

Mahmood Zaidi

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Interview with Mahmood Zaidi

**Interviewed by Professor Clarke A. Chambers
University of Minnesota**

**Interviewed on July 27, 1994
University of Minnesota Campus**

Mahmood Zaidi - MZ
Clarke A. Chambers - CAC

CAC: This is Clarke Chambers. I'm interviewing, from the Carlson School of Management, Mahmood Zaidi, who has been here for many years and for many of those years, he played a very active part in college and university affairs. We have lots to talk about that will be of general interest. The date is July 27, 1994, a Wednesday afternoon. The recording is being made in my office at 833 Social Science.

Mahmood, let's start with your early education, how you got interested in industrial relations, what kind of work you did in your doctoral program, and then how you got to the University of Minnesota. Then, we'll be off and running.

MZ: I didn't start with industrial relations when I was going to school as the major. I was studying commerce in London when I transferred to UCLA and changed my major to economics. At UCLA, they gave me credits of what I had done before. It was a very interesting subject. I finished my B.A. honors at UCLA and M.A. degree, all of them in economics. At that time, I had opportunity to stay either at UCLA or to go on to Berkeley. I chose to go to Berkeley to do my Ph.D. there. That was also in economics. While I was working on the Ph.D., Berkeley had this great tradition for interdisciplinary work.

CAC: Right.

MZ: I was very fortunate that I happened to join a group of faculty members who were drawn from economics, business school, psychology, sociology, political science. They met at a place called the Institute of Industrial Relations, which was headed by Clark Kerr in the earlier years.

CAC: Oh, for heavens sakes.

MZ: He was my former teacher, too.

CAC: And later chancellor of the university.

MZ: And the president of the University of California. It was during this period that I got interested in the industrial relation area because there were these people coming from different disciplines and working on the problems which I call employment relationship. It was not just labor management relation; but, it was also if you were not unionized, outside, highly professional. The important thing was we were no longer papa's and mama's stores; therefore, we were always working for somebody else. The idea was, How do we understand these employment relationships? It was there also that my Ph.D. dissertation . . . I was fortunate to receive a Ford Foundation grant. There were three of us who were given grants to do a study of unemployment under a very well-known faculty member, Robert Aaron Gordon.

CAC: Oh, yes.

MZ: He had this great interest in comparative studies for industrial relation, unemployment, labor markets, and so on.

CAC: What years were these at Berkeley?

MZ: These were the years of the 1960s. My grant was on Canada. Another fellow got a grant on Germany and another one for Japan; so, there were three of us who were funded by Ford for outside. That introduced me in the labor market to a study which overlapped with industrial relation. Secondly, it introduced me in the international area because I continued to write and publish on Canada. This University of Minnesota was a great place which did not discriminate against me because I was still doing research on Canada even though I worked and lived in Minnesota.

Now, how I happened to come to Minnesota also shows the outreach of the University of Minnesota. I was considering offers either to stay in California or go to New York. Then, all of a sudden, a Ph.D. from the University of Minnesota, who later became the vice-chancellor at Berkeley, Earl F. "Bud" Chyte—he got his law degree here and Ph.D. in economics and industrial relations—heard from George Seltzer, who was here. He was chairing a committee on a job opening here at Minnesota. There is a fellow at Chicago named Albert Riese. George is a Ph.D. from Chicago so they knew each other. Al Riese told Bud Chyte that there is an opening. If you have a good student, you may want to send it to me.

CAC: The old network works well.

MZ: I got this call and George was chairman of my recruiting committee. I came and I was treated so well in January coming from Berkeley. They picked me up at the airport. I stayed at the old Sheraton, which is no longer there. I was driven from the West Bank to Coffman

Union not to experience the cold. I didn't even have an overcoat—I took out one from mothballs from London and brought it here. I found two things really interesting about Minnesota. One was the warmth with which George Seltzer and another faculty member, who was director here, Herb Heneman . . . they were just wonderful, marvelous. Second part was that I saw two people in the Economics Department who were working in the same area as I was. It's not only that you are a business school or industrial relations center but you also had people outside. Then, I thought that was the right decision. Then, I decided to come to Minnesota. That is how I got here and I've not regretted it because the University of Minnesota has been responsible for my growth and development outside industrial relation and outside the business school. For example, one other colleague who passed away . . . In my early years, he was my mentor . . . Arnold Rose.

CAC: Oh, yes.

MZ: He had a cancer and was not sure how long he was going to survive. I remember bringing my sandwich, going to his office, and talking about research, and his experiences in India, and how the economic development takes place. His famous holiday parties . . . even when he was bedridden, he thought the show must go on. I got an introduction to him by his daughter who finished her Ph.D., Ruth Rose, at Berkeley in economics after me. He then, in turn, is very proud that he introduced me to Leo[nid] Hurwicz. Rose had come back from India. He arranged for Hurwicz, an economist, to go back. The greatest part of Rose was, which assistant professors are very much impacted by—like me—he was a person in his late forties and not likely to survive and when you asked him, "What are you doing?" he said, "Now, I know that my life is short so I have to work harder to finish the things."

CAC: Ahhh.

MZ: So, coming from California and even though of Berkeley tradition . . . but southern California was not very far where the Hollywood tradition was if you found out, you run for your life. You lived it up. But, in this case, it was just the opposite. He didn't ask to see us when he had the tubes in him; but, I'm told, he was dictating the presidential address of the American Sociological Association, even though there was not much time left.

CAC: That's a wonderful story. He touched so many lives, students and colleagues.

MZ: He's the only person I know from Sociology and methodology, who told me when I learned it, he published in one of the top economic journals, which was my area, *The Journal of Political Economy*, where he published a note on research methodology. I learned his stories. There I learned the meaning of tenure. That's how I went to governance. He explained to me what the McCarthy Era was like. This was the area where he had to go to the court to fight for his reputation.

CAC: And won that case?

MZ: Won that case. It is not the job security but this is what really academic freedom meant. You had to participate in it because it's not given to you. You have to work for it, and renew it, and justify it time and time again. Every generation must do that.

CAC: That's a remarkable story.

