

UNIVERSITY OF MINNESOTA
TWIN CITIES

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

Senate Facilitative Committee

TENTATIVE AGENDA

Thursday, November 29, 1979
9:30 - 10:30 a.m., Dale Shepherd Room, Campus Club

1. Fix Agenda
2. Minutes of meeting of October 25
3. Report of the Chair (enclosed)
4. Committee Reports
 - a) UCRRBR - Professor Morrison
Schedules for Winter Quarter and Senate committee participation
 - b) Senate Reorganization - Professor Spring
5. Old Business
6. New Business
7. Adjournment

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Senate Facilitative Committee

REPORT OF THE CHAIR

A. One major report has been received. It is a 50-page document by the presidentially appointed "University Committee on the Handicapped."

At its meeting on November 15th, the SCC decided to refer this report to SCEP for their consideration as to whether Senate legislation was required and, if so, to develop such. A copy of the report is also to be distributed to the chairs of the other Senate and Campus Assembly committees. If they find the subject matter of interest to their committee they should communicate their interest to Professor Terwilliger. Because concern was expressed that Social Concerns may find the subject matter merits their attention specifically, Professor Wood has already been mailed the report and Professor Terwilliger has received a communication from the Consultative Committee to the effect that if SCEP feels it necessary to appoint a subcommittee to handle the matter, SCEP should consider asking at least one member of Social Concerns to join that subcommittee. No absolute deadline has been set on the report, but the SCC has requested an interim report from SCEP at the February 14 Senate meeting.

B. The agenda for the November 29 meeting of the Senate will be published in the Daily before our meeting date and the Chair will entertain questions or suggestions on the conduct of business of the agenda, if such arise.

C. I have received a request that planning and budgeting items be placed on the agenda. Professor Morrison of UCBRR will distribute the present schedules, and will discuss mechanisms for Senate committee input into the process. The planning document which expresses aligned concerns has been distributed by the President's office and should have reached you. Please bring it along, as the SCC has not yet considered assigning it, and comments on how to organize the handling of this would be appreciated.

D. Per-credit tuition. Two years ago, concomitant with the discussion of the Student Access Report, the issue of per-credit tuition was roundly debated in at least three Senate committees (SCEP, SCFA and SCC). As I remember, each

came up with a different recommendation and no Senate action was taken. This subject will be before the Regents for action on December 13th and 14th. In advance of this and at the request of student members of the SCC, the SCC will take up the issue one more time. At today's SCC meeting (12:30, Regents Room) the materials we have been able to assemble will be handed out. At the SCC meeting on December 6th we will devote time to a discussion of the tuition question. Chairs of the Senate committees are invited to that SCC meeting, and it is anticipated that if you have a position to present, the SCC will invite participation in the discussion.

E. Newsletter. Our efforts on the newsletter have lagged in part due to the labor involved and also the press of other business. Meredith Poppele will have forms to distribute, however, that should make it easier to get the newsletter project off the ground.

If there is other committee business you want discussed at the meeting, please call me or the SCC office to apprise us of the time required and whether or not you will want material distributed.

Richard L. Purple, Chair, SCC



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DRAFT

Approved 1/10/80

MINUTES OF THE SENATE FACILITATIVE COMMITTEE

The third meeting of the Senate Facilitative Committee was called to order at 9:50 a.m. on November 29, 1979 in the Dale Shepard Room of Coffman Memorial Union on the Minneapolis Campus, by Richard Purple, Chair. Other members present were Josef Altholz, Virginia Fredericks, Russell Hobbie, Fred Morrison, James Terwilliger and Frank Wood.

1. A motion to fix the agenda passed without dissent.

2. Minutes of the October 25 meeting. The secretary reported she had received no corrections to date. It was moved and passed without dissent to approve the minutes with the provision that if any corrections are forwarded to the secretary, members will be informed of them.

3. Report of the Chair.

(a) Report of the University Committee on the Handicapped. The SCC office will request of the President's office that copies of the report go to all committee chairpersons. Professor Terwilliger will name a SCEP subcommittee to coordinate responses to this report, and will include a member or two each from the Senate Committee on Social Concerns and from SCRAP.

