

1973-74

UNIVERSITY OF MINNESOTA

THE SENATE

MINUTES

October 4, 1973

A special meeting of the University Senate for the year 1973-74 was convened in Nicholson Hall auditorium on Thursday, October 4, 1973. Checking or signing the roll as present were 98 voting members of the faculty, 34 voting members of the student body, 8 members of the Administrative Committee, and 6 nonmembers.

Vice Chairman John P. Navins presided.

The following items were considered, and action was taken as indicated.

**I. REQUEST OF BOARD OF REGENTS TRANSMITTED THROUGH THE CONSULTATIVE COMMITTEE**

**1. Reported for Action**

We hereby transmit the following request from the Chairman of the Board of Regents and from the Chairman of the Regents' subcommittee on the selection of a President. That request follows the form used in 1959 and 1967 (except that where reference is made to the University Senate the previous references were to the Faculty Senate).

"The Regents invite the cooperation of a Faculty-Student advisory committee on the selection of the President. The functions of the committee are as follows:

1. To make nominations for Regent consideration, which nominations might either be their own, or be made on behalf of the entire University community;
2. To cooperate with the Regents' committee, upon Regents' request, in seeking outside appraisal of candidates suggested;
3. To comment and appraise particular candidates upon request of the Regents;
4. To meet with the Regents' committee as requested by either committee.

Accordingly we request that the University Senate at a special session designate the All-University Consultative Committee as the committee to act as advisor to the Regents."

**MOTION:** That in accordance with the Regents' request the All-University Consultative Committee is designated as the committee to consult with the Regents.

*Approved*

## 2. Reported for Information

Assuming that the Consultative Committee is designated as the advisory committee it is the intent of the Consultative Committee to designate a task force to do the major screening involved in functions 2 and 3 above. This would include individuals from large units not represented on the Consultative Committee where that seems appropriate as well as a representative of the Student Regents. The major portion of the committee will consist of faculty and student representatives from the Consultative Committee proper. The Chairman of the Consultative Committee will not serve as Chairman of the Screening Committee although he may serve as a member of it. The full Consultative Committee as elected and without augmentation will retain primary responsibility over the entire process.

*Accepted*

## 3. Reported for Information and Future Action

The Consultative Committee was instructed last spring to prepare for the Senate a statement of the issues before governance structures so that senators would be better able to handle the major issues which can be foreseen. Accordingly the Consultative Committee will take advantage of this special session to present a list of major concerns for the year and will be prepared to inaugurate the discussion which will culminate in proposals to be presented at future meetings. This will enable all Senate Committees to be guided by the spirit of Senate reactions.

Various issues were listed: the structure of the Senate; the virtually unworkable amendment clause; compulsory evaluation of courses; accountability and consultant policy; how to overcome the inertia of the transition period; governance and collective bargaining; budget evaluation; and others.

SAMUEL KRISLOV  
Chairman

*Accepted*

A motion was made at this point to request Vice President Kegler to attend the meeting of the Senate, November 29, 1973, to discuss the proposed budget for 1974-75. The motion *carried*.

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

The bylaws of the University Senate (Art. I, Sec. 6) state, "The University Senate shall review the provisions of Article III, Sec. 4, of the Constitution of the Senate no later than 60 months following the effective date of the Constitution, in order to determine whether changes should be made in the formula utilized in the election of members of the Senate." The 60 months expires in July, 1974.

Section 4 defines the senator-faculty ratio and the senator-student ratio. Interpreted narrowly, the bylaws require review of these ratios; more broadly, the entire section should be reviewed.

Various people have pointed out other problems with the section, which the Senate may or may not wish to consider at this time. They include:

1. Some colleges have not elected enough alternates to cover their needs.
2. How shall members of the Consultative Committee (who are thereby voting members) be counted if they are also members elected by their unit?

3. Are the definitions of full-time student correct?
4. Is the size of the Senate correct?
5. Should part-time members of the faculty be allowed to elect Senators? If so, how?

The Committee on Business and Rules assumes that the Senate will want it to initiate these studies. We would like suggestions of problems that we should consider and, if possible, proposed solutions. These may be sent to any Committee member or may be presented at public hearings which will be held on the Duluth, Morris, and Twin Cities campuses in early November.

**Mario Bognanno (Twin Cities)**  
**Peter Cameron (Student, Duluth)**  
**Donald Davidson (Duluth)**  
**Suzanne Fisher (Twin Cities)**  
**Eville Gorham (Twin Cities)**  
**Russell Hobbie (Twin Cities, Chairman)**  
**Gordon Kepner (Twin Cities)**  
**John Navins (Student, Twin Cities)**  
**Richard Nelson (Student, Twin Cities)**  
**Veronica Wood (Morris)**  
**Donald Beatty (Twin Cities, ex officio)**

The chairman announced that hearings will be conducted on the Twin Cities and the Coordinate Campuses.

*Accepted*

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

At the meeting on November 7, the Committee on Business and Rules will recommend passage of the following motion: Amend Article VIII, Section I, of the Senate Constitution by striking the words "two-thirds."

#### **Effect**

The section will then read:

Amendments to this Constitution shall be approved by a majority of all voting members of the University Senate at a regular or special meeting, provided the proposed amendment has been distributed, in writing, to the persons and in the manner provided in Article III, Section 6, for distribution of the Senate agenda, at least 10 days prior to the date of the vote on the approval of the proposed amendment. Such amendments after adoption shall then be submitted to the Regents for approval.

#### **Reasons**

The November 7th meeting has been called by resolution of the University Senate on May 24, 1973, and is "primarily devoted to amending the amendment clause...." The present clause requires (in addition to Regents' approval) affirmative votes by two-thirds of all voting members of the Senate. Such votes have been nearly impossible to attain at previous meetings of the Senate:

<b>Date of Meeting</b>	<b>Fraction of Voting Members Signing the Roll</b>
12-4-69	.66
3-12-70	.55
5-28-70	.63
6-5-70	.52
12-3-70	.59
12-10-70	.52
3-11-71	.52
5-27-71	.59
12-2-71	.75
1-12-72	.50
2-8-72	.56
3-9-72	.55
5-25-72	.52
11-30-72	.61
1-18-73	.52
4-19-73	.50
5-24-73	.46

There has been only one meeting of the Senate at which there were enough members to pass a constitutional amendment.

On March 9, 1972, the Senate tried to amend Art. III, Sec. 4c, of the Constitution to improve the definition of eligibility for graduate students and students in General Extension Division. In spite of a unanimous vote to amend, the amendment failed because there were not two-thirds of the members present.

There are many problems facing the Senate, the solutions to which require constitutional amendment. These include the redefinition of eligible students; the re-examination of delegate-constituent ratios which is required by the bylaws; the status of the administrative committee.

Thus, there are problems requiring amendment, and the present amendment procedure is unworkable.

#### **A Comment About Amendments to the Amendment Proposed Above**

The Committee would like to clarify in advance the procedure for making changes in its proposed amendment. This procedure is complicated by the constitutional requirement for 10 day prior notice. The guiding principle is that no amendment may be offered at the meeting which increases the modification of Art. VIII beyond that proposed above, unless it satisfies the provision for 10 day notice. (For example, a motion from the floor to require a 53 percent majority would be permissible; one to require a 70 percent majority or a 48 percent affirmative vote would not be permitted.) If you wish to propose a significant change in the proposal, you should submit it as a substitute amendment to the Clerk of the Senate by October 15 to allow publication by October 24. Otherwise, it cannot be considered.

**RUSSELL HOBBIE**  
Chairman

*Accepted*

The University Senate adjourned.

W. DONALD BEATTY  
Clerk

# Appendix

## ABSTRACT OF DISCUSSION

The special meeting of the Senate was called to order at 3:15 p.m. by Jack Navins, student senator and vice chairman. He reported that Ron Abrams, Marcia Hanson, and Harley Otto had been named marshals for the year. Russell Hobbie, professor of physics and chairman of the Business and Rules Committee, requested that alternates sign in under their own names so that a year-end tabulation could show attendance of both regulars and alternates.

*Consultative Committee*—Samuel Krislov, professor of political science and chairman of the committee, presented a motion to designate his committee as the body to consult with the Regents in the selection of the next President of the University. In response to a query as to the proposed duties of the committee, Mr. Krislov said that, together with the Regents' subcommittee, it would do virtually all the preliminary screening of candidates. Mr. Hamermesh urged that the committee get to work as soon as possible. Asked about the status of the search committee for an Academic Vice President, Mr. Krislov said that it was not now active. Another inquiry concerned establishment of criteria. Mr. Krislov said that the committee would meet with the Regents' committee and examine criteria used by previous committees. The Krislov motion was then approved.

Mr. Krislov went on to explain that the Consultative Committee would set up a task force consisting of four faculty members and two students from its own membership, as well as faculty members from groups not represented on the Consultative Committee, one student representative to Regents' committees, and one other student. He himself would serve in an ex officio capacity.

Mr. Krislov then presented a statement of a number of issues to be undertaken by the Senate during the coming year. The first, the challenge of governance, involved the structure of the Senate and an effort to make it a more responsive instrument. A first step, he said, would be taken at the November 7 meeting, when a proposal would be introduced to change the two-thirds affirmative vote requirement for Constitutional amendments to a simple majority requirement. Such amendments would have to be presented to the Regents for approval.

A second issue was the challenge to define the commitment to teaching. Mr. Krislov reminded the Senate that it had authorized appointment of a task force to define and to encourage excellence in teaching. Further, he reported that the Educational Policy Committee would propose some form of compulsory evaluation of courses during the year. Other agenda items would include the report of the Darley committee on faculty accountability and proposals to correct weaknesses in the policy on consultantships.

A third issue, Mr. Krislov said, would concern overcoming the inertia of a "transition period." He called attention to the recent proposal on structure emanating from the Academic Vice President's office, as well as the President's paper on planning. Another issue, he said, was the challenge of collective bargaining, which the Senate would approach as a neutral body; its role would be that of defender of faculty governance.

Morton Hamermesh, professor and head of physics and astronomy, was concerned that the Senate have a voice in next year's budget development proposals. He also asked for an accounting of reallocated funds. Mr. Krislov said his committee would get a statement from central administration on proposed budget cuts, together with certain ancillary data, by the November 29 meeting, which would probably be the earliest date that such information would be available. Vice President Kegler was asked to discuss preparation of the budget at the November 29 meeting of the Senate. Harold Chase, Acting Vice President for Academic Administration and professor of political science, emphasized that the budgeting process would be "open" at every stage. The recent paper from the President on next year's budget, he said, was a timetable to permit maximum input in a timely fashion. The necessary enrollment figures, he said, would be available in about a week. Mr. Krislov suggested that a meeting prior to November 29 would be called only if targets were set before that date. Fred Morrison, professor of law, suggested that senators be given copies of the President's memorandum on 1974-75 budget development.

*Business & Rules Committee*—Mr. Hobbie reported that his committee was taking up several aspects of the election procedure and that proposed solutions would be heard at public hearings on the campuses of Duluth, Morris, and the Twin Cities.

Another item from Mr. Hobbie's committee was the proposal to move to a simple majority requirement when taking up amendments to the Constitution. This was the same item Samuel Krislov referred to earlier as one of the challenging issues to be resolved by the Senate this year. That proposal will be presented at the November 7 meeting, with a telephone linkup with the out-state campuses for maximum participation. Also outlined were procedures for senators to follow if they wanted to propose some other formula.

The meeting was adjourned at 4:30 p.m.

GERALD R. MCKAY  
Abstractor

# UNIVERSITY OF MINNESOTA

## SPECIAL MEETING OF THE UNIVERSITY SENATE

### AND THE

### TWIN CITIES CAMPUS ASSEMBLY

# MINUTES

November 7, 1973

The second special meeting of the University Senate for the year 1973-74 was convened in Mayo Auditorium and by telephone hookup with the Coordinate Campuses on November 7, 1973 at 12 noon. Checking or signing the roll as present were 122 elected members of the faculty, 42 elected members of the student body, 3 members of the Administrative Committee, and 2 nonmembers.

Vice Chairman John P. Navins presided.

The following items were considered, and action was taken as indicated.

#### **I. REPORT OF THE UNIVERSITY COMMITTEE ON BUSINESS AND RULES**

##### **Reported for Action**

The Committee on Business and Rules recommends passage of the following motion: Amend Article VIII, Section 1, of the Senate Constitution by striking the words "two-thirds."

##### **Effect**

The section will then read:

Amendments to this Constitution shall be approved by a majority of all voting members of the University Senate at a regular or special meeting, provided the proposed amendment has been distributed, in writing, to the persons and in the manner provided in Article III, Section 6, for distribution of the Senate agenda, at least 10 days prior to the date of the vote on the approval of the proposed amendment. Such amendments after adoption shall then be submitted to the Regents for approval.

##### **Reasons**

The November 7th meeting has been called by resolution of the University Senate on May 24, 1973, and is "primarily devoted to amending the amendment clause...." The present clause requires (in addition to Regents' approval) affirmative votes by two-thirds of all voting members of the Senate. Such votes have been nearly impossible to attain at previous meetings of the Senate:

Date of Meeting	Fraction of Voting Members Signing the Roll
12-4-69	.66
3-12-70	.55
5-28-70	.63
6-5-70	.52
12-3-70	.59
12-10-70	.52
3-11-71	.52
5-27-71	.59
12-2-71	.75
1-12-72	.50
2-8-72	.56
3-9-72	.55
5-25-72	.52
11-30-72	.61
1-18-73	.52
4-19-73	.50
5-24-73	.46

There has been only one meeting of the Senate at which there were enough members to pass a constitutional amendment.

On March 9, 1972, the Senate tried to amend Art. III, Sec. 4c. of the Constitution to improve the definition of eligibility for graduate students and students in General Extension Division. In spite of an unanimous vote to amend, the amendment failed because there were not two-thirds of the members present.

There are many problems facing the Senate, the solutions to which require constitutional amendment. These include the redefinition of eligible students; the reexamination of delegate-constituent ratios which is required by the bylaws; the status of the administrative committee.

Thus, there are problems requiring amendment, and the present amendment procedure is unworkable.

#### A COMMENT ABOUT AMENDMENTS TO THE AMENDMENT PROPOSED ABOVE

The Committee would like to clarify in advance the procedure for making changes in its proposed amendment. This procedure is complicated by the constitutional requirement for 10 day prior notice. The guiding principle is that no amendment may be offered at the meeting which increases the modification of Art. VIII beyond that proposed above, unless it satisfies the provision for 10 day notice. (For example, a motion from the floor to require a 53 percent majority would be permissible; one to require a 70 percent majority of a 48 percent affirmative vote would not be permitted.)

**RUSSELL HOBBIIE**  
Chairman

The amendment was introduced, and a motion was made and seconded to approve.

A substitute amendment was introduced and seconded.



**A SUBSTITUTE MOTION  
CONCERNING AMENDMENT PROCEDURES FOR THE  
UNIVERSITY SENATE CONSTITUTION**

Amend the first three lines of Article VIII, Section 1, of the Senate Constitution to read:

**“An amendment to this Constitution shall be approved either by a two-thirds majority of all voting members of the University Senate at a regular or special meeting, or by a majority of all voting members of the Senate, at each of two meetings, the second of which shall be the next regular meeting, provided that at least two-thirds of those present and voting at each of these two meetings shall have voted in favor of the amendment, and provided the proposed amendment has been distributed, in writing....”**

**Comment.** The objective of this proposal is to meet the very real problem posed by the Committee on Business and Rules and to facilitate the amendment process despite the usual lack of the two-thirds quorum, but at the same time to provide safeguards against important constitutional changes being voted by unrepresentative transient majorities. The proposal is intended to fit between the Committee recommendation and the existing provisions for amending procedures.

A motion was made to amend the substitute amendment by deleting “...provided that at least two-thirds of those present and voting at each of these two meetings shall have voted for the amendment.” The amendment to the substitute amendment was *defeated*.

The substitute amendment was also *defeated*.

The original amendment was *defeated*, receiving 125 votes, 16 votes less than the required two-thirds or 141.

A motion to adjourn was *defeated*.

After the chairman had ascertained that there were 159 senators present from the Twin Cities and Coordinate Campuses, a motion to reconsider was *approved*.

The following motion was made:

Amend the first three lines of Article VIII, Section 1 of the Senate Constitution to read: “An amendment to this Constitution shall be approved either by a two-thirds majority of all voting members of the University Senate at a regular or special meeting, or by a majority of all voting members of the Senate at each of two meetings, the second of which shall be the next regular meeting, and provided the proposed amendment has been distributed in writing....”

After unanimous consent for the previous question, the motion to amend the Senate Constitution was *approved* by a vote of 141 to 7.

There was no action on the remainder of the docket, owing to the lack of a quorum.

## **II. REPORT OF THE CAMPUS COMMITTEE ON BUSINESS AND RULES**

### **1. Reported for Action**

At the meeting of the Twin Cities Campus Assembly to be convened immediately after the meeting of the University Senate on November 7, the Committee on Business and Rules will recommend passage of the following motion: Amend Article VI, Section 1, of the Assembly Constitution by striking the words “two-thirds.”

#### **A COMMENT ABOUT AMENDMENTS TO THE AMENDMENT PROPOSED ABOVE**

The Committee would like to clarify in advance the procedure for making changes in its proposed amendment. This procedure is complicated by the constitutional requirement for 10 day prior notice. The guiding principle is that no amendment may be offered at the meeting which increases the modification of Art. VI beyond that

proposed above, unless it satisfies the provision for 10 day notice. (For example, a motion from the floor to require a 53 percent majority would be permissible; one to require a 70 percent majority or a 48 percent affirmative vote would not be permitted.)

**RUSSELL HOBBIIE**  
Chairman

**A SUBSTITUTE MOTION  
CONCERNING AMENDMENT PROCEDURES  
FOR THE ASSEMBLY CONSTITUTION**

**to be presented at the November 7 meeting**

by Leonid Hurwicz and Mahmood Zaidi:

Amend the first three lines of Article VI, Section 1, of the Assembly Constitution to read:

**“An amendment to this Constitution shall be approved either by a two-thirds majority of all voting members of the Assembly at a regular or special meeting, or by a majority of all voting members of the Assembly at two meetings, the second of which shall be the next regular meeting, provided that at least two-thirds of those present and voting at each of these two meetings shall have voted in favor of the amendment, and provided the proposed amendment has been distributed, in writing....”**

**Comment.** The objective of this proposal is to meet the very real problem posed by the Committee on Business and Rules and to facilitate the amendment process despite the usual lack of the two-thirds quorum, but at the same time to provide safeguards against important constitutional changes being voted by unrepresentative transient majorities. The proposal is intended to fit between the Committee recommendation and the existing provisions for amending procedures.

**W. DONALD BEATTY**  
Clerk of the Senate

# Appendix

## ABSTRACT OF DISCUSSION

A special meeting of the University Senate was called to order at 12 noon in Mayo Auditorium by Jack Navins, vice chairman. He announced that senators from Duluth, Morris, and Crookston were linked by telephone to the proceedings and would be included in the debate by rotation. There were 16 senators at Duluth, 6 at Morris, and 5 at Crookston.

Russell Hobbie, professor of physics and chairman of the Business and Rules Committee, moved adoption of an amendment to the Constitution changing the two-thirds majority requirement for constitutional amendments to a simple majority of voting members. His motion was seconded. Leonid Hurwicz, Regents' professor of economics, introduced a substitute motion which he termed a refinement of the Business and Rules proposal, indicating it would provide safeguards against changes being voted by unrepresentative transient majorities. His amendment retained the existing procedure but added an alternative permitting approval by a majority of all voting members at two meetings, the second meeting being the next regular meeting. It specified that at least two-thirds of those present and voting at the two meetings would have to vote in favor of the amendment.

Kenneth Keller, professor of chemical engineering and materials science, pointed out that the Hurwicz proposal would mean that amendments would be passed by varying numbers of votes depending on attendance, and he contended that the number should be fixed. He suggested calling for a majority of all voting members at the two meetings. However, his motion was defeated. Richard Nelson, student, spoke against the Hurwicz amendment, indicating it would not provide additional benefit to students, and Fred Morrison, professor of law, spoke in support, pointing out the advantages of holding more than one meeting when deciding important issues and citing the series of meetings convened last year to revise the tenure regulations. Mr. Hobbie said his committee had been guided by "Robert's Rules of Order" in drawing up its recommendation. The Hurwicz amendment was then defeated.

Hans Weinberger, professor of mathematics, said there was no need to make the voting procedure more efficient, since other changes made in the recent past in the name of efficiency had proved to be just the opposite. Noel Sederstrom, student, also urged defeat of the original motion, suggesting that any change in the amending procedure should incorporate improvement of the student voting powers. The ensuing vote was 16 short of the required 141 affirmative votes for passage.

A motion for adjournment by a UMD senator was defeated.

After the chair had ascertained that senators were present in sufficient numbers to approve an amendment, Mr. Hurwicz moved for reconsideration, offering an amendment permitting either the present procedure of two-thirds of all voting members option or a simple majority vote of the membership at two consecutive meetings, the second of which is a regular meeting. The vote to approve his proposal received the required 141 votes, with the vice chairman casting the one last vote needed to meet the two-thirds requirement.

The meeting was adjourned at 1 p.m.

## TWIN CITIES CAMPUS ASSEMBLY

An effort to convene the Assembly to consider a constitutional amendment analogous to that taken up by the Senate failed when the chair announced that there were not enough members present to pass such an amendment, and the meeting adjourned immediately.

GERALD MCKAY  
Abstractor



## UNIVERSITY OF MINNESOTA

## THE SENATE

## MINUTES

November 29, 1973

The first regular meeting of the University Senate for the year 1973-74 was convened in the auditorium of Nicholson Hall on Thursday, November 29, 1973. Checking or signing the roll as present were 110 voting members of the faculty, 35 voting members of the student body, 8 members of the Administrative Committee, and 11 nonmembers.

Vice Chairman John P. Navins presided.

The following items were considered and action was taken as indicated.

## I. MINUTES FOR APRIL 19, MAY 24, AND OCTOBER 4, 1973.

Reported for Action

## II. SENATE AND UNIVERSITY COMMITTEES, 1973-74

Reported for Action

**Senate Committee on Academic Standing and Relations:** Joan Gordon replaces Vivian Hewer who has retired. Students: Add James Gregorich, UMD.

**University Committee on Social Policy:** Frank Wood designated Chairman; Shirley Clark (ex officio) replaces Fred Lukermann who has resigned. Students: Add Paul Bugbee, UMD. Alumni: Mrs. James Miles, David Brink, Roger Toogood.

**University Committee on University Honors:** Harold Chase (ex officio) replaces William Shepherd who has resigned. Alumni: John Moorhead, Curtis Carlson, Irene Kreidberg, Clifford Sommer, Laurence Johnson.

**University Committee on Printing and Publications:** Wilbert Ahern replaces Lisolette Gumpel who is on leave.

**University Schedule Committee:** Vernon Cardwell (Chairman) replaces John Buchanan who has resigned; Shirley Clark (ex officio) replaces Lloyd Lofquist who has resigned. Students: Add Debra Sommer, UMD.

**University Committee on Business and Rules:** Veronica Wood replaces Ted Underwood who is on leave. Students: Add Peter Cameron, UMD.

**Senate Committee on Educational Policy:** Rutherford Aris replaces Siegfried Grosser who has resigned; Harold Chase (ex officio) replaces William Shepherd, who has resigned. Students: Add Nancy McFarlin, UMD.

**Council on Liberal Education:** Shirley Clark (chairman), Sabra Anderson, Donald Blocher, Gordon Bopp, Henry Borow, Paul Cartwright, Nils Hasselmo, C. Alden Mead, Harrison Tordoff, James Wertz (ex officio), Raymond Willis, New members: Donald Berry, Polly Grindereng, John Howe, Gordon Kingston (secretary). Students: Add Mark Tanning, UMD and Nancy Roberts, UMM.

**University Committee on Extension and Community Programs:** Students: Add Walter Carpenter, Robert Jones. Alumni: Mrs. Jane Nelson Mooty.

**University Committee on Computing Facilities:** Frank B. Martin replaces Russell Hobbie only as chairman. Students: Chad Lemmons replaces Mike Philipp.

**University Committee on Instructional Materials and Media:** Students: Add Jonathon Carter, UMD.

**University Committee on Summer Sessions:** Adele Donchenko replaces Nik Hasselmo only as chairman; Shirley Clark (ex officio) replaces Fred Lukermann who has resigned.

**University College Assembly:** Richard Hey (Chairman), Alan Briskin, C Frederick Farrell, Nancy Groves (ex officio), Roy Hoover, Barbara Knudson (ex officio). Students: Stephen Carter, Ron Ezuck. (This committee replaces the University College Governing Council.)

**University Committee on Educational Development:** Walter Fluegel replaces Wendell Glick who is on leave Fall Quarter.

**University Committee on University-ROTC Relationships:** Harold Chase (ex officio) replaces Fred Lukermann who has resigned; Ronald Violette (ex officio) replaces Robert Reese who was transferred. Students: Richard Beall, Chester Dryke, Patrick Pechacek.

**Senate Committee on Faculty Affairs:** Mahmood Zaidi designated chairman; remove James Brinkerhoff (ex officio) as Handbook does not call for it; Clarice Olien replaces Robert Eyestone who is on leave; Harold Chase (ex officio) replaces William Shepherd who has resigned; Theodore Anderson replaces Shirley Clark who has resigned.

**University Committee on Tenure:** Shirley Clark (ex officio) replaces Lloyd Lofquist who has resigned.

**Senate Judicial Committee:** Harold Finestone replaces David Cooperman who is on leave; Lyman Steil replaces Peyton McCrary who is on leave; Pauline Berry replaces Peter Nicholson who has resigned.

**Senate Library Committee:** Students: Add Diane Kohne, UMD.

**Senate Committee on Research:** Albert Linck (ex officio) replaces William Shepherd who has resigned.

**Senate Committee on Resources and Planning:** Clare Woodward replaces Hosni Iskander who is on leave; Albert Linck (ex officio) replaces Fred Lukermann who has resigned. Students: Add Scott Kaple, UMD.

*Approved*

### **III. REPORT OF THE UNIVERSITY COMMITTEE ON BUSINESS AND RULES**

#### **1. Reported for Information RULES GOVERNING THE UNIVERSITY SENATE**

**(Maximum time—5 minutes)**

##### **I. Authority of the Committee:**

“The committee prescribes both general and special rules of procedure for considering specific items of University Senate business. General or specific rules established by this committee may be revoked or amended by affirmative action of two-thirds of the members of the University Senate present and voting.” (Senate Handbook: U1.4.4.1, sec. e)

A. Any member of the Senate, upon being recognized by the chair may give his time in debate to a nonmember of the senate.

B. Senators and non-Senators will be limited to a maximum of 3 minutes time on each occasion they are recognized for participation in debate.

##### **Interpretations and Understandings**

1. The traditional practice of alternating speakers pro and con a proposal will continue.

- 2. The traditional practice of not recognizing members who have already participated so long as there are would-be speakers who have not will also continue.
- 3. The usual rules of germaneness and decorum will apply both to Senators and non-Senators.
- 4. In the event a Senator cedes his time in debate to a non-Senator, both shall be considered to have participated in the debate.
- C. Time limits (as specified on the agenda) will govern the maximum amount of time for debate of items for action.

**Interpretations and Understandings**

- 1. The time limits set only a maximum time for debate; a call for the question is in order before the expiration of the time limit.
- 2. At the expiration of the maximum time for debate, the chairman will put the question to a vote.
- D. No amendment of an item on the printed docket shall be in order unless it has been submitted in writing to the clerk of the Senate and to the chairman of the committee submitting the report at least 48 hours in advance of the meeting at which the report is to be considered. This rule may be suspended by majority vote. (This rule is announced at this time and will become effective upon adjournment of this meeting.)

*Accepted*

**2. Reported for Information**

The Committee on Business and Rules has held hearings and considered the formula for election of Senate members, as discussed at the Senate meeting of October 25. We have no indication of problems with the present ratios. Interest in this question at the hearings was almost nonexistent.

Accordingly, unless we receive written testimony to the contrary by December 15, we expect to recommend during the winter quarter, that the Senate continue the present election procedures and ratios.

*Accepted*

**3. Reported for Information**

Meetings of the Senate for 1974 have been scheduled as follows:

Thursday, January 17, 1974 .....	3:15 Nicholson
Thursday, February 28, 1974 .....	3:15 Nicholson
Thursday, April 18, 1974 .....	3:15 Nicholson
Thursday, May 23, 1974 .....	3:15 Nicholson

Materials for the docket must be received at the latest two weeks before each meeting and be double-spaced. Thank you.

**RUSSELL K. HOBBIE**  
Chairman

*Accepted*

**IV. REPORT OF THE SENATE CONSULTATIVE COMMITTEE**  
**Reported for Information**

(Maximum time—15 minutes)

The Consultative Committee as supervisors of the agenda of the Senate wishes to inaugurate a question period procedure in the Senate on an experimental basis.

The question period at meetings during the winter quarter would be conducted in accordance with the following tentative rules proposed by the chairman of the

Committee on Business and Rules which would be reviewed during the Spring quarter on the basis of our experience.

**SAMUEL KRISLOV**  
Chairman

**From R. K. Hobbie:**

The Consultative Committee wishes to institute a 30 minute period in each Senate meeting during which questions will be answered by administrative officers of the University. This procedure would be announced in the docket for November 29, would begin January 17, and continue for all regular meetings this year. The rules which I proposed to the Consultative Committee are below. If you have any suggestions or think we should meet to discuss them, please let me know.

1. One-half hour at each regular meeting of the University Senate during Winter and Spring quarters, 1973-74, will be devoted to asking questions of the administrative officers of the University.
2. Questions may be submitted in writing to the Clerk of the Senate, eight calendar days before the meeting.
3. The Consultative Committee will decide which questions to forward for answers. Similar questions will be combined. Because only one-half hour of the meeting time will be allotted to answering questions, it may be necessary to withhold some; the committee will be guided by the breadth of interest in the issue.
4. All questions received will be mimeographed, together with the name of the questioner, for distribution at the meeting. The Consultative Committee will group questions by general topic, and will indicate those which have been forwarded to the Administration for answers.
5. The person answering a question may, if he chooses, entertain additional questions from the floor which extend the original question.

It was stipulated that the rules as printed above would prevail during the academic year 1973-74.

*Accepted*

## **V. REPORT OF THE ADMINISTRATIVE COMMITTEE**

### **1. Reported for Action**

(Maximum time—5 minutes)

**University calendar.** Vice President Cashman presented a set of recommendations from the Task Force on the University Schedule concerning establishment of individual campus calendars for the coordinate campuses. The recommendations were approved and will be forwarded to the University Senate for action. Recommendations:

1. Each campus assembly be assigned responsibility for establishment of its campus calendar.
2. Proposed calendars shall be referred to the All-University Schedule Committee for information, discussion, and reaction before they are acted on by campus assemblies.
3. Responsibility for assembling, coordinating, and maintaining information regarding calendars for all campuses and divisions shall be assigned to the Office of Admissions and Records.
4. Appropriate calendar committees shall be established by campus assemblies, and these campus committees shall be assigned the task of reviewing calendars for



- their campuses, in close cooperation with the All-University Schedule Committee, and for recommending to campus assemblies proposed campus calendars.
5. The All-University Schedule Committee shall serve as a communication-coordinating body for campus committees.
  6. A Twin Cities campus calendar committee shall be appointed by the Chairman of the Twin Cities Campus Assembly early in the fall quarter, 1973.

*Approved*

## **2. Reported for Information**

**Graduation ceremonies.** Mr. Tall presented a plan for continuation of collegiate level graduation events on the Twin Cities campus for 1973-74. He also reported on 1972-73 activities, an outline of guidelines for planning, and a proposed distribution of current year funds. A motion to establish a committee to review Commencement ceremonies and to recommend future direction was approved.

**Loans and scholarships.** Vice President Cashman reported that a committee under the chairmanship of Chester Grygar has been appointed to develop a plan for coordinating all loan and scholarship programs.

**MARILEE WARD**  
Secretary

*Accepted*

## **VI. REPORT OF THE SENATE COMMITTEE ON RESEARCH**

### **1. Reported for Action**

**(Maximum time—20 minutes)**

**Policy and Procedures for Animal Care and Usage at the University of Minnesota**  
(Statement Accepted by the Regents of the University of Minnesota, July 12, 1973)

### **Outline**

- I. Statement of Policy
- II. Principles Governing the Use of Warm-blooded Animals in Research and Teaching
- III. Procedure for Implementation of Policy
  - A. Scope of Activities Covered
  - B. Administrative Organization
    1. All-University Animal Care Committee
    2. Director of Animal Services
  - C. Inspection of Animal Facilities
  - D. Animal Health
  - E. Procedures Involving Potential Pain or Distress
    1. Evaluation of pain-suppressing drugs and procedures
    2. Pain and distress in conscious animals
  - F. Manual of Procedures
  - G. Physical Facilities
  - H. Complaints
  - I. Statement of Policy

The Regents of the University of Minnesota reaffirm their established policy with regard to the use of warm-blooded animals in scientific research and teaching:

1. To assure proper procurement, care, housing, and health services for all warm-blooded animals used in research and teaching;
2. To provide the most appropriate animals for the diverse requirements of the varied research and teaching activities of the University;
3. To minimize pain and distress through selection of experimental procedures or administration of adequate anesthetic, analgesic, or tranquilizing drugs, except where such measures would interfere with the purpose of the experiment;
4. To comply with all legal requirements established by the U.S. Department of Agriculture or other governmental agencies under authority of Public Laws 89-544 and 91-579 and any subsequent enactments; and to follow the guidelines in Section 4206 of the NIH "Guide for Grants and Contracts" and in Publication No. (NIH) 73-23, "Guide for the Care and Use of Laboratory Animals"; and
5. To accomplish these aims with supporting activities which will promote the advancement of scientific research and educational goals

In order to accomplish these objectives, the University of Minnesota, through the Animal Services Unit of the Office of Sponsored Programs, will:

1. Establish a program for regular inspection of animal facilities to assure that acceptable standards are maintained with respect to cleanliness, feeding, cage size, and environmental conditions;
2. Employ veterinary staff to advise in the selection of appropriate animal species for research and education, make regular inspections of the health of the animals kept for research and teaching, provide medical consultation regarding prevention and treatment of animal diseases, advise regarding hazards and prevention of cross-infection between animals and man, contribute to training of animal care personnel, advise regarding use of pain-suppressing drugs, establish procedures for euthanasia and control of parasites and pests, and assist in planning of new construction or remodeling of animal care facilities; and
3. Establish a procedure for prior review of research and teaching protocols to assure that adequate anesthetics, analgesics, or tranquilizers are administered to prevent pain and distress, or authorize exceptions where use of such drugs would interfere with the purpose of the experiment or teaching activity. A separate review of research and training grant proposals will be made to assure that adequate facilities (e.g., cages, space, etc.) are available or will be available.

## II. Principles Governing the Use of Warm-blooded Animals in Research and Teaching

1. Experimentation and teaching involving live warm-blooded animals should be performed by or under the immediate supervision of a qualified scientist.
2. The housing, care, and feeding of each project's experimental animals or each department's teaching animals must be supervised by a qualified veterinarian or other scientist competent in such matters.
3. Experimentation and teaching involving warm-blooded animals should be so conducted as to avoid all unnecessary suffering and should be terminated whenever it becomes clear that unnecessary suffering may result.
4. Post-experiment care of subject animals should be such as to minimize discomfort to animals in accordance with acceptable practices in veterinary medicine.
5. If it is necessary to sacrifice an experimental animal, the subject animal should be killed in such a way as to minimize pain and ensure prompt death, in accordance with procedures approved by the Director of Animal Services. No animal will be discarded until death is certain.

6. Anesthetics, analgesics, and tranquilizers used to alleviate pain or discomfort will be evaluated with respect to effectiveness and dose level by the veterinarians of the Animal Services Unit<sup>1</sup> in consultation with appropriate specialists as the need arises.
7. Before procedures causing pain or discomfort to conscious animals are initiated, they must be reviewed and approved by the Director of Animal Services<sup>1</sup> or a veterinarian on his staff. Questionable cases will be referred to appropriate specialists and or the All-University Animal Care Committee.

## II. Procedure for Implementation of Policy

### A. Scope of Activities Covered

1. This statement of policy and procedures for animal care and usage applies to all species of mammals and birds used in research or teaching at the University of Minnesota or under its auspices when:
  - a. The procedures are performed on premises owned, leased, or rented by the University;
  - b. The procedures involve animals, facilities, or equipment owned by the University; or
  - c. The activity is financed by the University or by funds administered by the University.

### B. Administrative Organization

#### 1. All-University Animal Care Committee

- a. The All-University Animal Care Committee shall be a University Committee reporting to the Senate Committee on Research as provided in Article IV of the Constitution and bylaws of the University Senate.
- b. It shall consist of not more than ten (10) members, including 2 representatives of the Minneapolis Health Sciences and one each from the College of Veterinary Medicine, Institute of Agriculture, College of Liberal Arts, College of Biological Sciences, Division of Environmental Health and Safety, Duluth Campus, Morris Campus, and a student representative. Insofar as feasible, there should be broad representation of the various types of research that utilize animals and the basic scientific areas that are relevant for animal care and usage. The Committee will be encouraged to seek the consultation and advice of researchers in other units utilizing animals as well as specialists in areas relevant for animal care and usage. The Director of Animal Services shall be a non-voting member of the Committee and serve as Executive Secretary.
- c. Members shall be appointed in accordance with University Senate procedures for staggered terms of three years.
- d. The chairman shall be appointed in accordance with University Senate procedures.
- e. The Committee shall meet at least quarterly.
- f. The duties and responsibilities of the Committee shall include:
  1. Collaboration with the Director of Animal Services in formulation of recommendations to the Vice-President of Academic Administration regarding University policies and standards governing procurement, care, and use of animals employed in research and teaching activities;

The terms, "Animal Services Unit" and "Director of Animal Services," are provisional until a final decision has been made regarding the name of the administrative unit.

2. Evaluation of the animal care program at regular intervals as required by Section 4206 of the NIH "Guide for Grants and Contracts";
3. Assistance to the Director of Animal Services in education of faculty in the need for good animal care, in the kinds of services offered by the Director and his staff, and in the research benefits attaching to use of quality animals;
4. Consultation with the Director of Animal Services regarding professional personnel needs of his department;
5. Mediation and review of appeals regarding the animal facilities inspection program or decisions of the Director of Animal Services regarding procedures involving pain or distress, with recommendations to the Vice-President for Academic Administration for final decision in cases that cannot be resolved by mediation; and
6. Submission of reports to the Senate through the Senate Committee on Research in accordance with the Rules and Organizational Procedures of the Senate, U1.302.5.

g. Executive subcommittee

1. The executive subcommittee will be made up of the chairman and two other members appointed by the chairman, with one member of the subcommittee being a Doctor of Veterinary Medicine. If any members of the executive subcommittee are unavailable at a time when a decision must be made, the chairman may appoint temporary members. In this case, one member must still be a Doctor of Veterinary Medicine.
  2. The purpose of the executive subcommittee is to act for the All-University Animal Care Committee when, in the judgment of the chairman, a decision must be made that does not allow time for full committee consideration. Such actions shall be reported to the full committee no later than the next meeting.
2. Director of Animal Services
- a. The Director of Animal Services will be a veterinarian with experience in Laboratory Animal Medicine and scientific investigation. He will have an administrative appointment in the Office of Sponsored Programs and an academic appointment in that department of the University to which he would best relate as a result of his training or anticipated long-term interest.
  - b. The Director of Animal Services will have full responsibility and authority for the activities of the Animal Services Unit in implementing the policies of the University, the directives of the Vice-President for Academic Administration, state and federal laws, and administrative regulations of government agencies
  - c. The Director of Animal Services will be accountable to the office of the Vice-President for Academic Administration. He will submit a formal written report on the Animal Services Program at least once yearly to the All-University Animal Care Committee.
  - d. The duties and responsibilities of the Director of Animal Services will include:
    1. Collaboration with the All-University Animal Care Committee in formulation of recommendations to the Vice-President for Academic Administration regarding University policies and standards governing procurement, care, and use of animals employed in research and teaching activities;
    2. Development and implementation of programs for disease prevention, euthanasia, parasite and pest control, and treatment of diseased animals; liaison with specialists and diagnostic laboratories at the College of Veterinary Medicine;
    3. Consultation regarding species selection and animal procurement;
    4. Supervision of a program for regular inspection of animal facilities to ensure

compliance with standards of governmental agencies and the University;

5. Consultation with investigators and instructors regarding anesthetics, analgesics, and tranquilizers, and evaluation of their adequacy in procedures potentially involving pain or distress;
6. Review of protocols for research and teaching involving pain or distress in conscious animals, with referral to experts and or the All-University Animal Care Committee, if necessary;
7. Assistance in planning of new construction and remodeling of animal care facilities;
8. Preparation of a manual of procedures for the guidance of animal users and caretakers;
9. Direction of a training program for animal technicians; and
10. Maintenance of liaison with regulatory agencies.

e. The Director of Animal Services will be assisted by additional veterinary personnel. Veterinarians employed to provide part-time services at facilities outside the Twin Cities will be under his general supervision, and their selection and continued employment must be acceptable to him.

#### C. Inspection of Animal Facilities

1. The Director of Animal Services or his representatives will make unannounced inspections of animal facilities at regular intervals.
2. The purpose of the inspection program is to ensure that all animal facilities are in compliance with the requirements of P.L. 89-544 as amended by P.L. 91-579, the administrative regulations of federal agencies, and the standards of the University. The inspections will be concerned with cleanliness, feeding, watering, cage size, room density, storage of supplies and waste, temperature, humidity, ventilation, lighting, and any other conditions that may be included in the requirements of government agencies or University standards.
3. Responsibility for the care of animals belonging to research projects rests with the principal investigator in all cases, even when direct supervision of the care has been delegated to another person or University service unit. Department chairmen are similarly responsible for care of animals used in teaching.
4. Reports of inspections will be sent to relevant investigators, department chairmen, and deans.
5. Cases of repeated noncompliance will be reported by the Director of Animal Services to deans or other appropriate executive officers, and if not corrected, to the office of the Vice-President for Academic Administration. In such cases, closure of the deficient animal facility may be recommended to the Vice-President for Academic Administration.
6. Whenever animals are to be moved into a room previously used for any other purpose, the room must be inspected and approved in advance by the Animal Services Unit.
7. Appeals regarding any aspect of the animal facilities inspection program may be made to the Director of Animal Services, then to the All-University Animal Care Committee. Appeals not resolved by mediation of the All-University Animal Care Committee will be forwarded with the Committee's recommendations to the Vice-President for Academic Administration for final decision.

#### D. Animal Health

1. All animals must be observed daily by the animal technician caring for them, or by the faculty member in charge of the animal facility.
2. Sick animals should be given early medical treatment appropriate for their

condition or promptly and humanely destroyed.

3. Veterinarians on the staff of the Department of Animal Services or providing part-time services to the branch campuses or experiment stations will make periodic inspections of the state of health of animals in all facilities.
4. Consultation regarding animal health problems will be available on all campuses and experiment stations from the Animal Services Unit or local veterinarians hired on a part-time basis. The Animal Services Unit will serve as liaison with the College of Veterinary Medicine to arrange for consultation with specialists and diagnostic laboratory services.

#### E. Procedures Involving Potential Pain or Distress

1. Evaluation of pain-suppressing drugs and procedures.

The adequacy of the choice and dose levels of anesthetics, analgesics, and tranquilizers used to prevent pain or distress in research and teaching will be evaluated by the Director of Animal Services or veterinarians on his staff in consultation with appropriate specialists, when the need arises. As required by the Standards of P.L. 89-544 as amended by P.L. 91-579, information will be collected on current practices in the usage of such drugs at the University, and a list of standard minimum dosages by body weight, species, and route of administration will be compiled to provide general authorization for the majority of applications. Cases not covered by the standard list, and other methods for prevention of pain, such as cervical dislocation, decortication, or decerebration will be evaluated on an individual basis.

2. Pain and distress in conscious animals.

Protocols for research and teaching involving pain or distress in conscious animals will be reviewed by the Director of Animal Services or veterinarians under his supervision. Approval must be obtained before initiation of painful or distressful procedures. The protocols will be approved only if use of pain-suppressing drugs or less painful or distressful procedures would interfere with the purpose of the research or teaching. Difficult cases may be referred to the All-University Animal Care Committee by the Director of Animal Services, or investigators may appeal adverse decisions by the Animal Services Unit to the Committee. At quarterly intervals, the Director of Animal Services will submit to the All-University Animal Care Committee a summary of protocols involving pain or discomfort reviewed during the preceding three months.

#### F. Manual of Procedures

A manual will be prepared by the Director of Animal Services in consultation with specialists and regulatory agencies to contain the following information for investigators and instructors:

1. Acceptable methods of euthanasia;
2. Standards for cage sizes;
3. Standards for animal care procedures and cleanliness;
4. Minimum standard dose levels for commonly used anesthetics, analgesics, and tranquilizers by body weight and route of administration for commonly used species;
5. The currently applicable statement of Policy and Procedures for Animal Care and Usage at the University of Minnesota;
6. And such other information as the veterinary staff may desire.

#### G. Physical Facilities

1. The Division of Environmental Health and Safety will measure the ventilation and illumination in all animal facilities. Temperature regulation and humidity may also require measurement in some facilities. The results of these deter-

- minations will be reported to individual investigators, department chairmen, deans, college animal committees, and the Director of Animal Services.
2. The Director of Animal Services will maintain a file on animal facilities having substandard environmental conditions for reference in decisions regarding renovation.
  3. When new construction or remodeling includes animal facilities, the Director of Animal Services must be consulted, and must approve the design specifications for the animal facilities.

#### H. Complaints

Complaints regarding any aspect of animal care or usage should be addressed to the Director of Animal Services. If the complainant and the Director are unable to reach a mutually satisfactory agreement, either may refer the matter to the All-University Animal Care Committee.

**ROBERT D. WIRT**  
Chairman

The following amendments were introduced from the Senate Committee on Research.

**UNIVERSITY OF MINNESOTA**  
**TWIN CITIES**

Division of Health Care Psychology  
Box 393 Mayo Memorial Building  
Minneapolis, Minnesota 55455

November 16, 1973

Professor W. Donald Beatty  
Clerk of the Senate  
120 Morrill Hall

Dear Professor Beatty:

Some copies of the proposed "Policy and Procedure for Animal Care and Use" have been distributed to department chairmen in which considerable research involving animals is conducted. I have received a number of comments in consequence and these have been discussed with members of the All-University Animal Care Committee. The committee now recommends the following amendments to the document I sent you for placement on the Senate docket:

- |                                 |   |
|---------------------------------|---|
| p. 2. 1. 3 Change <i>from</i> : | "To minimize pain and distress ..."   |
| <i>to</i> :                     | "To minimize pain and/or undue distress ..."  |
| p. 4. 3 Change <i>from</i> :    | "Establish a procedure for prior review of research and teaching protocols to assure ..." |
| <i>to</i> :                     | "Establish a procedure for prior review of summary research and teaching protocols ...."  |

- p. 5. II. 1 Change *from*: “ ... by or under the immediate supervision of a qualified scientist.”  
*to*: “ ... by or under the immediate supervision of a qualified individual.”
- p. 6. II. 4 Change *from*: “Post-experiment care ...”  
*to*: “Post-experimental care ...”
- p. 6. II. 5 Change *from*: “If it is necessary to sacrifice an experimental animal the subject animal should be killed in such a way ...”  
*to*: “If it is necessary to kill an animal, this should be done in such a way ...”
- p. 16. C. 3 Change last sentence *from*: “Department chairmen are similarly responsible for care of animals used in teaching.”  
*to*: “In their administrative capacity department chairmen are similarly responsible for care of animals used in teaching.”
- p. 17. C. 6 Change *from*: “Whenever animals are to be moved into a room ...”  
p. 17. C. 6 Change *to*: “Whenever animals are to be housed for a period of 48 hours or more in a room previously used ...”
- p. 20. E. 2 Change third sentence *from*: “The protocols will be approved only if use of pain-suppressing drugs or less painful or distressful procedures would interfere with the purpose of the research or teaching.”  
*to*: “The protocols will be approved only if use of pain-suppressing drugs or less painful or less unduly distressful procedures would interfere with the purpose of the research or teaching.”

The following amendments to the report were introduced by R. W. Touchberry.

**RECOMMENDED CHANGES IN THE POLICY AND PROCEDURES FOR ANIMAL CARE AND USAGE AT THE UNIVERSITY OF MINNESOTA**  
— R. W. Touchberry, for the Department of Animal Science

I. Statement of Policy

A. The Regents of the University of Minnesota reaffirm their established policy with regard to the use of warm-blooded animals in scientific research and teaching



1. To assure proper procurement, care, housing, and health services for all warm-blooded animals used in research and teaching;
2. To provide the most appropriate animals for the diverse requirements of the varied research and teaching activities of the University;
3. To minimize pain and distress through selection of experimental procedures or administration of adequate anesthetic, analgesic, or tranquilizing drugs, except where such measures would interfere with the purpose of the experiment;
4. To comply with all legal requirements established by the U.S. Department of Agriculture or other governmental agencies under authority of Public Laws 89-544 and 91-579 and any subsequent enactments; and to follow the guidelines in Section 4206 of the MIH "Guide for Grants and Contracts" and in Publication No. (NIH) 73-23, "Guide for the Care and Use of Laboratory Animals"; and
5. To accomplish these aims with supporting activities which will promote the advancement of scientific research and educational goals.

#### Location of Unit—Administratively

B. In order to accomplish these objectives, the University of Minnesota, through the Animal Services Unit of the Office of Sponsored Programs, will:

1. Establish a program for regular inspection of animal facilities to assure that acceptable standards are maintained with respect to cleanliness, feeding, cage size, and other environmental conditions;
2. Employ veterinary staff to ~~advise in the selection of appropriate animal species for research and education,~~ make regular inspections of the health of the animals kept for research and teaching, provide medical consultation regarding prevention and treatment of animal diseases, advise regarding hazards and prevention of cross-infection between animals and man, contribute to training of animal care personnel, advise regarding use of pain-suppressing drugs, establish procedures for euthanasia and control of parasites and pests, and ~~assist~~ advise in planning of new construction or remodeling of animal care facilities; and
3. Establish a procedure for prior review of research and teaching protocols to assure that adequate anesthetics, analgesics, or tranquilizers are administered to prevent pain and distress, or authorize exceptions where use of such drugs would interfere with the purpose of the experiment or teaching activity. ~~A separate review of research and training grant proposals will be made to assure that adequate facilities (e.g., cages, space, etc.) are available or will be available.~~

## II. Principles Governing the Use of Warm-blooded Animals in Research and Teaching

1. Experimentation and teaching involving live warm-blooded animals should be performed by or under the immediate supervision of a qualified scientist.
2. The housing, care, and feeding of each project's experimental animals or each department's teaching animals must be supervised by a qualified ~~veterinarian or other~~ scientist, or technician competent in such matters.
3. Experimentation and teaching involving warm-blooded animals should be so conducted as to avoid all unnecessary suffering and should be terminated whenever it becomes clear that unnecessary suffering ~~may result~~ is resulting.
4. Post-experiment care of subject animals should be such as to minimize discomfort to animals, ~~in accordance with acceptable practices in veterinary medicine.~~

5. If it is necessary to sacrifice an experimental animal, the subject animal should be killed in such a way as to minimize pain and ensure prompt death, in accordance with procedures approved by the Director of Animal Services. No ~~animal~~ animal assumed to be dead will be discarded until death is certain.
6. Anesthetics, analgesics, and tranquilizers used to alleviate pain or discomfort will be evaluated with respect to effectiveness and dose level by the veterinarians of the Animal Services Unit<sup>1</sup> in consultation with appropriate specialists as the need arises.
7. Before procedures causing pain or discomfort to conscious animals are initiated, they must be reviewed and approved by the Director of Animal Services<sup>1</sup> or a veterinarian on his staff. Questionable cases will be referred to appropriate specialists and/or the All-University Animal Care Committee.
8. It should be understood that the principal investigator has the right to appeal his case in person to the All-University Animal Care Committee, hear all arguments against his procedure or proposal, present arguments for his procedure or proposal and obtain a decision from the committee.

.....

### III. B. Administrative Organization

.....

- f-4. Consultation with the Director of Animal Services regarding professional personnel needs of his department. unit.
- f-5. Mediation and review of appeals regarding the program of inspecting of animal facilities ~~animal facilities inspection program~~ or decisions of the Director of Animal Services regarding procedures involving pain or distress, with recommendations to the Vice President for Academic Administration for final decision in cases that cannot be resolved by mediation; and

.....

### III. g. Executive subcommittee

1. The executive subcommittee will be made up of the chairman and two other members appointed by the chairman, with one member of the subcommittee being a Doctor of Veterinary Medicine. If any members of the executive subcommittee are unavailable at a time when a decision must be made, the chairman may appoint temporary members. In this case, one member must still be a Doctor of Veterinary Medicine.

.....

### 2. Director of Animal Services

- d. The duties and responsibilities of the Director of Animal Services will include:
  1. Collaboration with the All-University Animal Care Committee in formulation of recommendations to the Vice President for Academic Administration regarding University policies and standards governing procurement, care, and use of animals ~~employed in~~ for research and teaching activities;

<sup>1</sup>The terms "Animal Services Unit" and "Director of Animal Services" are provisional until a final decision has been made regarding the name of the administrative unit.

4. Supervision of a program for regular inspection of animal facilities to ensure compliance with standards of ~~governmental~~ government agencies and the University;
6. Review of protocols for research and teaching involving pain or distress in conscious animals, with referral to experts and/or the All-University Animal Care Committee, ~~if when~~ when necessary;
7. ~~Assistance in~~ Advise in the planning of new ~~construction~~ and in the remodeling of existing animal care facilities;

### C. Inspection of Animal Facilities

2. The purpose of the inspection program is to ensure that all animal facilities are in compliance with the requirements of P.L. 89-544 as amended by P.L. 91-579, the administrative regulations of federal agencies, and the standards of the University. The inspections will be concerned with cleanliness, feeding, watering, cage size, ~~room density,~~ the number and kinds of animals in a given room, storage of supplies and waste, temperature, humidity, ventilation, lighting, and any other conditions that may be included in the requirements of government agencies or University standards.
6. ~~Whenever~~ When animals are to be moved into a room previously used for ~~any other~~ another purpose, the room must be inspected and approved in advance by the Animal Services Unit.
7. Appeals regarding any aspect of the program of inspection of animal facilities inspection program may be made to the Director of Animal Services, then to the All-University Animal Care Committee. Appeals not resolved by mediation of the All-University Animal Care Committee will be forwarded with the committee's recommendations to the Vice President for Academic Administration for final decision.

### D. Animal Health

1. All animals must be observed daily by the animal technician ~~caaring for them,~~ the principal investigator, or by the faculty member ~~in charge of the animal facility~~ responsible for the specific animals involved.
3. Veterinarians on the staff of the ~~Department of~~ Animal Services Unit or providing part-time services to the branch campuses or experiment stations will make periodic inspections of the state of health of animals in all facilities.

### F. Manual of Procedures

A manual containing the following information will be prepared by the Director of Animal Services in consultation with specialists and regulatory agencies ~~to contain the following information for investigators and instructors:~~

### G. Physical Facilities

1. The Division of Environmental Health and Safety will measure the ventilation and illumination in all animal facilities. ~~Temperature regulation and humidity may also require measurement in some facilities.~~ In some facilities it may be necessary to measure the adequacy with which temperature and humidity are controlled. The results of these determinations will be reported

to individual investigators, department chairmen, deans, college animal committees, and the Director of Animal Services.

2. The Director of Animal Services will maintain a file on all animal facilities having substandard environmental conditions for reference in decisions regarding renovation or changes in the function to be served by the facility.
3. When new construction or remodeling includes animal facilities, the Director of Animal Services must be consulted, and must approve the design specifications for the animal facilities. In cases where the department or college involved disagrees with the decision of the Director of Animal Services, the matter will be appealed to the All-University Animal Care Committee.

The report together with the proposed amendments was postponed until the next meeting of the University Senate, January 17, 1974.

**2. Reported for Action**  
(Maximum time—20 minutes)

**PROPOSED POLICY ON NON-REGULAR FACULTY AS  
PRINCIPAL INVESTIGATORS ON RESEARCH GRANTS AND PROJECTS**

**Section 1**

Non-regular faculty in positions 4.311, 4.312, 4.313, and 4.314 as described in the new proposed tenure regulations may serve as principal investigators on research grants and projects under the following conditions:

- 1) BA Form 23 (or any equivalent form) must clearly indicate whether the proposed principal investigator is a regular or non-regular faculty member.
- 2) The currently approved terminal date (See Tenure Code Section 5.2) of a non-regular faculty member who is the proposed principal investigator of a research grant or project must be clearly indicated on BA Form 23.
- 3) If a non-regular faculty member is proposed for a term as principal investigator which extends beyond the terminal date of his employment at the University, his department chairman (or comparable University officer) together with the chief administrative officer of the unit involved (Dean or comparable University officer) must secure written permission for this arrangement from the Academic Vice President. In such case information concerning the proposed financial support for a non-regular faculty member who is the proposed principal investigator may be supplied, either through the BA Form 23, or, where deemed necessary by the Academic Vice President, through additional information provided in writing to the Academic Vice President. In either case, a letter from the Academic Vice President to the chairman must specifically approve the proposed financial arrangements.
- 4) If a project on which a non-regular faculty member is the proposed principal investigator requires additional space and-or equipment, the department chairman must, in a letter accompanying BA Form 23, certify the present availability and utility of this space and-or equipment to the University at the termination of the non-regular faculty member's appointment.
- 5) The appointment of non-regular faculty to positions as principal investigators in

no way affects the rights, claims, and duties of non-regular faculty as specified in the tenure code sections 1. 4, 10, and 14. In particular, it does not imply any commitment on the part of the University to any appointment in the University

## Section 2

Non-regular faculty in categories 4.315 may serve as principal investigators on research projects for which the funding agency specifies a program for which students are eligible. Applications in this category must receive the approval of the Dean of the College or School in which the student is registered who will inform the applicant that his position as principal investigator in no way affects his status as a student nor does it commit the University to any future position except as may be specifically indicated by the Dean.

## Section 3

Non-regular faculty members in categories 4.316, 4.317, 4.318, and 4.319 may serve as principal investigators only if their proposed research is approved by the academic departments whose expertise is most closely related to the substance of the proposal. The non regular faculty in one of these categories shall contact the chairman of the relevant academic departments and arrange for a review of the proposal by competent academic staff. A letter from the department chairman shall accompany BA Form 23 (or any equivalent form) and the Office of Sponsored Programs shall not sign off on the form until it has such a letter in hand.

All provisions of Section 1 also apply.

ROBERT D. WIRT  
Chairman

Postponed until meeting of the Senate January 17, 1974.

## VII. SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS

### Reported for Action

#### Minimum University credits for Undergraduate University degrees

To be eligible for a University of Minnesota degree, a student must present 45 credits awarded by the University of Minnesota. Of the last 45 credits earned prior to the award of a University degree, 30 credits must be awarded by the University. All credit awarded by the University, regardless of the type of instruction, and regardless of the University unit through which the credit is offered, shall count toward the credit requirement for the degree. This policy replaces the previous "residence credit" requirement.

Courses may be taught for credit, for no credit, for "certificate credit," or for "entrance credit" as they now are.

The faculty of the appropriate degree-granting college will, through the established curriculum review procedure for that college, determine which courses shall carry University credit. In addition, each college may indicate for its students what maximum or minimum number of credits in which types of instruction shall be permitted for its degrees.

The effective date for implementation of the policy is fall quarter, 1974.

JAMES B. PREUS  
Chairman

*Approved*

## VIII. NEW BUSINESS

### Reported for Action

The University Senate departed from the published docket at this point to consider the following two committees.

**University Committee on Use of Human Subjects in Research:** Kurt Amplatz, Perry Blackshear, Richard Blue, David Bryden, Henry Buchwald, William Charlesworth, Vernon Devine, Raymond Flaa, Robert Gibson, Frederick Goetz, Sheila Henry, Donald Hunninghake, John Ingham, Florence Julian, Merle Loken, James Mackey, Donald Marshall, Homer Mason, Convener Frank Miller, Bernard Mirkin, Howard Morris, Fred Morrison, Takashi Okagaki, Jeralyn Plack, Leo Raskin, J. J. Roshal, Gerald Siegel, Richard Simmons, Mark Snyder, Irving Tallman, June Tapp, Arthur Waltz, Stanley Williams, Carl Witkop. Students: David Sutherland, Alice Larson, James Halfemeyer, Laura Knight, Michael Lougee, Gail Peterson, Candy Dow, Gary Sponaule, Judith Hesketh, James Faber, executive secretary.

**Senate Task Force on Developing and Encouraging Excellence in Teaching:** Robert Braasted, Alyce Coker, Robert Kiste, Gary Nelsestuen, Theodore Uehling, Sharon Wilford, Joe Kroll. Students: Susan Annexstad, Elizabeth Lincoln, Janet Salomonson, one more to be named.

*Approved*

## IX. DISCUSSION OF THE BUDGET WITH VICE PRESIDENTS CHASE AND KEGLER

(Maximum time—30 minutes)

## X. COMMITTEE ON COMMITTEES

### Reported for Information

At the January 17 meeting of the Senate, the Committee on Committees will recommend Amendment of the By-Laws, Article III, Section 6 (Committee on Faculty Affairs), by replacing the number 6 by the number 10. The section will then read:

There shall be a Committee on Faculty Affairs which shall be composed of at least 10 members of the faculty, and such ex officio representation as may be specified in the Rules of the Senate. The committee shall consider and review policies and procedures in the University which may concern the personal and professional welfare of the faculty.

**BETTY W. ROBINETT**

Chairman

Accepted

## XI. REPORT OF THE STUDENT CONSULTATIVE COMMITTEE

### Reported for Action

### PROPOSED POLICY FOR ALCOHOLIC BEVERAGES ON UNIVERSITY PROPERTY

#### COMPREHENSIVE ALCOHOL POLICY

The Board of Regents hereby guarantees to those persons within the University community having reached adulthood those rights relative to intoxicating liquor and nonintoxicating liquor as enjoyed by other adults, in accordance with the following policy:

## 1. UNIVERSITY PROPERTY OTHER THAN RESIDENCE HALLS

Upon University property other than residence halls:

- A. No person shall possess or consume any intoxicating liquor except in areas designated by the President or designated agents in consultation with the campus Provost, where applicable, the Committee on Student Affairs on each campus and the Faculty Affairs Committee.
- B. No person shall possess or consume any nonintoxicating liquor in those areas designated by the President or designated agents in consultation with the campus Provost, where applicable, the Committee on Student Affairs on each campus and the Faculty Affairs Committee.

## 2. RESIDENCE HALLS

The possession and consumption of intoxicating liquor and nonintoxicating liquor is permitted in University residence halls where authorized by policies approved by the President or designated agents and the respective hall councils which clearly specify areas, times and circumstances under which possession and consumption is appropriate and which protect the rights and needs of nondrinkers.

## 3. SALE

The sale of intoxicating liquor and nonintoxicating liquor on University property shall be in accordance with the Regents' Policy on Business Enterprises, Services, and Activities approved July 14, 1972.

## 4. DEFINITIONS

As used herein, the terms "intoxicating liquor" and "nonintoxicating liquor" shall have those meanings ascribed to them by the statutes of the State of Minnesota. The term "possession" does not include possession of intoxicating or nonintoxicating liquor contained in its original retail packaging with seal unbroken.

## 5. VIOLATIONS

- A. Violation of this policy by a student shall be a violation of the Student Conduct Code and shall be dealt with solely in accordance with the Student Conduct Code.
- B. Violations of this policy by University faculty or staff members shall be a violation of the applicable disciplinary policies and shall be dealt with accordingly.
- C. Violation of this policy by any person during the course of an appropriately approved event, whether such event be open or closed to the general public, shall automatically revoke the license conferred by the ticket or invitation to such event, and violators will be asked to leave the premises. Ushers and officers are instructed to refuse admission to ticket holders or other persons invited to such event if such person is intoxicated.

## 6. IMPLEMENTATION AND REVIEW

- A. This policy shall become effective immediately throughout the University system.
- B. This policy is not intended to nullify or change in any way any applicable law where such law is in force.
- C. This policy does not prevent University governing units from prohibiting, restricting, or conditioning the possession and consumption of intoxicating or nonintoxicating liquor in physical facilities within their jurisdiction.

- D. Administrative decisions shall be reviewable upon proper application to the Board of Regents.

**PETER HAMES**  
Chairman

*Approved*

(Notice that this policy has been recommended by the Senate for adoption by the Board of Regents and shall be sent to the presidents of the student bodies of the coordinate campuses.)

A motion was introduced to reconsider the policy on alcoholic beverages. The motion was *approved*. A subsequent motion to delete from the policy all provisions concerning violations by members of the faculty or staff was also *approved*.

## XII. NECROLOGY

### **SAMUEL AMBERG, M.D.** 1874-1970

Dr. Samuel Amberg, emeritus associate professor of pediatrics at the Mayo Graduate School of Medicine, Rochester, Minnesota, died in Rochester on November 29, 1970.

He was born in Cronstatt, near Stuttgart, Germany, on August 15, 1874, and was graduated in medicine from the University of Heidelberg in 1898. He came to Baltimore, Maryland, in 1899, where until 1912 he was an assistant to the associate professor of pediatrics at the Johns Hopkins University Medical School. For 2 years he was also in charge of the Department of Pediatrics at Johns Hopkins.

He went to Rush Medical College in Chicago in 1912 as associate professor of experimental medicine. He came to Rochester, Minnesota, in 1921 as a consultant in pediatrics at the Mayo Clinic and associate professor of pediatrics at the Mayo Graduate School of Medicine. He was interested in all aspects of his specialty, particularly in children with diseases of the liver.

Although his primary concern was clinical pediatrics, he had a deep interest in physiological chemistry. He was one of the founders of the American Society of Biological Chemists, Inc., in Baltimore in 1906, and in clinical research he sought to apply his knowledge in this particular field to problems of various diseases of children.

He was never married, but his concern for children was such that countless times he would sustain the costs of hospitalizing the children of poor parents out of his own income. He is survived by a niece, Mrs. William Fitzpatrick, of Albuquerque, New Mexico, and a nephew, Mr. Robert Amberg, of Birmingham, Michigan.

### **WILLARD LEE BOYD** 1883-1973

Willard Lee Boyd, born September 27, 1883, in Batavia, Iowa, died on July 11, 1973, in Minneapolis. His primary and secondary education were obtained in St. Francis, Kansas, and in Fairfield, Iowa. He graduated from the Kansas City Veterinary College in 1909 and served as an instructor in veterinary pathology there for the 2 years following. In 1911, he joined the faculty of the Division of Veterinary Medicine of the College of Agriculture at the University of



Minnesota. He was appointed a professor in 1918 and became chief of the division in 1940. When the College of Veterinary Medicine became an academic unit of the University, Professor Boyd was named its director and served in that capacity until retirement in 1951.

As director of the newly created College of Veterinary Medicine in 1947, he displayed a keen interest in its development and proceeded in the direction of making it second to none among the veterinary colleges in this country. He stressed the importance of a sound undergraduate and graduate training program and believed that they should be complemented with an equally strong research program. Dr. Boyd was well known for his research on brucellosis and on the reproductive diseases of cattle.

Dr. Boyd was a past president of the Minnesota Veterinary Medical Association and of the American Veterinary Medical Association. He was a member of the United States Animal Health Association, the Conference of Research Workers on Animal Diseases, the Minnesota Academy of Science, Gamma Sigma Delta, Phi Zeta, and Sigma Xi.

Professor Boyd was a member of the Board of Veterinary Examiners, of the Livestock Sanitary Board, and of the Stallion Registration Board. For more than 30 years he contributed to the functions of the University Senate Committee on Intercollegiate Athletics.

Two daughters, Mrs. Norman (Betty) Biorn of St. Paul and Mrs. Ben (Ellen-Jane) Serrill of Minneapolis, and one son, Willard, Jr., of Iowa City, Iowa, President of the University of Iowa, survive the deceased.

#### **EDWARD NOBLE COOK, M.D.** **1905-1972**

Dr. Edward N. Cook, emeritus professor of urology at the Mayo Graduate School of Medicine, Rochester, died suddenly at his summer home near Hackensack, Cass County, Minnesota, on July 26, 1972. He was a native of St. Paul, born there on August 21, 1905.

All his degrees were conferred by the University of Minnesota: bachelor of arts in 1926, bachelor of science in 1927, bachelor of medicine in 1928, doctor of medicine in 1929, and master of science in urology in 1935. From 1930 to 1935 he was a fellow in urology at the Mayo Graduate School of Medicine.

He was appointed a member of the Department of Urology at the Mayo Clinic in 1935; a year later he became an instructor in urology at the Mayo Graduate School of Medicine. He was advanced to assistant professor in 1941, to associate professor in 1945, and to professor in 1956. He retired from the Mayo Graduate School of Medicine and the Mayo Clinic on June 30, 1970.

He was particularly interested in transurethral surgery, a technique which he taught to many graduate students, and he did considerable research on infections of the urinary tract and medical and surgical diseases of the prostate gland and bladder.

Privately, he was much devoted to pursuits on his farm near Rochester and to music. He was an adept pianist.

He was married to Miss Jean Elizabeth Moore of Minneapolis on June 14, 1934. Mrs. Cook, with three children, Margaret Jean (Mrs. C. M. Berndt, Jr.), Edward Noble Cook, and Nancy Elizabeth (Mrs. Lee Bruce Nelson), survive him.

#### **HERBERT G. CROOM** **1913-1973**

Herbert G. Croom, associate professor and director of placement at the University of Minnesota, Morris, and former staff member of the West Central School and Experiment Station died August 9, 1973, of cancer.

Herb Croom was born on a farm near Hancock, Minnesota, on October 29, 1913. He graduated from Hancock High School and attended the West Central School of Agriculture for a short time. He received his bachelor of science degree in 1942 and his master of science degree in animal husbandry in 1952 from the University of Minnesota College of Agriculture.

Following graduation from the University in 1942, Herb taught high school at Floodwood, Minnesota, for a year and then was appointed to the staff of the West Central School and Experiment Station in 1943. He went on to become principal of the West Central School and served as acting superintendent of the institution in 1958-59.

Herb Croom was instrumental in planning and establishing the collegiate program on the Morris Campus which was to become the University of Minnesota, Morris. He served during the early 1960's as the first Director of Student Services for the college and later was to become Director of Placement and Coordinator of Alumni Relations.

In addition to his administrative duties, Herb served on many college and University-wide committees. He was most active in civic and community affairs and was particularly committed to his work with Kiwanis International where he held many high offices. He served as a trustee of the Stevens County Memorial Hospital and was a Naval officer in World War II.

At the time of his death, Herb was the senior member of the UMM faculty. He will perhaps be best remembered by his colleagues as a marvelous Christian gentleman who dedicated his life to service to his community, his University, and all of the human beings with whom he had contact.

Preceded in death by Mrs. Croom, he is survived by a son, John, of Maynard, Minnesota.

### **CHARLES HOWARD DOW 1878-1973**

Charles Howard Dow, retired assistant professor in the General Extension Division, died on June 28, 1973, in St. Paul.

Mr. Dow was born in Providence, Rhode Island, on July 6, 1878. He graduated from Brown University with a degree in civil engineering in 1899. In a time of job scarcity, Mr. Dow became a track apprentice with the Illinois Central Railroad at \$1.30 a day. He worked his way quickly to railroad engineer, serving under the direction of John Findley, later chief engineer of the Panama Canal. Mr. Dow moved to the Chicago Northwestern as a roadmaster, thence to the Griffin Car Wheel Company as assistant superintendent, and finally to the Great Northern Railway as assistant engineer.

Turning his attention to teaching, Mr. Dow spent 8 years at Mechanic Arts High School in St. Paul and, in 1918, accepted appointment as an instructor in the Department of Civil Engineering at the University of Minnesota where he taught mathematics, drawing, descriptive geometry, surveying, railways, and transportation. He also did highway research for the State of Minnesota and then joined the South Dakota State Highway Department to supervise plans engineering. In 1922, he returned to St. Paul to teach at the Ramsey Institute of Technology, a school created for the education and rehabilitation of war veterans. In 1923, the first bulletin of the Engineering Experiment Station, published on February 7, consisted of an article by Mr. Dow, "The Use of Marl in Road Construction," based on his own invention to harden soft, sandy roads in Minnesota lake areas.

In early 1926, Charles Dow returned to the Department of Civil Engineering as an instructor, but he was quickly drafted by General Extension Division

Director Richard R. Price, who knew of Dow's administrative abilities and offered him an appointment as assistant professor to teach evening classes in engineering and manage the downtown St. Paul Extension office. Charles Dow served the GED 21 years, retiring in 1947.

He is survived by his wife Violet D., four sons, John H. and Harvey O., St. Paul, Arthur S., Mound, and Lewis L., Tucson, Arizona, and a daughter, Mrs. Dorothy Barde, Morro Bay, California.

### **STUART WILLIAM HARRINGTON, M.D.**

**1889-1973**

Dr. Stuart W. Harrington, professor of surgery at the Mayo Graduate School of Medicine, Rochester, from 1936 to 1954, died at his home in Rochester on February 7, 1973.

Born in Blossburgh, Pennsylvania, on April 20, 1889, Dr. Harrington graduated in medicine from the University of Pennsylvania in 1913. He was a collegiate football player of great natural gifts; in 1912 the late Walter Camp named him as an All-American halfback.

He came to Rochester in 1914 as a fellow in surgery at the Mayo Clinic, a year before the Mayo Graduate School of Medicine was established. In 1915 he became a fellow at that school. The University of Minnesota awarded him the degree of master of science in surgery in 1920. From 1920 until July 1, 1954, when he retired, he was head of a section of surgery at the Mayo Clinic. He also became an assistant professor of surgery at the Mayo Graduate School of Medicine; he was advanced to associate professor in 1925 and to professor in 1936.

Graduate students of Dr. Harrington, who organized the Stuart Harrington Club in his honor in 1951, recognized him as a thorough and deliberate surgeon of superb technique who would, and often did, work until midnight in the operating room to achieve the surgical objectives he sought. He was nationally celebrated in surgeons' circles for his contributions to the operative treatment of diaphragmatic hernia, diseases of the thorax, and malignant lesions of the breast, and his colleagues in these fields conferred many honors upon him for his notable achievements.

He was married on November 17, 1922, to Miss Gertrude Jones of Rochester, who survives him. They had no children.

### **DR. EDWARD CALVIN KENDALL**

**1886-1972**

Dr. Edward C. Kendall, emeritus professor of physiological chemistry at the Mayo Graduate School of Medicine, Rochester, and co-winner of the Nobel Prize in physiology and medicine in 1950, died in Rahway, New Jersey, on May 4, 1972.

Dr. Kendall, born in South Norwalk, Connecticut, on March 8, 1886, received a Bachelor's degree in chemistry in 1908, a Master's degree in the same field in 1909, and a Doctor's degree (doctor of philosophy in chemistry) in 1910, all from Columbia University. From 1910 to 1914 he investigated the secretions of the thyroid gland in Detroit and New York City. On February 1, 1914, he came to Rochester, Minnesota, as head of biochemistry at the Mayo Clinic. When the Mayo Graduate School of Medicine was established in 1915, he was appointed assistant professor of biochemistry. In 1921 he became professor of physiological chemistry, a post he occupied until he retired on April 1, 1951.

He early became interested almost as much in physiology, especially as it related to endocrinology, as he was in physiological chemistry. Before 1921 he

had isolated thyroxin, used against hypothyroidism. But the greatest exploit in his tireless investigations of adrenocortical hormones was the demonstration and partial synthesis of what came to be known as "cortisone," 1946 to 1948. For this, with Dr. Tadeus Reichstein, of Switzerland, and Dr. Philip S. Hench, also of the Mayo Graduate School of Medicine and the Mayo Clinic, he became a Nobel laureate.

After he retired from his Rochester posts in 1951, he was appointed visiting professor of physiological chemistry at the James Forrester Research Institute of Princeton University, a post he occupied until his death.

It is gratifying to record that a number of his former graduate students and laboratory assistants also achieved impressive eminence; one, Dr. Albert Szent-Györgi, was the Nobel laureate in physiology and medicine in 1937.

Dr. Kendall was married to Miss Rebecca Kennedy on December 30, 1915. She died on February 14, 1973. Four children were born to them: Dr. Roy K. (d. 1946); Norman Hall (d. 1947); Hugh, of Rochester, New York; and Elizabeth (Mrs. John J. Steve), of Coeur d'Alene, Idaho.

### **RALPH THOMAS KNIGHT, M.D.** **1886-1972**

Dr. Ralph T. Knight, emeritus professor of anesthesiology and emeritus director of the Division of Anesthesiology of the Medical School, died in Minneapolis on October 20, 1972.

Dr. Knight, born in Minneapolis on June 20, 1886, was a graduate of the University of Minnesota, in arts in 1908 and in medicine in 1912. After 2 years on the faculty of the University of Nebraska, he returned to Minneapolis to practice general medicine and surgery.

In 1919 he joined the Department of Pediatrics at the University. There was at that time no specialty of anesthesiology, but he devoted himself to this field and to graduate-level teaching of anesthesiology. In 1919 he became director of anesthesiology at the Medical School, a post he held until he retired in 1954. In every sense he was one of the nation's great pioneers in that branch of knowledge.

An enthusiastic innovator and a teacher who imbued his students with his own devotion to the advancement of knowledge in his field, he was the recipient of virtually every national honor which anesthesiologists could give him. He was proud of the fact that he had played a major role in obtaining general recognition for anesthesiologists as independent specialists, not subordinate to surgeons or internists.

He was married to Miss Clara Hill on June 4, 1918. She and three children, Barbara, James Wisner, and Thomas Hill, survive him.

### **JOHN SILAS LUNDY, M.D.** **1894-1973**

Dr. John S. Lundy, emeritus professor of anesthesiology at the Mayo Graduate School of Medicine, Rochester, and an internationally recognized authority on anesthesiology, died in Seattle, Washington, on April 26, 1973.

Born in Inkster, North Dakota, on July 6, 1894, the son of a frontier physician, Dr. Lundy graduated in medicine from Rush Medical College of the University of Chicago in 1920. He practiced anesthesiology in Seattle from 1920 to 1924.

He came to Rochester in 1924 at the invitation of Dr. William J. Mayo and became an instructor in anesthesiology in 1925. In 1928 he instituted a graduate program in anesthesiology, leading to a degree in that field, at the Mayo

Graduate School of Medicine. He was advanced to assistant professor in 1928, associate professor in 1931, and professor in 1934. He retired from the Mayo Graduate School of Medicine and the Mayo Clinic on October 1, 1959. Since 1964 he had resided in Seattle, where he did consulting work in anesthesiology.

As head of the Department of Anesthesiology of the Mayo Clinic from 1924 to 1952, Dr. Lundy made many innovations in a field in which he was an undisputed pioneer. He introduced the concept of "balanced anesthesia" in 1925, the use of pentothal sodium intravenous anesthesia in 1934, the first blood bank in the United States in 1935, the first postanesthesia recovery room in the world in 1942, and other contributions or improvements in techniques already established, making him a world figure in his specialty. He had a major concern for the relief of pain of whatever cause and in the treatment of casualties in disasters. He was a founder of the American Board of Anesthesiology, Inc., in 1937, and he was president of virtually every national and international society in his field. He was a consultant to the Surgeon General of the Army in World War II, and he trained many medical officers in anesthesiology during that period.

He was married to Miss Lenore Mittelstadt of St. Paul on September 5, 1925. She died on December 6, 1965. Three children were born to them: Richard Allen, of Chicago; Joan Lenore (Mrs. Donald Robinson, of Collegeville, Pennsylvania); and John Charles, of Omaha.

### ALLAN HULME McCOID 1926-1973

The Law School, the University, and the community lost one of their most faithful and devoted friends with the death of Professor Allan Hulme McCoid at his home on August 3, 1973. His sudden and unexpected passing has shocked the very many of us who had grown accustomed to having Allan among us, wisely and learnedly advising on professional matters and giving of himself in an unusual measure whenever his wide circle of friends and students called upon him. Allan's years in law took him far throughout the country, but his death in midcareer found him near his beginnings.

He was born in Iowa City, Iowa, on January 21, 1926, the son of Elizabeth Gascoigne and Paul Hulme McCoid. He grew up in a law-drenched atmosphere in Mount Pleasant, Iowa, where most of the half dozen or so lawyers in town were near relatives. During Allan's early years his father practiced law in the firm of McCoid, McCoid & McCoid with Allan's grandfather, John Calvin McCoid, and an uncle, Eugene McCoid. His father later served for 20 years until his death in 1958 as judge of the Iowa District Court. Accounts of Judge McCoid's work on the bench suggest a character that was enlivened with equal parts of rigid insistence on observance of the law and humane regard for the impact of the processes of the law on the lives of people. Those who know her also know that another strong influence in Allan's youth was the civilized and witty mind of his mother, Elizabeth, who still resides in Mount Pleasant. This same combination of rigor and humanity in matters of the law together with a cultured and balanced view of the world is also etched in the character of Allan's younger brother, John C. McCoid II, now Armistead M. Dobie Professor of Law at the University of Virginia.

Allan's early education was in the public schools of Mount Pleasant. After service as an enlisted man aboard a battleship in the last days of the Second World War, Allan entered Northwestern University where he majored in political science and graduated with honors in 1949. Allan followed his father's footsteps and attended Harvard Law School where he was an editor of the Law Review. He graduated magna cum laude in 1952.

Allan harbored a desire to teach law from his law school days, a rather early conversion by the standards of most of his colleagues. After graduation he stayed at Harvard another year as a teaching fellow. In 1953 Allan was appointed assistant professor of law at the University of California in Los Angeles. His years at U.C.L.A. were ones of turmoil and dissension in that school, but when Allan came to Minnesota in 1956 he left behind in California many friends and fond memories. These were reinvigorated during a summer spent teaching at Berkeley in 1967.

Most of Allan McCoid's professional years were spent at Minnesota. Two months after his arrival in the fall of 1956 he was granted tenure by the unanimous vote of his colleagues. Allan flirted briefly with property law, but soon his scholarly interests narrowed to labor law, insurance, torts and, later, law and medicine. It was particularly in the latter two fields that Allan established the national reputation that he enjoyed at his death. The author of a number of articles in these areas, Allan was nearing the completion of a compendious collection of materials on law and medicine that ranged over medical malpractice, civil commitment, proof of medical facts, legal regulation of the medical professions, and the rest of this vast landscape.

Allan frequently participated in national conferences and roundtables at the invitation of bar associations, the Association of American Medical Colleges, and the Association of American Law Schools. At various times, he also served as chairman of the Advisory Committee to the Minnesota State Labor Conciliator; secretary of the Labor Law and Social Security Section of the Minnesota State Bar Association; and chairman of the Torts Round Table Council and of the Committee on Law and Medicine of the Association of American Law Schools. He was an adviser to the reporter of the Restatement of the Law, Second, Torts, of the American Law Institute, and his work as a distinguished member of the institute after his election to that group in 1969 revolved chiefly around efforts to enlarge the scope of protection afforded by courts to consumers and bystanders injured by industrial and product accidents. In all of these fields, Allan's approach was that of the meticulous craftsman, but a craftsman with a large imagination.

Within the Law School, Allan's chief value to his colleagues was that of a thoughtful and incisive commentator on work that they had underway. After a few minutes of exploratory conversation, one would find that Allan was well launched into an exhaustive examination of the subject. It would often be as if Allan himself had initiated the inquiry and considered it his personal responsibility to come to some resolution of it. One always walked away from a conversation with him with a vastly enriched and enlarged grasp of the subject.

Allan's work within the Law School and University communities on the array of challenges that confronted these institutions went far beyond the normal contribution of time and effort. In retrospect, perhaps we asked too much of him. Perhaps we took too much for granted the McCoid legend of stupendous effort, long nights, and lengthened workweeks during which Allan toiled ceaselessly on problems of curriculum, planning, the new building request, appointments, tenure, and the multitude of problems and issues that beset us. Whenever a crisis arose in the Law School that seemed to require special skill and a patient hand, it was almost inevitable that the task would be given to Allan, usually as chairman of a committee to which the problem was referred. His skill in producing a workable and wise solution to problems became universally acknowledged, even if often taken for granted.

At the University, Allan was a leading member of the committees on civil service, student publications, and judicial affairs. Allan was also a chief architect

of the University's apparatus for the screening of research proposals dealing with human subjects. His central concern here was to see to it that subjects whose safety or privacy might be jeopardized by the work of scientists were in a position to make a knowledgeable and willing consent to their participation in the research. During the past year, Allan was preparing an article on this most difficult legal problem of obtaining the informed consent of the subject.

As imposing as were Allan's accomplishments in professional circles and in the operations of the Law School and the University, his chief devotion was to teaching. His style of teaching was readily identifiable as the traditional Socratic technique, practiced in its most skillful and accomplished form. He was acknowledged by students and colleagues alike as a master of this classroom method. His dedication to teaching students to think precisely, to analyze exhaustively, was all-consuming. He continually pushed students to supply a better response, a clearer explanation, a more incisive idea. This, of course, created tension in the classroom, but it was a rare student who did not see that the short man relentlessly pressing matters at the front of the classroom had a distinctive twinkle in his eye. A student under the withering fire of Socratic cross-examination might sometimes misunderstand the intention of the teacher, but from a larger perspective, alumni of the last 17 years are of one opinion, that compassion for students and concern for their education was uppermost in Allan's scheme of things.

His distinction as a teacher resulted in frequent invitations from other colleges of the University to teach individual classes or entire courses. He responded with typical enthusiasm to requests from the Nursing School, the Medical School, the Department of Music of the College of Education, and the Freshman and Sophomore Honors Programs of the Liberal Arts College. This same reputation, together with Allan's distinction as a scholar and colleague, made him the object of ardent courtships by other distinguished law schools.

A man of intense loyalty and one who took great pleasure in friendships, Allan was also a person whom it took time to get to know. Perhaps for that reason he had come to Minnesota a bachelor. Once here Allan had the great good fortune to meet the dean's secretary, Jane, who later became his wife. A few years after their marriage in 1961 they settled in their home on Folwell Street in the University Grove. When faculty and students gathered there, one gained glimpses of the steady enjoyment that the McCoids took in the intellectual and social life of their community-extension of the University.

Politics in this neighborhood was probably a lonesome business for Allan. A lifelong Republican, Allan was a regular participant and leading figure in the small Republican caucus in the precinct that included the Grove. Allan's association with party politics was more a matter of tradition than of ideology, for on most matters he could hardly be classified as right or left, conservative or liberal. His caution was a lawyer's caution—a need to be convinced. But his willingness to listen and to be persuaded by rational argument often led him to adopt positions that surprised those who assumed that people invariably act along ideological lines.

In the rare moments that he could spare from demands of his career, Allan's chief delights were in art, literature, theatre, and the out-of-doors. His acquaintance with literature and drama bordered on expertise, and he and Jane were regular attenders of the theatre, often with a group of friends that they would organize for the performance. Allan's favorite moments were probably found in the seclusion of his Hayward, Wisconsin, cabin, in a canoe on a wild stream, or on long walks in the countryside. Allan even talked of going to the unheated cabin in the dead of winter, with a set of bluebooks to pass the hours by the

fireplace. For exercise during the week Allan for many years rode his bicycle to and from the Law School in fair weather. He also had recently rekindled an interest in golf.

The end came to Allan at the peak of his powers and at a time when he was apparently in sound health and good spirits. His passing has left us both immensely saddened and profoundly puzzled. But this concern would hardly be what Allan would wish, for above all else he was utterly selfless. Perhaps one incident that would help portray this essential part of Allan McCoid for those who did not know him well was his reaction to the award to him of one of the two Law Alumni Association Professorial Awards a number of years ago. When the award was announced, his immediate reaction was that the honor was undeserved—as egregious an instance of bad judgment as he ever fell victim to. His second thought was that the award to him would be divisive among other members of the faculty. Ruled as he was by devotion to his duties and by loyalty to his friends, Allan found it hardly thinkable that he should be singled out for the distinction that his service had earned him. His colleagues, of course, were delighted to see Allan honored in this way and could think of no one who deserved this distinction more than he. His genuine modesty and collegial instincts in the face of the honor endeared him to them even more.

Allan's strengths were vast. The impressions he made on others were intensive and rich. His qualities were exemplary in the classical sense—he taught all of us very well. He will be fondly remembered by a great many people for a long time.

#### **E. N. REIERSGORD 1900-1973**

E. N. Reiersgord, "Rei" to all of his friends, passed away at Crookston on May 1, 1973, at the age of 73. Rei had become in his lifetime a legend in the Crookston area. He had served for 24 years as principal at the Northwest School of Agriculture, a position from which he retired in 1968. Prior to that time he had served as principal and superintendent of schools at Fosston and St. Hilaire, Minnesota.

A host of students and friends were at the funeral to honor his memory. All of us who knew him—through the Rotary Club, through the Elks Country Club, through his church—have benefitted from our friendship with him and will miss his vigorous personality.

#### **ROBERT F. SCHUCK 1891-1973**

Robert F. Schuck, associate professor emeritus in mechanical engineering, died October 7, 1973, in Tucson, Arizona. Professor Schuck was born September 11, 1891, at Louisville, Kentucky. He graduated in 1916 from Purdue University with a bachelor of science degree in electrical engineering. He first taught in Wahpeton, North Dakota, and then became assistant city engineer in Aberdeen, South Dakota. During World War I he held the rank of captain in the U.S. Army.

Professor Schuck joined the faculty of the University of Minnesota in the Department of Drawing and Descriptive Geometry in 1920 and served the University effectively and faithfully for the next 37 years until his retirement in 1957. He will be remembered by his colleagues and students for his excellence as a teacher and his effectiveness and patience in the supervision of younger, less experienced instructors.

Professor Schuck served in a consulting capacity to the U.S. Army during World War II, developing service examinations. During this same period, he also



acted as consultant to Minneapolis Honeywell in the development of autopilot instrumentation.

Professor Schuck is survived by his widow Faye, his sons Scott and John of Minneapolis, and his daughters Mrs. Roberta Reinhardt of Minneapolis and Mrs. Beverly Johnson of Tucson, Arizona.

### EMIL STARR 1923-1973

Emil Starr, associate professor of labor education and industrial relations and director of labor and urban affairs of the Labor Education Service, died of a heart attack on July 7, 1973, in Chicago.

Dr. Starr was born on January 17, 1923, the son of Myer and Eva Starr. After completing his high school education in Cambridge, Massachusetts, in 1940, he attended Tufts University, graduating magna cum laude in 1946 with a B.A. in history. In 1963 he earned his Ph.D. in international relations from the University of Chicago, writing a dissertation entitled, *British Labor and the Soviet Union—Leadership and Dissent: 1939-1949*.

Before coming to the University of Minnesota Industrial Relations Center, Professor Starr held teaching positions at the University of Massachusetts at Boston and the Farleigh Dickinson University in Teaneck, New Jersey. He was also assistant to the chancellor of the University at Boston, director of the Massachusetts Bay TV Assembly, northeast regional director of the Foreign Policy Association, and national education director of the Amalgamated Clothing Workers of America.

Dr. Starr coauthored the book, *The Reuther-Meany Foreign Policy Dispute: Union Leaders and Members View World Affairs*, published in 1970, and prior to this publication, produced a film and authored a number of articles. In March 1972, the Council of Liberal Education of the University of Minnesota awarded Professor Starr a grant in recognition of his concern and ideas for improving the quality of undergraduate education through his course, "The Politics of Organized Labor and the 1972 Election." At the time of his death, Dr. Starr was editing a book of readings on the topic of organized labor and the political process, which will be posthumously published.

Besides his teaching and research activities, Emil Starr was involved in many action-oriented programs aimed at providing services to people in various local communities. Through his work with the Midwest OEO Labor Leadership Training Project, for example, he cooperated with the AFL-CIO in Indiana, Minnesota, North Dakota, and Wisconsin in training union activists to become involved in helping poor people help themselves. Through these action-oriented programs, Dr. Starr has helped many union activists throughout the Midwest to become more mature and generous with their brothers and sisters within and outside of the labor movement. His sensitive response to those in need, his deep concern for his students, and his joy in their growth is legendary in the American labor movement and among the alumni who were privileged to have known him as teacher and friend.

Dr. Starr is survived by his wife, Esther, and his children, Jennifer, David, Joan, and Anne who live at 6125 Westbrook Road, Golden Valley, Minnesota; by his parents, Mr. and Mrs. Myer Starr, of Brookline, Massachusetts; and by his brother, Leon, of Mamaroneck, New York.

### HENDRIK JULIUS SVIEN, M.D. 1911-1972

Dr. Hendrik J. Svien, professor of clinical neurosurgery at the Mayo Graduate School of Medicine, Rochester, died in Rochester on June 29, 1972.

He was born in Dennison, Minnesota, on February 28, 1911. He received the degree of bachelor of arts cum laude in 1931 from St. Olaf College and those of bachelor of medicine in 1937, doctor of medicine in 1938, and master of science in surgery in 1942 from the University of Minnesota. He was a fellow in general surgery and then neurosurgery at the Mayo Graduate School of Medicine from 1938 to 1942 and in 1947 and 1948.

He was appointed a member of the Department of Neurologic Surgery of the Mayo Clinic in 1948, and in 1949 he became an instructor in neurosurgery at the Mayo Graduate School of Medicine. He was advanced to assistant professor in 1954, to associate professor in 1961, and to professor of clinical neurosurgery in 1966.

Dr. Svien was keenly interested in both clinical neurologic surgery and research on problems in that field. He did original work on the surgical treatment of torticollis and pituitary tumors, malignant lesions of the brain, severing of the pituitary stalk in the treatment of diabetes, the cause and treatment of cerebral edema, circulatory problems involving the central nervous system, and a number of other areas; and he contributed to the literature of his specialty. He had been an officer of several national societies in his field.

He was married to Miss Nancy Weems Gatch, of Annapolis, Maryland, on June 8, 1946. Mrs. Svien survives him, as do three children: Karen, Dagny Elizabeth, and Hendrik Thomas.

### **ELLA THORP**

**1891-1973**

Ella Thorp had no difficulty in gaining and holding the attention of the large freshman classes which she usually taught. Her strong voice reached to the very back of the largest classrooms and commanded attention, and her vigorous personality and exposition held the interest of all her students. Her interest in her students' welfare was not merely general but personal, and she gave generously of her time to help those who were having difficulties.

Miss Thorp was born in Minneapolis on January 26, 1891. She earned her B.A. in mathematics at the University of Minnesota in 1914 and was principal of Eagle Bend High School from 1914 to 1916. She came to the University of Minnesota in 1917 as an assistant in the Department of Mathematics of the College of Science, Literature, and the Arts. She became an instructor in 1919 and an assistant professor in 1950 after spending a year travelling and studying in Europe on a Fulbright grant. She retired in 1956, and during her years as professor emeritus she enjoyed the opportunity for further travels, but she continued to make her home in Minneapolis, where she passed away on July 24, 1973.

She is remembered by her former colleagues for her very warm, lively personality and her friendly and cooperative attitude.

### **FREDRICK ARTHUR WILLIUS, M.D.**

**1888-1972**

Dr. Fredrick A. Willius, emeritus professor of medicine at the Mayo Graduate School of Medicine, Rochester, died in Rochester on October 19, 1972.

His entire life was centered in Minnesota, and much of it was spent in intimate relationship to the University of Minnesota. He was born in St. Paul on November 24, 1888. He received the degree of bachelor of science from the University of Minnesota in 1912, that of doctor of medicine in 1914, and that of master of science in medicine in 1920. He was awarded the Rollin E. Cutts Prize in experimental surgery in 1914.

He was a fellow in surgery and then medicine at the Mayo Graduate School of Medicine from 1915 to 1920. In 1920 he was appointed to the staff of the Mayo Clinic as a consultant in medicine. In 1922 he established a section of medicine devoted to diseases of the heart, and he was chief of this section until 1945, when he became a senior consultant. He was appointed an instructor in medicine at the Mayo Graduate School of Medicine in 1920, and was advanced to assistant professor in 1922, to associate professor in 1927, and to professor in 1945. He retired on December 31, 1953.

Dr. Willius was one of the first physicians in Minnesota to investigate and apply the electrocardiograph, which was the subject of his master's dissertation in 1920. He was recognized nationally in that special field, but he also did research on the effects of syphilis on the heart and blood vessels, and on coronary thrombosis. He was the author of several books on clinical electrocardiography and on the history of medicine, with an emphasis on cardiology.

He was married to Miss Stella Mae Popple, of Rochester, on September 26, 1917. Mrs. Willius survives him, as do three daughters: Jane Eleanor (Mrs. Rudolph Matas Landry, of Chattanooga, Tennessee); Mary Elizabeth (Mrs. Thomas J. Kirby, Jr., of Rochester, Minnesota); and Dorothy Corrine (Mrs. Charles D. Knight, of Shreveport, Louisiana).

*Adopted by a rising vote*

**W. DONALD BEATTY**  
**Clerk of the Senate**

# Appendix

## ABSTRACT OF DISCUSSION

The meeting of the Senate was called to order at 3:15 p.m. in Nicholson auditorium by Jack Navins, vice chairman. The minutes of the April 19, May 24, and October 4 meetings were approved.

*Senate and University Committees, 1973-74*—Donald Spring, associate professor of English, UMM, reported changes in membership on a number of Senate and University committees, all of which were approved.

*Business and Rules Committee*—Russell Hobbie, professor of physics and committee chairman, reviewed the rules governing Senate procedures for considering items of business. He then reported that his committee, following the mandate in the Bylaws calling for review of the formula for election of Senate members, had scheduled hearings, but that there seemed to be no interest in seeking change. He added that at the next meeting, if there were no further interest expressed, his committee would recommend that the current formula stand. A final item for information was the schedule of Senate meetings for next year.

*Consultative Committee*—Samuel Krislov, professor of political science and chairman of the committee, reported that his committee proposed to schedule a period at each Senate meeting during which questions could be answered by administrative officers. Questions would be submitted to the Clerk 8 days before the meeting, for review by the Consultative Committee. When asked whether only senators could raise questions, Mr. Krislov said he thought it would be appropriate that all queries be routed through a senator, although Mr. Hobbie felt that, since the Consultative Committee would be the advisory body, it would not be inappropriate to receive questions from nonmembers of the Senate.

*Administrative Committee*—Ralph Berdie, professor and coordinator of admissions and records, presented a set of recommendations for establishment of individual campus calendars and moved approval. His motion was seconded and approved.

*Research Committee*—Robert Wirt, professor of psychiatry and chairman of the committee, presented a proposed policy and the procedures for animal care and usage. Robert Touchberry, professor and head of animal science and member of the committee, announced that he had a number of amendments. Mr. Krislov moved that the item be postponed until Mr. Touchberry had had an opportunity to discuss his proposals with the committee, and his motion was approved.

A second item from the committee, a proposed policy on nonregular faculty members as principal investigators on research grants and projects, met with objection from Edward Silberman, professor and director of the St. Anthony Falls Hydraulic Laboratory, who claimed that there were groups who had not had an opportunity to present their views to the committee. His motion for postponement to the next meeting was approved.

*Academic Standing and Relations*—James Preus, associate director of admissions and records, presented a proposal affecting the minimum required University credits for undergraduate degrees by replacing the previous residence credit requirement. He said each degree-granting college would determine which courses would carry University credit by means of its curriculum review procedure. The proposal was approved.

*Senate and University Committees, 1973-74*—Mr. Spring presented the slate for the University Committee on Use of Human Subjects in Research. He commented that the Committee on Committees had experienced great difficulty in getting the various departments to submit enough names for a double slate and, as a result, departments were asked to turn over all further nominations to the President's Office. The membership was then approved. Membership on the Task Force on Developing and Encouraging Excellence in Teaching was also approved with a few minor changes from the printed agenda.

*Student Consultative Committee*—Peter Hames, chairman of the Student Consultative Committee, introduced a proposed policy covering alcoholic beverages on campus. Dick Nelson, chairman of the Student Affairs Committee, said it had been passed by his committee after it appeared that the Regents had been unwilling to act on a comprehensive policy. He said it would permit possession or consumption in areas

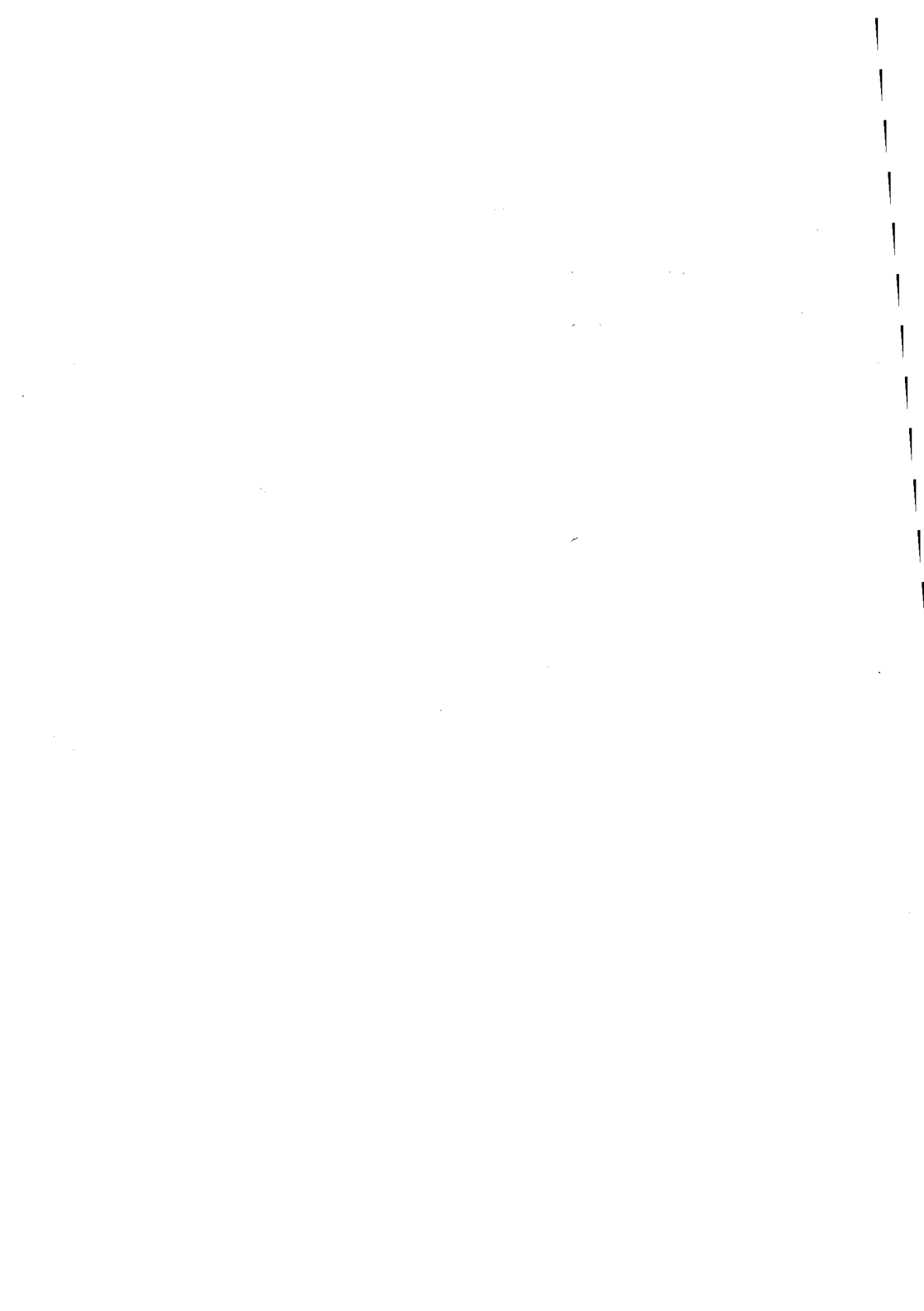
designated by the President or designated agents after consulting with the campus provost and the Student Affairs and Faculty Affairs Committees. The policy also dealt with violations, implementation, and review. He said the document reflected the reactions of the coordinate campuses, and he moved that it be recommended to the Regents for adoption. Fred Morrison, professor of law, questioned the jurisdiction of the Student Consultative Committee in the matter, and also asked what constituted the "applicable disciplinary policies" for faculty and staff members referred to in the section on violations. Mr. Nelson responded that his committee had tried to identify a disciplinary policy analogous to that covering students. Mr. Krislov reported that the proposal had been referred to the Faculty Consultative Committee, and he added that Paul Cashman, vice president for student affairs, objected to consideration of the policy before there had been adequate consultation on the coordinate campuses. Noel Sederstrom, student, said that student associations had been consulted during the summer. Mr. Krislov then moved to amend the Nelson motion by requiring that notice that the policy had been sent to the Regents should be forwarded to the presidents of the student associations at the coordinate campuses. Eleanor Fenton, associate dean of continuing education and extension, suggested changing the wording on coverage from "students" to "persons within the University community." That change was approved, although an objection by Mr. Morrison was ruled out of order because the allotted time for discussion had elapsed. The Nelson recommendation was then approved as amended.

*Budget discussion*—Stanley Kegler, vice president for administration, and Harold Chase, acting vice president for academic administration, opened a general discussion covering budget prospects for 1974-75. A recent memorandum from the President had outlined the required reductions by academic unit to achieve the budget target. It indicated a retrenchment of \$768,000 to meet a directive from the legislature to reduce the budget by the equivalent of 50 faculty positions and included \$175,000 for reallocation within the next few weeks. Other points explained were the plan for a carry-over of unused portions of unassigned instruction, notice that central administration no longer would have "cushion" funds for allocation, and a timetable for review by unit administrators and the vice president for academic administration, with a final review by the Council of Academic Officers in January. Mr. Chase emphasized that his office was making every effort to deal with inequities and that it would welcome inquiries concerning the method of calculation. It was agreed that the President's November 20 budget letter should be sent to all members of the Senate. In response to a concern voiced by Marcia Hanson, student senator, that the 25 per cent reduction in the University College budget seemed to indicate diminishing support for innovation, Mr. Chase said that it was hoped that through the administrative officers group there could be an extensive programmatic review next year. It was pointed out that the Medical School had not participated in the retrenchment and reallocation procedure in the same way as other units because of the Regents' commitment to medical education, although its administrative and service units were participating. Mr. Kegler read a list of administrative and service cuts under the jurisdiction of each vice president. Responding to an inquiry concerning retrenchment in the Athletic Department, Mr. Kegler explained that state funds were not used to support men's intercollegiate athletics.

*New Business*—A move by Mr. Morrison to reconsider the alcohol policy item was approved, and he then proposed to delete from its provisions that section covering violations by faculty or staff members. The Senate approved its deletion and again approved the policy as amended.

The meeting was adjourned at 5:30 p.m.

**GERALD R. MCKAY**  
Abstractor



## UNIVERSITY OF MINNESOTA

## THE SENATE

## MINUTES

January 17, 1974

The third special meeting of the University Senate for the year 1973-74 was convened in Nicholson Hall auditorium on Thursday, January 17, 1974. Checking or signing the roll as present were 104 voting members of the faculty, 26 voting members of the student body, 4 members of the Administrative Committee, and 6 nonmembers.

Vice Chairman John P. Navins presided.

The following items were considered, and action was taken as indicated.

The Chairman designated Marilee Ward as Acting Clerk of the Senate for the remainder of the academic year 1973-74.

*Approved*

**I. REPORT OF THE ALL-UNIVERSITY SCHEDULE COMMITTEE**

Reported for Action (15 min.)

**UNIVERSITY CALENDAR 1974-75\***

* July 15	Monday	Last date applications for fall admission to the undergraduate colleges or for change of college within the University can be assured full consideration.
August 12-September 21		Fall registration. Orientation program for new students. (Dates for the various colleges will be announced in mailed instructions.)
August 23	Friday	Graduate School application deadline for fall quarter.
September 2	Monday	Labor Day, holiday.
September 3	Tuesday	Last date applications for fall admission as adult special student in CLA can be assured full consideration.
September 4-8		Start Dental School
September 9	Monday	Welcome week-Crookston Campus.
September 12	Thursday	Fall quarter classes begin—Crookston.
September 16	Monday	Last day for payment of fall quarter fees for students registered through September 7.
September 16	Monday	Last date applications for fall admission for adult special in IT and Business Administration can be assured full consideration.
September 15	Sunday	Parent's Day—Twin Cities Campus
September 15-20		Welcome Week—Twin Cities Campus.
September 15-22		Orientation and registration—Morris and Duluth Campuses.

\*This calendar includes most, but not all, events for all campuses of the University except Crookston. Some variations are desirable at Duluth, Morris, Crookston and Waseca. Students on those campuses will be informed of variation and differences by officials on those campuses.

\*\*Students applying to or planning to transfer to colleges, schools and programs other than CLA and General College should consult the appropriate college to determine the deadlines. Many of those are different from that indicated above.

September 20	Friday	Last day for registration and payment of fees for undergraduates including adult special students, except teachers in service.
--------------	--------	--

### Fall Quarter—1974

September 23	Monday	Fall quarter classes begin.
September 27	Friday	Last day for registration and payment of fees for Graduate School and teachers in service.
October 19	Saturday	Homecoming—Twin Cities Campus—Iowa Homecoming—Duluth Campus—Concordia Homecoming—Morris Campus—Michigan Tech. Morris Campus Assembly, 4:00 p.m.
October 21		Twin Cities assembly, 3:30 p.m.
October 24	Thursday	Veteran's Day, holiday.
October 28	Monday	
November 4	Monday	Last date for paying graduation fees for fall quarter.
** November 15	Friday	Last date applications for winter admission to the undergraduate colleges or for change of college within the University can be assured full consideration.
November 21	Thursday	Senate meeting, 3:15 p.m.
November 22	Friday	End of fall quarter—Crookston Campus.
November 28	Thursday	Thanksgiving Day, holiday.
November 29	Friday	Civil Service floating holiday.
November 28-29		Classes excused (except College of Medicine).
December 2	Monday	Last date applications for winter admission as adult special student in CLA can be assured full consideration.
December 4	Wednesday	Winter classes begin—Crookston Campus. Last day of instruction. Graduate School application deadline for winter quarter.
December 5	Thursday	Study day.
December 6-12		Final examinations.
December 12	Thursday	Commencement—Twin Cities Campus 7:30 p.m. Individual collegiate graduation events may be held throughout the quarter. Check college office. End of fall quarter.
December 12-27		Orientation program period, registration and payment of fees for new students in some undergraduate colleges. <b>Other colleges will announce dates in mailed instructions.</b>
December 16	Monday	Last date applications for winter admission for adult special students in IT and Business Administration can be assured full consideration.
December 17	Tuesday	Last day for payment of winter quarter fees for undergraduates in residence fall quarter including adult special students, except teachers in service.
December 24	Tuesday	Civil Service floating holiday.
December 25	Wednesday	Christmas Day, holiday.
January 1	Wednesday	New year's Day, holiday.

### Winter Quarter—1975

January 6	Monday	Winter quarter classes begin.
-----------	--------	-------------------------------

\*\*Students applying to or planning to transfer to colleges, schools and programs other than CLA and General College should consult the appropriate college to determine the deadlines. Many of those are different from that indicated above.



January 10	Friday	Last day for registration and payment of fees for Graduate School and teachers in service.
February 6	Thursday	Twin Cities Assembly meeting, 3:15 p.m.
February 10	Monday	Morris Campus Assembly, 4:00 p.m. Last date for paying graduation fees for winter quarter.
February 17	Monday	President's Day, holiday.
*February 18	Tuesday	Last date applications for spring admission to the undergraduate colleges or for change of college within the University can be assured full consideration.
February 24	Monday	Registration for spring quarter—Crookston Campus.
February 28	Friday	End of winter quarter—Crookston Campus.
March 3	Monday	Last date applications for spring admission as adult special student in CLA can be assured full consideration. Graduate school application deadline for spring quarter.
March 6	Thursday	Senate meeting, 3:15 p.m.
March 10	Monday	Spring quarter classes begin—Crookston Campus.
March 14	Friday	Last day of instruction.
March 15	Saturday	Study day.
March 17	Monday	Last date applications for spring admission for adult special students in IT and Business Administration can be assured full consideration.
March 17-22		Final examinations.
March 21	Friday	Last day for payment of spring quarter fees for undergraduates in residence winter quarter including adult special students.
March 21	Friday	Individual collegiate graduation events may be held throughout the quarter. Check college office.
March 22	Saturday	End of winter quarter.
March 24-28		Orientation program period, registration and payment of fees for new students in some undergraduate colleges. <b>Other colleges will announce dates in mailed instructions.</b>
March 30	Sunday	Easter Sunday.

### Spring Quarter—1975

April 1	Tuesday	Spring quarter classes begin.
April 7	Monday	Last day for registration and payment of fees for Graduate School and teachers in service. Morris Campus Assembly, 4:00 p.m.
April 14	Thursday	Senate meeting, 3:15 p.m.
April 17	Thursday	Senate meeting, 3:15 p.m.
April 23	Wednesday	Last date for payment of graduation fees for spring quarter.
April 24	Thursday	Twin Cities Assembly meeting, 3:30 p.m.
May 16	Friday	End of spring quarter—Crookston Campus. Graduate School application deadline for first term of Summer Session.
May 22	Thursday	Senate meeting, 3:15 p.m.
May 26	Monday	Memorial Day, holiday.
June 6	Friday	Last day of instruction.
June 7	Saturday	Study day.

\*\*Students applying to or planning to transfer to colleges, schools and programs other than CLA and General College should consult the appropriate college to determine the deadlines. Many of those are different from that indicated above.

June 9-14		Final examinations.
June 13	Friday	Commencement, "The Mall", 7:30 p.m., Provost's Reception after commencement—Morris Campus. Commencement, 8:00 p.m.—Duluth Campus. Commencement—Waseca.
June 14	Saturday	Commencement—Twin Cities Campus 7:30 p.m. Individual collegiate graduation events may be held throughout the quarter. Check college office. End of spring quarter.

### Summer Quarter—1975 (Waseca only)

June 30	Monday	Summer quarter classes begin.
July 4	Friday	Independence Day, holiday
September 1	Monday	Labor Day, holiday.
September 12	Friday	End of summer quarter.

### Summer Sessions—1975 (Crookston only)

#### Summer Session I

June 9	Monday	Orientation and registration.
June 10	Tuesday	Classes begin.
July 4	Friday	Holiday.
July 11	Friday	Last day of session.

#### Summer Session II

July 14	Monday	Registration
July 15	Tuesday	Classes begin.
August 15	Friday	Last day of session.

### Summer Session—First Term 1975

June 10	Tuesday	Last date for payment of graduation fees, SSI
June 16	Monday	First term, fees due.
June 17	Tuesday	First term classes begin.
June 20	Friday	Graduate School application deadline for second term Summer Session.
July 4	Friday	Independence Day, holiday.
July 18	Friday	Individual collegiate graduation events may be held throughout the session. Check college office. End of first term.

### Summer Session—Second Term 1975

July 18	Friday	Last date for payment of graduation fees, SSII
July 21	Monday	Second term, fees due.
July 22	Tuesday	Second term classes begin.
August 22	Friday	Commencement—Twin Cities Campus 4:00 p.m. Individual collegiate graduation events may be held throughout the session. Check college office. Commencement—Duluth Campus 4:00 p.m. End of second term.

## Possible 1975-76 CALENDAR

	Fall	Winter	Spring	SSI	SSII
Classes begin	9/29/75	1/5/76	3/29/76	6/14/76	7/19/76
Classes end	12/9/75	3/12/75	6/4/76	7/16/76	8/20/76
Exams	12/11-17/75	3/15-19/75	6/7-11/76		

VERNON B. CARDWELL  
Chairman

*Approved as amended*

## II. UNIVERSITY COMMITTEE ON BUSINESS AND RULES

### 1. Reported for Action (20 min)

The Committee on Business and Rules recommends Amendment of the Constitution, Article III, Section 4, paragraph g. to read:

The faculty and student constituencies of each institute, college or school shall either elect a pool of alternate representatives or define the pool to be those eligible to vote for senators. The faculty and the students of each institute, college or school shall specify one of these procedures for selecting a pool of alternates in their respective constitutions. If the alternates are to be elected, then the constitution shall specify the number to be elected and their term in office, and they shall be elected at the same time and in the same manner as representatives. If a constitution does not exist or does not specify the method of selecting the pool of alternates, the student board or the faculty body of the unit shall determine which method shall be used. Any representative may designate anyone from the appropriate pool for his unit as an alternate to serve in his absence, by written notice to the clerk of the Senate prior to the commencement of any meeting of the University Senate, Faculty Senate, or Student Senate.

