

UNIVERSITY OF MINNESOTA
TWIN CITIES

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

Tentative Agenda

Faculty Consultative Committee

Thursday, November 29, 1979
300 Morrill Hall, 11:00-11:30

1. Fix Agenda
2. Minutes of meeting of October 25
3. Report of the Chair.

I have very little to report at this time concerning faculty business that has not already been distributed. The Facilitative Committee will have met just prior to our meeting, and whatever responses we receive from them will be orally reported.

4. Consideration of items submitted for discussion with the President:
 - A. Concern over apparent movement toward formulary distribution of resources and maintenance of the status quo. Is the administration backing off from qualitative evaluation of programs? (Professor Morrison)
 - B. Faculty retirement benefits and University contributions for various retirement ages. (Professor Hobbie)
 - C. Concerns expressed over lack of adequate and timely consultation on the legislative appropriation for the Humphrey Institute building, proposals on intercollegiate athletics, the report of the University Committee on the Handicapped, and the failure to submit the supply and expense distribution order. Are there mechanisms which we can establish to make such consultation more effective? (Professor Morrison)
5. Adjournment



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DRAFT

MINUTES OF THE FACULTY CONSULTATIVE COMMITTEE

The Faculty Consultative Committee convened its third meeting of the 1979-80 academic year at 11:10 a.m., November 29, 1979, in Room 300 of Morrill Hall. Members present included George Blake, Robert Brasted, Marcia Eaton, Wendell Glick, Russell Hobbie, Cleon Melsa, Fred Morrison, Richard Purple, Vera Schletzer, L. E. Scriven and Don Spring. Carol Pazandak of the President's office attended as a visitor.

1. A motion to fix the agenda carried without dissent.
2. The minutes of the meeting of October 25 were approved with the amendment of one sentence as requested at the November 15 SCC meeting.
3. Report of the Chair. Richard Purple, Chair, reported that Scott Carlson, Chair of the Student Consultative Committee, had requested that the Faculty Consultative Committee discuss the proposed amendment to the Senate constitution regarding increasing minority student representation in the Senate. It was Mr. Carlson's hope that the FCC would record a vote to support the amendment.

Professor Brasted inquired how this change, if carried out, would affect overall University conformity with HEW rules. Dr. Pazandak reported that Lilliam Williams, Equal Opportunity Officer and Director, considers the amendment irrelevant to HEW rules.

In response to Professor Blake's request for a summary of the history of the proposal, the Chair said that it had originated as a motion by Mr. Steve Carlson which the TCSA had later amended.

Professor Schletzer cautioned that the amendment could have the effect of increasing white student representation in the Senate since any student may represent minority students. Professor Purple reported Mr. Scott Carlson's assessment that in fact the representatives will be minority students and that their attendance will be good.

Professor Glick stated that he was of two minds on the issue and would abstain from any FCC vote. He wants to hear a Senate discussion. Professor Spring

pointed out that one can see from the wording of the amendment, careful and fair as it is, that it was made in response to ad hoc pressure.

Professor Morrison made two points. First, he said, there was insufficient time in this FCC meeting for an adequate discussion of the question. The FCC should therefore go to the Senate with a neutral stance. Second, the FCC should treat the HEW preliminary findings as irrelevant. He stated that he was presently inclined to abstain on the issue, but he continued to have doubts about the desirability of this form of the proposal.

There was consensus that the FCC adopt a position of neutrality. Professor Purple, Chair, stated that he personally would affirm the motion.

(b) TCCA Trial Committee report. The Chair reported attending the preliminary hearing of the trial committee, conducted to determine whether there was cause for a trial, as advisor to the student members of the trial committee. He read the motion of the trial committee which was to be made later on the 29th at the TCCA meeting. The motion is for the TCCA to agree there is cause for a trial and to appoint a trial committee. Regarding temporary suspension of the students involved during the course of the proceedings, Dr. Pazandak reported from the University Parliamentarian that suspension, if approved, includes suspension from all positions the students hold by virtue of their membership in the TCCA. From the Parliamentarian's official ruling, Senate Clerk Marilee Ward will prepare a letter of instruction to the students. (SCC Chair Richard Purple will be copied on that letter.) It is noted that suspension does not include the Board of Student Publications.

(c) Eligibility of Senate members. Professor Brasted inquired if Ray Roybal is indeed a registered student at the University. No one present had information to affirm his status. Several people expressed certainty that he has never been admitted to the Graduate School, although he describes himself as a graduate student in education. Professor Brasted believes the FCC should know whether Roybal is legally seated in the University Senate. It was agreed to put on the agenda for the next SCC meeting a move to direct Marilee Ward to check Senate student and faculty memberships to determine whether all are bona fide representatives.

