %
-4- Other service to student groups/organizations	_____ %
-5- Committee assignments and administrative duties	_____ %
-6- Off-campus services (professional meetings, community talks, consulting services, etc.)	_____ %
	100 %

2. To which of the above activities would you prefer to devote more time if you could? (Circle the number or numbers that correspond to the activities.)

1 2 3 4 5 6

3. To which of the above activities would you prefer to devote less time if you could? (Circle the number or numbers that correspond to the activities.)

1 2 3 4 5 6

4. Please circle the expression below that best describes your present attitude toward your professional career at the University of Minnesota.

Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1	2	3	4	5

5. Please indicate your faculty rank:

- (1) Assistant Professor
- (2) Associate Professor
- (3) Professor
- (4) Other. Please indicate: _____

6. How long have you been tenured?

- (1) I do not have a tenure-track position
- (2) I have a tenure-track position, but am not tenured
- (3) Two years or less
- (4) More than two years but less than five years
- (5) Between five and ten years
- (6) Ten years or more

7. Please list the two or three major satisfactions that you derive from being a faculty member at the University:

-a-

-b-

-c-

Comments (You are invited to expand on your response to this question; if you need additional space, please use the back of this page):

8. Please list the two or three major dissatisfactions with being a faculty member at the University:

-a-

-b-

-c-

Comments (You are invited to expand on your response to this question; if you need additional space, please use the back of this page):

9. Given the reality of diminished resources, what are ways in which your present dissatisfactions can be turned into satisfactions? We look upon this survey as an opportunity for the faculty to have an input into policy-making. For this reason, we are asking all faculty members to give serious thought to this question:

At the present stage of your career, what can the University do, in specific ways, to facilitate your scholarly activities (teaching and research) and help you to enrich your professional life during the next five or ten years? For example, do you have ideas on innovative funding? Are you aware of policies and practices from other universities or other countries that might be applicable? Do you know of ongoing systems (e.g., systems of sponsorship, feedback, performance evaluation, rewards or recognition) that foster professional development? (If you need additional space, please use the back of this page.)

10. Please indicate the college/program/campus in which you are appointed:

Twin Cities Campus:

- (1) College of Biological Sciences
- (2) College of Education
- College of Liberal Arts:
- (3) Humanities and Fine Arts
- (4) Social Sciences
- (5) College of Veterinary Medicine
- (6) Continuing Educ. & Extension
- (7) General College
- (8) Graduate School
- Health Sciences:
- (9) Dentistry
- (10) Medical School
- (11) Mortuary Science
- (12) Nursing
- (13) Pharmacy
- (14) Public Health
- (15) Humphrey Institute of Public Affairs

- Institute of Agriculture, Forestry and Home Economics:
- (16) Agriculture
- (17) Forestry
- (18) Home Economics
- (19) Agricultural Experiment Station
- (20) Agricultural Extension Service
- (21) Institute of Technology
- (22) Law School
- (23) School of Management
- (24) University College
- (25) Other. Please indicate:

Crookston Campus:

(26)

Morris Campus:

(27)

UMD-Medical School:

(28)

11. For how many years have you been on the faculty at the University of Minnesota?
_____ years

12. Was your appointment as a faculty member at the University of Minnesota your first professional employment after you received your highest degree?

- (1) Yes
- (2) No

If "No", how many years of job experience did you have before you came to the University of Minnesota?

- | | <u>Number of Years</u> |
|------------------------------------------------------------|------------------------|
| a. In teaching at other colleges or universities? | _____ |
| b. In teaching at other types of educational institutions? | _____ |
| c. In industry, government, etc.? | _____ |

13. Sex:

- (1) Female
- (2) Male

-- Thank you for your time and cooperation --

If you have questions about this questionnaire, please call Faye Powe, Assistant to the Committee for Facilitating the Scholarly Activities of the Faculty, 376-8446.

Please fold, staple, and return your completed questionnaire to the address on the back of this page. We would appreciate receiving your response by April 30, 1982. Respondents from the Twin Cities Campus may use the campus mail service.

CHARACTERISTICS OF RESPONDENTS

Rank

<u>Professor</u>	<u>Associate Professor</u>	<u>Assistant Professor</u>	<u>Other</u>
49.0	25.5	25.1	0.4

Years at University

<u>1</u>	<u>1<Y<10</u>	<u>10≤Y<20</u>	<u>20≤Y<30</u>	<u>≥30</u>
3.2	33.0	41.9	15.7	6.2

Sex

<u>F</u>	<u>M</u>
17.0	83.0

Rank

<u>Not Tenure Track</u>	<u>Not Yet Tenured</u>	<u>0-2 Yrs</u>	<u>2<Yrs<5</u>	<u>Tenured</u>	<u>5≤Yrs<10</u>	<u>Yrs≥10</u>
8.3	13.9	5.8	9.8	18.1	44.2	

First Appointment

<u>Yes</u>	<u>No</u>
45.7	54.3

RESULTS

(Percent of Those Reporting)

Distribution of Time

<u>% Time Spent</u>	<u>Instruction</u>	<u>Research & Scholarly Writ</u>	<u>Counseling Students</u>	<u>Other Services</u>	<u>Committee & Admin</u>	<u>Off-Campus Services</u>
80-100	3.4	1.9	0.1	0.3	1.3	1.0
60-79	14.8	5.0	0.4	0.6	3.5	1.8
40-59	36.6	21.6	1.4	0.8	6.2	1.3
20-39	33.5	41.1	7.6	3.4	20.9	6.6
10-19	6.8	18.7	32.0	10.4	32.9	25.4
0-9	4.9	11.6	58.5	84.5	35.2	65.2

Desired Changes in Distribution of Time

<u>Percent Desiring</u>	<u>Instruction</u>	<u>Research & Writing</u>	<u>Counseling</u>	<u>Other Services</u>	<u>Committee & Admin</u>	<u>Off-Campus Services</u>
More	20.1	83.0	3.4	1.5	0.9	12.5
Less	21.5	1.6	8.5	5.4	59.2	4.2

Present Attitude towards Professional Career at the University of Minnesota

<u>Very Satisfied</u>	<u>Satisfied</u>	<u>Neutral</u>	<u>Dissatisfied</u>	<u>Very Dissatisfied</u>
16.6	48.0	14.3	16.5	4.6

Sources of Satisfaction and Dissatisfaction

<u>Source of Satisfaction</u>	<u>1982</u>	<u>1980</u>	<u>1956</u>
Students	17.4	27.6	31.0
Faculty	13.5	9.1	11.4
Administration	1.0	0.1	0.0
Intellectual Environment	8.4	10.2	11.9
Working Conditions	25.8	17.9	21.4
Preference for This Kind of Work	23.8	21.4	17.0
Personal Development	2.1	3.4	1.7
Recognition	3.8	2.0	3.5
Other	4.1	8.3	2.0

<u>Source of Dissatisfaction</u>	<u>1982</u>	<u>1980</u>	<u>1956</u>
Students	2.5	3.2	6.4
Faculty	4.3	1.5	4.4
Administration	16.1	12.1	13.7
Intrinsic Rewards	2.9	4.6	5.2
Poor Working Conditions	23.7	34.6	21.6
Support Inadequate	17.5	4.3	6.7
Salary	14.8	22.9	32.5
Lack of Extrinsic Rewards	6.8	4.9	2.1
Other	11.5	11.6	7.5

APPENDIX A-2

Survey of University of Minnesota Faculty

1982

Specific Suggestions
for Enhancing Scholarly Activities

The request for suggestions of things the University can do to remove barriers and enhance professional vitality prompted a wide variety of responses. Some were very specific to the functioning of individual departments or programs. Some were well developed proposals, a number of which included new or seldom identified ideas. The majority can be grouped readily into six general categories: time management, recognition, communication, assistance, group involvement, and special support at critical points in one's career at the University. The more frequently mentioned proposals follow.

Time Management

Need more opportunity (through sabbaticals and forms of released time) for research and retooling.

Change the sabbatical process so as to relieve both the work load arrangements that do not allow time for leaves and the financial burden of taking leaves on half pay; add flexibility to the sabbatical leave program.

Redistribute/reduce committee work.

Reduce administrative duties; supply more staff for administrative work.

Let people do what they excel at--reduce teaching for those who do research and increase the teaching load for those who do not.

Double load teaching in some quarters so as to leave one quarter free for research.

Develop more flexible arrangements to combine a faculty career with a career outside the University.

Recognition

Increase salaries.

Provide more non-monetary recognition.

Reward excellence and improvement in teaching.

Match rewards with accomplishments.

Communication

Increase the amount of sharing of ideas and work within and across departments; more interdisciplinary seminars.

Have senior faculty take on a mentoring role for junior faculty.

Increase opportunities to attend professional meetings.

Strengthen interuniversity exchange programs.

Decrease administrative response time to ideas and proposals.

Assistance

Provide more teaching assistance and civil service support.

Improve the libraries.

Reduce enrollment; curtail class sizes; emphasize quality more in admissions; reduce teaching burdens.

Develop programs to foster professional growth and development including tuition scholarships for faculty.

Provide tuition scholarships for faculty spouses and children.

Increase the role of administration in helping professors seek funding.

Seek more assistance from business and industry.

Provide more travel money for travel to attend professional meetings, to visit other institutions and for fundraising.

Make advanced technology (e.g., microcomputers and word processors) available in offices.

Group Involvement

Provide more opportunities for sharing and discussing work with others in one's department and in other departments.

Encourage and reward interdepartmental teaching and research.

Strengthen interuniversity faculty exchange programs.

Develop more international opportunities for faculty.

Provide opportunities to interact with the private sector; short-term leaves to work in the private sector; provide opportunities for private sector researchers to spend time at the University; joint appointments with the private sector.

Special Support at Critical Points in One's Career

Provide research funds for the new assistant professor until a research agenda is externally funded.

Provide leaves and support for those interested in retooling or mid-career changes.

Provide research support for senior researchers who are between external grants.

Provide programs for those who wish to improve their teaching.

Give senior faculty nearing retirement special support so they can end their careers with a "bang."

APPENDIX B

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APPENDIX C

Preliminary Observations on the Utility
of a Joint Administration/Senate Steering Committee
to Study University Policy Questions

Background

The Steering Committee to Facilitate the Scholarly Activities of the Faculty was appointed jointly in April of 1981 by University of Minnesota President C. Peter Magrath and the Senate Consultative Committee Chair Professor Marcia Eaton. The idea of a joint administration/Senate study of potential issues facing the University arose from concerns raised in the University planning process that the University should have mechanism to allow it to anticipate significant planning issues. The idea also grew out of the recognition that it was important to overcome a difficulty which had hitherto been present in the University governance structure. Previously, it was noted that the Senate structure and the administration sometimes approached subjects singly and that as a consequence information and reports did not have joint credibility. A committee appointed jointly, it was believed, would overcome the difficulties encountered in refining and implementing recommendations from task forces or committees that were appointed either by the administration or by the Senate singly. The concept, then, of a joint appointment was seen as sound not only since it would allow the University to identify a significant long-range planning issue, but also from a governance perspective since it would allow for a joint consideration of an issue of mutual concern to the administration and the Senate. Furthermore, it was seen as economically desirable since resources and staff would be committed to a single project.

The Steering Committee was chaired by Professor Jack Merwin. Members of the Committee included Professor Carl Adams, Dean Elizabeth Blake, Professor Mario Bognanno, Dean Richard Caldecott, Professor Anne Pick, Professor Richard Poppele, Professor Donald Rasmusson, Assistant Vice President Betty Robinett, Professor John Turner, and Assistant Vice President John Wallace. Ann Pflaum served as an ex officio member of the Committee representing the administration; Nancy Cooper and Faye Powe served as interns assisting the Committee.

The Steering Committee received guidance in its task from a preliminary committee chaired by Professor Robert Carr. The Carr Committee was asked to prepare guidelines to aid its successor committee in developing a conceptual framework within which to consider the topic of enhancing scholarly activities of the faculty. The Steering Committee was advised to dig below the rhetoric of myths regarding current and projected issues related to faculty vitality, to base its recommendations on verifiable data and information, and to inform itself of existing information regarding specific areas of concern.

Three Questions About a Jointly Commissioned Policy Study

Since this represents a new approach to policy study at the University of Minnesota, it is appropriate to evaluate the effectiveness of this Steering Committee's work. As a first step, the Committee offers its own perspective in this. Three questions are worthy of review. The first question is: Did the joint appointment of the Committee by both the Senate and the administration enhance its credibility? The second question is: Did the jointly appointed Steering Committee function effectively? The third question is: Was the topic--enhancing the scholarly activities of the faculty--a suitable choice for a jointly appointed steering committee?

In response to the first question --its credibility--it should be noted that the Committee functioned in every sense as a joint faculty/administration committee. Its members were drawn from both the faculty and administration. It was appointed by both the President and the Chair of the Senate Consultative Committee, and has prepared its final report and forwarded it to both groups. The Steering Committee has worked on an interim basis with the Senate Committee on Faculty Affairs and has kept in touch with the Vice President for Administration and Planning. The Committee's meetings have been harmonious and constructive--emphasizing the complementary roles of the administration and the faculty.

In response to the second question--how the Steering Committee functioned--it should be pointed out that it was originally estimated that it would take a single academic year to complete its work. This proved to be overly optimistic and, in fact, the work of the Committee has taken more than two academic years to complete. One explanation for this fact is that in the earliest conception of how the Committee might work, there was the expectation that a far larger professional staff might be available to assist it. Instead of a staff of up to four or five FTEs, the members of the Steering Committee themselves shouldered a considerable amount of the work and were assisted by a graduate intern working one-quarter in each time of the two academic years.

Further contributing to the time required to complete this assignment was the Steering Committee's belief that it should familiarize itself with existing policies and practices at the University of Minnesota (see Part II, page 6). Too, the Committee took time to acquaint itself with literature in areas related to enhancing scholarly activities of the faculty. The subject includes a number of fields such as adult development, career development, and organizational theory (see Appendix B). Moreover, the Steering Committee believed it essential to take time to survey the University faculty to determine their views and to record their suggestions (see Appendices A and A-1).

In response to the third question--the suitability of the topic for joint study--it is worth noting that the topic seemed an extremely appropriate choice since it is one of fundamental importance to the faculty members as well as to the administration. Furthermore, it is a subject on which direct involvement by faculty in the design and execution of a study is not only desirable but also essential.

The Steering Committee notes that the real proof of its effectiveness will be whether or not its recommendations are given a serious hearing and whether or not at least some of the ideas put forward are implemented within the University. The Committee has been quite conscious of the relatively uneven record within the University of implementation of committee or task force recommendations. While some part this may stem from a disagreement over the substance of recommendations, it is believed that the University lacks adequate mechanisms to monitor such follow-up. Accordingly, this Committee respectfully urges that once agreement is reached to implement a particular recommendation, responsibility for follow-up on such implementation should be established. It will be noted that most of the recommendations put forward contain a suggested plan of implementation and therefore it should be relatively easy to follow up a year later on those recommendations where action has been agreed upon.

In conclusion, this Steering Committee believes that the mechanism of a joint faculty/administration steering committee has provided credibility; that the mechanics of the process were workable; and that the subject chosen for the experiment was appropriate to the mechanism. Clearly, however, the Senate Committee on Faculty Affairs and the Senate Planning Committee should also reflect on this report, remembering that not only should they review the substantive recommendations, but also they should review the experiment with a joint study of an institutional planning issue.

Task Force Title:	FACILITATING THE SCHOLARLY ACTIVITIES OF THE FACULTY
Date of Report:	January 12, 1983
Appointed by:	C. Peter Magrath and Marcia Eaton, chair of the University Senate Consultative Committee
Members:	Jack Merwin (Chair), Carl Adams, Elizabeth Blake, Mario Bognanno, Richard Caldecott, Anne Pick, Richard Poppele, Donald Rasmusson, Betty Robinett, John Turner, John Wallace, Ann Pflaum (ex officio)
Number of Pages and Recommendations:	23 pages and 17 recommendations
Key Issue:	How to maintain scholarly vitality in a period when repeated retrenchments, declining opportunities for graduate students, and declining real income have made the scholarly world far less attractive than it used to be.

I. BACKGROUND

The Task Force to Facilitate the Scholarly Activities of the Faculty was jointly appointed by the president and the Senate Consultative Committee. After surveying the entire faculty and conducting more than two years of study, the task force completed its report in December 1983.

