

FOOTNOTE

□ July 25, 1989

□ Volume 3, Number 1

□ Published by the Faculty Consultative Committee

MSPAN 2000: Minnesota Begins Long-range Postsecondary Planning

MSPAN 2000, like Commitment to Focus, shows every sign of becoming a deceptively simple label for a highly complex effort—so President Hasselmo noted at a recent regents meeting.

The Minnesota Postsecondary Access and Needs (MSPAN) study is a two-phase analysis of Minnesota's future higher education needs. It was initiated and funded by the 1988 Minnesota legislature and is being carried out by Stanford Research Institute (SRI) and the state's Higher Education Coordinating Board (HECB). Phase I, focusing on the urban corridor from St. Cloud to the Twin Cities and Rochester, was completed last winter with the release of a report entitled "Maintaining Minnesota's Educational Advantage." Phase II, a similar analysis focusing on other areas of the state, will be completed by the end of 1990.

The first MSPAN report has stimulated far-ranging discussion. HECB and other state higher education institutions, including the University, have already responded to SRI's findings and recommendations.

"I can't imagine an analysis of postsecondary access and needs that would dare assert 'We know all the facts, all the questions, and all the answers,'" says Hasselmo. "The authors of MSPAN have not made that assertion; they are careful to point out that they only had five months to conduct their study. Their findings add valuable information to our public policy deliberations, but they don't provide a rigorous analysis of all the needs and the programs that address those needs and they don't prescribe all the answers. The University doesn't have all the answers either, but we intend to be active participants in these discussions."

Despite the University's general support for the study, Hasselmo cautions that any exploration of future higher education program possibilities in Minnesota must first acknowledge the estimated annual \$150 million shortfall affecting current programs.

"MSPAN 2000 contains a 'mother lode' of issues that educators, special interest groups, and elected officials are eager to debate," he says. "However, throughout the Phase I report, there is a recurring, absolutely vital message—that Minnesota's *existing* higher education structure needs a substantially increased investment of dollars. Every legislative session has chipped away at those funding needs, but it hasn't been politically possible to sufficiently increase higher education's share of state revenues to match Minnesota's competition. Much as we all would like to see the quantum leap forward that MSPAN envisions, without a real breakthrough in support for appropriate existing programs we have to be careful about adding new ones that the infrastructure isn't prepared to handle.

"This is not a call for supporting everything in the status quo before moving on to new program options. Higher education leaders in Minnesota know that existing programs must be subjected to continuous scrutiny and accountability. But we also know that adding new programs and trying to respond to new demands without proper attention to the basic health of institutions is traveling down a potholed road we've been down before. The new competition we face is based on *quality*, and we can't avoid that fact."

Although the SRI report rates the state's postsecondary system as

"pretty good" on traditional criteria such as access and affordability, the system's ratings on contemporary criteria such as responsiveness, orientation to new kinds of students, and links with employers indicate need for improvement. Underscoring these conclusions is a recent survey of national education leaders showing that Minnesota is not ranked among the country's top ten higher education systems.

HECB Strategies

Based on Phase I findings, HECB has proposed to the governor and legislature a dozen strategies for rebuilding Minnesota's postsecondary excellence. Many of these involve further information gathering and analysis scheduled for completion in time for the 1990 and 1991 legislative sessions. Final decisions on strategies and actions will be made jointly by state administrators, legislators, HECB, and individual institutions and systems, says James Borgestad, Hasselmo's special assistant who has been working on MSPAN. Implementation ultimately depends on state funds available for new higher education initiatives over the next few years.

Summarized below are the strategies that most directly affect the University, and the University's reaction to them.

A Strong Infrastructure

The University strongly supports HECB's recommendation that the legislature focus on funding the most critical *current* needs in the state's higher education system—financial aid, quality instructional programs and equipment, and student support services. Indeed,

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Hasselmo believes obtaining adequate support for existing programs should be MSPAN's highest priority. Borgestad says the same message has come through loud and clear from all the other heads of Minnesota's higher education systems.

Commitment to Focus

While appreciative of HECB's continuing support for Commitment to Focus, University administrators recognize that achievement of institutional planning goals is tied to state funds. SRI estimates that the University would require \$30 million to \$35 million in additional state money to implement Commitment to Focus. Although implementation is under way, progress has been slowed by limited appropriations during recent legislative sessions. In April, the situation prompted Hasselmo to say that the University will have to examine

any further efforts to carry out a more focused mission in light of predicted levels of budget support.

Twin Cities Undergraduate Needs

The University has reservations about the three HECB strategies for ensuring adequate capacity for future Twin Cities undergraduates: increasing the role of Metropolitan State University, increasing the role of private colleges, and expanding the availability of 2+2 arrangements (undergraduates enroll in one of the state's higher education systems for their lower division course work, then transfer to another system for upper division course work). University administrators support a careful analysis of the Twin Cities' future demand for higher education, but believe the search for alternative programs must recognize that the University will continue to be the area's major source for undergraduate education. They favor the exploration of new models for 2+2 arrangements among the University and the state university and community college systems, especially those models that avoid duplication of effort. University Continuing Education and Extension is currently studying 2+2 pilot programs that could begin as early as fall 1990.

Science and Technology

Endorsing HECB's assessment that Minnesota suffers a shortage of master's degree graduates in science and technology, University administrators point to one important cause—the chronic and substantial underfunding of the Institute of Technology. They advise that the graduate degree shortage should be analyzed within a five-state regional context, and that budgets for existing programs should be significantly strengthened before any new commitments are made. This excludes the special case of Rochester, which has demonstrated need for expanded graduate education in science and technology. It is noted, however, that an expansion of the University's role in both undergraduate and graduate education in the Rochester area is contingent on state appropriations.

Urban Issues Agenda

While the University supports HECB's recommendation that post-secondary systems pay more attention to urban issues and needs, administrators caution that development of a new "urban university" plan (proposed in the SRI report) is premature. Two objections are: 1) the examples of such urban universities featured in the MSPAN report are located in much larger metropolitan areas, and 2) the report fails to recognize the University's innovative and continuing efforts in urban teaching, research, and public service (for example, the establishment of both the General College in 1935 and the Center for Urban and Regional Affairs more than 20 years ago).

Changing Student Populations

To meet the higher education needs of an increasingly diverse (adult, part-time, and minority) student population, HECB proposes that Minnesota increase the number of minority students who graduate from high school, improve financial aid opportunities for new student populations, promote greater minority representation on postsecondary education boards, and conduct a statewide study of the educational needs of minorities and immigrants. While endorsing the first three items, University administrators, who believe enough studies already exist on this subject, think the \$150,000 required for an additional study could be better spent on existing programs.

Practitioner-oriented Graduate Programs

Along with private colleges and the state university system, the University has been asked by HECB to submit a plan by late 1989 on how it will meet the need for more practitioner graduate education programs mentioned in the SRI report. Pointing out that the University already offers 180 master's programs, 128 of them practitioner-oriented in the sense that they prepare students for practice rather than for research, administrators recommend that the fuller discus-

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The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, religion, color, sex, national origin, handicap, age, veteran status, or sexual orientation.

sion required to accurately gauge this need be delayed until the results are out from a national assessment of master's degree education by the Council of Graduate Schools. Currently, the state of Minnesota is above the national average in master's degrees granted in agriculture and health and life sciences; close to the national average in business and education; and below the national average in computer science, physical sciences, and public affairs. University administrators believe the main concern in addressing this need must be the delivery of high quality education for the least cost to students and taxpayers. That may mean making minor adjustments to current degree programs rather than creating new ones. ■

□ THE CHAIR'S REPORT

By Warren Ibele

Chair, Faculty Consultative Committee

July is a month of transitions for the FCC, a process made orderly this year by the care Mark Brenner brought to the office of chair. His perceptive leadership during a year marked by uncertainty and change was a source of strength and hope. We wish him well as he turns his full attention back to scholarly pursuits.

Meanwhile, the FCC faces a number of interesting issues:

- A task force will soon be charged to consider an extension of the probationary period for tenure-track faculty. The original proposal for an extension was made by Dean Brown of the Medical School (June *Footnote*). FCC members indicated that such concerns were not limited to the Medical School and, subsequently, other University units demonstrated interest in reexamining the probationary period and the implications of an extension.
- Another task force will be appointed to consider liberal education requirements. The current requirements have been in effect for a number of years, so a reassessment is in order.
- Discussion of last spring's task force report reviewing the Twin Cities campus support and service

units will continue. Emphasis will be on implementation of the report's recommendations.

- The Task Force on Mandatory Retirement is hard at work, and we look forward to its recommendations with keen interest.
- The FCC interviewed the three finalists for the position of provost and senior vice president for academic affairs and has forwarded observations and impressions to President Hasselmo.
- An FCC and Senate Finance Committee retreat on September 19 will focus on the process and criteria used in developing the capital request. The relationship between the request and Academic Priorities will be of particular interest.

Faculty with concerns about these or other issues are invited to write or call the FCC, 125 Mechanical Engineering Building, (612) 626-0858. ■

□ NEWS

Assistant Vice President Carol Carrier told the FCC last month that the change in the **Bush Sabbatical program** (now administered by her office rather than Educational Development) was made to assist faculty with lower incomes. Last year, Bush awards were changed from 30 percent of salary (\$9,000 minimum with additional money for travel) to a flat \$15,000. FCC members argued that this change responds more to faculty welfare than to research needs. They felt that 1) restricting the awards to the improvement of undergraduate teaching excludes entire collegiate units whose senior faculty also need revitalization, and 2) using the only state-funded sabbatical program exclusively to improve teaching is illogical if teaching and research are equally valued by the University. The committee voted to recommend that for 1989-90, academic affairs reintroduce the original award policy with the following changes: the minimum should be raised to \$13,000, travel grants should not exceed \$2,000, and in no event should the award exceed 100 percent of salary.

At a June meeting of the senate

committee on physical plant and space allocation, Vice President Donhowe said he was "bullish" on **energy conservation** opportunities. Annual University energy costs are running about \$30 million. Pointing to the example of the University of Michigan, which set itself a goal of cutting energy demand 50% over the next ten years, Donhowe said the potential for freeing a large number of dollars is great and time should not be wasted. At his request, the University's Cold Climate Building Research Center has come up with a three-part institutional energy conservation plan that includes: 1) a quick survey of things that are easy to do and offer quick payback (for example, replacement of inefficient lighting); 2) a detailed analysis and fast-payback work plan to improve building clusters with high energy consumption rates; and 3) closer monitoring of new building design for energy conservation. Such work could be funded by bonding or by using the University's investments. Donhowe will consult often with the physical plant and space committee, but intends to drive this energy conservation effort himself to ensure accountability and momentum.

An all-University **Task Force on Excellence Through Diversity** has been appointed by President Hasselmo. The committee will be in place for three years and will assist Dolores Cross, associate vice provost and associate vice president for minority affairs. Members are: Dean Richard Skok, College of Natural Resources (chair); Carol Carrier, assistant vice president for academic personnel; Associate Professor Sara Evans, history; Dean Ellen Fahy, School of Nursing; Professor Edwin Fogelman, political science; Harriet Haynes, University Counseling Services; Associate Dean Russell Hobbie, Institute of Technology; Professor John Howe, history; Professor Allen Isaacman, history; Professor Joseph Latterell, chemistry (Morris); Dean Fred Lukerman, College of Liberal Arts; Professor Emeritus Keith McFarland; Michael Paige, Office of International Education; Robert Powless, American Indian Studies (Duluth); Mario Prada, Minority and International Programs (Crookston); Barbara Reid, theater arts; Associate Professor Guillermo

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Rojas, Chicano studies; Regents' Professor Vernon Ruttan, agricultural economics; Vice Chancellor Gary Sheldon (Waseca); Dean Robert Stein, Law School; and Associate Professor John Taborn, Afro-American and African studies. ■

□ YOUR BENEFITS: Q & A

Q. I've heard there has been a change in the basic faculty retirement plan. Please explain the change and its effects on faculty investment options.

A. To comply with a change in the Internal Revenue Code, the University's current 403(b) basic faculty retirement plan became a 401(a) plan as of July 1, 1989. Faculty should notice very little effect on their retirement plans; individual and employer contribution levels remain the same, all contributions are still 100 percent nonforfeitable, and individually allocated accounts still exist.

The University continues to offer investment options from the same three carriers—Teachers Insurance Annuity Association/College Retirement Equities Fund (TIAA/CREF); Minnesota Mutual Life/Northwestern National Life

(MM/NWNL); and Vanguard. However, there has been a structural change in the way the University handles investment options offered by MM/NWNL and Vanguard.

Previously, MM/NWNL offered four investment options: a fixed account, a money market account, a bond fund account, and a separate account "A." Under the new plan, the latter three options are replaced by comparable Vanguard accounts set up by MM/NWNL. Instead of dealing directly with Vanguard, as in the past, participants now sign up for all Vanguard options through MM/NWNL.

Two other Vanguard investment options (Windsor II and GNMA Bond Fund) continue to be available, but only through MM/NWNL.

An automatic default will change retirement plan participants' accounts from the old to the new structure. Only participants who do not want the automatic default are required to fill out a new application form. Money invested in the former 403(b) plan will remain in that account and faculty will continue to receive information about the value of those contributions. All contributions from July 1 will be in the new accounts. The default system is outlined below.

MM/NWNL Fixed Account—unchanged

MM/NWNL Separate Account "A" changes to **MM/NWNL's Vanguard Index Separate Account**

MM/NWNL Bond Fund Account changes to **MM/NWNL's Vanguard Bond Separate Account**

MM/NWNL Money Market Fund changes to **MM/NWNL's Vanguard Money Market Separate Account**

Vanguard Bond Fund changes to **MM/NWNL's Vanguard Bond Separate Account**

Vanguard Money Market Fund changes to **MM/NWNL's Vanguard Money Market Separate Account**

Vanguard Index Stock Fund changes to **MM/NWNL's Vanguard Index Separate Account**

Vanguard Windsor II changes to **MM/NWNL's Vanguard Windsor II Separate Account**

Vanguard GNMA Bond Fund changes to **MM/NWNL's Vanguard GNMA Separate Account**

Two other significant changes are that participation in the basic faculty retirement plan is now mandatory for all who are eligible and that contributions must be made with pre-tax dollars.

For more detailed information about this change, consult the May issue of the *U and Your Benefits* newsletter published by Employee Benefits or call that office at (612) 624-9090. ■

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Change in Faculty Retirement Plan

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FOOTNOTE

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The Twin Cities Campus Environment: What to Expect in the Nineties

What would the University's founders think of the Twin Cities campus today? Clint Hewitt, associate vice president for physical planning, thinks they might be disappointed. "There's an enormous difference between the beautiful, green, open campus they envisioned and how it looks today. We have constructed a lot of buildings and, in a sense, have turned our back on the Mississippi River. It may be too late to recapture the sweeping vision of Cass Gilbert's original plan, but we intend to use every opportunity to restore the natural beauty of this campus and reconnect it with the river."

A crucial first step in achieving that goal is a comprehensive revision of the master campus plan, which was drawn up nearly 15 years ago. "As changes occur, we try to update bits and pieces," says Hewitt, "but we haven't been able to obtain funding to hire the consultants and additional staff necessary for a full review of the plan. In light of new academic goals and unanticipated developments like light rail transit, the sooner we get to this the better."

One of the toughest resource management choices on the University's horizon is whether and how to recycle older buildings. Typically located on valuable central sites, several century-old buildings on the Minneapolis campus have been designated as historically significant by the regents. These designations and critical space needs make it difficult for planners to decide to tear a building down, yet modernization of such structures frequently costs more than new construction. In order for new occupants to move into buildings like Scott and Pillsbury, remodeled space has to be brought up to current codes.

Russell Smith, University building official, estimates that the University has a \$40 million back-

log of code deficiency work. In hopes of convincing the legislature that such work is a funding priority, the University has hired an independent consultant to identify code deficiencies on all campuses. The survey is due out next February.

Building and Remodeling

Several major campus building and remodeling projects are planned for the Twin Cities over the next five years (see maps on pages three and four).

Already under construction on both campuses is phase I of a two-stage, \$38 million recreational sports facility project that includes remodeling the St. Paul gymnasium and construction of a Minneapolis swim center. Both should be completed by next summer. During phase II, Cooke Hall will be remodeled; basketball, racquetball, and squash courts and a fitness facility will be added to the Minneapolis complex; and a swimming pool and racquetball courts will be added in St. Paul.

Although plans for the future use of the Memorial Stadium site aren't finalized, new construction probably will be sports-related. Timing depends on relocating units currently occupying stadium space and finding money to cover the estimated \$1 million demolition.

Other building plans for the Minneapolis campus include a new **earth science building** (\$51.7 million) on the site adjacent to Cooke Hall, a move that will vacate Pillsbury Hall. An addition to the **architecture building** (\$17 million) will be built north of the present structure, and a new **basic science building** (\$67 million) for the health sciences will be constructed on the site of the present zoology and botany buildings east of Coffman Union. The parking lot west of Coffman Union is the site for the

proposed **University Art Museum** (\$8 million). A new **music performance hall** (\$9.8 million) will go up behind Ferguson Hall on the West Bank.

The former **electrical engineering building** will be remodeled to accommodate the expansion of mechanical engineering, and **Walter Library** and **Folwell Hall** will undergo significant renovation. **University Hospital** plans to add two new floors to its current structure.

Once General College completes its move this month into the enlarged Appleby Hall, **Nicholson Hall** will be used for temporary space assignments. The futures of **Scott Hall** and **Pillsbury Hall** haven't been determined, but possible scenarios include creation of a long-planned humanities corridor along Pleasant Street from Folwell Hall to Fraser Hall or creation of a student services hub in the area around Williamson Hall. Plans to revamp **Fraser Hall** for the English and American studies departments look less promising since those units have determined the building may not meet their space needs.

Seven **student study rooms** are currently being added or renovated on the Minneapolis campus, thanks to funding support from central administration and the efficiency of a student study space committee appointed last winter. The seven areas are: Wilson Library's lower level, the Nolte Hall living room, and rooms in Anderson, Folwell, and Lind Halls and in the Science Classroom building. All work should be finished by the end of winter quarter.

A major addition to the **biological sciences complex** (\$18 million), a new **animal sciences physiology building** (\$1.5 million) next to the beef cattle barn, and a new **Veterinary Diagnostic Lab** (\$8.9 million)

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east of the veterinary science building are in the planning stage on the St. Paul campus.

Traffic Access

Major changes are planned or under way to improve traffic access to the Twin Cities campus, especially Minneapolis (see maps). Within the next few months, the **I-94 University corridor** will be temporarily expanded by using shoulders to provide an additional lane. When the section of I-94 between the two downtowns is rebuilt beginning in 1992, the shoulders will be restored. The East Bank's current **Dartmouth interchange** (the University entrance off I-94) will be improved and connected to the four-lane **Motley bypass** (north off the Dartmouth interchange and northwest along the recently abandoned railway) to provide easier access to the Minneapolis campus and divert traffic from residential streets. That project will be completed in two to three years.

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Once **River Road** on the West Bank is extended (in progress), motorists will have direct access to both 35W and downtown Minneapolis. The Minneapolis City Council is also considering the construction of a **Dinkytown bypass** that, once connected to the Motley bypass, would create a ring road around the Minneapolis campus. Always part of University long-range planning, a ring road would provide more direct access to major University parking lots and would reroute unnecessary traffic from the interior campus.

The University's **intercampus transitway** has now been approved by regents and may be under construction as soon as next spring. The project creates a two-lane paved roadway between the Minneapolis and St. Paul campuses for use exclusively by intercampus buses and official University vehicles (and, possibly, bicyclists) and will add two major park-and-ride facilities along its path. One lot will be near Oak and 4th Streets in Minneapolis and one will be near the KSTP building in St. Paul.

Despite recent talk about extending Northrop Mall to Coffman Union and diverting Washington Avenue traffic underground, no changes will be made to that area until the four-county metropolitan **Light Rail Transit (LRT)** project is finalized. University planners are working closely with county and state transportation experts to find the most efficient and cost-effective way to link the LRT with both campuses. Right now, LRT progress seems to be stalled more by funding than by technological challenges.

University planners also recognize that the **pedestrian circulation system** is vital to the quality of the student experience. Assistant planning director Harvey Turner hopes the campus gradually will be able to expand its climate-controlled pedestrian network (tunnels, concourses, skyways) to new and existing buildings. Another goal is full implementation of the Church Street pedestrian mall. That project would involve redesign of the corner of **Pillsbury and Church Streets** to direct the majority of traffic onto Union Street. In the next several years, there may also be an opportunity to reconfigure Union Street's circuitous route, connecting it more directly with Harvard Street and diverting traffic from a cluster of academic buildings.

Parking

The 3,000- to 4,000-space car parking shortage on the Minneapolis campus is a continuing source of frustration. Parking manager Mark Pace says the shortage has reached current proportions because, over the years, parking lots have been viewed as temporary facilities that would eventually become new building sites. In most cases, that is exactly what has happened.

In the next few years, the Minneapolis campus space crunch may be eased somewhat by several new lots and ramps. A new 300-space lot north of Bierman practice field (15th and Rollins Avenues) should be ready for use this fall, and construction should begin within six months on a 1,100-space ramp to be built on the site of lot C-51 (4th Street and 17th Avenue). These two facilities mean a net gain of 1,100 spaces, some of which will be designated as contract parking. Plans for a new 750-space ramp across from the Humphrey Institute are still in the discussion stage right now. Nearly 200 parking spaces in West Bank lot 61 were lost due to the extension of River Road, but Pace says no other Minneapolis lot closures are foreseen.

If plans go ahead as expected, a new 1,800-space University park-and-ride lot will be developed at 4th and Oak Streets and another north of University Avenue near KSTP (750 spaces). Both would be located along the path of the new intercampus transitway. Pace says parking in these two lots will not be available until 1990-91.

The St. Paul campus parking shortage doesn't appear quite as critical. While central campus space is tight, there is nearly always room at the state fairgrounds lot, which also may undergo expansion in conjunction with transitway construction.

Pace hopes that the planned reduction in the size of the student population on the Twin Cities campus may help the parking situation. For now, he recommends public transportation or carpooling. Twin Cities rideshare assistance is available through the University Transit Office (625-9000). Two Minneapolis campus lots (number 35 on 4th Street and number 90 across from the Humphrey Institute) are reserved until 10 a.m. for carpoolers (at least two people in the car). These lots tend to fill up later in the

morning than coupon or public lots. Pace hopes to offer other carpooling incentives when new parking facilities are opened.

Drivers aren't the only ones with parking problems. Physical planning staff are now working on a \$15,000 project to be completed next spring that will add to and replace old bicycle racks with more secure hoop racks at two places on the St. Paul campus and four places on the Minneapolis campus. As a supplement to the new University biking brochure distributed recently, a map of the best bicycle routes to and within the Twin Cities campus will be available fall quarter from the University Bike Promotion Project.

The Landscape

Losses from last year's drought aren't the only things that concern Fran Trojanek, senior landscape architect. He has other worries: funding shortages prevent grounds crews from properly maintaining existing landscaping, let alone implementing new projects; the minimal green space on the Twin Cities campus is being eaten up every year by new building; and low awareness among campus users about the importance of caring for the outdoor environment continues to take a toll on its quality.

"All you have to do to understand the importance of our environment is look at the green space we have on campus," says Trojanek. "This is where people sit, congregate, read, relax, enjoy the natural elements. Landscaping ties people more closely to nature and that kind of experience is obviously very enjoyable." Usually, Hewitt adds, a graduate's fondest campus memories are not of buildings, but of some special outdoor space—a grassy knoll, a shady corner, a certain view of the river.

Trojanek laments the increasing Twin Cities campus shortage of "people-friendly" spaces. "Since removal of the hedges on Northrop Mall and in other areas on campus, there are very few places that offer people a small degree of seclusion and enclosure," he says. "And now that the hedges aren't there, people take shortcuts across grassy areas, creating unattractive paths. Those hedges were in the tradition of European landscaping, which is more compatible with the European-inspired architecture along the mall."

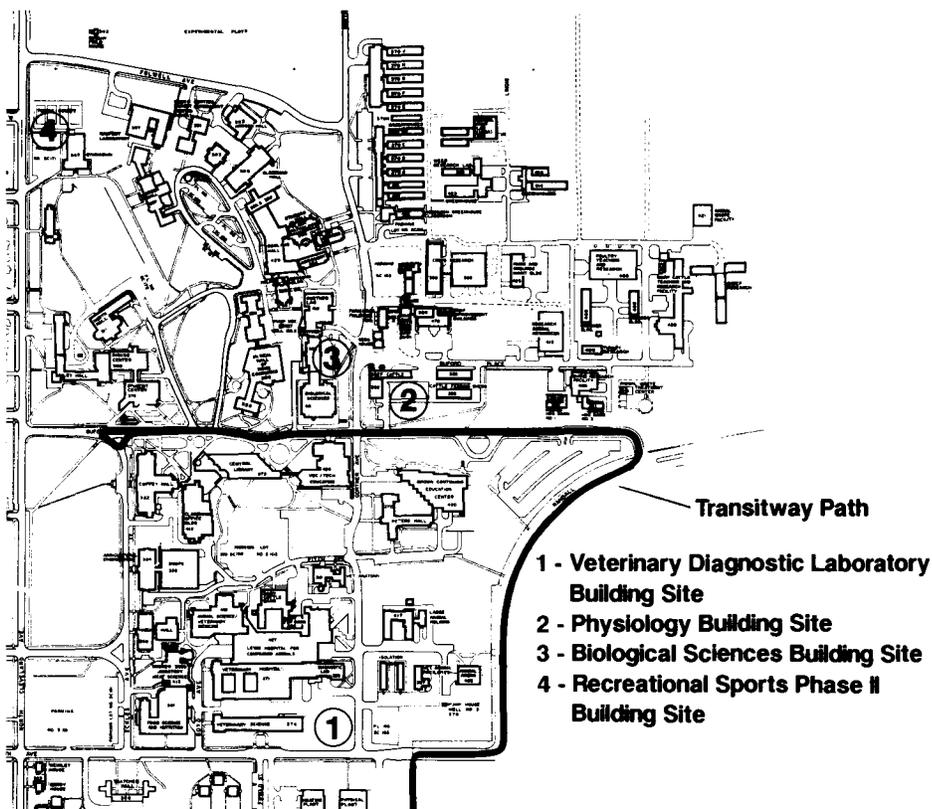
Although many people continue to believe the Twin Cities campus is continuously growing in size, Hewitt says that it has remained within boundaries drawn by the regents in 1967. Given those boundaries and the institution's ambitious, academic-driven construction plans, Trojanek is convinced that only through concerted effort will the campus be able to keep its existing green spaces. "St. Paul is in slightly better shape than Minneapolis," he says, "but the way projects are shaping up, there too we are looking at superblock megastructures. St. Paul has more large green areas than Minneapolis, but as new buildings go up we are having to fill in the smaller people-friendly spaces. It's happening in Minneapolis, too—the expansion of the architecture building is going to eliminate a nice green space."

Despite disappointment in landscape funding levels over the past several years, he continues to hope for new opportunities to improve the campus environment—one of which may be the proposal to extend the mall from Northrop

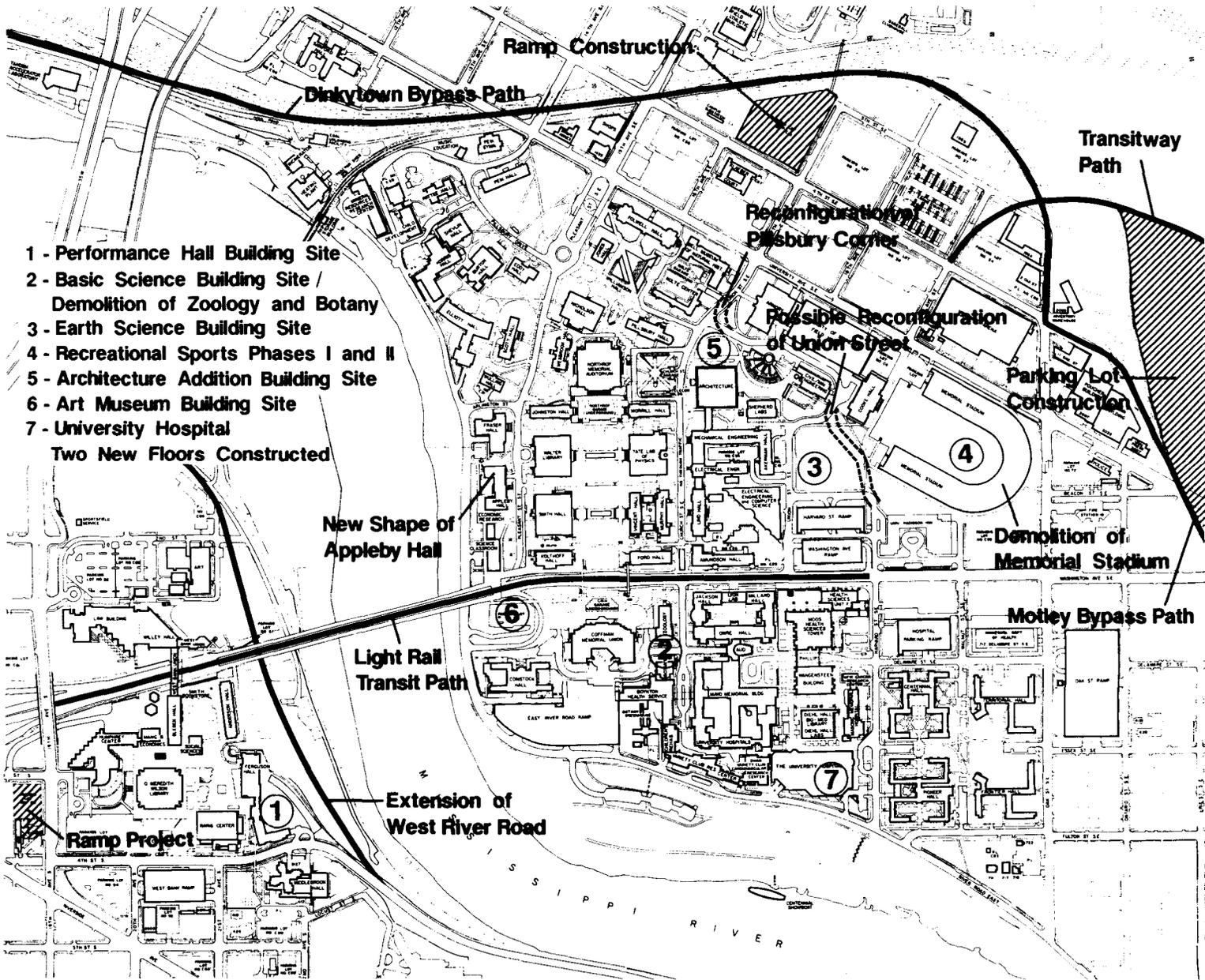
to Coffman. But until funding is provided for new plantings, his greatest concern is simply preserving what is already in place.

That is not an easy task when many thousands of people daily use a space as relatively small as the campus. Tremendous demand is put on the natural environment, and maintaining attractive landscaping requires more cooperation than at smaller schools. "We are our own worst enemies in a sense," says Trojanek. "Faculty, staff, and students could help a lot just by following three rules. 1) Use bike racks instead of trees. 2) Use sidewalks instead of shortcutting across grass. 3) Once a day, bend down and pick up a piece of litter and put it in the trash. If everyone did this, we would see a big improvement in the appearance of this campus."

"All of us must want a beautiful campus," says Hewitt. "It's not just the responsibility of the grounds crew—we all play a role. It won't happen overnight, but collectively we can achieve it. As visiting colleagues continually remark—there are some very positive things about this urban campus. It just takes a little care to bring them out." ■



St. Paul Campus



Minneapolis Campus

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The Campus Environment:
 What's Ahead

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A Report from the President: Progress, Goals, and Welcome

Footnote managing editor Gayle Grika invited me to write this article; then she announced that she's accepted a position in the College of Education and this would be her last issue. I'd like to think there is no causal relationship.

I was allowed 1,000 words to welcome you to the new school year, bring you up to date on important matters, and preview the coming year. That's an effective way to drive home the obvious necessity to find more opportunities to communicate with you.

For the message of welcome, I'll assume that welcome news serves better than presidential exhortation.

It's welcome news to me that Leonard Kuhl will have been in office as senior vice president for academic affairs and provost for almost two weeks by the time you read this. Dr. Kuhl is an astronomer who has served 24 years on the Berkeley faculty. During that time, he was also dean of physical sciences for five years, later serving six years as provost and dean of the college of letters and science.

With Dr. Kuhl on board, joining Gus Donhowe on my senior staff, I now have the assistance of both in completing the searches for vice presidents for health sciences, student affairs, and agriculture, forestry, and home economics, as well as for the new vice provost for arts, sciences, and engineering. We are moving as expeditiously as we can on all of these.

It is not news to those who know Shirley Clark, but it's welcome reassurance to see the tangible progress on Academic Priorities planning that she has made possible in her tenure as acting vice president. Dr. Clark has been an enormous help to me and deserves every compliment that has been and certainly will be expressed by

our community.

We are operating on a budget this year that clearly reflects long-term planning and was built on an unprecedented level of consultation with the campuses, collegiate units, and senate committees. We're putting the finishing touches on the very important enrollment policy report to the legislature. And we have just presented to the regents a newly organized set of capital improvement requests, again tightly disciplined to support Academic Priorities.

Budgeting, enrollment management, and facilities planning are not the stuff of headlines, but in our case they all represent the complex and pragmatic management actions that must be accomplished to turn plans into results. This summer's real implementation steps are tangible answers to the question, "What's happening with academic planning?"

This summer also produced welcome news about contracts and grants. In August, we were awarded a five-year, \$66.9 million contract to establish the High Performance Computing Research Center, by far the largest contract or grant in our history. Because it is funded by the Army, the contract is controversial in some quarters, but I am satisfied that the project fits academic priorities and complies with all our policies on academic freedom and unrestricted dissemination of research. Most importantly, the center's research in mathematics, computer science, computational science, and computational engineering promises important developments across many disciplines. Initial plans include 23 research topic areas involving 42 faculty members in 10 departments. And beyond the particulars of the research, this was an intensely

competitive selection process, and Minnesota's selection surely won't go unnoticed nationally.

This month's report to the regents included the more general good news that fiscal year 1989's contract and grant awards total \$204 million, up nearly 15 percent over the previous year. (And that total does *not* include the Army contract.) In the highly competitive circumstances in sponsored research and training, that kind of increase is a major credit to Minnesota faculty members' skills and reputation. As I pointed out to the regents, the \$204 million brought into the University and the state is almost exactly half our state appropriation for the same year. That's high return on investment, and it also creates 4,600 to 5,600 jobs that would not otherwise exist, about 60 percent of them outside the University.