There were 108 affirmative votes to approve the amendment. In accordance with the constitutional requirement for majority approval at two meetings, it will be brought to a vote again at the next meeting, February 28, 1974.

### 2. Reported for Action (5 min.)

The Committee on Business and Rules recommends Amendment of the Bylaws, Article 1, Section 1, to add (25) Waseca.

*Approved*

### 3. Reported for Action (30 min.)

The Senate Committee on Business and Rules has been asked by the Consultative Committee to consider reducing the Senate to half its present size, assuring representation from all units now represented. The Committee on Business and Rules see both advantages and drawbacks to such a move:

1. A body larger than 70 people cannot adequately discuss matters brought before it. Because of the size many members are discouraged from participating in the debate.
2. There exists a finite pool of people willing to devote time to the Senate. A smaller Senate would reduce the demand on this pool.

3. A small Senate could be structured to give each unit equal weight; on the other hand, this might not be desirable since the Twin Cities units are so much larger than the others.
4. Only very visible people in each unit would be elected to a smaller Senate. Would this be an advantage or a disadvantage?
5. A large body can better protect minority interests by assuring minorities a chance to be heard.

The committee seeks discussion of this problem by the Senate. In order to focus the discussion it proposes the following resolution for approval, amendment or disapproval.

The Senate instructs the Committee on Business and Rules to proceed with a detailed plan to cut the size of the Senate approximately in half.

*Not approved*

#### **4. Reported for Action (5 min.)**

Whereas W. Donald Beatty has served tirelessly and well as clerk of the Senate since its inception, taking care of the myriad of details which are necessary for it properly to function, and whereas Professor Beatty has found it necessary to relinquish these duties because of ill health,

Be it resolved that the Senate thanks Professor Beatty for his faithful and competent service and wishes him well in the years ahead.

*Approved*

#### **5. Reported for Information**

The committee discussed holding all senate meetings with the campuses linked by telephone. We saw no reason not to, if a coordinate campus requests it.

**RUSSELL K. HOBBIE**  
Chairman

*Accepted*

### **III. COMMITTEE ON COMMITTEES** **Reported for Action (10 min.)**

The committee on Committees recommends Amendment of the Bylaws, Article III, Section 6 (Committee on Faculty Affairs), by replacing the number 6 by the number 10. The section will then read:

There shall be a Committee on Faculty Affairs which shall be composed of at least 10 members of the faculty, and such ex officio representation as may be specified in the Rules of the Senate. The committee shall consider and review policies and procedures in the University which may concern the personal and professional welfare of the faculty.

**BETTY W. ROBINETT**  
Chairman

*Approved*

**IV. REPORT OF THE  
UNIVERSITY APPEALS COMMITTEE ON  
ACADEMIC FREEDOM AND RESPONSIBILITY  
Reported for Information**

The University Senate mandated the University Appeals Committee on Academic Freedom and Responsibility (UACAFR) to fulfill three functions:

- 1) To make recommendations to the President on appeals relating to questions of academic freedom and responsibility which have been filed with the president's office and referred to the committee;
- 2) to determine the routing of appeals on academic freedom and responsibility for cases not covered by existing policies of the Senate; and
- 3) to review policies and practices relating to appeals procedures on academic freedom and responsibility and to recommend changes which may be indicated (Senate Minutes, November 11, 1971).

The committee has concentrated on the second and third charges, because the president's office has not referred specific cases to the committee.

An examination of the labyrinth of grievance appeals mechanisms reveals that present procedures are unreasonably vague and confusing to persons who desire to file grievances. To eliminate this confusion the committee is making several recommendations based on the assumption that any grievance procedure must conform to the principles of fairness, simplicity, and accessibility. Fairness means that the complainant and respondent are entitled to due process of law in the adjudication of grievances. Simplicity means that the system of appeals must be as simple as such due process and the University's structure will allow. Accessibility means that all complainants will have full and speedy access to grievance mechanisms, including adequate appeals, and that they will be able to secure adequate information and assistance.

In this report the committee will seek 1) to define academic freedom and responsibility in a way that will delimit the kinds of grievance falling under this rubric, 2) to clarify the routing of grievances and appeals concerning academic freedom and responsibility, 3) to propose general guidelines for the structure and implementation of grievance procedures, 4) to propose general principles for the resolution of grievances, and 5) to make specific recommendations for implementation.

**DEFINITIONS**

**Academic Unit**

Every unit of the University, such as a department, which is given the responsibility to initiate the hiring, promotion and termination of employment of faculty members and every grouping of such units, such as a college, which is given the responsibility to review their initial recommendations. Unless the context of these regulations otherwise requires the term, "academic unit" refers to the initiating unit.

**Civil Service Employee**

Anyone who holds a Civil Service Appointment with the University.

**Complainant**

The party or parties alleging a violation of academic freedom or charging the respondent with failure to meet academic responsibility.

**Disposition**

The outcome of any proceeding, formal or informal, including the report made by the Grievance Committee at the end of formal grievance proceedings. Such report

shall include the committee's decision as to whether the grievance is valid, the reasons for the decision, and recommendations to the appropriate administrator on the actions, if any, to be taken. The outcome existing after all appeals are exhausted, or after both parties forgo further appeal, is the **final disposition**.

**Faculty Member**

Anyone who holds any type of Academic Appointment with the University.

**Formal Grievance**

The filing of a written statement of grievance as defined in Article IV, Section B regarding academic freedom and-or academic responsibility. (Note: The Faculty Tenure Code proposes "complaints committees" to deal with academic employment grievances. These "complaints committees" are not to be confused with the "grievance committees" proposed in this report.)

**Grievance**

The contention by members of the University community that their academic freedom has been denied or that other members of the University community have not fulfilled their academic responsibilities. (For a definition of academic freedom and responsibility, see Article I.)

**Record**

The file of all documents and evidence resulting from a particular grievance. This record shall be maintained by the University Grievance Review Officer.

**Respondent**

The person (s) or institution (s) against which a formal grievance has been filed.

**Student**

Anyone who has a currently paid fee statement.

**Unit Administrator**

Deans, Directors, Department Heads, or other Executive Officers.

## **I. ACADEMIC FREEDOM AND RESPONSIBILITY: DEFINITION AND SCOPE**

The formulation of a comprehensive, unambiguous and satisfactory, definition of academic freedom is difficult. The basic interests to be protected and the relationships of those with whom the definition is concerned, however, can be stipulated in general terms. The statement of McMurrin in the *Encyclopedia of Educational Research* phrases the concept in the affirmative: "Conceived positively, academic freedom is the encouragement to adventurous, creative, and innovative thought, the condition and inspiration for genuine intellectual and artistic achievement."<sup>1</sup> The continued necessity to defend the concept of academic freedom has brought forth more familiar definitions embodying those terms: "The central concern of academic freedom is the promotion of the common good by ensuring absence of, or protection against, external and institutional influences that may inhibit scholarly freedom to speak, expound and disseminate ideas."<sup>2</sup>

In 1963 the Regents of the University of Minnesota stated without equivocation, "...the only atmosphere in which a university can fulfill its assigned role is the atmosphere of freedom...the student and professor must live in an atmosphere where questioning is encouraged, where every alternative can be explored, where their free minds may be allowed to test the validity of each idea, and where they feel free to follow wherever truth may lead."<sup>3</sup> It is generally accepted that academic freedom includes the freedom to research, teach, publish, and learn without inhibition by external influence, within or without the institution. As such, it forms an extension of the minimum protection guaranteed in the Bill of Rights and is considered the basis for the system of academic tenure. The University Senate of the University of Minnesota in 1970 adopted a statement on academic freedom and responsibility which gave new breadth to the concept by removing from its definition the emphasis on the

protection of the rights of academic faculty and extending this concept to include the entire academic community: "Academic freedom consists in the unfettered exercise of scholarship. The faculty and students are obligated to help protect academic freedom and to help provide the conditions in which academic responsibility can prevail."<sup>4</sup>The benefits of academic freedom accrue to all who pursue or facilitate scholarly endeavors. Included within this class is the entire academic community: administrators, civil service employees, faculty, and students.

The statement of the University Senate also stipulated that the responsibility for the maintenance of academic freedom falls on every member of the academic community: "Academic responsibility involves the entire learning community—the administrator in the service of faculty and students, and the scholarly enterprise; the faculty member in the pursuit of learning and in the service of his students and society; the student in his quest for understanding and development." To that statement should be added, "The civil service employee in service to and support of scholarly activity." A heavy burden of responsibility falls upon the faculty, who must maintain high ethical and professional standards. By the same token, the student body must maintain standards conducive to a climate fostering academic pursuits. The faculty, students, administration, and civil service employees have heretofore acted independently in their concern for academic freedom and responsibility. However, there is no clearly defined mechanism for the resolution of grievances arising from the interference with or abridgement of scholarly freedom to seek, expound and disseminate ideas.

## **II. GRIEVANCE PROCEDURES RELATING TO ACADEMIC FREEDOM AND RESPONSIBILITY JURISDICTION**

In order to define precisely those grievances subject to the recommendations in this report, it is useful to review the existing grievance systems in the University.

### **A. Civil Service Grievance Procedure**

The Civil Service Grievance Procedure provides a means for full-time and part-time civil service employees to seek redress of employment grievances.

There is an exception to this rule. Full-time or part-time employees who are also students may have a grievance which relates to both their student status and civil service status. In order to determine whether or not that grievance should be handled through the Civil Service Grievance Procedure, it is necessary to examine the remedy sought. If that remedy primarily affects the employment relationship, the Civil Service Grievance Procedure should be used. If the remedy sought primarily affects the student's academic status, the grievance should be referred to the grievance committee established pursuant to the recommendations of this report.

### **B. Student Conduct Code**

In 1970, the Board of Regents of the University approved a comprehensive Student Conduct Code establishing "offenses against the academic community." The Code defined the following disciplinary offenses. (See the Student Conduct Code<sup>5</sup> for the definitions):

1. Scholastic dishonesty
2. Furnishing false information
3. Identification and compliance
4. Misuse of privileges and identification
5. University facilities
6. Disorderly conduct on the campus
7. Theft and property damage

8. University rules
9. Weapons on campus
10. Disruptive demonstrations
11. Keys
12. Violation of federal or state law of special relevance to the University
13. Sound amplification
14. Disruptive noise
15. Attempt to injure or defraud
16. Disruption of University events
17. Persistent violations

It is obvious that many offenses falling within the provisions of the Student Conduct Code represent a breach of academic freedom or responsibility. The Board of Regents has also adopted Procedures for Disciplinary Proceedings to enforce the Student Conduct Code. A campus committee on student behavior, composed of students, faculty and staff, has been established to hear complaints against and appeals by students. Dispositions made by the campus committee on student behavior may be appealed to the president. Presumably, the president might refer any such appeal involving questions of academic freedom and-or responsibility to the University Appeals Committee on Academic Freedom and Responsibility pursuant to the first charge to this committee.

The Senate should make only one change in the procedure for enforcement of the Student Conduct Code. A student should have the right to appeal a disposition of the Campus Committee on Student Behavior directly to the University Appeals Committee on Academic Freedom and Responsibility if, in the judgment of the University Appeals Committee on Academic Freedom and Responsibility, the matter concerns academic freedom and-or responsibility. This would modify the discretion presently in the president's office to refer an appeal to the University Appeals Committee on Academic Freedom and Responsibility. Because the president may make the ultimate disposition of the grievance, the president should not be involved in the appeals procedure until the final step.

### **C. Judicial Committee**

Article III, section 7 of the Bylaws of the University Senate provide for the establishment of a Judicial Committee. The Faculty Tenure Regulations, currently being revised, set forth the jurisdiction of the Judicial Committee. As provided in the proposed Faculty Tenure Regulations, the Judicial Committee would have jurisdiction over the following cases:

1. Section 13: Review of administrative decision denying renewal of a regular probationary appointment (review limited to specific grounds).
2. Section 14: Review of denial of new appointment of faculty member holding non-regular appointment which is to terminate (review limited to specific grounds).
3. Section 15: Review of termination or suspension of any appointment with continuous tenure, or of any other appointment before the end of its specified term, because of demonstrably bona fide financial exigency caused by a drastic revision in the University budget (review limited to specific grounds).
4. Section 16: Review of termination or suspension of any appointment with continuous tenure, or of any other appointment before the end of its specified term, for cause related to the fitness of the faculty member as a teacher, scholar and colleague.
5. Section 17: Review (after exhaustion of procedures of Faculty Complaints Committee) of complaints by faculty members against the University or its



academic administrators regarding matters affecting them other than those relating to the termination or suspension of appointments. The proposed regulations continue: "Complaints may involve such matters as promotion; salary; the assignment of teaching, research, or public service duties; or the assignment of space or other facilities." Furthermore, the proposed regulations provide that Section 17 shall not "apply to complaints by students or faculty members alleging violation of the principles set forth in the Statement on Academic Freedom and Responsibility adopted by the University Senate, December 17, 1970." The comment to this section of the proposed regulation states: "The procedure established here is exclusively for complaints by faculty members against official action of the University."

#### **D. Faculty Complaints Committee**

Section 17 of the proposed Faculty Tenure Regulations provides for the establishment of Faculty Complaints Committees. As indicated in the immediately preceding section (II C 5), Section 17 is directed at "complaints by faculty members against the University or its academic administrators." It does not apply to "complaints by students or faculty members against other students or faculty members."

#### **E. Grievance Procedures Relating to Academic Freedom and Responsibility**

A review of the existing grievance systems in the University discloses:

1. A Civil Service Grievance Procedure for employment grievances by civil service employees of the University;
2. a Student Conduct Code Disciplinary Procedure for most complaints by the University regarding student behavior; and
3. proposed Faculty Tenure regulations for employment complaints by faculty against the University or its academic administrators.

The grievances not covered by other existing procedures of the University and subject to the jurisdiction of the Grievance Committees established hereunder are the following:

1. Academic freedom and responsibility grievances brought by students, faculty members, and-or civil service employees against other students, faculty members and-or civil service employees;
2. academic freedom and responsibility grievances brought by students, faculty members and-or civil service employees against University academic administrators;
3. discrimination grievances brought by undergraduate academic employees against supervisors or academic administrators; and
4. other grievances not falling within any other existing grievance system in the University. In view of the broad definition of academic freedom and responsibility discussed earlier, it is appropriate to include within the jurisdiction of these committees any grievances not covered by any other existing grievance system.

### **III. GRIEVANCE PROCEDURES RELATING TO ACADEMIC FREEDOM AND RESPONSIBILITY: STRUCTURE AND IMPLEMENTATION**

#### **A. Grievance Committees**

There shall exist in each department and other academic unit (division, school, institute, college, campus) a standing committee to act upon grievances initiated within the unit or appealed from a subordinate unit. Members shall be, wherever possible, faculty members, students, and civil service employees elected by their

peers (cf. III C). Unit administrators shall be ineligible for membership. Committee members who are involved in a grievance must disqualify themselves, and appropriate mechanisms shall be designed for the temporary replacement of disqualified members. Each committee shall elect from among its members a chairperson, who shall be empowered to receive statements of grievance from the Grievance Review Officer (cf. IV B), call committee meetings and maintain records of committee activities (cf. IV B), transmit those records to the appropriate parties (cf. IV B), and accept written appeals (cf. IV C).

#### **B. Grievance Review Officers**

Each college, institute, and campus shall have a Grievance Review Officer who shall be selected in a manner determined by the head of the unit. Such Grievance Review Officer shall not be a member of any grievance committee. The primary responsibility of the officer shall be to monitor all grievance procedures within the jurisdiction of the unit to insure that the rights of complainant and respondent are respected. Any Grievance Review Officer may transfer a grievance proceeding from the jurisdiction of an academic unit to that of the next higher unit, if in his-her discretion it is necessary to achieve a fair and impartial disposition. The Grievance Review Officer shall also transmit any written appeal of a disposition and the record of the grievance proceeding to the chairperson of the appropriate unit (cf. IV C). The Grievance Review Officer shall transmit to the University Grievance Office summaries of grievance proceedings from the academic unit and any subordinate unit.

In the event that the Grievance Review Officer in any of his capacities in the academic community is involved in a grievance, the University Grievance Review Officer shall act in his place.

#### **Implementation of Grievance Procedures**

Each department or other academic unit shall transmit to the University Appeals Committee on Academic Freedom and Responsibility for its review a statement describing the implementation of grievance procedures for that unit. Plans for implementation must include input from faculty, students, civil service employees, and administrators. The statement should reflect the principles of fairness, simplicity, and accessibility, and the procedures must insure that:

1. The rights of complainants and respondents are guaranteed;
2. the grievance committee, wherever possible, includes peer representation;
3. grievances are dealt with as expeditiously as possible; and
4. the grievance committee is given adequate clerical support.

All statements of unit grievance procedures will be reviewed by the University Appeals Committee on Academic Freedom and Responsibility for compliance.

### **IV. GENERAL PROCEDURES RELATING TO ACADEMIC FREEDOM AND RESPONSIBILITY: GENERAL PRINCIPLES**

#### **A. Informal resolution**

It is hoped that, whenever possible, grievances will be resolved through informal negotiation between the persons involved, possibly with the informal assistance of other persons within the unit. At the initiation of informal procedures the complainants, at their discretion, may transmit a sealed statement of the grievance to the unit Grievance Review Officer. In such cases, the envelope containing the statement should bear only the name and address of the complainant and the date. The envelope shall remain unopened until a formal statement of grievance is filed or a counter-charge is filed against the complainant. If at any time before a formal, unsealed

statement is filed, the complainant requests the envelope's return, the Grievance Review Officer shall comply. If on the thirtieth day from the submission of the sealed envelope, no new statement has been filed, and the complainant has not requested the envelope's return, it shall be returned immediately.

### **B. Formal Grievance Procedure**

If any party to the informal negotiations is not satisfied with the disposition and wishes to pursue the grievance, a formal statement must be filed with the Grievance Review Officer. It shall consist of a full, written statement of the grievance and a description of any attempt at informal negotiation. It may include the sealed envelope, at the discretion of the complainant. Copies of this statement shall be provided immediately to all parties by the Grievance Review Officer, who shall then act as a third party to monitor the grievance proceeding. The Grievance Committee chairperson shall then call and conduct meetings to determine a disposition of the grievance in accordance with the procedures established by the academic unit (cf. IIIA). The disposition and recommendations of the grievance made by the Grievance Committee shall be transmitted in writing by the chairperson to the complainant, respondent, head of the academic unit, and the Grievance Review Officer.

### **C. Appeals**

If either party to the grievance is dissatisfied with the disposition, a written appeal may be filed with the committee chairperson and Grievance Review Officer. The appeal must state what change in disposition it seeks, whether it be 1) a reversal of the disposition, 2) a change in the recommendations for action, or 3) both the above steps. The Grievance Review Officer shall be responsible for transmitting all written documents pertaining to the grievance to the chairperson of the appeals committee at the next academic level and to the Grievance Review Officer at that level, wherever appropriate. The procedure outlined in the above paragraph shall be followed. Ordinarily, the complainant or respondent shall be given the right to one appeal. If, however, an academic unit creates both departmental and divisional grievance committees within a single college or campus, the complainant or respondent shall be entitled to appeal to both a divisional and a collegiate or campus appeals committee. The University Appeals Committee on Academic Freedom and Responsibility will exercise discretionary review of any appeal beyond the campus or collegiate level.

## **V. RECOMMENDATIONS**

### **A. Recommendation 1**

All academic units shall submit written statements of their grievance procedures to the University Appeals Committee on Academic Freedom and Responsibility. Any statement not approved by the committee shall require further revision by the academic unit and subsequent review by the University Appeals Committee on Academic Freedom and Responsibility. Immediately upon the approval of the statement, the academic unit shall establish a grievance committee to implement the procedures outlined in the statement.

### **B. Recommendation 2**

In order to provide complainants with adequate information and assistance, the University must publish and disseminate a description of all University grievance procedures.

### **C. Recommendation 3**

Each college, institute, or campus shall appoint a Grievance Review Officer to

provide assistance for complaints and to insure that the rights of complainants and respondents are respected. These officers shall file written summaries of all grievances and their dispositions with the University Grievance Officer.

**D. Recommendation 4**

On the basis of its findings, in each grievance proceeding, the grievance-appeal committee shall make recommendations to the unit administrator for action.

**E. Recommendation 5**

Students shall have the right to appeal a disposition of the Campus Committee on Student Behavior directly to the University Appeals Committee on Academic Freedom and Responsibility if, in the judgment of the University Appeals Committee on Academic Freedom and Responsibility, the matter concerns academic freedom and-or responsibility.

**F. Recommendation 6**

Civil service employees, whenever possible, shall be included on all grievance committees. Their rights and responsibilities with respect to academic freedom shall be governed by these grievance procedures.

<sup>1</sup> S. McMurrin, "Academic Freedom," in *Encyclopedia of Educational Research* (4th ed.) New York: MacMillan Co., 1969, p. 2.

<sup>2</sup> "Report of the University of Utah Commission to Study Tenure," *AAUP Bulletin*, Autumn, 1971, p. 421.

<sup>3</sup> Statement of the Regents of the University of Minnesota, issued December 14, 1963.

<sup>4</sup> Statement adopted by the University Senate, December 17, 1970.

<sup>5</sup> **Student Conduct Code**, A statement of standards of student conduct enforceable by University agencies, July, 1970.

The committee asks for comments and suggestions and will be engaged in appropriate consultation on all campuses. It expects to move adoption of the report at the next Senate meeting.

**FRED AMRAM**  
Chairman

To be presented for action at the next meeting.

**V. REPORT OF THE CONSULTATIVE COMMITTEE ON  
PROGRESS TOWARD SELECTION OF A PRESIDENT**  
Reported for Information

**To:** Professor S. Krislov

**From:** Warren Ibele

**Subject:** Report for the Senate from the Advisory Subcommittee for the Presidential Search

UNIVERSITY OF MINNESOTA

THE SENATE

MINUTES

December 2, 1971

The first regular meeting of the University Senate for the year 1971-72 was convened in Nicholson Hall on Thursday, December 2, 1971. One hundred eighteen voting members of the faculty, forty-six voting members of the student body, thirteen members of the Administrative Committee, and fifty-nine non-members checked or signed the roll as present.

President Moos called the meeting to order and then asked Professor William Howell, the vice chairman, to preside.

The following items were considered and action was taken as indicated.

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

*Approved*

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

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

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

*Approved*

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

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

of very helpful responses and interesting nominations have come from this quarter, and these replies have been duly acknowledged.

3. *Requests for nominations* by individual members of the Advisory Subcommittee have been made of friends and colleagues at other institutions, and a number of promising suggestions have been received in reply.

*Internal:*

1. A *letter to the faculty* has been sent to the approximately 3500 faculty members of the University system (2812 to the Twin Cities Campus, 700 to coordinate campuses). A number of nominations have been received in response to this call.
2. A *letter to student leaders* has been sent to approximately 500 student leaders and student organization officers (400 to student organizations, 85 to graduate student organizations). Recommendations have been received in response to this invitation.
3. *Advertisements* have been taken in the following campus publications: the *Minnesota Daily*; the *Statesman*, Duluth; the *Vanguard*, Morris; the *Commentator*, Crookston; and the *Ram-Page*, Waseca; and nominations have been made in response to these notices.
4. The Advisory Subcommittee has received nominations developed through the work of the Minnesota Alumni Association. The nominations and criteria generated by this separate effort are a valuable contribution to the Advisory Subcommittee's activities. As of 15 January 1974, in excess of 400 nominations and applications have been received in response to the above procedures and to the open call issued by the chairman of the Board of Regents.

The subcommittee has devoted attention to the *development of criteria* to guide its selection of nominees to be made for Regent consideration. These criteria have emerged from several sources:

1. *Records* of past presidential searches suggest criteria, some of which may be taken as historical verities.
2. *Conversations* by committee members with Regents' professors, college deans, faculty, and student colleagues provide a valuable assessment of the present or likely future needs of the University and thereby the personal and professional qualifications to be sought for in a President. Responses by the faculty to the call for nominations or separate letters have been very helpful in establishing criteria.
3. *Letters from Central Administration officers* of the University. Several of the Vice Presidents have described the interests, talents, and personal qualities which the new President should bring to the office. This perspective is valuable to the committee's work.
4. *Letters from University Presidents* which contain an assessment of a nominee's qualifications for the post often permit inferences to be made about the qualities which candidates should possess generally.

5. *Telephone calls by committee members to the* nominees' home institutions. Telephone calls are made to friends and colleagues at the nominees' present and previous institutions, in order to gain firsthand reports of their personal and professional qualities. The file on each nominee includes a summary report of these conversations.

B.) A substantial fraction of the search and appraisal part of the subcommittee work has been accomplished, and a number of attractive nominees have been identified. The subcommittee looks forward to meeting with the Regents' Committee in order to discuss with them the several qualities which cause these individuals to attract our respect and admiration. The nature of our charge has, necessarily, caused members of the Advisory Subcommittee to engage in serious discussions with students, faculty, staff, administrators, and Regents about the University and its well-being. These discussions have been candid, realistic, and constructive. The problems about and before us are widely understood, and though there is no unified view at this time as to their resolution, we are greatly encouraged by the deep reserves of energy, ability, and good will with which to attack them. Members of the University community have been generous in providing these qualities in support of our work as well, and we request that you take the occasion of this report to convey our warmest thanks. Their continued interest and support urges us to bring our work to the earliest successful conclusion.

**SAMUEL KRISLOV**  
Chairman

*Accepted*

## **VI. QUESTIONS TO ADMINISTRATORS**

Was the decision to create a Deputy Vice President for Agriculture a change in administrative concept or merely a change in title?

In this context, is there a review going on of a general administrative structure in functional terms following the general ideas, but not necessarily following the proposal made last year by Vice President Shepherd and Assistant Vice Presidents Lukermann and Lofquist?

Response from Acting Vice President for Academic Administration Harold Chase included an explanation of the Regents' action in creating the new position, the role of that officer and the relationship to the Academic Vice President's office, and the limits of authority. In answer to the second question, he reported there would be no change in administrative concepts during the period before a new administration took office at the University.

At this time the vice chairman reminded the Senate that questions to administrators to be asked at future meetings must be submitted to the Clerk at least 9 days prior to the meeting.

## VII. NEW BUSINESS

### 1. Proposed Senate Resolution by Samuel Krislov.

To improve the operations of the Senate and facilitate the timely treatment of its business, the Senate:

- (1) hereby designates Thursdays from 3:15 - 6:00 p.m. as its principal meeting time.
- (2) recommends that its committees do likewise.
- (3) requests that the office of Vice President for Academic Administration instruct all units scheduling classes not to assign faculty members of the Senate to classes during that period of time unless the senators specifically agree to such assignment in writing.
  - (a) recommends to implement this class schedule, forms sent to each unit should be accompanied by a list of senators and alternates from that unit.
  - (b) urges senators not to agree to such arrangements unless there are pressing scheduling problems and to consider resigning as senators if such a schedule conflict is necessary.
- (4) recommends that individuals having classes during the Thursday 3:15 - 6:00 p.m. period should not normally agree to serve on Senate committees.
- (5) requests that the office of Vice President for Academic Administration be asked to instruct registrars to permit student senators to register early so that they may schedule classes without a need to fill the Thursday 3:15 - 6:00 p.m. time period.

A motion for immediate consideration was approved, but the resolution was withdrawn because of the lack of a quorum. The resolution will be presented at the next meeting.

### 2. Documents to be distributed at a Senate meeting must be in the hands of the Clerk by 3:00 p.m. 2 days before the meeting for mailing to coordinate campuses linked by telephone hookup. Short memoranda could be transmitted by computer the morning of the meeting.

The University Senate adjourned.

**MARILEE WARD**  
Acting Clerk of the Senate

## VIII. NECROLOGY

### MARTIN H. ROEPKE

1905 - 1973

Dr. Martin H. Roepke died on January 25, 1973, at the age of 67 years and 6 months. He was born at Barnes, Kansas, on August 17, 1905.

Dr. Roepke received the B.S. degree from Kansas State University in 1928, was an assistant in chemistry at the University of Illinois from 1928-1929 and received the M.S. degree there in 1930. At that time he was a Mayo Foundation fellow at the Mayo Clinic. He received the Ph.D. from the University of Minnesota in 1931 and the M.A. degree from the University of Toronto in 1934. He remained at the University of Toronto as lecturer in pharmacology until 1936 when he was appointed to the position of assistant professor in the Department of Veterinary Science at the University of Minnesota. In 1941 he became professor of veterinary medicine.



During the 1952-53 school year, Dr. Roepke was appointed acting head of the Department of Veterinary Medicine and acting assistant director of the School of Veterinary Medicine. In 1957 he left the University of Minnesota to become administrator of the Chemistry and Physics Section of the Animal Disease Research Laboratory. He was stationed at Ames, Iowa, where he remained until 1970 when he retired to Vista, California.

Dr. Roepke was a member of 8 scientific organizations and the author of over 30 scientific articles. He guided research and graduate studies for many years at what is now the College of Veterinary Medicine at the University of Minnesota. Among the numerous graduate students advised by Dr. Roepke were six who later became deans of veterinary colleges.

To the veterinarians of Minnesota he is best remembered for his work on ketosis and for developing the ring test for brucellosis. The ring test saved the livestock industry much money in the elimination of brucellosis in dairy cattle. In recognition of his contributions, Dr. Roepke was made an honorary member of the Minnesota Veterinary Medical Association in 1950.

He is survived by his wife, Juanita, two daughters, Mary and Elizabeth, and a son, Harlan.

### KARL WILHELM STENSTROM, PH.D.

(1891 - 1973)

Dr. Karl Wilhelm Stenstrom, former professor of biophysics and director, Division of Radiation Therapy at the University of Minnesota Hospitals, died at his home in Holmes Beach, Florida, on November 7, 1973, after a brief illness. He was born in Gothenberg, Sweden, on January 28, 1891. He was in his formative years in Sweden when x-rays were discovered by Roentgen in 1895 and radium by the Curies in 1898. These discoveries gave birth to the new science of radiation medicine, to which Stenstrom devoted his professional life.

After earning a doctorate in physics at Lund University, Stenstrom received a Swedish-American Foundation fellowship for 1 year of study at Harvard University, where he worked under Professor William Duane to develop techniques for isolation and calibration of radon ampoules. He spent the following year with Nobel laureate Robert Millikan at the University of Chicago. Stenstrom then moved to the State Institute for the Study of Malignant Disease in Buffalo, New York (now Roswell Park Memorial Hospital), where in 1921 he standardized the first 200 kv. x-ray machine built by the General Electric Company for use in radiation therapy. He continued his work in Buffalo with Dr. H. Holfelder, a German physician who had practiced radiation therapy at the University of Frankfurt, in the treatment of patients with this new machine. It was at this time that he met and married Annette Treble, a young physician in training at the State Institute for Malignant Diseases.

A Cancer Institute was established at the University of Minnesota in 1926, and Stenstrom was invited to supervise the standardization of x-ray equipment and radium to be used for the treatment of patients. A short time later he was made director of radiation therapy, a position he held until retirement in 1956.

From the beginning, Stenstrom had a deep respect for the mysterious and powerful rays. He established protection standards and carried out systematic research and investigation into the physics of radiation and its use in the treatment of malignant diseases.

He and his colleagues developed dosimetric methods (bone cavity dose), investigated the effect of radiation on the tumor bed in transplantable animal

tumors, devised the concept of dose fractionation, and devised techniques for treatment of carcinoma of the cervix. His early interest and outstanding therapeutic results with Hodgkin's disease anticipated the current enthusiasm for radiation therapy of this malignancy.

Radiation therapy developed rapidly at the University of Minnesota under Stenstrom's leadership, and during his tenure more than 30,000 cancer patients were treated. He used 200 kv. radiation for therapy until a 400 kv. unit was installed in the early 1940's. In 1953 a cobalt teletherapy unit was installed for cancer therapy, the second unit of its type to be installed in the United States.

During his early years in Minnesota, he was also involved in the evaluation and application of equipment, such as diathermy, in medical practice, thus laying the foundations for the medical specialty of physical therapy. He also fostered the birth of nuclear medicine. A 4 Mev. Vandegraf generator installed in the Physics Department in 1940 provided radioactive sodium and chlorine to be used as tracers for biomedical investigations. Following World War II when reactor-produced radioisotopes were made available, the groundwork had been laid for clinical application of radioisotopes of iodine for evaluation of thyroid gland activity and treatment of hyperthyroidism, and radioactive phosphorus for treatment of patients with polycythemia vera.

Despite heavy clinical responsibilities, Dr. Stenstrom made significant contributions to scientific literature. He published more than 100 scientific articles, many of which represent significant "firsts." These articles relate to radiation physics, radiation biology, radiation therapy, physical therapy, and nuclear medicine. In addition, he authored *Roentgen Spektra* in 1919 and a *Manual of Radiation Therapy* in 1956.

In 1948 the Order of the North Star was conferred upon him by the Swedish Crown for his scientific and cultural contributions. In 1958 he received the American Cancer Society Award for distinguished service in the control of cancer. In 1968 he was included in the *World's Who's Who in Science* for his research in x-ray spectroscopy, refraction of x-rays, as well as his contributions to the field of medical physics and radiation therapy.

Thus, a true pioneer in radiology has passed from the scene. He left a rich heritage to all who are involved in clinical aspects of, or research in, radiation medicine.

He is survived by his widow Annette, a daughter (Mrs. A. M. Richards), and three grandchildren.

A memorial fund has been set up in the Minnesota Medical Foundation at the University of Minnesota. The fund will be used to establish the Stenstrom Lectureship. It is hoped that this lecture can be presented annually on some aspect of radiation medicine.

*Adopted by a rising vote*

The University Senate adjourned.

**MARILEE WARD**  
Acting Clerk

# Appendix

## ABSTRACT OF DISCUSSION

Vice Chairman Jack Navins called the meeting to order at 3:30 p.m. in Nicholson Hall auditorium. Coordinate campuses were joined to the meeting by telephone hookup. Marilee Ward was approved as Acting Clerk due to the illness of Donald Beatty.

*Calendar, 1974-75*—Vernon Cardwell, assistant professor of agronomy and plant genetics and chairman of the Schedule Committee, presented the proposed 1974-75 calendar, indicating a number of minor changes in the agenda version. He noted that October 28, Veterans Day, had not been designated as one of the official floating holidays for staff. He indicated that the committee had attempted to conform as closely as possible to a 50-day quarter. His motion for acceptance of the calendar was approved.

*Business and Rules Committee*—Russell Hobbie, professor of physics and astronomy and chairman of the committee, presented an amendment to the Constitution providing more latitude in the choice of alternate representatives to the Senate by permitting anyone eligible to vote for senators to serve if the faculty and student constituencies of each unit approved. Otherwise, the existing method of electing a pool of alternates would prevail. The procedure selected would be specified in the unit's constitution. Mr. Hobbie indicated that currently many units did not have a sufficient number of alternates. Leonid Hurwicz, Regents' professor of economics, was concerned that there be some interim procedure while the various units were moving toward the new plan. Mr. Hobbie assured him that, since the action as an amendment to the Constitution would have to be approved by the Regents, there would be sufficient time for action by the units. Richard Nelson, student, thought that the proposal presented administrative difficulties in working out the student portion, and he also felt that the Regents would not get sufficient student input, as there had not been evidence of it in other student-related issues in the past. Mr. Hobbie responded that, since MSA had served as the body responsible in the election of students in the past, it would implement the new policy. The vote of 114 to 14 in favor of the proposal was not sufficient for approval at one meeting but fulfilled the over-108 affirmative vote requirement at two meetings. Thus, the recommendation would be voted on at the next regular meeting.

A second item introduced by Mr. Hobbie called for representation for the Waseca Campus. His motion for approval was passed without debate.

Mr. Hobbie then presented a proposal requested by the Consultative Committee calling for reduction of the Senate to half of its present size. He cited a number of advantages and disadvantages. Peter Lock, professor of French and Italian, contended that untenured faculty would not be adequately represented, and he urged that the composition of the current Senate be made public. Morton Hamermesh, professor of physics and astronomy, said the present number should be continued and that faculty members should be persuaded to serve in the Senate and on Senate committees, with penalties imposed on those failing to attend meetings. Sam Krislov, professor of political science and chairman of the Consultative Committee, pointed out that the Senate was larger than many legislative bodies of government and that a reduction would be conducive to better working procedures. One student suggested that the proposal should be considered in conjunction with the current move to restructure student government. Other students pointed out that all units would not have student representation under the proposal. Ron Abrams, student, suggested that rather than cutting its membership the Senate should work toward reform of Senate procedures, including the agenda. Thomas Clayton, professor of English, held that many senators who did not participate in debate were regular in attendance, and he felt that representation of minority groups should be ensured. At this point, the amendment was defeated.

A resolution commending Donald Beatty for his faithful and competent service to the Senate was approved.

*Committee on Committees*—Betty Robinett, professor of linguistics and chairman of the committee, presented a proposal to increase membership on the Faculty Affairs Committee to at least 10. Mahmood Zaidi, professor in the Industrial Relations Center

and chairman of the Faculty Affairs Committee, said his committee supported the recommendation, particularly in view of the fact that it was appointing two special subcommittees to make reviews of various issues and would need more members to draw on. Mr. Nelson, calling attention to the large proportion of faculty members on the Student Affairs Committee, said that students should be represented. The Bylaw change was then approved.

*Appeals Committee on Academic Freedom and Responsibility*—Fred Amram, associate professor in the General College and chairman of the committee, presented a series of recommendations to clarify the grievance and appeals procedures involving academic freedom and responsibility, which he said would appear on the next Senate docket for action. In the meantime, hearings would be held on all campuses, and he urged that comments from those unable to attend be forwarded to him. He explained that there was a good deal of confusion about the appeals procedure and that the committee was recommending certain changes in the administrative process, as well as introducing involvement of civil service personnel in the grievance procedure. He said his committee had tried to make the recommendations as consistent as possible with the recently proposed revised tenure regulations.

*Consultative Committee*—Mr. Krislov summarized a report from the Advisory Subcommittee for Presidential Search chaired by Warren Ibele, professor of mechanical engineering. The group had commenced meeting in October 1973, has met with the Regents' Search Committee, and has directed its major efforts toward advertisement; letters to presidents of major colleges and universities; and consultation with faculty members, student leaders, and student organizations; all of which have resulted in more than 400 suggested candidates. The committee also developed a set of criteria and has contacted a number of individuals at various candidates' institutions. It expressed its appreciation to those members of the University community who had assisted in evaluations. In response to a question by Carl Rudelius, professor of marketing and business law, about leaks to the press being prevented, Mr. Krislov reported that the Regents were very much concerned that there not be a recurrence of a recent news item.

*Questions to Administrators*—Mr. Krislov reported that he had written to Acting Vice President for Academic Administration Harold Chase, inquiring whether creation of a Deputy Vice President for Agriculture was a change in administrative concept and whether a review was being made of the general administrative structure. Mr. Chase responded that the appointment created a link between the Academic Vice President and the Institute of Agriculture and that the new position was subordinate to that Vice President. He indicated that a committee of the Regents had directed central administration to implement such action, and he referred to a letter he had written to Regent Chairman Andersen outlining the role of the new officer. He emphasized that the appointee would still serve as dean of the Institute of Agriculture and that he would play no part in decisions concerning affairs outside the institute. He felt the action would increase the visibility of the institute and that communications would be improved, as well as relations with the legislature. He called attention to the recommendation for review of the office no later than 1976. In reference to Mr. Krislov's second query, Mr. Chase emphasized that, aside from budget guidelines and related matters, there would be no changes in administrative concepts before a new administration of the University took over.

Mr. Navins announced that questions to administrators to be posed at future meetings must be submitted to the Clerk at least 9 days prior to the meeting.

*Senate Business Procedures*—Mr. Krislov introduced a resolution designed to improve the operations of the Senate and facilitate transaction of its business. A motion to suspend the rules calling for 10-day prior notice of an agenda item was approved, but Mr. Krislov withdrew his motion for approval when it became apparent to him that there were not enough senators present to consider a major change in procedure.

*Business and Rules Committee*—Mr. Hobbie announced that all documents to be distributed at a Senate meeting must be in the hands of the Clerk by 3:00 p.m. on

the preceding Tuesday for mailing to coordinate campuses which would be participating by telephone linkup. He indicated that very short memoranda could be transmitted by computer as late as the morning of the meeting day.

The meeting was adjourned at 5:15 p.m.

GERALD R. MCKAY

Abstractor



MBM  
M60

**UNIVERSITY OF MINNESOTA  
THE SENATE  
MINUTES**

February 28, 1974

The fifth meeting of the University Senate for the year 1973-74 was convened in the auditorium of Nicholson Hall on Thursday, February 28, 1974. Checking or signing the roll as present were 112 voting members of the faculty, 31 voting members of the student body, 6 members of the Administrative Committee, and 3 nonmembers.

Vice Chairman John P. Navins presided.

The following items were considered, and action was taken as indicated.

**I. MINUTES OF OCTOBER 4, 1973 and NOVEMBER 7, 1973  
Reported for Action**

*Approved*

**II. SENATE AND UNIVERSITY COMMITTEES, 1974-73  
Reported for Action**

**University Committee on Social Policy:** Civil Service: Virginia Lewis, Carol Ostrow, Charles Self.

**University Committee on Extension and Community Programs:** Arnold Henjum replaces Lois Bursack who has resigned; Richard Hawkins replaces Sheila Koeppen who is on leave.

**University College Assembly:** Add Fred Lukermann.

**University Committee on Educational Development:** Marcia Eaton replaces Mary Corrigan who is on leave.

**Senate Committee on Faculty Affairs:** Add Donald Kahn, Eugenia Taylor, Clare Woodward, Bill Kennedy.

**University Committee on Use of Human Subjects in Research:** Jack Vennes replaces Kurt Amplatz who has resigned; Anne Steinger replaces James Faber as executive secretary; Roger Park replaces Leo Raskind who has resigned; W. Dixon Ward replaces Gerald Siegel who has resigned. Students: Add Gordon Armstrong.

*Approved*

**III. SENATE COMMITTEE ON EDUCATIONAL POLICY  
I. Reported for Action (10 minutes)**

**AGREEMENT OF COOPERATION BETWEEN  
THE INSTITUT NATIONAL AGRONOMIQUE DE TUNIS AND  
THE UNIVERSITY OF MINNESOTA**

In order to foster collaborative and mutually beneficial association between the two institutions

- 1) The Institut National Agronomique de Tunis, hereinafter designated INAT, and
- 2) The University of Minnesota, in the United States of America,

declare that they enter into agreement to accomplish the purposes and goals by the acts and procedures enumerated in the following articles:

**ARTICLE I:** The object of this agreement is to establish a scientific and educational cooperation between the INAT and the Institute of Agriculture of the University of Minnesota.

**ARTICLE II:** The University of Minnesota, through its Institute of Agriculture, and the INAT confirm their intentions to give each other scientific and educational assistance in the several appropriate ways and fields within the competence of the two institutions. The forms of collaboration and mutual assistance will be as follows:

**A. For the Development of Faculty**

The University of Minnesota assumes the commitment to offer the facilities of its Institute of Agriculture to permit members of the faculty of the INAT to enhance their capabilities as teachers and conductors of research.

In like manner, the INAT assumes the commitment to offer its facilities to members of the staff of the Institute of Agriculture of the University of Minnesota who may be in Tunisia with the purpose to improve their professional capabilities as teachers or to conduct research.

**B. For Post-Graduate Education**

The University of Minnesota, through its Office of International Agricultural Programs, agrees to assist qualified Tunisian students, nominated by INAT, in gaining admission to graduate school as candidates for the M.S. or Ph.D. in agricultural sciences. The Tunisian students may be enrolled in the Graduate School of the University of Minnesota or the graduate school of other United States universities as the INAT agrees. The University of Minnesota will consult, through appropriate channels, with affiliated universities (Midwest Universities Consortium for International Activities, the Committee on Institutional Cooperation, and the National Association of State Universities and Land-Grant Colleges) concerning their cooperation in obtaining the objectives of this Agreement.

The procedures for seeking admissions of post-graduate students to graduate school and for designing programs of study for the students will be agreed upon by both parties to this Agreement and described in an attachment to the principal document of this Agreement.

**C. For Other Mutual Assistance**

The two parties will encourage and support, insofar as their resources and abilities permit, the exchange of students and faculty. Further, the parties will exchange information on curricular development and instructional methods.



Finally, the parties will exchange, as resources and opportunities afford, materials of technical and scientific nature which will be useful as library resources.

**ARTICLE III:** Representatives of the INAT and the University of Minnesota will meet periodically in order to examine the possibilities of amending or revising this Agreement and its attachment(s) with the purpose of augmenting the activities and enhancing the effectiveness of the instrument.

**ARTICLE IV:** The present Agreement is established for a period of three (3) years and may be renewed by agreement for further periods as the parties determine. If either party intends to terminate the Agreement, that party will give a notice of ninety (90) days or more before such termination is to be effective.

The present Agreement will be effective from the day of its final ratification by the appropriate officers representing the two parties.

President  
University of Minnesota

Directeur  
Institut National Agronomique  
de Tunis

*Approved*

## ATTACHMENT

### 2. Reported for Information

**Procedure for Nomination and Acceptance of Tunisian Candidates for U.S. Graduate Study in Agricultural and Related Sciences.**

The following procedures are suggested for use in connection with the nomination of candidates for graduate study in agricultural sciences in U.S. universities:

1. For each candidate the INAT will prepare a dossier. The dossier will include:
  - a. An official transcript listing all courses taken and all grades received at INAT.
  - b. Official transcripts of courses taken and grades received at all other institutions of higher education.
  - c. A letter signed by the director of the INAT which indicates (1) the candidate's standing or rank in his graduating class (promotion), (2) his scores and rank in the special examination (concour), (3) a statement providing an evaluation of the candidate in terms of his motivation, energy, and career interests, (4) a statement of the proposed professional specialization, (5) a description of his prospective professional employment in enough detail to be helpful in planning his program of graduate study, (6) a statement indicating the source and amount of his financial support for the proposed training program, (7) an evaluation of the candidate's English language capabilities (if possible the candidate should take the TOEFL test). It should be noted that the University of Minnesota and many other universities require an acceptable TOEFL test score as a necessary condition for admission.
  - d. The standard form for admission to the University of Minnesota's Graduate School should be completed and made a part of the dossiers. This same form



1. Amend the University Senate Constitution, Article III, Section 4c: Change the sentence as follows:

**Continuing Education and Extension (formerly General Extension Division)** students shall be eligible for election if they have earned twelve (12) credits in residence during the previous five (5) years and are carrying three (3) credits at the time of voting.

2. Amend the University Senate Constitution, Article III, Section 4g to read: The faculty and student constituencies of each institute, college or school shall either elect a pool of alternate representatives or define the pool to be those eligible to vote for senators. The faculty and the students of each institute, college or school shall specify one of these procedures for selecting a pool of alternates in their respective constitutions. If the alternates are to be elected, then the constitution shall specify the number to be elected and their term in office, and they shall be elected at the same time and in the same manner as representatives. If a constitution does not exist or does not specify the method of selecting the pool of alternates, the student board or the faculty body of the unit shall determine which method shall be used. Any representative may designate anyone from the appropriate pool for his unit as an alternate to serve in his absence, by written notice to the clerk of the Senate prior to the commencement of any meeting of the University Senate, Faculty Senate, or Student Senate.

The second Amendment was voted on at the January 17, 1974, Senate meeting, receiving 108 affirmative votes. Amendments to the Constitution require 143 affirmative votes (two-thirds majority) at one meeting or 108 affirmative votes (majority) at each of two meetings, the second of which must be the next regular meeting.

**RUSSELL Hobbie**  
Chairman

The first Amendment received a majority of affirmative votes but not the required two-thirds for approval and, therefore, will be presented again at the next regular meeting (April 18, 1974).

The second Amendment was *approved*.

## V. REPORT OF THE SENATE COMMITTEE ON RESEARCH

### 1. Reported for Action (15 minutes)

#### **PROPOSED POLICY ON NON-REGULAR FACULTY AS PRINCIPAL INVESTIGATORS ON RESEARCH GRANTS AND PROJECTS**

##### **Section 1**

Non-regular faculty in positions 4.311, 4.312, 4.312.1, 4.313, and 4.314 as described in the new proposed tenure regulations may serve as principal investigators on research grants and projects under the following conditions:

- (1) BA Form 23 (or any equivalent form) must clearly indicate whether the proposed principal investigator is a regular or non-regular faculty member.
- (2) The currently approved terminal date (see Tenure Code Section 5.2) of a non-

regular faculty member who is the proposed principal investigator of a research grant or project must be clearly indicated on BA Form 23.

(3) Add to BA Form 23:

If the principal investigator is a non-regular member of the faculty:

\_\_\_\_\_ the department will be responsible for carrying through this project in the event of his departure.

\_\_\_\_\_ the department wishes to make other arrangements.

- (4) If a non-regular faculty member is proposed for a term as principal investigator which extends beyond the terminal date of his employment at the University, his department chairman (or comparable University officer) together with the chief administrative officer of the unit involved (Dean or comparable University officer) must either certify that the project will be completed by the department if the non-regular faculty member leaves before its completion, or must file a written plan with the academic vice president detailing the financial, space, and equipment arrangements that will be made on departure of the non-regular faculty member. In the latter case, a letter from the Academic Vice President to the chairman must specifically approve the proposed arrangements.
- (5) If a project on which a non-regular faculty member is the proposed principal investigator requires additional space and-or equipment, the department chairman must, in a letter accompanying BA Form 23, indicate utility of this space and-or equipment to the University at the termination of the non-regular faculty member's appointment.
- (6) If the University is limited by the regulations of the funding agency in the number of applications which may be submitted or if the Academic Vice President, the Dean of the Graduate School, or the Dean of the relevant college have reason to believe the funding agency uses a quota system that in effect rations funds among various receiving agencies, applications in which the non-regular faculty are principal investigators will have lowest priority within the University. This low priority may mean that the proposal will not be forwarded from the University to the proposed funding agency.\*

## Section 2

Non-regular faculty in categories 4.315 may serve as principal investigators on research projects for which the funding agency specifies a program for which students are eligible. Applications in this category must receive the approval of the Dean of the College or School in which the student is registered who will inform the applicant that his position as principal investigator in no way affects his status as a student nor does it commit the University to any future position except as may be specifically indicated by the Dean.

## Section 3

Non-regular faculty members in categories 4.316, 4.317, 4.318, and 4.319 may serve as principal investigators only if their proposed research is approved by the academic department whose expertise is most closely related to the substance of the proposal. The non-regular faculty in one of these categories shall contact the chairman of the relevant academic department and arrange for a review of the proposal by competent academic staff. A letter from the department chairman shall accompany BA Form 23 (or any equivalent form) and the Office of Sponsored Programs shall not sign on the form until it has such a letter in hand.

All provisions of Section 1 also apply.

\*A request to amend (6) above is to be made at a subsequent meeting.

**2. Reported for Action**  
**(15 minutes)**

**POLICY AND PROCEDURES FOR ANIMAL  
CARE AND USAGE AT THE UNIVERSITY OF MINNESOTA**

**Outline**

- I. Statement of Policy
- II. Principles Governing the Use of Warm-blooded Animals in Research and Teaching
- III. Procedure for Implementation of Policy
  - A. Scope of Activities Covered
  - B. Administrative Organization
    - 1. All-University Animal Care Committee
    - 2. Director of Animal Services
  - C. Inspection of Animal Facilities
  - D. Animal Health
  - E. Procedures Involving Potential Pain or Distress
    - 1. Evaluation of pain-suppressing drugs and procedures
    - 2. Pain and distress in conscious animals
  - F. Manual of Procedures
  - G. Physical Facilities
  - H. Complaints

- I. Statement of Policy
  - A. The Regents of the University of Minnesota reaffirm their established policy with regard to the use of warm-blooded animals in scientific research and teaching:
    - 1. To assure proper procurement, care, housing, and health services for all warm-blooded animals used in research and teaching;
    - 2. To provide the most appropriate animals for the diverse requirements of the varied research and teaching activities of the University;
    - 3. To minimize pain and or undue distress through selection of experimental procedures or administration of adequate anesthetic, analgesic, or tranquilizing drugs, except where such measures would interfere with the purpose of the experiment;
    - 4. To comply with all legal requirements established by the U.S. Department of Agriculture or other governmental agencies under authority of Public Laws 89-544 and 91-579 and any subsequent enactments; and to follow the guidelines in Section 4206 of the NIH "Guide for Grants and Contracts" and in Publication No. (NIH) 73-23, "Guide for the Care and Use of Laboratory Animals"; and
    - 5. To accomplish these aims with supporting activities which will promote the advancement of scientific research and educational goals.
  - B. In order to accomplish these objectives, the University of Minnesota, through the Animal Services Unit of the Office of Sponsored Programs, will:
    - 1. Establish a program for regular inspection of animal facilities to assure that acceptable standards are maintained with respect to cleanliness, feeding, cage size, and other environmental conditions;
    - 2. Employ veterinary staff to make regular inspections of the health of the animals kept for research and teaching, provide medical consultation regarding prevention and treatment of animal diseases, advise

regarding hazards and prevention of cross-infection between animals and man, contribute to training of animal care personnel, advise regarding use of pain-suppressing drugs, establish procedures for euthanasia and control of parasites and pests, and advise in planning of new construction or remodeling of animal care facilities; and

3. Establish a procedure for prior review of research and teaching protocols to assure that adequate anesthetics, analgesics, or tranquilizers are administered to prevent pain and distress, or authorize exceptions where use of such drugs would interfere with the purpose of the experiment or teaching activity.
4. It is assumed that existing procedures under BA Form 23 will be utilized at the time of the grant application to assure that adequate facilities (e.g., cages, space, etc.) are available or will be available.

## II. Principles Governing the Use of Warm-blooded Animals in Research and Teaching

1. Experimentation and teaching involving live warm-blooded animals should be performed by or under the immediate supervision of a qualified individual. Warm-blooded animals should not be subjected to uses involving serious risk of pain, discomfort, injury, or death unless there is a prior expectation that the anticipated results would justify the use to a peer group of reasonable and prudent investigators.
2. The housing, care, and feeding of each project's experimental animals or each department's teaching animals must be supervised by a qualified veterinarian or other individual competent in such matters.
3. Experimentation and teaching involving warm-blooded animals should be so conducted as to avoid all unnecessary suffering.
4. Care of subject animals subsequent to an experiment should be such as to minimize discomfort to animals.
5. If it is necessary to kill an animal, this should be done in such a way as to minimize pain and ensure prompt death, in accordance with procedures approved by the Director of Animal Services. No animal assumed to be dead will be discarded until death is certain.
6. Anesthetics, analgesics, and tranquilizers used to alleviate pain or discomfort will be evaluated with respect to effectiveness and dose level by the veterinarians of the Animal Services Unit in consultation with appropriate specialists as the need arises.
7. Before procedures causing pain or discomfort to conscious animals are initiated, they must be reviewed and approved by the Director of Animal Services or a veterinarian on his staff. Questionable cases will be referred to appropriate specialists and/or the All-University Animal Care Committee.
8. It should be understood that the principal investigator has the right to appeal his case in person to the All-University Animal Care Committee, hear all arguments against his procedure or proposal, present arguments for his procedure or proposal and obtain a decision from the committee.

## III. Procedure for Implementation of Policy

### A. Scope of Activities Covered

1. This statement of policy and procedures for animal care and usage

applies to all species of mammals and birds used in research or teaching at the University of Minnesota or under its auspices when:

- a. The procedures are performed on premises owned, leased, or rented by the University;
- b. The procedures involve animals, facilities, or equipment owned by the University; or
- c. The activity is financed by the University or by funds administered by the University.

**B. Administrative Organization**

**1. All-University Animal Care Committee**

- a. The All-University Animal Care Committee shall be a University Committee reporting to the Senate Committee on Research as provided in Article IV of the Constitution and bylaws of the University Senate.
- b. It shall consist of not more than ten (10) members, including 2 representatives of the Minneapolis Health Sciences and one each from the College of Veterinary Medicine, Institute of Agriculture, College of Liberal Arts, College of Biological Sciences, Division of Environmental Health and Safety, Duluth Campus, Morris Campus, and a student representative. Insofar as feasible, there should be broad representation of the various types of research that utilize animals and the basic scientific areas that are relevant for animal care and usage. The Committee will be encouraged to seek the consultation and advice of researchers in other units utilizing animals as well as specialists in areas relevant for animal care and usage. The Director of Animal Services shall be a non-voting member of the Committee and serve as Executive Secretary.
- c. Members shall be appointed in accordance with University Senate procedures for staggered terms of three years.
- d. The chairman shall be appointed in accordance with University Senate procedures.
- e. The Committee shall meet at least quarterly.
- f. The duties and responsibilities of the Committee shall include:
  1. Collaboration with the Director of Animal Services in formulation of recommendations to the Vice-President of Academic Administration regarding University policies and standards governing procurement, care, and use of animals employed in research and teaching activities;
  2. Evaluation of the animal care program at regular intervals as required by Section 4206 of the NIH "Guide for Grants and Contracts";
  3. Assistance to the Director of Animal Services in education of faculty in the need for good animal care, in the kinds of services offered by the Director and his staff, and in the research benefits attaching to use of quality animals;
  4. Consultation with the Director of Animal Services regarding professional personnel needs of his unit;
  5. Mediation and review of appeals regarding the program of inspecting of animal facilities or decisions of the Director of Animal Services regarding procedures involving pain or distress, with recommendations to the Vice-President for Academic Administration for final decision in cases that cannot be resolved by mediation; and
  6. Submission of reports to the Senate through the Senate

Committee on Research in accordance with the Rules and Organizational Procedures of the Senate, U1.302.5.

- g. Executive subcommittee
  1. The executive subcommittee will be made up of the chairman and two other members appointed by the chairman, with one member of the subcommittee being a Doctor of Veterinary Medicine. If any members of the executive subcommittee are unavailable at a time when a decision must be made, the chairman may appoint temporary members. In this case, one member must still be a Doctor of Veterinary Medicine.
  2. The purpose of the executive subcommittee is to act for the All-University Animal Care Committee when, in the judgment of the chairman, a decision must be made that does not allow time for full committee consideration. Such actions shall be reported to the full committee no later than the next meeting.
- 2. Director of Animal Services
  - a. The Director of Animal Services will be a veterinarian with experience in Laboratory Animal Medicine and scientific investigation. He will have an administrative appointment in the Office of Sponsored Programs and an academic appointment in that department of the University to which he would best relate as a result of his training or anticipated long-term interest.
  - b. The Director of Animal Services will have full responsibility and authority for the activities of the Animal Services Unit in implementing the policies of the University, the directives of the Vice-President for Academic Administration, state and federal laws, and administrative regulations of government agencies.
  - c. The Director of Animal Services will be accountable to the office of the Vice-President for Academic Administration. He will submit a formal written report on the Animal Services Program at least once yearly to the All-University Animal Care Committee.
  - d. The duties and responsibilities of the Director of Animal Services will include:
    1. Collaboration with the All-University Animal Care Committee in formulation of recommendations to the Vice-President for Academic Administration regarding University policies and standards governing procurement, care, and use of animals for research and teaching activities;
    2. Development and implementation of programs for disease prevention, euthanasia, parasite and pest control, and treatment of diseased animals; liaison with specialists and diagnostic laboratories at the College of Veterinary Medicine;
    3. Consultation regarding species selection and animal procurement;
    4. Supervision of a program for regular inspection of animal facilities to ensure compliance with standards of government agencies and the University;
    5. Consultation with investigators and instructors regarding anesthetics, analgesics, and tranquilizers, and evaluation of their adequacy in procedures potentially involving pain or distress;
    6. Review of protocols for research and teaching involving pain or distress in conscious animals, with referral to experts and or the All-University Animal Care Committee, when necessary;
    7. Advise in the planning of new facilities and in the remodeling



- of existing animal care facilities;
- 8. Preparation of a manual of procedures for the guidance of animal users and caretakers;
- 9. Direction of a training program for animal technicians; and
- 10. Maintenance of liaison with regulatory agencies.
- e. The Director of Animal Services will be assisted by additional veterinary personnel. Veterinarians employed to provide part-time services at facilities outside the Twin Cities will be under his general supervision, and their selection and continued employment must be acceptable to him.

#### C. Inspection of Animal Facilities

1. The Director of Animal Services or his representatives will make unscheduled inspections of animal facilities from time to time.
2. The purpose of the inspection program is to ensure that all animal facilities are in compliance with the requirements of P.L. 89-544 as amended by P.L. 91-579, the administrative regulations of federal agencies, and the standards of the University. The inspections will be concerned with cleanliness, feeding, watering, cage size, the number and kinds of animals in a given room, storage of supplies and waste, temperature, humidity, ventilation, lighting, and any other conditions that may be included in the requirements of government agencies or University standards.
3. Responsibility for the care of animals belonging to research projects rests with the principal investigator in all cases, even when direct supervision of the care has been delegated to another person or University service. In their administrative capacity, department chairmen are similarly responsible for care of animals used in teaching.
4. Reports of inspections will be sent to relevant investigators, department chairmen, and deans.
5. Cases of repeated noncompliance will be reported by the Director of Animal Services to deans or other appropriate executive officers, and if not corrected, to the office of the Vice-President for Academic Administration. In such cases, closure of the deficient animal facility may be recommended to the Vice-President for Academic Administration.
6. When animals are to be moved into a room previously used for another purpose, the room must conform to the requirements of the species for which the room will be used.
7. Appeals regarding any aspect of the program of inspection of animal facilities may be made to the Director of Animal Services, then to the All-University Animal Care Committee. Appeals not resolved by mediation of the All-University Animal Care Committee will be forwarded with the Committee's recommendations to the Vice-President for Academic Administration for final decision.

#### D. Animal Health

1. All animals must be observed daily by the animal technician or the principal investigator, or by the faculty member responsible for the specific animals involved.
2. Sick animals shall be given prompt medical treatment appropriate for their condition or shall be promptly and humanely destroyed, except that this section shall not be construed as requiring the premature abandonment of research involving induced medical problems.
3. Veterinarians on the staff of the Animal Services Unit or providing part-time services to the branch campuses or experiment stations will

make periodic inspections of the state of health of animals in all facilities.

4. Consultation regarding animal health problems will be available on all campuses and experiment stations from the Animal Services Unit or local veterinarians hired on a part-time basis. The Animal Services Unit will serve as liaison with the College of Veterinary Medicine to arrange for consultation with specialists and diagnostic laboratory services.
5. Acceptable existing arrangements for such consultation, especially for large animals, are not abrogated by the provisions of III.D.4., above.

**E. Procedures Involving Potential Pain or Distress**

1. Evaluation of pain-suppressing drugs and procedures.

The adequacy of the choice and dose levels of anesthetics, analgesics, and tranquilizers used to prevent pain or distress in research and teaching will be evaluated by the Director of Animal Services or veterinarians on his staff in consultation with appropriate specialists, when the need arises. As required by the Standards of P.L. 89-544 as amended by P.L. 91-579, information will be collected on current practices in the usage of such drugs at the University, and a list of standard minimum dosages by body weight, species, and route of administration will be compiled to provide general authorization for the majority of applications. Cases not covered by the standard list, and other methods for prevention of pain, such as cervical dislocation, decortication, or decerebration will be evaluated on an individual basis.

2. Pain and distress in conscious animals.

Protocols for research and teaching involving pain or distress in conscious animals will be reviewed by the Director of Animal Services or veterinarians under his supervision. Approval must be obtained before initiation of painful or distressful procedures. The protocols will be approved only if use of pain-suppressing drugs or less painful or distressful procedures would interfere with the purpose of the research or teaching. Difficult cases may be referred to the All-University Animal Care Committee by the Director of Animal Services, or investigators may appeal adverse decisions by the Animal Services Unit to the Committee. At quarterly intervals, the Director of Animal Services will submit to the All-University Animal Care Committee a summary of protocols involving pain or discomfort reviewed during the preceding three months.

**F. Manual of Procedures**

A manual containing the following information will be prepared by the Director of Animal Services in consultation with specialists and regulatory agencies:

1. Acceptable methods of euthanasia;
2. Standards for cage sizes;
3. Standards for animal care procedures and cleanliness;
4. Minimum standard dose levels for commonly used anesthetics, analgesics, and tranquilizers by body weight and route of administration for commonly used species;
5. The currently applicable statement of Policy and Procedures for Animal Care and Usage at the University of Minnesota;
6. And such other information as the veterinary staff may desire.

**G. Physical Facilities**

1. The Division of Environmental Health and Safety will measure the ventilation and illumination in all animal facilities. In some facilities

it may be necessary to measure the adequacy with which temperature and humidity are controlled. The results of these determinations will be reported to individual investigators, department chairmen, deans, college animal committees, and the Director of Animal Services.

2. The Director of Animal Services will maintain a file on all animal facilities to be used for reference in decisions regarding renovation or changes in the function to be served by the faculty.
3. When new construction or remodeling includes animal facilities, the Director of Animal Services must approve the design specifications to assure that applicable minimum standards are being met.

#### H. Complaints

Complaints regarding any aspect of animal care or usage should be addressed to the Director of Animal Services. If the complainant and the Director are unable to reach a mutually satisfactory agreement, either may refer the matter to the All-University Animal Care Committee.

**ROBERT D. WIRT**  
Chairman

A motion to add a sentence to section II.1. and to add wording to section III.D.2. was *approved*.

The report as amended was *approved*.

### **SENATE COMMITTEE ON RESEARCH**

#### **Report of the University Committee on Use of Human Subjects in Research**

##### **1. Reported for Action**

**(15 minutes)**

**We ask that the Senate make the following changes in Senate policy concerning the University Committee on the Use of Human Subjects in Research to provide that:**

- 1) action may be taken by subcommittees when five (rather than eight) members are present. Three of these members must be faculty. The recommendation of the subcommittee shall then be by majority vote, with an opportunity for an expression of formal minority opinion.
- 2) the requirement for the review of all research involving human subjects (sponsored and unsponsored) be postponed from April 1 to July 1 (sponsor requirements for review will continue to be met);
- 3) the deadline for summary protocol development be postponed until July 1;

**The structure of the Committee be scheduled for full discussion at the next Senate meeting.**

**ROBERT WIRT**  
Chairman

*Approved*

### **VI. PROPOSED SENATE RESOLUTION**

#### **BY SAMUEL KRISLOV**

##### **Reported for Action**

**(20 minutes)**

To improve the operations of the Senate and facilitate the timely treatment of its business, the Senate:

- (1) hereby designates Thursdays from 3:15-6:00 p.m. as its principal meeting time.
- (2) recommends that its committees do likewise.
- (3) requests that the office of Vice President for Academic Administration instruct all units scheduling classes not to assign faculty members of the Senate to classes during that period of time unless the senators specifically agree to such assignment in writing.
  - (a) to implement this, class schedule forms sent to each unit should be accompanied by a list of senators from that unit.
  - (b) senators are urged not to agree to such teaching arrangements unless there are pressing scheduling problems and to consider resigning as senators if such a schedule conflict is necessary.
- (4) recommends that individuals having classes during the Thursday 3:15-6:00 p.m. period should not normally agree to serve on Senate committees.
- (5) requests that the office of Vice President for Academic Administration be asked to instruct college registration officials to permit student senators to register early so as to avoid classes on Thursday 3:15-6:00 p.m.

A motion to strike "or in some other alternate way" in (5) was *approved*.

A motion to strike (2) was *defeated*.

A motion to change the wording in (3) (b) and to strike the words after "problems" was *defeated*.

A motion to refer the resolution to the Committee on Business and Rules was *defeated*.

A motion to delete provision for early registration failed for lack of a second.

A motion to extend the time for debate was *defeated* and the resolution was *approved as amended*.

## VII. REPORT OF THE CONSULTATIVE COMMITTEE

Reported for Action

(20 minutes)

### PROPOSAL TO CREATE A TASK FORCE ON ACADEMIC SALARIES: PRESENTED BY LEON REISMAN FOR THE CONSULTATIVE COMMITTEE, THE COMMITTEE ON FACULTY AFFAIRS AND THE UNIVERSITY SENATE FOR APPROVAL

- A. There shall be established a task force on academic salaries responsible to the Consultative Committee, the Senate Committee on Faculty Affairs, and the University Senate.
- B. **Charge To Task Force:** to develop general principles and guidelines appropriate to establish and maintain an equitable system of academic salaries within a university.
- C. **Selection of Task Force Membership:** The Consultative Committee, after wide consultation, will select the members of the task force upon the basis of their expertise and experience.

#### D. Task Force Procedures:

- (1) to solicit from faculty, students, alumni, emeriti, department heads, deans, and others throughout the University who desire to write to, or converse with, or testify before the task force—statements, opinions, recommendations, or

narratives which would in any way assist the task force in fulfilling its charge.

- (2) to ascertain the general principles and guidelines employed by comparable institutions in establishing academic salaries.
- (3) to begin its task immediately, continue its work through spring and summer 1974, and present its final report and recommendations, in writing, to the Consultative Committee, the Committee on Faculty Affairs, and the University Senate by September 30, 1974.
- (4) the Consultative Committee shall be guided by this report in its advice to the administration on the 1975-77 budget.

**SAMUEL KRISLOV**  
**Chairman**

A suggestion to make the task force responsible also to the Faculty Affairs Committee and the University Senate was accepted by consent of the committee chairman.

A suggestion to strike "temperament" from section C was accepted by consent of the committee chairman.

A motion to insert "The membership shall include but not be limited to members of the faculty, administration, or student body" in section C was *defeated*.

The report was *approved as amended*.

## VIII. QUESTIONS TO ADMINISTRATORS

(30 minutes)

As of February 15, the following two questions for administrators have been received by the Clerk of the Senate and forwarded by the Consultative Committee for answer by the administrative officers of the University. Additional questions received by the February 20 deadline will be distributed at the meeting.

1. The computation based on figures distributed with the last retirement status updating shows that the fixed dollar part of the retirement fund is earning money at the rate of approximately 4.5 percent. Given the fact that inflation runs at 7.9 percent and that every Savings and Loan Association offers 7½ percent for long term investments with Federal Government insurance, I do not understand how it is possible to continue a procedure of investment which, in effect, robs faculty members of a part of their earnings. (S. Gasirowicz)
2. Please compare the performance of both the fixed and variable parts of the faculty retirement plan with the corresponding parts of the TIAACREF program. (R. Hobbie).
3. I would like to direct a question to President Moos or Vice President Chase, concerning the new program to head toward academic excellence in special areas. If we adopt such a program, will either faculty members or administration members who deal directly with academic administration be allowed to participate actively and officially in the University proposals to the State Legislature for the next session? Such participation, in my eyes, would be necessary, to make a convincing case for academic excellence. (Donald W. Kahn)

An ad hoc committee was appointed through the Committee on Faculty Affairs to answer the first two questions and will report to the Senate at either the April or May meeting.

Harold Chase, acting vice president for academic administration, responded to the third question. He addressed himself to the general procedure to be followed

in the "drive for excellence" for the next biennium, including establishment of an Academic Policy Planning Group which is to develop and implement a plan for reviewing decision packages for the 1975-77 legislative request, assist units in developing statements of mission and short-term planning goals, and prepare a long-range plan for academic planning, including procedures and organizational requirements. Plans also call for consultation with the Council of Academic Officers, the Consultative Committee, and other related bodies of the University Senate.

## IX. OLD BUSINESS

None.

## X. NEW BUSINESS

### SENATE AND UNIVERSITY COMMITTEES, 1973-74

#### Reported for Action

*University Committee on Tenure:* Helen Jorstad replaces Sue Bobrow who is on leave.

*University Committee on Social Policy:* Dennis Templeman replaces Craig Kissock who is on leave.

*Senate Library Committee:* Students: Beth Sederstrom replaces Cindy Trojanowski who has resigned; Robin Everson replaces Jane Troisdahl who has resigned.

*Task Force for Defining and Encouraging Excellence in Teaching:* Lawrence Smith replaces Theodore Uehling who has resigned.

*Approved*

## REPORT OF THE COMMITTEE ON BUSINESS AND RULES

### 1. Reported for Action (if the Senate votes to consider it)

A proposal was presented to the Committee on Business and Rules that the Constitution be amended to unseat inactive members who do not either attend or delegate an alternate or notify the Clerk of their impending absence for two consecutive meetings of the *University Senate, Faculty Senate, Student Senate, Campus Assembly, Campus Faculty Assembly, or Campus Student Assembly*.

We do not wish to work on this without some sense of the Senate's views. Therefore, we propose the following resolution:

*Resolved,* That the University Committee on Business and Rules be requested to draft a constitutional Amendment revoking membership of senators who do not either attend or delegate an alternate or notify the Clerk of their impending absence for two consecutive meetings of the University Senate, Faculty Senate, Student Senate, Campus Assembly, Campus Faculty Assembly, or Campus Student Assembly.

The Senate did not consider the resolution due to lack of a quorum.

### 2. Reported for Information

At the last meeting of the Senate a question was raised about membership by ranks. The following tables show (A) breakdown of current *Senate* membership by rank and collegiate unit, and (B) breakdown of *all* faculty members, by collegiate unit, as a percent of total.

(A) Senate Membership ( as % of total for each unit)

	Professor	Associate Professor	Assistant Professor	Instructor
Agriculture, Inst. of	79%	21%	—%	—%
Biological Sciences	25	75	—	—
Business	67	33	—	—
Crookston	—	—	50	50
Dentistry	—	100	—	—
Duluth	46	46	8	—
Education	89	11	—	—
Extension (Cont. Educ.)	100	—	—	—
General College	—	50	50	—
Law	100	—	—	—
Liberal Arts	76	21	3	—
Medicine	80	20	—	—
Morris	60	40	—	—
Nursing	—	—	100	—
Pharmacy	50	—	50	—
Public Health	50	—	50	—
Technology, Inst. of	94	6	—	—
Veterinary Medicine	50	50	—	—
Library	—	25	50	25
TOTAL	67%	25%	7%	1%

(B) Total Faculty ( as % of total for each unit)\*

	Professor	Associate Professor	Assistant Professor	Instructor
Agriculture, Inst. of	49%	22%	19%	10%
Biological Sciences	50	32	16	2
Business	38	31	23	8
Crookston	2	9	42	47
Dentistry	23	42	26	9
Duluth	24	27	29	20
Education	35	27	19	19
Extension (Cont. Educ.)	14	22	28	36
General College	32	18	17	33
Law	66	16	9	9
Liberal Arts	40	22	28	10
Medicine	28	23	36	13
Morris	16	31	32	21
Nursing	3	12	48	37
Pharmacy	22	16	42	20
Public Health	40	32	21	7
Technology, Inst. of	49	30	20	1
Veterinary Medicine	38	30	25	7
Library	2	7	30	61
TOTAL	34%	24%	27%	15%

\*Source: Full-time equivalent data, all funds, as of July 1, 1973.

The Committee on Business and Rules recommends that units take these numbers under advisement and consider possible modifications of their election procedures.

**RUSSELL HOBBIE**  
Chairman

The University Senate adjourned.

**MARILEE WARD**  
Acting Clerk of the Senate



# Appendix

## ABSTRACT OF DISCUSSION

The meeting was called to order at 3:15 p.m. in Nicholson Hall auditorium by Jack Navins, vice chairman. Minutes of the October 4 and November 7 meetings of the Senate were approved.

*Senate and University Committees, 1973-74*—Additions and changes in membership on committees were approved.

*Educational Policy Committee*—Willard Hartup, professor and director of child development and chairman of the committee, presented an agreement of cooperation between the Institut National Agronomique de Tunis and the University of Minnesota, which he indicated was similar to the agreement reached with the University of Chile last year. The agreement was approved without debate.

*Business and Rules Committee*—Russell Hobbie, professor of physics and chairman of the committee, presented a constitutional amendment to reduce the number of credits required for student senators from Continuing Education and Extension from five to three. In response to a query concerning the increase in representation for the division which would result, Mr. Navins explained that its quota was based on a full-time equivalent figure. When the amendment received a majority of affirmative votes but not the required two-thirds for immediate approval, Mr. Navins announced that it would be presented again at the next regular meeting.

Another constitutional amendment was on the agenda for the second time, having received a simple majority at the last meeting. It was the proposal for either election of a pool of alternate representatives or definition by a unit making those eligible to vote for senators alternates, and calling for the procedure to be included in the unit's constitution. Coordinate campuses could indicate names of such alternates at each meeting to the clerk by way of the telephone hookup. The amendment was approved, for the second time, for action by the Board of Regents.

*Research Committee*—Robert Wirt, professor of psychiatry and chairman of the committee, presented a policy on nonregular faculty members as principal investigators on research grants and projects. It outlined the conditions under which they could serve and was approved without debate.

Dr. Wirt next presented an outline of the policy and procedures for animal care and usage. Kathryn Sims, student senator, asked whether there was any provision for holding animals at the pound long enough for owners to claim them. Dr. Wirt responded that the policy, by calling for compliances with federal government regulations, provided such protection. Sylvan Burgstahler, associate professor of mathematics, UMD, introduced two amendments. The first, he said, would prevent a narrow interpretation which might impair useful medical research by requiring a researcher who induced a medical problem in an animal to treat the animal. A second provided that animals should not be subjected to uses involving serious risk of pain, discomfort, injury, or death unless there was a prior expectation by a peer group of investigators that the results would justify the use. Sam Krislov, professor of political science, was concerned that "peer group" would be difficult to define. After a short debate, the amendments were approved. Kathleen Kelly, student senator, inquired as to the frequency of inspection. Robert Touchberry, professor and head of animal science, assured her that requirements were for at least once a quarter and that such visits must be unannounced. The policy, as amended, was then approved.

A third item involved changes in operating procedure for the Committee on Use of Human Subjects in Research. Dr. Wirt explained that the committee had had trouble getting under way and needed a reduction in the attendance requirement for subcommittees when they had items for action. Also proposed was the postponement of certain deadlines. The amendments were approved, and the structure of the committee was scheduled for discussion at the next meeting of the Senate.

*Senate Resolution*—Mr. Krislov introduced a number of proposals to improve operation of the Senate and to facilitate business. Ms. Sims suggested deletion of the provision for some alternate way for a student to avoid having classes on Thursdays during the regular Senate meeting time, other than being permitted to register early. Another senator proposed that the resolution be referred to the Business and Rules Committee, but Mr. Hobbie pointed out that his committee would need instructions if that were to happen. A senator from UMD said it would be difficult to protect senators from conflicting teaching commitments when they are elected in May. With respect to the observation that senators would have to resign if they had teaching commitments conflicting with Senate or committee meetings, Mr. Krislov proposed that such senators consider resigning if there were conflicts in 2 quarters. However, the decision should be left to the individual. The motion to refer the matter to the Business and Rules Committee was then defeated, and the Sims proposal was approved. Morton Hamermesh, professor of physics and astronomy, suggested a 5 p.m. adjournment time rather than 6 p.m., to discourage unnecessary debate. A motion by a UMD senator to delete the designation of 3:15-6 p.m. as the meeting time for committees on the grounds that members from the coordinate campuses would experience travel difficulties was defeated after Mr. Krislov pointed out that the resolution merely recommended that schedule. John Dahler, professor of chemical engineering and materials science, proposed a change to indicate that senators should be urged to *avoid* conflicting teaching arrangements rather than not to agree to such arrangements. This amendment, too, was defeated after Mr. Krislov said that the original wording was intended as a protection for the faculty. A motion to delete the provision for early registration of student senators failed for lack of a second, and the entire resolution, as amended, was approved.

*Consultative Committee*—Leon Reisman, professor and head of the Division of Arts, Communication, Literature, and Philosophy in the General College and member of the Consultative Committee, presented a proposal to create a task force on academic salaries responsible to the Consultative Committee. He explained that the existing guidelines were out of date and that certain rules and procedures were also obsolete. Thomas Bacig, assistant professor of English, UMD, suggested that the task force should report to other appropriate committees in addition to the Consultative Committee, and a suggestion to include the Faculty Affairs Committee and the University Senate was accepted by consent of the committee chairman. A suggestion to strike "temperament" as a criterion for selection of members for the task force was accepted by consent of the committee chairman. Asked whether students could sit on the task force, Mr. Reisman pointed out that they were not excluded. In response to a motion by Ronald Abrams, student senator, that the procedure provide the option of naming student representatives, Mr. Krislov said his committee was opposed to specifying representation on the task force, since there would be innumerable factors to consider, such as rank, sex, unit, and so on. He said the intent was to appoint a small working group. Hyman Berman, professor of history, was also opposed to designation of various constituencies. He indicated that collective bargaining is a future possibility and warned that the Consultative Committee should be careful in its selection procedure so that a wide spectrum of views and expertise is assured. At this point, the Abrams amendment was defeated. Mahmood Zaidi, professor in industrial relations and chairman of the Faculty Affairs Committee, spoke in favor of the proposal as amended and said the task force should combine its findings with the report being made by his committee. Coordinate campus senators urged that they have representation, although a statement to that effect would not appear in the criteria. The chair was then requested to determine whether a quorum existed. When it was found that there was a quorum, the vote was taken, and the report was approved.

*Questions to Administrators*—James Brinkerhoff, vice president for finance, planning, and operations, spoke in response to two questions concerning the performance of the fixed and variable parts of the faculty retirement plan. He said that, because of the complex nature of the subject, the Faculty Affairs Committee had appointed a task force to study the retirement fund operations and to report back to the Senate. Mr. Zaidi added that the report would be forthcoming at either the April or May meeting of the Senate. In response to a third question, which concerned the new movement toward

academic excellence as outlined by President Moos and the relationship of the faculty to the legislature, Harold Chase, acting vice president for academic administration, said there were two points to consider: the procedure for defining "excellence" and the procedure for arriving at those decisions upon which the presentation to the legislature would be based. He said he had set up an Academic Policy Planning Group consisting of six persons (including one student) with experience and expertise in program and budget planning and in program review. Associated with the group would be a small number of staff personnel to provide data and analytical services. The group has been asked to develop and implement a plan by which the "margin of excellence" decision packages would be reviewed for the 1975-77 legislative request. It would also assist units in developing statements of mission and short-term planning goals, and it would prepare a long-range plan for academic planning, including procedures and organizational requirements, he said. Recommendations on decision packages would be made to the Council of Academic Officers, the Consultative Committee, and other related bodies of the University Senate. He said that as yet no substantive decisions had been made in the drive for excellence and that there would be ample opportunity for debate. He reassured those who might consider such a drive an "elitist" concept, indicating that the University's mission, as a land-grant institution, is different from that of the private institutions in the East. Herbert Johnson, professor and head of agronomy and plant genetics, was concerned about the translation of a concept of excellence into budgetary terms. Mr. Chase responded that "greatness" will undoubtedly cost money. He added that collegiate units had been asked to outline what it would take to achieve the margin of excellence and that two units had already made presentations to the Board of Regents covering the next 10 years.

*Committee on Committees*—Mr. Navins presented additional nominations to Senate and University committees, which were approved.

*Business and Rules Committee*—Mr. Hobbie presented for information a breakdown of the current Senate membership by rank and corresponding information for the total University faculty, which has been compiled on the request of Peter Lock, professor of French and Italian. Mr. Lock had contended that the lower ranks were not represented in the Senate in the same proportion that they occupied in the total faculty.

A second item to place on the agenda presented by Mr. Hobbie was a move to unseat inactive members of the Senate. At this point, there was a call for a quorum. Mr. Navins found that a quorum did not exist, and the meeting was adjourned at 5:45 p.m.

**GERALD R. MCKAY**  
Abstractor



# UNIVERSITY OF MINNESOTA

## THE SENATE

# MINUTES

April 18, 1974

The sixth meeting of the University Senate for the year 1973-74 was convened in Nicholson Hall auditorium on Thursday, April 18, 1974. Checking or signing the roll as present were 115 voting members of the faculty, 21 voting members of the student body, 7 members of the Administrative Committee, and 21 nonmembers.

Vice Chairman John P. Navins presided.

The following items were considered, and action was taken as indicated.

### I. REPORT OF THE UNIVERSITY COMMITTEE ON BUSINESS AND RULES

#### 1. Reported for Action (15 minutes)

The Constitution provides (Article II, Section 5) that a vice chairman shall be elected by the senate at its first meeting in the spring of the academic year from among its members for a term of one (1) year. He shall be eligible for re-election.

George Shapiro was elected.

#### 2. Reported for Action (10 minutes)

The Committee on Business and Rules recommends approval of the following Amendment to the Senate Constitution:

Amend the University Senate Constitution, Article III, Section 4c: Change the sentence as follows:

Continuing Education and Extension (formerly General Extension Division) students shall be eligible for election if they have earned twelve (12) credits in residence during the previous five (5) years and are carrying three (3) credits at the time of voting.

This Amendment was voted on at the February 28, 1974, senate meeting, receiving a majority of affirmative votes but not the required two-thirds for approval, therefore is again presented for action.

*Approved*

#### 3. Reported for Action (20 minutes)

A proposal was presented to the Committee on Business and Rules that the Constitution be amended to unseat inactive members who do not either attend or delegate an alternate or notify the Clerk of their impending absence, for two consecutive meetings

of the University Senate, Faculty Senate, Student Senate, Campus Assembly, Campus Faculty Assembly, or Campus Student Assembly.

We do not wish to work on this without some sense of the Senate's views. Therefore, we propose the following resolution:

Resolved, that the University Committee on Business and Rules be requested to draft a constitutional Amendment revoking membership of Senators who do not either attend or delegate an alternate or notify the Clerk of their impending absence for two consecutive meetings of the University Senate, Faculty Senate, Student Senate, Campus Assembly, Campus Faculty Assembly, or Campus Student Assembly.

**RUSSELL K. HOBBIE**  
Chairman

An amendment was approved to insert "Twin Cities" before Campus Assembly, Campus Faculty Assembly, and Campus Student Assembly.

The resolution was *approved as amended*.

## II. REPORT OF THE CONSULTATIVE COMMITTEE

### 1. Reported for Information

February 27, 1974

Acting Vice President Harold Chase

Academic Administration

213 Morrill Hall

Dear Dr. Chase:

I transmit at this time copies of the report prepared by the ad hoc Committee on Faculty Accountability during the past several months. We are also sending copies to three senior committees of the University Senate.

The ad hoc Committee on Faculty Accountability was appointed by then Vice President W. G. Shepherd on July 24, 1973, with instructions to bring its recommendations to appropriate Senate committees for consideration and recommendation for action by the Senate. Dr. Shepherd's list of charges to the committee was quite extensive; the enclosed document is responsive to that part of the charge related to professional consulting, service activities and other outside work. It is not responsive to broader issues of faculty accountability, including the contractual structure of the faculty member's responsibilities to the University and the means by which people assess his fulfillment of them. The ad hoc committee recommends that a review of these broader issues be considered by the standing committee structure of the University Senate.

The ad hoc committee has addressed itself to difficult tasks and while there was not unanimity on all of them, we believe we have been able to achieve appropriate resolutions of major issues dealing with professional consulting.

Let me try to highlight some of the issues in the document we attach.

First, the policy governing faculty consultantships was formulated by the Regents in 1914 and has grown essentially by accretion and amendment but has not been reviewed as a total package until we undertook this task. We have therefore attempted to provide a complete updating, more extended definitions and examples, and greater attention to approval procedures, reporting of faculty activities, monitoring devices, and policy dissemination.

The basic document includes an extended preamble followed by four sections: I. Statement of General Policy; II. Procedures for Approval, Reporting and Monitoring of Outside Activities; III. Dissemination of Policy Statement; IV. Violations of Policy.

The ad hoc committee has become aware of the existence of several other policy statements related to general issues of faculty activities. These include at least the following: a policy covering use of texts or other materials authored by faculty members; a policy relating to the use of University-sponsored educational materials; the policy in force regarding private practice of the Medical School faculty; a policy in force regarding the selection of architects for University buildings; policies being formulated for the codification of grievance procedures and various policies relating to evaluation of teaching of faculty members.

Given the domain of these other policies, we have sought to confine our formulation to the areas of professional consulting, service activities, and other outside work carried out by faculty members. We have removed some strictures from the 1914 policy and we have added a section concerned with public interests as these may be reflected in professional consulting. The reporting system that we recommend is designed to display positively the full range of service available to the community by virtue of faculty expertise.

We have set restrictions on outside compensated activities similar to those now in force, but place no such restrictions on non-compensated professional activities, other than the caveat that University responsibilities are appropriately discharged.

The committee briefly examined the Medical School policy and concluded that as a general proposition it is undesirable to have separate policies for individual collegiate units which differ substantially from the all-University policy; however, we are aware that a great deal of negotiation went into the preparation and adoption of this particular policy, and we chose not to examine its specific provisions. We do feel that it should be given further examination at this time.

We plan to have a policy statement for Senate consideration and action before the end of the present academic year. Professor Krislov informs me that our report will appear on the docket of the 18 April meeting of the Senate for information and discussion.

We invite now early and detailed criticisms from you and from relevant Senate committees of the attached document in writing prior to the end of March. We shall be happy to meet with you and the Senate committees for discussion of our proposals.

Yours cordially,

John G. Darley  
Chairman

JGD:sk  
encl.

cc Senate Consultative Committee  
Senate Committee on Faculty Affairs  
Senate Committee on Educational Policy

## **PROPOSED POLICY ON PROFESSIONAL CONSULTING, SERVICE ACTIVITIES, AND OTHER OUTSIDE WORK**

Report of the Ad Hoc Committee on Faculty Accountability Submitted for Review to the Vice President for Academic Administration and to Relevant Committees of the University Senate: Consultative Committee, Faculty Affairs Committee, and Educational Policy Committee.

## PREAMBLE

The primary missions of the University that define the professional activities of the faculty<sup>1</sup> are teaching and learning, scholarship (including research and artistic creation), and service to the University and to the wider community. While these missions are usually complementary, they sometimes generate conflicting demands on faculty time. Faculty responsibilities for teaching, scholarship, and administration must frequently be met off campus, at odd hours, often exacting commitments of evenings and weekends. Similarly, as faculty members respond to the needs of the wider community, they may be required to spend some time on those activities during the "ordinary" working week.

The University is obliged to see that all commitments to teaching, scholarship, and administration are met. When outside demands for the talents and expertise of its faculty may affect University service, the University has the right to regulate the response to these demands. It is the University's responsibility to monitor and in some ways limit those activities if they may: 1) interfere with a faculty member's ability to carry out his contractual responsibilities; 2) directly affect any of the University's missions, or 3) make use of University resources or facilities.

Nevertheless, employment by the University should not preclude some non-University service so long as University responsibilities are fully met. A faculty member may have a talent or be able to provide a service that can be found nowhere else in the community, and employment by the University should not prevent his making these talents or services available to a community that seeks them. Such expertise is particularly needed, for example, in many newly emerging societal concerns such as consumer protection and preservation of the environment.

Moreover, faculty members, like all citizens, have rights that are protected under the provisions of the Constitution of the United States and the State of Minnesota. While the University, like any other employers, may place restrictions on the activity of its employees necessary to ensure performance of their contracts, it must also take care not to abridge those rights.

The intent of this policy is to: 1) identify the professional contributions and services rendered by the University to the outside community; 2) establish mechanisms for assuring the accountability of the University and its faculty with respect to outside activities;<sup>2</sup> and 3) provide the ground rules which attempt to reconcile, as equitably as possible, conflicts between outside demands on faculty members' time and their varied University responsibilities.

This document synthesizes, revises, and extends policies which have grown by accretion since the initial Regents' action of 1914. Omitted from this statement is the 1914 prohibition on faculty "employment which shall bring him as an expert or in any other capacity into antagonism to the interests of the State of Minnesota."<sup>3</sup> It is understandable that the State of Minnesota, like any other employer, would find it objectionable for its own employees to serve interests adverse to it. However, since it is a scholar's obligation to scrutinize proposals, programs, and policies in the light of existing knowledge, it is understandable that he may serve variously as advocate and critic. A University policy on outside professional activities prohibiting any criticism that could be construed as antagonistic to "the interests of the State" would not serve the

<sup>1</sup> "Faculty," as used in this document, includes administrative officers with faculty rank.

<sup>2</sup> "Outside activities" is intended to mean work for any non-University entity whether performed outside or inside the University.

<sup>3</sup> Many important activities within the University are in conflict with the 1914 prohibition. The Law School's Legal Aid program would be an obvious violation. Publication of an article by a faculty member arising out of service to an organization, whether he was compensated or not, which criticizes the policy of any State agency is an example of another common violation.



interests of the citizens. Just as Minnesota citizens are entitled to supportive statements where government policies are perceived by faculty members to be of benefit, so, too, are they entitled to expert challenge of government policies perceived by faculty members to be in error. Such challenges may take the form of scholarly publication, legislative drafting and lobbying, or expert testimony in litigation.<sup>4</sup> Of course, any such activity must satisfy the criteria set forth in Section I of this policy.

Finally, a note about the scope of this policy: the policy applies to the professional activities, whether compensated or not, and to the recurring, compensated non-professional activities of the faculty undertaken for agencies or entities outside the University. Ordinarily, a full-time University faculty member is expected to forego both routine, outside professional work of a non-referral nature<sup>5</sup> and employment activities that are unrelated to his professional competence. If, however, he finds it necessary to engage in such work or in such employment, this policy requires that these activities, like all others, not intrude on his University service. Moreover, the reporting requirements and many of the other limitations on outside activity defined in this policy apply both to outside professional and non-professional activities.

## I. General Policy

### A. Application of Policy

This policy statement applies to individuals holding appointments at the rank of instructor and above (including positions as research fellow, research associate, and general administrative officer who also holds academic rank) for the term of appointment. For those on less than 100 percent time, the policy shall be applied in a manner consistent with the individual's University commitment.

### B. Professional Activities

Faculty may engage in professional activity — of a consulting or service nature, whether compensated or not, whether recurring<sup>6</sup> or not, in which: 1) the time involved for the individual does not interfere with the discharge of his teaching, research, service, and administrative responsibilities to the University; and 2) the activity is related to the individual's University responsibilities; and 3) is also such as either to enhance his capacity or reputation as a teacher or scholar, or to constitute a public service.

This policy is understood to cover, for both prior approval and reporting purposes, activities in connection with: a) any business enterprise as owner, partner, officer, director, consultant (including editorial consultant), employee, or agent; b) any public office either by election, appointment, or employment; c) any professional, scholarly, or educational institution, organization, or foundation as a trustee, officer, lecturer, representative, or continuing editor; and d) any public interest, community service, and civic, cultural, or charitable organization in a professional capacity.<sup>7</sup>

The policy is understood **not** to include, for prior approval purposes, such activities as the following: a) attendance at professional meetings; b) the writing of books or articles; c) the giving of occasional lectures and speeches, participa-

<sup>4</sup> The University Senate Statement on Academic Freedom and Responsibility, December 3, 1970, explicitly provides for freedom of inquiry and dissemination. "Freedom of dissemination means that the scholar has the freedom to discuss his ideas and to make them public."

<sup>5</sup> This idea was expressed in the 1914 statement of policy as follows: "While it is not possible to draw the line definitely between professional service of an expert or consultative character and routine professional work, the University is opposed to the entrance of University (faculty) into ordinary competition in the various professional fields."

<sup>6</sup> "Recurring" is defined as service engaged in for any one agency, business, institution or organization for more than three days in any single term of University appointment, or when the activity continues for more than one year.

<sup>7</sup> Appendix A gives illustrations to assist in clarifying the application of this policy.

tion in colloquia, symposia, on-site visits, and the like; and d) *ad hoc* refereeing of manuscripts. Nevertheless, the policy requires that these activities be reported and that they meet conditions 1), 2), and 3) of this section B.<sup>7</sup>

**C. Nonprofessional Employment Activities**

Ordinarily it is expected that a full-time faculty member will forgo employment activities that are unrelated to his professional competence. If, however, such activities must be pursued, this policy requires that: 1) the activities not interfere with the fulfillment of his University responsibilities, and, if the activities are recurring, that 2) he seek approval for and report these activities in the manner prescribed below.

**D. Time Limitations on Outside Commitments**

In general, the outside compensated<sup>8</sup> activities of the full-time faculty member shall not exceed an average of one day per seven-day-week for the term of the appointment.<sup>9</sup> The way in which the time is scheduled shall, in the judgment of the unit administrator, be compatible with the faculty member's obligations to the University. The arrangements may, in the judgment of the unit administrator, include provisions for making up time lost; or the administrator may suggest a special contract or a reduction in University compensation. All such outside activities must satisfy all the other conditions laid down in previous and subsequent sections of this policy.

**E. Appearance Before Public Bodies**

Any member of the faculty who makes an appearance, either in person or by way of a written communication, before any public body, commission, group, or individual, to present facts or to give an opinion respecting any issue or matter up for consideration, discussion, or action, shall make known clearly, completely, and candidly whether he is, or is not, speaking on the matter as a representative of the University. Where he is not speaking for the University, he shall either indicate that he is speaking for himself, or shall identify the sponsoring individual, corporation, or organization under whose auspices he is appearing or sending the communication, and explain the conditions of his association with the sponsor.

**F. Use of the University Name**

Every member of the faculty shall refrain from using the University name for advertising purposes. A member of the faculty engaging in outside activity may identify his association with the University, but shall make clear to those who use his services that the name of the University is not to be used in any way that implies endorsement or approval of the activity.

**G. Use of the Official Stationery or of the University Address**

No member of the faculty shall use the official stationery of the University, or give as a business address any building or unit of the institution in connection with: 1) outside non-professional activities, whether compensated or not; and 2) outside professional activities engaged in primarily for private rather than University-related purposes, whether compensated or not.

**H. Use of University Facilities**

No member of the faculty shall use University equipment or services for activities not connected with one's University responsibilities without first obtain-

<sup>7</sup> Appendix A gives illustrations to assist in clarifying the application of this policy.

<sup>8</sup> "Compensated" means honoraria, fees, or other benefits over and above expenses; reimbursement for expenses is not to be construed as compensation.

<sup>9</sup> For those with "B" appointments, this amounts to a maximum of 39 days in the term of appointment; for those with "A" appointments, this amounts to a maximum of 48 days in the term of appointment. Activities engaged in for less than a full day shall be treated cumulatively.

ing approval<sup>10</sup> from and arranging for payment of a reasonable fee for such services with, the unit administrator, dean, and the Assistant Vice President, Business Administration, in the Office of the Vice President for Finance, Planning and Operations. Use of certain University equipment or services may not require prior approval when it is understood that such equipment or services are generally available to the University faculty for the payment of a reasonable fee.

#### **I. Holding Public Office**

Faculty members share with their fellow citizens the right to campaign for and to hold public office. It is expected, however, that any faculty member contemplating candidacy for elective political office or appointment to public office, where the duties of a campaign or the holding of the office would seriously interfere with the fulfillment of University responsibilities, will consult in advance with the appropriate collegiate and administrative units of the University. Consultation should focus on the question of whether or not temporary suspension of some portion of the faculty member's responsibilities can be accommodated without serious impairment of the function of the department or unit involved.

When a faculty member is appointed to or elected to public office, e.g., to the State Legislature, requiring absence from University duties for continuous periods of time of one year or less, it is anticipated that normal leave of absence procedures, or other appropriate arrangements, for the year or portions thereof will be invoked. The faculty member shall provide to the unit administrator as much notice as possible to insure that ample time will be provided the unit to replace or otherwise arrange to meet the absent faculty member's responsibilities. Prior approval by the Board of Regents continues to be required for any full or partial leave of absence.

When a faculty member is appointed to or elected to public office requiring full-time service for a period of more than one year, e.g., to offices such as Governor, United States Representative, or United States Senator, it is expected that he will resign from the University faculty position after election. In the case of appointments which may be for indeterminate periods of time, full or partial leaves of absence may be negotiated annually.

The purpose of this policy is to balance public service of University faculty with the University's primary obligations to maintain its teaching programs and foster research and creativity. At the same time, it seeks to encourage public service, including the holding of public office. It is, of course, understood that the faculty member's association with the University should not be misused in campaign activities or campaign literature.

#### **J. Prior Approval of Outside Activities**

Faculty members shall obtain prior approval, in the manner outlined in Section II, A and B below, for the following outside activities: a) recurring, compensated non-professional activities; b) recurring professional activities, whether compensated or not.

#### **K. Reporting of Outside Activities**

Faculty members shall report in the manner outlined in Section II, C below a) all recurring, compensated non-professional activities, and b) all outside professional activities, whether compensated or uncompensated, whether recurring or non-recurring.

For certain faculty members, the distinction between involvement as a citizen and involvement as a professional is difficult to determine. Faculty members may judge the nature of their involvement and be exempt from reporting citizen-related activities. Reporting will be expected, however, from those faculty members for whom community service constitutes professional activity.

## **II. Procedures for Approval, Reporting and Monitoring of Outside Activities**

### **A. Prior Approval**

Prior approval of the appropriate unit administrator (department unit, or division chairman) shall be secured for: 1) all recurring, compensated non-professional activities; and 2) all recurring, professional activities, whether compensated or not. The faculty member contemplating such activity shall initiate the request for approval.

### **B. Procedures for Approval**

Approval forms may be obtained from the appropriate unit administrator and shall be submitted to that office.

1. The request form for approval shall include the following information: name of faculty member; name of client; type of outside activity involved; period of time during which such activity is to be performed; estimated amount and distribution of time, in days or fractions thereof, to be spent on the activity; whether or not this activity will be compensated; affirmation of the activity's conformity with criteria stated in Section I; and signature and date.
2. The request shall be approved or denied by the appropriate unit administrator. The faculty member may proceed on the basis of interim approval obtained at this level. The request shall then be reviewed by the collegiate dean or campus vice provost for academic affairs and by the Academic Vice President before submission to the Regents for their review. If a denial occurs at any administrative level, the reasons for such denial shall be stated in writing. Upon denial, the faculty member may request review at the next higher administrative level.

### **C. Procedures for Reporting**

To reflect the variety of services rendered and contributions made by the University, all faculty members shall report to their appropriate unit administrator on an annual basis: 1) all recurring, compensated, nonprofessional activities; and 2) all professional activities, whether compensated or not, whether recurring or not.

1. Forms for annual reporting of these activities shall include: name of faculty member; project description, including a statement affirming conformity with criteria stated in Section I; number of days or fractions thereof spent on the project; dates of initiation, termination of the activity, and signature and date. These reports shall be filed with the unit administrator and kept for at least five years.
2. These annual reports submitted to the appropriate unit administrator shall be summarized and distributed within the unit, and forwarded to the dean or academic vice provost. This annual summary shall include a statement of the numbers of denials and the reasons therefor; the summary may reflect the activity of individuals.

3. The dean or academic vice provost shall submit an annual summary of the outside activities of his unit to the Academic Vice President. This summary shall also include a statement of the numbers of denials and the reasons therefor.
4. The Academic Vice President shall maintain these records and shall make this information public in any way he deems appropriate.

**D. Procedures for Monitoring**

While primary monitoring responsibility and accountability is lodged in the office of the appropriate unit administrator, the Academic Vice President shall periodically review, in cooperation with the appropriate dean, a random selection of individual and unit reports in order to evaluate the approval and reporting systems.

**III. Dissemination of Policy Statement**

- A. The Academic Vice President shall send a copy of this policy on outside activities to all faculty members at the start of each academic year.
- B. All candidates interviewed for faculty positions shall be informed of the University's policy.
- C. Copies of the current policy shall be available in the Academic Vice President's office for distribution in response to requests for information about the University's policy.

**IV. Violation of Policy**

- A. Students, faculty, and staff may report alleged violations of this policy to the appropriate unit administrator. The unit administrator shall take such action on the complaint as he deems appropriate. If the complainant is not satisfied with the action of the unit, he may invoke the established University grievance procedures for Academic Freedom and Responsibility.
- B. Persons who are not members of the University community may report possible violations of this policy to the Office of the President.
  1. The President shall transmit the complaint to the unit administrator through proper channels.
  2. The unit administrator, in consultation with the faculty, shall take such action on the complaint as he deems appropriate. The unit administrator shall transmit through the same channels a **written** statement to the Office of the President reporting the unit's evaluation and findings, including a statement of the action taken.
  3. If he concurs, the President shall report the action taken to the complainant. If not, he shall return the complaint to the unit administrator requesting additional consideration.
- C. Faculty members who are found to be in violation of this policy may appeal such finding and any subsequent administrative action through established University grievance procedures.

Respectfully submitted by

*The Ad Hoc Committee on Faculty Accountability*

John G. Darley, Chairman of the Committee, Professor and Chairman, Psychology

Wendell P. Click, Professor, English (Duluth)

Grace W. Gray, Associate Professor, Physiology and Pharmacology

Willard W. Hartup, Professor and Director, Institute of Child Development, Education

Eric Klinger, Professor, Social Science (Morris)

Arnold Lazarow, Professor and Head, Anatomy  
 William P. Martin, Professor and Head, Soil Science  
 William E. Mishler, Assistant Professor, Scandinavian  
 William T. Peria, Professor, Electrical Engineering  
 Betty W. Robinett, Professor and Director, Linguistic and English as a Second Language  
 Michael Root, Assistant Professor, Philosophy  
 Geneva H. Southall, Professor, Afro-American Studies  
 Robert A. Stein, Professor, Law  
 Barbara J. Stuhler, Professor and Director, World Affairs Center — CEE  
 Mahmood A. Zaidi, Professor, Industrial Relations Center  
 Mary Ellen Lundsten, Graduate Student, Political Science  
 David A. Winegar, Student, Biological Sciences

### APPENDIX A

Illustrations of Professional Consulting, Service Activities, and Other  
 Outside Work Engaged In by University of Minnesota Faculty Members.

Outside professional activities are subject to the policy criteria that: 1) The time involved for the individual does not interfere with the discharge of teaching, research, service and administrative responsibilities to the University, and 2) The activity is related to the individual's University responsibilities, and 3) is also such as either to enhance his capacity or reputation as a teacher and scholar, or to constitute a public service. All outside activities exclusive of private citizen activities are expected to meet the above criteria.

Sources of Requests	Activities (whether compensated or not) requiring both prior approval and reporting if engaged in for more than 3 days per appointment term for any single agency:	Activities (whether compensated or not) requiring reporting only if engaged in for 3 days or less per appointment term for any single agency: <sup>1</sup>	Compensated activities which (when added together) are subject to the one day per seven-day-week average time limitation for the term of appointment.
Business, trade, commercial, industrial or professional practice sources in the private sector (companies, corporations, partnerships, associations, practices, etc.)	<ol style="list-style-type: none"> <li>1. Time spent as owners, partners, director or board member of a profit-making enterprise.</li> <li>2. Continuing activity as consultant, lecturer, writer, designer, or investigator for such organizations.</li> <li>3. Activity in an editorial capacity for a commercial publisher.</li> <li>4. Registered lobbyist for a commercial interest group.</li> <li>5. Private consultation or referral practice of a profession, specialty or art.</li> <li>6. Nonreferral private practice of a profession, specialty or art for a fee ("Professional moonlighting")<sup>2</sup></li> <li>7. Non-professional work of any kind for compensation or profit. ("Nonprofessional moonlighting")<sup>2</sup></li> </ol>	<ol style="list-style-type: none"> <li>1. Minor amounts of time spent as owner, partner, director or board member of a profit-making organization.</li> <li>2. Occasional consultations, lectures, or workshops for such organizations.</li> <li>3. Occasional reviewing of manuscripts for commercial publishers.</li> <li>4. Occasional activity in the referral practice of a profession, specialty, or art.</li> <li>5. Short-term testimony or lobbying on behalf of a commercial interest group.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compensated activity as owner, partner, director or board member of a profit-making organization.</li> <li>2. Compensated activity as consultant, lecturer, agent, or lobbyist for such organization.</li> <li>3. Compensated editorial or reviewing activity for commercial publishers.</li> <li>4. Compensated practice of a profession, specialty or art.</li> <li>5. Compensated non-professional work or employment.<sup>3</sup></li> </ol>
Local, state, federal or foreign government or international agency sources (legislative, executive or judicial functions; offices, councils, departments, boards, associations, etc.)	<ol style="list-style-type: none"> <li>1. Time spent as panel or committee members for local government (school district, county organizations, metro council, etc.), state gov't. (Dept. of Education, DNR, EQC, PCA, etc.), federal government (NSF, NAS, NRC, AID, USDA, HEW, NIH, DOD, OE, OEO, DOL, AEC, ARS, EPA, etc.) or international agency (FAO, WHO, UNESCO, etc.).</li> <li>2. Activity as elected, appointed or employed officer or agent at any level of government.</li> </ol>	<ol style="list-style-type: none"> <li>1. Short-term panel or committee service at any level of government.</li> <li>2. Occasional consulting or lecturing activities for any governmental agency.</li> <li>3. Occasional site visits for governmental agencies.</li> <li>4. Short-term testimony as expert witness in court cases or commission hearings.</li> <li>5. Military reserve training duty.<sup>4</sup></li> <li>6. Liaison officer-adviser to students on military reserve professional career training programs.<sup>4</sup></li> </ol>	<ol style="list-style-type: none"> <li>1. Compensated activity as a lobbyist for public interest groups.</li> <li>2. Compensated activity as officer, board member, consultant, lecturer, trainer, or producer for public interest, civic, cultural or charitable groups.</li> </ol>

3. Continuing consultant, lecturer or investigator for any organ of any level of government.
4. Continuing service as expert witness or legal counsel in court cases or commission hearings.

Educational, scientific, scholarly or professional organizational sources (societies, associations, institutes, etc.)

- |  |   |   |
|--|---|---|
| <ol style="list-style-type: none"> <li>1. Appointment in an editorial capacity for technical, scholarly or scientific journals published by nonprofit organizations.</li> <li>2. Continuing service on standing or ad hoc boards/committees of such organizations.</li> <li>3. Service as elected/appointed officer of such organizations.</li> <li>4. Continuing lecturer/visiting professor to other educational institutions.</li> <li>5. Continuing consultant, trainer, examiner or investigator for such organizations.</li> <li>6. Registered lobbyist for professional, scientific, or educational interest groups.</li> </ol> | <ol style="list-style-type: none"> <li>1. Occasional review of manuscripts for professional journals.</li> <li>2. Short-term activity as committee/panel member for such organizations.</li> <li>3. Short-term activity as consultant, trainer, examiner for such organizations.</li> <li>4. Site visits for such organizations.</li> <li>5. Single lectures to professional groups or organizations.</li> <li>6. Participation in symposia, or other program events at educational institutions or professional society meetings.</li> <li>7. Attendance and/or presentation of papers at professional meetings.</li> <li>8. Short-term lobbying activity for professional interest groups.</li> <li>9. Writing of articles or books, or artistic creation, within one's professional field.*</li> </ol> | <ol style="list-style-type: none"> <li>1. Compensated panel/committee activity for any level of government.</li> <li>2. Compensated activity as consultant, lecturer, agent, or investigator for any level of government.</li> <li>3. Compensated holding of elected/appointed office at any level of government.</li> <li>4. Compensated activity in connection with any judicial proceeding.</li> </ol> |
|--|---|---|

Public interest, community service, civic, cultural, charitable group sources (agencies, institutes, foundations, associations, etc.)

- |   |   |   |
|---|---|---|
| <ol style="list-style-type: none"> <li>1. Registered lobbyist for public interest groups or causes.</li> <li>2. Continuing service to alumni groups related to one's profession.</li> <li>3. Continuing activity as consultant or investigator for citizen or civic groups, social service agencies, cultural organizations.</li> <li>4. Continuing activity as director, trainer, organizer, officer, or board member of such organizations.</li> <li>5. Significant production of written or other materials for such organizations.</li> <li>6. Holding office in any political party or campaign organization.</li> </ol> | <ol style="list-style-type: none"> <li>1. Short-term lobbying for public interest groups or causes.</li> <li>2. Profession-related activities of a short-term nature such as:             <ol style="list-style-type: none"> <li>a. Talks to special interest clubs or groups.</li> <li>b. Organizations of community clinics (diagnostic, vaccination).</li> <li>c. Advising high school science fair projects, participation in career advising.</li> <li>d. Community resource volunteer for school district.</li> <li>e. Minnesota State Fair work.</li> <li>f. Preparation of articles or pamphlets for newsletters of public interest organizations.</li> </ol> </li> <li>3. Attendance at program events of public service, civic or cultural groups (unless classed as a private citizen activity).</li> <li>4. Occasional service in support of political parties or candidates (unless classed as a private citizen activity).</li> </ol> | <ol style="list-style-type: none"> <li>1. Compensated editorial work for professional journals.</li> <li>2. Compensated activity as officer, panel or committee member of such organizations.</li> <li>3. Compensated activity as consultant, examiner, trainer or investigator for such organizations.</li> <li>4. Compensated teaching, lectures or participation in workshops, colloquia or short courses for such organizations.</li> <li>5. Compensated lobbying activity for professional interest groups.</li> </ol> |
|---|---|---|

\* Asterisk (\*) indicates activities requiring reporting only, even if engaged in for more than 3 days per term of appointment.

\*\* Ordinarily, a full-time faculty member is expected to forgo both routine, outside professional work of a non-referral nature and employment activities that are unrelated to his professional competence." Preamble to the Policy Statement.

The final report will be presented to the Senate on May 9, 1974.

**2. Reported for Information**

The Consultative Committee has set aside May 2 and May 9, 1974, as tentative dates for special meetings of the University Senate.

**SAMUEL KRISLOV**  
Chairman

Senate members agreed to have a special meeting of the Senate May 9, 1974.

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

**Reported for Information**

In the spring of 1973, the Senate Committee on Committees constructed a questionnaire which was sent to faculty members of all Senate and University committees asking them for certain information concerning the committees upon which they served and for recommendations or suggestions concerning membership, scope, and function. In doing so the Senate Committee on Committees was attempting to fulfill a portion of its duties and responsibilities as described in the By-laws:

It shall review the number, scope, and functions of the committees of the Senate and shall make appropriate recommendations thereon to the Senate. (p. 10)

On the basis of responses to this questionnaire and through discussion with the chairmen of the committees involved, the Senate Committee on Committees will submit at the next Senate meeting recommendations for the disestablishment of the University Committee on Printing and Publications and the University Schedule Committee.

New appointments to all Senate and University committees for 1974-75 will be presented to the Senate for action at the May Senate meeting.

**BETTY W. ROBINETT**  
Chairman  
*Accepted*

**IV. REPORT OF THE  
SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS**

**Reported for Action**

The Senate Committee on Academic Standing and Relations has made a thorough investigation of the role played by the University of Minnesota in accrediting private secondary schools in Minnesota. The University has performed such services for a small fee, in the past; some University funds had been applied to cover this program, in addition. It has now been necessary to retrench the contribution from the Office of the Vice President for State and Federal Relations. We have checked broadly into the wishes of the private secondary institutions, and we find that alternate options are either already available or are in the process of becoming available. Thus, we recommend that the University of Minnesota discontinue the responsibility for accreditation of private secondary schools as of July 1, 1974.

**JAMES B. PREUS**  
Chairman  
*Approved*



## V. SENATE COMMITTEE ON FACULTY AFFAIRS

Reported for Information (30 minutes)

The Senate Committee on Faculty Affairs will present progress reports on the following subjects:

- (1) Early Retirement
- (2) Health Insurance Programs
- (3) Sabbatical Leave Policy
- (4) Performance of Faculty Retirement Funds
- (5) Fringe Benefits for Part-Time Faculty

**MAHMOOD A. ZAIDI**

Chairman

April 18, 1974

Dear Colleague,

In order to carry out the business of the SCFA, we created five subcommittees to study the following specific problems: (1) early retirement, (2) health insurance, (3) sabbatical leave, (4) performance of faculty retirement funds, and (5) fringe benefits for part-time faculty. Membership on these subcommittees consists of faculty members with experience and expertise in a specific problem area as well as SCFA members. On behalf of SCFA members, I want to express our profound thanks for the dedicated assistance received from non-SCFA members. Without their help SCFA could not have engaged the many problems facing the faculty.

Attached is a progress report on the items being studied by SCFA. The Committee spent two full Saturdays discussing these reports, and we will be meeting during the next few weeks to receive and discuss the final reports of the subcommittees. The annual report of SCFA will be presented to the Senate on May 23, 1974. Among other matters, the annual report will contain the full report submitted by each subcommittee and SCFA's corresponding recommendations.

We encourage each of you to read these progress reports and let us know your reactions.

