

**SENATE MEETING**  
**Thursday, March 11, 1971**  
**3:30 P.M.**

**MAYO AUDITORIUM**

The voting membership of the University Senate totals 188 including the President, 126 members of the faculty, and 61 students. For a quorum, a majority of the voting membership (95) must be present. Amendments to the Constitution require advance publication and 126 affirmative votes. Amendments to the Bylaws require advance publication and 95 affirmative votes. Other actions require a simple majority of the members present and voting. The members of the all-University Administrative Committee are ex officio nonvoting members of the University Senate.

Any member of the faculty and any student eligible to vote for Senators may be admitted to meetings of the University Senate and shall be entitled to speak at the discretion of the Senate. Only elected members of the University Senate, the members of the Senate Consultative Committee, and, in the case of a tie, the chairman shall be entitled to vote.

Any representative may designate any elected alternate from his institute, college, school, or student constituency as the alternate to serve in his place and stead by written notice to the clerk of the Senate prior to the commencement of any meeting of the University Senate.

Provision has been made for the University News Service to send the docket to the news media in advance of each meeting and to arrange a news conference at the close of each meeting with the vice chairman and others he may designate. The meetings are open to the press.

**ATTENDANCE RECORD**

A roll of elected and ex officio members will be circulated during the meeting. Members will please check their names to indicate their presence. If the roll misses you, please stop after the meeting to check your name. The roll, after adjournment, will be on the rostrum.

An attendance record for nonmembers will also be circulated and will be on the rostrum after the meeting.

A summary of the attendance of members for the current academic year will be included in the June minutes.

**UNIVERSITY OF MINNESOTA**  
**THE SENATE**  
**DOCKET**

March 11, 1971

Your Committee on Business and Rules respectively presents the following matters for consideration.

**I. MINUTES FOR DECEMBER 3, 1970**

and

**SPECIAL MEETING, DECEMBER 10, 1970**

Reported for Action

**II. SENATE AND UNIVERSITY COMMITTEES, 1970-71**

Reported for Action

*University Committee on Extension and Community Programs:* James Holte replaces Anna-Mary Carpenter. Student: Add Jack Bagley, Jr.

*University Committee on Summer Sessions:* Fred E. Lukermann replaces Eugene Eidenberg as ex officio.

*University College Governing Council:* Fred E. Lukermann, ex officio, replaces Eugene Eidenberg; Clarke Chambers replaces Toni McNaron. Student: Patricia Luergens replaces Joanne Murph

**III. REPORT OF THE COMMITTEE ON COMMITTEES**

**1. Reported for Action**

**AMENDMENT OF THE RULES**

The Committee on Committees has considered and concurred in the recommendation of the University Committee on All-University Honors concerning increased alumni membership on that committee.

*Recommended for Action:* That the Rules be amended to change the alumni membership on the University Committee on All-University Honors from one ex officio member to five regular alumni members appointed by the President upon receipt of a double slate of nominations from the President of the Minnesota Alumni Association.

*Remarks:* With these changes the committee will consist of six faculty, five alumni, three students, and ex officio representatives from these units: Vice President, Academic Administration; University Relations; Department of Alumni Relations.

**2. Reported for Action**

The University Senate Statement on Academic Freedom and Responsibility, passed on December 10, 1970, and endorsed by the Regents on January 28, 1971, called for the establishment of an Appeals Committee to make recommendations in cases which were appealed to the President's Office after hearings at the departmental and collegiate levels. The Committee on Committees proposes this committee in compliance with those actions.