For one important piece of good news, this summer has produced exactly the progress we needed in the effort to improve our outdated management information systems. Beyond the work already done, we now have the remaining phases firmly on schedule.

Looking forward to the rest of the year, my own goals and objectives are based heavily on the University planning process and the action agendas we set last spring. The action agendas tend to be shorter range, immediate responses to current challenges. The planning is the long-term framework. Because planning was my responsibility before I left five years ago, I am acutely sensitive to faculty, departmental, and collegiate origins of the plans we have. Those origins, after all, are the fundamental strength of our plans. My job is not to invent my own, personal version, but to

Hasselmo from p. 1

maintain and develop the continuity and momentum.

My goals, as reported to the Board of Regents, are to:

- establish and communicate the mission and aspirations of the University in teaching, research, and public service;
- maintain and enhance the University's accountability to the citizens of the state;
- maintain and enhance the effectiveness of University management;
- maintain and enhance the effectiveness and well-being of the University's faculty and staff;
- maintain and develop appropriate criteria and programs for the recruitment and admission of students; and
- maintain and enhance support for the University through continued contact with important constituencies.

General as these must be as goal statements, they are supported by the specific objectives to be addressed, with outcomes that can

FOOTNOTE

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September 26, 1989

Managing Editor: Gayle Grika
Design Consultant: Dawn Mathers

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be—must be—assessed. After more than 18 years in the University of Minnesota community, I know I can count on help with both.

I'm excited about a good year ahead. We have opportunities to make real progress on some long-needed quality improvements, and it will be a pleasure to get on with them with your help. Welcome back. ■

Academic Administrative Training Begins

This fall marks the long-awaited debut of the administrative leadership program outlined last spring by the academic personnel office. One of the most important parts of the program, a series of four orientation and training sessions for new department heads, began earlier this month. Other sessions are scheduled for November, January, and March. The series defines the roles and responsibilities of department chairs, focusing on personnel, planning, budgeting, governance, and leadership issues. Although the audience may be expanded in the future, this year participation is limited to first-year chairs.

"These people fulfill an especially critical role in a highly complex organization and they can't afford to make many mistakes," says Carol Carrier, assistant vice president for academic affairs. "Success in administration and success as a faculty member require two different sets of skills, and many times chairs have a short time to learn on the job. Heading a department is stressful, and the University should be doing everything it can to help."

Supplementing the orientation series, a handbook for all department chairs, to be published this fall, will provide information on organizational structure and institutional policies, culture, and resources.

Response to invitations for the first session was positive; many chairs expressed interest in signing up for the entire series. "We have developed high quality sessions with opportunity for a lot of interaction," Carrier says. "We want chairs to leave feeling that their

valuable time has been well spent."

Carrier, who has been working with Tim Delmont from Management Planning and Information Services on designing the administrative leadership program, hopes the series for new department heads will continue next year despite its small budget.

Starting winter quarter, academic personnel also will sponsor one- to two-hour "briefings" that address the needs of veteran chairs, deans, provosts, and vice presidents. Two 1989-90 briefings will explore subjects such as management of research laboratories.

Because training and performance evaluation are closely linked, Carrier's office has already begun an assessment of administrative review practices. "Our study is an outgrowth of the renewed emphasis on accountability throughout this institution," says Carrier. "We hope to develop model procedures for evaluating the annual performance of department administrators. The research isn't complete yet, but our impression is that the review process is uneven across units. There has to be room for diversity, but there may be ways of providing units with more consistent guidelines. Any recommendations emerging from the assessment will involve consultation with groups such as the Council of Deans, the Professional and Administrative Advisory Committee, the Minnesota Commission on Women, and appropriate faculty committees." ■

□ NEWS

A new **training and development program for graduate teaching assistants (TAs)** begins this month and continues through spring quarter. Sponsored by the Office of Academic Affairs, the seminars are offered to teaching assistants without charge to individuals or to their departments. A two-part survival skills workshop focusing on classroom tips from practicing TAs will be held on the east and west banks and the St. Paul campus during September and October. Subsequent 1989-90 seminar topics include effective teaching methods for cooperative learning situations and large-class lectures; the role of the student in the classroom; how

to establish a learning environment; how to prevent sexual harassment; testing, grading, and evaluation; and teaching in a new culture. To register, call (612) 626-1612.

Another academic affairs pilot program, an **orientation for new faculty**, will begin next month. The six-session program will provide information about University resources and opportunities, the chance to build a sense of faculty community reaching across collegiate boundaries, and the opportunity for new and veteran faculty to informally discuss their professional interests. Deans, directors, and department heads have already been notified about the program and asked to suggest the names of faculty who would be eligible for participation.

Jeanne Lupton and James Preus of the Enrollment Management Committee reported to regents in July on implementation progress toward the **freshman common entry point**. The new system, which simplifies the admission process for students by unifying the seven current ports of entry on the Twin Cities campus, should be in place by 1991, when new admission requirements go into effect. Some pieces of the common entry point plan were completed last year: general and minority enrollment objectives were established, recruiting publications were reviewed and found adequate, a policy-oriented Admissions Committee was appointed with representation from all the Twin Cities freshman-admitting colleges, and the orientation program was moved to the admissions office to insure better coordination. Plans this year include allocating space and resources for a Prospective Student Center; designing an integrated admissions, housing, and financial aid application package; establishing an orientation advisory committee; and appointing a campus advising coordinator. Because the success of the common entry point relies on lower division students receiving proper guidance about which curricular paths they might explore, the committee believes campus lead-

ership in advising is critical and recommends that overall responsibility for advising be assigned to a central administrator. The legislative appropriation for this biennium included \$250,000 to improve advising. That money will be used to improve the adviser/advisee ratio in the lower division and to provide computer support for advising.

George Wilcox, chair of the Senate Committee on Computing and Information Systems, has asked President Hasselmo to immediately establish a position of **chief information officer (CIO)**, as recommended in his committee's 1988 report on academic computing. In his letter to Hasselmo, Wilcox voiced his frustration over the administration's past inability to act decisively in computing affairs and the serious consequences that have developed from underfunding in that area. He cited evidence of a recently reorganized, well-managed computing operation at the University of Washington that is headed by a CIO who has installed a uniform access policy and appointed a high level administrative council to review computing activities and educate upper level management. Noting the University's special computing strengths, Wilcox also identified problems with access among faculty and students and lack of coordinated policy development. In addition to the appointment of a CIO with responsibility for both academic and administrative computing, Wilcox recommends that the University establish a high level council of stakeholders similar to the one at Washington and that fiscal support be provided to ensure uniform computing access. "If we make the right decisions this year," Wilcox writes, "the University may advance to the front ranks of research universities; if we delay or make the wrong decisions, the University will be doomed to mediocrity in many areas of research. The right decisions will not be inexpensive, but they will place a new universe of information at the fingertips of every faculty member and student." ■

□ YOUR BENEFITS: Q & A

Q. Please explain the kinds of disability insurance available to faculty. How important is it? How is disability defined—inability to hold *any* job or to hold the job you usually perform?

A. Disability insurance is important, but often overlooked. Most faculty members who hold a 100 percent appointment for at least nine months are eligible for the Faculty Group Income Disability Plan.

This plan pays a monthly benefit of up to 60 percent of the previous 12 months salary (not exceeding \$3,250 per month). Benefits begin after four months of disability and are payable to age 65 if the disability occurred prior to age 61. If the disability occurred after age 61, benefits would be paid, but the number of monthly benefits would be based on age.

During the first 24 months, disability is defined as the inability of faculty members to perform every duty pertaining to their occupation. After 24 months of benefits have been paid to faculty members who are performing the duties of their own occupation, the definition of disability changes to the inability to earn 80 percent or more of the basic monthly earnings in effect when the partial disability began. For faculty members who are performing the duties of an occupation other than their own, the definition of disability is the inability to earn 70 percent or more of the basic monthly earnings in effect when the partial disability began.

You may purchase short-term disability benefits through the State of Minnesota Insurance Plan, but most faculty members rely on the sick leave program for short term-sick leave. (You should also know that the optional long-term disability benefits offered through the State of Minnesota Insurance Plan are not available to faculty members eligible for the University's Faculty Group Disability Plan, because this would represent a duplication of coverage.)

Direct questions concerning a disability or a possible disability claim to Employee Benefits, (612) 624-9090.

Benefits from p. 3

Q. Could you present a simple summary comparison of how various components of the faculty retirement plan have done over the past year?

A. The following is a simplified performance synopsis as of March 31, 1989, for the three carriers under the Basic Faculty Retirement Plan. More detail is available in *U and Your Benefits*, the quarterly newsletter published by Employee Benefits, (612) 624-9090.

Minnesota Mutual/ Northwestern National Life

Quarter 1 year 3 years 5 years

<i>Stock Index</i>	+7.2%	+17.8%	+4.8%	+7.3%
<i>Bond Series</i>	+0.9%	+3.6%	+5.0%	
<i>Money Market</i>		+7.2%		

Fixed annuities are currently receiving +9.65% interest on all accumulations.

Teachers Insurance Annuity Association/College Retirement Equities Fund

Quarter 1 year 3 years 5 years

<i>CREF Stock</i>	+6.5%	+16.7%	+11.5%	+17.6%
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TIAA Fixed Annuities are currently receiving the net interest rates below:

- +9.25% (accumulations 1-1-86 to present)
- +9.00% (accumulations 1-1-86 to 12-31-87 and prior to 1-1-79)
- +10.50% (accumulations 1-1-85 to 12-31-85)
- +10.75% (accumulations 1-1-82 to 12-31-84)
- +9.75% (accumulations 1-1-79 to 12-31-81)

Note:

The Chair's Report will return in the October 10 issue.

Vanguard Investment Group

Quarter 1 year 3 years 5 years

Index Trust	+7.0%	+17.8%	+10.5%	+17.0%
Investment Grade Bond Fund	+1.2%	+6.6%	+6.3%	+11.9%
Windsor II	+9.5%	+25.2%	+11.3%	
GNMA Portfolio	+1.1%	+5.3%	+6.6%	+11.3%
Money Market		+8.2%		

Q. What progress has been made in reducing or eliminating tuition for faculty dependents?

A. According to the Academic Affairs Personnel Office, the major obstacle to a tuition waiver program for faculty dependents is money. Updating figures in the study on this subject done a few years ago by Management Planning and Information Services, and taking into consideration recent enrollment restriction on the Twin Cities campus, the estimated cost of such a program would be \$1,430,300 in addition to approximately \$460,000 already spent annually for faculty and staff tuition benefits. If the University continues to use the same allocation policy it did this year, that additional money would be taken off the top of the legislative appropriation, reducing the total amount of 0100 funds, including those available for faculty salary increases.

Q. Is it possible to take a loan for college education on the faculty retirement funds?

A. The Basic Faculty Retirement Plan does not have a loan provision, but it is possible to borrow against money in the Optional Tax-Deferred Annuity Plan that is invested in fixed annuities with Minnesota Mutual Life/Northwestern National Life. If you would like more information on Minnesota Mutual's loan provisions, contact them at (612) 298-3670. ■

FOOTNOTE

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- Administrative Training Begins

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FOOTNOTE

□ October 10, 1989

□ Volume 3, Number 4

□ Published by the Faculty Consultative Committee

A Little Further Along: A Conversation with Librarian Thomas Shaughnessy

Thomas Shaughnessy likes to talk to people, and it's a good thing. Talking and listening are a big part of his job as University Librarian.

"Librarians make a mistake if we isolate ourselves too much," he says. "If we're going to be successful, we have to be tied very closely to what's happening in the rest of the University."

Shaughnessy, who was director of libraries at the University of Missouri-Columbia, began his new job September 1 and set out to talk to as many people as he could—faculty, students, library staff, administrators. His predecessor, history professor John Howe, has been widely praised for strengthening the library's connections throughout the University. "I hope I'm half as successful as he was in that important area," Shaughnessy says.

He speaks with excitement about the library and concern for its needs. "This is a superb library. One of the tasks I have is convincing central administration and the legislature that their investment in the library is one of the best investments they can make."

A university cannot be stronger than its library, he says. "I don't know of a single program that's nationally known where there isn't a nationally known collection supporting it."

Double-digit inflation in library costs and the decline of the dollar have hit research libraries hard, Shaughnessy says. "When the University did give us money, a lot of it was used up just in staying even. Inflation is still with us, but it's slowed a bit. The dollar is a little stronger. We need to move forward."

The Academic Priorities document recommended that \$5 million be added to the libraries' base

budget; this year the Twin Cities campus libraries received only \$1.3 million. The libraries are grateful for that allocation, Shaughnessy says, but the need for \$5 million has been well documented. "We're far from that goal."

More money is needed to fill in gaps in collections and keep building them, but staffing needs concern him even more. "We are significantly understaffed. It's most striking at our service desks. Some units are so short-staffed that if somebody is sick or on vacation it makes a tremendous difference."

Concern about staffing is linked to Shaughnessy's strong orientation to service. "You can have the books and the journals the students need, and it doesn't do any good if they can't find them, or can't connect with a staff member," he says.

"I think about these students coming to us from small towns—coming to this big city, coming to this big university, trying to use this complicated library we have. Our staff has an enormous challenge in getting them oriented, making the library seem attractive and inviting to them, giving them service.

"It's so important in a research university that the needs of the undergraduate are not overlooked. We want to make sure the library doesn't forget them, particularly the students who haven't even decided what they're going to major in. I would like to think of us as the collegiate home for the undeclared major."

Giving needed service can take its toll on overworked staff members, Shaughnessy acknowledges. "For the sake of our users, we ask them to be helpful and cheerful and positive. Their true feelings may not be so positive and optimistic."

Shaughnessy looks to the time when the staff's cheerful public demeanor will reflect their private feelings.

Team building is Shaughnessy's greatest strength, says M. Kathleen Price, director of the Law Library and a member of the search committee that recommended him as a finalist. Howe's interim term was a healing time, she says, but Shaughnessy's skill in building staff morale will still be very much needed and welcome.

To build a team spirit, and to tap into people's creativity, Shaughnessy will be talking with staff members at all levels. He plans to have regular breakfasts with eight or ten library staff members whose names are drawn from a hat. "That's nothing I invented, but I think it's a fine tradition," he says.

"Nobody has a monopoly on good ideas," Shaughnessy says. "There must be scores of people with innovative ideas. Especially in our environment, where we're wrestling with change all the time, we need to have these creative ideas coming up through the organization." The worst thing he could imagine is a situation in which people turned off their own good ideas because they thought nobody would be interested.

His management style is open and participative. "The more people who can bring their minds to bear on a question, the better the answer will be," he says. "At the same time, I realize that there comes a point when you have to make a decision. You've gotten as much advice as you can."

Libraries today are pulled in two directions, Shaughnessy says. One is their traditional role as keepers of printed books and journals, and the

Shaughnessy from p.1

growing need to preserve materials threatened by deteriorating paper. The other is the need to keep pace with the information revolution.

"We have to strike a balance," he says. "Printed collections are now and will continue to be very, very important to the whole notion of scholarship. We have to find ways of preserving the materials. Then on the other side, we have to invest in these new technologies. Some are untested, but we still have to make the investment for fear of being left behind.

"To find the funding to do both well is an enormous challenge. To become as good a library as this university wants us to be, we have to find ways of doing both."

University Libraries are fortunate in their on-line catalog system, LUMINA, he says. "I think that's going to be the gateway to the whole world of information." The day will come, he believes, when

library users—either at the library or at their home computers—will search the University's catalog for the information they need. If they don't find it, they will press a few more keys to search a national network, or maybe a network in France or the Soviet Union.

"I see LUMINA as the foundation on which future technology will be built," he says. "Eventually it will be less important which library owns a book or journal and more important how fast I can get access to it. Some research libraries are a little further along than others. Minnesota's in the first group."

Besides the new technology, libraries today have an extraordinary interest in preserving paper. Since 1840, books have been printed on paper with an acid base that over time eats away at the cellulose fibers. "It's ironic that material printed in the 1700s, or the 1600s or 1500s, is in better condition than material from the time of the Second World War," Shaughnessy says. "We hope to do a study soon of how much of our collection is in danger." When paper is so brittle that it breaks at the touch, nothing can be done but microfilm the material. When the deterioration has not reached that point, an expensive process of deacidification can extend the life of the paper.

"We have on the one hand the technological challenge of the electronic library, and on the other hand the challenge of preserving paper. We're facing the new and the old simultaneously."

Shaughnessy is on the agenda for one of the first fall meetings of the Senate Consultative Committee.

Is there anything he would like to say to individual faculty members? "Only that I would like to meet with as many of them as have the time to come to visit," he says.

"I come from a residential campus. You would see people in the grocery store, the liquor store, the hardware store. Here if you don't see them on campus, the chances are you're not going to see them." ■

—Maureen Smith

□ THE CHAIR'S REPORT

By Warren Ibele

Chair, Faculty Consultative Committee

A number of important events occurred in late summer.

Foremost was the news that Dr. Leonard Kuhi had accepted the University's offer to become senior vice president for academic affairs and provost of the Twin Cities campus. With this appointment the senior administrative posts are filled and we now look forward to reports from the several search committees on candidates for the remaining open administrative positions. Professor Phil Shively and I had an extended conversation with Dr. Kuhi late in the selection process. Our impressions of this meeting, joined with the FCC interviews of the three finalists in early summer, lead us to welcome his coming. We are anxious to meet with him at his earliest convenience in order that we might exchange views about how best to approach the rather formidable agenda that confronts the University.

In that regard, the FCC, on behalf of the faculty, commends Professor Shirley Clark for her service as acting provost and vice president for academic affairs. Her energy, skill, and dedication insured, in substantial degree, that we stayed on course during a particularly stormy passage.

During an FCC meeting in late July, Professor James Tracy discussed with the committee the recommendations of the Assembly Committee on Undergraduate Education. Of particular interest were the large introductory classes (1xxx level), which are often the first impression, and sometimes the lasting impression, undergraduates have of the University. So their improvement is a widely shared concern. Continuation of improvements in these courses is the goal; Academic Affairs has been able to gather \$200,000 to help support efforts in that direction.

The legislative request for capital improvements (1990-91) has been developed on a somewhat accelerated schedule at the request of

FOOTNOTE

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Managing Editor: Rabun Taylor
Design Consultant: Dawn Mathers

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the governor's office. It is guided by three principles—that it consist of construction funds only, that it be consistent with Academic Priorities, and that it continue logically from prior requests. As prepared for the Board of Regents, it totals some 13 items amounting to approximately \$126 million. The proposed request was considered at a special meeting of the FCC on August 30. The document, which is clear, concise, and rational, was formulated following visits to each of the University campuses, where hearings were held on building needs. If approved, the project envisioned would represent an important first step toward providing those facilities essential for continued academic program improvement.

Faculty with concerns about these or other issues are invited to write or call the FCC, 125 Mechanical Engineering Building, (612) 626-0858. ■

□ NEWS

President Hasselmo spoke to the Faculty and Senate Consultative Committees in September about the **enrollment** dilemma facing the University in the coming years. The University has until December to give the legislature an enrollment plan that must honor the targets of Commitment to Focus (CTF) yet acknowledge changes unforeseen in the original plan.

"Commitment to Focus is on in full force and will continue into the 1990s," Hasselmo said. But modifications in the plan seem inevitable. "The enrollment assumptions under which Commitment to Focus was established have changed—not the demographics, but the participation," he said. The dropout rate at the University, particularly at Duluth, has declined recently, complicating CTF's ramifications for admissions targets.

Moreover, UMD and the smaller campuses have compelling reasons to increase enrollment, placing pressure on the Twin Cities campus to decrease enrollment significantly in order to meet the overall decrease expected by the legislature in the second year of the biennium.

Administrators had considered asking the legislature to exempt all but the Twin Cities campus from CTF targets, thus allowing them to expand into their enrollment capacities while receiving a commensurate increase in state funding. "But this might be seen as having our cake and eating it too," Hasselmo said.

At the September regents' meeting, Hasselmo suggested an alternative plan in four steps: describe the budget needed for the University's base mission of instruction, research, and service; identify programs and student numbers that can be served within the base budget; identify high-priority state educational needs that the University could most effectively meet; and measure the cost, above the base budget, of meeting those needs. Programs incorporated in the base budget would include those defined by the Academic Priorities document, but would probably exclude some MSPAN I proposals such as new practitioner-oriented and technical master's programs. The programs would be required to meet the already established enrollment targets for 1991 and 1993. (UMD would have to reduce its enrollment to 1987 levels.) Additional programs, those requiring new funding, would entail specific enrollment increases above those targets.

This would give a clear picture to legislators of what can and cannot be accommodated by the current base budget, and would offer them options on the number of undergraduates to be enrolled across the system, while avoiding the danger of undermining the base program.

Still, Hasselmo has no illusions that such a plan will ease the University's job at the legislature. "It will be very difficult to hang tough on those politically very volatile enrollment targets and still ask for quality improvements," he told the Faculty Consultative Committee. Furthermore, in reexamining its base program using the criterion of its tripartite mission, the University might have to eliminate some existing programs, particularly state specials. Some of these programs may be currently popular

but not crucial to the University's mission, Hasselmo said. "That's where we're going to have to argue our case very cogently with different constituencies."

At the annual fall retreat of the Senate Finance and Consultative Committees, external relations vice president Rick Heydinger and Space Advisory Committee chair Bob Kvavik outlined the University's **1990-91 capital request**. (See the Chair's Report, this issue.)

The request consists of 13 building projects on all five campuses. Foremost are health and safety items such as waste disposal, building code deficiencies, and handicapped access. Next in order of priority is the Biological Sciences addition in St. Paul, followed by remodeling of the Wilson and St. Paul libraries. Other priorities are upgrading livestock facilities (St. Paul), an addition to Ferguson Hall (Minneapolis), a new campus center (Duluth), remodeling of Cooke Hall (Minneapolis), and renovating the old Electrical Engineering building to house mechanical engineering (Minneapolis).

"We've gone in with a very pared-down request," said Heydinger. "Still, we have a little of everything to get the 60 percent approval required for passage." Judging from the past, the University will probably get about half the money it requests. This amount would cover the top five or six priorities, which might change slightly as the bill progresses.

The University has deferred other bonding issues until 1991 or 1992. Perhaps most pressing is the aging and overworked Twin Cities campus heating plant. "We can probably patch it together for the next two years," said Heydinger, but bonding money for heating facilities will certainly be a priority in the next capital request. Another issue for future sessions is the problem of funding for maintenance. In the past three years, the legislature has not allocated any money to maintain new space. The University in effect has the same upkeep resources now that it had before completion of the Computer Science and Electrical Engineering Building, the raptor center, and numerous other expansions. This problem will worsen in 1990 when a new recreational sports facility opens on the Twin Cities

News from p.3
campus.

In spite of the University's attempts to narrow its overall scope, Kvavik foresaw little decline in physical expansion. He noted that an increasing number of disciplines are adopting modern research techniques, which in turn require more space. "The space that we need changes as the role of the University changes," he said. "For example, we designed Elliott Hall with a particular idea of the psychology department in mind."

You are invited to **President Hasselmo's inauguration** at 2 p.m. Friday, October 20, at Northrop Auditorium, and to the reception that follows at 4 p.m. at the Coffman Union Great Hall, River Terrace, and front lawn. Tickets are available on all campuses at the university relations offices. ■

□ YOUR BENEFITS: Q & A

Q. How long can funds in the Basic Faculty Retirement Plan or the Optional Tax-deferred Annuity Plan be left in place to accumulate after retirement?

A. Currently, there are no restrictions on the length of time funds

can remain in the basic and optional accounts after retirement, but faculty members over the age of 70 1/2 should be aware that these funds might be subject to minimum distribution or minimum distribution incidental benefit requirements. These requirements are Internal Revenue Code rules that may require faculty to start receiving annual withdrawals of part of their funds by April 1 of the year following the year in which they reach age 70 1/2. When a faculty member approaches that age, the investment carriers normally provide information on the distribution requirements.

If you have questions about the distribution requirements, you may wish to talk to your tax adviser. Employee Benefits would also be able to answer any general questions on this subject.

Q. Generally, did participants in the medical reimbursement program deduct too much or too little money this past year? How was the money left in those accounts at the end of the year distributed?

A. The actual experience of the University's reimbursement accounts will not be known until sometime in April 1990 because those accounts are run on the basis of a calendar year and participants have until March 31 of the following year to submit claims on any outstanding expense incurred the previous year. The remaining balance left

in the accounts will be pro-rated among those who continue to participate in the plan.

Q. Please specify the regulations governing sabbaticals and how, when, and where to apply for one.

A. The purpose of a sabbatical furlough is to encourage special studies, investigations, and research, thereby to increase the faculty member's scholarship and capacity for service to students and to the University. Full-time tenured and tenure-track faculty are eligible for sabbatical after six years of service, and every seventh year thereafter. Sabbatical salary is one half of base salary for a duration of up to the length of the annual contract. This benefit is a privilege, not a right, and requires advance application and approval.

Initiate the application process by discussing your plans with your department head. Early discussion permits better planning by the individual and the department. Discussion should occur before teaching schedules are established for the time preferred for leave. The application must be signed by the faculty member, recommended by the department head, dean, and Academic Affairs, and approved by the Board of Regents. Allow two months to process the application from the time it leaves the department until it is approved by the regents. ■

FOOTNOTE

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IN THIS ISSUE

Thomas Shaughnessy:
New University Librarian

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FOOTNOTE

October 24, 1989

Volume 3, Number 5

Published by the Faculty Consultative Committee

SeventySomething: Preparing for the End of Mandatory Retirement

By Steve Scallen

Since Footnote's first article on uncapping mandatory retirement appeared in April 1988, the Faculty Consultative Committee and the Provost have appointed the Mandatory Retirement Task Force, chaired by law professor Steve Scallen. The task force has been investigating the future impact on the University of a deferred 1986 federal law barring mandatory retirement. If the investigation goes as planned, the task force will recommend institutional policy changes to the Senate Committee for Faculty Affairs in the spring of 1990. The recommendations will then go to the Faculty Consultative Committee, which will refer them to the University Senate for action. Footnote will report on the task force's progress in late winter or early spring.

The federal law barring mandatory retirement, which will take effect for tenured faculty at colleges and universities in 1994, removes mandatory retirement from an employer's permissible contract arrangements with new and existing employees. It has led many to express concerns about the possibility of an aging, progressively less productive faculty with fewer openings for younger persons to renew and stimulate the intellectual life of our colleges and universities. In a survey of college and university presidents, 85 percent predicted poorer faculty performance as a result of the law.

The causal relationship of age and productivity is typically assumed but has not been demonstrated. The issue is receiving some attention from scholars, and the weight of the evidence in these studies indicates that productivity

is not age-related, although there may be differences between fields. Generally speaking, most people's capacity to perform intellectually demanding work is not affected until the late 70s, if at all, and many continue growth in performance into their 80s and 90s. Our Professor Jeanne Bader observes that perceptible performance differences are not necessarily correlated with chronological age, and points out that productivity needs to be tested under circumstances that provide the motivation and environment for productivity. In other words, we will have an appropriate setting for empirically determining productivity when we have a substantial number of professors at full time in their 70s and 80s with classes to teach and expectations for scholarly productivity.

Clearly, the federal legislation bars age as a convenient sorting device for productivity. It requires that each person be judged by individual performance, not by age. The trend in the law is clearly in this direction. In 1967 the basic age discrimination provisions were easily passed in what is called the Age Discrimination Employment Act (ADEA). This act, however, did not protect persons over 65. It was broadened in 1974 to include federal and state employees, as well as employees of any firm of 20 or more workers. In 1978 the top age for the protected group was raised to 70, although tenured professors were exempted until July 1, 1982. Finally, in 1986, the age ceiling was removed altogether, and now the act protects workers who are 40 or older. Once again, tenured professors are deferred from protection until after December 31, 1993.

There are some exceptions: executive and high policymaking personnel with retirement income

of \$44,000 per year or more, such as presidents, vice presidents, and deans, may be retired at 65 under this law. Whether department heads and directors will be protected may depend on individual circumstances in each position. Presumably administrative officers who are also tenured in academic positions will be able to resume the academic position and continue to be protected. Of course the institution may provide more liberal rules.

The last group of mandatory retirements at this university for tenured faculty will occur July 1, 1993, since under our rules the July 1 after attaining age 70 is the date of mandatory retirement. The University could decide to accelerate the effective date of removing the ceiling, and this is one of the questions our task force has been asked to consider.

Several members of the faculty have suggested that we try to get Congress to extend the deadline for tenured faculty, or to exclude tenured faculty entirely. There is no real chance of such a change. Many strong lobbying groups urged the removal of the 70 limit, and AAUP withdrew its opposition. Today there is, so far as I know, no serious movement for amendment or repeal. Considering the clear trend toward extending the coverage of the act, the political and lobbying factors, and the factors that usually are involved in passing legislation, it would probably be a waste of resources to try to influence Congress to enact such a change. Our own community is certainly not of one mind on this subject; many of us believe the change in policy that forces us to forget stereotypes and to judge individuals on performance is a wise

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change.

The constraints are real and the opportunities to react very limited. Clearly we will not be able to enact a rule that begins performance evaluations at age 50 or 60; that would be illegal. Whatever actions we take, we need to take this legislation very seriously; the intention to discriminate can be found in talk about age (such as talk of "new blood"), or even in an employment practice that affects older persons more than younger ones. Plaintiffs win a lot of age discrimination cases, and we should not be charting a strategy that invites litigation.

No one is talking about doing away with tenure. Actually, such a measure would probably not have much of a practical effect on the outcome of cases that deal with discharging 70-year-old professors for cause. It would take careful and costly measurement against a reasonable standard to win a case of discharge of a 70-year-old professor,

tenured or not.

Talk of decoupling tenure (terminating tenure at age 65, for instance) would almost certainly represent a change in employment conditions that is age-related and therefore illegal; and even if it is not illegal it would not change many outcomes. For the same reason, limiting tenure to a 20-year term is really not going to accomplish what the proposers hope to accomplish.

Now that I have described what the law is, and what probably cannot be done, the hard part lies ahead. What should the University of Minnesota do? Can we afford to do nothing? If we do that, how will the burden of unproductivity at every age be borne? Should we have some minimal standards of performance and some evaluation related to that standard? Should merit pay be a greater factor in compensation? Should we have more or less diversity in periodic faculty evaluations among our departments? What are the barriers to retirement and how do we lower them? Is our retirement plan an adequate inducement to retire? Do we need plans to encourage faculty to retire early? Or is the real problem that we will have a shortage of experienced faculty in the next 20 years? We would like to hear from **you**. Every comment will be carefully considered. Send your comments to Professor Steve Scallen, 410 Law Building, Minneapolis campus. ■

Commission on Women Presents Hasselmo With Priorities

In August the Commission on Women gave President Nils Hasselmo a list of its top-priority projects and budget needs for 1989-90, all aimed at improving the professional environment for women at the University.

"We felt it was absolutely essential that we have the president's endorsement—not just a financial commitment but an indication that this was an important part of his agenda," says commission chair Janet Spector.

Hasselmo agreed. He endorsed all the projects and provided the funds, including salary money for two administrative staff people, Anne Aronson and Roberta Hall, and a \$10,000 special-projects fund.

A series of six orientation sessions for new faculty may be the commission's most visible project this year. The sessions, which begin October 25, are jointly sponsored with the office of assistant vice president Carol Carrier.

The first session October 25 will be an overview of the University of Minnesota culture and community. History professor Clarke Chambers and higher education professor Shirley Clark, who just ended a term as acting vice president for academic affairs, will talk about campus issues 20 years ago. Two faculty members who are fresh from the tenure process, Mary Dietz of political science and David R. Brown of veterinary biology, will then talk about their experiences.

"We're looking for people who survived the tenure process with dignity and grace and humor," Spector says. "We want our panels to reflect some diversity—by college, by gender—and provide different kinds of models of surviving and thriving."

Later sessions will be on challenges in the classroom, research and writing, networks and resources, local cultures, and institutional values and expectations.

At about the same time Spector was sending a list of projects to Hasselmo, she wrote him a letter expressing concern about what she called "an emerging pattern in administrative searches." Commission members were disappointed by the outcome of searches for the vice president for academic affairs and associate dean of the Graduate School.

"I think it is fair to say that our disappointment is quickly turning to alarm as one key position after another is filled by white men," Spector said in the letter. Hidden criteria at work in the screening process appear to favor candidates from academic specialties that are still heavily male-dominated and from prestigious schools that have given few leadership opportunities to women and minorities, she said.

"You can't always control the

FOOTNOTE

Volume 3 Number 5
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Managing Editor: Rabun Taylor
Design Consultant: Dawn Mathers

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outcome of searches. I mean the president and the vice presidents can't," Spector said in an interview in September. But if searches keep resulting in the appointment of white men, she says, two things need to happen. One is for University people to "do a better job of working with search committees" and learn how to recruit people who are unlike themselves. The other is to expand the president's cabinet to include women and minorities even if they don't have vice-presidential titles.

If commission members looked only at administrative searches, they would be depressed as they entered 1989-90, Spector says. But with Hasselmo's endorsement for their top-priority projects, they can be hopeful. "You can't put all your energies into any one area," she says. "We gave the president an opportunity to support a range of other activities. I think the timing's good."

The orientation project for new faculty, both men and women, fits a model Spector hopes to follow with other commission projects. "A very good task force [chaired by the Inter-College Program's Becky Kroll] came up with a very good idea and brought it to Carol Carrier and me," she says. "Our strategy is to do projects in partnership with other administrative offices or committees or parts of the University. That's my idea of how the commission can best work to effect change. We don't want to compartmentalize women's issues as separate from the main business here."

A more humane professional environment will benefit men as well as women, Spector says. "Women are not the only people here who need an orientation." Judging by early responses from the 107 new junior faculty members invited to the orientation sessions, one group who will especially welcome the session are international faculty.

"We see this as a pilot program," Spector says. "We'll be asking the participants if the timing was right, what worked and what didn't. We hope people will be establishing important and lasting collegial relationships." ■

—Maureen Smith

□ THE CHAIR'S REPORT

By Warren Ibele

Chair, Faculty Consultative Committee

On looking over the items that are already on the Faculty Consultative Committee (FCC) agenda for the year, and those likely to be, I am struck by the overarching theme that unifies what at first appears to be a disparate collection—comprising, among other things, the end of mandatory retirement, extending the probationary period for faculty, review of the liberal education requirements for the baccalaureate degree, implementing the action items of the task force report on support services, and implementing and tuning the grievance procedures passed by the Senate earlier this spring.

