

# Senate Meeting

## Thursday, December 2, 1971

3:30 p.m.

Nicholson Auditorium

The voting membership of the University Senate totals 222 including the President, 147 members of the faculty, and 74 students. For a quorum, a majority of the voting membership (112) must be present. Amendments to the Constitution require advance publication and 148 affirmative votes. Amendments to the Bylaws require advance publication and 112 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 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.

### 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 at 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.

Year 1971-72

University of Minnesota

No. 1

# The Senate Docket

## December 2, 1971

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

### I. MINUTES OF MAY 27, 1971 Reported for Action

### II. OFFICERS OF THE UNIVERSITY SENATE Reported for Action

The chairman of the University Senate has designated the following as officers for 1971-72:

Abstractor — Jeanne T. Lupton  
Clerk — W. Donald Beatty  
Parliamentarian — Ralph Miller

### III. REPORT OF THE ADMINISTRATIVE COMMITTEE 1. Reported for Action

1972-73 University-calendar. Landis Boyd, professor and head of agricultural engineering and chairman of the Schedule Committee, presented the academic year calendar for 1972-73 and introduced a set of possible scheduling principles suggested by the committee for guidance in setting future calendars. He pointed out that the calendar again called for 50 instructional days per quarter, and that the late schedule for summer session II would preclude many teachers from enrolling for that term.

### TENTATIVE UNIVERSITY CALENDAR (See note 1) Academic Year 1972-73

July 31-September 22 Fall registration. Orientation program for new students. (Dates for the various colleges will be announced in mailed instructions. Students are urged to register early. It is expected that all Twin Cities Campus students who can do so will register in August).  
July 15 (See note 2). Saturday Last date to file application for fall admission to the undergraduate colleges  
August 25, Friday Graduate School application deadline for fall quarter.  
September 1 (See note 2). Friday Last date to file fall request for change of college within the University  
September 4, Monday Labor Day, holiday

September 11-22 Orientation and Registration - Duluth Campus  
September 15, Friday Application deadline for adult special and new post baccalaureate special students  
September 14, Thursday Last day for payment of fall quarter fees for students registered through September 8  
September 15-17 Camps for new students  
September 17, Sunday Parents' Day - Twin Cities Campus  
September 17-22 Welcome Week (Twin Cities Campus)  
September 17-24 Orientation and registration (Morris Campus)  
September 18-22 Orientation and registration (Crookston Campus)  
September 22, Friday Last day for registration and payment of fees for undergraduates including adult special students, except teachers in service

### Fall Quarter - 1972

September 25, Monday Fall quarter classes begin  
September 27, Wednesday Opening Convocation (Crookston)  
September 28, Thursday Opening Convocation, Twin Cities Campus, Northrop Memorial Auditorium. Fourth (IV) hour classes excused  
September 29, Friday Last day for registration and payment of fees for Graduate School and teachers in service  
October 10, Tuesday Crookston Assembly, 4:00 p.m.  
October 14, Saturday Homecoming (Duluth Campus)  
October 14, Saturday Homecoming (Morris Campus) - Moorhead State College  
October 21, Saturday Homecoming (Crookston Campus)  
October 21, Saturday Homecoming (Twin Cities Campus) - University of Iowa  
October 23, Monday Morris Assembly, 4:00 p.m.  
October 24, Tuesday Duluth Assembly, 3:30 p.m.  
October 26, Thursday Twin Cities Assembly, 3:30 p.m.  
November 7, Tuesday Crookston Assembly, 4:00 p.m.  
November 15 (See note 2), Wednesday Last day to file application for Winter admission to the undergraduate colleges or for change of college within the University including teachers in service  
November 23, Thursday Thanksgiving Day, holiday  
November 24, Friday Floating holiday  
November 24-25 Classes excused (except College of Medicine)  
November 30, Thursday Senate meeting, 3:30 p.m.  
December 1, Friday Deadline for application for admittance to Graduate School, winter quarter  
December 5, Tuesday Crookston Assembly, 4:00 p.m.  
December 5, Tuesday Last day of instruction  
December 6, Wednesday Study day

December 6, Wednesday Duluth Assembly, 10:00 a.m.  
 December 7-13 Final Examinations  
 December 13, Wednesday All University Commencement - Twin Cities Campus  
 Individual collegiate graduation and honor events during this period as scheduled by each unit. End of fall quarter  
 December 14-28 Orientation program period, registration, and payment of fees for new students in some undergraduate colleges. Other colleges will announce dates in mailed instructions  
 December 19, Tuesday Last day for payment of winter quarter fees for undergraduates in residence fall quarter including adult specials, except teachers in service  
 December 25, Monday Christmas Day, holiday  
 December 26, Tuesday Holiday (possible Civil Service floating)  
 December 29, Friday Holiday (possible Civil Service floating)  
 January 1, Monday New Year's Day, holiday

#### Winter Quarter - 1973

January 3, Wednesday Winter quarter classes begin  
 January 5, Friday Last day for registration and payment of fees for the Graduate School and for teachers in service  
 January 9, Tuesday Crookston Assembly, 4:00 p.m.  
 January 30, Tuesday Duluth Assembly, 3:30 p.m.  
 February 1, Thursday Twin Cities Assembly meeting  
 February 6, Tuesday Crookston Assembly, 4:00 p.m.  
 February 15 (See note 2), Thursday Last date to file application for spring admission to the undergraduate colleges or for change of college within the University including teachers in service  
 February 19, Monday Morris Assembly, 4:00 p.m.  
 February 23, Friday Graduate School application deadline for spring quarter  
 March 6, Tuesday Crookston Assembly, 4:00 p.m.  
 March 8, Thursday Senate meeting 3:30 p.m.  
 March 13, Tuesday Last day of instruction  
 March 14, Wednesday Study Day  
 March 15-21 Final examinations  
 March 20, Tuesday Last day for payment of spring quarter fees for students in residence winter quarter in undergraduate colleges (including adult specials)  
 March 21, Wednesday Individual collegiate graduation and honor events during this period as scheduled by each unit. End of winter quarter  
 March 21-27 Orientation program period, registration, and payment of fees for new students in some undergraduate colleges. Other colleges will announce dates in mailed instructions

#### Spring Quarter - 1973

March 28, Wednesday Spring quarter classes begin  
 March 30, Friday Last day for registration and payment of fees for the Graduate School and teachers in service  
 April 10, Tuesday Crookston Assembly, 4:00 p.m.  
 April 22, Sunday Easter, holiday  
 April 23, Monday Easter Monday, holiday  
 April 24, Tuesday Duluth Assembly, 3:30 p.m.  
 April 26, Thursday Twin Cities Assembly meeting  
 April 30, Monday Morris Assembly, 4:00 p.m.  
 May 8, Tuesday Crookston Assembly, 4:00 p.m.  
 May 21, Monday Graduate School application deadline for first term of Summer Session  
 May 24, Thursday Cap and Gown Day Convocation, Duluth Campus, 2:30 p.m. Provost's Reception 3:30 p.m. (Seniors excused from classes 2:30 p.m. - 4:30 p.m.)  
 May 24, Thursday Senate meeting, 3:30 p.m.  
 May 28, Monday Memorial Day, holiday  
 June 7, Thursday Last day of instruction  
 June 8, Friday Study day, Duluth Assembly 10:00 a.m.  
 June 9-15 Final examinations  
 June 15, Friday Commencement, 2:00 p.m.; Provost's Reception following Commencement (Crookston Campus)  
 June 15, Friday Commencement, "The Mall", 7:30 p.m.; Provost's Reception after Commencement (Morris Campus)  
 June 15, Friday Commencement, 8:00 p.m. (Duluth Campus)  
 June 16, Saturday All University Commencement - Twin Cities Campus. Individual collegiate graduation and honors events during this period as scheduled by each unit. End of spring quarter

#### Summer Session - First Term 1973

June 18, Monday Orientation and registration for first term, fees due  
 June 19, Tuesday First term classes begin  
 June 25, Monday Graduate School application deadline for second term Summer Session  
 July 4, Wednesday Independence Day, holiday  
 July 20, Friday Last day of term  
 July 20, Friday Individual collegiate graduation and honors events during this period as scheduled by each unit. End of first term

#### Summer Session - Second Term 1973

July 23, Monday Registration for second term; fees due  
 July 24, Tuesday Second term classes begin  
 August 24, Friday Last day of term  
 August 24, Friday Duluth Campus Assembly, 4:00 p.m. All University Commencement - Twin Cities Campus. Individual collegiate graduation and honors events during this period as scheduled by each unit. End of second term

#### POSSIBLE 1973-74 CALENDAR

	Fall	Winter	Spring	SSI	SSII
Classes begin	9-24-73	1-3-74	3-27-74	6-18-74	7-22-74
Classes end	12-4-73	3-13-74	6-6-74	7-19-74	8-23-74
Exams	12-6-12-73	3-15-21-71	6-8-14-74		

(Note 1: This calendar includes most, but not all, events for all campuses of the University. Some variations are desirable at Duluth, Morris, Crookston and Waseca. Students on those campuses will be informed of variations and differences by officials on those campuses.)

(Note 2: Students applying to or planning to transfer to colleges, schools and programs other than CLA and General College should consult the appropriate college to determine the deadlines. Many of these are different from those indicated above.)

## 2. Reported for Information

**Schedule Committee report.** Mr. Boyd presented the proposed scheduling principles referred to above. His committee will discuss them with all collegiate units. They are as follows:

1. All quarters will have 50 days of instruction. Each summer term will have 25 days of instruction.
2. The second summer term must end at least two weeks before Labor day. Reason: Many secondary school faculty must report at least a week before Labor Day. Some must report even earlier. Others would like, deserve and need at least a week of vacation between summer school and the beginning of a new school term. Also, second summer term offerings are reduced if fewer enroll because of the late August ending date.
3. Fall quarter will begin on the Monday in September that is one week or more later than September 16, i.e., when 9 month appointees return to work. This means September 23 or later.
4. No term will begin later in the week than Thursday, i.e., there will be a minimum of 2 days of instruction in the first week. Three days are desirable.
5. Students will not be asked to travel on New Year's Day or Easter Sunday. This means winter quarter will begin on January 3 or later. Easter Monday will be a holiday.

The above principles result in the following scheduling procedure:

- a) Fall quarter—determine starting date and plan forward.
- b) Winter quarter—plan forward from January 3 or later according to principle no. 4.
- c) Second summer term—plan end from Labor Day and work backward
- d) First summer term—plan end from start of second term and work backward
- e) Spring quarter—plan end from start of first summer term and work backward
- f) Check overlap of winter and spring and adjust if necessary.

The above principles create problems. Most, if not all, can be eliminated by starting classes in early September and completing the fall quarter by Thanksgiving. Still another possibility would be to complete instruction before Thanksgiving and give examinations immediately after it.

**Honors Committee.** William Lockhart, chairman, presented ten nominations for the Outstanding Achievement Award and one for the Alumni Service Award. All were approved. He followed with a report of three names for University structures his committee would recommend to the Regents.

**Commencements.** Russell Tall, associate director of University Relations, reviewed the recent changes in commencement procedure, including the reduction from five to three-all-University ceremonies, voluntary attendance by students, and widespread use of the individual collegiate ceremony. He introduced a set of recommendations which were discussed by the committee and then approved. They are as follows:

- 1) The three all-University commencements—December, June and August—be continued. Collegiate units be encouraged to continue individual graduation ceremonies also.
- 2) Cap and Gown Day be discontinued as an all-University event, and honors ceremonies be included as a part of the graduation ceremonies of collegiate units.
- 3) The allocation of fees to commencement budget be continued at the same level. A new formula be adopted of which University Relations would transfer to collegiate units the amount available after expenses of the all-University events.
- 4) The Fees Committee be asked to decide the disposition of the \$42,500 balance now remaining in the commencement fund.
- 5) The Commencement Advisory Committee and the Cap and Gown Day Committee be commended by the President for their counsel and guidance during the year of experimentation, and the committees be discontinued.
- 6) Collegiate units be given complete discretion with regard to graduation events, subject only to the following:
  - a. Events must be planned by advisory groups in which there is at least a majority of students, preferably prospective graduates.
  - b. Events may not be scheduled at the same time as an all-University commencement.
  - c. Funds transferred to the collegiate unit but not spent will revert to the commencement budget at the end of each fiscal year.
  - d. Funds may not be used to provide cash awards or any substantial material award to individual graduates.
  - e. Collegiate units must file a report annually with University Relations, describing the type of events held, number attending and how funds were spent. Reports due in July of each year.
  - f. Expenditure of funds must be made within University rules and policy.

**Building request preparation.** Mr. Brinkerhoff reviewed the timetable for submitting building requests for the Legislative Building Commission for the 1973 biennium; draft requests are due in his office by December 1.

**Compliance Review.** Mr. Eidenberg announced that HEW would conduct a compliance review at the University in October, and he distributed copies of an interpretative bulletin from the Minnesota Commissioner of Human Rights, and federal administrative regulations affecting federal contractors. He urged all units to make a study of the status of women on their faculty as had been done by CLA, as well as to develop affirmative action plans.

**Emergency Employment Act.** Mr. Eidenberg reported that an application was pending for funds through the state for academic and civil service positions under the Emergency Employment Act. Mr. Lukermann enumerated some of the constraints in hiring procedures if the funds become available.

