

UNIVERSITY OF MINNESOTA

University Senate Consultative Committee  
164 Food Science and Nutrition  
1334 Eckles Avenue  
St. Paul, Minnesota 55108  
Telephone (612)373-3226

SENATE CONSULTATIVE COMMITTEE

Thursday, April 14, 1983

12:30 - 3:00

Regents Room

AGENDA

Approx. time

- 12:30 1. Minutes of March 31 (to follow).
2. Report of Chair (enclosed).
- 12:35 3. Report of Student Chair.
4. Report of Regents meetings (enclosed).
- 12:40 5. Reports of our committees.
- 12:50 6. Committee on Services to the Handicapped (motion and  
preface for Senate docket will be distributed at meeting).
- 1:00 \*6a.\*
- 1:10 7. Constitutional Amendment (student organizations) (enclosure).
- 1:30 8. Conversation with the President. (Letter enclosed).
- 2:30 9. Twin Cities Campus Assembly Committee on Intercollegiate  
Athletics - policy revisions. (enclosure; Charles Walcott  
will attend).

- \*. We just received notice there will likely be a proposal from MSA for a Bookstore Advisory Committee. It is intended to appear as an information item on the Assembly docket with a motion to refer it to proper channels for the establishment of such a committee.



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MINUTES  
SENATE CONSULTATIVE COMMITTEE  
Thursday, April 14, 1983  
238 Morrill Hall  
12:55 - 2:30

APPROVED 4/28/83

Members present: P. Freier, J. Howe, J. Iverson, D. Lenander, D. Pratt,  
W. D. Spring, W. B. Sundquist, J. Turner.

Guests: C. Pazandak, M. Smith, R. Bale (Daily).

1. Minutes of March 31. Postponed to next meeting.
2. Report of the Chair (distributed in advance). Professor Spring summarized and updated the items.

A. Committee on Services for the Handicapped. Dr. Roger Drewicke conveyed to Professor Spring a memo stating that the Senate Committee had made the several changes to the policy recommendations which the SCC requested on March 31. The Committee has submitted to SCC the revised set and an abbreviated introduction, all for inclusion on the May 5 Senate docket.

B. Amendment to Twin Cities Assembly constitution and by-laws clarifying reporting requirements for student organizations. Professor Turner moved the Assembly Steering Committee send the amendments to the Assembly.

Discussion: Mr. Lenander noted that where the Regents have approved an organizational constitution which differs in any way from ACSA policy, presumably the Regents policy would prevail.

The motion was carried without dissent.

3. Report of the Student Chair. Weather limited Student SCC attendance today to Iverson and Lenander, so the group will continue later its consideration of questions regarding student representatives to the Board of Regents. Student SCC will also examine the long-lost constitution of the Student Senate.
4. Report of Regents meetings. P. Swan's written report of the April 8-9 meetings was distributed in advance.
5. Reports of our committees.

A. Finance. Sundquist.

(1) SFC is discussing with V. P. Keller the letters and targets and budget guidelines sent to individual units. As always, it is hard to see how one gets from general guidelines to the specifics of the letters.

(2) Question of whether to adjust tuition to reflect unit costs.

Were this change made, the biggest increase would be in the graduate school, while CLA would have relatively lowered tuition. The administration also discussed the question with the Regents in April.

Data are now available speculating on what the consequences would be for enrollment. There should be ample opportunity for discussion of the question.

While it is true that graduate students pay relatively less now, if we want to build up our programs and attract students from out of state, perhaps Minnesota should lower its non-resident tuition.

SFC and SCC have joint meetings scheduled with V. P. Keller for April 21 and May 3.

Professor Turner expressed gratitude to Professor Sundquist for doing such a good job of monitoring the budget and leading the discussions related to it.

B. University-Industry Relations. Pratt.

Committee is pressing on to develop its policy by the end of April. Meetings continue every Monday at 10:30. Pratt regrets having had to miss several meetings; Freier attended once. Others from SCC are welcome to attend.

SCC adjourned at 1:30 for its conversation with President Magrath and Vice Presidents Keller and Vanselow. SCC reconvened briefly at 2:25.

6. Twin Cities Campus Assembly Committee on Intercollegiate Athletics.

Gary Engstrand represented ACIA. There was a consensus in the Assembly Steering Committee that the two policy recommendations and one procedural recommendation were in accord with the direction Charles Walcott, ACIA Chair, had reported to the Steering Committee last spring and fall.

The Steering Committee moved to approve the recommendations for submission to the Assembly, with the understanding that if the committee lacks a quorum, Chair Pat Swan would conduct the necessary additional vote by telephone.

Those present voted without dissent to forward the recommendations.

The Consultative Committee adjourned at 2:30 p. m.

Respectfully submitted,

*Meredith Poppele*  
Meredith Poppele,  
SCC Executive Assistant



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April 8, 1983

Report of the Chair to the Senate Consultative Committee for April 14th meeting.

I am sorry I won't be with you on April 14th, but I will be attending the annual research meeting of my professional society. Professor Don Spring, our vice chairman, will chair the meeting.

My questions to the President in the Committee's behalf are in the attached letter addressed to him. I had thought I might get questions on tuition, but didn't hear from any of you on that subject.

Professor Merwin will provide the slightly revised version of the policy statement on services for the handicapped. I don't expect you will need much further conversation on that topic.

Professor Walcott will present policy changes recommended by the Twin Cities Assembly Committee on Intercollegiate Athletics. These changes look reasonable to me, but look at them to see if they look reasonable to you, also.

Our proposed constitutional amendment to clarify reporting of student organizations to the Twin Cities Assembly should be officially approved. Meredith can provide background information to the extent you need to review it again. You have a copy of the proposed change, but another copy is attached for your convenience.

All of our committees (both Senate and Assembly) have reported for 1981-82 except one. That is the Parking and Transportation Committee of the Assembly. I shall write that chair indicating that the Steering Committee expects to file a report at the May 5th Assembly meeting (docket due April 21st) saying that she was unable to arrange to file an annual report.

Pat Swan

To: SCC

Subject: Regents meetings, April 8th and 9th, 1983

(Committee of the Whole and

The Regents were somewhat subdued at the sessions I attended (Educational Policy and Long Range Planning). Several appeared to be among the missing, as far as I could tell, including Schertler, Drake, Dosland and Roe (part of the time).

There was a long discussion with Dean Holt and Vice President Keller at E.P.L.R.P. re graduate student enrollment predictions and related admissions, costs, and financial aid factors. Holt showed them how Poly Sci evaluates their applicant pool. They presented comparative data from CIC institutions; talked about length of time to get a degree and production of degrees per faculty member. K. K. says that one Ph.D. per faculty member per year is about right--two is too many and the University average of around 0.2-0.3 is too low (or that was implied). About 20 out of 180 graduate programs account for 50% of the admissions. Holt discussed the faculty autonomy in setting standards for programs. Holt predicted "fierce" competition for graduate students in the future; he suggested stipends of \$12-15,000 per year would be needed.

Lebedoff (at this session and at the Committee of the Whole session) said that the Regents need to consider the larger subject-- the future of the University. To what extent is this a research versus a teaching institution? He is pressing hard to have the Regents retreat on this subject-- soon. He says we will experience enormous dislocations resulting from state financial crises and decline in enrollments. We need a serious and thoughtful plan for the University's future. There is good specific planning going on, but we need broad generic guidelines as to what this institution should be. We get bogged down in detail. We need to come to grips with this. There is little time left to decide. The decisions are being made by forces already in motion-- in the absence of our preferences.

K. Keller and N. Vanselow reported on planning questions that have been directed to coordinate campuses and health sciences. They touched on issues such as enrollment in health sciences (should the entering class be smaller in 1984?) and engineering at Duluth (K. K. thinks maybe computer engineering and engineering physics could be built into strong programs there). Magrath emphasized the liberal arts mission at Duluth and the importance to the community of the liberal arts. Lebedoff agreed that the enormous economic problems of Duluth and the loss of their young people would not be helped by turning the UMD into a trade school. Waseca has a four-quarter academic year (rather than three) and this is being examined.

General College (Dean Lupton) did an excellent presentation, well-orchestrated and rehearsed.

K. Keller discussed possible tuition increase models at the Committee of the Whole. Materials are in the circulating files. They are the materials he discussed with Finance.

Please note that I have tried to return our Regents reports to a higher intellectual plane! Note--- I said "tried."

Respectfully submitted,

Pat Swan, Professional Regents Reporter



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March 21, 1983

To: David Giese, Chairman, Business and Rules Committee  
Virginia Gray and Russ Hobbie, Co-chairmen, Committee on Committees

From: Pat Swan, Chairwoman, Assembly Steering Committee

Enclosed is the set of amendments the Assembly Steering Committee is considering with regard to clarifying the reporting lines of campus student organizations. We have sent the draft to Vice President Wilderson, Clare Woodward (ACSA), Carl Nelson (Student Activities Office) and Roger Harrold (Student Organization Development Center) and asked for any comments or recommendations they wish to make before March 31.

:mbp

Enc .



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March 21, 1983

To: Frank B. Wilderson, Jr., Vice President, Student Affairs  
Professor Clare Woodward, Chairwoman, Assembly Committee on Student Affairs  
Carl Nelson, Coordinator, Student Activities Office  
Roger Harrold, Assoc. Director, Student Organization Development Center

From: Patricia B. Swan, Chairwoman, Assembly Steering Committee

Enclosed is a set of amendments the Assembly Steering Committee is considering with regard to clarifying the reporting lines of campus student organizations. Please telephone or write to the Committee's assistant, Meredith Poppele (address and phone number as above), any comments or suggestions you may wish to make, before March 31.

We will also send the proposal to the Business and Rules Committee and Committee on Committees for their attention.

:mbp

Enc.

Reporting lines and jurisdictional lines regarding registered student organizations on the Twin Cities Campus.

Proposed amendment to Twin Cities Campus Assembly Constitution.

Article I. General Powers.

(to be inserted after the first sentence in paragraph 3.)

The Assembly shall have jurisdiction over all Twin Cities campus student organizations registered with the Student Organization Development Center or its successor.

Proposed amendment to Twin Cities Campus Assembly Bylaws.

Article III. Twin Cities Assembly Committees.

1. Committees Reporting to the Assembly.

C. Student Affairs.

Duties and Responsibilities.