Cordially yours,  
Mahmood A. Zaidi, Chairperson  
Senate Committee on Faculty Affairs  
University of Minnesota

*Members of the Senate Committee on Faculty Affairs:*

Theodore Anderson, Professor, Sociology  
Thomas Boman, Professor and Head, Secondary Education  
Harold W. Chase (Ex Officio), Vice President of Academic Administration  
Donald Kahn, Associate Professor, Mathematics  
Bill W. Kennedy, Professor, Plant Pathology  
Virginia Kivits, Vice Chairperson, Professor, Literature, Communications and Philosophy  
Raymond Lammers, Professor, Speech and Theatre  
Clarice Olien, Associate Professor, Sociology  
Eugenia R. Taylor, Associate Professor, Nursing  
Clare K. Woodward, Assistant Professor, Biochemistry-Biological Sciences  
Mahmood A. Zaidi, Professor, Industrial Relations

**TO:** Professor Mahmood A. Zaidi, Chairperson, Senate Committee on Faculty Affairs

**FROM:** Professor Edward Coen, Chairperson, Subcommittee on Early Retirement

I herewith submit a progress report of the subcommittee appointed by you on January 14, 1974.

**I EARLY RETIREMENT: BENEFITS AND COSTS**

For various reasons faculty members would benefit if opportunities for *voluntary* early retirement could be made more attractive. In addition, the University might also benefit. If, for example, a faculty member should retire at age 65 rather than 68, the University would reap a *net "service" benefit* if, during that 3-year period, the new faculty member should be more productive than the retiring faculty member would have been. Moreover, the University would not suffer any *net financial cost* if the salary recaptured prematurely through the early retirement should be sufficient to cover the incremental cost to the University of hiring the replacement faculty member and also of providing the retiree with retirement income at an earlier date.

**II. THE PRESENT RETIREMENT SYSTEM**

Since 1963 each faculty member has contributed 2½ percent of his salary, and the University has contributed an amount approximating 10 percent of his salary, into an investment fund. For faculty now about 45 years old this will provide a "*joint and survivor*" retirement income ranging from about one-third to about one-half of preretirement salary, depending upon whether retirement occurs at age 62 or 65 or 68. But for faculty already in their fifties and sixties the investment fund will not generate an adequate annuity income. For them (if recruited before 1963) the University provides a supplement to the annuity, so that the annuity plus supplement income will equal [2 percent of the preretirement income times the number of years of service]. But this income is subject to a maximum or "*ceiling*" approximating \$7,000 if one elects the "life income" annuity, and this ceiling is in turn subject to an actuarial reduction of about 25 percent if one elects the "joint and survivor" annuity.

**III. PROVISIONAL RECOMMENDATIONS**

- A. That the so-called "ceiling" be raised from \$7,000 to \$8,000.
- B. That persons retiring at age 62 or 63 or 64 receive that annuity plus supplement to which they would otherwise be entitled at age 65, and that persons retiring at age 65 or 66 or 67 receive that annuity plus supplement to which they would otherwise be entitled at age 68.
- C. That partial early retirement be facilitated by allowing partial leave of absence without pay on a year-by-year basis, with full protection of fringe and retirement benefits as if the person on a partial leave of absence were maintaining a 100 percent appointment.
- D. That the retirement incomes of the entire roster of all retired faculty be protected from the effects of inflation by the following formula: In any year in which the percentage improvement in the salaries of the currently employed faculty should equal or exceed the concurrent percentage increase in the cost of living, the annuity plus supplement incomes of retired faculty should be adjusted upward by a percentage equal to the increase in the cost of living. In any year in which the percentage improvement in the salaries of the currently employed faculty should be *less* than the concurrent increase in the cost of living, the incomes of retired faculty should be improved by the same per-

centage as is awarded to the currently employed faculty. This annual cost of living adjustment should, of course, apply to the \$8,000 "ceiling."

- E. On condition that proposal D is implemented, we would be willing to see the *mandatory* retirement age lowered from age 68 to age 65. But this should not apply to faculty who already have tenure, nor to faculty without tenure who are now more than 50 years old.

#### IV. COMMENTS AND SUGGESTIONS

Please send your suggestions to either Professor Ed Coen, 1035 Business Administration Tower, West Bank (373-3690), or to Professor Mahmood A. Zaidi, 537 Business Administration Tower, West Bank (373-3827).

##### *Members of the Subcommittee:*

John A. Anderson, Professor and Head, Department of Pediatrics  
Harold J. Bernard (Ex Officio), Director of Insurance and Retirement  
Paul A. Cartwright, Professor and Assistant Dean, Institute of Technology  
Edward Coen, Professor, Economics  
Virginia M. Kivits, Professor, Literature, Communications and Philosophy

**MEMO TO:** Professor Mahmood Zaidi, Chairperson, Senate Committee on Faculty Affairs

**FROM:** Andrew F. Whitman, Chairperson, Faculty Subcommittee on Health Insurance Programs

**DATE:** April 16, 1974

#### I. GENERAL COMMENTS

The Subcommittee on Health Insurance Programs conducted its investigation by identifying problem areas and suggestions for plan revision which are listed below, discussing possible solutions with plan representatives and others, and formulating a chart to compare benefits provided under the two available plans and two proposed HMO (health maintenance organization) plans. This chart will be distributed with the final report. The facts and information for this report were gathered with the full cooperation of representatives of Blue Cross and Blue Shield, Group Health Plan of St. Paul, Northwestern National Life Insurance Company, and the University Office of Insurance and Retirement. However, the subcommittee chairman accepts full responsibility for its contents.

The subcommittee assumed that both University faculty and other state employees have the same needs and interests with regard to the health insurance plans. These plans are state programs, and no distinctions are made for individual classes or groups of state employees.

It is important to observe that the master Blue Cross-Blue Shield policy covering state employees can be modified at the direction of the state, and any changes will not affect master contracts between the Blues and other groups. In contrast the "HMO" (health maintenance organization) plans like Group Health of St. Paul offer the same benefit plan to each covered group including state employees, so changes in a state HMO plan may require changes in contracts with other HMO members.

#### II. SUGGESTIONS FOR POSSIBLE REVISION IN HEALTH PLANS

The following list of areas for possible revision is arranged with those areas which received most attention and discussion presented first.

1. **Issue** — Lack of State Health Insurance Coverage During Retirement

### *CURRENT STATUS OF COVERAGE*

- a) Both the Blues Plan and the Group Health Plan provide a right to convert at age 65 (guaranteeing insurability); however, the insured must pay the entire premium, for example, \$10 for a Blue Cross-Blue Shield Medicare Plus policy, and the coverage is not as broad as under the state plan.
- b) After age 58 insureds with 10 or more years of service have a right to continue the group coverage until age 65; however, the insured must pay the current group premiums.
- c) Under the Group Health Plan there is no conversion privilege for persons who move out of the area.

### **Recommendations:**

The subcommittee had decided to recommend that any former state employee be permitted to elect to continue as an insured under the state plan and pay the group insurance premium rate. During the 1974 session, the Minnesota legislature enacted Chapter 101, which permits any employee under a group health insurance contract to elect, upon termination of employment, to retain the group insurance coverage for 6 months and pay his former employer on a monthly basis at the group insurance premium rate. This legislation, effective August 1, 1974, will substantially resolve the problem of lack of coverage after retirement and the problem of preretirement termination. At this time questions of integration of Medicare remain unanswered.

### **2. Issue — Reduced Coverage Upon Preretirement Conversion**

#### *CURRENT STATUS OF COVERAGE*

- a) Both state health plans provide guaranteed insurability for an employee to convert to an individual policy of significantly lower and less comprehensive coverage.
- b) The state continues its coverage up to the last day of the payroll period of termination except for 9-month staff whose coverage terminates September 30. From June to September 9-month staff must pay premiums unless they are on payroll.
- c) Minnesota Laws enacted in 1973 require
  - 1) continuation of coverage to dependents for 1 year after the insured's death, but dependents pay the group premium charges — Minn. Statutes, Chapter 339
  - 2) that group medical coverage be extended to disabled insureds during disability, but the insured must pay the cost at group rates — Minn. Statutes, Chapter 340
- d) The Blues conversion privilege clause states in a pertinent part that "such Participant Subscriber (including the employee and dependents) shall be entitled to have issued to him, without evidence of good health, conversion contracts by making written application therefor to the Service Plan within 31 days after such termination of coverage."

The Group Health Plan conversion privilege states, "Any employee whose eligibility for benefits hereunder terminates, shall be entitled to have issued to him without evidence of insurability, an individual plan as customarily issued to individual members in conversion of group benefits, provided written application therefor and payment of the first premium thereon is made to GHP within 31 days after the date that benefits hereunder terminate."

The benefits under conversion contracts are not defined and do change

over time. However, the change has been in terms of increasing the scope and amount of benefits.

**Recommendations:**

- a) An insured (employee or dependent) should have the right to elect continuation of coverage under the state program with premiums at group rates paid by the insured. As noted above this problem is substantially resolved by Chapter 101, Minnesota Laws 1974. The extra cost of adverse selection should be included in the normal premium charges paid on behalf of all insureds.
- b) Until recommendation a) can be effective, the following steps should be taken:
  - 1) The conversion right should be defined more explicitly and the benefits specified.
  - 2) The contractual statement of the conversion privilege should specify or incorporate at least a minimum level and scope of benefits.
  - 3) The Group Health Plan conversion privilege provision should be re-drafted to apply to dependents as well as employees. The term "member" should be substituted for "employee."
3. **Issue — Higher Major Medical Benefit Limits and Higher Deductible Options**  
The subcommittee reviewed with approval the recent increase in Blue Cross-Blue Shield benefits from \$15,000 to \$50,000 and the application of any used portion of the \$50,000 to provide hospital benefits after the 365-day limit is exhausted. However, the subcommittee observed that HMO's, including Group Health of St. Paul, typically provide unlimited medical expense benefits as do workmen's compensation laws in 46 states and no-fault automobile laws in two states. On the basis of these precedents and sound insurance principles, the committee recommends unlimited medical expense coverage.
4. **Issue — Policy and Timing of Open Enrollments**  
The subcommittee recommends more frequent open enrollments than the 5-year interval since the most recent open enrollment. The open enrollment for the month of May should set a precedent for annual open enrollments. The committee further recommends that employees be permitted the freedom of choice to move from one health plan to another at any time.
5. **Issue — Administrative Problems in Accumulating Medical Bills to Qualify for Deductibles**  
The subcommittee recommends that employees be advised of convenient and proper procedures to aid in accumulating medical bills to qualify for the Blue Cross-Blue Shield deductibles.
6. **Issue — Expanded Coverage for Chemical Addiction, Drugs and Alcohols, and Mental Illness**  
Minnesota statutes now require that coverage for chemical addiction and mental illness be at least equal to 20 percent of basic group health insurance coverage.
7. **Issue — Periodic Reports to Faculty on Benefits and Procedures**  
Because of frequent changes in plans and Minnesota insurance laws, the committee recommends at least annual reports to state employees summarizing current benefits and procedures.
- 8, 9, and 10 — The subcommittee did not have the time to seriously consider these suggestions.
11. **Issue — Formal Complaint Procedures to University Administrator**  
The committee received from the University administrator a list of common

complaints and suggested that an annual information statement to faculty members include the administrator's phone number for the purposes of registering complaints and recommendations.

**12. Issue — Additional HMO Plans**

The subcommittee believes that equity among all state employees and possibly federal law will require the state to provide more than one HMO option in the future. The committee, therefore, is including an analysis of two alternative HMO plans in its final report.

**13. Comments and Suggestions**

The subcommittee encourages comments and suggestions from any interested parties. Please get in touch with either Professor Andy Whitman, 847 Business Administration Tower, West Bank (373-5356), or Professor Mahmood A. Zaidi, 537 Business Administration Tower, West Bank (373-3827).

*Members of the Subcommittee:*

Andrew F. Whitman, Associate Professor, Insurance

Theodore R. Anderson, Professor, Sociology

Harold J. Bernard (Ex Officio), Director of Retirement and Insurance

Bright M. Dornblaser, Professor, Hospital Care and Hospital Administration

Russell K. Hobbie, Professor and Associate Chairman, Physics and Astronomy

**TO:** Professor Mahmood A. Zaidi, Chairperson, Senate Committee on Faculty Affairs

**FROM:** Professor M. M. Kreevoy, Chairman, Subcommittee on Sabbatical Leaves

As you requested, I have prepared and am submitting an abstract of our interim report.

*Members of the Subcommittee:*

Maurice M. Kreevoy, Professor, Chemistry

Clarke A. Chambers, Professor and Chairman, Department of History

Bill W. Kennedy, Professor, Plant Pathology

Robert L. Vernier, Professor, Pediatrics

In an era of very slow faculty turnover the sabbatical leave program can be one of the most effective and least expensive tools for maintaining an open and stimulating intellectual atmosphere in the University. It is currently *much* less effective than it could be. We have tentatively reached the following conclusion about the program.

1. The traditional 1-year sabbatical has many advantages over quarter leaves and other shorter term alternatives.
2. The present sabbatical leave program is grossly underutilized. The rate of leave-taking is less than one-fourth of the potential rate, and this fraction is very variable from one college to another. This low rate of utilization is the most important reason that the program is not more effective. We attribute the low rate to:
  - a) financial difficulties
  - b) frequent job changes — notably in the Medical School
  - c) the pressures of externally financed research programs
  - d) general inertia
3. We have not been able to identify a generally acceptable way in which future salary can be made available to finance sabbatical leaves. We do *not* believe that more shorter leaves at full salary would be a desirable substitute for more sabbatical leaves.

4. We believe that one-for-one exchanges can sometimes serve much the same purpose as sabbatical leaves and suggest that departments should be administratively prodded to arrange them.
5. Sabbatical leaves should be made available to long-term nonregular appointees when their duties are principally in teaching and research.
6. Terminal leaves should not be confused with sabbatical leaves and should be called something else.
7. The unused half of the salary of a person on sabbatical leave should be applied toward bringing to our University someone at the rank of assistant professor or above, in the same general area as our leave-taker, in order to stir the intellectual atmosphere here.
8. We recommend that \$200,000 per year should be provided to finance 20 Regents' sabbatical fellowships per year. It is quite likely that this can be raised from outside sources. These fellowships should be awarded on the following criteria:
  - a) The outstanding nature of the work to be undertaken on leave, its potential for scholarly success, and evidence of well-planned arrangements for carrying it forward.
  - b) Evidence that the applicant has made serious, timely applications to other appropriate fund-granting bodies and has not been able to receive any or sufficient help.

These awards could be administered through the existing structure for disbursing Graduate School research funds. We believe that their existence will also generate more external applications and, thereby, more external funds.

Provision of full salary for sabbatical leave-takers without a decrease in quality or quantity of teaching manpower would probably require an increase of 5-10 percent in the academic salary budget. This would be splendid if it could be obtained in addition to other requirements, but, since we do not believe this to be imminent, we urge the adoption of the other measures enumerated.

9. An earlier, and similar, report on this subject by the Hamermesh committee in 1968 was essentially filed and forgotten. We strongly urge that we should proceed promptly with those aspects of these recommendations that meet approval and do not require legislative funding.
10. **Comments and Suggestions:** The subcommittee encourages comments and suggestions from any interested parties. Please get in touch with either Professor Maurice M. Kreevoy, 327 Smith Hall (373-2340), or Professor Mahmood A. Zaidi, 537 Business Administration Tower, West Bank (373-3827).

April 17, 1974

**TO:** Professor Mahmood A. Zaidi, Chairperson, Senate Committee on Faculty Affairs

**FROM:** Professor John C. Schreiner, Chairman, Subcommittee on Performance of Faculty Retirement Funds

I herewith submit a progress report of our subcommittee which you appointed on January 31, 1974.

- I. The Subcommittee on Performance of Faculty Retirement Funds has been conducting its investigation by identifying problem areas which have been found to be of concern to the faculty. The subcommittee at present is attempting to answer the following questions:
  1. What is the performance of the fixed-income portfolio relative to major, recognized fixed-income portfolios?

2. What is the performance of the equity-based (variable-income) portfolio relative to major, recognized equity-based portfolios?
  3. What is the nature, currently, of methods for monitoring the performance of faculty retirement funds? What changes, if any, are advisable?
  4. What is the nature, currently, of reports going to faculty members on performance and other aspects of retirement? What changes, if any, are advisable?
  5. What is the nature, currently, of one-time charges and of continuing charges for portfolio management? What changes, if any, are advisable/may be negotiable?
  6. What are the retirement options currently available to faculty members? What changes, if any, are advisable?
- II. We are in the midst of monitoring the performance of the University's retirement funds. Our preliminary results show that the fixed-income fund currently earns 7 percent per year. Generally speaking, this is in the range of current long-term interest rates.
- It must be remembered that there is a one-time charge of 2½ percent on money entering the fund so that only 97½ percent of retirement contributions earn the 7 percent per year.
- With reference to Professor Gasiorowicz's letter of January 18, 1974, we are not sure whether he took the one-time charge into account and whether he made a one-time year or multiyear computation in arriving at the conclusion that the fund's yield is 4½ percent. We are in touch with Professor Gasiorowicz and expect to compare methodology and calculations with him.
- III. **Comments and Suggestions:** Please send your comments and suggestions to either Professor John C. Schreiner, 851 Business Administration Tower, West Bank (373-5098), or Professor Mahmood A. Zaidi, 537 Business Administration Tower, West Bank (373-3827).

*Members of the Subcommittee:*

Mr. Donald P. Brown (Ex Officio), Director of Investment  
 Charles Freedman, Assistant Professor, Economics  
 Stephen Hoenak, Associate Professor, Public Affairs  
 Donald Kahn, Associate Professor, Mathematics  
 John C. Schreiner, Associate Professor and Chairman, Department of Finance and Insurance

**VI. REVISED REPORT OF THE  
 UNIVERSITY APPEALS COMMITTEE ON  
 ACADEMIC FREEDOM AND RESPONSIBILITY**

**Report for Action (30 minutes)**

The University Senate mandated the University Appeals Committee on Academic Freedom and Responsibility (UACAFR) to fulfill three functions:

"1) To make recommendations to the President on appeals relating to questions of academic freedom and responsibility which have been filed with the president's office and referred to the committee; 2) to determine the routing of appeals on academic freedom and responsibility for cases not covered by existing policies of the Senate; and 3) to review policies and practices relating to appeals procedures on academic freedom and responsibility and to recommend changes which may be indicated" (Senate Minutes, March 11, 1971). The committee has concentrated on the second and third charges,



because the president's office has not referred specific cases to the committee.

An examination of the labyrinth of grievance appeals mechanisms reveals that present procedures are unreasonably vague and confusing to persons who desire to file grievances. To eliminate this confusion the committee is making several recommendations based on the assumption that any grievance procedure must conform to the principles of fairness, simplicity, and accessibility. FAIRNESS means that the complainant and respondent are entitled to due process of law in the adjudication of grievances. SIMPLICITY means that the system of appeals must be as simple as such due process and the University's structure will allow. ACCESSIBILITY means that all complainants will have full and speedy access to grievance mechanisms, including adequate appeals, and that they will be able to secure adequate information and assistance.

In this report the committee will seek 1) to define academic freedom and responsibility in a way that will delimit the kinds of grievance falling under this rubric, 2) to clarify the routing of grievances and appeals concerning academic freedom and responsibility, 3) to propose general guidelines for the structure and implementation of grievance procedures, 4) to propose general principles for the resolution of grievances, and 5) to make specific recommendations for implementation.

## DEFINITIONS

### Academic Unit

Every unit of the University, such as a department, which is given the responsibility to initiate the hiring, promotion and termination of employment of faculty members and every grouping of such units, such as a college, which is given the responsibility to review their initial recommendations. Unless the context of these regulations otherwise requires the term, "academic unit" refers to the initiating unit.

### Civil Service Employee

Anyone who holds a Civil Service Appointment with the University at the time of the alleged infraction.

### Complainant

The party or parties (students, civil service employees, and faculty) alleging a violation of academic freedom or charging the respondent with failure to meet academic responsibility.

### Disposition

The outcome of any proceeding, formal or informal, including the report made by the Grievance Committee at the end of formal grievance proceedings. Such report shall include members present, summary of discussion, the committee's decision as to whether the grievance is valid, the reasons for the decision, and recommendations to the appropriate administrator on the actions, if any, to be taken. The outcome existing after all appeals are exhausted, or after both parties forgo further appeals, is the final disposition.

### Faculty Member

Anyone who holds any type of Academic Appointment with the University at the time of the alleged infraction.

### Formal Grievance

The filing of a written statement of grievance as defined in Article IV, Section B regarding academic freedom and-or academic responsibility. (Note: The Faculty Tenure Code proposes "complaints committees" to deal with academic employment grievances. These "complaints committees" are not to be confused with the "grievance committees" proposed in this report.)

## **Grievance**

The contention by a member of the University community that one's academic freedom has been denied or that another member(s) of the University community has not fulfilled one's academic responsibilities. (For a definition of academic freedom and responsibility, see Article I.)

## **Record**

The file of all documents and evidence resulting from a particular grievance. This record shall be maintained by the University Grievance Review Officer.

## **Respondent**

The person(s) or unit(s) against which a formal grievance has been filed.

## **Student**

Anyone who has or had a currently paid fee statement at the time of the alleged infraction.

## **Unit Administrator**

Deans, Directors, Department Heads, or other Executive Officers.

## **I. ACADEMIC FREEDOM AND RESPONSIBILITY: DEFINITION AND SCOPE**

The formulation of a comprehensive, unambiguous and satisfactory, definition of academic freedom is difficult. The basic interests to be protected and the relationships of those with whom the definition is concerned, however, can be stipulated in general terms. The statement of McMurrin in the *ENCYCLOPEDIA OF EDUCATIONAL RESEARCH* phrases the concept in the affirmative: "Conceived positively, academic freedom is the encouragement to adventurous, creative, and innovative thought, the condition and inspiration for genuine intellectual and artistic achievement."<sup>1</sup> The continued necessity to defend the concept of academic freedom has brought forth more familiar definitions embodying those terms: "The central concern of academic freedom is the promotion of the common good by ensuring absence of, or protection against, external and institutional influences that may inhibit scholarly freedom to speak, expound and disseminate ideas."<sup>2</sup>

In 1963 the Regents of the University of Minnesota stated without equivocation, ". . . the only atmosphere in which a university can fulfill its assigned role is the atmosphere of freedom . . . the student and professor must live in an atmosphere where questioning is encouraged, where every alternative can be explored, where their free minds may be allowed to test the validity of each idea, and where they feel free to follow wherever truth may lead."<sup>3</sup> It is generally accepted that academic freedom includes the freedom to research, teach, publish, and learn without inhibition by external influence, within or without the institution. As such, it forms an extension of the minimum protection guaranteed in the Bill of Rights and is considered the basis for the system of academic tenure. The University Senate of the University of Minnesota in 1970 adopted a statement on academic freedom and responsibility which gave new breadth to the concept by removing from its definition the emphasis on the protection of the rights of academic faculty and extending this concept to include the entire academic community: "Academic freedom consists in the unfettered exercise of scholarship. The faculty and students are obligated to help protect academic freedom and to help provide the conditions in which academ-

<sup>1</sup> S. McMurrin, "Academic Freedom," in *Encyclopedia of Educational Research* (4th ed.) New York: MacMillan Co., 1969, p. 2.

<sup>2</sup> "Report of the University of Utah Commission to Study Tenure," *AAUP Bulletin*, Autumn, 1971, p. 421.

<sup>3</sup> Statement of the Regents of the University of Minnesota, issued December 14, 1963.

ic responsibility can prevail.”<sup>4</sup> The benefits of academic freedom accrue to all who pursue or facilitate scholarly endeavors. Included within this class is the entire academic community: administrators, civil service employees, faculty and students.

The statement of the University Senate also stipulated that the responsibility for the maintenance of academic freedom falls on every member of the academic community: “Academic responsibility involves the entire learning community — the administrator in the service of faculty and students, and the scholarly enterprise: the faculty member in the pursuit of learning and in the service of his students and society; the student in his quest for understanding and development.” To that statement should be added, “The civil service employee in service to and support of scholarly activity.” A heavy burden of responsibility falls upon the faculty, who must maintain high ethical and professional standards. By the same token, the student body must maintain standards conducive to a climate fostering academic pursuits. The faculty, students, administration, and civil service employees have heretofore acted independently in their concern for academic freedom and responsibility. However, there is no clearly defined mechanism for the resolution of grievances arising from the interference with or abridgement of scholarly freedom to seek, expound and disseminate ideas.

## **II. GRIEVANCE PROCEDURES RELATING TO ACADEMIC FREEDOM AND RESPONSIBILITY JURISDICTION**

In order to define precisely those grievances subject to the recommendations in this report, it is useful to review the existing grievance systems in the University.

### **A. Civil Service Grievance Procedure**

The Civil Service Grievance Procedure provides a means for full-time and part-time civil service employees to seek redress of employment grievances.

There is an exception to this rule. Full-time or part-time employees who are also students may have a grievance which relates to both their student status and civil service status. In order to determine whether or not that grievance should be handled through the Civil Service Grievance Procedure, it is necessary to examine the remedy sought. If that remedy primarily affects the employment relationship, the Civil Service Grievance Procedure should be used. If the remedy sought primarily affects the student’s academic status, the grievance should be referred to the grievance committee established pursuant to the recommendations of this report.

### **B. Student Conduct Code**

In 1970, the Board of Regents of the University approved a comprehensive Student Conduct Code establishing “offenses against the academic community.” The Code defined the following disciplinary offenses. (See the Student Conduct Code<sup>5</sup> for the definitions):

1. Scholastic dishonesty
2. Furnishing false information
3. Identification and compliance
4. Misuse of privileges and identification
5. University facilities
6. Disorderly conduct on the campus
7. Theft and property damage
8. University rules
9. Weapons on campus

<sup>4</sup> Statement adopted by the University Senate, December 17, 1970.

<sup>5</sup> STUDENT CONDUCT CODE, A statement of standards of student conduct enforceable by University agencies, July, 1970.

10. Disruptive demonstrations
11. Keys
12. Violation of federal or state law of special relevance to the University
13. Sound amplification
14. Disruptive noise
15. Attempt to injure or defraud
16. Disruption of University events
17. Persistent violations

It is obvious that many offenses falling within the provisions of the Student Conduct Code represent a breach of academic freedom or responsibility. The Board of Regents has also adopted Procedures for Disciplinary Proceedings to enforce the Student Conduct Code. A campus committee on student behavior, composed of students, faculty and staff, has been established to hear complaints against and appeals by students. Dispositions made by the campus committee on student behavior may be appealed to the president. Presumably, the president might refer any such appeal involving questions of academic freedom and-or responsibility to the University Appeals Committee on Academic Freedom and Responsibility pursuant to the first charge to this committee.

The Senate should make only one change in the procedure for enforcement of the Student Conduct Code. A student should have the right to appeal a disposition of the Campus Committee on Student Behavior directly to the University Appeals Committee on Academic Freedom and Responsibility if, in the judgment of the University Appeals Committee on Academic Freedom and Responsibility, the matter concerns academic freedom and-or responsibility. This would modify the discretion presently in the president's office to refer an appeal to the University Appeals Committee on Academic Freedom and Responsibility. Because the president may make the ultimate disposition of the grievance, the president should not be involved in the appeals procedure until the final step.

### **C. Judicial Committee**

Article III, section 7 of the Bylaws of the University Senate provides for the establishment of a Judicial Committee. The Faculty Tenure Regulations, currently being revised, set forth the jurisdiction of the Judicial Committee. As provided in the proposed Faculty Tenure Regulations, the Judicial Committee would have jurisdiction over the following cases:

1. Section 13: Review of administrative decision denying renewal of a regular probationary appointment (review limited to specific grounds).
2. Section 14: Review of denial of new appointment of faculty member holding non-regular appointment which is to terminate (review limited to specific grounds).
3. Section 15: Review of termination or suspension of any appointment with continuous tenure, or of any other appointment before the end of its specified term, because of demonstrably bona fide financial exigency caused by a drastic revision in the University budget (review limited to specific grounds).
4. Section 16: Review of termination or suspension of any appointment with continuous tenure, or of any other appointment before the end of its specified term, for cause related to the fitness of the faculty member as a teacher, scholar and colleague.
5. Section 17: Review (after exhaustion of procedures of Faculty Complaints Committee) of complaints by faculty members against the University or its academic administrators regarding matters affecting them other than those relating to the termination or suspension of appointments. The proposed

regulations continue: "Complaints may involve such matters as promotion; salary; the assignment of teaching, research, or public service duties; or the assignment of space or other facilities." Furthermore, the proposed regulations provide that Section 17 shall not "apply to complaints by students or faculty members alleging violation of the principles set forth in the Statement on Academic Freedom and Responsibility adopted by the University Senate, December 17, 1970." The comment to this section of the proposed regulation states: "The procedure established here is exclusively for complaints by faculty members against official action of the University."

#### **D. Faculty Complaints Committee**

Section 17 of the proposed Faculty Tenure Regulations provides for the establishment of Faculty Complaints Committees. As indicated in the immediately preceding section (II C 5), Section 17 is directed at "complaints by faculty members against the University or its academic administrators." It does not apply to "complaints by students or faculty members against other students or faculty members."

Pending final adoption of the proposed revision of the regulations concerning faculty tenure, faculty employment grievances should be processed under the president's memorandum of July 31, 1973.

#### **E. Grievance Procedures Relating to Academic Freedom and Responsibility**

A review of the existing grievance systems in the University discloses:

1. A Civil Service Grievance Procedure for employment grievances by civil service employees of the University;
2. a Student Conduct Code Disciplinary Procedure for most complaints by the University regarding student behavior; and
3. proposed Faculty Tenure regulations for employment complaints by faculty against the University or its academic administrators. The grievances not covered by other existing procedures of the University and subject to the jurisdiction of the Grievance Committees established hereunder are the following:
  - a. Academic freedom and responsibility grievances brought by students, faculty members, and-or civil service employees against other students, faculty members and-or civil service employees;
  - b. academic freedom and responsibility grievances brought by students, faculty members and-or civil service employees against University academic administrators;
  - c. discrimination grievances brought by undergraduate academic employees against supervisors or academic administrators; but only when it has not been possible to channel payment of such employees through civil service; and
  - d. other grievances not falling within any other existing grievance system in the University. In view of the broad definition of academic freedom and responsibility discussed earlier, it is appropriate to include within the jurisdiction of these committees any grievances not covered by any other existing grievance system.

### **III. GRIEVANCE PROCEDURES RELATING TO ACADEMIC FREEDOM AND RESPONSIBILITY: STRUCTURE AND IMPLEMENTATION**

#### **A. Grievance Committees**

There shall exist in each department and other academic unit (division, school,

institute, college, campus) a standing committee to act upon grievances initiated within the unit or appealed from a subordinate unit. Membership shall include, wherever possible, adequate representation from faculty, students, and civil service to be elected by their peers (cf.IIIC). Unit administrators shall be ineligible for membership. Committee members who are involved in a grievance must disqualify themselves, and appropriate mechanisms shall be designed for the temporary replacement of disqualified members. Each committee shall elect from among its members a chairperson, who shall be empowered to receive statements of grievance from the Grievance Review Officer (cf.IVB), call committee meetings and maintain complete records of committee activities including members present, summary of discussion, disposition and recommendations (cf. IVB), transmit those records to the appropriate parties (cf. IVB), and accept written appeals (cf. IVC).

#### **B. Grievance Review Officers**

Each college, institute, and campus shall have a Grievance Review Officer who shall be selected in a manner determined by the head of the unit. Such Grievance Review Officer shall not be a member of any grievance committee and shall not hold a position which is primarily administrative. The principal responsibility of the officer shall be to monitor all grievance procedures within the jurisdiction of the unit to insure that the rights of complainant and respondent are respected. Any Grievance Review Officer may transfer a grievance proceeding from the jurisdiction of an academic unit to that of the next higher unit, if in his or her discretion it is necessary to achieve a fair and impartial disposition and the record of the grievance proceeding to the chairperson of the appropriate unit (cf.IVC). The Grievance Review Officer shall transmit to the University Grievance Office summaries of grievance proceedings from the academic unit and any subordinate unit. In the event that the Grievance Review Officer in any of his capacities in the academic community is involved in a grievance, the University Grievance Review Officer shall act in his place.

#### **C. Implementation of Grievance Procedures**

Each department or other academic unit shall transmit to the University Appeals Committee on Academic Freedom and Responsibility for its review a statement describing the implementation of grievance procedures for that unit.\* Plans for implementation must include input from faculty, students, civil service employees, and administrators. The statement should reflect the principles of fairness, simplicity, and accessibility, and the procedures must insure that:

1. The rights of complainants and respondents are guaranteed;
2. The Grievance Committee, wherever possible, includes peer representation;
3. Grievances are dealt with as expeditiously as possible. Specifically, a written grievance statement initiating either informal or formal procedures must be filed with the appropriate office within 120 days after the occurrence of the alleged grievance. Upon commencement of formal grievance procedures, the respondent must file a written response within 30 days after receipt by him of the formal grievance statement. An appeal must be filed within 90 days of a written disposition of a grievance and a response must be filed within 30 days; and

---

\* In preparing hearing procedures, units may request technical assistance from the University Appeals Committee on Academic Freedom and Responsibility.

4. The Grievance Committee is given adequate clerical support.

All statements of unit grievance procedures will be reviewed by the University Appeals Committee on Academic Freedom and Responsibility for compliance.

#### **IV. GENERAL PROCEDURES RELATING TO ACADEMIC FREEDOM AND RESPONSIBILITY: GENERAL PRINCIPLES**

##### **A. Informal Resolution**

It is hoped that, whenever possible, grievances will be resolved through informal negotiation between the persons involved, possibly with the informal assistance of other persons within the unit. At the initiation of informal procedures the complainant may transmit a sealed statement of the grievance to the unit Grievance Review Officer. In such cases, the envelope containing the statement should bear only the name and address of the complainant and the date. The envelope shall remain unopened until a formal statement of grievance is filed or a countercharge is filed against the complainant. If at any time before a formal, unsealed statement is filed, the complainant requests the envelope's return, the Grievance Review Officer shall comply. If on the thirtieth day from the submission of the sealed envelope, no new statement has been filed, and the complainant has not requested the envelope's return, it shall be returned immediately.

##### **B. Formal Grievance Procedure**

If any party to the informal negotiations is not satisfied with the disposition and wishes to pursue the grievance, a formal statement must be filed with the Grievance Review Officer. It shall consist of a full, written statement of the grievance and a description of any attempt at informal negotiation. It may include the sealed envelope, at the discretion of the complainant. Copies of this statement shall be provided without delay to all parties by the Grievance Review Officer, who shall then act as a third party to monitor the grievance proceeding. The Grievance Committee chairperson shall then call and conduct meetings to determine a disposition of the grievance in accordance with the procedures established by the academic unit. The disposition and recommendations of the grievance made by the Grievance Committee shall be transmitted in writing by the chairperson to the complainant, respondent, head of the academic unit, and the Grievance Review Officer (cf. IIIA).

##### **C. Appeals**

If either party to the grievance is dissatisfied with the disposition a written appeal may be filed with the committee chairperson and Grievance Review Officer. The appeal must state what change in disposition it seeks, whether it be 1) a reversal of the disposition, 2) a change in the recommendations for action, or 3) both the above steps. The Grievance Review Officer shall be responsible for transmitting all written documents pertaining to the grievance to the chairperson of the appeals committee at the next higher academic level and to the Grievance Review Officer at that level, wherever appropriate. The procedure outlined in the above paragraph shall be followed. Ordinarily, the complainant or respondent shall be given the right to one appeal. If, however, an academic unit creates both departmental and divisional grievance committees within a single college or campus, the complainant or respondent shall be entitled to appeal to both a divisional and a collegiate or campus appeals committee. The University Appeals Committee on Academic Freedom and Responsibility will exercise discretionary review of any appeal beyond the campus or or collegiate level.

## V. RECOMMENDATIONS

The following highlight some of the important points of this report:

### A. Recommendation 1

All academic units shall submit written statements of their grievance procedures to the University Appeals Committee on Academic Freedom and Responsibility. Any statement not approved by the committee shall require further revision by the academic unit and subsequent review by the University Appeals Committee on Academic Freedom and Responsibility. Immediately upon the approval of the statement, the academic unit shall establish a grievance committee to implement the procedures outlined in the statement.

### B. Recommendation 2

In order to provide complainants with adequate information and assistance, the University must publish and disseminate a description of all University grievance procedures.

### C. Recommendation 3

Each college, institute, and-or campus shall appoint a Grievance Review Officer to provide assistance for complaints and to insure that the rights of complainants and respondents are respected. These officers shall file written summaries of all grievances and their dispositions with the University Grievance Officer.

### D. Recommendation 4

On the basis of its findings, in each grievance proceeding, the grievance-appeal committee shall make recommendations to the unit administrator for action.

### E. Recommendation 5

Civil Service employees, whenever possible, shall be included on all grievance committees. Their rights and responsibilities with respect to academic freedom shall be governed by these grievance procedures.

NOTE: The above is a revised version of a report which appeared for information in the Docket, January 17, 1974, and printed in the *Minnesota Daily* January 9, 1974. Appended below is a list highlighting changes which have been made.

**FRED M. AMRAM**  
Chairman

The following is a list of changes which have been made in our Report since it appeared in the University Senate Docket of January 17, 1974:

The definition of Civil Service Employee was changed to read, "Anyone who holds a Civil Service Appointment with the University at the time of the alleged infraction."

Under "Complainant" the following parenthetical statement was added after "parties": "(students, civil service employees, and faculty) . . ."

Under Disposition the second sentence was changed to read: "Such report shall include members present, summary of discussion, the committee's decision . . ."

Faculty Member was defined as follows: "Anyone who holds any type of Academic Appointment with the University at the time of the alleged infraction."

Student was defined as follows: "Anyone who has or had a currently paid fee statement at the time of the alleged infraction."

Section III. A. second sentence has been deleted and changed to read, "Membership shall include, wherever possible, adequate representation from faculty, students, and civil service to be elected by their peers (cf. IIIC)."



Section III. A. last sentence has been changed to “. . . call committee meetings and maintain complete records of committee activities (including members present, summary of discussion, disposition and recommendations (cf. IVB), . . .”

Section III. B.: The following was added at the end of the second sentence: “. . . and shall not hold a position which is primarily administrative.”

Section III. C. 3 has been changed to “3. Grievances are dealt with as expeditiously as possible. Specifically, a written grievance statement initiating either informal or formal procedures must be filed with the appropriate office within 120 days after the occurrence of the alleged grievance. Upon commencement of formal grievance procedures, the respondent must file a written response within 30 days after receipt by him of the formal grievance statement. An appeal must be filed within 90 days of a written disposition of a grievance and a response must be filed within 30 days; and”

Section III C: we added the following footnote: “In preparing hearing procedures, units may request technical assistance from the University Appeals Committee on Academic Freedom and Responsibility.”

At the end of section IV B we added “(cf. IIIA).”

The following sentence was added between V. Recommendations and A.: “The following highlight some of the important points of this report:”

A suggestion was accepted to add the following sentence to section II,D: Pending final adoption of the proposed revision of the regulations concerning faculty tenure, faculty employment grievances should be processed under the president’s memorandum of July 31, 1973.

Another suggestion to change the second set of numbers in section II,E to a,b,c,d was also accepted.

A motion was *approved* to add the following to section II,E, 3c (as amended): but only when it has not been possible to channel payment of such employees through Civil Service; and

A motion to strike the second sentence in III,B was *defeated*.

A motion to strike V, Recommendation 5, was *approved*. Another motion to strike V, Recommendation 6, in the same section was *defeated*, and it was renumbered E, Recommendation 5.

The report was *approved as amended*.

## VII. SENATE COMMITTEE ON EDUCATIONAL POLICY

Reported for Action (20 minutes)

### INTERNATIONAL EDUCATION: A STATEMENT OF PURPOSE

#### A Rationale for International Education in the University

Encouraging the enrollment of foreign students in the University, U.S. student enrollment in universities overseas and the interchange of Minnesota and foreign university faculty is based on the enlightened self interest of the University in meeting its objectives in their broadest and fullest sense.<sup>1</sup>

Basic and applied research studies of the effects of international education, especially when that education is the result of personal experience in a culture other than

<sup>1</sup> Seven documents are used as the major basis of support for the rationale that international education is an integral dimension of the University’s mission. Three of these are external reports and

one's own, demonstrate both the unique results of a foreign sojourn and its motivating effect.<sup>2</sup>

Learning about one's country and self in the context of a broader, more diverse world, while learning about another people and culture, is a liberal education in its fullest meaning. The motivation to put this learning into practice is high and long-lasting. The sojourn abroad truly has life-long effect on the individual, his family and his society.

### Policy Statement

The University of Minnesota recognizes that a great university ideally builds and extends its service, its potential for research, its scholarly standing, and enhances its contribution to the education of students and citizens of the state by providing an international dimension in its educational programs. This is true in all fields of study: in the professions, the sciences, the arts, the humanities, and in all periods of history in which the university serves.

The University recognizes that in this interdependent world, the welfare of the state and the well-being of its citizens are linked to the welfare of all mankind. Thus, it is urgent that the teaching, research, and service of the state university support the economic and social development of the state, the nation, and other countries, protect the world environment, lead individuals and groups to better understanding of themselves and others, and contribute toward international understanding, world peace, and community self-awareness.

The University, in serving the community, recognizes that its major responsibility is to educate students from Minnesota in a manner that provides them with the understanding, skills, and knowledge that will allow them to be creative and useful citizens of the state, the nation, and the world. In this process of education, students from other countries and Minnesota students who have studied overseas play an essential role.

---

four are local University reports. The external reports are:

1. **Higher Education in a Democracy**; The President's Commission; New York: Harper Brothers, 1947.
2. **The University and World Affairs**; The Committee on the University and World Affairs; New York: The Ford Foundation, 1960.
3. **The College and World Affairs**; The Committee on the College and World Affairs; New York: Education and World Affairs, 1964.

The local University reports are:

1. **The Development of International Programs at the University of Minnesota**: Office of International Programs, 1968.
2. **Report of the Study Committee on International Student Programs**: Minnesota University Study Committee on International Student Programs, 1968.
3. **Foreign Students at the University in the Seventies; Educational Planning for Recruitment, Selection, and Financial Aids for Foreign Students for 1970-80**; Minnesota: International Student Advisers Office, 1970.
4. **Report of the SCEP Subcommittee on International Education**; Minnesota, 1973.

These documents, particularly the external ones, make it abundantly clear that the mission of a 20th century university includes international education as a dominant and pervading emphasis in its teaching, research and service components.

<sup>2</sup> Examples of studies that demonstrate the effectiveness of the foreign study and teaching experience are the Useems study of returned Indians and the Deutsch study of educational exchanges in general. A study of Minnesota's foreign alumni demonstrated that almost all the participants were effective in the back-home setting. The returns to both the individual and the society were high, and the learning experience was often crucial to success in terms of career and country needs and objectives. Citations:

1. USEEM, John and Ruth Hill, **The Western-Educated Man in India: A Study of the Social Roles and Influence**, New York Dryden Press, 1955, 237 pp.
2. DEUTSCH, Steven, **International Education and Exchange: A Sociological Analysis**, Case Western University Press, Cleveland, 1970.

To accomplish these goals, the University of Minnesota encourages and seeks to have students from abroad in its enrollment in undergraduate, professional and graduate colleges, in such numbers and with such geographic origins as to have an impact on the achievement of the University's educational goals. It also seeks to provide opportunities for study abroad for Minnesota students and to afford them guidance and assistance in integrating these experiences with regular university study and experience in meeting their educational objectives at the University of Minnesota. Finally, the University of Minnesota encourages the development of an international dimension in the teaching, research, and service of its faculty through the exchange of persons, ideas, and materials with other countries.

The University of Minnesota seeks to accomplish these objectives through evaluation of existing and proposed international programs and services by both short- and long-range planning for continued improvement and innovation to further the goals of international education in the University. Consistent with these goals, the University resolves to make available its facilities and resources to offer diversified international educational programs of quality and usefulness for all Minnesota students. The financial support needed for the accomplishment of these goals will be provided from University resources, and will be actively sought from state, federal and foreign governments, as well as from foundations, private organizations and individual donors.

### **Establishment of a University Council on International Education:**

#### **Purpose and Charge**

A Council on International Education should be established to ensure that the international role and commitments of the University are clearly defined, that policies and procedures are agreed upon, and that a periodic review of policies and programs is made. Appropriate campus committees should also be maintained or established. The Council would be charged with the following responsibilities:

1) To provide for the exchange of information regarding international programs within the University among Deans and Program Directors regarding unit involvement in international education, including: curricular developments, U.S. student involvement in overseas study, foreign student presence and involvement in the program of the unit, faculty research and teaching assignments overseas, and foreign faculty involvement in the programs of the unit.

2) To evaluate the objectives, programs and services of units involved in international education.

3) To encourage the implementation of relationships of depth and continuity between the University and educational institutions abroad.

4) To devise means at each level of education available at the University of Minnesota to ensure the preparation of the individual to function in an international, world-wide context.

### **Implications of a Fully Implemented University**

#### **Policy on International Education**

The proposed Council will have the responsibility for recommending the implementation of the University policy on international education. Policy recommendations would deal with at least the following:

- 1) Admission policies that provide for diversity of origin among foreign students.
- 2) Provision of financial aids to enable foreign students from low income families to continue to have the opportunity for education at Minnesota.
- 3) Increase in study abroad opportunities for Minnesota students.

- 4) More effective utilization of foreign and returned U.S. students in the educational process.
- 5) Increased opportunity for Minnesota faculty to become involved in research, teaching, and consulting services abroad and increased opportunity for foreign scholars to participate in University programs.

**WILLARD HARTUP**  
Chairman  
*Approved*

**TO:** Professor S. Krislov

**FROM:** W. E. Ibele

**SUBJECT:** Report of the Advisory Subcommittee for the Presidential Search

We are delighted with the choice of Dr. C. Peter Magrath as President of the University of Minnesota. We also take satisfaction in the process by which he was finally selected. And though of least importance, perhaps you will indulge our pleasure in having our work come to an end.

I commend to you, the members of the advisory subcommittee, who unselfishly gave many hours of hard work to our task. They approached their responsibility with a catholic view and a generous spirit that had as their foremost concern the well-being of the *entire* University. That this view and spirit endured for the 7 months of our work together contributed significantly to its successful conclusion.

Insofar as the process is concerned, we are impressed and pleased with the participation accorded our subcommittee at every appropriate stage. The relationships between our committee and the Regents' committee were most favorable and beneficial; the communication was thorough and effective. All candidates were subject to our search and screening procedures; from the total list of over 400 names we determined a very select group, all of whom we judged as having the desired qualities to lead the University; the Board of Regents moved decisively to select a person from that group; and finally — and most importantly — their choice, Dr. Magrath, promptly and enthusiastically accepted. That, in summary, is the record, and it is one which has our confidence.

We recognized in the course of our work the special demands that the presidential search imposed upon the Board of Regents generally and especially upon certain of their number. I request that you convey to them our deep appreciation for their significant contribution. Earlier, we reported the widespread interest and active support of our work by faculty, students, administrators, and alumni. This interest and support was sustained throughout the period of the search, and we express again to you our genuine appreciation for their encouragement and assistance. At important stages of the search, certain of the Regents' professors contributed most effectively, and we owe them rather special thanks. Finally, we thank you for your support and confidence throughout.

Our subcommittee joins in wholeheartedly endorsing Dr. Magrath's selection, and, we look forward to working with him as he assumes his responsibilities at the University. His youth, energy, enthusiasm, and high purposes promise to revitalize the University, but as we all should know, that is a herculean task which requires extraordinary effort of many — not one. We assure you that those of us who served on the advisory subcommittee and learned with particular clarity the opportunities and problems facing the University pledge him our active support and encouragement. We invite our faculty and student colleagues to join with us, and thereby quicken our progress toward the high goals many of us share for the University.

**VIII. OLD BUSINESS**  
**SENATE COMMITTEE ON RESEARCH**

**Reported for Action**

Amendment to the PROPOSED POLICY ON NONREGULAR FACULTY AS PRINCIPAL INVESTIGATORS ON RESEARCH GRANTS AND PROJECTS that was approved at the February 28, 1974, Senate meeting.

**Section 1:** (As approved at February 28, 1974, Senate meeting.)

(6) If the University is limited by the regulations of the funding agency in the number of applications which may be submitted or if the academic vice president, the dean of the Graduate School, or the dean of the relevant college has reason to believe the funding agency uses a quota system that in effect rations funds among various receiving agencies, applications in which the nonregular faculty are principal investigators will have lowest priority within the University. This low priority may mean that the proposal will not be forwarded from the University to the proposed funding agency.

*Substitute the following:*

(6) The appointment of nonregular faculty to positions as principal investigators in no way affects the rights, claims, and duties of nonregular faculty as specified in the Tenure Code, sections 1, 4, 10, and 14. In particular, it does not imply any commitment on the part of the University to any appointment in the University after the end of the research project (see section 10, Tenure Code).

**ROBERT WIRT**  
Chairman

Due to lack of a quorum, it was suggested that this item be introduced at the next Senate meeting.

**IX. NEW BUSINESS**

None.

The University Senate adjourned.

**MARILEE WARD**  
Acting Clerk of the Senate

*Appendix*

**ABSTRACT OF DISCUSSION**

The meeting of the University Senate was called to order at 3:15 p.m. by Jack Navins, vice chairman, in Nicholson Hall auditorium.

*Consultative Committee Report* — John Darley, professor and head of psychology and chairman of the Ad Hoc Committee on Faculty Accountability, presented a proposed policy on professional consulting, service activities, and other outside work. He indicated that his committee would meet the following week to incorporate all final comments and would bring the completed document to the Senate for action on May 23. He spoke of the mission of his committee and added that the proposed policy would be more liberal than that in effect since 1914. Vernon Weckwerth, professor of public health, criticized the policy for its requirement of reporting on a vast range of activities and urged that the committee include a statement of how many hours of faculty members' time are "purchased" by the University. He also asked for a definition of a workweek. Hyman Berman, professor of history, called attention to the fact that conditions of employment are approved by the Board of Regents so that any change in policy would be in violation of the current cease and desist order until

the collective bargaining issue was settled. John Dahler, professor of chemical engineering and materials science, asked whether any other state employees were required to make similar reports. Mr. Darley responded that other offices may ask for such information but that consulting policies would not be involved. In response to Mr. Weckwerth, he said that it was not the responsibility of his committee to make the types of definitions he was asking for and that such inquiries should be directed to the Senate. Harley Otto, professor of agronomy and plant genetics, said that Agricultural Extension faculty members needed further opportunity to comment to the committee. It was decided that a special meeting of the Senate would be called for May 9 and that the principal item of business would be the committee's report.

*Election of Vice Chairman* — Nominations from the floor for the office of vice chairman of the Senate for next year included George Shapiro, professor of speech-communication, and Valerie Johnson, student and past vice president of the Minnesota Student Association. In the balloting which followed, Mr. Shapiro was elected.

*Business and Rules Committee* — Russell Hobbie, professor and associate chairman of physics and astronomy, presented the constitutional amendment changing the eligibility requirements for election of Continuing Education and Extension students who had received a majority of affirmative votes at a previous meeting. A second hearing was required where a simple majority is accepted at two meetings. The amendment was approved by a majority of the voting members for forwarding to the Board of Regents.

A third item introduced by Mr. Hobbie was a proposal to amend the Constitution to unseat senators who do not attend or delegate an alternate or do not notify the clerk of their absence for two consecutive meetings of the University Senate, Faculty Senate, Student Senate, Campus Assembly, Campus Faculty Assembly, or Campus Student Assembly. Rick Nelson, student senator, called for approval of the change, indicating there was a problem in getting a quorum at the Student Assembly. When asked why the proposal could not be acted on by the Twin Cities Student Assembly only, he said that body would not be able to get sufficient numbers to vote on it. Kathryn Sims, student senator, favored the amendment and asserted that past records on attendance were not accurate, nor was the manner in which roll was taken at meetings efficient. An amendment offered by a senator from UMD to restrict the amendment to the Twin Cities Assemblies was approved. There followed discussion as to whether the rule should be applicable to two consecutive meetings of the same body, or of any of the bodies listed. Sam Krislov, professor of political science, indicated that, when the amendment was presented to the Senate, he would move that it be two consecutive meetings of *each* body. Mr. Berman said he thought the entire proposal was ill-advised — that disenfranchising senators was not the way to try to achieve a quorum in the Student Assembly. As an alternative, he suggested that a continuous reporting system be set up to communicate to units the attendance record of their senators, and provision could be made for those failing to meet their obligations to be recalled. John Glover, student senator, said it was hard to get people to serve in the Senate and that they should not be subject to removal. At this point, the proposal was approved as amended, and the Business and Rules Committee was asked to draw up the official constitutional amendment.

*Committee on Committees* — Betty Robinett, professor and director of linguistics and chairman of the committee, presented for information the conclusions of her committee following a survey of faculty members involving their activities as committee members. She indicated her committee welcomed comments on the recommendations of the committee, which would be presented at the May Senate meeting. Among recommendations were disestablishment of the University Committee on Printing and Publications and the University Schedule Committee.

*Academic Standing and Relations Committee* — Donald Kahn, associate professor of mathematics, presented a proposal to discontinue University responsibility for accreditation of private secondary schools as of July 1. His motion for approval was seconded and passed.

At this point, the Student Assembly moved to another location to elect its officers, and the Faculty Senate took up the next agenda item, with Mr. Krislov presiding.

*Faculty Affairs Committee* — Mahmood Zaidi, professor of industrial relations and chairman of the committee, presented progress reports from four of the five subcommittees assigned to study early retirement, health insurance programs, the sabbatical leave policy, the performance of faculty retirement funds, and fringe benefits for part-time faculty. He announced that the reports were now merely a working document and that the final paper would be presented at the May 23 meeting. He then introduced Edward Coen, professor of economics and chairman of the first subcommittee. Mr. Coen said the principal proposal in his report was the result of the eroding effects of inflation which had become a major deterrent to early retirement. The second subcommittee chairman, Andrew Whitman, associate professor of insurance, presented a report on health insurance programs together with suggestions for possible revision in health plans, parts of which had been substantially resolved at the recent legislative session. The report by Maurice Kreevoy, professor of chemistry and chairman of the subcommittee on sabbatical leaves, included a recommendation that \$200,000 per year be provided to finance 20 Regents' sabbatical fellowships annually, with the funds to be raised from outside sources. The recommendation carried a series of criteria to be used in selecting recipients. Mr. Zaidi reported for John Schreiner, associate professor and chairman of finance and insurance and chairman of the subcommittee on performance of faculty retirement funds, that the subcommittee was in the midst of monitoring the performance of the retirement funds with the assistance of Donald Brown, director of investment, and Stephen Hoenak, associate professor of public affairs. The committee was also doing an analysis of the equity portfolio.

*University Appeals Committee on Academic Freedom and Responsibility* — Fred Amram, associate professor in General College and chairman of the committee, presented a revised report of his committee, indicating that hearings had been held on the coordinate campuses as well as in the Twin Cities since the January Senate meeting. He said employment grievances involving civil service employees would go through civil service procedures, and academic grievances through Tenure Code procedures. He emphasized that his committee was concerned only with academic freedom and responsibility cases. He noted a revision to take account of the fact that the proposed tenure regulations had not yet been approved, with the revision stipulating that faculty employment grievances should be processed under the president's July 31, 1973, memorandum until the regulations were approved. The revision was accepted.

An amendment was then introduced by Charles Wolfram, professor of law, on behalf of Fred Morrison of the Law School. His motion called for deletion of the recommendation that students should have the right to appeal a decision of the Campus Committee on Student Behavior directly to the Appeals Committee on Academic Freedom and Responsibility if, in the judgment of the latter body, the matter concerned academic freedom and/or responsibility. He termed the committee's recommendation a "structural defect" by giving a committee made up largely of faculty members review power over student cases. Mr. Amram responded that the recommendation had student support because there currently is no appeal from the student behavior body. Mr. Nelson was concerned that there would be difficulty in determining the prevailing body in the event of two different verdicts, and he also pointed out that the Regents would have to approve the change. Carl Auerbach, dean of the Law School, reminded the Senate that the Regents had never adopted the Academic Freedom Statement, that it had been a faculty action. The Wolfram-Morrison amendment was then approved.

Kenneth Keller, professor of chemical engineering and materials science, moved to delete the proviso that grievance review officers could not hold positions which were primarily administrative, indicating that the holding of such a position could add considerable expertise to the demands of the office and that there was no judicial aspect to the office. Mr. Amram answered that the purpose had been to eliminate department heads and select neutral persons — the decision being made in response to faculty complaints of the handling of past grievances. The Keller proposal was then defeated. After renumbering the items under section II-E-3 to sequential items a, b, c, d, Mr. Krislov introduced an amendment to (c) from Paul Murphy, professor of history and chairman of the CLA Appeals Committee on Academic Freedom and Responsibility. The section outlined the jurisdiction of the grievance committees, and his proposal narrowed the types of grievances brought by undergraduate academic employees against supervisors or academic administrators to those instances where it would be impossible to channel payment of such employees through Civil Service. His rationale was that such grievances were best settled through existing civil service grievance procedures and were inappropriate for an academic committee. Mr. Amram supported the change, and the amendment was approved. Mr. Wolfram then moved to strike out the recommendation for representation of civil service employees on all grievance committees, indicating that such representation was a new, untested concept. Mr. Amram held that this was a major issue in the policy. His committee had found an enormous number of cases covering students where Civil Service was involved. He said there was no way for such employees to make charges or to defend themselves. He indicated that the idea had been tested at Morris. When the time allocated for discussion of the entire item had been used up, Mr. Glover petitioned for two additional minutes. His motion was defeated, as was the Wolfram amendment, and the entire report, as amended, was approved.

*Educational Policy Committee* — Willard Hartup, professor of child development and chairman of the committee, presented a statement of purpose, including a policy statement, for international education at the University, and calling for a council to be established to oversee its operations. Ms. Sims spoke briefly on the difficulties experienced by students in understanding some faculty and teaching assistants who do not have a good command of the English language. Edward Silberman, professor of civil and mineral engineering, said he objected in principle to the provision of financial aid for foreign students from low-income families, pointing out the difficulty of setting standards. Mr. Hartup explained that his committee wanted to advance the idea for council consideration, and there was no intent to specify such limitations in the policy. The statement was then approved.

*Presidential Search Committee Report* — Mr. Krislov summarized the contents of a report from the presidential search committee chaired by Warren Ibele, professor of mechanical engineering, with emphasis on the fine cooperation throughout the faculty.

*Research Committee* — Robert Wirt, professor of psychiatry and chairman of the committee, moved to add to the agenda an amendment to the policy on nonregular faculty as principal investigators on research grants which was adopted at the last meeting. He explained that, through an error in transmittal, an incorrect version of one provision had been printed. Mr. Hobbie suggested that the item should be introduced as a regular item on the next Senate agenda, when there would be more senators present. At this point Mr. Krislov requested a count, and it was determined that a quorum did not exist.

The meeting was adjourned at 5:45 p.m.

GERALD R. MCKAY  
Abstractor



MB 11  
1166  
#2  
No. 7

**UNIVERSITY OF MINNESOTA**  
**THE SENATE**  
**MINUTES**

May 9, 1974

The seventh meeting of the University Senate for the year 1973-74 was convened in the auditorium of Nicholson Hall on Thursday, May 9, 1974. Checking or signing the roll as present were 93 voting members of the faculty, 15 voting members of the student body, 2 members of the Administrative Committee, and 1 nonmember.

Vice Chairman John P. Navins presided.

The following items were considered, and action was taken as indicated.

**I. MINUTES FOR NOVEMBER 29, 1973 AND JANUARY 17, 1974**

Reported for Action

*Approved*

**II. SENATE AND UNIVERSITY COMMITTEES, 1974-75**

Reported for Action (10 minutes)

**SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS:** James Preus (chairman), Fred Asher, Paul Cashman (ex officio), Joan Gordon, Paul Hagen, Donald Kahn, Blanchard Krogstad, George Robb (ex officio). New members: John Detlef, Frances Dunning, John Helmberger, Norman Kerr.

**UNIVERSITY COMMITTEE ON SOCIAL POLICY:** Frank Wood (chairman), Shirley Clark (ex officio), Ernest Coleman, James Holloway, Craig Kissock, Gisela Konopka, George Robb (ex officio), Marlowe Smaby. New member: Joanne Arnaud.

**UNIVERSITY COMMITTEE ON UNIVERSITY HONORS:** Harold Chase (ex officio), Thomas Clayton, Ed Haislet (ex officio), William McDonald, Russ Tall (ex officio), Harriet Viksna. New members: Alfred Nier (chairman), Landis Boyd, Jeanne Lupton.

**UNIVERSITY COMMITTEE ON BUSINESS AND RULES:** Russell Hobbie (chairman), Mario Bognanno, Donald Davidson, Gordon Kepner, (one ex officio to be named). New members: Susanne Fisher, Deon Stuthman, Veronica Wood.

**SENATE COMMITTEE ON EDUCATIONAL POLICY:** Willard Hartup (chairman), Rutherford Aris, Harold Chase (ex officio), Bert Ellenbogen, A. Dean Hendrickson, Stan Kegler (ex officio), Clavin Kendall, Charles McKhann. New members: John Borchert, Robert Kiste, Dwight Purdy, Pat Swan (who replaces Paul Rosenblatt who has resigned).

**UNIVERSITY COMMITTEE ON EXTENSION AND COMMUNITY PROGRAMS:** Arthur Naftalin (chairman), Roland Abraham (ex officio), Shirley Clark (ex officio), Kenneth Egertson, Betty Girling, Arnold Henjum, Sheila Koeppen, Joan Leigh, Fred Lukermann, Harold Miller (ex officio), John Moran. New members: Forrest Harris, Anna Stensland.

**UNIVERSITY COMMITTEE ON COMPUTING FACILITIES:** Frank Martin (chairman), Duane Anderson, Ronald Anderson, Dave Berg (ex officio), Donald Boyd, Angel Lopez, Frank Verbrugge (ex officio). New members: Russell Burris, David Heath.

**UNIVERSITY COMMITTEE ON INSTRUCTIONAL MATERIALS AND MEDIA:** Eugene Wright (chairman), Raymond Bohling, Robert Estelle, Alvin Ollenburger, Burton Paulu (ex officio), Willard Philipson (ex officio), Robert Raymond, Peter Roll (ex officio). New members: Richard Goldstein, Philip Salapatek.

**UNIVERSITY COMMITTEE ON SUMMER SESSIONS:** Nils Hasselmo (chairman), Shirley Clark (ex officio), Arnold Henjum, Dennis Nelson, George Rapp, Willard Thompson (ex officio), Mary Young. New members: Virginia Harris, Neal Nickerson.

**UNIVERSITY COLLEGE ASSEMBLY:** Alan Briskin, C. Frederick Farrell, Nancy Groves (ex officio), Roy Hoover, Barbara Knudson (ex officio). New members: Richard Forsythe, Richard Goodrich (who replaces Fred Lukermann who has resigned).

**UNIVERSITY COMMITTEE ON EDUCATIONAL DEVELOPMENT:** Wendell Click (chairman), Peter Roll (ex officio), Charles Walcott, Albert Yonas. New members: Clarke Chambers (who replaces Mary Corrigan who has resigned), Lorne Chanin, Mariam Frenier, Douglas Pratt (who replaces LaVell Henderson who is on leave).

**UNIVERSITY COMMITTEE ON UNIVERSITY-ROTC RELATIONSHIPS:** Frederick Adelman (ex officio), Walter Broughton (ex officio), Lawrence Bulawsky (ex officio), Harold Chase (ex officio), John Ness, Richard Poppele, Philip Raup, Ronald Violette (ex officio). New members: John Clausen, Barbara Redman (who replaces Joan Adlous who has resigned), William Rogers, John Taborn.

**SENATE COMMITTEE ON FACULTY AFFAIRS:** Mahmood Zaidi (chairman), Thomas Boman, Harold Chase (ex officio), William Kennedy, Virginia Kivits, Clare Woodward. New members: Robert Beck, Leona Classen, Leonid Hurwicz, Hugh Kabat, William Robbins.

**UNIVERSITY COMMITTEE ON TENURE:** Fred Morrison (chairman), Shirley Clark (ex officio), Grace Gray, Michael Root, Philip Tichenor. New members: David Darby (who replaces Thomas Bacig), Helen Jorstad, Thomas Straw.

**UNIVERSITY APPEALS COMMITTEE ON ACADEMIC FREEDOM AND RESPONSIBILITY:** Marian Hall (chairman), Benjamin Bayman, James Grant, James Olson, Geneva Southall. New members: James Connolly, Barry Feld.

**SENATE JUDICIAL COMMITTEE:** Charles Wolfram (chairman), Pauline Berry, David Cooperman, John Cound, Phyllis Freier, Peyton McCrary, Ellen Ordway, Constance Sullivan, Albert Tezla. New members: Nancy Crewe, Harold Finestone, John O'Leary, Clarice Olien, Frederick Van Catledge.

**SENATE LIBRARY COMMITTEE:** Lloyd Smith (chairman), George Bauer, Evelyn Hansen, Ralph Hopp (ex officio), Barbara McGinnis, Sheila McNally, Richard Morris, Paul Murphy, Wayland Noland, Leonard Wilson. New members: Andrew Ahlgren, Charles Hancher, Samuel Kirkwood.

**SENATE COMMITTEE ON RESEARCH:** Sandra Scarr-Salapatek (chairman), May Brodbeck (ex officio), John Darley, Phyllis Freier, Stephen Hedman, William Hueg (ex

officio), Stan Kegler (ex officio), James Lawver (ex officio), Albert Linck (ex officio), Thomas Post, W. B. Sundquist, Frank Ungar. New members: C. T. Johnson (ex officio), William Walton.

**UNIVERSITY COMMITTEE ON ANIMAL CARE:** (all new committee), Robert Touchberry (chairman), Edwin Haller, Eric Klinger, George Michaelsen, J. Bruce Overmier, Frederick Shideman, Dale Sorenson, Richard Varco, F. M. Waltz.

**SENATE COMMITTEE ON RESOURCES AND PLANNING:** George Milkovich (chairman), Mary Dempsey, James Gremmels, Hosni Iskander, Stan Kegler (ex officio), Albert Linck (ex officio), Betty Robinett, Stanley Wenberg (ex officio). New members: Chet Grygar (ex officio), Fred Lukermann, John Mauriel (who replaces Martin Abel who has resigned), Barbara Stuhler, Thomas Thielen.

*Approved*

### **III. SENATE COMMITTEE ON EDUCATIONAL POLICY**

**Reported for Information (45 minutes)**

#### **A POLICY ON THE EVALUATION OF UNIVERSITY TEACHING**

The University of Minnesota has a threefold mission for its faculty — teaching, scholarly and-or creative achievement, and service. Teaching is probably the most important of these missions. This policy statement is concerned with the evaluation of teaching. It has been prepared in the belief that evaluation contributes to teaching excellence and that excellent teaching should be appropriately rewarded.

Evaluation, or periodic, systematic appraisal of instruction, is imperative to the vitality of the University's teaching mission. Its force and effect can be twofold; both are equally important:

Systematic evaluation can identify and acknowledge those instructional programs and practices which best demonstrate and exemplify the philosophy and mandate of excellence. In other words, it provides an opportunity for outstanding teaching to be identified and suitably rewarded at a number of administrative or decision-making levels.

Equally significant is the potential of such a program of illuminating, with a keen diagnostic eye, those instructional situations where both instructor and students can benefit from the assistance and consultation of appropriate specialists. This can include, but not be limited to, the support services available through the Measurement Services Center, the Consulting Group on Instructional Design and other University resources.

Within a still wider framework, evaluation of teaching can be viewed as requiring an "open" system of communication, information and cooperation among students, members of the faculty and the administration.

Teaching is an enormously broad and complex enterprise which takes many forms, occurs in many settings, has many different aspects, and interacts with many other activities of faculty. Criteria applied to judgment of the quality of didactic exposition cannot be applied to small group seminars. Teachers who value affective goals as highly as cognitive goals will use techniques different from those who see their roles as deliverers of information and ideas. Evaluation of teaching cannot be done using a single set of criteria for all, a single means or a single source of information.

Information used in evaluation of teaching must come from a variety of sources in a variety of ways. Sources can include the instructor, his colleagues, his students and his administrative supervisors, past and present. Ways to obtain information may be formal or informal and include conversation, written narratives, rating scales,

analysis of audio and videotapes, and classroom interaction analysis instruments. The kind of evaluation information and the way in which it is obtained depend upon the purposes for which it is obtained.

A number of different purposes for evaluating teaching exist. Chief among these are the improvement of teaching, the making of personal decisions, and the advisement of students in course selections. Confusion about the purpose for any particular evaluation activity presents problems. If the purpose is to obtain evidence for the improvement of instruction, does the evaluation attempt to identify strengths and weaknesses in the various aspects of teaching, or does it merely rate the instructor in some way? If the purpose is to gather evidence for making a promotion, tenure or salary decision, has agreement been reached between administrator and instructor as to the performance expected? Has the instructor's assignment been clarified with respect to the mission of the unit involved? If the purpose is to help students better select courses, have all those things students must know about a course and instructor been identified? Instructors really resent being rated when the purposes are not clear and the means seem unrelated to the purposes. Problems also arise when evidence is obtained for more than one purpose at the same time, or when information obtained for one purpose is used for another.

Responsible and sensitive evaluation is tied closely to the provision of mechanisms for strengthening discovered weaknesses in instructional practice, faculty assignments, curriculum, or other factors related to the instructional climate. It is also tied to an objective and effective system for rewarding identified excellence in teaching. It must also include safeguards for the rights of those being evaluated and those making the evaluations.

#### **RECOMMENDATION 1:**

All faculty should evaluate at least one of their courses annually. Over a period of time, these evaluations should involve all types and levels of courses taught.

#### **Comment**

Faculty can benefit by invited observations by colleagues and supervisors, by student opinions obtained formally or informally, by the use of technology such as audiotape and videotape, and by measures of student achievement, among others. In most cases a combination of approaches is desirable.

#### **RECOMMENDATION 2:**

Evaluation of teaching should include some form of student opinion of the teaching effectiveness of the instructor. Other sources might include teaching colleagues, professional peers, and the instructor himself.

#### **Comment**

No single source of information or single evaluation is sufficient for support of personnel decisions in particular. Student reactions must be one component of teaching evaluation. How student reaction is to be obtained should be a departmental decision. Student evaluations should not be the sole source of information but there are compelling reasons why student evaluation is valuable:

1. The student is in a unique position to evaluate instruction day by day.
2. The student has a backdrop of experience in other courses to use as a frame of reference.
3. The student is in contact with the entire educational process as it affects him: examinations, preparation for class, bibliography, counseling and the instructional aids used.

4. Students have a right to be heard.
5. The opinions of students should be solicited as an expression of faculty confidence in them and faculty respect for their judgments.

It is also apparent that some aspects of teaching are better evaluated by colleagues.

The scholarship underlying teaching and the objectives of instruction can be judged by persons with the expert background possessed by departmental colleagues.

The instructor himself can be a valuable source of information. If the institutional attitude shows a caring for students and indicates that good teaching is valued, instructors likely will seek to:

1. Secure measures of student growth in their command of the content of the course.
2. Secure measures of value and attitude change in students.
3. Secure feedback from students about goals, processes, etc.
4. Critically analyze his techniques in a search for more effective procedures.

### **RECOMMENDATION 3:**

Since evaluation should be in terms of recognized goals, academic units should implement the Council on Liberal Education recommendation regarding faculty performance agreements.<sup>1</sup> These should be written agreements that clearly state the criteria upon which faculty will be judged at the end of the stated term of the agreement. The criteria should be developed in line with those employed by all decision making bodies having review functions with regard to faculty.

#### **Comment**

These faculty performance agreements are intended to preclude misunderstandings about what a faculty member is to be evaluated upon. They should be placed in the personnel file. Academic units should take individual differences in training and experience in teaching into account when establishing standards of expected performance. These expectations should be mutually agreed upon and clearly stated in the agreement. It is important that the criteria used by basic academic units be checked against those that might be employed by other decision making bodies such as promotion and tenure committees or salary committees. A faculty member should not be placed in the position of working faithfully to meet the criteria in a departmental performance agreement only to find a collegiate group using a different set of criteria to make a personnel decision.

### **RECOMMENDATION 4:**

The results of evaluation for personnel decision-making should be treated as confidential information to be shared by the faculty member and the decision-making bodies. Release of this information to others should be at the discretion of the faculty member.

#### **Comment**

Release to the public of the results of evaluation, particularly that which is not well designed or technically poor, can add unbearably to anxiety produced by evaluation itself. This is especially true when gathering data for instructional improvement and for rating personnel for administrative purposes is done at the same time.

### **RECOMMENDATION 5:**

The faculty reward system at all levels in the University should be so designed to insure that excellence in teaching contributes significantly to decision concerning pro-

<sup>1</sup> "Faculty," as used in this document, includes administrative officers with faculty rank.

motion and to salary increases. Documentary evidence of instructional effectiveness should be used in support of such decisions.

#### **Comment**

The kind and amount of documentation should reflect the emphasis on instruction described in the instructor's performance agreement. The kind of information gathered should be based upon the kind of instruction evaluated. No single rating scale is suitable for the complex variety of classroom practices, goals for instruction, facilities available, and class sizes found in a University of this size. The way in which evidence is gathered and the kind gathered will depend upon the purposes and the use to be made of it.

#### **RECOMMENDATION 6:**

Primary responsibility for improvement of teaching should be with the individual faculty member and with the basic academic units. The University, however, should act to increase its resources and expertise for helping both the individual faculty member and the academic units to strengthen weaknesses identified by evaluation of teaching or to improve instructional practices in general.

#### **Comment**

Such resources are now available in the University, but these are widely scattered, relatively unknown, few in number and not organized into a viable system. An example is The Consulting Group on Instructional Design. These resources need to be expanded and made part of consistent and regular programs for improvement of instruction. These programs should be visible, confidential and readily available to faculty. Their participation in such programs should be primarily voluntary in nature.

Evaluation of teaching may highlight inadequacy of resources within the University. Thus, the evaluation process may necessitate the expansion of instructional resources as well as the improvement of effort by individual faculty members.

**WILLARD HARTUP**  
Chairman

The report will be presented for action at the Senate meeting May 23, 1974.

### **IV. REPORT OF THE CONSULTATIVE COMMITTEE**

**Reported for Action (1 hour)**

#### **PROPOSED POLICY ON PROFESSIONAL CONSULTING, SERVICE ACTIVITIES, AND OTHER OUTSIDE WORK**

Report of the Ad Hoc Committee on Faculty Accountability as Revised following Senate discussion on April 18, 1974.

*Additions are indicated by ALL CAPS; deletions are indicated by underlining.*

#### **PREAMBLE**

The primary missions of the University that define the professional activities of the faculty<sup>1</sup> are teaching and learning, scholarship (including research and artistic creation), and service to the University and to the wider community. While these missions are usually complementary, they sometimes generate conflicting demands on faculty time. Fac-

<sup>1</sup> "Faculty," as used in this document, includes administrative officers with faculty rank.

ulty responsibilities for teaching, scholarship, and administration must frequently be met off campus, at odd hours, often exacting commitments of evenings and weekends.<sup>2</sup> Similarly, as faculty members respond to the needs of the wider community, they may be required to spend some time on those activities during the "ordinary" working week.

The University is obliged to see that all commitments to teaching, scholarship, and administration are met. When outside demands for the talents and expertise of its faculty may affect University service, the University has the right to regulate the response to these demands. It is the University's responsibility to monitor and in some ways limit those activities if they may: 1) interfere with a faculty member's ability to carry out his contractual responsibilities; 2) directly affect any of the University's missions, or 3) make use of University resources or facilities.

Nevertheless, employment by the University should not preclude some non-University service so long as University responsibilities are fully met. A faculty member may have a talent or be able to provide a service that can be found nowhere else in the community, and employment by the University should not prevent his making these talents or services available to a community that seeks them. Such expertise is particularly needed, for example, in many newly emerging societal concerns such as consumer protection and preservation of the environment.

Moreover, faculty members, like all citizens, have rights that are protected under the provisions of the Constitutions of the United States and the State of Minnesota. While the University, like any other employer, may place restrictions on the activity of its employees necessary to ensure performance of their contracts, it must also take care not to abridge those rights.

MANY OF THE ACTIVITIES SUBJECT TO THE PROVISIONS OF THIS POLICY ARE AN IMPORTANT PART OF THE MISSION OF THE UNIVERSITY. NO INFERENCE SHOULD BE DRAWN THAT SUCH ACTIVITIES ARE DEEMED INAPPROPRIATE OR ARE TO BE DISCOURAGED.

The intent of this policy is to: 1) identify the professional contributions and service rendered by the University to the outside community; 2) PERMIT THE ASSESSMENT OF THE INDIVIDUAL FACULTY MEMBER'S CONTRIBUTIONS IN THESE AREAS IN RELATIONSHIP TO HIS OTHER RESPONSIBILITIES; 3) establish mechanisms for assuring the accountability of the University and its faculty with respect to outside activities;<sup>3</sup> and 4) provide the ground rules which attempt to reconcile, as equitably as possible, conflicts between outside demands on faculty members' time and their varied University responsibilities.

This document synthesizes, revises, and extends policies which have grown by accretion since the initial Regents' action of 1914. Omitted from this statement is the 1914 prohibition of faculty "employment which shall bring him as an expert or in any other capacity

---

<sup>2</sup> INDEED, FACULTY LOAD STUDIES CONDUCTED OVER THE LAST FORTY YEARS HAVE CONSISTENTLY REPORTED A FIFTY-FIVE TO SIXTY HOUR WORK WEEK FOR THE AVERAGE FACULTY MEMBER. SEE FALL '73 FACULTY ACTIVITY ANALYSIS: BRIEF SUMMARY, MARCH 12, 1974, MANAGEMENT, PLANNING AND INFORMATION SERVICES; FACULTY ACTIVITIES REPORT, FALL QUARTER, 1969, BUREAU OF INSTITUTIONAL RESEARCH; AND CAREER MOTIVATIONS AND SATISFACTIONS OF COLLEGE TEACHERS, CONDUCTED UNDER A GRANT FROM THE COOPERATIVE RESEARCH PROGRAM FOR THE U.S. OFFICE OF EDUCATION, 1958.

<sup>3</sup> "Outside activities" is intended to mean work for any non-University entity whether performed outside or inside the University. TEACHING IN EXTENSION COURSES DOES NOT CONSTITUTE OUTSIDE ACTIVITY FOR THE PURPOSES OF THIS POLICY. FOR SOME UNITS, COMMUNITY CONTACT AND OUTREACH ARE PART OF THEIR UNIVERSITY RESPONSIBILITIES AND, THEREFORE, ARE NOT CONSIDERED AN OUTSIDE ACTIVITY UNDER THE TERMS OF THIS POLICY. ALL SUCH ACTIVITIES WILL BE GOVERNED BY DEPARTMENTAL, COLLEGIATE, AND OTHER UNIVERSITY POLICIES.

into antagonism to the interests of the State of Minnesota.”<sup>4</sup> It is understandable that the State of Minnesota, like any other employer, would find it objectionable for its own employees to serve interests adverse to itsSELF. However, since it is a scholar’s obligation to scrutinize proposals, programs, and policies in the light of existing knowledge, it is understandable that he may serve variously as advocate and critic. A University policy on outside professional activities prohibiting any criticism that could be construed as antagonistic to “the interests of the State” would not serve the interests of the citizens. Just as Minnesota citizens are entitled to supportive statements where government policies are perceived by faculty members to be of benefit, so, too, are they entitled to expert challenge of government policies perceived by faculty members to be in error. Such challenges may take the form of scholarly publication, legislative drafting and lobbying, or expert testimony in litigation.<sup>5</sup> Of course, any such activity must satisfy the criteria set forth in Section 1 of this policy.

Finally, a note about the scope of this policy: the policy applies to the professional activities, whether compensated or not, and to the recurring, compensated non-professional activities of the faculty undertaken for agencies or entities outside the University. Ordinarily, a full-time University faculty member is expected to forego both routine, outside professional work of a non-referral nature<sup>6</sup> and employment activities that are unrelated to his professional competence. If, however, he finds it necessary to engage in such work or in such employment, this policy requires that these activities, like all others, not intrude on his University service. Moreover, the reporting requirements and many of the other limitations on outside activity defined in this policy apply both to outside professional and non-professional activities.

FOR CERTAIN FACULTY MEMBERS, THE DISTINCTION BETWEEN COMMUNITY INVOLVEMENT AS A CITIZEN AND COMMUNITY INVOLVEMENT AS A PROFESSIONAL IS DIFFICULT TO DETERMINE. FACULTY MEMBERS MAY JUDGE THE NATURE OF THEIR INVOLVEMENT AND, IF THEY CHOOSE, BE EXEMPT FROM REPORTING CITIZEN-RELATED ACTIVITIES.

## **I. General Policy**

### **A. Application of Policy**

This policy statement applies to individuals holding appointments at the rank of instructor and above (including positions as research fellow, research associate, and general administrative officer who also holds academic rank) for the term of appointment. For those on less than 100 percent time, the policy shall be applied in a manner consistent with the individual’s University commitment.

### **B. Professional Activities**

Faculty may engage in professional activity — of a consulting or service nature, whether compensated or not, whether recurring<sup>7</sup> or not, in which: 1) the time

---

<sup>4</sup> Many important activities within the University are in conflict with the 1914 prohibition. The Law School’s Legal Aid program would be an obvious violation. Publication of an article by a faculty member arising out of service to an organization, whether he was compensated or not, which criticizes the policy of any State agency is an example of another common violation.

<sup>5</sup> The University Senate Statement on Academic Freedom and Responsibility, December 3, 1970, explicitly provides for freedom of inquiry and dissemination. “Freedom of dissemination means that the scholar has the freedom to discuss his ideas and to make them public.”

<sup>6</sup> This idea was expressed in the 1914 statement of policy as follows: “While it is not possible to draw the line definitely between professional service of an expert or consultative character and routine professional work, the University is opposed to the entrance of University (faculty) into ordinary competition in the various professional fields.”

<sup>7</sup> “Recurring” is defined as service engaged in for any one agency, business, or institution or organization for more than three days in any single term of University appointment, or when the activity continues for more than one year.



involved for the individual does not interfere with the discharge of his teaching, research, service, and administrative responsibilities to the University; and 2) the activity is related to the individual's University responsibilities; and 3) is also such as either to enhance his capacity or reputation as a teacher or scholar, or to constitute a public service.

This policy is understood to cover, for both prior approval and reporting purposes, RECURRING activities in connection with: a) any business enterprise as owner, partner, officer, director, consultant (including editorial consultant), employee, or agent; b) any public office either by election, appointment, or employment; c) any professional, scholarly, or educational institution, organization, or foundation as a trustee, officer, lecturer, representative, or continuing editor; except for those organizations which have as one of their purposes the fulfillment of collective bargaining rights for the faculty; and d) any public interest, community service, and civic, cultural, or charitable organization in a professional capacity.

The policy is understood not to include, for either prior approval or reporting purposes: a) attendance at professional meetings; b) the writing of books or articles; c) the giving of occasional lectures and speeches, participation in colloquia, symposia, site visits, and the like; and d) ad hoc refereeing of manuscripts. Nevertheless, the policy requires that these activities must meet conditions 1), 2), and 3) of this section and the conditions of all other sections of Part 1 of this policy statement.<sup>8</sup> Additionally, such activities will be governed by collegiate or academic unit policies.

#### **C. Non-Professional COMPENSATED Employment Activities**

Ordinarily it is expected that a full-time faculty member will forego employment activities that are unrelated to his professional competence, if, however, such activities must be pursued, this policy requires that: 1) the activities not interfere with the fulfillment of his University responsibilities, and, if the activities are recurring, that 2) he seek approval for and report these activities in the manner prescribed below.

#### **D. Time Limitations on Outside COMPENSATED Commitments**

In general, the outside compensated<sup>9</sup> activities of the full-time faculty member shall not exceed an average of one day per seven-day-week for the term of the appointment.<sup>10</sup> The way in which the time is scheduled shall, in the judgment of the unit administrator, be compatible with the faculty member's obligations to the University. The arrangements may, in the judgment of the unit administrator, include provisions for making up time lost; or the administrator may suggest a special contract or a reduction in University compensation. All such outside activities must satisfy all the other conditions laid down in previous and subsequent sections of this policy.

#### **E. Appearance Before Public Bodies**

Any member of the faculty who makes an appearance, either in person or by

<sup>8</sup> Appendix A gives illustrations to assist in clarifying the application of this policy.

<sup>9</sup> "Compensated" means honoraria, fees, or other benefits over the above expenses; reimbursement for expenses is not to be construed as compensation.

<sup>10</sup> For those with "B" appointments, this amounts to a maximum of 39 days in the term of appointment; for those with "A" appointments, this amounts to a maximum of 48 days in the term of appointment. Activities engaged in for less than a full day shall be treated cumulatively. THE FULL-DAY EQUIVALENCE OF ACTIVITIES CARRIED OUT IN A SERIES OF FRACTIONAL-DAY BLOCKS SHALL BE COMPUTED BY DIVIDING THE TOTAL NUMBER OF HOURS EXPENDED BY TWELVE.

way of a written communication, before any public body, commission, group, or individual, to present facts or to give an opinion respecting any issue or matter up for consideration, discussion, or action, shall make known clearly, completely, and candidly whether he is, or is not, speaking on the matter as a representative of the University. Where he is not speaking for the University, he shall either indicate that he is speaking for himself, or shall identify the sponsoring individual, corporation, or organization WHICH IN THE PRESENT OR IN THE PAST SUPPORTED HIS STUDIES OR under whose auspices he is appearing or sending the communication, and explain the conditions of his association with the sponsor.

**F. Use of the University Name**

Every member of the faculty shall refrain from using the University name for advertising purposes. A member of the faculty engaging in outside activity may identify his association with the University, but shall make clear to those who use his services TAKE CARE that the name of the University is not to be used in any way that implies endorsement or approval of the activity.

**G. Use of the Official Stationery or of the University Address**

No member of the faculty shall use the official stationery of the University, or give as a business address any building or unit of the institution in connection with: 1) outside non-professional activities, whether compensated or not; and 2) outside professional activities engaged in primarily for private rather than University-related purposes, whether compensated or not.

**H. Use of University Facilities**

No member of the faculty shall use University equipment or services for activities not connected with one's RELEVANT TO HIS University responsibilities with our first obtaining approval<sup>11</sup> from, and arranging for payment of a reasonable fee for such services with, the unit administrator, dean, and the Assistant Vice President, Business Administration, in the Office of the Vice President for Finance, Planning and Operations. Use of certain University equipment or services may not require prior approval when it is understood that such equipment or services are generally available to the University faculty for the payment of a reasonable fee.

**I. Holding Public Office**

Faculty members share with their fellow citizens the right to campaign for and to hold public office. It is expected, however, that any faculty member contemplating candidacy for elective political office or appointment to public office, where the duties of a campaign or the holding of the office would seriously interfere with the fulfillment of University responsibilities, will consult in advance with the appropriate collegiate and administrative units of the University. Consultation should focus on the question of whether or not temporary suspension of some portion of the faculty member's responsibilities can be accommodated without serious impairment of the function of the department or unit involved.

When a faculty member is appointed to or elected to public office, e.g., to the State Legislature, requiring absence from University duties for continuous periods of time of one year or less, it is anticipated that normal leave of absence procedures, or other appropriate arrangements SUCH AS A SPECIAL CONTRACT OR A REDUCED TEACHING LOAD WITH A COMMENSURATE ADJUST-

---

<sup>11</sup> B.A. Form 39.

MENT IN SALARY, for the year or portions thereof will be evoked. The faculty member shall provide to the unit administrator as much notice as possible to insure that ample time will be provided the unit to replace or otherwise arrange to meet the absent faculty member's responsibilities. Prior approval by the Board of Regents continues to be required for any full or partial leave of absence.

When a faculty member is appointed to or elected to public office requiring full-time service for a period of more than one year, e.g., to offices such as Governor, United States Representative, or United States Senator, it is expected that he will resign from the University faculty position after election. In the case of OTHER appointments which may be for indeterminate periods of time, full or partial leaves of absence may be negotiated annually, OF IF REQUESTS FOR LEAVE EXTEND BEYOND REASONABLE LIMITS, RESIGNATION MAY BE EXPECTED.

The purpose of this policy is to balance public service of University faculty with the University's primary obligations to maintain its teaching programs and foster research and creativity. At the same time, it seeks to encourage public service, including the holding of public office. It is, of course, understood that the faculty member's association with the University should not be misused in campaign activities or campaign literature.

#### **J. Prior Approval of Outside Activities**

Faculty members shall obtain prior approval, in the manner outlined in Section II, A and B below, for the following outside activities: 1) recurring, compensated non-professional activities; and 2) recurring professional activities, whether compensated or not.

#### **K. Reporting of Outside Activities**

Faculty members shall report in the manner outlined in Section II, C below: 1) all recurring, compensated non-professional activities; and 2) all outside professional activities, whether compensated or uncompensated, except those excluded in Section I-B, paragraph three.

### **II. Procedures for Approval, Reporting and Monitoring of Outside Activities**

#### **A. Prior Approval**

Prior approval of the appropriate unit administrator (department, unit, or division chairman) shall be secured for: 1) all recurring, compensated non-professional activities; and 2) all recurring, professional activities, whether compensated or not. The faculty member contemplating such activity shall initiate the request for approval.

#### **B. Procedures for Approval**

Approval forms may be obtained from the appropriate administrator and shall be submitted to that office.

1. The request form for approval shall include the following information: name of faculty member; name of client; type of outside activity involved; period of time during which such activity is to be performed; estimated amount and distribution of time, in days or fractions thereof, to be spent on the activity; whether or not this activity will be compensated; affirmation of the activity's conformity with criteria stated in Section I; and signature and date.
2. The request shall be approved or denied by the appropriate unit administrator. The faculty member may proceed on the basis of interim approval obtained

at this level. The request shall then be reviewed by the collegiate dean or campus vice provost for academic affairs and by the Academic Vice President before submission to the Regents for their review. If a denial occurs at any administrative level, the reasons for such denial shall be stated in writing. Upon denial, the faculty member may request review at the next higher administrative level.

#### **C. Procedures for Reporting**

To reflect the variety of services rendered and contributions made by the University, all faculty members shall report to their appropriate unit administrator on an annual basis: 1) all recurring, compensated, non-professional activities; and 2) all professional activities, whether compensated or not, except those excluded in Section I-B, paragraph three.

1. Forms for annual reporting of these activities shall include: name of faculty member; project description, including a statement affirming conformity with criteria stated in Section I; number of days or fractions thereof spent on the project; dates of initiation, termination of the activity, and signature and date. These reports shall be filed with the unit administrator and kept for at least five years.
2. These annual reports submitted to the appropriate unit administrator shall be summarized and distributed within the unit, and THE SUMMARY SHALL BE forwarded to the dean or academic vice provost. This annual summary shall include a statement of the numbers of denials and the reasons therefore; the summary may reflect the activity of individuals.
3. The dean or academic vice provost shall submit an annual summary of the outside activities of his unit to the Academic Vice President. This summary shall also include a statement of the numbers of denials and the reasons therefor.
4. The Academic Vice President shall maintain these records and shall make this information public in any way he deems appropriate.

#### **D. Procedures for Monitoring**

While primary monitoring responsibility and accountability is lodged in the office of the appropriate unit administrator, the Academic Vice President shall periodically review, in cooperation with the appropriate dean, a random selection of individual and unit reports in order to evaluate the approval and reporting systems.

### **III. Dissemination of Policy Statement**

- A. The Academic Vice President shall send a copy of this policy on outside activities to all faculty members at the start of each academic year.
- B. All candidates interviewed for faculty positions shall be informed of the University's policy.
- C. Copies of the current policy shall be available in the Academic Vice President's office for distribution in response to requests for information about the University's policy.

### **IV. Violation of Policy**

- A. Students, faculty, and staff may report alleged violations of this policy to the appropriate unit administrator. The unit administrator, IN CONSULTATION WITH THE FACULTY, shall take such action on the complaint as he deems

appropriate AND REPORT THE ACTION IN WRITING TO THE COMPLAINANT. If the complainant is not satisfied with the action of the unit, he may invoke the established APPROPRIATE University grievance procedures for Academic Freedom and Responsibility.

- B. Persons who are not members of the University community may report possible violations of this policy to the Office of the President.
1. The President shall transmit the complaint to the unit administrator through proper channels.
  2. The unit administrator, in consultation with the faculty, shall take such action on the complaint as he deems appropriate. The unit administrator shall transmit through the same channels a *written* statement to the Office of the President reporting the unit's evaluation and findings, including a statement of the action taken.
  3. If he concurs, the President shall report the action taken to the complainant. If not, he shall return the complaint to the unit administrator requesting additional consideration. IF THE UNIT ADMINISTRATOR IN CONSULTATION WITH THE FACULTY, CANNOT REACH A DETERMINATION WITH WHICH THE PRESIDENT CONCURS, THE UNIT ADMINISTRATOR SHALL REFER THE COMPLAINANT TO THE APPROPRIATE COLLEGIATE GRIEVANCE COMMITTEE.
- C. Faculty members who are found to be in violation of this policy may appeal such finding and any subsequent administrative action through established APPROPRIATE University grievance procedures.

Respectively submitted by

**THE AD HOC COMMITTEE ON FACULTY ACCOUNTABILITY**

John G. Darley, Chairman

Professor and Chairman, Psychology

Wendell P. Glick, Professor, English (Duluth)

Grace W. Gray, Associate Professor, Veterinary Biology

Willard W. Hartup, Professor & Director

Institute of Child Development, Education

Eric Klinger, Professor, Social Science (Morris)

Arnold Lazarow, Professor & Head, Anatomy

William P. Martin, Professor & Head, Soil Science

William E. Mishler, Assistant Professor, Scandinavian

William T. Peria, Professor, Electrical Engineering

Betty W. Robinett, Professor & Director, Linguistics

& English as a Second Language

Michael Root, Assistant Professor, Philosophy

Geneva H. Southall, Professor, Afro-American Studies

Robert A. Stein, Professor, Law

Barbara J. Stuhler, Professor & Associate Director,

World Affairs Center, CEE

Mahmood A. Zaidi, Professor, Industrial Relations Center

Maryellen Lundsten, Graduate Student, Political Science

David A. Winegar, Student, Biological Sciences

## APPENDIX A

### Illustrations of Professional Consulting Service Activities, and Other Outside Work Engaged In by University of Minnesota Faculty Members.

Outside professional activities are subject to the policy criteria that: 1) The time involved for the individual does not interfere with the discharge of teaching, research, service and administrative responsibilities to the University, and 2) The activity is related to the individual's University responsibilities, and 3) Is also such as either to enhance his capacity or reputation as a teacher and scholar, or to constitute a public service. All outside activities exclusive of private citizen activities are expected to meet all of the above criteria.

PRIOR APPROVAL AND REPORTING	REPORTING ONLY	TIME LIMITATION
Sources of Requests  Business, trade, commercial, industrial or professional practice sources in the private sector (companies, corporations, partnerships, associations, etc.)	Activities (whether compensated or not) requiring both <i>prior approval and reporting</i> if engaged in for more than 3 days per appointment term for any single agency: 1. Time spent as owner(s), partner(s), director or board member of a profit-making enterprise. 2. Continuing activity as consultant, lecturer, writer, designer, or investigator for such organizations. 3. Activity in an editorial capacity for a commercial publisher. 4. Registered lobbyist for a commercial interest group. 5. Private consultation or referral practice of a profession, specialty or art. 6. Non-referral private practice of a profession, specialty or art for a fee. (" <u>Professional moonlighting</u> ") <sup>2</sup> 7. Non-professional work of any kind for compensation or profit. (" <u>Non-professional moonlighting</u> ") <sup>2</sup>	Activities (whether compensated or not) requiring <i>reporting only</i> if engaged in for 3 days or less per appointment term for any single agency: <sup>1</sup> 1. Minor amounts of time spent as owner, partner, director or board member of a profit-making organization. 2. Occasional consultations, lectures, or workshops for such organizations. 3. Occasional reviewing of manuscripts for commercial publishers. 4. Occasional activity in the referral practice of a profession, specialty, or art. 5. Short-term testimony or lobbying on behalf of a commercial interest group.  Compensated activities which (when added together) are subject to the <i>one day per seven-day-week</i> average time limitation for the term of appointment: 1. Compensated activity as owner, partner, director or board member of a profit-making organization. 2. Compensated activity as consultant, lecturer, agent, or lobbyist for such organizations. 3. Compensated editorial or reviewing activity for commercial publishers. 4. Compensated practice of a profession, specialty or art. 5. Compensated non-professional work or employment. <sup>2</sup>
Local, state, federal or foreign government or international agency sources (legislative, executive or judicial functions; offices, councils, departments, boards, associations, etc.)	<b>IF UNDERTAKEN AS A PROFESSIONAL OR COMPENSATED NON-PROFESSIONAL ACTIVITY:</b> 1. Time spent as panel or committee member for local government (school district, county organization, metro council, etc.), state government (Dept. of Education, DNR, EQC, PCA, etc.), federal government (NSF, NAS, NRC, AID, USDA, HEW, NIH, DOD, OE, OEO, DOL, AEC, ARS, EPA, etc.) or international agency (FAO, WHO, UNESCO, etc.). 2. Activity as elected, appointed or employed officer or agent at any level of government. 3. Continuing consultant, lecturer or investigator for any organ of any level of government. 4. Continuing service as expert witness or legal counsel in court cases or commission hearings.	1. Short-term panel of committee service at any level of government. 2. Occasional consulting or lecturing activities for any governmental agency. 3. Occasional site-visits for governmental agencies. 4. Short-term testimony as expert witness in court cases or commission hearings. 5. <u>Military reserve training duty.</u> <sup>6</sup> 6. <u>Liaison officer-adviser to students on military reserve professional career training programs.</u> <sup>6</sup>  1. Compensated panel/committee activity for any level of government. 2. Compensated activity as consultant, lecturer, agent, or investigator for any level of government. 3. Compensated holding of elected/appointed office at any level of government. 4. Compensated activity in connection with any judicial proceeding.

Educational, scientific, scholarly or professional organizational sources (societies, associations, institutions, etc.)

- |   |  |  |
|---|--|--|
| <ol style="list-style-type: none"> <li>1. Appointment in an editorial capacity for technical, scholarly or scientific journals published by non-profit organizations.</li> <li>2. Continuing service on standing or ad hoc boards/committees of such organizations.</li> <li>3. Service as elected/appointed officer of such organizations.</li> <li>4. Continuing lecturer/visiting professor to other educational institutions.</li> <li>5. Continuing consultant, trainer, examiner or investigator for such organizations.</li> <li>6. Registered lobbyist for professional, scientific, or educational interest groups.</li> </ol> | <ol style="list-style-type: none"> <li>1. Occasional review of manuscripts for professional journals.*</li> <li>2. Short-term activity as committee/panel member for such organizations.*</li> <li>3. Short-term activity as consultant, trainer, examiner for such organizations.*</li> <li>4. Site-visits for such organizations.*</li> <li>5. Single lectures to professional groups or organizations.*</li> <li>6. Participation in symposia, or other program events at educational institutions or professional society meetings.*</li> <li>7. Attendance and/or presentation of papers at professional meetings.*</li> <li>8. Short-term lobbying activity for professional interest groups.</li> <li>9. Writing of articles or books, or artistic creation, within one's professional field.*</li> </ol> | <ol style="list-style-type: none"> <li>1. Compensated editorial work for professional journals.</li> <li>2. Compensated activity as officer, panel or committee member of such organizations.</li> <li>3. Compensated activity as consultant, examiner, trainer or investigator for such organizations.</li> <li>4. Compensated teaching, lectures, or participation in workshops, colloquia or short courses for such organizations.</li> <li>5. Compensated lobbying activity for professional interest groups.</li> </ol> |
|---|--|--|

Public interest, community service, civic, cultural, charitable group sources (agencies, institutes, foundations, associations, etc.)

- |  |  |   |
|--|--|---|
| <p style="text-align: center;"><b>IF UNDERTAKEN AS A PROFESSIONAL OR COMPENSATED NON-PROFESSIONAL ACTIVITY:</b></p> <ol style="list-style-type: none"> <li>1. Continuing service to alumni groups related to one's profession.</li> <li>2. Registered lobbyist for public interest groups or causes.</li> <li>3. Continuing activity as consultant or investigator for citizen or civic groups, social service agencies, cultural organizations.</li> <li>4. Continuing activity as director, trainer, organizer, officer or board member of such organizations.</li> <li>5. Significant production of written or other materials for such organizations.</li> <li>6. Holding office in any political party or campaign organization.</li> </ol> | <ol style="list-style-type: none"> <li>1. Short-term lobbying for public interest groups or causes.</li> <li>2. Profession-related activities of a short-term nature such as:             <ol style="list-style-type: none"> <li>a. Talks to special interest clubs or groups.</li> <li>b. Organization of community clinics (diagnostic, vaccination).</li> <li>c. Advising high school science fair projects, participation in career advising.</li> <li>d. Community resource volunteer for school district.</li> <li>e. Minnesota State Fair work.</li> <li>f. Preparation of articles or pamphlets for newsletters of public interest organizations.</li> </ol> </li> <li>3. Attendance at program events of public service, civic or cultural groups (unless classed as a private citizen activity).</li> <li>4. Occasional service in support of political parties or candidates (unless classed as a private citizen activity).</li> </ol> | <ol style="list-style-type: none"> <li>1. Compensated activity as a lobbyist for public interest groups.</li> <li>2. Compensated activity as officer, board member, consultant, lecturer, trainer, or producer for public interest, civic, cultural, or charitable groups.</li> </ol> |
|--|--|---|

<sup>1</sup> Asterisk (\*) indicates activities requiring reporting only, even if engaged in for more than three days per term of appointment.

<sup>2</sup> "Ordinarily, a full-time faculty member is expected to forego both routine, outside professional work of a non-refereed nature and employment activities that are unrelated to his professional competence." Preamble to the Policy Statement.

A suggestion was accepted that final vote on the policy would be made at the May 23, 1974 meeting.

The following amendments, which are incorporated in the body of the policy, were approved:

Add to Section I-B, paragraph 2, c): except for those organizations which have as one of their purposes the fulfillment of collective bargaining rights for the faculty; and

Section I-B, paragraph 3 to read: "The policy is understood not to include, for either prior approval or reporting purposes: a) attendance at professional meetings; b) the writing of books or articles; c) the giving of occasional lectures and speeches, participation in colloquia, symposia, site visits, and the like; and d) ad hoc refereeing of manuscripts. Nevertheless, the policy requires that these activities must meet conditions 1), 2), and 3) of this section and the conditions of all other sections of Part I of this policy

statement. Additionally, such activities will be governed by collegiate or academic unit policies.”

Section I-K, item 2 to read: “2) all outside professional activities, whether compensated or uncompensated, except those excluded in Section I-B, paragraph three.”

Section II-C, item 2 to read: “2) all professional activities, whether compensated or not, except those excluded in Section I-B, paragraph three.”

## **V. OLD BUSINESS**

None.

## **VI. NEW BUSINESS**

None.

The University Senate adjourned.

**MARILEE WARD**  
**Acting Clerk of the Senate**



## Appendix

### ABSTRACT OF DISCUSSION

The meeting was called to order at 3:30 p.m. in Nicholson Hall auditorium by Jack Navins, vice chairman.

*Minutes* — Minutes of the November 29 and January 17 meetings were approved.

*Senate and University Committees, 1974-75* — Membership of next year's committees was approved.

*Educational Policy Committee* — Willard Hartup, professor and director of child development and chairman of the committee, presented a policy on the evaluation of University teaching, which was drawn up by a subcommittee chaired by Dean Hendrickson, associate professor of secondary education, UMD. He pointed out that the report was not to be confused with the assignment to the task force on teaching chaired by Robert Brasted. There were three features of the report: that the process of evaluation was viewed as pluralistic; that the process of evaluation, in order to be effective, must be linked to decisions on promotion and salary; and that the University should provide funding for assisting in putting the recommendations into effect.

Toni McNaron, associate professor of English and coordinator of women's programs, urged that language in the document be changed to include feminine pronouns, citing the University as an equal opportunity and affirmative action employer. In addition, she objected to the statement that criteria applied in evaluating quality of didactic exposition could not be applied to small group seminars. She further called for evaluations to be made of more than one course where courses were related. Mr. Hartup pointed out that the committee suggested one course as a minimum for annual review. Ron Abrams, student member of the committee, said he would introduce language to effect Ms. McNaron's proposal for pronoun additions before the Senate acted on the policy. He added that he hoped the faculty would view the policy as an effort to help them improve teaching. Sam Krislov, professor of political science, said he would introduce an amendment at the May 23 meeting calling for units to develop a plan for compulsory evaluation of undergraduate courses beginning in 1975. Elaine Parent, student member of the committee, said the intent had been to evaluate graduate seminars, but that it was felt there was no single criterion applicable. Robert Touchberry, professor and head of animal science, said that every course should be evaluated to prevent any kind of selective pattern. Also, he proposed that every student should be required to fill out an evaluation to ensure complete, not selective, results. Finally, he urged that results should be shared with faculty members of each department.

*Consultative Committee Report* — Before John Darley, professor and head of psychology and chairman of the ad hoc Committee on Faculty Accountability, introduced his committee's report, Russell Hobbie, professor of physics and chairman of the Business and Rules Committee, suggested that the final vote should be made at the May 23 Senate meeting, at which time the report, as amended, would be presented. Included would be any proposed amendments received by May 13. That proposal was accepted by the Senate. Sections were then taken up one by one by Mr. Darley. Mr. Zaidi introduced an amendment proposed by Mr. Hartup, Betty Robinett, professor of linguistics, and himself. It excluded the obligation to report certain activities which he and Mr. Hartup claimed would impose an unnecessary burden on faculty and administrative officers, and they urged that collection of such data be at the department level. Michael Root, assistant professor of philosophy, opposed the amendment, pointing out that a monitoring device was needed to ensure that outside compensated commitments stayed within the time restrictions. It was also the aim of the report, he said, to reflect prop-

erly the contributions of faculty members, and would serve as a public relations tool as well. Russell Hobbie, professor of physics, spoke for the amendment, pointing out that there were required internal activities that would be labeled as outside activities in the policy. Robert Stein, professor of law, opposed the amendment, indicating that the committee felt it would weaken the document. He held that the Preamble explained the relation of such activities to the mission of the University, and he urged that a reporting mechanism would serve a useful purpose. At this point there was a call for the question, and the amendment with its two corollary amendments was approved.

Hyman Berman, professor of history, proposed to exclude from the prior approval and reporting requirements recurring activities in connection with organizations engaged in activities related to collective bargaining rights for the faculty. Mr. Darley said there was no intent to restrict activities in that area and felt the amendment was not necessary. John Dahler, professor of chemical engineering and materials science, suggested deleting from the requirements recurring activities in connection with professional, scholarly, or educational institutions as well as activities, involving public interest and community service. The chair ruled the motion out of order, and the Berman amendment was approved.

Donald Kahn, associate professor of mathematics, asked for a definition of citizen-related activity and asked who would make the decision on what kinds of activities would qualify. Mr. Darley said the burden would be on the unit administrator, and he pointed out that the Appendix provided guidance. A UMD senator asked whether the policy presumed the faculty member served on a 24-hour day, 7 days-a-week basis. Mr. Darley said the committee had difficulty in that area but that it decided that the final wording in the time limitations section provided the best yardstick. Mr. Krislov contended that it would be difficult to obtain prior approval in some instances of community service. Mr. Stein said that that section was in accord with the current policy. Mr. Dahler then moved for deletion of the two sections referred to earlier, indicating they were not appropriate to the rule covering the previous two activities. Mr. Root spoke against the motion, reminding the Senate that its members were operating under the current policy and that the committee's assignment had been to develop a method of monitoring so there would be assurance that faculty members meet their contractual obligations. Mr. Hartup also opposed the motion, pointing out that the emphasis was on recurring activities and that any activities in those categories would have to represent a substantial commitment of time and should be on record. At this point Mr. Krislov moved to extend discussion time on the item by 15 minutes, which was approved. The Dahler motion was then defeated.

William Zimmerman, professor of physics and astronomy, asked whether faculty could engage only in professional activities outlined in the section covering that subject and whether other professional activities that were outside the University on non-University time were to be excluded. Mr. Darley responded that the proposed policy did not apply to avocational activities. Tom Bacig, assistant professor of English, UMD, was concerned about encroachment of civil rights by requiring prior approval to be an office holder. Mr. Stein admitted the policy would impose some limitation on civil liberties, but the 1914 policy indicated the University as an employer had that right. Holding political office could produce a conflict which would limit a person's effectiveness as a teacher; a noncompensated political office within a party, however, would not come under the policy. At this point the Senate approved a 10-minute extension of the discussion period. Kenneth Keller, professor of chemical engineering and materials science, asked why Continuing Education and Extension activities were excluded. Mr. Darley replied that such activities as those performed by members of the Agricultural Extension Division, for example, were clearly part of their contractual obligations, and their activities should be governed at the departmental level.

The meeting adjourned at 5:25 p.m., following a motion by Mr. Hobbie to recess until May 16 at 3:15 in Nicholson Hall auditorium for an informal meeting, with telephone hookup to the coordinate campuses to continue the discussion.

**GERALD MCKAY**  
**Abstractor**



*mBM*  
*1966*

UNIVERSITY OF MINNESOTA

SENATE

MINUTES

May 23 and May 30, 1974

The eighth and ninth meetings of the University Senate were convened in the auditorium of Nicholson Hall on Thursday, May 23, and Thursday, May 30, 1974. Checking or signing the roll as present at the May 23 meeting were 96 voting members of the faculty, 20 voting members of the student body, 2 members of the Administrative Committee, and 4 nonmembers. Checking or signing the roll as present at the May 30 meeting were 98 voting members of the faculty, 15 voting members of the student body, 2 members of the Administrative Committee, and 4 nonmembers.

The special meeting on May 30 was scheduled due to the length of the agenda for the May 23, 1974, meeting.

Vice Chairman John P. Navins presided.

The following items were considered, and action was taken as indicated.

I. UNIVERSITY SENATE  
1974-75

ELECTED FACULTY

Unit	Term	Unit	Term
Alexander, John	.07 74-77	Cavert, H. Mead	.16 73-76
Anderson, John S.	.02 74-77	Chamberlin, Thomas W.	.06 74-75
Baeumler, Walter	.06 72-75	Chou, Shelley	.16 72-75
Baker, Donald G.	.01 73-76	Clayton, Thomas S.	.14 73-76
Barber, Donald	.20 74-77	Collier, Raymond	.07 72-75
Bear, W. Forrest	.01 74-77	Corcoran, Mary	.07 73-76
Beck, Robert	.07 73-76	Corcoran, Sheila	.18 73-75
Benson, Ellis	.16 72-75	Crawford, Dean A.	.06 74-77
Berglund, Duane	.25 74-76	Cushing, Edward	.02 72-75
Berman, Hyman	.14 73-76	Dahl, Reynold P.	.01 74-75
Berninghausen, David K.	.14 74-77	Dahler, John S.	.21 73-76
Berrisford, Paul	.24 73-76	Darley, John G.	.14 72-75
Berry, Donald A.	.14 74-77	Donchenko, Adele K.	.14 72-75
Blackshear, Perry	.21 72-75	Doyle, Margaret	.12 74-77
Blake, George	.01 73-76	Duke, Gary	.23 72-75
Bognanno, Mario	.03 72-75	Dworkin, Martin	.16 73-76
Boman, Thomas C.	.06 73-76	Dykstra, Robert	.07 72-75
Brasted, Robert	.21 73-76	Egertson, Kenneth E.	.01 73-76
Brown, David M.	.16 74-77	Evans, Robert	.06 73-76
Burgstahler, Sylvan	.06 73-76	Fenton, Eleanor	.08 73-76
Campbell, Randy	.25 74-76	Franklin, Ernie	.04 74-77

	Unit	Term		Unit	Term
Fredericks, Eldon E.	.01	74-75	Morrison, Fred	.13	73-76
Fredricks, Virginia	.14	73-76	Moss, Jerome	.07	74-77
Gallagher, Natalie	.12	74-76	Murphy, Paul L.	.14	73-76
Gasiorowicz, Stephen	.21	73-76	Murthy, V. Rama	.21	74-77
Gedgaudas, Eugene	.16	72-75	Nash, Katherine	.14	74-77
Gillmor, Donald M.	.14	74-77	Nelson, Marion J.	.14	73-76
Goodrich, Richard D.	.01	72-75	Ney, Edward	.21	72-75
Green, Leon W.	.21	74-77	Noble, David W.	.14	72-75
Gremmels, James	.17	73-76	Ojakangas, Richard W.	.06	74-77
Griffin, Edward	.14	74-77	Oliphant, Robert	.13	72-75
Hafner, A. Jack	.16	74-77	Paradise, Bill	.04	74-77
Hallgren, Alvin R.	.09	74-77	Patermann, Maria	.24	74-77
Hamermesh, Morton	.21	72-75	Piche, Gene	.07	72-75
Harein, Phillip K.	.01	74-77	Plunkett, Robert	.21	74-77
Harmon, Craig	.04	73-76	Quie, Paul	.16	72-75
Hart, Nathaniel	.17	72-75	Rausch, Verna	.16	74-77
Hartup, Willard	.07	74-77	Rest, James	.07	74-75
Hasselmo, Nils	.14	72-75	Rippie, Edward G.	.12	74-75
Heller, Walter W.	.14	74-77	Robinett, Betty W.	.14	74-77
Hinding, Andrea	.24	73-76	Robinson, Peter H.	.14	72-75
Hirsh, Merle	.17	74-77	Rubenstein, Irwin	.02	74-77
Hobbie, Russell	.21	74-77	Scarr-Salapatek, Sandra	.07	73-76
Hoelmer, Kathy	.25	74-77	Schofield, William	.16	74-77
Holum, Katherine	.24	76-77	Scott, Thomas M.	.14	73-76
Hurwicz, Leonid	.14	72-75	Shepherd, W. G.	.21	74-77
Johnson, Donald W.	.23	73-76	Shideman, Frederick	.16	73-76
Johnson, Herbert W.	.01	74-77	Sigmund, Charles	.10	72-75
Johnson, Joann M.	.06	74-77	Silberman, Edward	.21	72-75
Johnson, Kenneth	.23	73-76	Sime, Alice Marilyn	.18	74-77
Johnson, Walter K.	.21	74-77	Soulen, Thomas	.02	73-76
Keith, Donald	.04	72-75	Spradley, Barbara	.20	73-76
Kennedy, Bill W.	.01	73-76	Stahl, Alice	.24	72-75
Krivit, William	.16	72-75	Stockdale, William	.10	74-77
Krogstad, Blanchard O.	.06	73-76	Sullivan, Constance	.14	74-77
Kroll, Patrick	.10	74-77	Stuhler, Barbara	.08	72-75
Kumar, K. S. P.	.21	73-76	Swanson, Harold B.	.01	74-77
Kurzman, Marc G.	.19	74-75	Thompson, Larry C.	.06	74-77
Lambert, Robert F.	.21	73-76	Tichenor, Phillip J.	.14	72-75
Lammers, Ray	.17	72-75	Till, Michael	.05	72-75
Lassman, Frank N.	.16	74-77	Touchberry, Robert W.	.01	72-75
Levitt, Seymour	.16	73-76	Turnbull, John G.	.14	73-76
Livingston, Ellis N.	.06	74-77	Turner, John E.	.14	72-75
Lofquist, Lloyd	.14	73-76	Underwood, Ted	.17	72-75
Lukermann, Fred E.	.14	74-77	Veninga, Robert	.20	72-75
Mace, Arnett	.09	72-75	Vose, David A.	.06	72-75
Maclear, James F.	.06	72-75	Webb, John W.	.14	74-77
Macy, Janet K.	.01	74-77	Weckwerth, Vernon	.20	74-77
Martens, Leslie	.05	73-76	Weinberger, Hans	.21	72-75
Mason, Homer Eugene	.14	74-77	Weiss, Gerhard	.14	74-77
Mather, George	.23	74-77	Wertz, John E.	.21	74-77
Matson, Harold	.25	74-77	Whitman, Andrew F.	.03	74-77
McKinnon, Jane P.	.01	72-75	Williams, Howard	.07	74-77
McLaughlin, Charles	.14	73-76	Witzig, Frederick T.	.06	73-76
McNaron, Toni	.14	72-75	Zaidi, Mahmood A.	.03	73-76
McPherson, James R.	.15	74-75	Zimmerman, Kenneth	.11	74-75
Moller, Karlind	.05	74-77	Zottola, Edmund A.	.01	73-76
Mooney, Harold M.	.21	73-76			

## FACULTY CONSULTATIVE COMMITTEE

Reisman, Leon, Chairman  
 Abbott, Robinson  
 Aris, Rutherford  
 Corcoran, Mary  
 Glick, Wendell

Henderson, LaVell  
 Murphy, Paul  
 Rasmusson, Donald  
 Watson, Dennis

## ELECTED STUDENTS 1974-75

	Unit	Term		Unit	Term
Anderson, David	.03	74-75	Malter, Mike	.10	74-75
Anderson, Judith	.13	74-75	Marsden, Richard	.01	74-75
Ballesteros, Albert	.11	74-75	Morris, Charisse	.14	74-75
Bantle, Lee	.14	74-75	Myhre, Sandra	.14	74-75
Beato, Paulina	.11	74-75	Nelson, Jeffrey A.	.06	74-75
Bland, David	.14	74-75	Nelson, Rod	.11	74-75
Cameron, Peter J.	.06	74-75	Palecek, Lowell	.21	74-75
Chapin, Carroll L.	.08	74-75	Peterson, Gene	.09	74-75
Christensen, Katie	.14	74-75	Peterson, Wayne	.21	74-75
Ciabattari, John	.14	74-75	Plunkett, Robert	.14	74-75
Elliot, Bob	.23	74-75	Porter, Ken	.04	74-75
Engstrand, Gary	.11	74-75	Potach, Steve	.14	74-75
Flanders, Shelley A.	.06	74-75	Provost, Mark	.14	74-75
Franklin, Mark	.17	74-75	Renquist, Steven C.	.08	74-75
Froome, Mary Ann	.08	74-75	Renz, Lynne	.21	74-75
Glover, Johnny	.14	74-75	Reyers, Jan	.14	74-75
Goertz, Roxanne	.21	74-75	Sanders, Teresa	.25	74-75
Goffin, Erin	.10	74-75	Scherer, David	.25	74-75
Graham, Garbeth	.05	74-75	Schleck, John C.	.08	74-75
Hartley, Jane	.14	74-75	Serra, Enrique	.11	74-75
Hastings, John D.	.06	74-75	Shobowale, Lekan	.11	74-75
Held, Stephanie	.07	74-75	Smith, David	.16	74-75
Hoffman, Tom	.07	74-75	Spence, Pamela	.14	74-75
Hunt, Steve	.17	74-75	Stoner, Carol	.02	74-75
Iverson, Jerry L.	.08	74-75	Tapio, David R.	.08	74-75
Jacobsen, Brent	.04	74-75	Wachtler, Diane	.11	74-75
Jones, Robert B.	.08	74-75	Watson, Laurel J.	.06	74-75
Kelly, Kathy	.22	74-75	Wegerson, Kristan A.	.06	74-75
Koste, Louise	.14	74-75	Weigle, Peggy L.	.08	74-75
Kucera, Ann	.12	74-75	Williams, Sue	.18	74-75
Kurth, W. Paul	.07	74-75	Wray, Teresa	.14	74-75
Lagaard, Steven	.14	74-75	Zoebisch, Ann	.19	74-75
Langlie, Michael	.17	74-75			

## STUDENT CONSULTATIVE COMMITTEE

English, Mark, Chairman  
 Bugbee, Paul  
 Johnson, Valerie

Knight, Patricia  
 March, Barbara Ann  
 Sims, Kathy

## II. SENATE AND UNIVERSITY COMMITTEES, 1973-74

### Reported for Action (10 minutes)

**Senate Task Force on Developing and Encouraging Excellence in Teaching:** Add Charles Tatum. Students: Add Bill Maxey and Paul Stembler.

