



UNIVERSITY OF MINNESOTA
TWIN CITIES

All University Senate Consultative Committee

220 Biological Sciences Center
1445 Gortner Avenue
St. Paul, Minnesota 55108
Telephone (612)373-3226

AGENDA

Senate Consultative Committee
Thursday, October 8, 1981
12:30-3:30
Regents Room

1. Fix Agenda
2. Minutes of September 3, already distributed
(SCC and Conversation with President)
3. Assembly Committee on Intercollegiate Athletics (12:35-1:15)
Professor Charles Walcott and other guests
4. Report of the Committee on Computations, Communications
and Information (1:15-2:00) (Preliminary report
mailed earlier)
Professor Carl Adams

Recess for Conversation with the President (2:00-3:00)

5. Report of the Chair
6. Report of the Student Chair
7. Committee Reports
8. Old Business
9. New Business - Morris campus meeting October 22
10. Adjourn



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SENATE CONSULTATIVE COMMITTEE MEETING
October 8, 1981

MINUTES

The meeting of the Senate Consultative Committee was convened by Chairman Douglas Pratt at 12:35 a.m. on October 8, 1981 in the Regents Room of Morrill Hall. The other SCC members present were Robert Brasted, Marcia Eaton, Virginia Fredricks, John Howe, Marvin Mattson, Richard Purple, Paul Quie, Donald Spring, Patricia Swan, Kit Wiseman, Bea Anderson, Jim Brewer, Dave Lenander, Keith Jacobson, and Dennis Sargent.

1. Agenda. There were no additional agenda items.
2. Minutes of September 3. Minutes approved as written.
3. Report from Assembly Committee on Intercollegiate Athletics - Charles Walcott.

The question of whether or not the Women's Athletic Department should join the Big 10 has been under discussion by the ACIA since last year. A number of people had reservations, including Vivian Barfield, then Director of the Women's Athletic Department. President Magrath, in the Big Ten's Council of Presidents, supported membership. At the June ACIA meeting the Faculty Representatives to the Big 10 supported membership. The ACIA voted 7-3 for membership provided a review could be conducted at the end of one year and membership withdrawn, if deemed necessary. However, the SCC ruled the decision must be voted upon by the Twin Cities Campus Assembly.

Since these actions, 1) all of the other Big 10 schools have voted in favor of women's entrance to the Big 10, 2) The Women's Athletic Department at the U. of Minn. has circulated a memo modifying their position somewhat and in favor of joining, and 3) The ACIA has voted 10-0 to join the Big 10.

In order for the U. of Minnesota's fall and winter sport teams to be eligible to participate in Big 10 conference competition, an affirmative decision must be made by October 15, 1981. However, the TCCA does not meet until November 19, 1981. For this reason, the ACIA is asking the SCC to grant temporary permission to join the Big 10.

Discussion

Professor Spring asked upon what grounds the SCC can make the decision to grant such permission to the ACIA. Professor Purple said that, according to the Assembly constitution, the SCC can temporarily implement policy until such time as the TCCA can properly consider it.

Professor Howe asked whether Minnesota's concerns could still be addressed after joining. Mr. Walcott replied that in cases of conflict, the Big 10 will follow AIAW rules in regard to scholarships, game rules, championships, and the like.

Professor Eaton asked if the budget for women's athletics would be greatly increased. Mr. Walcott replied that it would not, although it may change somewhat due to changes in game locations.

Professor Purple asked if Vivian Barfield's questions and reservations had been considered. Mr. Walcott replied that her reservations had been considered and that she and two others from the women's athletic department had been present at the ACIA meetings.

Professor Eaton asked if student athletes had been consulted. Mr. Walcott replied that they had not consulted with student athletes or coaches.

Professor Pratt asked whether the NCAA could be expected to treat men and women equally. Mr. Walcott observed that joining the Big 10 does not include membership in the NCAA. Professor Robert Stein, faculty representative to the Big 10, added that the Big 10 is faculty operated and reflects what faculty want as to rules. Professor Jo-Ida Hanson, also faculty representative to the Big 10, said that the two Big 10 schools that do not belong to the AIAW have agreed to abide by AIAW rules, nonetheless.

Professor Stein said that the women's athletic department at the U. of Minn. would likely benefit financially by joining the Big 10 because large funds are often generated by Big 10 events. These funds would go directly to the University Athletic Departments. Professor Fredricks asked if the Women's Athletic Department would get funding equal to the Men's Department. Professor Stein replied that the University would have to establish a policy on the division of money between the two departments.

Professor Pratt asked Kate Mathison if scheduling problems would ensue if the U. of Minn. were to join the Big 10. Ms. Mathison replied that the AIAW has lost so many Region VI schools to the Big 8 and the Big 10, that, in order to find events in which to compete, it is necessary to schedule within the Big 10, regardless of possible scheduling problems.

Professor Eaton suggested that student opinions be solicited. Professor Pratt then invited the coaches and students attending as guests of the meeting to express their opinions. At that time, several coaches and players expressed their opinion about joining the Big 10. All were in favor of membership. Those testifying included softball coach Linda Wells, swim coach Jean Freeman, and athletes Kris Rens, representative for the cross-country team, Ann Croaker, volleyball, and Debra Hunter, basketball. Most cited the importance and prestige of Big 10 competition and championships as their reason for wanting to join. It was generally felt that no other schedule would offer comparable levels of competition.

Professor Pratt asked how the one-year reassessment would proceed. Mr. Walcott answered that the U. of Minn. faculty representatives to the Big 10 would meet with the the ACIA to make the proper evaluations.

Professor Quie moved that the Senate Consultative Committee recommend that the women's athletic department join the Big 10 at this time, pending review by the Twin Cities Campus Assembly at its November 19, 1981 meeting. Professor Swan offered an amendment to the motion to read that the Twin Cities Campus Assembly Steering Committee recommend that the Women's Athletic Department join the Big 10 at this time, pending review by the Twin Cities Campus Assembly at its November 19, 1981 meeting. The motion was so amended, seconded and carried without dissent.

4. Report on Communications and Computer Systems at the U. of Minn.

Vice President Hasselmo introduced Professor Adams, School of Management, who gave a report on the future of communications and computer systems at the University of Minnesota. Professor Adams is chairman of committee appointed by the Administration to examine the current communication and computer technology at the University, pinpoint problems in the system, and propose solutions to those problems. A preliminary report had been distributed in advance which is the first of a series to be issued by the committee of which Professor Adams is the chair.

Professor Adams reported that telephone expenses will increase greatly in the future despite a low rise in use. The University will soon have to decide 1) what kind of communication system is best and 2) what kind of changes must be made to the present system.

Even though computer costs will not increase greatly, usage will. The committee suggests that the University consider the following questions:

1. What kind of university environment is desired? Should the environment be technologically intense or not?
2. How will the University pay for improvements and additions? For example, a technologically intense environment would require eight to ten million dollars more than the current expenditure of 2-4% of the University budget.
3. How will communication and computer systems be organized? Until now, a laissez-faire policy has been followed. Should the development and installation of systems be more centrally organized?
4. What should the interim policies be in terms of the compatibility of systems, progress review procedures, etc.?

The committee's second report (to be issued in two weeks) will focus on specific reasonable alternatives in this area of future technological systems and will list potential interim policies. The third report will make committee recommendations.

The committee found that, in general, private colleges have been more aggressive in setting policies and goals in these areas. The public institutions are all involved in the initial stages of planning (or, at least have begun worrying about the problems) but are not as organized.

Discussion

Professor Brastad asked if hardware consultants had been brought in. Professor Adams replied that no one had been formally interviewed by the committee, but that many of the committee members were in personal contact with individuals in the hardware industry.

Professor Purple recommended using the research published in the EDUNET newsletter as an inexpensive means of keeping abreast of developments in these fields. The University is already a member of EDUNET.

Professor Swan suggested that grave problems will arise in trying to plan systematically within such a diverse university as the U. of Minnesota. Professor Adams replied that, nevertheless, the University must try such planning and that hopefully those problems will be alleviated somewhat by putting units on an individualized time schedule with regard to required changes and developments.

Professor Howe expressed concern that some decisions concerning technological changes may be made without regard to true educational interests. Professor Adams replied that time for such input is needed and required in the planning process.

The meeting recessed at 2:30 for the SCC's conversation with the president. The SCC business meeting reconvened at 3:40.

5. Report of the Chair - written.

One addition- There will be a meeting of the Business and Rules Committee on October 29, 1981. The committee hopes to complete revision of the Assembly constitution by-laws and rules for the November 19 TCCA meeting.

6. Report of the Student Chair.

It is hoped that the SCC will consider and discuss the following list of student concerns:

1. The implications of collective bargaining on the Waseca, Duluth, and Twin Cities campuses.
2. The problem of insufficient parking space.
3. Student financial aid and work opportunity.
4. The university escort system.
5. The 13-U bus line not accepting all-U-can ride passes.
6. The school calendar (late fall and spring schedules).
7. Ethics of University investment policies.
8. Athletic fields.
9. Title IX and women's athletics.
10. Bikes, bike lanes, bike racks.

7. The meeting was adjourned by Professor Pratt at 3:50 p.m.

Respectfully submitted,

Allen Helmstetter, Secretary



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Report of the Chair for October 8, 1981 meeting

1. The major action item of this date's meeting is the request of the Assembly Committee on Intercollegiate Athletics (ACIA) that the Minnesota Women's Intercollegiate Athletics (WICA) be permitted to join the Big Ten this fall. Please read carefully the enclosed report of the SCC's subcommittee. The first and last paragraphs address the question of joining the Big Ten. The middle section defines questions on review policies to raise with President Magrath during our conversation with him.

2. The first 45 minutes of the time usually reserved with the President are set aside on this date for a report from the Committee on Computation, Communications, and Information. Vice President Hasselmo mailed copies of the preliminary report to SCC members on September 17. Professor Carl Adams, who chairs the committee, will make the presentation. Vice President Hasselmo has explained to me as background that, following a discussion in the Central Officers Group last March of these systems, he appointed an administrative working group to describe the systems as they now exist at the University, to provide an analysis of the issues involved, and to give some consideration to steps which should be taken to resolve those issues. He wants the Consultative Committee to be aware of the study and be introduced to some of the issues involved. He has indicated that as work on the issues progresses, he will request further discussion with the SCC on proposed courses of action.

3. October 22 meeting on the Morris campus. Twin Cities members will depart from the Anoka County Airport at 8:30 a.m. and return about 5:00 p.m. The two planes accommodate 13 passengers. Donald Spring has offered to custom-design tours on the Morris campus. Let him know what you would like to visit at Morris. Let Meredith know if you can make the trip and if you want to join a car pool from the Minneapolis campus to the airport at about 8:00 a.m.

4. As of this writing (mid-day on October 1) we are urging the Daily to publish a prominent correction of the serious errors of fact contained in its 10/1/81 story on the SCC's subcommittee and the Barfield resignation.

Douglas C. Pratt

(REPORT OF THE SCC'S SUBCOMMITTEE)



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Philosophy
355 Ford Hall
224 Church Street S.E.
Minneapolis, Minnesota 55455

September 21, 1981

Dear Doug,

After consulting with Vice President Hasselmo, looking at materials concerning Women's Intercollegiate Athletics, and identifying some people that should be invited to the SCC meeting in October, the ad hoc committee appointed by you at the last SCC meeting (Purple, Howe, Eaton) has decided that the resignation of Professor Barfield and the question of joining the Big 10 are indeed separable. We do have several questions to put to the President and a recommendation to make to the committee.

We believe that SCC should not involve itself in personnel questions, but there are some general policy questions that have surfaced since Professor Barfield's resignation that we would like to raise:

a. It is unfortunate that this important administrative matter reached culmination during the summer months. (A similar concern was raised in connection with the Health Sciences Vice Presidency.) Is it possible avoid this in the future to some extent by asking that review committees complete their work early enough in spring quarter so that further appropriate consultation can take place before many of us disperse? Or is it possible to delay action on late reports until fall?

b. It might be helpful at this time to review the procedures of unit review committees. In particular, is it appropriate for such committees to make personnel recommendations? If not, should not review committees be made aware of this when they are given their charge?

c. There seems to be some confusion about responsibility for personnel files. Individuals are held responsible for knowing what is in their own files, but few of us feel comfortable about regularly checking them. Should administrators take responsibility for informing an individual whenever anything is added to his or her file?

As the Assembly Executive Committee, the Steering Committee can recommend action subject to ratification by the Assembly itself. We suggest that SCC get a report from Professor Walcott concerning the background of ACIA's recommendation that our Women's Intercollegiate Athletics Program join the Big 10. If SCC is satisfied

that ACIA discussed the matter with all appropriate, interested bodies and individuals, then we propose joining the Big 10 now in order to participate in discussions, plans and tournaments with other members of the Big 10 this year, with the understanding that such action, i.e. support of ACIA's recommendation, be ratified at the next Assembly meeting. We do this with the understanding that the caution and oversight advised in the Coaches Statement (distributed earlier) be exercised.

Sincerely,



Marcia M. Eaton



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September 28, 1981

Dr. Vivian M. Barfield
2605 40th Avenue South
Minneapolis, Minn. 55406

Dear Dr. Barfield:

The Assembly Committee on Intercollegiate Athletics has requested that the Assembly Consultative Committee (the Twin Cities campus members of the Senate Consultative Committee) reconsider its vote of June 18 which requires the question of Women's Intercollegiate Athletics joining the Big Ten to go before the Twin Cities Campus Assembly for Approval. ACIA's argument is that since the Assembly's first meeting is November 19, even an affirmative vote at that time would come too late to permit Minnesota women to qualify for championships for the fall quarter and possibly for the whole year, and would continue to shut Minnesota out of planning and policy-making decisions. I expect that ACIA will ask the Consultative Committee to permit Minnesota's WICA to join on a one-year basis, subject to later confirmation by the Assembly.

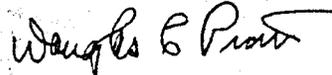
This item of business will be on the Consultative Committee's agenda at its meeting on October 8. The members wish to inform themselves so as to consider the question wisely. They are very much interested in knowing your views. I have a copy of your July 15 memorandum to Nils Hasselmo, and think it will be useful to distribute copies to the committee, along with copies of the responses you attached from six coaches. I invite you to submit any additional views that you would like us to consider at this time.

In addition the SCC, while it will not involve itself in personnel questions, will raise with President Magrath some general policy questions about reviews. If you have questions that you wish to raise on review policies and practices, I would be pleased to hear from you. If you would like to attend the meeting in person you are certainly welcome to do that also.

Dr. Vivian Barfield
9/28/81
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The October 8 meeting will be held in the Regents Room of Morrill Hall, and the Big Ten item is scheduled for 12:30-1:15, with the discussion on review policies coming sometime during the SCC's conversation with the President, probably between 2:00 and 3:00. Professor Charles Walcott has requested the opportunity to discuss the Big Ten question with the Consultative Committee, and I am extending invitations to Professors Robert Stein and Jo-Ida Hansen, and to Kate Mathison, interim WICA director. We expect also to have at least one coach and two varsity athletes present to respond to questions.