- to formulate and recommend to the Assembly policies pertaining to all ~~these~~ student affairs and student organizations registered with the Student Organization Development Center or its successor ~~within the jurisdiction of the Assembly~~ and not within the control or supervision of any other committee of the Assembly. Specific non-classroom matters of concern to the committee shall include, but not be limited to...  
(remainder of section unchanged).
- to provide for orderly supervision over the financial affairs of all student organizations of the Twin Cities campus ~~over which the University has control~~ registered with the Student Organization Development Center or its successor.
- to require of all registered student organizations an annual report and, upon request, a report within 30 days of notice.  
(remaining two items of ACSA section follow, unchanged)

REVISED INTRODUCTION, POLICY RECOMMENDATIONS, AND POLICY EXPLANATIONS

(SUBMITTED TO SENATE CONSULTATIVE COMMITTEE ON APRIL 13, 1983)

POLICIES FOR UNIVERSITY OF MINNESOTA  
SERVICES TO THE HANDICAPPED

Recommendations

Submitted to the Senate Consultative Committee

by the

Senate Operations Committee on Services for the Handicapped

March 1983

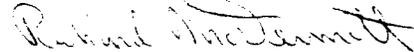
Roger A. Drewicke, Officer  
Handicapped Resource Office  
Staff Person to Committee



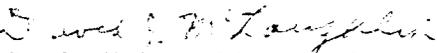
Darrell Frohrib, Professor  
Mechanical Engineering



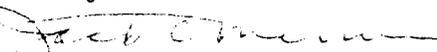
Mary Klaurens, Professor  
Business and Distributive Education



Richard McDermott, Professor  
Communication Disorders



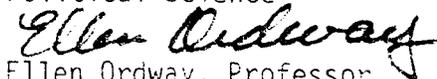
David McLaughlin, Professor  
Botany



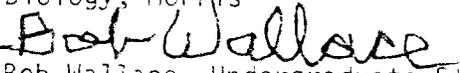
Jack Merwin, Professor  
College of Education  
Committee Chairperson



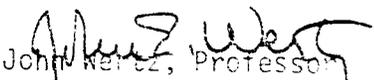
Susan Olson, Professor  
Political Science



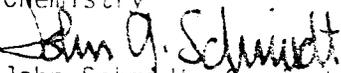
Ellen Ordway, Professor  
Biology, Morris



Bob Wallace, Undergraduate Student



John Wertz, Professor  
Chemistry



John Schmidt, Graduate Student

## Introduction

This report of the Senate Operations Committee on Services for the Handicapped sets forth recommendations for policy that will offer needed and appropriate direction to University efforts to provide access to persons with handicaps. The Committee believes that these recommendations meet policy development needs that have increased in significance over the last several years as a result of improvements in access for students with handicaps. The number of students with handicaps in many programs has significantly increased, and students with severe disabilities are being admitted to courses of study which they have not often pursued in the past. Because of these improvements, there is a greater need than ever for the University to adopt system-wide policies providing direction to programs and faculty who work with these students.

These recommendations are presented as a significant step towards meeting this need. They are intended to clarify the University's teaching mission as it applies to students with handicaps. These recommendations recognize the importance of serving students in integrated settings and effectively accommodating their special needs. They set forth an approach to providing services that emphasizes accommodation rather than remediation of disabilities. Needs are to be identified on an individual basis and accommodated through the flexible adjustment of academic requirements and teaching methods. In addition, these recommendations protect the privacy rights of students and ensure that appropriate accommodations are made available in ways that respect the resourcefulness and independence of students.

These recommendations have been written so as to provide basic policies that the University can build upon as programs gain experience in addressing problems encountered by students with handicaps. The Committee has considered the practicability of implementing the recommendations. Criteria used in evaluating the recommended policy provisions include economic feasibility and reasonableness of efforts to accommodate special needs.

Five years of faculty and student committee work on developing policies for students with handicaps has resulted in this carefully considered set of recommendations. They are clearly needed. They are workable in an administrative sense, feasible from an economic standpoint, compatible with general University policies, and socially responsible.

## POLICY RECOMMENDATIONS

### Policy Recommendation One

To realize its commitment to equal opportunities and to fulfill legal requirements, the University should organize its support programs for persons with handicaps in a decentralized service system. That is to say that services for persons with handicaps should be organized essentially like the general organization of the University. Some services will need to be centralized, but emphasis should be given to the broad decentralization of services.

### Policy Recommendation Two

The President and the Central Officers Group should continue to give leadership in the area of improving access for persons with handicaps at the University of Minnesota. The delivery of necessary services to persons with handicaps requires a special coordinating authority at a high administrative level, i.e., a person who has direct links with the Central Officers Group concerned with the academic, health-related, physical plant, and student personnel units of the University. Such a coordinating authority should be responsible for implementing the principles of equal access to the University for all persons with handicaps, in the sense of providing general leadership and coordination within the University over the broad domains of services that affect persons with handicaps.

### Policy Recommendation Three

Because of continuing problems of physical and program access by persons who have handicaps, a broad-based Senate operations committee on services to persons with handicaps should continue for the foreseeable future.

### Policy Recommendation Four

Programs for students with handicaps should emphasize self-reliance in order to enhance such students' capabilities to benefit from educational opportunities.

### Policy Recommendation Five

Participation in programs for students with handicaps should be voluntary on the part of students. However, every effort, including the use of alternative modes of communication, should be employed to provide information about programs to students.

### Policy Recommendation Six

The University should treat data on individuals with handicaps with maximum confidentiality. No information should be collected for administrative purposes except that essential for student accommodation or required by law. Information for planning and monitoring should be collected in a form that addresses the kind and number of programs and services meeting special needs. Case information collected for the purpose of providing medical or psychological treatment should not be released unless required by law or freely authorized by the individuals concerned.

### Policy Recommendation Seven

Members of the University community should resist the labeling of students according to traditional categories of handicap. Emphasis should be on the development of the necessary resources and skills to serve students who have such problems as limited hearing, vision, and mobility, without attaching labels to the persons.

### Policy Recommendation Eight

The focus of efforts to meet the needs of persons with handicaps should be on accommodation of disabilities and not on identification or remediation of disabilities. Academic adjustments should be made on a flexible and individual basis. Faculty members are expected to encourage students to make needs for accommodations known and make academic adjustments for all students with documentable disabilities.

### Policy Recommendation Nine

Where needed accommodations in academic assessment procedures cannot be provided or the effectiveness of a given accommodation is questionable, decisions should err on the side of increasing rather than decreasing the educational opportunities for students with handicaps.

### Policy Recommendation Ten

University administrators and faculty should actively foster inter-institutional cooperation in the development and dissemination of knowledge about educational accommodations for students with handicaps.

### Policy Recommendation Eleven

The University should maintain a firm commitment to support departments and units that provide appropriate accommodations for students with handicaps. The University should make every reasonable effort to provide financial supports to both students with handicaps and programs serving such students on the basis of an "excess cost" principle, that is, financial support that will offset extra costs connected with accommodating educational needs related to disability.

## EXPLANATIONS

This appendix provides explanations of the concepts set forth in the recommendations.

Concerning Policy Recommendation One: This recommendation sets forth a new plan for organizing services for students with handicaps in such a way that these students will have the opportunity to participate to the maximum extent possible in regular services provided by University programs. This plan suggests a mainstreaming philosophy: Persons with handicaps should be served by and in academic departments and other units that are normally responsible for providing these services. This approach assumes that students with handicaps can be best served along with other students in integrated settings. To achieve this end, programs need to make sure that students with handicaps receive appropriate cooperation. Although some resources can best be provided centrally, staff and faculty of decentralized programs need to work with students who have handicaps to remove or reduce the impact of barriers to the use of alternative methods of learning, communicating, traveling, performing manual tasks, or carrying out other functions for which unimpaired physical ability is generally used.

Concerning Policy Recommendation Two: The Committee notes the importance of according high-level administrative attention and leadership to access considerations that involve all units of the University and to access problems that often cross vice presidential and campus lines. The Committee believes, further, that this recommendation is currently implemented fully as the result of action on the report taken by President Magrath in his December 26, 1979 memorandum to the Central Officers Group. According to the provisions of this memorandum, the Vice President for Student Affairs serves as the coordinating authority and an administrative steering committee, comprised of representatives from the vice presidential offices and the coordinate campuses, assist this officer in considering and coordinating University-wide access efforts.

Concerning Policy Recommendation Three: The establishment of the Senate Operations Committee on Services for the Handicapped is responsive to this recommendation. In anticipation of the need for policy extension and revision that will surface as these policies are implemented, we are proposing that there will be need for such a committee in the foreseeable future.

Concerning Policy Recommendation Four: Often, progressively decreasing staff involvement in organizing student services and increasing student responsibility in seeking and using student services may be desirable. Implementation of this policy requires careful, individualized, flexible programming to meet a full range of needs and abilities that vary over time, even for individual students.

Concerning Policy Recommendation Five: The Committee notes that the provision for voluntary rather than mandatory participation in special programs respects the independence and rights of those qualified persons who may wish to pursue educational or employment opportunities at the University without requesting special assistance or identifying themselves as having a handicap.

Concerning Policy Recommendation Six: To further safeguard privacy rights, this policy restricts the collection of information for internal administrative purposes to that which is essential and it also places limits on the purposes for which information can be collected, that is, "for student accommodation."

Concerning Policy Recommendation Seven: The Committee notes that it hardly seems necessary to refer to studies on the subject to recognize that stereotyping results from the practice of attaching labels or imposing categories on individuals who have physical or psychological differences. This policy would discourage the discrimination that follows from such stereotyping.

Concerning Policy Recommendation Eight: The Committee believes that University policy on meeting needs of persons with handicaps should focus on accommodating rather than identifying or remediating disabilities. That is, the accommodations policy should not hold the University responsible for providing services (such as mobility training, speech therapy, teaching sign language to deaf students, etc.) whose purpose is remedial or rehabilitative in nature (that is, designed to diagnose impairments and provide the training and tools needed by persons with disabilities to function independently).

Furthermore, the Committee believes that an effective approach toward planning and providing accommodations does not require identifying or acquiring special resources to meet all possible adjustment needs that may arise. Setting up screening procedures for identifying all handicaps students, staff, and faculty may have is not a necessary service for which the University should assume responsibility. In addition, to put in place services and modifications meeting needs of all handicaps in all situations before they are needed would not be economically feasible.

The accommodations policy recommended for the University sets forth an approach for ensuring access to programs which would be responsive by determining needs on an individual basis and providing accommodations flexibly and appropriately suited for particular circumstances. The Committee feels this approach is effective and feasible. It encourages faculty to develop the readiness to provide academic adjustments and expects them to respond affirmatively when the need arises while seeing no need for them to arrange adjustments that might not be used or needed.

Concerning Policy Recommendation Nine: Accommodations are intended to offset the limitations of disabilities and facilitate the use of alternative approaches so that students with handicaps can pursue educational opportunities in a position of equity with other students. The purpose of this recommendation is to ensure that students with handicaps are not placed at a disadvantage because knowledge of workable accommodations or technical expertise with their precise application may be lacking.

Concerning Policy Recommendation Ten: The Committee notes that, in order to help develop and disseminate such knowledge, University programs should encourage their representatives to participate in inter-institutional efforts to expand educational opportunities for students with handicaps. Programs promoting this goal are carried out by such organizations as the Trace Research Center at the University of Wisconsin at Madison, the American Association for the Advancement of Science, the American Council on Education, and the College and University Personnel Association.

Concerning Policy Recommendation Eleven: Programs may need supports of several kinds: making physical accommodations, developing techniques for accommodating disability-related instructional needs, training staff, providing effective student supports, and budgeting for costs of providing modified materials and adaptive equipment. Students may need financial supports that will relieve them of any excess or extra education-related costs they may incur over and above those of other students as a result of disability. In order to prevent general service levels of particular programs from being significantly affected, it is desirable for the University to provide funding supplements to cover the costs of accommodations whenever feasible and reasonable. In some cases (where costs are extremely high), it may be necessary for central resource officers, program directors, department heads, and other responsible personnel to work cooperatively to see if contributions can be obtained from a variety of sources that may have a responsibility or interest in making available needed accommodation.

# SCC REPORTS

THE UNIVERSITY OF MINNESOTA ALL UNIVERSITY SENATE CONSULTATIVE COMMITTEE

April, 1983

Volume 2 Number 1

Dear Colleague:

Budget cuts, plans for program changes and tenure code revisions are among the issues occupying the attention of faculty governance committees this year. We report some of the major business below; other business will be reported in a subsequent newsletter. University administrators have generally sought faculty advice before making decisions of major significance. The faculty members who participate in governance committees are thereby influencing the directions the University takes. We challenge YOU to join in this process for the good of the faculty and the good of the University. Call up a committee chairperson today and SPEAK YOUR MIND--offer your ideas! Volunteer for service on one of the Senate or Assembly committees.