**University Committee on Human Subjects in Research:** Students: Add Paul Trites, Jeff Nipper, Paul Burtness, Barry Hoffmaster, Linda Aspnes, William Ball, Gene Rogstad.

**University Committee on Tenure:** Students: Add Patricia Strike and Gary Engstrand.

*Approved*

## III. SENATE COMMITTEE ON RESEARCH

### Reported for Action (10 minutes)

Amendment to the PROPOSED POLICY ON NON-REGULAR FACULTY AS PRINCIPAL INVESTIGATORS ON RESEARCH GRANTS AND PROJECTS that was approved at the February 28, 1974, Senate meeting.

**Section 1** (As approved at February 28, 1974, Senate meeting.)

(6) If the University is limited by the regulations of the funding agency in the number of applications which may be submitted or if the Academic Vice President, the Dean of the Graduate School, or the Dean of the relevant college have reason to believe the funding agency uses a quota system that in effect rations funds among various receiving agencies, applications in which the non-regular faculty are principal investigators will have lowest priority within the University. This low priority may mean that the proposal will not be forwarded from the University to the proposed funding agency.

Substitute the following:

(6) The appointment of non-regular faculty to positions as principal investigators in no way affects the rights, claims, and duties of non-regular faculty as specified in the tenure code sections 1, 4, 10, and 14. In particular, it does not imply any commitment on the part of the University to any appointment in the University after the end of the research project (See Section 10, Tenure Code).

**ROBERT WIRT**  
Chairman

*Approved*

## IV. COMMITTEE ON BUSINESS AND RULES

### 1. Reported for Action (15 minutes)

AMEND THE CONSTITUTION Article III, Section 5:

**New Section 5** (renumber the remaining sections in Article III)



## 5. Removal for neglect of meetings

- a. A member of the Senate shall be said to have neglected a meeting if the member does not attend and does not provide an alternate and does not notify the clerk, in writing, of the impending absence.
- b. A member of the Faculty Senate shall forfeit membership by neglecting three consecutive meetings of the University Senate. A member of the Student Senate shall forfeit membership by neglecting two consecutive meetings of the University Senate.
- c. The clerk of the Senate shall notify any member who will forfeit Senate membership by neglecting the next meeting of the Senate.
- d. A member of the Senate who holds membership in the Faculty or Student Senate, a Campus Assembly, a Campus Faculty Assembly or a Campus Student Assembly by virtue of holding membership in the Senate, shall forfeit Senate membership if membership in the other body is forfeited by failure to satisfy attendance criteria specified in the Constitution or Bylaws of the body.
- e. A member whose membership has been forfeited may appeal to the Consultative Committee for reinstatement.

A motion to delete "d" was *defeated*.

The amendment then received a majority of the votes and was scheduled for a second reading at the next meeting (May 30, 1974).

At the May 30 meeting, a motion to refer this matter back to the Committee on Business and Rules to incorporate the following amendment was *defeated*:

Add the following language at the end of part "d" of the proposed new Article III, Section 5, of the Constitution: ". . . provided that such criteria are the same as those specified under points a, b c and e of this Section."

The Senate then voted on the original amendment to the Constitution which received seven votes less than the majority and was, therefore, *defeated*.

## 2. Reported for Information

Wendell Glick was elected to the Consultative Committee from Duluth.

**RUSSELL K. HOBBIE**  
Chairman

*Accepted*

## V. REPORT OF THE JUDICIAL COMMITTEE

### Reported for Action (10 minutes)

AMEND THE BYLAWS Article II, Section 1:

#### **Amendment in bold**

1. All committees of the Senate shall keep records of their meetings and proceedings. Copies of these records shall be placed on file with the clerk of the Senate and shall be available for inspection by members of the Senate or by others at the discretion of the Senate Consultative Committee. **At the discretion of the Senate Consultative Committee, minutes of committees whose minutes may contain detailed information about individuals may be deposited only with the President of the University and shall be open to inspection only by persons authorized in writ-**

ing by the Chairman of the Senate Consultative Committee. In cases where provision has thus been made for confidential treatment of committee minutes, the committee involved shall prepare and file with the clerk of the Senate a version of the minutes of the committee meetings that contains all information other than detailed information about individuals.

CHARLES WOLFRAM  
Chairman

*Approved*

## VI. REPORT OF THE CONSULTATIVE COMMITTEE

### Reported for Action by the University Senate (45 minutes) And Later by the Faculty Senate

#### *Proposed Policy on Professional Consulting, Service Activities, and Other Outside Work*

Report of the Ad Hoc Committee on Faculty Accountability as revised following Senate discussion on April 18, 1974.

Additions are indicated by ALL CAPS; deletions are indicated by underlining.

#### Preamble

The primary missions of the University that define the professional activities of the faculty<sup>1</sup> are teaching and learning, scholarship (including research and artistic creation), and service to the University and to the wider community. While these missions are usually complementary, they sometimes generate conflicting demands on faculty time. Faculty responsibilities for teaching, scholarship, and administration must frequently be met off campus, at odd hours, often exacting commitments of evenings and weekends.<sup>2</sup> Similarly, as faculty members respond to the needs of the wider community, they may be required to spend some time on those activities during the "ordinary" working week.

The University is obliged to see that all commitments to teaching, scholarship, and administration are met. When outside demands for the talents and expertise of its faculty may affect University service, the University has the right to regulate the response to these demands. It is the University's responsibility to monitor and in some ways limit those activities if they may: 1) interfere with a faculty member's ability to carry out his contractual responsibilities; 2) directly affect any of the University's missions, or 3) make use of University resources or facilities.

Nevertheless, employment by the University should not preclude some non-University service so long as University responsibilities are fully met. A faculty member may have a talent or be able to provide a service that can be found no-

---

<sup>1</sup>"Faculty," as used in this document, includes administrative officers with faculty rank.

<sup>2</sup>INDEED, FACULTY LOAD STUDIES CONDUCTED OVER THE LAST 40 YEARS HAVE CONSISTENTLY REPORTED A 55 TO 60 HOUR WORK WEEK FOR THE AVERAGE FACULTY MEMBER. SEE FALL '73 FACULTY ACTIVITY ANALYSIS: BRIEF SUMMARY, MARCH 12, 1974, MANAGEMENT, PLANNING AND INFORMATION SERVICES; FACULTY ACTIVITIES REPORT, FALL QUARTER, 1969, BUREAU OF INSTITUTIONAL RESEARCH; AND CAREER MOTIVATIONS AND SATISFACTIONS OF COLLEGE TEACHERS, CONDUCTED UNDER A GRANT FROM THE COOPERATIVE RESEARCH PROGRAM FOR THE U.S. OFFICE OF EDUCATION, 1958.

where else in the community, and employment by the University should not prevent his making these talents or services available to a community that seeks them. Such expertise is particularly needed, for example, in many newly emerging societal concerns such as consumer protection and preservation of the environment.

Moreover, faculty members, like all citizens, have rights that are protected under the provisions of the Constitutions of the United States and the state of Minnesota. While the University, like any other employer, may place restrictions on the activity of its employees necessary to ensure performance of their contracts, it must also take care not to abridge those rights.

**MANY OF THE ACTIVITIES SUBJECT TO THE PROVISIONS OF THIS POLICY ARE AN IMPORTANT PART OF THE MISSION OF THE UNIVERSITY. NO INFERENCE SHOULD BE DRAWN THAT SUCH ACTIVITIES ARE DEEMED INAPPROPRIATE OR ARE TO BE DISCOURAGED.**

The intent of this policy is to: 1) identify the professional contributions and service rendered by the University to the outside community; 2) PERMIT THE ASSESSMENT OF THE INDIVIDUAL FACULTY MEMBER'S CONTRIBUTIONS IN THESE AREAS IN RELATIONSHIP TO HIS OTHER UNIVERSITY RESPONSIBILITIES; 3) establish mechanisms for assuring the accountability of the University and its faculty with respect to outside activities;<sup>3</sup> and 4) provide the ground rules which attempt to reconcile, as equitably as possible, conflicts between outside demands on faculty members' time and their varied University responsibilities.

This document synthesizes, revises, and extends policies which have grown by accretion since the initial Regents' action of 1914. Omitted from this statement is the 1914 prohibition on faculty "employment which shall bring him as an expert or in any other capacity into antagonism to the interests of the state of Minnesota."<sup>4</sup> It is understandable that the state of Minnesota, like any other employer, would find it objectionable for its own employees to serve interests adverse to itSELF. However, since it is a scholar's obligation to scrutinize proposals, programs, and policies in the light of existing knowledge, it is understandable that he may serve variously as advocate and critic. A University policy on outside professional activities prohibiting any criticism that could be construed as antagonistic to "the interests of the state" would not serve the interests of the citizens. Just as Minnesota citizens are entitled to supportive statements where government policies are perceived by faculty members to be of benefit, so, too, are they entitled to expert challenge of government policies perceived by faculty members to be in error. Such challenges may take the form of scholarly publication, legislative drafting and lobbying, or expert testimony in litigation.<sup>5</sup> Of course, any such activity must satisfy the criteria set forth in Section I of this policy.

Finally, a note about the scope of this policy: the policy applies to the professional activities, whether compensated or not, and to the recurring, compensated

---

<sup>3</sup>"Outside activities" is intended to mean work for any non-University entity whether performed outside or inside the University. TEACHING IN EXTENSION COURSES DOES NOT CONSTITUTE OUTSIDE ACTIVITY FOR THE PURPOSES OF THIS POLICY. FOR SOME UNITS, COMMUNITY CONTACT AND OUTREACH ARE PART OF THEIR UNIVERSITY RESPONSIBILITIES AND, THEREFORE, ARE NOT CONSIDERED AN OUTSIDE ACTIVITY UNDER THE TERMS OF THIS POLICY. ALL SUCH ACTIVITIES WILL BE GOVERNED BY DEPARTMENTAL, COLLEGIATE, AND OTHER UNIVERSITY POLICIES.

<sup>4</sup>Many important activities within the University are in conflict with the 1914 prohibition. The Law School's Legal Aid program would be an obvious violation. Publication of an article by a faculty member arising out of service to an organization, whether he was compensated or not, which criticizes the policy of any state agency is an example of another common violation.

<sup>5</sup>The University Senate Statement on Academic Freedom and Responsibility, December 3, 1970, explicitly provides for freedom of inquiry and dissemination. "Freedom of dissemination means that the scholar has the freedom to discuss his ideas and to make them public."

nonprofessional activities of the faculty undertaken for agencies or entities outside the University. Ordinarily, a full-time University faculty member is expected to forego both routine outside professional work of a nonreferral nature<sup>6</sup> and employment activities that are unrelated to his professional competence. If, however, he finds it necessary to engage in such work or in such employment, this policy requires that these activities, like all others, not intrude on his University service. Moreover, the reporting requirements and many of the other limitations on outside activity defined in this policy apply both to outside professional and nonprofessional activities.

FOR CERTAIN FACULTY MEMBERS, THE DISTINCTION BETWEEN COMMUNITY INVOLVEMENT AS A CITIZEN AND COMMUNITY INVOLVEMENT AS A PROFESSIONAL IS DIFFICULT TO DETERMINE. FACULTY MEMBERS MAY JUDGE THE NATURE OF THEIR INVOLVEMENT AND, IF THEY CHOOSE, BE EXEMPT FROM REPORTING CITIZEN-RELATED ACTIVITIES.

## **I. General Policy**

### **A. Application of Policy**

This policy statement applies to individuals holding appointments at the rank of instructor and above (including positions as research fellow, research associate, and general administrative officer who also holds academic rank) for the term of appointment. For those on less than 100 percent time, the policy shall be applied in a manner consistent with the individual's University commitment.

### **B. Professional Activities**

Faculty may engage in professional activity—of a consulting or service nature, whether compensated or not, whether recurring,<sup>7</sup> or not, in which: 1) the time involved for the individual does not interfere with the discharge of his teaching, research, service, and administrative responsibilities to the University; and 2) the activity is related to the individual's University responsibilities; and 3) is also such as either to enhance his capacity or reputation as a teacher or scholar, or to constitute a public service.

This policy is understood to cover, for both prior approval and reporting purposes, **RECURRING** activities in connection with: a) any business enterprise as owner, partner, officer, director, consultant (including editorial consultant), employee, or agent; b) any public office either by election, appointment, or employment; c) any professional, scholarly, or educational institution, organization, or foundation as a trustee, officer, lecturer, representative, or continuing editor, except for those organizations which have as one of their purposes the fulfillment of collective bargaining rights for the faculty; and d) any public interest, community service, and civic, cultural, or charitable organization in a professional capacity.

The policy is understood not to include, for either prior approval or reporting purposes: a) attendance at professional meetings; b) the writing of books or articles; c) the giving of occasional lectures and speeches, participation in col-

---

<sup>6</sup>This idea was expressed in the 1914 statement of policy as follows: "While it is not possible to draw the line definitely between professional service of an expert of consultative character and routine professional work, the University is opposed to the entrance of University (faculty) in ordinary competition in the various professional fields."

<sup>7</sup>"Recurring" is defined as service engaged in for any one agency, business, institution or organization for more than 3 days in any single term of University appointment, or when the activity continues for more than 1 year.

loquia, symposia, site visits, and the like; and d) ad hoc refereeing of manuscripts. Nevertheless, the policy requires that these activities must meet conditions 1), 2), and 3) of this section and the conditions of all other sections of Part I of this policy statement.<sup>8</sup> Additionally, such activities will be governed by collegiate or academic unit policies.

**C. Nonprofessional COMPENSATED Employment Activities**

Ordinarily it is expected that a full-time faculty member will forego employment activities that are unrelated to his professional competence. If, however, such activities must be pursued, this policy requires that: 1) the activities not interfere with the fulfillment of his University responsibilities, and, if the activities are recurring, that 2) he seek approval for and report these activities in the manner prescribed below.

**D. Time Limitations on Outside COMPENSATED Commitments**

In general, the outside compensated<sup>9</sup> activities of the full-time faculty member shall not exceed an average of 1 day per 7-day-week for the term of the appointment.<sup>10</sup> The way in which the time is scheduled shall, in the judgment of the unit administrator, be compatible with the faculty member's obligations to the University. The arrangements may, in the judgment of the unit administrator, include provisions for making up time lost; or the administrator may suggest a special contract or a reduction in University compensation. All such outside activities must satisfy all the other conditions laid down in previous and subsequent sections of this policy.

**E. Appearance Before Public Bodies**

Any member of the faculty who makes an appearance, either in person or by way of a written communication, before any public body, commission, group, or individual, to present facts or to give an opinion respecting any issue or matter up for consideration, discussion, or action, shall make known clearly, completely, and candidly whether he is, or is not, speaking on the matter as a representative of the University. Where he is not speaking for the University, he shall either indicate that he is speaking for himself, or shall identify the sponsoring individual, corporation, or organization WHICH IN THE PRESENT OR IN THE PAST SUPPORTED HIS STUDIES OR under whose auspices he is appearing or sending the communication, and explain the conditions of his association with the sponsor.

**F. Use of the University Name**

Every member of the faculty shall refrain from using the University name for advertising purposes. A member of the faculty engaging in outside activity may identify his association with the University, but shall make clear to those who use his services TAKE CARE that the name of the University is not to be used in any way that implies endorsement or approval of the activity.

**G. Use of the Official Stationery or of the University Address**

No member of the faculty shall use the official stationery of the University, or

---

<sup>8</sup>Appendix A gives illustrations to assist in clarifying the application of this policy.

<sup>9</sup>"Compensated" means honoraria, fees, or other benefits over the above expenses; reimbursement for expenses is not to be construed as compensation.

<sup>10</sup>For those with "B" appointments, this amounts to a maximum of 39 days in the term of appointment; for those with "A" appointments, this amounts to a maximum of 48 days in the term of appointment. Activities engaged in for less than a full day shall be treated cumulatively. THE FULL-DAY EQUIVALENCE OF ACTIVITIES CARRIED OUT IN A SERIES OF FRACTIONAL-DAY BLOCKS SHALL BE COMPUTED BY DIVIDING THE TOTAL NUMBER OF HOURS EXPENDED BY 12.

give as a business address any building or unit of the institution in connection with: 1) outside nonprofessional activities, whether compensated or not; and 2) outside professional activities engaged in primarily for private rather than University-related purposes, whether compensated or not.

#### **H. Use of University Facilities**

No member of the faculty shall use University equipment or services for activities not connected with one's RELEVANT TO HIS University responsibilities without first obtaining approval<sup>11</sup> from, and arranging for payment of a reasonable fee for such services with, the unit administrator, dean, and the Assistant Vice President, Business Administration, in the Office of the Vice President for Finance, Planning, and Operations. Use of certain University equipment or services may not require prior approval when it is understood that such equipment or services are generally available to the University faculty for the payment of a reasonable fee.

#### **I. Holding Public Office**

Faculty members share with their fellow citizens the right to campaign for and to hold public office. It is expected, however, that any faculty member contemplating candidacy for elective political office or appointment to public office, where the duties of a campaign or the holding of the office would seriously interfere with the fulfillment of University responsibilities, will consult in advance with the appropriate collegiate and administrative units of the University. Consultation should focus on the question of whether or not temporary suspension of some portion of the faculty member's responsibilities can be accommodated without serious impairment of the function of the department or unit involved.

When a faculty member is appointed to or elected to public office, e.g., to the State Legislature, requiring absence from University duties for continuous periods of time of 1 year or less, it is anticipated that normal leave of absence procedures, or other appropriate arrangements SUCH AS A SPECIAL CONTRACT OR A REDUCED TEACHING LOAD WITH A COMMENSURATE ADJUSTMENT IN SALARY, for the year or portions thereof will be invoked. The faculty member shall provide to the unit administrator as much notice as possible to insure that ample time will be provided the unit to replace or otherwise arrange to meet the absent faculty member's responsibilities. Prior approval by the Board of Regents continues to be required for any full or partial leave of absence.

When a faculty member is appointed to or elected to public office requiring full-time service for a period of more than 1 year, e.g., to offices such as Governor, United States Representative, or United States Senator, it is expected that he will resign from the University faculty position after election. In the case of OTHER appointments which may be for indeterminate periods of time, full or partial leaves of absence may be negotiated annually, OR IF REQUESTS FOR LEAVE EXTEND BEYOND REASONABLE LIMITS, RESIGNATION MAY BE EXPECTED.

The purpose of this policy is to balance public service of University faculty with the University's primary obligations to maintain its teaching programs and foster research and creativity. At the same time, it seeks to encourage public service, including the holding of public office. It is, of course, understood that the faculty member's association with the University should not be misused in campaign activities or campaign literature.

---

<sup>11</sup>B.A. Form 39.

**J. Prior Approval of Outside Activities**

Faculty members shall obtain prior approval, in the manner outlined in Section II, A and B below, for the following outside activities: 1) recurring, compensated nonprofessional activities; and 2) recurring professional activities, whether compensated or not.

**K. Reporting of Outside Activities**

Faculty members shall report in the manner outlined in Section II, C below: 1) all recurring, compensated nonprofessional activities; and 2) all outside professional activities, whether compensated or uncompensated, except those excluded in Section I-B, paragraph three.

**II. Procedures for Approval, Reporting, and Monitoring of Outside Activities**

**A. Prior Approval**

Prior approval of the appropriate unit administrator (department, unit, or division chairman) shall be secured for: 1) all recurring, compensated nonprofessional activities; and 2) all recurring, professional activities, whether compensated or not. The faculty member contemplating such activity shall initiate the request for approval.

**B. Procedures for Approval**

Approval forms may be obtained from the appropriate unit administrator and shall be submitted to that office.

1. The request form for approval shall include the following information: name of faculty member; name of client; type of outside activity involved; period of time during which such activity is to be performed; estimated amount and distribution of time, in days or fractions thereof, to be spent on the activity; whether or not this activity will be compensated; affirmation of the activity's conformity with criteria stated in Section I; and signature and date.

2. The request shall be approved or denied by the appropriate unit administrator. The faculty member may proceed on the basis of interim approval obtained at this level. The request shall then be reviewed by the collegiate dean or campus vice provost for academic affairs, and by the Academic Vice President before submission to the Regents for their review. If a denial occurs at any administrative level, the reasons for such denial shall be stated in writing. Upon denial, the faculty member may request review at the next higher administrative level.

**C. Procedures for Reporting**

To reflect the variety of services rendered and contributions made by the University, all faculty members shall report to their appropriate unit administrator on an annual basis: 1) all recurring, compensated, nonprofessional activities;

and 2) all professional activities, whether compensated or not, except those excluded in Section I-B, paragraph three.

1. Forms for annual reporting of these activities shall include: name of faculty member; project description, including a statement affirming conformity with criteria stated in Section I; number of days or fractions thereof spent on the project; dates in initiation, termination of the activity, and signature and date. These reports shall be filed with the unit administrator and kept for at least 5 years.

2. These annual reports submitted to the appropriate unit administrator shall be summarized and distributed within the unit, and **THE SUMMARY SHALL BE** forwarded to the dean or academic vice provost. This annual summary shall include a statement of the numbers of denials and the reasons therefor; the summary may reflect the activity of individuals.

3. The dean or academic vice provost shall submit an annual summary of the outside activities of his unit to the Academic Vice President. This summary shall also include a statement of the numbers of denials and the reasons therefor.

4. The Academic Vice President shall maintain these records and shall make this information public in any way he deems appropriate.

#### **D. Procedures for Monitoring**

While primary monitoring responsibility and accountability is lodged in the office of the appropriate unit administrator, the Academic Vice President shall periodically review, in cooperation with the appropriate dean, a random selection of individual and unit reports in order to evaluate the approval and reporting systems.

### **III. Dissemination of Policy Statement**

A. The Academic Vice President shall send a copy of this policy on outside activities to all faculty members at the start of each academic year.

B. All candidates interviewed for faculty positions shall be informed of the University's policy.

C. Copies of the current policy shall be available in the Academic Vice President's office for distribution in response to requests for information about the University's policy.

### **IV. Violation of Policy**

A. Students, faculty, and staff may report alleged violations of this policy to the appropriate unit administrator. The unit administrator, **IN CONSULTATION WITH THE FACULTY**, shall take such action on the complaint as he deems appropriate **AND REPORT THE ACTION IN WRITING TO THE COMPLAINANT**. If the complainant is not satisfied with the action of the unit, he may invoke the established **APPROPRIATE** University grievance procedures for Academic Freedom and Responsibility.



B. Persons who are not members of the University community may report possible violations of this policy to the Office of the President.

1. The President shall transmit the complaint to the unit administrator through proper channels.

2. The unit administrator, in consultation with the faculty, shall take such action on the complaint as he deems appropriate. The unit administrator shall transmit through the same channels a **written** statement of the action taken.

3. If he concurs, the President shall report the action taken to the complainant. If not, he shall return the complaint to the unit administrator requesting additional consideration. **IF THE UNIT ADMINISTRATOR IN CONSULTATION WITH THE FACULTY, CANNOT REACH A DETERMINATION WITH WHICH THE PRESIDENT CONCURS; THE UNIT ADMINISTRATOR SHALL REFER THE COMPLAINANT TO THE APPROPRIATE COLLEGIATE GRIEVANCE COMMITTEE.**

C. Faculty members who are found to be in violation of this policy may appeal such finding and any subsequent administrative action through established APPROPRIATE University grievance procedures.

Respectfully submitted by

**THE AD HOC COMMITTEE ON FACULTY ACCOUNTABILITY**

John G. Darley, Chairman; Professor and Chairman, Psychology

Wendell P. Glick, Professor, English (Duluth)

Grace W. Gray, Associate Professor, Veterinary Biology

Willard W. Hartup, Professor and Director,

Institute of Child Development, Education

Eric Klinger, Professor, Social Science (Morris)

Arnold Lazarow, Professor and Head, Anatomy

William P. Martin, Professor and Head, Soil Science

William E. Mishler, Assistant Professor, Scandinavian

William T. Peria, Professor, Electrical Engineering

Betty W. Robinett, Professor and Director, Linguistics

and English as a Second Language

Michael Root, Assistant Professor, Philosophy

Geneva H. Southall, Professor, Afro-American Studies

Robert A. Stein, Professor, Law

Barbara J. Stuhler, Professor and Associate Director, World Affairs Center, CEE

Mahmood A. Zaidi, Professor, Industrial Relations Center

MaryEllen Lundsten, Graduate Student, Political Science

David A. Winegar, Student, Biological Sciences

## APPENDIX A

### *Illustrations of Professional Consulting, Service Activities, and Other Outside Work Engaged In by University of Minnesota Faculty Members*

Outside professional activities are subject to the policy criteria that: 1) The time involved for the individual does not interfere with the discharge of teaching, research, service and administrative responsibilities to the University, and 2) The activity is related to the individual's University responsibilities, and 3) Is also such as either to enhance his capacity or reputation as a teacher and scholar, or to constitute a public service. All outside activities exclusive of private citizen activities are expected to meet all of the above criteria.

	PRIOR APPROVAL AND REPORTING	REPORTING ONLY	TIME LIMITATION
Sources of Requests  Business, trade, commercial, industrial or professional practice sources in the private sector (companies, corporations, partnerships, associations, practices, etc.)	<p>Activities (whether compensated or not) requiring both <i>prior approval and reporting</i> if engaged in for more than 3 days per appointment term for any single agency:</p> <ol style="list-style-type: none"> <li>1. Time spent as owner(s), partner(s), director or board member of a profit-making enterprise.</li> <li>2. Continuing activity as consultant, lecturer, writer, designer, or investigator for such organizations.</li> <li>3. Activity in an editorial capacity for a commercial publisher.</li> <li>4. Registered lobbyist for a commercial interest group.</li> <li>5. Private consultation or referral practice of a profession, specialty or art.</li> <li>6. Nonreferral private practice of a profession, specialty or art for a fee ("<u>Professional moonlighting</u>")<sup>2</sup></li> <li>7. Nonprofessional work of any kind for compensation or profit. ("<u>Non professional moonlighting</u>")<sup>2</sup></li> </ol>	<p>Activities (whether compensated or not) requiring <i>reporting only</i> if engaged in for 3 days or less per appointment term for any single agency:<sup>1</sup></p> <ol style="list-style-type: none"> <li>1. Minor amounts of time spent as owner, partner, director or board member of a profit-making organization.</li> <li>2. Occasional consultations, lectures, or workshops for such organizations.</li> <li>3. Occasional reviewing of manuscripts for commercial publishers.</li> <li>4. Occasional activity in the referral practice of a profession, specialty, or art.</li> <li>5. Short-term testimony or lobbying on behalf of a commercial interest group.</li> </ol>	<p>Compensated activities which (when added together) are subject to the <i>one day per 7-day-week</i> average time limitation for the term of appointment:</p> <ol style="list-style-type: none"> <li>1. Compensated activity as owner, partner, director or board member of a profit-making organization.</li> <li>2. Compensated activity as consultant, lecturer, agent, or lobbyist for such organizations.</li> <li>3. Compensated editorial or reviewing activity for commercial publishers.</li> <li>4. Compensated practice of a profession, specialty or art.</li> <li>5. Compensated nonprofessional work or employment.<sup>2</sup></li> </ol>

<sup>1</sup>Asterisk (\*) indicates activities requiring reporting only, even if engaged in for more than 3 days per term of appointment.

<sup>2</sup>"Ordinarily, a full-time faculty member is expected to forego both routine, outside professional work of a nonreferral nature and employment activities that are unrelated to his professional competence." Preamble to the Policy Statement.

<p>Local, state, federal, or foreign government or international agency sources (legislative, executive or judicial functions; offices, councils, departments, boards, associations, etc.)</p>	<p><b>IF UNDERTAKEN AS A PROFESSIONAL OR COMPENSATED NON-PROFESSIONAL ACTIVITY:</b></p> <ol style="list-style-type: none"> <li>1. Time spent as panel or committee member for local government (school district, county organization, metro council, etc.), state government (Dept. of Education, DNR, EQC, PCA, etc.), federal government (NSF, NAS, NRC, AID, USDA, HEW, NIH, DOD, OE, OEO, DOL, AEC, ARS, EPA, etc.) or international agency (FAO, WHO, UNESCO, etc.).</li> <li>2. Activity as elected, appointed or employed officer or agent at any level of government.</li> <li>3. Continuing consultant, lecturer or investigator for any organ of any level of government.</li> <li>4. Continuing service as expert witness or legal counsel in court cases or commission hearings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Short-term panel of committee service at any level of government.</li> <li>2. Occasional consulting or lecturing activities for any governmental agency.</li> <li>3. Occasional site visits for governmental agencies.</li> <li>4. Short-term testimony as expert witness in court cases or commission hearings.</li> <li>5. <u>Military reserve training duty.</u><sup>o</sup></li> <li>6. <u>Liaison officer-adviser to students on military reserve professional career training programs.</u><sup>o</sup></li> </ol>	<ol style="list-style-type: none"> <li>1. Compensated panel committee activity for any level of government.</li> <li>2. Compensated activity as consultant, lecturer, agent, or investigator for any level of government.</li> <li>3. Compensated holding of elected/appointed office at any level of government.</li> <li>4. Compensated activity in connection with any judicial proceeding.</li> </ol>
<p>Educational, scientific, scholarly or professional organizational sources (societies, associations, institutions, etc.)</p>	<ol style="list-style-type: none"> <li>1. Appointment in an editorial capacity for technical, scholarly, or scientific journals published by nonprofit organizations.</li> <li>2. Continuing service on standing or ad hoc boards/committees of such organizations.</li> <li>3. Service as elected/appointed officer of such organizations.</li> <li>4. Continuing lecturer/visiting professor to other educational institutions.</li> <li>5. Continuing consultant, trainer, examiner, or investigator for such organizations.</li> <li>6. Registered lobbyist for professional, scientific, or educational interest groups.</li> </ol>	<ol style="list-style-type: none"> <li>1. Occasional review of manuscripts for professional journals.<sup>o</sup></li> <li>2. Short-term activity as committee/panel member for such organizations.<sup>o</sup></li> <li>3. Short-term activity as consultant, trainer, examiner for such organizations.<sup>o</sup></li> <li>4. Site visits for such organizations.<sup>o</sup></li> <li>5. Single lectures to professional groups or organizations.<sup>o</sup></li> <li>6. Participation in symposia, or other program events at educational institutions or professional society meetings.<sup>o</sup></li> <li>7. Attendance and/or presentation of papers at professional meetings.<sup>o</sup></li> <li>8. Short-term lobbying activity for professional interest groups.</li> <li>9. Writing of articles or books, or artistic creation, within one's professional field.<sup>o</sup></li> </ol>	<ol style="list-style-type: none"> <li>1. Compensated editorial work for professional journals.</li> <li>2. Compensated activity as officer, panel, or committee member of such organizations.</li> <li>3. Compensated activity as consultant, examiner, trainer, or investigator for such organizations.</li> <li>4. Compensated teaching, lectures, or participation in workshops, colloquia, or short courses for such organizations.</li> <li>5. Compensated lobbying activity for professional interest groups.</li> </ol>

<p>Public interest, community service, civic, cultural, charitable group sources (agencies, institutes, foundations, associations, etc.)</p>	<ol style="list-style-type: none"> <li>1. Continuing service to alumni groups related to one's profession.</li> </ol> <p><b>IF UNDERTAKEN AS A PROFESSIONAL OR COMPENSATED NON-PROFESSIONAL ACTIVITY:</b></p> <ol style="list-style-type: none"> <li>2. Registered lobbyist for public interest groups or causes.</li> <li>3. Continuing activity as consultant or investigator for citizen or civic groups, social service agencies, cultural organizations.</li> <li>4. Continuing activity as director, trainer, organizer, officer or board member of such organizations.</li> <li>5. Significant production of written or other materials for such organizations.</li> <li>6. Holding office in any political party or campaign organization.</li> </ol>	<ol style="list-style-type: none"> <li>1. Short-term lobbying for public interest groups or causes.</li> <li>2. Profession-related activities of a short-term nature such as:             <ol style="list-style-type: none"> <li>a. Talks to special interest clubs or groups.</li> <li>b. Organization of community clinics (diagnostic, vaccination).</li> <li>c. Advising high school science fair projects, participation in career advising.</li> <li>d. Community resource volunteer for school district.</li> <li>e. Minnesota State Fair work.</li> <li>f. Preparation of articles or pamphlets for newsletters of public interest organizations.</li> </ol> </li> <li>3. Attendance at program events of public service, civic or cultural groups (unless classed as a private citizen activity).</li> <li>4. Occasional service in support of political parties or candidates (unless classed as a private citizen activity).</li> </ol>	<ol style="list-style-type: none"> <li>1. Compensated activity as a lobbyist for public interest groups.</li> <li>2. Compensated activity as officer, board member, consultant, lecturer, trainer, or producer for public interest civic, cultural or charitable groups.</li> </ol>
--	---	--	---

A motion to postpone discussion of the policy until the fall meeting 1974-75 was *defeated*.

**THE FOLLOWING AMENDMENTS TO THE POLICY WERE APPROVED:**

1. Delete last sentence in third paragraph of preamble. Rationale: A policy should not include an example which may be temporally meritorious.

2. Insert before last paragraph of preamble:

Since the greatness of this University is in great part reflected by the greatness of its faculty, it is critical that its faculty bring prestige to it via the faculty's worthiness both in aggregate and individually. Among many possible indicators of faculty worth is the professional prestige, competence and, occasionally, uniqueness of individual faculty reflected by their being wanted as consultants. Thus it is a meritorious indicator that faculty members do participate in consultation, whether compensated or not, and that all faculty annually report both the consultation as stipulated below, or that no consultation meeting these stipulations was done.

3. Add to item 1-A:

Since faculty members fulfill their obligations to the University in a variety of time schedules, it is difficult to arrive at any fixed pattern by days or hours. In addition, the function of a faculty is substantively and substantially different from many other job endeavors which might permit beginning and ending at any fixed times. However, it is necessary that the application of this policy not

apply to the faculty member for every hour of every day during the term of appointment, since such application expresses the implied warranty that each faculty member is continuously on the job, which not only denies the person both private rights *and* personal obligations but is clearly publicly invalid. There must be, beyond the obligation to such University commitment, time which can be legitimately considered "personal disposable time" which can be used as a discretionary good and right of the faculty member. For this reason the following definition of full-time is given *in terms of a full-time week*: Monday through Friday within each 7-day week plus at most ½ day per week on-the-average during the term of the appointment. Where necessary, substitutions of days can be approved by the unit administrator as indicated in section I-D. below, and subject to all other conditions in this policy.

4. Item I-D

Substitute for "per 7-day week" the wording "per full-time week."

(A motion to rescind without prejudice the four amendments above was *approved* at the May 30, 1974, meeting.)

I-J. Replace lines 2, 3, and 4 by:

"and B below, for recurring compensated outside activities."

I-B. Line 2 of paragraph 2:

Insert "compensated" after "recurring"

Comment: The effect of this amendment is that prior approval will not be required for uncompensated professional activities.

Footnote 7, line 2:

Replace the words "3 days in any single term" by the words "an average of 1 day a month during the term"

I-B. Last two lines of paragraph 2:

Insert the word "political" after "civic"

Insert the words "but only if" before "in a professional capacity"

I-I. Line 2:

Replace "expected" by "desirable"

I-I. Line 2:

Insert "without their employer's prior approval" after "public office"

**THE FOLLOWING AMENDMENTS TO THE POLICY WERE *DEFEATED*:**

Footnote 7 lines 2 and 3:

Delete the words "or when the activity continues for more than 1 year"

Section I-D to read: In general, the outside compensated<sup>12</sup> activities of the full-time faculty member shall not exceed an average of 1 day per week for the term of the appointment.<sup>13</sup> The way in which this time is scheduled shall, in the judgment of the unit administrator, be compatible with the faculty member's obligations to the University. The arrangements may, in the judgment of the unit administrator, include a special contract or a reduction in University compensation. All such outside activities must satisfy all other conditions laid down in previous and subsequent sections of this policy.

<sup>12</sup>"Compensated means honoraria, fees, or other benefits over the above expenses; reimbursement for expenses is not to be construed as compensation.

<sup>13</sup>For those with "B" appointments, this amounts to a maximum of 39 days in the term of appointment; for those with "A" appointments, this amounts to a maximum of 48 days in the term of appointment. The full-day equivalence of activities carried out in a series of fractional-day blocks shall be computed by dividing the total number of hours expended by 12.

THE FOLLOWING AMENDMENT WAS WITHDRAWN:

I-B. Professional activities, paragraph 2:

Change the semicolon following "(b) any public office either by election, appointment, or employment" to a period.

Start with a new paragraph: "This policy is understood to cover for reporting purposes but not prior approval (the "c" and "d" items now relettered "a" and "b"). However, if these exceed an average of 1 day per month per term of employment for any one organization, or involve compensation in excess of expenses, prior approval shall also be necessary."

THE FOLLOWING AMENDMENTS  
WERE SENT BACK TO BE REDRAFTED:

Strike all of Section I General Policy except for subsections H and I, and substitute the following language before H:

**I. General Policy**

- A. A member of the faculty of the University of Minnesota is expected to engage in the following duties:
  1. To prepare for and meet all assigned classes. (In case an occasional class cannot be met, the unit administrator shall be informed in advance, and arrangements shall be made to have the class taught by a qualified substitute.)
  2. To be available during regular office hours and at other times for consultation with students, both undergraduate and graduate, and with other faculty members.
  3. To engage in activities which develop the growth of academic competence, interest, and stature. Among such activities are scholarly research and publication, reading or editing of professional literature, attendance at professional meetings, participation in the work of professional societies, and occasional visits to other universities.
  4. To perform assigned tasks of academic administration, such as committee work, which are needed by the academic unit, the collegiate unit, or the University.
  5. To serve the community and the people of the state of Minnesota by giving professional advice.
- B. The total time spent on the above activities should average at least 50 hours per week during the term of a full-time appointment. (The average can be expected to be proportionately lower for part-time appointments.)

We recognize that each member of the faculty is more capable in some of the above areas than in others. Time should be budgeted accordingly by the faculty member and the academic unit administrator.

- C. While remunerated professional consultation and other outside commitments often promote the goals of Item A-3, they may do so at the expense of Items A-1 and A-2. Accordingly, all outside commitments shall be reported to the academic unit administrator before they commence. The unit administrator shall decide whether the faculty member's commitments may interfere with the proper execution of the duties outlined in Item A. As a rule, outside commitments which average more than 1 day per work week shall be considered excessive.

- D. A faculty member's professional conduct shall conform to normal standards of ethics. It shall be considered a breach of ethics to give to a public body the false impression, by statement or lack of disclaimer, that one is speaking in the name of the University; or to use the name of the University for private profit; or to testify before a public body without revealing past or present financial relationship with any corporation or organization which has a financial interest in the topic of the testimony.

Section I-E: in second line, delete:  
"commission, group, or individual"

Section I-E: Delete last sentence (starting on fifth line) and substitute the following:

"If he has or has had any financial connections with a corporation or organization which has a financial interest in the topic of his testimony, he shall reveal such connections at the beginning of his testimony."

At this point the May 23, 1974, Senate meeting was adjourned due to lack of a quorum.

At the May 30 meeting the following motions concerning this policy were approved:

Motions by S. Krislov, L. Reisman, M. Bognanno, J. Darley, H. Berman, R. Hobbie, H. Weinberger

1. To rescind *without prejudice* the action of the Senate of May 23 approving the Weckwerth Amendments.
2. To receive the Darley Report as otherwise amended and refer the document and pending amendments, including the Weckwerth Amendments, to a committee which shall include members of the Darley Committee and others; which committee shall prepare a new draft of the proposal incorporating the sense of the Senate and reporting back to the Senate in the fall.

**NO ACTION WAS TAKEN ON THE FOLLOWING AMENDMENTS TO THE PROPOSED POLICY ON PROFESSIONAL CONSULTING, SERVICE ACTIVITIES, AND OTHER OUTSIDE WORK:**

Paragraph II.A. shall be replaced by the following language:

- A. Where required by Part I (General Policy) of these rules, prior approval shall be secured from the appropriate unit administrator (department, unit, or division chairman) upon request of the faculty member planning to engage in outside activity.

Paragraph IV.C. to read as follows:

- C. Action for violation of this policy shall be taken as provided in this paragraph. The administrator finding a violation or proposing to impose a sanction shall notify the faculty member in writing setting forth the facts constituting the alleged violation and the exact nature of the proposed sanction. If the sanction involves removal or suspension, it may be imposed only on the grounds set forth in the Tenure Regulations, and only in accordance with the procedures established therein. In all other cases, the faculty member may appeal the proposed finding or sanction to the appropriate body for the resolution of faculty employment disputes. In such cases, the burden

shall be on the administrator to establish at that hearing the fact of violation and the appropriateness of the penalty.

Paragraph II.B., to add a paragraph:

3. If denial occurs or is reaffirmed by the Academic Vice President, the faculty member may appeal such denial to the appropriate body for the resolution of faculty employment disputes.

Strike all of Section I General Policy except for subsections A, H, and I and substitute the following language after A:

B. A member of the faculty of the University of Minnesota is expected to engage in duties consistent with his assignment, which may include, but need not be limited to, the following:

1. To prepare for and meet all assigned classes. (In case an occasional class cannot be met, the unit administrator shall be informed in advance, and arrangements shall be made to have the class taught by a qualified substitute.) To advise students who are assigned for this purpose, and to participate in a reasonable number of oral examinations of graduate students.
2. To be available during regular office hours and at other times for consultation with students, both graduate and undergraduate, and with other faculty members.
3. To engage in activities which develop the growth of academic competence, interest, and stature. Among such activities are scholarly research and publication, creative artistic endeavors, reading and editing of professional literature, attendance at professional meetings, participation in seminars and in the work of professional societies, and occasional visits to other universities.
4. To perform tasks of academic administration, such as committee work, which are needed by the academic unit, the collegiate unit, or the University.
5. To serve the community and the people of the state of Minnesota by giving professional advice.

C. We recognize that each member of the faculty is more capable in some of the above areas than in others. Time should be budgeted accordingly by the faculty member and the academic unit administrator.

D. While professional consultation and other outside commitments often promote the goals of item B-3, they may do so at the expense of items B-1 and B-2. Accordingly, all remunerated outside commitments shall be reported to the academic unit administrator before they commence. The unit administrator shall decide whether the faculty member's outside commitments may interfere with the proper execution as outlined in A. As a rule, outside commitments which average more than 1 day per work week shall be considered excessive.

E. A faculty member's professional conduct shall conform to the normal standards of ethics. It shall be considered a breach of ethics to give to a public body the false impression, by statement or lack of disclaimer, that one is speaking in the name of the University; to use the name of the University for private profit; or testify before a public body without revealing a past or present financial relationship with any corporation or organization which has a financial interest in the topic of the testimony.



## **II. Procedures for Approval, Reporting, and Monitoring of Outside Activities**

### **B.**

#### **2. Amend to read:**

The request shall be approved or denied by the appropriate unit administrator. insert: **THE ONLY GROUND FOR DENIAL OF APPROVAL SHALL BE THAT THE ACTIVITY REQUIRES TOO MUCH TIME AWAY FROM THE FACULTY MEMBER'S PROFESSIONAL OBLIGATIONS.**

Rationale: Those administrating this program should not be in a position to impose qualitative judgments on the outside activities of staff members.

The amendment refers to footnote 3 on "outside activities."

At the end of the first sentence of footnote 3, insert a new sentence as follows:

"However, work on grant or contract funds awarded to the University and accepted on behalf of the Board of Regents does not constitute outside activity."

For footnote 3, substitute the following:

3. "Outside activities" is intended to mean work not undertaken as an obligation under the terms of a faculty member's appointment contract. Except in those units where teaching in extension courses is a normal part of the responsibility of each faculty member, extension teaching is subject to the provisions of this policy.

## **SENATE MEETING**

**MAY 30, 1974**

## **VII. SENATE COMMITTEE ON EDUCATIONAL POLICY**

**Reported for Action (30 minutes)**

### **A Policy on the Evaluation of University Teaching**

The University of Minnesota has a threefold mission for its faculty—teaching, scholarly and/or creative achievement, and service. Teaching is probably the most important of these missions. This policy statement is concerned with the evaluation of teaching. It has been prepared in the belief that evaluation contributes to teaching excellence and that excellent teaching should be appropriately rewarded.

Evaluation—or periodic, systematic appraisal of instruction—is imperative to the vitality of the University's teaching mission. Its force and effect can be twofold; both are equally important:

Systematic evaluation can identify and acknowledge those instructional programs and practices which best demonstrate and exemplify the philosophy and mandate of excellence. In other words, it provides an opportunity for outstanding teaching to be identified and suitably rewarded at a number of administrative or decision-making levels.

Equally significant is the potential of such a program for illuminating, with a keen diagnostic eye, those instructional situations where both instructor and students can benefit from the assistance and consultation of appropriate specialists. This can include, but not be limited to, the support services available through the Measurement Services Center, the Consulting Group on Instructional Design, and other University resources.

Within a still wider framework, evaluation of teaching can be viewed as requiring an "open" system of communication, information, and cooperation among students, members of the faculty, and the administration.

Teaching is an enormously broad and complex enterprise which takes many forms, occurs in many settings, has many different aspects, and interacts with many other activities of faculty. Criteria applied to judgment of the quality of didactic exposition cannot be applied to small group seminars. Teachers who value affective goals as highly as cognitive goals will use techniques different from those who see their roles as deliverers of information and ideas. Evaluation of teaching should not be done using a single set of criteria for all kinds of teaching, a single means of evaluation, or a single source of information.

Information used in evaluation of teaching must come from a variety of sources in a variety of ways. Sources can include the instructor, colleagues, students, and administrative supervisors, past and present. Ways to obtain information may be formal or informal and include conversation, written narratives, rating scales, analysis of audio and videotapes, and classroom interaction analysis instruments. The kind of evaluation information and the way in which it is obtained depend upon the purposes for which it is obtained.

A number of different purposes of evaluating teaching exist. Chief among these are the improvement of teaching, the making of personnel decisions, and the advisement of students in course selection. Confusion about the purpose for any particular evaluation activity presents problems. If the purpose is to obtain evidence for the improvement of instruction, does the evaluation attempt to identify strengths and weaknesses in the various aspects of teaching, or does it merely rate the instructor in some way? If the purpose is to gather evidence for making a promotion, tenure, or salary decision, has agreement been reached between administrator and instructor as to the performance expected? Has the instructor's assignment been clarified with respect to the mission of the unit involved? If the purpose is to help students better select courses, have all those things students must know about a course and instructor been identified? Instructors really resent being rated when the purposes are not clear and the means seem unrelated to the purposes. Problems also arise when evidence is obtained for more than one purpose at the same time, or when information obtained for one purpose is used for another.

Responsible and sensitive evaluation is tied closely to the provision of mechanisms for strengthening discovered weaknesses in instructional practice, faculty assignments, curriculum, or other factors related to the instructional climate. It is also tied to an objective and effective system for rewarding identified excellence in teaching. It must also include safeguards for the rights of those being evaluated and those making the evaluations.

For the purpose of this policy, "faculty" refers to those full-time and part-time employees of the University with regular or non-regular appointments who engage in classroom instruction as part of their assigned responsibilities, including individuals who hold appointments as professor, associate professor, assistant professor, and instructor and graduate students who hold appointments as teaching associate and teaching assistant.

#### **RECOMMENDATION 1:**

All faculty should evaluate at least one of their courses annually. Over a period of time, these evaluations should involve all types and levels of courses taught. Colleges and other units should develop a plan for compulsory evaluation of all undergraduate courses beginning with the academic year 1975-76.

#### **Comment**

Faculty can benefit by invited observations by colleagues and supervisors, by student opinions obtained formally or informally, by the use of technology such as audio- and videotape, and by measures of student achievement—among others. In most cases a combination of approaches is desirable.

## RECOMMENDATION 2:

Evaluation of teaching should include some form of student opinion of the teaching effectiveness of the instructor. Other sources might include teaching colleagues, professional peers, and the individual instructor.

### Comment

No single source of information or single evaluation is sufficient for support of personnel decisions in particular. Student reactions must be one component of teaching evaluation. How student reaction is to be obtained should be a departmental decision. Student evaluations should not be the sole source of information, but there are compelling reasons why student evaluation is valuable:

1. The student is in a unique position to evaluate instruction day by day.
2. The student has a backdrop of experience in other courses to use as a frame of reference.
3. The student is in contact with the entire educational process: as it affects examinations, preparation for class, bibliography, counseling, and the instructional aids used.
4. Students have a right to be heard.
5. The opinions of students should be solicited as an expression of faculty confidence in them and faculty respect for their judgments.

It is also apparent that some aspects of teaching are better evaluated by colleagues. The scholarship underlying teaching and the objectives of instruction can be judged by persons with the expert background possessed by departmental colleagues.

The individual instructor can be a valuable source of information. If the institutional attitude shows a caring for students and indicates that good teaching is valued, instructors likely will seek to:

1. secure measures of student growth in their command of the content of the course.
2. secure measures of value and attitude change in students.
3. secure feedback from students about goals, processes, etc.
4. critically analyze their own techniques in search for more effective procedures.

## RECOMMENDATION 3:

Since evaluation should be in terms of recognized goals, academic units should implement the Council on Liberal Education recommendation regarding faculty performance agreements.<sup>1</sup> These should be written agreements that clearly state the criteria upon which faculty will be judged at the end of the stated term of the agreement. The criteria should be developed in line with those employed by all decision-making bodies having review functions with regard to faculty.

<sup>1</sup>"... Collegiate and departmental units develop faculty performance criteria consistent with their academic missions and establish evaluative procedures that measure performance effectiveness. Faculty assignments should reflect the individual's special talents and commitments as they relate to the missions of the academic unit. Departments or other appropriate units are expected to work out agreements with individuals concerning their University commitments, especially their teaching-advising assignments for each academic year . . . Individuals will be responsible for fulfilling the conditions of their agreements while departments will be expected to provide information as to how they deal with their missions and goals and establish assignments. Documentary evidence of performance effectiveness consistent with these agreements will be required in support of recommendations for merit increases, promotions, and the granting of tenure. Such evidence will be used as a basis for judgments regarding these personnel decisions." "Perspectives and Recommendations Concerning the Improvement of Liberal Education," *All-University Council on Liberal Education Report to the Senate, Part II, Recommendation I, 1973.*

### **Comment**

These faculty performance agreements are intended to preclude misunderstandings about what a faculty member is to be evaluated upon. They should be placed in the personnel file. Academic units should take individual differences in training and experience in teaching into account when establishing standards of expected performance. These expectations should be mutually agreed upon and clearly stated in the agreement. It is important that the criteria used by basic academic units be checked against those that might be employed by other decision-making bodies such as promotion and tenure committees or salary committees. A faculty member should not be placed in the position of working faithfully to meet the criteria in a departmental performance agreement only to find a collegiate group using a different set of criteria to make a personnel decision.

### **RECOMMENDATION 4:**

The results of evaluation for personnel decision-making should be treated as confidential information to be shared by the faculty member and the decision-making bodies. Release of this information to others should be at the discretion of the faculty member.

### **Comment**

Release to the public of the results of evaluation, particularly that which is not well designed or is technically poor, can add unbearably to anxiety produced by evaluation itself. This is especially true when gathering data for instructional improvement and when rating personnel for administrative purposes is done at the same time.

### **RECOMMENDATION 5:**

The faculty reward system used at all levels in the University should be so designed to insure that excellence in teaching contributes significantly to decisions concerning promotion and to salary increases. Documentary evidence of instructional effectiveness should be used in support of such decisions. However, attention should be paid to studies which indicate that high student evaluation scores may well be negatively correlated with student learning as well as to studies which indicate a positive correlation between such variables.

### **Comment**

The kind and amount of documentation should reflect the emphasis on instruction described in the instructor's performance agreement. The kind of information gathered should be based upon the kind of instruction evaluated. No single rating scale is suitable for the complex variety of classroom practices, goals for instruction, facilities available, and class sizes found in a University of this size. The way in which evidence is gathered and the kind gathered will depend upon the purposes and the use to be made of it.

### **RECOMMENDATION 6:**

Primary responsibility for improvement of teaching should be with the individual faculty member and with the basic academic units. The University, however, should act to increase its resources and expertise for helping both the individual faculty member and the academic units to strengthen weaknesses identified by evaluation of teaching or to improve instructional practices in general.

## Comment

Such resources as are now available in the University are widely scattered, relatively unknown, few in number, and not organized into a viable system. These resources need to be expanded and made part of consistent and regular programs for improvement of instruction. These programs should be visible, confidential, and readily available to faculty. Their participation in such programs should be primarily voluntary in nature.

Evaluation of teaching may highlight inadequacy of resources within the University. Thus, the evaluation process may necessitate the expansion of instructional resources as well as the improvement of effort by individual faculty members.

**WILLARD HARTUP**  
Chairman

Pronouns in this policy have been modified by the committee.

An amendment was *approved* to change the last sentence in paragraph 6 to read as follows:

“Evaluation of teaching should not be done using a single set of criteria for all kinds of teaching, a single means of evaluation, or a single source of information.”

A motion to add the following to Recommendation 1 was *approved*:

“Colleges and other units should develop a plan for compulsory evaluation of all undergraduate courses beginning with the academic year 1975-76.”

An amendment to add the following to Recommendation 5 was *approved*:

“However, attention should be paid to studies which indicate that high student evaluation scores may well be negatively correlated with student learning as well as to studies which indicate a positive correlation between such variables.”

A motion to add the following paragraph before Recommendation 1 was *approved*:

“For the purpose of this policy, “faculty” refers to those full-time and part-time employees of the University with regular or non-regular appointments who engage in classroom instruction as part of their assigned responsibilities, including individuals who hold appointments as professor, associate professor, assistant professor, and instructor and graduate students who hold appointments as teaching associate and teaching assistant.”

*Rationale:* It is unclear whether the policy in its present form refers to teaching associates and teaching assistants as well as to faculty with regular appointments. Because much instruction at the University is done by teaching associates and teaching assistants, and because these non-regular members of the faculty deserve the same considerations and safeguards with respect to the evaluation of their teaching as do regular faculty, it seems desirable to include them explicitly in the policy.

An amendment to include evaluation of extension classes annually was *defeated* when pointed out that the policy did not prevent such evaluations.

The policy was *approved as amended*.

# THE SENATE COMMITTEE ON EDUCATIONAL POLICY

## ANNUAL REPORT, 1973-74

The Senate Committee on Educational Policy met a total of 20 times during 1973-74. Issues concerning the committee were as follows:

1. A report was received from the Subcommittee on International Education (Jeanne Shobowale, chairman) and, following discussion and further work, a Policy on International Education was forwarded to the Senate for action.
2. A report was received from the FM Radio Advisory Committee (Maynard Reynolds, chairman) forwarded by the University Committee on Instructional Materials and Media (Eugene Wright, chairman). The report was returned to the Committee on Instructional Materials and Media with a request for further background information.
3. An Agreement of Cooperation between the Institut National Agronomique de Tunis and the University of Minnesota was endorsed and sent to the Senate for action.
4. A proposal to establish a Minnesota Metric Center was endorsed.
5. A report was received from the Subcommittee on Evaluation of University Teaching (Dean Hendrickson, chairman) and, following discussion and revision, a Policy on the Evaluation of University Teaching was recommended to the Senate for action.
6. The following matters received extended discussion, with committee action being a matter of record:
  - a. a "Planning Issues" document issued by Vice President Kegler;
  - b. the Education Development Program;
  - c. a proposal to locate the Center for Youth Development and Research in the College of Home Economics;
  - d. a proposal for academic reorganization on the Duluth Campus;
  - e. the concept of academic excellence;
  - f. training of academic administrators;
  - g. guidelines for the 1975-77 legislative request;
  - h. the establishment of a University Child Care Center;
  - i. a proposed policy on Professional Consulting, Service Activities, and Other Outside Work.

**WILLARD W. HARTUP**  
Chairman

## VIII. REPORT OF THE SENATE COMMITTEE ON COMMITTEES

### 1. Reported for Information 1973-74

The Senate Committee on Committees has completed during the past year the following tasks with which it is charged by the Senate: (1) an extensive review of all Senate and University committees for the first time since 1969; (2) a revision of

the sections pertinent to committees of the 1969 edition of the *Handbook: A Compilation of Rules and Operational Procedures*; (3) a survey of faculty interest in service on committees; and (4) the regular selection of nominees for vacancies on committees of the Senate.

The extensive review of the Senate and University committees proved to be useful in several ways. There is some evidence to show that the existence of a review has improved the frequency with which certain committees meet and has fostered a healthy self-evaluation. The review certainly revealed that a large number of people have worked diligently at the task of making the Senate committee structure work, and their efforts have resulted in substantive accomplishments. In addition, the fact that we can recommend (as we do below) the abolishment of two committees is evidence that the committee structure can be kept flexible in the face of changing needs.

One important conclusion which has been reached because of information and opinions gathered from this review concerns three committees—the Senate Consultative Committee, the Senate Committee on Educational Policy, and the Senate Committee on Resources and Planning—whose duties and responsibilities are at the very heart of the ability of the Senate to govern. The findings of the review support the belief that there is some uncertainty of initiative, no little overlap of scope and function, and a resulting confusion about how to achieve a coordinated effort. For this reason we are now establishing a task force whose responsibility it will be to direct its attention to the problems of the uncertainty of initiative and overlap of scope and function which was noted, and to recommend changes in the membership or scope and function of the existing committees, or to recommend changes in the Senate committee structure itself. This task force will be composed of at least ten people: five members, one each who has current or recent service on the Senate Committee on Committees, the Senate Consultative Committee, the Senate Committee on Educational Policy, the Senate Committee on Resources and Planning, the Senate Committee on Business and Rules, respectively; and members at large who have not, at least recently, served on these five committees. It is proposed that the task force will meet for at least a 2- or 3-day retreat during the summer or early fall of 1974. The report of this task force will be made to the Senate through the Committee on Committees.

As an outcome of its own experiences and as a result of the questionnaire, which was sent to faculty members of all Senate and University committees in the spring of 1973, and the faculty interest surveys of 1972 and 1974, the Senate Committee on Committees would like to offer a number of observations on Senate committee operation which may suggest improvements in the effectiveness of faculty participation in the governance of the University.

A disturbingly small fraction of the faculty volunteer for service on Senate committees (24 percent of the faculty responded to this year's survey); and those who volunteer generally are interested primarily in those committees which are perceived to be central to the power structure of the Senate and the administration of the University. Given the limitations on the size of these committees and the 3-year terms of service, the opportunities for appointment in any given year are limited. This has given rise to charges that faculty participation in University governance is deliberately limited by an "in group." The Senate Committee on Committees has conscientiously attempted to maintain as broad a base as possible. Its efforts have been hampered by the limited responses of faculty interest in serving on many of the committees, particularly since it is expected to present slates which are representative of the collegiate and campus structures, and balanced in membership by such considerations as rank and sex. Table A below provides data

on the distribution of the 1974 membership on committees compared with the results of the 1974 computerized survey of faculty interest and with the overall distribution of full-time faculty as of October 1973.

**Table A**

	<b>Committee Membership<sup>o</sup> 1974-75 (n = 179)</b>	<b>Survey—1974 (n = 824) (3375 forms sent)</b>	<b>Faculty—Oct. 1973 (n = 3386)</b>
<b>Rank</b>			
Professor	75 (42%)	329 (39%)	1108 (33%)
Assoc. Prof.	64 (36%)	202 (25%)	804 (24%)
Asst. Prof.	37 (21%)	200 (24%)	921 (27%)
Instructor	3 (2%)	93 (11%)	553 (16%)
<b>Sex</b>			
Female	41 (23%)	139 (16%)	
Male	138 (77%)	685 (84%)	

<sup>o</sup>Committee nominations were made this year before the computerized survey was finished. Appointments to Senate committees for 1974-75 parallel very closely the distribution in rank and sex of the nominations forwarded to the President by the Committee on Committees. Comparative data appear in Table B.

**Table B**

	<b>1974-75 Nominations (n = 132)</b>	<b>1974-75 Appointments (n = 66)</b>
Professor	61 (46%)	31 (47%)
Assoc. Prof.	38 (29%)	19 (29%)
Asst. Prof.	29 (22%)	15 (23%)
Instructor	4 (4%)	1 (2%)
Female	28 (21%)	16 (24%)
Male	104 (79%)	50 (76%)

There are a number of ways in which broader participation in Senate committees may be realized. The most important is for departmental faculties to take seriously the governance structure of the University, to respect committee service by faculty members, and to encourage a more generous response on the part of their membership. It does not seem unreasonable to hope that department and college faculties (those who have the most informed knowledge of the qualities and capabilities of their colleagues) should suggest names of those qualified for service on Senate committees. Such service should enhance the capability of the faculty as a whole to deal with problems of governance at all levels. Specially qualified individuals might then be "volunteered" or co-opted by their colleagues.

The participation of faculty in Senate committee activities could be considerably broadened, at least in the case of major committees, if more use was made of



task forces. Such task forces chaired by members of the parent committee could be used to draw on a wider pool of faculty expertise and interest than it would be possible to find on a committee of limited size. In addition to widening the opportunities for faculty participation in University governance, such an arrangement could significantly enhance the effectiveness of committees which are now seriously overloaded, at the same time providing experience for potential future members of the committees. One Senate committee which has been notably successful in the use of this approach is the Senate Committee on Faculty Affairs.

There have been recurring problems in identifying students for committee service and particularly in providing appropriate student representation from collegiate units. Greater use of the College Student Boards for the identification of candidates could alleviate this problem. Student members of the Committee on Committees have been pursuing ways of improving the nominations procedures for student members of the Senate committees.

A good deal of concern has been expressed about the appointment of administrators to Senate committees other than in specified *ex officio* capacities. There are committees such as the Senate Committee on Faculty Affairs where the membership should certainly be drawn entirely from nonadministrative faculty. However, to generalize this to all committees is to deny the Senate committees the benefit of the wisdom of many who have been selected by their peers for leadership roles. Given the trend toward term appointments for administrative officers, the categorization of administrators as adversaries rather than advocates of faculty becomes less applicable. The Committee on Committees believes that a blanket proscription against administrators, particularly those below the level of collegiate deans, is inimical to the best interests of the Senate and the faculty.

The responses from the committee review suggest the need for improved communication with respect to policy proposals between the Senate and the administrative officers who carry the responsibility for the implementation of these proposals and for their funding. If the Senate and the administration are to be effective partners in University governance, good communication between them is essential.

The Senate Committee on Committees is concerned about a recently developed tendency of the Senate to establish committees with highly specific membership requirements (such as the University Committee on the Use of Human Subjects in Research). The result of such action has been difficulties in the identification of members fitting the stipulated models, poor attendance of unwilling members, and a weakening of the effectiveness of such committees. The Committee on Committees urges that the Senate avoid placing such stringent requirements on membership and leave the choice of members to the judgment and integrity of its standing committee charged with this task.

Finally, we have tried the past 2 years to bring to the Senate committee appointments for the following year early in the spring quarter. This has proved to be impractical. The time needed to notify prospective members of their appointment and to allow for their response is too short for careful consideration before the docket has to be published; furthermore, sabbatical leaves and other leaves of absence for the following year are often not determined until quite late in the spring. In view of the difficulties encountered these past 2 years we plan next year to present the appointments to the Senate for approval at its last meeting of the spring quarter, 1975, thereby avoiding some of the problems arising from a too hurried process and eliminating duplication of effort in having to present supplementary appointments for those who cannot serve.

*Accepted*

## **2. Reported for Action (15 minutes)**

In the review of Senate and University committees this past year it became clear that two committees should be dissolved. These two committees were asked to meet specifically to discuss this question, and the following two recommendations reflect these discussions.

(1) **The Senate Committee on Committees recommends the disestablishment of the University Committee on Printing and Publications.** Its present charge does not deal with policy but with operational procedures which are more appropriately dealt with administratively under guidelines established by the committee. In instances where present ground rules and guidelines are not adequate for or applicable to the resolution of problems that may occur, the Senate Administrative Committee could be asked to consider appointing an ad hoc committee to handle the specific problem.

*Approved*

(2) **The Senate Committee on Committees recommends the disestablishment of the University Schedule Committee.** With the recent establishment of campus calendar committees (November 29, 1973, Senate Meeting), the functions of the University Schedule Committee have been largely preempted. The coordinating of the University calendar is a Senate Administrative Committee function which can be carried out by that committee in cooperation with the Office of Admissions and Records.

The disestablishment of any Senate Committee is not undertaken lightly, but all available evidence points to the fact that the present function of these two committees does not justify their continuance within the Senate committee structure at this time. The Senate can always reestablish them if the need arises.

**BETTY WALLACE ROBINETT**  
Chairman

*Approved*

## **IX. ANNUAL REPORT OF THE UNIVERSITY COMMITTEE ON ALL-UNIVERSITY HONORS**

### **Reported for Information**

The University Committee on All-University Honors has met each quarter during the academic year to consider nominations made by campuses, schools, colleges, and institutes for various University honors, naming of buildings, and Outstanding Achievement Awards. During the year, 18 Outstanding Achievement Awards, one honorary degree, and names for six buildings have been recommended to the Administrative Committee and/or the Regents of the University of Minnesota for approval.

**RICHARD C. JORDAN**  
Chairman

*Accepted*

## X. ANNUAL REPORT OF THE TENURE COMMITTEE

### Reported for Information

The University Committee on Tenure makes the following report for 1973-74: The committee, assisted by other members of the Senate, presented the revised Tenure Code to a committee of the Regents in June 1973. Later that month faculty collective bargaining petitions were filed with the Bureau of Mediation Services; the director issued an order requiring maintenance of the status quo until the election is held. As a result, there has been no further progress on revision of the tenure regulations.

The committee has continued to interpret the old tenure regulations. We have determined that a faculty member holding a regular appointment (probationary or tenured) may not be transferred from an A (12-month) to a B (9-month) appointment without his consent.

We are currently considering the following matters: Standards and procedures for suspension pending removal proceedings under Regulation 13(b); the extent to which the Judicial Committee may reconsider its decisions under Regulation 12(b); and the tenure status of administrators who have no other academic appointment. All of these matters are interpretation of present rules and do not represent new policy decisions.

We have arranged for reprinting of the current rules and their distribution to all faculty members (as an enclosure with the Senate Minutes), since they will undoubtedly be in effect for 1974-75.

**FRED L. MORRISON**  
Chairman

*Accepted*

## XI. ANNUAL REPORT OF THE SENATE COMMITTEE ON RESOURCES AND PLANNING

### Reported for Information

During the academic year the Senate Committee on Resources and Planning has been engaged in a review of University budgetary processes. Two activities, the preparation of the biennial legislative request and the preparation of the annual budget, were examined in some detail by the committee. By far the more important activity for influencing the course of the University and altering the allocation of resources is the legislative request, since the budgetary process is almost completely dependent on the form and content of the legislative request as approved in law. On the other hand the process of preparing and approving the annual budget is more orderly and better documented making it much easier to study and evaluate.

Recently the legislative requests have been prepared somewhat differently in each biennium. The review and evaluation of prior years are not particularly relevant to this year's activities in preparing the 1975-77 legislative request. The Senate Committee on Resources and Planning has regularly discussed plans for generating the new legislative request. This consultation has focused on the Academic Policy Planning Group which represents the main, current attempt to bring long-

range academic perspectives to budgetary processes. The Academic Policy Planning Group replaces the more extensive proposals and schedules discussed in the Senate a little over a year ago.

Late in the winter, the Vice President for Academic Administration informed the Senate Committee on Resources and Planning on the establishment of the Academic Policy Planning Group, and more recently the committee reviewed their guidelines with the chairman of the group.

The present timetable calls for the Academic Policy Planning Group to advise the Vice President for Academic Administration on substantive matters late in May when the Consultative Committee, SCEP, and SCRAP will be briefed on the legislative request. The role of the Senate Committee on Resources and Planning is to consult with the Vice President for Academic Administration on the principles and priorities associated with long-range academic planning. This represents greater involvement of Senate committees in the preparation of a legislative request than has been the custom in the past and hopefully will become a precedent for meaningful consultation in the future.

A second activity of the Senate Committee on Resources and Planning during the year has been support for the Regents' Subcommittee charged with preparing a mission statement for the University. The Regents were provided with a set of documents dealing with planning and mission statements as well as several memoranda on guidelines for preparing a mission statement. Since other matters have dominated the Regents' agenda during recent months, there has not been much progress in this area. From the perspective of the Senate Committee on Resources and Planning, however, the development of a mission statement is of vital importance to the University in the future.

**WILLIAM H. FLANIGAN**  
Chairman

*Accepted*

## **XII. ANNUAL REPORT OF THE UNIVERSITY SENATE JUDICIAL COMMITTEE**

### **Reported for Information**

This reports on Judicial Committee developments since the report of Chairwoman Rose published in the Minutes of the University Senate meeting of April 19, 1973.

The committee operated throughout the academic year with 13 members (one of whom is on leave for 1973-74) as expanded by vote of the Senate last spring. The committee now hears cases in three-member panels, and this arrangement seems to have worked reasonably well during its first full year. One consequence of the panel system of operation is that a minority of the committee disposes of a case. Opportunity is provided for written commentary by committee members who do not serve on hearing panels. By this means, and more importantly through a discussion of both general policy and specific cases through status reports on pending cases at the approximately monthly membership meetings of the full committee, the committee believes that it has thus far achieved a satisfactory consistency and cohesiveness.

Traditionally, the Judicial Committee has dealt with employment termination cases—either terminations for cause or denials of tenure or reappointment. On July 31, 1973, President Moos established a grievance procedure for complaints by faculty members against administrative decisions affecting employment but not involving terminations. Provision is made for grievances to be submitted to Vice President Kegler as the University's "Grievance Officer." The function of Vice President Kegler's office is to channel grievance cases to appropriate agencies for disposition rather than to dispose of them in his office. Only one case has been referred to the Judicial Committee under this procedure. The potential workload of this type of case would, however, appear to be substantial.

At this point in the academic year, the workload of the committee is heavy, but hopefully manageable. In September, one active case involving a failure to renew a temporary appointment remained pending from the previous year; that case was settled during the year, although not before extensive prehearing conferences involving substantial expenditures of time and effort by committee members. Early in the academic year the employment-grievance case previously mentioned was filed; this has been through one hearing and probably will require further proceedings. During the latter part of the winter quarter, two termination for cause cases involving temporary faculty came to the committee. One was settled. The other case was heard by a panel which recommended reinstatement; that decision was questioned by the President and is discussed below. Since the first of this month, however, six tenure denial (or similar) cases have been filed. These are currently being assigned to panels, which is complicated because of a Tenure Code restriction on changing the membership of panels and because of a large committee membership turnover. Most of these cases will probably not go through the hearing stage until next fall, if in fact hearings are required.

Earlier in the month, the committee gave final approval to a revised set of Rules of Procedure which will govern further proceedings in all pending cases. The revision seeks to deal with some procedural difficulties noted in prior reports. A collateral objective was to bring the Rules of Procedure into line with the procedures included within the proposed revision to the *Regulations Concerning Faculty Tenure* (currently pending approval by the Board of Regents), to the extent that this was possible. The revised Rules of Procedure give more detailed but simplified guidance to faculty members who wish to press their claims without the often costly assistance of an attorney. In addition, the revised rules attempt to provide a smoothly working machinery for operation of the panel system. Copies of the rules may be obtained through any member of the committee or the Office of the Vice President for Academic Administration.

Related to the revision of the committee's procedures, and in cooperation with the Tenure Committee, a republication of the "old" *Regulations Concerning Faculty Tenure* has been undertaken. Copies of this document are in the process of being printed and mailed to all members of the University faculty.

Discussions have been started to attempt to explain more clearly to faculty the various routes available for the processing of faculty grievances. It is hoped that these will lead to a pamphlet prepared by representatives from the Office of the Vice President for Academic Administration and the Judicial, Tenure, and Academic Freedom and Responsibility Committees.

Two matters of broad policy have arisen that should be reported. First, in the course of dealing with one case, it was discovered that the University had terminated a dismissed faculty member's pay on "2 weeks' notice" and without affording the faculty member a clear opportunity for a hearing prior to the dismissal. Pay was reinstated in the particular case after the Judicial Committee questioned

the propriety of terminating pay without a prior hearing. A letter was subsequently sent by the committee to the President requesting that pay never be suspended until the completion of Judicial Committee proceedings or until the expiration of the 30-day period provided for in the Tenure Regulations for an appeal to the Judicial Committee. The President's response accepted the idea of a hearing prior to dismissal rather than the full proceedings contemplated by Judicial Committee procedures. A final response of the committee reaffirmed its prior request and also stated that for the guidance of administrators the circumstances in which pay would be terminated on such short notice or in which a faculty member would be suspended from his duties should be spelled out in detail. These matters are still open and are being pursued by the Tenure Committee. The Tenure Committee has been in touch with the problem since it arose, and the matter might become the subject of a proposed amendment to the Tenure Regulations.

A second matter, which arose in the same case that gave rise to the correspondence concerning quick termination, concerns the finality of decisions by the three-member panels. The panel recommended reinstatement in the case in question. The decision was rendered by the panel after circulation of a draft to the full committee. The President initially rejected the panel's decision and requested reconsideration of the case by the full committee. The committee took the position, however, that this would not be permissible under Section 12(a) of the current Tenure Regulations which provides that "no member who has not been present during each of the hearings of a case shall participate in its decision." If this view prevails, final decisions would continue to be rendered by three-member panels after circulation of proposed findings to the full committee membership in order to permit comment by members who did not serve on the panel. There is merit, however, in the view that in some cases it might be desirable to obtain review of panel decisions by the full committee. This matter might also have to be clarified through an amendment to the Tenure Regulations. The President ultimately ordered reinstatement in the particular case, but without indicating a sentiment on the question of reconsideration by the full committee.

A continuingly vexing problem in disputed cases is that of attorney fees. Section 18.17 of the proposed Tenure Regulations will permit reimbursement of up to \$2,000 in attorney fees for any faculty member who prevails before the Judicial Committee. At the present time, however, it is unclear whether the University will compensate a prevailing faculty member for the out-of-pocket cost of defending against an inappropriate termination. This has placed a very serious—and, in the eyes of many members of the committee, a very unfair—burden on aggrieved faculty members.

Finally, the Senate will be asked to approve an amendment to the Bylaws of the Senate which will permit references to pending cases in Judicial Committee minutes to remain confidential while, at the same time, making available to public scrutiny the matters of general policy that are discussed at Judicial Committee meetings.

**CHARLES W. WOLFRAM**  
Chairman

*Accepted*

### **XIII. ANNUAL REPORT OF THE UNIVERSITY COMMITTEE ON INSTRUCTIONAL MATERIALS AND MEDIA**

#### **Reported for Information**

The University Committee on Instructional Materials and Media is charged with the responsibility for formulating plans and policies governing the development and use of educational equipment, materials, and media. The following paragraphs outline the committee's response to this charge during the 1973-74 academic year.

Throughout the year the committee has attempted to carry forward a proposal for establishing FM broadcasting capabilities as an addition to the University's educational delivery system. SCEP has received the initial proposals and has asked for further information to justify the sizable commitment of resources which would be required. The supporting information is now being developed and will be transmitted to SCEP for consideration before the end of spring quarter.

An important concern for the committee has been its attempt to define the role of educational media in overall University priorities. To this end the committee has encouraged the Assistant to the Vice President for Academic Administration to study the University's commitment to educational resources as a fraction of the total budget. These data will then permit the committee to make a judgment as to the sufficiency of the support for these important supplements to the educational program.

The committee has also been concerned with promoting the development of educational materials primarily for use in University programs but also with a view toward external marketing. To accomplish wide distribution of University-produced educational materials the committee has actively supported the marketing functions of Audio-Visual Library Services and has alerted Media Resources and other media production agencies to the need for developing materials with potential for outside distribution. The committee has also proposed that a Marketing Advisory Committee be set up to work with AVLS in assessing the marketability of materials developed for use in University programs. The Media Production Fund Committee has also been requested to seek out marketable materials from those developed for internal use through grants from the Media Production Fund.

In late January, three members of the committee attended a conference in Dallas entitled "Cable Television and the University." This experience served as background for educational programming. By the end of the present academic year the committee will have developed a policy statement on cable television for the consideration of central administration.

The committee encouraged Audio-Visual Library Services to conduct a study of user's reactions to the materials and services offered by that agency. The study was conducted by the Research Department of Continuing Education and Extension and the findings are now available. The director of AVLS is establishing objectives for overcoming problems uncovered by the study.

One meeting of the committee was conducted over a teleconference hookup to accommodate the committee members from Morris and Duluth and to test the feasibility of conducting meetings of University committees by this means. The consensus was that the system has promise but that with the present technology it would need to be supplemented by periodic face-to-face meetings.

The committee conducted a self-evaluation of its purposes and functions at the request of the Committee on Senate Committees. One encouraging outcome of the evaluation was that the student members of the committee were more deeply and constructively involved in the work of the committee than at any time in the past. This and other findings were forwarded to the Committee on Senate Committees for review.

As a feature of one meeting, the committee toured the new Learning Resources Center in Walter Library. Following this experience the committee sought ways to involve more students and faculty in the individualized learning experiences offered by this and the several other educational resource centers on the coordinate campuses. The committee noted that many students and faculty were unaware of the services offered by the centers and suggested that means be explored to inform the University community about the learning opportunities available. The problem of cataloging the nonprint educational materials was also discussed by the committee. It was decided that this problem should be confronted at the earliest possible date by the newly formed Council of Learning Resource Directors.

The activities described above touch on most of the aspects of the committee's charge, but the major gains in the use of educational media can be attributed mainly to the creative and responsive media specialists in the resource units and to the sizable numbers of the faculty who have made imaginative use of their services and equipment.

**EUGENE WRIGHT**  
Chairman

*Accepted*

#### **XIV. ANNUAL REPORT OF THE UNIVERSITY COMMITTEE ON R.O.T.C. RELATIONS**

##### **Reported for Information**

This committee consists of seven appointed faculty members, three students, and five members ex officio.

##### **I. HISTORY AND BACKGROUND**

This is the third year of existence of the University-R.O.T.C. Relations Committee. It was established in the spring of 1971 by President Moos as a result of a Board of Regents' Policy Statement calling for the appointment of an All-University Faculty-Student Committee. President Moos charged the committee to:

1. Serve as an advisory committee to the Vice President for Academic Administration regarding the R.O.T.C. program in respect to (1) intra-University policies, and (2) relations between the University of Minnesota and the Department of Defense and the several military services;
2. Formulate and report to the Senate, through the Senate Committee on Educational Policy, recommendations concerning policy changes in University-R.O.T.C. relationships;
3. Advise on the establishment of and on appointments to the faculty of R.O.T.C. programs, as defined by the Regents' statement of November 13, 1970; and



4. Report annually to the Senate, through the Senate Committee on Educational Policy, on the status of the R.O.T.C. program.

The Board of Regents' Policy Statement is attached to this report as Appendix A.

The 1971-73 work of this committee has included study of various models of R.O.T.C. programs and various means of financial reports involved in the move toward regular academic instruction. This study resulted in the recommendation that a new, smaller academic-military group be appointed to draft plans for three Lower Division courses. A Faculty Advisory Committee was appointed May, 1973 by the Office of the Vice President for Academic Administration. This committee, chaired by William Howell, was appointed for a 2-year term and charged with developing detailed proposals for three Lower Division courses.

The second major recommendation of the University-R.O.T.C. Committee in the 1972-73 year concerned the more difficult move toward a more fully academic model in the Upper Division courses. Suggestions on this matter were (1) increased use of the University faculty's "team teachers" within the context of the R.O.T.C. courses which will continue to be offered, and (2) use of an expanded list of courses in the social sciences and humanities which would be suggested to officers as important. It was the committee's conviction that the heads of the R.O.T.C. departments would continue to promote such programs.

## II. ACTIONS AND PROBLEMS

Over the past year the concern of the committee has focused almost exclusively on the work of the Faculty Advisory Committee in setting up three Lower Division courses in leadership, military history, and international power which could replace the three R.O.T.C. courses previously offered in these areas. It was necessary to get the approval of both the military and civilian departments so that the content of the courses could meet the needs both of R.O.T.C. students and the non-R.O.T.C. students who would be in the same classes.

Through the diligent and extensive work of the Faculty Advisory Committee the three Lower Division courses will be offered in the 1974-75 academic year. Pending divisional approval, the leadership course will be available beginning fall quarter, 1974. The international power course should be available also in fall quarter, 1974. There has been a well established military history course and, with some possible modifications and redefinitions, this will be offered in 1974-75. Funding has been a problem in the past but a commitment has been made for some funding for the courses for a 2-year period. At this point there appears to be a general sense of optimism and a feeling of progress and accomplishment on the part of all the committee members, military and civilian.

## III. RECOMMENDATIONS

We recommend the following agenda items for the continuing concern of this committee.

- A. To continue contact and support concerning progress of the three Lower Division courses. The chairperson of the committee will be in contact with the Lower Division Advising Offices during summer registration to see that information on the courses is available for the consideration of students and their advisers.
- B. To begin a closer study of what can be done at the Upper Division level to use courses offered through academic departments to meet R.O.T.C. curriculum requirements.

- C. To discuss the issue of R.O.T.C. on the Duluth Campus and its relationship to work of the University-R.O.T.C. Relations Committee and its relationship to the Duluth Campus and Twin Cities Campus structures.
- D. To investigate the topic of Peace Education Studies which is a part of the World Order Studies Program for the purpose of seeing how the faculty and courses within this program might articulate and relate with R.O.T.C. programs.
- E. There are three remaining items from the Regents' statement about which action will need to be taken or recommendations need to be made. These are
  - I. Change from departmental to program status.
  - IV. Reserving academic titles. No change has taken place here but it seems that the present policy of the senior officer being accorded rank of professor, with others at assistant professorial rank will continue. The committee has not made a recommendation on this item.
  - VI. Full federal funding of the institutional cost.

#### IV. SUMMARY

This committee continues to place its primary emphasis on implementation of Regents' policy. We feel that considerable progress has been made this year by the Faculty Advisory Committee, and we wish to commend William Howell, the committee chairman, and members of this committee from the Departments of Communication, Political Science, and History. The military members of the committee have made considerable input to the work of both the University-R.O.T.C. Relations Committee and the Faculty Advisory Committee, and their continued cooperation makes implementation of the Regents' policy possible.

We would expect that in the coming year the items on the Regents' Policy Statement will for the most part have been implemented. If any at that point do not seem operational or feasible, they should be so designated and reported back as such to the University Senate.

The committee has not performed as yet in the area of recommending policy in University-R.O.T.C. relations but it may be that the work of the 1974-75 committee may begin to move in that direction.

**DOROTHY LOEFFLER**  
Chairman

*Accepted*

#### Appendix A

#### REGENTS' ROTC STATEMENT

The Regents of the University of Minnesota wish to note and acknowledge the sincere and dedicated concern of the faculty and student body of the University expressed during its deliberation; and reflected in its recommendations to the board on the matter of University-ROTC relationships. The board is fully cognizant of the complex issues reflected in that relationship and has considered carefully the questions raised by the University Senate's recommendations of last June 4. The board welcomes the Senate's recommended stated goal seeking to

strengthen ROTC's academic relationships to the faculty and students of the University. Accordingly, the board accepts, with some modification, the principles upon which the Senate proposal is based:

- a. We recognize that there is such a diversity of conflicting views of the role of ROTC in the University community that no resolution of these conflicting views can be entirely satisfactory to all;
- b. We recognize that a university has obligations to the society of which it is a part, and that these obligations can be unilaterally directed neither by society nor by a university;
- c. We recognize the right of a student freely to elect an academically sound educational program leading to a Bachelor's degree while at the same time participating in a military educational program leading to an officer's commission;
- d. We reaffirm this board's long held position that the faculty is qualified to establish operative criteria for academic programs of the University and therefore have been delegated that responsibility;
- e. We reaffirm that courses, programs, and activities that do not carry credit toward a degree and are strictly military training are properly under the jurisdiction, control, and implementation of the military services. ROTC activities should be scheduled in such a way as not to interfere with the educational programs or participating students.
- f. We affirm the proposition that the University is obligated to support courses carrying credit for a University degree, and all student personnel services formally accepted as a part of University programs;
- g. We recognize that the University must honor all contractual arrangements in effect as of the date of implementation of the policy with respect to the several ROTC programs.

Further, the Board of Regents adopts the following statements of policy which it believes are consistent with the objectives of the Senate report and the report of the Special Committee on ROTC (Benson Committee) submitted to the Secretary of Defense on September 22, 1969:

#### **Administration of ROTC**

- I. The board approves changing the ROTC from departmental to program status since this more accurately reflects its multidisciplinary character.
- II. The board acknowledges the desirability of the appointment of an all-University faculty-student committee on University-ROTC relationships appointed in the usual manner and charged with the following responsibilities:
  1. to serve as an advisory committee to the Vice President for Academic Administration with respect to intra-University policies and relations between the University of Minnesota and the Department of Defense and the several services with respect to the ROTC program;
  2. to formulate and report to the Senate, through the Senate Committee on Educational Policy, recommendations concerning policy changes regarding University-ROTC relationships;
  3. to advise on the establishment of the faculty identified in III below.
  4. the committee should take cognizance of the varied circumstances on the several University campuses.

- III. Recognizing the need to strengthen the ROTC programs and to increase their integration into the normal context of University programs, the Board of Regents proposes the establishment of a faculty for the ROTC comprised of officers accredited to the Minnesota ROTC and faculty members drawn from regular academic units of the University which provide courses integral to the curricula which satisfy the requirements for the ROTC programs. Such a faculty could provide a program of shared instruction if regular academic courses central to the education of students enrolled in the ROTC. It is the board's feeling that such a program of shared instruction with an identified civilian and military ROTC faculty could be adapted to the needs of each campus of the University with ROTC programs. This faculty's operating functions would be:
1. to elect a chairman and cochairman for a defined term from both the civilian and military faculty of the ROTC faculty;
  2. to offer and coordinate courses in regular academic teaching units approved by established collegiate procedures which may be required as part of an officer education program. Such courses would be available to all University students;
  3. to propose new courses which may be required for a program of officer education. Such courses would be offered as regular courses upon approval through established collegiate procedures;
  4. to encourage the expanded use of regular University courses to satisfy specific ROTC curriculum requirements;
  5. to facilitate the utilization of qualified personnel (both civilian and military) for the teaching of regular University courses, subject to the established standards and procedures of the teaching unit and college offering the course;
  6. to prepare and advise on the dissemination of documents and otherwise offer advice to University of Minnesota students regarding officer education programs; and
  7. to exercise the normal responsibility for accrediting faculty.
- IV. The board approves of designating military personnel assigned to ROTC by their military titles, reserving academic titles for faculty (military or civilian) so entitled by established departmental and collegiate procedures. This change in no way implies loss of any perquisite or prerogative associated with being a member of the faculty of the University of Minnesota.
- V. Collegiate units will continue to establish accreditation for those ROTC courses which will meet baccalaureate requirements.
- VI. The board endorses the concept that the Department of Defense should assume all institutional costs of the ROTC program as recommended by the Benson Committee.
- VII. ROTC educational activities will be entitled to the same use of University facilities as are all other University educational programs.
- VIII. The board instructs the Vice President for Academic Administration to establish procedures to preserve the principles of due process of law in the exercise of the power to call a student to active duty upon becoming disenrolled from ROTC for any reason during his tenure as a student at the University of Minnesota.

## XV. COUNCIL ON LIBERAL EDUCATION

### Reported for Information

#### Report of Activities, 1973-74

The All-University Council on Liberal Education is charged with the responsibility for the formation of policy subject to Senate ratification, establishing "floor" requirements in liberal studies for all baccalaureate University curricula. Additionally, it strives to determine the effects of the policy in order to recommend to the Senate such changes in the policy as seem appropriate. Further, this council initiates other actions intended to improve the quality of undergraduate education at the University.

C.L.E. members met regularly during this academic year to carry forward the roles and functions implicit in the council's charge. In general, these activities required the attention of the council during the current academic year:

1. "Perspectives and Recommendations Concerning the Improvement of Liberal Education, Part II: Proposed New Recommendations," approved by the Senate in May 1973, were distributed to all academic units in the fall of 1973. Collegiate units have begun to operationalize these new recommendations and as of spring quarter, status reports are being received by the council from units which have made progress.
2. The Small Grants Program, initiated by C.L.E. in 1967, continues to provide a rapid response with financial and organizational support to ideas of faculty, faculty groups, and faculty-student groups for improving the quality of undergraduate education. Approximately 50 projects are supported annually. A subcommittee of the council evaluates proposals while the Center for Educational Development provides staff support and other services for the direct administration of the program.
3. The 1973-74 Horace T. Morse Awards for Outstanding Contributions to Undergraduate Education are being supported by the Amoco (formerly Standard Oil) Foundation for the ninth consecutive year. C.L.E. continues to administer this all-University program which provides for a measure of recognition to faculty members whose contributions are judged as exemplary. Later this month C.L.E. will announce the names of eight recipients who will receive cash awards. Following the announcement, C.L.E. is planning to involve interested recipients in the creation of videotaped programs pertaining to instructional excellence which will be available to University and public constituencies. Additionally, a subcommittee on teacher development is exploring other options for the use of available Amoco monies.
4. An all-University study of student choices relative to fulfillment of the liberal education distribution requirements, sponsored by C.L.E. and conducted by the Services Center, has been underway during this academic year. Work has progressed to the stages of data analysis and report drafting. The research is generally designed to determine a) what courses a student selects to fulfill distribution requirements and at which stages of his academic program, and b) the characteristics of those courses selected.
5. Review of collegiate approaches to providing alternative ways of meeting the liberal education requirements has been undertaken. Thus far, C.L.E. has had the opportunity to receive reports on the "Toward a Good Life" course in the General College, the Bachelor of Elected Studies Program in

the College of Liberal Arts, and the experimental degree granting programs in the University College.

In sum, this has been a year for devotion of time and thought to consideration of the determination and evaluation of the effects of the policies on enhancement of liberal education proposed by the Council on Liberal Education to the Senate Committee on Educational Policy and approved by the Senate. C.L.E. has also met its traditional responsibilities in administering the Small Grants Program and the Horace T. Morse Awards.

**SHIRLEY M. CLARK**  
Chairman

*Accepted*

## **XVI. ANNUAL REPORT OF THE SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS**

### **Reported for Information**

#### **Committee Activities, 1973-74**

The committee met six times to review two issues and to bring two items for action to the Senate, and finally, to look at its own responsibilities.

Credit for veterans' military experiences (use of the *Turner Guide*) and testing requirements for new freshmen were reviewed, and further work is in progress on both.

The residency credit rule for University degrees was changed, and the committee dealt with several resulting questions. Accreditation of private high schools has been the responsibility of the committee for many years, more recently with some reluctance. The Senate agreed to discontinue University accreditation review procedures as of July 1, 1974.

Over the past several years, the three activities which have required the most attention from the committee (grading, transfer recognition, and accreditation) have either ceased or been much reduced. The committee will shift attention to some new areas of relevance, particularly those having to do with policy needed as University instructional activities take in a wider audience.

**JAMES B. PREUS**  
Chairman

*Accepted*

## **XVII. ANNUAL REPORT OF THE UNIVERSITY COMMITTEE ON BUSINESS AND RULES**

### **Reported for Information**

The University Committee on Business and Rules met five times during 1973-74. The Senate Constitution was amended to change the amendment clause and to allow units to redefine the pool of alternates. Another constitutional amendment to

remove senators from office for neglect of meetings has been recommended to the Senate.

The Bylaws were amended to add Waseca as a unit.

The formula for electing members of the Senate was reviewed, as required by the Bylaws. The formula was found to be adequate. The committee pointed out to the Senate the preponderance of tenured faculty on the Senate. It felt that each unit could take its own steps to solve this problem.

The committee discussed the possibility of reducing the Senate to half its present size. It sought the advice of the Senate, which felt that such a reduction should not be made. The committee also discussed the method by which committees are appointed and saw no problems that could be solved by changing the method of appointment.

The committee is trying to increase the accuracy of attendance records. The attendance summary will also distinguish between absences which were covered by an alternate and those which were not.

**RUSSELL K. HOBBIE**  
Chairman

*Accepted*

## **XVIII. ANNUAL REPORT**

### **Senate Committee on Faculty Affairs, 1973-74 University of Minnesota**

#### **1. Reported for Action by the Faculty Senate**

#### **PART A: RECOMMENDATIONS ON FRINGE BENEFITS FOR PART-TIME FACULTY, EARLY RETIREMENT, PERFORMANCE OF FACULTY RETIREMENT FUNDS, HEALTH INSURANCE PLANS, AND SABBATICAL LEAVES. (REPORTED FOR ACTION)**

##### **GENERAL COMMENTS**

After salary the most important faculty benefits are probably retirement plans and insurance programs. The range of faculty benefits is multivariuous and constitutes a very significant proportion of a faculty member's "real" income.

Direct compensation in the form of salaries will be of great concern during the University's 1975-1977 budget, and this concern will almost certainly center around the eroding effect of inflation on the salary structure. However, if the University is to attain its objectives it will need an *overall* compensation plan that will attract, retain, and motivate its faculty. Indeed, both salary and fringe benefits will have to be (1) competitive if the University is to protect its external labor market situation, and (2) reflect internal consistency according to some criteria of merit and equity if the University is to provide an atmosphere consistent with scholarly pursuits.

Nationwide, fringe benefits in 1967 made up 12½ percent of the total wage and salary bill, and the latest estimate by Gordon and Bleu suggests that this will increase to 50 percent by 1985. This underlines the critical importance of fringe benefits in facilitating the attainment of the University's objectives both now and in the future.

It must be cause for concern that as a result of inflation the real purchasing power of Minnesota salaries *decreased* last year by enough to wipe out the entire increase in real salary gains over the last 4 years or more. Further, the performance of invested monies flowing into deferred benefits, notably retirement fund investments, does not appear to have been spectacular. It was for these reasons that the five subcommittees, particularly the first four, were appointed to make in-depth studies of certain fringe benefit items. The recommendations which follow are *largely based* on the studies made for the SCFA by the five subcommittees. *The entire reports of these subcommittees* together with a covering letter from the chairperson will be made available to all the senators before May 23, 1974. It is hoped that the senators will study the reports and recommendations and discuss their content with colleagues *before* the May 23 meeting of the Senate.

## I. FRINGE BENEFITS FOR PART-TIME FACULTY

### GENERAL COMMENTS

On November 16, 1972 the Faculty Senate instructed the Senate Committee on Faculty Affairs to study and make recommendations to the Senate on the fringe benefit status of all part-time members of the faculty. In January, 1973, SCFA initiated the compilation of information to be used in the study and made a progress report to the Senate in May, 1973. In its report, SCFA (1) suggested priorities for extending benefit eligibility, (2) sought guidance from the Senate concerning the suggested directions infringe benefit coverages, (3) asked for support to generate the refined cost data needed for the study, and (4) promised to make specific recommendations on benefit coverages to the Senate sometime during the 1973-74 academic year. Accordingly, below are presented recommendations for Senate deliberation and action.

### RECOMMENDATION 1:

Social Security coverage be extended to all *nonstudent* academic appointments.

### COMMENT:

Most workers in American society are covered compulsorily by Social Security; at other universities part-time academic personnel are covered. All part-time civil service workers at the University of Minnesota are covered. It might be argued that Social Security coverage is not properly an occupational fringe benefit at all; rather, in this country it is a worker's right.

### RECOMMENDATION 2:

Seek the views of student academics and others *not* covered under Recommendation 1 regarding Social Security coverage.

### COMMENT:

Teaching assistants and associates, research assistants and administrative fellows, etc., are appointed almost entirely on a part-time basis and therefore are not eligible for Social Security coverage. Since many persons in this category are only in *temporary* employment at the University and since there are some employee contributions involved, it may be that the majority of those individuals prefer to postpone coverage until they have found relatively permanent positions.

### RECOMMENDATION 3:

Health insurance be extended to all *nonstudent* academic employees.



**COMMENT:**

Part-time academic personnel whose major career commitment is to the University would expect the University to be a natural source of such a benefit, and it would provide added incentive for such personnel to remain in University service. The committee is aware that an extension of this kind of benefit would require legislative action.

**II. EARLY RETIREMENT****GENERAL COMMENTS**

Expanded opportunities for *voluntary* early retirement enlarges the set *viable* employment choices available to faculty members. A faculty member may, for a variety of reasons, appreciate the opportunity for additional leisure or for alternative forms of work.

It is understood that all faculty members with tenure at the adoption date of the following recommendations would continue to be governed on regular appointment, if they so choose, by the current regulations.

**RECOMMENDATION 1:**

Resetting the "ceiling" in the Transitional Retirement System by substituting a single ceiling of \$8,000 or more for the present ceilings of \$6,976, \$6,476, and \$5,976.

**COMMENT:**

The present practice of three different ceilings for the three professorial ranks should be discontinued and replaced by a retirement income which is a function of the number of years of service and the size of preretirement salary. This will prevent all of the anomalies which the present system has created. The proposed increase in the ceiling would still buy 20 percent less today than did \$6,976 in 1967. There should be a minor redefinition of the term "preretirement salary" from the average salary during the last 5 years of service to the average of the three consecutive highest annual salaries.

**RECOMMENDATION 2:**

Allow persons who have reached the age of 65 to retire with the Annuity plus Supplement to which they would be entitled at age 68, *and* to allow persons who have reached the age of 62 to retire with the Annuity plus Supplement to which they would have been entitled at 65.

**COMMENT:**

The recommendation makes no attempt to compensate for the diminution in Social Security income caused by early retirement. This loss could run nearly \$2,000 per annum for a married couple electing the "joint and survivor" option.

**RECOMMENDATION 3:**

Partial early retirement to enable a person to retire gradually rather than abruptly.

**COMMENT:**

The recommendation has several benefits for the faculty member. It fully protects his retirement income, may improve his health and productivity, and protects him against adverse financial contingencies since the following term he can resume 100 percent work load if he so wishes. This option has been available to faculty but its availability has not been publicized, and many are unaware of its avail-

ability. From the University's viewpoint, nothing about the arrangement adversely affects its cash flow situation.

**RECOMMENDATION 4:**

A cost of living adjustment for retirement incomes.

**COMMENT:**

The implementation of this recommendation should remove a negative factor instigating against early retirement; namely, the eroding effects of inflation on retirement incomes. A cost of living adjustment system is expensive, but it is necessary if an early, voluntary retirement option is to be viable.

### III. PERFORMANCE OF FACULTY RETIREMENT FUNDS

#### GENERAL COMMENTS

Since 1963, the University's faculty retirement income program has been based on the principle of "full and immediate vesting," (i.e., funds invested, and the return on them, are fully and immediately owned by the faculty member). There are a number of advantages to retirement plans based on "full and immediate vesting." Not the least of these is that by owning the funds invested, the faculty member will receive retirement benefits upon resignation or layoff preceding the normal retirement age. Also, if the member dies before reaching retirement age, then the beneficiary will receive all accumulated benefits. As a faculty member ages under the University's plan, his *potential* annuity income increases more rapidly, not necessarily because of his and the University's current retirement contributions, but because of the ever growing yields on the sum he previously accumulated.

Obviously the success of a retirement plan based on the principle of "full and immediate vesting" depends not only on the size of the investments made by the faculty member and the University, but also on the *return* on these investments. If investment returns are poor, the many advantages of "full and immediate vesting" can be partially offset. If these returns are good, these advantages are enhanced. High returns over long periods of time can give faculty members who have been in the plan for a long time desirable options including relatively high income during early or partial retirement *if chosen*, relatively small needs for life insurance, and substantial full retirement income. It is therefore most important for a faculty committee, like SCFA, to monitor investment returns on retirement accumulations very carefully. *Accordingly, it is the unanimous decision of SCFA to review the performance of faculty retirement plans each year and report the results of its investigation to the Senate.*

**RECOMMENDATION 1:**

Faculty members should be allowed to have additional options for the investment of their own and the University's contributions to the Minnesota Mutuals relatively low return-low risk fixed income and equity portfolios.

**COMMENT:**

Insurance companies in effect charge for the service of guaranteeing interest rates and principal, and some faculty members may want to absorb the risk and avoid the charges.

**RECOMMENDATION 2:**

Minnesota Mutual should be required to justify its charges, and if these charges exceed costs demonstrably attributable to managing funds, belonging to the Uni-

versity of Minnesota faculty, they should be lowered. Otherwise, the faculty should seriously consider contracting alternative fund managers.

**COMMENT:**

Self explanatory.

**RECOMMENDATION 3:**

Substantial improvements should be made in the information provided to faculty members on investment of their own and the University's contributions.

**COMMENT:**

Reports should be issued providing information which will help faculty make decisions among the options which now exist and which have been proposed above. These should contain thoughtful and illustrative discussion of the many types of risks involved with each option.

## **IV. HEALTH INSURANCE PLANS**

### **GENERAL COMMENTS**

SCFA believes that both University faculty and employees of the state of Minnesota have the same needs and interests with regard to the health insurance plans, and it fully recognizes that all are placed under a common insurance umbrella. However, it is important to observe that the master Blue Cross-Blue Shield policy covering state and University employees can be modified at the direction of the state legislature, and any such changes will not affect master contracts between the Blues and other groups. In contrast, the "HMO" (Health Maintenance Organization) plans like Group Health of St. Paul offer the same benefit plan to each covered group including state employees, so changes in an HMO plan may require changes in contracts with other HMO members. In fact there is no master contract between the state and the Group Health Plan.

### **RECOMMENDATION 1:**

After five years of service any retiring employee be permitted to elect to continue without time limit as an insured person under the state plan and pay the group insurance premium rate with the entire group absorbing the cost of adverse selection.

### **COMMENT:**

During the 1974 session the Minnesota legislature enacted Chapter 101 which permits any employee under a group health insurance contract to elect upon termination of employment to retain the group insurance coverage for a maximum of 6 months and pay his former employer on a monthly basis at the group insurance premium rate. Because of the 6 months limitation, this legislation, effective August 1, 1974, is only a first step in the direction of resolving the problem.

### **RECOMMENDATION 2:**

An insured person with 5 years of service should have the right to elect continuation of coverage under the state program with premiums at group rates paid by the insured. Any increased costs of adverse selection would be absorbed by the entire group.

### **COMMENT:**

The recommendation complies with or exceeds the requirements of Minnesota laws enacted in 1973 and 1974.

**RECOMMENDATION 3:**

Until Recommendation 2 is implemented, the following steps should be taken:

a) The conversion right should be defined more explicitly and the benefits specified;

b) The contractual statement of the conversion privilege should specify or incorporate at least a minimum level and scope of benefits; and

c) The group health plan conversion privilege provision should be redrafted to apply to dependents as well as employees. The term *member* should be substituted for employee.

**RECOMMENDATION 4:**

Unlimited major medical expense coverage.

**COMMENT:**

SCFA viewed with approval the recent increase in Blue Cross-Blue Shield major medical benefits from \$15,000 to \$50,000 and the application of any unused portion of the \$50,000 to provide hospital benefits after the 365-day limit is exhausted. However, HMO's including Group Health of St. Paul typically provide unlimited medical expense benefits as do workmen's compensation laws in 46 states and no-fault automobile laws in at least two states.

**RECOMMENDATION 5:**

The coverage for tuberculosis, chemical addiction, and mental health be expanded to at least 120 days with incentives to utilize outpatient facilities.

**COMMENT:**

For Blue Cross inpatient hospitalization resulting from tuberculosis and mental or nervous conditions, the plan only pays for 100 percent of covered charges for up to 70 days of inpatient care in a participating hospital (73 days in cases involving chemical dependency).

**RECOMMENDATION 6:**

An open enrollment period during *each* academic year.

**COMMENT:**

Five years have elapsed between the last open enrollment and the current open enrollment.

**RECOMMENDATION 7:**

Establishment of a formal complaint procedure.

**COMMENT:**

The faculty is not aware of such a procedure available to them.

**RECOMMENDATION 8:**

Periodic reports to faculty on benefits and procedures.

**COMMENT:**

Because of frequent changes in plans and in Minnesota insurance laws at least annual reports to state employees summarizing current benefits and procedures would be very helpful.

**RECOMMENDATION 9:**

The University consider making additional HMO plans available to the faculty as and when they become available.

**COMMENT:**

Equity among all state employees and possible federal law will require the state to provide more than one HMO option in the future.

**RECOMMENDATION 10:**

Efforts be made to eliminate gaps that now exist in the coverage of such categories as Surgical Benefits (Blue Shield), Hospital, Office, and Home Physician Visits (Blue Shield), Outpatient Diagnostic and Laboratory Services (Blue Shield), and Maternity Benefits (Blue Shield).

**COMMENT:**

With respect to Surgical Benefits, there is no indication that the assistant surgeon's services are covered. With respect to Hospital, Office and Home Physician Visits, there is no coverage for home or office visits, and coverage for physician hospital visits is inadequate. With respect to Outpatient Diagnostic and Laboratory Services, the maximum limit should be increased to \$150-\$200 per calendar year per person. The maternity benefits provided by the Minnesota Blue Cross-Blue Shield Plan are *out-of-line* with the benefits provided by the more progressive health insurance plans.

## V. SABBATICAL LEAVES

### GENERAL COMMENTS

In an era of very low faculty turnover the sabbatical leave program should provide one of the best methods of keeping new ideas and points of view moving through the University community. It is so because the chief purpose for sabbatical leaves is for research, writing, and study at the level of trained active scholars refurbishing (sometimes refurbishing) the research and teaching tools of his or her craft. If the University intends to try and recover a position of intellectual eminence, it is absolutely essential that all possible means to achieve such a ferment should be used. Sabbatical leave programs should be intellectually enriching and should improve the teaching and scholarship of the person who takes leave.

### RECOMMENDATION 1:

Departments initiate contacts with a view to arranging faculty exchanges.

### COMMENT:

The University can usefully act as a broker for official exchanges, particularly with the CIC institutions. Departments should be canvased for potential exchanges. The details of such exchanges are likely to vary a great deal from one department to another, so that a highly structured, University-wide program is unlikely to succeed. This is not a substitute for sabbaticals, but might facilitate them.

### RECOMMENDATION 2:

Sabbatical leaves should be extended to long-term, *non-regular* appointees when their duties are principally in teaching and research.

### COMMENT:

This would correct a situation which at the moment is anomalous.

### RECOMMENDATION 3:

The departments should be encouraged to use the unused half of the salary of a person on sabbatical leave toward bringing to our University someone at faculty rank, where possible, in the same general area as the leavetaker.

**COMMENT:**

This should enable a fresh point of view to be brought into the department.

**RECOMMENDATION 4:**

The Academic Vice President generate \$200,000 per year to finance *twenty Regents Sabbatical Fellowships*.

These fellowships should be awarded on the following criteria:

- a. The outstanding nature of the work to be undertaken on leave, its potential for scholarly success, and evidence of well-planned arrangements for carrying it forward.
- b. Evidence that the applicant has made serious, timely applications to other appropriate fund-granting bodies and has not been able to receive any or sufficient help.

**COMMENT:**

This should help remove some of the financial burden of taking a sabbatical, and as financial reasons appear to be the major factor in the decision not to take a leave, the removal of the financial burden should be instrumental in facilitating an improvement of the program. It will also encourage leaves for lower income faculty members.

**RECOMMENDATION 5:**

When a faculty member goes on sabbatical leave, the half-salary should remain with the department, and the department should be allowed to accumulate sabbatical funds through encumbrances permitting it to develop funds necessary to enhance the quality of that department's program through such means as inviting visiting professors of outstanding stature.

**OVERALL RECOMMENDATION**

Central Administration be requested to send, in writing, their views and reactions to the above recommendations approved by the Faculty Senate before the end of fall quarter, 1974.

**COMMENT:**

The committee plans to continue its work next year in these areas and would like to have input from the University Administration in its deliberation.

*Approved*

**2. Reported for Information by the Faculty Senate**

**PART B: ISSUES AND PROBLEMS WHICH WERE OF CONCERN TO THE COMMITTEE AND ON WHICH SOME DISPOSITION WAS MADE**

1. **Membership of the Committee.** The Senate Committee on Faculty Affairs met monthly during this academic year. Attendance, even at the three, day-long Saturday meetings was very good. In January 1974 the membership of the committee expanded to 10, consisting of Professors: Mahmood A. Zaidi (Chairperson), Theodore Anderson, Thomas Boman (Duluth), Donald Kahn, Bill W. Kennedy, Virginia Kivits, Raymond Lammers (Morris), Clarice Olien, Eugenia R. Taylor, Clare K. Woodward and Vice President Harold W. Chase (Ex officio).

2. **SCFA Newsletter.** The decision to begin issuing the SCFA Newsletter was very well received by the faculty. It kept the faculty informed of the committee's work and at the same time prompted the exchange of questions and proposals concerning this work.
3. **Other Senate Committee Reports.** SCFA received reports from the Ad-hoc Committee on Faculty Accountability and the Committee on Academic Freedom and Responsibility. These reports were discussed by SCFA, and recommendations for change were forwarded to each committee.
4. **Faculty ID Card.** Since objection was voiced by some faculty members, the committee voted not to require the compulsory use of the Social Security number on faculty cards any longer. The committee further agreed that cards issued in the future should contain the following additional information: 1) a symbol to distinguish faculty from Civil Service employees, 2) the department in abbreviated form, and 3) building and room number of the department. The above information will be in the form of *raised* characters.
5. **Athletic Facilities.** SCFA accepted the recommendation of the Athletic Finance and Facilities Department concerning clothing service.
6. **Alcoholic Beverage Policy.** The committee accepted the guidelines for the consumption of alcoholic beverages at the University of Minnesota approved by the Regents.
7. **The Task Force on Academic Salaries.** SCFA supported the creation of the Task Force on Academic Salaries. The charge of this task force is to develop general principles and guidelines appropriate to establish and maintain an equitable system of academic salaries within the University. The task force will continue its work through summer 1974 and present its final report and recommendations in writing to the Consultative Committee, the Senate Committee on Faculty Affairs, and the Senate by September 1974.
8. **Individual Concerns.** Many letters were received from faculty members expressing concern on a wide variety of issues including bus service between East and West Bank campuses, appointment of a faculty member from Crookston to SCFA, review of Athletic Participation Fee, etc. These issues were acted upon or referred to appropriate committees or authorities by SCFA.
9. **Ongoing Issues 1974-1975.**
  - a. Discussion of the 1975-1977 legislative request on academic salaries.
  - b. Discussion of a proposal that free University education be made available to University faculty and their dependents.
  - c. Continuation of fringe benefit study, not in its individual components, but as a whole and to determine their equity and comparability with other institutions.

**MAHMOOD A. ZAIDI**  
Chairperson

*Accepted*

## XIX. SENATE COMMITTEE ON RESEARCH

Reported for Action at the May 30 Meeting

(30 minutes)

The Senate Committee on Research requests that the Board of Regents' Policy of Standards and Procedures related to the Use of Human Subjects in Research be amended in the following manner:

(1) Section III.B.

1. Administrative Structure: Committee on the Use of Human Subjects in Research.

a. Composition

The Committee on the Use of Human Subjects in Research shall consist of at least sixty (60) members drawn from the faculty, staff, and student body of the University and specifically falling within the following five categories:

- 1) At least twenty (20) members from the health sciences and biological sciences,
  - a) Fifteen (15) of whom shall be drawn from the faculty and staff of the units of the University dealing with the health and biological sciences, and
  - b) Five (5) of whom shall be undergraduate, graduate, or professional students in these units of the University;
- 2) At least twenty (20) members from the social and behavioral sciences,
  - a) Fifteen (15) of whom shall be drawn from the faculty and staff of the units of the University dealing with the social and behavioral sciences, and
  - b) Five (5) of whom shall be undergraduate, graduate, or professional students in these units of the University;
- 3) Two (2) members from the University Hospitals administration; and
- 4) At least eighteen (18) members from other units of the University,
  - a) Thirteen (13) of whom shall be faculty members, and
  - b) Five (5) of whom shall be students.

In the event that the size of the committee should be expanded to more than sixty (60) members, the proportions of members from each of the above categories would remain the same.

(Corresponding changes will be made in Figure 1, page 8)

(2) Section III.B.1.

b. Selection of Members

The members of the committee from the biological and health sciences and from the social and behavioral sciences shall be drawn from units in which a primary focus of professional activity is the conduct of research with human subjects in these areas, as well as from units having persons qualified to help clarify ethical, moral, and legal issues and units having persons qualified to discuss matters of the common good. Such members shall be chosen by the President (or a Vice President designated by him).

2) Official Positions on the Committee

The chairman shall be elected from the appointed members by a mail ballot, majority vote of the committee and shall serve for a period of 2 years.



(3) Section III.B.1.C.3.