Sincerely,



Douglas C. Pratt,
Chair

DCP:mbp

(Typed from Dr. Barfield's handwritten letter to Dr. Pratt)

October 5, 1981

Dear Dr. Pratt:

This will acknowledge receipt of your letter dated September 28, 1981 inviting me to attend the October 8, 1981, meeting of the Senate Consultative Committee, to hear the request of the Assembly Committee on Intercollegiate Athletics that SCC reconsider its vote of June 18 and permit Women's Intercollegiate Athletics to join, on a one year basis, the Big Ten; and to hear questions on review policies and procedures which SCC will raise with President Magrath. I wish to indicate to you that I will be present.

In regard to your request for additional information from me regarding membership in the Big Ten, I believe my memo to Nils Hasselmo dated July 15, 1981, covers basic questions. Attached is a copy of Wayne Duke's, Commissioner of the Big Ten, response. I was relieved of my position as Athletic Director before I could follow through with Mr. Duke. During a phone conversation in July, however, Mr. Duke seemed unprepared to answer questions I raised. Since then, though, answers may have been developed.

Before I left WICA, Big Ten Tournaments for women's teams were held in each sport in WICA; arrangements for these tournaments in 1981-82 had been finalized with several scheduled at our Twin Cities campus. Rumors indicate, though, these arrangements have been overturned by women administrators in the Big Ten, possibly to chastize Minnesota for not following the herd. Once Minnesota joins the Big Ten, in my opinion, Minnesota's women's athletic program will not withdraw. Structures and relationships with NCAA will develop, quickly, to prevent withdrawal. What is the rush? What prevents faculty representatives and presidents from honoring prior scheduling commitments with Minnesota until the matter comes before the Twin Cities Campus Assembly? What is the rush?

Do the positions which the Big Ten and the Pac Ten have taken on membership with the College Football Association impact on this seemingly mad rush to force women in the Big Ten? Several schools, in the Pac Ten, for example, and, at one time, several Big Ten schools, had placed women's programs under NCAA rules, committing women's teams to NCAA championships, thus aborting the AIAW, the governing association for women. In fact at the National Association of Collegiate Directors of Athletics' June conference which I attended, the NCAA reported plans to operate women's programs under AIAW rules, but not AIAW championships! I don't know where this plan is now.

The Big Ten issue has created problems ever since Title IX was placed and the AIAW was formed. Deliberately I have placed my energies, since July 24, 1981, on more meaningful concerns. Therefore I caution you to accept my ideas as reflection of events which occurred at a prior time.

V. Barfield to D. Pratt

10/5/81

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On the other matter, review policies and practices, I have accepted the University's decision that I resign as Athletic Director. I realized I served at the pleasure of the Vice President and President when I was employed; and with or without evaluation, with or without cause, these administrators have power and privilege to seek and receive my resignation at their discretion.

On the other hand, though, I have been told by a number of sources that definite procedures do exist for the conduct of departmental reviews as well as reviews of administrators. And, further, the review of WICA and, most certain, my review, did not comport with those procedures. Since a substantial portion has been made public in the Daily, thereby making it a public document, I am enclosing a copy of the addendum which was attached to the Review report for your records.

The charge to the Review Committee had led me to believe the Department of Women's Athletics was being reviewed, not my performance as Director. Therefore, I was stunned and shocked to discover an addendum in which members of the Review Committee asked for my immediate removal from office.

And, I do have questions. What prompted the Internal Review Committee to hear evidence from two people in WICA who, by the way, had been in WICA for less than nine months without, also, asking me to return for clarification? Why did this occur? Why was I not notified?

In addition, how were the members of the Review Committee selected? Were people who were known to be negative to me selected to serve on the committee?

After distribution of the Review Report with addendum to members of the committee and both faculty representatives, why was I denied an opportunity to meet with members of the committee? Why was I denied a meeting with the chairperson of the Internal Review Committee to discuss the report and the addendum?

And, lastly, on another issue, why was I denied access, prior to my resignation, to contents in my personnel file? Why did the University wish to seal my file?

Subsequent to these events, I have reviewed my personnel file and have learned that several people on the Review Committee were known to be negative towards me. In fact, a person who had been placing negative documents in my file for four years was appointed secretary to the Review Committee.

Naturally I am curious to learn how documents are placed in personnel files. How are documents removed from personnel files? How many files exist on each administrator and faculty member at the University?

Everyone in the University is threatened by what happened to me. My personnel file contains documents I had never seen. It had been stuffed with unsubstantiated gossip and innuendo; quoted second hand sources have

V. Barfield to D. Pratt

10/5/81

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been given credence; community leaders, professionals on our campus and off our campus have been quoted without their knowledge; items, such as speeches, testimony, and articles I have written are missing from my file; my professional reputation as well as my personal being has been impugned and maliciously slandered by two people who presently are employed by the University.

The implications of what I have discovered in my personnel file are far more serious and shocking to me than the addendum. I realize that this is not an agenda item but, somehow, practices such as these, in my opinion, must be taken up as soon as possible by SCC. I hope your committee will initiate actions which urge every administrator, every faculty member, to review systematically, all documents and files related to their employment and tenure.

In closing, though, I have enjoyed serving the people in the State of Minnesota through my employment at the University of Minnesota. I will be willing to answer additional questions related to the Big Ten, if you choose, or the Review process but since I am considering action on other claims I have with the University for defamation of character and retaliatory sex discrimination, my attorneys request that I not discuss specifics of that claim. I do, however, hope to resolve it on an amiable basis.

Thank you for inviting me to share information with you. I wish you success as you grapple with these ornery problems.

Sincerely,

/s/

Vivian Barfield

ADDENDUM

Internal Review Committee Report

Women's Intercollegiate Athletics

As both the text of our report and the report's specific recommendations make clear, the Committee had identified Departmental administration as one of two major areas of difficulty--the other being philosophy. Of particular concern to the Committee was testimony regarding confused and sometimes arbitrary decision-making processes; failure to define clearly and to delegate responsibility among the administrative staff of the Department, and what we referred to as lack of an "atmosphere of openness." In one way or another, each of these matters was mentioned frequently by both coaches and administrative staff.

In our conclusion, however, while acknowledging these administrative problems, we stated that we saw "encouraging signs of progress and stability," largely because the "resources for (solving these problems) are at hand now. . . ." To be specific, this optimism was based upon repeated comments, especially from coaches, to the effect that the arrival of Kate Mathison as Assistant Director and Kathy Jones as Academic Advisor had, or could, turn the situation around. Our interviews with Jones and Mathison reinforced our feeling that these indeed were competent administrators who would become significant assets to the Department.

Unfortunately, within the past two weeks the Committee has become aware of recent developments within the Department that cause us to reassess the position of cautious optimism that we initially took. More distressing still is the fact that these developments were reported to us by Kate Mathison and Kathy Jones, along with their conclusion that they could not work effectively with the Director, Dr. Vivian Barfield. Jones and Mathison said they asked to speak to the Internal Review Committee again because they knew their original testimony was misleading, in light of the passage of time, and because they wished to dispel any optimism they may have initially created.

Recent incidents which provoked Jones and Mathison to approach the Committee are too detailed to be reported in specific terms here. One involved the Director's handling of scholarship offers made by the coaches of golf and field hockey: specifically, the Director is felt to have arbitrarily imposed a Department "policy" that had never been made clear and certainly never enforced, to have damaged the credibility of the Department by unilaterally refusing to honor scholarship offers made in good faith, and to have failed to keep other Department administrative staff members adequately informed or involved. Another issue involved the Director's representation of the Department's position on joining the Big Ten before the ACIA: here it is said that the Director failed to represent the Department effectively and, moreover, did not communicate an accurate sense of the coaches' attitudes on the matter, despite having formally ascertained them through a series of meetings. Other particular events were also discussed, along with a general sense of extreme unhappiness with the Director on the part of most, if not all, coaches and most administrative staff members. The events discussed were deemed important not only in themselves, but as examples of recurring problems in the Department, under Dr. Barfield.

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When asked by the Committee for possible solutions, Jones and Mathison outlined these four alternatives:

1. Remove Dr. Barfield immediately from the Directorship;
2. Grant a grace period, during which Dr. Barfield would be given an opportunity to seek other employment and resign from the University and during which period her authority as Director would be curtailed;
3. Provide counseling and guidance to Dr. Barfield on management, delegation of authority, decision-making, etc., with the expectation that continued appointment as Director would be possible but contingent on the necessary changes occurring; and
4. Do nothing.

Mathison expressed a preference for the second option while Jones strongly urged that the University exercise the first. Both expressed concern that Dr. Barfield could be vindictive and could do damage to the Department if she remained on the staff under any but the most carefully controlled circumstances.

In conclusion both Mathison and Jones assured the Committee that they would no longer work with Dr. Barfield in her current capacity, and that they would seek other employment as soon as possible were the Director to remain in office. It is worth noting that these two administrators arrived at this position almost simultaneously, despite very different career considerations: Jones is a law student with no long-term commitment to women's athletic administration; Mathison is a professional athletic administrator. Each confessed to a feeling of having "burned her bridges" as far as the Director is concerned. Neither, we are convinced, took this action out of any desire for person aggrandizement (quite to the contrary, it would seem) or personal antagonism toward Dr. Barfield. Indeed, both individuals came from outside the Department and brought with them feelings of optimism and supportive attitudes toward Dr. Barfield and the Department.

Both also took pains to assure the Committee that the dissatisfaction among the coaches that they were communicating was in no way fomented by either of them. On the basis of its limited experience with the individuals involved, and on the basis of testimony received from coaches and other staff members, the Committee credits these assertions. The Committee does not intend to reinterview the Department's staff to gather further evidence concerning the allegations brought by Jones and Mathison. We recommend that the Vice President do so. It is our understanding, in fact, that members of the Department are now conveying their views to the Vice President on these matters. We encourage such discussions. Still, without additional research, the Committee is willing to submit some revised conclusions.

First, it is clear that our optimism was misguided. The administration of the Department has not improved significantly during the past year. The recent events reflect the problems that have plagued the Department in the past. Kate Mathison and Kathy Jones have tried sincerely to improve this situation, but have been unable to do so. There is no reason to hope for better things in the near future since both Mathison and Jones have concluded that they cannot work

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people
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Mathison
H. said
no one
was
entirely
Kathy*

*who
would
bring
up
contracts*

any longer with Dr. Barfield. Whatever its resolution may be, this situation will leave the Department in serious trouble for the immediate future.

Second, it appears that the primary source of the difficulties must be the Director. She is the constant factor over the past few years, and the person generally singled out by others for "capricious" or "arbitrary" patterns of decision-making, refusal to delegate, and the creation of an atmosphere where-- on some issues--other staff members do not feel comfortable speaking their minds at all times. Evidently Dr. Barfield has been unable to adjust her management style to incorporate effectively resource and administrative staff into the departmental operation, and has been unable, through delegation, etc., to improve the Department's administrative performance.

Third, it seems likely that the Department at Minnesota will be unable to realize its potential with regard either to providing a fulfilling experience to athletes or to representing the University effectively in the community unless changes are made. The University's recruiting credibility has already been damaged. The morale of the coaches cannot be expected to be high in a situation characterized by erratic decision-making, ill-defined or unmet expectations, and capriciously differing treatment of the staff for no logical reason. Some sort of fallout from all of this to the athletes and the wider community seems inevitable, and we wonder if in fact that fallout has not been occurring for the past several years.

It appears that significant personnel changes are in store for the Department whatever is done. Unless, however, the Director is replaced, it does not seem likely that the overall situation will improve. This is a drastic recommendation and we do not make it lightly. However, the problems are persistent and serious, and the Committee unanimously feels it has no choice other than to recommend that the President and Vice President act on the first of the alternatives presented above: Immediate removal of Dr. Barfield from the Directorship of Women's Intercollegiate Athletics.

Maxine told me she abstained from the vote on the addendum.

October 5, 1981

Dear Mr. Pratt:

This will acknowledge receipt of your letter dated September 28, 1981, inviting me to attend the October 8, 1981, meeting of the Senate Consultative Committee, to hear the request of the Assembly Committee on Interscholastic Athletics that we reconsider its vote of June 18 and permit Women's Interscholastic Athletics to join, on a one year basis, the Big Ten; and, to hear questions on revenue policies

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In regard to your request
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of the Big Ten, response. I was relieved of my position as Athletic Director before I could follow through with Mr. Klue. During a phone conversation in July, however, Mr. Klue seemed unprepared to answer questions I raised. Since then, though, answers may have been developed.

Before I left WICA, Big Ten Tournaments for women's teams were held in each

spent in WIAA; arrangements
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Twin Cities Campus. Reports
indicate, though, these
arrangements have been
overturned by women administrators
in the Big Ten, possibly to
chastize Minnesota for not
following the lead. Once
Minnesota joins the Big Ten,
in my opinion, Minnesota's

Women's athletic program
will not withdraw. Structure
and relationships with NCAA
will develop, quickly,
to prevent withdrawal.

What is the rush? What
prevents faculty representa-
tives and presidents from
honoring prior scheduling
commitments with Minnesota
until the matter comes
before the Twin Cities
Assembly? What is the rush?

Also the positions which the Big Ten and Pac Ten have taken on membership with the College Football Association impact on this seemingly

mad rush to force women in the Big Ten? Several schools, in the Pac Ten, for example, and, at one time, several Big Ten schools, had placed women's programs under NCAA rules, committing women's teams to NCAA

Championships, thus aborting
the AAUW, the governing
association for women. In
fact at the National Association
of Collegiate Directors of Athletics'
June conference which I
attended, the NCAA reported
plans to operate women's
programs under AAUW rules;
but not AAUW championships!
I don't know where this
plan is now.

The Big Ten issue has

Created problems ever since
Title IX was placed and the
AAAW was formed. Deliberately
I have placed my energies,
since July 24, 1981, on more
meaningful concerns. Therefore
I caution you to accept
my ideas as reflection of
events which occurred at a
prior time.

On the other matter, review
policies and practices, I have
accepted the University's

decision that I resign as Athletic Director. I realized I served at the pleasure of the Vice President and President when I was employed; and with or without evaluation, with or without cause, these administrators have power and privilege to send and receive my resignation at their discretion.

On the other hand, though, I have been told by a number

of sources that definite
procedures do exist for
the conduct of departmental
reviews as well as reviews
of administrators. And, further,
the review of WICA and, most
certainly, my review did not
comport with those procedures.
Since a substantial portion
has been made public in the
daily, thereby, making it a
public document, I am enclosing
a copy of the addendum

which was attached to the Review report for your records.

The charge to the Review Committee had led me to believe the Department of Women's Athletics was being reviewed, not my performance as director. Therefore, I was stunned and shocked to discover an addendum in which members of the Review Committee asked for my immediate

removal from office.