The unifying theme is the task of readying the University for the next century by ensuring that its quality is sufficient for the times. We all know how slowly and incrementally significant change comes to universities. They resemble supertankers, which, after the rudder is put hard over, continue on course for what seems an eternity before the bow begins its almost imperceptible swing toward the new course. If we handle the above matters promptly and in good form, the University will be on course and prepared to serve effectively as it enters the 21st century.

In this issue of *Footnote* the chair of the Mandatory Retirement Task Force describes the background and legislation on this matter. Future articles will explore other aspects of the problem. We will want to study this issue carefully, for its resolution will influence future faculty vitality and productivity.

Interest in extending the tenure-track probationary period arose first from the faculty of the Medical School out of a concern that probationary faculty be accorded a period of sufficient length to demonstrate their qualification for tenure. Since then, other units have expressed their

interest. Institutions vary with regard to the length of the probationary term, and within an institution medical schools sometimes have terms different from the institutional norm. Thus two questions arise: Should a unit be permitted to fix the length of the probationary term? And should the length of the probationary term be increased for all units? A task force charged to consider these and related questions is now at work.

The current all-University liberal education requirements for the baccalaureate degree were instituted in 1965. Sound educational practice, faculty debate at other institutions, and the interest expressed by members of our faculty suggest that the time is at hand to review our requirements. The FCC is forming and charging a special committee for the purpose.

Implementing the reports on support services and the grievance procedures are pieces of unfinished business to which the FCC will be giving careful attention to insure that the full benefits of these efforts are realized.

Through these issues runs another common thread—quality. Unless our efforts in governance as elsewhere are distinguished by their quality they are for naught. We are all aware of the several factors that influence quality: admission standards, enrollment levels, tuition policy, retention and graduation rates, the level of instructional costs required, and the equitable apportionment of these costs. Resolving the tensions between these elements of the equation with an eye to quality and the constraint of available resources is the challenge.

Meeting this challenge successfully will in large measure determine how the state of Minnesota is poised for the 21st century. ■

□ NEWS

The Academic Staff Advisory Office has just opened to assist faculty and academic staff in grievances against the University. Maurine Venters, a second-year law student and former faculty member in the health sciences, is the academic staff advisory officer. She will assist faculty and staff in considering the appropriate-

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ness of a grievance, seeking negotiation and mediation assistance, and selecting appropriate faculty advocates for the formal grievance procedure. The office at 255 Nicholson Hall will be open, part-time, Monday through Friday. The telephone number is 626-0889.

At the October regents' meeting, President Hasselmo presented the board with a broad policy designed to increase the **graduation rate** at the University. About 10 percent of the University's undergraduates receive their degrees in four years, and about 30 percent in five. The Big Ten averages are 35 and 54 percent respectively.

Part of the policy is already in place. Hasselmo commended the regents for approving more stringent entrance requirements, which will go into effect in 1991. The state's high schools have responded to the challenge, he said, and the improvements are already evident. The other part of the formula, enrollment reduction, will come before the regents in November.

One of the most important implications of the University's proposed enrollment plan is its effect on **tuition**. Mandated by the legislature in 1987, the plan calls for a gradual decline in enrollment while state funding for the University holds steady; consequently, instructional funding per student will increase. Since state law re-

quires that student tuition cover one third of the instructional budget, the end result is higher tuition.

To avoid this scenario, where annual tuition increases might be as high as 12 percent, Hasselmo proposed three options the University could pursue at the legislature:

- Seek some kind of assistance for professional programs, which have the highest instructional costs and are already subsidized by students in less expensive programs.
- Seek an adjustment in the overall formula, where the legislature would cover more than two thirds of instructional costs and students would cover less than one third.
- Remove some general items from the instructional budget. The University managed to get some items removed in the last session, and can make a case for the removal of others—for example, parts of the library budget that serve not just students but the general public.

Associate Vice President for Academic Affairs Dolores Cross will meet with deans of undergraduate colleges to establish **minority student performance objectives and enrollment targets**. The goal is to raise the University's overall enrollment of minorities to 10 percent and improve retention 50 percent by 1994.

Since the problems of minority recruitment and retention are different in each college, the academic affairs office will ask the colleges to develop their own strate-

gies for meeting these targets. "I want each college to define retention rather than issue a central mandate," Cross says.

An important central task will be to coordinate the Graduate School, the student development office, and other units that control scholarships and assistantships in order to maximize the financial aid available to students of color. ■

□ YOUR BENEFITS: Q & A

Q. Which health and dental plans allow you to use the University of Minnesota Hospital and Clinic (UMHC) and the School of Dentistry?

A. The State Health Care plan (formerly Aware Gold, Ltd.) allows you to use UMHC for your health care, and the Delta Dental plan allows you to use the Hospital Dental Clinic and the School of Dentistry clinics.

Other health plans allow you to use UMHC if your plan's physician refers you for specialized care. HMO patients must have an authorization for each visit before receiving care at UMHC. If the visit is not authorized, your HMO will not cover the cost of your care and you will be responsible for payment. ■

FOOTNOTE

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Commission on Women

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FOOTNOTE

□ November 7, 1989

□ Volume 3, Number 6

□ Published by the Faculty Consultative Committee

The Debate Over Financial Decentralization

Discussion of a new budget process for the University is sure to intensify this year as the proposal is spelled out in more detail and implementation dates draw nearer.

The president's cabinet has reviewed the proposal from budget director Nick LaFontaine, changed it in some important ways, and set a timetable for discussion and implementation. An all-funds budget, showing all resources including balances, is planned for 1990-91. Other elements of the proposed new process are still on the table for debate. Controversy may center on the proposal to charge colleges for use of space beginning in July 1991.

Another controversial part of the original proposal (outlined in the February 28, 1989, *Footnote*) has been dropped. Colleges will not be set up as revenue centers and expected to cover all their costs from their own tuition, gifts, grants, and other income. "We have shifted the focus away from revenue to service," LaFontaine says. Instead of revenue centers, colleges will be responsibility centers. They will be given tools for measuring their service; courses taught, degrees granted, and articles published are three examples from a long list. The data will be considered in setting budgets, but the decisions will not be by formula.

"It's not possible to effectively allocate resources in any mechanical way," says Gordon (Gus) Donhowe, senior vice president for finance and operations. "We have to be a lot wiser and a lot more purposeful. Most decisions will always remain in the collegiate units, but the decision about allocation of new resources, and existing resources, is a task that central administration must have some role in."

"No budget system will by itself change anything," Donhowe says.

"What's far more important is what we do with data, what decisions we make, how wise or how foolish we are. Our budget system should provide the tools for making reasonable decisions about allocation or reallocation of resources."

All-Funds Budget

The move to an all-funds budget, for the University as a whole and for each collegiate unit, is a crucial step, LaFontaine says. "We are trying to get our arms around the total resources and resource requirements."

Currently, the state appropriation to the operations and maintenance (O&M) fund is the driving force in the annual budget process. But as important as this money is, it is only part of the picture. Beginning next year, the budget will be framed in the context of all funding sources: internal, external, restricted, and unrestricted.

If you were guessing what percentage of the University's budget is from state funds, you'd probably guess too high. In fiscal 1988, unrestricted state appropriations were \$323.5 million or slightly less than 21 percent of total revenue. Other sources of income include tuition, special state appropriations, federal grants, private gifts, hospital revenue, and sales and services (including money paid by one University unit to another).

Laying out the whole financial picture will result in more informed choices, LaFontaine says. "We are committed to providing the board of regents with an all-funds budget for 1990-91, showing all the resources, including balances, and saying, 'Here's the decision package.'

"We see that as necessary. We have regents who are insisting on it."

When legislators talk about accountability, this is what is uppermost in their minds," he says.

Another important step in preparing next year's budget will be pulling together more data for tracking historical trends and making comparisons within the University and with other institutions. "We don't look at any outcomes data or activities data now," Donhowe says in underlining the need for more data. "We kind of tuck away what we've got and look only at what's added on the margin. We have a budget nonsystem."

A document asking for more data may be threatening to some deans and faculty members, LaFontaine acknowledges. "It can be an intimidating document when you look at it, but it is clearly not our intention to develop another Morrill Hall instrument that has to be filled out," he says. "We see it as an integral part of the planning process that goes all the way—I don't even want to say 'up' to make it sound hierarchical, but all the way through the system. It's an attempt to rationalize the budget process and the resource allocation decisions."

Data will be prepared for all units, LaFontaine says, but a few units will be chosen this year for in-depth reviews that look at productivity. "We'll focus on ourselves first. We're starting with support units, starting with Finance. Gus is committed to looking at Finance first."

The Johns Hopkins Story

In its earlier form, with collegiate units as revenue centers, the proposed budget system reminded some liberal arts faculty members of horror stories they were hearing

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from the Johns Hopkins University.

"In the heart of a prestigious and extremely rich institution, Johns Hopkins University's school of arts and sciences is going broke," the *New York Times Higher Education Supplement* reported March 3, 1989. The university was highly successful in attracting federal grants and private gifts, but most of that money was going to the medical school and the applied physics department while the school of arts and sciences was \$8 million in the red and was forced to cut its classics department in half.

A university has a responsibility to look to the health of its core arts and sciences units, says Craig Swan, acting dean of the College of Liberal Arts, and making every college dependent on its own revenue is an abandonment of that responsibility. "You can't typically expect an English professor to bring in as much research money as someone in the medical school." The experi-

ence at Johns Hopkins, with its policy of "every tub on its own bottom," illustrates the problem, Swan says.

"I'm not sure the jury is in" on the Johns Hopkins budget system, LaFontaine argues. "A lot of people attribute all the problems at Johns Hopkins to the budget, even the president's leaving. I don't know that he ever acknowledged that."

In any case, the Johns Hopkins model will not be followed here. Donhowe has another reason for scrapping the revenue center proposal. "I figured the bookkeeping would get so complicated," he says. "To which collegiate unit do you attribute the revenue, the college of registration or the college that delivers the course? That wasn't at all clear."

Space Isn't Free

The most dramatic proposal, asking colleges to pay for use of space, is still a year and a half away from implementation. "We've got a long time to join that debate," Donhowe says. Discussion will continue through this year.

The idea is to charge collegiate and other units for space occupancy costs—energy, custodial services, maintenance. "We currently pay \$50 million to take care of our space," LaFontaine says. Under the proposal, much of that money would be allocated to the colleges, which would then be expected to pay rent for their space. Any savings they could achieve, by conserving energy or giving up some space, would be available to them for other uses.

One of the goals is to sensitize units to cost realities, LaFontaine says. "There is a perception that when we get a new building, the money [for maintenance] automatically appears. It doesn't. It comes out of academic programs."

"I am convinced that academic institutions are not exempted from the economic rules that apply to the rest of the world," Donhowe says. "Goods that are free are not allocated very wisely. If we can become more efficient in the use of space and energy, collegiate units would benefit.

"We want to make everybody, each collegiate unit, stewards of

their space. There's a whole army of people who think that's crazy, and not only crazy but the misguided judgment of somebody who doesn't understand academia. I'm prepared to have an extended debate and learn whether I am misguided," Donhowe says.

Two major hurdles must be crossed in working out the details of a plan, LaFontaine says—developing a rate structure for different kinds of space and deciding how much money a unit will get to start paying its rent. "The second one is really the sensitive one," he says.

One big fear is that the proposal will become "a policy for impoverishing the poor," Craig Swan says. Units with inadequate or inferior space will be at a disadvantage from the start.

Would the allocation start with the status quo? "I don't see any other way," Donhowe says. "I recognize that there are inequities there. The haves get and the have-nots don't. I can't solve world peace and right every injustice. I'm not persuaded that since we can't right all those past wrongs that we should do nothing or stand pat."

LaFontaine has a somewhat different view. In a sense the starting point would have to be the status quo, he says—nobody would be hit with a budget cut or given a windfall at the beginning—but judgments would then be made about the appropriate amount of space for a unit's activity level and staffing level, and adjustments would be made over a three-year period.

High-quality space would cost more than average or inferior space, LaFontaine says. "The rent can't be cost-based, because the newest buildings are probably the most energy-efficient. We have to talk about the quality of space. I think everybody agrees with that."

Energy conservation is one of the University's greatest opportunities for freeing more money for academic programs, Donhowe says. Charging units for space will create incentives for conservation, he says, and Physical Plant will be setting up its own energy efficiency project to "show people that it can be done, and it can be done reasonably," he says. "Everybody doesn't have to wear long underwear and turn thermostats down to 64 degrees."

Physical Plant will have its own

FOOTNOTE

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homework to do, he adds. "We must find ways to turn the heat down so you don't get boiled alive in the middle of January."

Energy conservation is not a zero-sum game, Donhowe says. "If one collegiate unit becomes more energy-efficient, that does not preclude others from doing it. I want them all to become more energy-efficient, and they all can. Then they will all benefit. It would be lovely to see us spend \$10 million less for energy and \$10 million more for academic programs. On this I think we could have 100 percent agreement." ■

—Maureen Smith

□ THE CHAIR'S REPORT

By Warren Ibele
Chair, Faculty Consultative Committee

On October 5, the Senate Consultative Committee discussed with President Hasselmo the resolution on enrollment policy scheduled for regents' action at their November meeting. The sole purpose of the policy is to ensure that quality marks the educational programs we deliver. Currently the University is within the systemwide target range.

The impact of higher preparation standards and improved undergraduate education on retention rates and enrollment is difficult to predict. While several concerns were expressed at our meeting, it was clear that the sense of the discussion strongly supported the president's resolution to reaffirm the enrollment targets.

The concerns expressed are not without merit. They include the question of access at a land-grant institution, the rise of tuition rates as a declining number of students are required to meet one third of rising instructional costs, and an uncertainty that succeeding legislatures will continue to provide increased appropriations as University enrollment declines.

On the question of access: history illumines the origins of

this predicament. The original land-grant legislation spoke in the most general way about access to higher education. As late as 1945, public higher education in Minnesota was limited to the University and the State Teachers Colleges. But now four systems (the University, the state universities, the community colleges, and the technical colleges) provide a wide diversity of programs. This requires a reinterpretation of the meaning of access.

Assessment of instructional costs, never an exact science, has tended to follow a public policy which, in higher education, finds society covering the majority of instructional costs as part of the compact between generations. This tacit agreement offers educational opportunities at a fraction of full costs in exchange for taxes gathered during the individual's productive years. It is an investment in the future. The nation's gratitude to its World War II veterans as expressed through the G.I. Bill was a very significant investment and one which has paid off handsomely.

We should explore ways of controlling students' share of instructional costs. First, the University's library and computing service are resources for the entire state and all of higher education, not just the University. It would seem eminently reasonable to remove them from instructional costs. Second, the University's costly professional programs are of specific benefit to the state. It would be in the state's long-term interest to provide a subsidy for these programs in order to maintain access to them without burdening the general student body with costs unrelated to their own programs. But for the longer term, why not as a matter of national policy offer young people educational benefits as partial compensation for a specified period of national service?

The third objection to the enrollment policy—skepticism about legislative support—is perhaps the most difficult to answer. A decade of faculty planning has provided a strategy for which there is a broad consensus. Thus far the legislature has met its part of the agreement; each session marked by

such action builds confidence about the future. Minnesota's tradition leads me to be optimistic on this point. None of us cherishes uncertainty with such important matters; but under the circumstances we must stay the course. No one said it was going to be an easy voyage. ■

□ NEWS

The University has chosen a software system for its **general ledger**. The system, called College and University Financial System (CUFS), is being used at about 75 institutions, according to controller and treasurer Carol Campbell.

Campbell and finance vice president Gus Donhowe gave a progress report on the University's accounting systems to the Senate Finance and Planning Committee October 24.

"We have not put sufficient money into the accounting system in the last 20 years," said Campbell. Many systems are antiquated to the point where they are not only hindering the daily affairs of the University but attracting the attention of legislators and the public. "To have a manual purchasing system for an institution this large just blows your mind," Donhowe volunteered.

"We have not completed all the design of this system," Campbell said. "We did the investigation far enough to look at the issues and determine that it could be done." Although the system will not be operative until it is hooked up to the accounting systems of the greater University, Campbell said that its own isolated functions are being thoroughly tested. The administration has invited University personnel with a variety of financial tasks to try manually loading samples of their data into the system. "It is not available systemwide but it is available to us to test and develop it," she said.

Sensitive to public and internal criticism about committing money to a task that is only partially conceived, Campbell argued that the University has no choice. "This will not generate savings—it just must be done," she said. In the administration's view, the University can no longer afford to be financially ineffi-

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cient, or—even more to the point—financially vague. In the wake of such public embarrassments as Eastcliff and the Darville case, as well as a number of highly publicized legislative audits, the University must make good on its pledge of accountability. With the new system the University will be able to understand and publicize its budget and cash flow much more thoroughly than before. "For the first time the University will know what it buys and who it buys it from," Donhowe said. Among other benefits, it will be able to pay its bills in a more timely fashion and better understand how its grants are spent.

The system itself, specially adapted to accommodate the University's database for administrative computing, costs \$380,000; but everyone agrees this figure is only the tip of the iceberg. The linchpin system—the general ledger—serves to consolidate financial information from a variety of sources, such as payroll, student loan programs, accounts payable, and many others into a comprehensive financial report. In Minnesota's case, there are about 30 of these subsidiary systems that must be made to interface with the new ledger. Other systems that are embedded within the existing general ledger must be made to stand alone. Conservative estimates place the cost of these changes, along with support and

training costs, at \$13 million; both Campbell and Donhowe allow that it could cost much more. And this doesn't include modifications of the so-called "remote" systems at the departmental level, which often generate the raw data that will find their way to the large subsidiary systems. "It's incumbent on the colleges and departments to look at those stand-alone systems," Campbell said.

Committee member Art Erdman pointed out that developing interfaces between two disparate systems is often more costly and difficult than replacing one of the systems altogether. "The payroll system is so large it can't be matched to the ledger," said Donhowe. But he acknowledged that such an attitude might be appropriate for some other subsidiary systems where interfaces would be difficult.

Although the program has suffered some unforeseen setbacks, such as the resignation of the project director in October, the University hopes to have the system operating by July 1991.

The chairs of the Senate Finance, Faculty Affairs, and Consultative Committees met with Gus Donhowe and personnel director Roger Forrester to discuss faculty discontent over the **state health care plan**. Donhowe, who also hoped for a better plan, expressed pessimism that any substantial changes in the current arrangement would be considered. The problem is twofold: while the state seeks to reduce

health care costs by scaling down the options available to employees and discouraging overuse of the plan, University employees—about a third of all state employees on the plan—continue to use the system more heavily than the average.

Representatives from the Employee Benefits Department have been on hand to answer questions at the benefits information fairs. If you still have questions, call Employee Benefits at 624-9090. ■

□ YOUR BENEFITS: Q & A

Q. For several years, I have been receiving my medical and dental care at Boynton Health Service on the Twin Cities campus. How can I continue to receive care at Boynton?

A. Boynton is affiliated with Physicians Health Plan (PHP) and Delta Dental, and it is seeking to become part of the new State Health Plan. Staff and faculty can receive prepaid medical care at Boynton by choosing PHP (or the State Health Plan, if Boynton is added before the end of the Employee Benefits open-enrollment period). You can receive dental care from Boynton's general dentists, endodontists, and oral surgeons by choosing Delta Dental.

FOOTNOTE

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FOOTNOTE

☐ November 21, 1989

☐ Volume 3, Number 7

☐ Published by the Faculty Consultative Committee

The Early Years: Tenure-Track Faculty Cope With Rigid Rules, Changing Times

Every tenure-track faculty member at the University is aware of expectations. To be considered for tenure, an assistant professor usually must demonstrate both quantitative and qualitative achievement in teaching and research. From a quantitative standpoint, tenure review committees often require publication of a certain number of journal articles or a book (often an extension of one's dissertation) and a certain number of courses taught within the six years of probation. The extent to which quality is considered varies. Class evaluations, peer reviews of publications, and a number of less tangible measures often carry weight. Any way you look at it, tenure-track faculty are under tremendous pressure and scrutiny to produce. As the word "probationary" implies, they are proving their worth, and the psychological and social toll from this process can be high.

Most departments do their best for their new faculty. They ensure that junior colleagues have mentors in their specialty who can help them establish a research base. They encourage young faculty to apply for McKnight Fellowships. Teaching loads initially are light; or if they are not, they are geared toward the new arrival's specialty, so that he or she can devote less time to class preparation and more to research.

But there are still many situations where new faculty are not given the support they may need. Some departments are too understaffed to lighten teaching loads. Other departments resist the mentoring process. "Not all chairs think it's a particularly good idea," says Institute of Technology associate dean Sally Kohlstedt. "There's real ambivalence about what mentoring means. I don't envision

being coercive about it, but I do think it's important for junior faculty to get assistance from somewhere or someone."

Perhaps the most common problem for new arrivals is that their better-established colleagues neglect to initiate them into the cabals of faculty life. "Culture shock" is a term junior faculty often use for their introduction to an unfamiliar faculty environment. "Culture" does seem to be an appropriate term for the unique and all-embracing web of procedures and prohibitions, expectations and taboos, charged symbols and unmarked pitfalls that besets new faculty at a large institution. "It is difficult in the first few years to know what the culture is like," says HaeOk Lee, an assistant professor in mechanical engineering. "I've heard some people go so far as to say that there's a secret society and you have to know the handshakes. It can be a foreign environment unless you've been part of that throughout your graduate education. New faculty think they just have to write good grant proposals, but you don't know how the contacts get made, and nobody tells you how to do that, or what can hurt you."

Many have trouble reconciling this culture with their private lives. "The effort to be totally professional all year round becomes overwhelming, and it is at a tremendous sacrifice to who you can be as a person," Lee says. "But trying to change everyone's opinion about what makes a good professor is a cultural thing."

Some faculty are expressing frustration with the rigidity of academic expectations within a fluid society. "What we define as a family has been expanding greatly," says Jeff Edleson of the School of

Social Work. "It puts people in new roles as caregivers—not only to their children but to their partners as well. The University is one of the largest employers in Minnesota, and it should be sensitive to how the family is changing. My concern is that the University has very few part-time tenure-track positions."

"There were certainly times in the past when I would have welcomed that option," says first-year anthropology professor Gloria Raheja. "Even now, if one could go into half-time mode when research demands were adding up to be too much, it would be very helpful. Nobody in workplaces is thinking in these ways and it is shocking that they aren't. At a university where you can look at alternative social forms and alternative societies, you would think there could be flexibility in ways of thinking about this." Like many young professors, Raheja must juggle her children's school and child care with her own schedule. Since she often has late-afternoon meetings, she wishes that the University could provide drop-in child care, where University staff could leave their children after school or day care.

Helping to Ease the Way

At least two initiatives are under way to provide support for tenure-track faculty. First, Academic Affairs and the Commission on Women are jointly offering six orientation seminars for new faculty (see Oct. 24 *Footnote*). "We want to provide an efficient way for new faculty to learn about a lot of resources at the University, as well as the procedures and policies that will affect them," says assistant vice president for academic person-

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nel Carol Carrier. "But we're also interested in making sure that they feel like they are walking into an environment that is a community, where they can become part of a network of people who have common interests and experiences, and that they are going to become familiar with people outside their own departments and collegiate units." Carrier expects this program to take shape as a permanent offering for all tenure-track faculty.

Second, the University is applying for a renewable three-year, \$600,000 Bush Foundation grant for a systemwide program to help probationary faculty with undergraduate teaching. The program, which is still in the planning stage, would provide developmental support in a number of concrete ways. "I can see an intensive, week-long learning institute in the summer after the first year of teaching," says Lesley Cafarelli, director of the Office of Educational Devel-

opment Programs. "This should not take away from new faculty members' research agendas, but help to balance their responsibilities and relieve the stress they encounter with teaching." Other possible services include a resource for consulting with experienced faculty about teaching problems, teaching observation and critique, aids for developing syllabi and exams, and advice on grading and dealing with plagiarism.

Another initiative that should benefit young faculty indirectly is the administrative training program that began this fall. One of the themes stressed in the training for new department heads is sensitivity to faculty at all different stages in their careers.

Women and Minorities

In his report to the regents in November, President Hasselmo challenged the University to double the hiring of minority faculty by 1994 and implement a plan to improve and enrich the academic workplace for women.

These two objectives speak to the realities of the present: There are too few women and minorities on the faculty, and they have a harder time when they get here.

There are encouraging signs of change. Heavily recruited faculty such as Raheja in anthropology and Lydia Artymiw of the School of Music find extremely supportive environments for new faculty in general and for women in particular. "I think the climate [at the School of Music] is healthy," says Artymiw, who came to Minnesota this fall from the University of Illinois. "Women are given many more opportunities. I certainly think there's a more liberal atmosphere than there was at Illinois." Both Raheja and Artymiw receive moral and professional support from tenured colleagues, and both are encouraged to make their mark in their departments.

Not all departments are so far along. In many of the scientific fields, young women faculty like HaeOk Lee feel the need to form support groups to establish some perspective amid the overwhelmingly male environments in which they work. But thanks to the

Rajender Consent Decree and other catalysts, men in positions of authority are becoming better informed of what is expected of them. "There is a kind of alertness to the issue," says Kohlstedt, who was hired last summer in part to improve support for women in IT. "And to some extent I think that has also created a readiness to face the issue. But that's not necessarily universal; I think it varies considerably by department, and departments in IT are very powerful."

"When I came four years ago there was no support base for women," says Lee. "There is much more attention to this now in IT. It's definitely a step in the right direction. I think the University faculty has a much better support base now. There's getting to be more activity in the department too. It gives us [women] a little more support because part of our unofficial role is to mentor our women graduate students."

Minorities face many of the same problems as women, except that the problems are often compounded by deep cultural differences. Frequently, departments that are good at supporting one group also are successful with the other. The administration is trying to encourage heads of these departments to sow the seeds of their success in other quarters of the University. "We've got to highlight the people who have done interesting and helpful things to support new faculty and faculty of color, and make sure that other folks around campus know about their work," says Carrier.

Medicine: A Special Case?

A year ago, the Twin Cities campus Medical School drafted a proposal requesting an extension of the probationary period from six to nine years. The problem, according to associate dean H. Mead Cavert, is that the current process doesn't take account of fundamental training differences in modern medicine.

Six or seven fields in the Medical School—the Ph.D.-track basic medical sciences—prepare their graduate students for careers in research. These fields frequently offer two or three years of postdoc-

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toral research experience. In contrast, the M.D.-track clinical sciences, by far the larger group, train their graduates to practice medicine. These fields require years of post-M.D. clinical training, after which it is customary to establish a clinical practice. But unlike postdoctoral work, this training emphasizes patient care more than research. Although patient care is considered in tenure review, it is subordinate to one's accomplishments in teaching and research, so new or prospective faculty in the clinical fields often find themselves playing catch-up. "They are trained to do clinical medicine very well," says Cavert. "But they have to chew up the first two or three years, sometimes of the probationary period, just learning how to do research at the same time that they have clinical responsibilities."

Compounding the problem is the time lag between starting one's research and achieving investigative independence. As in many other scientific fields, a faculty member in the Medical School must receive grant support in order to maintain a continuous research operation and thus be considered for tenure. Federal grants are awarded on a competitive basis through extensive peer review. "It's not possible for even a very talented faculty member to obtain a federal agency grant through that peer review process until he or she already has some production of research and publication—and that takes time," Cavert says.

Another problem facing tenure-track practitioners is the sharp decline in federal support for research training and fellowships over the last decade. "A specially trained physician—which almost all of them are these days, including family practice as a specialty—can leave residency training or a post-residency fellowship in a subspecialty and go into practice in a much stronger economic position than joining the faculty of a medical school and getting into the grant-application and research struggle," Cavert says. At this career stage, a physician often has the dual financial burden of paying off the average \$40,000 debt from medical school and starting a family. In these circumstances, the

siren song of private practice is alluring not only to the uncommitted resident, but to the disillusioned assistant professor as well.

So in spite of the Medical School's strong mentoring and research startup support, it has compelling reasons to extend the probationary period. But since the proposal must be considered by the University Senate, a body representing all academic constituencies at the University, the question arises: Should other colleges, or even all colleges, make the same move?

Is Six Years Enough?

In the Institute of Technology, as in the Medical School, there are two easily distinguished faculties—those in the physical sciences and those in engineering. Junior faculty in science often come to the University with the research momentum provided by two or three years of postdoctoral experience. In engineering there are few postdoctoral appointments. "That sometimes becomes a difficult issue because you have a committee of tenure and promotion that looks both at engineering and at science credentials, and sometimes the science credentials seem more substantial," says Kohlstedt. "But when you take a good look, it's because the time from degree is longer. We balance our committee, and I think we've handled the matter fairly. But it is something that's always an issue."

Kohlstedt sees little support in the college for extending the probationary period. But the increasing scarcity of research funds is adding another dimension to probationary angst. "I am reluctant to push for longer [pre-]tenure time," says Lee, who is up for tenure next year. "It is an excruciatingly painful time period. But a concern I've heard a lot of my colleagues express is that in this time period the constraining factor is getting outside funding, because the funding climate is so precarious. Publishing isn't the constraint. If you gave faculty enough support internally, [six years] would be enough time. Getting the funding is what produces the pressure."

According to associate dean Frederick Asher, the College of Liberal Arts receives few or no complaints about the length of the probationary period. The three main manifestations of productivity in CLA—journal articles, books, and (in the case of studio or performing arts) original works, can reasonably be achieved in the span of six years, he says. "If we extended the time, I imagine we would simply establish greater expectations—which would contradict the purpose of extending the time. It would just provide increased anxiety both for the department and for the new faculty member."

But Asher does concede that CLA could be more flexible in considering special cases. "The only way to stop that [six-year] clock is to go off the payroll for two quarters. When you add things like a new family, that's very, very difficult. How can you afford it?"

It is the "special cases" that may eventually turn the tide toward greater flexibility of probation and tenure. Just as the "nontraditional" student is gradually becoming the norm at Minnesota, the number of nontraditional faculty may be on the rise as well. As the competition for a decreasing pool of young faculty intensifies in the 1990s, universities nationwide may have to develop alternative methods to retain and recruit promising scholars whose priorities are changing. But if this includes a universal lengthening of the probationary period, the tradeoff may be a decrease in morale and productivity for young faculty who have no compelling reason to defer tenure, but who are encouraged by the system to do so. *Footnote* will follow the tenure debate when it comes before the Faculty Consultative Committee for discussion later this academic year.

□ THE CHAIR'S REPORT

By Warren Ibele
Chair, Faculty Consultative Committee

Judging from letters, telephone calls, and conversations, two topics have captured faculty attention: specifically, the termination of the Blue

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Cross/Blue Shield Aware Gold Limited option, and the revelation of administrative leave and severance arrangements for University administrators.

Concern about the future health care options became evident almost as soon as first word was received from Employee Benefits. Faculty have voiced complaints about procedure—there was a failure to consult with the faculty through established Senate committees—and substance. The proposed plans will sever long-standing physician-patient relationships, provide no opportunity for faculty to continue Aware Gold even at the cost of increased premiums, and separate the Univer-

sity Hospital and Clinic and Boynton Health Service into different plans. Discussions with Vice President Donhowe, personnel director Roger Forrester, and others have provided useful information. Short-term possibilities continue to be examined but the probability of relieving the chief complaints is not high. For the future our best hope lies with the all-University task force formed to examine the issue of health care coverage de novo.

Administrative leave and severance policies are also volatile issues, and here too I have heard from the faculty. No one quarrels with the need to provide transitional leaves to senior administrative or collegiate officers or to negotiate, where circumstances require, severance ar-

rangements for academic professions and administrative staff. What appears to be required are effective policies to guide such arrangements, policies that will include the elements of performance, equity, and accountability. They should also be in harmony with the practice by which faculty leaves are granted. The Faculty Consultative Committee discussed this matter with the president on November 16; we will report on this discussion in the next *Footnote*.

In my report to the regents in November I expressed the depth of faculty concern about both of the above issues. Your comments and suggestions about these or other issues are welcomed.

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FOOTNOTE

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Pluralism on the Plains Striving for a Faculty of Color at Minnesota

In November, law students demonstrated in front of Morrill Hall to protest the lack of black tenured faculty in the Law School. A few days later, American Indian groups in the Twin Cities raised a refrain that has vexed the University for years: why are there so few native Americans among the ranks of faculty, staff, and students? Similar complaints have been lodged in behalf of the Hispanic community, and—in certain sectors of the University—in behalf of Asian Americans as well.

As the advocates for greater cultural diversity and pluralism of ideas gain support, administrators labor to find ways to improve the environment and opportunities for people of color. The complexity of the task is only beginning to be understood. Since every reputable university in the nation is competing for a very limited pool of qualified people, the University of Minnesota must resort to ever more sophisticated recruiting efforts. This in turn brings a further realization: If the University is to become a truly pluralistic place, it must attack institutional racism at the roots—by helping to change education both within and outside its ranks.

In 1987 the Taborn Report enumerated several ways in which the University could meet this challenge. In response to the report, Academic Affairs established the Office of the Associate Vice President and Associate Provost for Academic Affairs With Responsibility for Minority Affairs, headed by Dolores Cross. The office plans and oversees implementation of the Taborn Report with the help of the Office of Equal Opportunity and Affirmative Action (OEO), directed by Pat Mullen.

The new office has gotten off to a strong start. According to its annual progress report, almost all of the Taborn Commission's 22 recommendations have received attention. The University has instituted three partnership programs for pre-college minority students, the most recent on the Fond du Lac Indian reservation. This past summer the University's first Education Fest, held at the Duluth campus, attracted more than 400 pre-college minority students from all over the state to work with faculty members. A similar program in the Twin Cities is helping more than 900 minority students in seventh through ninth grade. Cross's office has received \$80,000 of Title IX money to expand the Minority Scholars Development Program and \$10,000 from 3M for minority student financial aid support. With the Graduate School, it has applied for \$380,000 to support and mentor graduate teaching assistants of color. Cross has also discussed improving minority graduate recruitment with graduate program chairs.

Another crucial element in the formula for change is recruitment and retention of minority faculty. Without departmental environments that support faculty of color, accomplishments in other areas will be rendered only partly effective at best. The faculty establish the tone and substance of the educational experience within the University, and often serve as the University's ambassadors off campus. Their attitudes, and their demographic diversity, will determine the institution's long-term health.

Perhaps the most important reasons for diversifying the faculty are the most obvious ones. It is fair,

it is right; it offers opportunity, and taps new talent. It prepares students for an increasingly pluralistic future. It advocates disparate viewpoints and culturally distinct approaches to intellectual problems. It advances the body of scholarship on issues of cultural import.