## PLANNING AND BUDGETING (1983-85)

The Consultative Committee, the Finance Committee and the Planning Committee have spent many hours with central officers discussing planning and budgeting for the next biennium. Singly, or in combination, the committees have:

- advised that reductions and reallocations should be based on program priorities arising out of planning--budget changes should NOT be across-the-board;
- advised that faculty MUST have a central role in setting program priorities;
- urged that quality of graduate programs be given emphasis in planning;
- emphasized to Central Officers the importance to the faculty of planning so that we may hope to avert financial crisis and loss of program quality;
- recognized that retrenchments and reallocations required to create contingency funds (buffers against precipitous changes in funding) are DIFFICULT;
- advised Central Officers that the faculty is willing to set the priorities that can serve as a basis for making difficult budget changes.

## BUDGETING (1982-83)

The State's recurrent financial crises resulted in major budget reductions in the current year including a \$3.0 million reduction in the operating budget and a 2% reduction in the State contribution to the Faculty Retirement Fund. Both the Senate Committee on Faculty Affairs and the Senate Finance Committee discussed options for meeting the reduction in the retirement fund. Both Committees reluctantly chose among the options offered by the administration and:

- advised that the University should decrease its contribution to each faculty member's retirement plan by 2% for only one year;
- advised that each faculty member should have the option of replacing the lost 2% by contributing an equivalent amount through Mills II (thus, decreasing individual's taxable income);
- urged that the University seek to make this option available to all faculty members, regardless of current level of contribution to Mills II.

## PLANNING (1982-84)

On May 15th reports are due from faculty Task Forces that focus on special planning themes in this, the second, planning cycle. The themes are:

- Quality of Graduate Programs--Consultative Committee will talk with Task Force Chairman, Bob Holt, on April 28th.
- University and the State's Economy--Consultative Committee talked with Task Force Chairman, David Lilly, on March 31st.
- International Education--Senate Committees on Educational Policy and International Education and Twin Cities Campus Assembly Committee on International Students will meet together this Spring to consider how to initiate planning in this area. Planning will likely focus first on international students.

For names of faculty members serving on planning task forces call 3-3226.

## TENURE CODE REVISIONS

The Tenure Committee expects to produce a draft revision for review by the Faculty Affairs Committee toward the end of April. A full consideration of tenure code revisions will be conducted through the Faculty Senate, where every faculty member has the right to speak and offer motions. A series of special Faculty Senate meetings is tentatively scheduled for this purpose beginning on May 12th. Watch for further announcements in BRIEF. Issues will include removal of tenure for cause, removal for reasons of programmatic change and removal for reasons of financial exigency. The current code (revisions of the 1945 policy) allows removal for cause and financial exigency. The 1973 revision of the tenure code, passed by the Faculty Senate, was never adopted by the Regents.

## EDUCATIONAL POLICY ISSUES

The Senate Committee on Educational Policy has subcommittees working on:

- Quality of Instruction;
- Liberal Education Requirements--To what extent do Colleges follow current Senate policy in this area?
- Grading policies--Shall we reinstate the "F"--or grant local autonomy in making the decision?  
Shall we abolish the GPA? Recommendations may be presented at the May 5th Assembly meeting.
- Computers in Education--Should all scholars have access to computerized sources of information without paying special user charges, much as they currently have free access to information stored in University libraries?

## LEGISLATIVE AFFAIRS

The faculty representative to the legislature is Peter Robinson (6-2918, 3-5202), who coordinates his efforts with those of the University Faculty Association and Vice President Keglér.

The Governor's current budget proposals highlight education and place a high priority upon assuring our ability to serve the state. The Legislature also seems well-disposed toward our needs. However, there are two major problems:

1. Salaries. Governor's proposals recognize the value of education but fail to recognize the value of educators and do not compensate for the net losses in income faculty have suffered in recent years. The legislature must appropriate more than the Governor's salary proposals.
2. Enrollment-based appropriations. The governor's proposals include for the first time the different costs associated with educating undergraduate, graduate, and professional students. It is important to recognize these distinctions. Nonetheless, his proposal ties appropriations to enrollment. Over the next decade enrollments will surely decline, virtually assuring the University of decreasing appropriations and a continuing series of retrenchments.

## FACULTY GRIEVANCE PROCEDURES

A subcommittee of Consultative Committee has been working with the chairpersons of Judicial and Academic Freedom and Appeals and the University Grievance Officer to propose a more effective grievance system for the faculty. A draft proposal, for initial committee consideration, is expected this Spring. Faculty Senate consideration of proposed changes is expected to occur next Fall.

## ANNOUNCEMENTS

- All University Honors Committee's next meeting is May 2. Nominations, accompanied by 20 copies of each item of supporting material, must reach the chairperson by April 15.
- Committee on Services for the Handicapped will present policy recommendations to the Senate for action on May 5.
- Business and Rules will bring to Senate on May 5 a motion regarding Senate representation for University's P/A employees.
- Assembly Committee on Intercollegiate Athletics will bring to Assembly on May 5 motions on three policy revisions: (1) on scheduling, (2) on adding and deleting sports, and (3) on investigations of an athletic department.

## COMMITTEE CONTACTS

All University Honors - Caroline Czarnecki (6-5640, 6-3881)	International Education - Karen Olness (874-6798)
Business and Rules - David Giese (6-8218)	International Students - Jim Sentz (3-1498)
Consultative - Pat Swan (3-1194)	Planning - Irwin Rubenstein (3-1733)
Educational Policy - Jerry Kline (3-3190)	Services for the Handicapped - Jack Merwin (3-1329, 3-5213)
Faculty Affairs - Craig Swan (3-3584)	Subcommittee on Grievance - Phyllis Freier (3-3327)
Finance - Burt Sundquist (3-0950)	

Assembly Committee on Intercollegiate Athletics - Chuck Walcott (3-2651)



UNIVERSITY OF MINNESOTA

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

March 21, 1983

Professor Pat Swan, Chair  
Senate Consultative Committee  
Food Science & Nutrition  
166 Food Science & Nutrition Building  
St. Paul Campus

Dear Pat:

At the request of Professor Walcott, I am forwarding to you the three policy revisions deliberated and approved by the Assembly Committee for Intercollegiate Athletics (ACIA) in order that they may be placed on the agenda of the spring meeting of the Campus Assembly.

Two of the three items (the Policy on Adding or Deleting Sports and the Policy on Scheduling) show the proposed changes by deletion/addition. The third item (Procedures to be Used . . .) is the new version, without the changes shown. The "Procedures" document was discussed by ACIA over several months and was extensively revised; to insert all the changes from the original to the new version would not only take a lot of work, it would also take up a full page in the docket all by itself. The notes that follow this document do cover, in major substance, the changes made.

Please let me know if there is anything you wish me to do. I hope it presents no difficulties to place these on the agenda.

Cordially,

  
Gary Engstrand  
Assistant to the Vice President  
Administration & Planning

mfp

Enc.

## POLICY ON SCHEDULING

The Assembly Committee on Intercollegiate Athletics (ACIA), charged with responsibility for matters related to the scheduling of events and the academic performance of student-athletes, adopts the following policy concerning scheduled time away from campus and for "home" events early in the day.

### I. General Policy

- A. No schedule of competitive events for a sport, or travel to or from those events, will be approved if that schedule includes more than six school days away from campus during any one academic quarter (excluding summer session).
- B. Travel During Finals
  1. No schedule of regular season competitive events for a sport, or travel to or from such an event, will be approved if events or travel are scheduled during study day or finals week of an academic quarter. ~~Special competitive opportunities, such as regional, national, or other post-season competition may be approved by ACIA upon petition of the coach and the Athletic Director.~~
  2. In those instances where post-season competitive events occur during study day or finals week, ACIA will consider them approved with the regular schedule of in-season competition subject to the following conditions:
    - a. The coach or athletes can demonstrate to the academic advisor that satisfactory alternative academic arrangements have been made;
    - b. Participation in the event is a logical progression in that sport, leading from in-season competition to Conference or regional championships to national competition;
    - c. The event is conducted under the aegis of the NCAA or the appropriate national governing body if it is not the NCAA.
  3. All other post-season competition, such as bowl games or invitational events, requires the specific approval of ACIA. ACIA will attempt to anticipate such invitational or optional post-season competition in order to be able to discuss and decide, at a regular meeting, upon the advisability of permitting a team or individual(s) to attend. If the timing of the event, however, requires a decision before a meeting of the Committee, the Chair of ACIA or, in the absence of the Chair, the Chair of the Subcommittee on Eligibility, shall have the authority to approve or disapprove University representation in the event.
  4. The Athletic Directors will report to ACIA annually, at the first meeting of Fall Quarter, on the number of athletes who missed study days or any part of finals weeks during the preceding year and on the academic standing and performance of those athletes.

- C. All competition by varsity or junior varsity teams, or athletes on those teams, which is sanctioned or supported financially or materially by the University, must be approved in advance by ACIA in the same manner it approves regular varsity schedules. Such approval includes those instances where that competition involves teams or individuals not formally affiliated with the University, and it includes any competition which may occur at times other than during the normal academic year. On those occasions when the full Committee will not meet before the proposed competition is to occur, the chair of the Committee is authorized to approve or disapprove the event(s).
- D. All intra-squad events which take place off the Twin Cities campus must be approved in advance by ACIA.
- E. All regularly scheduled practice session for each sport, at which attendance of athletes is required by the coach, must be submitted to ACIA for information before the beginning of each quarter.

## II. Missed Class Time

- A. The Committee recognizes that practice times, class schedules of athletes, departure times, and mode of transportation all affect the amount of actual class time missed by athletes due to competitive events scheduled at other institutions. It is the judgment of the Committee, however, that a uniform standard of counting missed class time, if known to all coaches and athletes as they prepare their schedules, can be adapted to with minimal inequities among sports. Because it would be difficult, if not impossible, to use a different standard for each sport, the Committee chooses instead to adopt a uniform standard.
- B. The rules for counting missed class time are as follows:
  - 1. Scheduled time of departure from campus 

<u>Class days</u> <u>missed</u>
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    - 8:00 am - 12:00 noon 1 day
    - 12:00 noon - 2:00 pm ¼ day
    - After 2:00 pm 0 days
  - 2. Scheduled time of return to campus 

<u>Class days</u> <u>missed</u>
------------------------------------

    - 8:00 am - 12:00 noon 3/4 day
    - After 12:00 noon 1 day
  - 3. Scheduled home events 

<u>Class days</u> <u>missed</u>
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    - 8:00 am - 12:00 noon 1 day
    - 12:00 noon - 2:00 pm ¼ day

In each of the foregoing, the time missed would be counted only if classes are scheduled that day.

III. Exception

If, because of athletic governing organization obligations, a team must be scheduled to miss more than six class days during a quarter, ACIA may permit the six-day limit to be exceeded.

IV. Approvals

Following the adoption of this policy, the Committee no longer wishes to act affirmatively on every team schedule submitted. All schedules will be circulated to Committee members for information, but will be considered automatically approved following the next regularly-scheduled ACIA meeting unless they exceed the six-day limit on missed class time.

All exceptions will require the specific approval of the Committee.

Adopted by the Assembly Committee on Intercollegiate Athletics in part 11/6/80 and in part 4/1/82.

Approved by the Twin Cities Campus Assembly 4/30/82.

Revisions approved by the Assembly Committee on Intercollegiate Athletics 3/17/83.

Revisions approved by the Twin Cities Campus Assembly \_\_\_\_\_.

Policy on Adding or Deleting Sports  
in a Department of Intercollegiate Athletics

I. Introduction

Recognizing that the sport composition of the athletic departments need not remain forever unaltered, the Assembly Committee on Intercollegiate Athletics (ACIA) establishes this policy and set of procedures to add to or subtract from the varsity sports\* which comprise a department.