And, I do have questions. What prompted the Internal Review Committee to hear evidence from two people in WICA, who, by the way, had been in WICA for less than nine months without, also, asking me to return for clarification? Why did this occur? Why was I not notified?

In addition, how were

The members of the Review Committee selected? Were people who were known to be negative to me selected to serve on the Committee?

After distribution of the Review Report ~~to~~ with addendum to members of the committee and both faculty representatives, why was I denied an opportunity to meet with members of the Committee?

Why was I denied a meeting with the chairperson of the Internal Review Committee to discuss the report and the addendum?

And, lastly, on another issue, why was I denied access, prior to my resignation, to contents in my personnel file? Why did the University wish to seal my file?

Subsequent to these events, I have reviewed

my personnel file and have learned that several people on the Review Committee were known to be negative towards me. In fact, a person who had been placing negative documents in my file for four years was appointed secretary to the Review Committee.

Naturally I am curious to learn how documents are placed in personnel files.

How are documents removed
from personnel files?

How many files exist
on each administrator
or faculty member at The
University?

Everyone in The University
is threatened by what happened
to me. My personnel file
contains documents I had
never seen. It had been
stuffed with unsubstantiated
gossip and innuendo; quoted



second hand sources
have been given credence;
community leaders, professionals
on our campus and off our
campus have been quoted
without their knowledge;
items, such as speeches,
testimony, and articles I
have written are missing
from my file; my
professional reputation
as well as my personal
being has been impugned

and maliciously slandered
by two people who
presently are employed by
the University.

The implications of what
I have disclosed in my
Personnel file are far
more serious and shocking
to me than the addendum.
I realize this is not an
agenda item but, somehow,
practices such as these,
in my opinion, must be

taken up as soon as possible by ACC. I hope your committee will initiate actions which urge every Administrator, every faculty member, to review systematically, all documents and files related to their employment and tenure.

In closing, though, I have enjoyed serving the people in the State of Minnesota

through my employment
at the University of Minnesota.
I will be willing to
answer additional questions
related to the Sigler, if
you choose, or the review
process but since I am
considering action on other
claims I have with the
University for defamation
of character and retaliatory
sex discrimination, my
attorney request that I not

discuss specifics of that claim. I, do, however, hope to resolve it on an amiable basis.

Thank you for inviting me to share information with you. I wish you success as you grapple with these onerous problems.

Sincerely,

William Barfield

enclosure: Addendum



DRAFT

DRAFT

Dr. Vivian M. Barfield
Director of Women's Athletics
University of Minnesota
Beirman Field Athletic Building
516 15th Avenue S.E.
Minneapolis, Minnesota 55455

*This is an
inadequate
response to
my inquiry*

Dear Vivian:

Excuse the slight delay in answering your June 12, 1981 letter.

May I address your two questions in this manner. The cost of being a member of the Conference is 1/10 of the budget approved for the Conference office by the Management, Review and Finance Committee. The current budget cost member schools approximately \$40,000.00. Let me hasten to add that monies distributed by the Conference office from television, bowls, post-season tournaments etc. exceeded \$600,000.00. One could say that the cost is nothing or that each member school realizes over \$15.00 for each dollar spent.

Your other question referred to what services your institution would receive.

I am enclosing a copy of the duties performed by me as commissioner and by the remainder of the staff under administrative assistance.

The Intercollegiate Conference Athletic Association sponsors meets and tournaments. Men now have nine and established a baseball play-off in 1981. Women are currently sponsoring eleven meets and tournaments.

The Television Committee seeks the best contract for member schools. Television is the chief source of new monies.

Herman Rohrig of our staff selects, trains and assigns officials for our two revenue sports.

In something as trite as visibility, one of the duties is liaison between the Conference and representatives of the print and electronic media.

I hope this information will help you make a reasoned response. If you need additional information, please contact me.

Sincerely,

Wayne Duke

the terms of his employment set by the Council of Ten on the recommendation of the Faculty Representatives. The recommendation of the Faculty Representatives shall be determined by secret ballot, which should be taken at a regular Conference meeting at least six months prior to the termination of the Commissioner's term of office. In case of a vacancy prior to the expiration of the term of office, a special meeting of the Faculty Representatives shall be called within four weeks, to consider the selection and recommendation of a successor, or to make arrangements for the interim appointment of an acting Commissioner. The term of office of the Commissioner shall commence on July 1 unless otherwise provided by agreement, and shall be for a period the Faculty Representatives may recommend and the Council of Ten may determine, but not to exceed 10 years.

- B. Powers. The Commissioner shall have all powers necessary for the effective performance of his duties as set forth below.
- C. Duties. The Commissioner's duties shall be:
1. To serve as the chief administrative officer of the Conference.
 2. To serve as the principal enforcement officer of the Conference Rules, Regulations, and Agreements.
 3. To serve as secretary-treasurer of the Intercollegiate Conference Athletic Association.
 4. To serve as an ex officio non-voting member of the Faculty Representatives, Joint Group, and Directors of Athletics, and of all special standing and ad hoc committees unless otherwise specified.
 5. To study the problems of the Conference and give advice and guidance to the members in the solution of those problems, promoting the general welfare of the Conference at all times.
 6. To conduct, through the press, radio, television, periodicals, meetings and the general service of his office, a continuous educational program looking toward the development of scholarship, sportsmanship, and understanding of the values of competitive athletics, and exert all reasonable effort to acquaint the public with the ethics and high ideals which motivate the Conference in its conduct of intercollegiate athletics.
 7. To issue the call for meetings, and on his own motion call special meetings of the Faculty Representatives, Joint Group and the Directors of Athletics.
 8. To perform other duties as the Faculty Representatives, Joint Group, or the Directors of Athletics may direct. If disagreement arises in the assignment of these other duties, final approval of the assignment of these duties will rest with the Council of Ten.
 9. To report, in person, at least once a year to the Council of Ten concerning Conference affairs.
- D. Administrative Assistance. The administrative duties of the Commissioner shall include:
1. Taking the minutes of the Directors of Athletics and the Joint Group;
 2. Administration of the grant-in-aid program (Rule 7);
 3. Responsibility, at the direction of the Television Committee, for the administration of Conference policies involving television, radio, and related programs;
 4. Selection, training, and assignment of game officials for football and basketball, and other intercollegiate sports as may be ordered by the Directors of Athletics;

5. Membership (ex officio without power to vote) in all coaches' groups, and assistance in the preparation of schedules in all sports;
6. Liaison between the Conference and representatives of the press, radio and television;
7. Maintenance and distribution of historical and statistical records for all Conference athletic competition;
8. Maintenance of a compilation of precedents and interpretations of Conference Rules, Regulations, and Directors' Agreements from proceedings of the Faculty Representatives, Joint Group, Directors of Athletics, and Academic Progress and Eligibility Committee;
9. Preparation and distribution of reporting forms required by Conference Rules, Regulations, and Agreements;
10. Preparation of the annual budget for the Office of Commissioner and of related fiscal data at the direction of the Management Review and Finance Committee;
11. Employment and supervision of a secretarial staff;
12. Arrangements for the meetings of the Faculty Representatives, Joint Group, Directors of Athletics and for their committees, and for meetings of the coaches or other employees of the athletic administration as may be authorized by the Directors, and responsibility for the distribution of all minutes setting forth actions by any of these groups.

Any of these administrative duties may be delegated by the Commissioner to an assistant.

- E. Indemnification of Commissioner and Conference Office Employees. The Conference plan to indemnify the Commissioner and other Conference employees is described in Appendix X.

Chapter 3. FINANCES

Section 1. Conference Funds

- A. There are five funds maintained by the Office of Commissioner:
1. General Fund — for the general operation of the Commissioner's Office, maintained by assessment and the Reserve Fund.
 2. Officials' Fund — for the payment of football and basketball officials, and observers, maintained by billing for officials' fees and expenses and fees for assignment of officials for non-Conference schools.
 3. Reserve Fund — for the accumulation and investment of excess monies derived from a share of Rose Bowl receipts. The Fund shall be maintained for the following purposes:
 - a. To provide difference between Conference office expenditures budget and assessments received from Conference universities.
 - b. Advances, reimbursable from the Conference shares of bowl receipts, for Conference obligations in connection with bowl participation, including the cost of a float in the annual Tournament of Roses Parade, liaison on the part of the Office of Commissioner, the Bowls Liaison Committee and any other special committee with the Pacific-10 Conference and the Tournament of Roses on Rose Bowl matters, and official representation at the Rose Bowl.
 - c. Contingency expenditures of the Office of Commissioner, upon approval of the Management Review and Finance Committee.



UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of the Director

Women's Intercollegiate Athletics
Bierman Field Athletic Building
516 15th Avenue S.E.
Minneapolis, Minnesota 55455
(612) 373-2253

July 15, 1981

MEMORANDUM

TO: Nils Hasselmo
FROM: Vivian Barfield
RE: Big 10 Affiliation

As I shared with you over the phone today, I believe the response by me was not needed since the Senate Consultative Committee had decided WICA affiliation in the Big 10 had to be determined in the fall of 1981 by the Assembly. After I received a copy of the letter to you from SOC, I placed on hold my response as well as the responses from the coaching staff. However, after our conversation I asked the coaches to respond indicating to me whether or not we should join.

Even though, I believe the move toward Big 10 for WICA is a move into the NCAA championship structure, thus undermining the AIAW championships, I will be prepared to make a recommendation to affiliate with the Big 10 if consensus is reached among WICA coaches and the AIAW does not exist. Quite probably, this will happen in 1982 but it may not happen in 1981.

I, likewise, am confused that even though the Senate Consultative Committee has decided the decision for WICA to join the Big 10 must be made by the Assembly, WICA is required to respond. It seems moot for WICA to respond at this time.

As you know, I am waiting for a written response from Wayne Duke, Commissioner of the Big 10, to my letter to him; he has not responded to date to my inquiry. When I receive his response, I believe I must share it with WICA before we make a recommendation.

You see, in my opinion, WICA has a product that is saleable and I am not ready to give it away just be a member of a team. I understand each institution is assessed one-tenth of the Big 10 operating budget each year. How much will WICA pay? I also understand from C. D. Henry that the Big 10 sold the universities product for \$6 million thus returning \$600,000 to each school. What are the different products that were sold by the Big 10? Will WICA have a share in that money? If so, will WICA be taking dollars from

MEMORANDUM

July 15, 1981

Nils Hasselmo

Big 10 Affiliation

Page 2

MICA? What reimbursement plan is the Big 10 prepared to offer WICA? What dues will WICA pay? A percentage of those charged each institution? What services can WICA expect? What services can the athletic director expect? What assurance do we have of equal opportunity for women? Does the Big 10 office adhere to affirmative action guidelines? Is the Big 10 office an equal opportunity employer?

These are just some of the questions in my judgment that must be answered before I can make a decision based on fact and reason rather than emotion and tradition. To date, emotion seems to rule in several of these decisions to perpetuate a tradition created to support men's athletics. I want to be assured that tradition will support women's athletics not undermine their growth and development and force women's athletics to become the same as men's athletics.

This mad rush to embrace the Big 10 at this time reminds me of another mad rush that occurred when Title IX was originally passed. The effect of that mad rush was to sweep the physical education programs under male leadership, eliminating most female administrators as well as several female professors. I have heard male/female athletic directors/assistants discuss moving the women into men's conferences because of tradition and each conference petitioning the NCAA for automatic qualifiers to NCAA championships. It seems to me the NCAA membership may wish to amend the NCAA constitution to either delete references to males or to add females if this move toward women being included in traditional men's conferences is designed to give women equal opportunity instead of controlling and suppressing the growth of women's athletics. You see, Nils, I trust NCAA representatives to behave in the future as they have in the past.

I am embarrassed that my lack of response to you may have placed you in an awkward position with Dr. Magrath. Minnesota is a charter member of AIAW; Minnesota people from your office and WICA are involved in AIAW. A move toward Big 10 affiliation at this time without adequate information or answers to questions, without any assurance of attendance at AIAW championships, without any assurance of competition under AIAW rules and regulations, without estimated cost figures and services, without equal representation for women, in my judgment is a decision to increase the struggle by women for equal opportunities. If a decision must be made at this time, to join the Big 10 or not, it must be made by the Assembly.

The Ivy League Conference has been expanded to include women and the Ivy League Schools have stated that the conference schools will attend AIAW championships and will compete under the AIAW rules and regulations. This is not true with the Big 10 schools. The latest information I have is that several Big 10 schools have withdrawn their membership from AIAW.

MEMORANDUM

July 15, 1981

Nils Hasselmo

Big 10 Affiliation

Page 3

Therefore, it seems moot whether they agree to AIAW rules and regulations or not. The AIAW cannot sanction an institution that is not a member of the AIAW. I am returning the form distributed to me by the Big 10 office and on the form I have indicated that we need more time to reach a decision but will probably not affiliate until at least 1982. I am also returning responses that I have received from WICA coaching staff.

In the world of women, athletics is more than just physical skill and competition, it's a chance for women to experience equal opportunity in their world.

VMB:ls

Enclosures

cc: WICA Coaching Staff

✓Chair, Senate Consultative Committee

AFFILIATION OF WOMEN'S ATHLETIC PROGRAM

WITH BIG TEN CONFERENCE

Our current position concerning affiliating our women's program with the Big Ten Conference is as follows:

_____ This is to formally indicate that our institution has decided to affiliate its program in women's athletics with the Big Ten Conference in accordance with the agreement approved by the Council of Ten at its meeting on May 4.

_____ We will probably affiliate later this year.

_____ We need more time to reach a decision but are leaning toward affiliation.

XXX _____ We need more time to reach a decision but will probably not affiliate until at least 1982.

_____ We have decided not to affiliate at this time.

Signature: Vivian Barfield

Position: Director, Women's Intercollegiate Athletics

Institution: University of Minnesota

Date: July 15, 1981

AFFILIATION OF WOMEN'S ATHLETIC PROGRAM

WITH BIG TEN CONFERENCE

Our current position concerning affiliating our women's program with the Big Ten Conference is as follows:

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 We will probably affiliate later this year.

 X We need more time to reach a decision but are leaning toward affiliation.

 We need more time to reach a decision but will probably not affiliate until at least 1982.

 We have decided not to affiliate at this time.

Signature: Michael J. Hawley

Position: Women's Head Track & Field/Cross Country Coach

Institution: University of Minnesota

Date: July 15, 1981

Regarding the decision necessary from the University of Minnesota concerning its affiliation with the Big Ten Conference, I have mixed feelings. My negative concerns include:

First of all, I don't think that the Task Force report guarantees for equal representation for the women's programs. Will these programs be guaranteed equal opportunity through the Conference. I would hope so, and it may be possible through the Task Force plan, but it certainly isn't spelled out there.

Secondly, what will championship formats be like? Will these provide equal and improved opportunity for women athletes.

Third, how will the University of Minnesota be represented, particularly through Faculty Representation? I do think it is possible for one person to do this with both of our programs treated fairly, but I do think we need internal safeguards to ensure this.