3) The Committee on the Use of Human Subjects in Research shall perform those functions by its Executive Subcommittees or the appropriate review panels, as the case may be.

4) Reporting to the Senate

The Committee on the Use of Human Subjects in Research shall report to the Senate through the Senate Committee on Research in accordance with the Rules and Organizational Procedures of the Senate, U1.302.5.

(4) Section III.B.2.

a. Composition and Function

The Committee on the Use of Human Subjects in Research shall have two Executive Subcommittees, one representing the health and biological sciences and one representing the social and behavioral sciences. Members of the Executive Subcommittees shall be appointed from the full committee by the President (or a Vice President designated by him) in consultation with the Chairman of the Human Subjects Committee and subject to the approval of the full committee by a mail ballot.

Subcommittee chairmen shall be elected by a majority of the subcommittee members. Each Executive Subcommittee will have no less than nine (9) members, six (6) faculty and three (3) students. The function of the Executive Subcommittees will be to review and approve summary protocols, within 2 months of submission. Action may be taken by each subcommittee when at least five members are present, at least three of which are faculty. Subcommittee recommendations shall be by majority vote with the opportunity for an expression of a formal minority opinion.

The Committee on the Use of Human Subjects in Research shall also operate by means of Review Panels representing the health and biological sciences and the social and behavioral sciences. Members of the panels, as well as panel chairmen, shall be appointed from the full committee by the executive secretary with the approval of the chairman of the appropriate subcommittee. Each panel will have no less than nine (9) members, six (6) faculty and three (3) students. The function of the panels will be to review and approve individual proposals within the panel's domain, acting within 1 month of submission. Action may be taken by each panel when at least five members are present, at least three of which are faculty. Panel recommendations shall be by majority vote with the opportunity for an expression of a formal minority opinion. (Corresponding changes will be made in Figure 2, page 10)

(5) Section III.C.3,5,e,f.

e. Following its review of the projected research, the panel shall determine whether the research project will be approved with or without modification or disapproved. The determination of the panel should be by majority vote with opportunity for a formal recording of an expression of minority views by any members who disagree with the determination or recommendations made. Any two panel members may invoke the appeal procedure (V. paragraph 4).

f. The formal action of the panel and any expression of minority views shall be reported to the executive secretary of the committee, and by him to the

investigator. The executive secretary shall keep a file of all decisions which will be open to all committee members.

(6) Section III.C.6.

In the event that the Committee on the Use of Human Subjects in Research determines (as provided in paragraph 5) that an investigator is guilty of unethical conduct in the use of human subjects in research, a new ad hoc committee, composed of at least three faculty members of the University Committee, excluding the chairman, students, and members of the ad hoc investigating committee that investigated this complaint, will be formed to determine sanctions appropriate to the infraction.

(7) Section IV.C.

Senate approval and enforcement of the amended policy expires December 31, 1975. Before renewal of Senate approval of the standards and procedures, a report of the effects of operation of the program on University research must be presented to the Senate Committee on Faculty Affairs. An interim report of this nature will be submitted by December 30, 1974.

NOTE: Corresponding changes in terminology in the rest of the policy will be made and the amended policy made available.

**ROBERT WIRT**  
Chairman

An amendment to make the University Committee on the Use of Human Subjects Research become the Committee on the Use of Human Subjects in Research was *approved*.

Another amendment to reduce the quorum requirement for subcommittees was *approved*.

A motion to delete the requirement that there be Law School faculty representation on the committee was *approved*.

The amendments to the Policy of Standards and Procedures related to the Use of Human Subjects in Research were *approved as amended*.

## **Annual Report of the Senate Committee on Research Reported for Information**

The Senate Committee on Research held meetings approximately monthly from November through May, 1973-74. The following issues were discussed:

1. Care and use of animals in research and training
2. Use of human subjects in research
3. Role of non-regular faculty as principal investigators in research
4. University patent policies
5. University policy regarding rates charged for recovery of indirect costs of research and training grants and contracts
6. Review of the structure and functions of the Office of Sponsored Programs and the Office of Research Accounting

Discussion of the first three items resulted in amended policy recommendations being made to the Senate and subsequently to the Regents. Committees have been

appointed and are currently preparing recommendations, regarding items 4 and 5. In consultation with two outside review panels, the Vice President for Academic Administration and the Vice President for Finance, Planning, and Operations have drafted suggestions for a changed administrative structure. These recommendations are under review by a number of committees of the Senate and groups and individual faculty members.

**ROBERT D. WIRT**  
Chairman

**XX. OLD BUSINESS**  
**Reported for Information at the May 30 Meeting**  
**REPORT OF THE ALL-UNIVERSITY CONSULTATIVE COMMITTEE**  
**TO THE SENATE ON THE QUESTION OF**  
**CIVIL SERVICE REPRESENTATION**

The Consultative Committee has considered the recommendation of a special committee that Civil Service representation be added to the Senate. This special committee recommendation did not detail a plan for doing so nor did it deal with any of the problems that would be raised by the recommendation.

The report was referred to the Committee on Business and Rules which felt that the issue was of such wide significance that it was beyond the scope of its responsibility.

Our committee has discussed some of the ramifications of such a proposal. We are informed, for example, that there are possible conflicts with the recognition of some of the unions as bargaining agents and the possibility of complex entanglements under the Public Employees Act. We are aware that universities that have attempted such representation have in many cases abandoned them. We have no guidance in possible ratios, possible issues which civil servants might be excluded from voting on, or a decent mechanism for the choosing of such representatives.

After considerable soul searching we conclude that not enough thought has gone into this matter to warrant our drafting a proposal. In view of the imminence of a faculty election which might further complicate the situation, we do not feel we can make a realistic proposal if we tried.

We do feel that proponents of such representation could advance the discussion by securing statements from the recognized collective bargaining agents that they would not regard such inclusion in the University Senate an unfair practice or some similar statement from the Board of Mediation Services. We also urge that proponents should take responsibility for framing a draft amendment which they feel would implement their proposal.

**SAMUEL KRISLOV**  
Chairman

*Accepted*

**XXI. NEW BUSINESS**

None.

## XXII. DECEASED FACULTY MEMBERS

### JOHN C. COTHRAN

1885-1974

Dr. John Cleveland Cothran, professor emeritus of chemistry and former chairman of the Division of Science and Mathematics at the University of Minnesota, Duluth (UMD), died Monday, February 25, 1974, at the home of his son, Raymond, in Londonville, New York.

Born near Ransomville, New York, on November 16, 1885, he grew up in that area and graduated from Lockport (New York) High School in 1904. Cornell University awarded him the A.B. degree in 1908 and the Ph.D. in 1931. Between these dates he served as a research chemist for the General Electric Co., Harrison, New York; chief chemist for the Albany Lubricating Co., New York City; and treasurer and plant engineer for the Cochran Box and Manufacturing Co., Lockport, New York.

After receiving his Ph.D., he completed 1 year of postdoctoral work at Cornell and then served as head of the Chemistry Department at Bethany College, West Virginia, for another. He came to Duluth State Teachers College (later UMD) in 1933 where, in addition to his teaching duties, he served as chairman of the Division of Science and Mathematics until retiring from the University in 1954. However, his teaching career continued until 1959, first at Kansas State Teachers College, Emporia, then at Washington College, Chestertown, Maryland.

Dr. Cothran was active in the Lake Superior section, American Chemical Society, serving 1 year as chairman; the Duluth Engineers Club; Minnesota Academy of Science; New York Academy of Science; American Chemical Society; Mathematics Association of America; American Association of Physics Teachers; fellow, American Geographic Society; fellow, American Institute of Chemists; American Association of University Professors; Rocks and Minerals Association; and Minnesota Education Association.

John Cothran was dedicated to the instruction of undergraduate students. His patience with them, his ability to inspire and encourage them, his thoughtfulness of them, and his continuing interest in them were awesome. He earned the admiration and respect of those he taught as few men have or will.

He is survived by his son, Raymond J., and three grandchildren.

### EDWARD WILSON DAVIS

1888-1973

Edward Wilson Davis, professor emeritus and former director of the Mines Experiment Station, died December 3, 1973, in Duluth at the age of 85.

Long regarded as one of the world's foremost authorities on the processing of iron ores and taconite, Dr. Davis played a key role in the development of many of the techniques and equipment involved in beneficiating Minnesota taconite and low grade iron ores. He was properly called, "The Father of taconite."

Professor Davis was born in 1888 in Cambridge City, Indiana, and graduated from Purdue University with a B.S. degree in 1911 and an electrical engineering degree in 1918. From 1911 to 1912 he worked as an engineer for Westinghouse Electric and Manufacturing Co. and for General Electric Co.

In 1912, Dr. Davis joined the faculty of the University of Minnesota School of Mines as a mathematics instructor. The next year he began his pioneering work on

taconite, the hard rock from northern Minnesota in which are imbedded tiny particles of magnetic iron minerals. One of his early developments, the Davis Magnetic Tube Tester, is still used in laboratories throughout the world where magnetic ores are tested.

During World War I, prompted by problems associated with the grinding of very hard taconite, he developed a classical analysis of the principles involved in fine grinding. Also, as a result of his research, magnetizing and demagnetizing coils find wide use in present-day concentrating plants.

From 1918 until 1951 Dr. Davis served as superintendent (1918-1939) and then as director (1939-1951) of the University's Mines Experiment Station, now known as the Mineral Resources Research Center. It was here that the taconite process was born through the efforts of Dr. Davis and his staff. Except for the construction and brief operation of a semicommercial plant at Babbitt, Minnesota, in 1922-23, there was little general interest in the processing of taconite. Dr. Davis was convinced that large-scale use of the enormous taconite resource was vitally important to the state and to the nation. In his writings, speeches, and daily contacts, he endeavored to acquaint people with the facts relating to the iron ore situation. It was largely through his personal confidence, perseverance, and dedication that the secret to the valuable resource was found. His untiring efforts did much to influence the Minnesota State Legislature to pass the Taconite Law of 1941, thereby encouraging industry to consider large investments in pilot plants and future full-scale operations.

All Minnesota was to learn that it had a tremendous stake in the success of Dr. Davis' work. Although two world wars and a sprawling industrial expansion had depleted much of Minnesota's vast resources of natural ores, there was taconite in abundance—for 95 percent of the Mesabi Range is taconite, the mother lode.

The original flow sheet, many stages in the processing of taconite, the equipment and components which made pelletizing of the concentrates a reality, were invented, improved, or perfected by E. W. Davis and associates at his University pilot plant. Invariably he insisted that in all his work he was assisted by a skilled staff, headed by Henry Wade, his successor as director, an encouraged by professional associates, lawmakers, government officials, and industry executives. He contended the accomplishments were a joint effort.

Although the development of a taconite industry was his prime motivation, Dr. Davis also appreciated the great importance of the so-called "natural" ores. From the 1890's until the 1960's, the nonmagnetic iron ore industry was a large business in Minnesota, producing some 3 billion tons and contributing hundreds of millions of dollars to the state in taxes and royalties. The Mines Experiment Station served as a research facility for the testing of low-grade natural ores and new processes. This encouraged their utilization, and to date more than 700 million tons of iron ore concentrates have been produced in Minnesota from this type of material.

Dr. Davis held more than 15 patents, authored more than 50 technical articles in various professional journals, was adviser to the U.S. State Department, and was the author of a history of taconite development entitled "Pioneering with Taconite," published in 1964 by the Minnesota Historical Society.

In 1951 Professor Davis took a leave of absence from the University to help in the planning and design of Reserve Mining Company's new plant, the world's first large-scale taconite processor. When the plant went into operation in 1955, Dr. Davis retired from the University and moved to Silver Bay to a hilltop home overlooking the enormous plant which, fittingly, is named the E. W. Davis Works.

This plant marked a revolution in the iron ore industry throughout the world, and many other similar type plants have been constructed in recent years, both in the United States and other countries.

Although technical studies took up the greater portion of Dr. Davis' time and efforts, he was devoted to his family and the history of Minnesota. As an outgrowth of his love of hunting and hiking in the Canadian border country, he became a keen student of the early history of the Arrowhead region and initiated some of the searches for artifacts left by early voyageurs.

He was the recipient of many honors, including: honorary Doctor of Engineering from Purdue University; honorary Doctor of Science from the University of Minnesota; the Richards Award of the American Institute of Mining, Metallurgical, and Petroleum Engineers (AIME); the T. L. Joseph Award of the Iron-making Committee of the AIME Metallurgical Society; the John Scott Award of the Trustees of the City of Philadelphia; Minnesota's Outstanding Senior Citizen; Award of Merit from the American Association of State and Local History; Certificate of Merit from the University of Minnesota's Regents.

Professor Davis is survived by his widow, Jessie (Campbell) Davis; two daughters, Mrs. Robert Saxton of Duluth and Mrs. Malcolm Wall of Washington, D.C.; 13 grandchildren and 11 great grandchildren.

U.S. Representative John A. Blatnik from northern Minnesota, a longtime associate in taconite development, said, "We have lost a brilliant mind and a great heart, but we have gained, from Dr. Davis, an industry on which this area can depend for decades to come. It now forms the backbone of this area's economy." The same can be said for other parts of the world now processing taconite-type ores.

## RALPH WARD DAWSON 1887-1974

Ralph Ward Dawson was born in Lincoln, Nebraska, in 1887. He received his bachelor of science degree in 1912 from the University of Nebraska and was appointed to the entomology staff, serving as an instructor from 1912 to 1916 and assistant professor from 1916 to 1922. He was persuaded to come to the University of Minnesota by Dr. Clarence E. Mickel, former head of the Department of Entomology and Economic Zoology (now Entomology, Fisheries, and Wildlife), Dr. Mickel had been a student at Nebraska and had worked under Dr. Dawson's supervision. He served as a teaching assistant in zoology from 1923 until 1929 when he received his Ph.D. He was appointed to the zoology staff as an assistant professor and taught a variety of courses until his retirement in 1952. He was known to his students as an excellent lecturer but an exacting taskmaster.

He chose as his area of research the taxonomy of a genus of beetles, and he continued to work and publish on this genus until a few years before his death. His illustrations were true works of art.

He enjoyed many hobbies, among them photography, classical music, ornithology, and, particularly, the weaving of Navaho-like rugs. At first he copied Navaho designs, but in time he made his own designs and developed his own vegetable dyes and mordants. He wove some 60-70 rugs during his years at Minnesota, and he continued to weave following his retirement. His rugs are to be found in many faculty houses in the Twin Cities and elsewhere.

Following his retirement he moved a number of times, but eventually found a relatively permanent residence in Pullman, Washington, and a scientific home at Washington State University where he did some teaching and worked on its insect collection as well as on his own research on beetles.

About a year before his death his eyesight failed, and he moved to a retirement home in Folsom, California. This misfortune did not dull his spirit or his interest in the world. On his last Christmas card he wrote of his pleasure in seeing the animals (though dimly) that came out of the woods near the retirement home. He died on March 1, 1974.

EDWARD L. HILL  
1904-1974

On January 7, 1974, death came quietly to Edward Lee Hill, professor emeritus of physics and mathematics, as he sat resting in his home in Santa Barbara, California, after returning from giving a lecture at a nearby college. Born on November 3, 1904, in Hartford, Arkansas, he spent his early years in Devil's Lake, North Dakota. In the fall of 1921 he enrolled as a freshman in electrical engineering at the University of Minnesota. Upon receiving his bachelor of science degree in electrical engineering in 1925, he became a graduate student in physics at Minnesota, receiving his Ph.D. degree in 1928. His adviser was the already well-known theoretical physicist, J. H. Van Vleck. On the basis of his outstanding promise, he was awarded a National Research Council postdoctoral fellowship and spent the next 2 years at Harvard University, studying under E. C. Kemble. In 1930 he returned to Minnesota as an assistant professor of physics. He remained on the Minnesota staff until his retirement in 1970, except for an absence during the World War II period, 1941-45, which he spent at the Bureau of Ships of the Navy Department, and for several sabbatical leaves.

Hill started his career at a time when quantum mechanics was revolutionizing thinking in physics, and he became an active contributor to the new field. While his main interests were in the more abstract aspects of mathematical physics, he was basically a natural philosopher with a wide range of scholarly interests. His nearly 100 publications covered such diverse topics as "Quantum Physics and Relativity," "The Origin of the Solar System," and "Lightning Hazards to Aircraft Fuel Tanks!"

At various times he served as assistant or associate editor of well-known physics journals. During the period of the late John T. Tate's illness and death in 1950, he acted as managing editor for the American Physical Society for approximately a year.

Although he occasionally taught an undergraduate course, most of his teaching was at the graduate level. Over the years he covered a wide range of subjects, and students from chemistry, mathematics, engineering, and other fields outside of physics formed a substantial portion of the enrollment in his classes. When he returned to the campus after World War II, he worked hard to improve the content of his courses, and being dissatisfied with most of the textbooks available, he in effect wrote texts for many of the courses he taught. He personally typed out a master copy, giving it at no cost to a committee of students to be reproduced outside, as he was scrupulously careful to avoid any suggestion that he was profiting financially from the writing. His "notes," as the writings of book length were called, are treasured by countless former students who were fortunate enough to be in his classes.

As a person with strong principles, he brought his analytical thinking to bear on the many problems which arose over the years in the Department of Physics. He was aptly described by one of his close colleagues as the "Conscience of the Physics Department." Always a gentleman in his dealings with others, he was not afraid to take a strong stand on controversial issues and acted as the devil's advocate on many issues, forcing his colleagues to clarify their thinking. His many admirers were saddened to learn of his death.

## WILLIAM T. MIDDLEBROOK 1891-1974

William T. Middlebrook was born in Vergennes, Vermont, in 1891. He died in Pompano Beach, Florida, on February 16, 1974. He is survived by his wife, Margaret, of Wayzata; two daughters, Mrs. Anne Moedritzer of Webster Grove, Missouri, and Mrs. Margaret Strate of Burnsville, Minnesota; and two sons, Dr. John Middlebrook of Minneapolis and Mr. William T. Middlebrook, Jr., of Princeton, New Jersey.

Mr. Middlebrook attended Dartmouth College, where he earned his B.A. and M.C.S. degrees. As an undergraduate, he majored in the classics and was often moved to remind his friends that his middle name was Theophilous. Indeed, his early love for the classics moved him to make the mythological Greek god Janus as the subject of his valedictory address shortly before his retirement. Mr. Middlebrook had the capacity for great humor and mighty wrath. There are those who recall that the Administration Building (now Morrill Hall) would ring with his laughter and the foundations would shake with his wrath.

To chronicle the qualities and accomplishments of Mr. Middlebrook would be to undertake a biography of great length. Thus, for those who knew him best and for those who will cherish his memory, only the highlights can be mentioned. In addition to the love for his family, Mr. Middlebrook had two other loves, and they were all-embracing and all-consuming. One was his love for the outdoors, and every moment away from his office, irrespective of the season, was spent at his cherished cabin on Whitefish Lake. Here he was able to shed his enormous responsibilities and concerns and enjoy the primitive wilderness that surrounded him. His other great love, which amounted to almost a passion, was the University of Minnesota, where he came from Purdue University in 1925 and served as Comptroller, Vice President for Business Administration, and Secretary of the Board of Regents until 1959.

Among the attributes of Mr. Middlebrook must be mentioned his innovative nature. Many examples of this are now taken for granted, but they were not always easy to achieve. He introduced mechanized recordkeeping for the first time in any collegiate institution in the country. He saw the need and developed University Grove as a community which would aid in the recruitment and retention of faculty. He introduced, again as a first, the concept of civil service, insurance and retirement, police and other administrative units which are now commonplace, but which were bold and daring when conceived.

In spite of what has been enumerated, there are two contributions that Mr. Middlebrook made which he himself would have liked to feel were his greatest to the University of Minnesota. Mr. Middlebrook was fiercely protective of the University to which he had dedicated his life. If he sensed any attempt to invade or injure the integrity of the institution, he would be the first to meet the challenge. Thus it was that the issue involved in the now famous Chase case was challenged



by the Regents at the urging of Mr. Middlebrook. The Supreme Court decision in this case has, over the years, assured the autonomy of the Regents of the University of Minnesota as a fourth branch of government. In another case, the right of the University to build residence halls was challenged legislatively. Again Mr. Middlebrook took the initiative and the high court ruling was favorable in the equally famous Fanning case. During Mr. Middlebrook's administration there was no erosion of the integrity of the institution; rather, the foundation was strengthened.

Mr. Middlebrook's role under four presidents was not universally recognized because he was not always visible. One of the University's eras of great growth and development occurred during the waning years of the administration of President Lotus D. Coffman and the relatively short terms served by President Guy Stanton Ford and President Walter C. Coffey. The momentum toward greatness in many areas was generated by President Coffman, but he was suffering from ill health for an extended period prior to his death. The progress of the University of Minnesota never faltered, and the continuity of central administrative policy never shifted. In his own way, Mr. Middlebrook guided the destiny of the University of Minnesota, during what could have been troubled years, until the arrival of Dr. James Lewis Morrill, who served for 15 years.

During his professional career Mr. Middlebrook achieved national distinction in both educational and governmental circles. However, he sought to minimize involvement at the national level lest it distract from his concentration on the affairs of the University of Minnesota. Nevertheless, he found time to leave three outstanding contributions to the literature of higher education. He was the author of "How to Estimate the Building Needs of a College or University," a book which made a profound impact throughout higher education. He was chairman of the commission of the American Council on Education charged with revising the two volumes entitled "College and University Administration." These volumes have brought about uniformity in accounting and administrative practices in all colleges and universities. Mr. Middlebrook was also the chairman of one of the most comprehensive studies ever undertaken on cost analysis in higher education and was the editor of "California and Western Conference Statistical Study."

When the history of the University of Minnesota is rewritten and updated, the name of William T. Middlebrook will surely be included in that small and select company known as the "Builder of the Name."

### HUBERT J. (TOD) SLOAN 1903-1974

Hubert J. (Tod) Sloan, who served the University of Minnesota for 38 years, died on May 1, 1974, at the University Hospitals, Minneapolis. At the time of his death he was acting deputy vice president for agriculture, forestry, and home economics, and acting dean of the Institute of Agriculture. He also served as professor and head of the Poultry Husbandry Department, director of the Agricultural Experiment Station, associate dean of the Institute of Agriculture, and dean of the College of Agriculture.

He was born on May 28, 1903, in Nauvoo, Illinois. Dean Sloan received B.S. and M.S. degrees from the University of Illinois, Urbana, in 1926 and 1927, respectively, and in 1929 he received a doctorate degree from Cornell University, Ithaca, New York.

He studied agricultural research and practices in Africa in 1961 and was a con-

sultant on agricultural research with the Agency for International Development (AID) in Ghana in 1962. In 1964 he served as an agricultural research consultant in several Latin American countries for the National Academy of Science and in 1969 studied agricultural development programs in India for the Agency for International Development.

Dean Sloan served as vice president and president of the Poultry Science Association. He was also nutrition editor of "Poultry Science" for 6 years and was a fellow of the Poultry Science Association and of the American Association for the Advancement of Science.

Dean Sloan was chairman of the Minnesota Poultry Industries Council from 1939 to 1953 and was awarded the Ranelius trophy by the Minnesota Turkey Grower's Association in 1950.

He was a member of Alpha Zeta, national honorary agriculture and forestry society; Gamma Sigma Delta, national honor society in agriculture; Sigma Xi, national society for the advancement of research; the World Poultry Science Association; the Minnesota Academy of Science; and an honorary member of Phi Zeta, professional Veterinary Medical Society.

William F. Hueg, Jr., director of the University's Agricultural Experiment Station, in a final tribute to Dean Sloan, has written: "Tod Sloan brought to his world the vigor of life and pursuit of knowledge . . . He brought a sense of purpose to everything he did. Those of us who have had this privilege of being closely associated with Tod know the dedication and drive he had for many causes. Perhaps the strongest in his life was the cause for the Institute of Agriculture, its role in service to people, its role in the University, and the way it could help the University to be of greater service to mankind. This was not a sometime task. It was a constant and conscious decision as to how the people and programs of the University could be of service to man."

Surviving beside his wife, Margaret, are a daughter, Mrs. Patricia Onken, Sioux Falls, South Dakota; three sisters, Mrs. Agnes Larson and Mrs. Beatrice Simmons, both of Springfield, Illinois, and Mrs. Madeline Thompson, Ekalaka, Montana; and two brothers, Dr. Arthur W. Sloan, Washington, D.C., and Robert C. Sloan, Ashland, Kentucky.

## MALCOLM MACDONALD WILLEY

1897-1974

Malcolm Macdonald Willey, Vice President for Academic Administration, 1943-63, died Tuesday, February 12, 1974, in Maryville, Tennessee. He was 76.

Mr. Willey had been ill with cancer for a year and had been hospitalized for 2 weeks prior to his death. At the time of his death, Mr. Willey was a sociology professor at Maryville College, where he had been on the faculty for 5 years and had been chief executive officer for 2 years.

At the University of Minnesota, Mr. Willey was instrumental in developing and gaining faculty and Regents' approval for the University's first Tenure Code in 1938. He followed this with a firm commitment to faculty responsibility for its own affairs through the Constitution of the University Senate and its various procedures and committees. Mr. Willey led the movement to have Professor William Schaper reinstated with full faculty rights. Mr. Schaper, former head of the Political Science Department, had been dismissed from the faculty in 1917 for his opposition to the U.S. involvement in World War I. Willey's statement, which the Regents approved

in January 1938, established the fundamental faculty academic freedom which prevails to this day.

During the academic year of 1935-36, Mr. Willey served one-third time with the national AAUP's Committee Y as director of research to study the effect of the depression on faculty salaries. He helped establish the University Gallery and University Press. As a patron of the arts, he commissioned Frank Lloyd Wright in 1934 to design his home at 255 Bedford Street Southeast, Minneapolis, and also played a major role in bringing the Metropolitan Opera to Minneapolis for the first time in 1946.

Mr. Willey was born November 13, 1897, in Portland, Maine. He received a Bachelor's degree (summa cum laude) in sociology from Clark University in 1920 and Master's and doctor of philosophy degrees from Columbia University in 1921 and 1926. He received honorary degrees from Clark University (L.H.D.—1945) and the University of Maine (LL.D.—1952). He taught at Dartmouth and Syracuse Universities from 1923 until 1927, when he came to the University of Minnesota as an associate professor of sociology. In 1932 he was named Dean and assistant to University President Lotus D. Coffman and served in the same position for Presidents Guy Stanton Ford and Walter C. Coffey.

In 1943 Mr. Willey was named Vice President for Academic Administration, the position he held until his retirement in 1963. From then until 1968 he was a Ford Foundation consultant at the University of Calcutta in India. Included in his professional services were membership on President Hoover's Research Committee on Social Trends, Board of Directors of the National Science Foundation and chairman of the board's Social Science Committee, Board of Social Science Research Council, and director of the American Institute for Indian Studies.

Survivors are his widow, Dolores; a son, Anil Alexander, 8; and three step-children, George, 21, Dolores, 19, and Mrs. Richard (Christine) Simpson of New Orleans.

## DAVID HARRIS WILLSON 1901-1973

David Harris Willson, professor emeritus of history, died on December 11, 1973. He had retired in 1969 after 45 years as a teacher of English history, the longest record of service in the History Department of the University of Minnesota.

A specialist in the field of Tudor and Stuart England and a leading authority on James I, his prize-winning biography *King James VI & I* (1955) has appeared in several editions and in paperback. His *A History of England* (1967) is widely used as a textbook in colleges and universities and has appeared in two editions. Two earlier scholarly works were published by the University of Minnesota Press: *The Parliamentary Diary of Robert Bowyer* (1931) and *Privy Councillors in the House of Commons 1604-1629* (1940). In 1970 the University Press published a *festschrift*, *Early Stuart Studies: Essays in Honor of David Harris Willson*, written by colleagues and former students. At the time of his death, he was at an advanced stage of work on a book on Anglo-Scottish relations.

Born in Philadelphia, David Willson graduated from Friends Select School and Haverford College. He earned his Ph.D. from Cornell University in 1925. Joining the Minnesota faculty in 1924, he became a popular teacher and lecturer. He was awarded the Distinguished Teacher Award of the College of Liberal Arts. Grants from the Guggenheim Foundation and the Social Science Research Council

enabled him to spend much time in England to conduct his research. He was a Distinguished Visiting Professor at the University of Texas, 1966-68, and had taught summer school at Duke University and the University of Chicago. He had lectured at Western Reserve University, Johns Hopkins University, and in 1957 at the University of London. After his retirement he taught one semester at Illinois State University.

His death, at University Hospitals, was due to a heart attack. Survivors include his wife, Lillian; a son, John Harris, of Acton, Massachusetts; and two grandchildren.

The University Senate recessed, and the Faculty Senate convened.

**AGENDA FOR MEETING OF THE FACULTY SENATE**  
(to be convened no later than 4:45 p.m. on May 30, 1974)

**I. REPORT OF THE CONSULTATIVE COMMITTEE**  
Reported for Action (20 minutes)

**PROPOSED POLICY ON PROFESSIONAL CONSULTING,  
SERVICE ACTIVITIES, AND OTHER OUTSIDE WORK**

See Docket of University Senate, Item IV.

Motions by S. Krislov, L. Reisman, M. Bognanno, J. Darley, H. Berman, R. Hobbie, H. Weinberger.

1. To rescind *without prejudice* the action of the Senate of May 23 approving the Weckwerth Amendments.

*Approved*

2. To receive the Darley Report as otherwise amended and refer the document and pending amendments, including the Weckwerth Amendments, to a committee which shall include members of the Darley Committee and others; which committee shall prepare a new draft of the proposal incorporating the sense of the Senate and reporting back to the Senate in the fall.

*Approved*

**II. SENATE COMMITTEE ON FACULTY AFFAIRS**  
Reported for Action (25 minutes)

See Docket of University Senate, Item XVI.

*Approved*

**III. OLD BUSINESS**

None.

## IV. NEW BUSINESS

None.

The University Senate reconvened and was adjourned.

MARILEE WARD  
Acting Clerk of the Senate

### *Appendix I*

#### ABSTRACT OF DISCUSSION

May 23, 1974

The meeting was called to order at 3:15 p.m. in Nicholson Hall auditorium by Jack Navins, vice chairman. Coordinate campuses were linked by telephone.

*Senate and University Committees, 1973-74*—Committee membership changes were approved.

*Research Committee*—Robert Wirt, professor of psychiatry and chairman of the committee, presented an amendment to the Policy on Non-Regular Faculty as Principal Investigators on Research Grants and Projects that was approved at the February 28 meeting. He explained that due to a printing error an incorrect version of one of the provisions had appeared in the agenda. His amendment was approved.

*Business and Rules Committee*—Russell Hobbie, professor of physics and astronomy and chairman of the committee, introduced a constitutional amendment calling for forfeiture of Senate membership by those who failed to meet certain stipulations outlined by his committee. Hans Weinberger, professor of mathematics, moved to delete the rule calling for forfeiture of membership in the Faculty or Student Senate if a member failed to satisfy the attendance criteria of other legislative bodies of which he is a member. Rick Nelson, student senator, objected, indicating that that provision was the heart of the amendment, for there was no way for those bodies to impose similar discipline. Mr. Hobbie reminded the Senate that one provision was that a senator could notify the clerk of an impending absence and thus not be subject to the penalty. There followed a brief discussion of the advisability of involving membership criteria for other groups in the Constitution of the Senate and the possibility of the individual groups taking direct action to solve their attendance problems. William Zimmerman, professor of physics and astronomy, spoke in favor of the deletion. At this point the Weinberger proposal was defeated. An amendment to provide for immediate election of another senator in the case of forfeiture was withdrawn when Mr. Hobbie said he would draw up a Bylaw amendment to respond to that situation. The constitutional amendment was then approved by a 106 to 8 vote and was scheduled for a second hearing at the next meeting.

*Judicial Committee*—Charles Wolfram, professor of law, introduced an amendment to the Bylaws which he said would provide access to Senate committee minutes while still protecting the confidentiality of information about individuals. Sam Krislov, professor of political science and chairman of the Consultative Committee, said that student disciplinary committees had also asked for the protection provided in the proposal. The amendment was then adopted unanimously, 122 to 0.

*Consultative Committee*—Discussion was then continued on the proposed policy on professional consulting, service activities, and other outside work, with proposed amendments taken in sequence following the section-by-section outline. Andrea Hinding, instructor in the library, presented a motion to postpone discussion of the policy indefinitely. She explained that the Twin Cities chapter of the American Association of University Professors had voted to ask for postponement because of the policy's many important implications and the need for broader discussion than had been possible. She

reminded the Senate that, because of the current cease and desist order pending a decision on the collective bargaining issue, the policy could not be put into effect even though approved. There followed a discussion involving the status of the next meeting, May 30, and whether the next regular meeting would be the fall meeting. Fred Morrison, professor of law, moved to suspend the rule and to read the Hinding motion as a motion to lay on the table. John Darley, professor and head of psychology and chairman of the ad hoc committee that drew up the policy, indicated that if the Senate did not take action on the policy there would be a good deal of cynicism in the legislature and the community. Hyman Berman, professor of history, urged postponement, indicating that members of the legislature recognized that the collective bargaining situation took precedence and that a negative impression would not be created. Mr. Krislov urged continued discussion of the proposed policy and continued voting on each section, with the AAUP presenting its own proposals for the Senate to consider. The motion to table was then defeated.

Vernon Weckwerth, professor of public health, presented an amendment which he said would lay out in formal language ways for faculty members to fulfill their obligation to the University and still not be held accountable for every hour of every day. Mr. Darley felt that the proposal did not add to the content of the Preamble. The amendment was then approved. Leon Hurwicz, Regents' professor of Economics, introduced an amendment proposed by Mr. Berman and himself to exclude uncompensated professional activities from the prior approval requirement, which was approved. His next amendment, to delete from the definition of "recurring" those activities which continued for more than 1 year, was defeated. A third proposal involving the same definition called for activities involving an average of 1 day a month during a term rather than 3 days. That amendment was approved. He concluded with an amendment to include political organization activities and to clarify that those activities as well as any public interest, community service, and civic, cultural, or charitable organization activities were covered only if the person served in a professional capacity. That amendment was approved. An extension of 15 minutes for discussion was then approved. A proposal from Mr. Krislov was withdrawn, and the Senate moved on to consideration of another Weckwerth amendment involving definition of "week." It called for substitution of "full-time week" for "7-day week." That motion was approved. An amendment by K. S. P. Kumar, professor of electrical engineering, and Bernard Haxby, associate professor of electrical engineering, to the section on time limitations, changing the limit from an average of 1 day per 7-day week to 1 day per week, and incorporating the relevant footnotes, was defeated. Mr. Hurwicz asked that "expected" be replaced by "desirable" in the section on consulting in advance with units when a faculty member planned to become a candidate for public office. Another proposal affirmed the right of a faculty member to campaign for and hold public office without the employer's prior approval. Both were approved.

Mr. Weinberger then proposed to delete the entire section on general policy, except the sections on use of University facilities and on holding public office, and to change the tone of the document by defining obligations of the faculty member. Mr. Krislov said he sympathized with the purpose of the proposal but that the policy on consulting was not the appropriate document for meeting the deficiency. He suggested that the Preamble be reworked to produce a more positive statement. Mr. Darley pointed out that his committee had been asked to speak only to consulting activities. An extension of 15 minutes for discussion was then voted. Edward Silberman, professor of civil and mineral engineering, proposed that Mr. Weinberger not delete the section on application of the policy and that he delete the sentence on total time averaging at least 50 hours per week. Mr. Weinberger accepted the suggestions as friendly amendments. In response to a query by Mario Bognanno, associate professor in the Industrial Relations Center, on the amount of time per week allowable for consulting, Mr. Weckwerth said the faculty member had the right to a day and one-half which he could call his own. Charles Sigmund, assistant professor of General College, favored the Weinberger proposal because it deleted the section on nonprofessional compensated employment activities. He indicated that some fields are more marketable than others and some faculty members needed to supplement their income through such activities. When asked about future opportunity

to make revisions in the policy, Mr. Navins explained that action on amendments during the present meeting and next one were considered final. Mr. Morrison moved to suspend rules to permit Mr. Weinberger to rewrite his proposals, and his motion was approved.

Another 15-minute time extension was requested; there was a call for a count of members by a Duluth senator, and it was discovered that the body lacked one senator of having a quorum. Before a motion to adjourn could be approved, Mr. Krislov moved to take up the "information" items. The chair ruled that the motion was out of order, and the meeting was adjourned at 5:35 p.m.

GERALD MCKAY  
Abstractor

## Appendix 2

### ABSTRACT OF DISCUSSION

May 30, 1974

The meeting was called to order by Jack Navins, vice chairman, at 3:15 p.m. in Nicholson Hall auditorium.

*Proposed Policy on Professional Consulting, Service Activities, and Other Outside Work*—Sam Krislov, professor of political science and chairman of the Consultative Committee, introduced a motion proposed by Professors Reisman, Bognanno, Darley, Berman, Hobbie, Weinberger, and himself to rescind without prejudice the action of the May 23 Senate approving Professor Weckwerth's amendments. He indicated that defining the workweek could be a dangerous thing to do and that Professor Weckwerth wanted the principles set forth in his amendments recognized, but he had agreed with the content of the motion. Mahmood Zaidi, professor in the Industrial Relations Center, supported the motion and urged that during the summer months faculty members be provided copies of the present policy and other background material including the charge to the Darley committee. The motion was then approved. A second motion from the same group called for the Senate to receive the report as amended and refer it, including pending amendments, to a committee which would include members of the Darley committee and others for preparation of a new draft for the Senate in the fall. In response to a query from a senator from UMD as to how the committee would be appointed, Mr. Navins explained that, according to the Constitution, the President appoints special Senate committees, and it should be done in consultation with the present committee or the Committee on Committees. The motion was then approved.

At this point Russell Hobbie, professor of physics and astronomy and chairman of the Business and Rules Committee, moved to reorder the agenda to take up the constitutional amendment, and his motion was accepted.

*Business and Rules Committee*—Mr. Hobbie presented for a second hearing the amendment to the Constitution calling for removal from the Senate of members who neglect meetings. Leon Hurwicz, Regents' professor of economics, moved to send the proposal back to the Business and Rules Committee to incorporate an amendment specifying that attendance criteria for the other constituent bodies would have to be consistent with those outlined in the proposal. Mr. Hobbie pointed out that the motion called for return rather than direct action by the Senate because of the 10-day prior notice requirement. Rick Nelson, student senator, urged that the Hurwicz amendment be defeated, indicating that members of the two senates and three assemblies were the same persons who served in the University Senate. He said if the matter were recommitted to the committee any change could not take effect until winter quarter. He urged passage of the original motion and amending it at a future date. The Hurwicz amendment was then defeated. Following remarks by several other senators the vote was 97 in favor of the amendment, which was 7 short of the required majority at the second hearing.

*Research Committee*—Robert Wirt, professor of psychiatry and chairman of the committee, introduced amendments to the Policy of Standards and Procedures Related to the

MBM  
1166

# UNIVERSITY OF MINNESOTA

## THE SENATE

# MINUTES

January 18, 1973

The second meeting of the University Senate for the year 1972-73 was convened in Nicholson Hall on Thursday, January 18, 1973.

Vice Chairman Frank J. Sorauf presided.

The following items were considered and action was taken as indicated.

The appointment of Wilbert N. Ahern as abstractor for the winter quarter, 1973, was *approved*.

Mr. Jack Navins moved that the rules of the University Senate be suspended so as to admit nonaccredited representatives of the media to that portion of the meeting in which the President addresses the Senate, and to permit the use of audio and video broadcasting and recording equipment during the President's address.

*Approved*

### I. ADDRESS BY PRESIDENT MALCOLM MOOS

#### WHITHER THE HOUSE OF INTELLECT: THE COMING ERA

In the riptide of uncertainty over the direction of higher education, I have often thought recently of a discovery about early America I made on a mission to Colorado while a member of the staff of the President of the United States. Among the hundreds of prospectors who poured into Colorado in search of gold in 1874 was one, Alfred Packer, sole survivor in a party of six, five of whom met violent deaths. (Packer incidentally enlisted in the Union Army at Winona, Minnesota, in 1862.) His subsequent arrest in Colorado led to the only trial in the history of American jurisprudence where the accused was alleged to have committed cannibalism. The inner mysteries of the case never were clear — why had he changed his story? Did he actually kill only one man in self-defense? Or was he compelled to commit cannibalism because he was starving; or finally, and more grisly — was he really a “man-eater”?

Equally unsteady and unsettled is precisely what the judge said in pronouncing sentence on Packer. Among several versions, one widely reported says: “Packer, you have committed the world's most fiendish crime. You not only murdered your companions, but there were only seven Democrats in all of Hinsdale County, and you ate up five of them. You are to be taken to a place of execution in the said County of Hinsdale and between the hours of 10 a.m. and 3 p.m., be hung by the neck until *dead, dead, dead*, and may God have mercy upon your Republican soul.”



ule Committee. Both were approved without further discussion.

*Annual Reports*—All annual reports by committees were accepted as printed.

*Tenure Committee*—Its annual report was accepted. Mr. Morrison added that in the fall the committee would present four rulings to the Senate for its consideration.

*Deceased Faculty Members*—The Senate stood in silent tribute to eight of its deceased colleagues.

The meeting of the University Senate was declared recessed, and the Faculty Senate convened. It was called to order by Professor Sam Krislov.

*Faculty Affairs Committee*—Mr. Zaidi presented the report of his committee, including an amendment to add criteria for awarding sabbatical fellowships, and asked for action on the recommendation that central administration by requested to present its reaction to the recommendations by the end of fall quarter. He said such support would be an important step in ensuring that action would be taken. The plan from central administration would come to his committee, which in turn would bring it to the Senate. Mr. Morrison was concerned about the financial commitment and the sources of funds involved in the recommendation to provide certain fringe benefits to part-time faculty. Mr. Zaidi said his committee did not consider the sources but that it felt that the overriding concern should be that the right to Social Security coverage not be denied such persons. Mr. Morrison said there should be a statement to indicate that the Senate was not endorsing the use of faculty salary funds for that purpose. Mr. Zaidi said his committee could handle that problem when central administration came back to it with its plan. The overall recommendation was approved, and the balance of the committee report was accepted.

The Faculty Senate then adjourned.

The University Senate then reconvened.

*Consultative Committee*—Mr. Krislov reported that no action had been taken on the question of representation of Civil Service employees in the Senate. He indicated that it was a rather difficult question to consider.

Ms. Fenton rose to commend Mr. Navins for the excellence of his service in presiding over the Senate during the past year, and the meeting was adjourned at 5:30 p.m.

GERALD MCKAY  
Abstractor

## Appendix 3

### UNIVERSITY SENATE ATTENDANCE OF ELECTED MEMBERS 1973-74

There were nine meetings of the University Senate during the 1973-74 year.

FACULTY	Attended	Alternate Attended
Anderson, Sabra .....	6	1
Bacig, Thomas .....	5	0
Baumler, Walter .....	—	—
Bagley, Ayers .....	1	3
Baker, Donald .....	6	0
Bales, Kent .....	on sabbatical	
Bandt, Carl .....	7	0
Barrett, Ward° .....	1	0
Beck, Robert H. ....	6	1
Benson, Ellis .....	2	1
Berman, Hyman .....	9	0
Berrisford, Paul .....	8	0

° Served as senator for part of the year.

	Attended	Alternate Attended
Blackshear, Perry	1	2
Blake, George	3	2
Bognanno, Mario F.	5	0
Boman, Thomas C.	5	0
Brasted, Robert	6	2
Buckley, Joseph	1	0
Burgstahler, Sylvan	5	0
Carter, Clarence	9	0
Cavert, H. Mead	8	1
Chou, Shelley	2	0**
Clayton, Thomas	8	1
Collier, Raymond	—	—
Corcoran, Mary	7	2
Corcoran, Sheila	8	0
Cushing, Edward	8	1
Dahler, John	5	3
Darley, John	8	1
DeYoung, Robert	3	5
Donchenko, Adele	9	0
Duke, Gary	4	1
Dworkin, Martin	2	0
Dykstra, Robert	5	1
Eaton, Marcia	7	0
Egertson, Kenneth	5	2
Elling, Laddie J.	7	0
Erickson, Robert	on sabbatical	
Evans, Robert	5	0
Fenton, Eleanor	9	0
Flikke, Arnold	5	2
Fredricks, Virginia	7	1
French, David	on leave	
Gasiorowicz, Stephen	8	0
Gedgaudas, Eugene	1	0
Goodrich, Richard	3	2
Gordon, Joan	8	1
Graham, Kenneth	9	0
Gremmels, Jim	5	1
Hamermesh, Morton	5	4
Hansen, Evelyn	8	0
Harmon, Craig	8	1
Hart, Nathaniel	5	1
Hartl, Daniel	1	0
Hasselmo, Nils	7	0
Haxby, B. V.	9	0
Heller, Walter	3	3
Hendrickson, A. Dean	2	0
Hinding, Andrea	6	1
Howard, Frank M.	7	0
Howell, William S.*	5	1**
Hurwicz, Leonid	6	2**
Jaeger, Eloise	7	1**
Johnson, Donald	0	1
Johnson, Herbert	1	7
Johnson, Kenneth	5	1
Johnson, Walter	9	0
Keith, Donald	8	0

\*Served as senator part of the year.

\*\*Unable to secure alternate for one meeting. Notified clerk of nonattendance.

	Attended	Alternate Attended
Keller, Kenneth	5	0
Kennedy, Bill	4	1
Krislov, Samuel	9	0
Krivit, William	—	—
Krogstad, Blanchard	6	0
Kumar, K. S. P.	8	1
Kurzman, Marc	3	0
Lambert, Robert	9	0
Lammers, Ray	4	1
Larson, Vaughn	3	0
Lazarow, Arnold	6	1*
Levang, Lewis	7	0
Levitt, Seymour	2	2
Leyasmeyer, Edith	6	0
Lock, Peter	3	0
Lofquist, Lloyd	3	0
Loud, Warren	5	4
Lupton, Jeanne	6	1
Mace, Arnett	3	4
Maclear, James	2	0
Martens, Leslie	8	0
McKay, Gerald R.	8	1
McKinnon, Jane P.	2	4
McLaughlin, Charles	9	0
McNaron, Toni	4	0
McPherson, James	3	0
Miles, William	4	1
Mooney, Harold M.	6	1
Mork, Gordon	6	1
Morrison, Fred	7	1
Morse, Lura	2	4
Murphy, Paul L.	9	0
Nelson, Marion	6	1
Ney, Edward	3	0
Noble, David	3	0
Oliphant, Robert	1	0
Otto, Harley	6	2
Paparella, Michael	—	—
Paradise, William	7	1
Parker, Clyde	3	0
Piché, Gene	4	0
Quie, Paul	1	0
Ranz, William	9	0
Rippie, Edward	5	2
Robinson, Peter	7	1
Rose, Caroline	7	0
Rudelius, William	8	1
Scarr-Salapatek, Sandra	6	3
Scott, Thomas	9	0
Sethna, P. R.	5	4
Shapiro, George	7	0*
Shideman, Frederic	7	0
Sigmund, Charles	7	1
Silberman, Edward	9	0
Smith, Lawrence	6	3
Soulen, Thomas	9	0

\*Unable to secure alternate for one meeting. Notified clerk of nonattendance.

	Attended	Alternate Attend.
Spear, Allan	2	0
Spradley, Barbara	8	1
Spring, Donald	9	0
Stahl, Alice	8	1
Stuhler, Barbara	7	2
Tichenor, Phillip	5	0**
Till, Michael	3	0
Touchberry, Robert	7	2
Turnbull, John G.	9	0
Turner, John	6	2**
Underwood, Ted	on sabbatical	
Veninga, Robert	—	—
Verrill, John E.	5	2
Vose, David	5	0
Weckwerth, Vernon	7	1
Weinberger, Hans	4	1
Wilford, Sharon	7	0
Winchell, C. Paul	—	—
Witzig, Frederick	2	3
Zaidi, Mahmood	9	0
Zanoni, Candido	7	0
Zimmermann, William	7	0
Zottola, Edmund	5	3

#### FACULTY CONSULTATIVE COMMITTEE (nonsenators)

Abbott, Robinson	4	0
Henderson, LaVell	5	0
Lykken, David	3	0
Odling, Theron	6	0
Reisman, Leon	5	0

#### STUDENTS

	Attended	Alternate Attend.
Abrams, Ron	9	0
Allen, Mark*	—	—
Barnhart, Connie	7	1**
Bohan, Becky*	1	1
Brill, Robert	3	0
Bugbee, Paul	3	0
Cameron, Peter J.	4	0
Carroll, Michael	1	2
Chapin, Carroll L.	8	0
Colby, Greg	3	0
Cole, Heather*	4	0
Corson, Steve*	3	1
Dahlen, Jennifer	4	0
Dahlman, Susan	3	0
Delay, James*	1	0
Dykema, Bill	3	0
Ebert, Mary Anne	7	0
English, Mark	6	0
Glover, Johnny*	1	0
Gregorich, James T.*	3	0

\*Served as senator part of the year.

\*\*Unable to secure alternate for one meeting. Notified clerk of nonattendance.

	Attended	Alternate Attended
Grimm, Ron	3	0
Grove, John R.*	2	0
Hanson, Marcia	4	0
Hart, Aethan D.	1	0
Hietzinger, Ken*	2	0
Hodinsky, Walter	6	0
Indritz, Austin	4	0
Jacobson, Brent	5	1
Johnson, Thomas	—	—
Johnson, Valerie	9	0
Jones, Robert B.	4	0
Kalin, Brad*	0	0
Kelly, Kathleen	3	0
March, Barbara Ann	4	0
McFarlin, Nancy	3	0
Meyer, Paul	1	0
Nelson, Michael*	0	1
Nelson, Richard	9	0
Parent, Elaine	9	0
Pederson, Robbie*	2	0
Pelletier, Gregg	7	0
Pont, Frances A.	2	0
Porter, Ken	5	0
Saunderson, Hugu*	2	0
Schleck, John C.	5	0
Sederstrom, Noel*	1	0
Serra, Enrique	4	0
Sims, Kathy	8	0
Sonnesyn, Rolf*	2	0
Soroko, Dana	1	0
Tanning, Mark W.	2	0
Tesch, Frederick H.	1	2
Thell, Charles F.	1	1
Thompson, Terri	2	0
Wachtler, Diane*	4	1
Weber, Charles	—	—
Wendel, Julie	1	1
White, Julie Belle	6	0
Woltjer, Ron	2	0

#### STUDENT CONSULTATIVE COMMITTEE (nonsenators)

	Attended	Alternate Attended
Hames, Peter*	3	0
Knight, Patricia	6	0
Navins, John	9	0
Wedgewood, Ralph	4	0

#### FACULTY ALTERNATES

	Attended
Abdel-Monem, M. M.	1
Adams, Carl R.	0
Aldous, Joan	0
Alexander, John F.	2
Anderson, Alvin G.	0
Baker, Abe B.	0
<u>Barnes, Sarabeth T.</u>	1

\*Served as senator for part of the year.

	Attendee
Blackburn, Henry	0
Bloomfield, Victor	1
Bopp, Gordon	1
Bowyer, James	2
Briggs, Peter F.	0
Bryant, W. Keith	0
Caple, Ronald	0
Ciriacy, Edward W.	0
Clapp, Maxine	5
Collins, W. Andrew	2
Comstock, Ralph	0
Craig, Norman	1
Crawford, Dean	0
Davis, David W.	1
Donohue, George A.	1
Duvall, Arndt J.	0
Edson, William E.	2
Egan, Ellen	0
Erickson, Ann	0
Fabes, Eugene B.	1
Forro, Frederick	0
Gallagher, Natalie	7
Gardner, William E.	0
Garrard, William L.	3
Goetz, Frederick C.	1
Goldstein, Sheldon	1
Grau, Craig	3
Griffin, Edward M.	0
Grosch, Audrey	1
Ham, George E.	3
Hamilton, Russell G.	1
Harper, Donald V.	0
Hartup, Willard	1
Heath, Everett	0
Heller, Robert	0
Helmberger, John D.	1
Hicks, Dale R.	0
Hodge, Phillip	1
Holum, Katherine	0
Hovde, Ruth F.	1
Hunter, Alan G.	5
Johnson, Joann	0
Jorgenson, Sally	5
Kahn, Donald W.	3
Karon, Bernard	1
Keynes, Harvey B.	1
Kjelsberg, Marcus	1
Kleinhenz, William A.	0
Kroll, Patrick A.	0
Krueger, Anne O.	0
Latterell, Joseph	0
Laundergan, J. Clark	0
Lease, M. Harry	2
Lee, Jooinn	1
Littman, Walter	1
Long, Dewain O.	1

	Attended
Madden, Mary Jane	2
Mason, Homer E.	3
Mayo, David	0
McKhann, Charles	0
McRae, John D.	1
Meade, Robert J.	0
Merriam, Lawrence	3
Miller, Frank C.	0
Morstad, Andrew	0
Moss, Dale N.	0
Murphy, Thomas E.	0
Murthy, V. Rama	0
Nash, Katherine	4
Noland, Wayland E.	2
O'Brien, George	2
Odland, Norine	4
Ogburn, Phillip	1
Ojakangas, Richard	0
O'Leary, John B.	0
Ordos, Joseph	0
Ordway, Ellen	4
Otterby, Donald F.	6
Patermann, Maria	0
Pearsall, Thomas E.	1
Peterfi, William	5
Phillips, Ronald L.	2
Popper, Samuel H.	2
Renaud, Armand	1
Riedel, Johannes	0
Rosenberg, Pearl	0
Samaha, Joel B.	0
Schofield, William	0
Schroeder, Fred	1
Schwanke, Robert	1
Shapiro, Alan E.	4
Shapiro, Leonard D.	3
Shenoi, Belle A.	0
Speidel, Michael	0
Stein, Marvin L.	1
Stevens, Jerry	1
Stuthman, Deon D.	6
Sundquist, Wesley B.	0
Swanson, Gordon I.	0
Tapp, Robert B.	0
Thomas, Elmer L.	0
Thompson, Larry	0
Toth, Louis E.	2
Ulstrom, Robert	1
Vernier, Robert L.	0
Viksna, Harriet	1
Warner, Huber	2
Watson, Dennis W.	3
Weyhmann, Walter V.	0
Wilson, Archie S.	0
Wonder, Bruce D.	1
Wood, Frank H.	1

	Attend
Woods, Donald Z. ....	4
Yock, Douglas ....	0
Young, Charles W. ....	1
Wolfram, Charles ....	1

#### STUDENT ALTERNATES

Barbe, Greg .....	0
Boatman, Glen .....	0
Buhr, Mary .....	2
Carlson, Richard .....	0
Carter, Jonathan .....	0
Corcoran, Patricia .....	0
Davitt, John .....	0
Dedon, Deborah .....	0
DeGross, Janice .....	0
Dinesen, Donald .....	0
Dornacker, Donald C. ....	0
Ezuck, Ronald .....	1
Fure, David .....	0
Garzp, Rafael .....	0
Goold, Russell .....	2
Haeger, David .....	2
Hauge, James .....	0
Hodroff, Joel .....	0
Hoyt, Steve .....	0
Kohne, Diane M. ....	0
Kontos, Apostolos .....	0
Larson, Douglas J. ....	0
Lindblom, Kathleen .....	0
Lynch, Michael .....	0
Marquette, Wesley .....	0
McConnell, Judith .....	0
Menth, John .....	0
Miller, Linus M. ....	0
Moffett, William .....	0
Olin, Gregory W. ....	0
Peterson, Judy .....	0
Peterson, Nancy .....	0
Peterson, Wayne .....	0
Raulings, Theresa .....	0
Rennetsen, Paul .....	4
Sommer, Debra K. ....	0
Strand, George .....	0
Stuart, David G. ....	0
Swonson, Louise .....	0
Wegerson, Edward J. ....	4
Weltars, David .....	0



MBM #2  
1766

**UNIVERSITY OF MINNESOTA**

**SENATE**

**MINUTES**

**November 21, 1974, December 5, 1974, January 9, 1975,  
and January 23, 1975**

The first regular meeting of the University Senate was convened in the auditorium of Nicholson Hall on Thursday, November 21, 1974. Checking or signing the roll as present were 143 voting members of the faculty, 49 voting members of the student body, 6 members of the Administrative Committee, and 27 nonmembers.

President C. Peter Magrath presided.

The following items were considered, and action was taken as indicated.

**MINUTES FOR FEBRUARY 28, 1974  
Reported for Action (5 minutes)**

*Approved*

**SENATE AND UNIVERSITY COMMITTEES, 1974-75  
Reported for Action (10 minutes)**

**SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS:** Arthur Johnson replaces Frederick Asher who is on leave. Students: Sharla Borghorst, Toby-Beth Brill, Patricia Anglim, Pam Spence, Gregory Nelson.

**UNIVERSITY COMMITTEE ON SOCIAL POLICY:** K. S. P. Kumar replaces Ernest Coleman who is on leave. Students: Dennis McCoy, Kathy Kelly, Lekan Shobowale, Sue Millier, John D. Hastings. Alumni: David Brink, Roger Toogood, Beverly Johnson.

**UNIVERSITY COMMITTEE ON UNIVERSITY HONORS:** Albert Linck replaces Harold Chase as ex officio, Evelyn Quesenberry replaces Thomas Clayton. Students: Sharla Borghorst, Teresa Wray, Ruth Etzel. Alumni: Irene Kreidberg, Clifford Sommer, Lawrence Johnson, Gerald Friedell, Gladys Brooks.

**UNIVERSITY COMMITTEE ON BUSINESS AND RULES:** Marilee Ward replaces Donald Beatty as ex officio. Students: Kathy Sims, David Bland, Peter Cameron, Bret Haage.

**SENATE COMMITTEE ON EDUCATIONAL POLICY:** Albert Linck replaces Harold Chase as ex officio. Students: Enrique Serra, Elaine Parent, David Eagan, Kristan Wegerson, John Freeman.

**COUNCIL ON LIBERAL EDUCATION:** Shirley Clark (chairman), Donald Berry, Henry Borow, Paul Cartwright, M. Polly Grindereing, Nils Hasselmo,

Gordon Kingston (executive secretary), C. Alden Mead, Harrison Tordoff, James Wertz (ex officio), Raymond Willis. New members: David Darby (who has resigned), Ted Underwood, John Webb, Howard Williams. Students: Edward Wegerson, Keith Olson (who has resigned), Katherine Prchal, Michael Salemi, Nancy Roberts.

UNIVERSITY COMMITTEE ON COMPUTING FACILITIES: Students: Toby-Beth Brill, Patricia Byrne.

UNIVERSITY COMMITTEE ON INSTRUCTIONAL MATERIALS AND MEDIA: Students: Stephanie Held, Mildred Vetsch, Beatrice Rothwaller, Deborah Searles, Kenneth Trembath.

UNIVERSITY COMMITTEE ON SUMMER SESSIONS: Students: Marlene Brown (who has resigned), Robert Gensley, Linda Watson, Joseph LaJuenesse, Lowell Palacek.

UNIVERSITY COLLEGE ASSEMBLY: Roy Hoover (Chairman).

UNIVERSITY COMMITTEE ON EDUCATIONAL DEVELOPMENT: Walter Fiegel replaces Wendell Glick who has resigned. Students: Paul Kurth, Tom Arndt, Barbara Butz, Ann Kucera, Sandy Myrhe.

UNIVERSITY COMMITTEE ON UNIVERSITY-ROTC RELATIONSHIPS: Thomas Madigan replaces Frederick Adelman as ex officio, Edward Bouffard replaces Walter Broughton as ex officio, Albert Linck replaces Harold Chase as ex officio, Richard Poppele (Chairman). Students: Joe LaJuenesse, Mary Ann McNeil, Calvin Comfort.

SENATE COMMITTEE ON FACULTY AFFAIRS: Albert Linck replaces Harold Chase as ex officio.

UNIVERSITY APPEALS COMMITTEE ON ACADEMIC FREEDOM AND RESPONSIBILITY: Students: Blair Smith, Diane Wachtler, Eric Terzuolo, Tom Mayfield.

SENATE JUDICIAL COMMITTEE: Paul Meehl replaces Peyton McCrary who has resigned, Madelon Gohlke replaces Frederick VanCatledge who has resigned.

SENATE LIBRARY COMMITTEE: Evelyn Firchow replaces Sheila McNally who is on leave. Students: Daniel Rugroden, Wayne Peterson (who has resigned), John Broom, Beth Sederstrom, Don Gish, Lynn Renz (who has resigned), Deborah Fontilla, Kirstin Olson (who replaces Wayne Peterson), Daniel Young (who replaces Lynn Renz), Shelly Flanders.

SENATE COMMITTEE ON RESEARCH: Ken Keller replaces May Brodbeck as ex officio, Leonard Heston replaces Frank Ungar who is on leave, Paul Alkon replaces William Walton who has resigned. Students: Tom Arndt, Kathleen Dwyer, Linda Strand.

UNIVERSITY COMMITTEE ON ANIMAL CARE: Patrick Manning (ex officio and Secretary), Charles Liberty replaces Eric Klinger who has resigned, Kenneth Jordan replaces F. M. Waltz who has resigned.

SENATE COMMITTEE ON RESOURCES AND PLANNING: Roger Benjamin replaces George Milkovich who has resigned because of leave, Leon Green replaces Hosni Iskander who is on leave, Walter Bruning replaces Stan Kegler as ex officio, Stan Kegler replaces Stanley Wenberg as ex officio, Fred Lukermann (Chairman). Students: Roxanne Goertz, Fritz Hermann, Carol Stoner, Peter Bugbee, Daniel Cameron.

*Approved*

**REPORT OF THE  
UNIVERSITY COMMITTEE ON BUSINESS AND RULES  
Reported for Action (5 minutes)**

The Twin Cities Campus Assembly has voted to amend the amendment clause of its constitution to be similar to that of the University Senate. The exact wording is given below. This action does not become effective until it has been ratified by the Senate and the Board of Regents.

The Committee on Business and Rules recommends that the Senate ratify the following amendment to the constitution of the Twin Cities Campus Assembly:

Amendments to this Constitution shall be approved either by a two-thirds majority of all voting members of the Twin Cities Assembly at a regular or special meeting, or by a majority of all voting members of the Assembly at two meetings, the second of which shall be the next regular meeting, and provided the proposed amendment has been distributed, in writing, to the persons and in the manner provided in Article II, Section 5, for distribution of the Twin Cities Assembly agenda, at least 10 days prior to the date of the vote on the approval of the proposed amendment. Such amendments after adoption shall then be submitted to the University Senate and Regents for approval.

RUSSELL K. HOBBIE  
Chairman

*Approved*

**REPORT OF THE AD HOC  
COMMITTEE ON FACULTY ACCOUNTABILITY  
Reported for Action**



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Department of Psychology  
Elliott Hall  
Minneapolis, Minnesota 55455

October 23, 1974

Dr. A. J. Linck  
Acting Associate Vice President  
Academic Administration  
213 Morrill Hall

Dear Dr. Linck:

The University Senate, at its meeting of 30 May 1974, passed the following two motions:

Motions by S. Krislov, L. Reisman, M. Bognanno, J. Darley, H. Berman, R. Hobbie, H. Weinberger

1. To rescind *without prejudice* the action of the Senate of May 23 approving the Weckwerth Amendments
2. To receive the Darley Report as otherwise amended, and refer the document and pending amendments including the Weckwerth Amendments to a committee which shall include members of the Darley Committee and others; which committee shall prepare a new draft of the proposal incorporating the sense of the Senate and reporting back to the Senate in the fall.

Pursuant to this action, Vice President Chase appointed the specified committee in a letter of 14 June 1974. That committee has held six meetings during the summer and fall of 1974 and has prepared the policy statement called for in the Senate motion. In the preparation of this statement, draft copies were sent to all members of the original ad hoc committee appointed by Vice President Shepherd and members of that committee joined in the meetings this fall that produced the present draft.

The policy statement is attached to this letter. We request that it now be sent to the members of the Consultative Committee, the Senate Committee on Educational Policy, and the Senate Committee on Faculty Welfare. These are the three committees that have reviewed earlier drafts of the policy.

We also request that it be placed on the docket for the Senate meeting of 21 November 1974 for action. This covering letter should appear on the Senate docket also, as an introduction to the action item.

Copies should also go to the full membership of the original ad hoc Committee on Faculty Accountability appointed in the summer of 1973 by Vice President Shepherd and to those appointed to the augmented membership as listed in Vice President Chase's letter of 14 June 1974.

**The committee appointed by Vice President Chase had before it copies of the text of the earlier policy formulated during fourteen meetings held in 1973-74. The committee had, in addition, all amendments to this policy that had been passed by the Senate last spring and all proposed amendments that had been submitted by senators during debate last spring.**

**Between now and the time of the Senate meeting on 21 November, we plan to carry on informal discussions of the proposed policy with representatives of the Senate committees to which we are asking that copies be sent and with other interested senators who were active during last spring's Senate meetings.**

Yours cordially,

John G. Darley  
Chairman

JGD: sk

enc.

**ad hoc Committee on Faculty  
Accountability: (appointed  
by Vice President Shepherd in  
August, 1973)**

**Professor John G. Darley, Chairman  
Professor Wendell P. Glick  
Professor Grace W. Gray  
Professor Willard W. Hartup  
Professor Eric Klinger  
Professor Arnold Lazarow  
Mrs. Mary Ellen Lundsten  
Professor William P. Martin  
Professor William E. Mishler  
Professor William Peria  
Professor Betty W. Robinett  
Professor Michael Root  
Professor Geneva H. Southall  
Professor Robert Stein  
Professor Barbara J. Stuhler  
Mr. David Winegar  
Professor Mahmood Zaidi**

**Committee appointed by Vice  
President Chase following  
Senate motion of 30 May 1974:**

**Professor N. R. Amundsen  
Professor Mario F. Bognanno  
Professor John G. Darley, Chairman  
Professor Bernard V. Haxby  
Professor Russell K. Hobbie  
Mrs. Mary Ellen Lundsten  
Professor William Peria  
Professor Peter H. Robinson  
Professor Michael Root  
Professor Robert Stein**

The following is the final Policy on Professional Consulting, Service Activities, and Other Outside Work including all amendments approved by the University Senate.

Please keep in mind while reading subsequent amendments that Section I-D has been eliminated entirely in the approved policy and that the remaining sections were relettered.

## **PROPOSED POLICY ON PROFESSIONAL CONSULTING, SERVICE ACTIVITIES, AND OTHER OUTSIDE WORK**

### **PREAMBLE**

The primary missions of the University that define the professional activities of the faculty<sup>1</sup> are teaching and learning, scholarship (including research and artistic creation), and service to the University and to the wider community. While these missions are usually complementary, they sometimes generate conflicting demands on faculty time. Faculty responsibilities for teaching, scholarship, and administration, for example, must frequently be met off campus, at odd hours, and often exact commitments of evenings and weekends.<sup>2</sup> Similarly, as faculty members respond to the needs of the wider community, they may be required to spend some time on "outside activities" during the "ordinary" working week.

Since outside demands for the talents and expertise of its faculty may on occasion affect University service, guidelines are needed to regulate the proper degree of response to these demands. In general, it seems proper to restrict service activities if they may: 1) interfere with a faculty member's ability to carry out his contractual responsibilities; or 2) make use of University resources or facilities.

The University encourages non-University service so long as University responsibilities are fully met. A faculty member may have a talent or be able to provide a service that can be found nowhere else in the community, and employment by the University should not prevent his making these talents or services available to a community that seeks them. Indeed, the provision of this talent or service may enhance the faculty member's capacity or reputation as a teacher or scholar and thus directly contribute to the University's primary missions.

Faculty members, like all citizens, have rights that are protected under the provisions of the Constitutions of the United States and the State of Minnesota. While the University can place restrictions on the activity of its employees as necessary to ensure the discharge of their responsibilities, it must take care not to abridge those rights.

This document synthesizes, revises, and extends policies which have grown by accretion since the initial Regents' action of 1914. Omitted from this statement is the 1914 prohibition of employment of the faculty member "which shall bring him as an expert or in any other capacity into antagonism to the interests

---

<sup>1</sup>"Faculty," as used in this document, includes administrative officers with faculty rank.

<sup>2</sup>Indeed, faculty load studies conducted over the last forty years have consistently reported a fifty-five to sixty hour work week for the average faculty member. See Fall '73 Faculty Activity Analysis: Brief Summary, March 12, 1974, Management, Planning and Information Services; Faculty Activities Report, fall quarter, 1969, Bureau of Institutional Research; and Career Motivations and Satisfaction of College Teachers, conducted under a grant from the Cooperative Research Program for the U.S. Office of Education, 1958.

of the State of Minnesota.” It is understandable that the State of Minnesota would find it objectionable for its own employees to serve interests adverse to itself. However, since it is a scholar’s obligation to scrutinize proposals, programs, and policies in the light of existing knowledge, it is understandable that he may serve variously as advocate and critic. A University policy on outside professional activities prohibiting any criticism that could be construed as antagonistic to “the interests of the State” would not serve the interests of the citizens nor the real, long-term interests of the state. Just as Minnesota citizens are entitled to supportive statements where government policies are perceived by faculty members to be of benefit, so, too, are they entitled to expert challenge of government policies perceived by faculty members to be in error. Such challenges may take the form of scholarly publication, legislative drafting and lobbying, or expert testimony in litigation.<sup>3</sup> Of course, any such activity must satisfy the criteria set forth in Section I of this policy.

The intent of this policy is to: 1) identify professional contributions and service rendered by the University to the outside community; 2) establish mechanisms for assuring the accountability of the University and its faculty with respect to outside activities<sup>4</sup>; and 3) provide rules which attempt to reconcile, as equitably as possible, conflicts between outside demands on faculty members’ time and their varied University responsibilities.

Many of the activities subject to the provisions of this policy are an important part of the mission of the University. No inference should be drawn that such activities are deemed inappropriate or are to be discouraged.

## **SECTION I. GENERAL POLICY**

### **A. Application of Policy**

This policy statement applies to individuals holding appointments at the rank of instructor and above (including positions as research fellow, research associate, and general administrative officer with academic rank) for the term of appointment. The term of appointment for a B appointee is nine months—16 September to 15 June; for an A appointee the term is effectively eleven months, since one month is officially recognized as vacation. For those on less than 100 percent time, or on any other lettered appointment, the policy shall be applied in a manner consistent with the individual’s University commitment.

### **B. Definition of Outside Activity and Outside Professional Activity**

“Outside activity” means work for any non-University entity whether or not performed on the University campus.

“Outside professional activity” is outside activity of a nature requiring the special training, expertise and/or certification that qualifies the faculty member for his University appointment.

For certain faculty members, the distinction between involvement in community activities as a citizen and involvement in such activities as a professional is difficult to determine. Faculty members may judge the nature of their community activities and, if they deem them to be citizen-related rather than professional activities, such activities may be exempt from the prior approval and reporting requirements of this policy.

---

<sup>3</sup>The University Senate Statement on Academic Freedom and Responsibility, of December 3, 1970, as approved by the Board of Regents, explicitly provides for freedom of inquiry and dissemination. “Freedom of dissemination means that the scholar has the freedom to discuss his ideas and to make them public.”

<sup>4</sup>“Outside activities” are defined in Section I-B.

For the purposes of this policy, work supported by grant or contract funds awarded to the University and accepted by the Board of Regents does not constitute outside activity. Similarly, teaching in extension courses does not constitute outside activity for the purposes of this policy. For some units, community contact and outreach are part of their University responsibilities and, therefore, are not considered an outside activity under the terms of this policy. All such activities will be governed by departmental, collegiate and other University policies.

**C. Conditions Under Which Outside Professional Activities Are Permitted**

Faculty members may engage in outside professional consulting or service activity which 1) does not interfere with the discharge of their teaching, research, service, and administrative responsibilities to the University; and 2) does not exceed the time limitation on outside commitments specified in Section E below.

**D. Prior Approval and Reporting of Outside Professional Activities**

This paragraph specifies those activities for which prior approval and/or annual reporting are necessary. The faculty member shall obtain prior approval, when required, in the manner outlined in Section II-A, below. The faculty member shall report in the manner outlined in Section II-B, below.

**1. Prior Approval**

The faculty member shall obtain prior approval for each outside professional activity that is engaged in for more than an average of one day per month in any single term of University appointment.

**2. Reporting**

The faculty member shall report each outside professional activity that is engaged in for more than three days in any single term of University appointment.

**3. Activities Excluded from the Prior Approval Requirement**

Under the terms of this policy, the following activities do not require prior approval, as they represent normal forms of professional activity:

- a. holding office in a scholarly or professional organization
- b. editorial office or duties for a learned journal.

These activities, however, must be reported if they are engaged in for more than three days in any single term and, in any case, shall not interfere with the discharge of faculty members' other teaching, service, research or administrative responsibilities.

**4. Activities Excluded from the Prior Approval and Reporting Requirements**

Under the terms of this policy certain outside activities are expected of faculty members as part of their normal scholarly activities and are therefore exempted from the requirements of prior approval and reporting, and from the time limitations of Section I., Subsection E below.

Among such exempted outside activities are the following:

- a. attendance at professional meetings;
- b. the writing of books or articles or the creation of works of art;



- c. the giving of occasional lectures and speeches, participation in colloquia, symposia, site visits, study sections, and similar gatherings;
- d. ad hoc refereeing of manuscripts.

These activities, however, shall not interfere with the discharge of faculty members' other teaching, service, research or administrative responsibilities. Such activities will be governed by collegiate or academic unit policies.

**E. Time Limitation on Outside Professional Activities**

The outside professional activities of the full-time faculty member shall not exceed an average of one day per seven-day-week for the term of the appointment.<sup>5</sup>

The activities listed in I.D.4, above, are excluded from this limitation as they are from the approval and reporting requirements.

The way in which all outside professional activities are scheduled, including the activities listed in I.D.4, above, shall, in the judgment of the unit administrator, be compatible with the faculty member's obligations to the University. The arrangements may, if judged necessary by the unit administrator, include provisions for a special contract or reduction in University compensation.

**F. Appearance Before Public Bodies**

Any member of the faculty who testifies either in person or by way of a written communication, before any public body or public official, regarding any issue or matter up for consideration, discussion, or action, and who is identified as a faculty member, shall make known clearly, completely, and candidly whether he is, or is not, speaking on the matter as a representative of the University. Where he is not speaking for the University, he shall either indicate that he is speaking for himself, or shall identify the sponsoring individual, corporation, or organization which is supporting or has supported his studies relevant to the testimony, or under whose auspices he is appearing or sending the communication. He shall also explain the conditions of his association with the sponsor.

**G. Use of the University Name**

No member of the faculty shall use the University name for advertising purposes. A member of the faculty engaging in outside activity may identify his association with the University, but shall take care that the name of the University is not used in any way that implies endorsement or approval of the activity.

**H. Use of the Official Stationery or of the University Address**

No member of the faculty shall use the official stationery of the University, or give as a business address, any building or unit of the institution, in connection with: 1) outside nonprofessional activities, or 2) outside professional activities engaged in primarily for private purposes.

**I. Use of University Facilities**

No member of the faculty shall use University equipment or services for activities not relevant to his University responsibilities in a way that sig-

---

<sup>5</sup>For those with "B" appointments, this amounts to a maximum of 39 days in the term of appointment; for those with "A" appointments, this amounts to a maximum of 48 days in the eleven months of active service. The full-day equivalence of activities carried out in a series of fractional-day blocks shall be computed by dividing the total number of hours expended by twelve.

nificantly depletes University resources without first obtaining approval<sup>6</sup> for and arranging for payment of a reasonable fee for such services with the University Administration. Use of certain University equipment or services may not require prior approval when it is understood that such equipment or services are generally available to the University faculty for the payment of a reasonable fee.

**J. Holding Public Office**

1. Faculty members share with their fellow citizens the right to campaign for and to hold public office without their employer's prior approval. It is desirable, however, that any faculty member contemplating candidacy for elective political office or appointment to public office, where the duties of a campaign or the holding of the office would seriously interfere with the fulfillment of University responsibilities, consult in advance with the appropriate collegiate and administrative units of the University. Consultation should focus on the question of whether or not temporary suspension of some portion of the faculty member's responsibilities can be accommodated without serious impairment of the function of the department or unit involved.
2. When a faculty member is appointed to or elected to public office, e.g., to the State Legislature, requiring absence from University duties for continuous periods of time of one year or less, it is anticipated that normal leave of absence procedures, or other appropriate arrangements such as a special contract or a reduced teaching load with a commensurate adjustment in salary, for the year or portions thereof will be invoked. The faculty member shall provide to the unit administrator as much notice as possible to insure that ample time will be provided the unit to replace or otherwise arrange to meet the absent faculty member's responsibilities. Prior approval by the Board of Regents continues to be required for any full or partial leave of absence.
3. When a faculty member is appointed to or elected to public office requiring continuous full-time service for a specified period of more than two years, it is expected that he will resign from the University faculty position after such election or appointment.

When a faculty member's reelection or reappointment to public office causes continuous absence to exceed two years, it is expected that he will resign from the University faculty position after such reelection or reappointment.

In the case of appointments for an indeterminate period of time, full or partial leaves of absence may be negotiated annually, or if requests for leave extend beyond reasonable limits, resignation may be expected.

The purpose of this section of the policy is to balance public service of University faculty with the University's primary obligations to maintain its teaching programs and foster research and creativity. At the same time, it seeks to encourage public service, including the holding of public office, and, in any case, not to interfere with the faculty's right freely to participate in the political process. It is, of course, understood that the faculty member's association with the University should not be misused in campaign activities or campaign literature.

---

<sup>6</sup>B.A. Form 39

### **K. Special Requests for Exemption**

It is recognized that special circumstances arise from time to time in the personal lives of faculty members or in the nature of their University commitments. Because of such circumstances, faculty members may seek exemption from any of the specific provisions of this policy. Such a request shall be made in writing to the unit administrator. The request will be reviewed by the unit administrator, dean, and Academic Vice President in the same manner as for routine requests for prior approval (Section II.A. below). Any activity approved under this provision shall be reported (Section II.B. below).

## **SECTION II. PROCEDURES FOR APPROVAL, REPORTING AND MONITORING OF OUTSIDE ACTIVITIES**

### **A. Prior Approval**

1. Prior approval of the appropriate unit administrator (department, unit, or division chairman) must be secured for those activities specified in Section I as requiring such approval. The faculty member contemplating such activity shall initiate the request for approval. Approval forms may be obtained from the appropriate unit administrator and shall be submitted to that office.
2. The request form for approval shall include the following information: name of faculty member; name of client; type of outside activity involved; period of time during which such activity is to be performed; estimated amount and distribution of time, in days or fractions thereof, to be spent on the activity; whether or not this activity will be compensated<sup>7</sup>; and signature and date.
3. The request shall be approved or denied by the appropriate unit administrator, within a reasonable time, normally not to exceed two weeks. Failure of the unit administrator to respond within two weeks shall be construed as approval. The request shall then be reviewed by the collegiate dean or campus administrator for academic affairs, and by the Academic Vice President, and may be approved or denied at these levels. The faculty member may proceed on the basis of approval by the unit administrator, but shall cease the activity approved by the unit administrator if a denial has occurred at the higher level unless permitted to continue pending appeal. If denied at any administrative level, the reasons shall be stated in writing. In case of denial, the faculty member may request review at the next higher administrative level, up to the office of the Vice President for Academic Affairs. If the faculty member is not satisfied with the action ultimately taken, he may invoke the procedures for resolution of disputes between faculty members and the University. In such a case the Vice President for Academic Affairs shall have the burden of demonstrating that the proposed activity violates this policy.

### **B. Procedures for Reporting**

All faculty members shall report to their appropriate unit administrator on an annual basis those activities specified in Section I as requiring such reporting.

---

<sup>7</sup>A "compensated" activity is one for which honoraria, fees, or other benefits over and above expenses are received; reimbursement for expenses is not to be construed as compensation.

1. Forms for annual reporting of these activities shall include: name of faculty member; project description; number of days or fractions thereof spent on the project; dates of initiation and termination of the activity; and signature and date. These reports shall be filed with the unit administrator and kept for at least five years.
2. These annual reports submitted to the appropriate unit administrator shall be summarized and the summary forwarded to the dean or academic vice provost. This annual summary shall include a statement of the number of denials and the reasons therefor; the summary may identify activities by individual.
3. The dean or academic vice provost shall submit an annual summary of the outside activities of his unit to the Academic Vice President. This summary shall also include a statement of the number of denials and the reasons therefor.
4. The Academic Vice President shall maintain these records and shall make this information public in manners consistent with University procedures, giving proper attention to rights of privacy of individual faculty members. Information on individuals shall be kept confidential as are personnel data in general.

**C. Procedures for Monitoring**

The Academic Vice President, in cooperation with the appropriate dean, shall periodically review a random selection of individual and unit reports in order to evaluate the approval and reporting systems, and shall make recommendations regarding the effectiveness of this policy to the President.

**SECTION III. DISSEMINATION OF POLICY STATEMENT**

- A. The Academic Vice President shall annually advise all faculty members of this policy.
- B. All candidates interviewed for faculty positions shall be informed of the University's policy.
- C. Copies of the current policy shall be available in the Academic Vice President's office for distribution in response to requests for information about the University's policy.

**SECTION IV. VIOLATION OF POLICY**

- A. Students, faculty and staff may report alleged violations of this policy to the appropriate unit administrator. The unit administrator, after consultation with the faculty member involved, shall investigate the complaint. If he finds cause to proceed further, he shall take action in accordance with established policies and procedures but only after consulting with the faculty of the unit. In any event, he shall report his findings and the action taken in writing to the complainant and to the faculty member. If the complainant is not satisfied with the action, he may appeal to the appropriate University grievance committee. The grievance committee shall report its findings in writing to the unit administrator, the faculty member involved, and the complainant. The unit administrator shall take action in accordance with established policies and procedures and shall report his action in writing to the faculty member involved and to the complainant.

- B. Persons who are not members of the University community may report possible violations of this policy to the Office of the President.
1. The President shall transmit the complaint to the unit administrator through proper channels.
  2. The unit administrator, after consultation with the faculty member involved, shall investigate the complaint. If he finds cause to proceed further, he shall take action in accordance with established policies and procedures but only after consulting with the faculty of the unit. In any event, he shall report his findings and the action taken in writing to the President through the same channels and to the faculty member.
  3. If he concurs, the President shall report the action taken to the complainant. If the President does not concur, he shall return the complaint through the same channels to the unit administrator requesting consideration by the unit administrator in consultation with the faculty of the unit or an appropriate faculty committee. After such reconsideration the unit administrator shall report the findings and the action taken in writing to the President through the same channels and to the faculty member.
- C. A faculty member affected by a finding of violation of this policy and/or by an action taken by the administrator may appeal the action through the procedures established for the resolution of disputes between faculty members and the University. In such an appeal, the administrator shall have the responsibility of demonstrating the fact of violation and the appropriateness of the action.

#### END OF POLICY

"On behalf of the committee I make the following motion: When this policy has been in force for one complete academic year, the Vice President for Academic Affairs shall report on its application to the University Senate, with such recommendations for change as he deems appropriate."

JOHN G. DARLEY  
Chairman, Ad Hoc Committee on Faculty Accountability  
*Approved January 23, 1975*

Resolution proposed by SCFA and L. Hurwicz:

The Senate goes on record as favoring the endorsement of the spirit of Section I, Subsections G, H, I, and J, it being understood that the precise language and certain technical aspects may be subject to subsequent emendation. This is without prejudice to other provisions of the document.

*Approved*

#### ORDER OF DEBATE FOR THE CONSULTING POLICY

The following order of debate, designed to take up the more controversial areas first, was proposed by Professors Hobbie, Reisman, and Shapiro. The sequence was adhered to throughout the November 21, December 5, and January 9 meetings.

**A. Amendments restricting the policy to compensated activities only.**

We recommend considering 109 first. The issue is stated explicitly with justification. Having decided on 109, we recommend considering 103, 105, 106, 107, 17, 108, and 116.

- B. Should the time involved be the only criterion for approval?**  
Amendment 13; followed by 7 and 14 (14b and 14c are not needed if 13 has been approved).
- C. Restrictions on nonprofessional compensated activity.**  
Amendment 15 is the committee compromise. Amendment 16 deletes the restriction completely. Follow whatever decision is made here by considering 111.
- D. No restriction on the right to participate in the political process.**  
23; 114.
- E. Procedures for approval.**  
117 (which incorporates 26); 27; 118; 119 (The first change recommended in 119 is also in 117. The third change is also in 118. Hence if 117 and 118 have been passed, only the second change would have to be moved.)
- F. Violations of the policy.**  
120 (This incorporates 28. Amendment 29 could be moved as an amendment to 120.)  
121 (Amendments 30 and 31 could be moved as amendments to 121).  
122; 123.
- G. Professional activities excluded from the policy.**  
20; 21.
- H. Definition of the full-time week.**  
12; 18; 19; 22; 110.
- I. Resignation by holders of public office.**  
25; 115.
- J. Outside activities and the University's mission.**  
1; 2; 101; 24.
- K. Gender of pronouns.**  
32.
- L. Miscellaneous.**  
3; 4; 5; 6; 102; 8; 9; 10; 11; 104; 112; 113.

**Amendment 109, to Section I-F, proposed by SCFA:**

Amend the title to read: *Time Limitations on Compensated Outside Professional Activities*.

Amend paragraph one, first sentence, to read: *The compensated outside professional activities. . . .*

Amend paragraph two, first sentence, to read: *The way in which all compensated outside professional activities. . . .*

**Comment by SCFA:**

Subject to the amendments proposed by the committee, the draft document is acceptable to the committee in so far as it applies to *compensated* professional activities. However, the majority of the committee feels that the provisions of the draft pertaining to *uncompensated* professional activities would impinge on faculty rights and would fail to provide to the University any additional protection over and above what is already implied by the general conditions of employment by the University.

Moreover, two amendments restricting the applicability of the policy to *compensated* outside professional activities were adopted by the Senate on May

23, 1974. One of these two amendments referred specifically to prior approval (Sec. II-A of the May draft). The other (in Sec. I-B, paragraph 2) resulted in the statement that "This policy is understood to cover, for both prior approval and reporting purposes, *compensated* RECURRING activities, in connection with: . . ." Neither of these two amendments was subsequently rescinded. On May 30, 1974, the Senate passed a motion instructing the reconstituted committee to ". . . prepare a new draft of the proposal incorporating the sense of the Senate and reporting back to the Senate in the fall." Thus the present SCFA amendments inserting the word "compensated" essentially restore to the document the provisions previously adopted and never rescinded by the Senate.\*

*Defeated*

As a result of the above action, all other amendments throughout the policy to include "compensated" were *defeated*.

**Amendment 103 to Section I-B proposed by SCFA and UMFT:**

Amend the title to read: *Definition of Compensated Outside Activity and Compensated Outside Professional Activity.*

Amend the first sentence to read: "*Compensated outside activity*" means *Compensated work*<sup>9</sup> for. . .

*Defeated*

**Amendment 105 to Section I-C proposed by SCFA:**

Amend the title to read: *Conditions Under Which Compensated Outside Professional Activities Are Permitted.*

**Amendment 106 to Section I-C proposed by UMFT:**

Amend the title to read: *Conditions Under Which Compensated Outside Activities Are Permitted*

Delete paragraphs 2 and 3.

**Amendment 107 to Section I-E proposed by SCFA:**

Amend the title to read: *Prior Approval and Reporting of Compensated Outside Activities.*

**Amendment 17 proposed by Leonid Hurwicz:**

In Section I-E. 1 insert *compensated* before *outside*. The section will then read: *The faculty member shall obtain prior approval for each compensated outside professional activity that is engaged in for more than an average of one day per month in any single term of University appointment.*

**Amendment 108 to Section I-E proposed by SCFA and UMFT:**

Amend section E.2, first sentence, to read: *The faculty member shall report each compensated outside professional activity that. . .*

**Amendment 116 to Section II proposed by SCFA:**

In A.2, next to last phrase, delete: "whether or not this activity will be compensated and delete footnote 9."

Amendments 105, 106, 107, 17, 108, and 116 were not taken up after 109 and 103 were defeated.

---

\*Since the minutes of the May meetings of the Senate are not yet available, the above statements are based on the Minnesota *Daily* texts of May 1974 and personal notes and recollections.

**Amendment 13, to Section I-C proposed by AAUP:**

Change the heading to read: *Condition under which Compensated Outside Occupational and/or Professional Activities are Permitted.*

Delete conditions 1, 2 and 3, so that the entire text reads: *Faculty members may engage in outside occupational, professional consulting or service activity which does not exceed the time limitation on outside commitments specified in Section F below.*

A motion was made to delete "Compensated" from the above amendment. Another motion was made to delete conditions 2 and 3, leaving conditions 1 and 4, and renumbering 4 as 2 in the policy. Both motions were *approved*.

The amendment was *approved as amended*.

The November 21, 1974, meeting recessed until December 5, 1974.



## DECEMBER 5, 1974

A special meeting of the University Senate was convened in the auditorium of Nicholson Hall on Thursday, December 5, 1974. Checking or signing the roll as present were 130 voting members of the faculty, 34 voting members of the student body, 8 members of the Administrative Committee, and 23 nonmembers.

President C. Peter Magrath presided.

When the University Senate resumed on December 5, 1974, the docket was reordered, the following items were considered, and action was taken as indicated.

### REPORT OF THE SENATE COMMITTEE ON COMMITTEES

#### 1. Reported for Information

The Senate Committee on Committees will recommend, at the next meeting of the Senate, an amendment to the Senate Constitution to disestablish the Senate All-University Administrative Committee. Regularly scheduled meetings of the President with smaller administrative groups such as the Council of Academic Officers, the Central Officers Group, and the Provosts of Coordinate Campuses have made meetings of the larger group unnecessary. It is also recommended that the two committees which are mandated to report to the Senate through the Administrative Committee (the University Committee on All-University Honors and the University Committee on Social Policy) be allowed to report through the Consultative Committee on an interim basis for a period of one year while alternative arrangements are considered.

*Accepted*

#### 2. Reported for Information

Sylvan D. Burgstahler was elected to the Committee on Senate Committees from Duluth for a three year term (1974-77).

*Accepted*

### REPORT OF THE UNIVERSITY COMMITTEE ON BUSINESS AND RULES Reported for Action (10 minutes)

AMEND THE CONSTITUTION Article III, Section 5:

**New Section 5 (renumber the remaining sections in Article III)**

#### 5. Removal for neglect of meetings

- a. A member of the Senate shall be said to have neglected a meeting if the member does not attend and does not provide an alternate and does not notify the clerk, in writing, of the impending absence.
- b. A member of the Faculty Senate shall forfeit membership by neglecting three consecutive meetings of the University Senate. A member of the Student Senate shall forfeit membership by neglecting two consecutive meetings of the University Senate.

- c. The clerk of the Senate shall notify any member who will forfeit Senate membership by neglecting the next meeting of the Senate.
- d. A member of the Senate who holds membership in the Faculty or Student Senate, a Campus Assembly, a Campus Faculty Assembly or a Campus Student Assembly by virtue of holding membership in the Senate, shall forfeit Senate membership if membership in the other body is forfeited by failure to satisfy attendance criteria specified in the Constitution or Bylaws of the body.
- e. A member whose membership has been forfeited may appeal to the Consultative Committee for reinstatement.

RUSSELL K. HOBBIE  
Chairman

An amendment to "b" was defeated. The Constitutional amendment was voted on, receiving 125 votes which is less than the required two-thirds; therefore, it will be voted on again at the next regular meeting.

### QUESTIONS OF CONCERN TO THE SENATE

None.

### REPORT OF THE SENATE LIBRARY COMMITTEE Reported for Action (15 minutes)

The Senate Library Committee, at its meeting of November 7, 1974, reviewed the University's proposed legislative request for additional funds for the purchase and processing of library books. The Committee believes that the faculty, through the University Senate, should be informed of the seriousness of the inadequacy of the budget request. The following were facts that led the Committee to bring the matter to the Senate. (Although the statements are derived from Twin Cities Campus libraries data, the implications apply to the Law Library and coordinate campus libraries as well.)

1. The book budget in 1974-75 is almost exactly the same as it was in 1969-70.
2. For U.S. publications, the price indexes for 1973 (the last published information available) was as follows, using 1967 as 100:
 

Hardcover books	145
Periodicals	202
Serial services	154
3. In 1973-74, our library experienced a 21% price increase in periodical subscription costs.
4. Foreign purchases, which represent over one-third of all purchases, have suffered both from the devaluation of the dollar and the inflationary increases abroad.
5. In 1967-8, expenditures for periodicals and serials accounted for 21% of the total book fund expenditures, leaving 79% for hardcover books. In 1974-75 this percentage is estimated to be about 50-50, this despite the fact that the periodical subscriptions have been reduced 20%, from 15,400 in 1970-71 to 12,700 in 1973-74.
6. The Director of Libraries, in analyzing the proposed legislative request, has projected a bare minimum for processing costs, and estimates that the request, should it be appropriated without change, will add approxi-

mately 23% to the book budget in 1975-76 and 13% in 1976-77. This may or may not be adequate to accommodate inflationary increases, and will do little to recover resources not obtained during the past five years.

Given the above considerations, the Senate Library Committee proposes for Senate consideration the following resolution:

*Resolved*, That the President reconsider the 45% reduction made in the proposed book fund request that had been accepted for legislative asking by various groups reviewing the University budget request, and that every effort be made to restore the purchasing power of the book budget to its 1969-70 level when it appeared to meet the major needs of the faculty and students for library resources.

### **Comparison of Needed Library Book Funds With Actual Appropriations and Legislative Budget Request**

The dotted line on the attached graph shows the library book fund needs to maintain the purchasing power of the book budget in the face of inflation. The solid line shows actual budget from 1965-66 through 1975-75, with a projection representing the present proposed legislative request. The shaded area represents deficiencies in book acquisitions since 1969-70.

(see next page)

### **CONTINUATION OF DEBATE ON CONSULTING POLICY Reported for Action (time as needed)**

Please keep in mind while reading the following amendments that Section I-D was eliminated entirely in the approved policy which appears on the preceding pages and that the remaining sections were relettered.

#### **Amendment 7, to the Preamble, proposed by AAUP:**

In paragraph five, change the last sentence to read: *Of course, any such activity must satisfy the time criterion set forth in Section I of this policy.*

*Defeated*

#### **Amendment 14 to Section I-C proposed by SCFA:**

In the first sentence

(a) delete the words *consulting or service*

(b) replace points 2) and 3) by the following: 2) *is primarily of a referral and non-routine nature (except for activities that either enhance the faculty member's capacity or reputation as a teacher or scholar, or constitute a public service)*

(c) renumber 4) as 3).

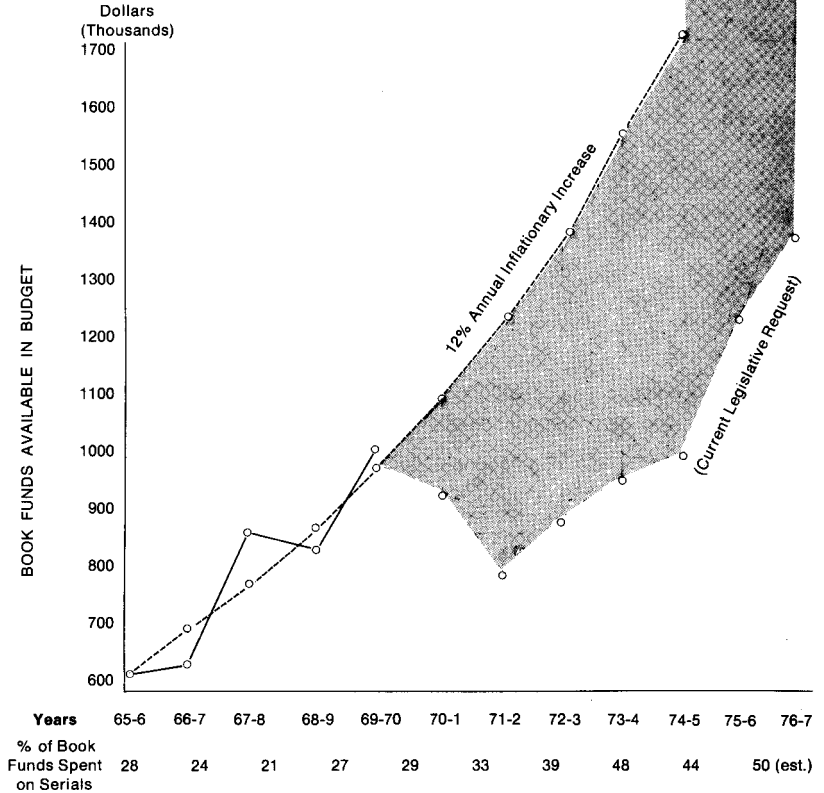
This amendment was not taken up after 13 was approved.

#### **Amendment 15 to Section I-D proposed by John G. Darley on behalf of the committee:**

Substitute the following language for the present section I.D.:

*It is expected that during the term of appointment full-time faculty members will forego employment or (self-employment) activities that are unrelated to their professional competence. If, however, such activities must be pursued,*

LIBRARY BUDGET FOR BOOKS AND SERIALS  
(Twin Cities Campus Libraries, Excluding Law)



LLOYD SMITH  
Chairman

*Approved*

*this policy requires that 1) the activities not interfere with the fulfillment of the faculty member's University responsibilities, and 2) the faculty member seek approval for and report those activities in the manner prescribed below if they exceed the time limits set forth in Section F below.*

**Amendment 16 was substituted for Amendment 15.**

**Amendment 16 proposed by AAUP:**

Eliminate section I-D entirely, and renumber the subsequent sections.

*Approved*

**Amendment 111 to Section I-F proposed by SCFA:**

Delete the word "Professional" in the title and in the first sentence, so that they read: *Time Limitation on Compensated Outside Activities and the compensated outside activities of the full-time faculty....*

*Withdrawn*

**Amendment 23 to Section I-G proposed by SCFA:**

Add the following paragraph: *Participation in the activities of a political party does not come under the provisions of this section.*

*Defeated*

**Amendment 114 to Section I-K proposed by L. Hurwicz, SCFA, and UMFT:**

Amend the last paragraph, second sentence, to read: *At the same time it seeks to encourage public service, including the holding of public office, and, in any case, not to interfere with the faculty's right freely to participate in the political process.*

*Approved*

**Amendment 117 (incorporates 26) to Section II-A.3 proposed by SCFA:**

Replace the first three sentences of A.3 with the following:

*"The request shall be approved or denied by the appropriate unit administrator, within a reasonable time, normally not to exceed two weeks. The request shall then be reviewed by the collegiate dean or campus administrator for academic affairs, and by the Academic Vice President, and may be approved or denied at these levels. The faculty member may proceed on the basis of approval by the unit administrator, but shall cease the activity approved by the unit administrator if a denial has occurred at the higher level unless permitted to continue pending appeal."*

*Approved*

**Amendment 27 to Section II-B.4 proposed by AAUP:**

Change II.B.4 to read: *The Academic Vice-President shall maintain these records and shall make this information public in manners consistent with University procedures, giving proper attention to rights of privacy of individual faculty members. Information on individuals shall be kept confidential as are personnel data in general.*

*Approved*

**Amendment 118 to Section II-A.3 proposed by the Tenure Committee:**

Strike out the last sentence and substitute the following:

*3....If the faculty member is not satisfied with the action ultimately taken, he may invoke the procedures for resolution of disputes between faculty members and the University. In such a case the Vice President for Academic Administration shall have the burden of demonstrating that the proposed activity violates this policy.*

This amendment includes two elements. The first is intended to clarify the procedures for resolution of disputes regarding this point. The procedures described are as follows:

- (1) For the time being, those procedures which were used to resolve faculty-administration disputes before July 2, 1973, would apply. In most instances this is an ad hoc committee of faculty members in the appropriate collegiate unit, subject to appeal to the University grievance officers or the Judicial Committee of the University Senate. We understand that an administrative memorandum describing these procedures will be issued in the near future.
- (2) If there is collective bargaining, procedures for resolution of such disputes would be agreed upon between the bargaining agent and the administration.
- (3) If the proposed Tenure Code is adopted, the procedures set forth in Section 17 of it would apply.

The second element of our proposal places the burden of persuasion on the academic administrator who denies permission. We believe that the fundamental premise of a free University is that the faculty member may act unless the administration can demonstrate that the action is improper. The faculty member does not have the burden of showing that his actions conform with administrative policy. This is especially true because, as drafted, a certain amount of subjective judgment is exercised by the administrator in acting on the proposal.

*Approved*

**Amendment 119 to Section II-A.3 proposed by UMFT:**

The request shall be approved or denied by the appropriate unit administrator *who must respond within two weeks*. The faculty member may proceed on the basis of interim approval by the unit administrator. *Failure of the unit administrator to respond within two weeks shall be construed as approval*. The request shall then be reviewed....If denied at any administrative level, the reasons shall be stated in writing, *and the burden of proof shall be upon the administrator....*

The first and third changes were incorporated in amendments passed earlier. The second change was *approved*.

**Amendment 120 (incorporates 28 and 29) to Section IV-A proposed by the Tenure Committee with changes (T-3) incorporated by L. Hurwicz:**

**Amend IV-A so that the entire section reads as follows:**

- A. *Students, faculty, and staff may report alleged violations of this policy to the appropriate unit administrator. The unit administrator, after consultation with the faculty member involved, shall investigate the complaint. If he finds cause to proceed further, he shall take action in accordance with established policies and procedures but only after consulting with the faculty of the unit. In any event he shall report his findings and the action taken in writing to the complainant and to the faculty member. If the complainant is not satisfied with the action, he may appeal to the appropriate University grievance committee. The grievance committee shall report its findings in writing to the unit administrator, the faculty member involved, and the complainant. The unit administrator shall take action in accordance with established policies and procedures and shall report his action in writing to the faculty member involved and to the complainant.*

This amendment contains several elements. It is our intention by it to protect the procedural rights of faculty members and to avoid confusions which are generated by the text of the original report.

We require the unit administrator to consult with the faculty member involved so that the faculty member may be apprised of the complaint at its initial stages. We believe this to be a requirement of fairness.

While we recognize that the administrator should be able to reject certain complaints out of hand, we do not think that the administrator should be permitted to proceed against a faculty member without first consulting with the faculty of the unit involved. Cf. the resolution of a similar matter by the Faculty Senate in Section 16.221 of the proposed Tenure Code.

We have striken out the language "such action as he deems appropriate" as being too broad to provide any meaningful standards.

We require the administrator to report the action which he has taken to the faculty member, as well as to the complaining party, which the original report does not require.

We have clarified the appropriate committees for processing of disputes. If the faculty member is dissatisfied with the action of the department head, the faculty member may appeal as provided in our proposed Section IV-C. (Eventually this would mean an appeal under Section 17 of the new Tenure Code.) If the other party is dissatisfied with the administrator's action, that party may take the complaint to the unit grievance committee. The unit grievance committee acts as an accusatory body, telling the department head whether there is sufficient evidence to institute proceedings. If it finds such evidence, the department head must institute proceedings, but will be required to satisfy the standards set forth under our proposed Section IV-C.

*Approved*

**Amendment 121 to Section IV-B.2 proposed by the Tenure Committee with changes (T-4) made by L. Hurwicz:**

2. *The unit administrator, after consultation with the faculty member involved, shall investigate the complaint. If he finds cause to proceed further, he shall take action in accordance with established policies and procedures but only after consulting with the faculty of the unit. In any event he shall report his findings and the action taken in writing to the President through the same channels and to the faculty member.*

This paragraph replicates the changes which we made in paragraph IV-A., but deals with the "outside complaint" in which the report is made to the President, rather than directly to the complainant.

*Approved*

**Amendment 30 to Section IV proposed by AAUP:**

Replace the first sentence of IV-B.2 by the following: *The unit administrator shall take action on the complaint which is consistent with University policy.*

**Amendment 31 to Section IV proposed by John G. Darley for the committee:**

Change the second sentence of IV-B.2 to read as follows: *The unit administrator should transmit to the President through the same channels a written statement of the action taken.*

**Amendments 30 and 31 were not moved.**

**Amendment 122 to Section IV-B.3 proposed by the Tenure Committee:**

3. *If he concurs, the President shall report the action taken to the complainant. If the President does not concur, he shall return the complaint through the same channels to the unit administrator requesting consideration by the unit administrator in consultation with the faculty of the unit or*

*an appropriate faculty committee. After such reconsideration the unit administrator shall report the findings and the action taken in writing to the President through the same channels and to the faculty member.*

This amendment is intended to clarify procedures which are most ambiguous in the proposed policy. The President may return a negative decision for reconsideration. In such a case the appropriate faculty should be consulted. If the department head and the appropriate faculty concur that there is no violation, the matter should be closed.

We are concerned about the last sentence in the committee's paragraph 3, because we believe that the procedures to which the committee refers do not exist. We have included this statement to eliminate that ambiguity.

A faculty member may, of course, appeal in accordance with our proposed Section IV-C, below.

*Approved*

**Amendment 123 to Section IV-C proposed by the Tenure Committee with changes (T-2) made by L. Hurwicz:**

*C. A faculty member affected by a finding of violation of this policy and/or by an action taken by the administrator may appeal the action through the procedures established for the resolution of disputes between faculty members and the University. In such an appeal, the administrator shall have the responsibility of demonstrating the fact of violation and the appropriateness of the action.*

This paragraph is again intended to clarify the processes by which faculty appeals against administrative action should be taken and to place the burden of proof of the allegation and of the appropriateness of the action taken on the administrators. The procedures are those described above.

*Approved*

The December 5, 1974, meeting recessed until January 9, 1975.



## JANUARY 9, 1975

A special meeting of the University Senate was convened in the auditorium of Nicholson Hall on Thursday, January 9, 1975. Checking or signing the roll as present were 122 voting members of the faculty, 40 voting members of the student body, 1 member of the Administrative Committee, and 11 nonmembers.

Vice Chairman George Shapiro presided.

Continuation of debate on the Consulting Policy resumed, and action was taken as indicated.

Please keep in mind while reading the following amendments that Section I-D was eliminated entirely in the approved policy which appears on the preceding pages and that the remaining sections were relettered.

### **Amendment 20 proposed by Josef Altholz:**

Amend I.E. by inserting the following new paragraph as paragraph 3. and renumbering the present 3. as 4.:

#### *3. Activities Excluded from the Prior Approval Requirement*

*Under the terms of this policy, the following activities do not require prior approval, as they represent normal forms of professional activity:*

- a. holding office in a scholarly or professional organization*
- b. editorial office or duties for a learned journal.*

*These activities, however, must be reported if they are engaged in for more than three days in any single term and, in any case, shall not interfere with the discharge of faculty members' other teaching, service, research or administrative responsibilities.*

*Approved*

### **Amendment 21 proposed by SCFA:**

Reword the present I.E.4 as follows:

*Under the terms of this policy certain outside activities are expected of faculty members as part of their normal scholarly activities and are therefore exempted from the requirements of prior approval, reporting and from the time limitations of Section I., Sub-section F below, while remaining subject to provision Section I., Sub-section C, 1.*

*Among such exempted outside activities are the following:*

- a. attendance at professional meetings;*
- b. the writing of books or articles or the creation of works of art;*
- c. the giving of occasional lectures and speeches, participation in colloquia, symposia, site visits, study sections, and similar gatherings;*
- d. ad hoc refereeing of manuscripts.*

A motion to include the final paragraph of E-3 was approved. The amendment was approved as amended.

### **Amendment 12 to Section I-A proposed by Vernon Weckwerth:**

Add the following paragraph:

*Since faculty members fulfill their obligations to the University in a variety of time schedules, it is difficult to arrive at any fixed pattern by days or hours. In addition, the function of a faculty is substantively and substantially different from many other job endeavors which might permit beginning and ending at any fixed times. However, it is necessary that the application of this policy not apply to the faculty member for every hour of every day during the term of appointment, since such application expresses the implied warranty that each faculty member is continuously on the job, which not only denies the person both private rights and personal obligations but is clearly publicly invalid.*

*There must be, beyond the obligation to such University commitment, time which can be legitimately considered "personal disposable time" which can be used as a discretionary good and right of the faculty member. For this reason the following definition of full-time is given in terms of a full-time week: 5 days, typically Monday through Friday, within each seven-day week, plus at most ½ day per week on the average during the term of the appointment if compensated consultation exceeds an average of ½ day per week. Where necessary, substitutions of days can be approved by the unit administrator and are subject to all other conditions of this policy.*

*Defeated*

**Amendment 18 proposed by Vernon Weckwerth:**

*In section I.E.1, replace average of one day per month by average of ¼ day per full time week.*

*Defeated*

**Amendment 19 proposed by Vernon Weckwerth:**

*Reword section I.E.2 to read: The faculty member shall report each outside professional activity that is engaged in for more than three days during days of full-time weeks in any single term of University appointment.*

This amendment did not receive a second; therefore, it was not taken up.

**Amendment 22 to Section I-F proposed by Vernon Weckwerth:**

*Replace "per seven-day week" with per "full-time week."*

*Defeated*

**Amendment 110 to Section I-F proposed by UMFT:**

*In paragraph 1, delete "per seven-day week" so that it reads: The outside compensated professional activities of the full-time faculty...shall not exceed an average of one day per Monday-Friday work week for the term of the appointment.*

*Defeated*

**Amendment 25 to Section I-K proposed by SCFA:**

*Change 3. to read as follows:*

*When a faculty member is appointed to or elected to public office requiring continuous full-time service for a specified period of two or more years, e.g. to offices such as Governor, U.S. Representative, or U.S. Senator, it is expected that he will resign from the University faculty position after such election or appointment.*

*In the case of appointments for an indeterminate period of time, full or partial leaves of absence may be negotiated annually, or if requests for leave extend beyond reasonable limits, resignation may be expected.*

**A motion was made to change the amendment to read:**

*When a faculty member is appointed to or elected to public office requiring continuous full-time service for a specified period of more than two years, it is expected that he will resign from the University faculty position after such election or appointment.*

*In the case of appointments for a indeterminate period of time, full or partial leaves of absence may be negotiated annually; or if requests for leave extend beyond reasonable limits, resignation may be expected.*

*Approved*

The amendment was approved as amended.

**Amendment 115 proposed by UMFT:**

Amend I-K.3 to read: *When a faculty member is appointed to or elected to public office requiring full-time service for a period of more than one elected term (delete "one year"), e.g., to offices...will resign from the University faculty position after election to a second term.*

*Not moved*

**Amendment 1 to the Preamble proposed by Philip J. Tichenor for AAUP:**

In the second paragraph, delete: 2) *adversely affect any of the University's missions*; and change item 3 to read: 2) *unduly deplete University resources.*

*Withdrawn*

**Amendment 2 to the Preamble proposed by Mahmood Zaidi for SCFA:**

In the second paragraph, delete: 2) *adversely affect any of the University's missions*;

*Approved*

**Amendment 101 to the Preamble proposed by SCFA:**

Amend the third paragraph, first sentence, to read: *The University encourages non-University service so long as University responsibilities are fully met.*

*Approved*

**Amendment 24 to Section I-J proposed by AAUP:**

Change the first sentence of this section to read: *No member of the faculty shall use University equipment or services for activities not relevant to his or her University responsibilities in a way that significantly depletes University resources without first obtaining approval for and arranging for payment of a reasonable fee for such services with the University Administration.*

*Approved*

**Amendment 32 to the entire document proposed by Leon Reisman:**

Wherever the masculine pronoun appears it shall be joined by a diagonal slash line to the congruent form of the feminine pronoun. The Clerk of the Senate shall be responsible for revising the document as this amendment instructs.

*Defeated*

**Amendment 3 to the Preamble proposed by AAUP:**

In the first sentence of the third paragraph, delete the word "*some.*"

*Not needed*

**Amendment 4 to the Preamble proposed by AAUP:**

In the fourth paragraph, second sentence, delete "*like any other employer,*" and delete "*also.*"

*Approved*

**Amendment 5 to the Preamble proposed by SCFA:**

In the fourth paragraph, second sentence, delete "*like any other employer.*"

*Approved*

**Amendment 6 to the Preamble proposed by AAUP:**

In the fifth paragraph, third sentence, delete "*like any other employer.*"

*Approved*

**Amendment 102 to the Preamble proposed by UMFT:**

Amend paragraph five, sentence 5, to read: "*... would not serve the interests of the citizens, not the real, long term interests of the state.*"

*Approved*

**Amendment 8 to the Preamble proposed by SCFA:**

In paragraph five, delete footnote 3, which reads: *Many important activities within the University are in conflict with the 1914 prohibition. The Law School's Legal Aid Program is an obvious violation. Publication of an article by a faculty member arising out of service to an organization which criticizes the policy of any state agency is an example of another common violation.*

*Approved*

**Amendment 9 to the Preamble proposed by AAUP:**

In paragraph six, change 3) to read: 3) *Provide rules which attempt to reconcile, as equitably as possible, conflicts arising from demands on faculty members' time.*

*Withdrawn*

**Amendment 10 to the Preamble proposed by Vernon Weckwerth:**

Add a new paragraph to the end of the preamble:

*Since the greatness of this University is in great part reflected by the greatness of its faculty, it is critical that its faculty bring prestige to it via the faculty's worthiness both in aggregate and individually. Among many possible indicators of faculty worth is the professional prestige, competence and occasionally uniqueness of individual faculty reflected by their being wanted as consultants. Thus it is a meritorious indicator that faculty members do participate in consultation, whether compensated or not, and that all faculty annually report both the consultation as stipulated below, or that no consultation meeting these stipulations was done.*

*Defeated*

**Amendment 11 to Section I-A proposed by AAUP:**

Change the last sentence to read: *For those on less than 100 per cent time, or on any other lettered appointment, the policy shall be applied in a manner consistent with the individual's University commitment.*

*Approved*

The January 9, 1975 meeting recessed until January 23, 1975.

## JANUARY 23, 1975

A special meeting of the University Senate was convened in the auditorium of Nicholson Hall on Thursday, January 23, 1975. Checking or signing the roll as present were 102 voting members of the faculty, 28 voting members of the student body, 1 member of the Administrative Committee, and 9 nonmembers.

Vice Chairman George Shapiro presided.

Continuation of debate on the Consulting Policy resumed, and action was taken as indicated.

### **Amendment 104 to Section I-B proposed by UMFT:**

Paragraph 4 to read: *For the purposes of this policy, work supported by grant or contract funds . . . does not constitute outside activity, provided that the principal investigator(s) are not paid consultants to the grantor during the life of the grant or contract.*

### **Amendment 112 to Section I-G proposed by UMFT:**

Amend to read: *Any member of the faculty who . . . shall make known clearly, completely, and candidly whether he is, or is not, speaking on the matter as a representative of the University. If he is speaking only for himself, he shall so indicate. If not, he shall identify, if any, the sponsoring . . . the communication. He shall also explain the conditions of his association with the sponsor.*

### **Amendment 113 to Section I-I proposed by UMFT:**

Delete: *1) outside nonprofessional activities.*

Amendments 104, 112, and 113 were not moved.

### **Amendment proposed by the Darley Committee**

To make the language of Sections I-C and I-E consistent:

#### **I. C. Conditions Under Which Outside Professional and Compensated<sup>8</sup> Non-professional Activities are Permitted**

Faculty members may engage in outside professional and compensated nonprofessional activity which (1) does not interfere with the discharge of their teaching, research, service and administrative responsibilities to the University; and (2) does not exceed the time limitation on outside commitments specified in Section F below.

A motion was made to use instead of the amendment the words "occupational and/or" preceding "professional activities" in the body of I-C, I-D, and I-E to make the sections of the document consistent.

Another motion to use a substitute amendment that would delete "occupational and/or" wherever it appeared was approved.

The substitute amendment was then *approved*.

### **Amendment to be proposed by Professors Bognanno and Whitman**

Amend Section II.A.3 sentence two by striking out the word "shall" and replacing it with the word "may."

---

<sup>8</sup>A compensated activity is one for which honoraria, fees or other benefits over and above expenses are received; reimbursement for expenses is not to be construed as compensated.

### Comment

Section II.A. deals with the process to be followed in seeking prior approval to engage in outside professional activities. The proposed amendment should aid in clarifying this process.

As the language currently stands, the collegiate Dean and the Academic Vice President *shall review* each request and then *may* approve or deny each. Why should it be necessary to review each request? Such a process is costly, goes beyond the mere reporting requirements as specified in Section II.B, and more likely than not will create bureaucratic headaches and delays.

The unit administrator is required to review the application prior to giving approval. Must the unit administrator's assessment and the initial request then be reviewed as the application to participate in outside professional activity progresses up the administrative ladder?