**Program and Budget Decision-Making Process.** There was a general discussion of the program and budget decision-making process for the 1972-73 budget. The review process will involve Senate committees, including an expanded Consultative committee, central administration, Budget Planning and Information Systems Development, the Senate, Regents' committees, and the full Board. President Moos announced the additions to the Consultative committee which include: the president of ASTRA, chairmen of SCEP, SCRAP and Faculty Affairs Committee, AAUP presidents from the Twin Cities, Duluth and Morris campuses, seven deans, and two provosts. The following memorandum is to be forwarded from the Administrative Committee and the Consultative Committee to the Senate:

To: University Senate  
 From: Eugene Eidenberg, Assistant Vice President for Administration  
 Re: Development of the University's current program review and reallocation process

In June, 1971, it had become obvious within the University community that a new approach to allocation of limited resources was needed. Legislative action had dictated some funding cutbacks for 1971-72 and 1972-73. Although required by the press of time, the across-the-board retrenchment for 1971-72 was an unsatisfactory way of dealing with the budget process. What was missing was a planning and budgeting approach which would avoid formula results and grapple with program decisions on their merits, incorporating some features of both program budgeting and non-incremental budgeting.

The President and the Vice-Presidents turned to the relevant Committees of the Senate for counsel, and during late June and early July the Senate Committees on Educational Policy and Resources and Planning produced a proposal to guide the preparation of the 1972-73 budget entitled "Accountability and Educational Criteria: University Planning for Selective Growth." Between July 13 and August 5, this document was unanimously approved by the full SCEP-SCRAP Committees, the central administration, and the Board of Regents.

Involved in the consultative process were both 1970-71 and 1971-72 members of SCEP-SCRAP plus additional students and faculty, the Consultative Committee and the Administrative Committee of the University Senate.

On July 23, the SCEP-SCRAP document and an accompanying memo of instructions were distributed to all University administrators. Subsequently planning materials and information were distributed to all units.

On September 28, President Moos distributed guidelines for budget development for non-academic units which parallel the SCEP-SCRAP procedure.

On October 28, the President sent to all Provosts, Deans, and Directors a memo clarifying the program and budget decision-making process. This memo and the accompanying diagram were discussed at the November 9 meeting of the Administrative Committee.

The following are recent memos from President Moos outlining the current budget decision-making process.

November 3, 1971

To:  
 Sherwood Berg  
 Bryce Crawford  
 Raymond Darland  
 Don Edwards  
 Jack Imholte  
 Jack Merwin  
 Erwin Schaffer  
 Richard Swalin  
 E. W. Ziebarth  
 Norene Bagnell, ASTRA  
 May Brodbeck, Chairman, Educational Policy Committee  
 Robert Evans, AAUP, Duluth Campus  
 Isabel Harris, Chairman, Faculty Affairs Committee  
 Warren Ibele, Chairman, Resources & Planning Committee  
 Raymond Lammers, AAUP, Morris campus  
 Robert Morris, AAUP, Twin Cities campus  
 John Darley, Immediate past chairman, Consultative Comm.

I am asking each of the people to whom this letter is addressed to join the Consultative Committee under Professor Carl Auerbach's chairmanship to serve as the all-University committee with which I will consult in the preparation of the 1972-73 program budget.

My central offices and I worked with an augmented Consultative Committee in the development of the 1971-72 budget, and felt it was a most useful instrument for this important work.

In addition to the Expanded Consultative Committee we will be sharing budget documents and planning alternatives with the Senate Committee on

Educational Policy and the Senate Committee on Resources and Planning. Their input will be most useful as we work to prepare the new budget.

I am attaching a copy of a recent memorandum I sent to Provosts, Deans, and Directors explaining the nature of the consultative process we will follow which you may find useful. Attached to that memo was the enclosed flow chart which seeks to show that process in schematic form.

I am looking forward to working with you in this significant effort.

Sincerely yours,  
 Malcolm Moos  
 President

cc:  
 Carl Auerbach  
 Members of Consultative Committee  
 Members of SCEP  
 Members of SCRAP  
 Members of Senate Committee on Faculty Affairs

October 28, 1971

To: Provosts, Deans, and Directors  
 From: Malcolm Moos  
 Re: Program and Budget Decision-Making Process

I am sending this memorandum as one means of further clarifying the process through which the several program and budget plans will proceed after they are received by the central administration. A number of people have asked questions about this process and I thought that perhaps a University-wide memorandum would be of some use in responding to those questions. I want you to know that at every stage of the process collegiate and campus representatives will have opportunity to make direct representations.

When academic and administrative plans have been received centrally, my central officers will collectively discuss and develop a tentative set of allocations. This process will involve all of the vice presidents' offices and myself. When the central review process has been completed, the proposals will be taken before the expanded Consultative Committee in working sessions. The expanded group will include representatives from the Senate Committee on Educational Policy, the Senate Committee on Resources and Planning, the AAUP chapters on all campuses, and the Association of Research and Teaching Assistants.

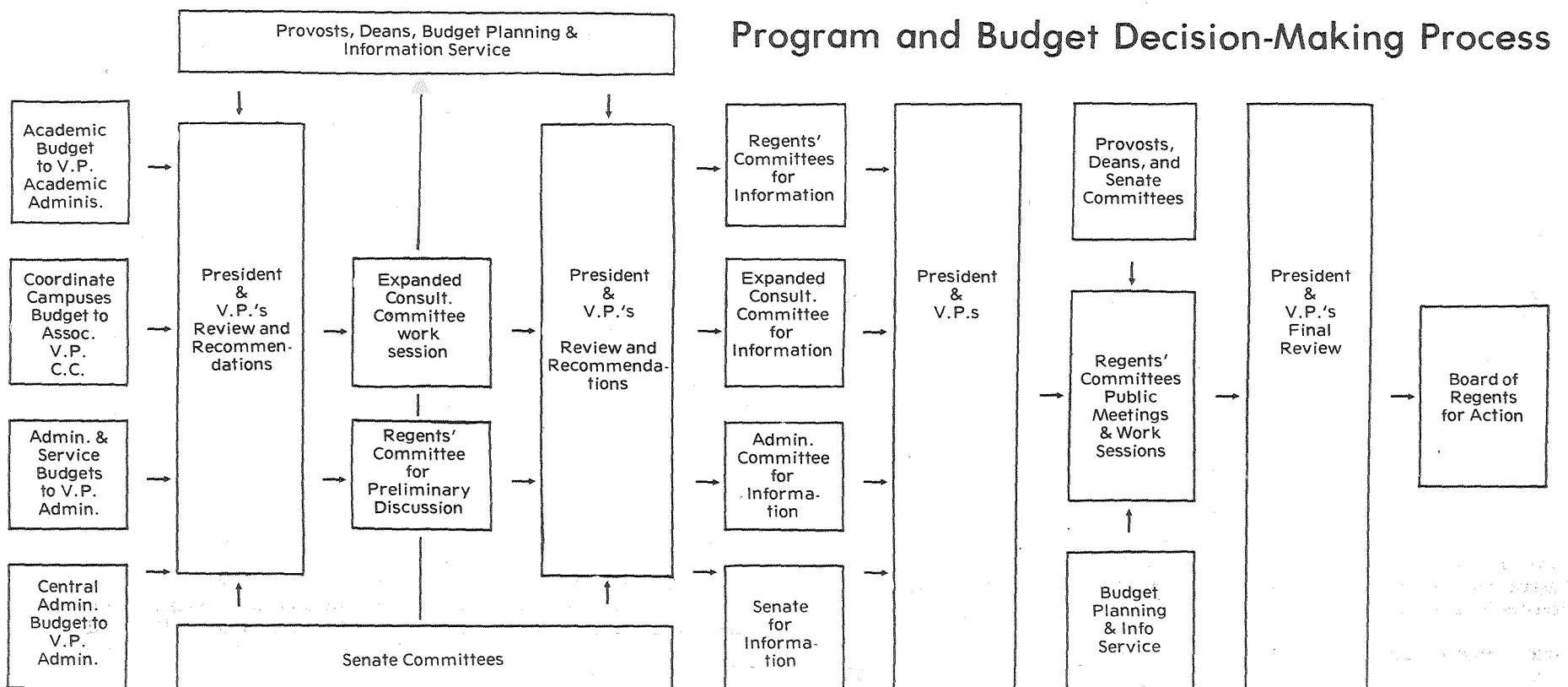
When this expanded Consultative Committee has finished discussing the proposed budget and making its recommendations, the central officers will return to their working sessions to revise and refine their program recommendations as discussions indicate. When that process is completed, the revised budget and program plans will be brought before the expanded Consultative Committee, the Administrative Committee, and the entire Senate for information.

At this point, I will submit my proposals to the appropriate Regents' Committees for their consideration. These Committees expect to hold a series of joint and public meetings as they deem necessary in which the major issues and our recommendations will be aired. When the committees have finished their work, their recommendations will be taken by the central officers for further internal revisions and refinement consistent with the Regents' input.

Finally, I will submit a finished set of programmatic budget proposals to the Regents for their review and action.

I am attaching a copy of a schematic diagram which seeks to represent the process which we will be undertaking after November 1. I am hopeful that this process and the continuing interaction between the central administration, the Regents, and the constituent parts of our University will develop a high degree of confidence in the final results of that process. I have no doubt that there will be difficulties and anxieties, but I am committed to making this process work to the betterment of the entire University and higher education in Minnesota. I appreciate the very high level of cooperation that we have already received from everybody in this difficult undertaking. I believe the results will be in the best interests of our great University.

Enclosure



IV. SENATE AND UNIVERSITY COMMITTEES, 1971-72  
1. Reported for Action

**Council of Liberal Education:** Lloyd Lofquist (chairman), Sabra Anderson, Donald Blocher, Gordon Bopp, Siegfried Grosser, Jay Hughes, Daniel Joseph, Norman Kerr, Leon Reisman, George Seltzer, Wolfgang Taraba, John Webb, James Wernitz, Keith Wharton: (Students) Edward Koethe should be added.

**Senate Judicial Committee:** Caroline Rose (chairman), David Cooperman, Donald Gillmor, Tom Lewis, Rolf Sartorius, John Cound.

**Senate Committee on Faculty Affairs:** Isabel Harris (chairman), Thomas Boman, James Brinkerhoff (ex officio), Shirley Clark, Robert Eyestone, Raymond Lammers, Robert Morris, William Shepherd (ex officio).

**University Committee on Tenure:** Carl Auerbach (chairman), Marion Brooks, Roger Larson, Joseph Latterell, Walter Lehn, Fred Morrison, C. Arthur Williams, Anne Wirt (ex officio).

**University Committee on Use of Human Subjects in Investigation:** Lawrence Weaver (chairman), Francis Boddy (ex officio), Russell Lucas, Homer Mason, Jack Merwin, Sheldon Reed, Roberta Simmons, Carl Witkop, Anne Wirt (ex officio); (Students) Ed Gubman to replace Rita Doucet.

**Senate Committee on Resources and Planning:** Warren Ibele (chairman), James Brinkerhoff (ex officio), Eugene Eidenberg (ex officio), William Flanigan, Stephen Granger, Hosni Iskander, Stephen Kahne, Stan Kegler (ex officio), Thomas Mortenson (ex officio), Robert Mulhausen, W. B. Sundquist, William Shepherd (ex officio), David Vose, Ken Zimmerman (ex officio), Roger Wilk: (Students) Delete Orestes Bevilacqua and Judy Liefshultz. Add Kathy Reynolds, Jim Sheklton, Rick Bunin.

**Senate Committee on Educational Policy:** May Brodbeck (chairman), Sylvan Burgstahler, Harold Chase, Mary Corcoran, Eugene Grim, Nathaniel Hart, Stan Kegler (ex officio), Albert Linck, Toni McNaron, John Neter, Wallace Russell, William Shepherd (ex officio), Siegfried Grosser: (Students) Jerry Walther, Mike Kennedy.

**University Appeals Committee on Academic Freedom and Responsibility:** Fred Amram (chairman), Benjamin Bayman, Ellen Berscheid, James Grant, James Olson, Robert Stein, John Ward: (Students) Russell Hankins, Barbara March, Judy Anderson, John Printz.

2. Reported for Information

**Senate Committee on Academic Standing and Relations:** (Students): Add: Bruce Paulsen, Nick Ripperger.

**University Committee on University Honors:** Charles Carr to replace Joyce Funke, Russ Tall to replace Duane Scribner.

**University Committee on Social Policy:** (Students): Add: Robert Finton, Barb Kruschel: (Alumni) Kenneth Brown, Mrs. James Miles, Harold Greenwood.

**University Committee on Printing and Publications:** Russ Tall to replace Duane Scribner: (Students) Delete Willie Hogue. Add Marilyn Kuznia (1 additional student to be appointed)

**University Schedule Committee:** (Students) Delete Sandra Schultz; add Roger Gordon, Nancy Clarke.

**University Committee on Business and Rules:** (Students) Add Bret Haage.

**University Committee on Computing Facilities:** Ronald Anderson to replace Gordon Davis.

**University College Governing Council:** (Students) Mike Thrall, Steve Brandt, Sue Forsythe, Dana Elken (1 additional student to be named.)

**University Committee on University-ROTC Relationships:** Fred Lukermann (ex officio) to replace Lloyd Lofquist, Philip Raup to replace Howard Morris: (Students) Add David Michaelson.