(over)

On the favorable side, I think the women's program could benefit from affiliation with the Big Ten from a public relations standpoint, in terms of exposure, and understanding of the meaningfulness of competition within the Big Ten. Most importantly, our women athletes, for a number of reasons, relate to Big Ten competition. They feel it is important competition and it brings out their best efforts. This is important.

Overall, I have some concerns about the affiliation and its effects on the development of Women's Athletics. I'd like more information on exactly what affiliation will provide us in terms of improved opportunity for women athletes. From a philosophical standpoint, I have those reservations. Ultimately, though, the decision needs to be made on what will be best for the athletes. On the assumption, which must be fulfilled that affiliation will eventually provide the best opportunity for our athletes, I think we need to affiliate with the Big Ten Conference, and make sure that through the Conference our athletes and our programs are given fair and improved opportunities.

AFFILIATION OF WOMEN'S ATHLETIC PROGRAM

WITH BIG TEN CONFERENCE

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_____ We will probably affiliate later this year.

_____ We need more time to reach a decision but are leaning toward affiliation.

_____ We need more time to reach a decision but will probably not affiliate until at least 1982.

_____ We have decided not to affiliate at this time.

X *Believe it would be favorable to affiliate the tennis team in a Big Ten Conference.

Signature: Ellie Pedersen
Position: Head Tennis Coach
Institution: U. of Minnesota
Date: July 13, 1981

- *1. Assures us of quality home and away matches. It should simplify scheduling and will save time and money. The Big Ten will give us an excellent core of matches around which we can build a competitive schedule.
2. The trend around the country is to go to conferences. It is becoming more difficult for us to schedule teams here at Minnesota.
3. It is a prestigious conference which is well understood by the media and the public. Our joining will increase spectator and media interest. If we do not join, I believe our program will suffer----we will have difficulty putting together a good competitive schedule without increasing travel costs.
4. I do however, share the concerns of the entire coaching staff as outlined to ACIA. (June 3, 1981 Minutes)



UNIVERSITY OF MINNESOTA
TWIN CITIES

Women's Intercollegiate Athletics
Bierman Field Athletic Building
516 15th Avenue S.E.
Minneapolis, Minnesota 55455
(612) 373-2255

July 2, 1981

TO: Dr. Barfield, Director
FROM: Katalin Deli **KD**
RE: Big Ten Conference Membership

According to the "Report to the Council of Ten - from the special task force on conference reorganization, I have not assured, that joining the Big Ten Conference will fully support the women's programs needs. I see no equal representation in this document. Example: #2 "Basic Philosophy of the Conference shall remain the same," I believe this organization in the past 86 years was strictly for men athletes and programs. We don't have the same programs, we don't operate under the same governing body, and we don't use their rules and policies. These differences will be occurring and will be conflicting with the "basic philosophy" which has been existing for several years. Because our women's intercollegiate programs haven't been that long at U.S. universities, we are growing and developing, we need to make different decisions, rules, policies, operating codes, etc.

In my sport, now the Big Ten Championship is a nice invitational competition. "Big Ten Championship" sounds very prestigious - but don't have anything behind. We don't have a chance to qualify for AIAW National Championships, we don't have a away competition schedule for the year, we don't even have rewarding awards for the athletes.

If we join this conference I want to have thses assurances:

- 1) We are operating under AIAW Rules and policies
- 2) We have a chance to qualify to AIAW National Championship
- 3) We have a home-away competition schedule yearly.

Thank you.

KD/ba

AFFILIATION OF WOMEN'S ATHLETIC PROGRAM

WITH BIG TEN CONFERENCE

Our current position concerning affiliating our women's program with the Big Ten Conference is as follows:

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XXX _____ We will probably affiliate later this year.

_____ We need more time to reach a decision but are leaning toward affiliation.

_____ We need more time to reach a decision but will probably not affiliate until at least 1982.

_____ We have decided not to affiliate at this time.

Signature: B. Kiehl
Position: Asst. Coach
Institution: U of MN.
Date: 7-10-81

n.b. I would have liked to have a choice indicating that we were joining but that we had certain reservations about several of the items contained in the report of the council of 10.

RJK

AFFILIATION OF WOMEN'S ATHLETIC PROGRAM

WITH BIG TEN CONFERENCE

Our current position concerning affiliating our women's program with the Big Ten Conference is as follows:

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_____ We need more time to reach a decision but are leaning toward affiliation.

X _____ We need more time to reach a decision but will probably not affiliate until at least 1982.

if any of these.

See attached sheet

_____ We have decided not to affiliate at this time.

Signature: James K. Freeman
Position: Swim Coach
Institution: Minnesota
Date: July 1, 1981

July 1981
Gene K. Freeman
Swim Coach - Minn

Response to Big Ten Application

At this point in time I find it impossible to vote yes or no to affiliate with the Big Ten Conference. I do not have enough information. I need to know what the benefits are from joining, what is the cost what will happen to us if we don't join, whose decision is it for us to join or not.

As far as I can see or understand the expected guidelines as voted on by our past two faculty representatives are totally unacceptable to me as a coach and as someone interested in the future of women in general. It does not provide for equal representation of our department at all. It has been my understanding that the Univ of Minnesota was committed to equal opportunity but by the votes indicated it appears not.

If we do not join, which is really what I would want to do if I based the decision on principle, what would we be able to do? As a swim team if we did not attend the Big Tens there is no state meet and no regionals so we would not have any championship meet to attend. So I feel forced to join an unacceptable organization because it is the only one available.



UNIVERSITY OF MINNESOTA
TWIN CITIES

Women's Intercollegiate Athletics
Bierman Field Athletic Building
516 15th Avenue S.E.
Minneapolis, Minnesota 55455
(612) 373-2255

July 1, 1981

To: Mr. Nils Hasselmo

From: Ruth Christianson, Head Field Hockey Coach

Re: Membership Big Ten Conference

Dear Mr. Hasselmo,

I am writing to you in response to your request that the head coaches of the Women's Athletic Department complete the attached form with regards to membership in the Big Ten Conference.

I believe belonging to the Big Ten Conference would be advantageous to the sport of field hockey from the view point of scheduling games. Presently, there are only two, possibly one, other Division I teams within Region 6. If we belonged to the Big Ten Conference it would facilitate us when scheduling and would assure the field hockey team of quality Division I competition both home and away.

However, I do have some concerns about joining the Big Ten Conference.

- 1) It appears there will not be equal and effective representation of the women's program.
- 2) How would the faculty representative be Chosen?
- 3) One vote per institution and one faculty representative for both the women and men does not adequately represent the philosophies and needs of either the men or the women. The women are merely being added to the existing Big Ten structure and philosophy.
- 4) What services will be offered to the women and at what cost?
- 5) What are the rules of the conference? Will all member institutions participate under the same rules? Will there be a requirement of having to join the NCAA? If not, how can the conference operate with some members belonging to the AIAW and others belonging to the NCAA?
- 6) What procedures are established for teams advancing to National Tournaments?

My overriding concern is the principle of equal representation. I want someone to represent my sport and our athletic department who is knowledgeable about our philosophies and needs and will have as much control over our destiny as we now have.

AFFILIATION OF WOMEN'S ATHLETIC PROGRAM

WITH BIG TEN CONFERENCE

Our current position concerning affiliating our women's program with the Big Ten Conference is as follows:

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_____ We will probably affiliate later this year.

_____ We need more time to reach a decision but are leaning toward affiliation.

_____ We need more time to reach a decision but will probably not affiliate until at least 1982.

_____ We have decided not to affiliate at this time.

X See attached sheet

Signature: Ruth Ann Christensen
Position: Head Field Hockey Coach
Institution: Univ. of Minnesota
Date: July 1, 1981



UNIVERSITY OF MINNESOTA
TWIN CITIES

Women's Intercollegiate Athletics
Bierman Field Athletic Building
516 15th Avenue S.E.
Minneapolis, Minnesota 55455
(612) 373-2255

July 17, 1981

TO: Dr. Hasselmo
FROM: Linda Wells *LW*
RE: Big 10 Conference Affiliation

The attached form indicates intent to participate in the Big 10 Conference. Such affiliation would relieve scheduling problems within my sports. Further, such participation would clearly delineate competitive equals and provide for standard team goals and objectives.

Concern for involvement, for the most part, revolves around administrative organization, management, and representation within the conference. Institutional administrative structure of the other institutions eliminate direct lines of control by women administrators. The general organization of the conference does not, in my opinion, represent the full impact of provision for women's athletics. In general, (and bluntly), I worry about a 'second-class' approach in the organization and management of the conference with regard to women's athletics. If other Big 10 institutions serve as models, then clearly my concerns are well-founded.

I do not wish my appeal for scheduling to outweigh my concern for the totality of the conference. If this model can be used to provide a conference for women's athletics with a reflected concern for the well-being of women athlete's, I want to pursue it. It will ultimately be up to you and the reset of the administrators to preserve the full integrity of our program. If that can be done within this conference, I support it. If the conference is lost on these ideals, so be it.

The difficulty of the charge of the task force is appreciated. I am thankful to Drs. Freeman and Loken for the time and patience they have given this effort. I understand the idea of compromise of the institution to create a working conference. I also understand the limits of such compromise. I am confident of Minnesota's ability to effect any necessary changes to provide for women's participation in the Big 10. I look forward to such involvement.

cc: Vivian Barfield ✓
Kate Mathison
Gary Engstrand

LW/ba

AFFILIATION OF WOMEN'S ATHLETIC PROGRAM

WITH BIG TEN CONFERENCE

Our current position concerning affiliating our women's program with the Big Ten Conference is as follows:

- x This is to formally indicate that our institution has decided to affiliate its program in women's athletics with the Big Ten Conference in accordance with the agreement approved by the Council of Ten at its meeting on May 4.

- We will probably affiliate later this year.

- We need more time to reach a decision but are leaning toward affiliation.

- We need more time to reach a decision but will probably not affiliate until at least 1982.

- We have decided not to affiliate at this time.

Signature: _____

Position: Head Volleyball Coach

Institution: University of Minnesota

Date: July 17, 1981



UNIVERSITY OF MINNESOTA
TWIN CITIES

All University Senate Consultative Committee

220 Biological Sciences Center
1445 Gortner Avenue
St. Paul, Minnesota 55108
Telephone: (612)373-3226

July 30, 1981

To: Nils Hasselmo, Vice President for Administration and Planning
From: Douglas Pratt, ^{dep}Chair, Senate Consultative Committee
Re: University communication, computation and information systems, preliminary report

Thank you for alerting me to the study underway regarding the University's communication, computation and information systems. The Consultative Committee would appreciate the opportunity to become informed, to hear Carl Adams' presentation regarding the questions to be resolved and approaches to the resolution, and to have time to discuss the reports with him and with you.

I would like to suggest a time of 1:00-1:45 p.m. on Thursday, October 8, when the Consultative Committee will be meeting in the Regents Room, just prior to its meeting with President Magrath. I understand that Meredith has cleared this date with Alaine and with the President's office.

It will of course be to the advantage of the SCC members and in the interest of a useful discussion if the members could receive copies of the preliminary or revised report a few weeks in advance of the meeting date. Thank you for offering to distribute the copies. A copy of the SCC's roster is enclosed.

:mbp

cc: C. Peter Magrath
Professor Carl Adams

Enc: SCC roster, 1981-82



UNIVERSITY OF MINNESOTA

Office of the Vice President
for Administration and Planning
200 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

JUL 24 1981

July 22, 1981

TO: Professor Douglas C. Pratt, Chair, Senate Consultative Committee

FROM: Nils Hasselmo *Nils H.*

After a discussion in the Central Officers Group last March of some questions concerning the University's communication, computation, and information systems, I appointed an administrative working group to provide an analysis of the issues involved and to give some consideration to steps that ought to be taken in order to resolve those issues. I also asked the group to provide a description of the systems such as they now exist in the University. Recently the group, which is chaired by Professor Carl Adams from the College of Business Administration, reported back to the Central Officers Group. One of the steps that now needs to be taken is to initiate consultation on the issues involved and on the further steps that should be taken.

I'm writing to you to request that a discussion of the group's preliminary report be placed on the agenda of the Senate Consultative Committee at an early date. I enclose a copy of the preliminary report for your information. I will be glad to distribute copies to the members of the Consultative Committee if you want me to do so either immediately or at a later date. (If we postpone the distribution of the report to the full committee for a month or so, I may be able to circulate a slightly revised report. However, I do not expect that the report will undergo major changes at this point.) I think at least half an hour to forty-five minutes should be allowed for a presentation of the report and for discussion. I would like to ask Carl Adams to make the presentation to the committee.

I want to stress that this is intended only as a first presentation of the issues to the Consultative Committee. The purpose is to inform the committee that we are undertaking this study and to introduce its members to some of the issues involved. As the work on the issues progresses, we will, of course, ask to come back for discussion of specific courses of action that we are considering. The Consultative Committee may also wish to delegate some issues to other Senate committees, although at this time I think it is very desirable to try to look at the broad picture.

The report is also being presented to the Council of Academic Officers and to the Educational Policy and Long-Range Planning Committee of the Board of Regents in September.

I would appreciate hearing from you about the possibility of placing the report on the SCC agenda at an early meeting.

pw

cc: C. Peter Magrath
University Vice Presidents
Professor Carl Adams

SEP 22 1981



UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of the Vice President
for Administration and Planning
200 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

September 17, 1981

TO: Senate Consultative Committee

FROM: Nils Hasselmo, Vice President for
Administration and Planning *Nils H.*

Attached is a preliminary report from the University's Committee on Computation, Communications, and Information. Carl Adams, chair of the committee, will make a presentation on this subject at the October 8 meeting of the Senate Consultative Committee.

NH:alw

CC: Carl Adams



UNIVERSITY OF MINNESOTA

Office of the Vice President
for Administration and Planning
200 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

SEP 22 1981

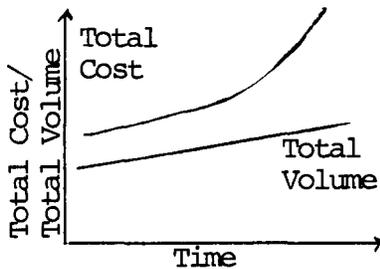
July 9, 1981

MEMORANDUM

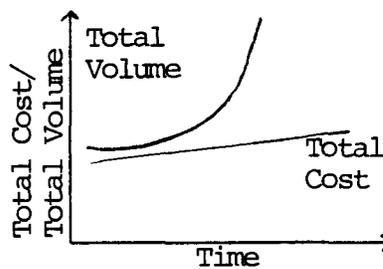
TO: Vice President Nils Hasselmo
FROM: Carl Adams, Chair, Committee on Computation, Communications, and Information (CCI)
RE: Progress Report of the CCI Committee

Attached is the progress report you requested in your charge to the CCI Committee. One of the basic issues being addressed by the committee, that of the prospect of dramatically increased CCI usage and costs at the University, can be illustrated by the following graphs:

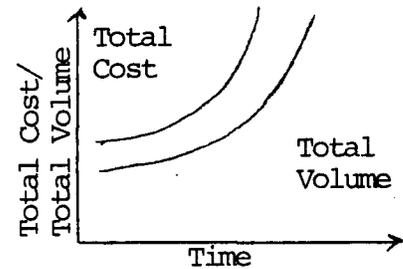
I. Voice Communications



II. Computing



III. Data Communications



Graph I suggests that while volume of voice communication may rise only slightly over time, the increasing unit cost of voice communication will drive the total cost up sharply unless some changes are made in the voice system. The second graph indicates that computing volume may rise rapidly (how rapidly is a significant issue involving a choice about what type of computing environment to develop at the University), but reductions in unit cost will help moderate the total computing cost. Data communications volume will increase as computing increases, and Graph III indicates that with our present communication system, the increasing unit cost will combine with increasing volume to produce a very sharp rise in the total cost of data communications.