The proposed amendment will do away with the requirement for costly reviews associated with the "upward delegation" language of the policy while not in any way depriving the appropriate collegiate Dean and/or Academic Vice President of the right to review and/or reverse the unit administrator's decision. Under the proposed language, reviews at the higher administrative levels are made permissible rather than required.

*Defeated*

A motion to reintroduce compensated occupational activities to the policy by amending sections I-B, I-C, I-D, and I-E was *defeated*.

The Policy on Professional Consulting, Service Activities, and Other Outside Work was then *approved as amended*.

"On behalf of the committee I make the following motion:

"When this policy has been in force for one complete academic year, the Vice President for Academic Affairs shall report on its application to the University Senate, with such recommendations for change as he deems appropriate."

JOHN G. DARLEY

Chairman, Ad Hoc Committee on Faculty Accountability  
*Approved*

## REPORT OF THE CONSULTATIVE COMMITTEE Reported for Information

Leon Reisman, chairman of the committee, reported to the Senate on its activities during the year. He said it was the responsibility of the Consultative Committee to consult with the President and that it served an executive or cabinet function and as a steering group for the Senate. Business of the committee included the University budget; legislative strategy; collegiate missions; candidates for two vice presidential vacancies and one dean; procedures for distribution of salary funds; guidelines for academic officer search committees; conversations with the Governor; closer relations with the Board of Regents; Senate structure improvement; establishment of a task force to review areas of responsibility of the Consultative, Educational Policy, and Resources and Planning Committees; and a move to coordinate Senate committees.

*Accepted*

The University Senate recessed.

The Faculty Senate was convened to ratify the Policy of Professional Consulting, Service Activities, and Other Outside Work, as approved by the University Senate.

The Policy was *approved* by the Faculty Senate.

The University Senate reconvened.

## **OLD BUSINESS**

None.

## **NEW BUSINESS**

None.

## **DECEASED FACULTY MEMBERS**

### **RAYMOND W. BRINK 1890-1973**

Raymond W. Brink, professor emeritus of mathematics, died on December 27, 1973, in La Jolla, California, at the age of 83.

Professor Brink was born in Newark, New Jersey, on January 4, 1890. He received the B.S. in 1908 and the B.S.E.E. in 1909, both from Kansas State College in Manhattan, Kansas, and later he received the A.M. in 1915 and the Ph.D. in mathematics in 1916 from Harvard University. A Sheldon Traveling Fellowship for postdoctoral study was awarded to him. He was an instructor at the University of Idaho from 1909 to 1912 and at the University of Minnesota in 1912-1913.

In 1917, after graduate school, Raymond Brink returned to the University of Minnesota, where he served in the Department of Mathematics of the College of Science, Literature, and the Arts until his retirement in 1957. He was chairman of the Mathematics Department from 1928 to 1932 and again from 1939 to 1957. He also served as associate dean of the college. Professor Brink spent leaves as a visitor at the Sorbonne in Paris three times, and was a visiting lecturer at the University of Edinburgh for one year. After retirement he was a visiting professor at the University of Miami in Florida for one year.

Professor Brink was known nationally. He participated significantly in the mathematical organizations of the nation. He served a term as associate editor of the Transactions of the American Mathematical Society. He was vice president of the Mathematical Association of America in 1940 and President in 1941. He was also secretary of Section A (Mathematics) of the American Association for the Advancement of Science. Professor Brink was a major contributor to American college-level mathematics textbooks, having been the author of several successful and widely used books. Some of these books were pioneering in nature, and some were for many years best-selling texts. Later, as editor of the Appleton Century Mathematics Series, he had great influence on a younger generation of authors. He remained active in this capacity during the entire period of his retirement. For many years he set an example of careful, accurate, and informative writing.

A complete picture of Raymond W. Brink cannot be gathered from a recital of his numerous professional accomplishments. As his son has written, he was a gentleman and a gentle man. He was married in 1918 to Carol Rylie, and they

had over 55 years of serenely satisfying family life. Mrs. Brink is herself a well-known author, and their careers complemented one another. They always had wide cultural interests in literature, music, and travel. In the days of a smaller department, he was able to take a personal interest in his colleagues, not only as mathematicians and teachers but also as people. He is remembered fondly for his kindly, dignified, and gracious leadership. He was deeply committed to excellence in teaching and exerted great influence as chairman of a University committee on the improvement of instruction.

Professor Brink is survived by his widow, Carol Rylie Brink, of La Jolla, California; by two children, David R. Brink of Minneapolis and Nora (Mrs. Howard D. Hunter, Jr.) of Whittier, California; and by eight grandchildren.

## F. STUART CHAPIN 1888-1974

F. Stuart Chapin was born in Brooklyn on February 3, 1888, to a family of attorneys, clergymen, and businessmen. He died in Asheville, North Carolina, on July 7, 1974. The son of a Presbyterian clergyman, Chapin was steeped in the household's Puritan ethos, tempered by a love of nature, which he shared with his father, and a love of poetry and painting, which he shared with his mother.

Chapin was educated in his grandfather's academy, the Chapin Collegiate School; the Rochester, New York, high schools; and the University of Rochester, where he enrolled in a pre-engineering program. Upon receipt of a scholarship, Chapin transferred to Columbia, where he earned a B.S. in science (1909) and continued on to earn the M.A. (1910) and Ph.D. (1911) in sociology. He brought to his studies and to his later professional life the ethos of a highly developed Protestant work ethic, placing them in service of secular education, professionalism, and research science. The results were a remarkably productive career.

As teacher and lecturer: Chapin taught mathematics part time in the New York City schools to help finance his undergraduate education at Columbia (1910); he taught economics at Wellesley College (1910-1911) to finance his graduate education; he accepted an instructorship in sociology at Smith College in 1912 and rapidly rose to full professor by 1922; he was professor of sociology at Minnesota from 1922 to 1953; along the way he accepted numerous summer appointments at various colleges and universities; in retirement he gave a series of lectures on the scientific method at Cologne, Geneva, and Utrecht and the R.I.A.S. lectures at the University of the Air (Berlin) of *The Voice of America* in 1957.

As editor: Chapin opened a long and varied editorial career as editor-in-chief of *The Campus* at the University of Rochester in 1908; he became contributing editor to *Sociology and Social Research* (1923-1961); as editor of *Harper's Social Science Series*, he developed one of the world's most distinguished series in the field; he was pioneer editor-in-chief of the *Social Science Abstracts* (1928-1932) until its initial career was interrupted by the Great Depression; he was advisory editor of the *American Journal of Sociology* (1934-1954); he served as coeditor of the *American Sociological Review* (1944-1946).

As professional: Throughout his life Chapin worked to strengthen professional sociology in America and the world. He served as member of the executive committee of the American Sociological Society (1915-1920); he was a member of the board of the American Council of Learned Societies (1919-1920); he was a member of the board of the nascent Social Science Research Council (1923-



1928); he was president of the American Sociological Society (1935); president of the Sociological Research Association (1936), and vice president of the American Association for the Advancement of Science (1942); he was consultant to UNESCO (1951), president of Consumer Behavior Incorporated (1952), chairman of the Seminar on Experimental Method at the World Congress of Sociology (1961), and consultant on housing and mental health for the World Health Organization (1961).

As public servant: From time to time Chapin undertook public service activities of one sort or another. He was secretary and later chairman of the Hampshire County (Mass.) chapter of the American Red Cross (1917-1921); he was chairman of the Twin City chapter of the American Association of Social Workers (1932); he served as consultant to Community Research Associations of New York (1954-1964); he was appointed to the Governor's Commission on Higher Education in North Carolina (1962).

As administrator: Chapin became director of the newly founded Smith School of Social Work in 1918, serving until 1922; he served as director of the Minnesota School of Social Work from 1922-1949; he was chairman of the Minnesota Department of Sociology from 1922 to 1951.

As author: Chapin wrote 10 books and 170 articles.

But the statistics on a man, however formidable, give no exact indication of the quality of his mind and character. When one of Chapin's colleagues was asked by the graduate students close to his own age what he thought of Chapin, he summed up his first impressions thus: "Professor Chapin was moved by a powerful drive toward order and rationality that was manifest in a formality in his personal relations and the demand for empirical, particularly statistical, evidence in his scientific concerns." "That sounds right," the graduate students agreed. "When Chapin goes to bed at night he files himself under 'C'." Chapin was not attractive to the type of student who seeks charismatic leadership from his teachers. In fact, when the waves churned by the charisma of others broke over the department and receded, Chapin was always still there—solid, immutable, rock-like. But it had not always been so.

Chapin's formative years (1900-1912) coincided with a turning point in American life and thought. At the turn of the century the frontier had closed while it simultaneously became evident that the centralizing force of American capitalism had shattered the old domestic economy, shifting the tides of life from the small town to the city. It was the time of the muckrakers and of a great surge of American liberalism as intellectuals in a variety of disciplines reviewed the documents and experiences of the founding fathers and laid down the positions which were to dominate so much of 20th-century American thought: the new history; sociological jurisprudence; instrumentalism, pragmatism, and critical realism. At Columbia Chapin studied with two social scientists who were deeply immersed in the new intellectual ferment: Franz Boas in anthropology and Franklin Giddings in sociology. From Boas' seminars Chapin took over the drive for empirical, particularly statistical, evidence; from Giddings he took over that form of elementaristic social theory which Giddings at one point described as "pluralistic behaviorism."

Chapin's early writings were imaginative and global in scope. From the beginning he undertook to develop and bring into synthesis the various aspects of the pluralistic behavioral point of view. To 1920 his writings were dominated by the notions of progress and biological evolution. In the 1920's he addressed himself to problems in the theory of change and proposed to take over the cultural lag theory of change, resetting the concept of the linear development of material culture in a framework of the cyclical change of nonmaterial culture. Also in the 1920's Chapin showed increasing concern for the synthesis of methods and the development of scaling procedures for social measurement. In the 1930's he turned attention to the place of the theory of institutions and the

possibility of giving it more adequate empirical grounding. In the 1940's and 1950's he undertook to give decisive integration of procedures for the conduct of experimental research under field conditions. In the course of these labors Chapin quietly introduced ideas (such as the conflict in institutions between professional and organizational role requirements and the contrast between latent and manifest functions) which were to elicit major interest by later scholars.

Comparable to the increasing demand for rigorous proof which characterizes Chapin's writing and research was an increasing inclination toward formality in his personal relations. From his original relaxed informality and permissiveness (reported by all persons who remembered him from the 1920's), Chapin increasingly moved toward a ceremoniously formal style of administrative control which many persons viewed as "cold," "unfeeling," and even "tyrannical." In his long years as an administrator, Chapin had come to look with increasing scepticism on both the endless adolescent bickering that tends to characterize academic types and the charisma that tends to wipe away common sense. Thus, empiricism of scientific method and formalism of administrative procedure moved to the forefront of these spheres of Chapin's behavior. Both were instruments of rational control.

These traits permitted Chapin to turn out, during his tenure at Minnesota, a remarkable number of outstanding scholars, including George Lundberg, Carl Zimmerman, Robert Murchie, Conrad Tauber, Charles A. Anderson, T. Lynn Smith, Paul Landis, Raymond Sletto, William Sewell, Louis Guttman, Theodore Caplow, Llewellyn Gross, Arthur Johnson, and David Moberg. Under Chapin's guidance, the Minnesota Department of Sociology was rated by a variety of scholarly evaluations as fourth—never less than fifth—in the United States.

These same traits—the drive toward empiricism of method and formalism of personal relations—were also correlated with an increasing sense of isolation and alienation. The abandonment of the adventurous speculation of his younger days for the controlled experimental study and the avoidance of the hurly-burly of interpersonal relations for ceremonious formality, left him, to some degree, unfulfilled, isolated, and misunderstood. He turned with new intensity to poetry and painting. He was an avid reader of detective stories. He went fishing almost as a religious ritual. He brought his drive toward empiricism and formalism to his hobbies. He indexed and cross-referenced every detective story he ever read. In his tackle box he carried a battered set of statistical tables, and when he caught a bass at one of his favorite spots he carefully set down the lure, time of day, temperature, barometric pressure, and phase of the moon. He wet his hand and removed the hook gently to do minimum damage to the fish. He held it a moment, spellbound by its jewel-like beauty, before slipping it into the water to dart away.

Chapin's achievements have now been entered into the statistical tables, and, indeed, few men have done so much to transform our discipline into a science and a profession.

### FRANCES S. DUNNING 1896-1974

Frances S. Dunning, an emeritus member of the College of Home Economics faculty, passed away September 9, 1974, at the Wilder Residence in St. Paul. Internment was in Lakewood Memorial Park on September 10. There were no survivors.

A lifelong resident of St. Paul, Miss Dunning attended Stout State University from 1914-1916 and the University of Minnesota where she earned a B.S. degree in institution management in 1919. She was employed in that field in Colorado, South Dakota, Nebraska, and Minnesota.

Miss Dunning was granted an M.S. degree by Columbia University in 1927. She then joined the faculty of the University of Minnesota, where she served from 1927 to 1949 in the Food Service Management unit, first as instructor and later as head.

Miss Dunning had traveled widely in Europe, the United States, and Canada. She was active in the American and Minnesota Home Economics Associations, the American and Minnesota Dietetic Associations, and the Minnesota and Ramsey County Historical Societies.

### DR. JOHN LESTER EMMETT 1903-1974

Dr. John L. Emmett, emeritus professor of urology, Mayo Graduate School of Medicine, died April 18, 1974, in Portland, Oregon.

Dr. Emmett was born August 3, 1903, at Ogden, Utah. He received the B.A. degree in 1926 from the University of Utah and the M.D. degree in 1930 from Northwestern University Medical School.

He entered the Mayo Graduate School of Medicine in July 1931 as a fellow in surgery and transferred his major sequence to urology in January 1934. In 1934 he received the M.S. degree in urology from the University of Minnesota.

He was appointed to the staff of the Mayo Clinic on January 1, 1935, as a consultant in the Section of Urology. He was appointed an instructor in urology at the Mayo Graduate School of Medicine in the same year, and was advanced to assistant professor in 1941, to associate professor in 1945, and to professor in 1953. He retired from the Mayo Clinic in October 1968. In 1971 he became associate clinical professor of urology at the University of Oregon.

Dr. Emmett maintained a particular interest in transurethral surgery, excretory urography, and neurogenic vesical dysfunction of the bladder. He contributed extensively to the scientific literature and was widely known for the text, *Clinical Urography: An Atlas and Textbook of Roentgenologic Diagnosis*. Of its first edition he was coauthor with Dr. William F. Braasch, of the second and third editions he was sole author, and of the fourth edition (1971) he was coauthor with Dr. David M. Witten. The text in its fourth edition has been expanded to four volumes.

He was president of the North Central Section of the American Urological Association in 1957 and 1958, and chairman of the National Committee on Graduate Instruction of the American Urological Association from 1957 to 1960. In 1964 he was named a fellow of the Medici Publici, alumni honor society of the University of Utah College of Medicine.

He was married to Miss Erma Blood of Salt Lake City, Utah, on June 4, 1932. Mrs. Emmett and their four children, Susan (Mrs. Harold W. Milner), Sally (Mrs. R. Noel Hatch), Dr. John L. Emmett, Jr., and Stephen B. Emmett, survive.

### DR. WILLIAM HUGH FELDMAN 1892-1974

Dr. William H. Feldman, emeritus professor of comparative pathology, Mayo Graduate School of Medicine, died January 15, 1974, in Rochester.

Dr. Feldman was born in Glasgow, Scotland, on November 30, 1892. He received the doctor of veterinary medicine degree in 1917 and the master of science degree in the same field in 1926, both from Colorado State University. He was appointed instructor in comparative pathology at the Mayo Graduate School of Medicine in 1927, was advanced to assistant professor in 1932, associate professor in 1936, and professor in 1944.

Early in his career he began studies on tuberculosis and developed the laboratory facilities for such studies at Mayo's Institute of Experimental Medicine. With the advent of drugs which had promise of usefulness in the treatment of tuberculosis, he undertook with clinical colleague Dr. H. Corwin Hinshaw the long and painstaking work which contributed to modern chemotherapy of this disease. In 1944 he was a coproducer of a scientific exhibit of the original work in this field which was awarded the gold medal of the American Medical Association.

Numerous other awards were made to him, among them the Pasteur Medal by the Pasteur Institute of Paris; the Trudeau Medal of the National Tuberculosis Association; the Distinguished Service Medal of the American College of Chest Physicians; and the Varrier-Jones Memorial Medal.

Following his retirement from Mayo in October 1957, Dr. Feldman became chief of laboratory research in pulmonary diseases in the Department of Medicine and Surgery of the Central Office of the Veterans Administration, Washington, D.C. and continued in this post for 10 years.

He was president of the International College of Pathology in 1941 and 1942, of the American College of Veterinary Pathologists in 1959, and of the American Association of Pathologists and Bacteriologists in 1952 and 1953.

Dr. Feldman was married to Miss Esther Dickinson on December 26, 1917. She died on September 21, 1932. Their daughter, Isabelle (Mrs. John F. Connelly, Jr.), died in 1960. He was married to Miss Ruth Harrison on August 15, 1934. Mrs. Feldman and their son, William Harrison Feldman, survive.

## DR. RAYMOND JOSEPH JACKMAN 1906-1973

Dr. Raymond J. Jackman, emeritus professor of proctology of the Mayo Graduate School of Medicine, died August 11, 1973, in Rochester.

He was born in Emmetsburg, Iowa, May 16, 1906. He received the M.D. degree in 1930 from the State University of Iowa. He practiced in Fort Dodge, Iowa, and Lawrence, Iowa, prior to entering the Mayo Graduate School of Medicine in 1935. He received the degree of master of science in proctology from the University of Minnesota in 1938.

He was appointed a member of the Section of Proctology at the Mayo Clinic in 1938 and was head of this section from October 1, 1952, until April 1, 1967, when he became senior consultant. He was appointed instructor in proctology at the Mayo Graduate School of Medicine in 1939 and was advanced to assistant professor in 1943, to associate professor in 1955, and to professor in 1962. He retired from the Mayo Graduate School of Medicine and the Mayo Clinic July 1, 1971.

Dr. Jackman maintained a special interest in proctologic surgery and contributed some 100 papers to the literature in this field. He was president of the American Proctologic Society in 1967-68 and served on its council during 1954-55. He was a member of the board of examiners of the American Board of Colon and Rectal Surgery in 1956 and 1957. He was president of the Minnesota State Medical Association in 1970-71 and was president of the Minnesota State Board of Health for 4 years starting in 1963. In 1972 he became Olmsted County public health officer.

He was married to Miss Lois Hovenden, Laurens, Iowa, in 1934. She died March 11, 1972. Their children, who survive, are Dr. Raymond J. Jackman, Jr., Dr. Steven Jackman, and Colette (Mrs. Walter Miller). In 1973 he was married to Mrs. Kathleen Schmidt, who survives.

DR. FRANK HAMMOND KRUSEN  
1898-1973

Dr. Frank H. Krusen, emeritus professor of physical medicine and rehabilitation, Mayo Graduate School of Medicine, died September 16, 1973, at Orleans, Massachusetts, his retirement home.

Dr. Krusen was born on June 26, 1898, in Philadelphia. He received the M.D. degree from Jefferson Medical College in 1921 and began his medical career in Philadelphia. In 1928 he established the first department of physical medicine in the United States at Temple University and was its head until 1935. He was also associate dean of Temple University Medical School from 1925 to 1935.

In August 1935, he came to the Mayo Clinic to establish and to head the Department of Physical Medicine and Rehabilitation, continuing in this position until 1958 when he became senior consultant. In 1936 he was appointed associate professor of physical medicine and rehabilitation at the Mayo Graduate School of Medicine, and in 1941 he was advanced to professor.

Three years prior to his retirement from the Mayo Clinic he was granted leave of absence to become the president of the Sister Elizabeth Kenny Foundation and director of the Kenny Rehabilitation Institute, Minneapolis. After retirement from these positions, and from the Mayo Clinic in 1963, he returned to Temple University as professor of physical medicine and rehabilitation and coordinator of physical medicine and rehabilitation at Temple University Hospital. In 1966 Temple University dedicated the Frank H. Krusen Center for Physical Medicine and Rehabilitation. From January 1968 to November 1969 he was project director of research and training at the Rehabilitation Institute of Tufts-New England Medical Center.

His contributions to the development of his specialty earned Dr. Krusen the title of the "father of physical medicine." He served as president of the American Congress of Physical Medicine and Rehabilitation and of the American Academy of Physical Medicine and Rehabilitation, as chairman of the American Board of Physical Medicine and Rehabilitation, and as president of the International Federation of Physical Medicine.

He contributed some 400 articles to scientific journals and was author or senior editor of seven textbooks, among them *Physical Medicine* regarded as a standard text in the field.

Among the many awards and honors given him were the Distinguished Service gold medal of the American Medical Association and the Physicians Award for 1953, signed by the President of the United States. The organizations of his specialty awarded him their highest honors. In 1960 he was made an honorary fellow of the Royal Society of Medicine of England.

Dr. Krusen was married to Miss Margaret Borland on May 28, 1921. Mrs. Krusen and their two daughters, Joanne (Mrs. Robert M. Hart) and Janice, survive.

DR. DUNCAN MORRISON MASSON  
1892-1972

Dr. D. Morrison Masson, emeritus assistant professor of medicine at the Mayo Graduate School of Medicine, died December 14, 1972, in Rochester.

He was born in Owen Sound, Ontario, Canada, on February 28, 1892. He received the bachelor of arts degree in 1918 and the bachelor of medicine in 1920 from the University of Toronto and ranked at the top of his medical class. He entered the Mayo Graduate School of Medicine in 1921 as a fellow in surgery and transferred to a fellowship in medicine in 1922. He was appointed

to the staff of the Mayo Clinic as a consultant in medicine on April 1, 1925. In 1927 he became an instructor in medicine at the Mayo Graduate School of Medicine, and in 1936 he was advanced to assistant professor. He retired April 1, 1957.

He was certified as a specialist in internal medicine in 1937 by the American Board of Internal Medicine, Inc. He became recognized for the acuity and integrity of his clinical diagnoses and practiced in virtually the entire range of the field of medicine.

Dr. Masson was married to Miss Laura May Lyall of Barrie, Ontario, on October 20, 1928. Mrs. Masson and three children, Mary (Mrs. G. L. Weinberger), Jean (Mrs. Michael Forester), and D. Morrison Masson, Jr., survive. A daughter, Margaret, died in 1955.

## DR. HENRY L. WILLIAMS 1898-1974

Dr. Henry L. Williams, emeritus professor of otolaryngology and rhinology, Mayo Graduate School and University of Minnesota Medical School, died May 28, 1974, in St. Paul.

Dr. Williams was born in Philadelphia on August 31, 1898. He received the B.A. degree in 1921 from Yale University and the M.D. degree from the University of Pennsylvania School of Medicine in 1924. In 1925 he entered the Mayo Graduate School of Medicine as a fellow in otolaryngology and rhinology. He was appointed a member of the staff of the Mayo Clinic as a consultant in otolaryngology and rhinology in 1930 and left to enter private practice in Minneapolis in 1932. In 1932 he received the M.S. degree in otolaryngology from the University of Minnesota. He returned to the Mayo Clinic in 1934.

In 1934 Dr. Williams was appointed an instructor in otolaryngology and rhinology at the Mayo Graduate School of Medicine. He was advanced to assistant professor in 1936, to associate professor in 1941, and to professor in 1948. He was head of the Section of Otolaryngology and Rhinology from 1951 to 1958, when he became senior consultant. He retired from the Mayo Graduate School of Medicine and the Mayo Clinic October 1, 1963. He retained the professorship in otolaryngology and rhinology by transferring his affiliation to the University of Minnesota Medical School, where he was a member of the faculty specializing in diseases of the ears, nose, and throat and was in charge of graduate medical training in those fields at the Veterans Administration Hospital in Minneapolis.

Dr. Williams had a broad range of interests within the field of his specialty and gained recognition for his studies in Meniere's diseases of the mastoid process, and derangements in hearing. He contributed some 150 papers to the medical and surgical literature and a 349-page book on Meniere's disease, published in 1952.

He was president of the Otosclerosis Study Group in 1951 and 1952, vice president (1959) and president (1970 and 1971) of the American Otological Society and was this society's editor-librarian from 1953 to 1959.

He was married to Miss Helen G. Craddock of Pine Island, Minnesota on September 20, 1930. Mrs. Williams, with three children, Henry L. Williams III, Catherine, and Helen (Mrs. Roger Plunkett), survive.

The University Senate adjourned.

MARILEE WARD  
Acting Clerk of the Senate

**Appendix I**  
**ABSTRACT OF DISCUSSION**  
**November 21, 1974**

The meeting was called to order at 3:15 p.m. in Nicholson Hall auditorium by George Shapiro, professor of speech and communications and vice chairman of the Senate. The Duluth and Morris campuses were linked by telephone. The minutes of the February 28 meeting were approved. Leon Reisman, professor in the General College and chairman of the Consultative Committee, made some introductory remarks of welcome to the new University president, C. Peter Magrath, and then presented him to the Senate as its presiding officer. Mr. Magrath indicated his awareness of the significance of the business of the University Senate and of his intention to preside whenever possible. He spoke briefly on the library request to the Legislature and of his endorsement of the principle of a peer group developed consulting policy.

*Senate and University Committees*—Memberships on committees for the current year were approved after Thomas Clayton, professor of English, indicated he was not on leave as noted in the listing.

*Business and Rules Committee Report*—Russell Hobbie, professor of physics and astronomy and committee chairman, presented a Constitutional amendment that had been approved by the Twin Cities Assembly and required Senate ratification. It was analogous to a recently enacted Senate amendment easing requirements for passage of a Constitutional amendment. John Glover, student senator, urged defeat on the grounds that the Assembly, as presently constituted, was not a democratic body. The amendment was then approved.

At this point Mr. Hobbie noted that the report from the Library Committee, an item scheduled later on the agenda, would be an action item.

*Ad Hoc Committee on Faculty Accountability Report*—Mr. Hobbie opened the discussion of the proposed policy on professional consulting, service activities, and other outside work by explaining that Mr. Reisman, Mr. Shapiro, and he had developed an order for the debate, that the report undoubtedly would take more than the time allocated on the agenda, and that the discussion would continue on December 5. Leon Hurwicz, Regents' professor of economics, presented a resolution indicating Senate endorsement of the spirit of 4 of the sections which he called noncontroversial and involved conflict-of-interest concerns and use of University facilities, name, and official stationery. The Senate agreed to vote on the resolution, and it was approved without debate.

John Darley, professor and head of psychology and chairman of the ad hoc committee, reviewed the work of his committee, including examination of 55 amendments, and reminded the Senate that the policy must be approved by the Regents. Mr. Hurwicz then introduced the first item in the suggested order of debate; that is, amendments restricting the policy on time limitation on outside professional activities to compensated activities (amendment 109). He felt it important that uncompensated duties not be limited because there would be cases, for example, where the state would receive benefit, and he was certain that faculty members would exercise good judgment. In response to criticism that low paid instructors would be prevented from earning extra money, Peter Robinson, associate professor of French and Italian and a member of the ad hoc committee, said the aim was not to curtail acquisition of wealth, but to look at the expenditure of time. Vernon Weckwerth, professor of family practice and community health, urged that the policy itself should be considered first before the outline of procedures. The Hurwicz amendment was then defeated.

The next item involved restriction of the definition section to compensated activities. Mr. Hurwicz linked the amendment (103) with one to be proposed later concerning the reporting procedure, which he said should also be con-

fined to compensated activities. Willard Hartup, professor and director of child development, felt there should be some review of all professional activities because often such commitments involved large amounts of time. Others, speaking for the motion, said that a requirement for prior permission would be interference with academic freedom. Mr. Darley pointed out that the policy was specific as to the amount of time that must be involved before permission must be sought. It was also noted that a later amendment proposed exclusion of certain types of activities from the prior approval requirement. A motion to close debate was approved, and the Hurwicz amendment was defeated.

The Senate then turned to an amendment proposed by the AAUP (amendment 13). Phillip Tichenor, professor of journalism and mass communication, proposed that the conditions under which outside occupational activities as well as outside professional activities would be permitted should be applicable only to compensated activities and that the only criterion should be a time limitation. He contended that inclusion of uncompensated activities in the "conditions" section could result in suppression of those with unpopular views. Members of the Darley committee called attention to a later provision in the policy which would place the burden of proof on the administrator to show violations and said that the administrator could be challenged on any unreasonable action. Mr. Hobbie moved to exclude "compensated" from the AAUP amendment, and his motion was approved. William Shepherd, director of the Space Science Center, speaking against the proposed deletion of 3 conditions, noted that in the past administrators had rarely turned down requests to engage in the types of activities covered by the proposed policy. Other speakers urged maintaining in the policy the condition that the activity should not interfere with discharge of teaching, research, service, and administrative responsibilities to the University, as well as the time restriction. A student senator then moved for deletion of the criteria that the activity should enhance capacity or reputation or should constitute a public service, and that it would have to be primarily of a "referral and nonroutine" nature. That motion was seconded and approved, and the amendment, as amended, was approved.

The meeting, to be continued on December 5, was adjourned by the President.

MARILEE WARD  
Abstractor

## **Appendix II**

### **ABSTRACT OF DISCUSSION**

**December 5, 1974**

President C. Peter Magrath called the meeting to order at 3:15 p.m. in Nicholson Hall auditorium. Following student and faculty comment about the inconvenience of meeting during the week of final examinations, Russell Hobbie, professor of physics and astronomy and chairman of the Business and Rules Committee, moved to schedule the next meeting for January 9 at 3:15 p.m. His motion was seconded and approved.

*Committee on Committees Report*—Betty Robinett, professor and director of linguistics and chairman of the committee, presented for information a proposal for later action to disestablish the Administrative Committee, noting that other administrative bodies had taken over its tasks.

*Business and Rules Committee Report*—Mr. Hobbie introduced a Constitutional amendment calling for removal from the Senate roster of any member



who failed to meet certain attendance criteria. David Bland, student, moved an amendment to reduce the limit of consecutive absences from three to two for faculty senators. Mr. Hobbie reminded the Senate that terms for faculty members were 3 years, while students held 1-year terms. Another student contended that all senators should be bound by the same rules. At this point, the student amendment was defeated. Leon Hurwicz, Regents' professor of economics, proposed that students be excused three times before being removed. A student senator said it was conceivable that there could be only three meetings a year, so it would not be a wise move, and the Hurwicz amendment was defeated. Hans Weinberger, professor of mathematics, moved to return the report to the committee to work out a substitute amendment which would turn the campus assemblies, the campus faculty assemblies, and the faculty Senate into separate bodies. Mr. Hobbie suggested that the proposal could be brought to the Business and Rules Committee, and the amendment was defeated. Asked why the Consultative Committee had been designated in the appeals procedure, Mr. Hobbie said that as the steering committee for the Senate it was the responsible body. A student observed that the amendment was very weak in that it allowed attendance by an alternate or notice to the clerk of an absence. The amendment was approved 125 to 13 for inclusion on the agenda of the next regular meeting.

*Library Committee Report*—Lloyd Smith, professor of entomology, fisheries and wildlife and committee chairman, introduced a resolution calling for re-consideration of the reduction in the book fund request to the Legislature. He emphasized the need to recover ground lost in funding during the last 5 years and cited serious cutbacks in the numbers of journals available and in new book purchases. John Ciabattari, student, asked what effect passage of the resolution would have; President Magrath explained that it asked the administration to reconsider the request, but that he was in no position to say what the result would be. Leon Reisman, professor in the General College and chairman of the Consultative Committee, felt the Senate was not the proper forum for a legislative request discussion and that the Library Committee should meet privately with the President. The resolution was then approved.

*Ad Hoc Committee on Faculty Accountability Report*—Resuming the debate on the proposed policy on professional consulting, service activities, and other outside work, Phillip Tichenor, professor of journalism and mass communication, introduced an AAUP amendment (7) to the Preamble making time the only criterion limiting such activities. His amendment was defeated. The next amendment called for the substitution in Section I-C, of the condition that the activity be primarily of a referral and nonroutine nature, instead of the two conditions deleted at the last meeting. Fred Morrison, professor of law and chairman of the Tenure Committee, moved to rescind the action deleting the two conditions, which would have the effect of reinstating those conditions proposed in the amendment under consideration. Following debate on the consequence of rescinding that action, Mr. Morrison decided to withdraw his motion and urged a vote on the new amendment (13). Speakers followed with comments to the effect that students looked on outside service as enhancement of a faculty member's ability, and that time should not be the sole criterion, inasmuch as the policy provided adequate safeguards for the faculty member. A motion to reconsider the action at the last meeting, revising the criteria section, was then defeated.

John Darley, professor and head of psychology and chairman of the ad hoc committee, proposed an amendment to Section I-D, which concerns nonprofessional compensated employment activities. The amendment added the stipulation that such activities, if pursued, should not interfere with University responsibilities and should meet the time criteria. Mr. Tichenor, speaking for

AAUP, proposed the deletion of that entire section (16) as an unwarranted intrusion on the private life of faculty members. Others held that it was important to cover such activities in the policy. Again, the debate centered on the extent of control over all activities of faculty members, and, after approving a motion to substitute a proposal to delete the section, the motion to delete was approved.

Mahmood Zaidi, professor and director of graduate study in industrial relations and chairman of the Faculty Affairs Committee, announced that his committee's amendments would be made by Mr. Hurwicz. An amendment by Mr. Hurwicz (111) called for deletion of "professional" in describing outside activities in the section on time limitation. Robert Stein, professor of law, urged defeat, indicating that the rules should apply to all activities. Constance Sullivan, assistant professor of Spanish and Portuguese, suggested that, since in earlier action the Senate had approved the conditions under which outside professional activities would be permitted (not limiting it to compensated activities), the Hurwicz amendment should be withdrawn, and Mr. Hurwicz agreed.

Proceeding to the section on appearing before public bodies, the Senate took up two proposals (23 and 114) to exclude participation in political party activities. A motion by John Dahler, professor of chemical engineering and materials science, to delete the entire section was ruled out of order, and Josef Altholz, professor of history, pointed out that the Senate had endorsed the spirit of that section at its last meeting. The first proposal was then defeated and the second, in the section on holding public office, stating that there should be no interference with the right to participate in the political process, was approved as the appropriate place for the stipulation.

Moving to the section on procedures for prior approval, the Faculty Affairs Committee introduced a 2-week time limit, normally, for prior approval by the unit administrator, as well as a provision for discontinuing the activity under certain conditions. The amendment (117) was approved. A Tenure Committee proposal (118) provided clarification of the procedures for resolution of disputes and placed the burden of proof on an administrator who denied permission. The amendment was approved. Under procedures for reporting, the AAUP proposed procedures (27) for protection of privacy. This, too, was approved.

Proceeding to the final section, on violation of the policy, the Senate took up a Tenure Committee proposal (120) with amendments (T-3) by Mr. Hurwicz and Mr. Zaidi. Fred Morrison, professor of law and chairman of the Tenure Committee, explained that the committee amendment was intended to protect the procedural rights of faculty members and to clarify the appropriate committees for processing disputes. All were approved. Another pair of amendments by the Tenure Committee (121) and Mr. Hurwicz (T-4) amplified procedures for the unit administrator, and these were approved. The next set of amendments (122) to the section, presented by the Tenure Committee, concerned the role of the President. These were also approved. Another approved amendment from the Tenure Committee (123) and Mr. Hurwicz (T-2) provided clarification of the processes for appeal against administrative action.

At this juncture, debate on the policy was suspended until the next meeting. Kathy Sims, student senator, asked whether the policy would permit students to report on faculty but remain anonymous. Mr. Morrison said the student could take a complaint to the appropriate administrator, but that it would not be possible to conceal the identity of the complainant.

The meeting was adjourned at 5:30 p.m.

MARILEE WARD  
Abstractor

### Appendix III

#### ABSTRACT OF DISCUSSION

January 9, 1975

The continuation of the recessed meeting of December 5, 1974, was called to order at 3:15 p.m. by George Shapiro, professor of speech and communications and vice chairman of the Senate, in Nicholson Hall auditorium. Discussion proceeded on the proposed policy and amendments on professional consulting, service activities, and other outside work.

The first item (amendment 20) was presented by Paul Murphy, professor of history, in behalf of Josef Altholz, who was unable to be present. It introduced two new categories of activities to be excluded from the prior approval requirement of Section E. Mr. Murphy urged approval of the proposal to exempt the holding of office in a scholarly or professional organization and the holding of an editorial office or duties for a learned journal, and it was approved. The next amendment (21), introduced by Leon Hurwicz, Regents' professor of economics, excluded from the time limitations of Section F four types of activities. Michael Root, assistant professor of philosophy, suggested that the amendment would undermine the prior approval requirement altogether and not provide the faculty member with sufficient guidance on what was covered by the policy. Mahmood Zaidi, professor and director of graduate study in industrial relations, held that departments could provide that guidance. Robert Jones, student senator, moved to include the final paragraph of E.3 in the new version, and the Hurwicz amendment, as amended by Mr. Jones, was approved.

There followed five amendments involving the definition of the full-time week. Vernon Weckwerth, professor of family practice and community health, presented the first (12) which he explained would ensure that a faculty member would have "personal disposable time" as his right by defining the full-time week as typically Monday through Friday. William Shepherd, professor of electrical engineering and head of the Space Science Center, felt that faculty members should regulate themselves as professionals, rather than be regulated by a mechanical, time-clock type of rule. Further support for the Weckwerth amendment was voiced by a faculty member from the School of Public Health, who indicated that that school favored the proposal. Fred Morrison, professor of law, urged defeat, contending that if the faculty member considered himself full time, as a professional he would say he was putting in a 5-day week; disposable time would be used for private consulting. At this point the Weckwerth amendment was defeated. Dr. Weckwerth then proposed a change in the language of Section I-E to state the prior approval requirement in terms of a full time week rather than a month. That amendment (18) was defeated. His next amendment (19) did not receive a second. His final proposal (22), to replace "7-day week" by "full-time week," was defeated after it was pointed out that amendment 12 involved the same issue and it had been defeated. A similar amendment by UMFT (110) was also defeated.

Moving on to the section on holding public office, Mr. Hurwicz proposed to increase to 2 years the term permitted to be served in public office before resignation from the faculty was required (25). Following some discussion of the language of the amendment, Mr. Morrison suggested that it be reworded to clarify that a specified period of more than 2 years was intended and that the examples of types of public office be deleted. He further asked for approval of a stipulation that covered cases of reelection and reappointment where periods of more than 2 years were involved. The Morrison amendments were approved, following which the original amendment, as amended, was approved. Another amendment by UMFT (115) to the same section was not moved.

Proceeding to the subject of outside activities and the University's mission, the Senate took up an amendment (2) by Mr. Zaidi for the Faculty Affairs Com-

mittee, after Phillip Tichenor, professor of journalism and mass communication, had withdrawn an AAUP amendment to the Preamble (1). Mr. Zaidi proposed deletion of the provision that an activity that would adversely affect the University's mission should be restricted, and his proposal was approved. An amendment by the Faculty Affairs Committee (101) to emphasize that the University would encourage non-University service as long as responsibilities to the University were met was approved. Mr. Tichenor then introduced an amendment (24) to Section J to ban the use of facilities which would significantly deplete University resources without first obtaining approval and paying a fee. That amendment was approved.

An amendment (32) that had been proposed at an earlier meeting to include feminine pronouns in the document was taken up next. Two women faculty members rose to speak against the motion, and the amendment was defeated. Three amendments (4, 5, 6) were then approved. They deleted the phrase "like any other employer" referring to the University in the Preamble. The next amendment by UMFT (102) added to the Preamble a phrase to indicate that a ban on criticism that might be antagonistic to the interests of the state would not serve the real, long-term interests of the state. It was approved, as well as a Faculty Affairs Committee amendment (8) to delete a footnote citing certain violations of the 1914 policy in current practices. A proposal (9) to reword the Preamble's statement of intent was withdrawn by Mr. Tichenor, who indicated he would negotiate with the committee on that point. A final paragraph to be added to the Preamble was suggested by Dr. Weckwerth (10). It emphasized the value accruing to the University through the consulting activities carried out by its faculty. It was argued that the statement did not add substance to the policy, and it was defeated. A proposal (11) to include in the policy those on lettered appointments other than A and B was approved after Mr. Morrison had responded to a Crookston inquiry whether M appointments were included, as they covered a 9-month period.

A motion was made to recess the meeting until 3:15 p.m. on January 23 and to instruct the clerk to publish a revised version of the policy before that day. The motion was approved, and Mr. Shapiro adjourned the meeting at 5:30 p.m.

MARILEE WARD  
Abstractor

## **Appendix IV**

### **ABSTRACT OF DISCUSSION**

**January 23, 1975**

The recessed Senate meeting of January 9 was continued on January 23 at 3:15 p.m. in Nicholson Hall with George Shapiro, vice chairman, presiding. He listed several corrections for the printed updated draft of the proposed consulting policy and then opened the debate on proposed amendments. The first three such printed UMFT amendments (104, 112, and 113) were not moved.

An amendment to Section I-C proposed by the Darley committee was then taken up. It added compensated nonprofessional activities to those subject to the "noninterference with University responsibilities" limitation and the time limitation. Phillip Tichenor, professor of journalism and mass communication, moved instead that the words "occupational and/or" preceding "professional activities" be introduced in the body of I-C, I-D, and I-E in order to make the document consistent by applying time limits to occupational as well as outside professional activities. It was noted by one senator that a definition of "occupational activities" would have to be added to Section I-B. Leon Hurwicz, Regents' professor of economics, noted that inclusion of such activities in the

prior approval and reporting regulations would involve a major change; Mr. Tichenor decided to omit Section I-D from his motion. Another senator asked for an explanation of the difference between occupational and professional activity. Russell Hobbie, professor of physics and astronomy, offered a substitute motion to delete "occupational and/or" wherever it appeared. Sandra Scarr-Salapatek, professor of child development, maintained that the policy should cover such activities. The motion to consider the Hobbie substitute amendment was approved, and the amendment itself was then approved. A second Darley committee proposal, an amendment to Section I-E which was tied in with the committee amendment to I-C, was withdrawn.

Mario Bognanno, associate professor of industrial relations, and Andrew Whitman, professor of finance, insurance and law, introduced an amendment to change "shall" to "may" in Section II-A.3 on the prior approval procedure. Mr. Bognanno explained that the proposed policy called for review of each request by the dean or academic vice president after similar review by the unit administrator. He termed his proposal a way of avoiding costly duplication of effort and noted that the dean and academic vice president would not be prohibited from reviewing and reversing previous decisions. Peter Robinson, associate professor of French and Italian, opposed the motion, indicating that the decision as to whether the request should be forwarded to the dean should not be left to the unit administrator, and that review by higher administrative officers could be fairly routine. Mr. Bognanno called attention to the section on procedures for monitoring, which called for periodic reports to the dean and academic vice president. John Darley, professor and head of psychology, said that throughout its deliberations his committee had been faced with the problem of where the responsibility lay for seeing that procedures were followed, and that the committee felt the unit administrator should share the responsibility but not bear the entire burden of it. Mr. Whitman urged support for the motion, and suggested that under the present proposed procedure the unit administrator might not feel as responsible for a careful review when he knew that it would be scrutinized by a higher office. William Shepherd, head of the Space Science Center, said that if the intent was to stop the review process at the level of unit administrator, the document should say so, and the proposed amendment was defeated.

At this point, Mr. Hurwicz explained that there had been some confusion at the last meeting over Section I-C, involving inclusion of the words "consulting or service" preceding "activity." There had been a proposal to delete those words, but the proposal had never come to a vote, since it was decided that due to action taken on related items it was not necessary.

When a question came from a Crookston senator as to whether occupational activities were included anywhere in the policy, Fred Morrison, professor of law, answered they were not, and he asked the Senate to consider the effect of ignoring those activities. He maintained that the policy would be very restrictive if it was interpreted to mean that any outside activities were professional; if that was not the case, then he felt the policy was meaningless.

Ms. Scarr-Salapatek then moved to reintroduce compensated occupational activities to the policy by amending Sections I-B, I-C, I-D, and I-E. She suggested the definition designate such activities as those for which a faculty member's professional education did not specifically prepare him. Edward Silberman, professor at the St. Anthony Falls Hydraulic Laboratory, suggested a substitute amendment to change the title of I-C to "Conditions Under Which Outside Activities Are Permitted." Constance Sullivan, assistant professor of Spanish and Portuguese, noted that the definition of "outside activity" would then have to be rewritten, and the Silberman proposal was defeated. Following various comments by speakers contending that the proposal would have the effect of making the policy more restrictive and that the amendment was not

clear, it was defeated. Mahmood Zaidi, professor and director of graduate study in industrial relations, urged that Mr. Morrison's question be given serious consideration to remove any confusion. Mr. Darley responded that his committee had decided to ask for review by the academic vice president of the effects of the policy after a year of following its procedures and that findings would be reported to the Senate with recommendations for appropriate changes. Irwin Rubenstein, professor of genetics and cell biology, agreed that questions of the status of nonprofessional outside activities ought to be determined. Mr. Bognanno indicated that in his opinion the policy did not cover them. At this point, the entire policy, as amended, was approved by the University Senate, with 105 in favor, 23 opposed, and 1 abstaining. Mr. Darley then introduced his motion calling for review by the academic vice president at the end of the first year of operation and for a subsequent report to the Senate with recommendations he deemed appropriate. Mr. Darley reminded the Senate that the plan could not become operative until the current "cease and desist" order was no longer in effect. His motion was then approved. Appreciation was expressed to Mr. Darley and his committee for their efforts.

*Consultative Committee Report*—Leon Reisman, professor in the General College and chairman of the committee, reported to the Senate on the committee's activities during the current year. He reminded the Senate that it was the responsibility of the Consultative Committee to consult with the President and that it served an executive or cabinet function and as a steering group for the Senate. He said the committee had met with the President seven times during the year and had maintained excellent rapport. Business of the committee included the University budget, legislative strategy, collegiate missions, candidates for two vice presidential vacancies and for one dean, procedures for distribution of salary funds, guidelines for academic officer search committees, conversations with the Governor, closer relations with the Board of Regents, Senate structure improvement, establishment of a task force to review areas of responsibility of the Consultative, Educational Policy, and Resources and Planning Committees, and a move to coordinate Senate committees.

*Consulting Policy*—A motion to recess the University Senate was approved, as was a motion to convene the Faculty Senate in order to ratify the policy. Mr. Reisman moved to approve the policy. Mr. Hurwicz again reminded the body that it was in trouble because it had not resolved the issue raised by Mr. Morrison. He said that if the policy did not deal with those activities that were not professional, he did not consider it a logical document, and he feared that the Board of Regents might fill that omission in a way that would not be acceptable to the faculty. He then asked what the role of the Faculty Senate was in taking up the policy. Mr. Reisman responded that his predecessor had indicated that the policy should be presented to the entire Senate in response to questions raised by the state Legislature, and that the current committee felt the Faculty Senate should also respond to the document. Mr. Morrison contended that the matter should not have been brought to the entire Senate because it dealt with the faculty appointment procedure, and he suggested that students should have been asked to react to it before it was brought to the Faculty Senate. At this point, the motion, as amended, was approved, with 60 in favor, 12 opposed, and 2 abstaining.

*Other Items*—There being no old or new business, deceased faculty members were recognized in the agenda, and the meeting was adjourned at 5:30 p.m.

MARILEE WARD  
Abstractor

# UNIVERSITY OF MINNESOTA

## SENATE

# MINUTES

**March 6, 1975**

The second regular meeting of the University Senate was convened in the auditorium of Nicholson Hall on Thursday, March 6, 1975. Checking or signing the roll as present were 109 voting members of the faculty, 34 voting members of the student body, 2 members of the Administrative Committee, and 7 non-members.

President C. Peter Magrath presided.

The following items were considered, and action was taken as indicated.

### **I. Minutes for April 18, 1974, May 9, 1974, and May 23 & 30, 1974**

**Reported for Action**

*Approved*

### **II. SENATE COMMITTEE ON COMMITTEES AND SENATE COMMITTEE ON BUSINESS AND RULES**

**Reported for Action (20 minutes)**

The Senate Committee on Committees recommends the disestablishment of the Senate All-University Administrative Committee. Regularly scheduled meetings of the President with smaller administrative groups such as the Council of Academic Officers, the Central Officers Group, and the Provosts of Coordinate Campuses have made meetings of the larger group unnecessary. It is also recommended that the two committees which are mandated to report to the Senate through the Administrative Committee (the University Committee on All-University Honors and the University Committee on Social Policy) be allowed to report through the Consultative Committee on an interim basis for a period of one year while alternative arrangements are considered.

**BETTY ROBINETT**  
Chairman

To accomplish this we recommend the following amendments to the Constitution.

1. Amend the Constitution, Article II, Section 2, by deleting "All-University Administrative Committee and the . . ." so that the section reads:
2. Consultation on Budget

The President, as chief executive officer of the University, shall have final authority to make budgetary recommendations to the Regents. However,

in view of the necessary weighing of educational policies and objectives involved, he shall consult with and ask for the recommendations of the Senate Consultative Committee concerning such budgetary recommendations as materially affect the University as a whole.

2. Amend the Constitution, Article III, Section 1, by deleting item (b) "members of the All-University Administrative Committee who shall serve as ex officio nonvoting members," and renumbering the present item (c) as (b).
3. Amend the Constitution Article III, Section 4, by deleting item (d) "Members of the Administrative Committee shall not be eligible for election to the Senate as members of the faculties under "a" hereof." and renumbering the following items.
4. We also recommend the following amendment to the Bylaws:  
Amend Article III, of the Bylaws by deleting Section 2 and renumbering the subsequent sections.

Section 2 reads:

2. All University Administrative  
There shall be an Administrative Committee which shall be composed of the President, the vice presidents, the provosts, the deans, and such other members of the University staff as may be added thereto by the President and approved by the Senate. The Administrative Committee shall advise the President concerning the general educational, administrative, and fiscal policies of the University and aid the President in effectuating the policies of the University. It shall have such further administrative and advisory functions as may be delegated to it by the President or the Senate. It shall report regularly to the Senate.
5. We also recommend changing the Rules of the Senate to state that the University Committee on All-University Honors and the University Committee on Social Policy shall be assigned a relationship and a responsibility to the Senate Consultative Committee, in accordance with Article IV, Section 3 of the Constitution.

**RUSSELL K. HOBBIE**  
Chairman

*Not Moved*

### **III. REPORT OF THE UNIVERSITY COMMITTEE ON BUSINESS AND RULES**

**Reported for Action (5 minutes)**

The following constitutional amendment was brought to a vote at the December 5, 1974 Senate meeting, receiving a majority vote but not the required two-thirds for approval, therefore, must receive a majority vote at this meeting to become effective.

**AMEND THE CONSTITUTION Article III, Section 5:**

**New Section 5 (renumber the remaining sections in Article III)**

5. Removal for neglect of meetings
  - a. A member of the Senate shall be said to have neglected a meeting if the member does not attend and does not provide an alternate and does not notify the clerk, in writing, of the impending absence.
  - b. A member of the Faculty Senate shall forfeit membership by neglecting three consecutive meetings of the University Senate. A member of the



Student Senate shall forfeit membership by neglecting two consecutive meetings of the University Senate.

- c. The clerk of the Senate shall notify any member who will forfeit Senate membership by neglecting the next meeting of the Senate.
- d. A member of the Senate who holds membership in the Faculty or Student Senate, a Campus Assembly, a Campus Faculty Assembly or a Campus Student Assembly by virtue of holding membership in the Senate, shall forfeit Senate membership if membership in the other body is forfeited by failure to satisfy attendance criteria specified in the Constitution or Bylaws of the body.
- e. A member whose membership has been forfeited may appeal to the Consultative Committee for reinstatement.

**RUSSELL K. HOBBIE**

**Chairman**

*Approved*

#### **IV. REPORT OF THE SENATE COMMITTEE ON EDUCATIONAL POLICY**

**Reported for Action (15 minutes)**

##### **CONVERSION TO THE INTERNATIONAL SYSTEM OF UNITS**

Exclusive of the United States and countries presently converting, the International System of Units (Système Internationale des Unites, SI) is currently used by all but 0.2 per cent of the world's population. In 1974, Congress has authorized the appropriation of ten million dollars per year for three years to further metric education in the United States, in recognition of the inevitability of increasing use of the modern metric system. It is likely that in 1975 Congress will pass legislation for an orderly completion of the process of metric conversion begun by industry. The use of SI in the future will not be confined to the sciences, but it will be the language of quantitative descriptions in all of society. Many primary and secondary schools have begun the essential process of acquainting students with measurements in SI terms.

It is the obligation of a community of scholars to do their part in assuring that University students become knowledgeable about this aspect of the culture of the world and of ours. Therefore, the Senate of the University of Minnesota resolves that the International System of Units should be used as extensively as is practical in the University's educational and scholarly activities. The Senate recommends that the faculty make use of all opportunities afforded in the selection of texts, equipment, the assignment of papers or problems and in research activities, to increase student exposure to use of the metric system.

**WILLARD HARTUP**

**Chairman**

*Approved*

#### **V. SENATE COMMITTEE ON RESEARCH**

**Reported for Action (30 minutes)**

##### **RECOMMENDED PATENT POLICY FOR THE UNIVERSITY OF MINNESOTA**

Approximately two and a half years ago, Vice President Shepherd formed a Patent Policy Committee to review the University's current patent policies, and

make a recommendation for appropriate changes in those policies. These seemed needed in view of the fact that the original policy was formulated over ten years ago. Mr. Will Fornell has worked very closely with the Committee during this time to provide input to it on the problems faced by the University in pursuing a policy of patent development.

Members of the Committee during the time of deliberations have been: Richard Cardozo, Business Administration; G.W. Fornell, Ex-officio from central administration; A.J. Linck, then Dean of Agriculture; W.O. Lundberg, Hormel Institute; Richard Meyer, Graduate School Office; A.O.C. Nier, Physics; W.T. Peria, Electrical Engineering; R.E. Sykes, Social Sciences. Dean Lee D. Stauffer, School of Public Health has served as chairman of this Committee, the members of which were both faithful and hard working.

A Patent Policy Manual will be developed in conjunction with the policy. The manual will outline some of the procedures which are followed, give advice to inventors or potential inventors, identify resources at their disposal and procedures they should follow if they wish to have their inventions patented. Mr. Fornell will be responsible for developing such a document.

(Draft 10)

### **1. Preamble**

The patent policy of the University of Minnesota rests on the underlying premise that it is the duty of the Board of Regents to receive, hold, and manage all inventions in a manner which reflects the highest ideals and purposes of the University, and gives due consideration to the interests of the University, the inventors, sponsoring organizations, and the public. Patents when viewed in relation to the basic purposes of the University, are an ancillary objective, valuable and important as they contribute to the basic purposes—something to be striven for, but not at the expense of the primary objectives.

### **2. University Interest in Patents**

The interests of the University of Minnesota in seeking patent protection are to provide a vehicle for bringing the University discoveries into public use, to develop royalty income, and to provide recognition to the inventor and to the University.

The intent of this policy is to permit staff members maximum freedom to publish or dispose of their findings consistent with their obligations to the University. Any staff member who, as a result of his University researches, makes a discovery, retains the ultimate right to decide how it shall be made public, i.e., by publication, by patenting, or by both. (The right to make such a decision is not present where a sponsored research agreement requires reporting and assignment or other disposition of patentable inventions.)

### **3. Who and What is Covered by the University Patent Policy**

This policy is intended to cover:

- a. Individuals, whether staff or students, holding a University appointment.
- b. Individuals in 3a, above, when engaged in any sponsored or University funded activity related to that appointment.

### **4. Inventor Commitment**

Any person holding a University appointment may, at the discretion of the University, be required to have an invention agreement on file at the University.

## 5. Rights and Obligations in Inventions

For persons enumerated in item #3 above who have elected to patent an invention, the University:

- a. Reserves a first right-of-refusal, giving it the opportunity to review the development for patenting.
- b. Reserves the right to receive the assignment of title from the inventor(s). The University shall complete its evaluation of the invention within a reasonable period of time. In the event the University elects to file a patent application on an invention, the University:
  - a. Accepts the obligation to use its best efforts to obtain a patent and to develop and market the invention.
  - b. Accepts the obligation to pay the inventor(s) or his heirs and assigns an inventor's royalty share as outlined in item #6 below.
  - c. Accepts the obligation to prosecute diligently and defend the patent and, in the event in the University's best judgment discontinuance of these activities becomes advisable, it shall, subject to any prior commitment to a sponsor, pass title to the patent to the inventor(s).

In the event the University declines to file a patent application, and subject to any prior commitments to a sponsor, the inventor(s) shall be provided with a written release which waives the University's interest.

## 6. Financial Considerations

Income shall be shared, according to the circumstances, on the following basis:

- a. Where University time, funds, or facilities have been used, and patent income has resulted, it shall be shared, except where specified otherwise by sponsoring organizations, on the following basis:
  - 1) *Gross royalty* minus *patent costs* (including application, interference and patent policing) results in *net income*.
  - 2) The *inventor(s)* shall receive 25% of the *net income* (in certain cases, if it is departmental policy the inventor's shares of the net income may be assigned to the department), the remainder being considered *divisible income*.
  - 3) University patent administration costs (salaries and office expenses) shall be a first claim on divisible income. Of the remaining funds:
    - a) One-third shall be allocated to a Patent Development Fund, to be used for the development of new or potential patents.
    - b) One-third shall be allocated to the academic departments or service units in which the inventions originated.
    - c) One-third shall be allocated to the Graduate School to further research throughout the University community.
- b. Inventions and patent rights thereon in which there was no prior University involvement may also be accepted by the University. In such cases the inventor's income share shall be negotiated and shall be paid from net income as defined above. If there is to be a departmental share, that shall likewise be negotiated. The balance of the income shall be handled in the same manner as income from any invention of University origin.
- c. Coinventors share the inventor's portion in proportions agreeable among themselves.

## 7. Allocation of Patent Rights Under Externally Sponsored Research

- a. Patent rights under research sponsored by federal or other governmental

agencies are usually determined by the contractual or grant agreements which are arranged with the agency.

- b. Allocation of patent rights under research contracts sponsored by industry or other sources may take the following forms:
  - 1) No patent rights will be allocated to the sponsor when the sponsor has paid less than the full direct and indirect costs for the research which resulted in the patent.
  - 2) A first right-of-refusal to a limited-term exclusive royalty-bearing license to the sponsor shall be granted when the sponsor has supported the research by paying all direct and indirect costs associated with the research which resulted in the patent. In the event the sponsor declines the proffered exclusive license, he shall receive no further licensing preference.
  - 3) Patent title may be allocated to the sponsor where the sponsor has paid the full direct and indirect costs of the research which resulted in the patent, as well as a patent allocation rate.

#### **8. Administration of University Patent Policy**

The administration of University patent activities shall be the responsibility of a University Patent Board consisting of seven members, at least four of whom shall be faculty, and at least one Vice President who shall be chairman. In addition, the University Patent Administrator, who shall conduct day-to-day operations relating to University patent matters, and the University attorney shall be ex officio members of the Board. The Patent Board will be appointed by the President. It shall be the responsibility of the Patent Board to evaluate invention disclosures and to approve for patenting those selected; to approve expenditures from the Patent Development Fund; to recommend appropriate legal action to enforce the University's patent rights; and to hear and adjudicate disputes on University patent matters. The findings of the Patent Board on disputes shall be appealable to the President.

#### **9. Patent Policy Review**

The Senate Committee on Research shall be responsible for periodic review of the Patent Policy and for making recommendations for changes.

### **INVENTION ASSIGNMENT AGREEMENT**

I have read and understand the patent policy of the University of Minnesota as stated above. Therefore, in consideration of the mutual promises herein contained and as a condition of my appointment by the University of Minnesota, I agree to abide by said policy with respect to the University-sponsored inventions.

I am aware that under sponsored research projects I may not be free, because of the requirements of the granting instrument, to make a choice not to patent as is possible under paragraph 2 of the policy. Where required under sponsored research agreements, I will promptly communicate to the University the details of all inventions, discoveries or improvements conceived or made by me in connection with the activity on which I am employed by the University.

If I elect to patent, or if I am required to patent, I, or my executors or administrators, will, under the direction of the University, do whatever is necessary to enable the University or the sponsor to make application for patents on these inventions in any and all countries as and when requested, before or after I leave its employment, and I will assign the inventions and all patents and appli-

cations relating thereto to the Regents of the University of Minnesota or its sponsor as and when requested before or after I leave its employment and I understand that it shall be without expense to me.

I understand that the transfer of information on and title to such inventions to the Regents of the University of Minnesota so that the University can satisfy its obligations is an important aspect of the work for which I and the other employees of the University are employed. I accept this understanding and agree to perform said duties fully in letter and spirit.

Witness \_\_\_\_\_ Signature \_\_\_\_\_

Date \_\_\_\_\_ Date \_\_\_\_\_

**SANDRA SCARR-SALAPATEK**  
Chairman

An amendment to include at the end of the third paragraph in the Invention Assignment Agreement "and I understand that it shall be without expense to me" was *approved*.

The policy was *approved as amended*.

## **VI. REPORT OF THE UNIVERSITY COMMITTEE ON TENURE**

### **Reported for Information**

On January 28, the University Committee on Tenure issued an advisory opinion letter which details the circumstances in which non-regular appointments (commonly called "T" appointments) may, and may not, be used. This opinion letter also discussed the rights of members of the faculty who hold non-regular appointments. This opinion letter is part of our effort to spell out more clearly the present (old) Tenure Regulations. Copies of the letter may be obtained from the Chairman of the Committee or from the Office of the Academic Vice President, 213 Morrill Hall. Ask for the opinion letter of February 4, 1975.

**FRED L. MORRISON**  
Chairman  
*Accepted*

## **VII. SENATE COMMITTEE ON FACULTY AFFAIRS**

### **Reported for Information**

In the Senate Meeting of May 30, 1974, SCFA promised to keep the Senate and faculty informed on issues concerning the following: (1) Early Retirement (2) Health Insurance (3) Performance of Faculty Retirement Funds (4) Fringe Benefits for Part-time Faculty (5) Sabbatical Leaves. The actual recommendations of the SCFA on these subjects, which were approved by this body last year, have since been printed in the *Minutes* of the Senate of May 30, 1974 (pages 199-206).

While the Central Administration has been examining our recommendations, a Sub-Committee of the SCFA has been studying the entire range of faculty benefits. The Sub-Committee was appointed by the Chairperson in June of 1974,

and it consists of Professor Robert H. Beck, Chairperson, Professor Edward Coen, Professor Steven Hoenack, Professor Andrew Whitman, and Professor Mahmood Zaidi, ex-officio.

One of the recommendations approved by the Senate was that the **Central Administration be requested to send, in writing, their views and reactions to the recommendations approved by the Faculty Senate before the end of Fall Quarter, 1974.** SCFA is pleased to report that, in spite of transition problems from one administration to another, the Central Administration has already reacted on the issue of early retirement. The Administration would like to know what the faculty thinks about early retirement and other retirement options. The SCFA Sub-Committee is now in the process of drafting a questionnaire that will probe these alternatives, and it is the intent of SCFA to have the questionnaire ready for mailing to the faculty by early Spring Quarter, 1975. Professor Edward Coen led in the development of the questionnaire, working in close collaboration with Professor Paul Cartwright, Professor Steven Hoenack and his colleagues especially Mr. William Weiler.

As far as the other **four** issues are concerned, President Magrath has assured the Committee that his office will respond to them in the very near future.

Another issue which the SCFA is currently discussing is that of an added fringe benefit, namely making University courses and programs tuition-free for faculty dependents who qualify for admission to the University. Two members of the SCFA, Professor Thomas Boman and Professor Hugh Kabat, have been studying this issue since Winter of 1975, and they are, at present, in a fact-finding stage.

The Committee would welcome any comments or suggestions which members of the faculty might have on any of the matters reported here for information.

**MAHMOOD A. ZAIDI**  
Chairman  
*Accepted*

## **VIII. QUESTIONS TO ADMINISTRATORS**

(30 minutes)

See abstract for summary of discussion.

## **IX. OLD BUSINESS**

None.

## **X. NEW BUSINESS**

None.

## XI. DECEASED FACULTY MEMBERS

### AXEL B. ALGREN 1893-1974

Axel B. Algren, professor emeritus of mechanical engineering, died November 24, 1974.

Professor Algren was born October 14, 1893, at Minneapolis, Minnesota. He graduated in 1925 from the University of Minnesota with a bachelor of science degree in mechanical engineering. Prior to that time he served for 3 years with the U.S. Army in World War I and for 5 years with the Chicago-Milwaukee and St. Paul Railroad. In 1927 he returned to the University of Minnesota as a research engineer, and in 1933 he completed a master of science degree in mechanical engineering. Between 1928 and 1946 he served in various capacities in the Engineering Experiment Station and attained the rank of associate professor and assistant director of the station. In 1948 he was promoted to the rank of professor of mechanical engineering.

Professor Algren's professional activities were concentrated in the areas of heating, refrigeration and air-conditioning, and he served with the chaired numerous committees of the American Society of Heating, Refrigeration and Air-Conditioning Engineers throughout his professional career. He authored more than 60 technical publications in the field of thermal insulation, heating, air-conditioning and refrigeration. In 1948 Professor Algren undertook the development of the Engineering Intern Program in the Department of Mechanical Engineering, and he served as director of this program until his retirement in 1962. Prior to that time he had gained invaluable experience in University-industry interrelationships through service during World War II as district assistant director of training within industry for the War Production Board. Professor Algren's activities over a 14-year period in development of the Engineering Intern Program were highly successful, and this program is now serving as a model for other departments within the Institute of Technology which have recently introduced similar programs.

Professor Algren filled an important niche in the activities of the Department of Mechanical Engineering and in the Engineering Experiment Station for many years, and he will long be remembered with affection by both his many former students and his colleagues.

Professor Algren is survived by his wife Ruby of Minneapolis; two daughters, Mrs. Russell C. Staberg, Minnetonka, and Mrs. G. Clinton Hedsen, Burnsville; two stepdaughters, Mrs. Thomas L. Meacham, Connecticut, and Jean Lindgren, Minneapolis; a stepson, Gary Lindgren, California; and five grandchildren and two great-grandchildren.

### REX WARFIELD COX 1888-1974

Dr. Rex W. Cox, emeritus professor of agricultural and applied economics, died suddenly at his home in Fargo, North Dakota, on October 29, 1974. He served at the University of Minnesota from 1929 until he retired in 1957 at the age of 67.

Dr. Cox's teaching, research, and public service career spanned a period of 61 years. He began his work life with educational institutions as an instructor in an agricultural and mechanics school in Madison, Georgia, in 1910. After receiving the B.S. degree from the University of Illinois in 1914, he taught in high schools in Wisconsin, Montana, and Illinois, and at the Kansas State Normal

School. From 1918 to 1927 Dr. Cox was a member of the faculty at Eastern Kentucky State Teachers College. In 1923 he was awarded the M.S. degree from Cornell University in Ithaca, New York. From 1927 to 1929 Dr. Cox studied for his doctorate at Cornell University. The doctorate was bestowed in 1930, 1 year after he joined the University of Minnesota faculty.

Dr. Cox was unusually active in teaching and research after his retirement from the University of Minnesota. He was a professor of economics at South Dakota State University from 1957 to 1959, a research economist with the Upper Midwest Economic Study from 1959 to 1962, and a consultant to the Minnesota Private College Council in the summer of 1962. Dr. Cox finally retired in 1971, at the age of 83, following 9 years with the Department of Agricultural Economics at North Dakota State University in Fargo.

During his professional life, Dr. Cox distinguished himself as an outstanding teacher, researcher, and public servant. In teaching, he was particularly noted for his personalized approach to education. In addition to his classroom contact he spent substantial portions of his workday consulting with students about particular problems on an individual basis. In research, Dr. Cox was consultant to his colleagues and graduate students on study design and analysis, making an invisible but significant contribution to most of the research conducted in the Department of Agricultural Economics during his 28 years at the University of Minnesota. His advice was also sought by faculty throughout the St. Paul Campus, particularly his expert opinion regarding statistical methods. In public service, Dr. Cox wrote extensively, providing knowledge on agricultural marketing, prices, and statistics to the entire agribusiness community in Minnesota and throughout the nation.

In April of 1974, the Department of Agricultural and Applied Economics bestowed upon Dr. Cox its "Revered Colleague Award" in a special award dinner in his honor. People from several states and from Canada attended the event. Later a photograph of Dr. Cox was hung in the Department of Agricultural and Applied Economics as a reminder of his outstanding educational achievements.

Dr. Cox was a member of the American Farm Economics Association, American Association of University Professors, Phi Kappa Phi honor society, Gamma Sigma Delta agricultural honor society, the Masonic Lodge, and the Optimist Club. He had previously been honored as a Kentucky Colonel by the governor of that state.

Dr. Cox is survived by his wife Katherine, and a daughter Dawn Salisbury of Albany, California. Internment was at Cerro Gordo, Illinois, the place of his birth.

## HARRIET GOLDSTEIN 1883-1974

Miss Harriet Goldstein, professor emeritus, College of Home Economics, passed away on November 1 in Los Angeles, California, where she had made her home since her retirement in 1949. She is survived by her sister, Vetta, also a former member of the Home Economics faculty.

Miss Harriet, as she was known to thousands of devoted students, was born July 13, 1883, in Trufant, Michigan. She was a graduate of the Chicago Art Institute and continued her education through extensive travel. She brought her vast knowledge of art and of various cultures to bear on the concepts for which she and her sister are famous: art related to the home and to the individuals within it. Her beliefs found expression in a widely used textbook coauthored with her sister, *Art in Everyday Life*.

Her first appointment at the University was in 1909 in the Arts College, where



she served until 1912 when she joined what was then the Home Economics Department. She was made assistant professor in 1915, associate professor in 1919, and professor in 1943. Although in demand by many institutions, her only other teaching assignment was for a single summer term at the University of Hawaii. Vacation time was spent in travel and in the development of materials for classroom use.

### STANLEY V. KINYON 1908-1975

Stanley V. Kinyon, a member of the faculty of the University of Minnesota Law School for 40 years, died on January 24, 1975, some 7 months after his retirement.

Professor Kinyon was born November 21, 1908, in Owatonna, Minnesota. He moved to Minneapolis at an early age and attended the University of Minnesota, from which he received a bachelor of arts degree in 1931 and a bachelor of laws degree in 1933. An accomplished musician, he earned much of his way through the University playing a trumpet. Despite this outside activity, Professor Kinyon was an excellent law student and upon graduation from the Law School was elected to the Order of the Coif.

After a year of private law practice, Professor Kinyon joined the faculty of the Law School in 1934, and there he remained until his retirement in 1974. While on the law faculty, Professor Kinyon did extensive legal research for the American Law Institute in the preparation of its Restatements of Torts and Property. During the World War II years, he practiced part time with the St. Paul law firm of Doherty, Rumble, and Butler. Professor Kinyon was the author of numerous articles in the fields of commercial law and the law of surface waters. At the time of his death he was working on the development of some innovative teaching materials for commercial law.

Professor Kinyon was a member of a number of professional and civic organizations. These included the American Judicature Society, Minnesota State Bar Association, Hennepin County Bar Association, Citizens' League, United Nations Association, and United World Federalists. He was also very active in the work of Alcoholics Anonymous, and it was a source of pride and pleasure to him that he had helped many people with a problem which he had conquered.

Probably the greatest reward a college or university teacher can receive is the esteem and affection of his or her students. Professor Kinyon earned that reward. Shortly after his death the Law School Student Council unanimously passed the following resolution:

Words have always failed to adequately express losses. Whether temporary or permanent, all that can be clearly recognized is that where there was once friendship and laughter, there is only memory. But at least with separations of only time and distance, there is the knowledge that your friend lives, and is sharing his beauty. Stan Kinyon's death has taken away even that comfort. On behalf of all the students who had the privilege to know and learn from Professor Kinyon, and those who will never know him, the Law School Council mourns the loss of a great man, a great teacher, and a great friend. We cherish his memory.

Professor Kinyon will be sorely missed by his colleagues as well.

### ERNST SIMONSON, M.D. 1898-1974

Ernst Simonson, professor emeritus, University of Minnesota, and director,

Medical Electronic Research at Mt. Sinai Hospital, Minneapolis, died of viral pneumonia at the age of 76, on December 7, 1974, in Minneapolis. He is survived by his widow, Sophie; one son, Walter, and three grandchildren of Washington, D.C., a sister, Mrs. Carlotta Priester; and a brother, Walter, of Brazil. This brief tribute reflects thoughts and sentiments of friends, colleagues, and students of Dr. Simonson, physicians, physiologists, and electrocardiologists the world over.

For the newer generation of scientists, Ernst Simonson was perhaps best known as an outstanding electrocardiologist. His scientific work, however, covered a spectrum of basic and applied physiological researches.

Born June 26, 1898, in Tiegenhof, Germany, Dr. Simonson graduated from Greifswald Medical School in 1924. At Greifswald he early became engaged in the forefront of investigations and discoveries concerning muscle contraction and the physiology of work. His reminiscences about these days, "On Missing and Catching Boats," was published in the Proceedings of the Ernst Simonson Conference ("Measurement in Exercise Electrocardiography," Charles C. Thomas, 1969). These anecdotes, as well as revelations to his colleagues, disclosed that he had hardly finished undergraduate studies when he came close to the fundamental discovery of the role of acetylcholine as the neurotransmitter in muscle contraction. "If our interest had not been diverted to other problems, this discovery might have been in our grasp." This was about "missing the boat." But other boats he caught, and these he sailed into new seas.

The "other problems" which diverted Dr. Simonson led to the establishment of a Division of Industrial Physiology at the University of Frankfurt/Main in 1928, the first such academic division at any German university and one of the first in the world. He went on to organize and head the Department of Industrial Hygiene at the Institute of Social Hygiene in Frankfurt from 1929 to 1933 as professor of industrial physiology.

In the years between the Great Wars there were active scientific exchanges between Germany and Russia and these brought Ernst Simonson to Kharkov, one of the oldest universities of Russia, where he stayed from 1930 to 1937 as the scientific director of the Institute of Industrial Physiology, and professor of physiology at the First Medical Institute. The approaching clouds of the Second World War led Dr. Simonson to leave Russia with his family and, after a brief period as head of the Department of Industrial Physiology of the Central Psychotechnical Institute of Prague (1937-39), he and his family left Europe for the United States.

Mt. Sinai Hospital in Milwaukee provided a temporary haven, but soon he was invited by Ancel Keys to the Laboratory of Physiological Hygiene of the School of Public Health at the University of Minnesota where he joined the active physiological and epidemiological pursuits of Keys, Taylor, Henschel, Mickelsen, and Brozek in the early '40s. Relatively late in his scientific career, through clinical contacts in Milwaukee and Minneapolis, Dr. Simonson became involved in electrocardiographic and vectorcardiographic research. This led to a productive period of over a quarter of a century at the Laboratory of Physiological Hygiene, in the Department of Biophysics, and at the Minneapolis Mt. Sinai and Veterans Administration Hospitals.

Dr. Simonson's many contributions to ECG and VCG research are well known. He did perhaps more than any other electrocardiographer to promote measurement in ECG research and clinical application. In collaboration with Otto Schmitt he introduced proper use of dipole theory in electrocardiology and established the concepts and utility of orthogonal corrected leads in spatial vector electrocardiography. He was a pioneer in providing a representative data base and incorporating quantitative estimates of statistical variance and measurement variability into actual electrocardiographic diagnosis. His monograph, "Differentiation Between Normal and Abnormal in Electrocardiography" (C. V. Mosby, 1961) is a milestone in ECG literature. His 1966 article comparing

ECG with VCG interpretation of myocardial infarction was a classic in that it was the first to validate such comparisons correctly against reference data independent of the ECG itself.

To the end of his life Ernst Simonson maintained a keen interest in broader aspects of applied physiological research. His detailed monograph on "Physiology of Work Capacity and Fatigue" (Charles C. Thomas, 1971) was completed and edited by the author at the age of 73. The manuscript for a second major volume, "Psychological Aspects and Physiological Correlates of Work and Fatigue," was completed and sent to the publishers only weeks before his death. An enthusiastic letter to Bruce Dill, published in the November 1974 issue of the "Physiologist," outlined Ernst Simonson's research plans for the next 3 years and is typical of his spirit and optimism.

Fortunately for Ernst Simonson and for his colleagues the great esteem and regard held for him was manifest in a notable series of honors dating from his formal University retirement in 1967. At that time, the Ernst Simonson Conference gathered together international colleagues from his two major disciplines of work, physiology and electrocardiography, for rich discussion, a gala banquet, and a published monograph (see above). Subsequently, two distinguished German universities honored him, the University of Frankfurt with a reinstatement of full professorship and retirement and the Technical University of Munich with a doctorate honoris causa in 1973. In 1974 Dr. Simonson received the highest award of the American College of Sports Medicine for outstanding contributions to that field. The participants in the First International Conference on Electrocardiography in Wiesbaden in October 1974 enjoyed the last public scientific participation of Ernst Simonson with superb and vigorous contributions to the discussions and to the conviviality of the evening socials.

Finally, the peer review groups of the National Institutes of Health recognized Ernst Simonson's originality, reliability, and productivity to such an extent that he was awarded new and renewal research grants even in the last 2 years of his life, clearly a much leaner grant period for many of his more youthful colleagues. For a number of years he forwarded intellectual detente and scientific collaboration with the U.S.S.R. under a special National Library of Medicine grant for translating and excerpting the cardiovascular literature in Russian, and he long maintained his professional contacts there. At the time of his death he was actively conducting collaborative researches with a full-time graduate student in fields of ECG-VCG discrepancies in the diagnosis of myocardial infarction, the ECG response to progressive exercise in women, and the diagnosis of heart failure by orthogonal mutual impedance plethysmography.

Ernst Simonson's colleagues, collaborators, and students remember him affectionately as an unassuming, gentle man with a kindly sense of humor. As a researcher, he seemed to have an endless fund of energy and a dogged persistence which he single-mindedly channeled during every day of his life into scientific efforts and writing, maintaining an amazing knowledge of the literature, and into the effective coordination of his many researches and writings. Throughout his long career he never hesitated to challenge doubtful evidence or popularly accepted theories of the time. This involved him in several intriguing and well-known polemics, notably with A. V. Hill in the early 1930's regarding the Nobel Prize-winning theory of the energetics of muscle contraction, and with Selig Hecht in the 1940's regarding the role of fusion frequency of flicker as an index of central nervous system fatigue. History has shown that in his professional arguments Dr. Simonson was usually right; more important, his involvement in debate always demonstrated the grace, tranquility, and strength of his character as a responsible intellectual and scientist.

## Appendix

### ABSTRACT OF DISCUSSION

The meeting was called to order at 3:30 p.m. by C. Peter Magrath, president, in Nicholson Hall auditorium.

*Minutes*—Minutes of April 18, May 9, 23, and 30 meetings were approved.

*Committee on Committees and Business and Rules Committee*—Russell Hobbie, professor of physics and chairman of Business and Rules, reported that a proposal on the agenda to abolish the Administrative Committee would not be moved; the Committee on Committees had decided to review the matter again before bringing it to the Senate.

*Business and Rules Committee*—Mr. Hobbie presented for the second time the constitutional amendment on removal of senators for neglecting Senate meetings. A graduate student moved to delete the section calling for forfeiture of membership where a senator failed to meet membership requirements of other listed senates and assemblies. He cited the heavy demands on his time by such bodies for committee meetings as well as assembly meetings. Rick Marsden, student, opposed the motion, indicating that the student assembly continued to have serious quorum problems. The amendment was then defeated, and the constitutional amendment was approved by a majority, which was sufficient for passage and forwarding to the Board of Regents.

*Educational Policy Committee*—Willard Hartup, professor of child development and committee chairman, presented a resolution urging use of the International System of Units in the University's educational and scholarly activities. The resolution was approved.

*Research Committee*—Sandra Scarr-Salapatek, professor of child development and committee chairman, presented an updated patent policy, including an Invention Assignment Agreement, for approval. She noted that the original policy was more than 10 years old. In response to a query as to how changes would affect the rights and obligations of faculty members, Willard Fornell, University patent administrator, said the aim had been to make the policy more succinct without materially changing its substance. An important feature, he said, was that faculty members would retain maximum freedom to decide how their findings were to be made public. In addition, the policy was more specific in the area of distribution of income. He was asked for a clarification of the use of income allocated to the Patent Development Fund. He responded that embryonic ideas would be helped through such an allocation by having funds available to further develop the concept so that it can be more readily licensed. Edward Ney, Regents' professor of physics and astronomy, asked for an estimate of the number of patent applications filed each year and the annual total royalty income paid. Mr. Fornell estimated 6 to 15 applications and income in the low to middle 6-figure range. Morton Hamermesh, head of physics and astronomy, was concerned that a faculty member, in signing the agreement, could be forced to help the University even after leaving the University. Mr. Fornell said the University had always had the practice of reimbursing such persons for any time spent involving the patent application. Responding to a query about outlining allocation of rights when applying for grant money, Mr. Fornell said that under federal grants or contracts there would be no change from the current policy. However, the policy distinguished the grant of patent rights under research sponsored by governmental agencies from that under contracts sponsored by industry. The proposed policy specified that where industry pays less than the full direct and indirect costs it would have no patent rights.

Edward Foster, professor of economics, suggested that the Invention As-

signment Agreement indicate that no expense for the faculty member would be involved in the performance of the duties required by that agreement. Such a phrase was added to the agreement, and the policy, as amended, was approved.

*Faculty Affairs Committee*—Robert Beck, professor of education and chairman of the subcommittee studying faculty benefits, reported that his subcommittee had been studying proposed faculty retirement options and that William Weiler should be added to the list of those working on a questionnaire to be sent to faculty members in April.

*Questions to Administrators*—President Magrath responded to questions from the floor for about 30 minutes. Asked for a progress report on the University's request to the Legislature, he noted that since only the second week of hearings had been completed, it was too early to speculate as to the fate of the request. He felt there was some difference of opinion in the Governor's response to the budget, but that he was fairly optimistic about it. He said there was still no evidence as to whether there would be a capital expenditures bill introduced at the Legislature. On tuition levels for nonresidents if a tuition freeze were enacted, he said that they would rise, although not for Wisconsin residents. However, he hoped to minimize such increases. He reminded the Senate that the whole tuition issue was linked to the decision on appropriations. On the recent salary increase for the director of Intercollegiate Athletics, he pointed out that Mr. Giel was on a calendar year contract and that the increase was between 5 and 6 percent. He added that no state tax support was involved, that funds came from athletic department income and from the University Foundation.

A question was raised about the status of the appeals from faculty organizations following an order issued in December by the State Bureau of Mediation Services defining the appropriate faculty collective bargaining unit as a system-wide unit. The President said no judgment had been made and that the Minnesota Public Employment Relations Board was moving the appeals through the hearing process.

The President was asked about the extent of support for a proposal by Senator Coleman to establish a governing board to oversee the University and the present State College System. He said it was not on the current legislative agenda, so there was no way to assess reaction. Another area of concern was that of the proposed plan for distribution of cost-of-living salary funds and its rationale. The President emphasized that inflation had cut deeply into faculty salaries at all levels, and invited senators to attend an open meeting to be held March 12 where the subject would be discussed.

On the matter of a possible voting student member on the Board of Regents, the President said there was nothing in the current policy which precluded the Legislature from naming a student. He felt, however, that it would be unrealistic to think that a student member, serving a relatively short term, could be effective, and that if a student were approved the way would then be open to review membership for faculty and civil service constituencies alike. He reminded the Senate that he had appointed a committee whose assignment was to make recommendations on the subject of a student voice in Regents' actions.

John Wertz, professor of chemistry, expressed appreciation to the President for his open dialogue with the Senate.

*Old Business*—John Glover, student, addressed the Senate on what being a senator over the past year had meant to him.

The Senate stood in silent tribute to 5 deceased colleagues, and the meeting was adjourned at 5:30 p.m.



*min  
1136*

**UNIVERSITY OF MINNESOTA**

**SENATE**

**MINUTES**

**May 22, 1975**

The third regular meeting of the University Senate was convened in the auditorium of Nicholson Hall on Thursday, May 22, 1975. Checking or signing the roll as present were 128 voting members of the faculty, 20 voting members of the student body, 2 members of the Administrative Committee, and 9 nonmembers.

President C. Peter Magrath presided.

The following items were considered, and action was taken as indicated.

**I. SENATE AND UNIVERSITY COMMITTEES  
1975-76**

**Reported for Action (10 minutes)**

**SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS:** Norman Kerr (Chairman), Frederick Asher, John Detlef, Frances Dunning, Paul Hagen, John Helmberger, Blanchard Krogstad, James Preus (ex officio), George Robb (ex officio). New members: Donald Kahn, Seymour Levitt, Vera Schletzer.

**UNIVERSITY COMMITTEE ON SOCIAL POLICY:** Frank Wood (Chairman), Joanne Arnaud, Ernest Coleman, George Robb (ex officio), Marlowe Smaby. New members: Walter Bruning (ex officio), James Holloway, Gisela Konopka, Susan Willis.

**UNIVERSITY COMMITTEE ON UNIVERSITY HONORS:** Alfred Nier (Chairman), Landis Boyd, Thomas Clayton, Ed Haislet (ex officio), Russ Tall (ex officio), Harriet Viksna. New members: Caroline Czarnecki, Arnold Lazarow, Albert Linck (ex officio).

**UNIVERSITY COMMITTEE ON BUSINESS AND RULES:** Russell Hobbie (Chairman), Susanne Fisher, Deon Stuthman, Veronica Wood. New members: Joseph Altholz, Mario Bognanno, Ruth Eaton.

**SENATE COMMITTEE ON EDUCATIONAL POLICY:** Patricia Swan (Chairman), John Borchert, Bert Ellenbogen, Stan Kegler (ex officio), Robert Kiste, Charles McKhann, Dwight Purdy. New members: Lorne Chanin, Elizabeth Fisher, Willard Hartup, Henry Koffler (ex officio), Fred E. H. Schroeder.

**UNIVERSITY COMMITTEE ON EXTENSION AND COMMUNITY PROGRAMS:** Forrest Harris (Chairman), Roland Abraham (ex officio), Shirley Clark (ex officio), Kenneth Egertson, Betty Girling, Joan Leigh, Fred Lukermann, Harold Miller (ex officio), Anna Stansland. New members: Bruce Burnes, Virginia Gray, Morris Nicholson, John Verby.

**UNIVERSITY COMMITTEE ON COMPUTING FACILITIES:** Duane Anderson, Dave Berg (ex officio), Donald Boyd, Russell Burriss, Angel Lopez, Frank Verbrugge (ex officio). New members: John Hoyt (Chairman), Richard Skaggs. (One additional member to be appointed.)

**UNIVERSITY COMMITTEE ON INSTRUCTIONAL MATERIALS AND MEDIA:** Philip Salapatek (Chairman), Raymond Bohling, Richard Goldstein, Burton Paulu (ex officio), Willard Philipson (ex officio), Robert Raymond, Peter Roll (ex officio). New members: Thomas Bacig, Sue Reitan. (One additional member to be appointed.)

**UNIVERSITY COMMITTEE ON SUMMER SESSION:** George Rapp (Chairman), Shirley Clark (ex officio), Virginia Harris, Neal Nickerson, Willard Thompson (ex officio), Mary Young. New members: Loretta Blahna, John Clark, Dale Olsen.

**UNIVERSITY COMMITTEE ON EDUCATIONAL DEVELOPMENT:** Albert Yonas (Chairman), Walter Fluegel, Mariam Frenier, La Vell Henderson, Peter Roll (ex officio). New members: Arthur Geffen, Thomas Noonan. (One additional member to be appointed to replace Lorne Chanin who has resigned.)

**UNIVERSITY COMMITTEE ON UNIVERSITY-ROTC RELATIONSHIPS:** Richard Poppele (Chairman), Edward Bouffard (ex officio), Lawrence Bulawsky (ex officio), John Clausen, Thomas Madigan (ex officio), William Rogers, John Taborn, Ronald Violette (ex officio). New members: Nancy Dahl, Albert Linck (ex officio), Ralph Marsden. (One additional member to be appointed.)

**COUNCIL ON INTERNATIONAL EDUCATION:** (new committee) Anne Krueger (Chairman), Eugene Fabes, Albert Linck (ex officio), Benjamin Liu, Forrest Moore (ex officio), Rama Pandey, Philip Porter, Malcolm Purvis, John Schlottbauer, Martin Snoke (ex officio), Nicholas Spadaccini, Gordon Swanson, Tom Turner, William Wright (ex officio).

**SENATE COMMITTEE ON FACULTY AFFAIRS:** Thomas Boman, Leona Clasen, Leonid Hurwicz, Hugh Kabat, Bill Kennedy, William Robbins, Clare Woodward. New members: Mahmood Zaidi (Chairman), Robert Beck, Victoria Coifman, Henry Koffler (ex officio).

**UNIVERSITY COMMITTEE ON TENURE:** Shirley Clark (ex officio), Grace Gray, Helen Jorstad, Michael Root, Thomas Straw. New members: Charles McLaughlin (Chairman) replaces Fred Morrison who is on leave, David Darby, John Overend.

**UNIVERSITY APPEALS COMMITTEE ON ACADEMIC FREEDOM AND RESPONSIBILITY:** Benjamin Bayman (Chairman), James Connolly, Barry Feld, James Grant, Lancine Kaba. New members: Marcia Eaton, Jooinn Lee.

**SENATE JUDICIAL COMMITTEE:** Phyllis Freier (Chairman), Nancy Crewe, Harold Finestone, Madelon Gohlke, Paul Meehl, John O'Leary, Clarice Olien, Constance Sullivan. New members: Ellen Berscheid, Onwuchekwa Jemi, Benjamin Liu, Albert Tezla. (Two additional members to be appointed.)

**SENATE LIBRARY COMMITTEE:** Charles Hancher (Chairman), Andrew Ahlgren, George Bauer, Ralph Hopp (ex officio), Samuel Kirkwood, Barbara McGinnis. New members: Frank Benson, Jean Gueriguan, Judith Overmeier, William Rosendahl, Walter Runge, Wesley Sundquist. (One additional member to be appointed.)

**SENATE COMMITTEE ON RESEARCH:** Paul Alkon, C. T. Johnson (ex officio), Stan Kegler (ex officio), W. B. Sundquist, Frank Ungar. New members: Sandra Scarr-Salapatek (Chairman), Reuben Hill, Keith Huston (ex officio), Warren Ibele (ex officio), Henry Koffler (ex officio), John Leppi, Bruce Overmeier, William Peria. (One additional member to be appointed.)

**UNIVERSITY COMMITTEE ON ANIMAL CARE:** Robert Touchberry (Chairman), Kenneth Jordan, Charles Liberty, Patrick Manning (ex officio), George



Michaelson, J. Bruce Overmeier, Dale Sorenson. New members: Franklin Enfield, Edwin Haller, Frederick Shideman, E. John Staba.

**SENATE COMMITTEE ON RESOURCES AND PLANNING:** Mary Dempsey (Chairman), Walter Bruning (ex officio), James Gremmels, Chet Grygar (ex officio), Stan Kegler (ex officio), Albert Linck (ex officio), Fred Lukermann, John Mauriel, Thomas Thielen. New members: Roger Benjamin, Leon Green, Robert Lambert. (One additional member to be appointed.)

*Approved*

## **II. REPORT OF THE UNIVERSITY COMMITTEE ON BUSINESS AND RULES**

### **1. Reported for Action (10 minutes)**

*Amend the By-Laws, Article I, Section 1 to add:*

(26) Minnesota Agricultural Extension Service and

(27) Minnesota Agricultural Experiment Station to the list of units in which qualified faculty shall vote to elect representatives and alternate representatives to the Senate.

*Approved*

### **2. Reported for Action (10 minutes)**

The Constitution provides (Article III, Section 5) that a vice chairman shall be elected by the Senate at its first meeting in the spring of the academic year from among its members for a term of one (1) year. He/she shall be eligible for reelection.

George Shapiro was elected.

### **3. Annual Report**

The University Committee on Business and Rules met once during the year. At other times business was conducted by mail. The amendment to the Constitution requiring removal of members for neglect of meetings was finally passed by the Senate. The relation of the Senate to the old Administrative Committee or the presently active Council of Academic Officers is currently being studied by the Committee on Business and Rules and the Committee on Committees. A change in voting units in the College of Agriculture was recommended to the Senate. The Constitution will be revised and reprinted during the summer.

*Accepted*

### **4. Reported for Information**

The following have been elected to the Senate Consultative Committee for a three-year term (1975-78): Kenneth Keller and Barbara Stuhler, Twin Cities; Laird Barber, Morris.

*Accepted*

### **5. Reported for Information**

The following have been elected to the Senate Committee on Committees for a three-year term (1975-78): Richard Skaggs and Clare Woodward, Twin Cities; Ted Underwood, Morris.

*Accepted*

**RUSSELL K. HOBBIE**  
Chairman

### **III. REPORT OF THE COMMITTEE ON RESEARCH**

#### **Reported for Action (30 minutes)**

Resolution on the Distribution of Indirect Cost Recovery on Research Grants and Contracts:

#### **1. Preamble**

The University of Minnesota, as all other Universities, incurs expenses in connection with the sponsored research conducted by faculty members and students. These expenses are recovered by the assessment of an indirect cost rate on research grants and contracts negotiated between the University and agencies that provide external funding. We recognize that the indirect cost rate is a negotiated agreement that largely reflects real costs to the University and that the funds so generated are not generally available for discretionary use within the University.

Funds generated by indirect cost assessment are required for support of the general University budget. Approximately 60 percent of the total indirect cost recovery (ICR), considered to be recurring, is so allocated. Other research-related costs to the University are covered by the remaining 40 percent of the total ICR, considered to be nonrecurring. The University must estimate the amount of ICR for each year and report its estimate to the Legislature, which takes account of these funds in planning its appropriations.

#### **II. Purposes of the Proposal**

We believe that the distribution of ICR funds within the University can be improved, however, to accomplish several goals:

- 1) The distribution should better reflect the actual costs to departments and collegiate units of doing research; for example, the administrative costs, especially secretarial and other assistance, are rarely covered adequately by the direct costs of grants or by other departmental funds.
- 2) The distribution should create a more effective incentive system for faculty research efforts by directly benefitting the departments and collegiate units involved. A distribution that reflects both the level of ongoing research activity and the acquisition of new research support would reward those units which already generate research support and provide an incentive for all departments to acquire new funds.
- 3) The distribution should reflect the inequities in funding opportunities available in various fields on inquiry. Departments with worthy research projects but in areas for which research funds are not readily available should share partially in ICR funds.
- 4) The distribution should provide "seed money" for the purchase of essential equipment, travel for potential investigators, pilot research, assistance in the preparation of proposals, and other investments in the early stages of research that often precede the generation of proposals for external support.

#### **III. The Proposal**

We propose that a portion of these ICR funds be redistributed to the departments and colleges that generate them and to the Graduate School research fund. These funds can be taken from two nonrecurring sources.:

- 1) In recent University budgets approximately \$700,000 has been available for "unassigned research, equipment, and development." Of these funds, \$200,000 goes to the Graduate School Research fund, approximately \$250,000

to the colleges on the Twin Cities Campus and the coordinate campuses, and approximately \$200,000 to other uses. We propose that, unless emergency needs arise, the last amount be reallocated to the departments that have generated the ICR funds.

2) Because the University cannot predict exactly the amount of ICR funds, the budgeted figures have in the past been regularly exceeded by approximately \$400,000. These funds, we believe, should be primarily redistributed according to the ratio 2:1:1 to departments, colleges, and the Graduate School research fund.

The funds proposed for redistribution to departments should be allocated by a formula that reflects the proportion of the total ICR funds actually generated annually by each department. This will provide incentives for departments to increase the level of their research support.

The additional Graduate School research funds, which represent an increase of approximately 50 percent over current funding, should be distributed in accordance with the priorities established for the general research fund of the Graduate School.

While we recognize that the shifting financial situation at the University precludes a mandatory allotment of ICR funds in the amounts herein recommended, we endorse in principle this proposal and urge the administration to seek ways in which to increase the use of ICR funds for research-related purposes. We urge the colleges and departments to use these funds to stimulate research activity.

#### IV. An Example of the Effect of this Proposal

Suppose that \$200,000 were made available to departments from "unassigned research, etc." and \$400,000 to departments, colleges, and the Graduate School research fund from ICR funds above the budgeted amount. By the proposed formula, this latter \$400,000 would be distributed: \$200,000 to departments, \$100,000 to the colleges, and \$100,000 to the Graduate School. This would make a total of \$400,000 to departments. The funds to departments and colleges would be distributed according to the proportion of total ICR actually recovered. Thus, in 1974 the following distributions would have been made.

##### 1. Graduate School \$100,000 (in addition to the budgeted \$200,000)

2. Colleges	Actual ICR	% of Total ICR	To the Colleges	To the Depts.
College of Liberal Arts	\$ 417,245	6.1%	\$ 6,100	\$ 24,400
Institute of Technology	1,706,984	25.0	25,000	100,000
Institute of Agriculture	158,361	2.3	2,300	9,200
Health Sciences	3,362,870	49.3	49,300	197,200
College of Biological Sciences	256,785	3.8	3,800	15,200
College of Veterinary Medicine	67,844	1.0	1,000	4,000
Law School	9,500	0.1	100	400
College of Education	407,826	6.0	6,000	24,000
Graduate School	249,977	3.7	3,700	14,800
College of Business Administration	22,806	0.3	300	1,200
Center for Urban & Regional Affairs	24,918	0.4	400	1,600
Office of International Programs	27,303	0.4	400	1,600
U of M-Duluth	98,577	1.4	1,400	5,600
U of M-Morris	8,260	0.1	100	400
U of M-Crookston	469	0.0	-0-	-0-
<b>Total</b>	<b>\$6,827,446</b>	<b>100.0%</b>	<b>\$100,000</b>	<b>\$400,000</b>

Source: Summary of Research, 1973-74, Business Office University of Minnesota

## V. The Motion

We move the adoption of this resolution by the University Senate.

**SANDRA SCARR-SALAPATEK,**  
Chairman

*Approved*

## IV. REPORT BY THE SENATE CONSULTATIVE COMMITTEE

**Reported for Information and A Dialogue with the President  
(30 minutes)**

### DRAFT 2, MISSION AND POLICY STATEMENT

As described in the printed docket prepared for a meeting of the Senate on April 17, representatives of four Senate Committees, and members of the listening audience, engaged in a conversation with the President on May 1 about *Draft 2, Mission and Policy Statement*. What follows is a brief summary of salient points raised at that meeting. At today's Senate meeting (May 22), Senators are invited to talk with the President further, if they are so inclined, about *Draft 2, Mission Statement*.

1. Gratification was expressed by almost everyone present at the marked superiority of *Draft 2* over *Draft 1*.
2. The intended audience for *Mission 2*.
  - 1) Although the document must also achieve internal compatibility, the primary audience is probably external—regents, legislators, etc.—who, at a given moment in the affairs of the University, have an interest in particular problems and issues.
  - 2) Are the policies in *Draft 2*—addressing themselves, frequently, to contemporary problems—reversible; shouldn't the units involved discuss them? Answer: It is expected that policy statements will undergo continuous revision.
3. Statement of Mission.
  - 1) The document should emphasize strongly qualities such as uniqueness and excellence which a distinguished University requires in fulfilling its teaching and research missions.
  - 2) The mission statement should develop more richly the concept of a land-grant university, to include its interaction both with rural and urban society, national and international forums, etc.
  - 3) It should discuss the university as a community of scholars where teaching and research are interdependent and mutually nourishing (and avoid linking research with economic gain, as in II, paragraph 4).
  - 4) It should stress long-range planning and review.
4. Rhetorical suggestions: organization, arrangement, proportion, deletion, inclusion, etc.
  - 1) Vigorous advocates for a polished and *separate* mission statement proposed that the mission part of the document might even be stapled separately—depending, perhaps, upon the audience addressed.
  - 2) The Foreword (I) should remove section titles (A and B) and the entire Foreword entitled "Historical Perspective."

- 3) The ordering of policies is sometimes dubious: perhaps in III, items 10. and 14. should be contiguous.
  - 4) In some instances, policies seem to be missions (III. 4., 9., 12., 15., 16.,) and vice versa (III. 7., 8.).
  - 5) Expand concept of land-grant university (III. 15; see also 3., 2., above) by emphasizing it has a wider concern than with food, fiber, etc. Also merge III. 15. and 16.
  - 6) Include review of undergraduate as well as graduate programs (IV.A., last paragraph).
  - 7) Delete reference to the next biennium by deleting Paragraph 2, Part V.
  - 8) Section about Duluth (IV. B.1.) is too discursive (compare with length of section about Twin Cities, in IV. A.)
  - 9) There was some sentiment for omitting the Appendix (or physically separating it from the rest of the document). But it was also held that these are particular issues signaled for review and discussion, and that the role of Senate Committees in participating in such review will be explored. It was also pointed out that Appendix A. 4., Environmental Concerns, is of a more limited order than the first three; it might be well to replace A. 4. by an item entitled: *Relation of Research to Learning and/or Relation of Public Concerns to Academic Activities*.
  - 10) The document might profitably address itself further to topics such as these: educational benefits from campus life and campus activities, devotion to the principle of due process, the proper role of off-campus service, the role of counseling in the university, the multiple roles of the Graduate School, etc.
5. The overall style of the statement.
- Pleas were voiced for a prose style which was ennobling, fluent, refulgent, even heightened, and that passages in that style appear early in the document. And it was suggested that the services of a specialist be secured to write at least the initial parts of the document.
6. Some examples of particular infelicities of style.
- 1) Avoid use of "high quality" (see II., last paragraph), and "areas of student body" (III., 2); omit "basic" in "basic academic responsibility" (III.1).
  - 2) Delete reference to "low threshold of admission" (III., 5.) and talk instead about making the University available to citizens of the state who can progress in specified programs as far as their motivation, abilities, and performance permit.
  - 3) Despite efforts of participants, no ready substitutes were gleaned for phrases like "coordinate campus" or "adult learners."
  - 4) Define students as part of the university, not constituents of it (II, paragraph 1).
  - 5) The phrase "blend of manipulative and cognitive skills" (III, 15.) is not completely meaningful to some audiences.

**LEON REISMAN,**  
**Chairman**

Following comments by the President on the recent state appropriations bill and on the Mission Statement, no dialogue developed.

## V. ANNUAL REPORT, SENATE CONSULTATIVE COMMITTEE

### Reported for information

By the time the 1974-75 academic year concludes, the Senate Consultative Committee will have met 22 times, including 12 meetings with the President (sometimes with other central administrative officers present). Here are some areas of committee activity and examples of issues considered in each of those areas:

#### 1. The steering role of the committee

- 1) To inform one another of the focus and direction of their committees' work, and to assist the chairperson of Senate Consultative Committee in his task of steering senate business, the chairpersons of all Senate Committees and the chairpersons of the University Committees on Social Policy and Business and Rules banded together early in winter, 1975, as a Subcommittee (of the Consultative Committee) to Facilitate Senate Business. During a series of meetings, this Subcommittee permitted chairpersons of key Senate committees to discuss implications for the Senate calendar and docket of such issues as University grading policies, grievance procedures, affirmative action, research questions, etc.; and it endorsed the policy—enormously helpful to the Senate Consultative Committee chairperson—of having committee chairpersons send to him the Minutes of their committees' meetings. The chairperson of Senate Consultative Committee here gratefully acknowledges the assistance he has received from this Subcommittee.
- 2) Liaison between the chairperson of Business and Rules, the chairperson of the Consultative Committee, and the Clerk of the Senate seemed exceptionally amiable this year as they established a Senate calendar, gathered material for Senate dockets, and set the order of Senate business.
- 3) The Senate Consultative Committee considered matters of concern to students and then steered these questions to appropriate committees of university bodies. Some of the topics considered were definition of residential status, the Student Bill of Rights, registration privileges for student senators, relation of the Senate to the Presidential Task Force on Graduate Teaching Assistants, relation between Twin Cities Student Assembly and the Assembly Committee on Student Affairs, etc.
- 4) The chairperson of Senate Consultative Committee and chairpersons of other key Senate committees have agreed to act as a steering group in inviting various Senate committees to compose reports for the University, anticipating the visit of the North Central Association Decennial Accreditation Review team to the University early in 1976.

#### 2. The consulting and executive roles of the committee

- 1) The Senate Consultative Committee acted as the consulting arm of the Senate in interviewing top candidates for the offices of the Vice President for Academic Affairs, the Vice President for Student Affairs, and the Dean of the Graduate School.
- 2) The committee nominated members of the following groups: Task Force on Athletics, Regents ad hoc Presidential Selection Review Committee, the Committee for the Inauguration of the President, the Commencement Committee.

- 3) The chairperson of Senate Consultative Committee consulted with the Academic Vice President about the possibility of publicizing and thus sharing with the University community various models of department procedures for determining faculty salaries.
- 4) Conversations between the President and the Senate Consultative Committee during the year ranged over a wide spectrum of topics, from sensitive University situations (like the lettuce boycott) to legislative relations and academic salaries. With the cooperation of the President and other central administrative officers, the Senate Consultative Committee will shortly arrange a Presidential dialog with interested faculty to discuss an academic salary delivery system for 1975-76.
- 5) With a civilized and unflagging good will on both sides, the President and the Senate Consultative Committee have been developing a consulting style that will permit all parties to perform intelligently, sensitively, and responsibly for the good of the University. The Committee commends the President most warmly for his sincerity in dealing with it and his devotion to the "shared-authority" model of faculty governance traditional at this University (see *Report*, March 15, 1975).

### 3. Intercampus activities of the committee

- 1) During a February 20, 1975, visit to the University of Minnesota at Morris, the Committee discussed a variety of subjects—perhaps most prominently the role of a liberal arts institution in higher education—with faculty, students, and administrators on that campus.
- 2) On May 15 (before the deadline for printing this Senate docket) the Committee, together with the Chairman of the Senate Committee on Educational Policy, visited the University of Minnesota at Duluth, to engage in a dialog with faculty, students, and administrators.

### 4. Legislation initiated by the committee

Although it is authorized to do so, the Senate Consultative Committee does not as a rule initiate Senate legislation, delegating that task to appropriate Senate and University committees. But in two instances it seemed proper for the Committee to accept responsibility for developing studies or procedures for deliberation by the Senate or by Senate and University Committees:

- 1) The Senate Consultative Committee, together with the Senate Committee on Faculty Affairs, proposed the creation of a Task Force on Academic Salaries. The *Report* of that Task Force appears elsewhere in this docket.
- 2) A subcommittee of Senate Consultative Committee developed Proposed Guidelines for Search Committees for University Administrative Positions. These *Guidelines* are now being reviewed by various Senate and University committees and by other groups in the University.

### 5. Issues of concern to the University community

The Senate Consultative Committee accepts the responsibility for concerning itself, on behalf of students and faculty, with issues which seem to involve important principles of faculty governance, and which, therefore, tend to raise anxiety within the University community. Such issues this year, for example, were the relation between the University and public radio, admissions policy of the Medical School, relation between the University and Universities in Chile, personnel questions surrounding the Mischa Penn case, etc. In almost all such instances, consideration of these issues belongs properly within the province of a Senate or University committee—and not with the Senate Consultative Committee—or with a collegiate faculty or administration.

Nevertheless, the Senate Consultative Committee agrees to observe the progress of each case and to encourage the appropriate responsible agency to move toward a reasonable resolution of the problem.

6. Committee budgetary responsibility

- 1) After working last year with the vice presidents on a 1975-77 budget, the SCC must now begin—very possibly through a new type of subcommittee structure—the task of helping to develop a 1977-79 budget.
- 2) An SCC subcommittee is currently analyzing the budgetary structures used in our Senate budget, and is charged with making recommendations for a more rational and equitable plan for handling Senate finances.

7. Relations with the Regents

For a somewhat protracted period this year, there was some uncertainty about which Regents would be leaving the Board, and, indeed, who the new Regents would be. During this period and the following weeks of orientation for incoming Regents, after they were selected, the President and the SCC agreed to defer to a more auspicious time a meeting of the Committee and the Board. Such a meeting is now being arranged: a two-hour luncheon on June 12, 1975. We hope that this will inaugurate a trend toward closer relations between the Regents and the SCC, as the consulting arm of the Senate.

8. Relations with the State Legislature

- 1) The chairman of the Board of Regents and Senator Coleman, Senate majority leader, have exchanged cordial letters about our legislation (still inoperative because of "cease-and-desist") on Faculty Consulting Policy.
- 2) The entire question of faculty participation in the presentation of the University budget before State legislative committees, and a discussion of the Legislature's response to the University budget figures, tuition freeze, staff salaries, etc. will take place at a "Legislative Post Mortem"—a dialog between the President, other central administrative officers, and interested faculty and students. The SCC will arrange such a meeting.

**LEON REISMAN,**  
Chairman

*Accepted*

## VI. REPORT OF THE SENATE COMMITTEE ON COMMITTEES 1974-75

### Reported for Information

The major activity of the committee, the nomination of faculty and student members for Senate and University Committees for 1975-76, has been carried out. Comparative statistics on the Committee's faculty nominations and subsequent appointments are shown below.

Senate and University Committees  
1975-76 Faculty Nominations  
(N=130)

	INSTR	ASST P	ASSOC P	PROF	TOTAL
FEMALE	2 (2)*	14 (10)	5 (4)	5 (4)	26 (20)
MALE	_____	15 (12)	26 (20)	63 (48)	104 (80)
TOTAL	2 (2)	29 (22)	31 (24)	68 (52)	130 (100)

\*Numbers in parentheses indicate approximate percentages.



1975-76 Faculty Appointments  
(N=65)

FEMALE	1 (2)	7 (11)	2 (3)	4 (6)	14 (22)
MALE		5 (8)	11 (17)	35 (53)	51 (78)
TOTAL	1 (2)	12 (19)	13 (20)	39 (59)	65 (100)

*STUDENT MEMBERSHIP ON COMMITTEES*

Because of the Committee's desire to find more effective ways of procuring student members, alternative procedures were sought. As a result, this year the work of the Twin Cities student members of the Committee on Committees was facilitated by the Student Committee on Committees of the Twin Cities Student Assembly. A student interest card was included with every registration permit given out for Winter Quarter 1975. Items on the survey included names of committees which are open to student membership. A computer printout provided about 1500 names of respondents. A letter was then sent by the Student Committee on Committees informing them of procedures for obtaining more information about membership on these committees. *Daily* ads and letters to all student organization presidents generated additional names of students interested in becoming involved. Applicants were interviewed by the Student Committee on Committees where they were given the opportunity to ask questions before they committed themselves.

This process generated names of many students who were becoming involved for the first time in University governance; at the same time there was a balance of students wishing to return to the committees on which they were presently serving. The interest engendered through this campus-wide campaign seems to be very much worth the time expended and the cost involved.

*TASK FORCE*

For the past three years, the Committee on Committees has been studying both the committee structure of the Senate and the operation of the committees. As a part of that effort we appointed in June 1974 a Task Force to direct its attention to problems of uncertainty of initiative and overlap of scope and function which earlier studies had revealed in three of the key Senate Committees: SCEP, SCRAP, and Consultative Committee. The Task Force, which met for a two-day retreat in Fall Quarter, 1974, recommended to the Consultative Committee the establishment of a steering subcommittee to coordinate Senate business. In Winter Quarter the Consultative Committee established the recommended subcommittee (Subcommittee to Facilitate the Coordination of Senate business), and the group has met several times in the interim. Early indications suggest that the subcommittee is serving well the purpose for which it was designed.

At the conclusion of the Fall Quarter retreat, the Task Force created a small subcommittee to pursue further discussion on, and make recommendations concerning, other large issues which the retreat deliberations had raised: (a) a re-writing of the Duties and Responsibilities of SCRAP and (b) the question of Senate input into legislative requests and budget review. The subcommittee has reported and a meeting of the Task Force is being planned to study their report. It is hoped that the Task Force can complete its business and deliver its final report to the Committee on Senate Committees early in Fall Quarter, 1975.

## COMMITTEE HANDBOOK FOR CHAIRMEN

This past year the Committee has been working on the preparation of a handbook for committee chairmen which will include procedures for such things as replacing members on the committee and setting up subcommittees for special projects. The handbook will be completed during the coming year. Any suggestions that committee chairmen or committee members would like to make would be very welcome.

**BETTY WALLACE ROBINETT,**  
Chairman

*Accepted*

## VII. REPORT OF THE ALL-UNIVERSITY HONORS COMMITTEE

### Reported for Information

The All-University Honors Committee met three times during the academic year 1974-75, on November 5, 1974, February 21, 1975 and May 16, 1975. Actions resulting from the fall and winter quarter meetings were as follows: One recommendation for an Alumni Service Award and 21 recommendations for Outstanding Achievement Awards. Also recommended were the following changes in building names or facilities: Minneapolis campus, Norris Gymnasium for Women to Norris Hall and Main Engineering to Lind Hall; St. Paul campus, Home Economics Complex to McNeal Hall and Home Economics Gallery to Goldstein Gallery; Duluth campus, Classroom-Laboratory Building to Marshall W. Alworth Hall, Science-Mathematics Building to Mathematics-Geology Building, Plant Services Building to Lund Building and Rockhill Arboretum to William R. Bagley Nature Area. All of the above committee recommendations have been acted upon favorably by the Board of Regents.

At its spring quarter meeting the committee considered four recommendations for Outstanding Achievement Awards, a recommendation for an Alumni Service Award and a recommendation for an Honorary Degree. Also on the agenda were several recommendations for building name changes. Action on these cases will be reported at a later date.

**ALFRED O. C. NIER,**  
Chairman

*Accepted*

## VIII. REPORT OF THE UNIVERSITY COMMITTEE ON EXTENSION AND COMMUNITY PROGRAMS

### Reported for Information

The committee has held a number of meetings during fall and winter quarters of the academic year 1974-75, and its discussions have concentrated on seeking to obtain an overall view of the University's role in extension and continuing education. The committee has not been concerned with detail but rather with trying to understand the philosophic approach of the University to its outreach activities. The committee in particular reviewed earlier work in the field, notably the Turnbull Report of 1964.

The committee is of the opinion that outreach activities of any major educational institution will increase rather than decline as we move into an age of life-long learning. There are changing patterns of post high school education; there are demands for new vocations or for updating existing educational background; there are the special interests of particular groups such as women to be considered. While the University has had historic concern with extension and continuing education, notably in areas such as agricultural extension and general extension, and while it has developed innovative extension efforts in medicine and municipal affairs, its response in recent years to current, more complicated, needs has been extremely uncertain.

The Turnbull Report of 1964 indicated a decade ago a lack of clearcut understanding by the University of its commitment to continuing education; the report suggested then that there would be increasing rather than declining demand for extension activities on the part of the University; it noted the wide variations in the methods of program initiation, formulation, and approval and the lack of an adequate financial base particularly for program development; in addition, there was little or no coordination or cooperation with other educational institutions in the state. The committee does not see any amelioration of these concerns since the Report.

In light of the problems which it has noted and the uncertainty of the University to date in picking up some of the dilemmas indicated by the Turnbull Report, this committee is unanimously of the opinion that the use of the committee structure of the University Senate would not be sufficient to formulate recommendations in the area of continuing education and life-long learning as suggested in the draft Mission Statement of March 7, 1975. The committee considers that the substantial research and exploration necessary for a major study will require more than the establishment of a University Senate committee and more than the establishment of any extensive special subcommittee framework.

This committee believes that a comprehensive study should be undertaken, authorized at the highest level by the Regents and the President of the University, involving a major institutional commitment and with clearly stated objectives aimed at informing the University and the community at large of the University's mission as it relates to outreach programs. The comprehensive study should be undertaken by a commission whose importance would be enhanced by wide-ranging membership—representatives from the Board of Regents, the State Legislature, the community at large, University central administration, University faculty. Above all, the committee believes that the work of this commission is of such significance that it should have a full-time professional research-oriented staff providing the groundwork for a carefully-drawn agenda and study program along the lines of national commission with funding from University or Foundation sources. There should be frequent committee meetings with a substantial schedule of public hearings with members of the University community and the community at large. The committee considers that the direction proposed in the Appendix of the Mission Statement of March 7, 1975, is essentially an in-reach proposal concerned very much with the identification of existing course offerings and enrollments, and far too little with the overall metropolitan and statewide outreach needs of the people of Minnesota. The committee is concerned that study of so significant an area should be left to the already over-burdened SCEP/SCRAP mechanism without the provision of special staff and funding resources.