*Resolution for the Establishment of a New University Committee in Accordance with Article IV, No. 3a, of the Constitution*

The Senate Committee on Committees recommends to the Senate the establishment of the University Appeals Committee on Academic Freedom and Responsibility, to report to the Senate through the Senate Committee on Faculty Affairs. The University Appeals Committee on Academic Freedom and Responsibility, to be appointed by the usual procedures, will consist of seven faculty and four students. The functions of the University Appeals Committee on Academic Freedom and Responsibility will be:

1. To make recommendations to the President on appeals relating to questions of academic freedom and responsibility which have been filed with the President's Office and referred to the committee. The committee may designate faculty-student panels drawn from its membership to consider particular appeals and to report their findings and recommendations to the committee for action;
2. To determine the routing of appeals on academic freedom and responsibility for cases not covered by existing policies of the Senate; and
3. To review policies and practices relating to appeals procedures on academic freedom and responsibility and to recommend changes which may be indicated.

**3. Reported for Action**

*A. Resolution for the Establishment of a New University Committee in Accordance with Article IV, No. 3a, of the Constitution.*

The Senate Committee on Committees recommends to the Senate the establishment of the University Committee on University-ROTC Relationships, to report to the senate through the Senate Committee on Educational Policy. The University Committee on University-ROTC Relationships, to be appointed by the usual procedures, will consist of seven faculty and four students; at least one faculty member and one student member of the committee must be appointed from each campus of the University on which an ROTC program functions. A representative from each extant ROTC unit and the Vice President for Academic Administration, or his designate, will serve as *ex officio* members of the committee. The functions of the University Committee on University-ROTC Relationships will be

1. To serve as an advisory committee to the Vice President for Academic Administration regarding the ROTC program in respect to (a) intra-university policies, and (b) relations between the University of Minnesota and the Department of Defense and the several military services;
2. To formulate and report to the Senate, through the Senate Committee on Educational Policy, recommendations concerning policy changes in University-ROTC relationships;
3. To advise on the establishment of and appointments to the faculty of ROTC programs, as defined by the Regents' statement of November 13, 1970; and

4. To report annually to the Senate, through the Senate Committee on Educational Policy, on the status of the ROTC programs.
- B. The existing Campus Committee on ROTC shall be abolished upon the establishment of the University Committee on University-ROTC Relationships.

WALLACE RUSSELL, Chairman

#### IV. REPORT OF THE COMMITTEE ON BUSINESS AND RULES

##### 1. Reported for Action

A. Upon representation by the President of the Minnesota Student Association on behalf of the Twin Cities Student Assembly, the committee considered a change in the dates of election of student Senators. There is interest in holding the elections (on the Twin Cities Campus) at the end of winter Quarter rather than in spring, as has been traditional and as prescribed in Senate Bylaws. To make this possible—but not to direct it—the Bylaw needs to be modified from “in the spring of each year. . .” to “between March 1 and May 20. . .” (The latter deadline is part of the faculty Senate election Bylaw). Such a change is recommended by the Committee on Business and Rules, the Bylaw then reading as cited below.

*Article 1. Section 3, Senate Bylaws to read: “Between March 1 and May 20 each year, each unit listed in Section 1 of this article. . .”*

B. Change in designation of units within Health Sciences and within the Institute of Agriculture, for purposes of electing Senators. The recent reorganization of Health Sciences and the Institute of Agriculture has resulted in establishing units, as that term is used for voting for Senators, different from the previous arrangement. In Health Sciences, the units Medicine, Public Health, and Nursing are now separate, each headed by a dean. (Pharmacy and Dentistry, now part of Health Sciences, are already separate units for electing Senators.) These three units are proposed in place of the old unit, Medical Sciences.

In the Institute of Agriculture, now listed as one unit in the Senate elections, three units have been approved, Agriculture, Forestry, and Home Economics. They are proposed to replace the present single unit for electing Senators.

These proposed reorganizations result in no change in number of faculty Senators. There would be an increase of one student (from two to three Senators) from the old Medical Sciences group, as each of the three new units is entitled to one Senator but the number of students in the three units, if combined, qualified for only two Senators. The changes in Health Sciences were requested by the Vice President for Health Sciences. The changes in Institute of Agriculture originated in the Committee on Business and Rules but they have concurrence of the dean of the institute.