**Senate Library Committee:** (Students): Add Linda Hoeft, Ken Behringer.

**Senate Committee on Research:** James Brinkerhoff (ex officio) to replace Hale Champion.

**University Committee on Extension and Community Programs:** John Moran to replace Richard Swalin, add Harold Miller (ex officio). (Students) Jerry Kern should be added. (Alumni) Robert Fischer.

V. JOINT REPORT OF THE SENATE COMMITTEES  
FOR EDUCATIONAL POLICY AND RESOURCES AND PLANNING  
Reported for Information

Faculty-student participation in emergency budget planning, Summer 1971:

At its last 1970-71 meeting, on May 27, the University Senate accepted a report from the Senate Committee on Educational Policy regarding action it had taken to promote faculty-student participation in the emergency planning precipitated by legislative action on the University budget. We had printed in the docket that appeared in the Daily on May 20 a letter by the chairman of SCEP expressing the committee's concern about the budget crisis and offering our assistance in developing procedures to establish priorities which would best maintain the integrity of the University's educational programs. We expressed our confidence that other Senate Committees would be willing to join such an undertaking. The Senate Committee on Resources and Planning promptly conveyed its concurrence. In the printed docket and orally at that Senate meeting, we solicited from faculty and students recommendations that would contribute to meeting the budget crisis.

Immediately thereafter, SCEP and SCRAP began a series of joint meetings. In order to extend the number of persons contributing to the deliberations, we recruited into them all 1970-71 outgoing, continuing, and new 1971-72 incoming members of both committees. We held seven joint meetings between the end of May and mid-July. In addition, there was intensive work by five student-faculty subcommittees charged with the responsibility for preparing reports on (1) Academic Programs, (2) Costs and Enrollments, (3) Educational Opportunities, (4) Institutional Vitality, and (5) a drafting subcommittee for the final report. The joint SCEP-SCRAP Committee completed its work on July 12 and submitted its report, "Accountability and Educational Criteria: University Planning for Selective Growth," to President Moos on July 13.

Shortly thereafter the President met with the Faculty Consultative Committee augmented by the chairmen of the Senate Committees on Educational Policy, Resources and Planning, and Faculty Affairs and officers of the AAUP and the Association of Research and Teaching Assistants. This Expanded Consultative Committee endorsed the SCEP-SCRAP "Accountability" report as a budget planning document and it was later also accepted by the Board of Regents. The President then issued budget planning memoranda with attached copies of the "Accountability" document to guide the various collegiate and program units. The report was sent to all provosts, deans, directors and

department heads. Further, some departments duplicated the document and distributed it to all department members including teaching assistants. In addition, the newspapers carried extensive news stories and even editorials on the planning process initiated by faculty-student committees and the first issue of University Report in the fall contained a detailed story on it. In consequence of all this publicity, hundreds of additional copies were issued on request to members of the University community.

If the indiscriminate across-the-board reductions unavoidably imposed by 1971-72 budget deadlines were not to be repeated, guidelines for planning the 1972-73 budget had to be completed by mid-summer. At a season when the University Senate could not feasibly be called into session, SCEP and SCRAP and the representatives of faculty and student groups on the Expanded University Consultative Committee acted to assure the greatest possible faculty-student participation in the planning process. The "Accountability" document and guidelines that the President and the Regents accepted were drawn up by faculty-student groups with only minimal central administration participation, in an advisory capacity. Although we do not pretend the document is perfect, we do believe that as a whole it has been and will continue to be helpful in guiding the planning process. The Committees recognize their obligation to review the process and to make recommendations for its improvement should the need again arise.

The document which formed the basis of the planning process is printed below in full.

MAY BRODBECK  
Chairman, SCEP  
WARREN IBELE  
Chairman, SCRAP

Accountability and Educational Criteria:  
University Planning for Selective Growth

Abstract

This document is a proposal to guide preparation of the 1972-73 budget and to stimulate University, collegiate, and unit planning for the 1973-75 biennium and beyond. It is the result of a joint planning effort undertaken by the University Senate Committees on Educational Policy and Resources and Planning. Confronted by severely constrained resources and the compelling need for institutional renewal, we suggest criteria which the colleges should find useful in evaluating the contributions of their programs to the University's mission. Selected data are included to assist the colleges in this work. Essential to the success of this effort is the creation of a planning capability in the colleges. The continuing exercise of this capacity should generate criteria for ordering programs which reflect long-range goals rather than the present desperation.

Funds generated by a reallocation scheme, explained in the document, will be allocated on the basis of priorities established through program planning. The scheme is designed to recover fifteen percent of the instructional budget (0100 funds) over the three-year period 1972-75. Included is a rationale for reallocating these resources so as to enhance the vitality of the University. The document concludes with a schedule for the planning process.

July 1971

A. Introduction

- I Planning for the Future
- II Accountability

B. Criteria: Specifications and Reflections On Contributions to Teaching and Inquiry

- Tests for Application of Criteria
- Criteria
  - I Program Demand and Productivity at Various Levels
  - II Uniqueness of Programs
  - III Centrality of Programs
  - IV Institutional Vitality
    - A. Vitality of Educational Programs
    - B. Vitality of Faculty
    - C. Vitality of Student Body
  - V Redundancy, Diversity, and Quality of Life
  - VI Noninstructional Units
  - VII Costs of Program
  - VIII Impact of 1971-72 Retrenchment
  - IX Data Attached

C. Implementing the Institutional Development Goals

- I Generating Funds
- II Planning for Reallocation
- III Reallocating Development Funds
- IV An Example
- V Reviewing Reallocation Plans
- VI Planning Schedule

A. Introduction

It is apparent that public interest, confidence, and support of education has declined from the levels of the later 1960's. It is not very likely that education will soon return to those halcyon years. In higher education, the indicators of national support began to show a decline some years ago. Now support from state sources is appreciably less than universities believe is necessary. Adjusting to a reduced resource base is never an easy task. The problem becomes extremely painful when the institution, if it is to remain vital, must at the same time carefully and fundamentally renew its role in society. That all institutions are, or should be, similarly involved testifies to the importance of the effort.

In the period of general and rapid growth, units were seldom compelled to make hard choices among alternatives. Demand outstripped supply in many fields and intense competition among institutions for trained staff often discouraged careful evaluation of individuals and programs for their contributions to overall university objectives. Programs proliferated and grew in response to enrollment pressures, state and national demands, and the availability of funds, without sufficient thought for the development of imbalances in particular areas. An economy of abundance does not present a harsh Either-Or confrontation.

An economy of scarcity, however, is another matter. Every indication is that

the University is entering a period of restricted growth, partly because the expansion rates of the economy and population are decelerating, but also because of the changing role of the university in society and of the University of Minnesota in the developing state system of higher education. These changes will not permit undifferentiated growth. Therefore, if we are to fulfill our redefined educational responsibilities to society and the state at the highest possible level and maintain our stature as a national institution, it follows that funds now applied to programs that contribute least to those goals must be redistributed to programs that contribute the most and to new programs. Investment of funds for development must be a continuing aspect of planning for the future.

#### I Planning for the Future

The Senate Committee on Resources and Planning's (SCRAP) document, *Toward 1985 and Beyond*, contains long-term planning principles which have the endorsement in principle of the Senate Committee on Educational Policy (SCEP). The document contains a mission statement which provides a valuable point of departure:

"The University of Minnesota, a public land-grant institution, is dedicated to the survival of present and future generations with an improvement in the quality of life. To this end the University will conduct programs of disciplined inquiry to discover, test, disseminate, and preserve knowledge and values, and will conduct programs of teaching which are indigenous to and nurtured by programs of inquiry in order to develop the competence, with commitment, of individuals and groups." (*Toward 1985*, p. 67)

The report defines two hallmarks of a university that enable the University to make its particular contribution to Minnesota and, it should be added, to the nation. The first hallmark is the interaction of research and teaching. The second is the relative universality of its intellectual concern. From this characterization of the mission of the University and these hallmarks, we can elaborate criteria for assessing programs and suggest specific tests for determining how well they meet the criteria. Although of necessity these criteria overlap, they will permit the construction of evaluation profiles by which priorities can be ordered. The criteria which follow are consistent with the long-term planning principles proposed in Chapter V of *Toward 1985 and Beyond*. Differences in emphases or qualifying remarks reflect in part our shorter range perspective and in part the ongoing dialogue begun between members of SCEP and SCRAP. It should be kept in mind that each of the criteria has both short and long-range ramifications. This document is being distributed within the University community and following discussion and possible revision it will be submitted for action to the University Senate.

#### II Accountability

The principle of accountability has guided the development of these criteria and should guide all reallocation proposals. Within a college, chairmen and faculties will rightly demand that, in the ordering of priorities, justice not only is done but can be seen to be done. In our context, justice is defined by the contribution of a program to the total educational mission of the collegiate unit and the University. Faculties should actively participate in the planning process and, when a phase of that process culminates in a plan for selective growth, it should be perceptible to all that the order of priorities satisfies criteria appropriate to the educational mission of a great university in our particular setting. The supporting grounds employed by a collegiate unit in formulating its proposals for selective growth will also be indispensable at the next level of the decision-making process, i.e., the ordering of intracollegiate priorities. This order will determine the actual amount of reallocation monies that will be returned to each collegiate unit for support of high priority programs. Whether a college receives any of these funds for its proposals must depend upon the strength of the plan supporting the high priority status for the programs involved.

#### B. Criteria: Specifications and Reflections on Contributions to Teaching and Inquiry:

"The distinguishing feature of a university is the interaction between inquiry and teaching programs as described by the mission statement. It is this interaction that shapes the University system and gives it a unique character. If this analysis is persuasive, then the truest test of the character and the vitality of a university is not its research productivity, the number of volumes in its libraries, the degrees and distinctions of its faculty, nor the distinctions awarded its alumni. The key to the University's uniqueness in the state system is in the nature and effect of the interaction of inquiry and teaching programs." (*Toward 1985*, p. 73)

Because we do find this view of the University persuasive, we have not separated criteria for contributions to teaching from those for contributions to research. We hold that each faculty member and each program to which he contributes should be evaluated on both of these interacting and inseparable aspects of one total role. This wholeness of function, deriving not from the idiosyncrasy of individuals or programs but from the institution's character, is the mark that distinguishes University faculty and programs alike from those of other components of the state system. Each criterion, therefore, should provide an index to the interdependence of teaching and inquiry.

#### Tests for Application of Criteria

No precise quantitative methods for judging the quality of any particular program exist. Good judgment has no substitute, but it is guided and supported by being applied to a set of reasonably objective interacting criteria. A series of questions are listed below under each criterion. The answers to these questions should be useful to the deans in describing and assessing the relative importance of a given program and for justifying the collegiate proposals at the University level. By means of them, a weight can be assigned judiciously to each item that is used to assess the effectiveness and total contribution of a program, taking into consideration specifiable differences among programs that result from special characteristics. In this way, answers to the questions will provide tests for application of the criteria. The profile that emerges for each program will permit it to be evaluated and compared with other programs. A ranking of priorities among programs may then be constructed by means of the profiles.

### CRITERIA

#### I Program Demand and Productivity at Various Levels

It is characteristic of University programs that they provide the opportunity for attaining various levels of competency in discipline-oriented fields, problem-oriented fields, and their points of intersection. At present the features most patently pointing to the University's uniqueness are its graduate and professional programs. It is essential that the University preserve and enhance this aspect of its total effort, on a selective basis, for it is the only institution in the state and one of a relatively small number of national institutions having this capability. However, there are ties between introductory and doctoral instruction that affect the character of the University's undergraduate

programs. In any case, particular programs will vary with respect to the number of students they instruct at each level. Data about this will help determine the place of the program in the University system and, jointly with other criteria, signal its future growth or curtailment.

Plans for higher education in the state envision a diminution in the relative proportion of the University's lower-division offerings. This is consonant with the goal stated in *Toward 1985 and Beyond* that the University system should enroll at least fifty percent of its students in programs of a high degree of uniqueness. It is also part of the unique function of the University that it offer integrated, multi-level programs in which graduate level programs interact with undergraduate programs, resulting in innovation and providing teaching experiences. Nevertheless, the undergraduate and particularly lower-division programs should become a smaller proportion of total University offerings than at present, as this responsibility is increasingly shared among elements of the state's higher educational system. When and how this responsibility is shifted become crucial if educational opportunity is to be preserved. The large majority of the state's qualified high school graduates seeking higher education come from the seven county metropolitan area. Until there are junior and state colleges in the metropolitan area offering programs which respond to the variety of student conditions, the University should maintain its capabilities in the broad area of undergraduate education, lower and upper divisions.

#### I 1. Enrollment at various levels for programs:

1.1 How many undergraduates are enrolled in a program's lower-division offerings?

1.2 How many undergraduates are enrolled in its upper-division offerings?

1.3 How many graduate students are enrolled in its upper-division offerings?

1.4 How many students are enrolled in its graduate-only offerings, seminars and, if this is reported, thesis direction?

(If the above information is not readily available in the college office, it may be obtained from the course inventory reports on file with the Scheduling Office, Room 430 Johnston Hall.)

2. What proportion of a program's student credit hours are taken by students in a different collegiate unit?

3. What proportion of a program's student credit hours are taken by non-majors in the same collegiate unit? (See 5.)

4. Can the program reduce its instructional effort by reducing the frequency with which a course is offered:

4.1 at the lower-division level?