MZ: I have never forgotten Arnold's teaching about how important it is . . . tenure, to get for me is important; but, he said, "You need to give back to the organization," in my case, the University of Minnesota.

CAC: You mentioned India. You were India [unclear]?

MZ: I was born and bred in India. I graduated very young at the high school level. Then, I went to Lucknow Christian College. That was another experience, just starting to be a teenager, and seeing a principal from Oklahoma who was Methodist. He's a missionary in that part of [unclear]. He is talking about the United States; but, my [unclear] at that time was England. That's how I knew [unclear] my history. My best part in high school history was Queen Elizabeth. I didn't particularly care about the [unclear] because they kept chopping off heads of different people. The Tudor period was my basis as a teenager and I somehow felt that the streets were paved with gold.

CAC: So, you knew a lot about England but not much about the United States as a kid?

MZ: Not much about it. It was the time when the communal rights began between Hindu Moslems, India and Pakistan, so you spent a lot of time in the refuge camps to make your way to England.

CAC: Which you did?

MZ: Which I did. Coming to the U.S. . . . that made the decision so I didn't come as an economic refugee; but, I made my own decision to become an American and I've not regretted it. I don't miss an election, local or state or federal. The old country is like a pilgrimage, like people go to visit. I am [unclear] very well but now my knowledge base is much more what's happening in the U.S. context than it is . . .

CAC: It may have given you, in some degree, an interest in international students, which we will return to later. You've been very active in attracting students from all around the world here.

MZ: Right. That's a very good point. I have always been active in student run offices. When I was at London I didn't do as well but at UCLA, I was the chairman of the International Festival, which took place every year and they elected a student to be . . . I was very involved in ESL [English as a Second Language] type of program helping other people. My foster parents, Clarke, were American missionaries at [unclear] who remain with me. They died in

their nineties. There was my home away from home. He was an orthopedic surgeon and mom met him in China where they were missionaries. They were Huguenots. They came from Wisconsin. Mom's family, the first family, came from [unclear]. The book, which is in the East, is known. She was a nurse and he was an orthopedic surgeon. They left China in 1948 when the communists took over. They remained my family and friends until they passed away. As a matter of fact, when I was visiting professor in Australia, mom came . . . flew all the way to see me.

CAC: Ah!

MZ: They had no children; but, their children were from all over the world. Some of us were very fortunate to work with them.

CAC: Did you visit India often after you left?

MZ: Yes, every time I went around the world. I tried to go around the world so that I could stop. For me, those countries, India and Pakistan, were the same at that time, even though it was politically not correct because there were very strong feeling. I always went to Delhi, Bombay, Karāchi and back out or Karāchi, Delhi, Bombay . . . someway.

CAC: You were reared in Christian community, foster family?

MZ: Yes, foster family were Christian, very much. They were missionaries. I will call it two kinds; one is missionary for the religion and they were missionary for good will. They were not in the business of conversion. Their part of it was to show the side of the Christianity so that others can understand what is it, beyond worship, beyond ritual. They were practicing Christians.

CAC: There's a good old term for that: witnessing to their faith.

MZ: Witnessing, right. Therefore, they were members of the High Sierra Club. They believed a lot in the people in Pennsylvania, the Quakers. They had a great association with Quakers.

CAC: You have no memory of your birth parents?

MZ: My birth parents . . . the most important memory is my mother. That's why I became a professor. My father . . . we had land. My uncle was the first university graduate of the British system and that is Nineteenth Century. My mother was the daughter of a physician. She had experienced discrimination. Being a daughter, she didn't get the opportunity to be a physician and she very much wanted to be a physician. Her father passed away and her brother thought that it will be more appropriate for a girl to prepare in a finishing school, get married, have children rather than go to professional school. I was born after twelve years of difference between me and my oldest brother; so, they didn't think I was around the corner. When I came, my parents' brothers didn't have children and my father's older brother had many children and

then me. My father had my older brother who was twelve years older than me, whom I called junior father because I don't remember playing much [with him] except being told, "You shouldn't be doing this." Then I came in and I'm told—I don't remember all these things—that I was spoiled. My grandfather was doting. He's the one who built the family home, which is 200 hundred years old, of bricks . . . bathrooms and all that part of it, which many people talk about. They see this small town with a family cemetery and family gardens. Then, after that, as we were growing up, my mother always kept on saying that she doesn't want me to miss out on what she missed out on. She said given her limited horizon—I say it advisedly because I think she was a fantastic lady—"You must go to study even if you have to go to China." She had read the Chinese literature disseminated in Urdu, which was our family language which she could read . . . or Hindustani. She knew about the civilization of China 4000 B.C., 5000 B.C. She talked about poets, and physicians, and so on. Anytime I missed classes because my father would travel, she had a private tutor. It was for this reason I graduated from high school when I was fifteen or sixteen; I had private tutors. It is rather unusual to graduate at that level and that was my mother.

Then, on my father's side . . . they are complementary. My father was what I would call a gentleman farmer but not one who does the farming . . . absentee. His brothers all went to professional and he was left to look after the family businesses, which he didn't like to do; so, he took some temporary work here and there. He will go to the municipalities, like where the nawabs and maharajahs lived and he will take some position in the court . . . that kind of a thing. Family will stay or sometimes will go with him. He was a great influence on me of giving a sense of adventure . . . that means free spirit, that type of thing. Nothing forced him. He did what he wanted to do. On my mother's side was the discipline, very self-discipline. For example, every evening, we had to do our homework and she would sit around knitting and then at night when she came to tuck us up—we were four brothers . . . no sister—she will say to us a prayer and she will say, "Tomorrow, remember what time the school is." We also had a lot of animals; so, we had contacts with nature. I was brought up with lots of animals. I had a dog, a parrot, sheep—right in the house. The backyard room was for them . . . a backyard room was full of them. I would say I wouldn't be what I am today . . . It's your early years, your formative years where the values are made. They were set by my mother and father. The only thing I would say is that neither of them were very happy that I didn't visit as often and, second, that they were unhappy in the sense that I decided to live permanently abroad. I remember when my Ph.D. came through, I went to visit, and my father put an arm with me, and took me around to his contemporaries, and said, "That's my son. He's a doctor of economics." I still remember joking. I said, "Dad, that's a lower degree. I'm a Ph.D. in economics." [laughter] That is the kind of pride he showed because I was the first Ph.D. in the family.