4. The Senate agenda for November 29: motion on the 'E' document.

Professor Eaton stated that she has received several calls from persons who have said they would like to offer amendments. She had received in writing an amendment from Professor Audrey Grosch of the library faculty. She read the

Grosch amendment. She then reported on her meeting with the Senate Library Committee which essentially approves the SCC motion and in fact favors strengthening it a bit.

Professor Eaton expressed her opposition to point #1 of the Grosch amendment which approves implementing the 'E' category for Limited Appointments only (the President and the Vice Presidents) because she thinks the issue needs to be taken care of today to get the Tenure Committee attending to it immediately.

Professor Schletzer expressed the concerns from CEE, reiterated at a faculty meeting of that morning. There are three major concerns: (1) Academic freedom: CEE staff who create programs and radio employees engaged in programming need this protection. Could 'E' employees have academic freedom? (2) Participation in the governance system of the University: CEE wants to see professional academic people retain theirs. They will ask this question to be referred to a place where it can expect a fair hearing--the Judicial Committee or the Committee on Committees, for example. (3) Recategorizing procedure: the affected people should be explicitly guaranteed participation in recategorizing, along with the Tenure Committee.

There was consensus in the FCC to oppose part #1 of the Grosch amendment and to approve #3, specifying the participation of affected persons in the process of recategorizing positions.

Copies of the amendment composed by Professor Sheldon Goldstein arrived and were distributed. FCC members expressed a preference to consider the Goldstein motion before the Grosch amendment on the Senate floor. Professor Schletzer said the FCC should anticipate less friendly amendments being submitted from the Agricultural Extension Service and other sources.

Professor Morrison moved to accept the Goldstein proposed amendment as a friendly amendment. Professor Spring's interpretation of a sentence in #3 as meaning that the Tenure Committee is to concern itself with the issue of academic freedom for individuals, was accepted. The motion carried without dissent.

The meeting was adjourned at 11:55 a.m.

Respectfully submitted,

Meredith B. Poppele

Meredith B. Poppele, Secretary



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SHORT TERM FILE MEMORANDUM

FCC CONVERSATION WITH THE PRESIDENT

11/29/79

The meeting of the FCC and the President began at 11:55 a.m., with all faculty members present and Dr. Carol Pazandak attending as well. The FCC briefly continued its discussion of procedures at the Senate meeting later in the day with regard to the SCC motion on the 'E' document.

The President made two announcements of grants to the University:

(1)

(2) The McKnight Foundation has established a one-million dollar trust fund to fund undergraduate merit scholarships. The probable annual yield will be between \$50,000 and \$100,000 to fund, for example the Presidential Scholars program and others. Merit will be the sole basis for these awards.

The President then addressed questions which had been submitted ahead of the meeting by faculty members. The first was Professor Morrison's question as to whether the University is backing off from qualitative evaluation of University programs, as could conceivably be interpreted from present planning and budgeting signs. The President stated that none of the steps referred to below ought to add up to any implication that there is a retreat from the concept of excellence.

(1) The draft document, "Institutional Planning Assumptions, Goals and Objectives for the 1980's", said the President, addresses the issue of excellence and aspiration as well as the responsibilities attendant upon the land grant status of the University. There was agreement that the document stimulates discussion in the community and that that is to the good. The

President emphasized that he has not changed his attitude respecting the pursuit of excellence.

(2) Supply and expense money distribution: The President stated that, given the relatively small amount of money involved (one million dollars) and the fact that all instructional units are racked by inflation, the formulary basis was just and fair. Had there been considerably more money available, he would have favored a different system.

(3) The head-count system--does it reinforce a formula distribution? Similarly here, given the scarcity of means, this is at present the only fair system.

(4) Internal reallocation: The President affirmed that he is now promoting internal reallocation as much as possible. Given existing rates of inflation, he is not sure how much inter-unit reallocation the University can afford. In terms of unit needs, one is comparing a financially impaired unit with one severely financially impaired. He does hope for some inter-unit reallocation and welcomes consultation and debate on whether it should be done and how.

Professor Purple inquired whether inter-unit allocation would mean certain programs would face phasing out? ^{and for the good reason of program about to be cut some within units, etc.} The President replied that while phasing out ^{for example} is a hard thing to do for a number of reasons, he wants Dean Lukermann to have the discretion to bolster some programs and allow others to lapse. He anticipates little generosity from the state. Professor Purple asked whether the University will have to shrink everywhere or whether phasing out can be faced sooner, rather than later?

Professor Blake sees a danger in requiring shifts between collegiate units, foreseeing that that system can result in a college retaining unproductive programs. He thinks that one can expect, to some extent, sound internal decisions for reallocation when a college is required to reallocate within itself.

