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# UNIVERSITY of MINNESOTA

## SENATE

# MINUTES

**November 30, 1978**

The first meeting of the University Senate for the year 1978-79 was convened in the auditorium of Nicholson Hall on Thursday, November 30, 1978. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 133 voting members of the faculty, 50 voting members of the student body, 4 members of the Council of Academic Officers, and 12 nonmembers.

President C. Peter Magrath presided.

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

### I. MINUTES FOR MAY 25, 1978

**Action (5 minutes)**

*Approved*

### II. SCHEDULED MEETINGS DURING 1978-79

**Information**

*University Senate*

November 30, 1978

January 18, 1979

March 29, 1979

May 17, 1979

*Twin Cities Campus Assembly*

November 16, 1978

February 1, 1979

April 26, 1979

*Accepted*

### III. OFFICERS OF THE UNIVERSITY SENATE

**Action (5 minutes)**

The chairman of the University Senate has designated the following as officers for 1978-79:

Parliamentarian — James E. Connolly

Abstractor and Clerk — Marilee Ward

*Approved*

### IV. SENATE AND UNIVERSITY COMMITTEES, 1978-79

**Action (10 minutes)**

UNIVERSITY COMMITTEE ON EXTENSION AND COMMUNITY PROGRAMS: add Warren Gore, Calvin Kendall, Richard Lichty (UMD) replaces Nancy Hooyman, who has resigned, Harold Miller (ex officio); Betty Danielson, alumna; Susan Boche, student. Four students to be named.

SENATE COMMITTEE ON FACULTY AFFAIRS: add John Boyer (UMD), Joanne Eicher; Karen Hawley, graduate assistant.

UNIVERSITY COMMITTEE ON INSTRUCTIONAL MATERIALS AND MEDIA: add Judith Gaston (ex officio), Peter Roll (ex officio); Scott Costello, student. Four students to be named.

UNIVERSITY COMMITTEE ON COMPUTING FACILITIES: Larry Kinney (Chr), Douglas Anderson, David J. Berg (ex officio), Dennis Cook, Paul Ellis, Roy Grohs, Audrey Grosch, Mark Luker, Peter Roll (ex officio), Frank Verbrugge (ex officio); Four students to be named.

SENATE COMMITTEE ON EDUCATIONAL POLICY: add Robert Carr, John Gander, Evelyn Hansen, Robert A. Stein (ex officio); Jim Clark, Tony Davis (UMM), Richard Kottke, Kenneth Rosenblum. One UMD student to be named.

UNIVERSITY COMMITTEE ON BUSINESS AND RULES: add Michael Checky, Jim Clark and David Ripley (UMM), students. One UMD student to be named.

SENATE JUDICIAL COMMITTEE, add Edward Rippie

SENATE LIBRARY COMMITTEE: add John Turner to replace Ward Barrett, who has resigned; Roxanne Markoff, Paula Rochfort, and Bill Wallach, students. Five students to be named.

SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS: add Robert Evans (UMD); Mike Christian, John Kottke, Debra Swofford, students. Two students to be named.

UNIVERSITY COMMITTEE ON UNIVERSITY-ROTC RELATIONSHIPS: add Irving Gottesman, and Kenneth Risdon (UMD), Robert Binish (ex officio); Michael Esters, student. Three students to be named.

SENATE COMMITTEE ON SOCIAL CONCERNS: add Neil Bakkenist to replace Donald Biggs as ex officio member; William Hickey, Lillian Jensen, Viola Kanatz, alumni; Steve Carlson, Tom Chapel, Dick Cooke, Nghi-Si-Huynh, Monica Jones, Diane Longtree, students. One student to be named. F. Laverne Clegg, Susan Hunter Weir, Patricia Williamson, civil service.

UNIVERSITY COMMITTEE ON TENURE: add John Cound, Charles Green, Gloria Leon. Two students to be named.

UNIVERSITY COLLEGE ASSEMBLY: add Julie Carson; Anthony King, student. Two students to be named.

SENATE COMMITTEE ON RESEARCH: add Ray Collier, Robert Holt, Stanley Kegler (ex officio), Henry Koffler (ex officio), Kenneth Reid (ex officio); Michael Checky, Annamarie Daley, students. One student to be named.

UNIVERSITY COMMITTEE ON BIENNIAL REQUEST AND BUDGET REVIEW: Fred Morrison (SCC) (Chr.), Doanald Browne (SCEP), Stanley Erlandsen (Research), Leonid Hurwicz (SCFA), Kenneth Keller (at large), Jack Merwin (at large), W.D. Spring (SCRAP); Jim Clark, Annamarie Daley, Elizabeth Sands, students.

COUNCIL ON LIBERAL EDUCATION: James Werntz (Chr.), Frank Benson, Donald Berry, Dan Bryan, Shirley Clark (ex officio), Kendall Corbin, Michael Detlefsen, Nathaniel Hart, William Marchand, Lawrence Merriam, Roger Page, Robert Pepin, Jerrold Peterson, Ruth Pitt, William Ranz, Robert Schwanke, Richard Skaggs, Raymond Willis; Diann Anders, Carol Boyer, James Duarte, Joel Holstad, students. One student to be named.

UNIVERSITY COMMITTEE ON EDUCATIONAL DEVELOPMENT: add James Werntz (ex officio); Deborah Sagstetter and Ruth Simpson (UMM), students. Three students to be named.

UNIVERSITY COMMITTEE ON ALL-UNIVERSITY HONORS: add Harry Atwood, John Finnegan, Gerald Friedell, Gladys Brooks, John Mooty, alumni; Annamarie Daley and Lisa Raduenz, students. One student to be named.

SENATE COMMITTEE ON RESOURCES AND PLANNING: add Richard Fish, Richard Gilbert (UMM), Anthony King, Richard Linden, students. One UMD student to be named.

UNIVERSITY APPEALS COMMITTEE ON ACADEMIC FREEDOM AND RESPONSIBILITY: add John Latz, student. Three students to be named.

UNIVERSITY COMMITTEE ON ANIMAL CARE: add David Bine, student.

UNIVERSITY COMMITTEE ON SUMMER SESSIONS: add Richard Graves (UMD). Five students to be named.

UNIVERSITY COMMITTEE ON USE OF HUMAN SUBJECTS IN RESEARCH: David Beaulieu, G. M. Bradley, Paul Cashman, John Cogan, Victoria Coifman, Dennis Cook, Marion Dobbert, Jessie Easton, Al Edwards, Byron Egeland, Donald Erickson, Alfred Fish, Darrell Forhrib, Robert Gibson, Fred Goetz, Irving Gottesman, William Hanson, Vernon Hendrix, James Holte, Jon Hopeman, Thomas Hummell, Lawrence Kaplan, Bruce Lincoln, Verona Gordon, Hamilton McCubbin, Richard Meisch, Charles Moldow, Richard Pierson, Jeralyn Plack, Ronald Prineas, Paul Quie, Sally Rode, Jay Roshal, William Rowe, John Sauk, Jon Schmidtke, Jacqueline Shick, Lloyd Sines, Sharanjeet Singh, Brandon Smith, Karl Smith, Alan Solem, Ann Stanton, Richard Sykes, Milton Trapold, W. D. Ward, Esther Wattenberg; Michael Steenson, Theatrice Williams, community representatives; Judy Becker, Richard Bulcroft, Michael Curry, Catherine Gatto, Jon Hurwitz, Jack Mandel, Malcolm Moos, Jr., Marilyn Sheehan, Christopher Turner, students.

*Approved*

### Information

SENATE COMMITTEE ON COMMITTEES: add Steve Carlson, Richard Cooke, Jon Dalager (UMM), Mark Davis (UMD), Mike Frey, students.

SENATE CONSULTATIVE COMMITTEE: add Doug Watson (UMM), student.

SENATE JUDICIAL COMMITTEE: The following faculty members who, in the past, have served on the Judicial Committee, have been asked to serve during Fall quarter. Peter Robinson, chairman of the Judicial Committee, requested addition of former faculty members to provide much needed experience to hearing panels. The Committee on Committees agreed that it was a reasonable request. Additions: Paula Berry, Nancy Crewe, Phyllis Freier, Stephen Gasiorowicz, Madelon Gohlke, Paul Meehl, John O'Leary, Clarice Olien, Constance Sullivan.

*Accepted*

## V. UNIVERSITY SENATE ELECTED ALTERNATES

### INFORMATION:

The following faculty alternates should be added to the list of elected alternates for 1978-79 as listed in the May 25, 1978, minutes: (Alternates are elected for a 1-year term.)

Vernon D. Albertson	21	Robert F. Lambert	21
Thomas R. Berger	21	Benjamin y. h. Liu	21
Robert M. Brambl	01	John C. Masters	07
J. Doyle Britton	21	C. Alden Mead	21
Charles E. Campbell	21	Jack C. Merwin	07
John J. Cogan	07	Thomas E. Murphy	21
George H. Copa	07	William E. Pruitt	21
R. Kent Crookston	01	Robert Serfass	07
William R. Franta	21	Patarasp R. Sethna	21
Arnold G. Fredrickson	21	Belle A. Shenoi	21
Jay R. Goldman	21	Marvin L. Stein	21
J. Woods Halley	21	Barbara Stuhler	08
Kenneth R. Howey	07	James Terwilliger	07
Dale Huffington	08	Cecil J. Waddington	21
Theodore Kellogg	07	Richard A. Weinberg	07
William A. Kleinhenz	21		

*Accepted*

**VI. SENATE COMMITTEE ON EDUCATIONAL POLICY**  
**UNIVERSITY COLLEGE**  
**15 minutes)**

**MOTION:**

That the University Senate approve the following Constitution of University College:

The following amendment to the University College Constitution was approved, and the motion as amended was *approved*.

**Amendment to University College Constitution**

Article 6: Students

Section 6.3:

Change "In absence of a Student Board, the student members of the University College Assembly shall constitute a Student Board. The Student Board shall have a voting member on the University College Assembly."  
to "The membership of the Student Board shall be determined by the Constitution of the Student Board."

Article 7: Governance

section 7.2.5:

replace with:

"Two University College students representing the Student Board, one student representative for each permanent program and one student representative for each experimental program that has been granted experimental status by the Assembly, shall be appointed for one year terms by the Student Board. If no appointments are forthcoming, the Assembly shall make the appointments from a slate of nominations provided by the Director after consultation with administrators of the University College programs."

**Submitted by**

**Michael Checky**  
**Senator, Twin Cities**

**UNIVERSITY COLLEGE CONSTITUTION**  
**PREAMBLE**

University College has a special mission within the University community to encourage curricular and instructional innovations and to respond to new student populations by providing opportunities and support for students and faculty to develop worthy programs in experimental, alternative, and cross-collegiate undergraduate education. This mission was developed with the inception in 1930 of University College as an inter-college program and was expanded with the mandate in 1970 to test, foster, and house experiments in education, including full baccalaureate programs.

**ARTICLE 1: GENERAL POWERS**

1.1 The powers vested in University College to conduct undergraduate educational programs are delegated to the Director of University College and the University College Assembly by the Board of Regents of the University of Minnesota in accordance with policies established by the University Senate.

These powers may be modified through action of the University Senate and the Board of Regents.

- 1.2 University College shall be an academic unit of the University of Minnesota; its Director shall report to the Vice President for Academic Affairs and its Assembly shall report to the University Senate through the Senate Committee on Educational Policy.
- 1.3 University College shall be administratively located in the Center for Educational Development.
- 1.4 University College shall serve as a University-wide center to solicit, support, and coordinate experimental programs in undergraduate education.
- 1.5 University College shall be a University-wide center for cross-collegiate, undergraduate educational programs.
- 1.6 University College may house experimental undergraduate programs for a defined period of time.
- 1.7 University College may house permanent undergraduate educational programs following review and recommendation by the University College Assembly, and formal approval by the University Senate, the Vice President for Academic Affairs, and the Board of Regents.
- 1.8 University College may sponsor permanent and experimental programs of collegiate scope and recommend to the Board of Regents candidates in such programs for the degrees of Bachelor of Arts and Bachelor of Science.
- 1.9 University College may admit undergraduate students at all levels.
- 1.10 Probationary or tenured members of the faculty of other colleges of the University may be in residence in University College for defined periods of time; no probationary or tenured appointments shall be made in University College.

## **ARTICLE 2: ADMINISTRATION**

- 2.1 The administration of University College is the responsibility of the Director of University College.
- 2.2 The appointment of the Director shall be recommended to the President and the Board of Regents by the Vice President for Academic Affairs.
- 2.3 The Director shall be responsible for encouraging, on a University-wide basis, faculty members and students both to participate in University College programs and to submit proposals for experimental programs to the University College Assembly.
- 2.4 The Director shall be responsible for supervising and reviewing the faculty and staff of University College and for making recommendations to the Vice President for Academic Affairs and to the President on faculty and staff appointments, promotions, and salary.
- 2.5 The Director shall be responsible for preparing the University College budget in consultation with the Assembly.
- 2.6 The Director shall be responsible for the periodic evaluation of all programs under University College sponsorship.
- 2.7 The Director shall recommend for graduation those students who have completed the degree requirements of baccalaureate programs under the supervision of University College.
- 2.8 The Director shall be appointed for a term of five years with the possibility of reappointment following a review.

- 2.9 In consultation with the Senate Committee on Educational Policy and the Vice President for Academic Affairs, the Director shall initiate a review of University College, including its purposes and programmatic operations, at least every seven years.

### **ARTICLE 3: THE FACULTY**

- 3.1 The faculty of University College shall be all those persons with probationary or tenured academic appointments within the University of Minnesota.
- 3.2 Faculty members shall have voting representation on the University College Assembly and on standing committees.

### **ARTICLE 4: THE ACADEMIC STAFF**

- 4.1 The academic staff of University College shall be all those persons with academic appointments in University College. Such appointments may not be probationary or tenured.
- 4.2 Academic staff shall have nonvoting representation on the University College Assembly and on standing committees.

### **ARTICLE 5: THE CIVIL SERVICE STAFF**

- 5.1 The civil service staff of University College shall be all those persons with civil service appointments in University College.
- 5.2 Civil service staff shall have nonvoting representation on the University College Assembly.

### **ARTICLE 6: STUDENTS**

- 6.1 For purposes of participation in University College governance, a student of University College shall be any student admitted to and participating in a University College-sponsored program.
- 6.2 Student representatives shall be appointed to every University College standing committee.
- 6.3 University College students may create a Student Board which will represent general student interests in University College. The membership of the Student Board shall be determined by the Constitution of the Student Board.

### **ARTICLE 7: GOVERNANCE**

- 7.1 The governing body of University College shall be the University College Assembly.
- 7.2 Membership on the Assembly shall be as follows:
  - 7.2.1 Twelve faculty members shall be appointed by the President, subject to confirmation by the University Senate, from a slate provided by the Director after consultation with the appropriate deans and provosts. These members will be appointed for three-year terms with four members appointed each year. One member must be from a coordinate campus.
  - 7.2.2 Three faculty members appointed by the Director for a term of one year, with no more than two reappointments.
  - 7.2.3 One faculty member from the policy board of each permanent program elected for a one-year term in a manner defined by the program's bylaws.
  - 7.2.4 One faculty member associated with each experimental program that has been granted experimental status by the Assembly. These persons shall be elected by the program advisory committee or appointed by the Director if no advisory committee exists.

- 7.25 Two University College students representing the Student Board, one student representative for each permanent program and one student representative for each experimental program that has been granted experimental status by the Assembly, shall be appointed for one year terms by the Student Board. If no appointments are forthcoming, the Assembly shall make the appointments from a slate of nominations provided by the Director after consultation with administrators of the University College programs.
- 7.2.6 One student chosen at large from the University shall be appointed for a one-year term by the President, subject to confirmation by the University Senate, from a slate provided by the Student Committee on Committees; if no nomination comes forward, the Director shall nominate a student.
- 7.2.7 Voting membership shall be granted to the Director.
- 7.2.8 A representative shall be elected annually by the Academic Staff. All privileges, except voting, shall be granted to this representative.
- 7.2.9 A representative shall be elected annually by the Civil Service Staff. All privileges, except voting, shall be granted to this representative.
- 7.3 The members of the Assembly shall elect a chair for a one-year term from among the candidates nominated by the Consultative Committee (see section 8.2.5); nominees must be selected from the twelve faculty members appointed by the President.
- 7.4 The Assembly shall be the legislative and policy-making body regarding all educational matters of University College.
- 7.5 The Assembly shall approve all courses with a University College designation.
- 7.6 The Assembly shall receive, review, and offer recommendations on all requests for housing permanent programs.
- 7.7 The Assembly shall approve the membership of policy boards for permanent programs. A policy board shall formulate, recommend implementation of, and evaluate the policies and procedures of its program. All changes in policies must be submitted to the Assembly for approval. A policy board shall provide an annual report to the Assembly.
- 7.8 The Assembly shall receive all proposals for educational experiments submitted to University College, and direct them to the Experimental Programs Committee (see section 8.4.2). The Assembly shall act on requests for University College support.
- 7.9 The Assembly shall approve all program bylaws.
- 7.10 A quorum for the Assembly shall be a majority of the voting membership.