*Proposal:* Change Article I, Section 1, of the Senate Bylaws to eliminate “Medical Sciences” and to add “Medicine,” “Nursing,” and “Public Health,” and to add: “Forestry” and Home Economics,” the “Agriculture” now listed representing, in this new context, the “College of Agriculture” rather than the “Institute of Agriculture.” The section is to be renumbered to list units alphabetically.

##### 2. Reported for Action

*Proposed Changes in Article III, Section 4a of the Bylaws of the University Senate*

The purpose of the changes is to have elections of Consultative Committee members from UMD and UMM conducted by officials on those campuses rather than by the clerk of the Senate, traditionally a Twin Cities campus staff member.

*(In this presentation, words to be crossed out of the present bylaw are enclosed in brackets and words to be added are underlined)*

(1) Faculty Consultative Committee: Seven (7) faculty members shall be elected from the Twin Cities Campus by the faculties of that campus, and one (1) faculty member each shall be elected from the Duluth and Morris Campuses by the faculties of the respective campuses. Faculty members shall be nominated and elected by procedures established by each campus faculty, [and shall be elected] in accordance with the following provisions:

- (a) All members of the Faculty Consultative Committee shall hold regular appointment at the rank of professor, associate professor, or assistant professor. Members of the all-University Administrative Committee are not eligible for election.
- (b) Each campus faculty shall submit to the clerk of the [Senate] campus assembly a slate of candidates twice the number to be elected from its numbers. These candidates shall be nominated and certified as available according to procedures set forth by each campus assembly, and shall be announced in the [Senate] assembly docket for the first regular meeting of the winter quarter. The clerk of the [Senate] assembly shall distribute, by mail, election ballots and slates to all faculty eligible to vote for members of the Senate [from the respective campuses,] and shall receive all returns. The election procedures herein set forth shall be held and completed during a period commencing February 15 and ending March 30. In case of a tie, the clerk shall choose the successful candidate by lot.
- (c) Terms of office shall be three (3) years; no member is eligible to serve more than two (2) consecutive full terms. Elections shall be so adjusted that the terms of approximately one-third of the members shall expire each year.

ROGER B. PAGE, Chairman

#### V. REPORT OF THE SENATE LIBRARY COMMITTEE

##### Reported for Action

The Senate Library Committee recommends to the Senate the adoption of the following resolution:

The University Senate, University of Minnesota, regrets the action of the Board of Regents in refusing to appoint James Michael McConnell as an instructor in the University Library. This action, contrary to the expressed policy of the University of Minnesota in the past, violates the principle that academic staff should be hired, retained, and promoted on the strength of academic and professional criteria and not on the basis of personal characteristics irrelevant to the fundamental mission of the University. As elected representatives of the faculty and student body, we ask assurance from the Regents that this principle will be honored in the future.

In light of the U.S. Fourth District Court's ruling that the Regents have violated the Fourteenth Amendment to the U.S. Constitution and in light of the Regents' violation of the principle stated above, we urge that the Regents withdraw their appeal and employ Mr. McConnell as ordered by the court.

GERHARD WEISS, Chairman

#### VI. SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS

##### Reported for Information

##### I. Experimental Grading Practices Approved

In accordance with section 19 of the University's Senate action of March 9, 1967, which provided for Senate committee approval of experimental plans for grading, the following proposal has been approved by the Senate Committee on Academic Standing and Relations and are hereby reported for information.

- A. The College of Education has been granted approval for use of an S-U grading system on an experimental basis, for whatever undergraduate teacher education courses the college might decide such symbols are appropriate, for a 3-year period extending through the 1972-73 academic year.

Under the S-U system the mark of “S” is recorded after a student performs satisfactorily in one of these courses. Following unsatisfactory performance a “U” is recorded. When the student receives a mark of “S,” he receives course credits available toward meeting graduation requirements. The mark of “U”

would result in no course credit and the student would have to apply for permission in order to repeat the course. Neither the “S” nor the “U” would be used in computing grade point averages. Requests for use of such symbols must be submitted to and approved by the Curriculum Committee of the College of Education.