4.2 at the upper-division level?

4.3 at the graduate level?

5. Can it reduce the variety of its lower-division offerings by consolidation and reorganization of two or more courses?

6. 6.1 Are there any unmet demands that the program could provide effectively, if it had the resources to do so?

6.2 What unmet needs exist at the collegiate and University levels as seen from the program point of view?

7. A program's productivity of students at various levels of competency is a measure of its uniqueness, vitality, and demand. For the past ten year period for each program consider the following:

7.1 If applicable, the number of students who have attained one, two, or three year certificates to which the program's offerings are central.

7.2 The number of majors at the baccalaureate level that the program has graduated.

7.3 The number of professional or post-baccalaureate certificates to which the program is central.

7.4 The program's contribution to continuing education.

7.5 The number of graduate degrees, at Masters, Specialist, and Ph.D. levels, granted in the program.

(See IX 6.)

8. 8.1 What is the anticipated market demand over the next five years for students trained at the program's certificate or graduate degree level?

8.2 Where applicable, should a program tailor its curricula and admission policy to probable market demand?

#### II Uniqueness of Programs

"Its land-grant orientation and its commitment to the welfare of the state obligate the University to provide teaching programs; especially those for which the University has the resources (faculty and facilities) that other units of the state system do not have. These special programs may be unique because of the subject matter they treat or the students they serve (or both)." (*Toward 1985*, p. 73)

II 1. Graduate and professional programs, as mentioned, have a high degree of uniqueness; that is, they enroll half or more of the number of students pursuing such a program in the state. Does the program offer such training?

2. "The interaction of teaching and inquiry should result in innovative, effective teaching programs which can influence the character of the programs of other institutions." (*Toward 1985*, p. 70) Such innovative undergraduate programs should be identified for each program where they exist.

3. Has the program developed novel and more effective ways of offering introductory courses that make them significantly different from similar offerings elsewhere in the area or the state?

4. "A university setting has unique resources for developing and implementing undergraduate career-oriented programs of study." (CLA Mission Statement, forthcoming) Such career-oriented programs at or below the baccalaureate level should also be identified for each program where they exist.

5. The University will continue to enroll a large proportion of preprofessional undergraduates. Are the program's undergraduate offerings sufficiently diverse to develop an awareness of capabilities and of alternative career routes in students who may discover that their professional decision was premature?

#### III Centrality of Programs

Some programs are clearly central to the special teaching and creative functions of a collegiate unit. Others may be peripheral or ancillary to the primary mission of the college. Others fall somewhere in between. Some programs may exist as historical residues that once served a central function but, because of radical changes in the discipline or its staff, no longer do so. Others may have derived from central programs by the support of non-state funds which became available for specific limited purposes. Again, the relative affluence of the preceding decade may have seen the addition of programs, involving small numbers of students and faculty, which are essentially independent from other programs and add a certain modish prestige. All programs should be examined for their location with respect to the central mission of the college and an assessment made as to whether their degree of centrality warrants their support and growth or whether they should be reduced or phased out. In the latter case, a time-table should be indicated for terminating the program.

III 1. Is the program central to the teaching and inquiry mission of the University?

2. If the program is peripheral, is it integrated with other programs in the same or other collegiate units to provide part of an interdisciplinary program?

3. If the program is peripheral and unintegrated with other programs, do its contributions warrant its continuation or should plans be made to curtail or eliminate it? If the latter is indicated, a time schedule should be proposed for phasing out the program.

#### IV Institutional Vitality

"In the ever-renewing society what matures is a system or framework within which continuous innovation, renewal and rebirth can occur." (John W. Gardner, *Self-Renewal*)

As we end an era in which the vitality of higher education was assured by unprecedented growth driven by a tide of public confidence, we must nurture to maturity that "framework within which continuous innovation, renewal and rebirth can occur."

Three areas are specified which require systematic University programs directed to maintaining the vitality of the institution: the educational programs, the faculty and staff, and the student body.

##### IV A. Vitality of Educational Programs

A program may be central and unique but ineffective. "The university setting provides a context of inquiry, a specialized staff and a diversity of opportunity which permit the comparative study and critical analysis necessary for the innovative development of new programs, curricula, courses, and methods of instruction." (CLA Mission Statement, forthcoming) Just as the best clues to a man's character are to be found not in his promises but in his past conduct, so the best clues to a program's vitality lie less in new proposals than in initiatives already undertaken.

IV A. 1. Has the unit introduced any programmatic innovations in the past five years?

2. Has the unit submitted proposals for increasing effectiveness of instruction to the Small Grants Program or Educational Development Funds?

3. Has the unit made effective use of supporting services in attempts to improve instruction (audio-visual aids, test construction, learning labs)?

4. Does the program have a procedure for the systematic evaluation of its curricula, courses, and major requirements at all levels of instruction?

5. If the program has been evaluated by external bodies, such as the ACE, what is its comparative rating and how has this changed over time? Has it improved, remained static, or deteriorated?

6. Has the program paid special attention to the task of consolidating and reorganizing in structure and content their lower-division courses to improve instruction and to serve as a model for programs in other state institutions?

7. Has the program developed or contributed to interdisciplinary courses or programs designed to integrate discipline and problem-oriented teaching and research?

##### IV B. Vitality of Faculty

Always an important issue to a University, the continuous development of faculty, becomes critical in times of limited growth. When a college expands, a continuous supply of fresh ideas can be assured by new appointments. At equilibrium, however, the addition of new faculty and staff will be limited to deaths, retirements, and loss to other institutions. This may amount to a turnover of about 2 percent per year, clearly inadequate to assure continuous renewal of the program and the University. Two approaches are suggested to insure the renewal of present faculty: 1) means should be devised to insure that faculty (Much of what is said here about renewal of faculty has application to Civil Service staff as well.) periodically renew their intellectual vitality, and 2) revisions in policies concerning part-time employment, tenure, and early retirement should be developed.

The continuous development of faculty is intended to improve teaching effectiveness and encourage the creation of new knowledge. Issues about which there should be discussion in the University community concern the content of teaching programs and the direction of research. Research may culminate in contributions either to pure theoretical knowledge or to the resolution of critical societal problems. *Toward 1985 and Beyond*, though insisting upon the importance of the basic disciplines, emphasizes an obligation of the University to attack critical social problems, such as population, pollution, poverty, and prejudice. Reflection on the dialogue recently initiated by SCEP and SCRAP suggests that differences of opinion will emerge about how direct should be the University's contribution to solving social problems.

Some argue that we do not yet have enough basic knowledge about man and society to be applied to complex social problems. The dangers of fumbling and misapplication when dealing with human lives are far from negligible. Moreover, given the diversity and multiplicity of concrete social problems, fear is expressed that in the attempt to deal with them, the basic functions of teaching and research will be neglected by the only institution in society qualified to deal with them as reciprocally interdependent functions.

More fundamental, perhaps, is the fear that the more a department directly involves itself in concrete social problems, the greater the danger that it becomes a bureau which applies rather than creates new knowledge and as such is subject to various social and political pressures. Possibly these opposing claims on university resources can be reconciled by carefully distinguishing between direct attacks on the multiplicity of problems in a complex society and the indirect process by which the university capability is supplied through intermediating structures. Continuing Education and Extension, for example, carry the benefits of the University to the public while retaining the separation of teaching and research, on the one hand, from their application, on the other hand.

The dialogue continues and a consensus has not emerged on the precise approach of the University to concrete social problems. This fact should be kept in mind when evaluating the interdependent programs of teaching and inquiry.

##### IV B.

1. Has the faculty of a program demonstrated a concern for improving its instruction by instituting regular teaching evaluation, by the instructor himself, his colleagues, and students?

2. What is the proportion of tenured to untenured staff in a department? Is the department or program top-heavy and, by implication in a time of limited growth, frozen unless steps are taken to prevent this?

3. Has the program a record of promoting only persons with demonstrated teaching effectiveness and research contribution, or does it tend to retain incumbents regardless of achievement in these respects?

4. In its hiring practices, does the program tend to hire faculty only for specific tasks or does it give due regard to the candidate's potential contribution to the total mission of the program, college, and University?

5. Has the faculty of the program utilized the opportunities for renewal offered by the single-quarter leave and sabbatical system?

6. A major function of the University is the training of Ph.D.s, many of whom

will serve as faculty members in other parts of the state system. The best way to learn is by teaching. Moreover, the continuity of scholarship depends upon the ability of present graduate students to inspire the next generation of college students.

Does the program utilize its assistantships to provide teaching experiences which are an integral part of the future college teacher's training? Does it have mechanisms to insure that teaching assistants are given an opportunity to teach?

7. As a cost-cutting and learning device, has the program used, or indicated any plans to use, advanced undergraduates instead of graduate teaching assistants wherever this can be done without harm to the instructional program?

8. The special interdependence of teaching and research at the University flows from its unique research mission:

8.1 What has been the contribution of the faculty of the program to new basic or theoretical knowledge in its discipline, as indicated by publication or other suitable means?

8.2 How much has the program contributed to problem-oriented inquiry, either specific social problems or general problems of men in society, such as the application of computers to improvement of medical diagnosis or the retrieval of information?

##### IV C. Vitality of Student Body

"To enable each student to develop his competence and commitment to the fullest extent, (the) University should provide activities that are designed to:

- a) offer programs appropriate to his choices and experience
- b) enable him to become an increasingly effective learner
- c) support him with the resources essential for effective learning, and
- d) offer opportunities that will enhance his development as a person." (*Toward 1985*, p. 97)

Major universities have supported the concept of a student body made up of diverse elements from the state, the nation, and foreign countries. The University's commitment should be reexamined in the light of its role in the state system, as a national university, and as a member of an international complex of educational institutions. In considering the diversity of students when planning for 1972-73 and beyond, the following should be considered:

##### IV C.

1. Has the program been structured to provide opportunities for students from all socio-economic groups in society?

2. One aspect of student body vitality is its composition in terms of local, out-state out-of-state (United States), and foreign nationals.

2.1 The present undergraduate student population is: 93 percent state, 53 percent from Hennepin and Ramsey counties, less than 1 percent foreign nationals. Does the program have plans for creating greater diversity among the student body?

2.2 The graduate student population is more equally distributed. Of the graduate student population in 1969-70, 51 percent were from Minnesota, 32 percent from other states, 14 percent were foreign students, and 3 percent of unknown origin. Does the program attract graduate students from other parts of the nation and of the world?

Finally, in considering the four sub-headings under the planning principle quoted above, the following University services are typical of those which deserve careful consideration for University support.

- a) To offer programs appropriate to his choices and experience:
  1. orientation and advising at the University, collegiate and departmental level
  2. special advising services for foreign and other culturally different students
  3. vocational and educational counseling services.
- b) To enable him to become an increasingly effective learner:
  1. Reading and Study Skills Clinic
  2. Student Counseling Bureau
  3. Martin Luther King Program, HELP Center, New Careers, CURA
  4. placement bureau(s).
- c) To support him with the resources essential for effective learning:
  1. readily available library services
  2. formal and informal study space
  3. financial aids including scholarships, loans, and work-study opportunity.
- d) To offer opportunities that will enhance his development as a person:
  1. Student Activities Bureau
  2. Concerts and Lecture Series
  3. University-sponsored film series
  4. Union Board of Governors' Programs, especially the newly-conceived ones centered around cultural differences represented on the campus
  5. opportunities to develop-display creative talents - art shows, The Daily, creative writing journals, informal music recitals, craft shows or fairs. For each program one should ask how much it contributes toward enhancing student development.

By keeping ways and means for student development in mind, the University will be in a better position to attract the variety of students at the undergraduate and post-baccalaureate level that are required to provide student body vitality.

##### V Redundancy, Diversity, and Quality of Life

Programs may be effective but redundant:

"As an institution with responsibility for bringing the products of research and scholarly inquiry to bear on the instructional process, the university should maintain concern for the whole of these instructional processes in our society. Though the university can usefully limit the scale or scope of its involvement in those learning and teaching processes administered by other institutions, systems or agencies, it cannot be totally disengaged from involvement in these teaching and learning processes." (*Toward 1985*, p. 70)

Programs may be effective but redundant. As the number of junior and state colleges increases, some of them will offer programs in many of the same fields as those offered by the University. Some University undergraduate programs, in particular, may therefore become redundant within the total state system. However, universality as a hallmark of the University requires the maintenance of a balanced, comprehensive program; the special capacities of the University's multi-level system produce innovative undergraduate programs; and the University has a responsibility to provide teaching experience opportunities for graduate students who will become instructors in other institutions.

By bringing the results of research and scholarly inquiry to bear on the instructional process, most of the nonunique programs in the University will differ in character from those in institutions without an express research mission. Such programs should, therefore, not only provide for diversity in the total University program but also add diversity of content and technique to the state system.

Contributions to the quality of life are also an essential part of the University's mission. "Quality of life" in a complex society has many dimensions. These include, but are not exhausted by, the solution of those social ills to which problem-oriented inquiry is directed. Indeed, the resolution of social problems may ensure the preservation of life but does not automatically ensure the preservation and extension of the good life. The capacity to be nourished by literary, artistic, and philosophical achievement is essential to the good life. Indeed, without self-consciousness, without sensitivity to the varieties of the human condition, and without training in critical reflection on moral issues and dilemmas, the student is unlikely to develop commitment to humane values. Without that commitment, he cannot even recognize social ills let alone have the desire to remedy them. The resolution of social problems is but one dimension of any contribution to the quality of life; the commitment to humane values is another and prior dimension.