## **ARTICLE 8: COMMITTEE STRUCTURE**

- 8.1 Representatives of the faculty on a University-wide basis, and students shall be appointed to all standing committees.
- 8.2 The Assembly shall appoint a Consultative Committee of seven members who shall be chosen entirely from voting members of the Assembly.
  - 8.2.1 The Chair of the Assembly shall serve as the Chair of the Consultative Committee.
  - 8.2.2 Five members of the Consultative Committee shall be elected by the Assembly, one of whom must be a student.
  - 8.2.3 The Director shall have ex-officio, nonvoting membership on the Consultative Committee.
  - 8.2.4 The Consultative Committee shall act on educational matters only when the Assembly empowers the Committee to act on its behalf. All such actions of the Committee shall be reported to the Assembly.

- 8.2.5 The Consultative Committee from the previous year shall nominate candidates for the chair of the Assembly (see section 7.3).
- 8.2.6 The Consultative Committee shall meet as an advisory group with the Vice President for Academic Affairs (or designee) to recommend policies and to advise the Vice President on decisions pertaining to intercollegiate and experimental education, including instructional and staff services, financial support, and reward structures for faculty members wishing to develop experimental education.
- 8.3 The Assembly shall appoint an Academic Freedom and Responsibility Committee in accordance with University Senate policy.
- 8.4 The Assembly shall appoint an Experimental Programs Committee.
  - 8.4.1 The Committee membership shall be determined by the Assembly. The Chair shall be appointed by the Chair of the Assembly in consultation with the Director from among the members of the Assembly.
  - 8.4.2 The Committee shall receive, through the Assembly, proposals for new educational experiments and shall recommend Assembly action. The Committee shall consider the educational needs of the University community and encourage the submission of proposals in specific areas.
  - 8.4.3 The Committee shall, at the direction of the Director or the Chair of the Assembly, review all experimental programs sponsored by University College and report annually to the Assembly on their progress.
- 8.5 The Assembly shall appoint an Academic Standards and Curriculum Committee.
  - 8.5.1 The Committee membership shall be determined by the Assembly. The Chair shall be appointed by the Chair of the Assembly, in consultation with the Director, from among the members of the Assembly.
  - 8.5.2 The Committee shall, at the direction of the Chair of the Assembly or the Director (1) review and recommend Assembly action on academic policies for experimental and permanent programs, including policies affecting admission, continuation, and graduation of students, and (2) review and recommend Assembly action on proposals for courses to be offered under a University College designation.
- 8.6 The Director shall appoint, with the Assembly's approval, the membership of advisory committees for experimental programs. An advisory committee shall review and recommend action to the Assembly on the policies and procedures of its program and advise the faculty and academic staff on all aspects of the program.
- 8.7 The Assembly, in consultation with the Vice President for Academic Affairs and the Senate Committee on Educational Policy, shall appoint committees and charge them with the responsibility for evaluating and reporting to the University Senate through the Senate Committee on Educational Policy on each experimental program as it reaches the end of its experimental phase and each permanent program at least every five years.

**ARTICLE 9: RELATIONSHIP TO OTHER UNIVERSITY UNITS**

- 9.1 The Assembly, through the Director, shall submit an annual report of University College and its programs to the Senate Committee on Educational Policy.
- 9.2 University College shall have one University Senate student representative selected in accordance with University Senate rules.

**ARTICLE 10: PROGRAM BYLAWS**

- 10.1 Each permanent program of University College shall make bylaws clarifying all matters of internal policy and governance which are not identified in the University College Constitution.



- 10.2 Program bylaws must, at minimum, clarify the following:
  - 10.2.1 The definition of student membership.
  - 10.2.2 The definition of faculty membership.
  - 10.2.3 Term of administrative head of unit.
  - 10.2.4 Term of staff appointments.
  - 10.2.5 Method of electing policy board representatives to the University College Assembly.
  - 10.2.6 Procedures for appointment of the policy board.
  - 10.2.7 Method of amending bylaws.

**ARTICLE 11: AMENDING CONSTITUTION**

- 11.1 Proposed amendments to the University College Constitution must be submitted in writing, at least two weeks before a vote to all members of the Assembly.
- 11.2 Recommendations to the Board of Regents on amendments to the University College Constitution require the presence of a quorum of the Assembly and a two-thirds vote of those present.

**ARTICLE 12: TRANSITION**

- 12.1 All policies enacted under the previous University College Constitution, which are not in violation of this Constitution, shall remain in effect until such time as they are superseded by new Assembly actions.

**ROBERT C. BRASTED**  
**Chairman, 1977-78**

*Approved*

**VII. UNIVERSITY COMMITTEE ON BUSINESS AND RULES**  
**UNIVERSITY COLLEGE ASSEMBLY**  
**(10 minutes)**

**MOTION:**

That the Senate approve the following change in the Handbook of Rules and Operational Procedures for the University Senate. U.1.4.5.9 University College Assembly

The following amendment to the motion was approved, and the motion as amended was *approved*.

**Amendment to the change in the Handbook of Rules and Operational Procedures for the University Senate. U1.4.5.9 University College Assembly**

**Membership.**

change "4 representatives of the student body"  
 to "2 representatives of the Student Board; one student representative for each permanent program; one student representative for each experimental program that has been granted experimental status by the Assembly; one student from the University at large;"

**Appointment of Members.**

change "3 University College students (one of whom shall be a representative from the Student Board) shall be appointed for one year terms by the Chair of the Assembly."

to "Students representing the Student Board and the various programs shall be appointed for one year terms by the Student Board. If no appointments are forthcoming, the Assembly shall make the appointments."

**Submitted by**

**Michael Checky  
Senator, Twin Cities**

*Membership.* The University College Assembly shall consist of 15 members of the faculty; 2 representatives of the Student Board; one student representative for each experimental program that has been granted experimental status by the Assembly; one student from the University at large; one member of the faculty from the policy board of each permanent program; one member of the faculty associated with each experimental program that has been granted experimental status by the Assembly; the Director of University College; 1 non-voting representative of the academic staff; and 1 non-voting representative of the civil service staff.

The chairman shall be elected for a one-year term by the members of the University College Assembly from among the candidates nominated by the Consultative Committee of the Assembly; nominees must be selected from the 12 faculty members appointed by the President.

*Appointment of Members.* 12 faculty members shall be appointed by the President, subject to confirmation by the University Senate, from a slate provided by the Director after consultation with the appropriate deans and provosts. These members shall be appointed for 3-year terms with 4 members appointed each year. One member must be from a coordinate campus.

3 faculty members shall be appointed by the Director for a term of one year, with no more than 2 reappointments.

Faculty members from policy boards of permanent programs shall be elected for one-year terms in the manner defined by each program's bylaws.

Faculty members from experimental programs shall be elected by the program advisory committee or appointed by the Director if no advisory committee exists.

Students representing the Student Board and the various programs shall be appointed for one year terms by the Student Board. If no appointments are forthcoming, the Assembly shall make the appointments from a slate of nominations provided by the Director after consultation with administrators of University College programs.

One student chosen at large from the University shall be appointed for a one-year term by the President, subject to confirmation by the University Senate, from a slate provided by the Student Committee on Committees; if no nomination comes forward, the Director shall nominate a student.

The academic staff representative shall be elected annually by the academic staff.

The civil service staff representative shall be elected annually by the civil service staff.

*Duties and Responsibilities.* The Assembly shall be the legislative and policy-making body regarding educational matters of University College. It shall approve courses with a University College designation; receive, review, and offer recommendations on requests for housing permanent programs; approve the membership of policy boards for permanent programs; act on changes in policies; receive proposals for educational experiments submitted to University College and direct them to the Experimental Programs Committee; act on requests for University College support; and approve program bylaws.

*Reporting to the University Senate.* The Assembly, through the Director, shall report to the Senate through the Senate Committee on Educational Policy in accordance with Section U1.303.5 of this document.

**JOSEF ALTHOLZ**  
Chairman

*Approved*

**VIII. PROPOSED AMENDMENT TO THE UNIVERSITY SENATE  
CONSTITUTION  
(30 minutes)  
INCREASE STUDENT MEMBERSHIP**

**MOTION:**

To amend the Constitution of the University Senate, Article III (Composition), Section 4c, as follows:

The motion was referred to the University Committee on Business and Rules for consideration of substance.

(Addition is enclosed in parentheses) There shall be one student member for each initial 1,000 full-time students or fraction thereof in each student constituency plus one additional Senator for each additional 1,000 full-time students or major fraction thereof in such constituency (, plus ten students from the Twin Cities campus elected as representative of the following ethnic minorities (1) Black Americans, (2) American Indians, (3) Chicanos, (4) Asian-Americans and of international students).

This proposed amendment comes to the University Senate with the full support of the Twin Cities Campus Student Assembly, who on Nov. 9, 1978, passed unanimously the following resolution: "Resolved that the TCSA support and propose to the University Senate an amendment to the Senate Constitution to increase the student membership on the Senate by ten students, namely the ten Twin Cities representatives of ethnic minorities and international students. These students would have full rights of membership in the University Senate and all of its subdivisions."

**STEVE CARLSON  
AND THE TWIN CITIES CAMPUS STUDENT ASSEMBLY**

**IX. SENATE COMMITTEE ON FACULTY AFFAIRS  
(30 minutes)  
A. MANDATORY RETIREMENT**

**MOTION:**

That the University Senate approve the following five recommendations.

All five recommendations were *approved*.

**RECOMMENDATION 1:** That the mandatory retirement age for faculty members should be changed to 70 effective for individuals scheduled to be retired on June 30, 1979.

At present, a faculty member is required to retire on the June 30 following his or her 68th birthday. The amendments to the state statute would allow the present mandatory retirement age of 68 to be applied to faculty members who are scheduled to be retired on June 30, 1979. (Under the federal statute, the present mandatory retirement age could be continued for tenured faculty members through the 1981-82 academic year.) Although it is permissible to delay raising the mandatory retirement date, the Subcommittee believes that delay would not be appropriate in the case of the University.

The amendments to both the federal and the state statutes seem to be premised on the understanding that the right to continue employment until age 70 is a civil right. In recognition of the practical problems that immediate vindication of this right could cause, both statutes provide for a delayed effective date. The Committee is of the opinion, however, that the University should not curtail any employee's right to continued employment until age 70 by relying on the delayed effective date unless substantial hardship would be caused by an earlier effective date. In light of the fact that only 16 regular faculty members are scheduled to be retired on June 30, 1979, the Committee does not believe that any particularly difficult or costly problems would be caused by immediately raising the mandatory retirement age to 70.

**RECOMMENDATION 2:** That the present policy, under which contributions to the faculty retirement plan are discontinued at age 68 for participants who entered the plan prior to October 2, 1974, and at age 65 for participants who entered the plan on or after that date, should be continued on an interim basis until the Special Task Force on the Faculty Retirement Plan completes its review of the plan.

The present faculty retirement plan was designed to produce an adequate retirement income using only contributions up to age 65. To continue contributions after age 65 in a plan of this design could result in excessive retirement benefits and could be an unnecessary financial incentive to continue teaching. (Contributions are continued until age 68 for pre-1974 participants because continued contributions were considered to be part of the employment contract of these employees.) Both the federal and state amendments allow a plan to discontinue contributions at age 65.

Although the retirement plan was designed to produce an adequate benefit using only contributions up to age 65, the recent high levels of inflation make it questionable whether an adequate benefit will, in fact, be produced. Continuing contributions until actual retirement may help alleviate the effects of inflation.

The Committee understands that a special task force chaired by Professor C. Arthur Williams is presently evaluating the faculty retirement plan and is specifically considering whether the plan should be changed to make it more responsive to the effects of inflation. In view of the existence of this task force, the Committee believes that it would be premature to recommend that changes should be made to the plan. For this reason, it recommends that the present policy should be continued until the task force completes its study.

**RECOMMENDATION 3:** That the medical benefits provided by the University should be continued until actual retirement.

The University presently provides medical benefits to faculty members until their actual retirement. The amount of benefits provided by the University is adjusted at age 65 to take into account the availability of Medicare, but the total benefits available to faculty members are not reduced.

The Committee recommends that the present policy should be continued notwithstanding the fact that actual retirement can now be delayed until age 70. Because a substantial portion of the medical benefits for individuals who continue working past age 68 will be provided by the Medicare program, the cost of medical benefits to the University for an employee who works after reaching age 68 should not be substantially higher than the cost for an employee who has not yet reached 68. Therefore, to discontinue or reduce the total medical benefits available to such an employee would violate both the spirit and the letter of the law.

**RECOMMENDATION 4:** That the amount of life insurance provided for employees who work after age 60 should be reduced only insofar as reduction is necessary to reflect the greater costs of providing life insurance for older employees.

At present, the University provides all faculty members with \$20,000 of life insurance coverage until age 61. During the years between age 60 and age 65, the amount of coverage is reduced at a rate of \$1500 per year. The level of coverage reached at age 65 (\$12,500) is continued until retirement.

The amendments to the federal statute (and presumably the state amendments as well) appear to allow the amount of benefits received by an older employee to be reduced to reflect increased costs to the employer. In fact, such a reduction would be

necessary to continue equality of total compensation. Accordingly, the Committee recommends that reductions to the amount of life insurance provided to faculty members should begin at age 61 and continue until actual retirement in an amount that reflects the actual increased cost of providing the benefit. It is understood that the reduction would be at a rate of approximately 8% per year resulting in a life insurance benefit at age 70 of approximately \$9,000. This recommendation would change the present policy under which \$12,500 of coverage is provided from age 65 to age 68.

**RECOMMENDATION 5:** That the faculty disability insurance plan should be modified at this time only to the extent required by law. In no event, however, should coverage be decreased from present levels.

At present, disability insurance is provided by the University only until a faculty member reaches age 65. The present policy is not consistent with the amendments to the state and federal age discrimination statutes because, even if there are increased costs in providing disability insurance after age 65, the increased costs would only justify a reduction, rather than a termination, of benefits.

Unfortunately, there is little or no experience either at the University or nationally with providing disability coverage after age 65. Therefore, it is impossible at the present time to anticipate what additional costs would be incurred by extending the current disability coverage to age 70. Furthermore, since the purpose of disability benefits is to replace lost salary income, continuing benefits until age 70 would presuppose that all employees would have continued to work until age 70. In proposed regulations interpreting the amendments to the federal statute, the Department of Labor frankly admits that it is unsure of how to effectuate the amendments without unnecessarily burdening employers.

In view of the uncertainty in this area, the Committee recommends that the present policy, under which coverage is discontinued at age 65, should be changed at this time only insofar as change is actually required by regulations issued by the Department of Labor. The regulations may require coverage to be continued until age 70. In this case, the University will have no alternative to compliance. But if the regulations allow disability coverage to be discontinued at an earlier time, the Committee believes that by taking advantage of the earlier cut-off date, the University would gain the time necessary to investigate the effect of extending coverage until age 70. If it becomes apparent after the information necessary to make an informed decision is available that age discrimination can be avoided only by extending coverage past the time at which termination is permitted by the Department of Labor, the coverage could be extended at that time.

#### **INFORMATION:**

Recent amendments to federal and state statutes concerning age discrimination have raised the earliest permissible mandatory retirement age to age 70 and have extended to age 70 prohibitions against discrimination on the basis of age. The amendments to the federal statute become effective January 1, 1979, for non-tenured faculty members and July 1, 1982, for tenured faculty members. The amendments to the state statute become effective for all faculty members on June 1, 1980.

A subcommittee on mandatory retirement consisting of Thomas J. Moore (chr.), Jeanne Bader, John Boyer, John S. Chipman, Thomas Donaldson, Leonid Hurwicz, Frank M. Lassman, Richard Poppele, Henriette Saloshin, Joseph Warthesen, C. Arthur Williams, and Harold J. Bernard, Director, Employee Benefits, was formed to study this matter, and made the above recommendations which were approved unanimously by the SCFA at its meeting on November 2, 1978.

## **B. PRESIDENT CARTER'S WAGE-PRICE GUIDELINES**

#### **INFORMATION:**

On October 24, 1978, President Carter announced a voluntary anti-inflation program according to which average pay increases should be limited to 7 percent, based on an assumed 6 percent rate of inflation. The guidelines allow for certain exemptions,

including one stating that "wage increases above the standard are justifiable if required in order to maintain a close historical tandem relationship to another employee group whose wage adjustment occurred prior to announcement of the program." The program also makes provision for "real wage insurance" for those groups that comply, and provides sanctions for non-compliance in the form of withholding of government procurement, which presumably includes research grants.