- B. The College of Liberal Arts, the College of Home Economics, the College of Education, and the General College have been granted approval to extend through the second week of the quarter the deadline for students to change their grading option from P-N to A-F or vice versa.

- C. The College of Veterinary Medicine was given approval for a change in the grading system for clinic courses. There shall be permanent grades of O (outstanding), S (satisfactory), and U (unsatisfactory) used to indicate quality of performance in the courses entitled Clinics and Special Clinics for Doctor of Veterinary Medicine candidates. Permission to use the new system was granted for the 1970-71 academic year only pending possible changes in the permanent grading system which may be made by the end of this academic year.

- D. The Institute of Technology was granted permission to use the grade symbol “W” on an experimental basis for winter quarter of 1971 only. The Institute of Technology may assign a “W” rather than an “I” to students who do not complete the work of the course and for whom there is no hope of completing the course other than by repeating it. A “W” may be assigned without the use of the cancel slip initiated by the student.

##### II. Review of P-N Grading

When the Senate approved the use of P-N grading the following section was included in the recommendation that was approved:

7. The effects of authorization of use of the P-N grading on educational practice at the University shall be reviewed by the Senate Committee on Student Scholastic Standing (Now replaced by the Senate Committee on Academic Standing and Relations) and the Senate Committee on Educational Policy not later than the academic year 1970-71, and a recommendation brought to the Senate by these groups for continuation of this authorization for use of P-N, or for discontinuance, or for such other modifications in Senate legislation on grading as may seem advisable.

—Senate Minutes, March 9, 1967, p. 75.

In accordance with this provision a Review Committee has been established and a report will be forthcoming at the spring quarter meeting of the Senate. Although committee deliberations have not been completed, it seems likely at this stage that the recommendations will involve revisions in the overall grading pattern in addition to recommendations specifically concerned with P-N grading.

JEANNE T. LUPTON, Chairman

#### VII. SENATE COMMITTEE ON EDUCATIONAL POLICY

##### 1. Reported for Information

The Senate Committee on Educational Policy supports the resolution of the All-University Committee on Extension and Community Programs requesting that the President appoint an Administrative Coordinating Council for Continuing Education and Community Programs which will be advisory to the Vice President for Academic Administration. It is understood that the Vice President for Academic Administration will forward any policy implications to the Senate through the All-University Committee on Extension and Community Programs and the Senate Committee on Educational Policy.

It is the Senate Committee on Educational Policy's intent to meet with the new council, when appointed, and the All-University Committee on Extension and Community Programs to discuss matters of common concern.

##### PROPOSAL FOR THE FORMATION OF AN ADMINISTRATIVE COORDINATING COUNCIL FOR CONTINUING EDUCATION AND COMMUNITY PROGRAMS

##### The Problem

The contemporary demand for higher education extends from immediate post-high school years throughout adult life. Dramatic advances in technology, social concerns, and governmental activity in social engineering have contributed to that demand. Technological change has meant increasingly heavy demands for vocational skills of a high order. The knowledge explosion makes most graduates in the professions out of date shortly after leaving their degree programs. There are increasing concerns about the wasted talent in rural and urban slums, among women, and among the handicapped.

The special problems resulting from the increasing urbanization of society are causing universities to become more deeply involved in research and educational programs directly concerned with city living and city planning. Especially notable is the expansion of programs in manpower development and community leadership for ghetto residents. Some states have established urban extension agents.

Special programs to meet the needs of women as a separate audience have been developed. Minnesota's Continuing Education Program for Women, established in 1960 as the first in the nation, is such an example. Federal, state, and local governments are increasing their demands on universities for training of a wide variety of people for a wide variety of positions: Peace Corps, Job Corps, Head Start, policemen, etc.; the list is long and clearly vocational.

For these and similar reasons, estimated increases in the general field of continuing education over the 20-year interval 1962 to 1982 vary from a 50 per cent increase to a 300 per cent increase. Whichever figure one uses, however, the data clearly reflect that an adult education explosion matching the knowledge explosion is upon us. Perhaps more important, the demand for continuing education is based not alone upon vocational training, or maintenance of professional technical skills, but as well upon the time honored rationale for a liberal education.