Thus, we face two general questions: 1) what kind of computing environment is desirable (and affordable) at Minnesota, and 2) what changes in the communication system are most likely to prevent or ameliorate the potential increased unit costs of communication? Issues relating to goals, resources, and organization flow naturally from the discussion of these two general questions.

Vice President Nils Hasselmo
Page Two
July 9, 1981

The committee has attempted to make the progress report informative and readable even at the risk of oversimplifying the discussion of complex topics. An executive summary has been included partially to highlight major elements of the report but more to whet the appetite of potential readers for the entire document. Please let us know if you would like to have us discuss the report at the meeting of the Central Officers' Group.

tla

attachment

PROGRESS REPORT
OF
COMMITTEE ON COMPUTATION,
COMMUNICATION, AND INFORMATION
(CCI)

Carl Adams, Chair
Tom Chester
David Garloff
Greg Hart
Sam Lewis
Roger Moe
Peter Patton
James Preus
George Robb
Peter Roll
Glenn Smith
Ron Zillgitt

June 1981

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Executive Summary

The committee has interpreted its charge as primarily the recommendation of appropriate mechanisms for dealing with computation, communication, and information (CCI) issues at the University. If necessary, the committee is prepared to recommend interim policies (a moratorium on the purchase of text processing equipment, for example) that the University could follow until appropriate planning guidelines and policies are developed.

Section I of the report reviews our present telecommunications and computing systems. Communications at the University of Minnesota consist of a telephone interconnect system, two video distribution networks, radio paging, and a microwave educational television system. The largest system, telephones, provides internal and external voice transmission, data transmission, and the interconnecting link to the radio paging system. Organizational responsibility for the communications systems is spread among several University offices (Support Services, University Hospitals, Media Resources, Institute of Technology, and Agricultural Extension Service). Annual operating cost of all the telecommunications systems is approximately \$5 million.

Computing at the University involves the major computing centers--University Computer Services (UCS), Administration Data Processing Department (ADPD), and the Hospital Computing Center (HCC)--and a variety of decentralized minicomputer, microcomputer, and word processing operations. The roles of the major computing centers vary dramatically. UCS provides computer power and technical support to a large number (15,000 students and 3,000 researcher/administrators) of generally sophisticated users. ADPD provides computer support primarily to three central administrative offices: student services, personnel/payroll, and finance. These users are generally unsophisticated about computer technology. Historically, ADPD has taken no significant responsibility for administrative applications specifically at the collegiate or department level. HCC is funded from general hospital income and thus focuses on providing administrative services to hospital departments in support of administrative applications.

Managerial responsibility for the major computing centers is divided among the vice presidential offices: UCS is under academic affairs, HCC the health sciences, and ADPD finance and operations. Institutional decision making regarding the major centers and the decentralized computing generally follows a laissez-faire approach. The combined annual operating cost of the three major centers is approximately \$14 million. Other direct computer operating costs probably exceed \$2 million annually. Expenditures for purchases and lease of equipment are about \$5 million a year excluding word processing equipment.

Section II outlines major trends in CCI-related system cost and performance as well as major economic and social factors that relate to the future expansion of CCI activities. In the committee's view, the University will have to incorporate a significant amount of information technology into its programs and operations to adequately serve our students and to meet public expectations of prudent and efficient operation of their university. We have a choice of how and when but no real choice of whether.

The current status of our CCI operations described in Section I and the inevitable major changes identified in Section II suggest a variety of institutional issues.

The committee has found it useful to identify these issues in three categories: goals and objectives, resources, and organization. To us the overriding issues are these:

Goals: To what extent does the University aspire to be a leader in the changes related to CCI both within the community of universities and in our society more generally? At issue is a choice about the basic character of the institution in terms of the types of students and faculty it attracts and the kinds of instruction, research, and student services it supports.

Resources: If major incremental expenditures are required to support desired CCI improvements, what should be the contribution of various funding sources (state appropriation, user fees, private and federal grants)? Incremental expenditures could easily exceed \$150 million in a ten-year period if major changes are undertaken.

Organization: Should the University commit itself to a strategy for change in the CCI area that calls for more integrated planning and decision making? Major changes in CCI are already underway; the issue is the efficiency and effectiveness with which such changes are managed.

These issues are not necessarily independent of one another. Also, within the scope of each major issue, there are many important but narrower or more specific issues. Section III identifies the specific issues that the committee believes are associated with the major issues.

The next steps for the committee are to seek constructive criticism on the list of specific issues and to revise the list as appropriate. We will further specify how the issues are expected to develop over time. In addition, we will suggest priorities among the specific issues. Also, we have begun deliberations on recommended structures for dealing with the issues. The committee will explicitly draw on the experience of other universities and of business and government organizations in formulating its recommendations.

A tougher problem is to determine what, if any, interim policies are necessary to give us time to put the recommended mechanisms into effect. The committee is aware of significant immediate pressures in the areas of word processing, departmental stand-alone computing, interim data transmission networks, and the major administrative data bases (personnel, finance, and student records). We will consider carefully the need for interim policies and recommend them as appropriate. The final report will be completed in August.

Introduction

The Committee on Computation, Communication, and Information Systems Planning was appointed in March 1981 by Vice President Nils Hasselmo on behalf of the Central Officers' Group. The official charge to the committee is as follows:

1. to review and briefly describe current and expected developments in the area of communication and information systems;
2. to identify major issues that are likely to confront the University within the next two to five years, with consideration given also to longer range prospects;
3. to advise the central officers on alternative courses of action in the area of communication and information systems; and
4. to advise the central officers on alternative management and administrative structure for implementing proposed courses of action.

The committee has interpreted its charge as primarily the recommendation of appropriate mechanisms in dealing with CCI issues at the University. Thus, the committee's final report will identify major CCI issues and their relative priorities and recommend the appropriate organizational structures and processes needed to address those issues. If necessary, the committee is prepared to recommend interim policies (a moratorium on the purchase of text processing equipment, for example) that the University could follow until appropriate planning guidelines and policies are developed. The committee has met weekly for the past three months and has had additional meetings with a group of deans and a group of faculty and has also made contact with some business persons who have planning responsibilities for CCI activities in their organizations. This interim report summarizes our discussions and findings on the first two of the four parts of the charge. The final report of the committee will respond to the third and fourth parts of our charge.

We have limited our review to computation, communication, and information systems at the University of Minnesota. As a working definition of the content area to be studied, we included systems in which data is transmitted by telephone lines, dedicated University lines, or microwave and data that is (or might be) stored in some electronic device. The definition is imperfect (e.g., we have not considered hand calculators or the existing campus mail system), but it does clearly exclude communications systems such as broadcast radio and television.

The four major sections of this report are: review of present systems; technological, economic, and social trends; issues; and next steps for the committee. We see the section on issues as a preliminary agenda for decision making about communication and information systems. It will be refined and reconsidered in the final report. Also, the final report will include recommendation of alternative courses of action and appropriate structures for implementing them.

I. Review of Present Systems

There are three basic forms of communication and four types of transmission to be considered. Planning for the future of communication and information systems must take into account how the interaction between forms of communication and types of

transmission will change in the years ahead. At present, the pattern of interaction is as shown in the following table, where X's show the primary form of transmission and O's indicate no transmission:

Current Relation of Communication Form to Transmission Type
at the University of Minnesota

Form of Communication/ Type of Transmission	Analog Phone Lines (Bell)		UM Broad Band Cable	UM Micro- wave
	Dial-up	Dedicated		
Voice	X	O	O	O
Video	O	O	X (CCTV)	X (Unite)
Data	X	X	O ¹	O ¹

¹Use of these media for data communication is being studied.

Voice and data forms can be transmitted over the same type of line, but one or the other must be "translated." To use analog lines, digital data (computer data) must be encoded and decoded; similarly, to use digital lined, voice data must be encoded and decoded. We now encode and decode digital data to permit use of existing analog phone lines. A more detailed discussion of transmission systems and the current status of the Telephone Resource Committee follows.

A. Telecommunication

Communications at the University of Minnesota consist of a telephone interconnect system, two video distribution networks, radio paging, and a microwave educational television system. The largest system, telephones, provides internal and external voice transmission, data transmission, and the interconnecting link to the radio paging system.

The University of Minnesota telephone system is identified as a No. 5 Crossbar Direct Inward Dialing Equipped Central Office Private Branch Exchange. This type of system was first used for central office service in the early 1950s and has not been installed since the late 1960s. The consolidation of the University's separate telephone exchanges into the present system was initiated in 1962. Five digit internal communication dialing was made available through this consolidation.

The tariff assigned to the University system took into consideration tunnel access and an arrangement to consider the West Bank as a continuous premise of the East Bank. This special tariff has benefited the University, but now may undergo evaluation for rate increases as a result of federal deregulation.

General inflationary increases have been passed on to the University. An example is seen in the increases in the rate and level of installation costs. Since September 1, 1980, installation costs have risen from a level of \$150,000 to \$500,000 annually primarily on rate changes.

The system is a basic voice (analog) hard wired system; its features are limited compared to existing state of the art computer-controlled analog or digital systems. An analog system reacts proportionately to some directly measurable quantity; a digital system is a continuous stream of on and off signals. It is increasingly costly to convert computer digital information to an analog signal for transmission in our current system. As the speed at which data is transmitted increases, the cost of the units (modems) to convert the signals increases rapidly. In a digital telephone system, however, the cost of the conversion of voice (analog type signal) to digital is fairly inexpensive, and no conversion is required of the digital computer information to be transmitted. This is one of the major incentives to convert the existing telephone systems to a digital system as data transmission continues to grow and bandwidth (transmission rates) increase.

The hospitals and other health sciences have a unique problem. The call forwarding, toll management, and message services necessary for effective administration and patient care are examples of nonavailable or limited services that can be achieved only through costly add-on systems.

Although the existing telephone system is limited, it will continue to function nominally indefinitely. The pressures for changing the University's system come from the cost of data transmission and the continuing pressure on the part of the Bell system to increase the rates. This is particularly in evidence as deregulation becomes more of a reality.

Paging systems operate through the telephone system, but are not particularly hampered by the limitations of that system. Through the hospital paging system, doctors can change their availability codes, to leave or get messages, and be paged directly by dial access codes. It is a radio frequency system that operates separately from the telephone system, except that telephones are the access medium.

There are three video systems on campus that should be understood: First, the original system is a one direction RF coaxial cable system that has a seven-channel capability with the limitation that adjacent channels cannot effectively transmit simultaneously. From Rarig Center, it feeds the Institute of Technology, the health sciences, Science Classroom Building, Folwell Hall, Peik Hall, and, through a Northwestern Bell Telephone-leased coaxial cable, the St. Paul campus. It is feasible for this system to be upgraded for two-way transmission and for it to handle digital transmission.

Second, a two-way video cable system was installed in the auditoriums in Health Sciences Unit A and the Phillips-Wangensteen Building. It also connects to Rarig Center and the Space Science Center at Scientific Apparatus Services shop. Third, the UNITE system provides a microwave educational television link between the University and several industry facilities in the Twin Cities and Rochester.

Agricultural Extension has initiated development of a statewide data communications network based primarily on telephone lines.

The following table indicates the organizational responsibility and approximate operating costs for the various telecommunications systems at the University. Appendix] shows schematically the various University telecommunications systems.

Annual Cost and Organizational Responsibility
of Telecommunications Systems

<u>System</u>	<u>Responsible Office</u>	<u>Annual Operating Cost</u> (000's \$)	<u>Capital Investment (Replacement Cost)</u> (000's \$)
Telephone: local	Support Services	3,100	---
long distance		1,200	150
Paging	Hospital	100	840
Closed Circuit	Media Resources (CEE)	3.1	75.5
UNITE	Institute of Technology	75.1	435
Agricultural Extension	Agricultural Extension Service	?	?

The issues presented by the CCI Committee are made with an awareness of the deliberations of the Telephone Resource Committee (TRC) in its development of specific recommendations concerning a University telephone system. TRC has successfully stopped the telephone company from upgrading analog voice systems without considering data transmission requirements. This gives the University latitude to investigate systems which can meet the current and changing data and voice transmission requirements for academic and administrative programs. Currently TRC is completing its review of systems offered by companies other than the American Telephone and Telegraph Companies. TRC has determined that any change in the telephone system should incorporate a digital system for maximum cost effectiveness and utility to all users of voice and data transmission.

B. Computing

A major component of present communications and information systems is computing. In fact, the pressure for new forms of data transmission comes from computing, since the change to a digital phone system would reduce or help control the data transmission costs associated with computing. A review of the computing situation at the University may be helpful. Appendix 2 lists University computing activities and equipment.

1. Background on Computing at the University

Computing Activities (aggregation does injustice to the complexity and diversity of computer activities but should provide a structure for thinking about computing).

a. Large centralized computer centers. The three large computer centers (and their remote centers and stations) have distinct roles, objectives, and clientele.

1) University Computer Services (UCS). UCS, including the University Computer Center and its various other centers, provides support for

instruction, research, and administration. The typical user is a faculty researcher sophisticated about computing, and so the primary objective of UCS is to provide computer power and enough technical support to assist the researcher with the resolution of complex technical problems. In addition, UCS controls a large share of instructional computing through allocation of funds and services to support such computing. University administrative applications using UCS are similar to research applications, in that administrative users have stand-alone applications for which they control data bases that reside on UCS computers. The number of users served by UCS is approximately 15,000 students and 3,000 researcher/administrators.

- 2) Administrative Data Processing Department (ADPD). The ADPD provides computer support for three central administrative operations: student services, personnel/payroll, and finance. Other users include support services, the alumni office, and the foundation, and some state agencies. Although no significant responsibility is taken for administrative applications specifically at the collegiate or department level, these units are involved in the development of central systems. ADPD strives only to keep a short distance ahead of new applications in providing computer power. The ADPD system is highly controlled; security and data base management are of high priority. Users are generally unsophisticated about computing technology; ADPD deals with users in terms of external (user) inputs and outputs while maintaining the computer system that must meet user needs. The pattern of funding ADPD operations and support is changing, with increasing implementation of a full charge-back system and change to a service center concept.
- 3) Hospital Computing. The Hospital Computer Center (HCC) provides administrative services to a number of hospital departments in support of administrative applications. The center has a reputation for close cooperation with functional departments and for careful planning of future developments. Funding is from general hospital income, and priorities are set by a hospital advisory committee. Thus, the priorities and design of the systems are keyed to administrative and service needs with relatively little consideration of instructional and research interests.

b. Decentralized computing.