The SCFA has informed Vice President Stein that, in view of the uncertainties that currently exist concerning the degree to which the program applies to the University, and keeping in mind both that last year's recommendation for the biennial request took note of the fact that real faculty salaries have fallen behind those of other sectors of the economy very significantly as a result of inflation, and that other groups in the economy have indicated a lack of willingness to cooperate with the program, the SCFA does not wish to take a position until the guidelines are further clarified. The committee therefore does not consider it appropriate to suggest any change in the 11/11% biennial request at the present time. It remains ready, however, to reconsider the question as soon as greater clarification can be obtained concerning the degree to which the guidelines apply to University faculty.

### **C. SEX DIFFERENTIALS IN PERIODIC RETIREMENT BENEFITS**

#### **INFORMATION:**

As reported in the May 25, 1978, Senate Minutes, pp. 104-5, the SCFA has been devoting considerable time to the question of sex differentials in periodic retirement benefits resulting from the longer life expectancies of females compared with males. Matters came to a head when the Office of Federal Contract Compliance Programs of the Department of Labor proposed amendments to Executive Order 11246, according to which the "either-or" rule (permitting either equal employer contributions or equal periodic benefits) be replaced by the requirement of equal periodic benefits. If the proposed rules should go into effect, it is believed that the University's faculty retirement plan would not be in compliance.

The SCFA sent detailed comments to the Department of Labor on October 17, 1978, requesting clarification concerning the meaning of "equal benefits." These comments are reproduced below. The SCFA is, of course, in favor of the principle of equal treatment, and all of its comments are intended to clarify the manner in which this principle can most properly be implemented.

It was agreed at the SCFA's meeting of November 2 that the SCFA will issue a special report as soon as possible containing background analyses by John S. Chipman, chairman, and one to be invited from Professor Constance A. Sullivan, who initiated the SCFA's consideration of this matter. This will be followed by an open seminar at which faculty members will have an opportunity to discuss the issues.

A subcommittee is being formed, chaired by Professor Thomas J. Moore, which will oversee the open meetings; it will also formulate recommendations, taking into account any rules which may be issued by the Labor Department.

The following is the text of the SCFA's memorandum to the Director of the Office of Federal Contract Compliance Programs, Department of Labor, October 17, 1978:

To: Director, Office of Federal Contract Compliance Programs  
Room C-3324, New Department of Labor Building  
200 Constitution Avenue, N. W.  
Washington, D. C. 20210

From: John S. Chipman, Chairman  
Senate Committee on Faculty Affairs  
University of Minnesota

Date: 17 October 1978

Subject: Proposed Amendments to Executive Order 11246

The Senate Committee on Faculty Affairs is a faculty committee constituted under

the University of Minnesota's faculty governance procedures, and is the committee which concerns itself with problems of faculty welfare and makes recommendations to the University Senate with respect to such matters including, in particular, the Faculty Retirement Plan.

The following Comments were approved at the Committee's meeting on 16 October 1978, and are being presented to you for your consideration.

*The present retirement plan at the University of Minnesota.* The Faculty Retirement Plan at the University of Minnesota. The Faculty Retirement Plan at the University of Minnesota is a defined contribution plan which provides equal contributions as between males and females on the part of both employer and employee, so that a man and a woman with identical income histories up to retirement and retiring at the same age have identical accumulations in their retirement funds at retirement. Under the existing plan, these accumulations cannot be taken out as a lump sum but must be converted into annuities. This results in unequal periodic (e.g., monthly) benefits up to the time of death as between males and females retiring at the same age with equal accumulations, if they both choose the Single Life option, but equal periodic benefits in case they both choose the Joint and Survivor option and their spouses are the same ages as themselves.

The fact that, under the present plan, faculty employees cannot take their accumulations out in the form of a lump sum, but must choose some form of annuity, raises the question as to what is meant by "equal benefits" as between the sexes. Under the present plan, the annuities all have the same "present value" as between the sexes (as well as between themselves), but in the case of the Single Life annuity this translates into lower periodic benefits for females than for males. We wish to draw your attention to some anomalies and ambiguities in the possible meanings of "equal benefits" that would arise in the course of trying to implement the proposed new rules.

1. *The meaning of "equal benefits."* Equal periodic benefits as between the sexes in the case of those choosing the Single Life annuity could be achieved by higher contributions for females. In the light of the Supreme Court's decision in the *Manhart* case, these could not be made by the employees, and would therefore have to be made by the employer. However, this would result in higher death benefits for females than for equally situated males, as well as in higher periodic pension benefits for females than for equally situated males in the cases of those choosing the Joint and Survivor option whose spouses are the same ages as themselves. (By "equally situated" here is meant employees who have identical income histories and respectively die or retire at the same age.) This could be avoided only if the supplemental employer contributions for females were placed in escrow and not applied until the female employee retired and chose the Single Life option. While such a course of action may be open to the University at the present time, being a public institution not subject to the vesting provisions of ERISA, it is not available to private institutions and will not necessarily continue to be available to public institutions in the future.

In view of these problems, we hope that the regulations will be explicit as to what is meant by "equal benefits" in this context. For example, would the availability of equal lump-sum payments at the time of retirement (for those who retire at the same age with identical income histories) be considered to result in "equal benefits" when some of the alternative optional annuities (such as the Single Life annuity) would provide for unequal periodic payments? It must be kept in mind that, at the present time, under a defined-contribution plan the employer has no control over the conversion factors used by insurance companies.

2. *The legality of supplemental employer contributions for females.* The grounds for the Supreme Court's decision in the *Manhart* case did not appear to hinge on the source of the differential contributions into the retirement plan (employer or employee), but rather on the fact of such a differential. It is therefore not clear to us whether the alternative course open to the University — differential employer contributions — would be legal within the context of a defined-contribution plan where each employee has an individual account. If, therefore, the University of Minnesota

were to comply with the proposed rule by the device of making supplemental contributions for females, it might risk being required at some future date to make retroactive offsetting contributions for males — at a cost which we estimate to be roughly \$8,350,000, or close to 10% of the annual salary budget. (Of course, such an action would result again in unequal periodic benefits.)

3. *Potential for job discrimination.* Higher employer contributions for females would imply that the employment of females would be more costly to the University than the employment of males with equal qualifications. Despite the best of intentions on the part of the employer, this could result in the University hiring fewer females than might otherwise have been the case. Such job discrimination, or even the potentiality of such job discrimination, might be in violation of Title VII of the Civil Rights Act of 1964. The potentiality is largely avoided at the University of Minnesota in the case of positions financed out of State appropriations, since fringe benefits are not paid out of the budgets of the Departments that are responsible for the hiring; but this safeguard is not present in the case of positions financed out of federal contract grants. In general, the potentiality of job discrimination could be eliminated only if the cost burden were removed from the employer and absorbed by the government in the form of an automatic subsidy or, equivalently, an automatic deduction of the supplemental amounts from the withholdings taxes paid by the employer to the government. Such a scheme would be in line with the general principle that income transfers to achieve equity and social justice are best handled through the fiscal system (rather than by regulations imposed on individual employers) so as not to impinge on economic efficiency and create undesirable side effects.

4. *Costs and transition problems.* Compliance with the proposed new rules would require large-scale reorganization of the Faculty Retirement Plan. If supplemental employer contributions to females should be required, we estimate that this would result in an initial cost of approximately \$1,200,000 and an annual cost of approximately \$200,000 at present female participation rates (and undoubtedly more in the future). Assuming that our system may require some modification in order to comply with the meaning of "equal benefits," we hope that there will be adequate time for compliance to permit our faculty to study the alternatives and make our recommendations to the University administration and the Board of Regents.

cc: Robert A. Stein  
Harold J. Bernard  
Members, Senate Committee on Faculty Affairs

**JOHN S. CHIPMAN**  
Chairman

*Accepted*

## **X. REPORT OF THE ALL UNIVERSITY SENATE CONSULTATIVE COMMITTEE SUMMARY OF SCC ACTIONS, FALL QUARTER, 1978**

### **INFORMATION:**

The All University Senate Consultative Committee has held five meetings since August and has discussed several issues dealing with University policy. Among the items which have been considered are the following:

*Special Merit Money Distribution:* A sub-committee of the Senate Consultative Committee prepared a report which was approved and sent to the President. The report recommended that funds for special merit money be distributed in a two-step process involving units and individuals.

*Biennial Budget Review 1979-81:* The University Committee on Biennial Request and Budget Review (UCBRBR) presented a report to the SCC outlining recommenda-



tions to the President on policies governing the biennial request. SCC discussed this report and transmitted it to President Magrath. The document emphasized those items in the biennial request which related directly to maintaining the quality of the academic program.

*Reallocation and Reversion:* SCC reviewed draft recommendations presented by President Magrath, and the UCBBRR prepared a report with recommendations on reversion/levy which was transmitted to President Magrath. The recommendations included three possible alternative procedures. SCC strongly endorsed the need to develop a new permanent reduction/reallocation mechanism which would permit reallocation based on the quality of instruction and research, and on departmental needs.

*In response to The Minneapolis Tribune Article (7/11/78)* which discussed faculty salaries, SCC sent a letter to state legislators with data collected by Professor John Chipman, Chairman, Senate Committee on Faculty Affairs, and pointed out that salaries of many of the highest paid faculty are not financed entirely out of state funds.

*The Five-Year Review of the President's Office:* SCC met with Professor Joseph Kauffman, consultant to the Regents, on the five-year review of the President and his office.

*SCC Legislative Sub-Committee Reactions* to the narrative accompanying the Biennial Request 1979-81 were sent to Vice President Kegler with the subcommittee's recommendations that some narrative sections be rewritten.

*The UCBBRR* presented a status report to the SCC in which developments relating to reallocations were outlined. Subcommittees, appointed by President Magrath, are now working on the development of 1) interim guidelines for the 1979-80 budget, 2) information and data base for decision making, and 3) a process for making reallocation decisions.

*The UCBBRR* presented its report to SCC concerning the Capital Request for the 1979-81 biennium. The SCC discussed the report and transmitted it to President Magrath.

**MAHMOOD A. ZAIDI**  
**Chairperson**

*Accepted*

## **XI. SENATE COMMITTEE ON EDUCATIONAL POLICY**

### **ANNUAL REPORT**

#### **1977-78**

1. The committee met biweekly throughout the academic year with a special meeting called in August of the second summer session in 1978.
2. An out-state meeting was held in June, hosted by the Morris members of the Senate Committee on Educational policy.
3. Informational sessions were conducted to provide background prior to action and deliberation on pertinent issues. Among these were:
  - a. International Programs and Activities.
  - b. Computerizing of the tally, registration, room assignment, and class scheduling information.
  - c. The Outreach Study.
  - d. The University College reorganization, multiple sessions including revisions of the constitution.
  - e. The University Without Walls relevant to experimental versus operational status.
  - f. Summer session planning.

- g. Minority student recruitment, retention, and long-range planning.
4. Senate Committee representation was maintained as needed on other Senate Committees such as Library, Reorganization and Planning, and especially the University Committee on Biennial Request and Budget Review. The Chairman met with this last mentioned group for most of the winter and spring quarters.
5. A review and revision subcommittee of the Senate Committee on Educational Policy submitted a report on the document provided by a Presidential Task Force "On Development and Encouraging Excellence in Teaching." The final revised report was submitted to the University Senate at the time of its May 25, 1978, meeting and was accepted by that body.
6. A motion was submitted and approved by the University Senate at its May 25 meeting to change the title of the Council On International Education to the University Committee On International Education. The Handbook of Rules and Operational Procedures for the University Senate was modified to conform to the change.
7. A memo (rather than a formal report) was submitted to the Study Group on Outreach indicating points of concern and areas in need of clarification. Since this document is not to be considered a formal report of the Senate Committee on Educational Policy, it is expected that SCEP in the next academic year will refine, elaborate, and otherwise address the issues of that report.
8. The revised constitution of University College was approved by the Senate Committee on Educational Policy. In addition to a number of changes in the constitution, the movement of this University College into the Center for Educational Development was recommended and represents a major policy change in undergraduate education. The constitution is included elsewhere in this agenda for the consideration by the University of Minnesota Senate.

**ROBERT C. BRASTED**  
Chairman

*Accepted*

## **XII. UNIVERSITY COMMITTEE ON ANIMAL CARE ANNUAL REPORT 1977-1978**

The Committee on Animal Care met five times during the 1977-78 academic year. The Committee has continued action on previous commitments and addressed several new issues which are indicated below.

1. The survey to determine the use of warm-blooded animals in research, teaching, and service functions was completed during the year. The information from the questionnaire is used in completing a yearly report form 18-23, "Report of Animals Used in Actual Research or Experimentation," to the U.S. Department of Agriculture on the use of animals in research facilities. This annual report was made during the early part of the academic year.
2. The design for the new BA Form 23, entitled "Approval of Application for Sponsored Research or Training Support," was developed and has been in use for the last six to nine months. It has been a tremendous aid to the Director of Research Animal Resources in not only complying with the federal standards for grants, but also in providing information necessary to monitor the use of warm-blooded animals in research.
3. The Committee continued to review the Regents' Policy on Animal Care and completed it during the early part of the academic year. It was submitted to the Senate, which approved it on November 17, 1977. However, since that time there

have been objections raised by department heads regarding the administrative policy.

4. There has been some interest and speculation expressed regarding the number and location of animals being used for research, teaching, and service functions. While it is almost impossible to determine the number and kinds of animals being used for these purposes, there is still a need to gather this type of information. During the upcoming year an attempt will be made to determine, through a survey, the number and types of animals in use at the University of Minnesota. With this information and the help of the Office of Research Administration, a list of all units using animals can be established. It will then be possible for informational materials (such as Regents' Animal Care Policy and other manuals on the care and use of animals in research, teaching, and service functions) to be forwarded to the appropriate individuals.
5. An informational manual on the care and use of animals in research and education (including guidelines on the uses and suggested doses of anesthetics, analgesics, and tranquilizers in laboratory animals) has been prepared by Dr. Patrick Manning, Director of Research Animal Resources. This manual is now being sent to department heads, principal investigators, and others receiving federal grants.
6. At this time a revised NIH Policy on the Care and Use of Research Animals is under consideration. Under these revised guidelines, there may be certain problem areas of animal care within the University that will not meet the new requirements. These problem areas will be discussed further at the Committee meetings, and efforts will be made to improve these facilities through department heads and the Director of Research Animal Resources.

**WALTER H. JOPKE**  
Chairman

*Accepted*

### **XIII. UNIVERSITY COMMITTEE ON EDUCATIONAL DEVELOPMENT ANNUAL REPORT 1977-78**

The University Committee on Educational Development was established by action of the University Senate in May, 1970. The Committee's responsibilities are:

. . . (1) to develop detailed guidelines and operating procedures for the Educational Development Program, consistent with policy established by the Senate; (2) to report annually to the Senate on the status of and plans for the Educational Development Program; (3) to assist the Vice President for Academic Affairs in his/her review of departmental and collegiate reports on and proposals for educational development projects; and (4) to review and recommend action on proposals for educational development efforts submitted directly to the Vice President for Academic Affairs from any part or any level of the University. (Handbook: *A Compilation of Rules and Procedures*, University Senate, July 1977, p. U-24.)

The Committee reports to the Senate through the Senate Committee on Educational Policy.

The last report from the Committee to the Senate, for the year 1976-77, described plans for the 1977-78 Educational Development Program. At the time the report was made (May 9, 1977) EDP plans called for resources in the range from \$365,000 to \$479,000, with three-fourths to be awarded at the college level and one-fourth at the all-University level. Through the Committee's careful screening process, 89 proposals totaling \$307,106 had been recommended for funding at the college level, and 26 proposals totaling \$137,810 had been recommended at the all-University level.

After that report was made, institution-wide retrenchment subsequent to deci-

sions of the 1977 Legislature required that the 1977-78 Educational Development Program be funded at a level of \$239,973, 34.2 percent below the announced minimum figure and 41.4 percent below the level of the 1976-77 program. Of the 115 proposals recommended for funding, 51 were not able to proceed.

The full Committee met November 18, 1977, to formulate plans for the 1978-79 Educational Development Program. Its recommendations were forwarded to Vice President Koffler, who on December 5 announced these plans to the University community. The 1978-79 plan called for resources in the range from \$238,500 to \$265,000 with the funding being restricted to proposals submitted at the college level, since the available resources would be insufficient to support both the college and the all-University levels of the program.

Subsequent budget decisions, involving another round of retrenchment, reduced support from the announced maximum of \$265,000 to the level of \$247,490. While this amount was somewhat above the amount available for 1977-78, it was 38.1 percent below the level of the 1976-77 program.

The Committee, with the Center for Educational Development, cosponsored a workshop for college EDP coordinators held January 12, 1978, and a workshop for individuals interested in submitting proposals held February 2, 1978.