A combination of process learning, vocational preparation, and liberal arts is now the substance of most youth education. The identical components provide the substance of adult education but possibly in different proportions. The concept of lifelong learning has already greatly influenced curricula in elementary and secondary education, if less so in collegiate education. Flowing from this broadened concept is the acceptance of continuing education as a necessary component in the total educational design and not merely as an afterthought when the needs of the young have been served.

The problem is large. Large in concept and large in numbers of people who rightfully expect this land-grant institution to assist them. That this university has attempted to provide assistance is not in question. The General Extension Division has an outstanding record of assistance to the citizens of Minnesota going back to its establishment in 1913. Evening classes; independent study, radio, television, and tele-lecture courses; seminars; conferences; workshops and institutes; counseling services for educational, vocational, and personal problems; and a wide variety of program services are offered to the public. Educational programs conducted by the University's Agricultural Extension Service focus on technical and economic problems that farmers, horticulturists, foresters, and agricultural leaders face in producing food, fiber, and forest products. A rapidly expanding program in nutrition education is providing many low-income families in both urban and rural areas with information they need to select better diets. Helping communities better develop their natural and human resources is an increasingly important part of the Extension Service's program. Among the educational programs offered throughout the state in the area of family living are instruction in consumer competence, family development, and housing. The Extension Service reaches a significant number of Minnesota residents, both rural and urban, each year through regular instruction programs, educational publications, and mass media presentations. Most recently, the Re-

gents established the Center for Urban and Regional Affairs to carry out Community-University pilot programs which cut across colleges and to position successful experiments within appropriate established units.

The focus of our concern is our inability to respond adequately to the increased need for continuing education under present conceptualizations of the problem and present faculty understanding of their potential in adult education.

#### University Response

The University should extend its present program of day school and extension offerings to the community, but this is at best an inadequate concept of our responsibility for the education of adults. The weakness of much higher adult education lies in its traditional curricula and delivery of instruction—lack of the imagination that creates new approaches to the education of adults.

Countless faculty members at this University have taught and worked with adults in extension programs. Some have reworked traditional courses to meet adult needs and, as a result, have found that their experiments can be reintroduced into day courses. Many have been willing to bring their professional talents out of the classroom into the TV studio; the conference milieu; the multi-directional, statewide, telephone discussion; the seminar in which adult students are often peers. The classic lecture delivery of many faculty members has undergone abrupt change as adult students on the firing line have challenged statements and forced exchange of ideas in fluid teaching-learning formats.

But continuing education should become a part of the mainstream in all departments and colleges of the University. A planned, programmatic response by departments to the opportunities and obligations present in continuing education is seen as a necessary part of their commitment to the total educational task. The concept of lifelong education denies the belief that the 4-year baccalaureate degree program, or even graduate degree programs, can be separated from the total process of education and identified as the one area of legitimate concern of the faculty.

The University is uniquely able to do well certain things that cannot be done by other institutions or agencies of higher education. We also have specific needs, particularly in graduate training programs, which can be served by active participation in continuing education. However, we need not assume that we can or should respond to all needs nor plan or program for all social changes. A university must actively study the educational needs of communities and of individual adults. In these needs it finds not only new ideas where education should be provided but also the seeds of new subject matter and research problems. All the activities that bring the University into vital interaction with society should be viewed together. This is possible only if these activities are joined in a coordinated, vital unit, adequately funded to support the job that needs to be done. Coordination with other institutions and agencies is required as well, possibly through an agency of the Higher Education Coordinating Commission.

Evaluation and research on higher education is limited, if not scarce. We know very little about the dimension of need or the most effective system of response. However, it may be judged that research and evaluation on continuing education would have salutary effects on all of higher education. Certainly it is a legitimate area of scholarly inquiry.