CAC: That early experience gave you an opportunity to relate to students of like circumstance that came to this university from all over the world.

MZ: It told you that the world was your oyster.

CAC: Yes.

MZ: That's what the point was.

CAC: You had to make your own way.

MZ: You make your own way and respect the others, the other cultures, the other people. My mother and father used to say, "The moment you stop learning from other people, either you have run into a race which is on the way out or you have closed your mind." So, whether you went to England, even though England . . . memories of my parents were quite different, I had no beef because I was a young boy. I was Turk . . . I didn't care. They had memories . . . My grandfather told them how they were first-class ticket and they were kicked out of the train. They had memories. My grandfather was the chief of police in his province. My uncle was the secretary of the higher education board; so, they were in important positions but they had some experiences on it which they remembered. They would say, "Are you sure you want to go to England?" There was a lot of goodwill for the United States in their minds whom they came across during World War II.

CAC: Ah.

MZ: Most of the Americans they read about and met were during World War II and after, 1946, 1947, 1948. Many people felt that the United States was responsible for much of the independence which were taking place in that part of the world.

CAC: You've had a long pilgrimage to get to the Twin Cities and the University of Minnesota. That's an engaging, interesting story. When you got here, it was still a School of Business?

MZ: A School of Business.

CAC: Was there any undergraduate program?

MZ: Yes, the undergraduate program has always been here since I have been here.

CAC: Later, it becomes the School of Management. You were here under both circumstances. Was that more than a change of name? Is it a change of mission? Is it in any substantial way that things get done differently? Do you attract different students under Management as opposed to Business Administration?

MZ: This is my guess because I don't have a firsthand information. When I ask people, "How did we happen to move to the West Bank?" and people kept on telling me, "I was against it." I didn't run into many people who were for it; but, nobody could tell me how did we move from the East Bank to the West Bank. I have heard the stories; but, my own feeling is that it is more

generic. Management covers more than just the business because there are schools which are dealing with managing.

CAC: Any kind of an institution?

MZ: Any kind of institution . . . so you could be a non-profit and for profit. Business generally limited it as if it were a for profit type of activity. It's not the same thing as, say, public sector or public administration, which is now Public Affairs. There are places where the management is a more generic term. I think it changed during the time of David Lilly.

CAC: Did it require a different kind of staffing?

MZ: No. The structure is the same.

CAC: Perhaps the students are more interested in management of different [unclear].

MZ: Marketing wise, I'm told, that it was a better term for what we do; therefore, it will be more appealing to students.

CAC: But, before you changed the name, you've still got students attracted here for management in not-for-profit agencies?

MZ: Oh, there were students . . . We know we have graduates who are working in non-profit and the public sector just by looking at the list of the alumni . . . where they are gone.

CAC: This would have been true earlier as well as later?

MZ: Yes, both. As a matter of fact, the MBAs became a little bit more in demand because, you remember, during the [President Ronald] Reagan Administration, there was a lot of discussion of privatization and deregulation; so, even the public sector people were trying to bring the people who had the experience from the private sector. If some of our MBAs had gone into the private sector, they moved in later on to a non-profit organization.

CAC: Why don't we explore just briefly the mission you had in particular for many, many years, and I think still, in the international field of management? You were the point person, so to speak. What did that mission involve? What did you do in that position?

MZ: I have always, as my previous conversation tells you, been interested international; so, I have been publishing and writing and attending . . . For example, I have not missed any world congress of the International Industrial Relation Research Association, which takes place every three years. Even in the new emerging countries . . . I had given papers in Budapest and I had been in Yugoslavia long before I acquired a formal position to promote international. I was asked first to coordinate international activity of a center in the School of Management, which

is called the Strategic Management Research Center, which is interdisciplinary when it was first formed. I think it was some CLA [College of Liberal Arts] people, some Humphrey [Institute] people, and probably some from Law that were involved in it. The director of the center, who was at that time Andy Van De Ven, said "Mahmood, why don't you help coordinate the international aspect for this research center?" That was the beginning. Like you are doing now, I went out into the real world and talked to the chief executive officers, the head of the international sections of various corporations and companies and asked them what their needs were in that area. I learned from that that they were very much interested in . . . Let me back up. Since, they hire many of our graduates, I also wanted to know if the graduates we turn out now and the graduates we plan to turn out in the future will have premium in the job market. The answer I got, in brief, was, "Look, we don't want you to internationalize at the cost of their expertise in the functional area. In other words, if we want to hire an accountant, don't tell us, 'I'm not as good an accountant but I know something about international business.'" What they wanted also . . . not an add-on, like an appendage . . . you say, "I took an extra course in international business." But, they wanted us to create an environment in this school and a curricula of a kind which gives them an international mind set, somehow . . . who can think globally and act locally. It was a global manager . . . people [who] can think. I produce Gillette blades and the Gillette Company makes all these kinds of things but they are sold in Japan and they are sold in Europe. How can I market them in those places? What will it take me? Or, if have produced some kind of grain which is a special variety, why should I think only here? [Why not] beyond the U.S. borders? Resourcing the same way. When you need inputs in producing various goods and services, could you also get them at a lower cost from other places? Your competitors are going to do that. I got the impression what they were saying [was], "We need more beyond management." Beyond means you need to have history; you have to have geography; you have to have political science; you have to have languages. This meant that that the two years of the undergraduate work in CLA was extremely important before they come for the last two years in the School of Management. For the MBA, it was very important that they just not take another course, but could they go abroad?

CAC: That's what I was going to inquire.

MZ: Yes, study abroad. Can they go study abroad? Can we have an exchange program.

CAC: You had to broker those programs, too?