(b) Agenda for November 29 TCCA meeting. Prof. Purple reported that the committee previously appointed by the President to determine whether there was sufficient cause for a trial will report at that meeting its finding that there is such cause and will ask the appointment of a trial committee. Professor Altholz spoke of his grave doubts about suspension of the two students involved, effected only through Robert's Rules, Newly Revised. There was brief discussion of the extent of the suspensions.

(c) UCBRBR and the President's preliminary planning document. Postponed for consideration under (4), Professor Morrison's report from UCBRBR.

(d) Per-credit tuition. The Chair reported that the SCC will discuss the topic at its meeting later on November 29th. He reported that Dean Zimmerman's decision from the Graduate School was that its data from the first two years of Graduate School experiment with per-credit tuition were not necessarily typical or useful at this point; hence the Graduate School had no information to contribute to the SCC's discussion.

(e) Newsletter. The secretary distributed a basic informational form for each committee. Committee chairs are requested to complete the form as soon as convenient and return them to the SCC office. The information will be used in occasional newsletters in the Daily.

4. Committee Reports.

(a) UCBRBR. Professor Morrison described the inextricably intertwined, yet separately considered, planning and budgeting processes of the University. He outlined the President's intended schedule on mission, planning and budgeting.

(i) Professor Morrison referred to the President's cover letter and draft document of a statement on institutional goals, objectives and priorities for the University in the 1980's. The SCC office is to ask the President's office to be sure the chairs of all Senate committees get a copy.

(ii) On a related topic, Professor Morrison noted that so far there has been no move to involve faculty or students in the Regential revision of the mission statement.

(iii) Budgeting process. Professor Morrison reiterated the difficulty of having to do planning and budgeting simultaneously. He enumerated the four documents college deans are being asked to prepare: a budget for '80-'81, a budget for '81-'82, the biennial request for '81-'83 and a six-year capital request. These reports in January will collectively comprise the preliminary report of the Budget Executive. He stated that:

- internal reallocations (hard money) will be decided on in December;
- external reallocations will be left unknown and dependent on legislative action;
- the biennial request is now essentially closed;
- to spread out the labor on budgeting, system-wide items will be considered in March and April.

Professor Morrison distributed the calendar of SCC and UCBRR budget-related meetings and responsibilities for the winter, including references to other committees specifically assigned responsibilities, and he ran through this schedule of consultation and response. He ventured the guess that the requests will turn out not to be so precisely defined as is presently intended, and noted that if this is indeed the case, more time will have to be spent on budgeting in the coming year, to prepare, for example, the biennial request. He repeated his hope that budgeting and planning can in the future be once again carried out in alternate years.

Professor Terwilliger urged combining and meshing the efforts of the various relevant committees in the planning and budgeting process as much as is possible because of the very considerable amount of work to be done.

(b) Senate Reorganization. There was no report. The Chair stated that the Facilitative Committee needs a December meeting to comment on the present draft of the Subcommittee on Senate Reorganization, if the timing can be worked out. That subcommittee is scheduled to meet towards the end of finals week.

The meeting was adjourned at 10:50 a.m.

Respectfully submitted,

Meredith B. Poppele

Meredith B. Poppele, SCC secretary



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October 22, 1979

Eldred Smith
Director, University Libraries
499 O. Meredith Wilson Library
West Bank Campus

Dear Professor Smith:

I received this morning a copy of your October 18 letter to Professor Grosch and I wish to thank you for including the Senate Consultative Committee on your mailing list.

The 'E' document has had a long history of development without formal action by the University Senate, but it is my hope that Senate action can be completed on it this year. Your timely and thoughtful response to the Library Faculty Personnel Committee document should be most helpful in this regard.

I expect the 'E' document to be referred principally to the Senate Committee on Faculty Affairs, the Tenure Committee and, with respect to the librarians and 'E', to the Senate Committee on Libraries. At present we anticipate requesting the Senate at the November 29th meeting to grant implementing legislation for the 'E' classification, while at the same time asking the Tenure Committee to rule on the applicability of either 'E' or faculty status for specific proposed categories of 'E' employment. Your carefully reasoned letter sets an excellent framework for such considerations with respect to the University libraries and should, I hope, facilitate the Tenure Committee's work in this area.