There are many noteworthy observations in the final report, but none deserve more attention than this: "A scholarly environment requires that an institution be able to attract and retain superior scholars and provide the facilities, support, resources, and working conditions needed for intellectual stimulation and sustained productivity." This presidential response strongly endorses such a view and suggests that it be a guiding principle in all of the University's policies and practices.

II. SUMMARY

The final report contained 17 broad recommendations that were divided into four areas. Although each of the categories is distinctive, there is a common denominator -- adequate resources -- that links the various recommendations. Accordingly, priority must and will be given to resolving the underlying fiscal problems that detract from faculty vitality.

of assistance to units that are unable to allow faculty to take single quarter leaves because of the absolute need of the services they provide and the unavailability of resources to replace them.

Response: Since both single quarter leaves and sabbatical leaves relate to professional development support for faculty members, they should be considered together. Accordingly, the Senate Committee on Faculty Affairs and, subsequently, the Budget Executive are asked to suggest how these two issues might best be addressed and how resources should be allocated to implement solutions. (See response to Recommendation 2.)

4. Administrators at all levels should seek ways to decrease non-voluntary involvement of faculty in administrative activities, while minimizing the loss of opportunity for faculty members who wish to participate in such activities.

Response: This recommendation is easy to agree to in principle but hard to act on in any central way. There will always be differences of opinion as to how much time faculty should spend on administrative and governance activities. The dilemma is to balance the need for faculty involvement in administration and governance against the need to protect time and energies for scholarly activities. Ultimately, the dilemma must be resolved on a case-by-case basis.

5. Department chairs should seek ways to build flexibility into the scheduling of faculty members' assignments that would allow for increased teaching loads at certain times in order to free up other times for sustained research and writing efforts or for updating and preparation of courses.

Response: Agree. Assignment decisions are made by colleges and departments and frequently depend upon collegial relations among faculty. Accordingly, deans and department heads should take this recommendation into consideration in their annual assignment activities.

6. The vice president for academic affairs should ensure that deans and department heads are knowledgeable about the many factors affecting faculty vitality and that they are also aware of the resources available for enhancing faculty vitality. Administrative seminars, workshops, or informal discussions could be used to emphasize an institutional priority in this matter. Deans and department heads should also be encouraged to utilize a consultative process within their departments to foster an environment that nurtures scholarship and productivity.

Response: Agree. It is incumbent upon deans and department heads to be cognizant of the forces affecting faculty vitality. Some years ago, a retreat was held for just this purpose. It seems timely to organize another one, and this matter is being referred to the vice president for academic affairs.

12. The vice president for academic affairs should provide retraining/retooling opportunities to accommodate shifts in interests and in careers as well as for improving teaching and research skills.

Response: Agree that the University should facilitate the improvement of teaching and research skills. A variety of mechanisms for carrying out the objective already exist: single quarter leaves, sabbaticals, small grants program, and a Graduate School pilot program to accommodate change in sponsored research programs and research interests. Such mechanisms might also be utilized as retraining and retooling opportunities. Whether additional retraining programs are necessary or could be effective should be examined by the deans.

13. Administrators and faculty should continue to seek ways of increasing interaction between faculty and representatives from business, industry, government, and other organizations.

Response: Agree. This issue was a principal focus of the Task Force on Higher Education and the Economy of the State. One of the significant outcomes of that report has been the reorganization of the Office of Research Administration. Other initiatives involving interaction between the University, industry, and government include planning for the supercomputer institute, a "high technology corridor" to be located adjacent to the Twin Cities campus, and the continued participation by University faculty and staff in organizations such as the High Technology Council and Minnesota Wellspring.

14. Administrators should assist faculty members in finding and taking advantage of research and teaching opportunities abroad in accord with international education as one of the five major themes in institutional planning.

Response: Agree. An additional \$25,000 has been allocated in 1984-85 to the Office of International Programs to fund promising projects that promote and develop the international character of the University. International travel and research projects could be among those supported by these funds.

15. The Senate Committee on Educational Policy assisted by the administration should explore inter-university exchanges for the opportunities they may provide as a cost-effective vehicle for faculty enrichment.

Response: Agree. This recommendation is referred to the Senate Committee on Educational Policy. With the participation of the vice president for academic affairs, the Committee on Institutional Cooperation has developed such an exchange program.

16. Administrators at all levels should make the broadest possible effort to make faculty members aware of existing policies, programs, benefits, and

January 12, 1984

President C. Peter Magrath
202 Morrill Hall

Professor Mario F. Bognanno
Industrial Relations Center
537 Management/Economics
West Bank

Dear Peter and Mike:

On behalf of the Steering Committee, I am pleased to submit our report on facilitating the scholarly activities of the faculty. I assume that the submission of the report discharges the responsibilities given us.

If it would be helpful to elaborate on some of the points in the report, I would be happy to discuss them with you.

Cordially,



Jack C. Merwin, Chair
Steering Committee to Facilitate
the Scholarly Activities of the Faculty

tla

enclosure

cc: John Howe, Chair, Senate Consultative Committee

①

THE COMMITTEE TO FACILITATE
THE SCHOLARLY ACTIVITIES OF THE FACULTY

Interim Report
on
First-Year Activities

June 1982

Formation of Committee

In a memorandum to this committee dated April 24, 1981, President C. Peter Magrath and Professor Marcia Eaton, Chair of the Senate Consultative Committee, noted that some of the most important questions facing the University during the 1980s concern the development of the University's faculty. The memorandum goes on to state that, "In a very real sense, the University is the faculty."

In response to needed planning that will help ensure the best possible working conditions for the faculty, the administration and the University Senate jointly embarked on a project with the working title, "Facilitating the Scholarly Activities of the Faculty." The undersigned were requested to serve as a steering committee for the project and assigned the task, "to determine what specific studies should be undertaken . . . and to direct specific studies." The purpose of this report is to describe the activities and discussions of the steering committee during its first year of operation.

Charge of Committee and Goals

The committee as a whole met eight times. Due to the unique nature of a charge to be responsible to, and work closely with, both the Senate (through its committees) and central administration, an early task of the committee was to develop a structure for its operation (see Appendix A).

One of the early meetings of the committee was devoted to discussion of the charge and expectations for its work with Marcia Eaton from SCC and Nils Hasselmo and Richard Heydinger from central administration. The input from these people plus that of the committee members who had also served on the ad hoc Committee on Facilitating Individual Faculty Activities, the group that recommended the formation of our committee, provided the basis for setting forth the goals of the committee. Operational goals that evolved were to 1) become knowledgeable about relevant data bases available and related work of others, 2) become knowledgeable about existing policies affecting faculty vitality, and 3) design a faculty survey.

Relevant Data Bases Available and Related Work of Others on Faculty Vitality

Subsequent committee meetings were held with people identified as those able to help us meet the goals that had been established. Most of one meeting was devoted to looking at potentially relevant demographic data sets with Dave Berg, Director of MPIS. Arthur Williams, chair of SCFA, attended a meeting and provided information on the operation and activities of his committee. Mary Corcoran and Shirley Clark also provided the committee with the bibliography on faculty vitality that was developed as part of their project.

Existing Policies Affecting Faculty Vitality

Important staff work included interviews between meetings. One such interview was with Harold J. Bernard regarding the characteristics, current status, and perceived difficulties with faculty benefits. A similar interview was held with Ann M. Bailly regarding single-quarter leaves, sabbatical furloughs, and promotion and tenure. Contacts were also made with Drs. Howard Williams, John Stecklein, and Reynold Willie, who had been involved in faculty surveys in the past that have included samples from the University.

Faculty Survey

On the basis of these contacts, and subsequent discussions of them, the committee decided that it should carry out a faculty survey during the spring of 1982. The major goal of the survey is to secure faculty views regarding barriers to professional satisfaction and productivity as well as ideas regarding how such barriers can be removed. A secondary purpose is to alert the faculty to the concern of the Senate and administration regarding faculty vitality as reflected in the appointment of this committee. A copy of the survey appears as Appendix B to this report.

Policy Issues to be Addressed by Specific Recommendations or the Commissioning of Studies

In addition to setting operational goals, the committee raised a number of policy questions, which it will examine further during the coming year. With regard to these issues, the committee plans, in some instances, to recommend specific policy actions and, in other instances, to recommend that further studies be conducted. Among the issues discussed are the following:

1. Young scholars problem. The committee discussed several dimensions of the problem of whether or not higher education will have positions for and attract the brightest young scholars. Aspects of the problem include a tightening job market, particularly for humanities PhDs; the prospect of reductions in faculty positions related to anticipated enrollment declines; and the reality of virtually non-existent alternative career options for scholars in a number of fields. The committee examined a wide range of strategies to confront the economic dimensions of the problem. Among these are the prospect, now impossible in the Federal fiscal climate, of NSF funds to create flexible dollars for new positions for young scholars; the use of early retirement programs to provide additional openings; and the possibility of convincing funding bodies to consider faculty size apart from enrollment levels.

The committee noted that the faculty vitality has a number of dimensions and that it would be simplistic to consider it only through a single variable. Indeed, the steering committee became aware of the complexity of the question and the multiplicity of perspectives from which it should be approached. Thus, factors related to the intellectual milieu, availability of time for research, and general reputation of an institution--are believed to have just as significant an impact on whether or not an institution is attractive to young scholars as do economic factors.

2. Quality of University faculty and graduate students. In response to problems associated with the loss of outstanding faculty, the committee suggested trying

to learn why faculty leave the University and what kinds of career alternatives are available to them. Graduate record scores of University of Minnesota graduate students could be charted over time to see whether there appear to be changes in the ability levels of students.

3. Allocation of monies for recognition of merit and retention of promising scholars. Committee members agreed that the merit system needs reinforcement and suggested that the University consider creating special funds for faculty retention.

4. Collegiate and departmental incentives. The committee suggested that some general unit incentives that may be working against the goal of enhancing scholarly vitality. For example, tenure or promotion decisions related to losing or retaining a faculty line might be examined with this perspective in mind.

Steering Committee Priorities for 1982-83 and Anticipated Products

The following matters hold high priority for the steering committee in the months ahead.

1. Faculty survey. The first priority is analysis and reporting of results of the faculty survey, with follow-up activities of the committee as indicated by the results.

2. Recommendations for needed policy changes or further policy analysis. Among the policy issues to be examined are those discussed in the preceding section of this report. In addition, the committee will maintain contact with both the administration and Senate committees regarding proposed policy changes and other actions that could have an impact on faculty vitality. The committee will also stay informed as to the progress and outcomes of the Clark and Corcoran research, particularly for policy directions that may be inferred from their analysis.

3. Compilation of resources on faculty vitality. The committee raised the possibility of preparing a compilation of sources on faculty vitality. The compilation would include not only bibliographic data but also an inventory of relevant materials and studies compiled by University offices and Senate committees and by other universities.

We have discovered that concern about faculty vitality in the 1980s is a national concern with notable efforts going forward at a number of major universities in addition to our own. The committee proposes to continue to monitor developments at other institutions in order to gain as much as it can from such research in regard to this shared concern.

4. Self-assessment by the steering committee on functioning of joint administration/Senate steering committee mechanism. Since the mechanism of a joint administration/Senate steering committee to suggest institutional policy studies is new and experimental, the reflections of this committee about its experiences would seem helpful.

Structurally, the steering committee that was appointed, whether by accident or by design, was far simpler than the mechanism originally envisioned. The committee plans to analyze the process and value of the final mechanism by addressing the following questions:

- 1) Did the mechanism and structure that finally evolved enhance the credibility of the findings and recommendations of the committee?
- 2) Was the two-year timetable established by the committee workable?
- 3) Were the products--a survey of faculty views, tentative recommendations on policy, identification of needed studies, and a compilation of sources on faculty vitality--sufficiently valuable to justify the time and resources invested in the process?

Respectively submitted,

Jack C. Merwin, Chair

Carl R. Adams
Elizabeth S. Blake
Mario F. Bognanno
Richard S. Caldecott
Edward L. Cussler, Jr.
Ann M. Pflaum

Ann D. Pick
Richard E. Poppele
Donald C. Rasmusson
Betty W. Robinett
John E. Turner
John R. Wallace

tla

The Role of the Committee to Facilitate the Scholarly
Activities of the Faculty: A Conceptual Framework

October 13, 1981

There are a number of aspects of the charge of this committee and way in which it was formed that make it unique. We have been told that the joint appointment by the SCC and Administration and our charge is an experiment. Thus, there is no operational model for us to follow.

While the way in which we structure our work and how we involve and relate to others will be shaped by experience as our efforts go forward, it seems desirable that we establish a conceptual framework for our efforts; a set of guidelines that can help keep our efforts in tune with our charge. Four basic elements of such a framework would seem to be: 1) definition of assignment and a timeframe, 2) the audiences toward whom we should focus the results of our work, 3) the level or levels of the University that the policies to evolve from our work would directly affect, and 4) how we can best involve and interact with the Senate and its relevant committees such as SCC and SCFA, with the Administration, and with the faculty more generally.

What follows presents some thoughts about the nature of guidelines that might prove useful; in some instances making specific suggestions and in others offering comments in an effort to clarify the issues involved. It is set forth in the hope that through discussion of it we can evolve a framework for operation that can be agreed to by all involved and provide guidelines for our work.

First, the request for our efforts to assist in the development of policies that will facilitate the scholarly activities of the faculty that we received from President Magrath and the SCC set no time targets. Being asked to serve as a "steering committee," we are neither a standing committee nor a task force. Since this is an experiment in joint effort, it is likely that no one has a very good idea just how long a committee such as ours should exist. To guide our work, however, a general tentative timetable of some sort seems desirable. It is thus proposed that some date be established as a time for review of the work of the committee for the purpose of aiding in decisions regarding its future. Whatever such date is established, it seems desirable that this year we aim for at least a progress report in January and a substantive report in May.

Second, guidelines would seemingly be helpful on the nature of the information we should attempt to generate. This should assist us in deciding what studies should be designed and assist us in identifying those best able to carry them out. We might consider setting as the major goal of such studies to assist the Senate and Administration in meeting their need for information that precedes action. Our work then would be aimed at seeing that such information is identified and clarified, that it is gathered and that it is made available to the Senate through one or more of its standing committees and to the Administration, perhaps through the Planning Council.

Third, further useful direction for our efforts can come from early consideration of the levels of the structure of University that the policies will address. We might target the policies for which our studies are to provide information as Universitywide policies, rather than policies which might come from or involve

individual colleges or departments. In a practical sense, this focus will serve as a criterion as particular assignments are suggested for the committee. Too, sampling considerations, the selection of methods for securing needed information and other aspects of design will also be affected by the fact that policy agenda is targeted at the institutional level.

Fourth, there are two aspects of our charge, as clarified in our meetings last spring, that argue for consideration of some guidelines in regard to how we interact with various individuals and groups. First, we have been asked to essentially look in two directions as we formulate and carry out our work--to the Senate, where the primary contact point is to be SCFA, and to the Administration where our contact is to be basically Vice President Hasselmo's office. Operationally, we might therefore solicit suggested studies, approaches, or tasks as well as recommendations on priorities from Senate committees and the Administration--possibly working through the Planning Council.

The second aspect of our charge that would seem to call for some thought regarding such guidelines is that we are being asked to determine what specific studies should be taken and to direct and monitor such studies. We are not being asked to do these studies. This will engage us in a process of not only identifying the need for a particular study, but also identifying the best person or unit to conduct it. We will then need to work with such people to clarify what is needed and feasible as a basis for the design of the study. We will also need to work with them, and possibly others, in decision making regarding changes that may be dictated by difficulties encountered in completing the study.

Products to be anticipated from the committee by May of 1982 might include: 1) an agenda of the issue or policy questions which pertain to our topic, 2) commissioning of studies and working with those who conduct them, 3) recommendations for Senate/Administration action, and 4) consultation with both Administration and Senate on these products.

Consideration of these aspects of our charge and audiences for the results of our work, should put us in a position to establish guidelines for the way in which we will best involve a variety of individuals and University groups in the identification of needed studies, selection of those to conduct them, data gathering and interpretation of results. It is here proposed that time spent now in establishing such guidelines will serve us well in the future.

JM/tla



UNIVERSITY OF MINNESOTA

April 13, 1982

Dear Colleague:

Most of us have accepted projections that the size of the University faculty will remain relatively stable in the foreseeable future, with fewer new faculty members coming to the University. This prompts some concern about how to maintain intellectual vigor and excitement among the faculty during this period. In response to this concern, we have been asked jointly by the Senate Consultative Committee and President Magrath to suggest policies that will help to preserve and to stimulate vitality. We need your help.