MZ: I did that. From there, I lasted only a year in that party. Then, came Pete Townley, the dean, who was the executive vice-president of General Mills. Preston Townley asked me if I'll take over the director of the international program for the whole school. So, from one center, one department, I moved in there. At that time, Clarke, we didn't have a single exchange. Now, we are—if you have a choice, talk to David Kidwell who is currently the dean—in Europe; we are in Pacific rim; we are in Latin America. I did this, what I call, student exchange program. We didn't have funds; but, where there is a will, there is a way. For example, [unclear] Paris, the Stockholm School of Economics, Bacconi [University] in Milan, Escuela Superior de

Administracion in Barcelona, or Keio in Japan, or Vargas in São Paulo, just to mention a few . . . They send a student here and we send a student there. Our student, when he or she goes to study for a quarter to France say, registers here and leave their money for that registration here. When their students come, I take that money and register them, the foreign student here, for one quarter because there is no system in the university, Clarke, where the units can admit these people without loss of fees. That is a big problem to get exemption from the graduate school or from other institution; so, I went round it and now we have this arrangement that [when] our students go abroad, they leave their fee behind and I use their fee and register it to their counterparts here.

CAC: What proportion of the master's candidates who are matriculating here have that experience of being abroad for a quarter?

MZ: I think it is still relatively small. Remember, this happens . . . I began in 1989 opening of the exchanges. In 1987 or 1988, I did the first and then in 1989. I have the date down; but, it's not in my mind. In the late 1980s were all of these things done. These are the top business schools around the world. They have requests from many other American schools. Many schools would not be able to receive more than a fixed number; so, we have limitations. For example, to Italy, we may be able to exchange three or four per year. But, in Japan, [at] the top business school, they may not want more than one. In order to get around that problem, I started a summer business program in Lyon, France. I was the first, either the pioneer or the guinea pig. I said to my dean that I think students will be interested if they were given an opportunity. They will pay the same fee [as] what they would have paid here. We will not charge anything extra and we'll give them eight graduate quarter credits. Out of that, I will finance the compensation for one American faculty member and then I will go to this school and ask them if they will provide two of their faculty members. In this way, their French students are going to attend this program and our faculty member will be free. There will be no cost to them. I was fortunate [that] that's how the university works. Schools alone cannot survive. There is interdependence.

So, there was Bob Stein in the Law School. He had dealings with; it is called Jean Moulin le Trois. They had law cooperation with them already. They were holding the summer school in law. They used to invite one business faculty to come and teach. No business students could go . . . or many . . . one of two, because the law school works on semester. Their students could begin earlier than our students could; therefore, there was no room for developing that program. So, I used the good offices of the law school and the university. I said, "You know the law school and you know the University of Minnesota; so we are part of that." Therefore, I was able to take eighteen students the first time I went in. Since then, that program now is in it's seventh year. It began in 1988. It is self-financing, Clarke. Neither Carlson School nor the University of Minnesota pays any money on that. I finance the faculty member who goes there and I take care of the office work, which needs to be done.

CAC: Was there infusion of Central Administration money to make possible your travels to make this possible?

MZ: None.

CAC: So, how did you travel?

MZ: I have this habit of what economists call externalities and that is that anytime I went to a professional meeting, I will get some grant from the department. I get some matching money from the center in the international travel because that is a focus. You have to give a paper or be doing something. Still, it will not cover your costs. Given my upbringing and my training, I have to practice what I preach. I have to make investment in myself. In those days, Uncle Sam was kind, too—it is still kind but not as much—that you can write off your educational expenses, professional expense. So, I spent from my own pocket addition money.

CAC: You piggy-backed on these trips you were going to make to the International conference?

MZ: Precisely. For example, the Stockholm School of Economics agreement I did when I was teaching in Lyon. I went from Lyon . . . flew into Copenhagen on a weekend so that I could negotiate with them and then flew back and met my class.

CAC: How many students from abroad would be here at the University of Minnesota then in a given year in the School of Management?

MZ: In the School of Management, our foreign students will be 20 to 24 percent.

CAC: That's high.

MZ: That's high.

CAC: It would show up also in Agronomy, for example, in the applied fields of that sort?

MZ: Certainly, it fluctuates between 20 to 24 percent. These include foreign students who have applied for a two-year degree and these students will involve the exchanges who came here for a year or for a quarter. Remember, we are located in the Midwest; so, our student body is not an international student body. Many of them do not think of their twenty-year career the same way as my classmates did at Berkeley or UCLA or as when I was teaching at UCLA and Berkeley, the students I got. You didn't have to convince them that it was in their interest to included international content in their program.

CAC: The very existence of these international students in your program would have a cultural impact upon students who were here from America.

MZ: Now, you ask, "What was the purpose?" My goals have been on the international area two things. I have talked only about one so far, the student, but I believe two: faculty development and student development. Increase the international contents in the existing courses . . . I've been

trying very hard to talk to the colleagues to introduce cases which are of international origin. There may be 3M-China or Honeywell-Germany, something like that . . . not just a separate course, which could be, but in the basic core courses, introduce some comparative literature. So you have increasing international content by increasing the contents of the existing courses, having international courses, study abroad, exchange programs. These are the kind of activities which I consider as part of the student development; but, you cannot do that unless . . . For me, that's why I went into the university governance. The key to all of this is faculty. The faculty is the backbone for many things we want to do. The student body is transient. The faculty has a permanent part of it. Therefore, I have developed for the faculty, Clarke . . . Now, for the first time in the history of the school, we have five or six Fulbright people, who were not done before in Management. More people are presenting papers. I introduce the funds. I'll match dollar for dollar—I wouldn't match \$5,000. If you are going to give a paper in Japan costing you \$2,000 and if your department or your grant gives you \$1,000, I'll match \$1,000. So, there are more people going abroad. I have developed faculty exchanges which involves no teaching. It's a research; so, they can be away for a quarter and their faculty member can come here. We keep our faculty member on our salary. They keep theirs. We give them money for adjustment allowance, so a few thousand dollars for them to spend ten weeks here. Finally, I've introduced what they call seed money. You don't want to lower the quality of international. If your colleagues feel that international has no body in it, that is [unclear] body of literature in it, it isn't going to work well. A very important part is for people to understand that international business is not reducing the standards of promotion in the teaching, research, and service aspect; but, it should be considered along [with] or an integrated part. What this means is . . .