Between 1984-85 and 1988-89, the University hired 190 minority faculty members. Its stated goal is to hire twice as many in the next five-year period. "If we're to improve the number of faculty of color, we're going to have to be much more aggressive in our recruitment and also much more deliberate in identifying people who are in graduate programs and providing opportunities for them to interact with people at the University," Cross says. "It is going to require some special efforts. Those include networking, providing more resources so we can get some senior-level faculty of color to come to the University. We also have to look very closely at the data that Pat Mullen has presented on the opportunities for hiring that we have."

The data, compiled by OEO, consist of profiles for each college reporting the status of the overall workforce of each ethnic group, the national availability of minorities in specified fields, the number of applicants attracted to each unit, the number of applicants hired by each unit, and the number of projected openings in the college from 1989-90 to 1993-94. With this information and the colleges' individual Strategy for Focus objectives, Cross has helped each dean develop objectives for increasing the number of faculty of color.

Every college and department has a different minority hiring situ-

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ation. "What most departments have done is look at those areas where they are not represented," Cross says. "For example, even though there appear to be a lot of Asian Americans at the University, they are underrepresented in the College of Liberal Arts." CLA plans to have 10 more minority faculty members by 1994. By contrast, the Institute of Technology will concentrate more on developing the pool of minority faculty candidates, increasing the number of minority teaching assistants over the next few years.

Expectations are not the same for all colleges, but all colleges are expected to make progress. Individual hiring records, availability of candidates, and number of openings all contribute to the individuality of the colleges' recruitment plans. As they learn more about their own unique situations, they can channel their energies in more efficient di-

rections. To help in this process, OEO is working on a plan that includes new procedures for monitoring progress, workshops for department and college administrators, and methods for gathering useful information on hiring minority teaching and research assistants.

OEO offers three suggestions on how colleges or departments can increase minority hiring:

- Build a pool of minority applicants from a vita bank. The College of Education has had success with this system, which maintains a list of applicants year-round in a wide range of fields, regardless of particular openings. In the event that a college identifies a good minority candidate for a position that it cannot support financially, Cross's office can offer bridge support—in effect, a two- or three-year mortgage for the college to set up the position and hire the candidate.

- Build on previous departmental success. For example, departments that have strong minority representation at the undergraduate or graduate level can encourage their minority students to nominate minority faculty candidates.

- Carry out intensive special recruiting when an opening occurs. A designated person in the department can contact candidates and the search committee to ensure that every avenue of minority recruiting is explored. OEO offers information and small-budget support for such efforts.

Departments are encouraged to revise their curricula so that sub-disciplines with more available minority candidates receive higher priority. If potential openings exist only in areas fielding a low pool of minority candidates, they can try to shift the teaching loads of senior faculty to those areas and hire junior faculty in areas where there are more minority candidates.

Although Cross believes the 1994 goal for minority hiring will be difficult to achieve, she is optimistic about the University's overall commitment to pluralism. It helps, she believes, to be centered in Minneapolis and St. Paul, where 50 and 35 percent respectively of students in public schools are

minorities. "We're an urban land-grant university," she says. "We attract a lot of international students. We define ourselves by having that kind of diversity. I think diversity is a high priority with the president and many of the deans, but it's got to be a high priority for the University as a whole. My office can't do it all—the bottom line is what happens at the departmental level." ■

□ NEWS

At the November meeting of the Board of Regents, President Hasselmo proposed changes in University policy and procedures for administrative transitional leaves and severance pay for academic professional and administrative staff.

The **administrative transitional leave policy** was developed in response to a legislative audit in September. Hasselmo hastened the plan along amid criticism of an unusually open-ended leave assignment granted to former head librarian Eldred Smith, who has collected almost \$200,000 in salary and expenses since he was relieved of his appointment in July 1987. Faculty criticism has centered both on the agreement itself, which has allowed Smith a leave of over two years, and on its enforcement. Smith essentially has been paid to write a book—an activity that critics argue is of little benefit to the University, and of dubious relevance in preparing Smith for resuming his academic service as a tenured faculty member.

The new policy would apply to all administrators at the dean level and above (and possibly in some lower positions) who have tenure or permanent professional/administrative (P/A) appointments at the University. It allows a maximum leave of one year, granted only after a minimum of three continuous years of administrative service. Salary during leave would be at the level not of the administrative position, but of the position to be held after the leave.

Before taking a leave, an administrator must submit a plan describing how the leave will be used; at the end of the leave, he or she must

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submit a report of activities and return for at least one appointment year, or else repay the salary benefits received during leave.

"Appropriate activities during the leave are course design and preparation, research, and other scholarly activities leading to a resumption of faculty responsibilities," Hasselmo says. "No entitlements to these leaves exist. The merits of the leave proposal, the future assignment, and the time away from teaching are primary factors in awarding these leaves."

A second and related concern is **severance policy for professional/administrative staff**. One of the University's biggest mistakes in the Smith case, Hasselmo says, was signing him to an eight-year con-

tract in the first place. "We should not find ourselves in a situation where we have to terminate a person during a contract period," he says.

The University's current tendency (there is no official policy) is toward three-year appointments with subsequent yearly appointments, each subject to a review. Tenure is clearly limited to an administrator's appointment in a specific department; for example, academic affairs vice president Leonard Kuhi's tenure is in the Department of Astronomy, not in administration.

Even with an improved contractual policy, the administration must occasionally ask an administrator to leave before the contract expires. Because the University has

no policy on P/A severance, until now the resolution of such cases has been improvised. Hasselmo has proposed a permanent policy that would include the following features:

- Severance pay is limited to the amount that would be earned during the notice period necessary to terminate the contract, which varies according to the type of contract and length of service. Notice requirements vary from one month to one year.

- In consultation with the chair of the Board of Regents, the president will sign off on severance agreements, considering the cost to the University, the advantage to the University of replacement and minimization of disruption, and the overall interest of the University.

- Severance agreement will be in writing.

- This policy applies only to people leaving the University. Administrators who hold tenured faculty appointments and are returning to faculty positions are governed by the administration transitional leave policy.

The University Senate passed a policy statement in November that restores the **one-to-one ratio** between the number of credits awarded for the completion of a course and the number of hours per week that the course meets. In addition, the policy states that one laboratory meeting per week should be approximately the equivalent of one credit.

"In the event that an extra hour is added to courses which presently carry one credit more than the number of contact hours, consideration should be given to using this additional period for nontraditional activities, such as small-group discussions, . . . guest speakers, or . . . field work," the resolution said. The policy encourages departments to reschedule classes in larger blocks of time on fewer days of the week to avoid conflicts with students' work obligations.

The policy is intended not to supplant existing policy but simply to clarify a 1972 resolution that changed the three-credit module to four credits. The expectation in 1972, according to Senate Consultative Committee chair Warren Ibele,

□ THE CHAIR'S REPORT

By Warren Ibele
Chair, Faculty Consultative Committee

President Hasselmo met with the Faculty Consultative Committee (FCC) on November 16 to discuss the proposed policies for administrative leave and severance arrangements (see News, this issue). These policies were scheduled to be presented to the regents in December, with action anticipated in January; but events caused that schedule to be accelerated.

The proposed policies seek to establish clear, consistent, and coherent principles and procedures for determining administrative leave and severance. The purpose of administrative leave, the relationship between length of administrative service and length of leave, the salary level during leave, and the quality of administrative service are among the elements considered in drawing up the policies.

Most major administrative posts are relentless in their demand of a person's time and energy, leaving little time for scholarship. But scholarly disciplines are so dynamic that unless special precautions are

taken, a period of full-time administrative service can leave an academic administrator far behind the pace of change when he or she resumes research. A period of administrative leave specifically designed to address this situation can be essential in reestablishing a person's research activity. A maximum leave of one year seems reasonable for this purpose. The salary during leave should be consistent with academic salaries of the unit to which the person will return; the salaries of an appropriate cohort group in the unit will suggest an equitable salary range. On accepting such leaves former administrators should also commit themselves to a minimum period of service at the University on their return.

Related to the above policies are the annual performance and periodic reviews of administrators, both collegiate and central. It appears that in the past the practice has been inconsistent. The FCC has asked for a report on the status of these reviews including their frequency, the composition of the review committees, and the procedures followed. As always, your comments and suggestions are welcomed.

Copies of the proposed leave and severance policies are available from the FCC office, 125 Mechanical Engineering (5-0858). ■

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was that departments would add substance to their courses, thereby encouraging students to devote greater energies to fewer courses. But in some cases no substantive changes were made at all, and students were receiving hollow credits.

The Senate also passed a resolution expressing "deep concern" to the administration "over the lack of consultation by the University administration with the Senate Committee on Faculty Affairs on the change in **health insurance** from Blue Cross's Aware Gold Plan to the State Health insurance plan.

"The process completely failed," the resolution continued. "Hence, the faculty was prevented from expressing its views and engaging in the policy analysis of acceptable alternatives through the Senate committee process. We expect the University administration to consult fully with the appropriate University Senate committees on issues that affect the welfare of the University faculty either directly or indirectly."

As a start, finance vice president Gus Donhowe asked the Faculty Consultative Committee to name a task force to study the University's options for employee health insurance. The task force includes faculty, civil service, and administration representatives. Donhowe also requested that a health actuary be included to help determine likely costs.

Under the current system, all health-plan options and carriers for state institutions are chosen by Blue Cross/Blue Shield after negotiations with a panel of executive-branch representatives and labor unions. State opinion is dominated by trade unions such as the American Federation of State, County, and Municipal Employees (AFSCME). Although University representative David Swanson has an ex officio role on the panel, he has no vote. "I appreciate the ride," says Swanson. "But that's all it is—a ride."

Donhowe is now suggesting that the University get back into the driver's seat—but in a somewhat more expensive vehicle. "The way the state looks at us, we're just another state agency. We have about as much influence as they do," he says. "I don't see how we can stay in sync with the state plan. We're on an enormous collision course." The University should opt out of the state plan next year, he believes, and create its own. Inevitably, this will be more expensive than the alternative. But the loudest outcry at the University has been over forced limitations in care and choice of providers, not over increased premiums.

For example, the State Health Plan drastically reduces the options available to people seeking or continuing mental-health and chemical-dependency care. Blue Cross maintains that this type of care is not only uncontrollably expensive,

but often badly managed and ill advised; so it has developed strict standards for its mental-health care providers, and (like most carriers) it has chosen "gatekeepers" to authorize services, assessing enrollees' needs and channeling them to the approved providers.

Many faculty members argue that the advantages of continuing full health-care benefits override the financial risk. "Sometimes the relationship with your counselor or therapist is the most intimate in your life," Professor Constance Sullivan told a Blue Cross representative at a Senate Committee for Faculty Affairs meeting. Sullivan reminded the committee of another time in recent University history when the University paid its own money to reinstate mental-health care benefits denied by the state. "The University coughed up a lot of money to fix what state negotiators broke the year before," she said.

The task force will look at the possibility of a flexible benefit option—not an entirely free "cafeteria" approach, but a plan that offers enhanced care for people at high risk. Donhowe hopes that the University will not have to limit access to mental-health care, but he concedes that the University would have to control the use of such services in order to protect enrollees from skyrocketing premiums. The financial burden to a carrier is about the same for mental illness as it is for cancer. ■

FOOTNOTE

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FOOTNOTE

January 2, 1989

Volume 3, Number 9

Published by the Faculty Consultative Committee

Grove of Academe

To improve the investments supporting endowed chairs, the University may have to relinquish ownership of University Grove

Until 1985, the Permanent University Fund (PUF) was not critical to the academic functions of the University. It served as a useful source of interest income, but whatever income it generated was subtracted from legislative appropriations. Under those circumstances PUF, no matter how well

managed, could not be a money-maker for the University. So there was little incentive to move its assets into high-yield securities, and the University received relatively modest returns on the fund.

But at the outset of the Minnesota Campaign, the University convinced the legislature to stop re-

garding PUF income as an offset for state appropriations and allow it to support endowed academic chairs. Now nearly all endowed chairs at Minnesota are funded by investment return from endowments created from private gifts that are matched by PUF. Suddenly the returns on PUF's investments are a critical issue.

According to asset management director Roger Paschke, PUF must make 5.5 percent a year after inflation to support the endowed chairs in perpetuity. (By law, PUF can only spend its income, not its principal.) Analysis shows that current investments will not maintain that standard in the long term. Due to state law, much of the fund is invested in bonds, money-market funds, and fixed-rate, below-market mortgages, none of which historically returns 5.5 percent above inflation. Higher-return securities such as common stock and other equities are severely restricted in the current portfolio. The University will ask the legislature in 1990 to open up PUF to the same investment opportunities available to the University's general endowment. "PUF will be invested more and more in equities as we go through 1990," Paschke predicts.

Among the least productive current investments in PUF are the \$4.5 million in mortgages to residents of University Grove, a small neighborhood of 102 single-family homes near the St. Paul campus for University faculty and administrators. After consulting with residents of the Grove, the administration has presented the regents with a plan whereby PUF would gradually divest its mortgages as Grove residents see fit to refinance them, and would make no new mortgages

Call for Nominations

Nominations are now being accepted for new faculty positions on the Senate Consultative Committee. The Consultative Committee serves as the executive committee of the University Senate. Its members meet regularly with the president to discuss and give advice on the many vital issues affecting the present and future of the University. The committee has responsibility also for overseeing the work of the University Senate and its committees. Members do not represent specific constituencies, but serve the total University community. Nominees should have a broad perspective on University affairs, an interest in major policy and budgeting issues, some experience in University or college governance, and a readiness to help shape the University's agenda in the years immediately ahead. Service on the committee involves a substantial time commitment. Nominations are for three-year terms.

On the **Twin Cities campus** members of the Nominating Committee are Rutherford Aris

(625-9568, 625-1313), Larry Bowers (626-3117), William Boylan (624-1727), Shirley Clark (624-1006), and W. Phillips Shively, chair (624-4395, 624-4144). Current Twin Cities members whose terms continue beyond this academic year are W. Andrew Collins (Education), Warren Ibele (IT), Norman Kerr (CBS), J. Bruce Overmier (CLA), and Charlotte Striebel (IT). Twin Cities members whose terms expire in June are Ronald Phillips (Agriculture) and Kathleen Price (Law). Nominations may come from any college and should be made in writing or by phone, citing the nominees' qualifications, to Martha Kvanbeck, Senate Office, 427 Morrill Hall, 625-9369, by January 17.

On the **Crookston campus** the term of Lynnette Mullins will expire in June and nominations should be submitted to Twyla Treanor, Business Division, 209 Dowell Hall, 281-6510 x457.

On the **Morris campus** the term of James VanAlstine will expire in June and an election will be held in the spring. ■

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in the future. But the issue opens up a Pandora's box of long-ignored complexities that could have profound effects on the future of the Grove. It has stirred up both resentment and enthusiasm among the residents; it has raised accusations of broken promises and appeals for progressive change.

By a unique arrangement, only active or retired faculty and professional/administrative staff of the University of Minnesota can live in the Grove. They buy the houses in which they live, but—by a so-called leasehold arrangement—lease the land from the University at \$75 or \$100 a year. Every ground lease has a duration of 60 years, beginning from the time when a house was built on the property; so the newest houses, built in the early 1970s, have over 40 years remaining on their ground leases. But leases on the oldest houses are now beginning to expire. All residents have been

promised a 20-year extension of their leases under comparable terms to the old leases, but since comparable terms are not finalized the University is simply granting brief extensions on the old terms until the larger issue is resolved.

Part of the Grove's unique arrangement is that residents finance their purchase of the houses (they can own the houses, but not the land) with mortgages from the Permanent University Fund (PUF). The houses are appraised prior to sale, and the University loans 90 percent of the appraised value (not necessarily the same as the asking price) to the new resident. The interest rate is fixed at about 3/4 to 1 percent below the market rate at the time of sale. So every time a house changes hands at the Grove, PUF has to make an unconditional long-term obligation at an uncompetitive return. Currently, \$4.5 million of PUF's total \$97 million principal consists of University Grove mortgages. As an unusually high number of houses are expected to change hands in the next few years, even more PUF funds might be tied up in mortgages in the future.

So why not sell off the mortgages to competitive mortgage companies? There are problems with this. Neither the mortgages nor the current land leases conform to modern market standards, so the mortgages would not easily attract potential buyers. New leases would have to be negotiated, since the local marketplace does not readily trade in leasehold properties. A common practice in areas where residential real estate is scarce and expensive, such as California and Hawaii, leasehold property on single-family homes is rare in Minnesota. "That, plus the fact that the lease does not conform to market standards, makes that property effectively illiquid, and nobody wants to buy those mortgages once you've made the loans," Paschke says.

The University has asked federal regulatory agencies to dictate new lease terms that would make the mortgages suitable for today's real-estate market in the Twin Cities. Although a new lease may be possible, there is little hope that these agencies will allow the

University to maintain any semblance of the current leasehold arrangement if it wants to sell its mortgages.

Even if the mortgages could be marketed now, they would be sold at a loss of as much as \$1 million to PUF, according to Paschke. "Those mortgages are averaging between eight and nine percent interest overall, so the market would discount off for the fact that the rates are not at market rates," he says. "If we were able to sell off that \$4.5 million into the marketplace—and we can't, because the leases don't conform, and so on—we might get as little as \$3.5 million in return. That's a rough estimate only; it could be more and it could be less."

If the federal lease terms can be met, a new lease will be offered as an option to the residents. But the administration proposal provides other alternatives as well. It would honor all existing leases through their 60-year terms, but residents who want the 20-year extensions would have to pay \$600 a year—the inflation-adjusted equivalent of the \$75 annual rent that has been charged without adjustment to many households since 1929. Residents would also have the option to buy the land from the University for \$13,000 per plot, and they would be given incentives to refinance their mortgages on the basis of present value. In essence, the University would be dissolving the Grove community as it is known—it would cease to own many of the plots in the neighborhood, and could no longer restrict the residents to University personnel. It would make no new loans on Grove property and would try to refinance many of the existing ones, thus freeing up PUF money for other investments.

Before drafting the proposal, the administration sent a survey to all residents of University Grove. Surprisingly, a slight majority favored the option to buy the land, and the responses split almost evenly for and against dissolving the leasehold arrangement, with the nays slightly outweighing the ayes. A first draft of the proposal did not substantially change opinions, but complaints about certain details convinced administrators that a revised proposal

FOOTNOTE

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offering easier terms for buying the land and refinancing mortgages would ease the financial burden on residents. The revised proposal is the one they have submitted to the regents.

Now a slight majority of residents supports the proposal, but with varying degrees of enthusiasm. Some see it as a necessary evil to ensure the future health of endowed chairs at the University. Others are eager to buy their land, or simply feel that the Grove's importance has been overestimated. "The Grove doesn't serve any substantial University interest," philosophy chair Gene Mason told the regents. Speaking on behalf of the residents favoring the proposal, he expressed doubt that a community of 102 households plays a significant role among 2,700 faculty at the Twin Cities campus, or that it helps recruit or retain faculty.

About 45 Grove households oppose the plan. The group formed an ad hoc committee that hopes to persuade the regents to reject the proposal. "The residents I've been working with do feel that it's important, particularly in a large metropolitan university, that there be at least an opportunity for faculty to enjoy the kind of life that you might enjoy in an institution located in a more intimate setting," says Grove resident Robert Hudec, a professor in the Law School. "Just last weekend there was a kind of progressive Christmas party in four of the homes of the Grove, and a substantial number of people were at it. I was at it and went to the homes and met and talked to lots of people. This is the kind of thing that goes on in a community like the Grove."

Hudec believes the University's proposal breaks an implicit promise it made to residents and buyers that the neighborhood would remain an academic community with the University as the perpetual landlord. "The feelings are fairly intense, people are quite hurt. We'd like the University to keep the promise it made when we bought our homes," he says.

Still, Hudec is sensitive to the University's predicament. "I think there is certainly a possibility of a compromise," he says. The terms of the lease might be changed in an inoffensive manner, maintaining

the University's interest in the property but at the same time making the mortgages more marketable. "This would give the University what it wants and would continue the Grove as the same type of community with the same basic leasehold arrangement," he says. "The original findings were that this couldn't be done, but the administration is still in contact with federal officials. Now the indications are that with some changes, the federal government may accept."

But finance vice president Gus Donhowe is less optimistic. "I find it difficult to see how we could come to a compromise now," he says. "We have slightly over half of the Grove who want to buy their land and you have a substantial minority who don't want that to take place. Now as to whether we could compromise on the current arrangement where the University is the mortgage banker, I don't really think it could be called a compromise. It's simply saying that we're going to farm that out to somebody on the outside if we can find somebody to buy the mortgages. That doesn't necessarily solve the problem because it would require any resident who wanted to refinance or sell to sign an entirely new lease—and there may be a lot of people who don't want to do that, particularly if the lease does not restrict who might buy the leasehold interest."

The leasehold interest is indeed the problem that won't go away. In the long run, there can be no middle ground on the issue of ownership: either the residents will own the Grove individually, or the University will own it collectively. Many of the residents would prefer to own their land. Those who oppose the proposal are unwilling to accept the end of University ownership, even with administration offers to help the community incorporate independently. "When you have an association of homeowners you have a continually changing political situation," Hudec says. "With the University as the landlord, I would know that this is the policy, the landlord says this is the policy, and this is what they're going to do."

"I'm hoping the regents will give a hard eye to the question of how much the present system is really costing. Is it really a major amount?" Hudec says. "But that's not our main point. We're not trying to take the University on about whether or not they can make more money some other way. The real question is, should they make it off of the people in the Grove?"

This may not be the crucial question to everyone, and some residents might even dispute its premise; but it reflects the feelings of a significant portion of Grove residents, who see a threat to their lifestyles and to a cherished tradition. In February the regents will have to weigh this concern alongside the administration's concern for the future health of the Permanent University Fund.

Editor's note: The administration has now received federal guidelines for leasing Grove property, and will meet this week with representatives of private mortgage companies to discuss the possibility of refinancing some of the mortgages. If negotiations succeed, the resulting terms will be offered to Grove residents as an option. This will not affect the proposal before the regents. ■

NEWS

Graduate school dean Robert Holt and academic vice president Leonard Kuhl spoke to the Faculty Consultative Committee about the many challenges facing the University with regard to **research development**. Holt chairs the new Research Executive Council, which has the responsibility of updating and establishing policy on research at the University.

Holt enumerated several issues the council will presently face:

- Funding initiatives that cross campus or disciplinary lines. How does the University equitably distribute funds for cross-college research centers, or for initiatives that involve research at several campuses?
- Grant-matching policy. What sources should be exploited for

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matching grants, and to what extent should they be committed? Kuhi suggested that the University's matches are much too large already, and that such massive commitments may leave it overextended. "There is enormous pressure to maximize matches," Holt added. The University needs to narrow its focus in accepting grants, he said.

- Maintaining existing research space. Much of the newly constructed space at the University is heavily associated with research. The legislature is not appropriating maintenance money for this space, so the University must either convince the legislature to fund upkeep or find a steady source of funding elsewhere.

- Guiding physical expansion of research. While the University needs to be more selective in en-

couraging the growth of research, there is no question that it will grow. This requires additional space and creative ways of furnishing it. Renting space, collaborating with entrepreneurs to build and lease space, and University bonding are all possible solutions, Holt said. Kuhi emphasized that current and future expansions should not be made at the expense of undergraduate space and programs.

- Setting policy for distribution and use of indirect cost recovery (ICR) money. Senate Research Committee chair Tony Faras warned that the inequities of ICR distribution have created a volatile situation among discontented research units. Part of the problem is that units are forced to use ICR to cover direct costs. "Principal investigators shouldn't be paying for broken windows with indirect

funds because direct costs are too high," Faras said.

Indirect costs incurred from such activities as laboratory animal care and hazardous waste disposal could make enormous claims on ICR money, leaving other needs unmet. At the same time, the University is obligated to set aside ICR money for new initiatives, depreciation of equipment, and amortization of the physical plant. These demands make equitable distribution very difficult given the current resources. Overall federal funding must keep pace with the needs, Kuhi said.

The Research Executive Council will address the main issues of research policy, Holt said. Two faculty advisory committees will consult regularly with the council and the administration on substantive academic issues. ■

Regents' Open Forum

You are invited to participate in a **regents' open forum** Thursday, January 11, at 9:30 a.m. in room 238 Morrill Hall. The regents will hear any person who wishes to address them on a subject concerning the University. If you want to speak, write or call the regents' office, 220 Morrill Hall, 100 Church St. SE, Minneapolis, MN 55455, (612) 625-6300. Give your name, address,

phone number, the topic you wish to address, and the group you represent, if any. Speakers will be notified of their time on the agenda. Each speaker will be limited to five minutes.

If the number of speakers exceeds the limits of available time, the regents' executive director will confer with the chair, the vice chair, and the president to deter-

mine a list of speakers who best represent views on a variety of issues.

Speakers who wish to provide written or visual information are asked to submit the materials in advance to the regents' office for duplication.

The chair of the Board of Regents will chair the forum. ■

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FOOTNOTE

☐ January 16, 1990

☐ Volume 3, Number 10

☐ Published by the Faculty Consultative Committee

Bonding for Dollars: A Primer on the 1990 Legislative Session

When the Minnesota state legislature convenes February 12, legislators will have their work cut out for them. One house member estimates that between 500 and 800 bills will be introduced during the two-month session. But unless a highly volatile issue like abortion or environmental legislation steals the headlines, the most prominent task before the legislature will take the form of a single bill, known informally as the bonding bill.

The bonding bill, a fairly regular event in even-numbered years (although there was none in 1988), is essentially a promise by the state that it will raise money for specified capital improvements. These improvements generally involve construction, renovation, or architectural planning. The University of Minnesota is always a significant presence in a bonding session, due to its constant need for new or upgraded space. This year the University's request for capital improvements amounts to \$129.2 million for 14 different projects (see box, page 3).

Because it needs to conserve its assets for the big spending sessions in odd-numbered years, the legislature avoids committing large amounts of money directly from the state's coffers in bonding years. Instead, it authorizes the issuance of long-term government bonds, which are sold specifically to pay for the projects the legislature decides to support that year. Waste-water treatment, sports facilities, parks, garbage incinerators, and many other public works will compete with University projects for bonding money in the 1990 session.

"When you look at how bonding bills operate, you quickly discover that there are a lot of items on the list of requests," says Representa-

ative Jim Heap (IR-Plymouth). "You'll also discover that a discipline has been put in place over the years that basically limits the amount of money you can raise, because of the rate of the bonds. There's a formula that says if you spend x amount of dollars or borrow beyond a certain limit, your ability to pay back the bond lessens and therefore the bond quality decreases. If you want to maintain bond quality, you will maintain a lower level of interest, and to do that you must not go beyond certain spending limits." Because government bonds offer full security to their investors, and the state is obligated to service its debt regularly, it is extremely important that the government not overextend itself.

Given the current financial forecasts, analysts predict that the legislature will appropriate between \$200 and \$300 million for bonding in 1990. Heap expects a total request of about \$600 million (\$129 million of that from the University), so legislators obviously will have to make choices and set priorities.

Choosing a list of priorities that will form the final bonding bill is an intensely political process, full of local pressures and compromise. "A bonding bill is a little bit like a Christmas tree, in that you've got something under it for everyone," says external relations vice president Rick Heydinger. "Bonding projects are demonstrable things that you do for your community. The way the legislature puts together a bonding bill is to make sure they've got enough votes scattered around that they can get the 60 percent of the vote required for passage. The legislature will adhere to the University's priorities to some extent, but at the same time they're thinking strategically about

how to get enough votes to carry a bonding bill. So they may need a project that's lower down on our priority list because it satisfies some geographical distribution or somebody else's requirements."

1990 is an election year, which magnifies the political dimension of the session. Legislators may be willing to commit more money to bonding projects because they are easily quantifiable achievements that can win votes back home, but they don't want to be labeled as fiscally irresponsible either. "Those folks who want to be re-elected and be back in January 1991 obviously don't want to be looking at massive deficits that require either reduction of programs or increased taxes or both," says interim chief lobbyist Vik Vikmanis.

The limits of the bonding bill ultimately depend on the state's bank balance. The greater the assets, the more easily the Department of Finance can retire expiring bonds and service existing ones, thereby easing the legislature's task of authorizing new bonds. In a time of retrenchment, the state does not want to increase its overall indebtedness. Its first priorities are to pay the principal and interest on existing bonds and to sell bonds on projects that have already been authorized by the legislature.

As of mid-January, Minnesota has a projected revenue shortfall for 1990-91 in the range of \$200 million. That effectively quashes any great hopes for adventurism in the legislative chambers this year.

The problem lies not so much in the revenue flow itself as in the surprisingly high expenditure forecast—especially for kindergarten through 12th grade (K-12) education and social services, which together may require an additional built-in

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commitment of up to \$1 billion of appropriations in 1991 due to increases in cost and number of people to be served. Such commitments (called "tails" because they grow naturally out of existing commitments) will not only cut into uncommitted appropriations next year; they will send a signal of restraint to the legislature this year.

Meanwhile, Governor Perpich—who is also facing an election and some hard fiscal realities—is getting nervous about the size of the state's overall budget, as well as the expected revenue shortfall. "It's important to understand that right now the governor's office is talking about the possibility of actually having to downsize the state budget," Heydinger says. "Overall, it's going to be a very difficult bonding year. With all the competition for funds and the tails and the projected shortfalls, it's going to be real tough to imagine a large bonding bill."

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"I can recall five or six special sessions in the early 1980s with massive budget cutbacks and revenue shortfalls," Vikmanis says. "One thing that I have learned is that you can't predict what is going to happen in a legislative session—whether the forecast looks promising, neutral, or questionable. It's impossible. Still, I'd be surprised if that bonding bill exceeds \$300 million. Now on the other side of that coin, if for whatever reason the legislature opens the floodgates—and that process is like a snowball—it is conceivable you could have a larger bill. But above all, we're going to have to remain realistic. It is extremely unlikely that the University will receive the full \$129 million we are requesting."

On average, over the past 10 years the University has received about 47 percent of higher education bonding, which in turn has represented about 50 percent of the total bonding bill. By this crude rule of thumb the University would need a bonding bill in the neighborhood of \$550 million to fund all its requests—assuming that the legislature would in principle allow such a windfall to a single state entity.

Apart from purely financial considerations, the University faces other problems during the bonding session. Competition from other state services and higher education systems is stiffening. And according to faculty lobbyist Geoff Maruyama, the University has an inherent disadvantage over more evenly dispersed statewide systems and services. "The University doesn't win votes for very many legislators," he says. "Everybody's got K-12 in their districts, and most legislators have a technical college or community college. Local projects have impact the voters can see. When you give money to the University for buildings, it's not so clear to people how they benefit from it."

To minimize this disadvantage, the request features a broad range of projects covering as many geographic areas as possible. But the top of the list, heavily weighted toward improvements on the Twin Cities campus, may be a slight liability. "I suspect legislators

might try to think about what would be the best way to spread the money out so that it has more benefit to the state as a whole," says Maruyama. "The dilemma for them is of course that the oldest parts of the University are on the Twin Cities campus. Those are the parts with the greatest need. On the other hand there hasn't been a lot of building on the coordinate campuses for a few years."

While there is little doubt that the legislature will rearrange the list, the University is going into the session with a highly purposeful and coordinated effort to achieve its top priorities. In the 1989 session, the University's presentations were occasionally marred by lack of preparation; this year the administration has designated lead persons to serve as experts on each item in the request. They will be responsible for making the presentations before the house and senate divisions, and for providing specific information about their designated projects when it is requested. Before the session begins, they will be thoroughly briefed on their topics and coached on delivering testimony at the committee hearings.

In addition, the University is trying hard to consolidate all of its interests in a dedicated, closely knit lobbying network. In past years the overall request has been hurt by special-interest groups within the University who fight against other internal elements for legislative dollars. "What's happened is, the administration recognizes that everyone else has gotten a lot more sophisticated and that the competition from without is so strong that people just can't go around bad-mouthing other parts of the University request trying to get their own part favored, because it won't work," Maruyama says.

Administrators are unanimous in asserting that this is the most solid University bonding request in recent memory. All the items were carefully reviewed to determine that they support academic priorities and maintain continuity with prior requests. Moreover, they have all been through the planning stage already. "These are projects that the legislature has reviewed closely

and has granted planning money for—projects for which schematics and working drawings have been completed," Vikmanis says.

"They're justifiable, they're defensible, we've done our homework, we've made the tough choices."

A coordinated, rational lobbying effort seems especially important in the 1990 session, when legislators will be expecting the University to make good on its stated commitment to better self-management. Ultimately, a good presentation this session could be at least as valuable as a bonding windfall, for it could generate lasting faith in the University across the aisles in both houses of the legislature. ■

□ THE CHAIR'S REPORT

By Warren Ibele
Chair, Faculty Consultative Committee

At the January meeting of the Board of Regents President Hasselmo presented his Initiative for Excellence in Undergraduate Education. Its purpose is to reform undergraduate curricula by coordinating and implementing several strategies revised over a decade of study and planning by student-faculty-administrator groups. The programs designed to achieve this reform should reflect the research and service characteristics that distinguish a modern land-grant research university. Indeed, the president asserts that "to realize its mission for undergraduate education, the University must successfully integrate teaching with research and public service." The undergraduates who will study in this environment will thus be better prepared to understand and contribute to a society that is increasingly diverse and international, and that increasingly encounters problems whose solutions involve several of the traditional disciplines.