Committee membership, 1974-75

*Faculty and Administration*

Roland Abraham  
Frank Benson  
Shirley Clark  
Kenneth Egertson  
Betty Girling

Forrest Harris  
Arnold Henjum  
James Holte  
Sheila Koeppen  
Joan Leigh

Fred Lukermann  
Harold Miller  
John Moran  
Arthur Naftalin,  
Chairman  
Anna Lee Stensland

*Students*

Robert Gensley  
Stephanie Heid

Kristin Olson  
Daniel Young

**ARTHUR NAFTALIN,  
Chairman**

*Accepted*

## **IX. UNIVERSITY COMMITTEE ON SUMMER SESSIONS**

### **Reported for Information**

In addition to such regular activities as the review of last year's summer sessions and the plans for next year's sessions, the Committee has been addressing a set of questions growing out of a discussion of legislative funding for Summer Session.

At the present time, Summer Session receives some financial support under a legislative special. The legislative request for 1975-77 contains a request for an increase in this funding. Two strategies for the future, and their implications, are being considered by the Committee.

One strategy involves an extension into the future of the present funding arrangements. Legislative funding would be sought for the purpose of supplementing an essentially self-supporting Summer Session. The legislative funds might be used to cover anticipated deficits in certain programs, to eliminate, over a period of some years, the salary maximums that are presently imposed on summer teaching, and/or to provide appropriate contributions to the University's retirement programs for staff involved in summer teaching.

The other strategy involves a closer link between the regular academic year budget and the summer session budget for each unit in the University contributing to the summer program. While tuition income would remain an important funding source also under this strategy, it is expected that a more substantial legislative appropriation would be required than under the former strategy. Any formula developed for the purpose of establishing summer budgets under this strategy would presumably take into account not only the size of the regular academic year budget of a unit but also its past, and anticipated, participation in the summer program (since this participation is, of course, not necessarily proportionate to the size of the regular academic year budget).

The question of financing has led to a consideration also of questions of programming. To what extent would central control over programming (by Summer Session) be retained under the two strategies, as opposed to programming by the individual units? To what extent should Summer Session strive to become a "fourth quarter," as opposed to a program directed towards special clientele?

The programmatic discussion has in turn raised the question of what clienteles are now being served by the summer sessions, and what clienteles should be served. The Committee has reviewed the results of a survey of summer clienteles carried out at Duluth last year. Some consideration has been given to similar surveys on other campuses but no decision has been made, since it is possible that such surveys may be carried out by one of the task forces envisioned in drafts of the University's mission statement.

A position paper on these questions is under preparation.

**NILS HASSELMO,  
Chairman**

*Accepted*

## **X. COUNCIL ON LIBERAL EDUCATION**

### **Report of Activities, 1974-75**

#### **Reported for Information**

The All-University Council on Liberal Education is charged with the responsibility for the formulation of policy subject to Senate ratification, establishing "floor" requirements in liberal studies for all baccalaureate University curricula. Additionally, it strives to determine the effects of the policy in order to recommend to the Senate such changes in the policy as seem appropriate. Further, the Council initiates other actions intended to improve the quality of undergraduate education at the University.

CLE members held nine regular meetings this academic year to carry forward the roles and discharge the functions implicit in the Council's charge. In general, the major activities which required the attention of the Council during 1974-75 are summarized as follows:

1. The Small Grants Program, initiated by CLE in 1967, continues its efforts to provide a rapid response with financial and organizational support to ideas of individual faculty, faculty groups, and faculty-student groups for improving the quality of undergraduate education. In the Fall, 1974 round of applications, forty-four proposals were received, of which seventeen were funded, with average grant support of \$1,027. The Spring, 1975 solicitation of proposals is currently underway, with commitment of funding expected to reach the level of approximately \$60,000 for work to be done after July 1, 1975. We anticipate that legislative funding will permit another \$20,000 to meet developmental needs as they arise during the 1975-76 academic year. Approximately fifty such projects are supported annually. A subcommittee of the Council evaluates proposals while the Center for Educational Development provides staff support and other services for the direct administration of the program.

2. The study of distribution requirements at the University, which CLE had contracted with the Measurement Services Center, was completed early in the Fall Quarter. The purpose of the study was to determine the extent and variability of implementation of the floor requirements in four categories of knowledge in collegiate units with baccalaureate programs. A pilot study and, subsequently, a more comprehensive study of student behavior and attitudes vis a vis the distribution requirements was undertaken. The methodology of the main aspect of the study involved analysis of the transcripts of a random sample of University graduates in nineteen units: colleges, schools, campuses and

programs. Although findings were multiple, since a pattern of student behavior could be drawn from data on each unit's sample, one of the most important findings was that some forty-one courses which were selected most frequently by students to fulfill distribution requirements, were identified from the wide range of available offerings in the University.

Complete sets of analyses were distributed to all the units which had participated in the study. Additionally, CLE invited curriculum, instruction and educational policy committee representatives from the College of Biological Sciences, the College of Liberal Arts, and the Institute of Technology to meet with the Council to discuss selected aspects of the distribution study: unmet collegiate minimums in distribution requirements category areas, the student clientele in the forty-one high enrollment liberal education courses, the known problems of students in achieving the basis for a liberal education, and the consideration of liberal education concerns in the context of curriculum planning.

3. After lengthy deliberation on the Report of the HECC Statewide Transfer Study Committee (which reported in August, 1974), the Council communicated its special concerns to President Magrath who serves on the Advisory Council of the Minnesota Higher Education Coordinating Commission. CLE members were particularly interested in reaffirming the provision of collegiate control over implementation of the various liberal education policy statements proposed by CLE and SCEP and approved by the Senate. CLE advised against blanket acceptance of the HECC Transfer Study recommendation stating "Receiving institutions should be encouraged to accept an Associate in Arts degree as equivalent to their own liberal or general education requirements." There is a great deal of diversity between CLE liberal education requirements as implemented by the various colleges within the University and the various Associate of Arts degrees conferred by the many junior and community colleges in the state. The position taken by CLE was subsequently supported by actions of the Assembly Committee on Academic Standing.

4. For the tenth consecutive year, the Horace T. Morse-AMOCO Foundation Awards for Outstanding Contributions to Undergraduate Education will honor faculty members who have been nominated by collegiate faculty-student groups, and selected in an all-University competition by an anonymous committee. This program, for which CLE is responsible, provides awards of \$500 to each of eight faculty members who are selected to receive this tangible recognition of their strong and effective commitment to undergraduate education. With the intent of making the criteria for selection more explicit as a guide to College Nominating Committees and the review committee, specific criteria pertaining to teaching activities, developmental activities, organizational functioning which contributes to the improvement of the undergraduate experience, and an open criterion relating to advising, and exemplary professional practice, were developed and appropriate documentation was suggested. In the Fall of 1974, the Council undertook an exploratory project which involves the interviewing of Horace T. Morse Awardees with the goal of producing a film or videotape which will relate demonstration with explanation and philosophy. This project continues as an activity which, hopefully, will be a resource in the preparation of more effective teachers.

To summarize, 1974-75 has been a year for continued appraisal of the implementation and effects of the liberal education policies on which the Senate has taken action in recent years. The Council continues to be concerned with the provision of genuine liberal education in the University and the nature and quality of opportunities for students in its several areas of study. CLE has also

discharged its annual responsibilities in administering the Small Grants Program and the Horace T. Morse-AMOCO Foundation Awards Program for Outstanding Contributions to Undergraduate Education.

**SHIRLEY M. CLARK,**  
**Chairperson**

*Accepted*

## **XI. ANNUAL REPORT UNIVERSITY COMMITTEE ON INSTRUCTIONAL MATERIALS AND MEDIA**

### **Reported for Information**

The University Committee on Instructional Materials and Media is charged with the responsibility for formulating plans and policies governing the coordinated development and use of educational equipment, materials, and media. The following paragraphs outline the Committee's response to this charge during the 1974-75 academic year.

The Committee's continuing concern for expansion of the University's FM radio broadcasting activities led to its involvement in the University—Minnesota Public Radio issue. Members participated in a joint meeting with SCEP, the University Committee on All-University Extension and Community Programs, and University administrators to explore the matter. As a result of the joint meeting the Committee has formulated a position statement to be transmitted to SCEP and to the special University task force established by SCEP to review the proposed merger of KUOM with Minnesota Public Radio. A member of the Materials and Media Committee will serve on the special task force.

A resolution from the Committee urging the University to become involved in research and development activities in cable television was approved by SCEP for transmission to the University Senate at the regular spring quarter meeting. The intent of the resolution is to encourage the University to begin planning for appropriate involvement in the delivery of educational programming by cable television and to confront the technological, legal, and educational problems which have impeded progress in utilizing this promising instructional delivery system.

The Committee is also charged with the responsibility for developing policies regarding the suitability of instructional facilities. At the request of a faculty member the Committee sent a letter to central administrators calling attention to the many sources of noise pollution on the Twin Cities Campus and pointing out its detrimental effects on the teaching environment. Administrators were urged to explore ways in which this problem might be alleviated.

The relationship between the educational resource centers on the various campuses was discussed in the Committee. The place of the resource units within the administrative structure was also reviewed with a view toward making these services available to all members of the University community in spite of different administrative and funding patterns.

The Committee also defined a number of issues related to the efficient delivery of media services and hopes to pursue some of these matters at a later time. A proposal to move in the direction of central support of all media equipment and services (as opposed to a fee-for-service arrangement) received a

good deal of acceptance within the Committee. The accomplishment of this goal was set as a long range objective for the Committee.

Media resources and production units were encouraged by the Committee to hold open houses and programs to inform the University community of the diversity of services now available. The several such events which were held during the past year appeared to generate considerable interest and to promote increased use of mediated instruction.

All faculty members are urged to consult the publication *Instructional Resources* distributed by the Center for Educational Development in order to learn of the full range of services offered by the University in support of the instructional program. The Committee feels that these resources are not only abundant but are easily available, and all faculty are invited to explore the possibility of their wider use. Suggestions for expanding or improving the services are welcomed by the Committee.

**EUGENE WRIGHT,**  
**Chairman**

*Accepted*

## **XII. ANNUAL REPORT**

### **UNIVERSITY COMMITTEE ON SOCIAL POLICY**

#### **Reported for Information**

The University Committee on Social Policy has met five times during 1974-75 and a sixth meeting is scheduled.

The committee keeps current regarding the employment and educational status of women and minorities in the University community through Lillian Williams, Director of the Office of Equal Opportunity and Affirmative Action, and her staff. Ms. Williams is an ex officio member of the committee, greatly facilitating the communication process. Our concern with the relatively slow progress of the University toward meeting its affirmative action goals as revealed by the annual reports of recent years stimulated committee efforts to define the role the committee should play in supporting the Regents' policy. This topic has been one of those discussed in meetings with President Magrath, Vice President for Student Affairs Wilderson, Samuel Lewis, Director of the Student Financial Aids Office, and others.

After several years of work by many persons, students, faculty, and civil service, the Guidelines on Equal Opportunity for Students were presented to the Central Officers Group and the Regents' Committee on Student Affairs in April 1975 as a clarification of existing policy.

The Committee on Social Responsibility in University Investments, an outgrowth of concerns of central administration officers, members of the Social Policy Committee, and others in the University community was established during the summer of 1974. The members of this committee are undertaking the complex task of educating themselves about the University's investment pattern so as to provide faculty, student, and civil service input as appropriate. It has only begun its work. In the future, it will wish to report to the Senate on its activities.

**FRANK H. WOOD,**  
**Chairman**

*Accepted*



### **XIII. SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS**

#### **Reported for Information REPORT OF COMMITTEE ACTIVITIES**

The Committee met four times to consider issues relating to transfer students, accreditation practices, and the award of credit for military service experiences.

The recommendations of the HECC transfer student study were reviewed. In general, larger numbers of transfer students are now more successful after transfer than they were five years ago. Problems relating to financial aid, clear appeal routes, and improved communications were identified, and appropriate actions were recommended to administrative units.

The decision of the University to withdraw from accreditation of private high schools was reviewed, and no change was recommended. Procedural changes in accepting credit from schools accredited by the American Association of Bible Colleges were approved.

Progress in awarding credit for military experiences is presented in a separate information item for Senate review.

**JAMES B. PREUS,  
Chairman**

*Accepted*

### **XIV. SENATE COMMITTEE ON RESOURCES AND PLANNING**

#### **Reported for Information**

The major effort of the Senate Committee on Resources and Planning during the current academic year has been to respond to Draft No. 1 and No. 2 of President Magrath's Mission and Policy Statement. The Committee on Resources and Planning over the past years has frequently urged that a Mission Statement be developed, i.e. a long-lasting "Cornerstone Document" which would be the basis for future University planning. Our two written responses to Draft No. 1 and No. 2 were a consensus of the comments and suggestions of the full Committee on Resources and Planning. Representatives of the Committee on Resources and Planning—along with representatives of other Senate Committees—also met personally with President Magrath to discuss Draft No. 2 of the Mission and Policy Statement. It appears that a final version of the Mission and Policy Statement will soon be available.

An additional project of the Committee on Resources and Planning has been to interact with the Academic Planning and Policy Group (APPG). In particular, we reviewed the planning documents and review guidelines recently prepared by APPG. Currently, we are collaborating with other Senate Committees in soliciting faculty input for the 1976 dicennial accreditation review of the Twin Cities Campus by the North Central Association of Colleges.

**MARY E. DEMPSEY,  
Chairwoman**

*Accepted*

## **XV. ANNUAL REPORT OF THE SENATE JUDICIAL COMMITTEE 1974-75**

### **Reported for Information**

This reports on Judicial Committee developments since the report of May 10, 1974.

#### **TENURE CASES**

As is generally known, the Judicial Committee operates under the Tenure Code subject to a rule that prohibits disclosure of information about individual cases filed by faculty. The following reports, therefore, will necessarily omit identifying detail, hopefully not at the expense of intelligibility.

During the May 1974-May 1975 period, the Committee had under consideration seven appeals by faculty involving tenure denials or notices of termination of a tenured faculty. Five of those cases had been filed prior to the May 1974 report. (Three faculty grievance cases, which will be separately discussed, were active during the year, two of which had been filed before the annual report of 1973-1974.)

*Case 1.* A tenured faculty member was notified by President Moos in the Spring of 1974 that his appointment would be terminated for cause. A panel of the Judicial Committee was appointed and hearings were held in the summer and into October 1974. The case was then submitted. To date the panel has not reported findings and conclusions.

*Case 2.* A faculty member on a probationary appointment was denied tenure and given a terminal appointment. His appeal was assigned to a panel and hearings were held in December and March of the current academic year. The proposed findings of the panel were held in abeyance during a period of negotiations between the faculty member and the University. The negotiations resulted in a settlement of most of the matter before the panel. A remaining issue will be the subject of a hearing early in May. By agreement of the parties, the decision of the panel on this remaining issue will be submitted to the President in a sealed envelope, to be opened only in the event that the faculty member is not granted tenure in his new position.

*Case 3.* A probationary faculty member was denied tenure and given a terminal appointment for 1974-1975. After an appeal was filed, the faculty member resigned from the University and the appeal was withdrawn.

*Case 4.* A probationary faculty member was denied tenure and given a terminal appointment. A panel was appointed and held a hearing in November, 1974. The panel found that asserted procedural irregularities had either had not occurred or had not substantially affected the tenure decision process and that the decision to deny tenure had a basis in fact. The recommendation of the panel not to disturb the termination was accepted by President Magrath.

*Case 5.* A probationary faculty member was denied tenure and given a terminal appointment. Prior to a hearing before the panel, another department of the University gave the faculty member a probationary appointment for 1975-1976 and the appeal was dismissed.

*Case 6.* A probationary faculty member was denied tenure in the Spring of 1974 and given a terminal appointment. In the Fall of 1974 the faculty group considered a one-year additional appointment, which was denied. An appeal was filed from this decision. The matter has been assigned to a panel and hearings are scheduled.

Case 7. A case has recently been filed challenging a denial of tenure and terminal notice that was given in the Spring of 1975. A panel has not yet been appointed; hearings will likely not be held until the 1975-1976 academic year.

In overview, the Judicial Committee seems to have adapted rather well to the three-member panel system of deciding cases. The caseload remains quite substantial, although the indications to date are that there might be fewer active cases during the coming academic year. The holding of periodic full-membership meetings—more frequently, I would advise my successor, than I scheduled them—serves to give continuity and a broader view to the work of panels. Three aspects of the process bear special mention.

First, an area of strain has been the rule of confidentiality under which the Committee and its panels operate. Particularly in the faculty cases that are given extensive press coverage, the inability of the parties or the Judicial Committee to clarify a situation often perpetuates a false public impression about the matter being considered. On the whole, however, I personally am in favor of retaining the rule in the Tenure Code that requires that Judicial Committee consideration of individual cases not be publicized or commented upon publicly. Given the presence of both parties represented by counsel and the zealous and helpful attention of faculty organization representatives, I doubt whether additional publicity would achieve a more objective and rational decisional process. On the other hand, a public proceeding would likely discourage potential witnesses from coming forward to testify. The only alternatives are to hold hearings without necessary witnesses or to request the conferral of subpoena powers on the Judicial Committee. The absence of witnesses would hardly be supportable. The conferral of subpoena power I would personally oppose as being fraught with potential for abuse by misguided Judicial Committee panels.

Second, for years there has been controversy and confusion about the extent to which the contents of a faculty member's file should be available to the faculty member when a dismissal appeal is filed with the Judicial Committee. The controversy has been most acute with regard to letters of recommendation that were solicited by the department with assurances to references that replies would be kept confidential. These replies are, of course, employed in the evaluation process within the department and college. It should be publicized that as a policy matter, decisions of the Judicial Committee have reached the point where the entire contents of faculty files will probably in future cases almost routinely be required to be made available to the petitioning faculty member to assist in the preparation of the case. In no other way can the Judicial Committee panel assure itself or the petitioning faculty member that all relevant material is before the panel. To some extent, this might be considered to violate the terms under which letters of reference are solicited. In order to prevent such problems as this might create from arising in the future, I will recommend to the Judicial Committee at its next membership meeting that it pass a resolution urging the Tenure Committee or the Faculty Affairs Committee, whichever is appropriate, to consider the wider circulation or change of such a policy.

## **FACULTY GRIEVANCE CASES**

The "cease and desist" order of the State Mediation Service prohibits the Board of Regents from considering the proposed revisions to the Tenure Code that the Faculty Senate adopted last year. Thus, the faculty employment grievance procedures and standards that were adopted by the Faculty Senate have not become operative. Established practice, however, had provided ample precedent for the submission of faculty employment grievances to collegiate or

other appropriate grievance committees, ordinarily on an ad hoc basis with the rules of procedure being worked out for the individual case. The Judicial Committee reviews the adequacy and fairness of the procedures and assures that any findings and conclusions of the grievance body, and the action of the administrative official in response to the recommendation of the grievance committee, are supported by evidence in the record.

A continuing source of pervasive confusion among faculty concerns the line dividing the jurisdictions of the University Appeals Committee on Academic Freedom and Responsibility together with the grievance committees that have been established under its aegis and the jurisdiction of the faculty committees whose findings, just mentioned, are reviewable by the Judicial Committee. The matter was attempted to be clarified, with the full agreement of the chairmen of the Academic Freedom, Tenure and Judicial committees by a revision of the Report of the Academic Freedom Committee that was adopted by the University Senate on April 18, 1974. (See the last paragraph of item II(D) in the Report of the Academic Freedom Committee in the Minutes at page 125; see also the Abstract of Discussion of that meeting at page 135.)

Unfortunately, some faculty with Tenure Code grievances (and even some faculty with tenure denial complaints and the like) have attempted to invoke the machinery of the Academic Freedom system, with consequent loss of time and confusion. It would be highly desirable if some way were found to make more widely known which are the appropriate bodies to entertain the various kinds of faculty grievances—employment-related or otherwise—that might arise.

Three active grievance cases were formally dealt with by the Judicial Committee during the current academic year. One was abandoned by the faculty member. Another, involving a salary grievance, was heard last academic year for the first time by a panel of the Judicial Committee. The recommendation to the President was that the academic unit involved afford a new hearing to the faculty member because of serious procedural defects in an earlier hearing in the academic unit. The recommendation was accepted by the then Acting President Ziebarth last summer. Since that time there has been a great deal of pulling and shoving about the procedures that should be followed. The matter has finally been submitted to a hearing committee in the academic unit. It is doubtful that the report of that committee will be available before the summer. In the third case, involving a grievance about non-promotion, a panel of the Judicial Committee has been appointed and is actively conducting proceedings in the case.

My personal impression, from these cases and from a number of others with which I have only had informal contact, is that the present system of faculty employment grievances is not working well in all academic units. The problems are many. There are no standardized procedures (and the University and the Faculty Senate cannot adopt any, it is thought, because of the cease and desist order). Some administrators openly express resentment at the notion of hearings on faculty grievances. Some administrators in my admittedly limited experience, need further encouragement to cooperate, as has traditionally been done, in the process of resolving serious faculty grievances concerning the terms and conditions of employment. Administrators complain that attending to formal faculty grievances, which often are presented rather formally and through attorneys, is extremely burdensome and time-consuming. There is perhaps a need here to consider the provision of additional administrative assistance to affected academic units.

**CHARLES W. WOLFRAM,**  
Chairman

*Accepted*

## **XVI. ANNUAL REPORT OF THE TENURE COMMITTEE**

### **Reported for Information**

The University Committee on Tenure held six meetings during this academic year and has scheduled another. In the fall we briefed President Magrath and other new administrators on present tenure policies at this University. We responded on the floor of the Senate to the tenure implications of the reports of the committees on faculty consulting.

We have issued two opinion letters interpreting and clarifying the present Tenure Regulations. One letter attempts to clarify the proper use of non-regular appointments (also known as "T" appointments) and the rights of faculty members holding them. The other deals with the rights of faculty members who are affected by a reorganization of departmental structure.

The "cease and desist order" issued in connection with the several collective bargaining petitions has precluded any further action with regard to implementation of the new Tenure Code which was passed by the Faculty Senate in May 1973. When this order is dissolved, we will resume activity in this regard.

**FRED L. MORRISON,**  
**Chairman**

*Accepted*

## **XVII. REPORT BY THE SENATE CONSULTATIVE COMMITTEE AND THE SENATE COMMITTEE ON FACULTY AFFAIRS**

### **Reported for Information**

Senate legislation (see Excerpt, printed below, from the February 28, 1974, Minutes of the University Senate) created a Task Force on Academic Salaries and requested that Task Force to present its final report to the Senate Consultative Committee, the Senate Committee on Faculty Affairs, and to the University Senate. The Task Force Report has now been delivered to the two Senate Committees named, and this printing of the document fulfills the requirement that the Task Force report to the Senate.

The letter of transmittal, dated April 14, 1975 (also printed below), from the Task Force on Academic Salaries to the Senate Consultative Committee and to the Senate Committee on Faculty Affairs explains why 1) the Report was not released to the two Senate Committees and to the Senate by September 30, 1975, as the enabling Senate legislation instructed [see D (3) of Excerpt from Senate Minutes, below]; and why 2) the Consultative Committee could not be guided by this Report, as the enabling Senate legislation instructed [see D (4) of Excerpt from Senate Minutes, below], in its advice to the administration on the 1975-77 budget.

**LEON REISMAN,**  
**Chairman, Senate Consultative Committee**  
**MAHMOOD ZAIDI,**  
**Chairman, Senate Committee on Faculty Affairs**

## EXCERPT FROM THE FEBRUARY 28, 1974, MINUTES OF THE UNIVERSITY SENATE

### Proposal to Create a Task Force on Academic Salaries

- A. There shall be established a task force on academic salaries responsible to the Consultative Committee, the Senate Committee on Faculty Affairs, and the University Senate.
- B. Charge To Task Force: to develop general principles and guidelines appropriate to establish and maintain an equitable system of academic salaries within a university.
- C. Selection of Task Force Membership: The Consultative Committee, after wide consultation, will select the members of the task force upon the basis of their expertise and experience.
- D. Task Force Procedures:
  - (1) to solicit from faculty, students, alumni, emeriti, department heads, deans, and others throughout the University who desire to write to, or converse with, or testify before the task force—statements, opinions, recommendations, or narratives which would in any way assist the task force in fulfilling its charge.
  - (2) to ascertain the general principles and guidelines employed by comparable institutions in establishing academic salaries.
  - (3) to begin its task immediately, continue its work through spring and summer 1974, and present its final report and recommendations, in writing, to the Consultative Committee, the Committee on Faculty Affairs, and the University Senate by September 30, 1974.
  - (4) the Consultative Committee shall be guided by this report in its advice to the administration on the 1975-77 budget.

**SAMUEL KRISLOV,  
Chairman**

A suggestion to make the task force responsible also to the Faculty Affairs Committee and the University Senate was accepted by consent of the committee chairman.

A suggestion to strike "temperament" from section C was accepted by consent of the committee chairman.

A motion to insert "The membership shall include but not be limited to members of the faculty, administration, or student body" in section C was *defeated*.

The report was *approved as amended*.

### LETTER OF TRANSMITTAL FROM THE TASK FORCE ON ACADEMIC SALARIES

TO: Leon Reisman, Chairman  
Senate Consultative Committee  
Mahmood Zaidi, Chairman  
Senate Committee on Faculty Affairs

April 14, 1975

I am forwarding copies of the final report of the Task Force on Academic Salaries. The report, completed late in fall quarter, has not been released until now in an effort to avoid possible misunderstanding which could have re-

sulted from premature interpretation of the several recommendations. During the Task Force deliberations, several members expressed concern that persons unfamiliar with University procedures might believe that the recommendations are a statement of policy when in fact, the recommendations are only a committee report for discussion by the University faculty through the Senate structure. Committee members also felt very strongly that the guidelines to colleges and departments for distributing 1975-76 salary adjustment must be consistent with the procedures used by the 1975-76 salary adjustment request. These considerations indicated that an earlier presentation of the report might obfuscate the intent of the Task Force.

In early March, President Magrath presented the first draft of the salary adjustment distribution plan to the University community for reaction. More recently, colleges have been encouraged to develop and present salary equity requests. Now that the various campus groups are actively discussing the distribution plan for 1975-76, it seems appropriate for the Consultative Committee and Senate Committee on Faculty Affairs to begin discussing the Task Force recommendations.

In reading the Report, individuals should be aware of certain implicit principles and procedures used in formulating the Task Force recommendations. Each member participated in both the drafting and editing of each and every recommendation. While a more uniform style would have resulted if only one or two members did the writing, the chairperson wanted the report to reflect the feelings of all members. Also, rather than allowing the option of developing separate majority and minority reports, the members tried to draft one set of recommendations acceptable to all members of the committee. It took, in fact, seven major drafts before this principle became a reality. In accomplishing this goal, each member compromised on some issues which he/she felt were important. But each member also felt that the final set of recommendations would not necessarily work to the disadvantage of any unit or division within the University.

Committee members also tried to balance their personal interest (as faculty members) in a salary plan with their responsibility as citizens to provide a quality university at a reasonable cost. It would have been easy to recommend a set of salary principles that would provide maximum salary benefits to all University faculty members with the same number of years of service to the University. Instead, the Task Force tried to derive a set of salary principles that would allow the University to become one of the best educational centers in the world, and yet remain an institution that the students could afford to attend and that the citizens of the state would be willing (able) to support. While some faculty will not be happy with the Task Force decision to consider cost to students and the state as a relevant criterion in developing salary principles, Task Force members felt that a set of principles which reflect the interest of taxpayers would be better accepted and funded by citizens of the state than a set of principles which were developed without regard to cost.

Early in the Task Force deliberations, committee members expressed concern over the lack of faculty involvement in developing salary requests. Historically, University faculty members have been involved in developing requests and setting priorities for promotion, new positions, and improved physical facilities. However, until recently the task of developing a salary request procedure has been left almost entirely to Central Administration. In developing this set of

recommendations, Task Force members deliberately proposed that faculty members become involved in the request development process as well as the final salary delivery process.

By the end of their discussion, committee members agreed that decisions to readjust the salary of an individual faculty member are best made by the individual's colleagues within the department operating under general guidelines rather than by a more remote administrative officer following a set of fixed rules. Undoubtedly, University departments with diverse needs will choose different plans for distributing salary increases or adjustments among their members. Thus, the Task Force felt that departments should remain free to work out the details of salary distribution procedures with deans and University administration. This procedure necessarily assumes that departments will employ a method for distributing salary increases or adjustments that will be consistent with their salary request procedures. Due in part to these considerations, the final Task Force report contains no recommendations concerning distribution of salary adjustment monies.

The Task Force reached its decision to omit a salary distribution recommendation from the report only after investigating and discussing salary plans based on a step system. During their survey of salary plans utilized by other colleges and universities, the Task Force noted that all of the institutions employing a step system also included in their salary plan, procedures which allow administrative modification based on marketplace considerations. Usually, deans, vice-presidents, and presidents are allowed to hire an individual faculty member at a competitive level, not necessarily at the first step. In order to retain faculty, administrative officers are also allowed to advance individuals more than one step in a year or to consider additional experience for an advancement in level or category. These findings further convinced Task Force members that individual departments should be allowed great latitude in administering salary distribution plans.

Readers should also be aware that cost of living was the most difficult issue for Task Force members to resolve and include in the recommendations in an acceptable way. The attitude of Task Force members toward cost of living contracts ranged from complete support to complete rejection. It was probably true that most faculty members who testified before the Task Force asked that cost of living be included in the recommendations as a major, if not the primary, salary increase principle. Earlier drafts of the recommendations included more explicit statements on the importance of the cost of living as a salary principle. Other drafts failed to mention cost of living at all. The final set of recommendations does not mention cost of living directly, but changes in cost of living are reflected in both recommendation one and recommendation two.

Finally, the Task Force members had to decide which of two plans should be recommended to the University of Minnesota.

1. Should the University Administration set a percent salary adjustment figure that would be uniformly applied across colleges except as individual departments and colleges could make extraordinary requests for an additional allotment; or
2. Should individual departments determine as nearly as possible what their salary needs will be in order to maintain their



quality after which the central administration would collate and adjust each request into the total University salary request?

It will be obvious to the reader that the Task Force chose the second alternative. But in choosing that basic alternative, the Task Force tried to provide protection for departments that might be harshly penalized by a market oriented salary plan.

I and members of the Task Force will be happy to meet with either or both committees to discuss the report.

David L. Giese, Chairperson  
Virginia Gray  
John H. Kareken  
Robert F. Lambert  
Ronald L. Phillips  
Frederick E. Shideman  
Barbara J. Stuhler  
Larry C. Thompson

## **REPORT OF THE TASK FORCE ON ACADEMIC SALARIES, March 31, 1975**

As the University Senate Consultative Committee responded to its charge to assist central administrative officers in developing guidelines for preparing the 1974-75 budget, the need for an intensive study of the academic salary system became apparent. In recent years faculty morale has been adversely affected by so-called merit increases which have been far below increases in the cost of living. Recent decisions concerning equalization requests submitted by various groups have been questioned by some members of the faculty. Other faculty members asserted that legislative intent was being subverted by the Regents in distributing merit salary money which the faculty thought had been appropriated for across-the-board increases. As an outgrowth of these concerns, the Consultative Committee recommended formation of a Task Force on Academic Salaries. The Task Force was asked to

...develop general principles and guidelines appropriate to establish and maintain an equitable system of academic salaries within a university.

Through the spring and summer of 1974, the Task Force worked at its assignment, holding open hearings, interviewing faculty members and University officials, and discussing issues. This report constitutes the Task Force's analysis of the salary structure issue and its recommendations. Not every Task Force member agrees with everything that is said in this report, nor do all members support each recommendation. But all members share the hope that the report, and the several recommendations contained in it, will provide the Senate with a basis for constructive discussion of the issue of academic salaries.

The Task Force's recommended budget procedure was not used in determining the salary request for the 1975-77 biennium. Nevertheless, the Task Force supports and endorses the administration's decision to emphasize salary increases needed to cover past and prospective increases in the cost of living. With the serious inflation that has been experienced, it is reasonable to argue

that salaries at other universities and in industry have increased sharply or will soon and that therefore, to maintain their quality, all departments of the University need large salary budget increases.

The Task Force recommendations below are explained in detail in the next section of the report. Several appendices dealing with related issues, responding to faculty suggestions, analyzing the present system, reviewing the Task Force activity, and listing material requested by and submitted to the Task Force complete the report.

## **RECOMMENDATIONS**

**1. The head of each University department,\* in consultation with the department faculty, shall prepare an efficient\*\* planning budget based on marketplace principles by**

- a. identifying a peer group;
- b. surveying the peer group to determine its reward system;
- c. determining the minimum budgetary requirements necessary to maintain a reward system comparable to that of the peer groups.

**2. The department head, the dean of the college, and the appropriate vice president shall examine the efficient budget to determine whether the proposed department budget based on the peer group reward system is appropriate for the department. The department head, dean and vice president may adjust the efficient budget to obtain a more equitable budget.**

**3. The President, through the appropriate vice president and dean, should provide a reasonable salary increase for each faculty member promoted to a higher rank by estimating the amount of money necessary for the promotion fund and integrating this amount as part of the legislative salary request.**

**4. The appropriate vice presidents and the deans should maintain a small contingency fund to assist departments in meeting unanticipated salary demands arising from retention cases.**

**5. Decisions concerning salary increases for individual faculty members should continue to be made primarily at the departmental level. Department heads and department faculty should consult to determine expectations of performance and rewards for performance.**

**6. To the extent that proportional allocation is consistent with legislative intent, the President and vice presidents should allocate actual salary monies to collegiate units according to each unit's proportion of the total budget request.**

In order to implement the above recommendations it is essential that the President and the appropriate vice presidents use the information provided by the departments and colleges when formulating the legislative salary request and allocating the appropriations.

\*Not every collegiate unit throughout the University system is made up of departments. In this report, "units" and "departments" are used interchangeably to describe groups of individual faculty members with a common subject matter, discipline or assigned task.

\*\*Any reasonable faculty salary schedule must strike a balance between the salary needs perceived by faculty members and the University's responsibility to the state to achieve maximum benefit from student tuition and legislative appropriation. The Task Force used the term "efficient budget" to refer to a budget that maintained this balance.

## EXPLANATION

Traditionally the mission of the University faculty has been described as teaching, research, and service. As this report is being prepared, a combined faculty-administration-Regents group is preparing a new mission statement for the University. Each college has a stated mission in its constitution and every department or comparable unit has a mission explicitly or implicitly defined. These missions will, of course, vary. For some units, teaching may be of the highest priority; for others the highest priority will be research and for still others; service will be the primary mission. Similarly, individual faculty missions will differ, reflecting unit missions and accommodating individual talents and interests.

While the ultimate responsibility for approving the educational role or mission of the University lies with the legislative representatives of the citizens of the state, the Regents have a constitutional obligation to relay to the legislature a statement of what they regard as the proper mission of the University and its constituent units. In their presentations to the legislature, the Regents emphasize the mission that in their collective judgment is best for the University as a whole, yet in the give and take of the democratic process, alternative roles are advanced and examined by both parties.

Through shared responsibility, the Regents and the legislature shape the University mission by their response to central questions. What types of teaching programs are to be offered at the University? For how many students? What will be the quality of each of the programs? How much research will be done at the University? In what subject matters? What will be the quality of each of the research programs? What type of outreach programs are to be available to the people of the state? How extensive should they be? What will be the quality of these outreach programs? Answers to these questions decide the mission; appropriations by the legislature affect the quality of that mission. It was with these questions in mind that the Task Force addressed the issue of how legislative salary appropriations should be allocated to the various units and to individual faculty members.

Testimony taken by the Task Force during open hearings centered primarily on faculty concerns about increases in the cost of living, the management of the "equity" fund, the proportionate allocation of funds to collegiate units, and the necessity for improved methods for explaining individual merit decisions. The Task Force heard that "merit" adjustments were meaningless when the monies available for salaries were not sufficient to provide each faculty member with a salary adjustment commensurate with the cost of living increases. Testimony revealed that some faculty members feel that all major units of the University should have approximately equal mean salaries by rank while other faculty members allowed for different beginning salaries but asked that dollar value increases be similar among faculty of equal rank. Almost every faculty member suggested that his unit was being disadvantaged by the present system of salary improvement allocation and pointed to the consequent deterioration in faculty morale.

After listening to the faculty at the open hearings and discussing the present system of salary adjustment with various central officers and deans, the Task Force concluded that the present system of salary adjustment needs revision. The following recommendations reflect the Task Force's effort to be responsive to the concerns of the faculty and to be realistic in light of competing demands on the resources of the state.

**1. The head of each University department in consultation with the department faculty shall prepare an efficient planning budget based on marketplace principles by**

**a. *identifying a peer group;***

As a public institution the University of Minnesota has an obligation to act in the public interest by submitting to the legislature an efficient budget, a budget which makes it possible for the University to achieve its mission at the least cost to the taxpayers. A budget built on a market-determined faculty salary structure will provide the optimal low cost budget for the citizens of Minnesota. A market-oriented faculty salary structure accepts the reality that faculty members in some fields command salaries higher than faculty members in other fields because of differences in the supply and demand for academics. However, both academic and non-academic employment opportunities and consequently salaries must be expected to fluctuate over time and in response to changing national priorities. Another reality is that most faculty members in demand by non-academic employers are paid higher salaries than their counterparts whose disciplines are limited essentially to the academic market.

To achieve the level of quality required in the mission of each college and each department, it is necessary that "peer groups" be identified for each particular department or unit within the University. Such "peer groups" in other institutions can best be identified by each of the departments or comparable units throughout the University of Minnesota system. In certain instances, it may be necessary to include non-academic competitors (industry, government).

**b. *surveying the peer group to determine its reward system;***

Each unit or department head, in consultation with department faculty members, shall establish mechanisms or guidelines whereby units/departments may accurately determine competitive marketplace salaries in their particular areas of expertise. The mission of a particular unit includes some judgment as to anticipated or desired quality. To the extent that the marketplace reflects quality, an assessment of quality is imperative to determine the unit's desired position in the marketplace. Therefore, each unit will need to develop proper measurements of quality at the same time as it develops marketplace information. The burden will fall on individual departments to determine the most suitable method of quality evaluation, but the collegiate deans and central administration will share in the responsibility of assessing the appropriateness and accuracy of the measurements.

**c. *determining the minimum budgetary requirements necessary to maintain a reward system comparable to that of the peer groups.***

Once the Regents, through University central administrative officers, have approved appropriate peer groups for the departments and colleges, the unit administrator may then simply calculate the salary adjustment needed for that department. The Task Force believes that this procedure would result in an annual accumulation of salary data which could be meaningfully employed in projecting academic salaries and justifying requests for salary increases.

Even though the initial burden of identifying marketplace "peers" falls on individual departments, University and collegiate administrators must also share responsibility in this kind of process for salary adjustment. The administrative heads of collegiate units in particular must be well-informed with respect to data employed by the units in arriving at projected salary requests and, in order to achieve the department's mission, be prepared

to exercise the control necessary to maintain balance and adjust inadequacies or exaggerations in requests. Such controls on collegiate units would be the responsibility of the University administration. If it is to meet with any success, this process would also require that the University central administration present a detailed outline of the salary portion of its budgetary request to the legislature.

Obviously, this kind of approach to budget planning will place an additional burden on units and departments and require a great deal of cooperative effort on the part of administrators and faculty members. Operationally, this recommended budget process may be initially difficult to implement until each department and unit has identified its peer groups and formulated its mission. The fact that some units are now indirectly employing salient features of the proposed plan suggests that this recommended process is both feasible and manageable.

To summarize: Associated with the given University mission, there are individual missions and departmental missions, hence, for each department there exists a peer group, or a group of comparable competing departments. What the Regents determine, with the help of deans and department heads, is the total salary required for accomplishment of the given mission. In this way the legislature is aware of the specific University mission it is buying when salary money is appropriated.

**2. The department head, the dean of the college, and the appropriate vice president shall examine the efficient budget to determine whether the proposed department budget based on the peer group reward system is appropriate for the department. The department head, dean and vice president may adjust the efficient budget to obtain a more equitable budget.**

Because the application of the marketplace principle may not fully reflect the important contributions of certain units or particular individuals and because it will not in every instance or discipline reflect the magnitude of the current inflation, the Task Force recommends equity adjustments in the efficient planning budget.

*Cost of Living Adjustment:* The marketplace principle presumes that inflation will drive up the salaries of peer groups. It precludes an across-the-board salary index that is based on some cost-of-living index. The efficient planning budget will result in cost-of-living increases, although of differing magnitudes. What the Task Force proposes, given the severity of current inflationary pressures, is the establishment, by central administration, of a cost-of-living percentage figure which units and department, if they choose, may utilize in developing budgets instead of market determined average salaries. This will serve to provide a base which may be employed in budget planning when the marketplace may reflect both inflation and demand for some but not for all. Departments may use either the cost-of-living percentage figure or the marketplace determined figure in calculating salary increases. They may not use both.

In formulating its recommendations, the Task Force has rejected a salary structure tied primarily to a cost-of-living index because it believes that over the long-run and in different economic circumstances, the full implementation of the marketplace principle will ensure competitive compensation and guarantee fulfillment of the University's mission.

*Other Alternatives:* National and state legislation places limits on a "pure" marketplace salary structure. The federal government has already regulated the operation of the marketplace in regard to age, race, and sex, and the University is required to have affirmative action programs. The concept of salaries based on the marketplace carries with it an assumption that individuals will be free to

relocate geographically to take advantage of market conditions. Therefore, a system of salaries based on a strict marketplace principle will tend to penalize less mobile individuals: married women, individuals who are predominantly teachers, and individuals whose research may be essentially non-portable. For good reasons, whether inflation continues to soar or not, the Regents may choose to present to the legislature a case for an equity-based salary structure for units which can demonstrate that a salary structure based on marketplace principles will not be a fair measure of their needs. This equity-based structure will always result in a budget that is larger than an efficient budget; the level of the salary adjustment under an equity-based structure will depend on the importance of equity to the University, the legislature and, ultimately, to the citizens of the state.

A variety of techniques are available, other than use of some "average" salary, to calculate equity-based salaries. One technique might be to calculate the substitution cost, that is, the cost of replacing an individual with someone of equal qualifications. The substitution cost for a senior professor who is an outstanding teacher and is experienced in University affairs might be a higher figure than his or her market-determined salary because he or she has skills specifically needed by and developed for this university. The marketplace evaluation being conducted by the unit administrator should provide a basis for an accurate assessment of the substitution cost for this senior professor.

Another technique which may be used to calculate equity-based salaries, in the absence of a perfectly competitive outside marketplace, is to estimate the amount of money required to keep a professor at full productivity after tenure. Sufficient rewards for teaching, research, and service are needed to sustain morale and stimulate high-quality performance to the degree required to maintain the quality of productivity defined in the mission statements. For instance, a promotion raise, in constant dollar amounts across the University, would fulfill this need, as it rewards equally those who presumably have contributed equally to the University. Among the other internal factors influencing people to stay at this university (even though subjectively they say they are underpaid) are the working environment, the amount of democracy in departmental affairs, the openness of administrative decisions, the opportunity to choose preferred activities in consultation with unit administrators, and rate of promotion. While all of these conditions might be encouraged because they contribute to productivity, they are not to be substituted for money.

**3. The President, through the appropriate vice president and dean, should provide a reasonable salary increase for each faculty member promoted to a higher rank by estimating the amount of money necessary for the promotion fund and including this amount in the legislative salary request.**

There is a great inconsistency in promotion practices throughout the University. Some promotions are rewarded by appropriate salary increments; others are not. Because of limited salary adjustment funds, many departments have been unable to reward promotion with appropriate salary increments. If they did so, other faculty members in those units would suffer disproportionately. The Task Force believes that a uniform policy should be established, that a separate fund should be held by central administration to assure uniformity, and that minimum promotion increments should be made available in a fixed dollar sum varying only according to rank. This minimum is not intended to limit the size of the increment but to establish a base figure.

**4. The appropriate vice presidents and the deans should maintain a small contingency fund to assist departments in meeting unanticipated salary demands arising from retention cases.**

A department, if it did not receive the same salary increase as its peer group, would not be able to maintain the quality of its staff for any period. What will happen in any particular year in regard to salaries is not, however, entirely predictable. The need for contingency reserve dollars at University-wide and collegiate levels is due to the inability of individual departments to predict with any certainty in any given year how many faculty may receive valid offers from competing employers. One collegiate unit may find itself confronted with an unusually large number of retention cases while another is confronted with a small number. Hence, a small centralized fund, administered by the academic vice president, would be very useful. In addition to a centralized fund, deans should hold small portions of their respective allocations for departmental cases. A contingency reserve fund is a necessary instrument for the retention of high quality faculty members if departments are to maintain quality.

**5. Decisions concerning salary increases for individual faculty members should continue to be made primarily at the departmental level. Department heads and department faculty should consult to determine expectations of performance and rewards for performance.**

A common criticism emerging from the hearings was that department administrators did not clearly outline their expectations in terms of individual faculty members' duties, prior to annual salary adjustments. The need for faculty members to clearly understand what is expected of them is obviously an essential component in the proposed system of developing efficient and equitable budgets. Consultation between department head and faculty members, although there may be various ways in which it may actually be implemented, should be the standard practice and should make clear what the expectations are and how the evaluation of an individual's performance will be made.

Preparation of the efficient and equitable planning budget by department heads will generate an aggregate salary request for the department. However, except in unusual situations, the procedure will not necessarily result in mandated allocation to individuals in a department. Instead each department head in consultation with department faculty must estimate the minimally acceptable salary for each faculty member—his or her market value and/or his or her value (the quality of their contributions) to the institution. In the case of an entry level position, that estimate would be relatively simple: the market price for beginners is ordinarily a well-established monetary figure which will, however, vary widely from discipline to discipline.

After the entry level, the estimate becomes more difficult because performance evaluation begins. Performance evaluation involves (1) determining the function(s) to be performed by the faculty member and (2) establishing procedures to evaluate the level of the performance. For step (1) it is important that individual faculty, particularly new ones, fully understand their responsibilities. Each faculty member should have an annual review of his/her individual mission with the unit administrator and, where appropriate, a department/college committee. The outline of individual responsibilities within departments would consist of expected teaching load, expected service contributions, degree of involvement in research and amount of time to be devoted to each. Departments without faculty review committees should seriously consider developing appropriate groups. For step (2) annual assessments of faculty contributions to the stated mission should be undertaken by department heads or committees, where appropriate. Each faculty member will be judged by standards unique to his or her mission, and consideration will be given to the proportion of time devoted to each function as outlined during his/her annual review.

A number of mechanisms are available for systematic evaluation of faculty performance. At present, probably only research has an easily determined market value so that if salary is strictly market-determined, the effect will be to

reward research and not to reward other activities. In the face of an imperfectly competitive market, the University will have to devise systems to reward those other activities which it values as instrumental to its mission. Toward this end a new teaching evaluation policy was approved by the University in the spring of 1974. Evidence can be obtained of service to the University community through membership on departmental, collegiate, University-wide, and external committees. Units primarily concerned with outreach to the people of the state have or should develop standards for measurement suited to their programs.

**6. To the extent that proportional allocation is consistent with legislative intent, the President and vice presidents should allocate actual salary monies to collegiate units according to each unit's proportion of the total budget request.**

It is likely that legislatively appropriated funds for salaries in any budget period may not be equal to those requested. In such an event, it is proposed that allocation of such funds as are available be made on a proportionate base. The proportion allocated to each college and presumably to each department or equivalent unit would be based upon the proportion of the total approved request made by the collegiate unit. In this respect, allocations will be pre-determined and will not be based on *ex post facto* decisions. Prior agreement among deans, department heads, and faculty members with respect to expectation of faculty performance and the subsequent evaluation will provide a framework for individual salary allocation.



## APPENDIX A

Four issues that relate indirectly to the salary improvement question were also considered by the Task Force. In an effort not to dilute the issues set forth in the text of this report, the Task Force decided to include these related issues as Appendix A.

1. **The University Senate should consider organizing a lobbying effort at the legislature.**
2. **The Consultative Committee should review questions posed by faculty members regarding academic year (B) and twelve-month (A) appointments.**
3. **Departments and colleges should establish grievance procedures to handle disputes with respect to individual salary adjustments.**
4. **The Senate Faculty Affairs Committee should consider:**
  - a. a fringe benefit system permitting appropriate individual adaptation.
  - b. an extended system of rewards and recognition for high-quality academic performance.

**1. The University Senate should consider organizing a lobbying effort at the legislature.**

The Task Force is unsure how to respond to this suggestion. If the University adopts a system of collective bargaining, direct faculty representation at the legislature will come into effect. The recommended policy for requesting and allocating salary adjustment monies should considerably improve the position of University spokesmen in the legislature. If neither of these is effected, then the University Senate and interested faculty members may wish to implement this proposal.

**2. The Consultative Committee should review questions posed by faculty members regarding academic year (B) and twelve-month (A) appointments.**

The differences between academic year (B) and twelve-month (A) appointments were raised by several faculty. Among the advantages and disadvantages mentioned, depending on the point of view, are the following: faculty members who support themselves during the summer months on research grants tend to gravitate toward areas where funds are available, irrespective of their own interests or the importance of the undertaking; the additional two or three month salary guaranteed for the A appointees must be weighed against the opportunity for summer session teaching, securing a research grant, outside employment, and increased vacation time if elected; and in many fields it is perceived that there is on the average an unjustified difference in the monthly salary of those on A and B appointments.

Any wholesale shift either from academic year to twelve-month appointments or *vice versa* would have significant implications for the mission of the University and the quality of that mission. The Task Force feels that while these questions are important and complicated enough to be the subject of a study by the Consultative Committee, they are outside the charge of this Task Force.

**3. Departments and colleges should establish grievance procedures to handle disputes with respect to individual salary adjustments.**

At the time of this writing, a salary grievance procedure is being established by the Office of the Vice President for Academic Administration. In cases where the department head has misestimated an acceptable compensation, a procedure system which accommodates individual grievances and affords due process must be available so that faculty members may contest the sufficiency of their proposed level of compensation. The Task Force anticipates that this

procedure will be only occasionally employed. Indeed, the prior consultation between department administrators and faculty members with regard to departmental expectations of faculty performance should be helpful in eliminating or reducing the need for invoking a salary grievance procedure.

**4. The Senate Faculty Affairs Committee should consider:**

a. *a fringe benefit system permitting appropriate individual adaptation.*

There are a number of factors which affect a faculty member's decision to remain at the University of Minnesota. One is total compensation: salaries plus fringe benefits. Because the fringe benefits are such a significant part of the total compensation (10-20%) the Task Force recommends that a "cafeteria" approach be given serious consideration by the Faculty Affairs Committee as it continues its deliberations on a range of issues constituting the total compensation package. The "cafeteria" design would provide a variety of optional (up to a limit) fringe benefit programs in which a faculty member might enroll, tailored to individual need and accommodating faculty members on a full- or part-time basis.

b. *an extended system of rewards and recognition for high-quality academic performance.*

There are, of course, some special rewards and recognitions already in existence. The Regents Professorship is the most prestigious of these and, in addition to the name, carries with it an annual stipend of \$5,000. Excellence in teaching is recognized with Horace T. Morse-Standard Oil awards, and many collegiate units have similar recognitions for faculty members judged to have been outstanding teachers in a given year. These awards, usually funded by private contributions such as the Minnesota Foundation or the Century Fund, carry modest, non-renewable remunerations. The average award falls somewhere around \$500. Yet, less than two dozen faculty members out of a total faculty of nearly 3,000 receive these annual recognitions. Using the Task Force recommendation that individual missions be formulated in consultation with unit administrators and that salary improvements be based on the individual faculty member's performance of those missions, the procedure for assessing special merit of excellence will have been established. In order not to deplete the resources for salaries, the University should obtain monies for this purpose from outside funding sources. An extended system of rewards and recognitions may serve to stimulate creative productivity and a greater measure of accountability.

## **APPENDIX B**

Suggestions expressed in testimony to the Task Force and the responses of the Task Force are summarized here for faculty information and reference.

### **Salary Adjustment Issues**

1. Salary adjustment funds should be allocated on the same proportional basis among the several collegiate units/divisions and, within each collegiate unit/division, among its several departments.

2. Salary adjustment funds should be allocated on a per capita basis among the several collegiate units/divisions, and within each collegiate unit/division, among its several departments.

3. Salary adjustments should be made within the framework of a step system.

4. Faculty salary maximums (ceilings) should be established by rank.

5. Faculty salary minimums (floors) should be established by rank.

**1. Salary adjustment funds should be allocated on the same proportional basis among the several collegiate units/divisions, and within each collegiate unit/division, among its several departments.**

This suggestion approximates the present system and, in the opinion of the Task Force, would not produce a satisfactory salary distribution except by fortuitous accident. Any such simple rule misallocates the legislative appropriation, giving too much to some departments and too little to others. In so doing, it may distort missions—those units/divisions with modest salary improvements will be hard pressed to fulfill their missions; those with an inflated salary improvement will pursue missions different from those initially agreed upon. Paradoxically, a strict percentage allocation does not easily accommodate a change in mission; with such a system, some kind of separate funding must be maintained to achieve that end.

The Task Force agreed with several groups and individuals who suggested that the percentage allocation now in use works to the disadvantage of individuals, departments, and colleges that are currently below University averages. The usual argument involves the increasing dollar discrepancy between salaries. Consider two equally productive faculty members with different initial salaries (presumably) because of market considerations. If both receive a 5% increase per year on initial salaries of \$14,000 and \$12,000, respectively, at the end of three years the original \$2,000 difference will have increased to \$2,315 although the ratio of the two salaries remains the same. This difference will continue to increase as long as both remain at the University.

The second argument advanced is that percent increases permit higher-salaried departments to transfer salary improvement funds from the higher-salaried individuals to lower-salaried faculty members within the department with the result that the higher-salaried individuals receive "large" dollar improvements but small percentage improvements while the lower-salaried individuals receive both a "large" dollar improvement and a large percentage improvement.

A third argument concerns the inability of the lower-salaried department to fund changes in the base rate for instructors and assistant professors except at the expense of the other faculty members. A related problem is the inability of these departments to fund promotions adequately.

**2. Salary adjustment funds should be allocated on a per capita basis among the several collegiate units/divisions, and within each collegiate unit/division, among its several departments.**

In response to the criticisms of the current percentage allocation system, a number of faculty members advanced the idea of allocating the salary improvement funds to the several units on a per capita basis. Under this system each unit would receive a fixed number of dollars for each of the faculty members in that unit. This could be a different value for each of the faculty ranks. Such a system of allocation is the opposite extreme of the percentage system and errs in the other direction. The amount allocated must be sufficient to ensure that the higher-priced faculty members are receiving an appropriate salary improvement. If not, this procedure could result in a loss of quality in some departments relatively quickly and a gain in quality in other departments being more of a wish for the future than a certainty.

In brief, the Task Force feels that any benefits gained by adopting a per capita system would result in more problems than it would solve.

**3. Salary adjustments should be made within the framework of a step system.**

Surprisingly few members of the faculty who appeared at the open hearings advocated adoption of a step system for the determination of salaries. The Task Force examined several examples and felt that they posed a new set of prob-

lems. If the steps are automatic, the system at best becomes cost of living and at worst rewards the least competent individuals as well as the most competent individuals. If not automatic, the system effectively expands the number of ranks which in turn requires an increased number of documented promotion decisions. A step system must also address the problems associated with the cost of attracting and maintaining faculty members in fields having widely different marketability. The most common approach is the application of a weighting factor for each subject-matter area or department. Floors and ceilings are built into step systems but it is possible to have one or both without the intermediate gradations within rank.

**4. Faculty salary maximums (ceilings) should be established by rank.**

The imposition of ceilings is the least desirable feature of the step system and is meaningless because of the employment of weighting factors for subject areas and the ever-present special contracts for particularly distinguished individuals. Depending upon the manner in which the ceilings are established, there could be a marked influence on promotion considerations since to raise individuals above the ceiling would require that they be promoted.

**5. Faculty salary minimums (floors) should be established by rank.**

The Task Force considered extending the system of salary floors for the Instructor and Assistant Professor ranks to the Associate Professor and Professor ranks. A University-wide floor must encompass all subject-matter areas. As such it would be essentially meaningless since faculty members in many areas would automatically be beyond the floor. If the floor is set too high, an inordinately large amount of the salary adjustment monies would be needed just to fund the floor, resulting in a smaller amount that could be allocated among the remaining faculty members. The present floors already result in this problem in some departments. Extension of the floors would tend to compress the salary structure and could result in lessening the quality of the department/college and arbitrary changes in department/college missions.

## **APPENDIX C REVIEW OF PRESENT SYSTEM OF SALARY ADJUSTMENTS**

The current salary adjustment system includes three stages—a planning stage, an appropriation stage, and an allocation stage. In the planning stage, the central officers of the University recommend a salary improvement percentage to the Regents. Some Senate committees are consulted at this point. Administrators at the collegiate level are minimally involved, and there is essentially no formal input from departments.

Negotiations between the University, the legislature, and the governor comprise the appropriation stage. Near the end of the legislative session, the three parties agree on a sum of money to be used for faculty salary improvement. This sum is usually announced publicly as a percentage of the salary base budget. Preliminary publication of this percent figure has often led faculty members to expect that particular amount of increase in their own individual salaries, an expectation which, for a variety of reasons, is seldom realized.

The central administration, with suggestions from the Senate Committee on Faculty Affairs, the Consultative Committee, and the Council on Academic Officers, then allocates the salary improvement money for the following purposes.

**1. Improvement in fixed rates for graduate student ranks.**

The usual graduate ranks—including the teaching assistant, the teaching associate and the research assistant—are paid on what are called “fixed rates.” That is, all graduate students in one classification, regardless of the department employing the graduate student, are paid at one rate set by the University. In

recent years the increases in salaries at these ranks have been as high as, or higher than, the percent of salary improvement money received by the University from the legislature.

## **2. Change in fringe benefit costs.**

In 1963, the University administration began to subtract the substantial costs of an expanded faculty fringe benefit plan from the salary appropriation. Once these improvements were instituted, only the fringe benefit associated with the salary improvement had to be subtracted from the salary fund (University's increased contribution to retirement, social security, etc.). In 1973, for the first time, the legislature provided a separate appropriation to cover the cost of fringe benefits on improved salaries.

## **3. Assistance to retired faculty.**

Faculty members who retired before 1963 when major improvements were made in the faculty retirement plan could not benefit from these changes. Consequently, a relatively small sum (approximately \$30,000) has been used each year to provide increased benefits for these former faculty members.

## **4. Special collegiate problems.**

University administrators have found it necessary and advantageous to retain a small fund to assist colleges and departments with extraordinary costs in any particular year. Since retention and promotion problems occur in all colleges and departments, the distribution of these funds over several years approximates the usual distribution of improvement funds.

## **5. Special equity (equalization) considerations.**

Within the last ten years, various colleges, departments and groups of faculty have presented requests to deans and central administration for additional funds to be used to redress inequities that had affected them. In the past the special requests were largely unpublicized within the University community, but more recently they have become more widely known. Now, because of the size of the equity fund, which, since 1966 has accounted for at least eight per cent of the salary improvement funds, it has become an important determinant in salary adjustments. Consequently, every unit must make a request if it wishes to use equity funds to maintain its position within the salary structure.

## **6. "Merit" increases for individual faculty members.**

Any salary improvement monies remaining from the legislative appropriation are allocated to the various colleges as a percentage of the collegiate salary budget with each college receiving the same percent.

Following Regents' approval of the budget plan, the President informs the various unit administrators of the allocation of resources and the procedures to be followed by them in preparing the new budget. The plan usually does not presume across-the-board adjustments but does allow individual college discretion in distributing merit funds. The general practice seems to be for a dean to retain a small percentage of the collegiate allocation to help departments with equity, promotion, and retention. The deans then distribute the remaining collegiate share to departments either in proportion to the department's share of collegiate resources or on a per capita basis.

Departmental practices in determining individual salary adjustments vary widely. Some units schedule open meetings at which faculty members discuss the contribution of the various departmental faculty members; other departments limit attendance at similar meetings to faculty members of higher rank. Many departments have informal procedures for ranking a faculty member's contribution. Still other departments give the department head almost complete freedom to distribute the salary improvement funds.

## APPENDIX D WORK AND PROCEDURES OF THE TASK FORCE

Once the Task Force in preliminary meetings decided that the first order of business was to invite testimony from faculty in open hearings, several notices to that effect were issued:

A memorandum announcing the hearings, date, time and place was sent to all faculty members on the Twin Cities and coordinate campuses.

Advertisements appeared in the *Minnesota Daily* on May 8 and May 15, 1974.

In each of these communications, it was announced that "additional hearings will be held if necessary."

The Task Force held the following schedule of meetings, including open hearings, Task Force discussions, and report preparation.

- April 22      Organizational meeting with Leon Reisman, chairman of the Consultative Committee subcommittee on salaries
- April 29      Task Force discussion
- May 6        Task Force discussion
- May 8        Open Hearings in Duluth  
                   *Thomas Boman*, past president of AAUP and past chairman, AAUP salary committee  
                   *Dean Hendrickson*, past chairman, AAUP salary committee  
                   *Robert Evans*, past president, AAUP and chairman of the Faculty Council  
                   *Thomas Bacig*, past president of the Faculty Council  
                   *Boyd Christensen*, Assistant Professor of Art  
                   *Klaus Jankofsky*, Associate Professor of English  
                   *Judith Wahl*, Graduate Teaching Assistant
- May 14      Open Hearings in Morris  
                   *Gordon Bopp*, Academic Dean  
                   *Andy Lopez*, Director of Computer Sciences  
                   *Wilbert Ahern*, Associate Professor of History  
                   *Nathaniel Hart*, Professor of English Literature
- May 16      Open Hearings in Minneapolis  
                   *John Wertz*, Professor of Chemistry  
                   *John Masters*, Associate Professor, Institute of Child Development  
                   *Malcolm Purvis*, Chairman of the Economic Status Committee, AAUP  
                   *Curtis Hoard*, Associate Professor of Studio Arts  
                   *Clarke Chambers*, Chairman, Department of History  
                   *Stuart Schwartz*, Associate Professor, Department of History  
                   *Carla Phillips*, Assistant Professor, Department of History
- May 20      Open Hearings in St. Paul  
                   *William F. Hueg, Jr.*, Director of the Minnesota Agricultural Experiment Station, speaking for the Executive Council of the Institute of Agriculture, Forestry and Home Economics  
                   *Eville Gorham*, Professor of Botany  
                   *Donald Rasmusson*, Chairman and six members of the Salary Committee for the Institute of Agriculture, Forestry and Home Economics  
                   *Herman Schlenk*, Assistant Director of the Hormel Institute

- May 29      *Ellen Eagon*, Associate Professor, School of Nursing  
*Sharon Wilford*, Instructor, School of Nursing  
*Audry Grosch*, Assistant Professor, Libraries  
*Candido Zanoni*, Associate Professor, General College  
*Robert Rathburn*, Professor, General College  
*William Hathaway*, Associate Professor, General College
- May 30      *Harold Miller*, Dean, Continuing Education and Extension  
*K. N. Gelatt*, Associate Professor, College of Veterinary Medicine  
*Claire Woodward*, UMFT
- June 6      Task Force discussion
- June 20      Persons invited to appear by Task Force  
*Stanley Kegler*, Vice President and Special Assistant to the President  
*Harold Chase*, Acting Academic Vice President and Budget Assistant  
*Neil McCracken*  
*William Shepherd*, former Academic Vice President  
*Roy Richardson*, Director of Personnel
- June 21      Persons invited to appear by Task Force  
*Harold Bernard*, Director of Insurance and Retirement  
*Allan Spear*, State Legislator and Associate Professor of History
- June 28      Persons invited to appear by Task Force  
*Alfred Aeppli*, UMFT  
Task Force discussion
- July 2      Persons invited to appear by Task Force  
*Richard Swalin*, Dean, Institute of Technology  
Task Force discussion
- July 3      Persons invited to appear by Task Force  
*David Berg*, Director, Management Planning and Information Service  
*Neil Gault*, Dean of the Medical School
- July 8-10      Task Force discussion and report drafting
- July 15-17      Task Force discussion and report drafting
- Sept. 18      Task Force discussion and report drafting
- Sept. 25      Task Force discussion and report drafting
- Oct. 1      Task Force discussion and report drafting
- Oct. 15      Task Force discussion and report drafting

A conservative estimate of the total time devoted to this undertaking by each member of the Task Force is 200 hours. This includes the time in meetings and hearings, in reading documents and other relevant materials that came to the personal attention of the members, and in the preparation of the report.

## **APPENDIX E**

### **DOCUMENTS REQUESTED BY OR SUBMITTED TO THE TASK FORCE ON ACADEMIC SALARIES**

GENERAL MATERIALS—UNIVERSITY OF MINNESOTA

*University of Minnesota Budget, 1973-74.*

*Summary of Academic and Promotion Increases, 1973-74 Budget, University of Minnesota (undated).*

*University of Minnesota Academic Salary Analysis, Class Within College, All Funds—1973-74, September 27, 1973.*

Stanley B. Kegler to Vice Presidents, Deans, Provosts, Directors, Department Heads, and Student Government Heads, *1973-74 Academic Salary Data, February 14, 1974.*

Malcolm Moos to Provosts, Deans and Directors, *Preparation of the 1974-75 General University Budget, March 18, 1974.*

Malcolm Moos to Faculty Consultative Committee, *Salary Equity Recommendations for 1974-75, April 4, 1974.*

*Fall, 1973 Faculty Activity Analysis Brief Summary, March 12, 1974.*

Harold W. Chase to Provosts, Deans and Directors, *Policy on Evaluation of Teaching, Adopted by the University Senate, May 30, 1974.*

Malcolm Moos to Vice Presidents, Provosts, Deans, Directors, *Guidelines, 1975-77 University Legislative Request, January 17, 1974.*

*Academic Planning Principles and Priorities for 1975-77 Legislative Requests, May 14, 1974.*

Faculty and Civil Service Salaries (draft of 1975-77 legislative requests).

*Comparisons of Increase in Wage Rate with Cost of Living by Academic Level (submitted by Roy Richardson), undated.*

Roy Richardson, Faculty Compensation Principles (draft, mimeo), June 19, 1974.

William G. Shepherd, *Departmental Procedures in Making Recommendations Affecting the Status of Individual Faculty Members, January 28, 1971.*

*Summary of Equity and Merit Salary Items, University of Minnesota 1965-74.*

#### MATERIALS FROM THE COORDINATE CAMPUSES

*Report of the UMD Faculty Council Salary Review Task Force for 1973-74.*

*University of Minnesota Proposed Budget, 1973-74, Allocation of Equity Funds 1972-73 and 1973-74 (submitted by UMD).*

*Female Employee Salary Increments, 1969-74, University of Minnesota, Duluth.*

*University of Minnesota, Distribution of Equalization Reserve, 1968-72 (submitted by UMD).*

University of Minnesota, Duluth Faculty Association (untitled and undated document analyzing comparative salary data).

Robert H. Evans to President Malcolm Moos, Statement of University of Minnesota, Duluth's Faculty Council in re UMD salaries, August 2, 1973.

Judith Wahl to Task Force on Academic Salaries (on behalf of the teaching assistants in the UMD Department of English), May 8, 1974.

Gordon R. Bopp to David Giese, Chairman, Senate Task Force on Academic Salaries, Statement on distribution of equalization funds on the Morris campus, May 20, 1974.

#### MATERIALS FROM THE TWIN CITIES CAMPUS—MINNEAPOLIS

C. Arthur Williams to Professor David L. Giese, Chairman, Task Force on Academic Salaries, Statement from the College of Business Administration, May 29, 1974.

*Testimony presented to the Senate Task Force on Academic Salaries by the Committee on Faculty Personnel of the University Libraries, Twin Cities Campus, May 29, 1974.*

Harold A. Miller to Members of the Task Force on Academic Salaries, "Salary Equity—Continuing Education and Extension," May 30, 1974.



Harold A. Miller to Vice President Harold W. Chase, Statement of CEE salary position, March 14, 1974.

Clarke A. Chambers to Professor David L. Giese, Chairman, Task Force on Academic Salaries, Statement and data from the Department of History, May 10, 1974.

Willard W. Hartup to Associate Dean Darrell Lewis in re "Equalization of Salaries in Institute of Child Development," March 4, 1974.

Frank J. Sorauf to Vice President Harold Chase, *A Proposal for Salary Equity Funds for CLA*, February 22, 1974.

Statements from the Department of Studio Arts (various materials from 1972-73 and 1973-74).

*Comparative Salary Information for General College Faculty, 1959-73.*

*Report of the Subcommittee of the General College Faculty Committee on Faculty Salaries*, January 6, 1971.

*1971-72 Salary Report* (of the General College).

#### MATERIALS FROM THE TWIN CITIES CAMPUS—ST. PAUL

Statement to the Task Force on Academic Salaries, University of Minnesota, Monday, May 20, 1974 by the Institute of Agriculture, Forestry and Home Economics Executive Council.

*Salary Discussion with Task Force on Academic Salaries*, Salary Committee for Institute of Agriculture, Forestry and Home Economics (undated).

Dr. K. N. Gelatt to Task Force on Academic Salaries, "Report on Academic Salaries, College of Veterinary Medicine: Summary," May 29, 1974.

#### MATERIALS FROM SENATE COMMITTEE ON FACULTY AFFAIRS

*Report of the Senate Committee on Faculty Affairs*, May 13, 1974.

*SCFA Reports* (Senate Committee on Faculty Affairs), Vol. 1, No. 2, March 1974.

#### MATERIALS ON COLLECTIVE BARGAINING

*Orientation Packet*, Academic Collective Bargaining Information Service, 1818 R Street, N.W., Washington, D.C. 20009 (15 separate materials variously dated).

*Higher Education Contract Clause Finder* (excerpts from Second Issue), Industrial Relations Center, College of Business Administration, University of Hawaii, January 1974.

#### MATERIALS FROM AAUP AND UMFT

*Report of the Economic Status Committee*, University of Minnesota (Twin Cities) Chapter AAUP, 1973-74.

*AAUP Report*, American Association of University Professors, University of Minnesota (Twin Cities) Chapter, May 1974.

Outline of statement by Clare Woodward for the UMFT, May 30, 1974.

*UMFT News*, February 25, 1974, April 23, 1974 and May 10, 1974.

#### COMMUNICATIONS FROM INDIVIDUALS

Archie S. Wilson, Department of Chemistry to David L. Giese, Chairman, Task Force on Academic Salaries recommending "a cost-of-living factor as an integral part of an academic salary structure," May 14, 1974.

Dan Pedro to Professor Giese in re "Hearings on Academic Salaries," (undated).

COMPENSATION PLANS FOR MEDICAL FACULTY

*Private Consultation Practice in the College of Medical Sciences, Statement of Policy and Implementing Resolution, adopted June 15, 1963, amended September 20, 1963 and March 11, 1966.*

Robert C. Hardin, M.D. to Board of Regents in re "Medical Service Plan," The University of Iowa, June 3, 1971.

MISCELLANEOUS

Statements submitted to the Task Force on Academic Salaries by Dr. H. Schlenk, Associate Director, The Hormel Institute, Graduate School, University of Minnesota, Austin, Minnesota, May 20, 1974.

*Faculty Salary Policy, University of Guelph, Ontario, Canada (excerpts), April 25, 1974.*

The Task Force on Academic Salaries will be reported for action, fall 1975.

**XVIII. QUESTIONS TO ADMINISTRATORS**

None.

**XIX. OLD BUSINESS**

None.

**XX. NEW BUSINESS**

None.

**XXI. DECEASED FACULTY MEMBERS**

**RAYMOND MONDLOH**

**1921-1975**

**GILFORD W. REMINGTON**

**1901-1974**

**CAROLINE B. ROSE**

**1913-1975**

**CECIL WOOD**

**1916-1974**

## RAYMOND MONDLOH

From December of 1967 until his death from cancer on February 9, 1975, Mr. Mondloh was chief of the social work services at the Community-University Health Care Center. The center trains University of Minnesota students in social work and more than 12 other professional disciplines, from nutrition to medicine, and Mr. Mondloh took an active role in this interdisciplinary teaching in a community setting. He was closely involved in the Southside community which the center serves, both through interagency contacts and through many close personal and individual ties.

Mr. Mondloh graduated from the University of California at Los Angeles with a B.A. in 1949. His M.S.W. was granted from the University of Minnesota in 1954. Following graduation he was a caseworker with the Washington State Department of Public Welfare until his return to the Twin Cities area in 1956. From 1956 until 1967 he was a caseworker and later supervisor for the Children's Home Society in St. Paul, remaining there except for a short interval with the Lutheran Social Service, Minneapolis, until he came to the University. He was a member of the National Association of Social Workers and chairman of the Family and Childrens Council in 1966. He was the regional representative for the Child Welfare League of America and a member of the Minnesota Welfare Association and of the Midwest Regional Adoption Facilitating Service. He was past chairman of the Phillips Interagency Council and was on the Fridley School Board from 1969 until his death. During World War II, Mr. Mondloh was in the United States Air Force, serving as Airdrome officer and bomber commander in the European theatre.

He is survived by his wife, Maxine, of 6320 Monroe St. N.E., (Fridley) Minneapolis, Minnesota 55432; a son, Jeff, who is now in his second year of graduate social work training at the University of Minnesota; and a daughter, Nancy, a sophomore majoring in psychology at Hamline University.

## GILFORD W. REMINGTON

1901-1974

Gilford W. Remington, who retired in 1970 after 17 years as director of the University of Minnesota Duluth Extension Center, died Monday, July 22, 1974.

Born in Boscobel, Wisconsin, on October 19, 1901, he grew up in that area and graduated from the State Teachers College in Eau Claire, Wisconsin, in 1928. In 1939 Professor Remington completed an M.A. degree at the University of Minnesota and later worked toward his doctoral degree at the University of Indiana.

Remington began his professional career as a teacher and superintendent of schools in several locations. He returned to the University of Minnesota in 1944 as a field adviser for the Department of Concerts and Lectures, and in 1947 organized and became the first full-time director of Audio-Visual Extension Service.

From 1949-1952 Remington served as Attache, American Embassy, New Delhi, India, in charge of Film Services for the U. S. Information Agency in India, Pakistan, Afghanistan, and Ceylon. In 1953 he served the Department of State in Washington, D. C., in the Films Division where he was responsible for the distribution of films to the Far East, Middle East, and Africa.

Professor Remington once again returned to the University of Minnesota in 1953 where he became director of Evening Classes for the General Extension Division in Duluth (now called Continuing Education and Extension).

"Gil" Remington was a member of numerous professional and community organizations and a traveler—having visited Japan, the Philippines, Hong Kong, Malaya, and Europe.

He is survived by his widow, Esther (Friedman) Remington; and two children, Jean (Mrs. Ralph Berman), and David Remington of Minneapolis.

## CAROLINE B. ROSE 1913-1975

Caroline B. Rose who was born December 30, 1913, died of cancer March 28, 1975. She earned the B.A. at West Virginia University in 1935, the M.A. at the University of Chicago in 1943, and completed all work except the dissertation for the Ph.D. at Chicago in 1946.

She had a rich and varied experience with labor: as teacher in worker's education classes for the Steelworkers' Organizing Committee, Wheeling, West Virginia (1935-1936); as placement officer for the West Virginia State Employment Office, Montgomery, 1937-1939; as assistant economist for the War Labor Board, Washington, D.C., Statistical Research Section; as teacher of applied sociology for the United Steelworkers of America, St. Louis, Missouri, 1948-1949. As a professor of sociology she taught at various times for the Department of Independent Study and Extension Division, Department of Sociology, University of Minnesota, Hamline University of St. Paul, and the Department of Sociology of the University of Minnesota. Her teaching ranged from Introductory Sociology, Social Problems, Social Organization, The Family, Women's Studies, Social Psychology and Population, to Minority Group Relations.

Among her book publications are *Sociology: The Study of Man* and, with Arnold Rose, *Sociology: the Study of Human Relations and America Divided*, and numerous articles on labor, minority problems, and women. She was working on a book on women at the time of her death. The formal publications credited under her name, however, give no true indication of the extent of her writing, editing, and scholarship, for people who knew the Roses over the years were continually impressed by the extensive research, wisdom, and editorial acumen she poured into her husband's work.

Caroline Rose was an inspired teacher, a sound research scholar, a talented writer, and a skilled editor. She has a bluff and forthright integrity and generosity of mind. We are diminished by her loss, but the world is a better place because she lived.

## CECIL WOOD 1916-1974

The German Department, the Division of Humanities and Fine Arts, and the University community lost one of their most dedicated and inspiring teacher-scholars when Cecil Wood, professor of German, died September 16, 1974, the victim of a heart attack.

He was born in 1916 in Lake Preston, South Dakota, where he had his early schooling. His family later moved to Minnesota, and he finished his secondary education in White Bear. Though later circumstances were to take him for considerable periods of time to the major metropolitan centers of Europe and to the prestigious centers of learning in this country and abroad, he remained proud of his Midwestern heritage and defended vigorously what he thought of as

the very special and particular mission of the University of Minnesota. He had a vision of what publicly supported higher education could and should be, and he was convinced that the University had an unusual part to play, both regionally and nationally, in shaping lives and minds in the latter half of our century.

The shifts in his educational career were never shifts of indecision, but manifestations of his manifold interests. He began at the University of Minnesota as a "putative philosophy major" (his words), changed to mathematics, and finally took his B.A. in 1938 in German literature, with a minor in mathematics. Throughout his life he continued to seek and probe beyond the narrow boundaries of any one discipline, and he sought to combine the best of the purported two cultures, science and the humanities. He was a pioneer in the field of computer-aided language instruction. He was the first chairman of the Linguistics Program at the University of Minnesota. He had been connected for years with the Northwest European Area Studies Center, and he had also been a special fellow in the research and interdisciplinary training program of the Center for Research in Human Learning. His death left gaping holes in three different departments or programs at the University—the German Department, the Department of Scandinavian Languages, and the Germanic Philology Program.

Almost everything he did became a learning experience for him, and he had the rare knack of knowing how to turn almost any kind of situation into an opportunity for excitement and adventure, for himself and for those who worked and studied with him. In 1940 he started graduate work in Germanic linguistics at the University, but his study was cut short by World War II. In 1943 he entered the U. S. Army, where (as he was fond of saying) he successively rose and fell through various ranks, starting as private and ending as first lieutenant on his discharge in 1946, serving as an interpreter and instructor in French and German and in a considerable variety of functions connected with the war, the ensuing occupation of Germany, and the interim government of France.

From 1946 until 1949 he was a civilian employee of the War Department and later of the State Department, initially in Special Branch and subsequently as deputy chief of the Denazification Division, Office of Military Government for Bavaria, during which time he coedited two books on denazification laws and procedures.

In the fall of 1949 he entered the graduate school of Yale University, majoring in Germanic philology, specializing in Old Norse. He completed the doctorate in 1952, graduating with distinction. Following completion of his degree he continued teaching at Yale until he joined the faculty of the University of Minnesota in 1960. He also taught as a guest professor at the University of California at Berkeley.

Though he had a very extensive list of publications, primarily in the area of skaldic poetry and Old Norse, it is first as a teacher—as a brilliant, warm, witty, inspiring and inspired teacher—that he is remembered by his students and colleagues. He had a profound—almost a religious—sense of the teaching mission of the University and many of his publications, e.g., his path-breaking *Programmed German*, are testimony to this dedication. He was one of a small band of men of courage who could speak out boldly in favor of teaching in the question of "publish or perish" because his own scholarly credentials were absolutely impeccable. He had ideas on everything, from the nature of the doctoral examination to how to reorganize the University to give an urban commuter clientele a sense of identity and intellectual purpose. Many of these have been left in random notes, in nearly finished and even some completed manuscripts. Among the things he left unfinished are: a book length manuscript on the Vikings, a monograph on the daily routines of medieval man, both growing

out of his scholarship; also a "Primer of Style, or How to Dissect the Body of Literature to Find the Resident Spirit," which grew out of his concern for teaching.

In a recent speech before the *Modern Language Association* Cecil Wood spoke on the topic "Is Piety Better than Knowledge?" Much of what is done in academia today, he claimed, is done out of a sense of piety, not out of the kind of conviction he demonstrated in his own life. Piety, he argued, was for administrators and legislators. It "is a state of mind that induces men to prefer dogma to reason, ritual to invention, and membership in a mystery to debate in the forum." Cecil was an impious rascal; he has left the forum, but he stands as a model to the many, many friends and students he has left behind.

He is survived by his wife, Lorraine, and three sons, Michael, Peter, and Christopher. Their grief is shared by many within and without the University community, but for those who knew Cecil Wood, sadness must be mingled with the feeling of good fortune of having known such a joyous human being.

MARILEE WARD  
Acting Clerk of the Senate

## Appendix

### ABSTRACT OF DISCUSSION

The meeting was called to order at 3:15 p.m. by President C. Peter Magrath in Nicholson Hall auditorium. Duluth and Morris Campus senators were linked by telephone.

*Committees, 1975-76*—Senate and University committee memberships for 1975-76 were approved following their presentation by Betty Robinett, professor of linguistics and committee chairman.

*Business and Rules Committee Report*—Russell Hobbie, professor of physics and committee chairman, introduced a by-law amendment, setting up separate Senate constituencies for the Agricultural Extension Service and the Agricultural Experiment Station. The amendment was approved by a majority of the membership.

George Shapiro, professor of speech and communications, was elected unanimously as vice chairman of the Senate for next year when Mark English, student, withdrew.

A proposal by Barbara-Ann March, Twin Cities Student Assembly speaker, that the Business and Rules Committee suggest a way to return to the 2 to 1 ratio of faculty to students in the Senate was directed by the President to that committee.

The balance of Mr. Hobbie's report was printed for information.

*Research Committee Report*—Sandra Scarr-Salapatek, professor of child development and committee chairman, introduced a resolution on the redistribution of indirect cost recovery funds on research grants and contracts. She indicated her committee had been concerned with two issues: the basis of computing indirect costs and the use of indirect cost funds, the former to be taken up at a future meeting of the Senate. About \$6 million in indirect cost recovery funds were generated annually, she said, and the committee proposed that such revenue should be redistributed in the ratio of 2:1:1 to departments, colleges, and the Graduate School research fund, thus reflecting the proportion of such funds generated. Edward Ney, Regents' professor of physics and astronomy, suggested that the overhead rate should be reduced instead. Ms. Scarr-Salapatek responded that such rates were negotiated with the various agencies. David Brown, professor in the Medical School, favored the proposal, citing the advantages of providing "seed money" for those proposals in the early stages of development. Robert Morris, professor of law, said there was danger of placing a premium on getting projects for the sake of bringing more money to the University, whether or not they were needed—that fiscal matters would tend to get in the way of intellectual matters. He also felt there was potential danger that departments would become dependent on such funds and then be left in a precarious position if they were withdrawn. Arnold Lazarow, professor and head of anatomy, felt that departments were currently bearing a good share of the costs of servicing research grants and that some financial relief would free up staff to assist junior faculty. John Dahler, professor of chemical engineering and materials science, asked how costs were arrived at for negotiating with the agencies. Ms. Scarr-Salapatek responded that the committee hoped to report on that phase of its study at the fall meeting of the Senate. John Darley, professor and head of psychology, praised the added support recommended for the general research fund which would provide assistance for research not receiving funds from other sources. The Senate then voted approval of the resolution.

*Consultative Committee Report*—Leon Reisman, professor in the General College and chairman of the committee, introduced the subject of the Mission

and Policy Statement, draft 2, and noted that time had been set aside for a dialogue with the President as well as any comments the President would choose to make concerning the recent appropriations for the University by the state legislature. The President spoke briefly on highlights of the appropriations bill, comparing levels with the previous biennium for funding and for new positions; funds for a new Law School building; the tuition freeze proposal which was not approved; scholarship aid; and new state support for graduate fellowships. He announced that instructions on the method of distribution to collegiate units would be out shortly.

Of the Mission Statement, the President noted that there had been an excellent response at meetings called by the Consultative Committee to review the statement. He emphasized the interest of the Board of Regents in its contents, and said he hoped the board would have an opportunity to start reviewing it early in June and act on it in July. He paid tribute to the diligence of the Consultative Committee and other Senate committees in the coordination effort to achieve broad input. There were no questions on either the summary of legislative actions or the Mission Statement, and the meeting proceeded to the next item.

Mr. Reisman reviewed certain items in his committee's annual report, noting particularly the frequent meetings with the President and improved rapport with the Board of Regents. He called attention to the forthcoming "Legislative Post Mortem" of the University's presentation of its budget to the legislature, and urged participation by senators. He announced that Paul Murphy, professor of history, would succeed him as committee chairman next year, and concluded his talk on a note of optimism for the future of the Senate.

*Annual Reports*—A number of annual reports were presented for information; there were no questions raised.

*Academic Standing and Relations Committee Report*—James Preus, coordinator of admissions and records and committee chairman, reviewed an item on the agenda of the April 17 meeting, which had been canceled. He presented a report on the granting of credit for military educational programs during the past 2 years, and promised another report next year.

*Judicial Committee Report*—Don Gillmor, professor of journalism and mass communications, asked whether due process was being observed when one case had not been decided, although hearings had been concluded 8 months ago. Phyllis Freier, professor of physics and astronomy and next year's committee chairperson, said she would urge a 1-month limit on deliberations after hearings were over. Constance Sullivan, assistant professor of Spanish and Portuguese and another committee member, pointed to a serious problem encountered by the committee—an unwillingness, at times, of faculty members to testify before the panels or to put their testimony in writing. She urged that the faculty have confidence in the integrity of the members of the panels and agree to cooperate.

*Consultative Committee and Faculty Affairs Committee Report*—Mr. Reisman announced that the report of the Task Force on Academic Salaries as printed in the docket for information would be acted on at the fall meeting of the Senate and urged senators to save copies of the agenda to save on printing costs.

There being no further business, the Senate joined the President in a moment of silent tribute to deceased colleagues.

MARILEE WARD  
Abstractor







**UNIVERSITY OF MINNESOTA**  
**SENATE**  
**MINUTES**

**June 5, 1975**

A special meeting of the University Senate was convened in the auditorium of Nicholson Hall on Thursday, June 5, 1975. Checking or signing the roll as present were 120 voting members of the faculty, 22 voting members of the student body, 2 members of the Administrative Committee, and 8 nonmembers.

President C. Peter Magrath presided.

The following items were considered, and action was taken as indicated.

**UNIVERSITY SENATE**  
**FACULTY**

**ELECTED MEMBERS**  
**1975-76**

	Unit	Term		Unit	Term
Abul-Hajj, Yusuf	19	75-77	Busch, Robert	23	75-76
Adams, Russell S.	01	75-78	Caldwell, Elwood	12	75-78
Ahern, Wilbert	17	75-78	Carlson, Harley C.	15	75-78
Alexander, John	07	74-77	Carter, Clarence	24	75-78
Allred, Evan	01	75-78	Cavert, H. Mead	16	73-76
Anderson, John S.	02	74-77	Chase, Harold	14	75-78
Anderson, Sabra S.	06	75-78	Clayton, Thomas S.	14	73-76
Acig, Thomas	06	75-78	Cole, Theodore M.	16	75-78
Agley, Ayers	07	75-78	Collins, W. Andrew	07	75-78
Aker, Donald G.	01	73-76	Corcoran, Mary	07	73-76
Arber, Donald	20	74-77	Courant, Hans W. J.	21	75-78
Asayman, Benjamin F.	21	75-78	Crawford, Dean A.	06	74-77
Aear, W. Forrest	01	74-77	Dahler, John S.	21	73-76
Aeck, Robert	07	73-76	DeRoos, Roger	20	75-78
Aerglund, Duane	25	74-76	Doyle, Margaret	12	74-77
Aerman, Hyman	14	73-76	Dworkin, Martin	16	73-76
Aerninghausen, David	14	74-77	Eaton, Marcia	14	75-78
Aerrisford, Paul	24	73-76	Edstrom, Ronald D.	16	75-78
Aerry, Donald	14	74-77	Egeland, Byron	07	75-78
Alake, George	01	73-76	Egertson, Kenneth E.	01	73-76
Aoman, Thomas C.	06	73-76	Evans, Robert	06	73-76
Aloyd, Landis	01	75-78	Fenton, Eleanor	08	73-76
Arasted, Robert	21	73-76	Foster, Edward	14	75-78
Arown, David M.	16	74-77	Franklin, Ernie	04	74-77
Aurgstahler, Sylvan	06	73-76	Freeh, Lavern	01	75-78

	Unit	Term		Unit	Term
Freeman, Alan D.	13	75-78	Morris, C. Robert	13	75-78
Gallagher, Natalie	12	74-76	Moss, Jerome	07	74-76
Garmezy, Norman	14	75-78	Munson, Shirley	01	75-78
Garner, Shirley	14	75-78	Murphy, Paul L.	14	73-76
Gasiorowicz, Stephen	21	73-76	Murthy, V. Rama	21	74-76
Gertjeansen, Roland O.	09	75-78	Nash, Katherine	14	74-76
Gillmor, Donald	14	74-77	Nelson, Marion J.	14	73-76
Goldstein, Sheldon	08	75-78	Ojakangas, Richard	06	74-76
Goodman, Lawrence	21	75-77	Paradise, Bill	04	74-76
Green, Leon W.	21	74-77	Patermann, Marie	24	74-76
Gremmels, James	17	73-76	Petersen, Allan	05	75-78
Griffin, Edward	14	74-77	Plunkett, Robert	21	74-76
Hafner, Jack	16	74-77	Pohtilla, James F.	16	75-78
Hallgren, Alvin	09	74-77	Pratt, Douglas C.	02	75-78
Hanna, Patrick	19	75-78	Ranz, William E.	21	75-78
Harein, Phillip	01	74-77	Rausch, Verna	16	74-76
Harmon, Craig	04	73-76	Raymond, Robert	17	75-78
Hartup, Willard	07	74-77	Riedel, Johannes	14	75-78
Heller, Walter W.	14	74-77	Robinett, Betty W.	14	74-76
Heneman, Herbert G.	03	75-78	Rubenstein, Irwin	02	74-76
Hinding, Andrea	24	73-76	Scarr-Salapatek, Sandra	07	73-76
Hirsh, Merle	17	74-77	Schofield, William	16	74-76
Hobbie, Russell	21	74-77	Schroeder, Fred E.	06	75-78
Holum, Katherine	24	74-77	Scott, Thomas M.	14	73-76
Johnson, Donald W.	23	73-76	Shepherd W. G.	21	74-76
Johnson, Herbert W.	01	74-77	Shideman, Frederick	16	73-76
Johnson, Joann M.	06	74-77	Sime, Alice Marilyn	18	74-76
Jordan, Richard C.	21	75-78	Soulen, Thomas	02	73-76
Kennedy, Bill	01	73-76	Spradley, Barbara	20	73-76
Kjervik, Diane	18	75-78	Spring, W.D.	17	75-78
Krislov, Samuel	14	75-78	Stockdale, William	10	74-76
Krogstad, Blanchard O.	06	73-76	Stuthman, Deon	01	75-78
Kroll, Patrick	10	74-77	Stymiest, Clair	04	75-78
Kumar, K.S. P.	21	73-76	Sullivan, Constance	14	74-76
Lambert, Robert F.	21	73-76	Swanson, Harold B.	01	74-76
Lassman, Frank	16	74-77	Thompson, David W.	14	75-78
Levitt, Seymour	16	73-76	Thompson, Larry C.	06	74-76
Livingston, Ellis	06	74-77	Tracy, James	14	75-78
Lofquist, Lloyd	14	73-76	Verrill, John E.	06	75-78
Lukermann, Fred E.	14	74-77	Webb, John W.	14	74-76
Lykken, David T.	16	75-78	Weckwerth, Vernon	20	74-76
Macy, Janet K.	01	74-77	Weeks, Richard E.	15	75-78
Martens, Leslie	05	73-76	Weiss, Gerhard	14	74-76
Mason, Homer Eugene	14	74-77	Wertz, John E.	21	74-76
Masters, Mary Jayne	16	75-78	Weyhmann, Walter V.	21	75-78
Mather, George	23	74-77	Whitman, Andrew	03	74-76
Matson, Harold	25	74-77	Williams, Howard	07	74-76
McLaughlin, Charles	14	73-76	Wilsman, Norman	23	75-78
Miller, Gerald	01	75-78	Witzig, Frederick T.	06	73-76
Moen, Norman W.	10	75-78	Zaidi, Mahmood	03	73-76
Moller, Karlind	05	74-77	Zimmerman, Kenneth	11	75-78
Mooney, Harold M.	21	73-76	Zottola, Edmund A.	01	73-76

## FACULTY CONSULTATIVE COMMITTEE

Aris, Rutherford	Rasmusson, Donald
Barber, Laird	Reisman, Leon
Glick, Wendell	Stuhler, Barbara
Keller, Kenneth	Watson, Dennis
Murphy, Paul L. (Chairperson)	Shapiro, George (ex officio)

## FACULTY

### ELECTED ALTERNATES

1975-76

Abdel-Monem, Mahmoud	19
Adams, Carl R.	03
Anderson, V. Elving	02
Aronson, Donald	21
Banerjee, Subir K.	21
Beck, James	05
Beske, Jean	18
Blahna, Loretta	17
Boen, James	20
Brand, Gerhard	16
Brenner, Mark	01
Brown, Alan	08
Buckley, Joseph J.	16
Campbell, Randall	25
Carr, Charles	16
Chou, Shelley	16
Christians, Charles	01
Clapp, Maxine	24
Coffman, Philip H.	06
Collins, Robert	21
Conlin, Bernard	01
Connolly, James	01
Countryman, Dennis	20
Darby, David	06
Drage, Charles W.	16
Dunning, Frances	18
Duvall, Arndt J., III	16
Edson, William	07
Epley, Richard	01
Erickson, W. Bruce	03
Fabes, Eugene	21
Farnsworth, Ralph	23
Fletcher, Edward	21
Fox, Joseph	01
Franta, William	21
Fuller, Ben F.	16
Gander, John E.	02
Gardner, William E.	07
Garrard, William, Jr.	21
Gee, Mary Ellen	10
Glenn, Allen	07

Gomer, S. ....	23
Good, A.L. ....	23
Griffiths, Henry ....	23
Grosch, Audrey ....	24
Gullickson, Glenn ....	16
Guyotte, Roland ....	17
Ham, George ....	01
Hastings, Donald ....	16
Hedman, Stephen C. ....	06
Henderickson, A. Dean ....	06
Henderson, LaVell ....	02
Hexter, Robert M. ....	21
Hicks, Dale ....	01
Hinmon, Dean ....	17
Hoag, Leverett P. ....	06
Hoelmer, Kathryn ....	25
Hoffman, Sharon ....	18
Hoffmann, Thomas R. ....	03
Hoover, Roy O. ....	06
Huber, Matthew J. ....	21
Hunter, Alan ....	01
Huntley, Jackson R. ....	06
Jaeger, Eloise ....	07
Johnson, Allen B. ....	10
Jordon, Robert E. ....	15
Kahn, Donald ....	21
Kahne, Stephen J. ....	21
Kelsey, Donald ....	24
Kleinhenz, William A. ....	21
Krivit, William ....	16
Labuza, Theodore ....	01
Lambert, Ronald ....	07
Larson, Roger ....	10
Lease, Harry ....	06
Levang, Lewis D. ....	06
Leyasmeyer, Edith ....	20
Littman, Walter ....	21
Louer, Florian ....	01
Matsch, Charles ....	06
Mays, David ....	06
McKhann, Charles ....	16
Meade, Robert ....	01
Morris, Howard ....	01
Moss, Dale ....	01
Noble, Frederick ....	05
Noland, Wayland ....	21
Ogburn, Phillip ....	23
Ordway, Ellen ....	17
Otterby, Donald ....	01
Owen, Doris ....	24
Parker, Clyde ....	07
Peterfi, William ....	17
Phillips, Ronald ....	01
Pohl, William F. ....	21

Poppele, Richard	16
Prager, Stephen	21
Purple, Richard	16
Quie, Paul	16
Ruhland, Florence	18
Sawchuk, Ronald	19
Schletzer, Vera	08
Schmidt, Lanny D.	21
Schultz, John	07
Schwanke, Robert	20
Shope, Richard	23
Smith, Francis, Jr.	01
Smith, Lawrence	01
Stushnoff, Cecil	01
Sullivan, J.	23
Szurszewski, Joseph H.	15
Tamminen, Armas W.	06
Tapp, June	07
Thielen, Thomas B.	06
VanDeGraaff, K.	23
Veatch, Barbara	18
Viksna, Harriet E.	06
Weinberg, Richard	07
Weller, Milton	01
Wilson, Theodore A.	21
Yock, Douglas	05
Young, Harold	24
Young, Mary	07

### ELECTED STUDENTS 1975-76

	Unit	Term		Unit	Term
Anderson, Beverly	08	75-76	Eckerline, Mark	01	75-76
Anderson, David	03	75-76	Edelstein, Dave	16	75-76
Bailey, Beverly	11	75-76	Engstrand, Gary	11	75-76
Barbe, Greg	14	75-76	Flakne, Brian	14	75-76
Behl, Jody	14	75-76	Hogan, Dennis	14	75-76
Berman, Beth	21	75-76	Hollenhorst, Tom	14	75-76
Bland, David	14	75-76	Houpt, Diane	14	75-76
Brajdich, Al	23	75-76	Humphrey, Leona	08	75-76
Bufkin, Mark	06	75-76	Iverson, Jerry	08	75-76
Buhler, David	10	75-76	Johnson, Joann	20	75-76
Cambanes, George	07	75-76	Johnson, Michael	11	75-76
Cameron, Peter	06	75-76	Korsch, Charles	19	75-76
Charnley, Susan	22	75-76	Koste, Louise	14	75-76
Cheney, Debby	06	75-76	Lee, Robert	14	75-76
Cole, Amy	17	75-76	Lenander, David	14	75-76
Colebank, Bruce	17	75-76	Lewis, Harriet	11	75-76
Cooper, Dennis	11	75-76	Lutze, Beth	09	75-76
Degroot, Ann	14	75-76	Malter, Mike	10	75-76
Digman, John	08	75-76	May, J. Eugene	08	75-76
Donlin, Janet	08	75-76	Morrison, Steve	13	75-76
Driscoll, Jim	06	75-76	Moser, Mary	02	75-76

	Unit	Term
O'Brien, Susan	14	75-76
Padilla, Jose	08	75-76
Pederson, Gary	01	75-76
Peterson, Wayne	21	75-76
Poroye, Tayo	11	75-76
Renz, Lynne	21	75-76
Roberts, John	07	75-76
Roorda, Helen	18	75-76
Scarp, Bonnie	25	75-76
Schmidt, Gregg	10	75-76
Shobowale, Lekon	11	75-76
Smits, Willi	12	75-76
Solberg, Dave	21	75-76
Stavos, Jim	06	75-76
Stein, Shelley	03	75-76
Tufvander, Karen	06	75-76
Unger, Mike	14	75-76
Wallace, Cole	14	75-76
Wegerson, Chris	06	75-76
Weir, Dan	17	75-76
Werb, William	14	75-76
Wilson, Gary	25	75-76
Zahlman, Robert	08	75-76

## STUDENT SENATORS TO BE ELECTED

	Unit	Term
1	07	75-76
1	05	75-76
2	04	75-76

## STUDENT CONSULTATIVE COMMITTEE

Ciabattari, John  
English, Mark  
Goertz, Roxann  
March, Barbara-Ann (Chairperson)  
Marsden, Rick  
Gerald Gettel  
John Hastings

## SENATE UNIT CODE

01—Agriculture, Institute of	14—Liberal Arts
02—Biological Science	15—Mayo
03—Business	16—Medicine
04—Crookston	17—Morris
05—Dentistry	18—Nursing
06—Duluth	19—Pharmacy
07—Education	20—Public Health
08—Extension, Cont Educ &	21—Technology, Institute of
09—Forestry	22—University College
10—General College	23—Veterinary Medicine
11—Graduate School	24—Library
12—Home Economics	25—Waseca
13—Law	

## MINUTES FOR NOVEMBER 21, 1974, DECEMBER 5, 1974, JANUARY 9, 1975, and JANUARY 23, 1975 Reported for Action

*Approved*



## **I. SENATE AND UNIVERSITY COMMITTEES 1975-76**

### **Reported for Action (10 minutes)**

SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS: Students: Carl Grimsby, Lenora Roth, Charles Shreffler. (Two additional students to be appointed.)

SENATE COMMITTEE ON EDUCATIONAL POLICY: Students: Gary Engstrand, Enrique Serra, Michele Parent, Myron Engebretson. (One additional student to be appointed.)

UNIVERSITY COMMITTEE ON EXTENSION AND COMMUNITY PROGRAMS: Students: James Elder, Duane Gallas, Tracy Engstrand, Randall Nipper. (One additional student to be appointed.)

UNIVERSITY COMMITTEE ON INSTRUCTIONAL MATERIALS AND MEDIA: Richard Blue replaces Donald Gillmor who has resigned.

UNIVERSITY COMMITTEE ON EDUCATIONAL DEVELOPMENT: Students: Charles Ledder, Roger Hagedorn, Sharon Allerson. (Two additional students to be appointed.)

UNIVERSITY COMMITTEE ON UNIVERSITY-ROTC RELATIONSHIPS: George Stenehjem (ex officio) replaces Lawrence Bulawsky who is retiring. Add E. Jean Beske as a new member. Students: Barbara White, Joe LaJeunesse, Stephen Kemmerer.

COUNCIL ON INTERNATIONAL EDUCATION: Students: Antoinette Kassim, Louise Koste, Becky Kroll, Yousef Makoifi, Michael Malter, Moez Manji, M. Tayo Poroye, Larry Wendinger.

UNIVERSITY COMMITTEE ON TENURE: Students: Gary Engstrand, Greg Barbe.

UNIVERSITY APPEALS COMMITTEE ON ACADEMIC FREEDOM AND RESPONSIBILITY: Students: James Elder, John Wenker, Fane Opperman, Mark King.

SENATE JUDICIAL COMMITTEE: New member: Peter French replaces Laird Barber who has resigned.

SENATE COMMITTEE ON RESEARCH: Ronald Wiegel (ex officio) to replace James Lawver who has resigned. Students: Candy Abramson, Julie Will, John Bulger.

UNIVERSITY COMMITTEE ON ANIMAL CARE: Student: Daniel Peterson.

SENATE COMMITTEE ON RESOURCES AND PLANNING: New member: Add Elwood Caldwell. Students: Dennis Cooper, Frank Seidel, John Wenker, Don Mitchell.

*Approved*

## II. SENATE COMMITTEE ON EDUCATIONAL POLICY

### Reported for Action (15 minutes)

#### Resolution on Cable Television

#### WHEREAS

- ... cable television holds promise of providing a new and effective means of delivering educational programming to the citizens of Minnesota,
- ... the development of a plan for appropriate involvement of the University in cable television is complicated by numerous legal, technical financial, and educational problems,
- ... some coordinate campuses of the University are already negotiating with cable television systems in their respective localities,
- ... Continuing Education and Extension has requested funding for a cable television development project,

#### BE IT RESOLVED

- ... that the University, through established and appropriate channels, support experimentation and development activities with a view toward adding cable television capabilities to the educational delivery systems of all University campuses; and furthermore, that these activities be considered initial steps in the possible development of a statewide educational network in which the University would participate with other educational institutions.

**WILLARD W. HARTUP**  
Chairman

*Approved*

## III. ANNUAL REPORT OF THE SENATE COMMITTEE ON RESEARCH

### Reported for Information

The Senate Committee on Research has considered five major issues this year. (1) A new patent policy was approved and reported to the Senate. The policy was approved by the Senate in the Fall of 1974.

(2) A new method of accounting for faculty time spent on research received interim approval. As required by the federal auditors, the allocation of faculty time is now reported monthly. An automatic tabulation of the percentage of time spent on sponsored research and instruction is reported with the source of faculty salaries for that month. Department chairmen review, correct, and approve the report for each faculty member. Final approval of the system awaits a review of its accuracy and implications for research and instructional budgets.

(3) The reorganization of research management within the University was given interim approval. An Office of Research Administration integrated the

two units, the Office of Sponsored Programs and the research accounting. The reorganization included the establishment of a Council of Research Officers from the various colleges and Duluth. Since the Council has only recently begun to function, no final review has been started. The Committee will examine the functioning of ORA and the Research Council next year.

(4) The distribution of indirect cost recoveries within the University was reviewed by a subcommittee headed by Professor W. B. Sundquist. The subcommittee and later the full Senate Committee on Research investigated the use of funds generated by sponsored research. After months of discussion among committee members and with administrative officers, a policy to redistribute about 10 percent of the funds was proposed. The major goals of the proposal are to cover more of the costs of research administration and to provide greater incentives for departments and colleges to encourage sponsored research by returning a portion of the indirect cost recoveries directly to the departments and colleges that generate them. A resolution on the redistribution of indirect cost recoveries was presented to the University Senate on May 22, 1975.

(5) The basis of indirect cost recovery has been extensively discussed. The current method of assessment is a percentage of the salaries and wages funded by research grants and contracts. In the Spring of 1974, the administration requested approval to change the basis of indirect cost assessment to a percentage of total direct costs. The Committee reviewed the implications of such a change for departments and colleges throughout the University and its coordinate campuses. Because major increases in the indirect costs of some departments may result from a change to a total direct cost basis, a detailed impact statement and alternate proposal is currently being formulated by the Committee and the Administration.

The Committee reviewed several other matters, such as a case of secrecy in a proposed research contract which was subsequently resolved and a change in the method of appointing members to the Human Subjects Committee. The major work of the Committee, however, has been to review and propose changes in research management, the patent policy, and the assessment and distribution of indirect costs.

The University Committee on the Use of Human Subjects in Research has reviewed more than 350 research proposals in the last year. The 60-member committee has functioned in panels to process nearly all research proposals by faculty and students that involve human volunteers. All of the members, and particularly the chairman, Professor William Charlesworth, deserve our deepest gratitude for managing a nearly unmanageable task — a problem that many other universities have yet failed to solve.

The University Committee on Animal Care has run smoothly this year under the chairmanship of Professor Robert Touchberry. Under DHEW guidelines, a veterinarian was appointed to coordinate the review of research proposals using warm-blooded animals and to supervise their care. The University is now in compliance with federal regulations. Our thanks to Professor Touchberry and his committee.

The hardworking members of the Senate Committee on Research also deserve our gratitude. They are:

Professors: Paul Alkon  
John Darley  
Phyllis Freier  
Stephen Hedman  
Leonard Heston  
Thomas Post  
Sandra Scarr-Salapatek  
W. B. Sundquist

Ex officio: Mr. James Brinkerhoff  
Dr. William Hueg  
Mr. C. T. Johnson  
Mr. Stanley Kegler  
Dean Kenneth Keller  
Professor James Lawver  
Mr. Albert Linck  
Mr. A. R. Potami

Students: Mr. Tom Arndt  
Ms. Kathleen Dwyer  
Ms. Linda Strand

**SANDRA SCARR-SALAPATEK**  
**Chairman**

*Accepted*

#### **IVa. THE SENATE CONSULTATIVE COMMITTEE and THE PRESIDENT OF THE UNIVERSITY**

Invite all interested persons in the University community to a

##### **LEGISLATIVE POST MORTEM**

Tuesday, June 17, 1975, at 2:30 p.m.  
Regents' Room, Morrill Hall

to review the University experience in presenting and defending the proposed 1975-77 University budget before the state legislature and to discuss and begin to plan strategy—techniques of presentation, deployment of resources, etc.—for presenting a 1977-79 University budget before the legislature.

## IVb. QUESTIONS TO ADMINISTRATORS

### *Proposed "questions for administrators"*

The Minneapolis Star published an AP release quoting present and future average salaries for the next biennium.

The enclosed plot shows a graph of the present salaries. I would like to ask some specific questions about the distribution of ranks and terms of appointment. In particular:

1) There seem to be about equal numbers of 11 and 9 month appointees at all ranks. Since I do not know anyone on an A appointment I would like to hear who they are.

2) The 11 month instructors have an average salary higher than the 9 month associate professor. What is the circumstance which leads to this?

3) The pattern of appointments seems to be established since the figures for the end of the biennium are all approximately 15% higher than those in the graph.

N.B. Both annual and "monthly" rates are plotted, and the plots are on log paper so that a fixed percentage is an equal linear distance on the plot.

**ED NEY**

**Department of Astronomy**

### **RESPONSE:**

First, it should be made clear that the story is not a statement of University policy. The data in the story is based on current average salaries at each rank for each term of appointment, and the figures for 1975 and 1976 are simply these averages projected by assuming a 10 percent increase in the average for 1975 and a 5 percent increase for 1976. This seems to answer Professor Ney's third question that "the figures for the end of the biennium are all approximately 15% higher than those in the graph."

Regarding his first question of who 11 month appointees are, most of the "A" appointments are in the Health Sciences and the Institute of Agriculture, including Agriculture Experiment Stations and Agricultural Extension. These units account for over 80 percent of the 11 month appointees at the University.

His other question about the relative salaries of 11 month instructors and 9 month associate professors was precipitated by an error in the news story. *The average salary of \$17,661 for 11 month instructors given in the story is incorrect. The correct figure is \$14,900.* Incidentally, the story also is in error regarding the salaries of 9 month instructors. The correct figure is \$11,042 rather than \$11,402.

# Full 'U' professors' salary to top \$31,000

## Associated Press

About 17 percent of the 3,273 full-time faculty members at the University of Minnesota will be earning more than \$31,000 by the 1976-77 school under a pay increase approved by the legislature.

Lawmakers approved average pay increases of 10 percent for university faculty members this fall and 5 percent for the next school year.

University President C. Peter Magrath has allocated a 7 percent across-the-board increase for faculty members this fall, with the remaining 3 percent to be apportioned for merit pay and promotions or to correct inequities.

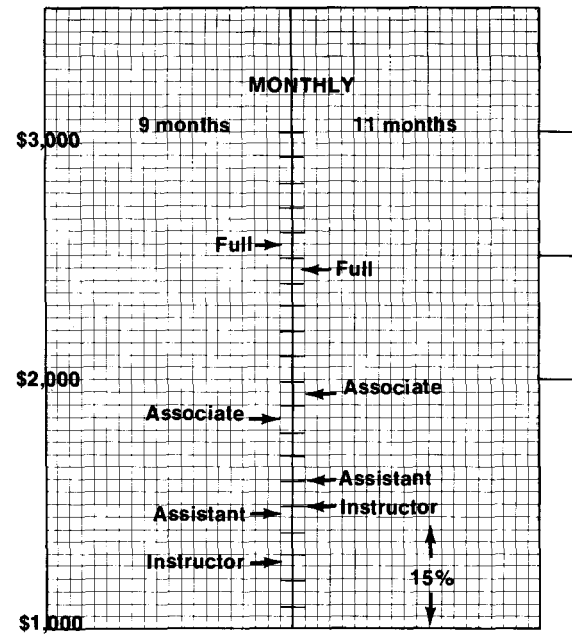
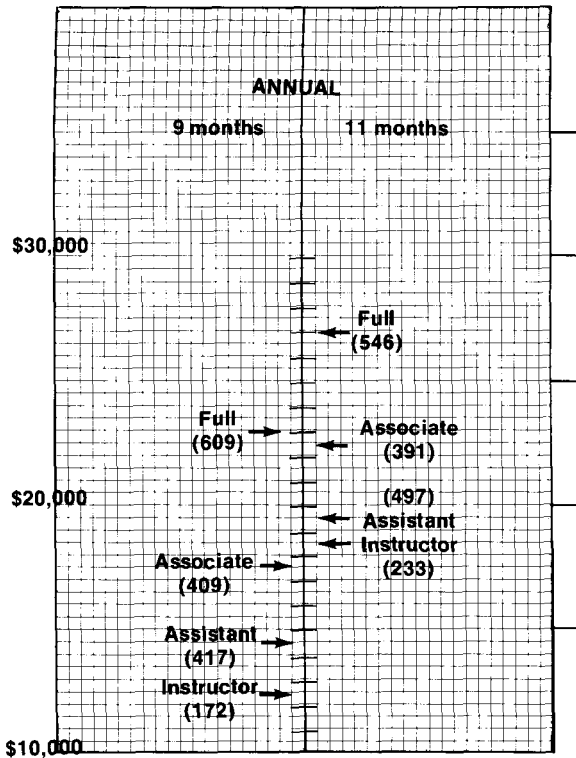
There are 546 faculty members with the rank of full professor on 11- or 12-month contracts. Their current average salary of \$27,044 will climb to \$29,748 this fall and to \$31,325 a year later.

**THE AVERAGE** pay for 391 associate professors on year-round contracts will climb from the current \$21,672 to \$25,031 in the final year of the biennium. Four hundred ninety-seven assistant professors on year-round contracts will see their average pay rise from \$18,843 to \$21,763 in 1976-77.

The 233 others on year-round contracts hold instructor rank. Their current average salary of \$17,661 will climb to \$20,938 by the 1976-77 school year.

Slightly more than half the university faculty, or 1,667, are on the longer contracts while 1,606 are on nine- or 10-month contracts.

The 609 full professors on shorter contracts will get increases from \$22,744 to \$26,269 by 1976-77, 409 associate professors will go from \$16,541 to \$19,105, 417 assistant professors go from \$13,374 to \$15,447 in 1976, and 172 instructors go from \$11,402 to \$13,169.



Present Annual and Monthly rates by rank and whether 9 or 11 month appointments. Monthly rates are obtained by dividing by 9 and 11 respectively. Numbers in parentheses below rank indicate the number of staff members in the rank. (Source—Minneapolis Star A.P. release).

## V. OLD BUSINESS

None.

## VI. NEW BUSINESS

BE IT RESOLVED

... that the University Senate commend President C. Peter Magrath and Vice Chairman George Shapiro for their excellent job in presiding over the University Senate during 1974-75.

**JOHN CIABATTARI**  
**Student Senator**

*Approved*



## VII. DECEASED FACULTY MEMBERS

### William Anderson 1888—1975

William Anderson, Emeritus Professor of Political Science, died on May 14, 1975, at the age of 86. He was a leading American authority in the areas of local government, public administration, intergovernmental relations, and the history of political science, and did much to shape teaching and research in these fields not only at the University of Minnesota but throughout the country. He had also an intense devotion to public service, which led him to give much time and energy to advisory and research commissions at all levels of government, where his grasp of principle coupled with detailed knowledge of governmental operations enabled him to make important contributions. His professional achievements were recognized by a succession of honors including the University's Outstanding Achievement Award and the naming of a West Bank classroom building after him, election as an honorary member of the International City Management Association and as a Fellow of the American Association for the Advancement of Science, and the National Municipal League's Distinguished Citizen Award "for exceptional and devoted community service." In 1929 he became First Vice President, and in 1942 President, of the American Political Science Association.

Professor Anderson was born in Minneapolis in 1888, attended North High School, and graduated from the University of Minnesota in 1913, where he showed early promise in political science by winning first prize in the Harris political science prize contest for 1912-1913 with an essay on the work of the New York public service commissions. He went on to Harvard University, where he served as an instructor in 1915-1916 and took his Ph.D. degree in 1917. He then returned to the University of Minnesota, where he was a member of the Department of Political Science continuously from 1916 until retirement in 1957 and Chairman from 1927-1932 and 1935-1947. It was during this period that the Department emerged as one of the leading political science faculties in the country.

Professor Anderson's early work was in local government. He became the director (1919-1928) of the University of Minnesota's Bureau for Research in Government, maintained a close relationship with the League of Minnesota Municipalities, which has its offices and Municipal Reference Bureau at the University, and was president of the Minneapolis Research Bureau (1941-1947). Much of his research was in conjunction with one or another of these organizations. Under the auspices of the Bureau for Research in Government he issued a monograph, *City Charter Making in Minnesota* (1922). This work contained a model charter developed from his experience in drafting the first complete city-manager charter in Minnesota for the city of Columbia Heights (1921). With later revisions by the staff of the League of Minnesota Municipalities it became the model for many Minnesota city charters. Other studies for the Bureau dealt with *The Law of Special Legislation and Municipal Home Rule in Minnesota* (1923), *County Government in Minnesota* (with Bryce E. Lehman, 1927), which centered upon three metropolitan counties, and *A System of Classification for Political Science Collections, with Special Reference to the Needs of Municipal and Governmental Research Libraries* (with Sophia Hall Glidden, 1928). Shorter studies published by the League examined municipal home rule, tax problems, local government reorganization, and other problems. His interest in Minneapolis Charter reform led to a Charter amendment to force ward redistricting long before the Supreme Court threw its weight behind the principle of one-

man, one-vote. In 1936 the League of Women Voters published his review of *Minneapolis Charter Problems* and made it a handbook for its political efforts. For this and many other contributions to its work the Minnesota League of Women Voters later made him an honorary life member, the first male to be so honored.