The full Committee met March 3, 1978, to organize itself for reviewing proposals and drafting recommendations to the Vice President for Academic Affairs. The Committee divided into two subcommittees, each of which reviewed approximately half of the proposals. After each proposal was read and evaluated independently by half of its members, the Committee met in an all-day session April 8, 1978, to discuss the proposals and to develop recommendations regarding the suitability of each project for support under the Educational Development Program.

Eighty-two proposals totaling nearly \$360,000 were forwarded to the Committee by the 22 colleges following review according to development priorities established by each college. Sixty-one proposals totaling \$243,424 were recommended for support in the order of priority already specified by each college. The remaining \$5,000 was reserved for salary improvements approved later for 1978-79.

**ALBERT YONAS**  
Chair

*Accepted*

#### **XIV. UNIVERSITY APPEALS COMMITTEE ON ACADEMIC FREEDOM AND RESPONSIBILITY ANNUAL REPORT 1977-78**

The University Appeals Committee on Academic Freedom and Responsibility met four times during the academic year 1977/78 to review appeals and to consider basic policy matters. Two cases were examined by the Committee. One was rejected because it did not involve the issue of academic freedom and responsibility; in the other case, the Committee found no ground for a reversal of previous decisions.

A number of issues remain a matter of concern for the Committee. Prominent among these are the jurisdictional overlaps of the various grievance mechanisms at this University; the vagueness of the original Senate legislation; the potential abuse of academic freedom and responsibility procedures through nuisance cases. The Committee is pleased that an ad hoc All-University Task Force is presently reviewing the entire grievance procedure with a mandate to recommend improvements.

The University Appeals Committee on Academic Freedom and Responsibility proposed to the Senate an amendment of Section III B of the Senate Statement on Academic Freedom and Responsibility, which would exempt the Graduate School, General Extension, and Central Administration from the stipulation that Grievance

Review Officers may not hold administrative offices. The amendment was adopted by Senate action in March, 1978.

The Committee continues to serve in an advisory function to Grievance Review Officers and collegiate units in matters of grievance procedures.

**GERHARD H. WEISS**  
Chair

*Accepted*

## **XV. COUNCIL ON LIBERAL EDUCATION**

### **ANNUAL REPORT**

#### **1977-78**

The all-University Council on Liberal Education was established by action of the faculty Senate in June, 1962. The Council is responsible:

... for the formation of policy, subject to Senate ratification, establishing a University-wide "floor" requirement in liberal education for all bachelor's degree programs. It shall maintain surveillance of the effects of this policy and shall propose to the Senate such extensions or modifications as seem warranted. The Council shall initiate other policy proposals or actions designed to improve the quality of undergraduate education at the University. (*Handbook: A Compilation of Rules and Procedures*, University Senate, July, 1977, p. U-22.)

The Council is a standing committee of the University, reporting to the Senate and the Senate Committee on Educational Policy (SCEP); it is chaired by an associate of the Vice President for Academic Affairs with a primary concern for undergraduate education. Selected according to a formula designed to gain perspective from all undergraduate programs of the University, members participate as individuals identified by their respective collegiate administration to represent the ideas — not the interests — of their units.

#### *1977-78 Council Activities*

Council activities typically grow out of previous work, and 1977-78 was no exception. The Council organized most of its discussions around studies begun two years ago on the University's liberal education requirement. It seriously considered publishing a CLE catalog of courses offered by University departments that are designed to contribute specifically to the liberal education of students. In a questionnaire pre-test, for example, selected departments were asked to identify up to four existing courses as particularly appropriate for inclusion in such a catalog. However, results of the pre-test prompted the Council to postpone indefinitely the distribution of a "starred course" questionnaire and the publication of a CLE course catalog. Specific recommendations for the Council's 1978-79 agenda are now being formulated.

The Council manages two operating programs for the University intended to contribute to the improvement of undergraduate education: the Horace T. Morse-Amoco Foundation Award for Outstanding Contributions to Undergraduate Education and the CLE Small Grants Program.

#### *Horace T. Morse-Amoco Foundation Award for Outstanding Contributions to Undergraduate Education*

Since 1965 the Council has awarded 81 certificates and honoraria to faculty members selected for their outstanding contributions to undergraduate education. From its inception the program has been supported by an annual grant to the University for this purpose from the Amoco Foundation. In 1977-78 the Amoco Foundation increased its grant from \$5,000 to \$7,500, enabling the Council to make seven awards of \$1,000 each rather than eight awards of \$500.

Procedures were similar to those followed in recent years. Early in 1978 those

colleges of the University offering undergraduate instruction were invited to submit nominations (accompanied by a dossier for each nominee). Dossiers were reviewed and judged by a subcommittee appointed by the chairman, and awards were made by the Council on the recommendation of the subcommittee.

The 1977-78 subcommittee, formed according to general CLE guidelines, included: Professor Sabra S. Anderson (Mathematics, UMD and non-CLE faculty member), Professor Paul A. Cartwright (Electrical Engineering, IT and a previous awardee), Professor Nathaniel I. Hart (Humanities, UMM and CLE member), Professor John R. Howe (History, CLA and CLE member, subcommittee chairman), and Peter Rosenbaum (CBS student and CLE member). This year 16 nominations were received from 11 colleges, with the award and a \$1,000 honorarium presented to:

*W. Andrew Collins*, Associate Professor of Child Psychology, College of Education.

*P. Vincent Hegarty*, Professor of Human Nutrition, Colleges of Agriculture and Home Economics.

*Samuel Kirkwood*, Professor of Biochemistry, College of Biological Sciences.

*Richard D. Leppert*, Assistant Professor of Humanities, College of Liberal Arts.

*Roger G. Schroeder*, Professor of Business Administration, College of Business Administration.

*George L. Shapiro*, Professor of Speech-Communication, College of Liberal Arts.

*Fredric R. Steinhauser*, Professor of Social and Behavioral Sciences, General College.

During 1977-78 the Council completed its study of the impact and value of this award program within the University. It also held a design competition for an art object to be presented to each award recipient. Nearly 30 entries were submitted by University students, staff, and faculty. The winning entry, selected by a panel of eight University art experts, was submitted by Andrew Ahlgren, Associate Professor, College of Education. The art object is being manufactured for presentation to all past award recipients at an appropriate event in the fall; it will be presented to future recipients at collegiate commencement ceremonies along with the honorarium and certificate currently awarded.

#### *Small Grants Program*

In 1967 the Council established the Small Grants Program in order to stimulate the improvement of the undergraduate experience by providing financial and organizational support to the ideas of faculty-student groups. Each year proposals for support of educational development efforts are reviewed and evaluated by a faculty-student subcommittee.

In the fall round of the 1977-78 Small Grants Program, 57 proposals totaling \$103,571 were received and 14 proposals totaling \$18,465 were funded. In the spring round, the Council received 72 proposals totaling \$132,762 and funded 38 proposals totaling \$60,602.

The subcommittee for the fall 1977 and spring 1978 rounds of the Small Grants Program was chaired by Kendall W. Corbin and Jerrold M. Peterson, respectively.

#### *In Memoriam*

Along with the rest of the University community, the Council was deeply saddened by the untimely and tragic death of Gordon William Kingston, long-time colleague, facilitator, friend, and teacher. Kingston died on May 7, 1978, the victim of abdominal cancer. At its meeting on May 9, the Council paused to remember his pervasive influence and contributions to the work of the Council.

**JAMES H. WERTZ**  
**Chairman**

*Accepted*

# **XVI. PLANNING/POLICY AGENDA, 1978-79, BY THE PRESIDENT (10 minutes)**

## **UNIVERSITY POLICY AGENDA 1978-79**

The President, upon the recommendation of the University Senate, is called upon to submit an annual policy agenda for the institution. This report seeks to respond to the Senate's request by outlining those major policy issues that, in the President's opinion, warrant particularly close scrutiny during the 1978-79 academic year.

In reviewing the issues that follow, three points should be kept in mind. First, the list of specific items included here is intentionally limited; it attempts to concentrate upon those issues that have systemwide implications and that should receive systemwide attention. Second, not all of the issues contained in this agenda can, will, or even should be resolved during the current academic year. Some of the items simply resist quick and easy solutions and, instead, will demand continuous attention throughout the foreseeable future. Third, the University Senate, both as a body and through its committee structure, will participate in the review and recommendation processes that pertain to the issues outlined below.

### **1. Development and Implementation of a Reallocation System for the 1979-80 Budget**

The necessity to develop an effective and acceptable system for reallocating institutional resources has long been recognized by parties both internal and external to the University. Accordingly, since last summer, the President and the senior officers have been actively involved in drafting a reallocation proposal for discussion and review by various institutional constituencies. A number of faculty and student groups (primarily the University Committee on Biennial Request and Budget Review [UCBRBR] and the Senate Consultative Committee [SCC], as well as a faculty/student/administrative committee chaired by Associate Vice President Linck) have also had significant input in the development process. Additional opportunities for systemwide participation vis-à-vis the design and the criteria to be used in the 1978-79 reallocation have been provided through the Senate committee structure and through a series of public hearings. Opportunities for participation in the actual reallocation decisions will be afforded in the months ahead as well.

### **2. Development of a Continuing Reallocation System for Future Years**

Efforts have also been undertaken to begin the development of a reallocation process that might be employed on a systematic and continuing basis in future years. A faculty/student/administrative committee, chaired by Vice President Brown, has been appointed to propose a reallocation system and criteria for the 1980-81 fiscal year and thereafter until a long-range institutional plan is in place. Again, participation by University Senate committees (SCC and UCBRBR in particular) and the general University community will be afforded.

### **3. Development of a Long-Range Institutional Plan**

The University Planning Council, chaired by Vice President Stein, is attempting to assess and improve our planning efforts. The Council's broad objective is to produce a long-range institutional plan that might serve to guide systemwide decisions in the years ahead. Specific objectives are being examined by four subcommittees in terms of 1) evaluation of institutional output and effectiveness of the planning process; 2) organization of the institution, including review of presidential areas; 3) examination of Biennial Request and budget processes; and 4) review of institutional mission, goals, objectives, priorities, and criteria for determining program status.

### **4. Coordination of Academic and Facilities' Planning**

The importance of linking academic and facilities' planning has become increasingly clear over the past several years. Accordingly, the Office of Academic Affairs and the Office of Physical Planning are seeking to improve the coordination between programmatic and building planning. Emphasis will be placed upon remodeling and

renovation of existing facilities, upon mechanisms for determining priorities for capital improvement, and upon the development of effective space management procedures.

#### **5. Academic Affairs Planning**

The Office of the Vice President for Academic Affairs has undertaken efforts to increase the planning and coordination of systemwide services and activities relating to 1) the development of University media resources, particularly in terms of radio and video transmission and the audiovisual library service; 2) the improvement in University computer services; 3) the development of a systemwide delivery system for University of Mid-America materials; and 4) the automation of University library services.

#### **6. Completion of "Outreach" Report**

The interim report of the Task Force on University Outreach activities has been under examination by various institutional constituencies since November, 1977. After final reactions to the interim report are received, the Task Force will complete its work, recommending specific proposals for further development of outreach programs and activities to meet the needs of the coming decades.

#### **7. Review of Teaching Evaluation Practices**

Over the past year, some students have expressed an increasing desire to initiate a system of teaching evaluation that would afford them more useful consumer information in selecting courses and instructors. To determine whether such information can be provided, a number of major organizational, procedural, and legal questions must be examined. Undertaking this examination is the Senate Committee on Educational Policy (SCEP). Upon the completion of its review and report, the recommendations of SCEP will be shared with the University Senate and other institutional groups.

#### **8. Review of Faculty Retirement Programs**

The Retirement Plan Task Force is working closely with the Senate Committee on Faculty Affairs (SCFA) to study the faculty retirement plan and its impact on both current and retired faculty members. Recommendations for changes in the present retirement programs are anticipated and will be shared with interested University parties before any changes are implemented.

#### **9. External Affairs Emphases**

Discussions with state and legislative officials will emphasize 1) the needs of the University as outlined in the 1979-81 Biennial and Capital Requests, 2) the development of a strategy for state funding which is less dependent on student-faculty ratios, and 3) the importance of University research and service activities to the state and the nation.

#### **10. Reviews of Graduate School Programs**

In addition to the general policy agenda that will be followed during the 1978-79 academic year, the University Senate has also requested a list of those graduate school programs that will be reviewed during the current academic year. These are:

##### **Twin Cities Campus**

- \*African Studies (limited scope)
- Ancient Studies
- Botany
- Classical Civilization (limited scope)
- Computer Science
- Criminal Justice Studies
- Ecology and Behavioral Biology
- Experimental Surgery
- Humanities
- Industrial Engineering
- Mechanical Engineering



Operations Research  
Otolaryngology  
Radiology  
Slavic and East European Languages  
Surgery

**UMD Campus**

Art and Art Education  
Educational Administration  
Elementary and Secondary Education  
Music and Music Education  
Physics

\*Not a graduate program.

Note: Addition of Curriculum and Instruction Department, College of Education, to the Twin Cities Campus list was proposed by a College faculty member.

## **XVII. QUESTIONS TO THE PRESIDENT (20 minutes)**

See abstract of discussion for summary of discussion.

## **XVIII. OLD BUSINESS**

None

## **XIX. NEW BUSINESS**

See abstract of discussion for summary of discussion.

## **XX. TRIBUTE TO DECEASED FACULTY MEMBERS**

### **RODOLFO OROZCO FLORIPE 1909-1978**

On April 29, 1978, Rodolfo Orozco Floripe, professor of Spanish, died after a short illness. He was 68 years old at the time and only a few weeks away from retirement. He was born in Esteli, Nicaragua, on September 6, 1909, but spent most of his early years in Costa Rica. He emigrated to the United States in 1925. His B.A. degree was from the University of Toledo, and both his M.A. and Ph.D. were conferred by the University of Wisconsin. Before moving to Madison, Wisconsin, to do graduate work, he served first as a general reporter and later as music and art critic for the *Toledo News Bee*. As critic, he wrote a daily column which appeared with his picture. Later, in 1964, while on the faculty of the University of Minnesota, he served as critic on the KUOM Metropolitan Opera Preview series. His love for music continued to the end of his life and was attested to by his long discussions with friends and colleagues who showed similar interests.

Professor Floripe came to the University of Minnesota as a visiting lecturer the

summer of 1947 and was appointed a full-time instructor in September, 1948. For many years he served as head of the Spanish House at the University of Minnesota, a summer school program which had students practicing Spanish all day while living under the same roof.

Portuguese was one of the languages taught in the old Department of Romance Languages. During the years of low enrollment in Portuguese, it was Professor Floripe who was instrumental in keeping interest in that romance language alive by teaching the only courses offered in Portuguese. In the late fifties he accompanied a University of Minnesota theatrical group sponsored by the United States Department of State to Brazil, where he served as adviser and interpreter.

In the sixties Professor Floripe taught Hispanic culture courses in several N.D.E.A. institutes at the University of Minnesota. In 1971-72 he served as acting chairman of the Department of Spanish and Portuguese. Although he wrote articles for the *Encyclopedia Americana* and *Revista Iberoamericana* on literary subjects and published numerous book reviews, he always felt that teaching and advising were the primary tasks of the professor. Even though he specialized in Hispanic American literature throughout his 30 years at the University of Minnesota, his teaching ranged from Peninsular and Latin American literature courses to language and culture courses.

Apart from the above achievements, Professor Floripe will be remembered by many colleagues for the affectionate nicknames he gave them and for his ability to summarize a situation with a humorous one-line statement.

He is survived by his widow Harriet, stepson Dr. Fred Featherstone, one brother, and four sisters.

## **LARRY MICHAEL GRIMES 1938-1978**

Larry Michael Grimes, associate professor of Hispanic Linguistics and Coordinator of the Language Program in the Department of Spanish and Portuguese, died in Rochester, Minnesota, on July 10, 1978. He was 40 years of age.

Professor Grimes was born June 18, 1938, in Columbus, Nebraska. He received his B.A. degree in 1961 from Mexico City College and, after completing his M.A. degree at the University of Nebraska at Lincoln in 1964, he returned to Mexico for doctoral studies at the Colegio de Mexico, receiving the Ph.D. in Hispanic linguistics in 1971. With Ivan Ilyich he co-founded the Center for Intercultural Documentation (CIDOC), and served as director for the CIDOC Institute for Contemporary Latin American Studies, and editor of several CIDOC publications. He maintained close contact with CIDOC in the years during which he held academic positions in the United States.

From 1969 to 1971, when he finished his doctorate, Professor Grimes taught as an instructor at the University of Michigan at Flint. He was assistant professor at New York University in 1971-72, where he taught both Latin American literature in the undergraduate college, and Hispanic linguistics at the graduate level. He joined the University of Minnesota faculty in 1972 as assistant professor and coordinator of the beginning language program, and he continued in that important function, training graduate assistants to teach basic Spanish through academic year 1977-1978. In 1975 he became associate professor and director of the graduate program in Hispanic linguistics.