Some aspects of undergraduate education reform have been addressed: in the College of Agriculture, Project Sunrise; on the Duluth and Morris campuses, curriculum

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University of Minnesota Capital Request

1. Health and Safety (System-wide): Correct building code deficiencies; improve handicap accessibility; build an Integrated Waste Management Facility. **\$10,000,000**

2. Biological Sciences Addition (St. Paul): Demolish Palmer Classroom Building and construct a building linked to Gortner and Borlaug Halls to house the Bell Museum collections and the Department of Ecology, Evolution, and Behavior. **\$17,394,000**

3. Wilson Library/St. Paul Central Library Remodeling (Minneapolis and St. Paul): Expand stack space; restore former study areas; install or replace some furniture. **\$2,940,000**

4. Animal Science Phase II (St. Paul): Construct or remodel swine and sheep teaching units; construct an animal arena; complete proposed metabolism and physiology units, beef and dairy units. **\$6,252,000**

5. Ferguson Hall Addition (Minneapolis): Construct an addition housing a 1,250-seat concert hall and support space for a variety of uses within the School of Music. **\$6,722,000**

6. Campus Center (Duluth): Build a two-story campus center to house the Department of Mathematics and Statistics, the College of Education and Human Service Professions, and the Achievement Center; convert the existing pedestrian concourse into office space; build a new concourse. **\$13,110,000**

7. Recreation and Aquatics Center (Minneapolis and St. Paul): Complete current recreation and aquatics building projects; renovate Cooke Hall; renovate Peik Gym; upgrade St. Paul Gym to include a new pool and six handball/racquetball courts. **\$13,000,000**

8. Renovation of Vacated Electrical Engineering Building (Minneapolis): Remodel the old EE building to accommodate expansion of the Department of Mechanical Engineering and the Institute of Technology administration. **\$16,491,000**

9. Architecture Addition and Renovation (Minneapolis): Renovate the existing Architecture Building and build an addition to house classrooms, design studios, laboratories, offices, a lecture hall, and a library. **\$18,293,000**

10. Veterinary Diagnostic Laboratory (St. Paul): Remodel and update existing space; build an addition to ease crowded and unsafe conditions. **\$8,467,000**

11. Agricultural Operations Management Center (Crookston): Construct an arena, livestock barns, an animal science classroom and laboratory, various offices, and feed and equipment storage spaces; establish a telecommunications hub serving the campus and the region. **\$5,106,000**

12. Campus Center/Food Service Building (Waseca): Enlarge and remodel food service facilities; build an addition that will serve as a student center and central reception area. **\$4,174,000**

13. Student Center Remodeling and Addition (Morris): Renovate Edson Hall; build an addition to house offices for student organizations, eating and lounge areas, study space, a ballroom/banquet facility, and a campus information center. **\$3,980,000**

14. Minnesota Agricultural Experiment Station (Statewide): Build or remodel greenhouses, storage facilities, research facilities, roads, and parking areas at various research centers and experiment stations; purchase land for the Lamberton station. **\$3,237,000**

Total: \$129,166,000

Chair's column, from p. 3 revisions; and in the College of Liberal Arts, language proficiency, writing across the curriculum, world studies, and cultural pluralism.

Much remains to be done. A review of liberal education on the Twin Cities campus will soon begin with the goal of setting general education requirements appropriate to the challenges of the 1990s.

Liberal education, with the arts and sciences at the center of all baccalaureate programs, complemented by the specialized training of the professional disciplines, will permit students to approach subjects from both humanistic and professional perspectives.

Such is the broad outline of the initiative proposed by President Hasselmo. From this flow a number of issues: integration of knowledge, values and ethics, multicultural education, differing modes of inquiry, improvement in basic skills, and coordination with K-12 and other components of higher education as a partial list.

While much has been done and important efforts are underway, the issues remaining are formidable. It is fair to ask, Is the faculty prepared to take up this challenge? Or, put differently, Given the new preparation requirements, enrollment targets, and increased tuition, are we prepared to provide undergraduate programs commensurate with these conditions?

My own answer is a guarded yes, for the following reasons. Compared to many other peer institutions, undergraduate education at the University of Minnesota by necessity has tended to remain a central concern. If adequate resources are provided, it should be possible, under the enrollment targets established, to respond effectively to the president's initiative—provided that faculty accomplishments in improving undergraduate programs are appropriately recognized and rewarded. Moreover, it must be done with due regard for the health of the research/scholarship and service components, for these provide the intellectual capital by which the needs of society are served. ■

□ NEWS

As we go to press, it is expected that the regents will approve the appointment of state senator Donna Peterson as the new **Director of State Relations**. She replaces Tom Nelson, who left the University in December to become Minnesota's Commissioner of Education. Peterson (DFL-Minneapolis) entered the senate in 1982 and has been the senate majority whip since 1987. She will resign her senate seat to take the full-time position at the University.

Although Peterson will not be

expected to take charge of the 1990 University bonding request, she is expected to provide a valuable bridge to the legislature. "In many respects, Donna can jump right in and be involved right away," says interim state relations director Vik Vikmanis. "She knows the legislative process."

Since Peterson's district includes most of the Minneapolis campus, she knows a good deal about the University as well. During the session she will divide her time between assisting Vikmanis and preparing the biennial request for next year.

A task force has been appointed to investigate the feasibility of **extending the probationary period**. The task force is on a rigorous schedule and will submit recommendations on April 16. If you have comments or concerns about the issue, they should be directed to the group as soon as possible. The members are: William Gerberich, chair, (612) 625-8548; Carl Adams, 624-5220; Richard Brunning, 626-5704, 626-3196; Sandra Christenson, 624-0037; Frank Enfield, 624-7706; Richard Epley, 624-1735; Margaret Etter, 624-5217, 625-4385; Mariam Frenier (Morris), (612) 589-2211 x6187; Susan Harlander, 624-5335, 624-9224; Susan McClary, 624-0298, 624-5740; W. Phillips Shively, 624-4395, 624-4144; and Amos Deinard, ex officio, 627-4325.

FOOTNOTE

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FOOTNOTE

□ January 30, 1990

□ Volume 3, Number 11

□ Published by the Faculty Consultative Committee

Can CLA be Divided?

The proposal to divide the Twin Cities campus' College of Liberal Arts (CLA) into a College of Humanities and Fine Arts and a College of Social and Behavioral Sciences first appeared in *A Plan for Focus* in 1987. Its architects were a specially appointed task force headed by physics professor Charles Campbell. The idea quickly gained support among some faculty and administrators, then languished after Ken Keller's departure. At the behest of President Hasselmo, who oversaw a similar organizational change at the University of Arizona, the idea has been revived; but in the two years since the CLA assembly first endorsed the proposal, the college has had a change of heart.

A recent article in the *Minnesota Daily* seemed to indicate Hasselmo and provost Leonard Kuhl were strongly in favor of pushing the measure through in spite of the CLA assembly's opposition. According to various administrative sources, neither Hasselmo nor Kuhl meant to imply such a commitment. The decision will hinge on several factors, including its political consequences and the opinion of a new provost for arts, sciences, and engineering, due to be appointed and approved early in February.

Although the division of opinion may seem to fall neatly between central administration and the faculty, the reality is not that simple. Some administrators are undecided on the issue, and some opposing CLA faculty would support the split if it were accompanied by a significant increase in resources.

To complicate matters further, the School of Music has argued for a professional college of its own, seeing little advantage for its disciplines in either option under consideration.

The original hope for a major infusion of funding has died. President Hasselmo has said that the split proposal should be "resource-neutral" and stand or fall on its own merit—a sound enough suggestion, but one that deprives the proposal of much political momentum.

There are no easy solutions for a college whose size and diversity are both its strength and its weakness. "CLA is just one hell of a big college," says associate vice president for academic affairs Ed Foster. "It's 500 and some faculty, 15 or 16 thousand students. It's asking a lot for a single dean to pay close attention to maybe 40 different departments and program chairs that report to the dean. So there's at least some serious question as to whether it's just too big for a dean to be able to watch over all of its affairs at once."

If a division took place, most likely some of the CLA dean's judicial and advocative responsibilities would pass to the vice provost, and each new college dean could devote more energy to developing and sustaining fewer, more focused programs. Associate deans could have intimate ties with small clusters of departments and units, encouraging a bottom-up, grass-roots style of administration.

Many faculty worry that the split would simply increase bureaucracy. "There are certain minimal structures that each dean needs, so we could end up with more resources going into administration rather than supporting academic programs," says CLA acting dean Craig Swan.

Size has its advantages, Swan says. The college supports an office of research and development, which helps faculty with fund raising and research contracts and grants. Smaller colleges would not have the central resources to offer such a

service. Swan believes that this sort of service, as well as the college's network of associate deans and assistants, serves its diverse constituencies well. "It is important that there be a broad representation in the dean's office across the breadth of the college," he says. "If you look at the associate deans and so on, you'll see that we try for that breadth—not always in the sense of constituency, but in the sense of having personal familiarity across the range of the college."

CLA administrators worry that the two new colleges would be geared toward upper-division education, leaving freshmen and sophomores with less guidance on choice of curriculum and with little incentive to look far afield. "In separate colleges you'll find that if students go to change majors they're going to end up sometimes needing to change colleges, which can make for less flexibility and more rigamarole for the students to go through," Swan says. "There's a lot of exploration within CLA, and I think a unified college makes it easier for students to do that."

Swan is also concerned about the implications a split would have on the common entry point for freshmen. He fears there might be an attempt to set up a student advising organization separate from either college to deal with undecided students. "I think that advising is better if it is closely connected with colleges that have major curricular responsibilities," he says.

Despite its administrative unity, the college still displays the profound schism that inspired the Campbell task force's recommendation in the first place: namely, the difference in quality and reputation between the University's traditional humanities departments and the social sciences. A number of

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CLA, from p.1

the latter are considered among the best in the nation—economics, political science, psychology, and geography, for example—while the humanities fight to reverse a long decline. Certain things seem to point to that decline. No new building has been built for the humanities in decades. Funding is low. "There's also the feeling that many kinds of grant proposals are couched in terms that seem to favor the social sciences, since many of the collegewide committees are dominated by social sciences," says English chair Peter Reed.

Critics of the system are quick to point out that a long line of deans and associate deans have come out of the social sciences, but Swan takes issue with any implication that former deans have favored their own academic domains. The humanities question is one that every dean has wrestled with, he says, and there is good evidence that improvements are under way.

FOOTNOTE

Volume 3 Number 11
January 30, 1990

Managing Editor: Rabun Taylor
Design Consultant: Dawn Mathers

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Footnote is intended as a communication forum for its entire readership, not as an official document of the Faculty Consultative Committee. Letters on University issues are invited from faculty and administrators. Letters selected for publication, which may be edited for length, in no way reflect the opinions of *Footnote's* publishers. It is suggested that letter writers limit themselves to one double-spaced page. Send letters or inquiries to *Footnote*, 6 Morrill Hall, 100 Church Street S.E., Minneapolis, MN 55455 (612) 624-6065.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, religion, color, sex, national origin, handicap, age, veteran status, or sexual orientation.

"Because the social sciences have a stronger national reputation, it is very likely that *any* dean, regardless of origin, would say, 'My first priority is to protect what I've got, and I've got strong programs in the social sciences,'" Foster says. "So it would be very hard for the humanities to rebuild without a spokesperson and manager for them alone, who is concentrating on the welfare of those programs. You could conduct a national search and get some really dynamic leader for the humanities if you split CLA."

So if there is one overriding reason for proposing the split, it is this: to get the humanities on their feet, to make them autonomous, and to give them their own dean surrounded by a strong advocacy system.

This message seemed attractive when the proposal was first introduced to CLA faculty in 1987. But the faculty had not forgotten one of the Campbell task force's other proposals, namely the infusion of significant resources into the college's historically overextended and underfunded programs. The proposal to split the college was in fact dwarfed by this recommendation, which was deemed so important that it called for the closing of the School of Dentistry and the College of Veterinary Medicine in order to reallocate funds to the arts and sciences. When it became clear that no significant budgetary increases were forthcoming, the faculty lost their enchantment with the idea of the split as well. "There's the argument that the serious trouble we're in is basically a financial problem, and don't try to come up with silly procedural solutions to what are basically financial problems," Foster says. To many faculty the risk of a traumatic division without a promise of significant new funding simply cannot be justified.

And the risk seems high, especially on an intellectual plane. Defenders of the current arrangement argue that in the age of modern interdisciplinary scholarship, the line of definition between humanities and social sciences cannot—and therefore should not—be drawn. "The research methods of the humanities are increasingly like those of the social sciences," Foster says. "The Humanities

program itself is a social science if I ever saw one. And the college is just bursting with interdisciplinary programs that span these two categories. Scandinavian studies is a blend of history, political science, and literature—and the same is true for the other area studies." The departments of philosophy, history, anthropology, sociology, speech communication, linguistics, and many others could be categorized either way depending on the faculty member you asked.

Compelling these departments to affiliate with one college or the other could have several ill effects. It could create disunity within departments, isolating and discouraging faculty who identify more with the intellectual mission of the other college. It might cause the departments to narrow their focus. And it might encourage students to stay within college curricular boundaries, lessening their exposure to a broad range of topics and techniques.

If departments chose a college voluntarily, they might simply crowd into the new social and behavioral sciences college. "A lot of people in this department have said rather cynically that if they voted, they would vote to take English into the social sciences—just out of the sense that it's going to be an economic disaster for whoever is left in the humanities," Reed says. "You want to go where the money is."

In the event of a split, CLA's interdisciplinary programs, traditionally one of the college's strengths, would essentially become extracollegiate. "There is a concern that when you divide into two colleges you create boundaries that make those programs more difficult to continue," Foster says. "You can no longer go to one dean to arrange for a faculty member in department A to teach in interdisciplinary program B; you've got to negotiate between two deans or float it up to the vice provost for resolution.

"One answer is to say that's exactly what the vice provost is for—I've heard Nils give that answer," Foster continues. "And that argument of enormous barriers being created by having programs that go between colleges is not an overwhelmingly important one in my view. We can point to a lot of

interdepartmental programs that go between colleges very successfully already—between IT and the Medical School, between IT and CLA, between Agriculture and Biological Sciences—they're all over the place. They are successful, vigorous, growing programs that the intercollegiate nature doesn't seem to handicap."

But there is deep skepticism in the college that this kind of success can carry over to the underfunded programs of CLA. These programs are largely geared toward undergraduates and do not carry the high-power, self-sufficient image of research-oriented programs.

"Here I am appointed in history, very active in both women's studies and American studies, and my experience is that it's extremely difficult

to free people up to teach across collegiate boundaries," says Sara Evans, director of the Center for Advanced Feminist Studies. "Colleges have budgets. When one of their faculty teaches somewhere else, they see that as a loss of resources. Within CLA it's hard enough getting *departments* to do that. But the college administration has a sense that teaching in interdisciplinary programs benefits us all, so it is willing to provide some incentives and try to establish norms that make it a good act of citizenship to do that. But if you create two colleges and set them in competition with each other for resources, then that becomes extremely difficult."

There is a good deal of sentiment

in CLA that the college is finally putting its own house in order, and that a split would simply foul up the process of change. "People seem not to be very aware of what's been going on in CLA and the potential that's here," Evans says. "Things are under way, and the task now is to harness the energy that's there rather than damage it."

The college is revising its curriculum, changing its requirements, and working to establish a common entry point for freshmen. This latter point involves strengthening advising and curricular ties with other colleges carrying undergraduate responsibilities. The college has changed its governance structure and constitution, streamlining its decision-making mechanisms and redefining the role of its budget participation committee to encourage participation across the college. "I think we've simultaneously strengthened our expectations of the dean's capacity to act and strengthened faculty participation," Evans says.

"It's too easy to cast those who oppose the split in CLA as stick-in-the-muds who don't want to change anything. But there's very strong feeling that this is the wrong change," she continues. "The fact is, we keep speculating because we don't know what a split would do. The debate in the history department has been, Would we go with the stronger side or the weaker side? Would we vote on where our identities are—which means that the department would just divide itself in half? I think all the debates about resources are highly speculative. What is important is that there be good leadership, so that resources are put to good use—that's a legitimate concern on the part of the administration. But I can't see how splitting the college is going to ensure good leadership, especially in light of the demoralization it is bound to produce."

--Rabun Taylor

A Chronology of the Proposal

Spring 1987: The Campbell task force report recommends that CLA be divided into two colleges, one for humanities and arts, the other for social and behavioral sciences. It strongly endorses radical reallocations to improve funding of these colleges. It also recommends an overarching Academy of Literature, Sciences, and Arts.

Fall 1987: The Task Force on Collegiate Structure recommends a split in the college, but only in the event of a large infusion of money.

December 1987: The CLA assembly resolves that "we view with favor the recommendation . . . that CLA be divided into separate colleges." But it suggests that the decision wait until the academy is established and budgetary decisions are made.

February 1988: The Academic Priorities document supports "fundamental structural change, namely that the College of Liberal Arts shall be divided into two colleges. . . ." It suggests modest improvements in resources for the proposed colleges.

March 1988: The CLA assembly,

arguing that its previous resolution "was conditional on the resolution of questions about structure and funding," withdraws its support of the proposal. Questions are raised about how interdisciplinary departments and programs could be defined to fit one college or the other. The resolution also criticizes the proposed funding, which is "significantly lower than we were led to expect during the time that support was building for splitting the college."

Fall 1989: Acting provost Shirley Clark asks the college for faculty opinions on the split. Acting dean Craig Swan asks all departments and programs to vote on the issue and submit summaries of the arguments. Respondents overwhelmingly oppose the split, with the exceptions of English and political science, which divide almost evenly for and against. Music argues strongly for an independent college of performing arts.

November 1989: At the CLA assembly, Provost Kuhl requests a straw vote to see who supports the split. None of the roughly 60 members present votes in favor; five abstain.

Editor's note: This article is meant to present some of the more salient points in the debate. It is not intended to represent each point of view in proportion to its number of adherents, or to imply that all the stated opinions are volunteered without reservations. ■

□ THE CHAIR'S REPORT

By Warren Ibele
Chair, Faculty Consultative Committee

This issue of *Footnote* reports on the current state of the discussions regarding the proposed reorganization of the disciplines found in the College of Liberal Arts. Time and space severely limit what can be written about an issue that is complex, historically ambiguous, and hardly immune from campus politics. There are strongly held opinions about the proposal. This is not surprising, since it affects the largest college of the University—one which most, if not all, faculty hold to be central to the University's purposes. And there are shades of difference and distinctions that are important but blurred in the debate. Nevertheless the article captures some important points. Other related points, which may

need further examination, occurred to me on reading the article.

- There is something of a resurgence of the liberal arts within academia. Some institutions are modifying their commitments to liberal education; others make headlines for rediscovering the liberal arts and pledging fealty to them afresh. Even the "attack of the killer B's" (Bennett, Bloom, and Bellow) has at least raised public interest about liberal education and stimulated discussion about its nature and purposes. This is all to the good; disinterest is a harbinger of neglect.

- The Campbell committee's estimate of the resources required to restore health to the arts/sciences/humanities core of the University was so high that it dramatized the need through a draconian proposal to eliminate two colleges. Before an investment on such a scale can be made, there ought to be a plan for ensuring its effectiveness. In particular, since the strengthening of the arts and humanities is of special concern,

what are the objectives for these disciplines? If these were clearly articulated and widely underscored, they could inform the debate on organization.

- The strength of the individual disciplines in CLA is no less important to the University as a whole than it is to CLA alone. As a home to the liberal arts the college bears an important responsibility for nurturing the departments and programs it administers. But as an advocate of liberal education it must also be able to join with other colleges in activities that fulfill the purposes of liberal education. The debate is not simply one between CLA and the administration; it should be well enough defined to involve the entire university community, which has much at stake in the decision.

For these reasons the Faculty Consultative Committee is interested in the discussion in progress and will continue to inform itself about the various approaches to organizing the disciplines of the College of Liberal Arts. ■

FOOTNOTE

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FOOTNOTE

February 13, 1990

Volume 3, Number 12

Published by the Faculty Consultative Committee

An Interview with Vice President Leonard Kuhl

Leonard Kuhl became senior vice president for academic affairs and provost of the Twin Cities campus in September 1989. Before coming to Minnesota, he served as divisional dean for the physical sciences in the College of Letters and Science at the University of California at Berkeley, and then as the provost and dean for that college.

Footnote: *What are the principal goals you hope to achieve during your tenure as vice president?*

Kuhl: There are several large-scale goals. Coming from another university one has a different perspective on how the place is run and what goes on here, and I just feel the University of Minnesota is really a first-class research institution, and certainly among the top such institutions in the country. But it could actually be better. We have a lot of very fine programs here. But there are also certain other areas that have drifted downhill a bit, and with a little bit of attention I hope that we can get them back up. I don't think we should be trying to reach number three in the Big Ten; we should really look at being the number-three public institution in the country. And I certainly think that with proper selection and direction we could be giving places like Berkeley or Michigan a real run for their money in research.

Another topic, of course, is the president's undergraduate initiative. We just got a new vice provost, Anne Hopkins, and she will be playing a major role in all of this. She has two big areas of responsibility: one is undergraduate education in its most general terms, and the other is serving as line official for arts, sciences, and engineering. I can see a lot of things to be done to improve the lot of the undergraduate student. This is not to detract

from graduate education—the two are intimately linked. But undergraduate education, I think, has certainly suffered in recent years and its problems have been well publicized. So there are a number of areas for improvement. One is revamping the admission procedures—the Council of Undergraduate Deans is working on that already—making this a more humane place for the undergraduate. Warren Ibele and I also just appointed a task force on liberal education, which is going to look at what we expect an educated University of Minnesota graduate to experience. Also, there is the issue of improving advising and counseling—getting more cooperation from the individual colleges that deal with undergraduates. I'm certainly glad to say that Pete Magee and Dave Taylor, who head up the Council of Undergraduate Deans, together are a great revitalizing force in that area. So I'm optimistic that a lot of that is going to be done.

We're going to need some increase in resources—there's no question about that. The president has made it clear, and obviously I go along with him, that we will be making an increased commitment of resources to undergraduate education. We've got to put money into advising—the student-to-adviser ratio is terrible—and I can also see the faculty playing a much greater role in that whole process.

Another topic that has come up is the whole faculty evaluation of the reward system. We have a merit-based system here ostensibly, but I feel that it has not been funded adequately. An ideal merit-based system would have enough funding for a cost-of-living increase. Whatever the state decides is appropriate I think everybody should get, because you've got a right to a certain salary level with respect to

cost of living. But then there should be additional money to reward faculty for outstanding performance. Also, the present system focuses so much on research, and we need to look at rewarding great public service, teaching, and major efforts to promote the University's overall goals. And that means that we really have to look at some kind of more formal evaluation procedure for faculty and administrators. As I understand it, there really isn't a formal review, other than an annual, often perfunctory one, after a person is promoted to full professor. So I think it's very important to institute some kind of review system, especially in light of eliminating the retirement age. I'm not suggesting that they be made every year, that's too often—but maybe every three or five years. You can't have a review of faculty members just because they happen to be turning 70. You really have to have a system that operates all along the way.

Footnote: *You've made some pretty strong statements about revising the faculty salary system.*

Kuhl: If a [merit] system doesn't have adequate funding in it, faculty can go off and generate offers. The best faculty can always do that, because that turns out to be the only way they can get decent salary increases. The real problem is not enough money for salaries, and not enough appropriate review along the way. So I'm going to be putting a group together to look at the salary structure. In order to make such a system work, it's going to require a rather huge infusion of money from the legislature to reduce a lot of salary differentials that are too large right now. So we want to have a good look at that and come up with recommendations and cost estimates, and then ultimately make a really strong

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Kuhi, from p. 1

pitch for increased funding. But what the likelihood is of doing that, or when we're actually going to do it, isn't clear. The state budget prognosis doesn't look very good right now.

Footnote: *Will this group address itself to salary inequities between disciplines?*

Kuhi: Yes. And that's not to say that everybody would have absolutely the same salary scale, because you have to recognize market and discipline. You'll never have a humanities professor's salary that's the same as a medical professor's, because you have to compensate in some way for the fact that a medical professor is really making some kind of sacrifice from private practice. And market forces too would probably dictate higher scales for the law school and business school than for the humanities. But at least in areas that are sort of comparable, like humanities and the social sciences, there should

really be fair and comparable salaries. And right now, it seems to me, there are some incredible inequities. So that's certainly a long-term goal, and it's going to require a lot of exploratory work.

Footnote: *What are the prospects for the 1990 legislative session and beyond? And what other state-related challenges are you concerned with?*

Kuhi: There have been projections of a significant deficit for the coming year—\$160 million is the number that's been thrown around. I don't know yet what that will mean. The possibility of rescission might be significant, but I don't have enough experience here to make predictions. Then there is the much more serious question of what's going to happen in the next biennium with this looming \$1.3 billion potential deficit, which comes from tails that programs have initiated at low cost and then must rise to full funding, plus the property tax reform bill—which I think accounts for about \$800 million of that. I think the problem is so enormous that the legislature's going to have to do something about it.

Another area that I'm concerned about is MSPAN [Minnesota Postsecondary Access Network]. Bob Carlson and I are looking at issues such as mission differentiation among the different systems of higher education in the state. I feel very strongly that the University should be the only doctorate-granting institution. And then issues of differentiation among the different units within the University system, future growth of the other campuses—a whole host of issues—are occupying a fair chunk of time, too. Ultimately it all ties together into what the University's role should be as a major public institution of higher education and a land grant college. We want to make sure that we offer an opportunity to students across the state. And we talk about access to graduation as being the more important goal, not necessarily access to the University as a freshman.

Footnote: *Will the University find itself at odds with other higher-education institutions in the state on these issues?*

Kuhi: Well, on some of them. I know there's at least one state

university campus that would like to offer doctorate degrees. It's an issue that we're going to have to face head-on. One of the biggest points in our favor is that the University really sets the standards for higher education, and certainly for graduate work and research. Secondly, as far as cost is concerned, the University is already funded to put on research programs. To do that at the state universities would require enormous increases of money just to set up the physical facilities—a lot of duplication of effort. But also, the hidden cost that isn't so obvious is that the teaching load would change [requiring more faculty for the same teaching responsibilities]. You're talking about enormous increases in funding that the state can't afford. So we really have to define our various roles quite clearly.

Footnote: *The Research Executive Council has an aggressive agenda, which includes considerable expansion of research efforts. What are your feelings on the direction in which research should go?*

Kuhi: There's no question that we have to nurture and improve research. The Research Executive Council has come up with a policy on indirect cost recovery, which has been a really sore issue around here. Some of those indirect cost dollars can actually be used centrally to encourage new grants. So we have a continuing obligation to do that, and I think we need to encourage initiatives on the part of the faculty wherever we can. We need to have a much more clearly understood policy as to how large matches should be and how large central University commitments should be. That's not to say that they're too large or too small, although I think they've been too large in the past. We do have limited resources, but we want to encourage new initiatives, obviously. Because of the very entrepreneurial nature of the faculty in getting research grants—which is wonderful—we are constantly faced with new demands on space. With limited dollars available, one can't just expect the University itself to constantly add space for individual research efforts. Again, there needs to be some sort of overall policy that guides the allocation of space and resources. The possibility arises that one could

FOOTNOTE

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Managing Editor: Rabun Taylor
Design Consultant: Dawn Mathers

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The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, religion, color, sex, national origin, handicap, age, veteran status, or sexual orientation.

generate space and pay for it by having certain agencies allow the grants to pay for it. At any rate, it's clear we're not going to get much in the way of major capital funds from the legislature.

Footnote: *The administration is asking for a 2-percent reallocation of funds from units at the University. What will the money be used for—Academic Priorities?*

Kuhi: There are two areas into which it's going. First, it will help to provide adequate salary increases for the faculty and staff. Second, it provides some central flexibility so that we can actually consider making programmatic changes. Part of that is reflected in Academic Priorities, and part is the need to put money into improving undergraduate education, which isn't going to be cheap. Part of it is to honor commitments to strengthen certain colleges. We haven't really decided how it's all going to come out—but, for example, adding a core of advisers to make the common entry point system work will easily cost several hundreds of thousands of dollars.

We're also doing this to encourage colleges and units to take a good hard look at what they are doing themselves. Some colleges have done that in a very concerted way; others, I think, really need to start doing it. There are a lot of problems with that 2 percent—we obviously can't continue doing it forever. But in the budget hearings this morning we got a very clear message that perhaps it would be far better just to say that for the next five-year period every college should plan for a 2-percent cut from the base each year; then, if some year we didn't have to do it, they could keep the money. That would then allow colleges to plan on a longer time scale. I understand that this presents a lot of problems, but the flexible money we have now is so insignificant that we'll have to have more if we're actually going to initiate programmatic change.

Footnote: *You've shown some concern about the way core undergraduate curricula are established. What changes can you suggest?*

Kuhi: Right now, as far as I can make out, there is no University-wide or campuswide body that even concerns itself with these issues. So one of the probable side effects of

the task force will be to reinstitute the old Council of Liberal Education, which would then have some power to oversee what the individual colleges are doing in the area of liberal education. The task force has people on it from CLA, IT, Agriculture, Health Sciences—completely across the board. We want to get the professional schools a little more involved in this area too, because I think they have an awful lot to contribute. That means breaking down some of the barriers that we have in the way right now. As I understand it, right now a single department can just vote to get rid of certain courses. Supposing we had a set of requirements saying that certain units should offer certain courses [that the council agrees are necessary]. An individual unit surely cannot have authority to just add or throw out courses willy-nilly. This really requires individual departments or colleges to take a more University-wide look at things. I'm really encouraged by the very cooperative role in which the undergraduate deans seem to be working. So it's an ideal time to try to improve the undergraduate's lot.

Let me add a concluding remark. It's been a real pleasure to come here, and certainly to work with Nils, and the Faculty Consultative Committee and other groups. I think the University is a fabulous institution, but I also think that there are great opportunities for improving it. We just have to take the initiative. I've been very impressed by the quality of the programs I've had a chance to visit. It becomes more and more impressive to me—not just the quality, but also the scope of what goes on here. The University literally covers the state. There's a great tendency not to brag about what goes on here. But there are a lot of bright lights here—a lot of them.

□ NEWS

The **Tuition Study Group** issued a report in February recommending that the University establish a single undergraduate tuition rate for each campus. As a first step, the report suggests, the University should establish a uniform upper-division

rate, eliminating the tuition disparities between colleges that might discourage some students from pursuing the more expensive disciplines. According to the report, the current arrangement, where tuition varies only between colleges, misleads students into thinking that all programs within the colleges cost about the same.

The group considered several options, including keeping the current arrangement, before deciding to recommend a single rate.

□ THE CHAIR'S REPORT

By Warren Ibele
Chair, Faculty Consultative Committee

Intercollegiate athletics was the first item on the regents' agenda for their February meeting. Concern arose because of the proposal to construct a new arena and the University's record over the past decade in complying with NCAA rules and educating its student athletes. Proposals for reform—both modest and radical—are proliferating nationally out of a sense that the enterprise is out of hand.

Faculty sentiment on the Twin Cities campus was measured most recently last spring. The Task Force for Review of Twin Cities Campus Support and Service Units reported the survey results from a random sample of 750 faculty. The results showed that faculty have limited involvement in intercollegiate athletics both as spectators and as instructors of athletes. Most had little interest in becoming more involved. The attitude toward intercollegiate athletics involved considerable disapproval and disillusion with the status of athletics on campus, and reflected a general concern about the exploitation of student athletes. Many respondents proposed reforms, ranging from modest changes to the elimination of athletics altogether.

The regential review of intercollegiate athletics is timely. National concern, the increasingly active role of University presidents, the stead-

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ily increasing costs of sustaining the various programs at their current scale, and the pressure on athletes and coaches argue that changes are in order. Those changes, in addition to affirming the validity and integrity of academic standards, need to provide just and equitable treatment of the athletes involved, including a chance for them to succeed academically.

There are important values to be discovered in sports and games, values that complement intellectual pursuits. They have little to do with stadia and arenas, entertainment, gate receipts, P.R., or winning. Some of those values are illuminated in David Halberstam's little book, *The Amateurs*: self-discipline and self-knowledge, team play, engagement, and the satisfaction of having acquitted oneself honorably in competition. Our highest priority in athletics should be to give as many students as possible the opportunity to explore and discover these values for themselves. Nor should these values be overlooked for those athletically gifted students who comprise the various intercollegiate teams. As O.J. Simpson once remarked, "Fame is vapor, popularity is an accident. Money takes wings. The only thing that endures is character."

It is important that faculty views on this matter be heard, for academic values and standards are clearly involved. The specific reforms that emerge will be decided

Call for Nominations

The Senate Committee on Committees needs help now with nominating persons to serve on Senate and Assembly committees beginning July 1. The committee is especially interested in learning about people who could contribute to a particular committee but who may not have been active in University governance before. The new Senate/Assembly committee structure has increased the importance of each committee position and thereby makes the nominating process especially critical. The committees and the number of open positions for each in 1990-91 are as follows:

All-University Honors: 1 Faculty/PA, 3 students
 Computing and Information Systems: 5 faculty/PA, 2 students
 Educational Policy: 4 faculty/PA, 5 students
 Equal Employment Opportunity for Women: 2 faculty/PA
 Faculty Affairs: 6-8 faculty/PA, 2 students
 Finance and Planning: 2 faculty/PA, 4 students
 Intercollegiate Athletics: 2 faculty/PA, 3 students
 Judicial: 10-15 faculty/PA
 Library: 5 faculty/PA, 4 students
 Physical Plant & Space Allocation: 2 faculty/PA, 2 students
 Research: 2 faculty/PA, 3 students
 Services for the Handicapped: 2 faculty/PA, 2 students
 Social Concerns: 2 faculty/PA, 7 students
 Student Affairs: 2 faculty/PA, 9 students
 Student Behavior: 6-8 faculty/PA, 10 students
 Support Services: 2 faculty/PA, 4 students

The deadline for nominations is March 14. They can be mailed or phoned to Martha Kvanbeck, Senate Office, 427 Morrill Hall, 100 Church St. S.E., Minneapolis, MN 55455, (612) 625-9369.

by several interests acting in concert. But if the faculty do not state clearly what is academically acceptable no one else will. It is my clear sense that the faculty strongly supports specific steps to

reform the most egregious aspects of intercollegiate athletics. The special committee of regents, faculty, and students formed to consider the issue has taken up a most important task.

FOOTNOTE

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FOOTNOTE

February 27, 1990

Volume 3, Number 13

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Reforming Intercollegiate Athletics

To the surprise of many, intercollegiate athletics in the United States may finally be poised for reform from within. At the annual meeting of the National Collegiate Athletic Association (NCAA) in January, the executive director urged radical changes in the embattled institution of big-time college sports. These include curtailed recruiting, probation and tenure for coaches, significant reductions in the demands on student athletes' time, improved academic support for athletes, and a certification system that would compare the academic performance of student athletes with the rest of the student body. At the same meeting, in what was seen as a moral victory for the academics, the NCAA presidents' commission pushed through several rule changes. Most significantly, the new rules will cut Division I and II spring football practice by a third and shorten the practice and playing seasons in all intercollegiate basketball programs.

A few days later, the Faculty Council of the University of North Carolina proposed that the universities in its own athletic conference drastically cut the lengths of their sports seasons and the time demands on student athletes; do away with freshman eligibility; award student financial aid to each sport in proportion to the graduation rate of its participants; and keep close tabs on booster clubs' budgets. If these measures were not adopted by the conference in five years, the council proposed, then North Carolina should adopt them unilaterally.

Minnesota's own Big Ten is something of a leader in implementing new ideas; for example, it alone among Division I conferences distributes regular-season television revenues equally among its member institutions. "Northwestern makes the same amount as Michi-

gan, even though Michigan might be on television several times," says Law School dean Robert Stein, who is faculty representative for University Men's Athletics to the Big Ten. "The same thing applies to football bowl games. The Rose Bowl is overwhelmingly the most lucrative bowl; it makes about \$12 million in revenues, and that is shared equally between the two competing conferences, the Pacific Ten and the Big Ten. So five or six million dollars comes to the Big Ten, and that is divided equally among all of the schools. The Big Ten school that participates receives expenses, but beyond that it receives the same share as the other nine schools."