Available evidence suggests that the University of Minnesota, like other institutions of higher education, has entered a new era--one that is characterized by diminished resources. In preparing for this change, it will be helpful if we can anticipate potential problems and take steps, as much as possible, to meet them in advance. What can we do, for example, to offset the possibility that faculty members may find it more difficult to attend professional meetings, to secure funding for sabbaticals and research, to develop new courses, and to have new colleagues with whom to exchange ideas? In other words, we need to devise innovative ways to facilitate the scholarly activities of the faculty.

Because the Committee is studying this potential problem with a view toward suggesting to the Senate and administration some imaginative policies designed to meet the challenge, we want to tap the views of the faculty as a rich source of ideas. We seek your input at this time through completion of the enclosed questionnaire.

The key question to be answered is Question 9: At the present stage of your career, what can the University do, in specific ways, to facilitate your scholarly activities (teaching and research) and help you to enrich your professional life during the next five or ten years? We suggest that you first answer Questions 1 through 8 and then work on Question 9. Although it will take time to give us your thoughtful consideration, we have kept the questionnaire brief, and we sincerely hope that you will take the time needed to complete it and return it to us.

We hope you share our belief that it is very important for each of us to have opportunities to maximize our professional contributions in the years ahead, and we invite you to join us in helping to secure the enactment of policies designed to reach this objective.

The Committee for Facilitating the Scholarly Activities of the Faculty

Jack C. Merwin, Chair

Carl R. Adams	Anne D. Pick
Elizabeth S. Blake	Richard E. Poppele
Mario F. Bognanno	Donald C. Rasmusson
Richard S. Caldecott	Betty W. Robinett
Edward L. Cussler, Jr.	John E. Turner
Ann M. Pflaum	John R. Wallace

QUESTIONNAIRE

1. What percentage of your total professional activities do you estimate that you ordinarily devote to each of the following:

<u>Activity</u>	<u>Percentage</u>
-1- Teaching (including preparation, grading, thesis advising, oral examinations)	_____ %
-2- Research and scholarly writing	_____ %
-3- Counseling (personal and academic)	_____ %
-4- Other service to student groups/organizations	_____ %
-5- Committee assignments and administrative duties	_____ %
-6- Off-campus services (professional meetings, community talks, consulting services, etc.)	_____ %
	100 %

2. To which of the above activities would you prefer to devote more time if you could? (Circle the number or numbers that correspond to the activities.)

1 2 3 4 5 6

3. To which of the above activities would you prefer to devote less time if you could? (Circle the number or numbers that correspond to the activities.)

1 2 3 4 5 6

4. Please circle the expression below that best describes your present attitude toward your professional career at the University of Minnesota.

Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1	2	3	4	5

5. Please indicate your faculty rank:

- (1) Assistant Professor
 (2) Associate Professor
 (3) Professor
 (4) Other. Please indicate: _____

6. How long have you been tenured?

- (1) I do not have a tenure-track position
 (2) I have a tenure-track position, but am not tenured
 (3) Two years or less
 (4) More than two years but less than five years
 (5) Between five and ten years
 (6) Ten years or more

7. Please list the two or three major satisfactions that you derive from being a faculty member at the University:

-a- _____

-b- _____

-c- _____

Comments (You are invited to expand on your response to this question; if you need additional space, please use the back of this page):

8. Please list the two or three major dissatisfactions with being a faculty member at the University:

-a- _____

-b- _____

-c- _____

Comments (You are invited to expand on your response to this question; if you need additional space, please use the back of this page):

9. Given the reality of diminished resources, what are ways in which your present dissatisfactions can be turned into satisfactions? We look upon this survey as an opportunity for the faculty to have an input into policy-making. For this reason, we are asking all faculty members to give serious thought to this question:

At the present stage of your career, what can the University do, in specific ways, to facilitate your scholarly activities (teaching and research) and help you to enrich your professional life during the next five or ten years? For example, do you have ideas on innovative funding? Are you aware of policies and practices from other universities or other countries that might be applicable? Do you know of ongoing systems (e.g., systems of sponsorship, feedback, performance evaluation, rewards or recognition) that foster professional development? (If you need additional space, please use the back of this page.)

10. Please indicate the college/program/campus in which you are appointed:

Twin Cities Campus:

- (1) College of Biological Sciences
- (2) College of Education
- College of Liberal Arts:
- (3) Humanities and Fine Arts
- (4) Social Sciences
- (5) College of Veterinary Medicine
- (6) Continuing Educ. & Extension
- (7) General College
- (8) Graduate School
- Health Sciences:
- (9) Dentistry
- (10) Medical School
- (11) Mortuary Science
- (12) Nursing
- (13) Pharmacy
- (14) Public Health
- (15) Humphrey Institute of Public Affairs

- Institute of Agriculture, Forestry and Home Economics:
- (16) Agriculture
- (17) Forestry
- (18) Home Economics
- (19) Agricultural Experiment Station
- (20) Agricultural Extension Service
- (21) Institute of Technology
- (22) Law School
- (23) School of Management
- (24) University College
- (25) Other. Please indicate:

Crookston Campus:

(26)

Morris Campus:

(27)

UMD-Medical School:

(28)

11. For how many years have you been on the faculty at the University of Minnesota?
_____ years

12. Was your appointment as a faculty member at the University of Minnesota your first professional employment after you received your highest degree?

- (1) Yes
- (2) No

If "No", how many years of job experience did you have before you came to the University of Minnesota?

Number of Years

- a. In teaching at other colleges or universities? _____
- b. In teaching at other types of educational institutions? _____
- c. In industry, government, etc.? _____

13. Sex:

- (1) Female
- (2) Male

-- Thank you for your time and cooperation --

If you have questions about this questionnaire, please call Faye Powe, Assistant to the Committee for Facilitating the Scholarly Activities of the Faculty, 376-8446.

Please fold, staple, and return your completed questionnaire to the address on the back of this page. We would appreciate receiving your response by April 30, 1982. Respondents from the Twin Cities Campus may use the campus mail service.

PRESIDENTIAL
RESPONSE
TO THE
TASK FORCE
RECOMMENDATIONS

KENNETH H. KELLER



HIGHER EDUCATION
AND THE ECONOMY OF THE STATE
COMPETITION, COMMUNICATION
AND INFORMATION

INTERNATIONAL CHARACTER
OF THE UNIVERSITY
FACILITATING THE SCHOLARLY
ACTIVITIES OF THE FACULTY

STUDENT
EXPERIENCE
GRADUATE EDUCATION
AND RESEARCH

PRESIDENTIAL RESPONSE TO THE TASK FORCE RECOMMENDATIONS

KENNETH H. KELLER

The 1981 Institutional Planning Statement identified a number of University goals and objectives. The statement also suggested that those goals and objectives be reviewed in terms of the issues they raised and the implementation strategies they required. To facilitate such a review, six all-University task forces were appointed:

- o Computation, Communication, and Information
- o Facilitating the Scholarly Activities of the Faculty
- o Graduate Education and Research
- o Higher Education and the Economy of the State
- o The International Character of the University
- o The Student Experience

By summer 1984, all of the task forces had completed their reviews, submitting individual reports and proposing more than 150 major recommendations. What follows is a presidential response to those reports and recommendations.

In reviewing this document, a number of considerations should be kept in mind. First, this draft is an updated and more detailed version of a July 1984 report by President Magrath. This final report adds an important third section to the discussion of each report. This new section, entitled "Specific Responses," presents the position of the central officers on each recommendation of each task force.

Second, the overriding purpose of this presidential report is to respond to recommendations for maintaining and improving institutional quality. In other words, this is an implementation mechanism, one that is designed to articulate strategies for quality. Such strategies serve the dual purpose of identifying the means by which institutional goals and objectives will be pursued and of advancing lateral planning across the University.

Third, it is sometimes said that recognizing a problem is half of the solution. The selection of the six themes and the appointment of the task force members proved exactly that. Both prompted an increased sensitivity to

selected problems; both also resulted in a number of immediate corrective actions. In other words, even prior to the completion of the task force reports, various issues were being addressed and various recommendations implemented.

Fourth, each of the task forces was asked to address different aspects of the quality issue. Some took a narrow view, concentrating their efforts upon select questions and formulating suggestions for resolving particular problems. Other task forces assumed a more comprehensive perspective, highlighting the interrelatedness of various problems and developing recommendations that were broader in nature. As a result, there is some overlap in the recommendations of the final task force reports.

Fifth, in most cases, the task forces did not list the relative priorities or funding consequences of individual recommendations. In the absence of such guidance, this report contains no priority rankings. This is not to say, however, that fiscal considerations were not taken into account in the selection, timing, implementation, and endorsement of various recommendations.

Sixth, the recommendations vary widely in terms of the types of actions to be taken. Some of the suggestions can be carried out through administrative initiatives. Others dictate community review.

Finally, each of the task force reports has already been shared widely with the University community and reactions from interested parties have been solicited. There will be similar opportunities to respond to this presidential report in the months ahead. The Senate Consultative Committee is being asked to coordinate the involvement of the relevant Senate groups including the Senate Finance Committee, the Senate Committee on Educational Policy, the Senate Committee on Faculty Affairs, the Senate Planning Committee, and the Senate Committee on Research.

Kenneth H. Keller, President
University of Minnesota
April 1985

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Task Force Title:	COMPUTATION, COMMUNICATION, AND INFORMATION
Date of Report:	March 1982
Appointed by:	Nils Hasselmo, Vice President for Administration and Planning
Members:	Carl Adams (Chair), Tom Chester, David Garloff, Greg Hart, Samuel Lewis, Roger Moe, Peter Patton, James Preus, George Robb, Peter Roll, Glenn Smith, Ron Zillgitt
Number of Pages and Recommendations:	26 pages and 7 recommendations
Key Issue:	What general strategy should the University pursue to meet its computation, communication, and information needs in the 1980s?

I. BACKGROUND

The report of the Computation, Communication, and Information (CCI) Task Force was completed in March 1982 and has been discussed centrally and with the regents. Generally, the report calls for a commitment to developing an "intensive" computation, communication, and information environment. Specifically, the task force members recommend that the University 1) make certain organizational changes, 2) develop institutionwide policies on computing and information systems, 3) commit the necessary resources to carry out broad CCI objectives, and 4) adopt a strategic institutional position on CCI.

II. SUMMARY

Although the CCI report has never been formally adopted, many of its recommendations have been implemented. Furthermore, discussion of the recommendations has prompted other actions relating to, but not explicitly proposed in, the CCI report. These additional actions warrant the attention of the University community and are included in this presidential response.

Action has been, or is being, taken on the following major recommendations.

- An assistant vice president position to coordinate CCI activities has been established and filled.
- Over \$800,000 has been allocated for increased support of instructional computing and another \$200,000 per year has been allocated for research computing.

- A "deep discount" policy has been in effect for over six months, enabling departments, faculty, staff, and students to buy microcomputers at a reasonable price; to date over 2100 microcomputers have been sold on this policy.
- An "on-line" library automation system is being implemented in the Twin Cities libraries.
- The contract for a new telecommunications system on the Twin Cities campus has been approved, with the system to be implemented in the new hospital no later than March 1, 1986, and across the rest of the Twin Cities campus no later than the end of spring quarter 1986.
- A new computer center at Morris was dedicated on November 12, 1984, providing much-improved local facilities as well as direct access to all-University computational resources.
- A supercomputer institute is under development; it will place the University at the forefront of this field as well as make supercomputer time available to faculty at reduced costs.
- Improvements have been made in computerizing accounting to provide units with rapid and convenient budget updates through distributed computer terminals.
- New computer systems are being put in place in Student Affairs (financial aid and admissions), Continuing Education and Extension (record systems), and the Agricultural Extension Service (EXTEND).

III. SPECIFIC RESPONSES

1. The University should establish, as one of its highest priority general goals, the development of an "intensive" CCI environment. It should be recognized that this development may require incremental resources provided to CCI activities to exceed \$10 million per year in 1982 dollars.

Response: It is neither practical nor appropriate for the University to be in the forefront of innovation in computerized education and administration, since the budgetary effects of doing so would be negative on other important activities. Still, over the past two years, the University has moved aggressively to improve its CCI capacity and environment. During the current biennium, \$800,000 was added to the instructional computing fund to ensure that adequate funds are available for departments to meet their instructional computing needs. In addition, a request for \$4 million has been submitted to the Legislature for the 1985-87 biennium for the purchase of instructional computing equipment. The supercomputer institute

has been established with the aid of \$2.6 million of recurring legislative support and additional NSF funding. In conjunction with the state and the City of Minneapolis, an agreement has been signed to construct a new building to house the institute. The request for additional funding for the supercomputer institute has received top priority among our special requests for the 1985-87 biennium. The University also signed a contract to install a new \$25 million telephone system that will offer state-of-the-art data communications capabilities to foster the further development of our CCI environment.

2. In order to support the development of an intensive CCI environment, the University should plan to obtain incremental resource support of about \$10 million per year (1982 dollars) in the following way:

direct reallocation	\$4 million/year
increased user fees	\$2 million/year
state support	\$2 million/year
private support	\$2 million/year

These funds are in addition to an expected \$4 million/year that should be provided by direct productivity savings resulting from the application of CCI technology.

Response: See response to Recommendation 1. In addition to the sources of funding noted above, individual colleges have received support from industry in meeting their own computing needs. For example, the School of Management recently received a planning grant from IBM to further the investigation of their need for instructional computing equipment. IBM has also provided equipment grants to the Institute of Technology. Cray Research has provided the University with supercomputers at a reduced lease price, and CDC and ETA Systems have agreed to make similar arrangements with the University.

It should also be noted that there is little evidence that any computer development at the University has resulted in productivity increases that actually free funds for reallocation as suggested in this recommendation.

3. The University should use its bonding authority or some similar mechanism to establish a fund of at least \$5 million that can be used to finance the development of administrative system improvements that can pay for themselves through cost savings. This fund need not be viewed as permanent since the operating savings should repay the principal with interest over a period of 5-10 years in which the developments would take place.

Response: As indicated previously, experiences to date have not shown that new administrative systems pay for themselves in cost savings. Certainly the development of such systems does avoid future costs, but direct savings are difficult to demonstrate. Hence, there are reservations about the feasibility of repaying

such a fund. This recommendation is referred to the new assistant vice president of academic affairs for information systems and the associate vice president for finance for further study. A report to the Budget Executive by the end of summer 1985 is expected.

4. The University should immediately establish as a general policy that the commitment to and direction of growth in the CCI areas throughout the University will be subject to institutional policies, plans, and priorities established centrally by the senior officers. A single central administration office should be made responsible for proposing, interpreting, and enforcing CCI policies. This same office should also be responsible for the planning and coordination of CCI activities at the institutional level.

Response: Agree. As noted previously, since the submission of this report, the University has been moving closer to this objective.

5. The University should establish an office at the associate vice presidential level to carry out the following responsibilities:
 - a) Development of institutional CCI plans, policies, and programs (including appropriate organizational change).
 - b) Integration of major unit and institutional planning in the CCI area.
 - c) Coordination with the Office of Development and Alumni Relations and the Office of Institutional Relations in presenting the funding needs for CCI to potential supporters.
 - d) Monitoring and evaluation of both centralized and decentralized CCI services to ensure efficiency and conformance to University policies.
 - e) Assistance in developing resource allocation methods for CCI developments and operation.
 - f) Review the capital and operating budget plans of the major central CCI units and present them to the Budget Executive.

Response: This position has been filled at the level of assistant vice president. The specific responsibilities will be assigned by the vice president for academic affairs.

6. The University should immediately establish a single office responsible for the operation and maintenance of all CCI interconnect systems of the University including the phone system, a broadband cable system, microwave systems, CCTV, building management and security systems, and similar systems.

Response: Agree. An office of telecommunications is being established with responsibility for the areas outlined here.

This office will report to the assistant vice president of academic affairs for information systems.

7. The University should establish immediately an interim group under the general supervision of the senior officers and the day-to-day direction of the vice president for administration and planning to begin the planning and coordination of activities expected of the proposed, permanent organization.

Response: Disagree. The objectives of this recommendation can be attained through the implementation of Recommendation 5.