Larry Grimes' field of specialization was semantics, particularly the euphemisms and linguistics taboos of Mexican Spanish. His first book on the subject was published in Mexico in 1971, and his second bound and scheduled for release in late 1978. His translation of *Tirano Banderas* was also at the point of publication.

Besides completing the many tasks involved in the coordination of language courses, Larry Grimes contributed wholeheartedly to committee functions in the department and the college. His enthusiasm, incisiveness, and organizational abilities were highly valued by those who worked with him, and he dedicated all his

energies to his professional activities. He was noted for the eclectic brilliance of his courses in Latin American culture. Most specially, his role as the guiding intelligence and animator of the graduate assistants was essential to the department's work. He excelled in inspiring graduate assistants to take pride in their teaching, and his work in this area was recognized by his academic colleagues by his selection on two occasions to address the Board of Regents on the need and function of teaching experience as part of the training of graduate students.

Professor Grimes is survived by his mother, Ruth E. Grimes, of Columbus, Nebraska.

## **WILLIAM MATALAMAKI 1917-1978**

Dr. William Matalamaki, professor and superintendent of the North Central Experiment Station, Grand Rapids, Minnesota, died in Grand Rapids on August 5, 1978.

Born in Fleetwood, Minnesota, Dr. Matalamaki, the son of Finnish immigrants, devoted his professional years to teaching and research in the State of Minnesota, both as an educator and an administrator. His first two degrees were conferred by the University of Minnesota: Bachelor of Science in 1942 and Master of Science in 1953. In 1960, he received the Ph.D. degree with a major in Education and minors in Rural Sociology and Dairy Husbandry from the University of Wisconsin. Dr. Matalamaki served as vocational agriculture teacher in Bigfork, Minnesota, from 1942 to 1945. In 1945, he was also the high school principal there. From 1945 to 1949, he was a vocational and veterans agricultural instructor at Esko, Minnesota. On September 1, 1949, he became principal of the North Central School of Agriculture at Grand Rapids. Following this, he accepted the position of Superintendent of the North Central School and Experiment Station in 1956 which he held until his death. Dr. Matalamaki became a full professor in 1965. During that year, he served as a Ford Foundation-University of Minnesota consultant to Chile.

Always interested in research and intensely involved in his work, Dr. Matalamaki expanded the research programs at the North Central Experiment Station. He unceasingly demanded high quality of himself and his co-workers. Under his enthusiastic and careful supervision, research grew in agricultural engineering, agronomy, animal science, forestry, and horticulture. He guided the development of pasture grasses, horticultural crops for home gardens, bedding plants, wild rice, blueberries, high protein potatoes, virus-free potato seed stocks, forest plantation practices, and the testing of seed sources from various species of pines. He led the development of a nationally famous Guernsey herd which provided seed stock throughout the United States. During his lifetime, thousands of visitors toured the branch station and benefitted from the information made available at demonstration plots and from the research findings presented during field days.

Dr. Matalamaki also gave leadership to formal educational programs and continuing education. He helped develop and expand a forestry technician course through the Station, and he also participated in agricultural instruction for Itasca Community College. These efforts have helped to prepare young people for careers in forestry and agriculture. Over the years, the staff at the North Central Experiment Station provided many educational programs in Itasca County and presented numerous cooperative programs with local and area Agricultural Extension personnel. In addition, they had continuing direct contact with farmers and homemakers through a telephone information service. Dr. Matalamaki guided the branch station's contact with the public through news media — a quarterly, weekly radio program, and frequent television presentations.

Dr. Matalamaki was elected to Phi Delta Kappa, the district and state presidencies of the Minnesota Agriculture Instructors' Association, the local presidency of the

Minnesota Alumni Association, the American Association for Advancement of Science, Who's Who in Minnesota, and Who's Who in the Midwest.

A man who lived life, Dr. Matalamaki generously gave of himself to those about him. He was active, not only in professional activities, but also in community work. His contributions include being PTA president, Farmers' Club secretary, Lions District Governor, a member of the Lions District Governors' cabinet, a board member and president of the Grand Rapids Chamber of Commerce, a member of the Fair Board, a member of the Volunteer Fire Department, and a leader of FFA, 4-H, and Boy Scouts. He served as chairman of the United Fund of Grand Rapids. Dr. Matalamaki also served on the board of the Lutheran Student Center at Bemidji State College, the Minnesota Synodical Lutheran Social Service Board, the Itasca County Hospital Commission, the Itasca County Home Board, the Itasca County Welfare Board, the board of the Range Center, Inc., of Chisholm, State Lions Eye Bank Board, and Board of Directors of the First National Bank of Grand Rapids. A trustee of the Blandin Foundation and a member of the Arrowhead Regional Development Commission, he was awarded the Honorary Chapter and State Farmer degrees by the FFA, the State Key Award by 4-H, a citation by the Boy Scouts of America, the Good Government Award by the Grand Rapids Chamber of Commerce, and a citation for Service to Agriculture by the Duluth Chamber of Commerce.

Dr. Matalamaki's enthusiasm, optimism, wit, and genuine concern for others brought much pleasure to his colleagues and friends. His death has left us with a feeling of sadness; his life enriched ours. We have been privileged to have known and worked with him.

Dr. Matalamaki is survived by his wife, Margaret, and two children, Judy (Mrs. Jack Gerlinger) and William, Jr.

## **STARLING W. PRICE 1925-1978**

Starling Worth Price, 53, professor of rhetoric, University of Minnesota, died Saturday, August 5, at the University of Minnesota Hospitals. He had been at Minnesota since 1956 and a member of the permanent faculty since 1967.

Professor Price began at Minnesota as a student and teaching assistant in the American Studies Program in 1956. In 1967, he received his Ph.D. and was appointed an assistant professor in the Rhetoric Department.

Throughout his twenty years of service in the Rhetoric Department, Star was best known for his classroom teaching, a roguish sense of humor, and an unrelenting capacity for conversation on new ideas, new problems, and new ways of understanding society and culture. He was intrigued by the irony as well as the grandeur of life as represented in art, music, history, and literature. His scholarship always involved other colleagues and was directed specifically to the understanding and appreciation of culture by the students he taught.

Professor Price's love of teaching and students complemented his love of scholarship and books. He was always looking for new books or essays for students to read, or preparing slides, or choosing musical selections to help students understand and experience the connectedness of history and culture.

His role in the faculty was unique. His style and wit provided an air of sophistication that could disarm the most rancorous colleague. In all of his relationships he was tolerant, open-minded, and humane. He was not interested in gaining personal advantage, but in being a catalyst for the intellectual inquiry and awakening of others, both faculty and students. He was concerned with people, literature, art, music, architecture, theatre — the ideas and images of life that are meaningful in the flow of history. In this way, Dr. Price's sensitivity to human expression was of a scope and depth that others of similar training and experience never acquire. He was truly a spokesman for world ideas, issues, and culture and enjoyed most the opportunity to talk about these ideas to students and faculty who shared his passion for ideas if lacking his vision.

For many students on the St. Paul campus their introduction to history, the arts, music, and literature was through Professor Price and his courses. He valued his relationship with his students and encouraged many to continue both the study and appreciation of history and the arts. He was, in the eyes of both students and colleagues, a master teacher.

In 1975, Dr. Price designed and taught an interdisciplinary seminar in the humanities which focused upon the roots of American agrarianism and the agrarian tradition in American social and political philosophy. It was a successful course based upon his original scholarship which linked the interests of agriculturalists with intrinsic cultural developments in history and the arts. The course remains a legacy of Professor Price to students and faculty who, like him, seek new opportunities and new ways of connecting the discontinuities of rural and urban culture and of science and humanities. In this emerging field, as well as in many personal ways, his presence in the Department, College, University, and the community, will be greatly missed.

Dr. Price is survived by his wife, Rosemary, three daughters, and one son. His mother and sister also survive him. Memorials may be made to the Starling W. Price Memorial Fund, Minneapolis Public Library.

## **DENNIS EDWARD PULESTON 1940-1978**

Dennis Edward Puleston, an associate professor in the department of anthropology, was accidentally killed when struck by lightning at the Mayan archaeological site of Chichen Itza, Yucatan, Mexico, on June 29, 1978. Puleston's tragic and untimely death at the age of 38 ended a highly productive and promising career and has left a major void among Mayan scholars.

Dennis Puleston, born on June 19, 1940, in New York City, received his B.A. in biology from Antioch College in 1964 and then moved to the University of Pennsylvania for graduate training in anthropology. His M.A. thesis, approved in 1968, was based on field research at the Mayan site of Tikal, Guatemala, and offered an original theory of Mayan subsistence agriculture as a strong challenge to the usually accepted view. He continued his doctoral field research with the University of Pennsylvania research party working at Tikal and completed an original and challenging dissertation on the Mayan settlement pattern and the nature of urbanism in this complex prehistoric society. His Ph.D. degree was granted in 1973, four years after he joined the University of Minnesota faculty.

Puleston had a wide range of interests in both Mayan and Pacific archaeology with a primary concern for cultural ecology, a reflection of his undergraduate work in biology. He was also keenly interested in a new field called experimental archaeology where he tested many hypotheses about the use and function of archaeological tools and structures by replicating them and experimenting with their use. The field research he had in progress in San Antonio, Belize, where he was returning at the time of his death, was a stimulating combination of his ecological and experimental interests. At Mayan sites on the Rio Hondo he had reconstructed ancient ridged agricultural fields and water control canals, planting native crops and establishing canal fish culture in a series of controlled experiments on food resource productivity. His wife, Olga Stavrakas, was also involved in the project studying nutrition and cultural factors involved in the diet of the contemporary population of San Antonio.

At the time of his death, Puleston had over 30 publications in major archaeological journals and as chapters in volumes on Mayan and ecological archaeology. He was a frequent invited participant in symposia where his stimulating ideas, intellectual curiosity, and probing questions were always welcome. As an example of his range of interests, on his way south to Chichen Itza this summer, he stopped at Palenque, Mexico, as a participant in a conference on Mayan iconography. The paper he read there dealt with Mayan concepts of death and life after death in the Mayan underworld.

Dennis Puleston is survived by his wife, Olga Stavrakas Puleston, two children, Cedric (11 years) and Lyda (8 years), a sister, and his parents.

## **LLOYD L. SMITH, JR. 1909-1978**

Lloyd L. Smith, Jr., Professor in the Department of Entomology, Fisheries, and Wildlife, was born in Los Angeles, California, in 1909 and died at his home in St. Paul on June 17, 1978. He attended high school in Minneapolis, received his B.A. in 1931 from the University of Minnesota and his Ph.D. degree in 1940 from the University of Michigan. He worked for the U. S. Bureau of Fisheries, the U. S. Forest Service, and the Minnesota Department of Conservation, where he headed the department's early research program in fisheries. He began his academic career in 1946 and taught the first fisheries management course at the University of Minnesota.

Dr. Smith has published over 100 papers in the fields of fishery populations and water quality; he is best known for his research of more than 20 years on the fisheries of the Red Lakes. More recently, he was active in evaluation of water pollution on fishes, and he has served on many advisory committees and panels for the U. S. Environmental Protection Agency, International Great Lakes Fishery Commission, National Academy of Science, and others. He served as editor twice for the American Fisheries Society and in 1967-68 served as its President. He was instrumental in establishing the American Institute of Fishery Research Biologists and was a Fellow and charter member.

On the University campus, he received the Twin Cities Student Assembly Outstanding Contribution Award and the Minnesota Chapter Sigma Xi Distinguished Service Award. At the time of his death he was Director of the University's new Sea Grant Program.

He had been active in teaching and research in the University's Fisheries program for 32 years and was to have retired from his academic position on June 30, 1978.

## **TAITO O. SOINE 1915-1978**

Taito O. Soine, professor of Medicinal Chemistry, died suddenly on October 22nd while on a hunting trip near Virginia, Minnesota, where he was born in 1915. He is survived by his wife Berenice and three children, John, Mary, and William, and two grandchildren.

Dr. Soine attended Virginia Junior College and earned an A.A. degree in 1935 before entering the University of Minnesota College of Pharmacy, where he received his B.S. degree in 1938, the M.S. in 1939, and the Ph.D. in Pharmaceutical Chemistry in 1943. He was a Research Fellow in the U.S. Department of Agriculture and an organic chemist for Federal Cartridge Corporation before joining the faculty of the College of Pharmacy in 1942 as an instructor. He rose through the ranks and was made a full professor in Medicinal Chemistry in 1950.

Professor Soine was the Medicinal Chemistry Department head between 1970 and 1974, before assuming the administrative post of Assistant Dean for Graduate Studies and Research. He continued his teaching, research, and scholarly activities throughout his academic career that spanned forty years. He also served on many committees for the College, the University, and professional societies.

Professor Soine was a consultant to the U.S. Public Health Service in the National Health Institute. He was the recipient of the American Pharmaceutical Association's highest honor, receiving the Research Achievement Award in Natural Products Chemistry. He was an active member of the Minnesota State Pharmaceutical Association, the American Pharmaceutical Association, the American Chemical Society, the Academy of Pharmaceutical Sciences, the American Association of Colleges of Pharmacy, the American Association of University Professors, Sigma Xi Honorary Scientific Society, Rho Chi Honorary Pharmacy Society, Phi Lambda Upsilon Honorary Chemical Society, Phi Delta Chi, and the Century Mortar Club.

Professor Soine authored the *Laboratory Manual of Pharmaceutical Chemistry* (with C.H. Rogers) and *Roger's Inorganic Pharmaceutical Chemistry* (with C.O. Wilson), and, with others, was a Revision Editor of *Organic Medicinal Chemistry* (Wilson and Gisvold). He contributed many articles on his research and other scholarly activities to professional publications. He had an international as well as national reputation and was an invited lecturer to many colleges of pharmacy here and abroad (Denmark, Egypt, and Japan). He also gave lectures to the pharmaceutical industry. His record of scientific achievement and productivity was undiminished in his tenure at the University. He published six papers during the past year and was actively pursuing federal funding for his research programs. He was a major contributor to the development of the graduate program in Medicinal Chemistry at the University of Minnesota.

Professor Soine's most lasting contribution, however, is not in his research and scholarly activities but in the many ways he touched the lives of his undergraduate pharmacy students, his advisees now holding prestigious positions in academia and industry, and those graduate students with whom he shared his warm personality and good sense of humor. He was always ready and willing to listen, assist, counsel, and to guide students who sought him out. He will be missed by his many former students now practicing pharmacy, teaching in colleges of pharmacy, and researching for the pharmaceutical industry. He surely has made an impact on the profession of pharmacy in America.

### **J. WARREN STEHMAN 1888-1978**

J. Warren Stehman, professor emeritus of the College of Business Administration, died on June 3, 1978.

Professor Stehman received his B.A. in sociology in 1909 from Lebanon Valley College and his M.A. in sociology in 1910 from the University of Pennsylvania. He was awarded a graduate scholarship in economics at Harvard University in 1913-15 and the Ph.D. degree in economics in 1922 from the University of Chicago. He served as an instructor at the University of Colorado from 1911 to 1913 and at the University of Rochester from 1915 to 1916. He joined the faculty of the University of Minnesota as an instructor in 1916, where he served as an assistant professor from 1919 to 1923, an associate professor from 1923 to 1928, and professor from 1928 to 1956, when he retired. He then joined the faculty at Macalester College, where he taught until 1959.

Professor Stehman was one of the original members of the faculty when the College of Business Administration was established in 1919. He was a teacher *par excellence*, with subtle wit and courtly mien. He was a much sought-after counsellor to undergraduate and graduate students. He was invaluable on faculty and University committees as a moderating influence, an ingenious author of useful compromise, yet a man of firm principle in basic policies. His keen interest in college sports was expressed in long service on the intercollegiate athletic committee.

Dr. Stehman is survived by his wife Marjorie W. Stehman of St. Paul.

### **JAMES D. WINTER 1892-1978**

James D. Winter, professor emeritus of horticulture in the Department of Horticultural Science and Landscape Architecture, died August 25, 1978.

Professor Winter was born March 25, 1892, in South Crosland, England, and came to Minnesota in 1908. He attended the University of Minnesota and in 1923 he received his B.S. degree. In 1929 he earned an M.S. degree, majoring in Horticultural Science and minoring in Entomology.

Before joining the University of Minnesota staff as a part-time instructor in Horticulture in 1934, Professor Winter had owned and operated a commercial nursery and had done plant quarantine and inspection work for the Minnesota State Department of Agriculture and for the U.S. Department of Agriculture. He became a full time instructor on the University staff in 1937, was promoted to assistant professor of Horticulture in 1943 and to associate professor in 1947.

In 1937, "J.D." began experimental work in freezing fruits and vegetables, and it was this work which brought him nationwide recognition. He summarized the results of his experiments in a University bulletin in 1937, the first in a long series of publications on frozen foods. Thousands of consumers depended on a publication, Extension Bulletin 244, *Freezing Foods for Home Use*, for reliable information. The demand for the University freezing bulletins and for freezing publications he had prepared for commercial concerns totaled over two million.