#### V

1. Should the offerings of a particular program be curtailed or eliminated because of the availability of comparable programs at other systems of post-secondary education in the area? State reasons why.
2. Does the performance of students who transfer into upper division courses suggest that lower division courses at other systems are not comparable with those of the University?
3. Can the productivity of a program at a given certificate or degree level be expected to decrease because of duplications elsewhere in the state system (rather than because of decreased market demand)?
4. If there is duplication in the geographical area of a given level of instruction in a program, is there sufficient diversity of content arising from the innovative, critical and coordinating function of a program in a multi-level system to warrant its retention?
5. Does the program, though duplicated elsewhere, contribute to balance and to the universality of concern that is the hallmark of a university?
6. Should certain programs be retained at the University on the grounds of universality and the special research mission of the University and their duplication elsewhere be discouraged because total demand for them is low?
7. Does the program contribute to the quality of life by deepening the student's understanding and alerting his perceptions so as to provoke discriminating responses to experience and a commitment to humane values?
8. Does the program contribute to establishing the conditions for enhancing the quality of life by playing a central role in a problem-oriented field?

#### VI Non-instructional Units

"The University's warrant for its particular role in the state system comes from the conduct of those teaching programs which meet the three stated characteristics: (1) a mix of graduate level teaching programs, (2) integrated, multi-level programs in which graduate level programs interact with undergraduate programs and (3) reciprocal interactions among programs in discipline-oriented and problem-oriented fields. Other teaching programs are justified because they complete a balanced program matrix, supporting the comprehensive nature essential to a university." (1985, p. 77)

Noninstructional units at all levels within the University should be scrutinized in the light of this and the fact that reduction of federal funding implies a sharp decrease also of research assistantships.

#### VI

1. Does the unit still serve its original function and, if so, is this function still required?
2. Have changes in staff of the unit adversely affected its contribution and vitality?
3. If the unit was initially funded from nonstate sources, are these funds still available to it? If the college makes a contribution to the support of such noninstructional units, are there good educational grounds for continuing this support?
4. Could faculty and staff effort that is presently invested in noninstructional activities be profitably diverted to the instructional resources of departments?

#### VII Costs of Program

The cost of each program must be weighed against its centrality, vitality, and services to other collegiate units.

#### VII

1. What is the enrollment distribution by class size by each level:
  - 1.1 lower division?
  - 1.2 upper division?
  - 1.3 graduate level?
 (See IX 3)
2. What are the direct instructional expenditures per student credit hour at the different course levels in a multi-level program? The data attached are based on average departmental academic salaries, teaching loads, civil service salaries, and supply and expense items. Excluded are indirect expenditures such as library costs, maintenance costs, capital equipment, and building costs. For further information, see IX 1.
- 3.1 Can small departments or programs be combined or coordinated to reduce overall costs?
- 3.2 Does a program require "hidden" library and ancillary services whose costs may be out of proportion to the contribution of the unit to the mission of the college?
4. Is the program so highly specialized that it serves only small numbers of students?
5. Should a highly specialized department that enrolls only a small number of students be curtailed or eliminated because the costs of attempting to compete with larger and more distinguished departments elsewhere in the nation are too high?

#### VIII Impact of 1971-72 Retrenchment

Because of the pressure of time, all collegiate units and most programs within them were indiscriminately reduced. Heads of collegiate units should determine the impact of this retrenchment on each program.

#### VIII

- 1.1 What, if any, academic line items were lost by each program?
- 1.2 What, if any, graduate student positions were lost by each program?
- 1.3 What, if any, civil service positions were lost by each program?
2. In the light of the profile constructed by means of the criteria suggested in this document and priority rating, should the University's contribution to the program in 1972-73 be reduced, increased, or remain the same as 1971-72?
3. What budgetary priorities are desirable for this program in 1973-75?

#### IX Data attached that may be useful in applying criteria:

1. Direct expenditures per student credit hour by study field and course level as derived from the Minnesota Cost Development Model for Fall 1969 and for Winter 1970.

2. Instructor Clock Hours (in-class faculty contact per week) by department for Fall 1969 and for Winter 1970.

3. Enrollment distribution of class size by study field and course level for Fall 1969 and for Winter 1970. (Additional information for individual course enrollments is on file with the Scheduling Office, Room 430 Johnston Hall).

4. Collegiate enrollment by student level (second week registration for academic year 1969-70).

5. Student credit hours in college of enrollment by college and department scheduling instruction and by level of instruction for Fall 1970, for Winter 1971, and for Spring 1971.

6. Degrees awarded in major fields.

7. Toward 1985 and Beyond, SCRAP document.

8. Small Grants Program Awards.

9. Educational Development Fund Awards.

#### C. Implementing the Institutional Development Goals

The previous sections of this report have identified the goals that are imperative in the short run for program, faculty, and student development. These are congruent with the longer term planning principles proposed by SCRAP. This section offers guidelines and procedures for implementing these goals, i.e., how funds are to be generated, how funds are to be reallocated, and how reallocations are to be reviewed. The guidelines specify that some objectives must be reached by the 1972-73 fiscal year, but these objectives must be seen as a plan that extends through the next biennium. In other words, the guidelines and the procedures specify what is to be accomplished over the next three fiscal years, 1972-73, 1973-74, 1974-75, and what must be completed for 1972-73. A period of adjustment will be required to effect the reallocations, and not every college will be able to adhere to the same schedule. The intent, however, is clear. Each collegiate unit will be expected to achieve the specified goals, but each unit, in seeking creative solutions, ought to be given the freedom to choose the path by which it reaches the goals. The means for accomplishing this task is suggested by:

"To provide the continuous flow of information essential for decision-making at all organizations levels, the University System should establish and coordinate planning units with special capabilities at the University System, University Center, and College (or other appropriate program unit) levels." (1985, p. 94)

#### I Generating Funds

Based on its total 0100 funds for 1971-72, each collegiate unit must indicate how 15 percent of that total can be available for reallocation over the three year period 1972-75. Not less than 6 percent must be made available for the 1972-73 budget year. For example, a collegiate unit with a 1971-72 budget that totals \$5 million must plan for a 1974-75 budget of \$4,250,000 and show how successive reductions would accomplish this objective in the two intervening years. The budget for 1972-73 could be no more than \$4,700,000.

The intent is that budget reductions will be accomplished by reducing, combining, or eliminating teaching programs, or by changing the balance between teaching, research and service programs. Disproportionate reductions should not occur, however, in services designed to facilitate faculty teaching or to enable students to be effective learners. For example, colleges usually would not disproportionately reduce clerical, TA, or supply items that facilitate teaching, nor would they disproportionately reduce such student personnel functions as orientation, advising, counseling, placement, etc.

#### II Planning For Reallocation

In addition to its reduction plan for the three-year period, each collegiate unit should also prepare a development plan. The plan should propose how the unit would build or rebuild its program from its new (reduced) budgetary base. The plan should be a three-year plan for the 1972-73, 1973-74, 1974-75 fiscal years. The content of the plan should be consistent with University guidelines outlined above and should indicate how faculty and students have been involved in the development of the plan at both department and collegiate levels.

Simultaneously, the University, particularly through the Vice Presidents for Academic Administration and Student Affairs, should develop plans for reallocation. Such plans should contain University priorities for the development of new programs consistent with the goals stated above and new, coordinated supporting services to provide for the program, faculty and student personnel development objectives outlined above.

#### III Reallocating Development Funds

When collegiate development plans have been completed and University priorities have been established, then the priorities must be applied to the collegiate plans. As mentioned earlier, if these plans strongly support collegiate priorities, then it is intended that collegiate units should have up to fifty percent of the funds which they have generated reallocated to them.

One-half the portion of the recovered funds will be available at the University level. These funds may be used both to provide further support for collegiate plans and to provide support for development of programs, faculty, and students. Specifically, it is intended that from its share the University would:

#### III

1. meet the budget constraints imposed for the 1972-73 fiscal year;
2. provide funds for "mandated" reallocations;
3. provide the resources to support the Educational Development Fund;
4. provide recurring funds to support new or expanded programs that meet the guidelines; and
5. provide either recurring or non-recurring funds to maintain educational opportunity and to support student development activities either centrally or preferably at the collegiate level.

#### IV An Example of Possible Reallocation Schedule Consistent With the Recommendations

University Level	1973-75 Biennium		
	1972-73	1973-74	1974-75
Retrenchment	½ percent	None, hopefully	None, hopefully
"Mandated" reallocation	1 percent		
Educational Development, New or Revised Ongoing Programs	1½ percent	2½ percent	2½ percent
Collegiate Level	3 percent	2 percent	2 percent
New or Revised Ongoing Programs	6 percent (minimum)	4½ percent (expected)	4½ percent (expected)

In this example, the percentages given in all instances are based on the 1971-72 instructional budget. Thus, the total funds generated over the three-year period would be fifteen percent of the 1971-72 instructional budget of \$100,800,000.

#### V Reviewing Reallocation Plans

When the University has received and evaluated collegiate proposals and develops a plan of reallocation, that plan shall be reviewed with SCEP-SCRAP or an appropriately designated subcommittee. This faculty-student review is specified as a means for testing whether the guidelines which were developed have indeed been met.

#### VI Planning Schedule

1) July 15 to November 1, 1971: Units form a planning group to apply criteria for program evaluation leading to formulation of the 1972-73 budget. They should also establish mechanisms for continuous program review and decision-making on priorities for a longer time interval.

2) November 1 to December 15, 1971: Plans reviewed by central administration, issues identified and discussed with the Regents' Committees, SCEP, SCRAP, Faculty Affairs, and the expanded University Consultative Committee.

3) December 15, 1971: A general plan for the 1972-73 budget should be completed. Instructions concerning the plan will be issued to the several academic, administrative, and support units.

Later the following clarification was added by the President in a memorandum on September 21 to Provosts and Deans:

1. Question of level of funding for reallocation over three-year period 1972-75 (p. 19, paragraph entitled "Generating Funds").

The paragraph as originally written stemmed from the "example" on page 21 which illustrated the potential University reallocation categories and level of funding. Since July, a clearer picture of University resources and budget has emerged and a redrafting of this paragraph and the example can now be made. The paragraph should read:

Based on its total 0100 instructional budget funds for 1971-72, each collegiate unit will indicate how 6 percent of that total can be made available for reallocation and retrenchment in 1972-73 and approximately 4½ percent for reallocation in each of the budget years of the biennium 1973-75. Not less than 6 percent must be available for the 1972-73 budget year. For example, a collegiate unit with a 1971-72 budget that totals \$5 million must plan a basic budget in 1972-73 that will provide \$300,000 for reallocation and retrenchment within the categories listed in the example below. Beyond the basic budget submitted by the collegiate unit (\$4,700,000 in the case of this example), the colleges are expected to present proposals for redeployment of funds from the central pool to support new and revised ongoing programs within the college. On the average for the University as a whole this would amount to 3 percent. However, it should not be assumed that 3 percent is automatically available to each major unit. In the case of unit proposals judged especially meritorious in review procedure the amount available may be in excess of 3 percent and clearly under such circumstances it will be less than 3 percent for another unit. In this respect what is true at the collegiate level is also applicable at the departmental level. For the biennium 1973-75 the collegiate units should plan for basic budgets providing approximately 4½ percent of the previous year's total budget as available for reallocation purposes within the categories listed in the example below.

2. Question as to the specific categories and levels of reallocation over the three-year period 1972-75. (Table on page 21)

Since July, more information is available as to University resources and budget levels and a more detailed and specific example can now be given. Paragraph IV, "An Example...", should now read:

#### IV An Example of Possible Reallocation Schedule Consistent With the Recommendations

	1973-75 Biennium		
	1972-73	1973-74	1974-75
<b>University Level</b>			
Retrenchment	½ percent	None	None
"Mandated" Reallocation	1 percent	None	None
<b>Educational Development</b>	½ percent	½ percent (1 percent)	½ percent (1½ percent)
New and Revised All-University Ongoing Programs	1 percent	1 percent	1 percent
<b>Collegiate Level</b>			
New and Revised Ongoing Programs	3 percent	3 percent	3 percent
	<hr/>	<hr/>	<hr/>
	6 percent (minimum)	4½ percent (expected)	4½ percent (expected)

(Note: The Educational Development Fund which makes allocations on a nonrecurring basis in response to annual academic unit proposals will build up a fund over the three-year period to a level of 1½ percent of the 1971-72 budget base by 1974-75. The total amount in the Fund, it is expected, would be maintained at that level for the future.)

In this example, the percentages given are based on an expected total instructional budget of approximately \$100,800,000 for 1971-72. The "expectations" for 1973-75 must be considered as approximate levels for planning purposes at the moment.

The monies allocated for Educational Development are recurring dollars to be devoted to exploratory innovation or pilot programs which if successful would be expected to become "Ongoing Programs". While the Educational Development funds are recurring the expenditures would be non-recurring. Continuing support for the Ongoing Programs developing from these experimental and pilot efforts would necessarily come from the funds in the categories of New and Revised Programs at either the College or University level or new University resources. In general the All-University Program funds would be used for the support of high priority programs which do not at the outset necessarily fit well into existing collegiate efforts or which have a high University priority but not necessarily an equally high priority in a particular collegiate unit.)