Task Force Title:	FACILITATING THE SCHOLARLY ACTIVITIES OF THE FACULTY
Date of Report:	January 12, 1983
Appointed by:	C. Peter Magrath and Marcia Eaton, chair of the University Senate Consultative Committee
Members:	Jack Merwin (Chair), Carl Adams, Elizabeth Blake, Mario Bognanno, Richard Caldecott, Anne Pick, Richard Poppele, Donald Rasmusson, Betty Robinett, John Turner, John Wallace, Ann Pflaum (ex officio)
Number of Pages and Recommendations:	23 pages and 17 recommendations
Key Issue:	How to maintain scholarly vitality in a period when repeated retrenchments, declining opportunities for graduate students, and declining real income have made the scholarly world far less attractive than it used to be.

I. BACKGROUND

The Task Force to Facilitate the Scholarly Activities of the Faculty was jointly appointed by the president and the Senate Consultative Committee. After surveying the entire faculty and conducting more than two years of study, the task force completed its report in December 1983.

There are many noteworthy observations in the final report, but none deserve more attention than this: "A scholarly environment requires that an institution be able to attract and retain superior scholars and provide the facilities, support, resources, and working conditions needed for intellectual stimulation and sustained productivity." This presidential response strongly endorses such a view and suggests that it be a guiding principle in all of the University's policies and practices.

II. SUMMARY

The final report contained 17 broad recommendations that were divided into four areas. Although each of the categories is distinctive, there is a common denominator -- adequate resources -- that links the various recommendations. Accordingly, priority must and will be given to resolving the underlying fiscal problems that detract from faculty vitality.

Action has been, or is being, taken on the following selected recommendations.

- Improving faculty salaries has been the University's first priority over the past biennium, and the restoration of faculty purchasing power to its 1972-73 level by 1990 continues to be the top priority.
- In the 1983-85 biennium, \$1.7 million was allocated to recognize the achievements of especially meritorious faculty members and to retain those who might otherwise leave the University.
- In 1984-85, \$100,000 in recurring funds was allocated to continue the augmentation provided by the Bush Sabbatical program and an additional \$200,000 was committed for 1985-86.
- During 1984-85, \$2.6 million has been allocated to attract outstanding graduate and professional students.
- To recognize outstanding faculty contributions, the number of Regents' Professorships has been increased to twenty.

III. SPECIFIC RESPONSES

Institutional Support

1. Department chairs with support of the central administration and others should take steps to restore and enhance basic support for faculty (teaching and research assistance, civil service assistance, technical aids, including word processing and microcomputers, etc.).

Response: Agree. The 1985-87 Biennial Request contains initiatives in nearly all of the suggested areas.

2. The Senate Committee on Faculty Affairs, working with the vice president for academic affairs, should pursue alternatives to the current policy on sabbatical leaves so as to make them more economically feasible from the standpoint of both the faculty members and the department.

Response: The Budget Executive has already approved recurring funds to continue the sabbatical supplement that was initially supported by the Bush Foundation and provide the support under less restricted conditions. A study of the reasons why faculty do not take leaves has already been completed. The Senate Committee on Faculty Affairs has established a subcommittee to examine the sabbatical leave policy and make recommendations about the policy to the Budget Executive.

3. The single quarter leave offers a necessary and important opportunity for faculty. In order that the opportunity may be made available to all faculty, the vice president for academic affairs should provide a measure

of assistance to units that are unable to allow faculty to take single quarter leaves because of the absolute need of the services they provide and the unavailability of resources to replace them.

Response: Since both single quarter leaves and sabbatical leaves relate to professional development support for faculty members, they should be considered together. Accordingly, the Senate Committee on Faculty Affairs and, subsequently, the Budget Executive are asked to suggest how these two issues might best be addressed and how resources should be allocated to implement solutions. (See response to Recommendation 2.)

4. Administrators at all levels should seek ways to decrease non-voluntary involvement of faculty in administrative activities, while minimizing the loss of opportunity for faculty members who wish to participate in such activities.

Response: This recommendation is easy to agree to in principle but hard to act on in any central way. There will always be differences of opinion as to how much time faculty should spend on administrative and governance activities. The dilemma is to balance the need for faculty involvement in administration and governance against the need to protect time and energies for scholarly activities. Ultimately, the dilemma must be resolved on a case-by-case basis.

5. Department chairs should seek ways to build flexibility into the scheduling of faculty members' assignments that would allow for increased teaching loads at certain times in order to free up other times for sustained research and writing efforts or for updating and preparation of courses.

Response: Agree. Assignment decisions are made by colleges and departments and frequently depend upon collegial relations among faculty. Accordingly, deans and department heads should take this recommendation into consideration in their annual assignment activities.

6. The vice president for academic affairs should ensure that deans and department heads are knowledgeable about the many factors affecting faculty vitality and that they are also aware of the resources available for enhancing faculty vitality. Administrative seminars, workshops, or informal discussions could be used to emphasize an institutional priority in this matter. Deans and department heads should also be encouraged to utilize a consultative process within their departments to foster an environment that nurtures scholarship and productivity.

Response: Agree. It is incumbent upon deans and department heads to be cognizant of the forces affecting faculty vitality. Some years ago, a retreat was held for just this purpose. It seems timely to organize another one, and this matter is being referred to the vice president for academic affairs.

7. The regents and the administration should continue to recognize meritorious performance in research, teaching, and service. Particularly appropriate are not only existing awards and recognitions, but also special merit increases in salary that reflect outstanding teaching and research.

Response: Agree. Salary increases in both 1983-84 and 1984-85 were based solely on merit. Moreover, in the 1983-85 biennium, \$1.7 million was allocated to recognize outstanding achievement as well as to retain faculty. The 1985-87 Biennial Request seeks an additional \$4.2 million to address salary-related retention cases. Finally, colleges and departments may consider the creation of their own awards and recognitions for outstanding teaching, research, and service.

8. Administrators at all levels should seek to identify and publicize significant work of faculty (e.g., new applications, new courses developed, grants received, etc.).

Response: Agree. A number of colleges and departments are doing this now, and others should pursue similar efforts. University Relations offers advice and assistance in identifying work of interest to nonacademic audiences and in interpreting and conveying it to those audiences, including the national news media. There has been considerable success communicating the research story in central and unit publications. Special emphasis is now needed to communicate the interrelationships among teaching, research, and service.

9. Department chairs should establish procedures to provide faculty members, and especially young scholars, with frequent and regular feedback on their work from chairs and trusted colleagues, using informal approaches and seminars where appropriate.

Response: Agree. Colleges and departments should review and take appropriate action.

10. Department chairs should provide opportunities for faculty members to discuss their research, research interests, and ideas with departmental colleagues and students.

Response: Agree. There is little, if any, information to suggest that such interactions are not widespread. If the task force gathered data indicating that these interactions were not occurring in many areas, the administration should be informed since it would indicate serious weaknesses in the affected programs.

11. Administrators at all levels should encourage appropriate interdisciplinary and interdepartmental research, seminars, and teaching.

Response: Agree. See response to Recommendation 10.

12. The vice president for academic affairs should provide retraining/retooling opportunities to accommodate shifts in interests and in careers as well as for improving teaching and research skills.

Response: Agree that the University should facilitate the improvement of teaching and research skills. A variety of mechanisms for carrying out the objective already exist: single quarter leaves, sabbaticals, small grants program, and a Graduate School pilot program to accommodate change in sponsored research programs and research interests. Such mechanisms might also be utilized as retraining and retooling opportunities. Whether additional retraining programs are necessary or could be effective should be examined by the deans.

13. Administrators and faculty should continue to seek ways of increasing interaction between faculty and representatives from business, industry, government, and other organizations.

Response: Agree. This issue was a principal focus of the Task Force on Higher Education and the Economy of the State. One of the significant outcomes of that report has been the reorganization of the Office of Research Administration. Other initiatives involving interaction between the University, industry, and government include planning for the supercomputer institute, a "high technology corridor" to be located adjacent to the Twin Cities campus, and the continued participation by University faculty and staff in organizations such as the High Technology Council and Minnesota Wellspring.

14. Administrators should assist faculty members in finding and taking advantage of research and teaching opportunities abroad in accord with international education as one of the five major themes in institutional planning.

Response: Agree. An additional \$25,000 has been allocated in 1984-85 to the Office of International Programs to fund promising projects that promote and develop the international character of the University. International travel and research projects could be among those supported by these funds.

15. The Senate Committee on Educational Policy assisted by the administration should explore inter-university exchanges for the opportunities they may provide as a cost-effective vehicle for faculty enrichment.

Response: Agree. This recommendation is referred to the Senate Committee on Educational Policy. With the participation of the vice president for academic affairs, the Committee on Institutional Cooperation has developed such an exchange program.

16. Administrators at all levels should make the broadest possible effort to make faculty members aware of existing policies, programs, benefits, and

services. There is evidence that a number of faculty are not aware of them.

Response: Agree. The Office of the Vice President for Academic Affairs with the assistance of University Relations should review existing materials (such as the Faculty Handbook) and revise and update them as needed. A workshop for new deans and department heads should also be considered.

17. The unique communication problems of those faculty and staff whose place of research, teaching, and service is outside the Twin Cities should be addressed. Here, the factor of isolation from the metropolitan area, the distance from the Twin Cities libraries, and the smaller scale of operation all require special consideration.

Response: The vice president for academic affairs should discuss this proposal with the provosts and deans from coordinate campuses and recommend any practical approaches to ameliorating this problem.

Task Force Title:	GRADUATE EDUCATION AND RESEARCH
Date of Report:	April 1983
Appointed by:	C. Peter Magrath
Members:	Robert Holt (Chair), James Bodley, Thomas Bydalek, Richard Caldecott, Shirley Clark, H. Ted Davis, Marcia Eaton, Stephen Gasiorowicz, David Hamilton, Johannes Nitsche, J. Bruce Overmier, William Peria, Ronald Phillips, Donna Schlagheck, Richard Skaggs, Neil Storch, Andrew Van De Ven, George Wright
Number of Pages and Recommendations:	40 pages and 39 recommendations
Key Issue:	What strategies should be pursued to enhance the quality of graduate education and research at the University?

I. BACKGROUND

Graduate education and research are two of the defining characteristics of the University. Traditionally, both activities have been among the institution's highest priorities; according to the members of the Task Force on Graduate Education and Research, both activities should remain so in the future. This presidential response endorses the task force view as well as its call for an institution-wide commitment to excellence in graduate education and research.

II. SUMMARY

The task force proposed a total of 39 major recommendations relating to four major themes: ensuring a quality faculty, recruiting and supporting graduate students, graduate program reviews, and facilities. Action has been, or is being, taken on recommendations in each of the thematic areas. For example:

- Faculty salaries remain the University's highest legislative and fiscal priority.
- \$400,000 was allocated in 1983-84 to cover "set-up" research costs.

- \$2.6 million has been made available in 1984-85 to meet the financial aid needs of graduate and professional students.
- A new graduate student tuition policy abolishing the per-credit rate has been developed and implemented.
- Policies regarding central facilities and equipment usage are being re-examined.
- The major focus of the University's ten-year review by the North Central Accreditation team is the quality of our graduate/research programs.

III. SPECIFIC RESPONSES

Ensuring a Quality Faculty

1. Top priority should be given to making faculty salaries competitive.

Response: Agree. Faculty salaries continue to be the highest priority in the legislative request. The University continues to seek to restore the purchasing power of the faculty to 1973 real dollar levels by 1990. Consistent with this objective is the 1985-87 Biennial Request proposal which calls for seven percent salary increases over each of the next two years.

2. To be more competitive, the University should initiate a "cafeteria" benefits package from which faculty might select benefits that best meet individual needs. The Senate Committee on Faculty Affairs, in conjunction with the vice president for finance and operations, should propose additional fringe benefits for such a package.

Response: Further study by the recommended groups is appropriate and, in fact, is currently under way. Recent and pending changes in IRS treatment of cafeteria plans and benefits suggest that significant changes might be limited.

3. In terms of salary comparisons, the University's reference group should be broader than the Big Ten and the AAU and should include the top ten research and graduate schools in the nation.

Response: Salary comparisons are used most often to justify increased legislative support for faculty salaries. Traditionally, the most reliable and persuasive data have been developed by Big Ten and AAU Data Exchange organizations. Should more reliable and persuasive data from alternative referent groups be made available, the information will certainly be taken into consideration and presented when appropriate.

4. When it is appropriate, new faculty should be selected from among proven scholars.

Response: The selection of new faculty is not only one of the most important but also one of the most difficult decisions made by a university. Any number of factors must be weighed -- the potential of the candidates, the needs of the department, the availability of resources, the direction of the academic field, as well as the applicants' scholarly records. The importance given to each individual factor, must, of course, be decided on an individual basis by each department.

5. A special centrally held fund should be established for start-up costs for new faculty. Appropriate uses of this fund would include equipment, space remodeling, and supplemental support personnel.

Response: Agree. In 1983-84, a total of \$400,000 from indirect cost recovery funds was allocated for such start-up costs. As a general principle, use of indirect cost recovery funds for start-up costs will be made on a matching basis with colleges and departments contributing funds as well as the central administration. Final figures for the 1984-85 allocations are not yet available; it is, however, anticipated that allocations will exceed those for the preceding year.

6. The University should continue to seek retention funds as a recurring item from the Legislature not only to counter offers made to individuals it wishes to keep, but also for preemptive retention efforts.

Response: Agree. The 1985-87 Biennial Request seeks \$4.2 million for the biennium in additional funding for special retention cases.

7. The University should establish a program of junior faculty fellowships whereby ten or more junior faculty would be supported and paid from central sources over a three-year period in order to advance their careers, research interests, and institutional loyalties.

Response: We endorse the intent of this program. However, further study needs to be undertaken to determine the best sources of ongoing support for such a program. The recommendation is forwarded to the dean of the Graduate School to recommend a funding strategy.

8. Research professorships should be created for tenured faculty. These awards would be limited to one to three years and would allow selected faculty to take advantage of unusual research opportunities.

Response: Although we appreciate the spirit of this recommendation, we cannot endorse it. The essence of a public research university is the interactive nature of teaching and research. Hence all faculty are expected to participate in both teaching

and research. The University's flexible leave policy permits faculty to take advantage of unusual research opportunities as they arise.

9. The General Research Funds of the Graduate School must be greatly increased and the criteria for their usage expanded. The funds should be used both as seed money for younger faculty as well as to provide opportunities for established faculty to develop and initiate new research thrusts, supply matching funds for equipment costs, cover the emergencies created by the temporary loss of outside funding, and support travel related to the development of research projects.

Response: We agree in principle with the need to expand the amount of flexible money available to support the variety of ongoing research needs encountered by faculty. The University's strong push to retain an increased portion of the indirect cost monies and the increase requested for program accommodations and remodeling (PAR) funds will respond to these needs. In general, the University's objective of increasing the proportion of flexible funds available recognizes the spirit of this recommendation.

10. To promote faculty productivity by increasing scholarly opportunities, sabbaticals should be made a more attractive option than is presently the case. There should be greater flexibility in the use of such leaves and the possibility of increased support while on sabbatical.

Response: We agree that greater use must be made of the sabbatical furlough. The Bush program, which is now being folded into the University's budget, is one attempt to move in this direction.

Moreover, the Senate Committee on Faculty Affairs has established a subcommittee to review the sabbatical and single quarter leave policies to see whether any changes might be appropriate (see also response to Recommendation 2 of Facilitating the Scholarly Activities of the Faculty).

11. The Graduate School should establish two faculty awards, the first to recognize outstanding graduate teaching and the second to recognize excellence in guiding research.

Response: Individual colleges, campuses, and departments enjoy considerable autonomy in the granting of awards and honors. Should the Graduate School deem it appropriate to recognize excellence in teaching and advising, it may do so within the confines of its authority and fiscal resources.

12. The Graduate School should sponsor recurring symposia in selected fields across the University. Ten such series at a total cost of \$100,000 would be an excellent investment in bringing the University to the leading edge of many fields.

Response: Again, this is the prerogative of the Graduate School and might be implemented if deemed consistent with the school's priorities and available resources. Central administration would certainly entertain a request for matching funds if a comprehensive proposal were brought forward.

13. Incentives, or at least the removal of disincentives, are required for activities that bring honor and recognition to the University. These activities include editorships, service on grant advisory panels, presentations of papers at national and international meetings, travel in connection with the holding of national society offices, publishing works, and putting on shows. Policies should be instituted that not only make acceptance of such activities the norm, but also provide resources for faculty who take on important scholarly-related activities.