Experimental work in freezing which was carried out under Professor Winter's direction included studies on the effect of various types of packaging for meats, poultry, fruits, vegetables, and pre-cooked foods; tests of hundreds of varieties of fruits and vegetables to determine which had superior quality for freezing; and studies of the adaptability of various precooked foods for freezing.

Although the work for which Professor Winter was best known was in the processing and packaging of food for freezing, in the early 1930's he was instrumental in introducing a high concentration carbon dioxide treatment of berries to enable them to stand up during shipment and sale.

J. D. Winter was active in working with fruit growers and was instrumental in organizing the Minnesota Fruit Growers Association in 1933. He was the secretary-treasurer of that organization for many years even after his retirement from the University of Minnesota in 1960. From 1933 to 1947, he was editor of the *Minnesota Fruit Grower*, and for over 30 years he was orchard and garden editor of *The Farmer* magazine. He also was editor of the fruit growers' column in the *Minnesota Horticulturist* for a number of years.

Professor Winter was a member of Alpha Zeta, Sigma Xi, Gamma Sigma Delta, and a charter member of Phi Tau Sigma. He also was a member of the Institute of Food Technologists and a charter member of the Minnesota Section of I.F.T.; and a member of the American Society for Horticultural Science. J.D. was president of the Minnesota State Horticultural Society, and in 1930 the society honored him with a life membership and again in 1945 with a bronze medal for his contributions to the development of the fruit industry in Minnesota. In 1954, he received the Distinguished Award Certificate from the Wisconsin State Horticultural Society. The National Institute of Locker and Freezer Provisioners honored him with a special award and honorary life membership in 1957.

Professor Winter is survived by his wife, Marian; two sons, James D. Jr. and Thomas; six grandchildren and eight great-grandchildren.

## XXI. ADJOURNMENT

The University meeting was adjourned.

**MARILEE WARD**  
Clerk of the Senate



## Appendix

### ABSTRACT OF DISCUSSION

The first meeting of the year of the University Senate was called to order at 3:15 p.m. by President C. Peter Magrath in Nicholson Hall auditorium. Coordinate campuses were linked by telephone. John Muller, associate professor of rhetoric, substituted as parliamentarian for the session. Minutes of the May 25 meeting and officers for the current year were approved, as were additions to committee memberships.

*University College Constitution.* Robert Brasted, professor of chemistry and chairman of the Educational Policy Committee last year when the major work was done on the document, presented a constitution for University College. He said a vast amount of time had been spent on it and there had been numerous drafts before the final version was completed. Michael Checky, student senator, proposed two changes: the first, to leave the determination of student board membership to the constitution of that board, and the second, to add a student representative from the student board and define the constituencies of the third and fourth members. Both were favored by the University College student body, he said. Julie Carson, assistant professor of English and a member of the subcommittee that worked on the document, said there was no particular objection to increasing student membership, since the ratio would then be 6 to 27. Paul Walker, associate professor of pediatric dentistry, was concerned that deletion of the provision for setting up a student board left the constitution without any way of establishing it and yet its duties were referred to in a later section. The President ruled that it was assumed that there would be a student board and the record should show that fact. At this point the Checky amendments were approved. Ellen Egan, associate professor of nursing, wanted to know why academic and civil service staff would not have a vote in the Assembly and whether the proposed Academic Freedom and Responsibility Committee would serve as a grievance committee. If so, she contended, academic and civil service staff should be represented. Steven Schomberg, assistant to the dean of University College, reminded the Senate that the College had no faculty of its own and that much of its governance had over the years been turned over to academic staff (and students) and that that staff had agreed that its role should be that of being able to speak at meetings and make motions. Questioned about the numbers of experimental and permanent programs, he responded there were 3 of the former and one of the latter. The amended constitution was then approved.

Enabling legislation for the University College Assembly in the form of an amendment to the Senate handbook was introduced by Josef Altholz, professor of history and chairman of the Business and Rules Committee, incorporating in his motion the Checky amendments. The motion was approved without discussion.

*Senate student membership.* Steve Carlson, student senator, introduced a constitutional amendment to increase student membership in the Senate by 10. Those students would be representative of certain minorities defined in his motion. He explained that last spring the Twin Cities Student Assembly had created the positions in its own body. He said the coordinate campuses would be included in the move for recognition of minorities in this way, and that, although some faculty members worried that students would dominate the Senate, student participation usually proved otherwise. He pointed out that, if the Senate were to include the 10 minority representatives but did not want to increase total student representation, he would have to restructure the formula applicable to college units, a formula which he thought was proper. He felt that the University had not provided enough opportunity for participation of minorities and that if this was not the best way he hoped the Senate would find another. He predicted that the Law School would raise questions of the legality of his motion on the grounds that it was a quota, a supposition which he denied. Mahmood Zaidi, professor of industrial relations and chairman of the Consultative Committee, said his committee recommended referral to the Business and Rules Committee for consideration of substance. That suggestion was moved and seconded as an amendment. Ray Roybal, student senator, urged that it be studied

carefully, labeling it a perfect example of a quota and questioning its constitutionality. Alan Brown, student alternate, urged approval of the original motion, calling it a first indication of minority student interest in governance. Russell Hobbie, professor of physics, called attention to the less than 50 percent attendance rate of student senators; increasing their numbers might create serious quorum problems, he suggested. Liz Sands, student senator, differed with Mr. Hobbie, predicting that student attendance would improve. Jim Clark, student senator, said he hoped it would not die in committee. Mr. Altholz assured him that it would not be shunted aside, but there were technical difficulties with it in its present form and that the way of implementing it should be spelled out. Mr. Carlson spoke against the amendment, indicating that two Business and Rules Committee student members had aided in drawing it up. He wanted a commitment from the Senate that minority students could be involved in its workings instead of being put off by moves of parliamentary procedure. Richard Kottke, Twin Cities Campus Assembly speaker, favored the original motion, suggesting that the technical aspects could be cleared up at the next meeting. The amendment to send it to Business and Rules then passed 96 to 61.

*Faculty mandatory retirement.* John Chipman, professor of economics and chairman of the Faculty Affairs Committee, introduced 5 recommendations which his committee had developed following recent amendments to federal and state statutes concerning age discrimination which raised the earliest permissible mandatory retirement age to 70 and extended to age 70 prohibitions against discrimination on the basis of age. Amendments to the state statute will become effective for all faculty members on June 1, 1980, he said. (The President announced that only Faculty Senate members should participate in the ensuing discussion and vote.)

The first recommendation called for raising to age 70 the mandatory retirement age for those scheduled to be retired in June 1979. It was approved with many dissenting votes. The next proposed that the present policy on contributions for those at age 68 be continued on an interim basis until a special task force on the faculty retirement plan could complete its review; it was approved with 4 negative votes. The third provided for medical benefits until actual retirement. It, too, was approved without debate. At this point there was a query as to whether the recommendations were binding on the Regents. The President said they would be transmitted by him to the Board. On the fourth recommendation, which provided for only such decreases in the amount of life insurance provided for employees who worked after age 60 as would be necessary to reflect the greater costs of providing that insurance was approved without dissent — so, too, was the recommendation that the faculty disability insurance plan should be modified only to the extent required by law, but not decreased from present levels.

Constance Sullivan, associate professor of Spanish and Portuguese, called attention to the information item on sex differentials in periodic retirement benefits. She noted that the report did not tell that the University plan was not in compliance with recent court decisions, and the premise seemed to be that the insurance companies had to develop tables that would correct inequities in women's benefits. Also, she said, it assumed that the University would pay any added costs, when instead, she suggested, insurance companies could bear the burden, or the funds could be withdrawn from insurance companies and given to some other type of organization to administer. She urged broad public debate.

*Consultative Committee actions, fall 1978.* Steve Carlson wanted to know why faculty members of the Consultative Committee held meetings with the President and did not include student members, alleging that such tactics hampered the goal of the committee. The President said some of the meetings had been held at his request, some at the request of the Faculty Consultative Committee. At the same time, he pointed out, he was continuing to meet with the full committee on a regular basis, and with representatives of student organizations on all campuses in private sessions. Mr. Zaidi noted that under the constitution both the Student Consultative and Faculty Consultative Committees could meet with the President at his request or theirs. He deplored the divisiveness created this year, while noting that students were repre-

sented on the Board of Regents and faculty members were not. He maintained that all meetings this year had been in the spirit of the rules of the Senate. Mr. Carlson still wanted to know the kinds of issues that were taken up at the separate meetings.

*President's Policy Agenda.* President Magrath introduced a policy agenda for the current year; last year the Senate had asked for it annually in the fall. Committees would be reacting to it, he said, and comments from individuals were also encouraged. It was not an exhaustive list of all issues, he explained, but did detail the major ones. Geneva Southall, professor and chairman of Afro-American Studies, was surprised to see African Studies in the list of Graduate School programs when it had undergraduate status. Peggy House, associate professor, Curriculum and Instruction Department, College of Education, noted that her department was undergoing review and should have been listed.

*Questions to President.* Donald Kahn, associate professor of mathematics, in the period reserved for questions to the President, asked whether he was committed to the idea that the coming retrenchment should not serve to increase the ratio of administrators to faculty members. The President replied in the affirmative, while pointing out that it was not always obvious what an administrator was and that there were many different definitions used nationally and within the state. He said there were a number of regulations that called for administrative functions and that had resulted in some faculty members being put in the category.

Mr. Roybal asked whether he or his administration had considered protection for the minority student departments and their faculties in any retrenchment moves. The President said that it had been considered by the University Committee on Biennial Request and Budget Review, which also took into account the University's affirmative action needs. His next communication on the budget would call attention to it, he added.

Richard Cooke, student senator, asked about the status of the report of the Subcommittee on Social Responsibility in Investments which had called for divestiture of University stock in corporations doing business in South Africa as a protest against its policy of apartheid. The President said the report would be submitted to a Regents' committee in December for discussion and that the Board might act on it in January.

Richard Rydberg, UMD student and president of the University Student Senate, reported on two resolutions passed at a recent meeting of that Senate: that there be student representation for Crookston and Waseca on the Consultative Committee and that student representation in the University Senate be equal to that of faculty numbers.

Jim Clark, student senator, wanted assurances that the plight of the Center for Educational Development during a period of reduced funding would be considered when budget cuts were made. The President said it would be discussed when the 1979-80 budget was taken up.

The meeting adjourned at 5:00 p.m. following a few moments of silent tribute to deceased faculty members.

**MARILEE WARD**  
**Abstractor**

# UNIVERSITY OF MINNESOTA

## SENATE MINUTES

February 15, 1979

The second meeting of the University Senate for the year 1978-79 was convened in the auditorium of Nicholson Hall on Thursday, February 15, 1979. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 138 voting members of the faculty, 38 voting members of the student body, 2 members of the Council of Academic Officers, and 19 nonmembers.

President C. Peter Magrath presided.

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

### I. MINUTES FOR NOVEMBER 30, 1978

Action (5 minutes)

*Approved*

### II. SENATE AND UNIVERSITY COMMITTEES, 1978-1979

Action (5 minutes)

UNIVERSITY COMMITTEE ON EXTENSION AND COMMUNITY PROGRAMS: Clyde Harrison (UMM) replaces Leona Classen, resigned.

SENATE JUDICIAL COMMITTEE: Add Patricia Swan and John Mauriel.

SENATE COMMITTEE ON SOCIAL CONCERNS: Add Terrie Shannon for Richard Lichty, resigned.

SENATE COMMITTEE ON ACADEMIC STANDING & RELATIONS: Add David Ripley (UMM), student.

#### INFORMATION

SENATE COMMITTEE ON COMMITTEES: Add Mike Frey, student.

*Approved*

### III. REPORT OF THE SENATE CONSULTATIVE COMMITTEE

SENATE SELECT COMMITTEE REPORT

(45 minutes for discussion)

#### INFORMATION:

At its May 25, 1978, meeting the University Senate approved appointment of a Select Committee to study the structure of the Central Administration and the

consultative institutions of the Senate, and to review the decision making process at the University. The Senate charged the Senate Consultative Committee (SCC) with the responsibility for naming members of the Select Committee in consultation with the President and with those who had proposed the resolution. In addition, the SCC invited faculty and students to nominate candidates for membership on the Committee. The Select Committee was directed to report to the Senate by the end of the calendar year. The Report of the Select Committee is presented below for your discussion, transmission to the President, and appropriate referral. The SCC thanks the members of the Select Committee for finding the time from their busy schedules to serve on this Committee. By participating in its work they have done us all a service which is deeply appreciated.

**MAHMOOD A. ZAIDI**  
Chair

**REPORT OF THE SELECT COMMITTEE ON PLANNING, DECISION-MAKING, &  
CONSULTATION  
AT THE UNIVERSITY OF MINNESOTA — 1979**

**Chaired by Dennis W. Watson**

**INTRODUCTION**

The University Senate at its May 25, 1978 meeting approved a resolution to establish a Select Committee to study the structure of central administration and the consultative institutions of the Senate and to review the decision-making process at the University (see Appendix I for a copy of the resolution). The Committee was appointed by the Senate Consultative Committee in consultation with the President, those who proposed the resolution, and some Senate and faculty members. It met for the first time on August 8, 1978, then on Thursday, September 28, and thereafter on most Thursday mornings through December 14, 1978. (Details of its schedule are in Appendix II).

The Committee met with the University's senior officers and with interested faculty and student groups. It twice put out through BRIEF an open-ended invitation to meet or correspond with the Committee and a number of individuals and groups accepted the invitation (see Appendix II for a list of them). The Committee benefitted from full cooperation and frank exchange of views with administrators, faculty and students.

The manifest concern for the welfare of the whole University and for the improvement of its function was as universal as it was heartening in the context of the very existence of this committee. For its creation is a recognition of the fact that the University is entering perilous times and that difficult, far-reaching and perhaps irrevocable decisions affecting its future have to be made. The need for these decisions to be based on academic priorities, to be informed by full and appropriate consultation and to conduce to the academic integrity of the University has been the rationale for this committee's existence, the tenor of its activity and is the leitmotif of this report.

The variety of topic and testimony that has come to the committee does not make for easy organization. We have had to consider three principal functions of the administration:

**A. Planning B. Decision-making C. Consulting**

There are also three main segments of the administrative structure, namely, the Board of Regents, Central Administration (including deans) and the Senate (including faculty and students), which have to be considered. Not all the nine product categories are appropriate, and we will restrict ourselves to the three major sections according to function (A, B, C) with the structural segments serving as an unmarked, but underlying framework within each section. Within each section we summarize:

## 1. The Situation 2. The Goals and Solutions 3. Recommendations

By "the situation" we mean the fabric of reality and perception that we have been able to weave from the threads of evidence. By setting out the goals and possible solutions to problems, together with their pros and cons, before making any recommendations we mean to emphasize that it is the objective that needs to be kept in mind. There may not be a unique solution to any particular problem, but there are routes to its solution which may then properly become the subject of our recommendations. We hope that the form we have chosen allows us to express the views that we have formed in a considered and persuasive manner, even though it involves a certain amount of repetition.

Once a problem is recognized, there is no excuse for ignoring it. We realize that there is such a thing as "administrative style", in the exercise of which anyone may claim a certain latitude, but that, at the same time, there is the need for a structure which should reflect institutional priorities without being so rigid as to restrict sensible enterprise. Moreover, such a structure provides a certain continuity and makes for the stability of the institution.

Three warning notes should also be sounded, regarding the perceptions, possibilities and personalities involved in this report. Much of what we have to say under Part 1 of each section will be based on the testimony we have heard. The accuracy and acumen of these perceptions vary widely and, though we do not wish to give currency to false ideas, it would have been impossible to trace each impression to its source or label each opinion with our evaluation. In any case erroneous perceptions are part of the problem and, for example, the smooth running of the University can be impaired as much by good planning that is widely misapprehended as by the absence of any planning at all. Secondly, in mentioning alternative possibilities we are more concerned to get them into the forum for discussion than to work them out in detail. We recognize that it would not be within our power to rearrange the University even if we were unanimously in favor of a particular scheme but those that we mention are, we feel, worthy of consideration. Thirdly, we are not insensitive to the fact that the personality and performance of an incumbent can affect the role of his or her office in an administrative structure. As far as possible, we have been at pains to allow for this and have considered only the structural problem. We do not come to bury the Administration — nor yet to praise it. The wearing of a cap that fits is a matter of no small virtue and even, at times, of dignity; no such virtue, nor any trace of dignity, attaches to the making of whole cloth caps to fit others, and we should be very sorry to see this report used as a source of material for such a trade.