- 1) Minicomputers. Roughly 150 minicomputers are used by various University units to provide autonomous research support. Some of the larger machines provide administrative services as well (e.g., chemistry, the Morris campus). Funding patterns vary (frequently involving University funds), and control is within the unit, with little interaction/communication links does exist for most).
- 2) Microprocessors. An estimated 800 to 1,000 microprocessors are used for instruction and administrative applications in University departments. They are exclusively under unit control and funding, and communication with the larger centers does not exist. The UCS provides support for two vendors' machines.

- c. Word Processing. There is diversity in equipment and application for word processors; less knowledge and control of word processing exists than for any other communications area. We know that the amount of use and development in this area is extensive. While the committee has not been able to investigate this important area thoroughly, we believe that our future information system will involve word processing equipment and concepts in important ways.

2. Sources and Uses of Funds for Computing

Appendix 3 indicates the sources and uses of funds for the major computer centers of the University. In total the annual operating cost is approximately \$14 million: \$8 million in UCS, \$4 million in ADPD, and \$2 million in the hospital. A major part of the UCS support comes from charges to research and service projects. Close to 60 percent of the expenditures are personnel related. This percentage is expected to grow in the future.

The personnel figures in Appendix 4 show the number of civil service employees and the estimated payroll dollars associated with the major computing offices. These figures understate the personnel costs by at least \$2 million related to persons holding academic positions (e.g., library, student affairs, research projects) who are not shown in the figures but who are heavily involved in CCI work.

3. Inventory of Computing Equipment

Appendix 5 indicates that we currently are carrying over \$30 million in computing equipment on the property records of the University. Some of that equipment is undoubtedly worth less now than its original purchase price, but some of the purchases have also been purged through trade-in or salvage. Of more significance, perhaps, is the fact that our annual rate of purchase is about \$3.5 million and likely to rise. In addition, our major computer centers have equipment lease arrangements in the amount of approximately \$1.5 million annually (we don't have accurate records on software), and at least \$500,000 is spent annually on purchase and lease of software.

4. Decision About Computing

The process by which decisions about University computing are made is exceedingly complex. Responsibility is decentralized through vice presidential areas and all levels of the University organization. The following are descriptive generalizations that have grown out of committee discussions.

-- External pressures and priorities influence University decisions to a significant extent. Federal and state priorities determine the availability of equipment funds for research (e.g., funding decentralized mini-computers, agricultural support systems), provide administrative overhead costs (e.g., student registration improvement), and through compliance requirements (e.g., financial aid audit, civil rights concerns) determine University priorities. Public service computing provides income and consequent direction to large computer centers. Hospital computing is supported by patient fees and thus is responsive to their needs.

-- Central University decisions set priorities and determine the locus of control of computing through allocations of funds, both by their amount

and the unit within the University to which they are assigned. Decisions about allocation are influenced by external factors as well as pressures and opportunities from within the University, but do not appear to fit into any overall plan for the development of University computing.

-- There are two types of decentralized control--control by large computer centers and control by major administrative users. Computer centers allocate some funds (primarily for instructional computing) but influence computing more by setting boundary conditions in which computing takes place. By boundary conditions we mean the type of equipment available and the technical mechanisms for its use (e.g., operating systems, data base management systems, decisions about minicomputer acquisition). Major administrative users (e.g., Admissions and Records, Agricultural Extension Service, Business Office) control various systems in cooperation with computer centers. As large computer centers move toward a service center orientation, substantive decisions about development and operation of computer systems will be made by major administrative users within resources allocated by the central administration.

-- Fully decentralized decisions are made by principal investigators and others who control research grants and other funds that may be used for computing. They work within boundary conditions set by others, and influence the overall computing environment through advisory groups as well as by decisions about where they will do their computing.

II. Technological, Economic, and Social Trends Affecting the Use of Computer, Communications, and Information Services by Universities

A. Uses of Information Technology in Universities: A Taxonomy

Information technology (computers and telecommunications) is likely to be used in universities in the following essential ways:

- for analysis--computation and problem solving of all kinds;
- for writing--word processing, document preparation, memoranda, printing, etc.;
- for message exchange--short interpersonal and official messages of the kind for which the telephone, various newsletter-type bulletins, and brief memoranda or notes are now used;
- for some kinds of document delivery--transmission of text, data files, and other information internally and externally (for delivery, use, or analysis);
- for access to information from data banks, libraries, and other sources;
- for support of institutional operations--production services such as payroll, address data, and library automation, as well as ad hoc reports and analytical information required for management, student grading, etc.

These types of applications can support learning by students, teaching by the faculty, research, services to various external constituencies, institutional

operations and management, and reports to various levels of government. Examples of each can be found among existing University of Minnesota programs and activities. A wide variety of computer-based equipment and resources is required to support this range of applications, especially as it expands into the future: large central computers with extensive mass storage capacity; medium-sized computers at a variety of locations; microcomputers; a variety of terminals and display devices; printing equipment ranging from fast low-quality draft printers through letter-quality printers to phototypesetters and laser printers of equivalent quality; and access to a variety of external resources, both commercial and at other universities. The essential fabric that will be needed to interconnect all of these resources, making them useful, accessible, and productive to the University community, consists of a high-speed, high-capacity telecommunications network.

B. Technical and Economic Trends

1. Equipment: The cost/performance ratio of the equipment used in information technology is improving at the rate of about a factor of two every two years. This decrease is expected to continue for the following reasons:

-- larger and cheaper memory devices will be developed (very large-scale integrated circuits, magnetic bubble memory);

-- there will be easier access to very large, inexpensive mass storage devices for the storage and retrieval of large volumes of information;

-- digital telephone and cable communications systems that will make remote access to computer-based information and resources much easier and cheaper are becoming available;

-- video disk technology that can store vast amounts of information, for retrieval only, at exceedingly low cost is becoming available (the contents of the Library of Congress on 12-inch disks housed in a few hundred square feet);

-- the Japanese (and to a lesser extent the French) are beginning to enter the U.S. computer market seriously and aggressively.

2. Software: The cost of developing software for applications of computer, communications, and information technology has been growing because development and maintenance is labor-intensive, requiring a high level of technical expertise, which is in very short supply. This has been a serious constraint on the development of large, complex data processing applications and on the development of a market for good, general-purpose applications packages. This constraint will be gradually alleviated--or at least prevented from becoming much worse--by the following factors:

-- development of a thriving mass market for well-designed general-purpose software packages, especially on personal and small business microcomputers;

-- increasing use of hardware resources to aid the programmer (efficiency of machine resource utilization is no longer important when equipment is cheap enough);

-- development of more mature and sophisticated programming, documentation, and project management techniques (i.e., major improvements in "software technology").

3. System cost/performance trends: A computer or data processing system represents the combination of equipment and software.

-- In 1976, computer systems available at prices of \$1,000 to \$3,000 equalled or exceeded the capabilities and production capacities of the computers in common use for scientific applications in the late 1950s. The purchase price of these late 1950 systems was typically a few hundred thousand dollars.

-- The microcomputer systems for personal and small business uses in 1981 have a capacity that far exceeds that of computers commonly used in science and business in the early 1960s.

-- It is expected that the microcomputer systems on the market in about 1986 will have a computing or transaction capacity equivalent to that of a million-dollar business/scientific computer of the late 1960s (an IBM 360/50, for instance), at a price of \$3,000 to \$8,000.

C. Economic and Social Trends

1. The Economy and the Workplace, 1990-1995: The current literature on office automation, as well as many conversations with persons in the office automation, data processing, and telecommunications industries over the past several months, have all led to a coherent picture of the way in which business and government operations will be conducted ten years or so from now: There will be work stations (data terminals or microcomputers) on the desks of half or more of the nation's white collar and professional work force, tied together by telecommunications for the transfer of information (text, graphics, and numerical data) in electronic form and all supported by access to a variety of large computer-based information resources and analytical tools. These facilities, services, and resources will be used extensively (but not exclusively) for conducting business and government operations. The reasoning that leads to this view of the future is roughly as follows:

-- Slightly over half of the U.S. work force (about 50 million workers) is engaged in information occupations, as opposed to manufacturing, agriculture, and non-information-based services.

-- Productivity in the information occupations (white collar and professional) is stagnant or declining slightly; the U.S. economy and society cannot long survive this situation.

-- Capital investment per worker in the information occupations is far below that in other occupations.

-- It is becoming increasingly difficult to employ and retain qualified clerical staff at the salary levels traditionally associated with such occupations.

-- The unit costs of labor are increasing at the same time that the costs of information technology are declining.

-- Information technology offers the only visible opportunity for reversing the decline in productivity of information workers, thereby increasing the productivity of individual enterprises as well as of the U.S. economy.

-- A capital investment of about \$30,000 per worker for one-half of the information workers will generate a market opportunity of a few hundred billion dollars. This investment is somewhat less than half the investment per worker in manufacturing and agriculture. This market opportunity will stimulate a major, aggressive response from business and industry.

These facts are generally viewed by the industry as constituting an imperative that, short of a major social or economic upheaval, will lead to the widespread use of information technology in business, industry, and government over the next decade or so.

Some recent developments that support this view are:

-- Deregulation of the telecommunications industry, opening it to market forces and resulting already in the introduction of digital telecommunications systems with substantially higher performance and lower cost than those provided by the Bell System.

-- The activity and jockeying for position of many large corporations with considerable financial power to establish a position for themselves in the information industry through research and development, planned acquisitions, influence on regulatory actions, and participation in litigation. The actors include many of the major oil companies, Citicorp, and Volkswagenwerke.

-- Experiments beginning in the U.S. Postal Service and private businesses to provide electronic mail services; initiatives by the Postal Service, in particular, are being opposed and obstructed by some private businesses that wish such services reserved for the private sector of the economy.

-- A plan by the French Postal Telegraph and Telephone Agency to place the telephone directories in France on line by 1990, providing access to them through display devices built into every telephone instrument; these combined data/voice terminals would be manufactured at a unit cost of a few hundred dollars. An experiment with 250,000 such display telephones is already under way in western France. Tymeshare, Inc. (one of the two major packet switching data communications carriers in the United States) has just placed an initial order for 100,000 of these terminals.

-- Initiatives by several large U.S. universities to plan a future in which all or a large fraction of their students, faculty, and staff have ready access to data terminals or microcomputers providing access to a wide variety of information and computing resources (Carnegie-Mellon and Stanford Universities have taken the most widely publicized steps in this direction).

There are also some real barriers to these developments that may significantly slow the realization of this future:

-- The unsettled state of government regulation of the telecommunications industry and litigation over antitrust implications of the participation of

certain firms (AT&T, IBM) in these developments. Among the factors involved are major controversies over the respective roles of the newspaper and telephone industries; the U.S. Postal Service and private enterprise; the banking industry; the Bell System and the independent telephone industry; and the U.S. economy and those of Japan and France.

-- Social concerns such as privacy, open public records, and transnational data flows.

-- The chicken-and-egg problem of how to develop mass markets that will result in economies of mass production, which in turn require a mass market. This includes the question of how willing business and government will be to make large investments in the hope of improving the productivity of their white collar and professional employees.

2. Conditions required for major penetration of information technology into our University and universities in general: Even though a few universities have made major commitments to incorporating information technology into their programs and operations in an organized way, present conditions do NOT require or facilitate such action on a widespread basis throughout higher education. We believe that two developments are necessary and sufficient to bring about conditions that do facilitate and even require widespread adoption of information technology by higher education: further reductions in costs to provide an improvement of about a factor of four in the cost/performance ratio of technology; and widespread use of the technology in other areas of society. We believe that such conditions will prevail within five or six years:

-- With the current doubling time of two years, the required improvements in cost/performance ratio (mostly reductions in costs) should occur by 1985 or 1986. These improvements are most likely to be concentrated in the areas of memory (unit cost reduction) and local area telecommunications (performance improvements at constant cost).

-- Barring a major social or economic upheaval, we believe that widespread use of information and communications technology in business, industry, and government, as well as by increasing numbers of private individuals, will become apparent within five or six years. Among other indicators of this situation will be increasing numbers of students and faculty members who purchase their own microcomputer equipment and who begin expecting and requiring access to services to support effective use of this equipment in learning, teaching, research, and other aspects of the University's business. This is already happening, both among faculty members and among students coming from the secondary schools. (Minnesota is viewed nationally as a leader in providing its elementary and secondary school students with substantive experiences using computers. See Appendix 6.) It will become a critical issue in higher education when those without access to equipment and services--or without the knowledge to use them--become educationally or professionally disadvantaged in comparison with their peers who do have access and the necessary skills. We expect to be seeing signs of this by the middle of the decade.

3. Implications and opportunities for the University of Minnesota: The general opportunities that are available to us, if this view of the future is valid, are three:

-- to improve our academic programs of instruction, research, and service-- keeping them current with the expectations of society, with the job market our students enter, with the research environment that is common in industry and government organizations, and with the type of services various segments of society get and expect from other sources;

-- to improve the management and operations of the University in a manner similar to the improvements achieved by business and government in their operations; and

-- to help control costs by increasing the productivity of employees and replacing less creative labor with technology where feasible and appropriate (on the one hand, this may generate some savings that can be reinvested in or reallocated to academic programs; on the other hand, it may help us survive budget limitations and avoid pricing ourselves out of business).

If the decision makers in business and industry and the scholars who have studied these matters are correct about the future role of information technology in society, then the University of Minnesota will have to incorporate a significant amount of information technology into its programs and operations to serve our students adequately and to meet public expectations of prudent and efficient operation of their university. If we wish to provide a modicum of constructive leadership and guidance to society in using the technology effectively and wisely, as well as in understanding its longer range implications, then we will have to make facilities available for research and service applications throughout the programs of the institution. If this view of the future is valid, then we have a choice of how and when, but no real choice of whether; we have a choice of the extent to which we lead or follow; and we have a choice of whether we proceed to seek and make opportunities and take advantage of them on the basis of some thoughtful planning and policy guidelines, or whether we react to problems, crises, and opportunities on an ad hoc basis as they arise.

III. Institutional Issues Related to CCI

Section I of this report described the current status of CCI operations at the University. We devote significant dollar and personnel resources to these operations. Currently, our management of these operations is decentralized and largely laissez-faire. Section II suggests some inevitable major changes that will profoundly affect the University. A variety of issues are suggested by the impending changes and our current status in the CCI area. The committee has found it useful to identify these issues in three categories: goals and objectives, resources, and organization. To us the overriding issues are these:

Goals: To what extent does the University aspire to be a leader in the changes related to CCI both within the community of universities and in our society more generally? At issue is a choice about the basic character of the institution in terms of the types of students and faculty it attracts and the kinds of instruction, research, and student services it supports.