Response: Decisions on such activities and incentives are best left to individual units. The issue will, however, be referred to the deans for further consideration.

14. The Graduate School should explore ways of promoting recognition of existing quality and emerging centers of excellence within the University. Broad recognition of excellence will benefit the University in the recruitment of faculty and graduate students and in the seeking of extramural support.

Response: This recommendation is referred to the dean of the Graduate School who should examine the problems of identifying emerging centers of excellence before any decision is made on the promotion of such centers.

15. Indefinite tenure is a mechanism to protect academic freedom in educational institutions. Appointment with indefinite tenure normally occurs at promotion from assistant professor to associate professor, after a probationary period of up to seven years. The criteria for promotion are important to assure maintenance of quality of the faculty at the University of Minnesota. On occasion, however, indefinite tenure at lower ranks has been granted without promotion, a practice that suggests that job protection rather than protection of academic freedom has been the main criterion in the decision. This is in direct opposition to the stated goals of excellence at the University and should be discontinued.

Response: This recommendation deals with a problem that has occurred very rarely. Moreover, the new tenure code, effective July 1, 1985, is clear in no longer permitting tenure at rank of instructor. A recommendation for tenure must be accompanied by a recommendation for promotion.

Further, the revised code states, "Since the standards for granting tenure are ordinarily at least as rigorous as those for promotion to associate professor, the granting of tenure to an assistant professor will ordinarily be

accompanied by a promotion to associate professor. Otherwise a grant of indefinite tenure need not be accompanied with a promotion in rank."

Graduate Student Support and Recruitment

1. To remain competitive, the University should closely monitor tuition rates and student aid packages at other major research universities. The University should also dramatically increase funding for fellowships, teaching assistantships, and research assistantships.

Response: Agree. The University's Management Planning and Information Services (MPIS) division continues to track the tuition, financial aid, and graduate student policies of competitor schools. Similarly, to enhance the University's competitiveness, an additional \$2.5 million in graduate student tuition fellowships beginning in 1986-87 is being sought in the 1985-87 Biennial Request.

2. A major effort should be made to provide three-year fellowship packages to graduate students through the graduate fellowship program. This would require a tripling of funds just to expand the existing program to three years for the same number of students.

Response: This recommendation requires further study, especially in terms of its cost implications. The dean of the Graduate School should examine the proposal and report upon its relative priority.

3. The University should provide incentives for increasing the number of research assistantships available for graduate students by making determined efforts to acquire outside grants.

Response: The faculty's overall record of attracting grants is exceptional with the University ranking in the top ten nationally in the receipt of both federal awards and of private gifts and contracts. Additional incentives to increase the number of research assistantships might be made available through changes in the state's policy on indirect cost recovery, changes that are proposed in the University's current biennial request.

4. Some portion of Graduate School fellowship money should be allocated directly to departments and programs by January of each year so that they can be used to enhance recruitment of graduate students. Departments and programs should have a great deal of discretion in using these funds.

Response: Agree.

5. Special attention should be given to the recruitment of first-rate graduate students in fields in which there are current or foreseeable shortages of Ph.D.-trained faculty (e.g., mathematics or the humanities).

Response: This is referred to the dean of the Graduate School for review with a report back to the academic vice president in the fall of 1985 regarding fields which should receive special attention.

6. The dean of the Graduate School should meet with the staff of Management Planning and Information Services (MPIS) to examine the accounting model currently used to compute instructional costs for graduate education.

Response: No presidential action is required for such a meeting and discussion and, in fact, such meetings have occurred. It should be noted, however, that further examination of the model is unlikely to produce significant changes since the major elements of the instructional cost study have been adopted as statewide standards by the Legislative Task Force on Average Cost Funding or are dictated by federal cost principles.

7. The University should develop an alternative to an accounting model that deals only with expenditures. The alternative model should give particular attention to the benefits of graduate education and research that are real but that are not included in expenditure-driven models.

Response: The dean of the Graduate School and the assistant vice president for management planning and information services should discuss the recommendation and report to the Budget Executive.

8. The Graduate School should hold workshops for directors of graduate studies and recruitment committee chairs to help them effect the best possible recruiting strategies.

Response: If the Graduate School in consultation with its policy council views this as a worthy suggestion, such workshops should be set up. Increasingly, the effectiveness of our recruiting efforts will determine the quality of the graduate students enrolled.

9. A fund should be made available to bring prospective students to the campus and to develop effective means for encouraging the students to enroll in the University.

Response: This recommendation appears to be commendable in principle but prohibitive in cost, especially if the effort were applied widely. Should individual colleges or departments decide that on-campus visits are critical to their recruitment, then the units should budget the necessary resources accordingly.

10. The time spent by students in degree-related teaching and research should not inhibit reasonable progress toward their degrees. It should be emphasized that the major reason for the University providing funds for graduate assistants is to support graduate education.

Response: Agree.

11. Graduate students should be appointed as graduate assistants only when they are making reasonable progress toward their degrees. In the situation where the appointing unit is not the academic unit, both units are responsible for monitoring progress toward the degree.

Response: Agree.

12. Regular methods should be developed and implemented for consulting graduate students on policies concerning University libraries.

Response: Agree. The Senate Library Committee and the Council of Graduate Students should investigate current consultative arrangements and suggest necessary changes.

13. To foster a sense of community among graduate students, adequate work-study space should be designated for graduate students in their departments, and commons rooms should be provided where feasible. Another means of encouraging the growth of a community of graduate students would be to reserve space for them in a single dormitory.

Response: Agree that such space would be desirable and should be considered as physical remodeling or new construction occurs. University facilities planning guidelines call for involvement of faculty, staff, and students in such discussions. Should the dean of the Graduate School have a more detailed recommendation on the matter, he should submit it to the Budget Executive.

Program Reviews

1. Unit reviews which provide an important means of assessing the current and future promise of academic programs should be continued. In particular, external reviews may be the best way to obtain information needed to strengthen graduate education and research at the University.

Response: Agree. Funds for the continuation of program reviews have been allocated.

2. A limited number of super reviews should be undertaken. These reviews would examine broad research areas that span unit and collegiate boundaries, and their principal purpose would be to determine how collaboration in research and staffing might provide critical size and encourage new directions in research.

Response: Agree. The dean of the Graduate School should take this recommendation under advisement for possible implementation.

Central Facilities

1. The planning process should include a better recognition of the specific functional use of buildings for academic purposes. An assessment of the physical status of University buildings and a schedule of refurbishment and remodeling should be routinely included in such planning. Faculty should be consulted and their needs for research facilities should be taken into consideration.

Response: A study assessing the physical status of all buildings on the Twin Cities campus has recently been completed by the Office of Physical Plant and Physical Planning. This information will be folded into the academic planning process. The recently completed master plan for IT physical facilities builds on some of the ideas suggested in this recommendation.

2. While many buildings are planned with the needs of the first incumbents in mind, buildings should not be overly customized. More general purpose planning of new buildings is recommended to assure their adaptability to changing needs over time.

Response: Agree. The Office of Physical Plant and Physical Planning strives to ensure that new buildings are not overly customized. (See previous response.)

3. In any new building, consideration should be given to setting aside space to facilitate the inter- or multi-disciplinary research activities of the faculty.

Response: Agree. Moreover, this consideration should be reflected in a unit's plan rather than raised as an afterthought in the architectural design. The actual decision to set aside such space, however, must be weighed against competing needs and available resources.

4. To conserve and extend the usefulness of equipment purchased with grants and contracts, and to increase the productivity of faculty and graduate students overall, equipment that is not being used by the original project investigators or by others in their departments and is not needed in the long term should be made available for loan to others across the University, or it should be offered at low or no cost to other schools.

Response: Agree. The Graduate School, the Office of Finance and Operations, and the Office of Research Administration and Technology Transfer are looking into the feasibility of this recommendation.

5. The Handbook of Research Services (1981) should be updated and disseminated widely.

Response: This recommendation is referred to the assistant vice president for research administration and technology transfer and the dean of the Graduate School for study and possible execution.

6. The University's libraries are faced with four major kinds of problems: of location, of main and departmental libraries, of acquisitions, and of library services.

Response: There is a widespread recognition of the central role that libraries play in a research university. There is a similar awareness of certain needs facing the University's libraries. Some of those needs are being addressed through the implementation of a library automation system, the addition of new library personnel, and the continued high level of support for new library acquisitions. Other needs, including several identified by the task force, are not as easily defined or resolved.

7. A comprehensive study should be undertaken:

- a) To inventory current departmental, collegiate, and University policies for the purchase and use of research equipment and facilities.
- b) To obtain a University-wide inventory of those individual items of equipment purchased during the past five years that cost in excess of \$50,000.
- c) To obtain an estimate of the rate at which existing equipment that costs in excess of \$50,000 is expected to become obsolete and the anticipated cost of replacement.
- d) To obtain estimates of the hours per week that major pieces are currently used and to determine to what extent the equipment could be made available to others when it is not in use.
- e) To determine to what extent and under what conditions individual faculty members are now sharing their equipment with colleagues from other departments within the University and with faculty members from other universities. At the same time information should be elicited as to what extent University of Minnesota faculty are using equipment from other universities.

Response: Agree. The cooperative effort of the Graduate School and the Office of Finance and Operations and the Office of Research Administration and Technology Transfer will in large measure begin to address these matters.

8. A key element in the effective use of central research facilities is access. The library and computer resources are the most important and ubiquitous central research facilities to which rapid access is imperative. In this connection, the current effort by the University to design and request bids for a new communication system is most crucial.

Response: Concur. A contract with FirstTel to develop a voice/data telecommunication system was approved by the regents in the fall of 1984.

9. All these interrelated issues compose one many-sided problem, which in the years of expansion since World War II has grown more desperate year by year but has never been fully understood or seriously addressed by any responsible University authority. We strongly recommend that a high administrative official -- most logically, the new vice president for planning -- be given authority to address these issues and be held accountable for finding ways to solve or resolve them.

Response: Agree. These issues are ones which should receive priority attention as the University moves forward in the next cycle of institutional planning. The assignment of specific responsibility for these issues awaits the final determination of the structure of central administration.

Task Force Title:	HIGHER EDUCATION AND THE ECONOMY OF THE STATE
Date of Report:	July 1983
Appointed by:	C. Peter Magrath
Members:	David Lilly (Chair), John Adams, Mahmoud Abdel-Monem, Carl Adams, Stephen Ansolabehere, Elizabeth Blake, Victor Bloomfield, John Brandl, Clarke Chambers, Virginia Gray, Richard Goldstein, Robert Hexter, James Johnson, M. David Merchant, Bernard Mirkin, Jerrold Peterson, Lauren Pacelli, Anton Potami, Kenneth Roering, G. Edward Schuh, Roger Staehle, Wesley Sundquist, John Turner
Number of Pages and Recommendations:	36 pages and 28 recommendations
Key Issue:	What should be the role of the University of Minnesota vis-à-vis the economy of the state?

I. BACKGROUND

The Task Force on Higher Education and the Economy of the State completed its report in July 1983. Since that time, it has been discussed widely both within and outside the University community. There is a general consensus that the University has traditionally been a major contributor to the economy of the state. There is similar agreement that the University should seek to expand its contributions in the years ahead.

II. SUMMARY

The task force submitted 28 wide-ranging recommendations. Action has been, or is being, taken on the following selected proposals.

- An assistant vice president has been appointed to restructure the Office of Research Administration and to head the new Office of Research Administration and Technology Transfer.
- The University's patent office has been placed under the Office of Research Administration and Technology Transfer.

- The 1985-87 Biennial Request proposes a change in the indirect cost recovery policy so as to permit the University to retain a greater portion of these funds; the governor's budget endorses the concept.
- The University, the City of Minneapolis, and the state Department of Energy and Economic Development have completed an agreement to develop a high technology corridor between the campus and downtown Minneapolis.
- University Relations has completed a review of institutional publications and is enacting changes to promote a broader awareness of the University's contributions to the economy of the state.

At this time, there is no presidential endorsement of the following recommendations:

- Creating a vice presidency for external relations.
- Examining the University policy on compensation for principal investigators.
- Creating an associate vice president for research with such a position to be filled by the dean of the Graduate School.
- Reducing remedial instruction.
- Conducting a formal study of turnovers in dean positions.

III. SPECIFIC RESPONSES

1. Raise substantially the academic quality and increase the variety of background of students admitted to graduate and baccalaureate degree programs and place greater emphasis on the recruitment of mature, qualified students.

Response: Agree in principle that efforts should be expanded to attract more high-quality students. In part, this has been implemented through the allocation of an additional \$300,000 for student recruiting for 1984-85 with substantially increased funding approved for 1985-86. Moreover, colleges are strongly encouraged to consider this objective in their planning, recruiting, and admission activities. In 1983-84 and 1984-85, \$1.6 million and \$2.6 million, respectively, were allocated to non-need-based graduate and professional student aid.

2. Intensify the recruitment of students from out of state and from abroad; increase the number of out-of-state tuition waivers for highly qualified applicants.

Response: Agree in principle that the University should seek to attract the highest quality students regardless of geographic location. Over the past year, some progress has been made by doubling the number of Presidential Scholars and increasing the number of University-sponsored National Merit Scholars by 25 percent. For 1985-86, \$253,000 has been committed to increase the number of Presidential Scholars from 100 to 175 and to increase the amount of each award from \$500 to \$1,000. Further advances might flow from the establishment of a residential honors program, a project currently being studied by the Office of Academic Affairs.

Colleges must also re-examine their recruitment and admission policies to ensure that they attract high-ability students from outside Minnesota and the United States as well as within the state. Finally, we must assess whether the provision of out-of-state tuition waivers is the most cost-effective way to improve undergraduate quality and out-of-state representation. (For additional discussion of international student issues, see International Education Task Force responses beginning on page 34).

3. Raise standards for admission to University degree programs, rationalize degree requirements, and reduce remedial instruction while charging full cost of remedial instruction.

Response: The admission and graduation requirements of the University should reflect the institution's distinctive mission as well as its high standards of quality. That means encouraging rigor in every program and welcoming any student who seeks the challenge of such rigor. It also means that the nature of our programs, our expectations, and our entrance requirements must be clearly explained and conveyed to prospective students so that they can prepare themselves adequately for admission into University programs.

4. Reemphasize the University's high quality liberal arts education, basic research, and professional, master's, and doctoral programs.

Response: This will be a natural outgrowth of our move to focus our activities.

5. Explore ways to create consortia of higher education faculties in the state so that specialties are not duplicated needlessly and so that teaching and research skills at different institutions may be shared.

Response: Agree in principle. Although a number of opportunities already exist, additional cooperative arrangements should be explored on an individual basis. Discussions are currently under way to examine the feasibility of summer programs for state university faculty to work in the research labs on the

University's Twin Cities campus. Deans of engineering programs from both the University and State University System are also meeting to coordinate their programmatic goals.

6. Emphasize that the University of Minnesota system is separate from and complementary to the four other postsecondary school systems in Minnesota (state university, private colleges, community colleges, vocational-technical schools -- public and private).

Response: Agree.

7. Consider possible changes in consulting and compensation rules so that faculty and professional staff will have greater incentive for research and development.

Response: This recommendation needs to be more specific about proposed changes. It should be reviewed by the associate vice president of academic affairs for personnel working in conjunction with the Senate Committee on Faculty Affairs.

8. Encourage management and engineering to study and make plans to develop formal service organizations that address the needs of their constituents and that facilitate the instruction and research programs of those units.

Response: This recommendation is referred to the assistant vice president for research administration and technology transfer who, along with the special consultant to the president on University-industry relations and representatives of the Institute of Technology and the School of Management, should conduct a feasibility study and report their findings to the Budget Executive during fall quarter 1985.

9. In areas where no clear service mechanism exists, identify faculty and staff who are interested in working with businesses on applied research problems using a one-page resume and key words describing their areas of expertise. This information, in a computer-searchable data base, would provide outside organizations, especially small businesses, with information about interested personnel. Since consulting is an effective form of technology transfer, the University should publicize the framework and activities of private facilitating organizations such as the University Research Consortium.

Response: The assistant vice president for research administration and technology transfer has been directed to study mechanisms -- including the possible use of a computer-searchable data base -- to provide information on faculty interested in working with businesses.

10. Request increased legislative support for basic research, specifically to help scientists bridge the gap between grants, to provide start-up funds for young faculty, to augment library resources, to expand clerical

support and research assistance, to modernize physical facilities (e.g., laboratories) and to improve equipment (e.g., word processors).