## VI. SENATE COMMITTEE ON EDUCATIONAL POLICY Reported for Action

### Background

Two major considerations prompted the recommendations that follow. First, it has been recognized for some time that it would be desirable to broaden the range of programs available on the St. Paul campus, so as to better serve the educational needs of students enrolled in St. Paul and to employ the facilities available there in a way that would be of service to the whole University community. Second, both the east and west banks of the Minneapolis campus have become seriously overcrowded, primarily because of the unanticipated rapid growth in widespread, intercollegiate student demand for liberal arts subjects. The crush of space has particularly affected their upper division and programmatic developments. These require that the various disciplines be located close together; the move of some lower division instruction to St. Paul will release space for the upper division programs, as well as serve St. Paul needs. A Task Force, made up of faculty representing all parts of the Twin Cities campus, was appointed by the Senate Committees on Educational Policy and Resources and Planning to examine ways to expand liberal arts offerings in St. Paul; its unanimous report was the result of long and intensive examination of all aspects of the problem. After careful study of this report, SCEP submits for Senate action the following two recommendations:

**Recommendation I:** The University Senate endorses the proposed School of Cross-Disciplinary Studies within CLA which, at an appropriate time, could be the vehicle for expansion of liberal arts in St. Paul.

This new organizational structure is recommended by SCEP as the educationally most promising way to implement the Task Force's proposal to enroll a substantial number of lower division students (2500 by 1980) in a CLA unit located in St. Paul. For this purpose a sufficient number of courses that fulfill distribution requirements should be offered by CLA in St. Paul. The idea for the School of Cross-Disciplinary Studies was initially developed within CLA as the vehicle for providing connected, unfragmented programs of lower-division instruction which, in turn, would be integrated with upper-division interdisciplinary courses. The proposed transfer of a substantial number of students to St. Paul offered an opportunity to implement the School at a unified location and provide a geographical base which would facilitate the desired cohesiveness among students and between students and faculty.

A new kind of problem-oriented undergraduate instruction is proposed. Sets of courses from different disciplines will be planned together, so as to make clear the interconnections among different fields and the ways in which they can be brought to bear on a particular problem or set of problems. For example, a range of different disciplines could contribute to a student's understanding of the problems faced by the various ethnic groups in America. A sequence of courses in several separate disciplines could be planned by a group of instructors to focus on this problem. The School of Cross-Disciplinary Studies would provide an administrative home and a receptive climate for such innovative cross-disciplinary programs. Upper-division interdisciplinary courses would also be developed and administered through the School. Offerings of social science and humanities units presently located in St. Paul should be expanded and, whenever feasible, should contribute to the programs of the School, just as several collegiate units (e.g., the Institutes of Technology and Agriculture and the College of Biological Sciences) now contribute to B.A. degree programs. It is expected that sections of distribution requirement courses from various colleges will become part of the coordinated programs of the proposed School. Many presently existing interdisciplinary programs would also probably find that the new School offered a favorable climate for their continued development and would wish to form part of the School's programs.

More than merely an administrative mechanism for organizing in one place a group of separate courses, the School would develop new kinds of integrated, problem-oriented teaching programs. SCEP recommends that the School begin with the enrollment of approximately 600 students in the fall of 1972. If adequate facilities are available in St. Paul by this time, the School should start there. If adequate facilities are not available, we recommend that high priority be given to developing them at the earliest possible time. Current surveys indicate that classroom space is available in St. Paul. To make office space available for participating faculty and supporting services, funds for remodeling existing structures or building a new one may need to be requested from the 1973 legislature. SCEP will interact with the Office of Physical Planning and Design to assure that there is adequate planning for all needed supporting services, especially library resources. The location in St. Paul of a substantial number of CLA students is a major change in University procedure; this recommendation therefore is properly a matter for Senate action. In the event that the St. Paul location is not feasible, the College of Liberal Arts still has the prerogative to begin the School in Minneapolis.

**Recommendation II:** The University Senate recommends the establishment of a set of Graduate Centers for Advanced Interdisciplinary Studies.

These Centers would be concerned with problem-oriented multi-disciplinary teaching and research and would involve faculty from all parts of the University. These faculty would participate in all levels of instruction and particularly in the development of interdisciplinary programs. The Centers could begin modestly in both expense and scale utilizing existing staff and resources. One of the earliest efforts of the Centers would probably be to identify rather specific areas for investigation and decide upon their relative importance. As this process develops, appropriate post-baccalaureate programs will emerge. Since Center members would have teaching responsibilities, they would stimulate and support the development of cross-disciplinary instruction at all levels. The Centers, being problem-oriented, need not be permanent entities. They should be dissolved when the problems dealt with have been resolved. For this purpose, a mechanism for review at regular intervals should be established to determine when a Center should be dissolved. The Continuing Education Center now being planned for St. Paul will also provide means for the Graduate Centers to interface with the community, the state, and the larger society. If the recommendation to establish these Graduate Centers is adopted, SCEP and SCRAP will act on the Task Force's proposal that they appoint an All-University Committee to study the scope and quality of existing multi-disciplinary problem-oriented research and establish a set of priority areas for potential Centers.

The Departments of Music and Music Education have requested that they be moved to St. Paul because of space limitations in Minneapolis. Many of their programs fit with the outreach activities historically associated with many St. Paul programs. Music majors could satisfy distribution requirements for degree programs from the new liberal arts offerings being proposed for St. Paul.



The School for Cross-Disciplinary Studies which would expand the liberal arts offerings in St. Paul, the problem-solving activities of the Graduate Centers, the outreach activities of the Continuing Education Center, and the artistic programs of the Departments of Music and Music Education would all fit well with the Institute of Agriculture's long history of service to and interaction with the statewide community.

MAY BRODBECK  
Chairman

**VII. REPORT OF THE SENATE COMMITTEE  
ON RESOURCES AND PLANNING**  
Reported for Action  
The Development of the Liberal Arts in St. Paul

Concerning the development of the Liberal Arts in St. Paul, the Senate Committee on Resources and Planning recommends the following for Senate action:

**I. College of Liberal Arts offerings in the lower division in St. Paul should be expanded.**

In Fall Quarter of 1972, the transfer of an appreciable number of lower division students (2500 by 1980) from CLA Minneapolis to CLA St. Paul should begin. A sufficient number of introductory and distribution requirement courses should be offered to accommodate these students and 500 St. Paul students who presently take courses in Minneapolis. The responsibility for developing appropriate programs of study and an administrative organization rests in a major way with the College of Liberal Arts. Since these matters will strongly influence the further development of the Twin Cities Campus (St. Paul), however, they require all-University consideration.

The transfer of these students to St. Paul is recommended conditionally, depending on the availability of student and faculty support services including, but not limited to, housing, transportation and convenience services, as determined by a review of these considerations by the Senate Committee on Resources and Planning.

This recommendation is consistent with planning principles guiding the further development of the Twin Cities Campus - St. Paul.

**Commentary on the Proposal for the School of Cross-Disciplinary Studies and the Graduate Centers for Interdisciplinary Studies.**

While there may be other patterns than the ones proposed, it is clear that the School of Cross-Disciplinary Studies, and the Graduate Centers for Interdisciplinary Studies are responsive to the parts of the charge originally given the Bohrstedt Task Force: i.e.,... "(2) examine the relationships between the development of the social sciences and humanities in St. Paul and the support of new patterns of undergraduate instruction; and (3) to consider how these developments could be viewed as an opportunity to cultivate interdisciplinary relationships in St. Paul which would result in programs of undergraduate instruction appropriate to the needs of professional students."

The proposals for a School of Cross-Disciplinary Studies and Graduate Centers for Interdisciplinary Studies are in the nature of educational experiments and, as with all experiments, they should be carefully observed and evaluated. The proposals are better prepared than others which have been considered since the decision was first made to expand the educational enterprise on the Twin Cities Campus (St. Paul).

**II. To the extent that additional funds from outside the College of Liberal Arts are required, the Committee recommends that such resource needs be considered, along with others, as a candidate for all-University (new and on-going programs) support.**

**III. A major Continuing Education Center should be constructed in St. Paul.**

Through the work of the Agricultural Extension Service, the University has a long history of service and interaction with a large and important part of its state-wide community. Present concern with the environment involves the College of Biological Sciences in important ways, and the locus of a major portion of this college is in St. Paul. The characteristic of looking outward to the community is thus a salient feature of St. Paul activities and programs. There is also the likelihood that higher education in the future will tend to be continuous, and distributed over time, as contrasted with the more or less discrete concentrated pattern of the present. This possibility further supports the need for a facility which promotes interactions between the University and the community it serves.

**IV. The Departments of Music and Music Education should be moved to St. Paul.**

The Departments of Music and Music Education have strong ties to the metropolitan community and throughout the state. These ties are extensive, complex and run across civic, cultural, and educational boundaries. The location of these units on St. Paul would be entirely consistent with the emerging pattern of St. Paul development. The Bohrstedt report believes it a planning error not to have included music in the new Performing Arts Building on the West Bank. The separation of the performing arts does diminish the possibility of interactions between them. But this same separation enriches the cultural life of the campus and community where each of the performing arts makes its home.

WARREN IBELE  
Chairman

**VIII. REPORT OF THE SENATE COMMITTEE  
ON RESOURCES AND PLANNING**  
1. Reported for Information

Since its inception in 1967, the Senate Committee on Resources and Planning has recognized the need for comprehensive long-range planning by the University. The committee believes it to be essential that the University of Minnesota develop a long-range plan to guide its decision-making, and to participate in long-range planning on a continuing basis.

The lack of a comprehensive long-range plan for the University has created difficulties in treating the following issues:

- 1) The mission of the University of Minnesota as a component of post-secondary education in the state and nation
- 2) Educational opportunity and controlled growth
- 3) The specification of a 1980 enrollment distribution for the University of one-third lower division, one-third upper division, one-third graduate by the Minnesota Higher Education Coordinating Commission
- 4) Further development of the St. Paul Campus
- 5) Establishment of additional University campuses
- 6) General campus planning on all campuses

In 1968, the committee developed a proposal for conducting a long-range planning effort; however, the scale of this effort was such that it proved impossible to raise the necessary funds from either internal or external sources.

In 1969-70, the decision was made to proceed with a smaller-scale version of the comprehensive long-range planning effort because of the increased need for a planning document against which current decisions could be assessed. A small Task Force was therefore created which did most of its work in Summer 1970 and wrote this report in Fall 1970. The study is limited in scope, the Task Force having had little opportunity to do other than to rely on existing data.

The Task Force placed primary emphasis on organizational and related aspects designed to make the University more flexible and adaptive. Less consideration was given to detailed issues concerning the University because of the limited resources available and also because the future, thirty years hence, is so nebulous.

Despite its limitations, there are, in the committee's opinion, merits in a long-range planning guide because 1) the initial effort can serve as a first approximation to a more exhaustive long-range plan, 2) the guide will permit the assessment of current problems against at least a skeletal comprehensive plan, and 3) long-range planning is a process, not a state, and future long-range planning activities can strengthen and complete the initial attempt and maintain the long-range plan.

The committee therefore presents this long-range plan as a first effort in the development of a comprehensive long-range plan for the University. It is intended to serve as a guide in the handling of important immediate problems. Realizing its limitations, it is hoped that it will also serve as an incentive for full-scale implementation of long-range planning by the University.

**Structure:**

The report falls into two major parts; Part One (Chapters I, II, and III) presents background materials, while Part Two (Chapters IV and V) contains the main discussion of the University, its mission, and the planning principles developed. There are also two appendices; the first includes detailed data on population in Minnesota and geographic origin of students, the second analyzes the uniqueness of University programs.

Part One begins with a history of higher education in Minnesota, in Chapter I, to permit balanced assessments of the present and the future. Next, Chapter II contains an examination of the future physical and social environment, a consideration of likely trends and an investigation of some implications of these trends for university education. A review of the state aims for higher education in Minnesota in the years ahead, as developed by the Higher Education Coordinating Commission follows in Chapter III as well as projections of student enrollment in post-secondary institutions through the year 2000.

Part Two begins with a mission statement for the University of Minnesota which attempts to describe the University's role in the State Higher Education System. Projections of student demand by 1985 in selected programs of the University are also developed in Chapter IV. Chapter V contains a series of planning principles to serve as guides for the development of the University System in the years ahead as well as a consideration of specific implications of these planning principles for the University and its role in Minnesota higher education.

The report was reviewed, revised and finally approved by the Senate Committee on Resources and Planning on March 15, 1971. On May 27, 1971, the report was approved in principle by the Senate Committee on Educational Policy.

The entire report is presented to the Senate for information.

The committee recommends to the Senate that it approve, in principle, the following mission statement of the University.

**2. Reported for Action**

**The Mission of the University System**

The University of Minnesota, a public land-grant institution, is dedicated to the survival of present and future generations with an improvement in the quality of life. To this end the University will conduct programs of disciplined inquiry to discover, test, disseminate, and preserve knowledge and values, and will conduct programs of teaching which are indigenous to and nurtured by programs of inquiry in order to develop the competence, with commitment, of individuals and groups. To achieve its program objectives, the University will organize a community of learning (faculty, students, and staff) in an environment that will provide the academic freedom essential for the exercise of its responsibility to society.