Resources: If major incremental expenditures are required to support desired CCI improvements, what should be the contribution of various funding sources (state appropriation, user fees, private and federal grants)? Incremental expenditures could easily exceed \$150 million in a ten-year period if major changes are undertaken.

Organization: Should the University commit itself to a strategy for change in the CCI area that calls for a more integrated planned activity? Major change will take place; it already is underway. The issue is the efficiency and effectiveness of that change.

These issues are not necessarily independent of one another. Also within the scope of each major issue there are many important but narrower or more specific issues. It is useful to consider these more specific issues in order to understand the ramifications of the major issue. Let us consider each major issue in turn.

A. Goals

1. Major issue: To what extent does the University aspire to be a leader in the changes related to CCI both within the community of universities and in our society more generally?
2. Specific issues:
 - o In what ways and to what extent should computer support of instruction be expanded? Should every academic building have locations for central computer hookup? Should all students be expected to have their own microcomputers?
 - o To what extent should the University facilitate research by developing communication networks that allow electronic data transfer between computer systems?
 - o How rapidly should the library move to change its orientation from custodial to the dissemination of information? To what extent should the library expand its audiovisual capability?
 - o To what extent should the University develop an outreach-oriented computation and communication network? What level of integration should be achieved among the various outreach networks (Agricultural Extension, libraries, Institute of Technology, and Continuing Education and Extension)?
 - o To what extent should the University expand access to CCI-related support services, e.g., graphics, text processing, advisor information, faculty communications networks?
 - o To what pace should various operations-related systems be developed? Specific areas include: business office, recruiting including financial aid, and space utilization.
 - o To what extent should the University facilitate the development of collegiate and departmental management information systems?

- o How should major operations-related systems be integrated (the student records, staff and payroll, and financial systems, for example)?

B. Resources

1. Major issue: If major incremental expenditures are required to support desired CCI improvements, what should be the contribution of various funding sources (state appropriation, user fees, private and federal grants)? Incremental expenditures could easily exceed \$150 million in a ten-year period if major changes are undertaken.

2. Specific issues:

- o In systems development projects, how can the University plan its investments to minimize operating costs?
- o How can centrally provided systems be structured so that costs can be recovered from the units and individuals they benefit?
- o To what extent should CCI services be provided on a user fee basis?
- o Can changes in CCI systems be the focus for requests for private support?
- o Student.

C. Organization

1. Major issue: Should the University commit itself to a strategy for change in the CCI area that calls for a more integrated planned activity? Major change will take place; it already is underway. The issue is the efficiency and effectiveness of that change.

2. Specific issues:

- o Should we maintain the current autonomy of self-supporting units with regard to CCI? For example, should housing allocations be integrated with recruiting?
- o To what extent should University policies prescribe compatibility of hardware?
- o How should the appropriate responsibility for data base maintenance and access be prescribed? For example, who is responsible for the University mailing list?
- o To what extent should central policies establish definitional standards for administrative data bases?
- o How should the major computing areas (general administration, hospital administration, academic) be organizationally linked? Also, to what extent should the organization of the administrative and academic areas be decentralized?

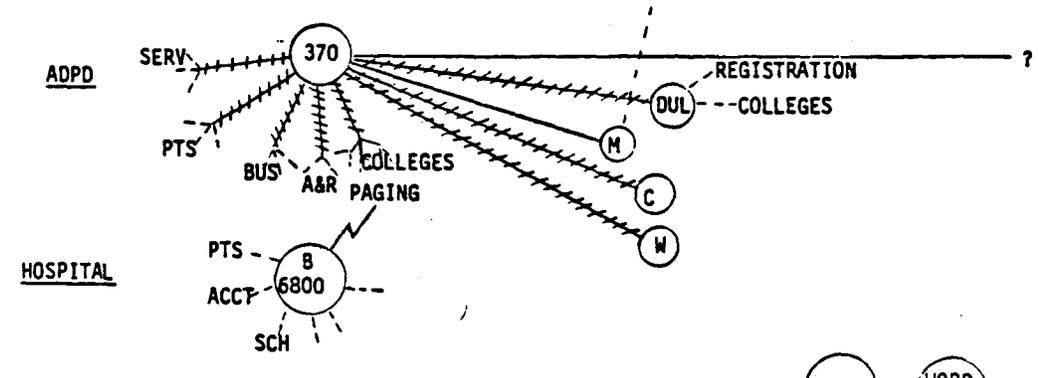
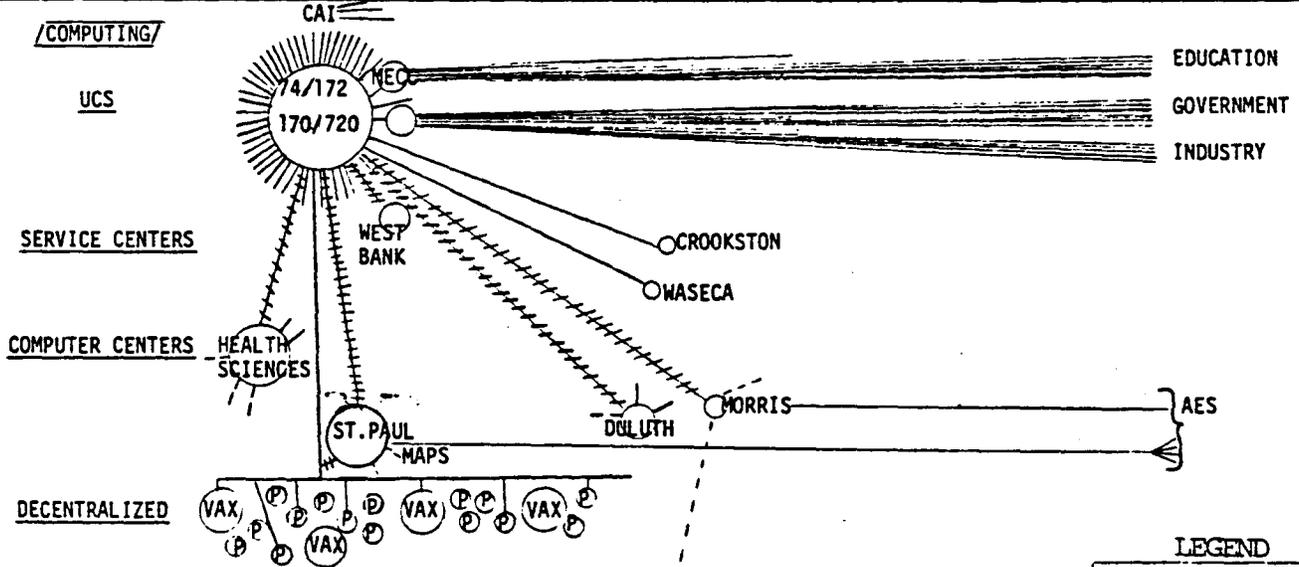
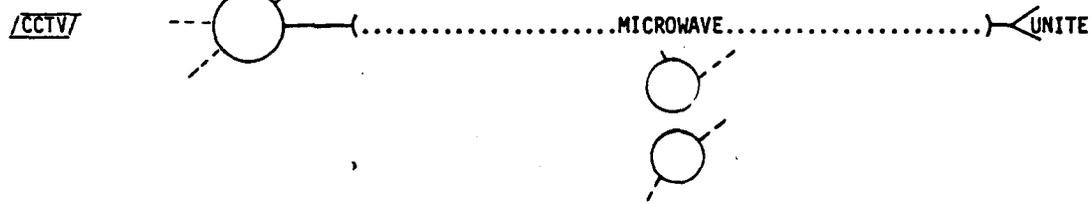
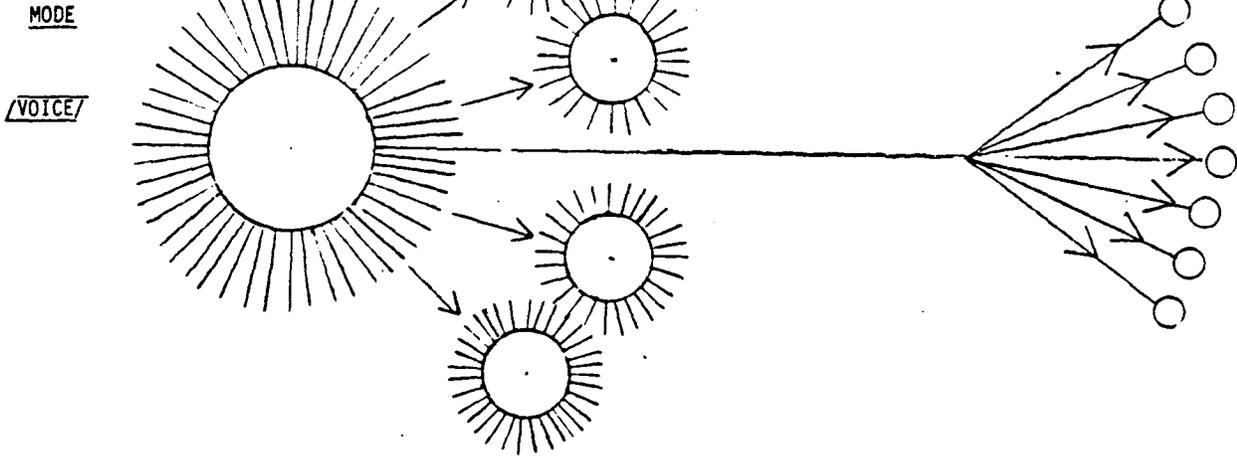
- o How should the major telecommunications areas (voice, video, data) be organizationally linked?
- o In the area of management systems development, what should be the relative influence of the users and the providers? Of the institution and the college/department?
- o How should the responsibility for coordination and development of institutional policies in the area of word/text processing be assigned?

IV. Next Steps for the Committee

Our identification of issues is comprehensive but preliminary. We will seek constructive criticism of the list and revise it as appropriate. We will further specify how the issues are expected to develop over time. In addition, we will suggest priorities among the specific issues. Also, we have begun deliberations on recommended structures for dealing with the issues. The committee will explicitly draw on the experience of other universities and business and government organizations in formulating its recommendations.

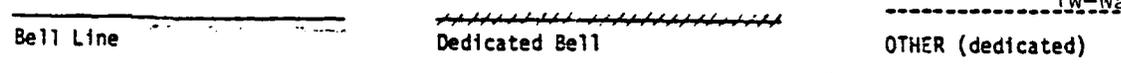
A tougher problem is to determine what, if any, interim policies are necessary to give us time to put the recommended mechanisms into effect. The committee is aware of significant immediate pressures in the areas of word processing, departmental stand-alone computing, interim data transmission networks, and the major administrative data bases (personnel, finance, and student records). We will consider carefully the need for interim policies and recommend them as appropriate. The final report will be completed in August.

APPENDIX 1
University Telecommunications Systems



LEGEND

- ACCT-Accounting
- BUS-Business Office
- C-Crookston
- CAI-Computer-Assisted Instruction
- M-Morris
- MR-Medical Records
- P-PDP-medium size minicomputer
- PTS-Patients
- SERV-Support Services
- UCS-Univ. Computer Services
- VAX-large mini-computer
- W-Waseca



APPENDIX 2

UNIVERSITY COMPUTING ENVIRONMENT

I. <u>Large Centers</u>		<u>Research</u>	<u>Instruction</u>	<u>Administration</u>	<u>Service</u>
A. University Computer Services					
1. U Computer Ctr	Cyber 74/172 CDC 170/720	X	X	X	X (MECC)
2. St. P. Computer Ctr	IBM 4331	X	X	X	X (AES)
3. UMD Computer Ctr	Cyber 171	X			
4. Health Sciences	Cyber 172	X	X		
5. West Bank Serv Ctr	PDP 11	X	X		
6. UMM Service Ctr	VAX	X	X	X	X (AES)
7. UMTC Crookston*	RJE		X	X	
8. UMTC Waseca*	RJE		X	X	
B. Administration Data Processing					
1. Twin Cities	IBM 370/158 IBM 8100			X	X
2. Duluth	IBM 8100			X	
C. Hospitals	B 6800			X	
II. Decentralized (N = 150-200)					
A. Single Purpose (examples)					
1. Academic					
a. MRFIT (Phys Hyg)	FDP 11/70	X			
b. Computer Sci	VAX	X			
c. Physics	VAX	X			
2. Administration					
a. Food Services	IBM System 34			X	
b. Printing and Graphic Arts	Data Gen NovA3			X	
c. Audio-Visual	?			X	
B. Dual Purpose (example)					
1. Chemistry	VAX	X		X	?
III. Microprocessors (examples)					
A. Classics	Terak		X		
B. Microcomputer Lab (Ctr Sci)	Apples		X		
C. Microcomputer Lab (Bus Admn)	Apples		X		
D. UM Departments	Apples			X	
IV. Word Processors (Tech Serv)	CPT			X	

*Separate administration and funding, but tied to UCC.

APPENDIX 3

UNIVERSITY OF MINNESOTA
COMPUTER CENTERS - INCOME AND EXPENSE*
 (in millions of dollars)

	3 Cyber 170 UCC	Cyber 172 Health Sci	IBM 34 Cyber 171 Vax 11/750 Branch Campuses	IBM 4331 Agriculture	Total Academic	Administration	Hospital	TOTAL UNIVERSITY
INCOME - SOURCES OF 1980-81 PROJECTIONS								
A. Intramural Support	1.00	.11	.64	.18	2.42	2.25	.00	4.18
B. Contract or Grant Income	2.60	.40	.05	.78	3.83	.00	.00	3.83
C. Administration Computing	.50	.02	.03	.01	.56	1.75	.00	2.31
D. Other Income	1.50	.01	.04	.04	1.59	.00	2.21	3.80
Total Income	5.60	.54	.76	1.00	8.40	4.00	2.21	14.12
EXPENSES - 1980-81 PROJECTIONS								
A. Staff Salaries & Benefits	3.00	.27	.38	.60	4.35	2.50	1.26	8.01
B. Equipment Costs	1.00	.24	.30	.25	1.80	1.00	.19	2.99
C. Other	1.60	.02	.08	.15	1.85	.50	.76	3.11
Total Expenses	5.60	.54	.76	1.00	8.40	4.00	2.21	14.12

*Taken in part from a study conducted by the University Computer Center.