Professor Brasted asked about the future of programs whose existence is politically sensitive, such as minority programs, but which are not necessarily as central to the University's purpose as are some other units, such as IT and Agriculture. The President agreed that the question is a delicate one but pointed out that there are other choices to be faced which also involve expediency, such as the possibility of cutting tenured faculty if there is a decision that a program should be cut. He believes it will be possible to

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make the decisions that are central to the University and its mission but that there will be a lot of noise made.

The second set of questions the President addressed concerned Regential action on faculty retirement benefits. Both the Daily article and the UMEA newsletter on the matter were alarming. Professor Hobbie had three questions: (a) Was the decision really retroactive to 1974? (b) Was the Regential action illegal? (c) Cannot the faculty be informed as to what is really happening? Professor Morrison stated that in reality there are no substantive changes in benefits and the Daily and UMEA accounts may have been misrepresentations. The President said he will have Vice President Stein call Professor Hobbie with information. ^{It was} ~~He also~~ recommended that the Office on Faculty Benefits should send a clear notice to all faculty members stating exactly what, if anything, has been changed in the terms of their retirement benefits.

The third set of questions addressed the matter of timely and adequate consultation. Professor Morrison cited the upcoming request to the legislature for construction funds for the Humphrey Institute building. He regards it as hopeless to believe the legislature will consider this appeal separately from the rest of the University request, outside any ranking system. The President responded that he will ask the legislature for a "special appropriation." Given the special status of the Humphrey Institute project in people's hearts, he hopes the legislature will consider this request without the request affecting other University building programs.

Regarding the issue of possible changes in intercollegiate athletics funding and organization, he noted that (a) there has been some consultation and (b) there will be no change in the immediate future. The report of the Committee on the Handicapped was responding to federal requirements. The Regents have not yet taken action. The President stated that he welcomes the requests for more consultation. Professor Purple, SCC Chair, suggested that ^{at the next} at the next FCC meeting with the President the group ^{may} discuss a single issue ^{more in depth.}

mbp

Point of View

By Corwin P. King

The Sad State of Faculty Governance

FEW CONCEPTS ARE NEARER to the core of academic life than that of faculty participation in institutional governance. It is a concept with a long and venerable history going back to the great universities of the Middle Ages. It is a concept embodied in academic form and ritual, from the faculty senate to the mace carried at graduation. It is a concept that many of us like to think makes our role as professors somewhat different from that of people in business or industry. Ours, we say, is a "community of scholars" in which we are not only employees, but partners. Yet there are few concepts farther from the reality of academic life. In practice, the faculty's role in institutional governance today is declining, and may be in jeopardy. A glance through the pages of almost any recent issue of *The Chronicle* will turn up examples:

► In Texas, faculty groups oppose, unsuccessfully, a new state law requiring that detailed reports on faculty workloads be tied to university budgets.

► In Nebraska, faculty groups and others fear a "take-over" of universities by the state legislature.

► In Maryland, a university president refuses to hire a department chairman, in spite of support of his candidacy by the department's faculty, the university's provost, and the chancellor.

Clearly, things have changed since the 14th century, when, in a dispute over a point of theology, the faculty of the University of Paris extracted a confession of error from the Pope.

In part, this is because most modern university faculties have no statutory role in institutional governance; that is vested solely in boards of trustees or regents, and through them in administrators at various levels in the university. Such powers as the faculty does have come mainly from custom and tradition and are largely limited to advising on matters of academic policy. Even here the faculty's power is challenged by a growing number of groups and individuals, both on and off campus, in areas such as admissions, curriculum, and student evaluation; and the trend is likely to continue.

Part of the cause for the decline in faculty influence, however, is the faculty itself, which is frequently characterized by indifference and timidity. At many institutions, participation in faculty government is often an activity that many regard more as an obligation than a privilege.

As anyone who has ever been on a faculty committee knows, it is often difficult to get people to serve in faculty government. Seemingly, many faculty members want to have it both ways. They want to avoid participating in faculty government, but they want to have the option of participation available. They fail to recognize a fundamental principle of political power: Powers that are not used tend to diminish, and eventually they are taken over by others.

When faculties do participate, moreover, it is usually to promote their own special interests, in accordance with Hazard Adams's third principle of academic polity (in *The Academic Tribes*): The fundamental allegiance of the faculty member will be to the smallest unit to which he or she belongs. This is not surprising, given the (real or imagined) fight for survival of many departments, and it could reasonably be argued that one of the purposes of faculty government is to provide a forum for differing faculty interests. The problem occurs when faculties are unwilling to go beyond their differences to focus on mutual interests and mutual action, supporting the ominous assumption that much of the work of faculty government could better be handled by non-faculty people—administrators, legislators, state and federal bureaucrats—who are presumably more objective.