II. Definition

- A. A varsity sport is one in which the team members compete under the auspices of the rules and policies of ACIA as well as the National Collegiate Athletic Association (NCAA) and affiliated conference governing organizations. ~~if a men's sport and the Association for Intercollegiate Athletics for a women's sport.~~
- B. Current rules of the NCAA impose on member institutions certain requirements which must be met before a sport can be legitimately considered to be varsity. The following excerpt from the 1979-80 NCAA Manual delineates those requirements.

O.I. 12. The constitution, bylaws and other legislation of this Association, unless otherwise specified therein shall apply to all sports recognized by the member institution as varsity intercollegiate sports and which involve all-male teams and mixed teams of males and females. To be so recognized, a sport must be one in which the Association conducts championships or for which it is responsible for providing playing rules for intercollegiate competition, which officially has been accorded varsity status by the institution's chief executive officer or committee responsible for intercollegiate athletic policy, which is administered by the department of intercollegiate athletics, for which the eligibility of the student-athletes is reviewed and certified by a staff member designated by the institution's chief executive officer or committee responsible for intercollegiate athletic policy and in which qualified participants receive the institution's official varsity awards. (p. 25)

If those conditions are met, and the institution also forwards annually to the Big Ten Conference a list of names of individuals certified to be eligible for competition under its rules and those of the NCAA, then the male students competing in the particular sport will be considered to be varsity athletes.

~~C. --- Although the rules of the AIAW are less specific in setting forth such requirements, it is clear from the rules, as written, that the Association is primarily concerned with institutional control and eligibility standards, thus permitting ACIA to establish uniform standards applicable to both men and women.~~

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\* For the purposes of this policy, "varsity" is understood to refer to both full-fledged varsity status and varsity club status. See the "Policy on Varsity Club Status" for differentiation between the two and applicable governing University policy.

DC. ~~Inasmuch as the NCAA requirements are most explicit; are logical in their implications; do not conflict with AIAW regulations and are in accord with them in spirit; they will set the~~ The following conditions which must obtain if a sport is to be granted varsity status.

1. The sport must be one recognized in some fashion by either the AIAW or NCAA; ~~as appropriate;~~ or Big Ten Conference.
2. ACIA must officially declare the sport to be varsity, thereby rendering it subject to all rules, regulations, and policies adopted by the Committee and the appropriate athletic governing organizations of which the University is a member.
3. The sport will be administered by one of the departments of athletics.
4. The eligibility of all athletes competing in that sport will be certified by the department to the appropriate athletic governing organization in the manner prescribed by its rules.
5. The athletes who compete in the sport and who meet criteria set by ACIA will be eligible to receive the varsity 'M' award.

### III. Procedures for Adding Sports

- A. Initial inquiries about acquiring varsity status should be brought to the appropriate Director of Athletics and the Chair of ACIA.
  1. The Director will consult with his or her staff to determine whether or not the Department believes it feasible and appropriate for the sport to be added to the program.
  2. The Chair of ACIA will provide the representatives of the sport with the criteria to be used by the Committee in judging whether or not to act positively to the request. In addition, the representatives will be provided with a set of specific questions which will need to be addressed. (The criteria are attached to this policy as Appendix A; the questions as Appendix B.)
- B. A preliminary presentation to ACIA by the representatives of the sport should be scheduled as soon as convenient. The Committee reserves the right to set all terms and conditions of such a presentation.
  1. Representatives of the sport should be prepared to respond generally to the questions (although extensive research into costs, schedules, facilities, and the like need not have been done) and to discuss the extent to which their sport fulfills the criteria.
  2. The Director of Athletics will also then make a recommendation.

- C. ACIA will then vote on whether or not to recommend further research and discussion.
  - 1. If ACIA votes not to consider the matter further, that decision will be final.
  - 2. If ACIA votes positively on the request, Sections III(D)-(F) shall govern.
- D. When further consideration is to take place, detailed written responses to the questions shall be circulated to ACIA members. This document should be prepared in consultation with the Director of Athletics and the Athletic Facilities Coordinator.
- E. A final presentation shall be scheduled to discuss the request. A group consisting of the Vice President for Administration and Planning, the Chair of ACIA, the Director of Athletics, the Faculty Representative, the Athletic Facilities Coordinator, and other individuals designated by the Chair of ACIA shall evaluate the presentation, with the option of excluding the representatives of the sport.
- F. The Chair of ACIA will report back to the full Committee on the nature of the discussion and the recommendation of the group. ACIA will then vote whether or not to give final approval to the request.
  - 1. If ACIA denies the request, that decision shall be final.
  - 2. If ACIA votes to approve the request, Section III(G) shall govern.
- G. A positive recommendation from ACIA to add a sport shall be forwarded to the Vice President for Administration and Planning. The Vice President may approve or deny the request; that decision will be final. The Vice President will be responsible for notifying ACIA and representatives of the sport of the decision and the reasons for it.

#### IV. Withdrawal of Varsity Status from a Sport

There may be an occasion when, for a variety of reasons, it is determined that a sport should no longer retain varsity status. In those instances, the following procedures shall govern.

- A. A request that a sport be discontinued at the varsity level must come from either the Director of Athletics of the program in which the sport is offered or the Vice President for Administration and Planning. The request must be made to ACIA.
  - 1. The Director or the Vice President will present a written report to ACIA explaining the reasons for the request.

2. Although not delimiting the reasons for which such a request might be made, it is assumed that at least one of the following three factors would play a part in it:
- a) Financial exigency; the Department is financially constrained and unable to support the sport(s);
  - b) Withdrawal of recognition of the sport by an athletic governing organization; or
  - c) Declining student interest in participating in the sport.

- B. Upon receipt of such a request, ACIA shall schedule a meeting with the Director, the Vice President, the coach(es), and athletes representing the sport to discuss the proposal. Reasonable notice shall be provided by the Athletic Director to the coach(es) and the athletes about a recommendation to drop a sport and about the ACIA meeting required by this section. The Office of the Vice President for Administration and Planning shall have the responsibility for inserting a notice in the Minnesota Daily soliciting comment from interested members of the University community.
- C. Following the meeting discussion, ACIA will vote on whether or not to remove varsity status from the sport. The decision of the Committee shall be final. If ACIA votes to remove varsity status from a sport, the Athletic Department shall continue to provide the same level of financial aid to those athletes who had been receiving it until they graduate, leave school, or for a maximum of four years for each athlete, whichever occurs first.

Appendix A

Criteria for Requesting the Addition of Sports  
to a Department of Intercollegiate Athletics

I. Minimum Criteria

- A. That the sport be a recognized intercollege sport by the AIAW or NCAA.
- B. That adequate and appropriate competition exists within a reasonable distance.
- C. That strong student interest in participation be demonstrated over a period of time (e.g., through club sports or intramural sports).
- D. That appropriate facilities be potentially available.

II. Supplementary Criteria: Preference will be accorded when

- A. Participation in the sport in Minnesota secondary schools is relatively high.
- B. Projected costs for the sport are relatively low.
- C. Potential spectator interest in the sport exists.
- D. The sport involves a substantial number of competitors at the varsity level.
- E. The sport is played at schools with whom University of Minnesota teams have traditionally competed.

## Appendix B

### Questions to be Addressed to Proponents

#### of Proposed New Varsity Sports

1. How many total participants are expected (varsity plus varsity reserve, if any)?
2. What is your projected schedule? How far away are your road games likely to be? How many games will you play? What are typical days and times?
3. Will you require assistant coaches?
4. Where do you anticipate practicing and playing home games? What are probable practice times and length of practices?
5. Where would the team dress for practice?
6. What kinds of demands would you anticipate making upon training facilities and personnel?
7. What new equipment and supplies would be required for next year? What would be annual, ongoing costs of team equipment and supplies?
8. Do you anticipate any recruiting expenses? If so, please estimate. Would team members recruited generally be in-state, regional, national, or international in origin?
9. What future grant-in-aid requirements do you anticipate?
10. What kind of contribution could your program make to Athletic Department fund raising?

Procedures to be Used in Conducting  
Investigations of an Athletic Department

Preamble

The purpose of this document is to set forth University procedures for conducting investigations of alleged institutional or conference intercollegiate athletic rules violations.

It is the responsibility of the Assembly Committee on Intercollegiate Athletics (ACIA) to develop and to implement a program which will inform staff members, students, and all others associated with the athletic program:

- (1) of the applicable institutional and organizational rules governing intercollegiate athletics, and that the University does not in any way approve or condone rule violations, and
- (2) of the variety of individual and institutional sanctions that may be imposed when violations of the rules are established.

These procedures are designed to maximize the protection of individual rights while also creating a forum for the examination of alleged violations of standards of conduct, and for an assessment of appropriate sanctions.

It is the intent of these procedures that:

- (1) Any investigation be conducted prior to the intervention or involvement of an athletic governing organization\* if possible, and,
- (2) The process should be fair, diligent, and expeditious.

If an investigation follows the procedures outlined in this policy, and is conducted in the spirit of this policy, it is believed that the actions taken will withstand subsequent review or scrutiny by an athletic governing organization or other authority.

I. Response to Allegations

- A. When allegations are received from a source other than an athletic governing organization, the Chair of ACIA shall convene a meeting to assess the extent, nature, and importance of those allegations, and to determine whether or not further investigation will be required. The meeting shall include the following individuals:

-- The Chair of ACIA;

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\*The phrase "athletic governing organization" includes the National Collegiate Athletic Association (NCAA), the Intercollegiate (Big Ten) Conference, the Western Collegiate Hockey Association (WCHA), and any other new or successor athletic governing organization which the University may join on behalf of one or both of its athletic departments.

- The Vice President for Administration and Planning;
  - The Faculty Representative for the Department involved;
  - The Athletic Director of the Department involved if he or she is not named in the allegations and if such participation is deemed appropriate by the Chair of ACIA; and
  - The Chair of either the ACIA Subcommittee on Eligibility or the ACIA Subcommittee on Recruiting, depending on the nature of the allegations and at the discretion of the Chair of ACIA. (If allegations cover areas appropriate to either Subcommittee, or to neither of them, the Chair of ACIA may invite either or both Subcommittee chairs to the meeting for the purpose of this initial problem assessment.)
- B. It is to be hoped that the problem may be resolved without formal investigation. Preferred steps would involve informal inquiries followed by resolution of the problem by either the Athletic Director or the Faculty Representative or both. Therefore:
- (1) If it is determined that further study is not necessary, the Athletic Director and the Faculty Representative shall respond to the allegations and will report to the ACIA on steps taken, but,
  - (2) If it is determined that further investigation is necessary, the protocol set forth in Sections II-VII of this document shall control.
- C. When allegations are received from an athletic governing organization in the form of an "Official Inquiry" or other formal notification, an investigation will take place in a manner consistent with University policy and as required by the athletic governing organizations' rules and regulations.

## II. Ad Hoc Committee

- A. If the group convened pursuant to Section I(A) of this policy concludes that the allegations justify further inquiry, the Chair of ACIA shall appoint an ad hoc committee to conduct an investigation. The ad hoc committee shall consist of two faculty members from ACIA, one of whom shall be designated Chair of the ad hoc committee, one other faculty member not serving on ACIA, one student member of ACIA, and one student not serving on ACIA. The Vice President or his designee, the Faculty Representative, and the Athletic Director (if not charged personally in any of the allegations) shall serve as ex-officio, non-voting members of the ad hoc committee. A representative of the General Counsel's Office shall sit with the committee to provide appropriate advice and assistance. Staff assistance shall be provided by the Vice President.
- B. The Chair of the ad hoc committee shall convene a meeting as soon as possible in order to evaluate the allegations and to decide upon the manner in which it will pursue the investigation.
- C. The ad hoc committee may invite representatives from the appropriate athletic governing organizations to attend its meetings. The committee shall

- (5) A statement that failure to appear will not preclude the ad hoc committee from making a determination and recommending sanctions and penalties.