Professor John Cound is the new chair of the Tenure Committee, and I would like to give a copy of your letter to him as well as to the various chairs of Senate committees from the Senate Facilitative Committee. We are scheduled to meet on Thursday, October 25th from 10:00-11:00 a.m. in the Dale Shepard Room on the 4th floor of Coffman.

Eldred Smith
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The major topic on the agenda is Grievances and Legal Concerns, and the 'E' document has been given priority on that list. I expect we will get to it about 10:30, with the purpose of structuring Senate consideration on the 'E' document in a careful but expeditious manner.

Sincerely yours,



Richard L. Purple, Chairman,
Senate Consultative Committee

RLP/mbp

cc: Honorable Wenda Moore, Chairperson, Board of Regents
Dr. C. Peter Magrath, President
Dr. Albert Linck, Acting Vice President for Academic Affairs
Professor Audrey N. Grosch, Co-Chairperson, Library Council
Professor Alfred Aepli, President, UMEA
Professor John Cound, Chair, University Tenure Committee
Professor Ronald Akehurst, Past Chair, University Tenure Committee
Professor Clarke Chambers, Chair, Senate Library Committee
Professor John Chipman, Chair, Senate Committee on Faculty Affairs
Professor George Green, President, TCAAUP
Professor Karen N. Hoyle, Chair, Library Faculty Personnel Committee
Professor Geneva Southall, CUWP President
Professor Marcia Eaton, Senate Consultative Committee, Chairperson
Subcommittee on Grievances and Legal Concerns
Professor Richard Kelly, Library Senator
Professor John Parker, Library Senator
Professor Mary D. Hanley, Library Senator



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University Libraries
Wilson Library
Minneapolis, Minnesota 55455

October 18, 1979

Professor Audrey N. Grosch, Co-Chairperson
Library Council
University Libraries-Twin Cities
199 McNeal Hall
St. Paul Campus

Dear Professor Grosch:

I am writing in response to your letter to me of October 5, 1979, regarding the document, "University of Minnesota Academic Staff Policies and Procedures: A Second Proposal". In particular, I will address the document drafted by the Library Faculty Personnel Committee (LFPC) that is enclosed with your letter, "Statement Outlining Need for Faculty Appointments and Inadequacy of 'E' Appointments for Librarians".

I strongly agree with many of the principles in the LFPC document. In particular, I agree with the fundamental assertion that many librarians fulfill faculty-like roles and consequently must be classified as faculty. I also agree with most of the definition on pages three and four of the document regarding this role--substantive contributions to instruction and research as well as participation in scholarly and professional communities. Where such activities are a fundamental part of librarians' basic roles, I agree that such librarians should be classified as faculty. I also believe that librarians make a major contribution to their institutions and to higher education by performing such roles.

Furthermore, I agree that librarians who are developing collections and providing formal or informal bibliographic instruction require the academic freedom protection of tenure to the same extent as other faculty. All one has to do is look cursorily at the history of censorship in this country or elsewhere to recognize this. (Conversely, I do not agree that cataloging and classification of materials or circulation records need to or even can receive the same protection. With regard to cataloging-classification decisions, I know of no instance in the history of librarianship where censorship pressures have been applied or where censorship has successfully been achieved. Certainly, there are occasional disputes within our profession or with library clientele regarding the appropriateness of specific subject headings; however, I know of no cataloger whose livelihood has been in any way jeopardized because of intellectual freedom issues. With regard to circulation records, the issue is not protection of freedom of expression, which is covered by tenure, but access to records, which cannot be covered by tenure and inevitably is resolved in the courts.)

I am also in agreement that librarians who perform a faculty role should participate, together with other faculty, in collegial governance, that personnel

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decisions affecting them should involve peer review, and that they should receive maximum support for scholarly endeavors and professional development. I agree that our libraries and librarians are and must be recognized as a state, regional, and national resource.

We are not, therefore, in disagreement on basic issues. Where we disagree, I believe, is whether all librarians, simply by virtue of being librarians, should be classified as faculty. This seems to be the fundamental position adopted by the Library Faculty Personnel Committee in urging that no librarians be included in the University's proposed academic professional (E) series. In expressing this position, the LFPC identifies librarians as "a unified professional group that functions within a structure that operates as a unified system" and as a "cohesive whole". They further assert that this unity and cohesion will be violated by including some librarians in a faculty series and others in an academic professional series.