The Big Ten's influential presidents' council, of which President Hasselmo is a member, is pushing hard for other reforms both within the conference and in concert with a coalition of conferences that would set precedents for athletic standards nationwide. "There is a strong sense of urgency in the presidents' council," Hasselmo says. "If these efforts do not bear fruit, and we don't see substantial changes, then we are not achieving reform."

The conference's first order of business is to establish a platform of principles that it can take to a coalition meeting with the Pacific Ten and the Atlantic Coast Conference in the spring. The coalition will then debate the principles and restate the ones it endorses in the form of legislation to be brought before the NCAA in next year's annual meeting. "If we can't get the legislation passed, then we can just say, 'OK, we're going to do it ourselves,'" says women's athletics director Chris Voelz. But she hopes the coalition of conferences and the NCAA will be receptive.

Representatives of the Big Ten met last week to create the plat-

form. As we go to press, the platform has not yet emerged; but many of the most fundamental issues of reform were discussed, including setting limits on freshman participation in intercollegiate athletics, judging coaches by standards other than athletic performance, doing away with special admissions standards for student athletes, and limiting coaches' entrepreneurship opportunities. "Should coaches be allowed to have their own shoe contracts? The university does not benefit, and yet the reason they have commercial contracts is because they're part and parcel of the university," Voelz says.

Voelz hopes the University can lead the way in a more global reform issue: fair and equal regard for women's athletics. Minnesota, one of the few institutions of its kind to have directors of equal status for men's and women's athletics, has built an excellent women's program under Voelz's direction. Compared to men's athletics, it still receives little attention and even less money; but as a model for reforms that officials are still struggling to implement in men's athletics, it seems a likely place for the germination of a nationwide effort.

"I'm used to reform," Voelz says. "I've been involved in it my whole life. If you're a woman in athletics, you've always wanted reform. So I'm hoping that one of the reform planks across the nation will be to treat women more equitably. For example, we could share the billion dollars that NCAA men's basketball gets through television revenue by kicking back money to institutions who commit themselves to having a primary women's athletics administrator.

"I'm a little distressed that the

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Athletics, from p. 1

conference as a whole has not taken up this whole issue. I was able to get one issue out of 25 on my committee's agenda at the Big Ten meeting, a little plank that says, 'Hey, folks, let's consider quality and quantity. Not just, do we have women's basketball, but, do we have a broad-based program that treats women in an equitable manner?' But I really have faith that President Hasselmo is going to be one of the flag bearers for the notion that this is the perfect time to deal with the issue."

President-to-president persuasion may be one of the most effective methods for instituting changes of this magnitude. The 1990 NCAA meeting showed that presidents can make a difference, and many presidents are sympathetic to issues such as women's equity. "Ultimately, the president is the person who represents the institution to the NCAA, so if the presidents will assume responsibility in these

areas, they should have it within their power to commit their institutions," Stein says.

The faculty themselves are not without power to improve intercollegiate athletics. Although it has only limited legislative and executive powers, and is occasionally seen as a token body with little objectivity or clout, the Assembly Committee for Intercollegiate Athletics (ACIA) has done much to institute internal changes. For instance, ACIA has recently overseen the implementation of detailed recommendations made by a 1986 task force examining problems in University of Minnesota intercollegiate athletics. Most of the recommendations have been acted upon in some form; for example, the University has set the minimal acceptable GPA for eligibility at 2.0 (versus 1.8 for the Big Ten); many programs offering support to student athletes have been established; a drug education program is in place; and the athletic programs now have a compliance officer.

But a few of the recommendations, such as freshman ineligibility and training coaches in social development and cross-cultural understanding, have not been implemented. Moreover, some feeling exists that the time is ripe to look at broader possibilities that may have seemed impractical in 1986, such as tenure for coaches and radical redistribution of athletic revenues within the University.

Not all opinions are so sanguine. Some faculty have argued for years that intercollegiate athletics are a thinly disguised profit-making enterprise that exploits its athletes by denying them a decent education on the one hand and a share in the profits on the other. At the winter Twin Cities Campus Assembly meeting, delegate Hans Weinberger proposed an amendment to the bylaws calling on the Assembly to "cease to pretend to exercise control" over the major revenue sports and allow them to become private professional enterprises. Although the amendment failed, it received considerable support among faculty delegates who have grown frustrated by their governance system's apparent inability to control the most serious abuses of intercollegiate athletics, such as unscrupulous recruiting, overzealous boos-

terism, exploitation of student athletes, and academic double standards.

Last month, Regent Alan Page lamented what he saw as the Board of Regents' "business as usual" attitude toward these continuing problems. "I sense that the Darville trial's end brought with it a collective sigh of relief instead of a commitment to take a hard look at the underlying problems of intercollegiate athletics," he wrote in a letter to his colleagues. "I also sense that we are now sitting back waiting for the NCAA to act (hoping that sanctions, if any, are not too harsh) rather than contemplating fundamental change in the way athletics operate at the University of Minnesota." Page and Professor Jack Merwin will co-chair an ad-hoc committee to address these concerns and to augment some of ACIA's efforts to effect change.

As the faculty have long recognized, task forces and compliance investigations cannot solve all the problems of intercollegiate athletics. By definition they operate within boundaries defined by the NCAA and current social acceptance. They also have limited authority to rock the politico-economic boat. (Members of the Senate Finance Committee recently criticized ACIA for opposing a draft proposal that would make intercollegiate athletics financially responsible for investigations that revealed violations.) Faculty who are familiar with the terrain are acutely aware of the painful effects that sweeping reforms can bring.

Gain without pain is unlikely. "Reform will inevitably undercut some of the financial base upon which intercollegiate athletics rests," Hasselmo told the regents. Seemingly minor changes, like men's athletics director Rick Bay's expressed commitment to play more day football games, could seriously cut into revenues. More sweeping changes, if done hastily, could bring ruin to many excellent athletic programs. Already, the 1990 NCAA presidents' commission has sparked criticism among some of its supporters for not thinking its proposals through. For example, it has suggested cutting funding for athletic scholarships 10 percent across the board, and this concerns female athletes. "That

FOOTNOTE

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Design Consultant: Dawn Mathers

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would disproportionately disadvantage the women, because we're not in an equal position to begin with," Voelz says.

The nonrevenue men's programs could also be harmed by sudden reforms that limit their income. "There's no question in my mind that the recent action taken at NCAA to cut back from 28 to 25 basketball games in Division I institutions was the right move," Merwin says. "But Rick Bay has estimated the loss of revenue at about \$300,000."

Unlike women's intercollegiate athletics at Minnesota, which receives over 80 percent of its funding from the state, the men's programs depend for their existence on the success of the big three revenue sports. A cut of \$300,000, if it were instituted across the board, would be most keenly felt in the smaller programs.

Merwin believes that the men's nonrevenue sports—if not all the men's intercollegiate sports—should receive state funding to avoid being hurt by revenue fluctuations. "The women have it, St. Cloud State has it, the community colleges have it—everybody in the state has it, even our Duluth and Morris campuses," he says. "Very good coaches in the nonrevenue sports—conscientious people who work with their athletes as students—are totally dependent on what football, basketball, and hockey can produce. So they have to project TV revenues, number of fans in other people's stadiums, and so forth. They're on a roller coaster."

The number of fans attending a Minnesota-Wisconsin football game in Madison, the success of Big Ten teams in the basketball finals, the TV coverage of Gopher hockey games—any number of independent factors affect the revenues that support men's intercollegiate athletics at Minnesota. A base of 0100 institutional funding would remove sports from the fiscal roller coaster and probably relieve many of the worst revenue-driven pressures on athletic teams and coaches, Merwin believes. Some sports revenues then could go into general University funds.

Such a move, of course, is easier to envision than to realize. When universities consider reforms in

their athletic programs, they must estimate the ripple effect these changes could have. (Public funding of men's athletics, for example, would cut into funding of other University programs.) In many cases, an institution's unilateral "reforms" could quickly mutate into disadvantages if the larger system in which the institution participates does not change. But an increasing number of faculty, administrators, and athletics officials believe that sacrifice is acceptable if it will eventually guarantee nationwide reforms in intercollegiate athletics. ■

Grove Residents Call for Arbitration

Fifty-six resident households of the University Grove community endorsed a letter to President Haselmo calling for an arbitrated solution to the current controversy over the neighborhood. The administration has proposed selling the University-owned plots to residents who wish to own their property, while a majority of residents now wish to keep the entire neighborhood in the University's hands.

At the February regents' meeting, finance vice president Gus Donhowe said the administration may be able to draft a new lease that maintains most of the properties of the old lease while rendering the mortgages on the houses marketable. This option alone would resolve the concerns that initially led the administration to examine the Grove leases, and the letter endorsed it. But the letter strongly objected to the administration's continuing resolve to give residents the option to buy their land. "The new policy is clearly inconsistent with many early assurances that Grove land would not be sold if another answer to the PUF problem could be found," the letter said. "It also ignores the assurances . . . that Grove land would not be sold if a clear majority of Grove households were against it—which is now the case."

The letter expressed alarm that the University's motives seem to have changed. "We believe the

February 8 meeting of the Board of Regents' Subcommittee on Finance [where the issue was debated and then tabled for further discussion] produced a major new development in the debate," the letter says. "The needs of the PUF professorships are no longer the issue. Vice President Donhowe acknowledged that the financial needs of PUF professorships could be met by other means that do not require selling Grove land and breaking up the Grove. . . . The administration now has another reason for wanting to sell the Grove land—namely, that as a matter of policy it wishes to terminate the continued existence of the Grove as an academic community."

The letter recommended that the parties seek arbitration—or, failing that, a public hearing. "Neither the Board of Regents nor the residents of University Grove have ever been presented with a full statement of the new position announced by Vice President Donhowe in the February 8 meeting—the objection to continuation of the Grove on grounds of 'paternalism' and 'exclusivity,'" it said. Specifically, it called for a clear public statement of the administration's motives, clarification of "myths" about subsidies and privileges that go to Grove residents, and a commitment that the regents will be fully informed of the administrative position.

"The new question is, Does the University ever have the legal right to sell the land?" Donhowe says. Since the administration continues to endorse this option, Donhowe agrees that arbitration by a neutral party is the best recourse.

"A lot of people in the Grove have said, 'We want to buy our land,'" he says. "That's why we mentioned at the meeting that, yes, the regents have the option of offering choice on the one hand or maintaining the exclusivity of a University enclave on the other. It's not a pejorative term to call it an exclusive enclave. That's exactly what I think [opponents of the option to buy] are advocating—an exclusive enclave. The other term I used, 'paternalistic relationship,' describes the University's control over who can go there, and a number of other issues with respect to land use. Paternalism in this instance is a descriptive, not a pejorative, term." ■

□ THE CHAIR'S REPORT

By Warren Ibele
Chair, Faculty Consultative Committee

On February 20, the Mandatory Retirement Task Force made available for faculty consideration a discussion draft of its findings and recommendations. (The draft was printed in the February 23 *Daily*.) In order to provide for the widest possible consideration of these recommendations by the faculty, a series of open meetings has been scheduled.

The task force has worked very hard on a matter of great importance to the faculty, and their recommendations come forward at a pivotal time in the life of the University. The nineties will see a "changing of the guard" at universities across the country. Although the appointment of the task force was prompted by the prospect that federal legislation barring mandatory retirement will apply to tenured faculty scheduled for mandatory retirement after December 31, 1993, a number of its recommendations are directed toward improving the working environment for all faculty. Citing the earlier report of the Swan Committee, the task force stresses the importance of a comprehensive faculty development plan as essential for having faculty members realize their full academic

and professional potential. At a time when qualified academic personnel will be in short supply and universities may have to replace as much as half of their faculty, the task force findings are both timely and prudent.

Faculty members are urged to attend these open meetings in order to acquaint themselves with the particulars of the issue and participate in discussions of the recommendations. Written comments, directed to chair Steve Scallen and the committee, will be particularly valuable. Following these meetings and the receipt of faculty comments the task force will formulate its final recommendations to the Senate Committee on Faculty Affairs (SCFA) and the Faculty Consultative Committee (FCC).

The open meetings will be: 2:30-5:00 Monday, March 5, 55 Ford Hall; 9:00-12:00 Tuesday, March 6, 25 Law Center; 2:30-5:00 Wednesday, March 7, 125 Mayo; and 2:45-5:00 Monday, March 12, 33 McNeal Hall.

At work on another matter of concern to the faculty is the task force charged with examining the question of whether the probationary period should be extended. The Medical School has developed a proposal for extending the probationary period for tenure-track faculty from six to nine years. The committee is asked to provide SCFA and the FCC with advice on extending the probationary period

for the faculty as a whole; and on the matter of permitting the Medical School alone to implement the change it has proposed.

Members of the task force are: William Gerberich, chair; Carl Adams; Richard Brunning; Sandra Christenson; Amos Dienard; Frank Enfield; Richard Epley; Margaret Etter; Mariam Frenier; Susan Harlander; Susan McClary; Phillips Shively; and Trish Masniuk, assistant to the chair. ■

□ NEWS

A systemwide civil service and bargaining unit **employee recognition awards program** will begin in April. Faculty who are supervisors of civil service employees will be asked to participate in the presentation of the awards.

About two months before an employee's anniversary date, he or she will select an award corresponding to length of service. On the response card, the employee will identify his or her supervisor. The gift will be **mailed to the supervisor** before the employee's anniversary month. A supervisor's information sheet will be included with the gift with instructions on how and when to present the award. The support of supervisors is crucial to the success of this program. Questions may be addressed to Marna Gerke at (612) 625-2025. ■

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FOOTNOTE

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☐ Volume 3, Number 14

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Retirement Task Force Recommendations

The Mandatory Retirement Task Force issued a discussion draft of its recommendations early this month. Four faculty forums were scheduled in early March to discuss the report. Faculty who still wish to comment are asked to contact Steve Scallen, (612) 625-6669, as soon as possible. The task force hopes to bring the report before the University Senate for information in April and for action in May. The following is a condensation of the task force's recommendations.

Academic Performance Throughout the Life Cycle

1. *The University should plan a comprehensive faculty development program. This includes adopting a policy ensuring regular resources for faculty development programs and increasing use of them. Unit heads should be responsible for participation in their units. Some goals for faculty development are better funding for sabbaticals, more attention to departmental support of performance, and mid-career fellowships.*

2. *The University Senate should establish a policy for a system of major post-tenure performance reviews to be conducted at least every five years. See the chair's report in this issue.*

3. *The University should adopt a performance-based pay system with adequate review and grievance features, including a strong faculty ombuds office. The faculty pay system should begin with a humane base, with adjustments for market conditions in certain units. Outstanding performance should be recognized with appropriate economic rewards drawn from an effective merit pay system. A credible system should be established to handle pay-related grievances. In addition, the University should have a strong, high-profile ombuds*

office that can informally resolve differences about pay decisions.

4. *Each unit should adopt minimal standards of performance for tenured faculty. These standards should be approved by the senior vice president for academic affairs. A zero pay increase is a reasonable response to low performance, and a pay cut is in order for performance poor enough to merit sanctions. If extremely poor performance persists after warning and opportunity for counseling are offered, it should be considered grounds for discharge.*

5. *The University should review procedures for terminating or suspending any faculty member for medical reasons. Current procedures may not handle certain cases where the individual is not competent to assess the situation.*

Improving Academic Retirement

1. *The University should examine conditions that might cause those ready to retire to postpone retirement. Employment policies should neither encourage nor discourage retirement. But in light of projected faculty shortages, flexible arrangements for transitional contracts or part-time hiring of retired faculty should be available.*

2. *The administration should contract for an evaluation of University counseling facilities by a consultant with experience in retirement matters. There may be a need for a modest increase in staff and resources at Employee Benefits. Although existing services are good, other services—regular departmental visits by counselors, computer access to tutorials, and instructional videotapes—might be useful.*

3. *The University should make special efforts to encourage voluntary, tax-sheltered savings. Voluntary savings currently have tax advantages and will greatly increase*

the funds available for retirement income.

4. *The University should amend the Faculty Retirement Plan to provide a uniform 13-cent contribution by the University for each dollar of line-item salary received by members of the plan. Currently, the University contributes only 2.5 percent for the first \$5,000 in salary. Increasing this to 13 percent would simplify the plan and provide somewhat better benefits for lower-paid faculty. The change can be funded by a one-time allocation, from recurring funds for salary increases, of less than 1 percent of overall faculty compensation.*

5. *The University should adopt a policy that offers office space and normal office facilities to every retired scholar who wishes to use them. Continued access might depend on the degree of use; sharing of space is appropriate if space is scarce or if its use is part-time.*

6. *The University should start setting up a program of health insurance for retired faculty and their spouses. The loss of health insurance is a major barrier to retirement. Providing such coverage, or at least defraying some of the coverage costs, may be funded by taxing the unit that receives the salary line upon retirement, or from a one-time allocation of a portion of recurring funds available for salary increases, or from a small allocation of such funds each year for several years. Such benefits should require a certain number of years of service.*

7. *The University should authorize an optional faculty contract providing for transition to retirement via a terminal appointment at 50 percent pay, with full medical insurance and full retirement plan contributions based upon the salary for a 100 percent appointment. The contract should cover a term not to exceed 10 years for fac-*

continued, p. 2

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ulty members who have served at least 10 years and who are at least 55. Phased retirement is attractive to many scholars, and a half-time appointment often results in better-than-half-time productivity.

8. *The University should use a period of terminal leave for faculty very sparingly, with approval only by the academic vice president, and with regular faculty audits of the use of resources for such arrangements.* Specifically, "buyouts" should not be used in problem cases as a substitute for more direct remedies. Early retirement incentive programs at Minnesota run the risk of becoming *de facto* entitlements. Productive faculty members are outraged by the use of significant resources in problem cases, because it sends the message that incompetence pays.

9. *The University should remove mandatory retirement for tenured faculty as soon as possible.* Federal law requires its removal by Decem-

ber 31, 1993, but the AAUP and other organizations have urged universities to move more quickly. About 120 present faculty members at Minnesota are scheduled to retire before the end of 1993. About half of them indicate that they would stay longer if given the chance.

Tuition Proposal Raises Faculty Concerns

The Board of Regents will vote in April on whether to endorse the Tuition Study Group's recommendations issued last month. If they are endorsed, the recommendations will not immediately become policy; many will probably require refinement or gradual implementation based on accumulated data. This article presents a few concerns faculty have raised about just one of the proposals: that the University establish a single undergraduate tuition rate with improved access to courses and services for students across colleges.

The administration endorses a single undergraduate tuition rate, but also recognizes problems in its implementation. "The success of this approach hinges on our ability to provide access across low- and high-cost colleges to courses and services," President Hasselmo says. If reasonable access cannot be provided to students in low-cost programs, he says, Minnesota may never be able to justify a single rate.

A vexing problem is the state tuition formula, which dictates that tuition must cover one third of all instructional costs. A sudden improvement in access would cause a leap in instructional costs, which would force up overall tuition proportionally. This Catch-22, often lamented by Hasselmo, places the University in the position of increasing overall tuition in order to effect tuition reform. Since the University has pledged to try to hold the 1990-91 tuition increase at 9 percent, its only recourse is to improve cross-collegiate access gradually.

Another problem, the lack of state resources, troubles many. Faculty members are skeptical that access can be improved without substantially increasing the University's operations and maintenance

base budget. With looming deficits and the legislature's enormous commitments elsewhere, analysts hold out little hope that the 1991-93 biennial budget will provide the momentum for significant changes. Faculty are eager to recognize the proposal as a legitimate part of the president's undergraduate initiative, but fear that implementing the proposal without adequate state funds will overextend many of the subsidizing programs.

The proposal also raises questions about its effects on educational quality and fairness. Typical of faculty reaction are some of the points raised at a recent meeting of the Senate Committee on Educational Policy (SCEP):

- Students in colleges with lower costs would be subsidizing other students even more than before. Will improved access really offset this disadvantage? It is questionable to what extent improved access will change the types of courses students take. Many upper-division courses in the more expensive colleges such as IT and management require prerequisites that non-majors are unlikely to have.

- Instructional costs will increase alongside improved access. They will increase more sharply for some colleges than for others because of the instructional salaries and physical resources required. Will this mean a reallocation of money away from CLA and the other low-cost colleges?

- Students in General College (GC) almost exclusively take GC and CLA courses, so the compensating access to high-cost colleges is of almost no use to them. (In a letter to the *Daily*, College of Biological Sciences dean P.T. Magee argued, in defense of the proposal, that GC students are heavily subsidized by other students, as they should be.)

- Uniform tuition rates also mean uniform debt burdens. CLA students who graduate with the same debts as IT or management graduates will make less money early in their careers and be less able to pay off their debts.

- The goals of improving the undergraduate experience can only be met by investing in areas, such as the large lower-division courses in CLA, that would subsidize the upper-division courses. These courses are seriously underfunded

FOOTNOTE

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Managing Editor: Rabun Taylor
Design Consultant: Dawn Mathers

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and overextended, and cannot be expected to expand for the sake of improving access. Large psychology classes, for example, are taught on video, sometimes by people who are no longer on payroll. "We use dead professors to keep our costs down in CLA," one member joked.

In spite of these concerns, SCEP agreed to endorse the proposal for a single tuition rate—but only with assurances that it does not contravene the broad educational goals of President Hasselmo's undergraduate initiative. It would be acceptable, for example, if faculty received assurances that lower-division classes in CLA and IT will be smaller. But unless the recommendations are implemented alongside other improvements, especially in the subsidizing colleges, SCEP is reluctant to endorse the single undergraduate tuition rate.

□ THE CHAIR'S REPORT

By Warren Ibele
Chair, Faculty Consultative Committee

Beginning March 5 a series of open meetings have been held to discuss the recommendations proposed by the Mandatory Retirement Task Force. The task force, which has been at work since spring 1989, was charged by the Faculty Consultative Committee and the provost to study the implications of the imminent elimination of academic mandatory retirement. The discussion draft (in the February 23 *Daily*) is a thoughtful report with many excellent recommendations; they are summarized in this issue of *Footnote*.

The first recommendation, that the University adopt and fund a comprehensive faculty development program, provides the proper context for the recommendations that follow. Taken together these recommendations seed two inseparable goals: 1) to provide a professional development program that would assist faculty members in reaching their potential over the course of their academic careers; and 2) to assure the citizens of the state and nation who sustain the University that performance standards continue to be met over that same span of time.

After tenure is granted, scholars and scientists often are confronted with choices at various stages in their academic careers: new departments in the discipline, interdisciplinary or multidisciplinary research programs, a tour of administrative service or industrial assignment, study leaves, etc. These choices provide opportunities for professional development that can be more fully realized with the support of a faculty development program. The Report of the Faculty Development Committee (the Swan Report, 1987), while describing the benefits to the faculty and the University of a development program, is also careful to point out that a comprehensive development plan needs to consider "not only remuneration and appropriate review for that remuneration, but also the criteria whereby faculty performance is to be judged. . . ."

The second recommendation of the Mandatory Retirement Task Force—that there should be major post-tenure performance reviews conducted at least every five years—is entirely consistent with the quality-assurance aspect of the Swan Report. Yet this recommendation seems to raise some questions, to judge by this early reaction to the task force's discussion draft. Some contend that the annual reviews associated with the setting of salaries and the Graduate School's periodic program reviews are sufficient to measure faculty performance and there is no need to invest yet more faculty time and effort in another review.

It is probably the case that for the University overall, enough effort is currently invested in assessing faculty and program performance. It is not at all clear, however, that this effort is spent in the most effective and efficient manner. There is considerable unevenness between departments, for example, in the assessment of quality and the relationship between these assessments and salary schedules. Even more important is the fact that for scholarly and scientific activities the time required to achieve significant progress and accomplishments does not mesh well with the annual budget setting ritual. Agricultural scientists investigating a new grain hybrid typically need more than a

single growing season to establish the efficacy of their strain; scholars in the humanities or social sciences requires more than a year or two for completing a book or monograph in their fields; laboratory scientists would be hard-pressed to design, build, and calibrate an instrument and produce experimental data within a year.

Actually, there is a linkage between major post-tenure reviews (recommendation 2) and the adoption of a performance-based pay system (recommendation 3) which, if fashioned properly, could harmonize the performance review and salary setting processes. One could possibly conceive of an arrangement whereby faculty members would as a matter of course receive a cost-of-living increase each year for satisfactory performance. Periodically, every five years perhaps, a major performance review would be conducted, and if the faculty member's performance was found meritorious a significant merit increase would be awarded. The concentration of faculty effort on these major performance reviews rather than the annual reviews could have beneficial effects not only on quality assurance but also on equity across units.

To be effective, such a system would appear to need several basic ingredients. First, enough resources would be required to cover both annual cost-of-living increases and the schedule of merit increases. Second, the faculty would need to take the initiative in establishing the criteria by which merit increases would be awarded and the faculty-administered process by which the criteria would be applied to individual cases. Third, the system would need to have the flexibility to contend with retention cases and market influences but without undermining the basic integrity of the system. As the task force prepares its final report, it may find that combining some recommendations has a greater impact than each had separately.

The task force report has responded admirably to the charge it was given last spring. Faculty discussion, commentary, and suggestions should further refine its recommendations and enhance the quality, effectiveness, and accountability of our enterprise.

FCC Statement

Because of recent events on the Twin Cities campus, President Hasselmo has found it necessary to issue a statement on academic freedom and responsibility.

The Faculty Consultative Committee, on behalf of the faculty, unequivocally affirms its commitment to guard and protect freedom of speech. This right is the essence of academic freedom, the bedrock of the educational enterprise. The Consultative Committee stands as one with the president on this matter.

One of the hard lessons of a generation past is that there is no freedom without responsibility. The 1963 statement by the regents of the University of Minnesota recognizes the inseparability of this relationship with these words:

A university must cherish freedom or be untrue to its own nature. It must cherish equally responsibility, the natural corollary of freedom.

The regents' statement, although directed toward the classroom, has implications for all events which take place on campus. The foremost of these is that the University sets the conditions under which speakers and groups are allowed the use of University facilities. The University, its administrators, faculty, and student leaders have the right and responsibility to set a level and tone of civil discourse which are consistent with Univer-

sity values. While there are appropriate occasions for both, a University lecture is neither a tent revival nor a political rally. One of the expectations made of scholars should also apply to guest speakers if educational goals are to be served. The regents' 1963 statement speaks clearly to this point:

Especially when dealing with controversial matters, he should inform his audience of divergent opinions about the subject at hand. Fostering strenuous and careful thinking rather than providing ready-made conclusions is a duty of the scholar as educator. Intelligent disagreement is a part of the educational process. Avoidance of indoctrination is especially important since to develop and to maintain reflectiveness requires the constant re-evaluation of one's views.

In accord with the First Amendment the University should not attempt to control the invitation of speakers by academic departments, student organizations, and other University groups. Permitting individuals to speak on campus, however, does not imply that the University promotes their appearance or endorses their views. That crucial distinction is clearly made when the University community is timely in voicing its views about a speaker. Indeed, when the speaker's extremist or racist views are a matter of public record, members of the University community, in advance of the speaker's appearance, should be forthright in

voicing their disapproval of such views. Criticism of a choice of speaker is also the exercise of free speech and no abridgement of academic freedom. It is warranted particularly when it is clear that the speaker's agenda is offensive and incompatible with the University's goals and values.

As the University seeks greater diversity in its various parts--administration, faculty, staff, and student body--it is reasonable to expect that it may well be tested in its ability to debate controversial views and reconcile differences. In the best of University traditions this process focuses our store of knowledge upon issues in an atmosphere of civility and mutual respect.

The Faculty Consultative Committee, at the request of the president, has undertaken a review of the Academic Freedom and Responsibility Statement and will report its findings and recommendations. These will probably involve an expansion of the regents' statement and provide closer guidance in the future. While this is perhaps the necessary first step it is not the most important. That step occurs each time a member of the University community acts in a timely manner to preserve academic freedom by carrying out those responsibilities which honor and sustain it. We are confident that the faculty of the University of Minnesota is committed to this purpose.

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Freedom of Speech

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FOOTNOTE

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☐ Volume 3, Number 15

☐ Published by the Faculty Consultative Committee

UBEEP: New Energy Efficiency Project Could Bring Early Rewards

In these lean fiscal times, the University is looking within for the financial resources to realize academic change. One way to do this is through reallocation of departmental funds. Another promising, and less painful, approach is to become a more discriminating and cost-conscious consumer. This is the rationale behind a new initiative that promises to pay dividends before the next biennium is out. Its name is UBEEP—the University Building Energy Efficiency Project—and it is moving quickly to transform the way the University uses and thinks about energy.

University buildings, old and new, are notoriously poor in energy efficiency and thermal comfort. The University pays \$30 million a year to provide steam and electricity to its 17 million square feet of occupied space. That translates to \$1.75 per square foot per year. The goal of UBEEP is to reduce this cost by 30 percent—about \$9 million a year—in five years.

Initial stages of the program, which is seeded by internal funds, should pay for themselves in two to four years. Subsequent savings will be used to compensate for rising energy costs, to supplement academic funding, and to allow longer-term investments in the buildings. "We're just before the next wave of probably rather dramatic runups of energy costs," says finance vice president Gus Donhowe. "We want to offset increasing costs, particularly of electrical energy. But we hope that the vast majority of the savings will be made available for academic programs."

"This offers real opportunities to redistribute some resources at the University," says Mary Vogel, assistant director of the Minnesota Building Research Center (MnBRC),

a cross-collegiate center on the Twin Cities campus supporting scholars and research fellows from the Institute of Technology, the College of Architecture and Landscape Architecture, and the Institute of Agriculture, Forestry, and Home Economics. "The wattage you save may go into extra TA's or other academic needs. The intention is to help the academic programs at the University. And that's why the program is in everybody's interest."

The project began when Vogel and David Grimsrud, director of MnBRC, met with a vice president of Northern States Power. Because NSP has trouble locating and financing additional capacity, especially in the summer, it has long sought to reduce demand—essentially to buy back capacity—from its largest customers. The vice president expressed NSP's frustration in reducing energy use in three blocks of buildings: its own power plants, state buildings, and the University's Twin Cities campus.

Vogel had been interested before in studying the energy efficiency of buildings on campus. "We have buildings of great variety, both in construction type and in use," she says. "I felt the potential existed for using the University as a laboratory and teaching tool really existed. The NSP comment encouraged us to take this on, and the scale of the whole idea changed with NSP's interest." Vogel brought the idea to Donhowe, who took interest in the campuswide initiative and identified central funds to help MnBRC get it under way.

With Donhowe's support in the administration, MnBRC has developed a long-range plan to make permanent physical improvements

in most Twin Cities-campus buildings. They have also negotiated with NSP to receive rebates for using less electricity; NSP may also fund scholarships for students who take part in the project.

"I think that we're communicating to everybody—first of all the internal community—that these are big categories of expenses that we need to manage better for our own internal reasons," Donhowe says. "Secondly, it doesn't hurt to have the legislature understand that we're working hard at it and making progress."

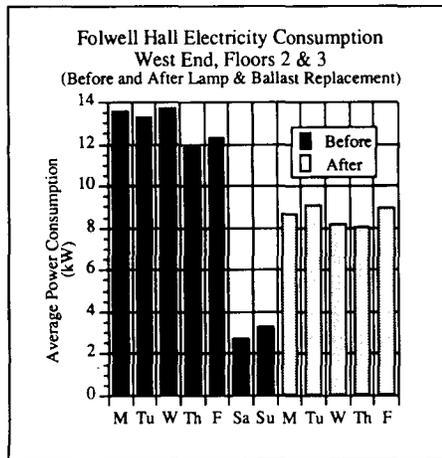
UBEEP consists of three parallel operations: the fast-payback path, simple improvements in lighting and the steam delivery system; the detailed-analysis path, a labor-intensive, concerted evaluation of energy use in each building, followed by customized solutions and monitoring systems; and the design-assistance path, an effort to work with planners of new University buildings to increase energy efficiency in building design.

Fast Payback

A surprising amount of money can be saved with simple, inexpensive, and straightforward measures. The fast-payback path concentrates on quick improvements in two areas: lighting and steam heat.

One step, which has already shown dramatic success in a pilot project in Folwell Hall, is to replace all ordinary fluorescent lamps and ballasts and to improve lighting levels and controls. Pointing to the fluorescent fixtures in his own office in Wulling Hall, Grimsrud says, "Changing the lamps and ballasts in these two four-lamp fixtures will reduce energy use by

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75 watts, or about 40 percent. It's a wonderful return that is enhanced by NSP's rebate." Lighting accounts for about 25 percent of electricity use on campus, so bulb and ballast replacement alone could reduce electricity use 10 percent. Grimsrud anticipates more savings

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through the installation of switchplate timers and occupancy sensors, which shut off the lights when a room is not occupied.

The other step is to repair the steam distribution system on the Twin Cities campus. "Some of the bad traps and bad valves that exist right now mean that the buildings can't possibly operate as designed," Grimsrud says. The system consists of eight miles of horizontal pipes 100 feet below grade. Steam generated at Physical Plant and other centers travels along these conduits under the force of its own pressure. Periodically risers—vertical pipes—bring steam up to a building at the surface. Throughout the system the steam pipes are equipped with traps, devices that separate steam from condensate and allow the condensate to flow back to the steam generating plant. Many of these traps, and valves on the radiators themselves, are broken and need replacement. Juan Bartolmei, an engineer in Physical Plant Operations, and MnBRC are overseeing a campuswide survey of about 30,000 parts, including traps and radiator valves, in the steam distribution system. All parts will be tagged and their condition recorded, and broken or damaged parts will be replaced or repaired. Steam will be used more efficiently as a result and temperature control within buildings will improve.

Detailed Analysis

The detailed-analysis path is an effort to study in detail buildings and their uses so that more comprehensive measures can be taken to improve their efficiency and comfort.

First, MnBRC, with the aid of Physical Plant and Physical Planning, will identify the buildings most suited to this strategy. They will install monitoring equipment to track energy use over time. With the help of historical data, user surveys, and observations, they will use computer models to determine the buildings' unique and typical characteristics of energy consumption.

Project officials will explore the benefits of changing two main characteristics of the buildings they study: the physical layout and the

patterns of human operation. Using computer simulations, they will experiment with operation patterns and with physical alterations of the buildings to assess the effects of possible capital improvements on energy use. This information, coupled with estimated initial costs of making the improvements, will allow not only for informed decisions about retrofitting existing buildings but also for an estimated schedule of expected savings and the anticipated payback time for the capital improvements.