This basic groundwork soon led Professor Anderson to broader treatments of local government. His text, *American City Government* (1925; revised ed., with Edward W. Weidner, 1950), was the standard introductory book on that subject for a whole generation of students. His *Local Government and Finance in Minnesota* (1935) was a remarkable monograph that has been much used by local government officers throughout the State and deserves to be emulated in other states. In 1934 he published a pioneering study issued by the Public Administration Service, *The Units of Government in the United States, an Enumeration and Analysis* (new ed. 1942, revised 1945), which gave the first census of the large and extremely diverse array of local governmental units, thus providing a needed basis for study of their characteristics and interrelationships. The usefulness of this work was recognized by the Bureau of the Census, which now makes such a survey every five years. Professor Anderson also produced a basic text on *State and Local Government in the United States* (with Edward W. Weidner, 1951), a revision of which appeared under the title, *Government in the Fifty States* (with Edward W. Weidner and Clara Penniman, 1960). He contributed to a book of readings on *City Planning* edited by Theodore Caplow (1950), and himself edited a symposium (Gooch, Sharp, Morstein Marx, Steiner, Maxwell) on *Local Government in Europe* (1939).

At the state government level Professor Anderson was also heavily involved, as shown by his appointment by a succession of governors to a succession of boards and commissions: by Governor Floyd Olson to the Minnesota State Planning Board (1935-1938); by Governor Harold Stassen to the Minnesota Resources Commission (1939-1943); by Governor Luther Youngdahl to the Committee on Local Government of the Minnesota Constitutional Commission (1947-1948); by Governor Orville Freeman to the Task Force on State Governmental Functions (1956-1957) and the Minnesota Commission on Ethics in Government (1957-1959). One of his earliest studies was *A History of the Constitution of Minnesota, with the First Verified Text* (with Albert J. Lobb, 1921), and his continuing interest in improvement of the Constitution by amendment is shown in a *Minnesota Law Review* article on "The Need for Constitutional Revision in Minnesota" (1927). His efforts were not unproductive, for the 1958 Article of the Constitution on local government was based on the report of the committee on which he served in 1947-1948, and the Task Force of 1956-1957 initiated important changes in the organization of the executive branch.

At the national government level Professor Anderson was a member of the Committee on Federal-State Relations of the United States Commission on Organization of the Executive Branch of Government (First Hoover Commission, 1947-1948) and later of President Eisenhower's Commission on Intergovernmental Relations (1953-1955). Before this he had attained national stature by his professional work in developing public administration training and by his research and writing on American government and intergovernmental relations.

From 1932 to 1936 he was the representative of the American Political Science Association on the Social Science Research Council, and served also as chairman of the Council's Committee on Government (1941-1945) and its Committee on Public Administration (1933-1945; see his report of the Committee's work as Part I of *Research in Public Administration* [Public Administration Service, 1945]). An early interest in training for public service at all levels of government led him to develop training programs in the 'twenties at the University of Minnesota. In 1931 a national Conference on University Training for the Public

Service was held here, and in 1935 the University, with the support of the Rockefeller Foundation, launched the Public Administration Training Center, which trained hundreds of able and in some cases highly distinguished civil servants until its absorption in 1968 into the University's School of Public Affairs. Professor Anderson continued actively to teach courses in the Center's program and was regularly a member of the All-University Advisory Committee which supervised its program. He was one of the founders of the American Society of Public Administration, and of the active Minnesota Chapter of that Society.

Few students of the subject will need to be reminded of Professor Anderson's *American Government*, an introductory text first issued in 1938 (4th ed., with Edward W. Weidner, 1953). This book marked a departure from earlier emphasis in teaching American government upon legal powers, structures, and functions of government, considered in three distinct tiers of government, to a consideration of governmental processes organized to reflect relationships among the several levels of government. This text also appeared in a briefer form as *Fundamentals of American Government* (1940), and a separate text on the *National Government of the United States* (1946) was issued. For at least a decade the principal work was one of two or three leading introductory texts.

It was perhaps inevitable that one who had done so much detailed work at all three levels of government should be the first to shape the study of intergovernmental relations into a principal field. Professor Anderson's perception of the importance of this subject was already evident in his work on *The Units of Government*, and it appeared again in *Federalism and Intergovernmental Relations, A Budget of Suggestions for Research* (1946), a product of his work on the Social Science Research Council Committees. After his service on the Commission on Intergovernmental Relations he produced the monograph, *The Nation and the States, Rivals or Partners?* (1955). But his most significant effort in this field was the organization of a research project supported by the Rockefeller Foundation and the University of Minnesota which examined for each major function of government the intergovernmental relations through all levels of government. The results of this collaborative effort, the first and apparently the only one of its kind, were published in a series of ten monographs edited by Anderson and Weidner, *Intergovernmental Relations in the United States (as Observed in the State of Minnesota)* (1950-1960). Of this series he wrote the monograph on *Intergovernmental Fiscal Relations* (with Waite D. Durfee, Jr., No. 8, 1956), and the concluding volume, *Intergovernmental Relations in Review* (No. 10, 1960).

These many contributions did not exhaust the interests of this many-sided scholar. For more than two decades he conducted a stimulating graduate seminar on the scope and methods of political science, which is remembered by his students as a remarkable anticipation of the later swing toward scientific method, including emphasis upon the history and philosophy of science and upon statistical methods. In this he did not discard earlier political thinkers; rather he gave full attention to their work but scrutinized their methods with scientific rigor. His interest in political science as a discipline can be seen in his editing and updating of Anna Haddow's dissertation, *Political Science in American Colleges and Universities 1636-1900* (1939); in his report, "The Teaching Personnel in American Political Science Departments," made for a subcommittee of the American Political Science Association's Committee on Policy (*American Political Science Review*, XXVIII, No. 4 (Aug. 1934) 726-765); and in his contribution to a symposium edited by Robert H. Connery, *Teaching Political Science; A Challenge to Higher Education* (1965). After his retirement he planned yet another major piece of research, a history of the study and teaching of politics.

The first volume was published as *Man's Quest for Political Knowledge: the Study and Teaching of Politics in Ancient Times* (1964). After a careful review of this book Arnold Brecht concluded that Professor Anderson, although he was then 75 years of age, had "blazed a trail." He continued to work on the modern period of this history but was prevented by illness during his last three years from bringing it to a conclusion. It is to be hoped that other hands may be able to edit his materials for publication.

It is astonishing that Professor Anderson should have found time, in addition to his extraordinary professional and civic contributions, to play a major role in teaching, faculty affairs, and University administration. Although he had no apparent dramatic or charismatic qualities as a teacher, he reached students through clear, lucid, well organized presentation, and by meticulous attention to their work in examinations and papers, which were very promptly returned with critiques. He was especially effective in guiding the work of graduate students and raising their intellectual horizons. There are now hundreds of his students who have attained positions of responsibility and prominence in teaching, educational administration, civil service, and public office. Professor Anderson was a prime mover in the formulation of the first tenure code of the University, still in use, and for a decade was chairman of the Senate Judicial Committee, which applies that code. He was active in the Senate Consultative Committee from 1951 to 1956 and in the University Self-Survey Committee from 1954 to 1956. He knew personally every University president from William Watts Folwell to Malcolm Moos (who had been one of his students), and was a valued adviser of several of them. President Morrill so esteemed his wisdom and probity that he once referred to him as the conscience of the University. Professor Anderson believed strongly that the doors of the University should be opened widely to all students, giving them an opportunity to prove themselves whatever their previous records or entrance examination scores might suggest about their capacities. Far from fearing an inundation of students he looked upon the increased student body which resulted from population explosion as an increased opportunity well within the resources of the State.

His work was governed by a strongly held democratic philosophy. As he took a vigorous part in improving government and politics himself, so he urged others neither to deprecate politics as a dirty or wasteful business nor to shun political inquiry and political participation. He once said that in this he followed the philosophy of Abraham Lincoln and James Madison: ". . . To Lincoln's 'government of the people, by the people and for the people' I add that to me there is no tolerable substitute for popular government, none that comports with the potentialities of the human spirit or the dignity of man. With Madison I hold that 'a popular government, without popular information, or the means of acquiring it, is but the prologue to a farce or a tragedy, or perhaps both.' And the information that all people need under popular government must include a great deal more than ever in the past about government and politics, at home and abroad."

Appropriately for one who lived by democratic tenets Professor Anderson's manner was wholly unassuming, simple, and direct. Although he seldom wasted a moment, he was easily available to students and colleagues and appeared always serene and unhurried. He found time for firm friendships and family ties, entered into social occasions with genuine pleasure, remembered the names of all the graduate students and teaching assistants and even the names of their children. In his personal relationships as in his professional and civic contributions his influence has been deep and lasting.

Conversations are in progress which look to the establishment by the American Political Science Association of a memorial fund for the support of a William Anderson prize for the best doctoral dissertation submitted annually in

the field of intergovernmental relations. Professor Anderson's collection of approximately five thousand books in the fields in which he worked has been offered to the Department of Political Science as the nucleus of a departmental library which will bear his name.

## JAN OTTO MARIUS BROEK 1904-1974

Jan Broek, emeritus professor of geography in the University of Minnesota, died in Berkeley, California on August 23, 1974, following a long illness. Although he served as professor of geography at Minnesota for twenty-two years until his retirement in 1970, he had already had another lifetime of achievement before he came.

Broek was born in Utrecht, the Netherlands, where he grew to boyhood and manhood, graduating from its University in 1929 with a "doctorandus" *cum laude* in social geography.

A Rockefeller Fellowship gave Broek the freedom to break out of his traditional environment, and it changed the direction of his life. Instead of going to the Dutch East Indies, for which he had prepared, he spent two years in the United States exploring a growing world of geography. During 1930 and 1931 he visited universities throughout this land and stopped also to talk with members of the young department at Minnesota.

Under the influence of Carl Sauer in Berkeley, Broek concentrated in collecting materials for his Ph.D. thesis, *The Santa Clara Valley, California: A Study in Landscape Changes* (Utrecht, 1932). This work, a brilliant synthesis of cultural and historical approaches, has considerably affected methods of research (i.e., H.C. Darby of Cambridge, *A New Historical Geography of England*, 1973).

Broek returned to his country and took employment with the Netherlands Railways in the department of economics and tariff rates. Nevertheless, he continued to write articles on social and geographic subjects, including the human aspects of Southeast Asia and the ecology of settlements.

In 1936 Carl Sauer brought Broek back to the United States and to academic geography with a visiting professorship at Iowa and then in Berkeley. Assistant and associate professorships followed at Berkeley (1937-46). The themes of Broek's work were becoming clearer: the cultural and historical geography of Southeast Asia, the processes of settlement and landscape change, the nature and historical development of geography.

During World War II, Broek served as a source of expert knowledge on Southeast Asia. He gave lectures, interviews, and opinions; he wrote intelligence studies for the Office of Strategic Services, mostly from a base at Columbia University where he also taught military classes on the cultural and physical geography of Southeast Asia.

When the war ended Jan Broek was appointed professor in the *Instituut van Sociale Geografie* in Utrecht. Though he had become a United States citizen, he went back to help the returning students of geography build up an active program of study. He brought them fresh and objective ideas from the outside world from which they had been isolated so long. They had never heard of Hartshorne, Sauer, Whittlesey and other geographers. Though Broek was in Utrecht but a short time, his influence continues in the lives he touched and in the direction he gave to geographic thought.

When Broek was offered the chairmanship of the department at Minnesota, he returned to America. Of the famous inter-war faculty—Davis, Hartshorne, Brown, Dicken—none remained. Broek rebuilt and expanded the department, chose young professors with wide interests, and invited visiting professors from

other countries. While he was chairman (1948-56) Broek established a challenging program for graduate studies and restructured the undergraduate curriculum, using teaching assistants to integrate these objectives.

Broek's introductory classes in Human Geography reflected his care for students, both graduate and undergraduate. He designed and taught this famous course to many thousands of Minnesota undergraduates, and by it trained generations of doctoral students in the arts of teaching geography. A master of the seminar method of instruction, Broek showed that constructive criticism and genuine interest in what students are doing can help to create the effective scholar-teacher.

During his later years Broek deeply committed himself to communicating his findings and the rewards that come with knowing geography; he wanted to reach a readership wider than that of papers in the learned journals. First came his *Geography: Its Scope and Spirit*, and *Compass of Geography*; then in 1968 appeared the magisterial summation, *A Geography of Mankind*.

Elected vice-president of the Association of American Geographers in 1959, Jan Broek succeeded to the presidency the following year. Many other honors came his way, among them: Fulbright professor at the University of Malaya in Singapore; honorary research associate at University College, London; corresponding member of the Royal Netherlands Geographical Society; honorary member of the Maconochie Foundation. He was visiting professor and lecturer at many universities and colleges in America and abroad. Sabbatical leaves and grants made possible extensive travel in Southeast Asia, especially in Indonesia where he planned to continue research among the islands of the archipelago, such as his study: "Place Names in 16th and 17th Century Borneo" *Imago Mundi*, Vol. 16, 1962.

On the occasion of Broek's retirement, his colleagues of the Department of Geography in Minnesota presented him with a copy of the Mercator-Hondius-Janssonius Atlas *Theatrum Orbis Terrarum*, 1636, inscribed as follows:

Ever delighting in his conversation,  
rejoicing in his enthusiasm for our calling,  
challenged by the breadth and quality of his scholarship,  
inspired by his devotion to students,  
sustained by his wisdom and humanity,  
We, the faculty of the department of Geography,  
University of Minnesota,  
present to our cherished colleague Jan Otto Marius Broek,  
on the occasion of his retirement,  
this atlas of a world he has labored so long and effectively  
to understand and interpret to others.

Jan Broek is survived by his wife Ruth and by their three children and the grandchildren; also by his sister Jeanne in the Netherlands.

## VIII. ADJOURNMENT OF THE UNIVERSITY SENATE AND CONVENING OF THE FACULTY SENATE TO TAKE UP THE FOLLOWING ANNUAL REPORT

## IX. ANNUAL REPORT OF THE SENATE COMMITTEE ON FACULTY AFFAIRS, 1974-75

### General Comments:

The Annual Report is divided into two parts: Part A is reported for action by the Faculty Senate; Part B is reported for information only.

In order to carry out the business of the SCFA on such issues as I.) Fringe Benefits for Part-Time Faculty; II.) Faculty Retirement Plans; III.) Performance of Faculty Retirement Funds; IV.) Health Insurance Coverage; V.) Sabbatical Leaves; and VI.) Tuition Grants for Dependents of Faculty, a Sub-Committee on Faculty Benefits was appointed; it consists of Professors Robert H. Beck (Chairman), Paul Cartwright, Edward Coen, Stephen Hoenack, Hugh Kabat, Mr. William Weiler, and Professors Andrew Whitman and Mahmood A. Zaidi, Ex-Officio. Membership on the sub-committee consists both of faculty members with experience and expertise in a specific problem area and members of SCFA. The Committee is very grateful for the time and dedicated assistance it has received from Non-SCFA members of the Sub-Committee, and from Ms. Mary Golden, who did invaluable service in processing the SCFA Opinion Survey on Faculty Retirement Benefits. The assistance of many others is hereby acknowledged and failure to mention them by name does not indicate ingratitude.

### PART A

#### Reported for Action

##### I. FRINGE BENEFITS FOR PART-TIME FACULTY

This report begins with a reminder of the following general comments and recommendations made to the Senate the past year:

##### (1) 1974 SCFA Recommendations and Comments

*General Comments* — On November 16, 1972 the Faculty Senate instructed the Senate Committee on Faculty Affairs to study and make recommendations to the Senate on the fringe benefit status of all part-time members of the faculty. In January, 1973, SCFA initiated the compilation of information to be used in the study and made a progress report to the Senate in May, 1973. In its report, SCFA 1) suggested priorities for extending benefit eligibility, 2) sought guidance from the Senate concerning the suggested directions in fringe benefit coverages, 3) asked for support to generate the refined cost data needed for the study, and 4) promised to make specific recommendations on benefit coverages to the Senate sometime during the 1973-74 academic year. Accordingly, below are presented recommendations for Senate deliberation and action.

*Recommendation 1* — Social Security coverage be extended to all *nonstudent* academic appointments.

*Comment:* Most workers in American society are covered compulsorily by Social Security; at other universities part-time academic personnel are covered. All part-time civil service workers at the University of Minnesota are

covered. It might be argued that Social Security coverage is not properly an occupational fringe benefit at all; rather, in this country it is a worker's right.

*Recommendation 2* — Seek the views of student academics and others *not* covered under Recommendation 1 regarding Social Security coverage.

*Comment:* Teaching assistants and associates, research assistants and administrative fellows, etc. are appointed almost entirely on a part-time basis and therefore are not eligible for Social Security coverage. Since many persons in this category are only in *temporary* employment at the University and since there are some employee contributions involved, it may be that the majority of those individuals prefer to postpone coverage until they have found relatively permanent positions.

*Recommendation 3* — Health insurance be extended to all *nonstudent* academic employees.

*Comment:* Part-time academic personnel whose major career commitment is to the University would expect the University to be a natural source of such a benefit, and it would provide added incentive for such personnel to remain in University service. The committee is aware that an extension of this kind of benefit would require legislative action.

These recommendations were approved by the Faculty Senate on May 30, 1974, and forwarded to the Central Administration for its study and action. On May 9, 1975, the SCFA received the following response from the President:

## (2) Central Administration's Response

*Section 1, Recommendation 1* — The extension of Social Security coverage to *all* non-student academic appointees could prove to be an attractive benefit to many of our part-time colleagues. However, as I noted in my earlier letter, it could also be viewed by some as a disadvantage inasmuch as it must involve a personal contribution, and expectations are that this percentage contribution will continue to escalate.

SCFA stated in its comments relative to Recommendation 1 that, "It might be argued that Social Security coverage is not properly an occupational fringe benefit at all, rather, in this country it is a worker's right." Congress, in developing the F.I.C.A. statutes, has seen fit to grant to charitable organizations the discretion to exclude certain classes of employees. Hopefully, the right to make such exceptions was granted only after a careful study of the situation, and clearly it has proved to be of value, most particularly in the area of student employment.

Since any decision to include an additional class of employees under social security will, of necessity, require that all members of that class make personal contributions equivalent to 5.85% of their salary, I find little to recommend a course of action which constitutes a benefit to some members of the group, but at the same time represents a significant monetary disadvantage to all — even those who are fully satisfied with the exception.



In any event, I believe we should seek a solution which grants more flexibility. Accordingly, I have directed that steps be taken to secure guidance from outside tax counsel as to the possibility of developing different classes within this group of part-time academic personnel. The question has been posed informally to Mr. Burton G. Ross of the firm of Doherty, Rumble and Butler, and we will proceed immediately to refine the question and secure his opinion. I am confident that Mr. Ross' opinion will provide better guidance in this area, and I would be pleased to arrange for him to meet with SCFA to discuss this opinion, if that should prove desirable.

*Section 1, Recommendation 2* — The process of exploring further delineation within part-time academic classes will provide guidance in this area as well. I support the concept of surveying the group, but suggest that any such process be carefully coordinated with the work of the Graduate Assistant Task Force chaired by Acting Dean Kenneth H. Keller of the Graduate School. Here again, the proper balance must be found between those who wish to be included, those who wish to be excluded, and the cost to the institution of adding this group to the covered classes.

*Section 1, Recommendation 3* — The Committee itself has noted that the extension of Health Insurance coverage to non-student, part-time academics would require legislative action. To this I would add the suggestion that such a modification ought to address itself to a reduction of the *employer* contribution.

### **(3) 1975 SCFA Recommendation**

#### **RECOMMENDATION A:**

*That after it has had an opportunity to study the President's response, SCFA be requested to report on discussions with the Central Administration as well as on possible steps toward implementation in areas of consensus and any further research that seems necessary.*

*Approved*

## **II. FACULTY RETIREMENT PLANS**

The Committee made the following general comments and recommendations last year to the Senate:

### **(1) 1974 SCFA Recommendations and Comments**

*General Comments*—Expanded opportunities for *voluntary* early retirement enlarges the set of *viable* employment choices available to faculty members. A faculty member may, for a variety of reasons, appreciate the opportunity for additional leisure or for alternative forms of work.

It is understood that all faculty members with tenure at the adoption date of the following recommendations would continue to be governed on regular appointment, if they so choose, by the current regulations.

**Recommendation 1** — Resetting the “ceiling” in the Transitional Retirement System by substituting a single ceiling of \$8,000 or more for the present ceilings of \$6,976, \$6,476 and \$5,976.

*Comment:* The present practice of three different ceilings for the three professorial ranks should be discontinued and replaced by a retirement income which is a function of the number of years of service and the size of preretirement salary. This will prevent all of the anomalies which the present system has created. The proposed increase in the ceiling would still buy 20 percent less today than did \$6,976 in 1967. There should be a minor redefinition of the term “preretirement salary” from the average salary during the last five years of service to the average of the three consecutive highest annual salaries.

**Recommendation 2** — Allow persons who have reached the age of 65 to retire with Annuity plus Supplement to which they would be entitled at age 68, and allow persons who have reached the age of 62 to retire with the Annuity plus Supplement to which they would have been entitled at 65.

*Comment:* The recommendation makes no attempt to compensate for the diminution in Social Security income caused by early retirement. This loss could run nearly \$2,000 per annum for a married couple electing the “joint and survivor” option.

**Recommendation 3** — Partial early retirement to enable a person to retire gradually rather than abruptly.

*Comment:* The recommendation has several benefits for the faculty member. It fully protects his retirement income, may improve his health and productivity, and protects him against adverse financial contingencies since the following term he can resume 100 percent work load if he so wishes. This option has been available to faculty but its availability has not been publicized, and many are unaware of its availability. From the University’s viewpoint, nothing about the arrangement adversely affects its cash flow situation.

**Recommendation 4** — A cost of living adjustment for retirement incomes.

*Comment:* The implementation of this recommendation should remove a negative factor instigating against early retirement; namely, the eroding effects of inflation on retirement incomes. A cost of living system is expensive, but it is necessary if an early, voluntary retirement option is to be viable.

These recommendations were unanimously approved by the Faculty Senate and were forwarded to the Central Administration for consideration and action.<sup>1</sup>

<sup>1</sup>The incidence of the availability of these types of options at other universities is summarized in Appendix I. This information was collected as part of a study conducted for the Office of the Vice President for Academic Affairs by Dean Paul Cartwright of the Institute of Technology.

## (2) Central Administration's Response

In October, 1974, Acting Vice-President Linck requested SCFA to elicit faculty opinion on the above recommendations. The Committee agreed to conduct such a survey during the Winter and Spring Quarters of 1975 and assigned the responsibility of preparing the questionnaire and of making the arrangements necessary to carry out the survey to the Sub-Committee on Faculty Benefits. The final questionnaire administered to the faculty was carefully prepared by your colleagues, Professors Robert Beck (Social and Philosophic Foundations of Education), Paul Cartwright (Electrical Engineering), Edward Coen (Economics), Stephen Hoenack (Public Affairs), Leonid Hurwicz (Economics) and Mr. William Weiler (Assistant Director, Management Information Division), with *continuous* reviews by both the Senate Committee on Faculty Affairs, and its Sub-Committee on Faculty Benefits. SCFA is very grateful to all the faculty members who took time off from their busy schedules to fill in the questionnaire and return it promptly.

Below are the *preliminary* results of the survey. Section I describes the preparation of the questionnaire and the assumptions used in computing the expected costs to the University of the various options and proposals included in the survey. Section II reports the preliminary results of the survey in relation to the SCFA recommendations listed above and discusses additional issues raised by faculty responses to the survey.

### A. Preparation of the Questionnaire

The survey questionnaire was divided into four parts.<sup>2</sup> The first part, consisting of four questions, was designed to solicit faculty opinion on proposals regarding cost-of-living protection for retirement incomes. Three proposals providing varying degrees of cost-of-living protection were devised, each with five alternative "floor" levels for retirement income. This part of the questionnaire was expected to provide information bearing on the *first* and *fourth* SCFA recommendations mentioned above.

The second part of the questionnaire contained four proposals for voluntary early retirement, including the two options in the *second* SCFA recommendation. In addition, the option to vote against any incentive for voluntary early retirement was also available.

The third part of the questionnaire consisted of three proposals for phased or gradual retirement. The opportunity to vote against the concept of phased retirement was also included as an option. This question was designed to provide information regarding the *third* SCFA recommendation.

---

<sup>2</sup>A description of each of the following proposals as they were presented in the instructions to the questionnaire is shown at the top of Tables 1-7. The lower part of each table shows the survey results which will be discussed in more detail in Section III.

The fourth part of the questionnaire solicited opinion on the desirability of allowing a retiring faculty member to take 10 percent of his total accumulation in the faculty retirement plan as a lump sum at the date of retirement. This option is available at most universities whose retirement plans are managed by TIAA. SCFA thought it worthwhile to examine faculty opinion on this option even though it was not specifically recommended by the Senate.

The next two parts of this Section will discuss the methods of calculation of the costs of the various cost-of-living adjustment proposals and the calculation of the costs of the voluntary early retirement proposals. No cost calculations were made for the phased retirement options because there are a number of additional assumptions needed to compute these costs even beyond the rather large number needed for computing costs of the early retirement proposals. The calculations would very probably be subject to a rather large error.

a. *Cost Calculations for Proposals to Provide Cost-of-Living Adjustments for Retirement Incomes.*

As noted earlier the questionnaire included three basic proposals offering varying degrees of cost-of-living protection for retirement incomes. Within each of these proposals five alternative floor levels — initial base levels for yearly retirement incomes — were offered.

The total costs of each proposal were then computed for each initial floor level for the years 1975, 1980, 1985 and 1990. A number of basic assumptions were made in computing these costs:

1. Only Mills I accumulations were considered.
2. Faculty were assumed to have participated in the faculty retirement plan since 1963; however, no account was taken of accumulations prior to 1963.
3. All faculty would retire at age 68.
4. An average salary of full, associate, and assistant professors between the ages of 60 and 65 each year between 1963 and 1974 was used to estimate the retirement plan accumulations as of 1975.
5. The rate of return on accumulations in the retirement plan prior to retirement was assumed to be 7 percent beyond 1975.
6. Annuity costs assumed male only annuitants, a load charge of 2.5 percent, and a rate of return of the annuity accumulations of 5 percent.
7. The rate of inflation and the rate of increase of faculty salaries was assumed to be 5 percent beyond 1975.

8. The age distribution of retirees was based on a liberalized version of the 1951 Group Annuity Table. It should be noted that this Table was supplied by Dr. Franklin C. Smith of George V. Stennes and Associates. Incidentally, a total faculty roster with no hires and resignations in the applicable age range was assumed.
9. All faculty retired prior to 1975 were assumed to be covered by the proposals. An average annuity income for this group was computed from data on current supplements.

From these assumptions three factors which determine total costs in each year for each initial floor level can be calculated. These are:

1. The number of retirees living at each age (assumptions 3, 8 and 9);
2. The annuity income of retirees at each age in the absence of an annuity income floor (assumptions 1, 2, 4, 5, 6, 7, and 9);
3. The floor level in the simulated year (assumption 6).

For Proposal I the cost to the University in a given year for a given initial floor is the sum of the supplements paid to eligible retirees to raise their retirement incomes to the floor level prevailing at the date of retirement of each retiree. There is no cost associated with retirees whose annuity incomes are above the floor level prevailing at the date of their retirement.

The costs of Proposal II in a given year for a given initial floor are calculated in much the same manner. The only difference is that the supplement paid to each eligible retiree is based on the floor prevailing in the given year rather than at the initial date of retirement. There is no cost to the university for retirees whose annuity incomes are above the floor prevailing in the given year.

The costs of Proposal III are exactly the same as those for Proposal II except that there is also a supplement paid to retirees whose annuity incomes are above the floor in the given year. These retirees are paid at cost-of-living adjustment equal to the change between the floor level in the given year and the floor level the previous year.

These total costs for each proposal in each year were divided by the estimated total faculty compensation for that year. The total compensation for 1975 will be about \$60 million. Consistent with assumption 7, it was assumed that total compensation will increase at the rate of 5 percent per year.

No doubt these dollar cost estimates are subject to large errors, particularly in later years. However, the error in the costs as a percentage of faculty compensation will not be large, if the relative relationships among the rate of return on invested contributions, the rate of inflation, and the rate of faculty salary improvement are not too different from the relationships assumed.

## **b. Cost Calculations for Voluntary Early Retirement Proposals**

The options presented for faculty choice in the survey were proposals to both supplement and provide cost-of-living protection for retirement incomes available at an age earlier than the mandatory age of 68. The costs of these proposals were quite difficult to estimate. In addition to assumptions about the rate of inflation, rate of salary growth, rate of return on retirement plan accumulations, etc., assumptions also had to be made regarding the percentage of eligible faculty who would select early retirement and at what salary these faculty would be replaced. In addition, assumptions were made about the level of retirement income which would be provided at the mandatory retirement date and any cost-of-living adjustment which might also be provided. The following assumptions were used to compute the costs of each early retirement proposal for the years 1975, 1980, 1985, and 1990.

1. All assumptions except number 3 were made from the proposals on cost-of-living adjustments.
2. 50 percent of all eligible faculty would choose to retire early. In addition, each would begin participation at the youngest available age; i.e., either age 62 or 65 depending on the option.
3. Each faculty member electing early retirement would be replaced by an assistant professor paid the minimum rate for a 9-month appointment.
4. No retiree would receive less than \$8,000 in retirement income. This floor would increase each year at the rate of the cost-of-living.

For each faculty member selecting one of the first three options, the gross cost per retiring faculty member in a given year is the sum of 1) salary and fringe benefits paid to the replacement assistant professor; 2) the University's continuing contribution to the faculty member's retirement accumulations for the three or six years he would otherwise have worked; and 3) the difference between the retirement income floor and the faculty member's expected annuity income. For the fourth option the gross cost is the sum of (1) and (2) plus 75 percent of the retiree's salary at age 65. This gross cost for all options is then reduced by the faculty member's total cash salary to arrive at the University's net cost per faculty member opting for early retirement. The total cost for any option for a given year is then the cost per retiring faculty member multiplied by the assumed number of faculty selecting the option. Finally, the total cost is divided by total faculty compensation to arrive at cost as a percentage of faculty compensation. It should be noted that these costs are subject to the same types of errors discussed in conjunction with cost-of-living adjustments, but, in addition, also are subject to further error with regard to the assumptions about the number of participants and the salaries paid to the newly hired replacements. This last is crucial. For example, total cost would approximately double for the first and second options, if each participant were replaced at his current salary.

## **B. Results of the Survey**

The survey was mailed during the week of April 7 to all faculty holding the rank of instructor and above and to all Civil Service eligible for the faculty retirement plan. The group included about 4,400 persons.

Of this number, 655 were randomly selected (according to nine age-income stratifications), as a sample group, whose responses were to be analyzed in more detail and who were to be personally contacted by telephone in order to maximize the response rate. The response was as follows for the random sample:

1. 67 had left the University, were on leave or sabbatical, or were otherwise not available during the months of April and May.
2. 89 had not responded to the survey as of June 4, 1975.
3. 37 responded, but declined to make choices among the alternative plans offered. Reasons given were: plans to leave the University in the near future, lack of interest in retirement in general, inability to understand the various plans, etc.
4. 462 returned usable answer sheets.

The first group was dropped from the sample leaving a total sample size of 588. The responses totaled 499 or 85 percent of the adjusted sample size. The number of responses usable for analysis of the various proposals was 462 or 79 percent of the adjusted sample.

An analysis of the responses of the sample group is shown in Tables 1-7. The Table numbers correspond to the question numbers as they appeared in the survey. For each Table the relevant passage from the instructions for completing the questionnaire is reproduced at the top and then followed by the percentage response for each option.<sup>3</sup>

Eighty-seven percent of the respondents felt that any proposal regarding a cost-of-living adjustment for retirement benefits should have a "floor" of 7,600 or more.<sup>4</sup> There was also an indication that respondents took the estimated costs of these proposals into account. Over half of them wanted floors of \$9,100 or \$10,000 for the least costly Proposal I, but only about 40 percent of the respondents wanted floors that high in conjunction with the more costly Proposals II and III (see Tables 1-3).

Perhaps the most significant result with respect to the rankings requested in question four (Table 4) was that more than three-fourths of the respondents considered continuation of the current plan to be the least desirable alternative. Approximately 85 percent of the respondents favored some type of automatic cost-of-living adjustment in the supplement floor. The preferred adjustment mechanism was Proposal II, which provides an immediate measure of cost-of-living protection for all retirees whatever their annuity income.

On the question of early retirement (Table 5) only 6 percent of the respondents were opposed to options to facilitate voluntary early retirement. Among the four options the low preference for the first was not surprising since the same option, with additional flexibility, was available in option two. Among options two, three, and four we suspect that the vote really reflects

<sup>3</sup>The fourth table shows the percentages for the ranking of each option. Thus, for proposal I, 4.4 percent of the respondents ranked proposal I as best, 12.0 percent ranked it second, 68.4 percent ranked it third, etc.

<sup>4</sup>In questionnaire instructions, it was noted that \$7,600 has the same purchasing power today as the existing floor of \$5,300 had when it was established in 1968.

the respondents' preferences between early retirement at 62 or 65. These respondents voting for early retirement at 62 voted for option three and those favoring early retirement at 65 voted for either two or four depending on their salary.<sup>5</sup>

With regard to the phased retirement options (Table 6) some flexibility seems preferred. The majority of respondents preferred the availability of both of the first two options. Only 7 percent thought that none of the options were desirable, which may provide further evidence that the concept of early retirement is acceptable.

Clearly, most respondents were in favor of the option of having the right to take 10 percent of the annuity accumulations in a lump sum at retirement (Table 7). This was to be expected. However, a number of respondents indicated that they thought this option was already available or that they could remove the entire sum at retirement. Some who voted against the proposal indicated that they did not object to the concept, but felt 10% was too low. Others confused this option with the right to remove their accumulations from the plan on leaving the University before retirement. Several appeared not to be fully aware of the nature of a fully vested retirement plan.

*This confusion serves to underline the need for faculty to be better informed about their rights as participants in the Faculty Retirement Plan.*

In addition to the analysis of all respondents in total, a similar analysis was made of each of nine strata of respondents, namely all combinations of the three age groups 20-39, 40-49, and 50-68 and the salary groups of \$17,000 or less, \$17,001 to \$23,000, and more than \$23,000. The numerical results are not included in this report, but the significant differences among the groups will be summarized.

There was some distinct variation in the desired floors for Proposals I, II, and III. Basically, the older and more highly paid faculty were inclined to choose higher floors, especially for Proposals II and III. There also seemed to be a propensity for more highly paid faculty within each age group to choose high floors. The reasons why older faculty desire higher floors are fairly obvious. More highly paid people probably choose higher floors because they are more likely to have relatively higher annuity incomes, possibly above the first three floors. Thus, their expected benefits are greater with higher floors.

Variations in the responses to question four were concentrated within age groups. People having higher salaries within a group were more likely to favor Proposal III and those with lower salaries more likely to favor Proposal II. This tendency was particularly pronounced among respondents 50 or older.

---

<sup>5</sup>The current average salary of faculty between 60 and 65 is about \$22,000. 75 percent of that is \$16,000, which is then the approximate retirement income available in option four between the ages of 65 and 68 for the average faculty member now over 60. An older faculty member now making \$15,000, however, could retire at 65 with an income of only \$11,250 with this option. Thus, the latter person is more likely to be indifferent between the option to retire at 65 with his annuity income or at 75 percent of his salary, particularly if his annuity were to be adjusted for yearly changes in the cost-of-living.



The explanation probably flows from the following considerations. Proposal II costs less and offers basically the same cost-of-living protection to people with low annuity incomes as Proposal III. Those with high expected annuity incomes, on the other hand, will only receive benefits immediately upon retirement from Proposal III.

In question five the most interesting variation was again across the salary groups for respondents 50 and over. Those with high salaries were much more likely than their colleagues to favor the fourth option to retire at age 65 with 75 percent of their salary at that age and with their regular annuity incomes commencing at 68. Those people over 50 with salaries in the middle range were evenly divided between the second and third options, and those with lower salaries were strongly in favor of the second option.

The respondents with lower salaries appeared to want the flexibility to retire at either 62 or 65 with their "accelerated" annuity incomes rather than the alternative of 75 percent of their salary at age 65. Those in the middle salary bracket appear to want the same flexibility to retire at either 62 or 65, but were more divided on which option they preferred for retirement at 65. Those in the high salary range were equally divided between the options of retirement at 62 with the annuity due at 68, or retirement at 65 with 75 percent of their final salary. The relatively high income these persons would receive at 65 makes the flexibility inherent in option two relatively unattractive.

With regard to the phased retirement options in question six, there appeared to be no systematic variation in responses among the various strata of respondents. All preferred the third option by a wide margin. It was unlikely *a priori* that a significant number of respondents would prefer either option one or two so strongly as to be opposed to the flexibility of having both.

There was no systematic variation across the strata in response to question seven regarding the option of being able to take 10 percent of annuity accumulations as a lump sum at retirement. As was pointed out earlier, the interesting responses to this question were not the yes or no votes, but the additional comments which indicated some confusion about the respondent's rights under the Faculty Retirement Plan.

All survey respondents (whether or not they were members of the random sample) were encouraged to make further written comments on the survey, the questionnaire, or the retirement system in general. About one-fifth of the respondents made such comments. A detailed examination of all of the comments received is currently underway. A general summary of these comments is given in Appendix II. Those which relate to the Senate recommendations are listed under headings 1-3. The comment made most often was that years of service should be considered in the computation of floor retirement incomes for individual retirees. Presumably, these faculty are interested in a defined benefit plan where an individual's retirement income is a function of his pre-retirement salary, age and years of service as opposed to the University's money purchase plan where annuity incomes depend on the rate of return to invested contributions and the length of time over which these contributions earn interest.

Many respondents made additional comments on the principle of cost-of-living adjustments. A large majority of the faculty regarded this protection for retirement incomes favorably. Relatively few held the opposite opinion.

In total, more comments were made relative to early and phased retirement than any other topic. Most were general comments that early and/or phased retirement were appealing options. The most prevalent specific comment was that an option for early retirement should be available before age 62.

Most respondents approved of the option that 10 percent of retirement plan accumulations should be available as a lump sum at retirement. Several felt that this lump sum should not be limited to 10 percent.

Additional comments regarding the survey have been grouped under five broad categories numbered 4 through 8 in Appendix II. Many comments related to information about the University's current plan. A number of respondents indicated that this questionnaire was one of the better sources of information they had received. *Most of the comments expressed some discontent regarding the lack of information the respondents had received relative to various aspects of the current plan.*

In addition, comments made during the telephone follow-up of non-respondents revealed other problems regarding faculty members' understanding of the plan. Several persons were not aware of their rights if they left the University before retirement. Others were not aware that the University had no formal early retirement plan. One person, currently participating in the plan, thought that Mills I and Mills II were complete substitutes and that election to participate in Mills II forfeited the option of Mills I. SCFA feels that faculty should receive more complete information regarding the nature of the plan and their options under it at the time of first employment and that participants should receive periodic information relative to the performance of retirement funds.

A few respondents felt that a lowering of the mandatory retirement age was a policy that should be considered. A number of persons were concerned about the level of health insurance coverage available after retirement.

The proposals in the survey generated a wide variety of general comments not specifically related to the Senate recommendations. A majority of the comments regarding the changes were favorable, although a small subset of the people providing written comments felt that the proposals were either inadequate or too costly. The latter people were probably younger and the former older. The same is likely true of those who felt that improvements in the plan were of low priority or vital, respectively.

A few respondents commented on the administration of the plan. Most of those who did were uniformly suspicious of outside administrators and felt the University should play a larger role in the administration of the plan.

### **(3) 1975 SCFA Recommendation**

#### **RECOMMENDATION B:**

*That results of the survey concerning retirement benefit levels and options be forwarded to the Central Administration for its perusal and development of proposals for appropriate action.*

*Approved*

## *Appendix I: Retirement Features Available at Other Universities\**

### *1. University of California*

Cost-of-living protection: Yearly benefit increases up to 2 percent with changes in the cost-of-living.

Early retirement: No formal plan; income at retirement is a function of age and years of service. Faculty members over age 62 or faculty between 55 and 62 with five years of service are eligible to retire at any time.

Phased retirement: No.

### *2. University of Illinois*

Cost-of-living protection: Automatic increase of 2 percent of the initial retirement income each year irrespective of cost-of-living changes.

Early (and phased) retirement: Retirement at age 60 with re-employment at some percentage of time in order to yield a total income double the annuity income at age 60. The retirement income due at the mandatory age of 62 is unaffected.

### *3. Indiana University*

Cost-of-living protection: No

Early retirement: Retirement after 20 years of service at age 65 with income expected at the normal retirement age of 70.

Phased retirement: No

### *4. University of Iowa*

Cost-of-living protection: No.

Early retirement: No formal plan; faculty members can retire at 65 (normal age is 68) but receive only the annuity income due at 65.

Phased retirement: No.

### *5. University of Michigan*

Cost-of-living protection: No.

Early (and phased) retirement: Faculty age 62 or over (normal age is 70) with 10 years of service can retire early by gradually accumulating three quarters of leave with full pay over a period of between one and three years and then retiring with the annuity as of the date of retirement.

---

\*The universities included in this Appendix are a subset of the ones used by the University AAUP Chapter in its annual salary comparisons.

6. *Michigan State University*  
Cost-of-living protection: No.  
Early retirement: No formal plan; a faculty member with 15 years of service can retire at 62 or after (normal age is 68) with the annuity due at the age he retires.  
Phased retirement: No.
7. *Ohio State University*  
Cost-of-living protection: Yearly retirement income increases of up to 1.5 percent based on changes in the cost-of-living.  
Early retirement: Under study.  
Phased retirement: No.
8. *Purdue University*  
Cost-of-living protection: No.  
Early retirement: No formal plan; faculty may retire at age 62 (normal age is 65) with annuity due at 62.  
Phased retirement: No.
9. *University of Wisconsin*  
Cost-of-living protection: Under study.  
Early (and phased) retirement: Faculty may retire at 65 (normal age is 70) with a part-time appointment such that annuity plus salary until age 70 equals highest annual salary prior to retirement.
10. *Harvard University*  
Cost-of-living protection: No.  
Early retirement: No formal plan; may retire at 60 (normal is 65) with annuity due at 60.  
Phased retirement: No.
11. *Massachusetts Institute of Technology*  
Cost-of-living protection: No.  
Early retirement: Under study.  
Phased retirement: No.
12. *Stanford University*  
Cost-of-living protection: No.  
Early retirement: Yes, faculty age 60 or older (normal retirement age is 65) with 15 years of service may retire at a percentage of their salary until annuity commences at 65; the percentage is inversely proportional to the salary and is such that the allowance is actually higher the lower the faculty member's salary.  
Phased retirement: No.

13. *University of Texas at Austin*

Cost-of-living protection: No.

Early (and phased) retirement: Faculty over 60 (mandatory age is 70) may retire with the annuity due at the age of retirement and be re-employed at up to one-third time.

Additional phased retirement: May teach up to 50 percent time after retirement at 70 with no reduction of annuity income.

14. *University of Washington*

Cost-of-living protection: No.

Early (and phased) retirement: Faculty over 62 (normal retirement age is 70) may retire with annuity due at the age of retirement and be re-employed at up to 40 percent time.

*Appendix II. Additional Comments by Respondents to the Questionnaire*

1. Floors for retirement incomes\*

- a. Years of service should also be considered
- b. Retirement income should be based on individual's contribution to the University
- c. Retirement income should be based on salaries of current faculty
- d. Retirement income should be based on individual's last salary

2. Cost-of-living protection

- a. Adjustment should also go down if the cost-of-living declines
- b. Social Security system already provides cost-of-living protection

3. Early and phased retirement

- a. Early retirement is appealing
- b. Like the idea of being able to gradually reduce teaching loads
- c. Eligible age could be even lower (55, 60)
- d. Like the chance to bring in younger faculty; good for the vigor of the institution
- e. Early retirement should be at the discretion of the department rather than the individual
- f. Opposed to encouraging early retirement

4. Need for better information on the retirement plan

- a. The questionnaire is a good source of information
- b. The present system has never been adequately explained to me
- c. Who is paying for the retirement plan?

---

\*Comments within each category are ordered by the frequency they were made.

- d. What options are available upon leaving the University?
  - e. How does our plan compare to those in other schools, in private industry, or in government?
  - f. What is the effect of Social Security on our plan?
  - g. Are summer session or night school salaries used in computing contributions to our accumulations in the plan?
  - h. How are interest rates on annuities doing?
5. Additional retirement options which should be considered
- a. The retirement age should be lower (60, 62, or 65)
  - b. Retirement plan should provide opportunity for purchasing health insurance at group rates.
  - c. Options to provide additional help (beyond the survey proposals) for those about to retire or already retired should be considered
  - d. Waiting period for participation in the faculty retirement plan should be abolished.
  - e. Other managers of invested contribution should be considered, e.g., TIAA-CREF
6. General comments on the proposed changes
- a. Much better than the current plan
  - b. Working faculty should not have to support retired faculty
  - c. I would rather provide for my own retirement
  - d. Attitude of the Legislature is more important than faculty opinion
  - e. Proposed changes are inadequate
  - f. Issues are too complicated for the faculty; expert opinion is needed
  - g. There should be a ceiling on the contributions of current faculty
  - h. Faculty size will be declining, so that fewer faculty will be footing the bill for an increasing number of retirees
7. Priority of changes in the retirement plan
- a. Improvement is vital
  - b. Low priority
  - c. Current cash salaries are more important right now
  - d. Health insurance coverage improvements are of far greater importance
8. Administration of retirement plans
- a. Suspicious of outside administrators
  - b. Curious about how our plan is administered; who gets the load charges?
  - c. Suspicious of Minnesota Mutual

*Table 1: Proposal I: Most Conservative Cost-of-Living Adjustment Proposal  
A. Instructions*

It is convenient for expository reasons, though obviously unrealistic, to suppose that Proposal I is activated in 1975.

To activate it an initial decision is required: namely, the choice of an initial floor to apply to those retiring in 1975. One conceivable choice is to stay with the existing floor of \$5,300. Four other possible floors are listed in the table below under heading: *Alternative Initial Floor Levels for 1975*. Among these the floor of \$7,600 in row 3 possesses some intuitive appeal as a middle-of-the-road candidate, because \$7,600 today has no more purchasing power than was possessed by the existing floor of \$5,300 when it was established in 1968.

<i>Alternative Initial Floor Levels for 1975</i>		<i>Total Cost to the Retirement System of Proposal I as a Percentage of Total Faculty Compensation Budget</i>			
		<i>1975</i>	<i>1980</i>	<i>1985</i>	<i>1990</i>
1.	\$ 5,300	1.7%	1.2%	0.7%	0.3%
2.	\$ 6,100	2.1	1.5	1.1	0.5
3.	\$ 7,600	2.9	2.3	2.0	1.4
4.	\$ 9,100	3.7	3.0	3.0	2.6
5.	\$10,600	4.5	3.7	3.9	3.8

Imagine that we activate Proposal I in 1975 at a new initial floor of \$7,600. Then every faculty member retiring in 1975 with a "pure" Annuity entitlement of less than \$7,600 would receive out of current revenues the *Supplement* required to make the Annuity-plus-Supplement equal to \$7,600.

That would be his income in his first year of retirement. It would also be the amount of his income in each later year of his retirement. He would receive no further cost-of-living assistance no matter how high the rate of inflation might become.

There is one more feature of Proposal I. Suppose that, during the 12 months following the imaginary activation date of July 1, 1975, the Consumer Price Index climbs by 8 per cent. Then those faculty members retiring on July 1, 1976, would receive an Annuity-plus-Supplement equal to the initial floor of \$7,600 plus 8 percent of itself. That is, the floor for faculty retiring in 1976 would be \$7,600 + \$608, or \$8,208.

In summary, the initial floor of \$7,600 would increase each year in step with the Consumer Price Index in order to protect its initial purchasing power, but this constant purchasing power would only ensure that each faculty member starts his retirement with that much purchasing power. It would do

nothing to protect him from inflation *after* the *first* year of his retirement. This may not satisfy you, but it is better than the present system where faculty *begin* their retirement each year with less and less purchasing power.

Finally, Proposal I offers no cost-of-living assistance to those who will retire with a pure Annuity income in excess of the floor prevailing at the date of their retirement.

Obviously, if you get no cost-of-living assistance *after* you retire, you would, other things being equal, prefer to *start* your retirement at a higher floor rather than a lower one. Thus looking back at the table, activating the system with an initial floor in 1975 of \$10,600 will be better than activating it at an initial floor of \$5,300. However, higher floors involve higher costs. The percentage figures in each row of the table provide you with an estimate of the annual cost of each alternative initial floor. The cost is expressed as a percentage of the total faculty compensation budget.

#### B. Response

##### Preferred Initial Floor Level for Proposal I

Option 1.	\$ 5,300	5.6%
Option 2.	\$ 6,100	2.5
Option 3.	\$ 7,600	34.8
Option 4.	\$ 9,100	22.3
Option 5.	\$10,600	31.1
No Response		3.7

Table 2: Proposal II; Middle Ground Cost-of-Living Adjustment Proposal  
A. Instructions

This proposal offers more protection than Proposal I but at a higher cost.

Again we activate Proposal II in 1975 assuming an initial floor of \$7,600. As in Proposal I the dollar level of this floor would rise each year in step with the Consumer Price Index. Therefore, as in Proposal I everyone could count on *starting* his retirement with this known amount of purchasing power.

But Proposal II also offers cost-of-living protection *beyond* the first year of retirement. Consider a person who retires in 1975 with an Annuity-plus-Supplement equal to \$7,600. This is his income in his first year of retirement. If the rate of inflation were 8 percent during that year, he receives in his second year an Annuity-plus-Supplement of \$7,600 plus 8 percent of that amount. His second year income is \$7,600 + \$608, or \$8,208. In the third year and later his income is similarly adjusted. He is assured of a constant amount of purchasing power during his life and that of his spouse.



For faculty whose pure Annuity income exceeds the floor prevailing when they retire, Proposal II works as follows. Imagine a person retiring in 1975 and entitled to a pure Annuity income of \$10,000. If the rate of inflation happened to be a steady 8 percent per annum, our floor which we set at \$7,600 in 1975 would become \$9,575 by 1978 and \$10,340 by 1979. The faculty member who started with \$10,000 in 1975 would get no cost-of-living help until the floor caught up with him in 1979, when he would receive \$10,340. At this point he would, as it were, join the rest of the faculty who had started in 1975 with \$7,600. The purchasing power of his Annuity declines between 1975 and 1979 but is not allowed to fall below the constant purchasing power level of the floor.

The choice of an initial floor of \$7,600 was purely expository. The basic mechanism of Proposal II can be activated at any initial floor level. The higher the initial floor, the higher is the purchasing power floor which is being guaranteed, but the cost also increases with the benefit level. The table below presents estimates for selected years of the cost of maintaining each purchasing power floor, expressed as a percentage of the total faculty compensation budget.

<i>Alternative Initial Floor Levels for 1975</i>	<i>Total Cost to the Retirement System of Proposal II as a Percentage of Total Faculty Compensation Budget</i>				
	<i>1975</i>	<i>1980</i>	<i>1985</i>	<i>1990</i>	<i>1995</i>
1. \$5,300	1.7%	1.6%	1.5%	1.3%	1.1%
2. \$6,100	2.1	2.1	2.1	1.8	1.6
3. \$7,600	2.9	2.9	3.2	3.1	2.8
4. \$9,100	3.7	3.8	4.4	4.6	4.5
5. \$10,600	4.5	4.6	5.5	6.2	6.4

#### *B. Response*

##### *Preferred Initial Floor Level for Proposal II*

Option 1.	\$5,300	6.9%
Option 2.	\$6,100	5.4
Option 3.	\$7,600	43.4
Option 4.	\$9,100	20.8
Option 5.	\$10,600	20.3
No Response		3.2

*Table 3: Proposal III: Most Liberal Cost-of-Living Adjustment Proposal  
A. Instructions*

Proposal III is absolutely identical with Proposal II for those faculty members who will retire with a pure Annuity income which is less than the selected floor. They would as in Proposal II receive a Supplement and an annual cost-

of-living adjustment which keeps them exactly at the floor as it rises each year in step with the cost-of-living.

However, the two proposals are different in that Proposal III, unlike Proposal II, provides immediate cost-of-living protection for faculty who will retire with a pure Annuity income *in excess of* the floor prevailing at the date of retirement. An example will clarify this point.

A person retires in 1975 with a pure Annuity income of \$10,000. The 1975 floor is, we suppose, \$7,600. During the next 12 months we assume again an 8 percent rise in the Consumer Price Index. Our imaginary retiree will receive in his *second* year of retirement an income equal to his \$10,000 annuity *plus* 8 percent of the floor amount of \$7,600. His second year's income will be \$10,000 + \$608, or \$10,608. A similar principle would apply to later years.

Stated more generally, he receives in each year a cost-of-living adjustment on that part of his pure Annuity income which matches the size of the current floor, but he receives no cost-of-living assistance with respect to the residual part of his pure Annuity income which is in excess of the current floor.

In other words, he receives each year a cost-of-living adjustment which is in dollars exactly the same as the dollar adjustment or add-on awarded to those faculty members whose Annuity-plus-Supplement *exactly* matches the prevailing floor.

Proposal III is a basic adjustment mechanism, which, like Proposal II, can be activated at any selected initial floor level. The higher the floor the higher the cost. The table below shows the estimated cost in selected years for each of five alternative floor levels.

<i>Alternative Initial Floor Levels for 1975</i>	<i>Total Cost to the Retirement System of Proposal III as a Percentage of Total Faculty Compensation Budget.</i>				
	<i>1975</i>	<i>1980</i>	<i>1985</i>	<i>1990</i>	<i>1995</i>
1. \$5,300	1.7%	1.6%	1.5%	1.4%	1.3%
2. \$6,100	2.1	2.1	2.1	1.9	1.8
3. \$7,600	2.9	2.9	3.2	3.1	2.9
4. \$9,100	3.7	3.8	4.4	4.6	4.6
5. \$10,600	4.5	4.6	5.5	6.2	6.4

You will notice that for any given floor the costs prior to 1990 are not perceptibly greater than for Proposal II, because the number of high annuity retirees will remain small until that date. However, beyond the year 1990 Proposal III could cost substantially more than Proposal II, because the number of high annuity retirees will then become much larger.

## B. Response

### Preferred Initial Floor Level for Proposal III

Option 1.	\$5,300	7.1%
Option 2.	\$6,100	6.1
Option 3.	\$7,600	45.6
Option 4.	\$9,100	17.2
Option 5.	\$10,000	21.8
No response		2.2

Table 4: Ranking of the Cost-of-Living Adjustment Proposals

### A. Instructions

After reading this section you will be asked to rank the basic Proposals, I, II and III in order of their desirability, with the opportunity also to vote for simply continuing the retirement system in its present form. This is really the most important issue before you. The benefits provided by Proposals I, II and III successively increase either in magnitude or in the number of persons covered. The cost also increases if, looking at a *given* initial floor, you move from Proposal I to II to III.

The task of making a choice is complicated by the fact that the five alternate floors represent competing variants *within* each basic proposal. To circumvent this difficulty you should compare your preferred variant of each basic proposal. *Continuation of the Retirement System in its Present Form*

For those of you who want *no cost-of-living adjustment at all*, the option is provided of voting simply to continue the present system, where the floor is currently fixed at \$5,300 with no cost-of-living adjustment at all, except that which will occur *incidentally* to occasional *discretionary* changes in the dollar level of the floor.

### B. Response

	Ranking				No Response
	First	Second	Third	Fourth	
1. Proposal I	4.4%	12.0%	68.4%	2.7%	12.5%
2. Proposal II	32.1	51.0	6.1	0.2	10.5
3. Proposal III	54.7	22.5	11.0	4.7	7.1
4. Continuation of the Present System	5.4	2.0	2.0	79.7	11.0

**Table 5: Voluntary Early Retirement Opportunities**  
**A. Instructions**

In the table below you will find descriptions of four alternative policies for facilitating early retirement, together with the estimated cost of each. The fifth option is an opportunity to vote against the provision of any special incentive to early retirement. To some degree your choice among these options may properly be influenced by the consideration that, if in Question IV you favored some form of cost-of-living protection, you are already facilitating early retirement by reducing the risk of erosion of retirement incomes during the *longer* period of retirement that results from retiring *sooner*.

The low cost of most of the options in the table flows from the assumptions that a faculty member retiring early would be replaced by an *assistant* professor, and that not more than 50 percent of retiring faculty would retire early. It should be emphasized that all the early retirement opportunities are *voluntary*. They enlarge faculty choices: they do not limit them.

OPTIONS	COST AS A PERCENTAGE OF TOTAL FACULTY COMPENSATION			
1. Retire at 65 or 66 or 67 and then receive the Annuity or Annuity-plus-Supplement normally due at 68	zero	zero	0.1%	0.8%
2. Two-step option: Retire at 62 or 63 or 64 receiving Annuity or Annuity-plus-Supplement normally due at 65; or retire at 65 or 66 or 67 receiving Annuity or Annuity-plus-Supplement normally due at 68	zero	zero	0.1%	0.8%
3. Retire at 62 (or later) receiving Annuity or Annuity-plus-Supplement normally due at 68	zero	zero	0.8%	3.0%
4. Retire at 65 with 75% of age 65 salary until 68 when regular Annuity-plus-Supplement commences	0.8%	1.2%	1.0%	1.1%
5. None of the above	zero	zero	zero	zero

**B. Response**

Preferred Early Retirement Proposal

1. Retire at 65 with retirement normally due at 68	7.6%
--	------

2. Retire at 62 with retirement income normally due at 65, or retire at 65 with retirement income normally due at 68	35.3
3. Retire at 62 with retirement income normally due at 68	35.8
4. Retire at 65 with 75% of age 65 salary until 68, when regular Annuity-plus-Supplement commences	14.2
5. I do not favor any of the 4 options above	5.9
6. No response	1.2

Table 6: Phased Retirement or Gradual Retirement  
A. Instructions

1. Some universities encourage early retirement with an option resembling one of those listed in Table 5, and *additionally* (with no impairment of the retirement income) they offer the opportunity (after retirement) to teach (or provide other service) with normal compensation for some specified fraction of full time. Within the cost assumptions of this questionnaire the incremental cost of providing this teaching opportunity would be the amount by which the salary paid to this faculty member would exceed that of a substitute *assistant* professor.
2. Some universities, as part of their retirement plans, make available to the faculty member the option of a reduced time appointment *prior* to actual retirement, with fringe benefits kept on the full (100%) time base. This allows the faculty member anticipating retirement to begin to phase or step down his work load. This results in a reduced salary income *prior* to actual retirement, but since fringe benefits are kept on the 100% base, it does not impair the retirement income when the faculty member finally chooses to retire. The fraction by which the faculty member reduces his time would be wholly at his discretion. In particular, a reduction of time *this* year, would not preclude resumption of full time *next* year.

There would be no adverse effect of this option on the *cash-flow* position of the University, *if* only the fraction of salary released by the reduced time appointment were used to hire substitute teaching resources at the senior or junior faculty level.

3. You might favor making available both of the above options.
4. You might not want either of these two options to be available.

#### B. Response

##### Preferred Phased Retirement Proposal

1. Opportunity to teach on part-time basis *after retirement* (*simultaneously* retaining retirement income unimpaired) 10.8%

2. Opportunity (prior to retirement) to teach a fraction of full-time to be selected by the faculty member, with no impairment of fringe benefits or retirement benefits	16.2
3. The availability of <i>both</i> (1) and (2) above	63.7
4. None of these options are desirable	6.9
5. No response	2.5

*Table 7: Cash Benefit at Date of Retirement*  
A. Instructions

The University of Indiana allows the following option: At the date of retirement up to 10 percent of the total annuity accumulation may be taken, at the annuitant's choice, as a lump sum payment.

While the exercise of this option by an individual would naturally involve a corresponding reduction in his own annual income after retiring, no cost at all would be imposed on the retirement system or on other faculty.

**B. Response**

At the retirement date, should 10 percent of the total annuity accumulation be available as a lump sum payment?

1. Yes	80.4%
2. No	14.0
3. No response	5.6

**III. PERFORMANCE OF FACULTY RETIREMENT FUNDS**

The Committee made the following general comments and recommendations last year on this subject:

**(1) 1974 SCFA Recommendations and Comments**

**GENERAL COMMENTS**

Since 1963, the University's faculty retirement income program has been based on the principle of "full and immediate vesting," (i.e., funds invested and the return on them are fully and immediately owned by the faculty member).

There are a number of advantages to retirement plans based on "full and immediate vesting." Not the least of these is that by owning the funds invested, the faculty member will receive retirement benefits upon resignation or layoff preceding the normal retirement age. Also, if the member dies before reaching retirement age, then the beneficiary will receive all accumulated benefits. As a faculty member ages under the University's plan, his potential annuity income increases more rapidly, not necessarily because of his and the University's current retirement contributions, but because of the ever growing yields on the sum he previously accumulated.

Obviously the success of a retirement plan based on the principle of "full and immediate vesting" depends not only on the size of the investments made by the faculty member and the University, but also on the return on these investments. If investment returns are poor, the many advantages of "full and immediate vesting" can be partially offset. If these returns are good, these advantages are enhanced. High returns over long periods of time can give faculty members who have been in the plan for a long time desirable options including relatively high income during early or partial retirement if chosen, relatively small needs for life insurance, and substantial full retirement income. It is therefore most important for a faculty committee, like SCFA, to monitor investment returns on retirement accumulations very carefully. Accordingly, it is the unanimous decision of SCFA to review the performance of faculty plans each year and report the results of its investigation to the Senate.

**RECOMMENDATION 1:**

Faculty members should be allowed to have additional options for the investment of their own and the University's contributions to the Minnesota Mutual's relatively low return-low risk fixed income and equity portfolios.

**COMMENT:**

Insurance companies in effect charge for the service of guaranteeing interest rates and principal, and some faculty members may want to absorb the risk and avoid the charges.

**RECOMMENDATION 2:**

Minnesota Mutual should be required to justify its charges, and if these charges exceed costs demonstrably attributable to managing funds belonging to the University of Minnesota faculty, they should be lowered. Otherwise, the faculty should seriously consider contracting alternative fund managers.

**COMMENT:**

Self explanatory.

**RECOMMENDATION 3:**

Substantial improvements should be made in the information provided to faculty members on investment of their own and the University's contributions.

**COMMENT**

Reports should be issued providing information which will help faculty make decisions among the options which now exist and which have been proposed above. These should contain thoughtful and illustrative discussions of the many types of risks involved with each option.

SCFA received the following response on May 9, 1975 from President Magrath:

**(2) Central Administration's Response**

**SECTION III, RECOMMENDATION 1**

My earlier letter indicated support for the concept of additional investment options, and it is my understanding that a subcommittee of SCFA, under

the chairmanship of Associate Professor Stephen A. Hoenack, is continuing the process of examining alternative programs. Clearly, one option that should receive careful study is TIAA-CREF, particularly in the light of the faculty mobility issues.

### *SECTION III, RECOMMENDATION 2*

It is my understanding that Minnesota Mutual and SCFA are currently engaged in an extensive review of administrative costs.

### *SECTION III, RECOMMENDATION 3*

I support fully the suggestion that better information ought to be provided relative to investment performance. However, the scope and appropriate source of such improved reporting should be developed out of the continuing dialogue between SCFA and Minnesota Mutual. Mr. Harold Bernard has been instructed to seek and distribute a mutually satisfactory set of reports prior to December 31, 1975. I should point out, as my considered opinion, that written reports will never be a completely satisfactory answer, and we must somehow provide for much improved personal counseling for all participants.

*As promised in the general comments of the 1974 SCFA recommendations to the Senate last year, below is a preliminary report on the performance of the faculty retirement funds.* This report was prepared by Professor Stephen A. Hoenack, Mr. William C. Weiler and Mr. Ronald A. Zillgitt, with continuous reviews by the Senate Committee on Faculty Affairs:

#### *I. Returns on Faculty Retirement Funds in calendar year 1974*

##### *A. Fixed Investments*

The rate of return actually credited by Minnesota Mutual and Northwestern National Life (MM-NWNL) to each faculty member's fixed income accumulations during the calendar year 1974 was 7.25 percent, which represents a crediting rate of 7.44 percent minus a charge of .19 percent as an addition to MM-NWNL's reserves. The crediting rate in 1974 or any given year is dependent upon MM-NWNL's earnings on the total amounts of fixed income accumulations invested in each year since the inception of the Faculty Retirement Plan. It is determined by the interest rates earned on funds initially invested in each year weighted by the amounts of such funds plus earnings on such funds. MM-NWNL places most of the funds in long-term investments; because long-term interest rates have risen over much of the period from 1963, the date the Faculty Retirement Plan came into existence, the gross rate of interest on the total fund is somewhat less than current long-term interest rates. Thus, for example, the interest rate for 1974 in the calculation of the weighted average crediting rate of 7.44 percent is 8.06 percent.

The figures mentioned above are referred to as net rates of return, after taxes<sup>1</sup> and management fee, which is a payment for current staff expenses. These two charges amounted to .16 percent each for a total of .32 percent in 1974.

---

<sup>1</sup> Although the University's plan is in theory completely tax-deferred, the tax law governing the plan permits Minnesota Mutual a deduction only on the corporate tax due on the average rate of return earned by all of their investments. Since the University plan's earnings exceed this average rate, there is a tax liability (at ordinary corporate rates) on the amount credited in excess of this average rate. Minnesota Mutual informs us that a committee of the insurance industry is currently lobbying with Congress to change this law to permit a deduction of the corporate tax on the full amount credited to each tax-deferred pension plan.



That is, gross interest earned by MM-NWNL on the fixed income assets actually purchased with the total fixed income accumulations in our Faculty Retirement Plan was 8.38 percent, from which .32 percent was subtracted to yield a crediting rate of 8.06 percent before the charge for an addition to reserves.

## B. Variable Investments

Tables I-IV provide a comparison of the performance over the past ten years of: Variable Fund "A" (VFA) managed by MM-NWNL for our faculty retirement fund; College Retirement Equities Fund (CREF), the most popular faculty retirement fund; T. Rowe Price Growth Stock Fund (TRP-Growth), the largest no-load mutual fund in the United States; and the Dow Jones Industrial Average,<sup>2</sup> a broad index of listed common stocks. Table I shows the value of \$1.00 initially invested on 10/31/64 as of December 31st of each succeeding year. Table II shows the cumulative rate of return in each fund for a given dollar amount invested on 1/1/65. Thus, an investment in VFA on 1/1/65 would have returned an average of 3.96 percent as of the end of 1973 and 1.54 percent as of the end of 1974.

Table III shows the performance of the funds in each of the years from 1965 through 1974. As expected, the unit value of VFA declined during 1974, but the corresponding declines for CREF, TRP-Growth, and the Dow were much larger. Also shown in this table are the mean values of the rates of return and the standard deviation around these means for each fund. VFA has a modest average rate of 2.51 percent over the last 10 years, but its return is greater than that of CREF and the Dow. Its rate of return is lower than that of TRP-Growth but the standard deviation of the rate of return, which is considered a measure of risk, is lower than that of TRP. We also note that the standard deviation of VFA is lower than that of CREF and the Dow as well.

Table IV shows the rate of return earned as of the end of 1974 on money invested each year between 1964 and 1973. For VFA, only money invested before 1967 earned a positive rate of return through 1974. For CREF, only money invested before 1965 earned a positive rate of return through 1974.

Stock prices fluctuate widely and during 1974 were considerably below their long-term trend of growth of the last century. It is impossible to predict if the trend itself is changing. Ironically, if stocks return to the long-term trend, faculty members will have benefited from the 1974 bear market. This is because their steady dollar purchases have purchased considerably more ownership of stocks than if stock prices had stayed near their long-term trend.

## II. Progress in Implementing the Senate Recommendations

### A. Additional Investment Options

The MM-NWNL equity portfolio, Variable Fund "A," has performed well relative to other common stock investments during the past ten years. However, a higher risk portfolio (as defined in the previous section) might perform re-

<sup>2</sup>Ordinarily, we would prefer to use a comparable index based on Standard and Poor's 500, but the Dow-Jones averages were more readily available at this time. In the future, however, we plan to use Standard and Poor.

lately better in a period in which the trend of common stock prices is positive. Furthermore, MM-NWNL's fixed income portfolio credits a uniform interest return for all faculty, regardless of the time profile of any one faculty member's fixed accumulation. Additional options might appropriately include the following:

1. Bond fund. A bond fund, which revalues its assets as bond prices fluctuate, would allow faculty the option of absorbing principal and interest rate risk on fixed income assets if they so desired.
2. Additional equity funds. Faculty members should be allowed the option to invest in equity funds which are somewhat riskier than VFA, but which might have an associated higher average rate of return during periods of rising stock prices.
3. Regarding Minnesota Mutual's current fixed income portfolio, faculty members should earn the actual interest on their own accumulations. At present, they earn the average rate on the entire portfolio, and as was shown above, in periods where long-term interest rates are rising, this average yield is below the current rate of return.
4. Gold mining stocks. Faculty members who expect continued periods of very high inflation such as that presently occurring in Great Britain may want to invest in gold mining stocks in hopes of protecting some of their purchasing power.

Regarding the possibility of introducing additional options, Minnesota Mutual has expressed a willingness to work with the University in the development of additional options, even including the possibility of individual custodial accounts in which those faculty members desiring to do so could directly purchase securities with their retirement funds. However, an expression of faculty sentiment in regard to introducing additional options is needed. The SCFA should consider whether and how faculty opinion on additional options might be collected.

#### *B. Justification of Costs*

As noted in the report of May 2, 1974, of the Subcommittee on the Performance of Faculty Retirement Funds, front-end load costs had just been reduced from 2½ percent to 2 percent. Since that time we have had numerous discussions with Minnesota Mutual and responsible University administrators with the result that satisfactory cost accounting is beginning to be forthcoming and is expected to continue.

Two items of expense received and should continue to receive close study. The first of these is data processing expense. We do not believe that the faculty or administration of the University should be concerned with the mechanics of Minnesota Mutual's data processing systems. However, we do believe that the faculty and administration should have a voice in determining what information these systems ought to provide to individual faculty concerning their own investments and to the administration to facilitate internal management of the plan. A joint meeting of responsible officials of the University administration, Minnesota Mutual, and the SCFA recently reaffirmed this principle.

The second item is the allocation of costs in accordance with the actual costs of administering different plans. In particular, Minnesota Mutual officials have indicated that relative to total assets, the costs of administering the pre-1963 retirement plan are greater than the costs of administering the current plan. We recommend that the SCFA support the principle that costs be allocated on the basis of the actual accrual in the separate plans.

### C. Informing Faculty

We believe that the subcommittee report of May 2, 1974, represents a considerable step forward in informing the faculty of the characteristics and performance of the Faculty Retirement Plan. However, far more is required. As a result of numerous communications with faculty during the last year we have discovered widespread uncertainties and misunderstandings about the plan as well as numerous thoughtful suggestions for changes and improvement. For this reason, we recommend that a detailed report be prepared for all faculty explaining:

1. The nature of a full vested retirement plan in comparison with a defined benefit plan such as the Minnesota State Retirement System.
2. The concepts of risk and return in both fixed income and equity assets including the different types of risk inherent in different types of investment. There is a well-developed literature of high academic quality which should be briefly reviewed in the report.
3. Illustrative calculations of the necessary savings rates required to achieve specified annuity income goals in real terms under alternative assumptions about
  - a. years to retirement,
  - b. rates of return in the savings period, and
  - c. rates of inflation.

We recommend that this report be completed sometime this summer.

### III. Purchase of Fixed Annuities at Retirement

Presently, a faculty member pays the same total price for a given fixed annuity level whether he purchases that annuity with a portion of his variable annuity accumulations or fixed annuity accumulations. This situation is inappropriate for the holder of variable annuity accumulations for the following reasons.

During a period of rising interest rates the actual cash value of a fixed accumulation is less than the stated guaranteed principal value. This guaranteed principal value, however, is fully credited toward the fixed annuity purchase. The interest component of the fixed annuity income is determined on the basis of the average return on the total of MM-NWNL's fixed investments over a period of time during which interest rates have been rising and is less than the current market rates. The use of the guaranteed principal amount for the purchase of fixed annuity income is thus appropriate because the interest rate on the annuity is consistent with the guaranteed principal value rather than the actual cash value of fixed accumulations. However, if variable annuity accumulations are used to purchase fixed annuity income, the faculty member must, in effect, sell his variable accumulations *at the going market price* and use the proceeds for the purchase of fixed annuities. It is clearly inappropriate for the seller of variable annuity accumulations to receive less than the current market interest rate on the interest rate component of fixed annuities purchase with the proceeds of such sales.

Professor Hoenack & his associates recommend further discussions with MM-NWNL regarding additional options in the purchase of fixed or relatively fixed annuities with proceeds of variable annuity accumulations.

SCFA has not yet had an opportunity to study and act upon recommendations made in Section II and III above and therefore they are reported here for information only.

(3) 1975 SCFA Recommendation

**RECOMMENDATION C:**

That SCFA be requested to continue exploration with the Insurance Companies and the Central Administration of the possibilities for improving the performance of the faculty retirement fund, and to report to the Senate the results of this exploration sometime next year.

**TABLE I**  
*Accumulation Unit Values at Year End<sup>1</sup>*  
(Assuming Capital Gains and Dividends Reinvested)

	VFA <sup>2</sup>	CREF	TRP-GROWTH	DJ <sup>3</sup>
10/31/64	1.000000	1.000000	1.0000	—
1964	1.005813	1.009011	1.0057	1.0058
1965	1.095960	1.188145	1.2649	1.1561
1966	.987047	1.132771	1.2537	.9751
1967	1.253170	1.398019	1.5911	1.1689
1968	1.355620	1.483545	1.7247	1.2593
1969	1.194038	1.401754	1.7848	1.1035
1970	1.253365	1.356615	1.6456	1.2060
1971	1.368523	1.631358	2.1700	1.3279
1972	1.625528	1.909809	2.5083	1.5752
1973	1.426261	1.563283	1.8765	1.3555
1974	1.171319	1.078665	1.2565	1.0224

<sup>1</sup> Table I shows the value, as of Dec. 31 of each year, of \$1.00 initially invested on 10/31/64.

<sup>2</sup> VFA is the *variable* investment portion (Managed by MM-NWNL) of the faculty retirement plan.

<sup>3</sup> We computed an index (denoted in Tables by DJ and in this footnote by  $I_n$ ) based on the Dow-Jones Industrial Average, calculated as follows:

Let  $D_n$  = Dow Jones Industrial Average on last trading day of year  $n$ .

$Y_n$  = Average dividend rate on Dow Jones stocks on last trading day of year  $n$ .

$I_n$  = index, year  $n$ .

Then

$$I_{n+1} = I_n(1 + Y_n) \frac{D_{n+1}}{D_n}$$

$I_{1964}$  was normalized so as to equal VFA accumulation unit value as of 12/31/64. (The value of the index as of 10/31/64 might have been slightly different from 1.000.)

TABLE II<sup>a</sup>

Cumulative Rate of Return<sup>b</sup> on Money Invested on 12/31/64  
(Assuming Capital Gains and Dividends Reinvested)

	VFA	CREF	TRP-GROWTH	DJ
1965	8.96	17.75	25.77	14.94
1966	-0.94	5.96	11.65	-1.54
1967	7.60	11.48	16.52	5.14
1968	7.75	10.12	14.44	5.78
1969	3.49	6.80	12.16	1.87
1970	3.74	5.06	8.55	3.07
1971	4.50	7.10	11.61	4.05
1972	6.18	8.30	12.10	5.77
1973	3.96	4.98	7.18	3.37
1974	1.54	0.67	2.25	0.16

TABLE III

Current Rate of Return in Year Shown  
(Assuming Capital Gains and Dividends Reinvested)

	VFA	CREF	TRP-GROWTH	DJ
1965	8.96	17.75	25.77	14.94
1966	- 9.94	- 4.66	- 0.89	-15.66
1967	26.96	23.42	26.91	19.87
1968	8.18	6.12	8.40	7.73
1969	-11.92	- 5.52	3.48	-12.37
1970	4.97	- 3.23	- 7.80	9.29
1971	9.19	20.25	31.87	10.11
1972	18.78	17.07	15.59	18.62
1973	-12.26	-18.15	-25.19	-13.95
1974	-17.87	-31.00	-33.04	-24.57
MEAN	2.51	2.21	4.51	1.40
STANDARD DEVIATION	14.85	17.97	21.89	16.30

<sup>4</sup> Table II was calculated as follows:

If A = accumulation unit value on 12/31/64 and

If B<sub>n</sub> = accumulation unit value at the end of year 1964 + n, then the rate of return (r<sub>n</sub>) is given by  $r_n = (B_n/A)^{1/n} - 1$ .

<sup>5</sup> As of the end of the year indicated in the first column.

**TABLE IV<sup>a</sup>**  
*Rate of Return on Money Invested at the End of Year n*  
*As of December 31, 1974*  
*(Assuming Capital Gains and Dividends Reinvested)*

Year Invested <i>n</i>	VFA	CREF	TRP-GROWTH	DJ
1964	1.54	0.67	2.25	0.16
1965	0.74	- 1.07	- 0.07	- 1.36
1966	2.16	- 0.61	- 0.01	0.06
1967	- 0.96	- 3.64	- 3.32	- 1.89
1968	- 2.41	- 5.17	- 5.14	- 3.41
1969	- 0.38	- 5.11	- 6.78	- 1.52
1970	- 1.68	- 5.57	- 6.52	- 4.04
1971	- 5.05	-12.88	-16.65	- 8.35
1972	-15.11	-24.85	-29.22	-19.44
1973	-17.87	-31.00	-33.04	-24.57

#### IV. FACULTY HEALTH INSURANCE

*Current (1975) Legislative Status:* Many bills designed to improve health insurance were introduced during the 1975 Minnesota Legislative Session; however, only two minor bills were enacted.

The first enacted bill liberalized the 1974 statute which permits a terminating employee to elect to continue the group health insurance coverage by paying the premium for a maximum period of six months. The enacted second bill requires that health insurance policies provide certain coverage for emotionally disturbed children. Other bills relating to some aspect of the health insurance recommendations approved by the University Senate will be considered during the 1976 Legislative Session:

1. S.F. 60 — Provides guaranteed access to health insurance at standard individual rates irrespective of health condition.
  - Insurers must offer, and insureds must refuse in writing catastrophe coverage up to \$250,000 maximum lifetime limit.
  - Specifies uniform minimum benefits required under group insurance contracts in order for the employer to continue the income tax deductibility of premiums.
2. S.F. 1208 — Would upon employment termination grant employees an option to convert to an individual health policy with benefits equal to the group insurance coverage.

<sup>a</sup> The figures in Table IV were calculated as follows:

If A = accumulation unit value on 12/31/74 and

B<sub>n</sub> = accumulation unit value in year 1974 - n, then the rate of return (r<sub>n</sub>) is given by  $r_n = (A/B_n)^{1/n} - 1$ .

The following recommendations of the SCFA were approved last year by the Faculty Senate and forwarded to the Central Administration for its response to the recommendations:

**(1) 1974 SCFA Recommendation**

*General Command*

SCFA believes that both University faculty and employees of the state of Minnesota have the same needs and interests with regard to the health insurance plans, and it fully recognizes that all are placed under a common insurance umbrella. However, it is important to observe that the master Blue Cross-Blue Shield policy covering state and University employees can be modified at the direction of the state legislature, and any such changes will not affect master contracts between the Blues and other groups. In contrast, the "HMO" (Health Maintenance Organization) plans like Group Health of St. Paul offer the same benefit plan to each covered group including state employees, so changes in an HMO plan may require changes in contracts with other HMO members. In fact there is no master contract between the state and the Group Health Plan.

*Recommendation 1* — After five years of service any retiring employee be permitted to elect to continue without time limit as an insured person under the state plan and pay the group insurance premium rate with the entire group absorbing the cost of adverse selection.

*Comment:* During the 1974 session the Minnesota legislature enacted Chapter 101 which permits any employee under a group health insurance contract to elect upon termination of employment to retain the group insurance coverage for a maximum of six months and pay his former employer on a monthly basis at the group insurance premium rate. Because of the six month limitation, this legislation effective August 1, 1974, is only a first step in the direction of resolving the problem.

*Recommendation 2* — An insured person with five years of service should have the right to elect continuation of coverage under the state program with premiums at group rates paid by the insured. Any increased costs of adverse selection would be absorbed by the entire group.

*Comment:* The recommendation complies with or exceeds the requirements of Minnesota law enacted in 1973 and 1974.

*Recommendation 3* — Until Recommendation 2 is implemented, the following steps should be taken:

- a) The conversion right should be defined more explicitly and the benefits specified:
- b) The contractual statement of the conversion privilege should specify or incorporate at least a minimum level and scope of benefits;

- c) The group health plan conversion privilege provision should be redrafted to apply to dependents as well as employees. The term *member* should be substituted for *employee*.

*Recommendation 4* – Unlimited major medical expense coverage.

*Comment:* SCFA viewed with approval the recent increase in Blue Cross-Blue Shield major medical benefits from \$15,000 to \$50,000 and the application of any unused portion of the \$50,000 to provide hospital benefits after the 365 day limit is exhausted. However, HMO's including Group Health of St. Paul typically provide unlimited medical expense benefits as do workmen's compensation laws in 46 states and no-fault automobile laws in at least 2 states.

*Recommendation 5* – That coverage for tuberculosis, chemical addiction, and mental health be expanded to at least 120 days with incentives to utilize outpatient facilities.

*Comment:* For Blue Cross inpatient hospitalization resulting from tuberculosis and mental or nervous conditions, the plan only pays for 100 percent of covered charges for up to 70 days of inpatient care in a participating hospital (73 days in cases involving chemical dependency).

*Recommendation 6* – An open enrollment period during each academic year.

*Comment:* Five years have elapsed between the last open enrollment and the current open enrollment.

*Recommendation 7* – Establishment of a formal complaint procedure.

*Comment:* The faculty is not aware of such a procedure available to them.

*Recommendation 8* – Periodic reports to faculty on benefits and procedures.

*Comment:* Because of frequent changes in plans and in Minnesota insurance laws at least annual reports to state employees summarizing current benefits and procedures would be very helpful.

*Recommendation 9* – The University consider making additional HMO plans available to the faculty as and when they become available.

*Comment:* Equity among all state employees and possible federal law will require the state to provide more than one HMO option in the future.

*Recommendation 10* – Efforts be made to eliminate gaps that now exist in the coverage of such categories as Surgical Benefits (Blue Shield), Hospital, Office, and Home Physician Visits (Blue Shield), Outpatient Diagnostic and Laboratory Services (Blue Shield), and Maternity Benefits (Blue Shield).



*Comment:* With respect to Surgical Benefits, there is no indication that the assistant surgeon's services are covered. With respect to Hospital, Office and Home Physician Visits, there is no coverage for home or office visits, and coverage for physician hospital visits is inadequate. With respect to Outpatient Diagnostic and Laboratory Services, the maximum limit should be increased to \$150-\$200 per calendar year per person. The maternity benefits provided by the Minnesota Blue Cross-Blue Shield Plan are out-of-line with the benefits provided by the more progressive health insurance plans.

SCFA received the following response to these recommendations from President Magrath on May 9, 1975:

## **(2) Central Administration's Response**

*Section IV, Recommendations 1, 2, 3b, 3c, 4, 5, 6, and 10* — Responsibility for the negotiation of Health Insurance plans for State employees rests with the State of Minnesota's Commissioner of Personnel. Primary input to the Commissioner comes from an Advisory Committee (of his selection) which is composed of representatives of management-level State employees and representatives of unionized State employees. It is my understanding that the State's Director of Employee Insurance (who reports to the Commissioner) has suggested in the past that University involvement on this Committee be expanded to include a faculty or administration representative. To date this has not been done, and our only representation is a University employee who is a member of Council 6 of the American Federation of State, County and Municipal Employees.

I have asked Vice President Kegler to explore this matter with the Commissioner (and, if need be, with the Governor) and to report the results of his conversations to me no later than June 30. Hopefully, we will be able to secure institutional representation on the advisory unit, thereby providing a satisfactory channel through which to forward specific recommendations for changes in the Health Insurance coverages.

*Section IV, Recommendation 3a and 7* — I have asked Mr. Bernard to prepare a specific memorandum on the conversion privileges provided under our current contract and on complaint procedures open to those who feel that their claims have been improperly handled. This analysis will be distributed to all participants in the plan.

*Section IV, Recommendation 8* — I have asked Mr. Bernard to secure periodic summaries of current insurance coverages and to arrange for their dissemination to all participants.

*Section IV, Recommendation 9* — As additional HMO plans become available in Minnesota, each will be carefully evaluated to determine its suitability for inclusion in our program. As such plans become available, Mr. Bernard will provide the Committee with details for their review.

After a thorough analysis and discussion of the President's response by members of both the Sub-Committee on Faculty Benefits and the SCFA, it was

agreed that the affirmative direction from President Magrath to explore means of providing University input at the State Government level is welcome. However, it would also be desirable to have a statement of position from the Central Administration regarding each of the recommendations 1, 2, 3b, 3c, 4, 5, 6, and 10. This would permit the University to work more effectively with organizations such as Council 6 (AFL-CIO) State Employee Union, the legislature, and government agencies in striving to implement the recommendations. Any University endorsements of recommendations could also be communicated to the parties responsible for negotiating the terms of the health plans.

President Magrath's responses to recommendations 3a, 7, 8, and 9 are welcome first steps toward implementation of those recommendations. We would value the opportunity to communicate with responsible parties as the process of implementation proceeds.

### (3) 1975 SCFA Recommendations

#### RECOMMENDATION D<sup>1</sup>

*That the SCFA be requested to further explore possible steps toward implementation of its 1974 recommendations, including faculty representation on advisory bodies, and to continue to assist the Central Administration in the review of faculty health coverage.*

#### RECOMMENDATION D<sup>2</sup> :

*That SCFA be requested to conduct an in-depth study of the Faculty Disability Income Coverage and to develop proposals aimed at remedying the existing deficiencies.*

*Approved*

#### COMMENT:

There is sufficient evidence of serious deficiencies in the faculty disability income insurance program to warrant a full review of the program during the 1975-76 academic year. Areas for investigation will include the following: (1) Present maximum level of payments of \$1,000 per month including social security benefits is low for any faculty member with a salary of more than \$12,000. (2) In order to receive benefits, the contract definition of "total disability" must be satisfied. In some cases, what is literally only partial disability may satisfy the contract definition of "total disability." However, this leaves the right to payments in cases of partial disability subject to administrative or judicial interpretation. Examples of other apparent problems include the following: (a) loss of sight or the loss of two limbs is explicitly defined as compensable total disability; however, loss of hearing or loss of verbal capacity is not explicitly defined as total disability; (b) the \$20,000 lump sum disability benefit under the group life program is subject to different and more restrictive definition of disability.

In sum, the SCFA concludes that the contractual definition of total disability may not be adequately designed to reflect actual inability to perform professional duties. Furthermore, partial disability coverage should be investigated.

## **V. SABBATICAL LEAVES**

*Last year the committee made the following general comments and recommendations to the Senate on this subject:*

### **(1) 1974 SCFA Recommendations**

#### **GENERAL COMMENTS**

In an era of very low turnover the sabbatical leave program should provide one of the best methods of keeping new ideas and points of view moving through the University community. It is so because the chief purpose for sabbatical leaves is for research, writing, and study at the level of trained active scholars refurbishing (sometimes refurbishing) the research and teaching tools of his or her craft. If the University intends to try and recover a position of intellectual eminence, it is absolutely essential that all possible means to achieve such a ferment should be used. Sabbatical leave programs should be intellectually enriching and should improve the teaching and scholarship of the person who takes leave.

#### **RECOMMENDATION 1:**

Departments initiate contracts with a view to arranging faculty exchanges.

#### **COMMENT:**

The University can usefully act as a broker for official exchanges, particularly with the CIC institutions. Departments should be canvassed for potential exchanges. The details of such exchanges are likely to vary a great deal from one department to another, so that a highly structured, University-wide program is unlikely to succeed. This is not a substitute for sabbaticals, but might facilitate them.

#### **RECOMMENDATION 2:**

Sabbatical leaves should be extended to long-term, non-regular appointees when their duties are principally in teaching and research.

#### **COMMENT:**

This would correct a situation which at the moment is anomalous.

#### **RECOMMENDATION 3:**

The departments should be encouraged to use the unused half of the salary of a person on sabbatical leave toward bringing to our University someone at faculty rank, where possible, in the same general areas as the leavetaker.

#### **COMMENT:**

This should enable a fresh point of view to be brought into the department.

#### **RECOMMENDATION 4:**

The Academic Vice President generate \$200,000 per year to finance twenty Regents Sabbatical Fellowships.

These fellowships should be awarded on the following criteria:

- a. The outstanding nature of the work to be undertaken on leave, its potential for scholarly success, and evidence of well-planned arrangements for carrying it forward.
- b. Evidence that the applicant has made serious, timely applications to other appropriate fund-granting bodies and has not been able to receive any or sufficient help.

#### **COMMENT:**

This should help remove some of the financial burden of taking a sabbatical, and as financial reasons appear to be the major factor in the decision not to take a leave, the removal of the financial burden should be instrumental in facilitating an improvement of the program. It will also encourage leaves for lower income faculty members.

#### **RECOMMENDATION 5:**

When a faculty member goes on sabbatical leave, the half-salary should remain with the department, and the department should be allowed to accumulate sabbatical funds through encumbrances permitting it to develop funds necessary to enhance the quality of that department's program through such means as inviting visiting professors of outstanding stature.

These recommendations were approved by the Faculty Senate on May 30, 1974, and forwarded to the Central Administration for its perusal and action.

SCFA received the following response on May 9, 1975, from President Magrath:

### **(2) Central Administration's Response**

#### **SECTION V. RECOMMENDATION 1**

I agree with the suggestion that faculty exchanges might serve to facilitate sabbatical leaves. The Council on International Education has been charged with recommending policies for structures which would promote faculty exchange. It is my understanding that the Deans of Liberal Arts colleges in the CIC met recently and reaffirmed their intention to facilitate faculty exchanges among their respective colleges. I am asking Dr. Henry Koffler to address himself to this question after his arrival this summer.

#### **SECTION V, RECOMMENDATION 2**

I disagree with the proposal that long-term, non-regular appointees be granted sabbatical leaves. The investment which the institution makes in

sabbatical leaves is intended to strengthen those faculty to whom we have a long-term commitment. A condition of the sabbatical leave is that the individual faculty member agrees to return for one full year following the sabbatical. Since continued funding for non-regular academic appointees typically is not assured, there can be no such "quid pro quo" commitments on the part of the leave-taker.

It is my opinion that this institution should not, as a matter of course, extend large numbers of long-term, non-regular faculty appointments.

#### **SECTION V, RECOMMENDATIONS 3 AND 5**

Very little action would seem to be required from my office or elsewhere in the administration to allow for the implementation of these two recommendations – which seem to be somewhat repetitive. I agree, of course, with the suggestion that departments are strengthened by the involvement of visiting faculty of stature and will endeavor to encourage departments to pursue such appointments where feasible. It is unfortunately all too apparent that, in most instances, the need to cover the teaching load is such that instructors must be brought in and paid from the unused half salary.

#### **SECTION V, RECOMMENDATION 4**

I sympathize fully with the problems faced by a faculty member who wishes to take a sabbatical leave but is unable to sustain a reasonable standard of living on half salary. I do not believe, however, that it is realistic at this time to attain state funding for sabbatical supplements. When the opportunity presents itself, I will discuss this matter with the Trustees of the University of Minnesota Foundation to solicit their judgment as to the feasibility of private support for this purpose.

It has been suggested by some individuals that a possible alternate would be six-month sabbaticals at full pay. I believe it would be appropriate for SCFA to consider the financial feasibility of this approach.

### **(3) 1975 SCFA Recommendations**

#### **RECOMMENDATION E:**

*That SCFA be requested to continue discussions with the Central Administration and press for improvement of the sabbatical leave program at the University.*

*Approved*

### **VI. TUITION GRANTS FOR DEPENDENTS OF FACULTY**

SCFA was asked to consider an added fringe benefit, namely, making University courses and programs tuition-free to faculty dependents who qualify for admission to the University. Early in Winter Quarter, two members of the Committee, Professors Thomas Boman and Hugh Kabat, began studying the issue of tuition grants for dependents of faculty. A comprehensive survey of 500 colleges and universities revealed that almost 45 percent of respondents offered this benefit to faculty. The range of the benefit was from full tuition and fees at the school of dependent's choice to waiver of the out of state tuition differential for new faculty. Colleges or universities similar to Minnesota offering the benefit

generally waive half or more of the regular tuition or up to a certain number of credits or dollar value per year. Although the number of faculty utilizing this benefit in any given year ranges from 5 to 75 percent, almost 95 percent utilize the benefit at some time.

## **1975 SCFA Recommendation**

### **RECOMMENDATION F:**

*That SCFA continue an in-depth study of the financial and equity implications of tuition grants for faculty dependents and report its finding to the Senate during the academic year 1975-76.*

*Approved*

## **PART B**

### **Reported for Information**

#### *1. Membership of the Committee*

The full Senate Committee on Faculty Affairs met regularly [May, October, November (2), January (2), February, March, April, May (2), and June (3)] during the academic year while the Sub-Committee on Faculty Benefits met bi-weekly. The 1974-75 membership consisted of: Mahmood A. Zaidi (chairperson), Robert H. Beck, Thomas Boman (Duluth), Leona Classen (Morris), Leonid Hurwicz, Hugh F. Kabat, William Kennedy, Virginia Kivits, William Robbins, Clare K. Woodward and Albert J. Linck (ex-officio).

#### *2. SCFA Newsletter*

Two issues of the SCFA Newsletters were published—one each at the end of Fall and Winter quarters to inform the faculty of committee activities and considerations.

#### *3. Discussion of 1975-77 legislative request for faculty salaries*

Meetings were held and testimony presented to Vice Presidents Kegler, Chase, Linck, and President Magrath relative to the University's legislative request and to its ultimate disposition. The SCFA supported the administration's request for a cost-of-living clause, distribution of cost of living on the basis of income rather than rank, equal treatment of cost of living monies for all colleges and departments.

#### *4. Other Committee Reports*

The SCFA received reports from the Task Force on Academic Salaries and the Ad-Hoc Committee on Faculty Accountability.

Because of the concern expressed to SCFA by many faculty members on the issues discussed in the Darley Report, the Committee spent considerable time in its evaluation and proposed a number of amendments to the Report. By proposing these amendments, the SCFA identified the issues warranting the special attention of the Senate and Faculty.

The Committee has not yet had an opportunity to study the *Final Report* of the Task Force on Academic Salaries. SCFA plans to review it very carefully as soon as possible and report its reactions to it to the Senate and faculty sometime next year.

#### **5. *President's Mission Statement***

The SCFA reviewed both drafts of the President's proposed Mission Statement for the University, prepared written comments on the first draft, and participated in the discussion of the second draft in a special meeting called by the President.

#### **6. *Handbook for Graduate Assistants***

The SCFA received for its information a copy of the Handbook for Graduate Assistants prepared by Academic Affairs Staff of the University.

#### **7. *Search for Administrative Positions***

SCFA has been invited to respond to the proposed guidelines for Search Committees for Administrative Positions at the University of Minnesota. The Committee plans to review these guidelines and respond to the proposed draft in the near future.

#### **8. *Individual Concerns***

Many letters were received from faculty members expressing concern on a wide variety of issues including complaints in salary adjustments, the temporary policy on faculty employee grievances, the nature of the Cease and Desist Order, faculty parking and Athletic Participation Fee. These issues were acted upon or referred to appropriate committees or authorities by SCFA.

#### **9. *Meeting with Vice-President for Administrative Operations***

Vice President Walter Bruning was a guest of the SCFA and expressed his support of Committee activities. This conversation led to a consensus that there is a need for a series of meetings between a small group from the President's office and a small group from the SCFA to discuss the specific changes in the policies governing sabbatical leaves and fringe benefits where there is consensus, the nature of disagreements and opportunities for resolving them. These meetings would be in the nature of an informative exchange.

#### **10. *North Central Association Decennial Accreditation Review***

The North Central Association of Colleges and Secondary Schools has indicated that the University of Minnesota is to have its decennial accreditation review in 1976. SCFA will be participating in compiling information, writing reports, etc. in anticipation of the visit of the North Central Association Accreditation Review Team.

#### **11. *Ongoing Issues 1975-76***

- a. Review of Task Force on Academic Salaries.

b. Preparation of material for North Central Association Accreditation Review.

c. Preparation of reports for the Senate on the six issues discussed in Section A of the Annual Report.

d. Discussion and the development of Long Range Objectives of the University's *Overall* Compensation Plan.

**MAHMOOD A. ZAIDI**  
**Chairperson, Senate**  
**Committee on**  
**Faculty Affairs**

As Chairperson of the Sub-committee on Faculty Benefits of the Senate Committee on Faculty Affairs, I move approval of the following motion:

... that members of the University Senate be apprized of the many hours given by members of the sub-committee of Faculty Benefits. The following merit special note as those who directed portions of the sub-committee's program. They are: Edward Coen (Economics) and Paul Cartwright (Professor of Electrical Engineering and Assistant Dean of IT)—both of whom devoted themselves to the preparation and interpretation of the questionnaire on Faculty Retirement Plans—William Weiler (Assistant Director, Management Information Services) who devoted no less time to this survey; Stephen Hoenack (Director of Management Information Services and on the faculty in Public Affairs) who directed the thorough going study of performance of faculty retirement funds; Andrew Whitman (Professor of Insurance and Law) who directed the sub-committee's program in Health Insurance; and Hugh Kabat (Clinical Pharmacy) who, together with Tom Boman (Secondary Education, University of Minnesota, Duluth) surveyed the national picture in the area of tuition waivers for faculty dependents. Members of the parent Committee on Faculty Affairs must not go unnoticed, certainly not its Chairperson, Mahmood Zaidi of the School of Business Administration and Professor Leonid Hurwicz (Economics).

**ROBERT BECK**  
**Education Senator**

*Approved*

I move approval of the following friendly amendment:

...to express similar appreciation to Professor Robert Beck

**LEONID HURWICZ**  
**CLA Senator**

*Approved*

The meeting of the Faculty Senate adjourned.



## Appendix

### ABSTRACT OF DISCUSSION

The meeting was called to order by President Magrath at 3:30 p.m. in Nicholson Hall auditorium. Duluth and Morris campuses were linked by telephone. The minutes of the November, December and January meetings were approved.

*Committee Memberships.* Membership on Senate and University Committees for next year were approved, although not unanimously.

*Educational Policy Committee.* Eugene Wright, professor of rhetoric and chairman of the Instructional Materials and Media Committee, presented a resolution to encourage experimentation and development activities in the field of cable television, leading to possible development of a statewide educational network. The resolution was approved.

*Questions to administrators.* The President announced that a Legislative post mortem session sponsored by the Consultative Committee and himself would be held on June 17 to review the University experience in presenting the 1975-77 budget at the legislature and issued an invitation to Senators to attend. He further reported that the Consultative Committee was hosting a reception on behalf of 5 retiring Regents on June 12.

Edward Ney, Regents professor of astronomy, posed 3 questions in connection with a recent Association Press release on faculty salaries. First, he inquired why there appeared to be approximately the same number of persons on 11-month appointments as on 9-month appointments. Second, why did 11-month instructors have higher average salaries than 9-month associate professors, and finally, was the pattern of appointments established, since it appeared that the figures for the end of the biennium were approximately 15 per cent higher than those in the accompanying graph? President Magrath emphasized that the story was not a statement of University policy. He said that most of the 11-month appointees were in the Health Sciences, the Agricultural Experiment Stations, and in Agricultural Extension. In response to the second question, he explained that the salary figures quoted in the story were in error, and on the third issue, he said that the data in the story were based on current average salaries at each rank for each term, and that the figures for 1975 and 1976 were simply those averages projected by assuming a 10 percent increase for 1975 and 5 percent for 1976.

*New Business.* John Ciabattari, student, moved to commend President Magrath and George Shapiro, professor of speech and communications and vice chairman of the Senate, for their service in presiding over the Senate during the past year—a motion that was approved unanimously amid applause by the membership.

*Deceased faculty members.* Senators rose in silent tribute to 2 or their deceased colleagues.

At this point, the University Senate adjourned and the Faculty Senate was convened.

*Faculty Affairs Committee report.* Mahmood Zaidi, professor of industrial relations and committee chairman, commenced a review of 6 topics studied by 6 subcommittees, whose members he named at the beginning of each subsection. Each report contained recommendations and comments from the 1974 report, central administration's response, and a new recommendation for action. Fringe benefits for part-time faculty was the first topic, and the recommendation called for a report to the Senate by the Committee following its discussion with central administration. Edward Foster, professor of economics, recommended that the committee seek a way to set aside the current cease and desist order so that part-time faculty members could receive such fringe benefits,

inasmuch as the order was not applicable to part-time personnel. The President said he would favor such a move, but that legal advice should be sought. He would communicate a decision to the Committee and to the Senate, he said. Judith Bennett, administrative intern in social sciences, called attention to the fact that at many institutions part-time faculty members were covered by social security, and that part-time civil service personnel at the University also were covered. Many part-time faculty were women, she said, whose beneficiaries had no financial protection. She noted that the philosophy of Congress in the 1950's when such groups were exempt had changed; she hoped that central administration would explore the most feasible way to help those classes which were presently excluded. The President responded that he hoped a solution could be found after legal advice was sought. He said he had asked two vice presidents and the director of personnel to serve as a working group with the Faculty Affairs Committee on the issues raised in the full report.

On the subject of faculty retirement plans, Mr. Zaidi called attention to the early results of a recent survey taken of faculty opinion of the existing plan and possible alternatives. He said he had discovered an amazing lack of knowledge of the plan on the part of faculty members. Lawrence Goodman, professor of civil and mineral engineering, held that most of the present difficulty arose because prior to 1963 the pension system was inadequate; that in 1960 negotiations were commenced with insurance companies to move to the present system; that between 1960 and 1963 the faculty was subjected to three years of further inadequate annuities; and that finally those people were not permitted to enter the new 1963 plan. William Weiler, assistant director of the management information division, agreed, indicating that the survey had not emphasized that the problem was one of transition and that eventually the plan would provide good benefits to younger faculty. A Morris senator urged that the recommendation be more forcibly stated to call for some action from central administration. Mr. Zaidi said his committee had not had a chance to study recent responses from central administration and that it expected to return to the Senate in the Fall for instructions. A vote on the first recommendation (following restoration of telephone communication with the coordinate campuses) produced unanimous approval. Continuing the discussion of the faculty retirement plans, Leon Green, professor of mathematics, asked why a recommendation hadn't been made concerning treatment of pre-1963 retirement plan enrollees. Mr. Zaidi said he hoped that subject would arise when the report was discussed with the President later in June. Leon Hurwicz, Regents professor of economics, said it was important to recognize that in the present inflationary climate the plan badly needed a cost-of-living clause. He reminded the Senate that additional costs could be supported by increased revenues coming in to the University and the State, so they would not be bearing a higher real cost. He called attention to the higher percentage of people in the upper age levels than there were formerly and contended that faculty members should not necessarily be encouraged to retire early, thereby increasing unemployment. At this point, the second recommendation, to forward to central administration the results of the survey for its perusal and development of proposals for appropriate action, was approved.

The third area covered a report on the performance of faculty retirement funds. Mr. Zaidi said his committee would want to look at costs of options outlined in that section and report back to the Senate later. The recommendation that the committee continue exploration with insurance companies and central administration of the possibility for improving performance of the fund, reporting back to the Senate next year, was approved.

The next section dealt with faculty health insurance with particular con-

cern for deficiencies in the faculty disability income insurance program. Josef Altholz, professor of history, pointed out that the current law permitted benefits only when a person was unable to engage in any gainful employment, without taking account of professional effectiveness, and he felt the rule should relate to faculty members in their professional capacity. The recommendation to request the committee to explore steps toward implementation of its 1974 recommendations, including faculty representation on advisory bodies, and to continue to assist central administration in reviewing faculty health coverage was approved. A related recommendation to request the committee to conduct an in-depth study of faculty disability income coverage and to develop proposals for remedying its deficiencies was also approved.

The next section covered sabbatical leaves, which Mr. Zaidi explained had not yet been discussed with central administration. Willard Hartup, professor of child development and chairman of the Educational Policy Committee, said his committee was concerned about improvement in the sabbatical leave program. The recommendation for the Faculty Affairs Committee to continue discussions with central administration, working toward its improvement, was approved.

The final section on tuition grants for dependents of faculty members evoked considerable debate. Mr. Zaidi said that both cost and equity factors were involved. Mr. Goodman was opposed to further study of such benefits, and he suggested that the committee should not pursue the subject further. He said it was unjust for the University to use State money for such purposes, that others should not pay his children's tuition, and that financial aid should be based on need. Mr. Ney thought the committee should concentrate on the foregoing items and not proceed on this one. Sylvan Burgstahler, associate professor of mathematics, UMD, urged that the Senate endorse recommendations calling for more haste in implementing the proposals. Hugh Kabat, professor and head of clinical pharmacy, said his subcommittee had discovered that about 45 percent of the institutions surveyed did offer some benefits for dependents, and he urged that the Senate not vote the recommendation down before a study could be made of the financial and equity implications. The recommendation to continue the study was then approved, though not unanimously.

Mr. Zaidi concluded his presentation with special appreciation to Professors Russell Hobbie and Leon Reisman, chairmen of Business and Rules, and Consultative Committees, respectively, for expediting the report, and said that his committee was eager to move forward as quickly as possible. The President complimented the committee on its work and said he would try to help implement those features which could be financed and that where proposals had to be rejected he would convey that decision to the faculty. Robert Beck, professor of education, introduced a resolution expressing appreciation to all those who worked on the report, to which Mr. Hurwicz added a friendly amendment to include Mr. Beck. The resolution was approved, and the meeting adjourned at 5:30 p.m.

MARILEE WARD  
Abstractor

**UNIVERSITY SENATE**  
**ATTENDANCE OF ELECTED MEMBERS**  
**1974-75**

The University Senate held seven meetings during the academic year. (1974-75)

	Attended	Notified clerk nonattendance
Alexander, John . . . . .	6	1
Anderson, John S. . . . .	7	-
Baker, Donald G. . . . .	0	0
Barber, Donald . . . . .	4	0
Bear, W. Forrest . . . . .	3	3
Beck, Robert . . . . .	7	-
Benson, Ellis . . . . .	1	0
Berglund, Duane . . . . .	3	3
Berman, Hyman . . . . .	4	0
Berninghausen, David . . . . .	6	0
Berrisford, Paul . . . . .	6	0
Berry, Donald A. . . . .	4	1
Blackshear, Perry Jr. . . . .	5	0
Blake, George . . . . .	3	1
Bognanno, Mario F. . . . .	4	0
Boman, Thomas C. . . . .	6	0
Brasted, Robert . . . . .	6	1
Brown, David M. . . . .	2	0
Burgstahler, Sylvan . . . . .	5	0
Cavert, H. Mead . . . . .	5	2
Chamberlin, Thomas W. . . . .	5	0
Chou, Shelley . . . . .	2	1
Clayton, Thomas S. . . . .	4	3
Collier, Raymond . . . . .	0	0
Corcoran, Mary . . . . .	7	-
Corcoran, Sheila . . . . .	5	2
Crawford, Dean A. . . . .	5	1
Cushing, Edward . . . . .	6	0
Dahl, Reynold P. . . . .	6	1
Dahler, John S. . . . .	7	-
Darley, John G. . . . .	7	-
Donchenko, Adele K. . . . .	6	0
Doyle, Margaret . . . . .	5	0
Duke, Gary . . . . .	4	1
Dworkin, Martin . . . . .	4	0
Dykstra, Robert . . . . .	4	0
Egertson, Kenneth E. . . . .	5	2
Evans, Robert . . . . .	5	0
Fenton, Eleanor . . . . .	6	0
Franklin, Ernie . . . . .	3	2
Fredericks, Eldon E. . . . .	6	0
Fredricks, Virginia . . . . .	5	1
Freier, Phyllis . . . . .	2	1*
Gallagher, Natalie . . . . .	6	1
Gasiorowicz, Stephen . . . . .	7	-

\*Served as senator for portion of year only.

	Attended	Notified clerk of nonattendance
Gedgaudas, Eugene	0	0
Gillmor, Donald M.	6	0
Goodman, Lawrence	1	0*
Goodrich, Richard D.	4	0
Green, Leon W.	7	-
Gremmels, James	6	0
Griffin, Edward	7	-
Hafner, A. Jack	5	2
Hallgren, Alvin R.	5	1
Hamermesh, Morton	4	1
Harein, Phillip K.	3	0
Harmon, Craig	6	1
Hart, Nathaniel	0	0
Hartup, Willard	5	1
Hasselmo, Nils	5	0
Heller, Walter W.	0	7
Hinding, Andrea	6	1
Hirsh, Merle	4	1
Hobbie, Russell K.	7	-
Holum, Katherine	7	1
Howard, Frank M.	6	0
Hurwicz, Leonid	6	1
Johnson, Donald W.	1	1
Johnson, Herbert W.	3	2
Johnson, Joann M.	3	1
Johnson, Kenneth	0	0
Johnson, Walter K.	0	0*
Keith, Donald	6	0
Kennedy, Bill W.	6	1
Krivit, William	0	0
Krogstad, Blanchard O.	6	0
Kroll, Patrick	3	3
Kumar, K.S.P.	4	0
Lambert, Robert F.	7	-
Lammers, Ray	5	0
Lassman, Frank N.	7	-
Levitt, Seymour	3	0
Livingston, Ellis N.	5	0
Lofquist, Lloyd	4	0
Lukermann, Fred E.	2	0
Mace, Arnett	4	3
Maclear, James	6	0
Macy, Janet K.	5	1
Martens, Leslie	7	-
Mason, Homer Eugene	4	2
Mather, George	3	2
Matson, Harold	6	0
McKinnon, Jane P.	5	2
McLaughlin, Charles	7	-
McNaron, Toni	0	0
McPherson, James R.	3	0
Moller, Karlind	6	1
Mooney, Harold M.	6	0

\*Served as senator for portion of year only.

	Attended	Notified clerk nonattendance
Morris, C. Robert	2	-*
Morrison, Fred	5	-*
Moss, Jerome	2	2
Murphy, Paul L.	7	-
Murthy, V. Rama	5	2
Nash, Katherine	2	4
Nelson, Marion J.	3	0
Ney, Edward	7	-
Noble, David W.	4	0
Ojakangas, Richard W.	5	0
Oliphant, Robert	3	0
Paradise, Bill	5	1
Patermann, Maria	6	1
Piché, Gene	1	5
Plunkett, Robert	3	2
Quie, Paul	2	0
Rausch, Verna	6	1
Rest, James	5	0
Rippie, Edward G.	5	1
Robinett, Betty	5	2
Robinson, Peter H.	6	0
Rubenstein, Irwin	5	2
Scarr-Salapatek, Sandra	5	2
Schofield, William	5	2
Scott, Thomas M.	7	-
Shepherd, W. G.	5	2
Shideman, Frederick	6	0
Sigmund, Charles	5	2
Silberman, Edward	7	-
Sime, Alice Marilyn	7	-
Soulen, Thomas	7	-
Spradley, Barbara	6	1
Stahl, Alice	5	1
Stockdale, William	6	0
Stuhler, Barbara	5	0
Sullivan, Constance	5	2
Swanson, Harold B.	5	1
Thompson, Larry C.	5	0
Tichenor, Phillip J.	4	0
Till, Michael	0	0
Touchberry, Robert W.	3	3
Turnbull, John G.	4	0
Turner, John E.	3	4
Underwood, Ted	6	0
Veninga, Robert	4	1
Vose, David A.	4	1
Webb, John W.	3	3
Weckwerth, Vernon	4	3
Weinberger, Hans	5	0
Weiss, Gerhard	5	1
Wertheimer, Albert	0	1*
Wertz, John E.	6	0

\*Served as senator for portion of year only.

	Attended	Notified clerk of nonattendance
Whitman, Andrew F. ....	5	1
Williams, Howard .....	6	0
Witzig, Frederick T. ....	4	0
Zaidi, Mahmood A. ....	7	-
Zimmerman, Kenneth .....	6	1
Zottola, Edmund A. ....	7	-

## FACULTY CONSULTATIVE COMMITTEE

Abbott, Robinson .....	4
Aris, Rutherford .....	1
Corcoran, Mary (Senator) .....	7
Glick, Wendell .....	6
Murphy, Paul (Senator) .....	7
Rasmusson, Donald .....	7
Reisman, Leon (Chairman) .....	7
Shapiro, George (ex officio) .....	7
Sonkowsky, Robert .....	7
Watson, Dennis .....	6

## STUDENTS

Anderson, David .....	7	-
Anderson, Judith .....	1	0*
Ballesteros, Albert .....	1	0
Bantle, Lee .....	3	0
Beato, Paulina .....	1	0
Bekaert, Dennis .....	0	0*
Bland, David .....	2	0
Cameron, Peter J. ....	2	0
Chapin, Carroll L. ....	2	1
Charnley, Susan .....	5	1
Christensen, Katie .....	1	0*
Ciabattari, John .....	6	0
Dennison, Marcia .....	2	2
Engbretson, Myron .....	2	0*
Engstrand, Gary .....	7	-
Fairbanks, Tom .....	1	1*
Flanders, Shelley A. ....	2	0
Franklin, Mark .....	2	0
Froome, Mary Ann .....	1	1
Gabor, Sophie .....	2	0*
Glover, Johnny .....	5	0
Goertz, Roxanne .....	6	0
Goffin, Erin .....	1	0
Graham, Garbeth .....	0	0
Hartley, Jane .....	2	0
Hastings, John D. ....	2	0
Held, Stephanie .....	0	0*
Hoffman, Tom .....	1	0

\*Served as senator for portion of year only.

	Attended	Notified cler nonattendant
Holmquist, Dean	3	0*
Hunt, Steve	0	0
Iverson, Jerry L.	3	0
Jacobsen, Brent	3	2
Johnson, Michael	4	1*
Jones, Robert B.	4	0
Korsch, Charles	1	0*
Koste, Louise	4	1
Kucera, Ann	3	0
LaFave, Maureen	0	0*
Lagaard, Steven	1	1
Langlie, Michael	0	0*
Malter, Mike	2	0
Marsden, Richard	7	-
Martin, Sue	0	0
Morris, Charisse	0	0
Morrison, Stephen	3	-*
Myhre, Sandra	5	0
Nelson, Jeffrey A.	2	1
Nelson, Rod	3	0
Palecek, Lowell	5	0
Peterson, Gene	6	0
Peterson, Wayne	5	0
Plunkett, Robert	4	0
Porter, Ken	0	0
Potach, Steve	0	0
Provost, Mark	1	0
Renquist, Steven C.	0	0*
Renz, Lynne	6	1
Reyers, Jon	0	0
Robinson, Jim	0	0
Sanders, Teresa	4	0
Scherer, David	3	0
Schleck, John C.	1	0
Schmidt, Gregg	1	0
Serra, Enrique	5	0
Shobowale, Lekan	4	0
Smith, David	0	0
Spence, Pamela	3	0
Stern, Roger	2	0*
Stoner, Carol	4	0
Tapio, David R.	0	1
Watson, Laurel J.	0	0
Wegerson, Kristan A.	3	0
Weigle, Peggy L.	0	0*
Wray, Teresa	1	0
Zoebisch, Ann	0	0*

\*Served as senator for portion of year only.



## STUDENT CONSULTATIVE COMMITTEE

Bugbee, Paul .....	2
English, Mark .....	6
Gettel, Gerald .....	6
Johnson, Valerie Ann .....	1*
Knight, Patricia .....	5
March, Barbara Ann .....	6
Sims, Kathy .....	5*

---

\*Served as senator for portion of year only.