[End of Tape 1, Side 1]

[Tape 1, Side 2]

CAC: Do I hear correctly that there really is an acceleration in this outreach, this two-way program for students and for faculty in the more recent years?

MZ: It is all recent years. There were no faculty exchange programs. There were no student exchange programs when I took over. Those are all that I have done in the last four, five, six years.

CAC: You were the initiator. The school obviously has been supportive in all of these efforts, and, indeed, encouraging and so forth. Do you take that to be part of a changed climate at the University of Minnesota, a more international cast everywhere? Where do these initiatives come from?

MZ: First, I should correct the impression that even though a school-wide effort was not there, there were departments . . . For example, in the Industrial Relations Center, my own place, George Seltzer has been involved international. Herb Heneman was involved and many other people given the nature of it, people who are on the faculty now. They were participating

without any formal exchanges. Faculty was participating in international research and in presentation on their own. Similarly, there was Strategic Management, which I mentioned to you. So, there were pockets in a department, which I will call pockets of excellence in the international area, and they continue to do that; but, the school-wide effort was not there and the support to me wouldn't have been possible without the support of Dean Townley. That was the best part. He gave me the support and he said, "I can't believe we are graduating students . . . When I was at Harvard in 1956, I had courses in international business. Here we are graduating it now and we don't."

CAC: What were his years?

MZ: He came after Lilly; so, it will be in the early 1980s . . . 1985 probably, around that.

CAC: The supporting and initiating dean is really crucial to moving it along?

MZ: Very important. That is all the data we have in the business schools and the faculty have been surveyed, and the students have been surveyed, and the outside firms have been surveyed. All have one conclusion: the leadership, that the leadership is the important part, that is the crucial part.

CAC: Support beyond the college . . . did the university . . . ?

MZ: Beyond the college, I think what happens is that Peter Magrath, during the period when I was in the governance involved, had interest in international but I do not know that there was a formal effort to put the resources into international area. Example . . . Bill Wright, whom I knew, and before—I forget the name—the gentleman from Applied Agricultural Economics who is in the Social Science tower . . . There used to be International Relation Office . . .

CAC: Meyers?

MZ: No.

CAC: Bill Wright was an historian but he was in the office of International Programs in Morrill Hall?

MZ: Right. That was the time that reorganization took place. Then, came the Geography professor who took over, Phil Porter. I remember Phil Porter did his level best. He's a gentleman and scholar. He went around to all the faculty to ask them, "How should the university-level effort be made?" Because the office of International Education had come in more like a hodgepodge, I would say. It was supposed to coordinate. It was visitors coming in; but, there wasn't any concerted effort, a focus of what will be the goal? There were centers of excellences, like for instance, the Institute of International Education in CLA, which was very, very good. Agriculture was very good in international. Another example of leadership of what

international can do . . . one has to look at Law School. It's Bob Stein who did the internationalizing of the Law School. It wouldn't have been possible without his being very heavily involved in that. People know him only with the athletic part; but, he has also done a lot in internationalizing the Law School. Then, they accepted the report. There was this assistant provost job came in and that was Bob Kvavik; but then, he was absorbed by the central so we were back to ground zero.

CAC: I think there is nobody there now, is there?

MZ: Now, we have an assistant provost, who they're just putting . . . Michael Metcalf.

CAC: Ah, that's very recent, yes.

MZ: That's the very recent one. Kvavik did try very hard to build international. He's the one who put proposals in the legislative special so that there can be extra money for the international programs. In my book, I think that Kvavik was the good choice; but, I wish that he had remained in the international area. From his perspective, he's doing good where he is. How do we know? Because he went from CLA . . . he was the research director; so therefore, he was able to promote that. This is no criticism of it; but, in the experience in governance and looking at it from where I see it, I think that we need to have a very heavy emphasis on faculty development at the university level. On the average, a faculty member can get a grant of \$500. Often, they could give one faculty member per department.

CAC: That's not much.

MZ: Given the current competition for the resources, it is extremely important that there should be a [unclear] change in the thinking of the people who are running the university and people who are funding the university. They got to have a thinking that we cannot continue to prepare people for this global change which is going on without focusing heavily on the people who are relatively permanent members of this community.

CAC: Let's turn back to your outreach into the university governance. Your CV [Curriculum Vitae] indicates that you served on a large number of senate committees, and consultative committees, the Committee on Committees, the Committee on Faculty Affairs. Without going into the agenda of each one of those, what is your assessment of the influence they had in forming the faculty, in the first place, and having an impact on Central Administration policy and programs?

MZ: Again, I get back to the word leadership. It depends what kind of leadership exists in Morrill Hall and what kind of leadership faculty produces. It's two way.

CAC: Fair enough.

MZ: Often people talk only one-sided. This is a very large institution. Many people don't have an idea of how big we are. I came from the California system; so, I have some idea of what largeness means. It is large in terms of the [unclear] universities, the number of students here. My career in the governance began by a leader in Morrill Hall named Gerry Shepherd, who appointed me to a committee, which was chaired by Jack Darley on consulting policies for the university faculty. I felt that the university was getting a bad name. Every organization have some bad apples; but, we never hear about the people who are great researchers, great bringing the funds into the university. Often they are in their offices. But, we do hear about the people who testified someplace and they were not available when the student knocks at the door or they didn't say to the legislature who funded my research. Therefore, it was very important that this policy be delineated.

I don't know how my name got it; but, I was a young Turk, a young faculty member who was very interested in the governance. I had been elected three times for a three-year term each as senator from the Carlson School of Management so that put me in the senate on that part; so, that visibility existed but still I was looking and learning. With that, I got to know what's happening in Morrill Hall. Then, I saw the changes. The person I liked a lot, Hal Chase, was very straightforward with the faculty leadership. I was very impressed. If he could do certain things, he will. If he couldn't . . . you knew where you stood with him. Then, in the presidential selection, I was involved a little bit when Peter Magrath came in. A sad part for me was that because I came from California and I felt that the vice-chancellor at UCLA . . .

CAC: Mr. [David] Saxon.