### A. *PLANNING*

Planning is dealt with first in this report, not because the Select Committee regards planning as a panacea, but because it does regard weakness in planning as a serious problem and the improvement of the planning process as a key to the solution of many other problems. The Select Committee has heard many favorable comments about the major planning effort that is now underway in the Central Administration, as well as about the benefits of the planning that has taken place in the Health Sciences. The main thrust of this section of our report is to lend the committee's full support to the recent central planning initiative and to stress the importance of certain points that have been brought to our attention in the course of the hearings. The critical remarks that follow are offered in the expectation that they are being, or will be, met by the new planning effort.

Planning is here taken in the sense of a broadly based attempt by administrators, faculty, and students to realize the University mission statement, anticipate future problems, develop options for their solution, set priorities, and formulate strategies.

#### 1. *The Situation*

The hearings conducted by the Select Committee have revealed a widespread perception in the University community of serious weakness with respect to long-range planning. When planning is inadequate there is a danger that action may be taken only in direct response to crises, and, in turn, that the crises may sometimes be induced by a failure to anticipate problems. It is felt that the

University lacks well articulated and widely communicated priorities which could serve as a basis for planning and, that, insofar as planning and priority setting does take place, academic considerations are not given the clearly dominant positions that are essential in charting the course of the University.

In this connection, there is a clear need to impress on all who are involved with the University, both internal and external, that the primary missions of the University are instruction in its broadest context, the search for knowledge which provides new insights into the functioning of natural systems and human affairs, and public service as it relates to the translation of knowledge for the edification and gratification of the citizens of the state and nation. Moreover, it needs to be continually emphasized that the unique nature of the University, when compared with other Minnesota-based institutions of higher education, is the finely honed interdependence that exists between these missions; any actions that are taken which alter the funding patterns in one area may have a serious impact on the performance of the institution in other areas. For example, policies for dealing with a tuition shortfall which result in academic position retrenchment could aggravate the fiscal difficulties of the institution and upset the overall balance of its mission, if those who are retrenched are essential to any aspect of service, research, and graduate education that is funded by state, federal, or private agencies. Many aspects of the life of the University need to be taken into account in planning; for example, a positive aspect that can be fostered and built on is the resourcefulness of the faculty in obtaining external funding. There is no single index that can characterize its multifarious activity, and planning will help to avoid getting trapped by an index such as enrollment.

The difficulties encountered in carrying out the mid-year assessment of 1978, and to some extent also the subsequent retrenchment for 1978-79, are attributed by many administrators and faculty to a lack of adequate planning even for the short range. Similarly, what is perceived as the "politicization" of the capital request process is also largely attributed to the absence of a plan for physical facility utilization and improvement based on academic priorities. (Appendix III is an attempt to give some of the background to the mid-year assessment of 1978 and the handling of the capital requests and to show how problems of planning arise in these areas.)

The areas mentioned so far are, of course, not the only areas where planning is needed. Other examples are the programmatic planning that needs to be done at all levels to develop priorities for future growth, plans to accommodate projected changes in student numbers of research programs, and ancillary planning such as that of plant services to support academic physical facilities. Progress should be made along some of these lines as the plans announced by the President to the Senate (e.g. items 2 and 3 of Appendix IV) begin to take effect.

We have heard some concern expressed that the Regents have begun to be involved unduly in the administration of the University. While this development may be part of a general trend among governing boards, it is felt that it is also related to the absence of a proper framework for the presentation to the Regents of the decisions and recommendations made by Central Administration. Regents may be reluctant to approve decisions and recommendations if they appear to be either of an *ad hoc* nature or based on considerations which remain vague or obscure. Decisions and recommendations which do not clearly have the backing of broader plans and policies are especially vulnerable to undue political considerations. Strategic planning is particularly important in coping with the restrictions which the Legislature might place on the University's freedom of action, for example in the ways in which tuition shortfalls might be accommodated or in the estimation of ancillary income.

Concern has been voiced both about the precipitous character of some of the decisions by Central Administration and about the slowness of certain others. It is also felt that the lack of anticipation of problems, or absence of well formulated strategies for coping with them is one of the reasons why consulta-

tion with deans and Senate committees is not always sufficient or timely.

It is recognized that even the best feasible planning process would not completely solve all such problems, for there are, in any case, severe limitations in forecasting future developments affecting the University. Some of the problems, however, might be more tractable if legislation governing the University provided more flexibility and scope for rational management.

In addition to not always being conducted in a timely fashion, the consultation that planning entails sometimes appears to be hampered by a lack of meaningful data. The development of an adequate data base and the capacity to make the data available at the appropriate time seem in turn to hinge on the availability of a plan that indicates when certain types of data will be required. It is only fair to add that the consultation that has gone on during the present academic year reflects a genuine effort to remedy some of its past defects.

Finally, concern has been expressed about the ability of the various Senate committees to provide meaningful faculty-student input. To some extent, these problems also seem to be traceable to a weakness in planning. When major issues are not identified and dealt with by the faculty and student representatives in a systematic — and well publicized — manner, their constituents begin to question the usefulness of the representational system.

## 2. *Goals and Solutions*

The goal of the planning effort that is now underway in Central Administration should thus be to provide the University community with a sense of direction, without rigidity, and to develop a framework for the formulation both of an overall plan for the University and of more detailed plans for its components. It is not planning imposed from the top that is required, but the ability to stimulate planning at all levels and to integrate this into the overall planning of the University.

Academic concerns should not merely be represented but should play the dominant role in the identification of major issues, the analysis of operations, and the setting of priorities. The Vice President for Academic Affairs must thus play a leading role in the resolution of the substantive issues of planning and have adequate control over the planning process. Consultation with appropriate organs of the Senate and with collegiate deans must be built into the process at suitable points. The Planning Council itself should probably be linked more closely with the regular faculty-student governance system, without becoming a substitute for other forms of faculty-student participation. Although many decisions will, and must, be made by Central Administration, the President, and the Regents, they should reflect the values and opinions of those most directly involved in the academic process, namely the faculty and students. Planning should also build on views and analyses expressed in past resolutions of the Senate and reports of relevant committees.

To the greatest extent possible, the results of the planning effort should be made public. The committee recognizes the difficulty of publicizing priorities and options without causing undue anxiety among those potentially affected by the decisions, especially if such statements are re-publicized in fragmentary and possibly distorted form. Nevertheless, broad publicity in the University and the state should certainly be given to the articulations of the University's mission such as a statement of priorities related to its mission, and to major approaches to anticipated problems. More detailed information about the plans may be best communicated to the faculty and the students through collegiate deans. If the deans are party to the planning effort, they would, of course, be in a position to present priorities and options with appropriate caveats and in the proper context.

In developing an appropriate data base, full use should be made of information that is already available, especially the detailed analyses and recommendations resulting from some of the departmental reviews and past committee reports. Failure to use available information and the fruits of past deliberations can be as damaging to faculty-student morale as its unavailability.



As part of the effort to develop a planning process, attention should also be given to the problem of how to insure that the plan, once developed, does not simply gather dust in someone's office but is considered in the day-to-day decision making and is updated on a regular basis to fit the situation as it unfolds. The Academic Vice President should accept responsibility for the implementation of plans once made and for the incorporation of plans into the evolving planning effort.

### 3. *Recommendations*

i. The committee recognizes that planning is no panacea, but strongly endorses the planning effort that has already begun in the Central Administration.

ii. It wishes to stress the overriding importance of academic concerns in all aspects of planning and the need for the development of contingent strategies to meet anticipated difficulties. Specifically it calls attention to the following:

- a. The Vice President for Academic Affairs must play a leading role in resolving the major, substantive issues developed during planning, and should also be in control of the planning process in general, even though its actual conduct might principally take place elsewhere (for example, directly in the President's office);
- b. Planning should include consultation with the SCC and other appropriate bodies, and some means should be found to link the Planning Council integrally with the faculty-student system of governance;
- c. Planning at the departmental and collegiate levels should constitute the cornerstone of University planning. All-University planning bodies should encourage planning at these levels, and help to ensure that it is done in a compatible fashion by keeping themselves informed of the thinking within departments and colleges.

iii. The committee wishes to stress the need to communicate the major results of planning to the appropriate constituencies. Those parts of the evolving plans that affect specific units should be communicated to them in some detail through the appropriate deans.

iv. It considers the improvement of the University's data base, the form of its presentation and its timely availability to be very important. Procedures should also be developed to ensure that relevant existing information and major committee reports are fully used in planning and decision-making.

## B. *DECISION-MAKING*

### 1. *The Situation*

There is concern that the Regents want to make decisions on matters that, in years past, would have been seen clearly to be in the province of the President. This may reflect an increase in the pressure on Regents to take a more active role in the governance of the University or some lack of confidence in the decision-making of the Central Administration.

The image of decision-making in the Administration suffers from a certain lack of clarity in the lines of responsibility. It is the President's style — as indeed it is his right — to reserve final decisions to himself, relying on a general discussion from which a consensus emerges. However, it is perceived that many important decisions are discussed at meetings where, in addition to the vice presidents, a number of other persons of more limited authority are present. There is concern that this type of meeting allows a larger role to the interplay of personal styles in the presentation of information and opinion than is perhaps optimal in reaching decisions. The impression that in certain matters a little something is given to everyone is not inhibited by this mode of operation. For example, the guidelines for the 1979-80 retrenchment and allocation suggest that each vice president will act as an advocate of his own interest and as a critic of the advocacies of others. This puts the President in the position of an arbitrator without independent basis for arbitration, since the data and criteria are supplied by the vice presidents. In building confidence in the ultimate decision, it

is often desirable that the discarded alternatives be identified; relatively unstructured meetings and obscured lines of responsibility do not facilitate such identification.

The split in lines of academic responsibility leaves the position of the Academic Vice President somewhat ambiguous and although often described as "primus inter pares", it is not clear what this means in practice. Even on matters of faculty appointment, tenure and promotion, the writ of his authority is not drawn with precision. On the other hand, the impression (perhaps false but nevertheless widely held) is current that among several influential voices, there is only one which speaks for Academic Affairs and that this single voice may be somewhat overpowered by the representation of other interests. To this it is replied that the jurisdictions of all the vice presidents are, in their way, academic and that their good personal relations minimize problems an outsider might consider serious. Nevertheless the potential weight of non-academic considerations continues to be of concern, while the recalcitrance of other para-academic functions (notoriously Plant Services) to any sort of academic accountability is a perpetual thorn for the flesh. The office of the Academic Vice President enjoys staff support of a high caliber, and yet many faculty have expressed disappointment that it has not had the prominence or influence that it should have if the University's primary missions are to be served.

The coordinate campuses each have their peculiar needs and are naturally anxious for as great a degree of autonomy as possible. Criteria for promotion and tenure are being developed on some of them, for example, and, in the interest of keeping as much decision making as possible at the local level, the concern of the Central Administration should chiefly be to see that these are conformable to the standards of the University as a whole. The lines of communication of the coordinate campuses are not entirely clear in the present structure (see Appendix V) but they impinge on decision making at four points. The Provosts have direct access to the President, and it is claimed that in academic and financial matters they go directly to the Academic and Financial Vice Presidents; in addition, the organizational charts show some lines through the Vice President for Institutional Relations and the Deputy Vice President for Agricultural Affairs. Since the coordinate campuses have the normal lines of access through the appropriate vice presidents, as well as unified representation through the direct interaction of Provosts and President, it is a little difficult to see what purpose the last connection serves.

The Council of Academic Officers is too large a body to have any real function in decision making. At best, it provides a vehicle for getting information out to the next level of administration while its box lunches provide a welcome interruption to harried administrators' patronage of the quick food machines in the basement of Morrill Hall; at worst it means the waste of a whole day for someone from one of the coordinate campuses who has to attend it. Though the deans attend its sessions, the CAO does not provide a forum for them to make any significant contribution to decision-making.

There is a perception that the Senate and its committees are not structured in a way to serve effectively in arriving at decisions. In the view of some, the Senate is too large and the structure too amorphous. Others feel that a smaller Senate would be less representative and that other ways of increasing its effectiveness must be sought. Attention also has been called to the fact that its procedures do not always allow it to do justice to the reports of its committees and task forces.

Light is thrown on some aspects of the decision-making process by the case studies of retrenchment and capital funds requests contained in Appendix III.

## 2. *Goals and Solutions*

The structure of the Board of Regents is not a matter which we are particularly called upon to address, but one suggestion that has been made in several quarters should be mentioned, even though it found no support in this commit-

tee. This is that there should be a "faculty regent" in parallel with the so-called "student regent". In its favor it has been urged that it would give faculty input; against it, that the Regents function best when they act as statesmen (or women) and not as advocates of particular constituencies. The experience of the Consultative Committee whose members now sit as observers on Regents' committees may have a bearing on this.

The adventitious and — in the view of some — not wholly rational structure of Central Administration invites the attention of reorganizers. (Its present structure is given in Appendix V.) The goals of any rearrangement should be kept in mind and, from the point of view of this section, these are: That lines of authority and responsibility should be clearly defined and publicly known; that the structure and processes of decision-making should be such as to foster timely and systematic decisions in which the full weight of academic considerations has been brought visibly to bear; that all should feel confident that the outcome, however unpalatable, is not dictated by special interests, but has been arrived at by the full consideration of alternatives and their objective merits.

In the broadest view, the over-arching consideration is the preservation of the sense of unity of the University; it is no easy task to devise models that will pull academic considerations together centrally without imposing too monolithic a structure. An administrative style of the Vice Presidency for Academic Affairs delegating matters to deans would provide opportunity for decentralized decision-making based on academic considerations without sacrificing the instruments of coordination. An example of this is the policy of non-reversion of funds which gives deans greater authority in financial management and might well be extended to other areas. There is certainly a need to promote decision-making at the grass roots level. (Some people see the organization of CLA as a prototype while that of the Health Sciences was commended to us by others as one which allows the higher level of decision-making to be informed by the lower.) The institution of a new program or the revival or termination of an old one might be initiated at any level but, especially where questions of funding or inter-collegiate considerations are concerned, would call for decision at the central officers' level with concurrent action by the governance organs. The subsequent implementing decisions, however, become matters for the appropriate dean and faculty. At present some dispersion of the lines of decision-making takes place at the vice presidential level and the plethora of vice presidents has been brought to our attention repeatedly.

The achievement of these goals would seem to require one officer having broad responsibility for academic personnel, student affairs, program review, and physical facilities. This would allow the academic content of the input to the President from various parties to be assayed and would serve as a sort of unifying filter, or Cartesian lens, for the President in his role as the ultimate decision-maker. Such an officer should not be limited by "geographical" constraints, whether of the disciplinary landscape of the University or the physical geography of the state. Such an arrangement would also relieve the President of some of the labors that he now feels compelled to undertake and might save him from the end-runs of which he is often the goal.

Various models of reorganization have come up in the course of the committee's discussions and in the suggestions it has received from those who have appeared before it. Organizational charts for these schemes will not be given (even as appendices) for we do not want to invest their detail with any particular merit, or to give the impression that we are endorsing any one of them, but to concentrate on the general pros and cons. We do not consider it within our charge to propose a fully-detailed reorganization of Central Administration, but our concern is rather to address the question of the goals to which such a reorganization should be directed.

The first scheme is that of having two Senior Vice Presidents, one for Academic Affairs and one for Finance. In favor of this it is generally argued that academic affairs and finance are the two dominant aspects of the University and

they should be treated on the same level. The intention is to ensure that the academic mission will be central to decisions made by the President in consultation with his Senior Vice Presidents. It defines the responsibility for academic affairs in a more unified way. Against this scheme is set the argument that it puts too much on the shoulders of the Academic Senior Vice President, and the possibility — not unknown in the history of this University — that a strong-minded Financial Vice President would dominate the whole show. A second scheme is to designate the Academic Vice President as the Executive Vice President. This has the advantage of showing clearly that financial matters are not ends in themselves but ancillary to the academic mission.

Under this latter scheme (or indeed any other) colleges might be grouped into units of comparable strength under vice presidents of the nature of the present Vice President for Health Sciences, who coordinates the interest of a group of deans. Such a scheme should avoid gross and inappropriate groupings such as the notorious "Twin Cities Non-Health Sciences", (an abuse of the *via negativa*, abhorrent alike to shaman and tribesman of that campus).

Of the ancillary suggestions that have been made several should be recorded, again without any implication of endorsement. Administrative officials down to the associate vice-presidential level should have term appointments, renewable after review. Assistant vice presidential levels should be used to give faculty administrative experience through rotating appointments of (say) three years. Some rotation of faculty might also be beneficial on the financial side, as it would give the faculty better insight into fiscal matters and help to inform the thinking of budget offers with academic considerations. The vice president who is chiefly responsible for lobbying should not have lines of responsibility that might conflict with his or her need for an holistic view of the University.

The President's quarterly letter has been received with widespread approbation, but better means need to be found to explain decisions. This is not an easy task and administrators must be discouraged at times by the skepticism displayed by the faculty. Perhaps involving the deans in the transmission of this information would help to foster collegial relations.