When these efforts have produced a "retrofit list" for all the buildings in the program, MnBRC will submit recommendations for capital improvements to the administration. For the projects that are approved, the project team will work with occupants to implement the physical changes with as little inconvenience as possible.

Energy use will be closely monitored after the retrofit—partly to inform the project team, but also to show the occupants the results of the improvements.

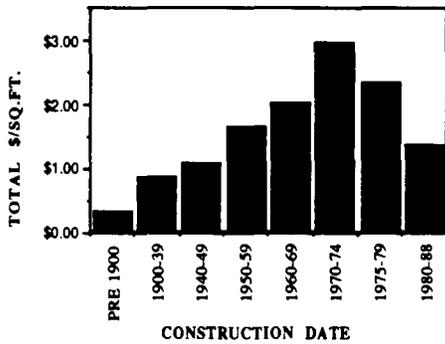
Design Assistance

Experts in energy efficiency measure the quality of buildings by their life-cycle cost—the total cost, including construction, maintenance, and utility costs, of a building over its lifetime. MnBRC and the administration are interested in minimizing this cost in future University buildings. "Let's look at how much it costs to operate the building as well as to build it," Grimsrud says. "That would mean that you're going to have to put better equipment in the original building even though it's more expensive, so that operating costs will be lower."

Space, not energy efficiency, is the concern that traditionally drives building planning at the University. In the past, colleges have not been rewarded for promoting energy efficiency; after all, they do not pay the energy bills. Maximum space, on the other hand, brings immediate and obvious rewards to units, but it often drives up the life-cycle cost of a building.

Under the design assistance program, a team of energy-efficiency experts would assist building

AVERAGE EXPENSES BY CONSTRUCTION DATE



planners in improving the life-cycle cost of new buildings on campus. A design-assistance team trained as part of a research project in the Department of Architecture has already begun work on the proposed new wing of the Architecture Building, one of the University's priorities in the bonding bill at the legislature this year. The team is developing computer models of the building to assess its energy efficiency, as well as physical models to study effective use of daylighting. Similar efforts are planned for another bonding priority, the addition to the College of Biological Sciences Building.

"We are changing the way new buildings are designed on this campus by offering additional services to the design team, so that they will know the consequences of their design decisions—everything from choosing the building's envelope to its configuration, the kind of equipment you put in it, and the kind of glass you put in it," Vogel says. "Our intention is to influence decisions on as many new buildings as we can. But we're just starting that project up. I'm optimistic about the things we can do to make a difference."

Involving the Users

"One principle of this project is that we want to involve the users," Vogel says. "They are the most knowledgeable about the space, and we need to learn from them what the problems are. The kind of input they can offer doesn't show up in Physical Plant data."

The project promises good returns on very few sacrifices from the University community. In many cases, users may not have to change their behavior at all; in

others, minor changes may be requested. In any event, they will not be asked to sacrifice comfort. "When people think about energy conservation they think about dark and cold," Vogel says. "Our intention is to improve both the thermal environment and the lighting environment."

If the program can heighten the University community's awareness of energy use, UBEEP advocates believe, good practice will follow suit naturally. "Our feeling is that if you give people the information and the consequences—particularly the good consequences—of adopting habits that are to everybody's advantage, you'll find people responding appropriately," Donhowe says.

"Lots of people on this campus are becoming more concerned about environmental issues," Vogel says. "One of the things they can do is participate in this project—because obviously the less energy we use, the less we degrade the environment. The project has to stand on its own economic merits, but I think there's a whole other dimension of equal importance in terms of being a good world citizen."

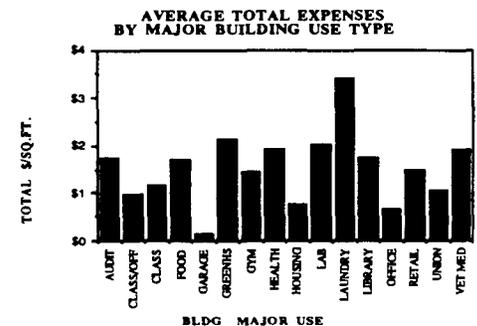
Administrators hope the program will soon be rewarding participants financially. Exactly how the savings from UBEEP would be distributed is a matter of concern—especially where a building with few control points is used in a variety of ways by many units. In buildings where the occupants compete—sometimes bitterly—for funding, one could envision the development of competing lobbies for more improvements or a larger share of the energy dividend. But a critical ingredient of UBEEP is dialogue: the program demands a system of diplomacy.

Since every building, and sometimes every department, has a different use for its space, UBEEP plans to work closely with departmental liaisons to establish mutually supported goals. Each liaison—or building energy program coordinator—is appointed by the dean or unit head, and meets quarterly with MnBRC staff. The coordinator serves as an advocate for energy consciousness in the building, disseminates information about

UBEEP, and acts as a departmental advocate to UBEEP. The coordinator passes on complaints, questions, and suggestions, helps create a building modification schedule that minimizes disruption to ongoing use of the building, and distributes the user surveys that will drive the detailed-analysis program of retrofiting.

About 220 coordinators have been appointed. Vogel hopes to have between 500 and 1,000 for the entire project. "The idea is that these coordinators will be part of a University-wide communication network that will allow us to relate to building occupants, answer their questions, and get information," she says.

The University community has seen energy efficiency programs come and go. But UBEEP is the first program that attempts to be truly comprehensive—to work in step with the various goals and desires of the buildings' occupants, to commit resources to permanent and significant changes, and to account for the vast diversity of ages and uses of



buildings on campus. Buildings with large concentrations of laboratories or medical facilities cannot be subject to the same expectations as office or classroom buildings; old buildings with a single heating control point and newer structures with extensive ventilation systems will require distinct solutions. And buildings that accommodate a little of everything may be subject to amicable compromise.

"We can't turn these buildings into Cadillac buildings; there aren't the resources for that," Grimsrud says. "But if the investment is made, the buildings will get better—that's a promise we're making, and I think that's a promise we'll keep." ■

NEWS

The University Senate and the administration have agreed to a memorandum of understanding about a **University grievance policy** drafted by a faculty group and passed by the Senate. The memorandum, made necessary by the administration's reservations about some legal and practical implications of the policy, states that the policy will go into effect on a trial basis for two years. After this period, the policy will undergo review and possible revision.

The new grievance policy was established to consolidate various policies already in existence and to serve as a guide where no policy exists. It was also created with a view to simplifying the grievance process for faculty and staff. It calls for the appointment of a University Grievance Officer, a faculty or staff member responsible for managing grievance cases at the University.

Finance vice president Gus Donhowe and budget director Nick

LaFontaine outlined the **1990-91 budget** for the Faculty Consultative Committee. Donhowe said the University needs \$25 million of reallocated funds over the next three years to fulfill the outcomes promised in the administration's academic initiatives. An across-the-board reallocation of 2 percent this year, along with program reallocations, will bring in about \$7.5 million. Donhowe said that all units should expect an annual 2 percent reallocation for the next four years to expand the pool of money available for internal improvements. "It's not feasible to get there any other way," he said. "We shouldn't forget that it ends up being a zero-sum game."

LaFontaine stressed that the reallocations, coupled with a better tracking system, would encourage units to streamline their operations. "One of the primary reasons we are embarking on this endeavor is to improve internal management of the organization," he said.

To assess how the reallocated resources should be used in the

upcoming fiscal year, the administration is conducting budget hearings with each college. Budget officials are working to define specific outcomes for the instructional budget so that they can track the effectiveness of various allocations, especially those that pertain to the undergraduate initiative.

External relations vice president Rick Heydinger proposed to the FCC that the University organize **faculty tours** around the state to build communication between University faculty and citizens of Minnesota. Members of the committee suggested that each tour could have a theme, and bring together new faculty or a combination of new and veteran faculty members. Heydinger said that such an arrangement would build esprit among faculty from different disciplines as well as serve a useful role in building rapport between the University and the people of the state. ■

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FOOTNOTE

□ April 10, 1990

□ Volume 3, Number 16

□ Published by the Faculty Consultative Committee

Plain and Simple

The Single Undergraduate Tuition Rate: It's Easy, but Does it Balance the Scale?

Last week the regents voted to approve the recommendations of the Tuition Study Group, including the controversial proposal to create a single undergraduate tuition rate for each campus of the University. President Hasselmo stressed the importance of restructuring gradually, perhaps by leveling tuition in several stages over a period of three years or more. He expressed hope that the process would begin in the upcoming fiscal year.

Currently, the Twin Cities campus assesses a single rate for all students in the lower division and eleven different rates, according to college, for students in the upper division. There are several problems with this system. It is complex; it is internally inconsistent, having different schedule philosophies for upper and lower division; it deters students from breaking with their college of entry to pursue programs in more expensive colleges; it forces students in different colleges to pay different rates for the same class; and it creates a leap in tuition for the upper division.

No tuition policy can solve all of these problems without creating others. The issue is rather which solution compares most favorably with the new problems it creates; and in raising this question, one must ponder two fundamental and mutually exclusive approaches to the solution.

The first could be called the microscopic approach. It favors a minimum of subsidization and seeks to assess tuition at the source of each cost, and commensurate with each cost, at the class or departmental level. Such a solution would increase the system's complexity exponentially, but it would do away with the highly artificial boundary of assessing cost by

college. At present, for example, math students in the Institute of Technology (IT) heavily subsidize students in the engineering disciplines, even though they may never take a course in engineering, simply because they are all part of the same college. An obvious disadvantage to the microscopic approach is that it does not treat students equally according to their means; a less obvious problem is that it complicates the students' cost projections, because tuition would vary for every class taken in the future.

The Tuition Study Group's solution exemplifies the other, macroscopic, approach. It spreads out the cost recovery evenly, assessing more tuition from the College of Liberal Arts (CLA) and General College (GC) students, and less from students in the more expensive colleges. This measure has the disadvantage of raising entrance-level tuition for a majority of entering undergraduates and disgruntling students in the subsidizing colleges, whose tuition could rise 12 percent above the normal adjustments over three years.

Moreover, it equalizes undergraduate student debt in a society that, it is often argued, does not confer equal market value to all baccalaureate degrees. The CLA Student Intermediary Board is quick to point out that graduates in engineering or biology will command higher salaries early in their careers, enabling them to retire their debts much more handily than humanities or social-sciences graduates.

To balance these disadvantages, proponents use three principal arguments for the single tuition rate: that it simplifies administrative tasks and cost projections; that it eliminates financial disincentives to students who want to enroll in

the more expensive colleges; and that it increases retention of students who are ready to enter the upper division.

Simplicity

The most obvious advantage of the single undergraduate tuition rate is its simplicity. With a single rate, students and administrators would be able to project costs much more easily and accurately. The main point of contention here is whether or not simplicity is particularly important. Academic vice president Leonard Kuhl believes that the increase in simplicity alone justifies the single rate. But many faculty members feel that simplicity is not enough, that a leveling of tuition should also have significant educational benefits to offset the financial disruption it engenders.

Slowing the Spiral

Probably the most significant problem with the current tuition schedule is that it forces the more expensive colleges, such as Biological Sciences (CBS) and Agriculture, into a price spiral. Students either choose not to enroll in the college of their choice or they stay in CLA or GC until the last possible moment, saving themselves some money but depriving themselves of the advising—and sometimes the course work and the degree—that the more expensive college offers. The college, deprived of these students' enrollment, must consequently spread the tuition burden among those who are enrolled. The fewer students enrolled, the greater the cost burden that each student must bear; and this increasing

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burden in turn scares off more potential majors. Associate vice president for academic affairs Ed Foster estimates that CLA has as many as 250 seniors who identified biology as their main interest and who apparently do not intend to graduate from CLA. This implies that many will graduate from CBS, but without having had access to the college's co-curriculum or advising before the senior year.

A single undergraduate rate would solve this problem. But an equally effective solution would be to establish a single upper-division rate while keeping the lower-division rate on the same schedule as before. That option, however, would increase the tuition leap to upper division for many students. Even for the beneficiaries of this system, the junior-year jump would remain a disincentive for continuing undergraduate education.

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Managing Editor: Rabun Taylor
Design Consultant: Dawn Mathers

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Improving Retention

Hence the proposal for a uniform rate across the board. Although the study group had no statistics indicating that a single rate would improve retention from lower to upper division, intuition and economic theory would appear to support that conclusion. However, management planning director David Berg, a member of the study group, disagrees.

"I think it's extremely hard, probably impossible, to make an argument that this will improve retention," Berg says. He notes that students respond not so much to the magnitude of an increase as to the mere fact that an increase occurs. The number of students whose tuition would be raised to reach a uniform level—6,500 upper-division students and all 13,000 lower-division students—far exceeds the number of students whose tuition would drop—10,000 upper-division students. In addition, hundreds of prospective students, the population most sensitive to tuition increases, would be priced out by the increase in the initial cost of an undergraduate education. "The net retention effect at best is going to be zero, and most of the simulations that we've done suggest that it would even be negative," Berg says.

Other members of the study group disagree. They argue that the simulations assume an immediate, rather than gradual, leveling of the tuition schedule, and that retention should be modeled over the long run, not just as a behavioral consequence of the initial shock of change. Foster criticizes the model because it does not account for long-term inducements that balance out the immediate ones. "We're raising today's price—but for everybody outside CLA, we're lowering tomorrow's price," he says. "David Berg is imposing some assumptions about how people respond to future price changes."

Foster agrees that a uniform rate will deter prospective students. "That doesn't affect our numbers, because we're already arbitrarily limiting enrollments according to the calendar," he says. "But it would tend to discourage lower-income students. So I think that if we do this, we also have to make

more of an effort than we have so far to provide financial aid to low-income students."

The Tuition Study Group made several recommendations for improving financial aid, including increasing institutional funding for grants and employment. But the report does not offer suggestions on where to get the money. President Hasselmo and other administrators are looking seriously at the possibility of increasing private fund raising through the University Foundation, but no detailed plan of action has been drafted. "It has not gotten to the point of serious discussion of how to do it and how much we're likely to be able to get within the Foundation," Foster says.

A Stipulation

Although the proposal for a single rate is essentially a zero-sum issue—it is simply a new way to cover existing costs—it comes with a costly and potentially complex proviso. Students in the study group agreed to the recommendation only on the condition that students be given improved access to courses and services across colleges. Exactly what courses and services need to be opened up is a matter for debate; the decisions on this matter are likely to be highly political.

Foster suggests an open process to decide what does and doesn't become more accessible. "Part of the problem is that we can't possibly commit to give access to everything that students want, because we've made some deliberate policy decisions not to," he says. "If we did that, we would have open enrollment in the school of management and IT again, for example. So there's got to be a sort of policy process that says, 'we're explicitly leaving this course or this major out of the deal.'" Foster's plan would allow the process to be discussed and approved at every stage by faculty governance groups.

Some students and faculty, especially in CLA, are concerned that the administration will reallocate operational resources away from CLA in order to improve CLA students' access to courses and advising in other colleges. But since the request for improved access conforms neatly to the presi-

dent's undergraduate initiative, its funding will more likely come from the 2 percent annual across-the-board reallocations, legislative funds for instructional improvements, or reallocations from non-academic units to academic units. For fiscal year 1990-91, the University will probably have several million dollars, some in recurring funds, to devote to instructional and access-related improvements.

This is small comfort for those who see little need for additional access in the first place. In a report submitted to the administration, the Senate Committee on Educational Policy (SCEP) argues that "on the basis of evidence presented to the committee, . . . the enhanced access of CLA students to courses and services in other colleges is largely chimerical; access is not particularly restricted at present and those restrictions which do exist struck the committee as reasonable." From this, the committee concludes "that students in the liberal arts, whose tuition in three years would be increased approximately 40 percent (assuming a 9 percent increase per year in the general rate plus the 12 percent increase caused by the imposition of a uniform rate) will simply be paying a great deal more in return for which they receive virtually nothing except possibly an increased loan burden which they will be less able to repay than will graduates from other collegiate units."

Like SCEP, the Senate Consultative Committee—which has both faculty and student representatives—had reservations about the proposal and the procedure that led up to it, but agreed to endorse it on certain conditions. (See the SCC statement on page 4.) Implementation should proceed, they agreed, only if the plan is accompanied by assurances that the subsidizing colleges will receive their due in instructional funding, a demonstrable plan for increased financial aid is developed, and some system for monitoring improvements in access is put into place.

Students and faculty are likely to insist on a central role in overseeing implementation of the tuition plan—whether through review of budget recommendations or by

more direct and comprehensive means. Resolutions may come before the University Senate in the months to come, and the Senate's various governance groups will continue to study the far-reaching implications of the Tuition Study Group's proposal. ■

□ NEWS

Finance vice president Gus Donhowe visited with the Senate Committee on Finance and Planning March 20 to discuss alternative solutions to **athletic facilities** needs at the University. Donhowe emphasized that no state funds would be used for any athletic facilities proposal.

Three plans were discussed. The first, Plan A, includes building a new combination basketball-hockey arena (which would also serve as a convocation center) to replace Williams Arena, as well as a pavilion for women's and men's nonrevenue sports and a hockey practice facility. According to chair Burton Shapiro, the committee feels that the \$70 million price for Plan A is unacceptable.

Plan B would involve upgrading Williams Arena, converting Marucci Arena to serve women's and men's nonrevenue sports and recreational sports, and constructing a new hockey arena. The estimate for Plan B is about \$35 million or less, to be derived from \$29 million in University bonding and \$5 or \$6 million generated through the University Foundation.

Plan C would call for the use of one of four existing Twin Cities arenas for men's hockey and basketball with an approximate projected income to the University of about \$750,000 annually. Practice facilities for these sports would have to be constructed on campus. This plan does not address the problems of unavailable women's athletic facilities and incomplete recreational facilities.

The committee unanimously passed a motion for strong support of Plan B over the other two options.

The Senate Committee on Faculty Affairs passed several resolutions

recommending **changes in current faculty benefits**. Due to increasingly uncompetitive premiums, it will recommend that the administration cease to offer decreasing-term life insurance as one of the University's benefit options. Employees who wish to continue the coverage will be able to do so by paying the premiums directly to the insurer.

The committee will also recommend raising the monthly maximum disability benefit from \$3,250 to \$4,000. This would provide full coverage to faculty members earning \$80,000 a year or less.

Committee member Avner Ben-Ner introduced a proposal to improve consumer information on health plan options at the University. It calls for an ongoing project that makes statistical information from various health plans available to the community for easy reference and comparison. The project would also seek grant money to fund research projects that inform consumers on the quality and patterns of care of the competing services available to University personnel. "This way we'll be able to get more control over health care issues that are important to all of us," Ben-Ner said. He also hopes that the program will serve as a stimulant for carriers to improve their performance.

The project would be supported in part by the participating health plans, who would be asked to provide longitudinal data on their services. The University would provide about \$50,000 a year in funding. Grant moneys for research would come from governmental sources.

The House Appropriations Committee and the Senate Finance Committee have arrived at significantly different versions of the **1990-91 bonding bill**. Because the senate bill includes funding from the state lottery and the house bill does not, a conference committee compromise may be unusually difficult to achieve.

The \$68.8 million senate version provides partial funding for 11 of the University's original 14 requests, plus \$2.5 million for one new item, while the \$44.2 million house bill funds three requests partially and three in full. ■

SCC Statement on Uniform Undergraduate Tuition

The proposal for uniform undergraduate tuition was discussed at the March 29, 1990 meeting of the Senate Consultative Committee (SCC). The discussion was informed by an earlier presentation (March 1, 1990) by Mr. Nick LaFontaine, chair of the Tuition Study Group, and a statement prepared by the Senate Committee on Educational Policy (SCEP). SCEP, in turn, had discussed the report of the Tuition Study Group on the occasion of several special meetings called specifically for that purpose. Professor John Clark, chair of SCEP, participated in the SCC discussions.

The sense of the SCC discussion was as follows.

1. There was agreement that there are problems with the current tuition structure—complexity, tendency to cause students to enter programs on the basis of cost rather than interest, and the anomaly of students from different colleges taking the same course but paying markedly different tuition, among others. Certainly any institution at its founding would very likely have a uniform undergraduate tuition in order to encourage students to pursue their academic interests uninfluenced by different tuition charges. Thus, in principle a uni-

form undergraduate tuition is attractive. Difficulties arise when this policy is applied to an existing institution with its distinct history.

2. The policy of uniform tuition is a matter which can be separated from the allocation of resources. The educational value students receive depends upon the quality of educational programs and services which the colleges are able to provide, which in turn depends on the resources made available to the colleges.

3. Concern was expressed for those students, currently enrolled in low-cost programs, who would be adversely affected by tuition increases as a result of a uniform tuition policy, for this increase would be in addition to tuition increases already projected. This argues for distributing the impact of such a change over several years. It also makes urgent the need to provide increased student financial aid to offset the most serious impact of the policy as it is implemented, some say before it is implemented.

4. A policy of uniform undergraduate tuition will lead, understandably, to uniform expectations among undergraduates about instructional resources, educational services, and educational quality. Those students who enroll in programs which are currently low-cost (which cost less because of high numbers and inadequate resources rather than because of sound educa-

tional practice) will have legitimate reason to expect that the quality of education will improve in some reasonable proportion to the higher tuition they will be paying. Satisfying this concern is essential.

5. Because the impact of implementing the uniform tuition proposal is uncertain its effects should be carefully monitored. This is particularly important for those students who will be faced with significantly higher tuition levels as a result of the implementation of the proposal.

6. The articulation of the schedule of the tuition study group and the processes of the governance proved less than optimal. Ordinarily in matters of this moment, had the schedule not been so compressed, this report would have been presented to the University Senate for its consideration.

The Senate Consultative Committee discussions give conditional approval to the uniform undergraduate tuition proposal. The conditions which concerned the committee are the need for careful planning of the implementation, the availability of student financial aid in order to preserve educational opportunity, the allocation of resources to the colleges for the improvement in program quality, and the careful monitoring of the impact of the policy as it is implemented. ■

FOOTNOTE

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IN THIS ISSUE

Undergraduate Tuition

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FOOTNOTE

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Full Recovery

As the legislature continues to decrease its offset against indirect cost recovery, the University faces the challenge of using the freed funds fairly

Indirect cost recovery (ICR) has been a topic of discussion at the University for decades. On paper, ICR is money paid by granting agencies to a university as compensation for such indirect costs of research as utilities and space maintenance. In practice, ICR is frequently used for many other research-related activities, including startup funding. The University of Minnesota receives 42 cents in ICR for every dollar of direct funding from federal granting agencies, but only a fraction of that goes directly back to the grant-funded research units.

Diverse use of ICR funds is possible because much research-related cost recovery is now part of the general operation and maintenance fund. Such was not always the case. Until the mid-1980s, the legislature simply held back the equivalent of the annual ICR fund from its appropriations. Then in 1984 the University convinced the legislature to cancel a portion of its offset, allowing the University to diversify its uses of ICR funds.

Since then the legislature has periodically decreased its offset until today the University receives all but \$6.5 million annually of its appropriation. In fiscal year 1989-90 it has \$28 million out of a total \$34.5 million in ICR to devote to a variety of research-related activities.

Only \$1.25 million goes directly back to the research units. Nearly \$7 million supports various systemwide services, such as research animal resources and research waste management. More than \$19 million goes to the Twin cities campus: \$4.9 million to campuswide functions (especially library automation and acquisitions), \$7.5 million to collegiate units or

departments, and \$7.1 million to be allocated according to needs determined through the consultative process. This portion may be used to provide seed money for new research initiatives, bridge money for research efforts that are temporarily out of funds, grant matching, or

efforts. While the capital request can address this problem in part, it cannot be the University's only recourse to space acquisition.

2. For the past two biennia the legislature has failed to fund operation and maintenance of new space. Buildings continue to be built or remodeled as planned, but the University has absolutely no new resources for maintaining them. Consequently it must spread its current resources ever thinner, and both new and existing research space end up being poorly served.

3. While the sum of research dollars from federal agencies has remained about the same in the past few years, granting agencies are offering fewer and larger grants that require substantial matching grants and increasing space commitments. If this trend continues, inevitably some University researchers will lose their funding. "In the last decade, above 30 percent of applicants for grants got funded," says Graduate School associate dean Mark Brenner. "It's now an average of 24 percent and falling. This means that an ever-increasing number of our investigators may have a shortfall in funding from one year to the next and have to wait half a year to a year before they get back on line. If they have very active programs, and assuming they do, on a discretionary basis it's our intention to reinvest in those programs to keep them going."

4. Funds for certain indirect costs such as unforeseen repairs on research space or maintenance of research equipment have not kept pace with the expansion of research at the University. Repairs and upkeep are often charged to princi-

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Academic Priorities distributions.

"The reason the legislature has agreed to let us keep the money is that they think we will generate more research dollars if we use it to enhance research," says assistant academic affairs vice president Mary Bilek. "They believe this will be good for the economy and the cities and what not. We use that money only for research-related activities, and nothing else."

Funding such activities was much harder before the legislature reduced the ICR offset. But to temper the University's good fortune, a number of factors are making research more dependent on ICR income.

1. One of these factors is purely a consequence of success. Every year the University wins more grant money for research, and every year its research efforts require more physical space. At present the University campuses cannot keep pace with their burgeoning research

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pal investigators, who must dip into their direct funding to pay the bills. The present research allocation to Physical Plant Operations, funded by the legislature, simply is not adequate for the demands. According to Senate Research Committee chair Tony Faras, central administration has dragged its feet while principal investigators have been "nickel and dimed" to the verge of revolt. Some researchers have demanded a bigger portion of the ICR they generate, arguing that if the University won't pay for their indirect costs with the resources given them, then the research units themselves should have control of those resources.

The Research Executive Council (REC), a newly formed body of research deans and administrators, has drafted a new ICR policy which will go before the Faculty Consultative Committee in May. It will not pacify everyone—it advocates con-

tinued central control over ICR distribution—but it attempts to address all of the major problems researchers have identified with the current arrangement while maintaining all of the beneficial elements of the status quo. "We still are suggesting that the money going back to the deans for their discretionary use for research activities should be sustained—should, in fact, grow proportionally with the fund as it grows," Brenner says. "We know there are still operational activities that have to be sustained with indirect cost recovery, like animal care and environmental health activities. But what we're saying is, there are some other needs that just aren't being met. One is space; another one is the maintenance of space. And we need more money for matching grants to keep us competitive for major grants."

The main points of the policy are as follows:

1. Campus Distribution. Each campus should retain the ICR funds it generates (except the central administrative costs incurred for processing the grants).

2. Research Space. In the future the University will probably rent more space near campus for research and use its own bonding authority to build research space on campus. The administration should consider retaining about half of ICR on grants that require such space. This money would either go directly toward paying the rent on leased space, or it would go into a fund to pay off University bonds if new space is constructed. If the 1990 bonding bill follows the guidelines set forth by senate majority leader Roger Moe, then the University may use this portion of ICR to help service the debt on the bonds for which the University is responsible.

3. Operation and Maintenance of Research Space and Equipment. A special fund should be established to increase funding of operation and maintenance. This fund would supplement the inadequate resources provided to Physical Plant Operations.

4. Flexible Central Funds. The administration must be able to match

fund requests for academic priorities, new areas of research inquiry, equipment purchases with large-scale, institutional uses and applications, and other opportunities.

5. ICR for Graduate School Research Funds. These funds, which could become a major source of support for faculty who experience lapses in receiving grants, should be increased significantly.

Brenner, a staff member of the REC, is quick to point out that the draft policy does not modify current distributions of ICR, but aims to supplement them with new income. "We hope that we can get the rest of the \$6.5 million state offset for some of the initiatives we have in mind," he says. "In addition, we anticipate that the indirect cost recovery fund in total will grow, just as our research enterprise is growing—so that as we generate more dollars there are going to be more dollars coming back to the University." A possible source of reallocation in the future is \$4 million worth of Academic Priorities block grants to CBS, CLA, and IT, currently funded by ICR. If those grants can be funded elsewhere, then central administration will have considerably better flexible funding potential than it has now.

Some researchers feel that the ICR they generate ought to be theirs to spend or invest as they choose. Others accept the current system in principle, wishing only that individual research units could receive more money for emergencies in operation and maintenance.

The proposed policy does not advocate increasing the colleges' or individual investigators' overall share in ICR, although it was recently modified to allow the colleges' share to increase in proportion to overall grant money received. "The primary reason why it was suggested that money should go back to investigators in the first place was that unforeseen needs were arising that the University should have been taking care of all along," Brenner says. "Rather than give them money to solve the problem, we're much better off solving the problem up front. That's our intent." ■

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1. Have you been receiving biweekly copies of *Footnote* this year?

yes irregularly no

2. How many issues have you read during the past academic year?

0-25% 25-50% 50-75% 75-100%

3. Were the following stories from this academic year of high, medium, or low interest to you?

	High	Medium	Low
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President's Report on Progress and Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University Librarian Thomas Shaughnessy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparing for the End of Mandatory Retirement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Debate Over Financial Decentralization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Probationary Faculty Concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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A Primer on the 1990 Legislative Session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can CLA be Divided?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interview with Leonard Kuhl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reforming Intercollegiate Athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retirement Task Force Recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University Building Energy Efficiency Project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uniform Undergraduate Tuition Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indirect Cost Recovery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Please indicate topics that would be of particular interest to you in future issues of *Footnote*.

5. This year *Footnote* discontinued the benefits Q&A column to allow more space for news and analysis. Do you prefer the current format, or would you like more information on faculty benefits?

Current Format More on Benefits

6. Do you have other suggestions for improving *Footnote*?

7. College/unit in which you hold an appointment _____

8. Faculty Rank (if applicable): Instructor Assistant Professor Associate Professor

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FOOTNOTE

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Teaching, Research, Debt Service

The 1990 Bonding Bill Brings a New Obligation

Election-year politics, fiscal maneuvering, and confidence in the future of Minnesota's public institutions have combined to produce one of the largest bonding bills in the state's history. The bill's size—\$402.2 million, of which \$387.4 million is for bonding—is especially remarkable given the state's uncertain financial situation.

The University's Cut

The University fared very well, receiving \$71.5 million to fund all but four of the 14 projects it requested, as well as one project—the Duluth Natural Resources Research Institute—that was not in the

capital request at all.

The house and senate went to conference committee with serious differences of opinion. The house version of the bill gave the University \$44.1 million for six projects. The senate contingent, led by majority leader Roger Moe, arrived with a bonding bill that included \$68.8 million for 12 projects. Moe's plan involved a novel proposal to use 28.3 percent or \$14.63 million (whichever is higher) of yearly state lottery earnings to service two thirds of the bonding debt for the state higher-education systems. The other third would be borne by the beneficiaries of the bonding bill. After long debate the senate contingent convinced the house members

of the committee to accept the lottery proposal, paving the way for a final bill significantly larger than the house had initially allowed.

As frequently happens when negotiations are prolonged and intense, the compromise bill ended up larger than either house's bill. The bill's size is a mixed blessing for the University, which can proceed with all the projects the state funded only if it can pay debt service each December on a third of all the bonds sold for the projects. In addition, the University will be required to service an unspecified portion of the \$17 million Higher Education Center in Rochester, a joint effort of the University, the state university system, and the

continued, p. 2

The 1990 Bonding Bill

Project	University Request	Governor's Proposal	House Version	Senate Version	Final Bill
1. Systemwide					
A) Health/Safety	2,500,000	0	0	2,500,000	1,500,000
B) Integrated Waste Mgmt	7,500,000	7,500,000	7,500,000	0	7,500,000
2. Biological Sciences Add'n	17,394,000	0	17,394,000	15,000,000	16,500,000
3. Wilson Library Remodel	2,940,000	0	2,080,000	2,200,000	2,080,000
4. Animal Science, Phase II	6,252,000	0	0	2,100,000	0
5. Ferguson Hall Addition	6,722,000	0	5,200,000	5,000,000	6,700,000
6. UMD Campus Center	13,110,000	0	0	10,000,000	10,000,000
7. Rec Sports/Aquatics Ctr.	13,000,000	0	0	6,000,000	6,000,000
8. Engineering Renovation	16,491,000	0	0	12,000,000	0
9. Architecture Addition	18,293,000	0	0	0	0
10. Vet Diagnostic Lab	8,467,000	0	8,467,000	0	7,900,000
11. UMC Ag Center	5,106,000	0	0	5,000,000	5,000,000
12. UMW Campus Center	4,174,000	0	0	4,000,000	0
13. UMM Student Center	3,980,000	0	3,471,000	0	4,000,000
14. Ag Experiment Stations	3,237,000	0	0	2,500,000	1,800,000
15. Duluth NRRI	0	0	0	2,500,000	2,500,000
Total	129,166,000	7,500,000	44,112,000	68,800,000	71,480,000

Debt, from p. 1

community college system.

A motion by Rep. Lyndon Carlson (DFL-Crystal) forbids raising tuition in 1990-91 for the purpose of paying debt service on the state bonds. But like the other state higher education systems, the University will probably have to increase tuition the following year to cover the instructional elements of the request.

The University is under no obligation to use its full bonding authority. Naturally, the administration will try to take advantage of the entire amount, but the notion of raising tuition to help service the debt worries administrators and rankles students. However, the portion funded by tuition is likely to be small, because the percentage of the total request devoted to instruction is fairly small. Unlike the other higher education systems in Minnesota, which can meet their responsibilities only by raising tuition, the University can fund

some of its debt service with indirect cost recovery (ICR) and user fees. ICR may be used to support the agricultural experiment station improvements (\$1.8 million) and most of the College of Biological Sciences addition (\$16.0 million), both of which are designed primarily for research. The Veterinary Medicine diagnostic lab can consider increasing its customers' fees. Projects such as the Integrated Waste Management Facility may require a complicated aggregate of sources to service the debt on its bonds, possibly including ICR (for waste generated by research), user fees, private gifts, internal reallocation, and maybe even a small portion of tuition (for waste generated by instruction).

In the opinion of interim state relations director Vik Vikmanis, the University's new financial obligation will not put a serious strain on the institution. "Not all the projects will go on line at once anyway," he says. "The contracts will be awarded and construction will begin over the next three- or four-year period." This inevitable staggering of projects eases the flow of new bond sales and the attendant debt-service responsibility. Only when all the bonds have been sold several years hence will the University have to shoulder the entire debt burden on one third of \$71.5 million. But as each building project comes due, it will have to be prepared to deal with its incremental obligations to these new, long-term fixed costs.

Examining the Gift Horse

There may be more to the monumentality of the 1990-91 bonding bill than meets the eye. Finance vice president Gus Donhowe believes that it might be the big gesture that signals the end of an era. "There's a problem when you have a free good, and from our standpoint these buildings have been a free good," he says. "It looks like they're going to cease being free. That will inevitably slow us down." The introduction of a debt-service obligation, while it makes more bonding possible, is also a message of restraint to the state entities who have come to expect a certain level of bonding commit-

ment from the legislature. It probably sets an irreversible precedent for the bonding process.