APPENDIX 4

UNIVERSITY OF MINNESOTA
Data Processing Personnel and Related Expenditures
Summary of Data Processing Classifications

<u>Unit</u>	<u>Number of Employees</u>	<u>Total Estimated Payroll Dollars*</u>	<u>0100 Funds</u>	<u>Percent Funded</u>
Administrative Data Processing	119	\$2,329,836	\$1,300,644	55.8
University Computer Center	62	1,376,932	440,640	32.0
Hospital	65	1,256,556	22,272	1.8
Health Sciences	74	1,332,288	430,584	32.3
Academic	39	646,224	384,972	59.6
St. Paul - Academic	37	585,264	348,876	59.6
Administration	31	483,360	244,620	50.6
Coordinate Campuses	30	552,484	492,804	89.2
TOTAL TWIN CITIES	427	\$8,010,460	\$3,172,608	39.6
TOTAL UNIVERSITY	457	\$8,562,944	\$3,665,412	42.8

*Does not include \$1-2 million for faculty positions dealing directly with computing but not listed in these data processing classifications.

APPENDIX 5

University of Minnesota
Summary of Purchased Computers
and Related Devices*
Cost by Equipment Type and Year Acquired
(in thousands of dollars)

Description	Fiscal Year						Total
	1976 and Before	1977	1978	1979	1980	1981 to 3/31	
Computers (Central Processors and Main Memory)	12,340.9	2,403.6	4,925.81	1,322.6	1,296.8	2,611.7	24,977.4
Data Storage (Disk, Tape Drives, Mass Storage, etc.)	335.5	201.2	326.2	323.4	423.5	312.8	1,750.6
Terminals and Other Data Communication Equipment	747.4	569.8	502.0	604.2	746.7	376.0	3,406.9
Other Main Computer Peripherals	692.6	164.2	152.7	196.9	265.0	160.5	1,631.8
Keypunch and Tabulating Equipment	319.8	63.6	39.4	169.2	28.2	14.4	475.5
Other	389.4	73.1	23.5	77.6	52.8	18.5	661.9

Source: Property Records

*In addition: 1) University property records reveal 315 word processing machines and automatic typewriters with costs of \$2,060,800.

2) Primary University computer operations have leased equipment in annual amounts shown:

Administrative Data Processing Department	\$814,800
University Computer Services:	
University Computer Center	\$231,000
Duluth	\$ 57,000
Health Sciences	\$ 91,000
St. Paul	\$130,000
	<hr/>
	\$509,000

APPENDIX 6

Expectations of Minnesota High School Students
for Computer and Information Service Access
When They Enter the University of Minnesota

I. Data from the Computer Literacy Study

Reference: Preliminary report of results from the NSF-sponsored Computer Literacy Study, Minnesota Educational Computing Consortium (personal communication from Professor Ronald Anderson (sociology, University of Minnesota), principal scientist for the project).

Percentages of 1979 Minnesota 11th graders who have:

Use a microcomputer or computer terminal	56%
Written computer programs	35%
One or more parents who use computers in their jobs	37%
Thought, with their parents, about buying a microcomputer for home use	17%
A microcomputer available for their use at home	3-4%

The Minnesota data are derived from a statewide stratified random sample of 2,500 students. Comparable data on a national scale are available for two of the above indicators:

Written computer programs (national sample)	15%
Microcomputer available for home use (city of Berkeley, CA)	5%

The Computer Literacy Study shows no large differences between Minnesota students in rural, urban, and metropolitan areas.

II. Numbers of Microcomputers and Time-Shared Computer Terminals in Schools

References:

NCES 81-243: Student Use of Computers in Schools. National Center for Educational Statistics, March 20, 1981.

Instructional Microcomputing & Timesharing: A Minnesota Perspective. Report of the MECC Instructional Services Long-Range Planning Project, Minnesota Educational Computing Consortium, June 1, 1980.

	<u>National</u>	<u>Minnesota</u>
Percent of high school students receiving some educational experience using computers	-?-	96%
Percent of school districts with one or more computer terminals or microcomputers for student use	50%	75%
Number of terminals and microcomputers in schools	52,000	4,400

III. Comments

These data imply that, in terms of investment per student in equipment, Minnesota schools are ahead of the national average by a factor of three or four (4,400/52,000 = 8%, whereas Minnesota accounts for about 2% of the nation's population).

In terms of quality of the extent to which students are engaged in computer use, Minnesota students are ahead of the national average by over a factor of two (percent who have written computer programs). The most impressive qualitative factor, however, is the information that, averaged over both rural and urban areas of the state, almost the same fraction of Minnesota students have computers available in their homes (mostly purchased) as one finds in Berkeley--surely one area of the nation with an exceptionally high proportion of home computers.

This information does not permit the quantification of expectations of Minnesota high school students for access to information services in college, either in absolute terms or relative to other states. It does, however, support and document the nationally held view that Minnesota students entering college are more literate and experienced with computers than their counterparts in other states, and that many of them--especially the brightest and most able--will expect to continue and extend this experience in college.

APPENDIX 7

An Estimate of the Annual Cost of a Computer-Intensive Environment at the University of Minnesota

This appendix is intended to provide the reader with an order-of-magnitude notion of the financial resources required to permit almost all of the persons involved in the University to use computer-based information resources to assist them in their jobs. The estimates are based on reasonable assumptions that have proven useful in other situations for making long-range, order-of-magnitude projections. They represent gross averages over all of the University's diverse activities-- some persons will make use of the information resources much more extensively than average and some much less extensively or, perhaps, not at all (but the estimates are based on the assumption that almost everybody will use the resources to some extent). The estimates should not be viewed as predictions or used as the basis for detailed planning.

I. Basic Assumptions

- o Number of students = 50,000.
- o There is a \$2,000 microcomputer or intelligent terminal (workstation) available for every 10 students.

- o Number of faculty members = 4,000.
- o There is a \$2,000 workstation available for use by every faculty member.

- o Number of staff members (non-faculty) = 8,000.
- o There is a \$2,000 workstation available for use by half of the staff members.

- o A workstation has a useful lifetime of about five years, over which its cost can be spread for the purposes of estimating annual costs.

- o The annual cost of supporting the workstation equipment is about two times the annual cost of the equipment itself; this cost includes communications, software support, access to central hardware and information resources, and maintenance. (This is a rule of thumb that has been useful and reasonably valid in estimating the order-of-magnitude of support costs required for computer equipment.)

- o The costs estimated below are incremental costs over and above current University expenditures for computer-based services; they are associated with supporting the widespread use of workstations to provide assistance to most of the personnel at the University in doing their jobs, whether it be learning, teaching, research, service, or operating the institution.

II. Estimated Annual Costs

<u>Group</u>	<u>Annual Workstation Cost</u>	<u>Annual Support Cost</u>	<u>Annual Total Cost</u>
Students	$50,000 \times \$2,000$ ----- = \$2,000,000 10 students x 5 yrs	\$4,000,000	\$6,000,000
Faculty	$4,000 \times \$2,000$ ----- = \$1,600,000 5 yrs	\$3,200,000	\$4,800,000
Staff	$8,000 \times \$2,000$ ----- = \$1,600,000 2 staff x 5 yrs	\$3,200,000	\$4,800,000
TOTALS	\$5,200,000	\$10,400,000	\$15,600,000/yr

III. Perspective

Students: The \$6 million per year expenditure for students represents an additional \$120 per year per student. This is about 12 percent of current tuition, and perhaps a 3 percent or 4 percent increase in the cost of education. Although the cost of supporting student workstations must fall on the University, many students will choose to purchase their own, even if the University makes enough of them available. The University could expect this investment to be made by the student, greatly reducing the number of workstations that would have to be acquired with University funds.

Faculty: \$4.8 million per year represents \$1,200 per year per faculty member--about 5 percent of the salary currently paid to the average faculty member. If one assumes that this amount represents a capital investment with a five-year lifetime, then this corresponds to a capital investment of about \$6,000 per faculty member--commensurate with or even low compared with the amount businesses and industry expect to be investing in their professional workers during the next decade. A significant number of faculty members are already purchasing their own microcomputers with personal or grant funds. It may be possible for the University to expect that outside funds would be used to acquire a large fraction of the workstations used by faculty members.

Staff: \$4.8 million per year represents an average of \$600 per year for all 8,000 staff members--about 3 percent or 4 percent of the current average staff salary. On a five-year capital investment basis, this would amount to an average of \$3,000 per staff member--again, low compared with the expectations of business and industry.

Institution: The incremental \$150 million required (depending on the time to get to the \$15 million per year increment) to move the University to a computer-intensive environment over a ten-year period might be the basis for a coordinated program of increased student fees, increased state support, and major private giving. An additional major program might be to move the library function to a full utilization of the electronic network implied by the computer-intense environment. Such a program would have major advantages.

Current expenditures for computer-based services: The total incremental cost per year of this computer-intensive environment would represent approximately a doubling of current expenditures on computer-based services, from about 2 percent to about 4 percent of the total University budget. The University would have to grow into this environment gradually over a period of at least ten years, we believe. At the end of this period, most of the written work and documents produced by students, faculty, and staff would be in machine-readable form, and much (not all) of it would be transmitted to its destination and used in electronic form rather than on paper.

OCT 13 1981



UNIVERSITY OF MINNESOTA
TWIN CITIES

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

Oct 9, 1981

Doug

One thought (among many!) carried away from yesterday's See Meeting. I would urge us to keep on top of that Communications Computation, Whatever Committee and its work. I think it's a good thing that's underway. They're organizing the problem in very helpful and revealing ways. But during the discussion it struck me more profoundly than it had when I read, actually scanned, the report that there are powerful implications for our central tasks of teaching and research in what they're doing. I think we want to be sure above all that problems are defined, options are laid out, and decisions made with educational considerations primary, rather than trying to figure out the educational implications of what have been essentially organizational and technical decisions. Perhaps See is the body to get involved. I don't know. At any rate, these are my thoughts.

John



UNIVERSITY OF MINNESOTA
TWIN CITIES

All University Senate Consultative Committee

220 Biological Sciences Center
1445 Gortner Avenue
St. Paul, Minnesota 55108
Telephone (612)373-3226

SENATE CONSULTATIVE COMMITTEE

CONVERSATION WITH PRESIDENT MAGRATH

October 8, 1981

2:30 p.m. - 3:40 p.m.

Members present: Douglas Pratt, Robert Brasted, Marcia Eaton, Virginia Fredricks, John Howe, Marvin Mattson, Richard Purple, Paul Quie, Donald Spring, Patricia Swan, Kit Wiseman, Bea Anderson, Jim Brewer, Dave Lenander, Keith Jacobson, and Dennis Sargent. Guests: Vice Presidents Hasselmo and Keller, Gary Engstrand, Charles Walcott, Vera Schletzer, Vivian Barfield, Bruce Thorpe, Mary Jane Plunkett, and press people Maureen Smith, Don Jacobson and Cathy Gabe.

President Magrath was asked to comment upon a number of issues.

U. of Minn. policy on secret research - the case of Dr. Mirocha

The first issue was that of whether or not Professor Mirocha's work on State Department leaf samples was a violation of University policy on secret research. The related question of whether or not the University policy on secret research needs strengthening was also raised. President Magrath replied by saying that the University does have a solid and carefully drawn policy which makes it clear that secret research is not to be carried on by the University. Faculty members can consult for pay but only on a carefully defined basis which involves approval by the Vice President of Academic Affairs and the Board of Regents. Professor Mirocha's work was not research and was not consultative. The University performs services to the public on an episodic and casual basis by providing information and referrals. Professor Mirocha's activities can easily be placed in this latter category.

Professor Eaton asked what would be the correct reply to a request that testing or results of testing be kept confidential. Vice President Keller replied that the request could not be granted unless the University itself had interests in the work being performed or unless the research was already being carried under the terms of a previously approved consulting contract.

Professor Fredricks wondered if faculty are generally aware that confidential arrangements are not allowed under University policy. President Magrath replied that he thought that most faculty are aware of the guidelines but it is possible that some are not.

Professor Mattson commented that a gray area exists in the matter of providing information on a casual basis since it is not always known exactly how that information will then be used.

Unit reviews and personnel evaluation

The next question was whether or not unit reviews may include personnel recommendations. President Magrath replied that committees that review units ought not to make personnel recommendations but that assessments of personnel are sometimes inevitable.

Professor Purple commented that this is what happened when the women's athletics department was reviewed.

Dave Lenander suggested that this distinction between recommendations and assessments needs to be more carefully explained to review committee members.

Vice President Keller said that some issues regarding a unit and its personnel are inseparable.

Professor Fredericks asked if a review report that mentions the name of a department chairperson would be entered in the personnel file of that chairperson. President Magrath replied that the report would not be placed in the personnel file.

Vice President Hasselmo stated that in an extraordinary situation, a non-public document may be drawn up that reviews personnel. Professor Spring asked if this is what happened in the case of Vivian Barfield. Vice President Hasselmo replied that, since he could not discuss personnel matters with the SCC, he could make no comment. Professor Pratt commented that if rules were allowed to change within the course of a review, then the policy of due process could be violated. Vice President Hasselmo replied that the rules were not allowed to change and procedures followed standardized formats. He said that in the case being referred to the review committee found an unusual situation and called it to the Vice President's attention.

President Magrath said that in a hypothetical case of a departmental controversy involving many letters of complaint against a professor which are sent to a dean, a unit review may inevitably contain rather sharp comments about personnel despite adherence to due process policies.

Professor Howe asked if the distinction between unit and personnel review is made clear to review committee members. Vice President Keller replied that he thought it was. Professor Fredericks said she thought that the distinction had not been clearly delineated.

Personnel files

President Magrath was asked whether the Administration informs individuals about changes in their personnel files. President Magrath replied individuals are informed and that whatever is in their official personnel file is open to the individual. He added that information in private files must also be made available to individuals upon request. Professor Swan suggested that personnel be issued annual invitations to inspect their files.

Vice President Hasselmo commented that there are problems involving the accumulation of spurious material in files. There is no clear policy on what should be done with such material - should it be sent back to the sender, reported to the subject, held until a situation arises involving the subject? Professor Spring reported that this problem had arisen at the Morris campus. A decision was made to go through each person's file with that person in attendance. Vice President Hasselmo concluded the discussion.

by saying it is clear that if anything is going to be used in the review of an individual, it must be shared with that individual.

Review Committee Schedules

Professor Pratt asked if it would be possible for review committees to complete their work earlier in the school year or delay action until fall. President Magrath replied that it is difficult to control completely the time period necessary for completion of the committees' work but that an effort could be made to act in a more timely fashion. Vice President Keller commented that a delay procedure could cause problems of its own.

State financial crisis

Professor Pratt asked if there was anything more that could be done in the light of the state's financial crisis. President Magrath replied that it would be useless to speculate but rather that he would consult immediately with the SCC should any important changes or developments occur.

Vice President Keller added that he has scheduled conferences with the deans' budget units for October and November to discuss programmatic curtailment for the coming years. Patricia Swan reported that the Finance Committee of the SCC would welcome more discussion with the Administration. Vice President Keller replied that he felt the lines of communication were open but would welcome comments, recommendations, etc. Professor Eaton asked if specific programs had been discussed with the deans and whether that information had been passed on to the colleges. Vice President Keller replied that specific programs had been discussed, for reallocation, not for cuts, and documents sent to President Magrath who has been in constant communication with the Board of Regents.