Providing a copy of these procedures shall fulfill the notice requirements of Section III (C)(3)-(4) and (D)(3)-(5), above.

- E. The ad hoc committee shall maintain a suitable record of its meetings. All records of the ad hoc committee shall be confidential and will not be released to anyone not a member of, or staff to, the ad hoc committee or a member of ACIA, except when such records are made part of the final report of the University to an athletic governing organization. All witnesses shall be informed, prior to speaking to the committee, that their remarks may become part of a final report to an athletic governing organization.
- F. The committee may receive off-the-record testimony. Such testimony will not be a part of the records of the ad hoc committee. If a witness subsequently agrees to make his or her comments part of the record, the committee will take a statement in the manner prescribed in Section III(C) of this policy. No off-the-record testimony will form the basis for a recommendation that a penalty be imposed on any individual.
- G. The ad hoc committee records and report may, at the discretion of ACIA and upon such conditions as ACIA may prescribe, be released to one or more athletic governing organizations.

#### IV. ACIA

- A. The ad hoc committee shall submit its findings and recommendations to ACIA.
- (1) If, for any individual involved in the allegations, the ad hoc committee finds that no infraction was committed, ACIA may not impose a penalty on that individual unless ACIA determines that the findings of the ad hoc committee were clearly erroneous.
  - (2) If, for any individual involved in the allegations, the ad hoc committee finds that an infraction was committed, and recommends a penalty, ACIA may accept, reject, or amend the recommendation in any way it deems appropriate. Any finding of an infraction and any recommendation for the imposition of a penalty must have a three-fifths vote of the ad hoc committee.
  - (3) For any individual who is found to have committed an infraction, the ad hoc committee may defer to ACIA the decision about the appropriate penalty to be imposed, if any.
- B. If an individual is adjudged to have committed an infraction of applicable institutional or athletic governing organization rules or regulations, and is:
- (1) A Student
    - a. The ad hoc committee shall recommend to ACIA the appropriate sanction, in accord with the rules established by the University

determine the terms and conditions of the participation of such representatives.

- D. The ad hoc committee may engage an investigator to take statements and otherwise gather evidence for submission to the committee and, if necessary, request funding from the Vice President for the investigation.
- E. If the ad hoc committee concludes that further review is unwarranted or unnecessary, it shall so report its recommendation to the Vice President and ACIA. ACIA may accept or reject such a recommendation.

### III. Procedures

- A. The ad hoc committee shall proceed expeditiously, diligently, and in a spirit of fairness.
- B. The Chair of the ad hoc committee shall consult with the Chair of the Campus Committee on Student Behavior to resolve issues involving jurisdiction.
- C. In conducting an investigation, the following principles shall govern:
  - (1) All individuals named in any allegation and any individuals making allegations shall be invited to submit statements, or to speak to the committee or to its investigator, or both.
  - (2) The ad hoc committee shall invite any individuals who wish to do so to make statements to it or to its investigator.
  - (3) Any individual who appears before the committee shall have the right to make a statement and may respond to questions from committee members after such a statement.
  - (4) All witnesses shall have the right to be accompanied by an advisor of their choosing at meetings with the committee or with an investigator, and shall have the right to consult with him or her at any time. Further, such individuals shall be apprised in a timely manner of their rights pursuant to this policy.
- D. Each individual alleged to have violated institutional or governing organization regulations shall be given:
  - (1) Timely notice of the hearing.
  - (2) A written statement of the charges and possible sanctions associated therewith.
  - (3) A written statement of the individual's right to have an advisor of their choosing to be present and the right to consult with him or her at any time.
  - (4) If in attendance at the hearing, the right to hear the evidence presented and to offer rebuttal thereto or other statements in mitigation.

or athletic governing organization. Any recommendation that a student-athlete be declared ineligible or otherwise penalized must be accompanied by a citation of the rule(s) violated, a summary of the evidence or statements supporting the findings of culpable behavior, and a statement regarding any rights of appeal.

- b. The student may appeal the penalty to the Senate Committee on Academic Freedom and Responsibility or any successor grievance appellate body which may be established by the University Senate. The Committee on Academic Freedom and Responsibility may, in turn, refer the appeal to an ad hoc hearing panel consisting of a majority of faculty and chaired by a faculty member. These procedures do not envision or create any further avenue of appeal within the University.
- \* c. ACIA recognizes that there is a potential for conflict, however unlikely, between the University's membership obligation to the Intercollegiate Conference of Faculty Representatives (Big Ten) and the plenary powers the President and the Board of Regents vested in them by the University Charter.

Big Ten rules require "full and complete" faculty control of athletics, and include a proviso that the failure to respect the delegation of control over athletics to the faculty would jeopardize the University's continued membership in the conference. If there were administrative or regental intervention or reversal of ACIA or appellate body action, such intervention or reversal would presumably constitute a failure to respect the delegation of control over athletics to the faculty, and would thus constitute a violation of the Big Ten Conference membership obligations.

ACIA recognizes, however, that neither it nor any Senate or Assembly Committee can ultimately limit the authority of the Board of Regents inasmuch as it is constitutionally granted all final power to govern the University. ACIA can only observe here that the Council of Ten (The Presidents of the Big Ten Universities) have previously noted that they delegated authority over athletics to the Faculty Representatives (who constitute the governing body of the Conference), and that they may withdraw or modify that delegation of authority. ACIA concludes, therefore, that if the President, acting on behalf of the University generally or the Board of Regents specifically, deems it appropriate to question or alter an ACIA action regarding the eligibility of a student-athlete, it will also be incumbent upon the President to review with the Big Ten Faculty Representatives or the Council of Ten the consequence of such action on the membership status of the University in the Conference.

(2) A Staff or Faculty Member, or Others

- a. The committee shall recommend to the appropriate supervisor, appointing authority, or other cognate University officer that the individual be penalized in some appropriate manner. Any recommendation that a staff or faculty member or other individual

be penalized must be accompanied by a citation of the rule(s) violated and the evidence or statements supporting the finding of culpable behavior.

- b. Final authority to impose penalties on staff or faculty members shall rest with the appropriate supervisor or appointing authority or other cognate University official. Any rights of appeal from the action taken shall be governed by other University policies such as the Civil Service Rules, Regulations Concerning Faculty Tenure, or Collective Bargaining Agreements. Final authority to impose penalties on other individuals shall reside with the Vice President.

- C. It is not the intent of these procedures to limit the scope of the ad hoc committee, or ACIA, in its report. It is assumed that in addition to making decisions about individual culpability, the ad hoc committee or ACIA will make policy or procedural recommendations to the Vice President or the athletic department(s) where circumstances suggest it appropriate.

- D. Release of Report

A summary report of the ad hoc committee, or ACIA deliberations and conclusions, or both, shall be forwarded to the President, the Twin Cities Campus Assembly, and may be released to the public.

#### V. Athletic Governing Organization Investigations

- A. If a student-athlete is subsequently declared ineligible by ACIA, as a result of findings from an investigation, the appropriate faculty representative shall immediately petition the Conference or the Association to reduce the penalty if ACIA so recommends by a majority vote.
- B. In those instances when an athletic governing organization, either as a result of its own findings or those of an ACIA ad hoc committee, imposes a penalty over which the University has no control (e.g., program or sport probation) and with which it disagrees, ACIA shall retain the authority to review that decision and, if it chooses, appeal it in whatever manner is provided by the structure of the governing organization. If such an appeal is unsuccessful, ACIA may recommend to the Vice President that an appropriate legal remedy be sought.

#### VI. Disposition of ACIA Report

All actions and recommendations from ACIA shall be forwarded to the Vice President for Administration and Planning. It is understood that if a report to an external organization is required, the individual to whom the original official notice or letter of inquiry was made shall have the responsibility for finally responding on behalf of ACIA. The Office of the Vice President shall have the responsibility of ensuring that the final report from ACIA is forwarded to the correct individual for response to the external agency. The Office of the Vice President shall also have the responsibility for ensuring that the final report sent out is one approved by ACIA.

The original document was approved by the Assembly Committee on Intercollegiate Athletics on 11/1/79.

The original document was approved by the Twin Cities Campus Assembly on 6/5/80.

The original document was approved by Vice President Nils Hasselmo, Administration and Planning, on 6/11/80.

The first revision of the document was approved by the Assembly Committee on Intercollegiate Athletics and by Vice President Nils Hasselmo, Administration and Planning, in the Fall of 1980.

This second revision of the document was approved by the Assembly Committee on Intercollegiate Athletics on 3/17/83.

**NOTE:** Above, pages 1-6, is the revised version of the procedures. The major changes from the previous document are:

1. Broadening the involvement of faculty in the assessment process prior to beginning any investigation;
2. Setting standards for imposing penalties and clarifying ACIA authority to review them;
3. Providing an appeal mechanism for students penalized by ACIA decision; and
4. Setting forth the possible clash between Big Ten Conference membership requirements and the authority vested in the Board of Regents.

(Date)

(Inside Address)

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Dear \_\_\_\_\_:

At the direction of the Assembly Committee on Intercollegiate Athletics, which is charged with the responsibility for governing athletics on the Twin Cities campus of the University, I am serving as chair of an ad hoc committee appointed to investigate recent allegations concerning our (men's)(women's) intercollegiate athletic program. The members of the ad hoc committee serving with me are:

-----  
----- (List of Names and Titles) -----  
-----  
-----  
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Your name has been mentioned in the allegations. Specifically, it has been alleged that you have been involved in violation of ----- (cite legislation) -----.

If it is determined that the allegations are valid, the following sanctions may result:

-----  
----- (Cite Possible Penalties) -----  
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The ad hoc committee wishes to investigate and resolve the allegations as quickly and as fairly as possible. I enclose with this letter a copy of the procedures by which we are governed as we conduct our investigation; please note, in particular, Section IV of the document.

If it is possible, we would like to meet with you to discuss the allegations; we will schedule a meeting of the ad hoc committee at a time convenient for you. Should you be unable to meet with the committee, you may send me a written statement of your views and responses to the allegations. Please understand, however, that the ad hoc committee may reach a judgment about the allegations against you, and may recommend the imposition of penalties, regardless of whether or not you choose to appear or send a statement.

I want to assure you that we are proceeding in a spirit that is fair and intended to treat everyone who is involved in a courteous and even-handed manner. Because

(Sendee)  
Page Two  
(Date)

these allegations, if demonstrated to be accurate, can have a serious impact on our athletic program, we are being as thorough as possible. We would appreciate your cooperation and help as we attempt to resolve the matter; I will contact you shortly about the possibility of a meeting with the ad hoc committee.

Cordially,

-----, Chair  
ad hoc Committee

tla

enclosure



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee  
164 Food Science and Nutrition  
1334 Eckles Avenue  
St. Paul, Minnesota 55108  
Telephone (612)373-3226

APPROVED 4/28/83

SENATE CONSULTATIVE COMMITTEE CONVERSATION WITH  
PRESIDENT MAGRATH, VICE PRESIDENTS KELLER AND VANSELOW

April 14, 1983 1:30 - 2:25  
Regents Room

SCC members present: P. Freier, J. Howe, J. Iverson, D. Lenander, D. Pratt,  
W. B. Sundquist, W. D. Spring, J. Turner.