"From the legislators' point of view, they're saying, 'Look, we see you've got great needs. Let's fund them now,'" Donhowe says. "But don't plan on coming back next biennium. Plan on coming back in four years. We think you can sort this out in that period of time, and that you'll bring to the whole question of building new buildings a greater sense of restraint than you've exhibited in the past.' In many ways, one has to respect this point of view."

Donhowe is well positioned to respect it. He faces the growing problem of overextension. The size of the University's physical plant—in construction, upkeep, and operation—is increasing out of all proportion to the growth of the institution's resources. Every new and aging building must be maintained and operated from a funding source that has not increased in several years. "We'll be coming back later this year talking about our deteriorating existing plant and the radical things we may have to do to meet our public trust to preserve and maintain the assets we have," Donhowe says. "There's a problem, and I'm not smart enough at the moment to figure out how to solve it."

The University will need to commit itself quickly. Inflation waits for no project, and some projects have time constraints. The Ferguson Hall addition, for example, must be under way by late this year if it is to earn a private matching grant. As soon as the 1990-91 budget process is out of the way in mid-May, Donhowe and budget director Nick LaFontaine will have to develop a plan for scheduling the debt on the new projects, and the regents must make hard decisions about ICR, tuition, and other possible sources of money to realize the bonding bill. Complicating the debate will be the ever-vexing problem of finding internal resources to maintain and operate the buildings as they come on line. As Donhowe implies, where the giving stops the thinking must start. "We need to be fairly creative," he says. "On the other hand, we also need to be wise beyond our years." ■

FOOTNOTE

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Design Consultant: Dawn Mathers

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□ NEWS

The 1990-91 budget plan will be introduced to the regents this week. This plan represents centrally allocated unrestricted funds only; it does not include hospital funds, support services, or some "restricted" funds such as research grants. The following items constitute the sources of funds:

•**Beginning balance: \$49.0 million.** This is an aggregate of \$4.5 million in indirect cost recoveries and \$44.5 million in central reserves.

•**State operations and maintenance appropriation: \$377.6 million.** This is the University's largest single source of revenue. It consists of the amount appropriated in the 1989 session for the second year of the biennium.

•**Minnesota State Retirement System appropriation: \$850,000.**

•**Tuition: \$136.8 million.** Tuition rates for 1990-91 would increase 9 percent, while tuition revenues would rise just over 6 percent. The rate increase for the biennium would total roughly 17.5 percent, 1.1 percent less than the legislature anticipated. The proposed collegiate tuition rates reflect the first step toward establishing a single undergraduate rate.

•**Application fees: \$1.1 million.** These are being increased for the first time since 1983 due to an increase in the state's appropriation offset.

•**Indirect cost recoveries: \$34.5 million.** This forecast approximates the current level of recovery adjusted for projected changes in the level of grant activity.

•**Investment and miscellaneous income: \$18.3 million.**

Total sources of funds: \$618.15 m.
Total expenditures: \$577.83 m.
Balance: \$40.32 m.

The ending balance represents the amount projected for the central budget reserves. This version of the budget does not yet reflect the recently mandated \$2.2 million rescission from the state operations and maintenance appropriation.

(State specials, a separate budgetary category, will share the burden of the rescission. In the unadjusted

budget, they would receive \$86.7 million in legislative funds—a \$4.5 million increase over the base.)

The budget recommends a 7 percent increase in academic compensation: 6 percent for merit and market-driven salary increases, .5 percent for pay equity adjustments, and .5 percent for fringe benefits. Civil service would receive a 6.7 percent increase: 4 percent for across-the-board adjustments, 1.7 percent for pay equity, and 1 percent for benefits. Student employees would receive increases ranging from 2 to 4 percent. Fiscal year 1990-91 will mark the completion of academic and civil service equity adjustments.

Supplies, expenses, equipment, fuel, and utilities would receive a 5 percent inflationary allowance. The budget provides \$9.3 million for repairs and replacements.

This year's budget features several new proposals. In the area of student affairs, it allows for the allocation of at least \$500,000 for a need-based program of financial aid grants. It also includes a provision whereby minority students from non-reciprocity states in the top 25 percent of their class will be treated as resident students for tuition assessment.

In the area of undergraduate education, the budget allocates \$561,000 for improving lower-division advising and expediting the movement toward a single entry point for Twin Cities freshmen. \$590,000 would go toward upgrading classrooms and study space on the Twin Cities campus. \$800,000 is allocated for improving course access and instruction. Allocations to the colleges and coordinate campuses for improving undergraduate education would total more than \$6 million in funds, \$3.6 million of them recurring. Professional and graduate education is allocated over \$2 million of recurring funds and \$1.7 million of nonrecurring funds.

Many of the new and increased allocations will be made possible by the 2 percent across-the-board reallocation of departmental funds. Finance vice president Gus Donhowe estimates that 2 percent reallocations will be routine for the next three to five years.

By a 57-44 vote the Faculty Senate defeated a motion calling for

periodic review of tenured faculty.

A separate motion recommending that the administration end **mandatory retirement** for faculty effective July 1, 1991 passed by a vote of 63-43. Originally the two motions were parts of a single motion, but many senators did not endorse them both and voted to separate them.

Three faculty members spoke their minds at an **open forum for the ad hoc Committee on Intercollegiate Athletics** April 9. Co-chaired by regent Alan Page and professor Jack Merwin, the committee is studying options for reforming intercollegiate athletics at the University and invites ideas and suggestions from faculty and staff.

Michael Wade, director of the School of Physical Education and Recreation, called for the administration to begin funding men's intercollegiate athletics like a regular department with 0100 funding. Currently men's intercollegiate programs are funded by revenues from men's football, basketball, and hockey. "This would make athletics much more fiscally accountable to the University," he said.

In addition, Wade recommended that the University take steps to integrate athletes and coaches into the academic community. Athletes in the major men's sports often have poor formal educations and have trouble keeping up with the rigors of their major curricula, he said. Often their only connection to the university is a working understanding of sport. Wade proposed offering a major in which the primary focus of study is sports itself. He also suggested that coaches who teach classes be given professional/academic appointments.

Professor Hans Weinberger proposed that the University withdraw from the NCAA and pay its athletes market wages like professionals. "[Scandals] are, in fact, only symptoms of the real scandal, which is the denial of honest wages for honest work," he said. "The only way to avoid these problems is to abandon the whole concept of the NCAA, and to pay the players what they are worth fairly, openly, and with dignity." Top athletes should be encouraged to take courses if they want to, he said, but an education should not be forced on talented athletes who do

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not want it.

Professor Warren Ibele criticized the system of incentives at work in men's intercollegiate athletics. He proposed that the University encourage preprofessional competition apart from the institution, and that income from all post-season competition be shared equally within conferences. Given the saturation of the local sports market, "the University has the opportunity to take an approach which is more respectful of the student-athletes and coaches and the institution's own academic values," he said. Ibele suggested that whatever reforms the committee recommends should be proposed to the Big Ten for adoption. ■

□ THE CHAIR'S REPORT

By Warren Ibele
Chair, Faculty Consultative Committee

Spring quarter brings a flurry of activity as the hopes and plans of the previous September and October encounter the harsh realities of the academic calendar. The Faculty Consultative Committee (FCC) currently carries a formidable agenda that includes the following.

- Revision of the policy on fraud in the academic workplace. Dean Mark Brenner joined the FCC on May 3 to discuss the current status

of this effort.

- Policy on indirect cost recovery funds being developed in the Research Executive Council in consultation with the Senate Research Committee. This hardy perennial typically blooms sometime during the academic year. The commendable efforts of the past have usually found the governance system and the administration agreeing to disagree. There is hope that this effort will expand the areas of agreement.

- Review of the search and selection processes for filling the endowed chairs established by the Minnesota Campaign and the Permanent University Fund. This is probably the most significant focused effort the University has ever launched to attract, recognize, and encourage academic excellence. The FCC looks forward to a progress report on that initiative.

- The report of the Mandatory Retirement Task Force. Three of the report's recommendations came before the Senate at its meeting of April 19, 1990. Two were passed. There are 13 in all and several of these will be referred to the appropriate Senate committee. If adopted, they would effect significant improvements in faculty benefits during appointment and retirement. We have to devise a quality-assurance procedure to justify these new investments in the faculty.

- Intercollegiate athletic facilities on campus. The Senate Committee on Finance and Planning has heard and endorsed the proposal to

renovate and build facilities for men's and women's intercollegiate athletics. The FCC awaits the report from the Ad Hoc Committee on Intercollegiate Athletics, whose recommendations will influence the final decision.

- With the implementation of the Grievance Policy settled, attention has been turned to reviewing the status of the campus ombuds service. Professor Charlotte Striebel will lead a small faculty/student/staff group to study and recommend what might be done to ameliorate and reconcile differences as early as possible, and at the lowest possible level.

Two recent events cause new or continuing concern. Professor Robert Sloan's 1989-90 AAUP salary survey carried the message that despite the effort to improve faculty salaries, our position with respect to our peers has not changed. The 1990 state legislature passed one of the largest bonding bills in the state's history. It significantly altered the manner by which that debt is to be borne, for now the institutions which elect to build must bear one third of the debt burden. That arrangement assures that space, its acquisition cost, allocation, maintenance, and effective use will become integral parts of managing the University. In a decentralized system such as ours, that means it becomes a major concern to the colleges and their administrators. We will hear more about both of these issues. ■

FOOTNOTE

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FOOTNOTE

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☐ Volume 3, Number 19

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Ever Ombuds

University Governance Seeks a Permanent—and Consolidated—Ombuds Service

The idea of the ombudsman dates back to 1809, when the Swedish legislature established the position to help control the observance of laws and ordinances by government officials and military officers. Today many governments, corporations, and educational institutions have adopted ombuds services to help handle complaints from individuals or groups who feel they have been wronged by others within the institution. Some ombuds offices handle all types of complaints from aggrieved parties at any level of the institution. Others, such as the services at the University of Minnesota, serve particular constituencies.

An ombudsman (for most professionals in the field, a gender-neutral term) is not a judge, but acts as an "agent of justice" in seeking a fair resolution to a problem. His or her function is to manage disputes or complaints before they become matters of litigation. According to Mary Rowe, ombudsman at MIT, over 75 percent of the complainants who come to her do not want to enter a formal grievance process. There are a number of reasons for this. People fear that an investigation will lead to a loss of privacy. To many, especially certain ethnic groups, the adjudicative process is distasteful. Victims of harassment fear that the investigative process will force them to relive painful encounters, or feel timid about relating incidents of sexual or physical abuse. Sometimes they feel that they are partly responsible for the situation. Many people avoid the process because they feel they do not have enough evidence against the offender, or because of the inevitable time investment a formal complaint entails.

So there are abundant incentives to forestall formal grievances by of-

fering legitimate—and often less painful—alternatives to the formal process. Frequently an issue can be resolved simply by clarifying matters of policy to the complainant or to the alleged offender. In other cases the complainant may feel confident to handle a conflict after being offered a range of options for action. Still other situations call for more complex alternatives, such as mediation. In certain situations, an ombudsman may serve as an advocate or assist in finding an advocate if a case proceeds to the grievance stage.

On the Twin Cities campus of the University, a number of services share the ombudsman's task. The Office of Equal Opportunity and Affirmative Action serves as an objective source for assistance and information on discrimination and harassment. The Conflict and Change Center works to resolve open disputes through negotiation and mediation. University Counseling Services and Academic Personnel offer mental health services to students and academic staff respectively. The Student Ombuds Service (SOS) deals with complaints initiated by students. And the Academic Staff Advisory Office handles complaints involving

faculty and professional/administrative staff. Most of the cases handled by this office are confidential, long-term cases regarding matters of sexual harassment, academic freedom, or resource manipulation, according to its director, Maurine Venters. "We talk with anyone who has a potential grievance on campus," she says. "If they want to pursue a grievance, we explore the route it will probably take and the likelihood of their success."

In light of the obvious advantages an ombuds service can offer faculty, staff, and students, it seems obvious that no university, least of all a large one, should be without one. Yet there have been times in the last decade when such a service, for all intents and purposes, has not existed for many members of the University community. Only SOS seems adequately staffed and funded—and questions have been raised about the method of its funding. Civil service staff have no ombuds office. And the Academic Staff Advisory Office has been underfunded and often overlooked.

"The faculty ombuds service has been operating on a temporary basis and that has been very detrimental to its effectiveness," says mathematics professor Charlotte Striebel. "It moves from place to place,

continued, p. 2

The Academic Staff Advisory Office offers ombuds services to University faculty and professional/administrative staff on all campuses. The director, Maurine Venters, assists faculty and staff in determining the appropriateness of a grievance, seeking negotiation and media-

tion assistance, and selecting appropriate advocates for the formal grievance procedure. The office, in 255 Nicholson Hall on the Minneapolis campus, is open part time Monday through Friday. The telephone number is (612) 626-0889.

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people can't find it, and for a while people thought it had gone out of business—which it had. These circumstances have made it pretty hard to get it off the ground."

Established in the mid-1980s as a consequence of the Rajender consent decree, the faculty ombuds service was operated by Striebel until 1988. Then the service was dropped for a while. "Before I came last fall no one had been active in it for about a year," says director Maurine Venters. "This is the first time we've actually had a geographic location. Charlotte operated out of her office in the math department." The new office, located in a tiny facility in Nicholson Hall, currently receives an operating budget from the University Senate of \$4,000 a year. Venters and her secretary both work half-time.

"I think more funding really would be appropriate," Venters says. "People on campus who are

having conflicts in their environment are tremendously frustrated If we expanded, then we could advertise more frequently and have sufficient personnel to accommodate the additional cases. Right now, I am concerned because people call when I'm not here. To be most effective we need to have enough resources to accommodate their needs at the time they are of the greatest concern."

SOS, with a \$5,000 operating budget and enough salary money to stay open full time, can maintain a higher profile. It began advertising its services regularly in the *Daily* three years ago. According to director Jan Morse, SOS's caseload has doubled every year since, until now it makes nearly 10,000 contacts and handles about 800 long-term cases a year. "We spend a fair amount of our budget on advertising," she says. "We found that when we don't advertise our caseload drops dramatically."

Many colleges and universities have one ombuds office serving faculty, students, and staff. The Senate Consultative Committee has recently appointed a committee, chaired by Charlotte Striebel, to explore the possibility of pooling and coordinating all the ombuds services at Minnesota. It will submit recommendations at the end of fall quarter.

"There are little pockets of this service throughout campus, so the first thing to do is survey the services that are available," Striebel says. "The next thing is to survey systematically ombuds services at other institutions. We might even invite someone to come in and explain in detail the ombuds service at a comparable university. Then I think we'll try to copy the organizational structure that seems to be successful in other places, and that will let us weave together the fragments that we already have here."

If significant changes are to be made, Striebel says, the administration will have to get serious about funding them. The faculty and staff portions of the service will need significant increases. "And the way SOS is funded [by student fees] is very unfair," she says. "The students pay for it all, and that's just outrageous. It's reasonable that students should put some money

into it, but it certainly isn't reasonable that they should have the full burden."

The administration, she believes, would benefit substantially from a unified, vigorous ombuds service and should offer to help support it. "We see some really big bonuses in something like this," she says. "It cuts down the amount of time and effort that goes into litigation and grievances. I think it will also be helpful to units that systematically deal with the public, such as Rick Heydinger's office [external relations] and the president's office. Rather than having to chase down constituency requests themselves on an ad hoc basis they'll have someplace to send them." (As at MIT, Minnesota's service could be designed to handle complaints from outside the institution.)

Although a unified office is attractive for administrative reasons, it also presents problems. For one thing, the types of issues affecting faculty—questions of promotion and tenure, intellectual freedom, funding decisions—are quite different from those that characteristically affect students or staff. Furthermore, faculty and staff value confidentiality more than students do. A low-profile office in an out-of-the-way area is more comfortable to these complainants than a central location where they might be recognized by colleagues or students. Centralized offices also face problems with conflict of interest. "Some ombudsmen who represent all groups on campus really find themselves in a bind when they're on both sides of a controversy—it's really a mess," Morse says. Handling each group requires specialized knowledge of the policies and procedures affecting that group; no ombudsman could be expected to know all the rules for student, civil service, bargaining unit, professional/administrative, and faculty groups.

Centralizing would also entail a rethinking of funding sources. "I could see some advantages to pooling resources," Venters says. "But we have to think about funding. My office has practically nothing and SOS has a lot more, and it wouldn't be fair to have student fees providing anything for faculty services."

FOOTNOTE

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"I see one office, but divided into three service groups—one for students, one for faculty and staff, and one for the public," Striebel says. "A lot of what they do would be very separate, but there are instances—far more than I had realized—where cooperation between these services can be really useful."

□ NEWS

Pat Mullen, director of the Office of Equal Opportunity and Affirmative Action, presented the Senate Committee on Faculty Affairs (SCFA) with three draft documents **modifying search procedures and noncompetitive appointments**. The documents, drafted by the Post-Consent Decree Committee and the Committee on Equal Opportunity for Women, would modify current policy in several ways. Mullen emphasized that the drafts are preliminary and asked for suggestions from SCFA.

The Post-Consent Decree mandates a search for any professional/administrative (P/A) or faculty position constituting more than a three-day appointment except in the case of visiting professorships or emergencies that require immediate filling of unexpectedly vacated positions. At present the basic search and approval structure is identical for all positions. Recognizing that this uniformity is cumbersome and often inappropriate, the committees sought to make a clear distinction between full national searches and limited searches.

Their draft policy for full national searches is very similar to the one in place. It would apply to tenured and tenure-track faculty positions, probationary or continuous P/A positions, and administrative positions at higher levels. However, it would require approval of a candidate pool's composition by race and sex before the search could proceed.

Limited searches, designed to be fast and flexible, would apply to short-term, acting, and nonrecurring appointments. Advertising for these positions could be confined to personnel on campus, and applications would not have to remain open more than a week. Applicants

would be screened and finalists selected by an external committee.

The committees concluded that some situations do not justify a search at all. These include:

- When a search or competition has been conducted by a non-University group following acceptable equal opportunity procedures (e.g., Young Investigator Awards).
- When the qualifications for the job and the characteristics of a potential candidate are so well matched as to exclude all other candidates (e.g., the "Gus Donhowe situation").
- When a hiring can be done under the current University spousal exemption regulations.
- When a person from a severely underrepresented group is sought.

The committees also suggested that appointments to certain types of positions without search or competition should be permitted for the following situations:

- Rehiring students with graduate assistantships who graduated before their terms of assistantship were fulfilled.
- Appointing visiting faculty who are permanently employed elsewhere. (This policy is currently in place.)
- Appointing persons full- or part-time for no more than two continuous quarters (a major policy change).

SCFA members expressed general support for the measures, although they had serious reservations about forgoing searches in situations where the incumbent or a candidate seems the obvious choice for the position. "It would be murder for the University if we didn't have a search for Gus Donhowe's position," said Dick Goldstein.

Chair David Dittman suggested that full national searches should include an allowance for placing new candidates in the pool after it closes. He explained that hiring in his field is highly seasonable, and the pool often closes just before new candidates graduate and emerge into the market.

SCFA will look more closely at

the measures and recommend changes before they are submitted to the Senate or regents for action.

A report by the Physical Plant and Space Allocation Committee, a Senate subcommittee, offers broad recommendations for controlling **asbestos and radon** in the campus environment. "Although there are differences of opinion among members of the committee about some issues, we are all in agreement that the members of the University community deserve to be better informed about the extent of the problem as well as the potential health risks associated with exposure to these substances," the report says.

Asbestos, a commonly used material until about 1980, was detected in the atmosphere of about 260 University buildings in a recent survey. It is so ubiquitous that removing it all from the University's buildings could cost \$80 million, the report said.

"Because asbestos poses a potential threat to health only when the material is friable (dry, crumbly, and exposed to air), a program of total asbestos abatement at the University . . . seems clearly unrealistic and unnecessary," the report says. "In fact, scientists have pointed out that removing ACM [asbestos-containing material] sometimes raises the concentration of airborne asbestos above the level present before the removal process began. . . ." The report recommends that during remodeling projects asbestos should be removed only when it is required by federal regulations.

Emphasis should be placed on monitoring asbestos levels and keeping them safe, the report says. It recommends that the University establish a system to ensure that University buildings are inspected regularly and kept in good repair.

The effects of radon are scarcely known, but a recent EPA estimate suggests that the health risk for radon is "100 to 200 times greater than the risk associated with asbestos." The University has no systematic program to measure radon in its buildings. The report calls for a comprehensive survey of buildings on all campuses, beginning with basement locations that are frequently occupied by people. ■

THE CHAIR'S REPORT

By Warren Ibele
Chair, Faculty Consultative Committee

Grievance Policy

In April the regents approved a new University grievance policy and a memorandum of understanding concerned with its implementation. The new policy was drafted by a faculty committee and passed the University Senate in spring 1989. It will take effect in September 1990. Several tasks remain, however, before preparations are complete:

- 1) Appointing a new University grievance officer. The president will appoint the grievance officer with the concurrence of the University Grievance Committee. July 1 is the target date for the appointment.
- 2) Appointing the University Grievance Committee. This nine-member committee will be appointed by the Senate Committee on Committees. The task

of appointment should be completed by July 1. Professor Tom Scott chairs the Committee on Committees.

3) Appointing departmental grievance officers to provide information about grievance procedures and assist in resolving grievances informally within the unit. August 1 is the target date for completing this step.

When supported by an adequate ombuds service, the University's capability for dealing with differences and grievances in a timely fashion should be much improved.

Space Rental

The issue of space rental was discussed at the April 24 meeting of the Senate Committee on Finance and Planning. Several points were made during the course of the meeting. Dr. Kuhl observed at the beginning of his remarks that at the moment there is no plan, but rather a proposal to consider the possibility of designing one. A number of key questions were raised:

- 1) How is the appropriate assignment of space to a unit to be

determined?

2) How will funds for space additions be generated?

3) To what extent are space needs driven by the entrepreneurial success of individual principal investigators and to what extent by institutional priorities?

4) When a given unit experiences a rescission or a reduction in the level of activity what does this imply for its space assignment?

The 1990 bonding bill will intensify our interest in the answers to these questions, since the requirement for the institution to bear one third of the debt burden will bring space costs, supply and expenses, and payroll funds together as fungibles.

Rather than wait for a space plan to be developed, it has been suggested that an appropriate group in the governance system explore alternative schemes for reducing the costs of operating our physical plant, the savings to become available for allocation to academic programs. The Physical Plant and Space Allocation Committee, a subcommittee of the Senate Committee on Finance and Planning, will take this assignment. ■

FOOTNOTE

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FOOTNOTE

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Liberal Education

Task Force Chair John Howe Discusses Current and Future Requirements

A general consensus has developed that the Twin Cities campus's 21-year-old undergraduate core curriculum is ready for an overhaul. As it stands, the University's breadth-distribution formula, which serves as a floor for the formulas of individual colleges, requires that all students take two courses in each of four general areas: arts and humanities, math and logic, natural sciences, and social sciences.

"In the late '60s this was quite an advance," says history professor John Howe. "Prior to that there were no campuswide baccalaureate degree requirements. They were utterly specific to each college. What has happened over the interval since is that numerous colleges—certainly CLA and IT—have necessarily used these four categories to describe their own breadth-distribution formulas, but are more demanding in some categories than the minimum. So in some sense these minima of the present system have been superseded by events."

Each college maintains a list of courses that its students can take to satisfy the campuswide distribution requirements. The college determines for itself which courses can be taken to meet these requirements. "The lists are very large and the courses listed under various headings are very diverse," Howe says. "As a consequence it's very unclear what the common educational purpose is for the wide array of courses listed under each of these headings."

One weakness of the current formula, Howe says, is its absence of an adequate statement defining the general educational goals that collegiate units should meet. For example, although the campuswide formula requires two courses in the arts and humanities, it does not

specify that every undergraduate should acquire adequate writing skills.

Attitudes and student demographics have shifted in the last 20 years, and many believe the core curriculum does not adequately address some increasingly important principles of the modern world, such as international cooperation and technological literacy. Others question whether it successfully teaches the more traditional skills and values like writing, oral presentation, and cultural identity. Exactly how curricula should be changed is a matter of intense debate, especially in the

humanities; but despite disagreements curricular changes at the collegiate level are proceeding apace. This activity will force the University as a whole to reevaluate the core curriculum, even perhaps to dispense with the idea of a core curriculum altogether in favor of a number of separately designed course lists that address the educational needs of different student groups.

The Task Force on Liberal Education, chaired by Howe, is a group of faculty, students, and administrators charged with reviewing present Twin Cities-campus

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A Message from Vice Provost Anne Hopkins

With much anticipation, I began my new position as vice provost for arts, sciences, and engineering on May 1. I work closely with deans of the six colleges that report to me (the College of Architecture and Landscape Architecture, the College of Biological Sciences, the College of Liberal Arts, General College, the Institute of Technology, and University College) and serve as a member of the president's cabinet. I am also giving attention to the quality of the undergraduate experience on the Twin Cities campus.

I am deeply interested in faculty and their ideas and attitudes. In the past two weeks I have visited the Faculty Consultative Committee, the Senate Committee on Educational Policy, and the faculty of the Departments of Psychology and Civil and Mineral Engineering. I

plan to visit all the departments reporting through me and to work closely with the various faculty governance structures.

I hope to hire faculty for two positions in my office—one to deal primarily with the budget and the other to assist me with the undergraduate initiative. I will fill the budget position first and hope to have both in place by the fall. I would appreciate your help in identifying strong candidates for these positions.

The University of Minnesota is an excellent institution. I look forward to working closely with the faculty to help make it even better. ■

The vice provost reports to the senior vice president for academic affairs and provost of the Twin Cities campus. Her office is in 15 Morrill Hall (626-1830).

Liberal education, from p. 1

liberal education requirements and recommending changes. "We need to revisit the categories as they are presently described and ask ourselves, 'Are these descriptions still adequate?'" Howe says. "We need then to ask, should there be some more demanding, more filtering all-University process that will determine or describe clearly the educational objectives that such courses ought to be organized around? There needs to be an all-University group to oversee the development and the listing of courses under these categories."

The task force will probably recommend the establishment of a permanent group similar to the now defunct Council of Liberal Education to think about, look after, and promote liberal education concerns. "We clearly need to reestablish some kind of group like that that will play an aggressive role both in seeing after the implementation and continuing to generate discus-

sion about desired liberal education goals," Howe says.

Also on the task force's agenda is an examination of the major's role in liberal education. "I think we'll fashion some language with specific statements about what it means to think of a major in the context of a larger pattern of liberal education for a student," Howe says. "Our purpose is not to tell the history department what kind of a major to construct, but to tell them, 'In defining your major, understand that for most students it is probably thought of as embedded in a general liberal education. You're not for the most part producing new professional historians.'"

Howe emphasizes that liberal education should not be seen as a cluster of requirements to be dispensed with in the first two years of a student's curriculum. Elements of liberal education should penetrate every level of undergraduate learning, from the freshman surveys to advanced specialty courses, he says.

"A liberally educated graduate of this University ought to be able to write and fashion argument, description, or analysis in literate, logical, understandable, and persuasive ways," he says. "Writing skills come only through experience, and many of the courses students take ought to have a writing component—certainly in the major work. That's one kind of theme, focusing on skill. Another kind of theme has to do with substantive issues. Most colleges and universities these days, and virtually all the literature on the subject, talk about assisting students in developing and understanding the international interconnections of modern life. That's the kind of content theme that ought to be introduced and reinforced in a variety of ways. Then there are themes that bridge skill and substance, like mathematical competency. Students should be helped to develop that not just in mathematics courses, but in physics, biology, and some social sciences courses. They need to be made aware of the importance of these themes at various points throughout their careers."

Commonsensical as they may seem, these desires hold the seeds of radical reform. They call for a

reappraisal and restructuring of teaching method, not simply of the topics to be taught; and in the process, they broaden—or at least change—the traditional definition of liberal education as exemplified by the current formula.

What would happen, Howe asks, if, for example, faculty on both sides of the bitter humanities debate made a good-faith effort to present the debate *itself* as a subject of inquiry? He recounts how one member of the task force lamented that humanists today have great difficulty agreeing on the basic point of the humanities. "Pete Magee [dean of CBS and another member of the task force] responded by saying, 'Well, then, in terms of the liberal education of our students, it's exactly those debates that ought to be at the heart of teaching humanities to students,'" Howe says. "If the satisfaction of the humanities requirements could be approached in that sort of way, it would be wonderfully educational for students.

"Just as I don't think it's the role of this task force to tell biologists what kind of biology to teach, I don't think it's our role to tell humanists what the humanities are fundamentally about; they have to do that," Howe says. "What we need to do at our level of generality is to say, 'Whatever the biological sciences—or humanities, or what have you—are fundamentally about these days, all students need to have some sense of what that is.'" ■

FOOTNOTE

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Managing Editor: Rabun Taylor
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Footnote is a biweekly publication of the Faculty Consultative Committee produced by University Relations. Its purpose is to inform the faculty and administrators about governance issues and activities and other news of interest to those groups. It is mailed to faculty and administrators on campuses represented in the University governance system and is available to other interested readers through the Institutional Advancement Office in Waseca and the University Relations office in Duluth.

Footnote is intended as a communication forum for its entire readership, not as an official document of the Faculty Consultative Committee. Letters on University issues are invited from faculty and administrators. Letters selected for publication, which may be edited for length, in no way reflect the opinions of *Footnote's* publishers. It is suggested that letter writers limit themselves to one double-spaced page. Send letters or inquiries to *Footnote*, 6 Morrill Hall, 100 Church Street S.E., Minneapolis, MN 55455 (612) 624-6065.

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NEWS

Several members of the Faculty Consultative Committee (FCC) expressed opposition to **extending the probationary period for the Medical School**. Member Norm Kerr pointed out that the current tenure code allows individuals to apply for a seventh year if they can demonstrate reasonable cause. He argued that the Medical School, rather than extend probation for all its M.D.s, should change its tenure requirements to recognize clinical practice. "Their criteria strike me as a little bit twisted," Kerr said.

"I see this [the Medical School's request] as part of a general attack

on the tenure system," said Charlotte Striebel. She compared it to the tenure requirements for professional/administrative staff, which she believes make unreasonable and inappropriate demands on probationary personnel. The emphasis on research, she said, makes these professionals seem like "second-class citizens" because their jobs are not as research-oriented as traditional faculty positions.

FCC chair Warren Ibele said he would not urge any change when he meets with the task force currently studying the issue.

In a straw vote, the Twin Cities Campus Assembly voted 75 to 43 against a Senate Committee on Educational Policy (SCEP) proposal to **shift the academic year forward by two weeks**. According to SCEP chair John Clark, the motion will be introduced formally at the fall Assembly meeting.

Clark presented the Assembly with a calendar of the 1992-93 academic year as it would look under the proposed schedule. Fall quarter would begin September 8 and end November 21. After a week-long break for Thanksgiving, winter quarter would begin November 30. The holiday recess, beginning December 18 and ending January 4, would divide the quarter into unequal parts. The quarter would end February 27, and a week-long spring break would precede spring quarter. Spring quarter exam week would end May 31.

Student members generally supported the proposal, arguing that an early-in-early-out schedule offers students advantages in finding seasonal jobs. Students also noted that an academic year that ends before June would save them a month in rent.

Most of the faculty opposed the proposal for pedagogical reasons. Course material presented in the first two weeks of winter quarter would be forgotten over the holiday recess, they argued—effectively shortening the quarter to about eight weeks. Faculty members also argued that the December break in the current calendar is a useful interval for preparing to teach classes in the winter quarter. The proposed calendar leaves only a week between quarters for preparation. ■

□ LETTERS

Recently over 200 members of the faculty and academic staff participated in an exercise that involved a unique analysis of the University's salary structure.

This review was established as the result of a class-action lawsuit, which began in 1983 when a group of University women faculty and academic staff filed suit alleging sex discrimination in the determination of permanent salaries. After lengthy negotiations, the suit was settled last summer when the University and the plaintiff class entered into a consent decree approved by the court.

The consent decree, which provided for increases in the base salaries of women in the class, made use of three mechanisms. The first two were an across-the-board increase and an increase computed by formula. It is the third part, recently completed, that has, I believe, led to new insights into the University salary structure.

This part of the consent decree provided that any member of the class could apply for an additional salary increase based on her own particular situation. Over 200 applications were submitted, and are currently being evaluated by the Salary Settlement Committee, a body set up under the consent decree for this purpose. The committee can award a maximum of \$500,000 in salary increases based on these applications. The consent decree specifies that these awards shall be based on "merit as determined in accordance with applicable standards."

To assist in the preparation of these applications, the University made available several sources of information. One source was a database containing statistical information on rank, employment type, department, academic degrees held, and salary of all faculty and administrative staff. Another was the curricula vitae and recent applications for merit salary increases of individual faculty and academic staff members. Applicants were required to sign confidentiality agreements before some of this information could be released to them.

Certainly the principal purpose in collecting the necessary information and then writing the application was to document individual instances of sex discrimination in the salary structure. There has, however, been an important by-product of this effort that should not be wasted: a better understanding of the salary structure of the University. Many of the applicants have expressed great surprise and even shock at the things they discovered in their investigations.

In the course of my involvement in helping others prepare their applications, I heard many comments about the salary structure generally. Since the investigation centered on merit, how to measure it and how it affected salary, many of the observations I heard concerned merit. While it was generally agreed that merit in research and scholarship has some bearing on the determination of salary, there are many other factors that have an important effect. Principal among these are the dollar value of research grants and service in minor departmental administrative posts. There is great variation in salary between people who, at least on paper, have the same credentials and the same merit. Some of this variation appears to be entirely random.

Perhaps the observation that causes the most concern is how little teaching appears to affect salary. In many cases, the available documentation contained little or no mention of teaching. One applicant commented that in her department, those faculty members with reputations for being good teachers tended all to be at the bottom of the salary scale.

The comments I have heard were not solicited in any systematic way, but I do believe that the knowledge gained through this exercise can be valuable to the institution. I invite those of you with special insights or opinions about the current salary structure to share them with me and with the Faculty Consultative Committee (FCC). Please write or call me at 105 Vincent Hall, (612) 625-4065 or the FCC at 125 Mechanical Engineering, (612) 626-0884. Please be as specific as you can without violating confidentiality obligations. ■

—Charlotte Striebel

The Chair's report will resume in the next issue.

FOOTNOTE

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Liberal Education
Salary Criteria

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