Of particular concern is the absence of any effective on-going planning and programmatic budgeting for continuing education within the University. The extension divisions of the University are effective at providing outreach services for specific faculty groups and University units when a need has been defined and faculty commitment has been made. However, extension historically has not had its own faculty and works largely as a service and outreach arm of the University where faculty interest and involvement has already been stimulated or identified.

What is lacking is a suitable mechanism for a continuing review of University activities in extension, continuing education, and community programs which has as its goal the setting of priorities and the planning in programmatic terms of costs in relation to available resources.

After lengthy inquiry and discussion, the All-University Committee on Extension and Community Programs has accepted several assumptions about University activities in continuing education, extension, and community programs.

1. There should be a separation and identification of policy making, planning, and operations functions of the University in these areas;
2. There is a need for improved high level administrative planning in the area of extension, continuing education, and community program activities of the University;
3. This committee is not primarily concerned with programs within collegiate and/or departmental units of the University which have clear administrative and operational responsibilities for them;
4. There are existing and potential special programs in these areas which are not administratively lodged in such an administrative framework and which, therefore, tend to fall outside regular University review and priority setting mechanisms; and
5. Faculty and students, while concerned with the parameters established on top level planning, view the ongoing and continuous planning process as one more properly conducted through administrative means. Periodic consultation as to the direction to be charted in planning and the opportunity for review of findings for alternative interpretations and recommendations is deemed an important policy role of these groups.

**Recommendations**—Therefore, the All-University Committee on Extension and Community Programs recommends to the Senate Committee on Educational Policy that it forward an appropriate resolution to the All-University Senate calling for the establishment of an Administrative Planning Council for Continuing Education and Community Programs. In addition, appropriate staff resources should be provided in the Office of the Vice President for Academic Administration to support such a Planning Council's activities. These recommendations carry with them the following responsibilities:

1. The Administrative Planning Council, in addition to reporting through the normal administrative channels, should report on its planning activities and conclusions to the All-University Committee on Extension and Community Programs. This will enable faculty and student participation in policy making in these functional areas.
2. The Coordinating Council supporting staff should be represented regularly at and receive guidance from the All-University Committee on Extension and Community Programs for particular planning needs as see by it.
3. The Administrative Coordinating Council should be responsible for University top level programmatic review, evaluation, and planning for extension, continuing education, and community programs.
4. The Administrative Coordinating Council will have the responsibility of recommending program and budget priorities at the all-University level for these activities.
5. The Administrative Coordinating Council should seek to develop long-term planning documents in these areas as well as to respond to shorter-term planning needs.

Upon approval of the resolution, it is requested that the Office of the Academic Vice President inform the Senate at a subsequent meeting of steps taken to implement the resolution.

Submitted by the University Committee on Extension and Community Programs.

R. Abraham, ex officio	D. Darby
J. Bagley	E. Eidenberg, ex officio
B. Balow (until Jan. 1, 1971)	(July 1, 1970—Dec. 31, 1970)
F. Boddy	J. Fitzgerald

D. Giese
M. Heitlinger
F. Lukermann, ex officio
L. Manske
J. Mauriel
M. Nelson

R. Skok
R. Swalin, chairman
W. Thompson, ex officio
R. Weatherman
G. Williams
H. Williams

## 2. Reported for Information

The following procedural recommendations have been approved by the Senate Committee on Educational Policy and have been forwarded to the Senate Consultative Committee for their opinion as to whether action by the Senate is required.

The Constitution of the University Senate specifies the general powers of the Senate in the following words:

The University Senate shall have general legislative authority over educational matters concerning more than one campus or the University as a whole, but not over the internal affairs of a single campus, institute, college, or school, except where these materially affect the interests of the University as a whole or the interests of other campuses, institutes, colleges, or schools.

The minimum requirements for a liberal education are matters that materially affect the interests of the University as a whole.

The University Senate shall have the power to enact regulations for the governing of the faculty and students in those relations with the University which affect the University as a whole.