Finally, there is the reluctance of faculty government to confront some current institutional realities. Program evaluation and review is a good case in point; faculty layoffs is another. On these matters, many faculties have been notoriously slow to initiate policies. No doubt partisan politicking plays a role here, but a more significant factor, it appears, is the feeling of some faculty members that these are not faculty responsibilities. "Those are administrative problems," goes the claim.

HOWEVER, IF FACULTIES DO NOT ACT to resolve these problems themselves, they will be resolved by others. One could say that these are effects, not causes, and that faculties would take faculty government more seriously if they had some genuine decision-making power instead of just the power to advise the "real" decision-makers—who may not follow the advice. This overlooks the fact that in many cases faculties do have decision-making power—implicitly if not explicitly.

In many cases, trustees, administrators, and others follow the faculty's advice, if that advice is clearly and sensibly stated. In any case, it is logical to assume that faculties are not likely to gain more power until they can demonstrate that they are ready and able to use the powers that they already have.

It might be said that there is a good case for faculty unions, through which to get decision-making power by law. My personal feelings about unions are mixed. I am skeptical of their ability to increase the faculty's role in institutional management decisions, since this is often specifically excluded from union agreements. Note, for example, recent union legislation in California limiting negotiations to wages, hours, and working conditions.

Rather, I prefer to put my faith in the more conventional notion of collegiality, so long as it is realized that collegiality is just as genuine a method

as collective bargaining; though no contracts are signed, contractual obligations exist in principle and must be observed.

It's pointless to yearn for "the good old days" when the faculty was king. There have been very few times in the history of higher education when faculties have had that kind of power, and when they have, it has come at a price. As Richard Hofstadter has written in *Academic Freedom in the Age of the College*, the vaunted autonomy of medieval faculties grew largely from their willingness to police their own ranks. While self-regulation could well help modern faculties, most individual members would probably object to the loss of independence.

BESIDES, MODERN FACULTIES don't have the singular authority of earlier faculties. Institutional complexity and the increasingly technical, business-oriented nature of institutional management have combined to place many decisions beyond the capacity of the average faculty.

Consumerism has entered the picture, with the rising awareness that those an institution serves—students, alumni, the public in general—have a role in its management, if for no other reason than that they pay the bills. For better or worse, the result has been a diluting of authority under the concept of shared institutional government, with the faculty's voice as only one among several.

In this context, I suggest that faculties will get only as much power as they are willing to insist on. If they sit back waiting for power to come to them, if they abdicate power to others through indifference, internal squabbling, and hesitancy to face touchy issues, they can probably anticipate playing a progressively smaller and less meaningful role in institutional government.

On the other hand, if they actively seek power, if they take advantage of existing opportunities to exercise it, and if they create new opportunities of their own, then their role in institutional government can, I believe, be improved. There are benefits to both institutions and faculties from vigorous faculty participation in institutional governance. To quote from the American Association of University Professors' *Statement on Government of Colleges and Universities*: "A college or university in which all the components are aware of their interdependence, of the usefulness of communication among themselves, and of the force of joint action will enjoy increased capacity to solve educational problems." Heaven knows, there are enough of those problems around these days to keep everybody busy.

Corwin P. King is an associate professor of communication and vice-chairman of the faculty senate at Central Washington University.

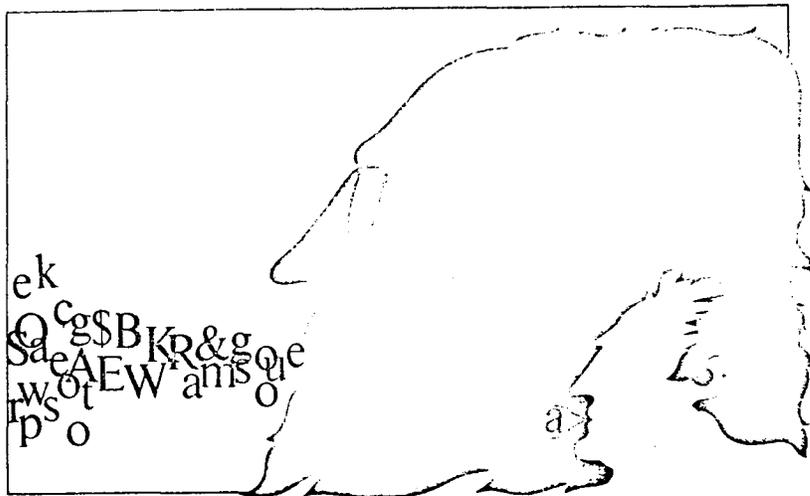


ILLUSTRATION FOR THE CHRONICLE BY MICHAEL DAVID BROWN