The committee also recommends to the Senate that it approve, in principle, the following planning principles as an initial set which will guide the committee in its consideration of planning matters and its recommendations to the Senate.

**PLANNING PRINCIPLES**

**Program Development**

The first six planning principles pertain to program development including the breadth of programs, the evaluation of programs, and the encouragement of reasoned consideration of public policy issues.

1. To help insure the survival of present and future generations with an improvement in the quality of life, the University System has the obligation to develop problem-oriented inquiry and teaching programs that address critical social problems such as population, pollution, poverty, and prejudice.

The principle acknowledges again, as the University has done numerous times in its history with different phrasings, the obligation to contribute to the welfare of the society and the state. The implication that the University should attack critical social problems through special inquiry and teaching efforts is clear. The University should initiate and stimulate the development of needed programs through new organizational structures which may need to be created to facilitate program development as suggested by the Behavioral and Social Sciences (BASS) Committee report. This principle calls for more direct, deliberate steps by the University to contribute to society through programs that focus on critical problems and work toward their solution.

2. To help insure the survival of present and future generations with an improvement in the quality of life, the University System must provide sustained support for discipline-oriented fields.

Parallel in structure to the first principle, this statement recognizes the fundamental place which the discipline-oriented fields have in the University System. These "basic" fields must be strong, for the achievement of the stated goal is equally dependent on discipline-oriented fields as on the problem-oriented fields. Taken together, the first two principles recognize the reciprocal interaction between problem-oriented and discipline-oriented fields that is characteristic of University teaching programs.

3. To contribute to enlightened decision-making by citizens on issues of public policy, the University System should initiate and encourage reasoned consideration of the issues through its programs of teaching and disciplined inquiry.

The University should not become a direct instrument for the determination of public policy. Rather, it should be an instrument for providing the supporting bases on which the issues would be shaped. The University's programs of inquiry should include those that would be designed to provide information which is essential for making rational decisions on public policies, and its teaching programs should develop the competency and commitment that individuals need in order to participate effectively in making such decisions.

Institutional advocacy on issues of social policy is incompatible with the conduct of teaching and disciplined inquiry designed to be a supporting basis for rational decision-making. The University could not maintain the supportive environment essential for a community of learning if it were to take on the role of an advocate on issues of public policy. A large number of political arenas already exist where individuals and groups are free to participate in the political process. Society most desperately needs the disciplined inquiry and teaching that the University can contribute to the rational development of public policy as it provides the essential information and individuals competent to use the information.

4. To coordinate its mission with other units in the state system of higher education, the University System should emphasize programs with a high degree of uniqueness while maintaining programs with a low degree of uniqueness to offer a balanced, comprehensive total program.

The state higher education system in Minnesota includes area vocational-technical schools, junior colleges and four-year colleges. Given the characteristics of University programs described in the previous chapter, it follows that the University System should offer programs that are largely unique in the state system. Some University System programs may cover the same fields as those offered by other units of the state system, particularly at the undergraduate level. Most of these University programs should be of a different character, however, because they would be a part of multi-level programs related to resources uniquely available at the University and tied closely to programs of inquiry. Nevertheless, the University System should not overemphasize undergraduate programs of this nature. Initial analysis indicates that the University System should presently set as its goal the enrollment of fifty percent of its students in programs with a high degree of uniqueness.

5. To serve changing educational needs, the University System should give particular attention to the development of programs of continuing education that are integral parts of its total effort.

The need for continuing education programs has been emphasized throughout this report. All institutions of higher education will need to design programs that fill the demand for further education made by individuals as they accommodate to the rapidly changing occupational structure and increasing amounts of leisure time. The particular role of the University will be an important one because of its comprehensive resources and specialized programs. The demand will be far greater than the University can, or should, meet. The responsibility of the University is to undertake continuing education to the extent that such programs will contribute to and benefit from the other aspects of its program. Continuing education that is essentially post-baccalaureate or post-professional should be carried on in the University System to the extent that it is a part of the System's integrated multi-level programs. In all of its continuing education efforts the University should emphasize unique programs and limit its commitments in program areas that are of a more general nature. Obviously other parts of the state system of higher education will need to develop substantial programs of continuing education if the total needs are to be met.

6. To judge the effectiveness of its programs and to guide its planning and development, the University System should continually evaluate its programs.

Because the University is accountable to the state, it has the obligation to continually review its accomplishments and measure the effectiveness of its programs. In addition, program evaluation is essential for making internal decisions. The University System must decide which of its programs should be maintained, expanded or discontinued if it is to be responsive to the changing needs of the society. Only by instituting continuous evaluation procedures will the University have the information essential to make its allocative decisions and demonstrate its stewardship to the state.

#### University System Organization

What principles should guide the University System as it organizes to carry out its mission? In considering the organizational problems that face the University, the committee was guided by a general conception of organizational requirements. The organization of the University system must provide for 1) the development of teaching and inquiry programs that are valid expressions of the mission of the University System, 2) the development of the performance of the faculty, students, and staff so that they become increasingly effective and competent for their roles in the community of learning, and 3) the development of resources (e.g., space and facilities, supplies and equipment, media and materials, wages and salaries) that create and sustain the supportive environment essential for the conduct of the programs. The committee has identified the most critical issues for the immediate future and formulated principles that it believes should guide the University's organization effort.

The next seven planning principles assume the University Center to be the basic building block in the organization of the University System, and address the issues of decentralization of both administrative authority and organization of programs, controlled growth, review of programs, planning and the establishment of new Centers.

7. For the effective conduct of its general mission, the basic building block in the organization of the University System should be the University Center; each center having a particular mission and the delegated authority to organize for the conduct of its particular mission.

The University Center may be described by the characteristics attributed to University programs in the previous chapter: 1) graduate level teaching programs that are closely related to inquiry programs, 2) integrated, multi-level programs, usually within a field, in which graduate level programs interact with undergraduate programs, and 3) reciprocal interactions among programs in discipline-oriented and problem-oriented fields. These characteristics imply a comprehensive program involving a wide spectrum of fields.

University Centers would be expected to have distinct missions. Though each

of the Centers would have some programs in common, each Center would have a program focus (or perhaps more than one). For example, a University Center might emphasize the biological sciences, with other discipline-oriented fields to support it, and associated problem-oriented fields that are closely related to it such as agriculture or natural resources or health science programs.

A University Center need not be restricted to one site. It may well be that some of its components are situated at a distance from its main location. The key requirement is that units situated away from the main site are not distinct and separate units but are an integral part of the University Center and that their programs are interwoven with those of other portions of the University Center.

Any one University Center within the System need not include every field of specialization among its programs. The University System should allocate highly specialized programs to Centers according to their particular missions. Highly specialized facilities such as computer facilities, research libraries, and linear accelerators can be shared within the University System.

8. To facilitate innovation and to provide diversity, each University Center should be delegated a large measure of decision-making authority for its conduct in meeting the particular mission of that Center. The University System should retain authority for properly coordinating the several University Centers.

Decision-making authority within the University System should be largely delegated to the University Centers in order to encourage diversity and, through competition, stimulate innovative efforts by the various University Centers in carrying out their particular mission of teaching and disciplined inquiry. Delegation of authority would more readily permit University Centers to develop experimental approaches toward meeting their mission.

Authority needs to be retained at the University System level, to allocate resources among University Centers and to match up University Center capabilities with student demands. As the governing body of the University System, the University of Minnesota Board of Regents has the ultimate authority for coordinating the various University Centers.

9. To facilitate the development of the reciprocal obligations among faculty, students and staff that are vital for a community of learning, the growth and maximum size of the University Centers in the University System must be controlled.

Significant economies of scale which are obtained as a Center increases in size from its essential critical minimum become substantially smaller as the Center becomes large. Further, University Centers lose their flexibility and innovative powers as they become large. Thus, the small economies realized by increasing the size of a large Center would be outweighed by the advantages of establishing a new University Center.

Certainly there is a critical minimum size necessary for University programs. A certain critical mass of fields is essential to provide a base of discipline-oriented fields necessary for problem-oriented fields. Recent studies indicate one index of minimum size would be a student body of 5,000 to 7,000 students. It is more likely, in the Committee's judgment, that a student body of 10,000 will be needed to assure the characteristics of a comprehensive University program characterized earlier.

To insure orderly development, the rate of growth of University Centers must be controlled also. Some university planning agencies suggest that no more than 1,000 students should be added to a Center each year. Newly established Centers should grow more slowly. Enrollments and resources should grow concurrently so that the University System in general would permit enrollment increases only when its resources have increased to support the growth.

10. To promote diversity and to stimulate innovative approaches to program development, a University Center should decentralize its program organization whenever feasible and encourage experimentation to find organizational patterns that are flexible and responsive to program requirements.

When program units within a University Center become too large, they lose the ability to accommodate the educational needs of the individual student. Rigidities that come with size also encumber faculty members in the performance of their responsibilities. Decentralization encourages the kind of flexibility which will facilitate the creation of interdisciplinary programs that bring together faculty members concerned with common problems, will facilitate the setting up of temporary centers for the study of special problems, and will facilitate the servicing of one unit's needs by another. Hence, decentralization is proposed to provide diversity, to stimulate innovative approaches and to humanize the educational experience.

Acceptance of this principle of decentralization within a University Center would imply that a college within a Center as large as ten or fifteen thousand students should be decentralized. Decentralization might take the form of clusters of somewhat independent colleges. Some units might emphasize problem-oriented programs, such as environmental or urban problems, while others might reflect a discipline-orientation such as humanities or applied behavioral and social sciences.

If a University Center is to be able to organize the programs that are essential to meet the needs of society as its particular mission intends, then interdisciplinary groups of students and faculty must be assembled. Departments organized along disciplinary lines make such an approach difficult indeed. The organizational pattern typically found in universities has been particularly resistant to change. New approaches must be found that will provide the organizational flexibility essential to develop new programs without disadvantaging faculty and students in the development.

11. To test the adequacy of its programs, each University Center should conduct periodic reviews of each of its programs to determine whether program objectives are congruent with the mission of the Center and how effectively the program is achieving its objectives.

An earlier principle stated the responsibility of the University System for conducting evaluations. The purpose of including this additional principle is to emphasize the fact that the evaluation of basic programs is fundamental to the evaluation of the total system. Evaluation procedures must be instituted and maintained at all organizational levels.

12. To provide the continuous flow of information essential for decision-making at all organizational levels, the University System should establish and coordinate planning units with special capabilities at the University System, University Center, and College (or other appropriate program unit) levels.

Systematic institutional planning requires the continuous, coordinated effort of technically competent personnel. The decisions which require planning are fundamentally educational decisions which facilitate the development of educational programs. This principle affirms the need for special planning capabilities to be located at the basic program unit, the college or comparable unit.

13. To establish new University Centers, the University System should consult with other state systems and institutions through the Higher Education Coordinating Commission, and determine where its programs, personnel and physical plant can be accommodated by and contribute to the total development plans of the community and region.

As part of the state system the University has the obligation to carry out appropriate consultations before establishing new University Centers. Consultations through HECC should be conducted to insure coordination with other units in the state system of higher education. Specific location of a University Center should result from specific planning studies that show that programs, personnel and facilities can be accommodated by the community. The Center should also be compatible with the total development plans of the area.

#### Implementation of Programs

The remaining four planning principles address the general objectives of providing physical resources, of crediting a wider variety of student achievement as fulfillment of program requirements, of a periodic review for faculty, and of offering the appropriate opportunities for the personal development of students.

14. To support the design, conduct and improvement of teaching and inquiry programs, University Centers should provide effectively coordinated resources for faculty and students including space and facilities, equipment and supplies, media and materials, and supporting staff and consultants.

Teaching and inquiry programs, whether problem-oriented or discipline-oriented, require support. This principle identifies certain basic categories of support that are essential (without any attempt to be inclusive). These resources need to be adequate and effectively coordinated. Program development can move ahead only as resources are available for support.

15. To facilitate student progress toward specific levels of competence, University Centers should organize teaching programs to credit as prerequisites the widest possible variety of student achievements relevant to the program and provide flexibly scheduled requirements in order to be as responsive as possible to students' program needs.

To serve students more adequately, teaching programs should become more flexible recognizing prior levels of achievement that students may have attained in a variety of formal or informal educational settings or by independent study. In the future the flow of students in and out of an institution and transfers from institution to institution can be expected to increase. Students should not be detained in the completion of their programs because they choose to change institutions or because they decide to interrupt their formal education to gain other types of experience or to earn money to support their education. Some projections for the future indicate that the proportion of educational activities in settings other than colleges and universities will increase dramatically. University Centers, if they wish to be of most service to students, must find appropriate ways to articulate their programs with others.

Currently the University designs its teaching programs with little systematic information about the courses that students require for their programs. Schedules are most heavily influenced by faculty preferences. There is now no regular procedure that indicates to departments the courses students need to meet requirements or what they would prefer. University Centers should design a system that would schedule courses according to student demand, faculty preference and other variables. The several interests in program scheduling could be mediated using the high speed information processing capabilities of computers.

16. To stimulate continuous improvement of faculty performance, University Centers should provide for periodic review of a faculty member by appropriate colleagues or others competent to judge that his documented accomplishments are congruent with the stated expectations for his appointment and meet the criteria established for his work.