Guests: Pres. Magrath, V. P. Keller, V. P. Vanselow, C. Pazandak, M. Smith,  
R. Bale.

1. Task Forces.

A. Combining the Human Services Units. Mr. Lenander asked Vice President Keller about the recommendation which has now gone to the Regents. V. P. Keller said the task force had confirmed to him that for him to move to combine the units would be in keeping with their intentions. He made that move. He met with all the affected groups, including UMD faculty and their student delegation.

B. Communications Task Force. Vice President Keller said the task force reported finding no duplication nor money to be saved. Its recommendation was to establish a coordinating committee under the Office of Academic Affairs. The Vice President is not convinced such a committee is necessarily warranted, and he has steered the matter to the Senate Committee on Educational Policy. He does not see a planning issue here.

The College of Agriculture plans to eliminate the literature program from its Rhetoric Department. Vice President Keller told SCC he would like to accommodate Rhetoric teachers of literature who wish to teach in the English department.

2. Administrative augmentation policy. The vice presidents distributed three documents: (a) "Administrative Augmentation of Faculty Salaries in the Health Sciences," (draft) dated April, 1983; (b) "Administrative Augmentation of Faculty Salaries," dated February 1, 1983, and (c) "Salary Policy for Administrative Officers," approved by the Board of Regents on March 10, 1972.

The Regents have asked the Health Sciences to return and explain their document. Vice President Vanselow's position, which he has discussed with his deans, is to base the level for anyone coming in as an administrator on good national data, to specify the academic salary and the augmentation, and to raise each portion each year by the same percentage. The augmentation portion will disappear from the person's pay when the person leaves the administrative position.

There is only one augmentation per unit. If the administrator takes a leave, the augmentation may go with him/her, or to the acting administrator, or be split between the tso, according to how they work it out.

Professor Turner said he assumed the academic increase relates to merit and asked whether the increase in augmentation is merit-related. V. P. Vanselow said that depends on the money available. A cost-of-living adjustment comes first, he assumes.

Turner asked whether, when an administrator leaves and a new one is hired, the augmentation starts at the same level as for the last year of the predecessor. Vanselow said the salary and augmentation are negotiated afresh with each new administrator.

In response to Professor Howe's question, Vanselow said academic merit for an administrator can be based upon the administrative performance.

Vice President Keller said we have allowed augmentations to get out of hand and out of line with Regents policy. The new practice is stricter. When a dean or central administrator returns to the home department, his or her salary will be renegotiated based upon the history of other people in that rank.

Whether a chair keeps the augmentation while on leave depends on the role and duties of the chair in the department--whether it is largely long-term planning leadership or more largely administrative. Were it the latter, the chair on leave would presumably not carry the augmentation on leave. In some departments, a person on leave continues responsibility for the long-term development of the department.

3. Retrenchment and Reallocation--the budget. How can colleges and departments make commitments for next year, especially to graduate students, when they will not know their funds until the end of May? What information does the President expect to be able to provide SCC between April 15 and May 15? Please dwell especially on process and timing of planning activities.

President Magrath said it is true the colleges cannot make all decisions yet since no one knows the appropriation. However, central administration says units can go ahead and make commitments, based upon the steady-state, but not for sections slated for retrenchment.

In response to Professor Spring's question, Vice President Keller said presently frozen positions which are within the steady-state assumption can be renewed.

Professor Pratt described Botany's situation. Botany has 11 faculty on the payroll where the department should have 16. It achieves that by keeping people on sabbaticals, etc. He is tremendously concerned about the long-term impact of losing resources. We cannot afford to lose a year's crop of graduate students. He has mortgaged half his salary (with the hope of making it up variously through grants if not from the University) to provide the stipends.

V. P. Keller said he thought Pratt was doing the right thing. He stated regret that there isn't any money centrally the University can commit in a similar way. He said units should appoint their advanced graduate students for the fall.

In contrast to past patterns, the University is not counting on getting much from the Legislature in the first year of the biennium.

Keller said the units should assume their plan is going to be accepted at its maximum cut level. That should be the basis for their budgets.

Professor Turner asked whether the Legislature understands the University's need to establish a central pool to meet needs and contingencies. President Magrath responded that while there is no written agreement, he has raised the matter with some legislative leaders and they have given their assurance that they understand the need and would not access such a pool.

Spring said that the media have indicated Governor Perpich might again cut aids to education, including the University, to cover the latest \$71 million tax shortfall. President Magrath said the University has made it clear it will cooperate in any way which does not mean a net loss to the University.

Howe asked whether the college plans will indeed be in by the April 15 deadline. Vice President Vanselow has received five of the six unit plans due to him. Some look fine and some he will have to send back to the deans. Vice President Keller has had requests for extensions. Our hope, he said, is to provide the Regents with a first draft by their May meeting; that would also provide the first public look at the plans. There will be consultations with SCC and SFC (currently scheduled on April 21 and May 3).

The timetable is this: First draft (with holes in it) to the Regents in May. Actual budget numbers to the Regents in June for information, after the legislative appropriation has been made. Budget to the Regents for action in July, following more work and consultation. Faculty salary increases cannot be made until after the Regents have approved the budget.

The figures and plans will all be out in the open and there will be simultaneous consultations and reworkings going on in several quarters. Central administration will encourage the deans to stay in close touch with their consultative committees.

Professor Spring urged that as much communication as possible be maintained, via first class mail, with those faculty in units where most are on 'B' appointments. Representation tends to be lopsided in summer since it is hard for consultative groups to meet.

Keller said consultation will continue even into the fall on longer term issues which remain open to readjustment.

There was a brief discussion about the desirability of a fiscal year start of September 1 for the University. Keller told SCC it would make very good sense, giving the University a little time for budgeting after the legislature has appropriated. One problem would be how to handle the transition regarding pay increases--at some point there would be about a three-month delay.

Professor Spring cautioned that such a schedule would eliminate 'B' appointment people from the consultative process. Keller said consultation would be less critical if the budget decisions were to be based upon an agreed-upon plan.

SCC Conversation

4/14/83

p. 4 (par. 2 clarified from the draft)

V. P. Vanselow added that such a change would have implications also for terms of appointments and promotions.

V. P. Keller said we expect the Regents to approve a continuing resolution on the current budget for the summer; the 1983-84 budget would then take effect September 1, and any faculty salary changes would have to be retroactive.

Professor Howe asked Keller to comment on the workings of the unit consulting bodies. Keller said they are better this time, but not problem-free. The levels of involvement and seriousness are better than last year. In some instances faculty/student groups are essentially working in parallel with administrative groups.

Keller alerted SCC to controversial questions he has directed to CEE which he called defensible on the University's criteria but which will generate public debate, regarding continuation of KUOM and the World Affairs Center.

The conversation concluded at 2:25 p.m.

Meredith Poppele,  
Recorder

UNIVERSITY OF MINNESOTA

University Senate Consultative Committee  
164 Food Science and Nutrition  
1334 Eckles Avenue  
St. Paul, Minnesota 55108  
Telephone (612)373-3226

April 8, 1983

President C. Peter Magrath  
202 Morrill Hall  
Minneapolis Campus

Dear Peter:

I write to suggest some topics for your conversation with the Senate Consultative Committee at the regularly scheduled meeting on the afternoon of Thursday, April 14th. We have reserved an hour, 1:30-2:30, for this conversation.

1. What is the administration's policy on augmentation of salary for administrative duties? Do we have such a policy? If so, how does it address such questions as the amount of the augmentation and what happens when an individual relinquishes the administrative duties?'

2. We would like to have a progress report on collegiate budgeting and planning for 1983-85. (There is some overlap between this item and item #2 of the faculty meeting in the morning. It will be up to you and to Professor Don Spring, who will chair the meeting, to decide precise division of these topics, but I would suggest that our limited time demands that we not be redundant more than is absolutely necessary.) More specifically, how can colleges and departments make commitments for next year when they won't know which of their funds are available to them until the end of May? Especially, commitments to graduate students need to be made now. What is your expectation as to the information you will be able to provide us before you and Vice President Keller consult on University planning (between April 15th and May 15th)?

This progress report should dwell more on process and timing than on the content of planning activities. However, to the extent that Vice President Keller and Vice President Vanselow want to talk about the actual plans, we would be glad to initiate that conversation.

C. Peter Magrath  
April 8, 1983  
page 2

The hour with you will be a full one. I am sorry that I won't be present, but as you know I leave the meeting in the very capable hands of Professor Spring, our vice chairman.

As always, we would be happy to discuss topics you wish to place on our agenda.

Sincerely yours,



Patricia B. Swan, Chairman,  
Senate Consultative Committee

PBS:mbp

cc: Senate Consultative Committee  
Carol Pazandak



UNIVERSITY OF MINNESOTA

Office of the Vice President for Academic Affairs  
213 Morrill Hall  
100 Church Street S.E.  
Minneapolis, Minnesota 55455

April 5, 1983

Dear Colleagues:

Since February 15, when instructions for the current planning process were distributed, I have discussed the process with deans, advisory groups, collegiate and departmental faculty, and University Senate committees at more than 35 meetings. While I have been able to reach about 400 faculty members through those meetings, that is only a small fraction of the 3,000 on our staff. Since I am sure that many of you have concerns and questions similar to those raised at the meetings, I am using this letter to address, rather briefly, a number of those issues.

The problems of the past few years have led to overwhelming agreement throughout the University on three important points:

1. While retrenchments are always difficult, mid-year retrenchments are particularly disruptive and destructive because academic commitments are usually made on an annual basis.
2. Across-the-board cuts ignore academic considerations and are severely damaging to the quality of the institution.
3. Through 25 years of expansion, the University has simply taken on too much. We must make choices, limiting the number of our programs so that we can preserve and enhance their quality and develop new programs when need and opportunity arise.

These considerations led to President Magrath's instructions for the second cycle of planning; to Vice President Vanselow's and my unit-specific budget targets and questions; to the University Senate's encouragement to faculty and students to take an active role in establishing program priorities. Above all, we are attempting to define and to encourage a programmatic planning process and not a budgeting process. To be sure, one cannot plan without some sense of budgetary constraints, but if the focus of the process is only on immediate budgetary needs, we will miss the opportunity to control our own future and to build the quality of this University over the next decade. With these points in mind, let me answer some of the questions that have been raised about the process.

**How was it decided that we needed to plan for a 9% retrenchment over the next two years and is that really necessary?**

Carry-forward 1982-83 deficit	\$2.5 M
Budget base reduction by Legislature, Dec. 1982	\$3.0 M
University reallocation needs	\$4.0 M
Anticipated 1983-84 shortfall (fiscal model projection)	\$7.0 M
Net anticipated 1984-85 shortfall (fiscal model projection)	<u>\$7.5 M</u>
	\$24.0M

\$24 million is approximately 9% of the part of our current annual operations and maintenance budget that is available for retrenchment.

The \$4 million of reallocation needs represent a number of items that have been recommended by faculty committees and deans or other administrators over several years as important and appropriate for central funding. All of them have been or will be reviewed by various consultative bodies before actually being approved for funding in next year's budget.

The shortfalls anticipated in the next biennium are based on a fiscal model in which income and expenses are projected on the basis of a number of variables. If we ignore the projections, we invite the kinds of mid-year retrenchments that have been so devastating in the past two biennia. If the projected shortfalls do not develop and if we have planned selectively and programmatically, we will have released funds that can be applied to strengthening our higher priority programs and reversing the general damage of the past few years. Indeed, the attractiveness of a programmatic plan is that its validity is independent of the current budgetary situation. If immediate budgetary pressures do not develop, we will also have more time to effect the plans we put in place.