MZ: Mr. Saxon. I thought it was a bad joke that even at that time, people were thinking indirectly or directly about his religion. I, as chairman of the Faculty Affairs, wrote to him and called him and told him that I don't want to speak for all the faculty, but I am serving chair and I know this . . . everybody I have talked to . . . not one was concerned about what you do in your own worship.

CAC: Sure, sure.

MZ: From that, then Paul Murphy was very kind and I served in the AAUP [American Association of University Professors] as the secretary/treasurer. There, gave me a broader perspective of what was happening, especially the compensation side, which I was concerned about . . . of how we were doing it. One of the things which I learned and which hurt me very much to find out . . . that we changed the retirement system in this university in 1963 without worrying about what will happen to the people who were pre-1963. It was put, a burden, on my committee that we had to vote on peanuts . . . they should be given to them. We take out something from the money and upgrade their salary. This, I think, was the fault of the governance. I don't want to blame the people who were before; but, what I learned from that is that we cannot think only for the generation we are involved with. We must think of the age profile of the faculty every time you negotiate. That's probably an advantage coming from

Industrial Relations Center that you talk about compensation, where you have all age groups and people who are treated differently by market in a different way. You will be surprised that I got some very good people to work with. I was lucky! Leo Hurwicz was on my Faculty Affairs Committee. I think, if I remember correctly, I asked you to chair a subcommittee on the sabbatical part of it. With Morrie Kugo, I worked it, too. I had a small committee; but, I wanted to involve a large number of people; so, I appointed smaller committees. One looked on the retirement part. One looked at the sabbatical. The other one looked at it on compensation itself, that how do you rationalize compensation.

CAC: Once these reports came in and you had the faculty involved, then how do you feel that the Central Administration responded to this initiative?

MZ: Very, very good question. This was the most frustrating part of it. Not only we got the report in. We went through proper channels. They were approved by the parent committee. They were presented to the senate. They were approved by the senate, passed on to the president for action. So, it was not just a committee report; but, we got the approval of this faculty senate on that.

CAC: We're talking of the 1970s primarily?

MZ: Right, 1970s. I was elected to the Consultative Committee. It goes for three years and that . . . 1976. So, I went through 1979. Three years I served. By that time, I was dealing with different subject matter; but, when I was on the Faculty Affairs, I was dealing strictly with the faculty leaves, faculty compensation, and those kinds of things.

CAC: You're reporting that the Central Administration did not respond always to fully implement what the faculty had put as a high priority?

MZ: No, it didn't. Their reasons were excused. That were the days also . . . remember R&R [Retrenchment and Reallocation?]

CAC: Oh, yes.

MZ: That R&R was not rest and recreation. It was called reduction and reallocation; so, that was not a very good time. Salary increases were low and the cuts were being made across the board, which I have always opposed. I'd oppose in every capacity I have because it's just not the way to look after the organization. The other part was, Clarke, which to me was a little bit surprising, that we invest so much time of our faculty in these various subcommittees, committees, preparation of these reports and then we find that the committees which succeed us don't follow up on it. It is not the fault of . . . it is enough to go around; but, it is continuously for the faculty not to start with ground zero. I don't know how many of my successors read that thing. One of the greatest things about this current president, Nils Hasselmo, which I think people should admire, is that he didn't throw away the thing because it was during [Kenneth]

Keller time . . . that excellence which is kept on talking about, Commitment to Excellence. Even though he might not like the name or he might do it differently, he said that these were the targets he would carry on. Then, he will try his extension of building up on it. But, this is not true of the committees.

CAC: You're raising the question of institutional memory.

MZ: That's right, institutional memory. That, to me, is the most . . .

CAC: And faculty continuity.

MZ: You cannot get the results. The question I cannot answer very well . . . how well we did. I wonder if my successors had continued to beat up the drums and continued to raise these issues, wouldn't we have succeeded if not in three years? Rome was not built in a day. The academic institutions are slow but so long as they are moving in the right direction . . . We can take great pride in the 1970s. Ask Hurwicz sometime; he will tell you. The pride is in that all faculty members are aware what their retirement was like because yours truly introduced the newsletter, which was called *SCFA* [Senate Committee on Faculty Affairs] *Reports*.

CAC: Ah.

MZ: It was during my time because I wanted to communicate to the faculty. Then, when I became chairman of the SCC [Senate Consultative Committee], the *SCC Report*; so the people started receiving their retirement. They said, "My gosh, I'm going to make only this much. I've put in here [for] twenty-five years." Then, they start shaking the door. The new faculty members came in when John Chipman moved on that. All these people did a good work. I take my hat off. People have more option for retirement. Before, there was one company. In other words, we brought out what we call educating. We contributed a lot to educating our colleagues what kind of retirement they were going to have. They may be philosophers and not worry about it; but, they should at least know what is at the end of the tunnel when they retire. That is what I think our biggest contribution was to disseminate the knowledge of what our subcommittees had reported because not many people, Clarke, read senate minutes. They come out.

CAC: They're pretty hard going.

MZ: They were. But, if you send them a *SCFA Report*, which many people called *Escawfa*. The point is that we issued it monthly and we said, "This is on our agenda. These are the subcommittees working. These are their recommendations." We did it for five years on the Faculty Affairs while I was chairing it. People like Shirley Clark was on my committee. Then, on the SCC, you must remember, just think of the people who worked with me when I was here: Ken Keller, Betty Robinette, "Skip" Scriven, Gus [Rutherford Aris] from Chemical Engineering who is our renaissance man . . .

CAC: Rutherford Aris.

MZ: Yes, we call him Gus . . . Paul Quie from Medical School, Bob Beck who was my great friend and neighbor. Bob Beck just died . . . I miss him so badly. He was also my mentor. Leo Hurwicz and Bob Beck were my mentors who taught me the values. I hope I had some values before. [laughter] They helped [me] to keep them and enhance their visibility.

CAC: I certainly agree with the names you list and, yet, in a memo to me, you say that one of the impressions you have is the university has very talented people who are likely to be well-known for their scholarship and contributions in their respected fields but are generally reluctant to get involved in university governance. Yet, you're citing many who were of true distinction who did get involved.