The University Senate shall have the power to recognize campus assemblies as official campus legislative and policy-making bodies, and upon so doing, such organizations shall have all powers permitted the campus assembly in this Constitution and Bylaws.

The University Senate may delegate authority and responsibility to campus assemblies in educational matters concerning but one (1) campus of the University. Each campus shall determine its own assembly and shall adopt its own Constitution and Bylaws which shall be consistent with the constitution and Bylaws of the University Senate.

In order to encourage wide understanding of significant developments within the several units of the University and to make regular the procedures for dealing with such developments, the subcommittee offers to the SCEP three recommendations for incorporation into general University procedure.

In the case of each of the three recommendations, the sole intent of the subcommittee has been to suggest procedures which are consistent with both formal and informal University policy.

### I. Procedures Regarding Collegiate Reorganization and Program Change

It shall be the policy of the University that all matters of collegiate reorganization and the addition or deletion of undergraduate or graduate majors or programs shall be reported for information to the Senate Committee on Educational Policy as an integral part of the protocol for consideration of such modifications.

It is the intent of this policy to provide for wide dissemination of information on collegiate matters in order that collegiate decisions may be taken with full understanding of their effect on other units of the University, not to restrict the established powers and responsibilities of collegiate units.

The Senate Committee on Educational Policy will report all such items it has received to the Senate. Items will be forwarded to the Regents of the University for approval only after transmission to the SCEP.

Present procedures provide that proposed additions or deletions of undergraduate or graduate majors or programs generated within colleges be submitted through the office of the Vice President for Academic Administration to the Curriculum Advisory Committee of the Higher Education Coordinating Commission for its advice prior to submission to the Regents of the University. This procedure includes both preliminary proposals and final proposals. We suggest here that both preliminary and final proposals be transmitted for information to the SCEP at the same time that they are submitted to the HECC.

### b. Procedures Regarding Major Organizational Changes of the University

It shall be the policy of the University that (a) the creation of new collegiate units within a campus of the University or (b) the addition to an existing campus of the University of a major new mission with intercollegiate or campus-wide implications shall be a matter for action, in the form of recommendations to the Regents of the University, by the Assembly of the affected campus. Such actions shall be reported for information to the University Senate through the Senate Committee on Educational Policy and the Senate Committee on Resources and Planning in order to permit informal discussion at the all-University level prior to formal submission to the Regents.

To insure that this reporting procedure does not delay significantly the implementation of such changes, it is understood that any such item received by the Senate committees no less than 45 days prior to a regularly scheduled meeting of the Senate will be referred for information to the Senate at that meeting.

The establishment of this policy would make regular those procedures which have been developing from specific proposals in the recent history of the University and provide for the systematic consideration of faculty and student opinion regarding major development of the University.

### c. Procedures Regarding Addition of a New Campus to the University System

We urge that the Senate Consultative Committee take responsibility for conversations with the administration of the University, and through them with the Regents of the University and members of the larger society, regarding any proposal from whatever source for the addition of a new campus to the University system.

In the course of such conversations, it should be the responsibility of the Senate Consultative Committee to direct questions on issues arising from a proposal for the addition of a new campus, either for action or information to the Senate through the appropriate standing committees of the Senate.

We recognize that matters involving the addition of a new campus to the University system involve powers and competencies beyond those contained within the faculty and students of the University. But it is equally clear that so important a step as the addition of a new campus carries major implications for educational policy, for planning for the development of educational programs, for the allocation of resources, and for the relation of the University to other elements of the Minnesota system of higher education. We believe it essential that the faculty and students of the University have regular opportunity both to understand and assess proposals for new campuses of the University and to offer their considered judgments.

MAY BRODBECK, Vice Chairman

VIII. OLD BUSINESS

IX. NEW BUSINESS

X. NECROLOGY

W. A. BILLINGS

1888-1970

WILDRED GORDON BRIERLY

1885-1970

MILTON MALOF

1936-1970

The next regular meeting of the University Senate is scheduled for Thursday, May 27, 1971 in Mayo Auditorium