**How were the budget targets for each unit determined?**

First, it is important to understand that the overall retrenchment target assigned to a college does not reflect the overall importance or priority of the college. Instead, it reflects a college by college examination of the program priorities statements produced in the first round of planning; an estimate of how much savings could be achieved if programs identified directly or inferentially in those statements as being of low priority were contracted substantially or eliminated; and a further estimate of other factors, such as workload and the availability of alternative funding sources. In certain colleges, the elimination of a single program could meet the entire reduction target; in others, only small savings could be achieved despite significant program alteration. Comparisons between colleges were not made in any direct way.

**The planning instructions suggest that colleges develop plans without considering the limitations imposed by existing University personnel policies. Does that mean that the administration is planning to violate the tenure code?**

The answer is an unequivocal no. Let me paraphrase a letter which Vice President Vanselow and I sent to Professor C. Robert Morris, the Chair of the University Committee on Tenure, concerning this issue.

If each tenured position remains in place as it is today until it is vacated by retirement or other normal attrition, programmatic planning is essentially impossible and future budgetary cuts will continue to be made in some across-the-board fashion. To avoid that, we are attempting to accomplish a planning process in stages. In the first stage we are asking colleges to focus on the programmatic planning issues without being turned aside by the difficulty of effecting the resulting plans. We hope that this will provide us with a set of plans that define the optimal configuration of our colleges with the somewhat smaller budgets likely

University Community  
April 5, 1983  
Page Three

to be available in the next several years, indicating which programs might reasonably be reduced or eliminated, which should be maintained at current size and funding and, indeed, which should be developed or strengthened. The plans should tell us, from an academic point of view, where the University should be going even though they will not tell us in every respect how to get there.

With the plans in hand we can address the question of how to effect them. As difficult as this question is, several approaches are possible:

- a. We can encourage voluntary separations using the options of separation pay, early retirement, and phased retirement approved last year by the Regents. With a clear indication of where we would like to contract, we can also develop arrangements applicable to specific situations or general improvements in the options available.
- b. If the shortfall for the next biennium turns out to be less than that projected, we can extend the time line for achieving the proposed changes so that normal attrition can be used to a greater extent. In that case, our plans will serve as a longer range guide for collegiate changes.
- c. If we confront funding shortfalls in the next biennium with which we cannot cope and the Regents are forced to declare fiscal exigency, plans will be in place to define the areas in which terminations would be most academically reasonable. If we did not have such plans, it would be necessary to develop them at that time and under great pressures of time. To avoid any misunderstanding, let me state explicitly that we are not suggesting that the processes to be followed in declaring fiscal exigency or in actually terminating any individual have yet been specified.

I am sure that there are other questions, both general and specific, that you may have. To the extent that a complicated schedule permits it, I will continue to respond to the invitation of groups of faculty or departments to discuss these questions.

In the final analysis, it is clear that in this difficult process of planning, there are more ways to fail than to succeed. If we are unable to develop an innovative approach, we will have no alternative except to deal with our budget problems in the traditional way. We will reduce teaching assistant and unassigned instruction budgets, requiring increased class sizes with less teaching help. We will freeze new hires and dismiss untenured professors as necessary, paying the price in the vitality and future development of our programs. We will tax supplies and expense budgets, further reducing these already inadequate funds. It is an approach that will move us unerringly toward mediocrity and I am sure you can understand why we are putting such effort into the more difficult alternative.

Sincerely,  
  
Kenneth H. Keller  
Vice President

KHK;jhh/lme

cc: Dr. C. Peter Magrath, President  
University Vice Presidents

ADMINISTRATIVE AUGMENTATION OF FACULTY SALARIES  
IN THE HEALTH SCIENCES

- I. PURPOSE: Administrative augmentation of faculty salaries is given in recognition of the responsibility assumed by individuals who occupy major administrative positions.
- II. DURATION OF AUGMENTATION: Administrative augmentation is paid during the period of the administrative assignment and terminates when this assignment ends.
- III. ELIGIBLE POSITIONS:
  - 1) Administrative augmentation is appropriate for faculty members who serve in the following positions: vice president for health sciences; associate and assistant vice president; dean; associate and assistant dean; department head or chairperson and their equivalents in those health science units which are not organized on a departmental basis.
  - 2) A health sciences faculty member who now holds a position which carries an administrative augmentation will continue to receive augmentation until he/she leaves the position. With respect to new appointees, however, only those positions listed above will qualify for administrative augmentation unless an exception is made by the vice president for health sciences.
- IV. AUGMENTATION LEVEL: The level of administrative augmentation should reflect the difference between an individual's appropriate base salary as a faculty member (consistent with rank, discipline and unit assignment) and the total remuneration necessary to recruit or retain that individual in an administrative capacity. In justifying the level of an administrative augmentation recommendation, marketplace data from national organizations and/or other institutions should be included whenever possible. Recommended base salary and administrative augmentation levels must be approved in writing by the vice president for health sciences.

Appropriate levels of base salary and administrative augmentation should be achieved through the following procedures:

- 1) New administrative appointees - through the establishment of appropriate levels of base salary and administrative augmentation at the time of appointment;
- 2) Currently appointed administrators who receive administrative augmentation - if levels of base salary and/or administrative augmentation are not appropriate as defined in this policy, adjustments should be made through the future application of salary increases to the base or augmentation portions. Current levels of augmentation or base salary will not be decreased;

- 3) Currently appointed administrators whose remuneration is not divided between base salary and administrative augmentation - future salary increases for these individuals should be applied exclusively to their administrative augmentation until such time as the proportion of base salary and administrative augmentation are considered appropriate.

V. ANNUAL INCREASES IN BASE SALARY AND ADMINISTRATIVE AUGMENTATION: Increases subsequent to the initial appointment should normally be applied proportionately to the base salary and administrative augmentation. Exceptions to this policy must be justified in writing and require the approval of the vice president for health sciences.

VI. LEAVES OF ABSENCE: When an individual whose salary is supplemented by an administrative augmentation is granted a leave of absence with partial or total salary support (e.g. sabbatical leave, single-quarter leave), the conditions of the leave must specify whether or not the augmentation is to be continued during the period of the leave. Full continuation of augmentation during leave will be approved only if no augmentation is provided to the person temporarily replacing the administrator on leave. A portion of the augmentation can be transferred to the temporary replacement provided that the total amount of administrative augmentation in the unit remains constant.

April 1983

## Administrative Augmentation of Faculty Salaries

### Background

When a faculty member takes on significant administrative responsibilities, it is both necessary and appropriate to provide her or him with additional compensation. However, since the administrative assignment is for a fixed term, in contrast to the person's faculty appointment, the additional compensation is temporary and must be removed when the person returns to a professorial role. Procedurally this is complicated by the need to establish a fair relationship between the annual increases in salary that an individual receives in her or his administrative role and the increases that the person would have received as a faculty member during that same period of time.

To deal with this problem, the concept of temporary administrative augmentation was introduced in 1971. Administrative augmentation was defined as that additional compensation provided to an individual for carrying out substantial administrative duties during a fixed term. Unlike a faculty member's normal compensation, this increment was associated with the administrative duties themselves and, therefore, did not become part of the faculty member's permanent base salary. At the time, no specific guidelines were adopted to govern which positions would have augmentation associated with them or how the amount of that augmentation would be set.

In determining which positions should have administrative augmentation provided, there are two important considerations. On the one hand, many faculty members are called upon to undertake administrative assignments incidental to their normal professorial responsibilities. Frequently such assignments consume only a small fraction of their time or, if a significant amount of time is involved, they are relieved of some of their teaching load. In such instances, augmentation is not appropriate. On the other hand, some administrative positions, such as those of the central officers, are so far removed from faculty activities and are held for such long periods of time that the connection between a person's salary as administrative officer and as professor may be difficult to reflect properly with the device of administrative augmentation. For these situations, it is more appropriate to renegotiate the individual's salary when he or she returns to a faculty position.

Administrative Augmentation of Faculty Salaries  
Page Two

In determining the amount to be provided in augmentation, there are several issues to be considered:

1. Professorial salaries vary widely depending on field and seniority. Thus a simple percentage increase in a person's salary can provide quite different rewards to different faculty members.
2. Nominally similar positions, such as department chairman, can involve very different responsibilities. Within colleges, departments vary widely in size and organization. Moreover, the responsibilities of chairmen vary from those of major leadership to those of more limited administration and coordination.
3. Certain positions interrupt a person's professional development to a much greater extent than do others. Moreover, the interruption in professional development can be more serious in certain fields than in others so that greater inducements must be offered to attract faculty to accept the difficult challenge of an administrative position.

While these considerations suggest that an overly rigid set of guidelines governing augmentation would diminish its usefulness, it does seem valuable to establish a set of policies that insure that augmentation is not used arbitrarily. Such a set of policies is proposed in the following section for adoption by the Board of Regents.

**Policies Governing Administrative Augmentation of Faculty Salaries**

1. The dean of each college shall submit to the appropriate vice president by April 15, 1983, a list of all positions in the college for which it is proposed that administrative salary augmentation be provided. As a general rule, no administrative position within a department other than that of department chairman or head will be eligible for augmentation.
2. For each position recommended for augmentation, the dean shall specify the amount of augmentation. This can be expressed either as a percentage of base salary or as a flat dollar amount. Generally, similar titles will have similar augmentation amounts or percentages unless differences can be and are justified on the basis of substantially different responsibilities.
3. The Vice President for Academic Affairs and the Vice President for Health Sciences will approve or request modification in the recommendations made in 1. and 2. above. They will also monitor compliance with the augmentation schedule.

Administrative Augmentation of Faculty Salaries  
Page Three

4. The schedule of positions eligible for augmentation and amounts of augmentation will be reviewed each year and can be changed on recommendation of the dean and approval by the appropriate vice president. The Board of Regents will be provided with a schedule of augmentation allowances at its May meeting each year.
5. When the circumstances in individual cases warrant it, exceptions to the augmentation schedule can be made with the approval of the appropriate vice president. In such an event, the Regents' docket material listing the appointment will note the exception and indicate the reason for it.
6. When an individual whose salary is supplemented by an administrative augmentation is granted a leave of absence with partial or total salary support (e.g., sabbatical leave, single-quarter leave), the conditions of the leave must specify whether or not augmentation is to be continued during the period of the leave. A consistent, explicit policy should be established for each collegiate unit and a statement defining the policy should be submitted for approval to the appropriate vice president by April 15, 1983. The policy can provide for full continuation of augmentation during leave only if augmentation is not provided to the person temporarily replacing the administrator on leave. A portion of the augmentation can be transferred to a person's temporary replacement provided that the total amount of salary augmentation in the unit remains constant.

## SALARY POLICY FOR ADMINISTRATIVE OFFICERS

1. Administrative posts (Department Heads and above) will carry a negotiated administrative augmentation of the base salary of the individual for the designed period of the administrative appointment (A or B). This augmentation will relate to the administrative position and not to the individual. Thus if the administrative position is relinquished the individual's salary will revert to the base amount. Any salary adjustments during the term of administrative office will be divided between the base and the augmentation.
2. All fringe benefits will relate to both the base salary, and the augmentation. Those fringe benefits paid during the period of office in an administrative post will be related to the term of the administrative appointment (A or B). In the event that the administrative post is relinquished, the fringe benefits will subsequently be based on the appointment then assumed by the individual and on the term of that appointment. When the administrative post has been relinquished and the augmentation has been discontinued, the fringe benefits related to the augmentation will also be discontinued.
3. This policy is not intended to be retroactive but will apply for those cases negotiated after the approval of this policy by the Board of Regents or those previously negotiated on these terms.