MZ: But that's one committee. That I learn when I go on committees on committees. I set my committee up which nominates the people for that committee; so, therefore, we cannot say that all the people who are available . . . We have sent out a scout to look for them. One of the things which I learned when I came to the Consultative Committee—we used to have different college's deans come and make a presentation—is what their strategic plans were, what they were doing. The Medical School is in the news. I told them at the early part, we are going to have a problem with the Medical School. Not many people were interested in listening not because of the kinds of things which we are talking about. The question was . . . you had the vice-president of Health [Sciences] coming in, telling you a story, and you had the dean of that school who were telling you a story and you had to find out how these communications are between the dean and the vice-president. The department heads will get in touch with us and they will say, "This is not the way it should be done." My point is that when you went, you learn in Medical School that there were very good people who could have been participating from the Medical School. There could have been people from Agriculture. There were people from IT [Institute of Technology]. I gave this example of the Consultative Committee to say, "It is possible to persuade people to come and give three years of their work, their life, to the governance of the university; but, they will not apply. They will not go and look for you [and say] 'I'm available.'" That's the point I wanted to make.

We have another part of it, too. I don't know how you feel or how others feel [about it]. It didn't bother me that we had two faculty members from Chemical Engineering on the Consultative Committee; but, there is a feeling in the community, in the faculty, that there should be somehow distribution by units and by gender—which is fine; I have no problem with that. In my book, every unit you take and divide it by gender or divide it by field or whatever, you will find some good people. We had one disadvantage, Clarke, because sometimes the president called people as a campus politician; so, those of us who went into the working on it were called campus politicians. This is my old saying in economics, "If you like people and you admire their go-and-get-up, you call them entrepreneurs. If you don't like them, you call them operators."

CAC: [laughter]

MZ: There were some faculty members, whom I know and I won't name them, who would rather work with the president because they had good deals. They will work with the deans. They will work out with the president; but, they will not understand that we were not there to represent ourselves. We were there to represent them.

CAC: I don't want posterity to be misled; so, I'm going to try to paraphrase something you said about three minutes ago regarding the Health Sciences, that one could spot troubles there because the vice-president was saying one thing and deans something else but that no faculty were involved in this? I want to clarify that point.

MZ: What I'm saying is that the way we learn about the structure, how the Health Sciences is governed . . . my impression was that it was highly structured. There was the vice-president up there who had all the units. There was the dean, who was to my book weaker than the department heads. The faculty members were governed by the department head.

CAC: You could anticipate governing problems in the Medical School?

MZ: I could see the problem and also the right hand might know what the left hand is doing . . . in other words, from the university perspective. I'm not questioning whether they were doing the right thing or the wrong thing.

CAC: Yes, I understand.

MZ: I just wanted to be sure. But given the structure . . . and since we were looking from the university perspective. The presidents had to depend entirely on what the vice-president said to him and what he told us. The dean told us what his jurisdiction was. But, we never got to hear the department head. We did get to hear faculty members who told us about their unhappiness in some of the departments they were with. That's nothing new because we heard some faculty members unhappy in the IT also, or in my school, or CLA; but, the structure was such that, to me, coming from the Management School, I was a little bit concerned that the channels of communication are not open all the way.

CAC: [unclear] hierarchical.

MZ: Very high and rigid. I was just thinking that there needed to be . . . If you are going to do accountability, people were accounting to the department head or dean were accounting to the vice-president; but, what was happening from grass root to the . . . ? That is why I just say that I was not surprised when I lot of people in came and said, "We didn't know." I am just saying, "Wasn't [it] the job of certain people to know?"

CAC: I understand. I do want to press just a bit more on this point. You aren't educating me. We've both talking to people ten, twenty years down the line. The Consultative Committee is the liaison. It brings administration perceptions through the committee back to the faculty; but,

it also bring faculty perceptions through the committee to the Central Administration. I'm really curious to know from your experience the degree to which Central Administration listened really carefully and attended to the problem areas that these committees would bring to their attention.

MZ: The vice-president of Academic Affairs was always ex-officio for our Faculty Affairs and in the Consultative Committee, we invited the people in. In my time, Lyle French was the vice-president for Health Sciences and Neal Gault [Jr.] was the dean. Both are very personable people and neither of them want to talk against the other.

CAC: One doesn't ask them or expect them to do that. My question really is the degree to which Central Administration, the vice-president for Academic Affairs, who is the senior vice-president, and the president himself, whoever it is, to which they attended to issues that were brought to their attention by these faculty senate committees.

MZ: My own part is that I had discussion with Peter Magrath on for, example, the vice-presidency. They have six vice-presidents. I said, "Peter, you have to designate Academic Affairs as probably number two. Am I right or not?" He said, "No, the vice-president of Academic Affairs was first among equals." Once, you have that kind of a structure in Morrill Hall, you cannot say . . . If the Academic [Affairs] vice-president wants to do something, he couldn't without looking at what the other five vice-presidents have to say. Peter Magrath told me himself, "I'll be my own executive vice-president." In the management area, you have this cooperative structure . . . you try to do that. I did communicate the feeling of what I had learned from it to him and suggested to him, "Do you need six vice-presidents?" There was a deaf ear to what I had to say . . . almost [it] was just said, "That's the way it's going to be." He didn't say so; but, it was no change.

CAC: Now, on other issues of faculty retirement, for example?

MZ: He will just say, "I'm all very sympathetic. I'll pass it on to the vice-president of Academic Affairs." For example, there is nothing I have received from him verbally or in writing in which is said he didn't like what we recommended.

CAC: No, no.

MZ: I did not receiving anything beyond a letter of acknowledgement, "We have received the senate recommendation." Every time I have asked them, "Have you costed it in the budget? Have you done anything?" [the answer is], "No."

CAC: Let me restate the question then. The Consultative Committee particularly, but the other committees as well—the committee on Faculty Affairs, for example, and biennial request, and budget review, etcetera—stand in the middle being a broker or a liaison between faculty, on the one hand, that need to be informed and the Central Administration that needs to know faculty

opinion on the other. I guess I'm hearing from you that the hearing was not unsympathetic but that frequently the advice coming from the faculty through the committee was not implemented.