If one looks at the reality of the present situation within the University of Minnesota, however, one is hard pressed to identify such a unified group or cohesive whole. Of the 108 professionals currently on the staff of the University of Minnesota--Twin Cities Libraries, only 86 (80%) are presently classified as faculty, whereas 13 (12%) are classified as Civil Service and 9 (8%) are classified as professional-academic (E).

Furthermore, the duties and responsibilities currently being carried out by these individuals cover a considerable range and variety of activities. These include activities related to circulation, cataloging and classification, acquisition, and physical processing of library materials, as well as collection development and both formal and informal bibliographic instruction. Most of these activities are clearly professional and academic and some of them have a close correspondence to teaching and research. Others, however, do not.

Recognizing this functional variety, I do not believe that a careful division of our professional positions into faculty and academic-professional categories is either illogical or dysfunctional. Indeed, one can more easily argue, I believe, that an attempt to maintain artificially a "cohesive whole" where none truly exists is illogical and dysfunctional.

The difficulties that derive from the present system of classification of librarian positions in the University Libraries-Twin Cities is quite evident in the structure of our library faculty. Of 70 tenured library faculty 2 are research fellows, 18 are instructors, and 37 are assistant professors; whereas only 6 are associate professors and 7 are professors. In other words, 81% of this faculty are below the rank (associate professor) normally used for tenure of faculty here and at other universities. Indeed, a special provision was necessary in the Tenure Code of the University in order to provide for tenuring library faculty at the Instructor rank.

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The fundamental problems of the present classification scheme are also demonstrated by the difficulties that the University, the University Libraries, and the library faculty have encountered in identifying tenure criteria for library faculty that will effectively bring together the University's overall criteria (as applied to its faculty generally) with the professional work that needs to be done in the University Library. As you well know, it is because of this difficulty that the University Libraries-Twin Cities promotion and tenure criteria have been revised seven times over the past seven years--since the University Libraries were recognized as a collegiate unit.

This should clearly demonstrate that the division of librarians into "faculty" and "non-faculty" is not an administrative distinction or one that is based on reorganization. It is a division that results from the broad and differing array of functions performed by our librarians and the fundamental difficulty in reconciling many of these functions with the University's faculty criteria.

Recognizing the full reality of this situation, I think that it is important to return to the central issue--i.e., whether or not all librarians in the University of Minnesota should be classified as faculty. Perhaps it would be useful to begin this reappraisal by looking specifically at the language of the Joint Statement on this topic that was drafted by the Association of College and Research Libraries, the Association of American Colleges, and the American Association of University Professors, and which the Library Faculty Personnel Committee cites as authoritative on the first page of its document. The critical paragraphs of this statement read as follows:

"Librarians perform a teaching and research role in as much as they instruct students formally and informally and advise and assist faculty in their scholarly pursuits. Librarians are also themselves involved in the research function; many conduct research in their own professional interest and in the discharge of their duties.

"Where the role of college and university librarians, as described in the preceding paragraph, requires them to function essentially as part of the faculty, this functional identity should be recognized by granting of faculty status. Neither administrative responsibilities nor professional degrees, titles, or skills, per se, qualify members of the academic community for faculty status. The function of the librarian as participant in the process of teaching and research is the essential criterion of faculty status." (*Italics theirs.*)

This statement does, I believe, provide excellent guidance to the approach that the University should take with regard to classification of its librarians. It very clearly asserts that librarians should be faculty not because they are librarians but because of the functions they perform. Nowhere does it

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assert that all members of our profession should be blanketed in as faculty. Indeed, I believe that this statement asserts quite the contrary approach.

In my judgment, the proposed University of Minnesota academic-professional series and its definition in the July 23, 1979 draft document is quite consonant with the approach identified in the Joint Statement. This University document clearly identifies (page 29) the faculty functions performed by librarians and clearly distinguishes them from other professional and academic functions performed by librarians. It clearly states that librarians performing faculty functions will be faculty and it identifies a distinct academic-professional series for librarians whose responsibilities are not sufficiently equivalent to those of the faculty. In doing this, it provides a clear definition of the basic terms and conditions of employment of individuals in the latter series and establishes appropriate ground rules for criteria that such individuals can successfully meet as a part of their basic employment responsibility.