Response: Agree. The 1985-87 Biennial Request identifies institutional needs for library acquisitions, instructional computing equipment, supplies, clerical support, tuition scholarships for graduate students, capital improvements, and retention of indirect cost recovery funds. Meeting these needs would be of use not only to scientists between grants but also to all researchers. Currently the University of Minnesota lags significantly behind Big Ten peers in SEE support so essential to productive scholarly work.

11. Examine the University policy on faculty compensation that permits salary augmentations for administrators (deans, directors, department heads) and for teachers (overload salary for summer and CEE teaching) but fails to treat principal investigators on research projects in the same way.

Response: Disagree. First, augmentation is reserved for situations in which there is an increase or change in responsibilities. Second, federal policy does not permit us to augment an individual's salary because she or he has received a grant or contract. Finally, it is expected that all regular faculty will actively seek research opportunities and, to the extent possible, receive external support for their scholarship as part of their ongoing faculty responsibilities.

12. Reexamine the University patent policy, redefine the policy and the process, and monitor faculty reaction to the policy and process over the next two years.
13. Review patent policies at the University with the goals of protecting the University's long-term interests, providing University faculty and staff sufficient financial and professional incentives so that they are encouraged to translate their ideas and inventions into commercially valuable patented properties, and providing fair and consistent treatment to all interacting parties.

Response to Nos. 12 and 13: Policies of the Office of Technology Transfer and Patent Administration are being reviewed by newly appointed members of the Patent Committee. Any changes in the patent policy resulting from that committee's review will be conveyed to the Senate Research Committee and to the administration before implementation.

14. Examine structure and operation of patent office as to efficiency and effectiveness.

Response: Implemented. The patent office has been consolidated into the Office of Research Administration and Technology Transfer. The office is headed by an assistant vice president

and supported by a recently hired patent attorney who serves as the director of technology transfer and licensing.

15. Make the University more accessible and understandable to visitors and students by improving signs, building labels, parking directions, directory listings, posted maps and published maps.

Response: Agree. The associate vice president for physical plant and physical planning should implement.

16. Sponsor an open house for businesses to learn how University research units work. Use videotapes and newsletters to acquaint businesses with the nature of University research activity, encouraging the business community to respond with ideas about commercial applications.

Response: Individual units may implement as deemed appropriate.

17. Organize a permanent "technology transfer council" and use it to sponsor communication and action programs for small Minnesota companies linking their needs to University resources, both in the Twin Cities and at outstate locations.

Response: This recommendation is referred to the assistant vice president for research administration and technology transfer for further consideration.

18. Establish a forum for communication between University scientists and the business community leadership. Encourage an entrepreneurial atmosphere among selected faculty by experimenting with various incentives.

Response: This recommendation requires greater specificity. Accordingly, it is referred to the special consultant to the president on University-industry relations and to the assistant vice president for research administration and technology transfer. They should assess the feasibility of suggestions and respond to the Budget Executive.

19. Identify all faculty and staff who have published materials on the State of Minnesota or any part thereof during the past ten years. Publish the list of citations and distribute it to government offices and libraries throughout the state as a source of information and as an index of experts. Emphasize items that describe Minnesota's changing role in national and international frameworks.

Response: The feasibility, the cost-effectiveness, and the need for this recommendation warrant study. Accordingly, the assistant vice president for research administration and technology transfer should review the proposal and proceed with the recommendation if it is deemed meritorious.

20. University Relations should conduct a comprehensive evaluation of the effectiveness of the many newsletters and periodicals that are published by University institutes, colleges, schools, departments, and programs.

Response: Agree. The associate vice president for institutional relations and his office collect and review publications from all units and offer advice and assistance on editorial and production concerns. Units are encouraged to contact them for help.

21. Evaluate the structure and performance of the University's "general information" telephone service (373-2851) and the overall effectiveness of the University telephone listings, including those of outstate locations.

Response: Agree. The vice president for finance should implement this recommendation as part of the reorganization of University telecommunications.

22. Evaluate the benefits and risks associated with University participation in a technology collection and evaluation process.

Response: The assistant vice president for research administration and technology transfer should review and report to the Budget Executive on the feasibility of this recommendation.

23. Select one or two new technological ideas to foster for commercial application. Publicize stories of successful cooperation involving University faculty and private businesses.

Response: The University is eager to see the innovative ideas of faculty members given the opportunity to be developed commercially. Indeed, this is one of the primary assignments of the Office of Research Administration and Technology Transfer.

The University should not, however, put itself in the position of selecting "one or two" new ideas. Rather, it is the role of the Office of Research Administration to encourage all interested faculty to put forward their ideas for possible use in commercial application.

Agree to the second part of the recommendation. Publicity has been given to recently completed licensure arrangements.

24. The University should work closely with the City of Minneapolis to determine the feasibility and desirability of establishing a research park near the campus.

Response: Implemented. The University has entered into a partnership with the City of Minneapolis and the state Department of Energy and Economic Development to establish the

Minnesota Technology Corridor. Among other things, the corridor will provide a new home for the University Computer Center as well as the recently established supercomputer institute.

25. The vice president for academic affairs must be recognized as the chief academic and line officer of the institution. In order to ensure that the education and research functions are protected, the academic officer must be recognized as having a line status as compared to the supportive functions of the other vice presidents. The dean of the Graduate School should be designated dean of the Graduate School and associate vice president for research, reporting to the vice president for academic affairs.

Response: The vice president for academic affairs is already recognized as chief academic officer, chair of the Budget Executive, and principal line operating officer of the University. At this time it does not seem appropriate to change the title of the dean of the Graduate School, who already reports to the vice president for academic affairs.

26. Maintain legislative relations function in the Office of the Vice President for Institutional Relations.

Response: Agree.

27. Consolidate the support functions of the current Offices of Research Administration, Patent Administration, Alumni Relations, University Relations, the University of Minnesota Foundation and General Development into a vice presidential office that serves as staff to the president.

Response: A review of the functions of the patent office led to a reorganized Office of Research Administration and Technology Transfer under a new assistant vice president. The associate vice president for development will continue to have responsibility for Development and Alumni Relations. All of these activities are within the Office of the Vice President for Finance and Operations. The Office of the Vice President for Institutional Relations will continue to have the responsibilities for University Relations and liaison with state government.

28. Study the pattern of frequent turnover of deans, directors, and department heads to determine if this rapid rotation undermines the ability of the unit administrators to know what research is under way to link the work and the researchers to users off campus.

Response: There is no evidence that the turnover rate of administrators at the University exceeds the national averages. Moreover, constant contact between the vice presidents and the deans and directors provides ongoing information on the deans' awareness of research in their units. Under the circumstances, there does not appear to be a need for any formal study of this

issue. However, should convincing evidence be found of a higher turnover rate at the University, the issue might be studied by the deans.

Task Force Title:	INTERNATIONAL CHARACTER OF THE UNIVERSITY
Date of Report:	April 16, 1984
Appointed by:	C. Peter Magrath
Members:	John Wallace (Chair), Carol Pazandak, Josef Mestenhauser, Michael Metcalf
Number of Pages and Recommendations:	40 pages and 32 recommendations
Key Issue:	How might the international character of the University be enhanced?

I. BACKGROUND

Over the past two years, no less than ten reports on the University's international programs and activities have been undertaken. Most of those reports share a common conclusion and one that was echoed by the Task Force on the International Character of the University: "The University has both an obligation and an opportunity to bring its faculty resources, its knowledge, and its international contacts to bear in the further development of international linkages for Minnesota." This presidential response supports such a conclusion.

II. SUMMARY

The International Character Task Force submitted 32 recommendations that focused upon five related themes: administration, curriculum, students, faculty, and outreach.

Action has been, or is being, taken on the following recommendations.

- Tentative approval has been given to the proposal to broaden the responsibilities of the director of the Office of International Programs, making that position an assistant vice presidency.
- Beginning in fall 1984 housing accommodations have been made available for a limited number of visiting faculty.
- Additional funds have been allocated for programmatic development in international education, including a \$25,000 development grant and a \$75,000 increase in the budget of the China Center.

No administrative action has been taken on recommendations involving curriculum changes. Instead, such proposals are referred to the provosts and deans for consideration and discussion with their faculties.

III. SPECIFIC RESPONSES

A. Administration

1. The University should appoint an assistant vice president for international education to provide central leadership in further developing the international character of the University.

Response: Agree. This recommendation has been approved and a search committee is being formed.

2. The assistant vice president for international education should be advised by an all-University international education planning and policy review council.

Response: Such an advisory body is presently being appointed.

3. The University should house selected international units in a common, centrally located facility on the East Bank campus.

Response: Agree in principle; however, the displacement of other units implicit in effecting such a consolidation needs to be studied carefully to ensure that other higher priorities of the University are not adversely affected. Thus, this recommendation is referred to the vice presidents for academic affairs and finance and operations for consideration in the context of East Bank planning.

4. Each coordinate campus should identify a senior staff member or faculty member to be responsible for coordinating and promoting international activities and for working closely with the assistant vice president for international education.

Response: Agree. Many units already have a senior administrator designated as the officer responsible for international activities. All major academic units should take steps to appoint an appropriate person to fill this role.

5. The University should assign a development officer to work with the Office of International Programs (OIP) to raise funds in support of specific international activities at the University.

Response: Disagree. For the present, collegiate development officers should include international activities in their work assignments. Units that have no development officer should work through OIP and the central development office.

6. The University should establish a pool of \$50,000-\$100,000 to be available to the assistant vice president for international education for authorizing University matches for outside matching grants in the area of international studies and programs. The success of this effort should be evaluated at the end of an initial two-year period, and the amount of money in the pool for any one academic year should be reconsidered at that time.

Response: Disagree. The existing matching fund process should be used. The OIP director should submit such proposals to the Office of the Vice President for Academic Affairs to be judged on the basis of their quality and priority in competition with other such requests.

B. Curriculum

1. Each collegiate unit should address and promote international curricular development. Deans and department heads should instruct their curriculum committees to monitor degree requirements, major and minor programs, and course proposals to assure that content is appropriately broad and that interdisciplinary courses with an international focus and intercultural perspective are facilitated.

Response: Agree in principle. A study supported by an Exxon Foundation Grant has now been completed, and a report that should indicate how curriculum changes might be effected in various parts of the University is awaited. If creative ideas arise from this study, it should be an ongoing objective of curriculum committees to encourage their implementation.

2. The assistant vice president for international education, working together with the vice president for academic affairs and the deans, should develop or improve mechanisms to assure that faculty efforts to add international dimensions to their courses and programs are encouraged and are given appropriate consideration.

Response: While it is not entirely clear what "appropriate consideration" means, the spirit of the recommendation is endorsed. Efforts to internationalize the curriculum should be appropriately rewarded in promotion, tenure, and salary decisions.

3. The School of Management should develop and implement ways to incorporate international aspects of business and trade into its curriculum and programs. It should also establish international business concentrations in its undergraduate and graduate programs.

Response: The University is seeking legislative support (\$372,000 in 1985-86 and \$744,000 in 1986-87) to develop an international business education program that would involve the College of Agriculture (B.S. in agricultural business management and M.S. in agricultural management sciences), the

School of Management (B.S. and M.B.A.), and the College of Liberal Arts (B.A. in international relations).

4. The College of Liberal Arts should establish an international commerce track within its international relations major.

Response: This recommendation is directed to the dean of the College of Liberal Arts.

Also, see response to Recommendation B-3.

5. All foreign language instruction on the Twin Cities campus should be monitored by a permanent Committee on Second Language Education based in the College of Liberal Arts and closely linked to the language departments, College of Education, and Program in English as a Second Language. The coordinate campuses should also consider ways to improve the delivery of foreign language instruction.

Response: This recommendation is directed to the dean of the College of Liberal Arts and the dean of the College of Education. The new, more stringent requirements for foreign languages recently adopted by CLA are consistent with this recommendation (see B-6). Foreign language instruction on the coordinate campuses should be discussed by the provosts, appropriate deans and faculty committees on those campuses.

6. Advanced placement preparation in languages should be encouraged in the high schools, and the University should be more supportive of accepting advanced credits.

Response: First, the new admission guidelines of the College of Liberal Arts seek, among other things, to promote foreign language instruction in local schools by recommending that students entering the University after 1988 have three years of foreign language preparation. Second, students may already receive advanced placement for superior performance on foreign language exams. Whether the standards for granting such credit should be changed is a decision that individual liberal arts programs, and especially departments of foreign languages, must determine.

7. The study abroad grants proposed in Recommendation C-3 should be used as an incentive to students to study a foreign language, both before departure and during study abroad. Students demonstrating high proficiency in the foreign languages relevant to their overseas program, or whose proposed study abroad promised to achieve such proficiency, should receive priority in the allocation of these grants.

Response: Agree. It is appropriate to give special consideration in the grant selection process to candidates with appropriate language training. The awarding of such grants, however, depends upon the availability of resources, and any proposal for

a study abroad grant program will have to compete with other programs for funding based on its quality and its contribution to the mission of education and research.

C. Students

1. The University should establish an institutional policy on study abroad and develop and maintain a wide variety of study abroad opportunities for University of Minnesota students.

Response: The assistant vice president for international education should review existing policies on study abroad, publicize such programs widely, and ensure that information is readily available so that students can easily explore foreign study options.

2. The University should develop a systematic model for creating, administering, integrating, and adequately supporting international student exchanges and study abroad programs of an all-University nature.

Response: Agree. In implementing this recommendation, the assistant vice president should involve appropriate University units, administrators, and committees. Resource limitations may necessitate a gradual implementation of the model.

3. The University should make its student financial aid programs available for study abroad. In addition, it should establish a special fund of \$300,000 annually to be earmarked as study grants for students studying abroad.

Response: This recommendation, while meritorious, will have to be considered in terms of the other high priority demands on resources as well as federal and state limitations on the use of funds for foreign study.

4. The University should continue and expand support of the existing University student exchange programs and to increase the number of such exchanges as the international interests of colleges and departments evolve.

Response: Agree. See Recommendations C-1, C-2, and C-3 above.

5. In consultation with the International Student Adviser's Office (ISAO) and other relevant academic support offices in the University, the assistant vice president for international education should outline a plan that will address the unique needs of international students served by the University.

Response: Agree. This recommendation is referred to OIP and ISAO for consideration. A plan for programmatic development

in this area should designate priorities, steps to, and probable costs of implementation. The plan could then be implemented as resources are identified.

6. The University should provide new sources of financial aid to qualified international students in the form of tuition waivers, international work study grants, loans, and employment.

Response: Given other pressing institutional needs, additional tuition waivers for international students do not appear possible at this time. Some positive changes in regulations relating to the employment of international students have occurred in the past two years. Continued discussions on such employment as well as on possibilities for loans should take place between the assistant vice president for international education and representatives of the financial aid office.

7. The University should encourage the sponsorship of events such as workshops, internships, training seminars, living-learning arrangements, and curricular enrichment programs that promote interaction between U.S. and international students and faculty.

Response: Agree. The recommendation is referred to the Office of International Programs for consideration.

8. The University should establish and maintain an information network to facilitate contact between international alumni and the faculty and students of the University.

Response: This recommendation is referred to the Minnesota Alumni Association (MAA) for consideration. While we agree in principle, it does not appear to have a high enough priority to warrant funding outside of the MAA budget.

D. Faculty

1. Policies and practices regarding the recruiting of faculty and their tenure, promotion, and compensation should be evaluated to assure that international activities are given appropriate consideration and recognition.

Response: Efforts to improve the documentation and evaluation of international activities of the faculty will continue. The special outreach memorandum should be expanded to cover international activities more explicitly.

2. The University should encourage and provide incentives for faculty to become more involved in the international dimension by offering help through seminars and workshops to internationalize the curriculum and by insuring that University support services regarding research, teaching, and consulting opportunities abroad are available, promoted, and attended to adequately.

Response: The Office of the Assistant Vice President for International Education will be encouraged to sponsor appropriate seminars and workshops. Specific suggestions for improvements in support services for international activity must be considered on a case-by-case basis in terms of cost-effectiveness and priority.

3. The University should develop and publicize an appropriate system of incentives to assure that high quality, professionally active faculty members become and remain involved in international development activities.

Response: The major incentives should flow from the proper evaluation of international activities in the promotion and tenure process as well as annual salary adjustments. No other incentive system is recommended at this time.

4. The University should develop a policy and a central fund to support departmental, collegiate, and other faculty exchange agreements. This fund should be administered by the assistant vice president for international education with the advice and counsel of an appropriately constituted all-University committee.