It is imperative that University faculty work in a supportive environment. Scholarly work must be protected from interference or intimidation. Academic tenure is one of the means that educational institutions use to provide such protection. This principle seeks to strengthen current policies without violating the primary intent of current academic tenure regulations. The strengthening is sought as a means of stimulating the continued productivity of the faculty and encouraging members of the community of learning to know and support the work of their colleagues through a regular review process. Such a procedure would also enable the University Center to be more accountable to the University System for its programs.

17. To enable each student to develop his competence and commitment to the fullest extent, University Centers should provide activities that are designed to

- a) offer programs appropriate to his choices and experience
- b) enable him to become an increasingly effective learner
- c) support him with the resources essential for effective learning, and
- d) offer opportunities that will enhance his development as a person

This principle sets forth the purpose and functions of a student personnel program and includes many of the services currently offered to students. The range of these activities is indeed broad, including testing, counseling, development of study skills, financial aids, health services, and other student activities. Though the detailed implications of this principle are not presented here, it is important to note the major thrust of the statement. The concept of student development is central, and University Centers should provide for this development through a system of integrated activities. This is in contrast to a view that the institution would provide "supplementary services" to help students make the necessary adjustments to meet the academic requirements. The obligation is more comprehensive. Student development of competence and commitment is the central purpose of teaching programs. The responsibility is to assist students so that they may be engaged in appropriate programs, develop the capabilities they need to succeed, support them as they participate in the learning activities, and stimulate their growth as persons.

Prior to the December 2nd meeting of the Senate, the committee will present supplementary material based on criticisms and suggestions which have come forward since the distribution of the document earlier this spring.

WARREN IBELE  
Chairman

#### IX. REPORT OF THE SENATE LIBRARY COMMITTEE Reported for Action

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

Despite the action of the Court of Appeals, the Senate reconfirms the principle of its resolution of March 11, 1971, namely that it 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 on 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 the light of the Regents' violation of the principle stated above, we urge that the Regents employ Mr. McConnell.

The Senate further supports the following resolutions of the American Library Association and the Library Staff Association of the University of Minnesota:

"At the American Library Association (ALA) convention in June, 1971, a policy statement was adopted calling upon ALA to "strenuously combat discrimination in service to and employment of individuals from all minority groups whether the distinguishing characteristics of the minority be ethnic, sexual, religious or of any kind."

"Whereas the Library Staff Association endorses the principles and implications of individual freedom, individuals have the right to expect that value judgments shall be made only on their ability to perform the duties outlined for the position to which they have been appointed."

GERHARD H. WEISS  
Chairman

#### X. REPORT OF SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS Reported for Information

Two subcommittees of SCASR have been established, and faculty, students, and others interested in expressing views on matters related to the concerns of those committees are urged to contact their chairmen:

A subcommittee on grading, Roger Page, chairman, a joint subcommittee with SCEP, will review the grading proposal submitted to the Senate for information on June 4, 1971, and bring to the Senate for action prior to the end of the academic year a revised proposal for a University grading system. Draft proposals will be circulated to collegiate and campus units as they are developed, and general suggestions, as well as reactions to the previous proposal should be directed to the subcommittee chairman.

A subcommittee on course transfer, Keith Wharton, chairman, will review problems associated with transfer of course work to the University from other institutions, with particular attention to procedures for transfer of work from non-accredited institutions and work in new curricular areas and programs. The subcommittee will review University policy for the certification of credit for such work.

JAMES B. PREUS  
Chairman

#### XI. REPORT OF THE UNIVERSITY COMMITTEE ON BUSINESS AND RULES Reported for Information

The University Committee on Business and Rules will be reviewing the operational rules of the Senate during 1971-72 with a view to making recommendations for improvement in legislative functioning. Members of the Committee will appreciate suggestions from staff and students that might help us in our task. Please communicate with any of us: Frank Sorauf, chairman, W. Donald Beatty, Mark Cline, John Cound, Mary Ebert, Eleanor Fenton, Bret Haage, David Kieft, John Navins, Enid Schoettle, Ted Underwood.

ELEANOR S. FENTON  
Acting Chairman, Fall Quarter

#### XII. OLD BUSINESS

#### XIII. NEW BUSINESS

#### XIV. NECROLOGY

JAMES ROBERT BEER  
1918-1971

ALFRED LEROY BURT  
1888-1971

EVERETT FRASER  
1879-1971

HELEN HART  
1900-1971

MYKOLA H. HAYDAK  
1898-1971

PHILLIP D. KERNAN  
1910-1971

HARRY W. KITTS  
1914-1971

RONALD McMANUS  
1905-1971

ADOLPH O. LEE  
1917-1971

LLOYD J. QUAID  
1897-1971

"The next meeting of the University Senate is scheduled for Thursday, March 9, 1972 at 3:30 p.m."

# SUPPLEMENT TO THE DOCKET

## MEETING OF THE SENATE

### DECEMBER 2, 1971

The following material should be added to the docket which has been published. This additional material should be inserted toward the bottom of page 11, column 1 where the statement "Prior to the December 2nd meeting of the Senate...." now appears, and the original paragraph should be deleted.

The Senate Committee on Resources and Planning on the basis of discussions on "Toward 1985 and Beyond" held to date recommends the following additions:

1) Planning Principle No. 2 should read: "To help insure the survival of present and future generations with an improvement in the quality of life, the University System must provide sustained support for discipline-oriented fields in order to give unity, perspective and fundamental strength to University programs."

2) Page 87, add to the discussion of Principle No. 2 the following as a second paragraph: Sustained support for discipline-oriented fields is important, moreover, because of the relative universality of a University's intellectual concern. This concern is expressed powerfully through the sustenance of disciplines which systematically explore the various aspects of man, the variety of his experiences and activities, and the physical world. The results of these explorations increase understanding, contribute to the store of knowledge, and add richness to human existence. Since it is often impossible to anticipate problems, the strength of diverse disciplines is a most valuable resource with which to confront an uncertain future.

3) Page 90, add after first paragraph the following: Implicit in these principles concerned with program development is the assumption that in the University System the liberal arts will be strong. This is necessary because of the intimate linkage of the liberal arts disciplines with various graduate and professional programs. The quality of these programs is therefore related to the vitality of the liberal arts disciplines upon which they depend. The social responsibility of the several professions depends in large measure on both the specialized knowledge provided by the basic disciplines and on the liberalizing influence of the liberal arts. Because of these interactions the liberal arts in a university will

have a distinctive character unlike that of "free standing" public and private liberal arts colleges in the state.

Beyond this, the liberal arts play a central role in unifying, and giving perspective and vision to the entire educational enterprise. As one of society's primary conservators of humane values, the liberal arts, through its programs of inquiry and teaching provide a vital dimension to the perception and understanding of past and present. As we look to the future, at a time marked by turbulence and rapid change, the restoration, preservation, and strengthening of these humane values is essential if the University, by its work, seeks to realize "...the survival of present and future generations with an improvement in the quality of life."

4) The committee recognizes that the application of these principles should be made judiciously and in a manner which would permit full account to be taken of the setting, the present state of development, and long-range plans of various components of the University System. Specifically, the minimum enrollment for a University Center, the proportion of students enrolled in unique programs, and the operational interpretation of uniqueness should be tempered in the light of the circumstances attending each component of the University System.

5) The committee places highest priority on the development of policies to guide the appropriate University organization of the planning process. Specifically, the committee proposes to study the articulation of the planning activities of the campuses, colleges, and various administrative units. Further, the committee will recommend an appropriate process by which these activities will relate to the Senate through its committees.

6) The committee emphasizes that planning is a continuous process, not a state. The committee continues to consider criticisms, suggestions and recommendations made since the appearance of the document in June 1971. It earnestly solicits further suggestions for additions and changes in order that the planning process may continue.

WARREN E. IBELE,  
Chairman

influential responsibilities regarding the future of the University.

The Rev. Joseph Head, the American Legion, the "military-industrial complex," the federal government, the national policy-making council of the American Association of University Professors (AAUP), and central administrators all have their own respective designs for this University. Many interest groups within the University community as well have their plans for the University. Among them are chicanos, faculty and staff women, Fight Repression of Erotic Expression (FREE), the local of the AAUP, Students for a Democratic Society (SDS), the Association of Student Teaching and Research Assistants, and others.

Many important interests, it appears, are planning for the future of the University—except the members of the University community as a whole.

The unanswered question, then, is: Will the students and faculty of the University choose to play a major role in the planned development of the University? Or will the students and faculty allow others to plan the University for them? The University Senate will be asked to decide that question on Thursday.

#### Background for University System Planning

In 1967 the University Senate created a long-range planning committee, later renamed the Senate Committee on Resources and Planning (SCRAP). The charge of the senate to this committee is:

"The committee shall consider circumstances and developments which relate to the future of the University, in terms of its basic purposes, educational programs, geographical and social context, organizational patterns and relationships, financial resources, physical facilities, personnel policies, statewide patterns of higher educational development, and all matters which may affect the University's long-term development, and shall make appropriate recommendations to this end. The committee shall coordinate its con-

mental activities were inherent in the isolated administrative planning where it did occur.

Beginning in 1967, SCRAP was presented with issues by administrators in the consultative process made possible by the creation of a faculty-student planning committee of the senate. The issues remained ad hoc, however.

During the first four years of SCRAP's existence, its members considered: 1) the Smith Prospectus for the development of new academic programs in St. Paul, and the Bohrstedt report which followed the Prospectus; 2) a 10-year academic plan for Duluth; 3) the initiation of physical planning in St. Paul; 4) the Kegler Reports interpreting and applying planning formulas developed by the Higher Education Coordinating Commission to University enrollments; 5) Health Sciences development; 6) vehicular access and parking proposals including parking rates; 7) credit-hour module change, etc.

In view of its long-range planning charge from the senate, and the magnitude and complexity of the issues considered for its consideration, SCRAP members came to realize that they needed an understanding of the preferred directions and methods of University development to guide them in their recommendations to the Senate.

In 1969 SCRAP presented to the administration for funding a proposal to prepare a plan for the University system to the year 2000. This proposal requested four task forces, a budget of \$320,000, and 18 months as resources for undertaking the planning process. Funding was available neither internally nor externally.

In 1970 SCRAP members again raised the issue with administrators and a greatly reduced program was approved: one task force, a budget of \$14,000, and three months were allocated.

The SCRAP summer task force met during the summer and into the fall of 1970. The document produced came to be known as *Toward 1985 and Beyond*. It was reviewed, partly restructured and

postures with respect to change: resistance to essentialist, evolutionary, or revolutionary and perhaps combinations of these. What is certain is that a public university with 51,000 collegiate and 21,000 non-collegiate students cannot possibly be an ivory tower divorced from changing environments.

In the past the forces of change have been allowed to play almost at random on the development of the University system. Most planning has been physical, such as Cass Gilbert's 1910 plan for the Mall, or the late 1950s plan for the West Bank. Visually worse is ad hoc, building-by-building physical planning.

For the most part academic programs have had to be tailored to fit existing facilities and because facilities last longer than dynamic programs, nearly all University activities are constrained rather than supported by available facilities in which they are housed.

Ideally, facilities should be tailored to fit programs. The very limited conceptualization of institutional missions and the programs supportive of such missions has been limited to inaugural and subsequent addresses of University presidents.

I can see at least three major eras of University development in this century. Undoubtedly, depending on one's point of view, there are more. Each of these eras has been in turn significant, overlapping, and prostituting of central institutional missions relating to the knowledge resource that higher education is to society.

My own view of this knowledge resource of the University is that it serves best as student and critic of society, and servant to its students. The three areas disruptive of this central role have been the physical planning of campuses primarily for esthetic considerations, the abundance of federal funds for research purposes directing faculty attention away from teaching and other student-related concerns, and the era of social activism which has the effect if not the intent of politicizing what must be primarily apolitical roles in society.

What then of planning? *Toward 1985*

response to change.

But planning must also be a continuous process because the purposes and parameters of development are subject to the influence of unforeseen events. Thus, the relationship between purposes and parameters is in constant flux and must be subject to continuous, comprehensive scrutiny.

The students and faculty of the University community have two important stakes in committing the University to a course of development planned with their input. The negative stake is that others will continue to influence the development of the University whether students and faculty participate or not.

Quite likely, since these will be special interests requiring scarce University resources, fewer resources will be available to accommodate the central interests and concerns of the students and faculty. Members of the University community must stake out their position in the development of the University, then participate in the planning mechanism thus created to ensure the fulfillment of student and faculty ambitions.

The second stake students and faculty have in University planning is that by identifying and directing the forces of institutional change, they stand a better chance of achieving ends of our own choosing.

If students and faculty can identify those ends (such as the mission statement for the University proposed in *Toward 1985 and Beyond*) and the means by which they are to be achieved (the proposed University system planning principles), and if they assume the central role in fulfilling the University's mission, they stand a better chance of achieving ends of their own choosing than if they let others plan the University for us.

Tom Mortenson, a graduate student in the School of Public Affairs, has been an administrative intern in the office of academic administration and a student member of SCRAP and the SCRAP summer task force, and is currently an ex-officio student member of SCRAP.

**"Members of the University community must stake out their position in the development of the University, then participate in the planning mechanism thus created to ensure the fulfillment of student and faculty ambitions."**