Furthermore, by distinguishing those librarian functions that are faculty-like from those that are not, it provides a much firmer long-term basis for successful and productive interaction between librarians and the disciplinary faculty.

Finally, I am convinced that the proposed structure will be much better for the individuals concerned. It will enable the University to relate identified responsibility more closely to criteria so that individuals can be reviewed for reappointment, continuous appointment, and promotion in terms of what they are expected to do on the job.

Within the proposed personnel configuration, library faculty would, of course, retain the same governance and peer review roles within the University Libraries and the University as other faculty. Such roles for librarians classified as academic-professionals would be defined--as they should be--in relation to the academic roles of this staff category as a whole and overall University policy.

I do, of course, recognize the concern of you and your colleagues in this area. With good reason, you regard the faculty status of librarians as a hard-won achievement. You see it as a guarantee of the centrality of your function within the University. You are legitimately worried about basic changes.

If the present situation were working well, I would be in full agreement with you about the need to preserve it. However, as we all know, it is not. I am personally convinced that the proposed new personnel plan will not weaken our structure, but will strengthen it. It will not weaken our place within the University, but will strengthen that also. Finally, it will, as it settles into place, significantly reduce conflict, tension, and anxiety within the University Libraries.

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I do not need to tell you that the issues we are confronting are not unique to this University or our Libraries. As we all know, efforts to secure the most effective personnel structure for the several categories of staff within a complex University, and the attendant stress and strain, is a national phenomenon. We are also aware that there is a national pattern, already in place in most of our peer institutions, which divides academic staff into faculty and professional series and that librarians pose a particular problem with regard to the successful organization of such a structure because some of our professional functions are faculty-like and some are not.

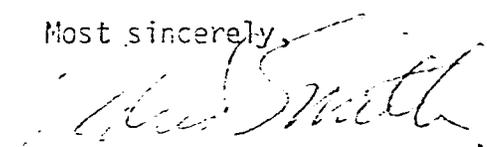
We know that it is not acceptable to group librarians with non-academic (civil service) staff because of our distinctly professional and academic roles. We must also recognize that it simply does not work to include all librarians in faculty because some librarians' necessary duties and responsibilities do not lend themselves to fulfilling faculty requirements. Consequently, there is a need for another series, a professional-academic series, which can accommodate some librarian positions. The approach being proposed in the University's draft document is, in my judgment, the best scheme for structuring librarians within a university environment that I have seen, because it not only includes all librarians as academics but provides for the inclusion of those performing faculty-like functions with the faculty. I believe that it will work quite effectively and advantageously and that it very well may provide a national model for other universities to follow.

Whatever structure is ultimately implemented for librarians at this University, it is important to recognize that the classification of current employees must not be altered except at their request. It is also essential that great care be exercised in classifying positions (whether newly-created, open, or at the request of an incumbent) to insure that their particular duties and responsibilities conform to those of the series in which they are included. These are principles which have been and will continue to be applied within the University Libraries, whatever personnel structure is ultimately established.

In conclusion, I want to re-emphasize that we do have, I believe, the same goal: the proper classification of librarians within this University. We have identified different approaches to achieving this goal. You and many of our colleagues urge a continuation of the present system. I, along with a good many other library faculty, am convinced that the present system is not working effectively and cannot be made to work effectively without fundamental distortion. The proposed new series will not overturn the present situation, it will only modify it. In my judgment, it will provide an essential missing piece that can make the entire library classification structure work effectively.

Professor Audrey Grosch
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October 18, 1979

Most sincerely,


Eldred Smith
Professor and Director of
University Libraries-Twin Cities

ES:bdm

cc: Honorable Wenda Moore, Chairman, Board of Regents.
Dr. C. Peter Magrath, President
Dr. Albert Linck, Acting Vice President for Academic Affairs
Professor Alfred Aepli, President, UMEA
Professor Ronald Akehurst, Chair, Senate Tenure Committee
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Professor Richard Kelly, Library Senator
Professor John Parker, Library Senator
Professor Mary D. Hanley, Library Senator