Response: This suggestion will be considered in the deliberations on reallocation of funds for 1985-86. Individual colleges should generally provide the funds for exchanges from their own internal reallocation of resources.

5. The University of Minnesota should explore and expand housing options for visiting scholars.

Response: Agree. During the 1984-85 academic year, visiting scholar housing is being offered on the Twin Cities campus in Middlebrook, Centennial, and Comstock Halls. Future directions will depend on results of an evaluation of the first year experience.

6. The University should acquire or earmark some University-owned housing for international scholars. As a first step, five units in Pillsbury Court on the Twin Cities campus should be set aside for the use of foreign faculty participating in exchange programs and be furnished at University expense.

Response: This is a corollary to Recommendation D-5.

E. Outreach

1. The University should form partnerships with the K-12 system in the state to improve teaching and learning for participation in an interdependent world. Particular attention should be paid to intercultural perspectives, international studies, and foreign languages.

Response: Agree. The University through the College of Education has established "Global Education -- Minnesota," a program that offers workshops, conferences, and study tours to assist teachers in the K-12 system to keep abreast of world developments and current approaches to the inclusion of such information within curricula. The College of Liberal Arts has been working closely with representatives of the K-12 system both to encourage the study of foreign languages and to increase the availability of advanced placement programs. Additional efforts should be explored through HEAC, HECB, and contacts with the superintendents of the Minneapolis and St. Paul schools.

2. The University should establish a Center for International Business, Trade, and Economics to coordinate its efforts in the areas of international business, research, and public service. Among other things, the Center should devote its efforts to developing new research directions and to identifying and securing outside sources of funding for research in these fields.

Response: This is not viewed as having a sufficiently high priority compared with other activities to be funded in the next biennium. International programs will be made possible through the School of Management, the College of Agriculture, and the College of Liberal Arts if requested legislative funds, outlined in Recommendation B-3, are forthcoming.

3. The University should negotiate a formal "Memorandum of Understanding" with the United States Agency for International Development (USAID) through the Institute of Agriculture, Forestry, and Home Economics to provide stable funding and personal support for the University to undertake institution-building and cooperative assistance projects in developing countries.

Response: Agree. Negotiations are proceeding to accomplish this goal.

4. The Office of International Education should establish a mechanism to facilitate communication with, and disseminate information to, other institutions of higher learning within the state about visiting international scholars and about international activities at the University.

Response: The Office of International Programs, which already functions in this way, should be encouraged to expand its communication with other institutions. The World Affairs Center-Minnesota International Center office can also be helpful in this effort.

5. The several academic centers, departments, institutes, and programs engaged in area studies, international studies, and the study of foreign languages and literatures should continue to expand their efforts to

enhance the international and intercultural awareness of our state and local communities.

Response: Agree. This recommendation is referred to those programs for further consideration.

Task Force Title:	THE STUDENT EXPERIENCE
Date of Report:	Interim Reports March and June 1984 Final Report July 1984
Appointed by:	C. Peter Magrath
Members:	John Wallace (Chair), Jim Anderson, Jean Andrews, Stephen Ansolabehere, Elizabeth Blake, James Bowyer, W. Andrew Collins, Mary Corcoran, Marjorie Cowmeadow, Francesca Cuthbert, Jerome Gates, Russell Hamilton, Jay Hayden, Glen Holt, Heidi Johnson, Samuel Lewis, David McCarthy, Gary Nelsestuen, Charles Osborne, Stephen Roszell, Donald Sargeant, Frank Sorauf, Matthew Tirrell, Colleen Traxler, Janet Van Benthuyzen, flo wiger, C. Arthur Williams
Number of Pages and Recommendations:	65 pages, 37 recommendations, and 250 action steps
Key Issue:	How might the quality of student services and teaching and learning be improved at the University of Minnesota?

I. BACKGROUND

In many ways, the Task Force on the Student Experience confronted the most difficult assignment of all the presidential study groups. Its members were to address the learning environments of five different campuses, campuses that vary widely in terms of student experiences and concerns. Even more varied were the recommendations that ultimately emerged from the task force examination. Some have institutionwide applicability, others are campus-specific; some are major, others are relatively minor; some focus upon the classroom, others concentrate upon the total learning environment.

The final report contains both a complex panorama and a finely grained picture of what should be done to improve the undergraduate experience. The picture -- drawn by students, faculty, alumni, and student affairs personnel -- suggests that some progress is being made but there is still much to be done to ensure that students enjoy as rich and diverse an educational experience as the University of Minnesota has to offer.

II. SUMMARY

The final report of the Student Experience Task Force contained 37 major recommendations and 250 "action steps" that addressed three related issues: 1) the quality of student services, 2) the quality of teaching and learning, and 3) the implementation of the specific proposals and action steps recommended by the task force.

In principle, each of the 37 recommendations submitted in this report is endorsed. Detailed attention is given to Recommendations 32-35 since they deal with the implementation of the other 33 recommendations. The Task Force report contains, in addition to the 37 recommendations, 250 proposed action steps. The action steps represent an inventory of possible suggestions for each unit to consider in the context and spirit of the broader recommendations.

It should be noted that certain recommendations and steps are already being implemented. For example, action has been, or is being, taken on the following selected proposals.

- An all-University recruitment steering committee has been appointed and charged with improving contacts with prospective students and their parents.
- Over \$700,000 has been allocated to strengthen University recruitment and information efforts, directed toward increasing the number of high-ability students in the University.
- A series of letters from the president and regents aimed at the top 20 percent of high school students in Minnesota and in neighboring reciprocity states has been initiated.
- The number of National Merit Scholarships has been increased by a quarter and the number of Presidential Scholarships has nearly doubled.
- An all-University committee has been appointed to consider the issues and problems to be resolved in a possible transition from a quarter to a semester system.
- The office of student affairs has implemented more than 30 changes relating to common office hours; "holds" on records, registration, intercampus bus transportation; the coordination of publications, the mailing of grades, transcripts, and diplomas; and the availability of notaries, cash machines, and advisor information.

III. SPECIFIC RECOMMENDATIONS AND RESPONSES

Quality of Student Services

To improve what the task force called "the quality of student services," nine recommendations were submitted.

1. Routine interactions with undergraduates should be made as easy and efficient as possible.
2. Performance standards for student contact personnel should be established and communicated to the University staff.
3. A central mechanism to oversee the development of publications should be created.
4. Information about the University's facilities, services, and resources should be more effectively provided to undergraduates.
5. Realistic expectations about undergraduate education should be emphasized in contacts with high school counselors and students.
6. Increased efforts should be undertaken to assist students who transfer into the University.
7. Student complaints about the University's physical environment should be responded to in a timely fashion.
8. On-campus facilities to increase undergraduate peer interaction and student-faculty interaction should be increased.
9. The physical environment for undergraduates should be improved.

Quality of Teaching and Learning

To enhance what the task force called "the quality of teaching and learning," 24 recommendations were submitted.

10. Efforts to increase high ability student enrollment and retention should continue.
11. A clear, consistent approach to meeting the remedial needs of students should be developed.
12. Expectations about the level of academic preparation required by the University should be clearly communicated.
13. A student's progress from lower division to upper division should be facilitated.

14. Entrance requirements for various colleges and their relationship to institutional, program, and degree requirements should be reviewed.
15. Studies to identify the most effective learning strategies for lower division students should be initiated.
16. Additional ways to reward superior teaching should be created and procedures for dealing with poor instruction should be developed.
17. Budgetary flexibility should be increased to respond to the programmatic and course demands of students.
18. Staff resources to alleviate course access problems should be identified.
19. Programs to facilitate the integration of new students into campus life should be increased.
20. The benefits of participation in student clubs and organizations should be emphasized.
21. Coordination and scheduling to create small student groups within the larger student environment should be emphasized.
22. Priority should be given to non-classroom space for the promotion of student interaction.
23. Active learning strategies for undergraduates should be fostered by the vice presidents for academic affairs and student affairs.
24. More active learning opportunities should be offered students.
25. Active learning programs that are important to the recruitment and retention of highly motivated students should be encouraged.
26. Research studies on class size should be conducted.
27. Special help for the development of teaching large classes should be provided.
28. A public information program relating to average class size should be initiated.
29. Opportunities for student-faculty interaction on a one-to-one basis should be publicized.
30. Opportunities for faculty-student contact outside the classroom should be expanded.
31. Funds to increase faculty-student interaction should be identified.

36. Standards for the quality and accessibility of service courses should be established and implemented.
37. Goals and the progress towards them in terms of the honors programs and enriched learning opportunities should be established and monitored.

Response to Recommendations 1-31, 36, and 37: As noted earlier, each of the foregoing recommendations appears sound in principle and is endorsed in principle. The priority that should be attached to each and the practicality and the time scale of each must be considered as part of an implementation phase.

In order to implement task force recommendations dealing with a subject as complex and multifaceted as the student experience, it is particularly important that responsibility for follow-through be clearly delegated. Accordingly, the assistant vice president for undergraduate education and outreach will assume that task and will be responsible for keeping the vice presidents, deans, and appropriate University committees informed as the process moves forward.

Because the circumstances with respect to the quality of the student experience differ among the University's coordinate campuses, it is particularly important that the provosts and appropriate faculty, staff, and students review these recommendations. Should additional action steps be warranted, the assistant vice president for undergraduate education and outreach should be so informed.

32. The vice president for academic affairs should appoint a small committee to oversee the implementation of this report, to continue the planning for the improvement of undergraduate education begun by the task force, and to report annually to the Budget Executive and the Senate Committee on Educational Policy on actions executed and planned.

Response: The overall responsibility for implementation of this task force report has been delegated to the assistant vice president for undergraduate education and outreach. He will review each recommendation and, after establishing priorities and costs, will determine appropriate assignments for implementation. He will consult with and be assisted in these efforts by representatives from the Offices of the Vice President for Student Affairs and Finance and Operations; by the provosts and their designees; and by appropriate consultative bodies within the University.

33. The vice presidents for academic affairs and student affairs should take steps immediately to see that academic programs, admissions, financial aid, recruitment, and orientation are guided by a common philosophy and authority.

Response: This recommendation is interpreted as underlining the importance of having cohesive and unified institutional policies to guide the various undergraduate programs and support services. Such policies are found in the Mission Statement and other planning documents. The vice presidents for academic affairs, health sciences, and student affairs are charged with ensuring that the operations for which each is responsible are carried out in accordance with such an intent. The Budget Executive will coordinate among the vice presidents on day-to-day planning and budgeting issues relating to these matters. Moreover, as part of the recently established efforts to recruit high-ability students, a permanent structure has been created to coordinate recruiting, admissions, financial aid, and honors program issues.

34. The vice president for academic affairs should immediately take steps that will result in explicit attention to documentation of the quality of instruction and advising. Guidelines should be developed describing how the quality of these activities will influence resource allocation to the units responsible for them.

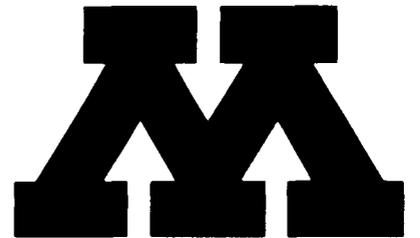
Response: This recommendation is already under study by the assistant vice president for undergraduate education and outreach in consultation with appropriate persons within the colleges and the Office of the Vice President for Student Affairs. A variety of quantitative and qualitative measures are being examined and a number of resource allocation criteria are being considered. As soon as the staff work is completed, proposed guidelines will be brought forward for University discussion.

35. The vice president for student affairs should immediately take steps that will result in explicit attention to documentation of the quality of co-curricular activities. Guidelines should be developed describing how the quality of these activities will influence resource allocation to the units that sponsor them.

Response: Implementation of this recommendation began in 1981 through the Office of Student Affairs' Task Force on Research and Planning Information. Currently, an additional study is being initiated by the Offices of Academic Affairs and Student Affairs to examine the quality and educational impact of co-curricular activities. Appropriate guidelines will be developed once the study is completed.

PRESIDENTIAL REPORT

Task Force Recommendations



C. PETER MAGRATH

PRESIDENTIAL REPORT ON TASK FORCE RECOMMENDATIONS

JULY, 1984

C. PETER MAGRATH

The 1981 Institutional Planning Statement identified a number of University goals and objectives. The Statement also suggested that those goals and objectives be reviewed in terms of the issues they raised and the implementation strategies they required. To facilitate such a review, six all-University Task Forces were appointed. The titles of the Task Forces and the names of their chairs are as follows:

- The Student Experience (John Wallace)
- Higher Education and the Economy of the State (David Lilly)
- Graduate Education and Research (Robert Holt)
- Facilitating the Scholarly Activities of the Faculty (Jack Merwin)
- The International Character of the University (John Wallace)
- Computation, Communication and Information (Carl Adams)

By Spring, 1984, each of the Task Forces had completed their reviews, submitting individual reports and proposing a total of 259 specific recommendations. What follows is a Presidential Report on those recommendations.

In reviewing this document, a number of considerations should be kept in mind. First, the overriding purpose of this Presidential Report is to respond to individual recommendations for maintaining and improving institutional quality. In other words, this is an implementation mechanism, one that is designed to articulate strategies for quality. Such strategies serve the dual purpose of identifying the means by which institutional goals and objectives will be pursued and of advancing lateral planning across University units and issues.

Second, it is sometimes said that recognizing a problem is half of the solution. The selection of the six themes and the appointment of the Task Force members proved exactly that. Both prompted an increased sensitivity to selected problems; both also resulted in a number of immediate corrective actions. In other words, even prior to the completion of the Task Force reports, various issues were being addressed and various recommendations implemented.

Third, each of the Task Forces was asked to address different aspects of the quality issue. Some took a narrow view, concentrating their efforts upon select questions and formulating suggestions for resolving particular problems. Other Task Forces assumed a more comprehensive perspective, highlighting the interrelatedness of various problems and developing recommendations that were broader in nature. As a result, there is some overlap in the recommendations of the final Task Force reports.

Fourth, in most cases, the Task Forces did not list the relative priorities or funding consequences of individual recommendations. In the absence of such guidance, this report contains no priority rankings. This is not to say, however, that fiscal considerations were not taken into account in the selection, timing, implementation, and Presidential endorsement of various recommendations.

Fifth, the recommendations vary widely in terms of the types of actions to be taken. Some of the suggestions can be carried out through administrative initiatives. Other proposals require collegiate, departmental, or Senate consideration. Still others dictate review and action by the Board of Regents. To the extent possible, the appropriate decision-making sources have been identified.

Sixth, as part of Cycle III of the planning process, this report should be taken into consideration by colleges and faculty as they develop their unit strategies for improving quality. To the extent possible, the strategies proposed to the Budget Executive in Cycle III should be consistent with the unit's program priorities and build on the Task Force recommendations supported in this report.

Seventh, each of the Task Force reports has already been shared widely with the University community and reactions from interested parties have been solicited. There will be similar opportunities to respond to this Presidential report in the months ahead. The Senate Consultative Committee will coordinate the involvement of the relevant Senate groups including the Senate Finance Committee, the Senate Committee on Educational Policy, the Senate Committee on Faculty Affairs, the Senate Planning Committee and the Senate Committee on Research.

Finally, the Presidential Report on Task Forces is divided into two sections. Attached here is the first section which is an initial summary of the background, major recommendations, and Presidential reaction to select recommendations. In addition, a second section which addresses each of the specific recommendations is currently being developed and will be made available in September, 1984.

TASK FORCE ON THE STUDENT EXPERIENCE

I. BACKGROUND

In many ways, the Task Force on the Student Experience confronted the most difficult assignment of all of the Presidential study groups. Its members had to address the learning environments of five different campuses, campuses which varied widely in terms of student experiences and concerns. Even more varied were the recommendations which ultimately emerged. Some have institutional-wide applicability; others are campus-specific; some are major, others are relatively minor; some focus upon the classroom; others concentrate upon the total learning environment.

The final report contains both a complex panorama as well as a finely-grained picture of what should be done to improve the undergraduate experience. The picture -- drawn in large part by students, faculty, alumni, and Student Affairs personnel -- suggests that some progress is being made but there is still much to be done to insure that students enjoy as rich and diverse an educational experience as the University of Minnesota has to offer.

II. MAJOR RECOMMENDATIONS

The preliminary Task Force Report (March 1984) was divided into two sections. One of the sections -- The Quality of Teaching and Learning -- was later modified (June, 1984), and as such, could not be addressed in this report.