MZ: Was not acted upon. I chaired also the Biennial Request Committee. This consisted of chairs of various senate committees. One of the things I learned is that we will get the data . . . Leo Hurwicz and I have been talking at one o'clock by phone because we have to make a recommendation. We didn't have enough time to study. The numbers were coming faster than we can handle them . . . big, big documents for us to study. Then, Peter was very concerned of what the legislature will accept or not accept.

CAC: Sure.

MZ: So, his argument coming out anytime we talked about improvement in the retirement system . . . he said, "We are tied with that. It will be very difficult." Every time we talked about liberalizing sabbatical, that meant putting in money. That was a question because we are on a quarter system. How do you allow people to take one quarter because we already had single quarter leave? Could the people take two quarters off? Could we do that? That meant a department which had a smaller department . . . that would require resources. Often in the biennial request time, [it] came in that it would be politically not feasible to ask for these resources either for international or for these other improvements I'm talking about.

CAC: I'm recalling to the persons who may be listening to this many years later that beginning in the early 1970s, but then becoming more acute in the late 1970s and early 1980s, is retrenchment and reallocation. That's the climate within which these things . . .

MZ: Had to be done, right. Things change when Keller took a different version. We could have begun a campaign. We didn't begin a campaign for fund raising during Magrath's time.

CAC: Do you mean the University Foundation?

MZ: Yes. I came aboard [at the time of] Mac Moos, whom I knew also, [during] what some people in the senate called at that time epidemic of resignations. I know that Peter had to build bridges across with various constituencies of the university. We were in a very difficult time, especially with the legislature; but, I was very surprised that we didn't have a Planning . . . We were on that committee which brought Bob Stein as the vice-president in the Planning, which brought Nils Hasselmo as the vice-president of Administration. We tried, which is [unclear] improvement, the Consultative Committee. Fred Lukermann worked on the Planning Committee and Keller used that later on, some of the material, for Excellence. We did contribute to nudging the people to say, "Look forward. Don't just act." Like you just said, we were in this R&R in the 1970s; but, we were cutting without any plans. We just had to meet the request. That is the more the reason that we should have gone into the planning part of it. I'm just simply saying that the seeds of that were sewn in the early . . . Then, we got the dynamic leadership in Ken Keller who always had been active in the Consultative Committee, too, on those issues and he

knew also the Graduate School like I did—which is my other favorite institution at the university. Faculty development and the Graduate School is a very important part of moving the university in the Twenty-first Century because there the graduate students lie. They are the future teachers going to be. My disappointment was that we just reacted to all the things and didn't do . . . our response was not as deep and as forward looking as I thought it could have been.

CAC: In more recent years, you've, to a limited degree, withdrawn from university affairs and concentrated in college affairs?

MZ: Yes, I have. I have an old saying, "Former chairs should be seen and not heard." We don't want to be Monday morning quarterbacking.

CAC: Sure.

MZ: One time, we did. We were called in by Ellen Bercheid, when she was the chair of the Consultative Committee. She invited all the former chairs because there was an important item where [she] wanted to get to the Board of Regents how we felt.

CAC: What was this item?

MZ: I think it had to do with the question of how should we continue to adjust these budget cuts.

CAC: In case there was the R&R?

MZ: R&R related issue. Also, Warren Ibele, when he was chairman, asked us former chairs to sign a letter. That had to do with also R&R.

CAC: This whole process of R&R is really crucial to understanding the 1970s and 1980s?

MZ: Yes. Remember in the 1980s, it became reallocation; so, a very important part [was] that there should be some guidelines. Also, the other question was student representation already on the Board of Regents. The faculty presentation is only through the Consultative Committee, even though some Administration people have said during my time, "They have been once a faculty member, too." There was this question whether the faculty be represented or not. My book was what I call the collegial model. The collegial model, in my book, is where you approach the problems from the academic perspective, whether it is you're putting a building or whether you are having labs, equipment, or mowing the lawns, that what the impacts are on academic productivity. Will it increase the quality of our teaching, the quality of research, the delivery services? Will it be more friendly to our students or the visitors who come in? That is the kind of thing to me [that] has been very much of a concern; therefore, I've always thought we need a planning document because that we can debate. We don't have to, say, abolish this college

or abolish that; but, go for the objective and that may result in reduction. That has to be. Some things have to be reduced.

CAC: Your own college has a planning document?

MZ: The first thing, we had this planning document. The first thing, when Kidwell came, he had this strategic plan. Where do we want to be as a school ten years from now? In order to do that, these things have to be done; therefore, you need these resources . . . how much we can count [on], in his case, from Central Administration and how much we have to raise from other sources. Similarly, the university has to do that. The university has to say, "If it's only [unclear] we could get from the legislature and had to fight for it . . ." given the high esteem they held us at that time. Then, we should have thought about it . . . how much money we'll need to raise from outside. Think of the University Foundation Capital Campaign. People said, "This was not the right time." "I don't want to blame too much," they said, "because the university is prestigious . . . not high, they may not be. Many people may not be willing to give the money." First, you have to build the university reputation. I think that if you look at Peter Magrath's Administration, it's more than seven years.

CAC: Yes.

MZ: We had been rehabilitated if we were not before. I still think we could have begun some thinking about planning and saying what resources we'll need from outside to do this.

CAC: I'll tell you, Mahmood, these conversations can go on. This conversation has been very interesting and very informative. I think a lot of the issues that we both had on our agenda here, we've touched upon. We could go on for ten hours, but we're not going to. Thank you very much.

MZ: Thank you for giving me the opportunity. I wish you all the best.

CAC: You were an important member of the university community and still are. I hope to 80 to 100 and get lots of different points of view. It's very exciting.

MZ: I hope that you will be around to shepherd this project because this will be the best present for the university's 150th anniversary.

CAC: We'll see.

MZ: As I say this, we are celebrating the 50th anniversary of the Industrial Relations Center. I'm chair of that 50th anniversary committee.

CAC: Oh, good.

MZ: I value this very highly.

CAC: If you gather historical material, let me know. I'll see that it gets to the right place.

MZ: Thank you.

CAC: All right.

[End of Tape 1, Side 2]

[End of the Interview]

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