APPROVED BY THE BOARD OF REGENTS - March 10, 1972



UNIVERSITY OF MINNESOTA

Office of the Vice President for Finance and Treasurer  
301 Morrill Hall  
100 Church Street S.E.  
Minneapolis, Minnesota 55455  
(612) 373-5940

*Copy Pac, Edith Swan  
for  
CUC SEC 5-12-83*

April 29, 1983

TO: Provosts, Deans, Directors and Department Heads  
FROM: Frederick M. Bohlen, <sup>Jud Bohlen</sup> Vice President for Finance and Treasurer  
SUBJECT: Budget Processing

Because you are all concerned about work schedules for the next several months, I want to inform you of the current plans of the Budget Executive for the implementation of the 1983-84 budget.

Since there is only limited time after the adjournment of the Legislature and since the 1983-84 budget will be prepared in the broader context of our institutional planning processes involving reallocation of resources, we have recommended and the Regents have approved a schedule that would delay the implementation of the budget until September 1, 1983. This means that 1982-83 "A" basis payrolls will be continued into 1983-84 at current 1982-83 rates. On September 16, 1983, hopefully we will have retroactive pay adjustments made and new budget allotments in place. This does not mean that we are changing the dates of the fiscal year, but does mean that we will be operating on a "continuing resolution" until September 1, 1983. We plan to have the regular academic year payrolls (Terms B, L, M) paid as scheduled at the new 1983-84 rates.

The timetable tentatively approved for review and approval of the 1983-84 budget is as follows:

- a) June 9-10 - Budget Plan to the Board of Regents for Information
- b) July 7-8 - Budget Plan to the Board of Regents for Approval
- c) Early August - Final Budget Approved by Regents probably on basis of mailing rather than meeting.

This schedule means that, subject to final approval of the Regents, all allotments and budget instructions will be available after the June meeting of the Board, with budgets due from your units in July.

Separate instructions on the mechanics for implementing the "continuing resolution" for "A" term employees will be forthcoming from the Payroll Department and the Academic Personnel Department.

FMB/ml

cc: President C. Peter Magrath  
University Vice Presidents



UNIVERSITY OF MINNESOTA

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

April 12, 1983

TO: The Senate Consultative Committee  
The Senate Planning Committee  
The Senate Finance Committee  
The Senate Committee on Educational Policy

FROM: Nils Hasselmo

*Nils Hasselmo*

I enclose a copy of a statement concerning the second cycle of planning which has been prepared for distribution inside and outside the University. If the response to this mode of communication is positive, a similar statement concerning the major results of the second planning cycle may be issued at a later date. Such a statement might address both important decisions made on the basis of "thematic" planning and program and service priorities emerging from unit planning in the second cycle.

Your comments and suggestions are requested.

pw

cc: C. Peter Magrath  
University Vice Presidents

Encl.

## Planning at the University

The University of Minnesota is engaged in a comprehensive planning process aimed at allocating resources on the basis of programmatic decisions and priorities.

The first cycle of planning began in 1979 and was completed in the spring of 1982. One result of the first cycle was a statement of academic program priorities, listing almost 100 programs in which money was to be saved.

The second cycle, which builds on the first, was initiated in the late spring of 1982 and will run through the spring of 1984. It will focus on fiscal years 1984 and 1985 and beyond.

As one step in the second cycle, collegiate units and support services were given targets in the winter of 1983 for budget reductions over the next two years. On average, the goal is to cut 6 percent from the budgets in 1983-84 and 3 percent in 1984-85.

The proposed cuts of about \$16.5 million in the first year and \$7.5 million in the second are intended to create a pool of flexible resources that can be directed to areas of highest priority or greatest need, to the extent that they are not needed to cover current retrenchments and projected reductions in state appropriations.

Planning at the University is guided by policies set down by the regents and instructions issued by the president. It is viewed as an aspect of the decision making of line officers rather than an enterprise separate from regular decision making.

In the collegiate units plans are drawn up by deans, in consultation with faculty members and students, on the basis of questions raised by the vice presidents for academic affairs and health sciences. College representatives meet with the appropriate vice president to discuss their plans.

The vice presidents responsible for support services work with those units to establish appropriate service priorities and resource targets.

Plans from all units are discussed by the Budget Executive (a group of four vice presidents). After consultation with the Senate Consultative Committee, the Budget Executive draws up recommendations for the president and the regents.

In the 1960s, programmatic changes at the University usually consisted of adding programs to what already existed in order to meet new needs. In the 1980s, in an environment of limited resources and projected enrollment declines, such a course of action will not be possible. Planning is essential if the University is to take new initiatives and avoid across-the-board budget cuts and erosion of quality.

## Setting priorities

Planning decisions at the University are made on the basis of a mission statement and an institutional planning statement.

The mission statement, which describes the basic characteristics of the University and defines its basic policies, was adopted by the regents in 1975 and revised in 1980.

In the institutional planning statement, first issued in 1981 and to be reviewed every few years, the president sets forth the goals and objectives of the institution for a particular period, taking into consideration the economic, demographic, social, political, and technological conditions it is likely to encounter.

The University's plans are shaped by its dual role as a land-grant institution and a leading national and international research university. It is devoted to teaching at the undergraduate, graduate, and professional levels, to research, and to service.

Broad access to basic programs is coupled with a high degree of selectivity in advanced programs. Basic research is coupled with applied research, teaching and research are coupled with service. Responsiveness to societal needs is highly valued, as is the maintenance of strong programs in the arts and sciences.

Basic priorities among colleges are defined by the mission statement and the institutional planning statement. In setting priorities among programs and services within units, a more specific set of criteria has been developed in consultation with the Senate Consultative Committee. These criteria are as follows:

**Quality** — It is difficult, as a practical matter, to build quality in a conscious and deliberate way. Where it occurs, it is often the result of the happy combination of opportunity, good luck, and foresight. Once the University has achieved a high level of quality in a program, it should make every effort to preserve it, and where an obvious opportunity exists to make a substantial improvement in quality with a realistic investment of resources, it should be taken.

**Connectedness** — This term refers to the extent to which the programs of a department or college serve other departments and colleges. Where this connectedness is high, it is unrealistic to consider extensive reductions in its activities unless alternative arrangements can be made to provide for the instructional or support activities.

and the  
Senate  
Finance  
Committee

**Integration** — The University's particular commitment to teaching, research, and service suggests that those programs that integrate all of those activities well are especially appropriate and important.

**Uniqueness** — The University's land-grant mission suggests that where we have a unique and useful program, we should have a strong commitment to maintain it. In making this determination, it is also important to consider whether the program is appropriate to the University's roles and strengths and whether it could or should be offered elsewhere.

**Demand** — Demand is obviously important, but it must not be interpreted too narrowly. We must avoid considering demand to be measured only by the number of students seeking admission to regular, full-time undergraduate or graduate programs. Part-time students and outreach audiences must also be considered in assessing demand. The needs of employers for individuals trained in certain disciplines constitute a form of demand. The demand for other "products" of the University, such as its research contributions to the solution of pressing economic and social problems and its contribution to the quality of life, must also be considered in assessing this factor.

**Cost-effectiveness** — Because our aspirations are always limited by the resources available, we must continually examine our programs to see if there are less costly ways to offer the same program or more efficient ways to accomplish the same ends. Yet cost alone must not govern our decisions, for the effectiveness of the program must also be weighed. When taken together, cost and effectiveness provide one important measure of whether we are putting our funds to best use.

## Resource allocation

In addition to programmatic priorities, a number of resource allocation questions are considered in the planning process.

**Appropriate budgets** — The first of these questions is that of internal equity: Is a unit appropriately funded in comparison with its peers in other institutions and other units within the University? Extensive comparisons have been used to establish "appropriate" budgets, taking into consideration both the quality of the units as they now exist and the potential for quality improvements in the future.

**Budget targets** — The second question is that of realistic expectations: What funding levels are within realistic limits for the institution as a whole and for individual units by the mid-1980s? In dealing with this question, it is important to provide some room for institutional aspirations while at the same time keeping the institution's financial feet on the ground. A "high target" has been set for each unit to allow some room for program development; a "low target" has been added to prepare for a possibly less affluent future. Since the targets have been made partly dependent on projected enrollment reductions, even the "high targets" lie below the current funding level for many units.

**Margins of flexibility** — The third question is that of budgetary flexibility: How can the institution retain some leeway for programmatic development, and sudden retrenchments, while faced with a general decline in resources? The answer is clearly that a certain proportion of the budget must be freed up. Margins of flexibility must be created both in order to make possible programmatic changes within a particular unit and in order to reallocate resources among major units.

**Charting paths** — Finally, the discussions of fiscal constraints deal with the question of "paths": How is a unit to reach the budget target set for the mid-1980s? The paths may vary greatly among units, since they will depend on such factors as the occurrence of vacancies, be they from retirement, resignation, or termination, the need to allow students enrolled in a particular program time to complete a degree, and changes in enrollment. As planning progresses, these paths will be charted with increasing precision.

## Five themes

Planning within the units is the heart of the planning process. In addition, five themes have been selected for planning throughout the University.

**Quality of graduate education** — Perhaps the best way to address the question of quality in an institution such as the University of Minnesota is through its graduate programs and research. The University has many graduate programs and many faculty members of national and international distinction, but in the past two or three decades a number of programs that used to rank among the top 10 to 15 in the country have slipped in the rankings. Systematic steps must be taken to ensure that quality programs are maintained and programs that offer an opportunity for improvement are enhanced.

**Economy of the state** — The University could provide more aggressive leadership within the state in a concerted effort to improve the economy, especially through the development and transfer of technology and management skills. This is fully consistent with our long-term view that the University is a wise investment for the citizens of Minnesota. Many areas of the University already have a strong reputation for responding to the needs of the Minnesota economy.

**Student experience** — For more than a decade, the University has had to cope with unprecedented enrollments at the undergraduate level. The next decade offers the prospect of a reduction in the number of undergraduates to levels for which the University's programs are more properly designed and funded. This is an opportune time to focus on how we can meet more effectively the intellectual, social, and physical needs of students and to provide an intellectually stimulating environment.

**International character** — The objective is to enhance the international character of the University's programs of teaching, research, and service. The need is documented in many recently published reports on the sorry state of international knowledge and understanding of American college students and on the serious global problems that face us.

**Computer technology** — The technology is changing rapidly in the areas of communication, computation, and information. The University is by its nature in the information business and could be affected dramatically by these changes. The objective is to ensure orderly consideration of changes, including applications to teaching and research as well as to administrative services.

## Planning and budgeting cycle

Each two-year cycle for planning and budgeting is divided into a planning year (the second year of one legislative biennium) and a budgeting year (the first year of the next). This arrangement reflects the need for decision making with a capability to anticipate the action in the legislature and respond to actual legislative decisions.

The timetable for the second planning cycle, now in progress, is summarized below.

### Planning year: Fall 1982 - Fall 1983

Review of overall approach with senior officers, deans, Senate Consultative Committee, regents Fall 1982

Issuance of instructions to vice presidents, deans, directors Winter 1983

Assignment of responsibility for dealing with institutional planning themes Winter 1983

Preparation of 1983-84 (FY '84) annual budget Spring 1983

Planning/budgeting conferences with units Spring 1983

Issuance of planning memoranda to units, program priority summary to the University community; revision of institutional planning statement Fall 1983

### Budgeting Year: Fall 1983 - Fall 1984

Preparation of 1984-86 two-year budget plan Fall/Winter 1983-84

Preparation of 1985-87 biennial request Spring/Summer/Fall 1984

By the fall of 1984, the University will be preparing for the third cycle of planning, building on the results of the second cycle and making adjustments appropriate to the environment.