The other section -- The Quality of Student Services -- contains three categories: 1) the need to improve the "user friendliness" of the institutional environment; 2) the need to improve the University's information systems, and 3) the need to improve the University's physical environment. This Presidential response concurs with the Task Force as to the importance of strengthening the University's record in each of these areas.

Recommendations Being Implemented

Action has been, or is being taken, on the following major recommendations:

1. User Friendliness

- The Office of Student Affairs (OSA) has reviewed the Task Force report, concluding that sixty-one of the recommendations related to OSA and that approximately half of those recommendations have already been implemented or are under serious consideration. A detailed listing of the review is available from the Office of Student Affairs and shows, among other things, recent changes to alleviate student problems regarding registration, "holds" on records, common office hours, intercampus bus transportation, the mailing of grades, transcripts, and diplomas as well as other steps to make routine interactions with undergraduates as easy and efficient as possible.

2. Information Systems

- An all-University Recruitment Steering Committee has been established and charged with the responsibility of improving contacts with prospective students and their parents;
- An additional \$300,000 has been allocated to strengthen University recruitment and information efforts;
- As part of the campaign to reach more high-ability students, a Presidential letters series has been initiated and is being aimed at the top 20 percent of Minnesota high school students and those in neighboring States with which Minnesota has reciprocity agreements;
- Also to attract more high-ability students, the number of National Merit Scholarships has been increased by a third and the number of Presidential Scholarships has been doubled;
- Publication practices have been changed, limiting the number and scope of publications and substituting a more detailed institutional manual.

3. Physical Environment

- In developing the University's Capital Request, the Budget Executive shall take into consideration those recommendations designed to improve the physical environment of undergraduates.

Recommendations Still Under Consideration

Any number of recommendations require further review and action by other members of the University community. Most important are those proposals which concern faculty advising. The deans and the appropriate Senate committees should take into careful consideration the actions called for in the undergraduate advising area and recommend possible policy changes to the Vice Presidents for Academic Affairs and the Health Sciences by the end of the 1984-85 academic year.

The Task Force recommends that the University shift to a semester system. The advisability of this shift has been the subject of survey and study by University Senate committees over the past several years and the response has been mixed. There is no reason to believe that a further study will yield a different response. The President agrees with the Task Force that such a shift is a good idea and will appoint a working group to develop plans for accomplishing a shift on the Twin Cities Campus to a semester system over a suitable period of time. It seems reasonable to allow other campuses to make their own decision on this matter subject, of course, to Regents' approval.

Proposals regarding the student experience on the coordinate campuses require further comment by the Provosts. Accordingly, by January 1, 1985, the Provosts shall provide the President with a formal response to those recommendations that concern their respective campuses.

TASK FORCE ON HIGHER EDUCATION AND THE ECONOMY OF THE STATE

I. BACKGROUND

The Task Force on Higher Education and the Economy of the State completed its report in July, 1983. Since that time, it has been discussed widely both within and outside the University community. There is a general consensus that the University has traditionally been a major contributor to the economy of the State. There is similar agreement that the University should seek to expand its contributions in the years ahead.

II. MAJOR RECOMMENDATIONS

The Task Force submitted twenty-seven recommendations, the majority of which focused directly upon the University/State economy relationship. Such recommendations will be addressed in this Presidential response. Other proposals dealing with important but broader issues -- program quality, student recruitment, admission's requirements, adequate resources, etc. -- will be addressed elsewhere in this report.

Recommendations Being Implemented

Action has been, or is being, taken on the following major recommendations:

- An Assistant Vice President has been appointed to restructure the Office of Research Administration and to head the new Office of Research Administration and Technology Transfer;
- The University's patent office has been placed under the Office of Research Administration and Transfer Technology and a review of existing patent policies is currently under way;
- The 1985-87 Biennial Request will propose a change in the State's policy on indirect cost recovery so as to permit the University to retain a greater portion of these funds;
- The University and the City of Minneapolis have entered into an agreement designed to promote the development of a high technology corridor between the campus and the city;
- The Department of University Relations has completed a review of institutional publications and is enacting changes to promote a broader awareness of the University's contributions to the economy of the State.

Recommendations Not Endorsed

At this time, there is no Presidential endorsement of the following recommendations:

- Creating a Vice Presidency for External Relations;
- Creating a permanent technology transfer council;
- Creating an Associate Vice President for Research with such a position to be filled by the Dean of the Graduate School;
- Raising admissions standards and reducing remedial instruction.

Recommendations Still Under Consideration

As with most of the Task Force reports, a number of recommendations cannot be implemented on a Central Administration level but rather require review and consensus by specific colleges, departments, and faculty. For example, the School of Management and the Institute of Technology are called upon to consider new ways of meeting the growing needs of their constituencies in the private sector. Similarly, individual colleges should review the recommendation which calls for an "open house for businesses to learn first-hand how the research units work and how they might be used in cooperation with businesses."

TASK FORCE ON GRADUATE EDUCATION AND RESEARCH

I. BACKGROUND

Graduate education and research are two of the defining characteristics of the University of Minnesota. They represent vital contributions to the nation as a whole and to the state in particular. They enrich our undergraduate programs and foster our international reputation. Traditionally, both have been among the University's highest priorities; both will remain so in the future.

To insure the continued vitality of these twin activities, the Task Force on Graduate Education and Research called for a widespread consensus on a number of fundamental principles, three of which merit mention here. First, graduate education and research form a complementary relationship. Second, both must be judged in a worldwide context. Third, a commitment to excellence is imperative if high quality graduate and research programs are to be offered.

Just as those principles underlie the Task Force's final report, so, too, are they reflected in the Presidential endorsement of selected recommendations.

II. MAJOR RECOMMENDATIONS

The Task Force proposed a total of forty-three specific recommendations relating to four major areas: Insuring a High Quality Faculty, Recruiting and Supporting Graduate Students, Graduate Program Reviews, and Facilities. Although the Task Force declined to specify the relative importance of each area, initial emphasis will be given to the first two categories.

Recommendations Being Implemented

Action has been, or is being, taken on the following major recommendations:

1. Faculty Improvement

- Faculty salaries will remain the University's highest legislative priority and special retention funds will continue to be sought;

- Efforts to secure private funding for a junior faculty career development program have been made and will be continued;

- Additional funding to support research activities has been secured through legislative and reallocation sources and will be allocated through the General Research Fund of the Graduate School and the Offices of the Vice President for Academic Affairs and for the Health Sciences;

- To retain and attract outstanding faculty members, a \$400,000 fund to cover "set-up" costs has recently been established and will be expanded;

- The Bush Foundation initiative to promote the greater use of sabbatical leaves will be maintained through internal reallocation;

2. Graduate Student Support and Recruitment

- A new graduate student tuition policy, abolishing the per credit policy, has been developed by the Graduate School and will be implemented in 1984-85;
- The Legislature will be asked to change the current policy of having professional students pay 33 percent of their instructional costs and to adopt a policy which is more sensitive to the University's competition and the overall high costs of professional education;
- In 1984-85, approximately \$1 million in additional graduate student financial aid will be provided through internal reallocation.
- The President has directed that the Budget Executive develop a plan for providing tuition waivers for some graduate students and include this in the 1985-87 Biennial Request.

3. Program Reviews

- The Dean of the Graduate School will develop a policy to insure the better coordination of unit reviews. Recurring funding for these reviews has been provided through reallocation;
- A major focus of the University's 10-year review by the North Central Accreditation team, will be upon improving the quality of our graduate programs.

4. Facilities

- The planning and capital request processes will include a greater sensitivity to the specific functional use of buildings for academic programs and faculty will continue to be consulted on such usage.

Recommendations Still Under Consideration

The Task Force Report on Graduate Education and Research contains many recommendations that cannot be implemented immediately and that are not endorsed in this Presidential response. In some instances, there are important questions of cost and financing to be resolved (e.g., providing three-year fellowship programs to graduate students or offering a "cafeteria" benefits program to faculty). In other cases, further consultation between the Graduate School and individual departments is required (e.g., methods to improve the recruitment of graduate students and developing policies on unit reviews). Still other recommendations can be implemented, as deemed appropriate, by the Graduate School itself (e.g., sponsoring recurring symposia).

To assist the President and the Budget Executive in determining which recommendations warrant priority consideration, the Dean of the Graduate School should develop a report in consultation with appropriate faculty and administrators. That report should contain a ranking of the recommendations in priority order, the likely resources required for implementation, and a reasonable time schedule for implementation.

TASK FORCE TO FACILITATE THE SCHOLARLY ACTIVITY OF THE FACULTY

I. BACKGROUND

The Task Force to Facilitate the Scholarly Activity of the Faculty was jointly appointed by the President and the Senate Consultative Committee. After surveying the entire faculty and conducting more than two years of study, the Task Force completed its report in December, 1983.

There are many noteworthy observations in the final report, but none deserve more attention than this: "A scholarly environment requires that an institution be able to attract and retain superior scholars and provide the facilities, support, resources, and working considerations for intellectual stimulation and sustained productivity." This Presidential response strongly endorses such a view and suggests that it be the guiding principle in all of the University's policies and practices.

II. MAJOR RECOMMENDATIONS

The final report contained seventeen broad recommendations that were divided into four areas. Although each of the categories is distinctive in itself, there is a common denominator -- adequate resources -- that links the various recommendations. Accordingly, the Presidential response suggests that priority be given to resolving the underlying fiscal problems that detract from faculty vitality.

Recommendations Being Implemented

Action has been, or is being, taken on the following major recommendations:

- As outlined in the 1984 Institutional Planning Statement, improving faculty salaries has been the University's first priority over the past biennium and the restoration of faculty purchasing power to its 1972-73 level by 1990-1991 continues to be the top priority.
- In the 1983-85 biennium, \$1.7 million has been allocated to recognize the achievements of especially meritorious faculty members and to retain those who might otherwise leave the University;
- In 1984-85, \$100,000 in recurring funds has been allocated to make supplementary funds available to faculty eligible for sabbaticals;
- To attract outstanding graduate students, \$1.6 million in recurring funds has been added in this biennium to the resources available for graduate fellowships, more than doubling the funds available for this purpose;
- To recognize outstanding faculty contributions, the number of Regents' Professorships has been increased to twenty;

Recommendations Not Endorsed

At the present time, there is no Presidential endorsement of the recommendation that retraining and retooling opportunities to accommodate shifts in interests and careers be provided to faculty members. Before any such policy can be implemented, further study of the funding and policy implications is required.

Recommendations Still Under Consideration

Three recommendations explicitly call for departmental actions and, as such, should be reviewed and implemented as deemed appropriate by individual departments. These recommendations deal with building flexibility into scheduling assignments, providing opportunities for discussion of research and scholarly interests, and establishing procedures for regular feedback on faculty performance.

Another recommendation -- reducing non-voluntary involvement of faculty in administrative matters -- also warrants further study. In this instance, the Senate Consultative Committee and the deans should undertake an examination of the problem to determine whether changes should be made on an institutional-wide or unit-by-unit level.

TASK FORCE ON THE INTERNATIONAL CHARACTER OF THE UNIVERSITY

I. BACKGROUND

Over the past two years, no less than ten reports have been undertaken on the University's international programs and activities. Most of those reports share a common conclusion and one that was echoed by the Task Force on the International Character of the University: "The University has both an obligation and an opportunity to bring its faculty resources, its knowledge, and its international contacts to bear in the further development of international linkages for Minnesota."

This Presidential response supports such a conclusion.

II. MAJOR RECOMMENDATIONS

In all, the Task Force submitted thirty-six recommendations, listing them under the headings of "administration," "students," and "faculty." The most important administrative proposal was the call for a highly placed central officer who would give visibility and leadership to all of the University's international activities. In terms of the student experience, the report highlighted the necessity to internationalize existing curricula and to add new instructional programs. Finally, to enrich the faculty's international experience, the report recommended an increase in resources and rewards that would encourage greater international involvement.

Recommendations Being Implemented

Action has been, or is being, taken on the following major recommendations:

- The position of Director of the Office of International Programs will become an Assistant Vice President reporting to the Vice President for Planning and Academic Support Activities;
- Responsibility for the activities of the International Student Adviser's Office will be assumed by the Assistant Vice President;
- Beginning in Fall, 1984, housing accommodations will be made available for a limited number of visiting scholars;
- A special fund has been established to provide grant-in-aid for travel abroad for faculty carrying out scholarly research in foreign countries;
- Over the past two years, \$105,000 in additional support (reallocation and State funding) has been provided to the University's China Center.

Recommendations Not Endorsed

At this time, there is no Presidential endorsement of the recommendation to appoint a development officer for international programs. Fund raising for such programs will continue to be handled by collegiate development officers or through the central development office.

Recommendations Still Under Consideration

Several recommendations, which have considerable resource implications, are endorsed in principle but must be reviewed by the Budget Executive in order to explore total costs and possible sources of funding. These include:

- Central support for language instruction (to be implemented by the College of Liberal Arts in cooperation with the College of Education);
- Revision of the financial aid system for students studying abroad;
- Scholarship support for study abroad;
- Support for workshops, seminars, and internships in international areas;
- Support for international exchanges for faculty.

Those recommendations that involve curriculum or academic program development are referred to the Provosts and Deans for consideration and discussion with their faculties. The Vice Presidents for Academic Affairs and Health Sciences will call upon each college or campus to respond to the curriculum recommendations by the end of the 1984-85 academic year.

The Vice Presidents for Academic Affairs and the Health Sciences will also take the necessary steps to assure the faculty that international activities will be evaluated and appropriately rewarded. This action could take the form of a memorandum or an addendum to the "Koffler-Ibele" memorandum which provides guidance on promotion and tenure recommendations.

THE TASK FORCE ON COMPUTATION, COMMUNICATION, AND INFORMATION

I. BACKGROUND

The report of the CCI Task Force was completed in March, 1982, and has been discussed centrally and with the Regents. Generally, the report calls for a commitment to developing an "intensive" computation, communication, and information environment. Specifically, the Task Force members recommend that the University 1) make certain organizational changes, 2) develop institutional-wide policies on computing and information systems, 3) commit the necessary resources to carry out broad CCI objectives, and 4) adopt a strategic institutional position on CCI.

While this Presidential response supports an improved and expanded CCI environment, it does not endorse the national leadership objectives and the level of expenditures (more than \$10 million annually) proposed by the Task Force.

II. MAJOR RECOMMENDATIONS

Although the CCI report has never been formally adopted, a number of its recommendations have, in fact, been implemented. Furthermore, discussion of the recommendations has prompted other actions relating to, but not explicitly proposed in, the CCI report. These additional actions warrant the attention of the University community and are included in this Presidential response.

Recommendations Being Implemented

Action has been, or is being, taken on the following major recommendations:

- An Assistant Vice President position to coordinate CCI activities has been established;
- Over \$1 million has been allocated for increased support of instructional computing and another \$200,000 per year has been allocated for research computing;
- A "deep discount" policy for the purchase of microcomputers has been negotiated and will significantly reduce the costs of such hardware for departmental, faculty, staff, and student buyers;
- A "one-line" library catalogue system is currently being implemented at a cost of \$1.5 million;
- Bids have been solicited and submitted for an entirely new, comprehensive telecommunications system for the Twin Cities Campus;
- New computer systems are being put in place in Student Affairs (financial aid and admissions), Continuing Education and Extension (records systems), and the Agricultural Extension Service (EXTEND).

- A Supercomputer Institute is under development which will place the University at the forefront of this field as well as make more computer time available to faculty at reduced costs;
- Improvements have been made in computerizing accounting to provide units with rapid and convenient budget updates through distributed computer terminals.
- A working group of deans and others has examined and made recommendations on the need for appropriate computerized data bases necessary for effective institutional management and appropriate communication links between those data bases.

Recommendations Not Endorsed

At the present time, there is no Presidential endorsement of the recommendations that call upon the University to find and expend resources at precisely those levels proposed in the CCI report. Likewise, in the absence of available funds, the University should not realistically plan to be in the forefront of American higher education vis-a-vis an intensive CCI environment or student computer literacy, but must strive to provide a computing environment appropriate to a leading research university with high quality instructional programs.

Recommendations Still Under Consideration

The new Assistant Vice President for CCI will review the Task Force report and recommend specific policies on microcomputing; work and text processing; printing, graphics, and duplication; data bases; departmental support systems; internal competition; external sales; and policy implementation.