If the town meeting concept of the Senate is not adopted — and it would seem a little inappropriate to the scale of Minnesota — the Senate should be restructured with a view to making it more effective. Restructuring is not of itself a panacea and the Senate's effectiveness in any form of decision-making will make demands on the faculty and students as well as on the fuller and better organized participation of the Administration.

### 3. *Recommendations*

i. The committee sees a vital need for some reorganization which will make the primacy of Academic Affairs quite evident and in which the decision-making process is carefully defined and understandable to everyone.

ii. While we have not endorsed any specific organizational chart, we feel that careful consideration should be given to a scheme which puts the focus of academic decision-making at the high level we deem appropriate without impeding the President's right to make ultimate decisions or restricting his freedom of consultation.

iii. The committee recommends that the administration further strengthen the communication of decisions, and of what has gone into them, to the University at large as well as to the specific collegiate constituencies most directly affected.

iv. We recommend adherence to college constitutions and democratic procedures and urge faculty to participate vigorously in department and college decision-making since this is where important decisions of the University should be made.

v. We recommend that the Senate Consultative Committee exercise its role as a steering committee for the Senate, and identify, without ambiguity, the appropriate consulting mechanism at the various levels of decision-making.

vi. The committee recommends that the officer chiefly responsible for the lobbying of the Legislature should not be charged with functions which might conflict with his all-University role.

vii. The committee recommends that there be more interchange of faculty and administrative personnel at suitable levels, so that both the problems of administration and finance may be better understood by the faculty, and also that academic input into administration may be increased.

### C. CONSULTATION

#### 1. *The Situation*

As the role of the Regents has changed so have the routes through which information travels to them. New bridges link Regents and students, and the traffic between the Regents and the Legislature has increased. The University has a Regent who is a student and there are undergraduate student representatives on Regent committees. In addition to the established routes to and from the Regents, there are some irregular foot-paths, which are now increasingly used by faculty, students and staff in trying to place their problems directly in the hands of the Regents or the President and sometimes the Legislature. As one senior officer commented to some members of the committee, "End-running seems to be a favorite sport around here."

The pattern of consultation involving faculty and Administration is not easy to describe, being a somewhat dappled thing and not always (pace Hopkins) evoking praise. The central officers are asked by many individuals and groups to consult with them on a wide range of matters. It is a time consuming activity, and they have been generous in making time for it. In its formal channels, such as with SCC, it has worked well on many issues, but on others has been precluded or rendered ineffective by pressures of time, serious inadequacies of data base, or the weakness of long-range planning. It has also been suggested that it has, on occasion, taken place after certain basic decisions, which may restrict later options, have already been made, though improvements in this respect have been remarked in the more recent period.

Consulting can also become too dispersed, and there needs to be agreement about whom and on what matters Central Administration should consult. In the absence of such an understanding, an individual or group may expect to be consulted on matters that others believe lie within their province. The faculty are not always too well informed on the consultation that does take place, and in some cases, the process appears to work badly because committees do not adequately inform their colleagues of the recommendations they make. While at times recommendations are not followed, at others committees do not speak with a clear voice. There is also the temptation to judge the quality of consulting by the agreeability of its outcome.

An important group to consider in the consulting process is the Diaconate, for the case studies (Appendix III) show that they were not adequately consulted on the mid-year retrenchment nor are they always on matters of space. They have been given ample access, consultation opportunities on college matters by the Vice President of Academic Affairs and perhaps also on broader questions, but the one official forum where their influence on University-wide questions might be expected to be felt, the CAO, is little more than a public briefing which fails to command the unalloyed respect even of its participants.

It is unfortunate that, in the view of many, the Senate is not an effective organ of consultation for it is traditionally the forum for faculty and student concern, and has an important role to play in the governance structure. The Senate often does less than justice to the reports of its committees and task forces, and its rules of procedure may not be as conducive to considered discussion as they should be. It therefore leaves the impression with some of not dealing with the central issues of the University. We do not, of course, imply that, where the Senate departs from committee recommendations, its judgment is necessarily incorrect.

The problems of undergraduate education do not appear to have the same focus in administrative consultation as do the graduate. A "Council on Undergraduate Education", more encompassing in its charge and membership than either the Council on Liberal Education or the Center for Educational Development has been suggested as an aid to the Academic Vice President in this vital part of our system.

## 2. *Goals and Solutions*

A general objective in the reform of the consulting process should be to eliminate the "end-runs" by building confidence that all appropriate concerns are represented in the normal curriculum of consultation.

Some have suggested that, in light of the new Regent activism and with student representation on Regent committees (not to mention the Board itself), the faculty ought to seek some form of regential representation. There is a danger that student, faculty or staff representation would tend to undermine the authority and responsibility of Central Administration and to subvert normal administrative process. On the other hand, building confidence in the normal process will make subversion less like the order of the day. This fall, members of the Faculty Consultative Committee have been invited to sit in on meetings of Regent committees as observers.

In any case, the autonomy of the University needs to be reaffirmed and maintained, and the lines of authority and responsibility need to be clarified and strengthened.

Responsibility for consulting with Central Administration on the budget, on matters of educational policy, on faculty affairs, and on other important issues should be more clearly defined, focused, and coordinated with any changes that might be made in the structure of the Senate and the committee system.

Groups that consult with Central Administration should be supplied with better information, and perhaps also, in certain cases, with staff support. There is some concern about overpowering the faculty with facts and figures, but there is no easy solution to the problem of deciding when enough is enough. However, it is important that data be supplied in a form which is meaningful for decision-making and comparable as between various parts of the University. The advantage of an organized consulting structure set up in advance of crises is the possibility of discussion of the full range of available options. There is otherwise a tendency to lose or suppress options that are developed or considered at the earlier stages of a deliberation.

The lot of the deans vis-a-vis the Central Administration needs to be improved and means should be developed for better apprising them of the business of the University and for taking account of their views and recommendations in ways that the present CAO does not allow. Deans should have more input into the planning and use of space, particularly as the college needs are integrated into the capital funds request. These considerations should not result in weakening the role of faculty vis-a-vis the deans.

Opinions differ about the proper role of the Consultative Committee. At present the Committee wears two hats. It was set up in 1950 to consult with the President and later was given the additional responsibility of steering Senate business. As the burden of consultation has grown, special areas of consultation have been given to other committees such as the Budget Subcommittee and UCBRR. Some people have proposed that the Consultative Committee give up one of its hats and, as one of only two elected committees (the Committee on Committees being the other), concentrate on consulting. We do not advocate this, but there is still the question of how much consulting the Consultative Committee should take on itself and how much it should delegate. One plan would have the Consultative Committee delegate the responsibility for consulting on some issues to other groups, reserving the responsibility for consulting on a few important issues to itself, but keeping on top of all of these efforts and reporting on them regularly to the Senate. Some have suggested, for example,

that SCRAP be given the responsibility for consulting on physical planning. This might help to ensure that physical planning would not take place independently of academic planning.

Other suggestions would have the Consultative Committee keep a hand, if not a hat, in the Senate. It was suggested, for example, that the Consultative Committee set the agenda of the Senate for the year and lead the Senate in discussion of major issues that confront the University, and that officers of the University participate more in the Senate. In connection with this latter sentiment, one specific proposal was that members of the CAO be brought into some of the proceedings of the Senate and the Assemblies (this would not make them voting members). A report from CAO could be put on the top of the docket and the President and Vice Presidents would be invited to present and use docket items to inform and promote discussion on the important issues with which CAO deals or (perhaps) ought to deal.

Timely and regular reporting is essential. In a large institution there are gaps between perceptions and facts which candid reporting helps to narrow. The President's letters to the University community are an important step in this direction. The Office of the Vice President for Academic Affairs might consider a similar letter. A number of Senate committees, including the Consultative Committee, have begun to issue newsletters and these efforts should be encouraged and applauded.

The work of the Senate, the Assemblies and the committees that serve them should be more closely correlated. In addition, their efforts should be coordinated with the major planning and decision-making efforts of the Central Administration. The Senate, the Assemblies, and their committees need to keep the faculty and other members of the University community better informed of their work, agenda, and meetings. For this the *Daily* does not suffice, but newsletters seem to work.

The building of mutual confidence and trust between all constituencies of the University is of the greatest moment if the integrity of the academic enterprise is to be maintained. The faculty will have to be actively engaged in the democratic governance of their departments and concerned with the constitutional functioning of their colleges if any worthwhile revision of the consultative structure of the University is to be accomplished. Students, incorporated as they are at all levels, have also a very responsible role to play.

The President's response to the Senate in his Policy Agenda (11/30/78), Appendix IV) is to be applauded warmly for it begins to speak to some of the issues we are raising in this report.

### 3. *Recommendations*

i. The committee feels strongly that the system of consulting (both in the Administration and the Senate) should have its structure more clearly defined. In particular the legitimate expectations of the parties to consultation should be made explicit, the lines of responsibility for each category of issue should be clearly articulated, and the necessary limits of consultation spelled out.

The goals and structure of the consulting process should be made known to the University community.

ii. The Senate Consultative Committee should play a coordinating role in consultation; it may delegate its consulting function on specific types of issue to other bodies.

iii. While not recommending any specific restructuring of the Senate, it does endorse the idea that the Senate should be called upon to examine itself and make its structure and procedure more effective. In particular it should consider reducing the number of standing committees and using short term task forces for specific projects.

iv. If any revision of the present system is to work, it must be developed through discussion and consensus of faculty and students, so as to command their subsequent active support.

v. The committee endorses the increased efforts at communication and would like to see these fostered in every way possible.

vi. The committee sees the need for timeliness and the provision of adequate and meaningful data in all aspects of consultation.

vii. The committee sees the need for the concerns of undergraduate education to find a better expression in the consultative process. It does feel that there should be an exploration of ways to give undergraduate studies a sharper focus.

### CONCLUDING REMARKS

It is appropriate to end this report by briefly considering its basic recommendations against the background of the current debate about governance in American universities. The debate has recently intensified, and is likely to continue to do so under the multiple pressures of trends such as declining enrollments, the tax revolt, and the dwindling purchasing power of faculty salaries. The traditional structures for faculty participation in university governance are being challenged as inadequate. It is, however, the considered view of the members of the Select Committee that a well-functioning system of governance is vitally needed and that the existing system at the University of Minnesota will not remain functional without a strengthened commitment on the part of the administration, the faculty, and the students to make it work. Good will on all sides is an important and indispensable ingredient for the working of the system. As we said in the introduction, it has indeed been gratifying to encounter among all parties heard, be they administrators, faculty, or students, a strong commitment to the goals of the institution. But good will alone is not sufficient. The stronger the outside — and inside — pressures and the greater the complexity of the University's responsibilities become, the greater becomes the need to define the structures and processes of the governance system, visibly to use them in resolving the truly important issues facing the University; to seek meaningful participation of broad constituencies in the decision-making process; and to disseminate its results widely.

Seen against this background, the recommendations of the Select Committee — though admittedly incomplete and inadequately integrated — may become something more than a handful of suggestions for the more efficient running of the University. It becomes essential that in planning and decision-making, academic considerations not only be made primary, but be recognized by all relevant constituencies as being primary. This has implications for the handling of the planning process and the organization of Central Administration. It becomes essential that substantive, timely and informed consultation take place on all important issues confronting the University now and in the future, and that faculty-student initiatives and responses be effectively channeled to their ultimate destinations. This also has implications for the organization of the University Senate and the assignment of major responsibilities among its subgroups as well as for the handling by Central Administration and faculty representatives of the agenda for planning and decision-making.

It is hoped that the issues raised in this report will receive the prompt attention of Central Administration and of the Senate, and that responsive action will not be long delayed.

### ACKNOWLEDGEMENT

I thank the members of this Select Committee for their conscientious work, cooperation, and sense of humor. Too, I appreciated their willingness to compromise sufficiently to permit a single report, the recommendations of which all members are willing to support unanimously. We are all indebted to Gus Aris, who chaired the drafting committee, assisted by Michael Root, Nils Hasselmo and Ellen Berscheid. I appreciate Professor Aris' literary style and his artistry, the latter as illustrated in the frontispiece of this report. Finally, I am indebted to Patricia Graney, Administrator, Department of Microbiology, for excellent staff work and the final preparation of this report.

**Dennis W. Watson**  
Chairman



## APPENDICES

- I. The Senate Resolution and Committee Membership
- II. Its Meetings, Interviews and Witnesses
- III. Two Examples of Decision-Making
- IV. From the University Senate Agenda (11/30/78)
- V. The Current Structure of Central Administration

## APPENDIX I

UNIVERSITY OF MINNESOTA  
TWIN CITIES

Office of the Clerk of the Senate  
Morrill Hall  
100 Church Street S.E.  
Minneapolis, Minnesota 55455

June 2, 1978

Professor Betty Bobinett, Chr.  
Senate Consultative Committee  
154 Klæber Court  
Minneapolis Campus

At its May 25 meeting, the University Senate approved the following recommendation:

### ACTION BY INDIVIDUAL SENATORS STRUCTURE AND CONSULTATION STUDY COMMITTEE

#### MOTION:

That the Senate establish a select committee to work with the administration in studying the issues raised below (2nd paragraph) and to report to the Senate before the end of the calendar year.

#### INFORMATION:

The faculty, the students, and the administration of the University of Minnesota pursue a common objective: the betterment of a great educational institution.

In recent months, members of the faculty have grown increasingly uneasy. They are deeply and sincerely concerned about a number of issues: the impact of financial adversity upon educational policy and practice; a perceived lack of long-term planning; an evident need to clarify the missions of the various components of the University; and the breakdown at critical times of the consultative relationships between the administration and the appropriate bodies of the Senate. Problems of this sort can seriously impair the functioning of the University, and the faculty, the students, and the administration have an important stake in working together to resolve them.

Lack of information makes it impossible for us readily to identify the sources of these problems. We think, therefore, that it would be helpful to the faculty, students, and the administration of the University if the following matters were to be studied:

1. The Regents have recognized the need to review on a regular basis the operation of departments and units within the University. Problems that have been emerging during the last decade prompt us to suggest a review of the *structure* of central administration to seek modifications that will improve its ability to solve these problems, and a review of the *consultative institutions* of the Senate to determine how they be made more effective.

2. There is an impression that the decision-making process in the University is

uncertainly defined, cumbersome, and slow, with the consequence that occasionally there has not been sufficient time for effective consultation. We believe that the consultative process needs to be more clearly defined, regularly implemented, and mutually responsive, with faculty, students, and administration working effectively *together* rather than independently or, as sometimes happens, against each other.

We of the University community wish to work more effectively with the administration in solving the problems that confront us now and will confront us in the future. Therefore, we call upon the Senate to establish a select committee to work with the administration in studying the issues which have been raised and to report to the Senate before the end of the calendar year.

**Carl Adams  
Oswald Brownlee  
Thomas Clayton  
George Donohue  
Phyllis Freier**

**Russell Hobbie  
Fred Lukermann  
Phillips Shively  
John Turner  
John Wallace**

#### **SELECT COMMITTEE OF THE SENATE**

**Associate Professor Sabra Anderson**

Department of Mathematical Sciences  
315 MG  
U of M — Duluth  
Duluth, MN 55812  
726-8272

**Regents' Professor Rutherford Aris**

Chemical Engineering and Materials Science  
151b Chemical Engineering  
East Bank Campus  
373-2300 & 373-2314

**Professor Ellen S. Berscheid**

Psychology  
N309 Elliott Hall  
East Bank Campus  
373-3958

**Professor Robert C. Brasted**

Chemistry  
209 Smith Hall  
East Bank Campus  
373-2350

**Dean Richard Caldecott**

Biological Sciences  
123 Snyder Hall  
St. Paul Campus  
373-1190

**Professor Nils Hasselmo**

Scandinavian Languages and Literature  
210 Folwell Hall  
East Bank Campus  
376-8414

**Regents' Professor Leonid Hurwicz**

Economics  
1060 B. A. Tower  
West Bank Campus  
373-4385

**Ms. Becky Kroll**

Graduate Student in Speech Communication  
Dept. of Speech-Communication  
317 Folwell Hall  
East Bank Campus  
373-4542

**Professor Donald Rasmusson**

Agronomy and Plant Genetics  
311 Agronomy  
St. Paul Campus  
373-1678

**Associate Professor Michael Root**

Philosophy  
389 Ford Hall  
East Bank Campus  
376-7247

**Mr. Philip Ryan**

Undergraduate Student in Business Administration  
315-16th Avenue S.E.  
Minneapolis, MN 55414  
331-7929

**Professor Dennis Watson, CHAIRPERSON**

Microbiology  
1060 Mayo  
East Bank Campus  
373-8074

UNIVERSITY OF MINNESOTA  
TWIN CITIES

All University  
Senate Consultative Committee  
154 Klæber Court  
320-16th Avenue Southeast  
Minneapolis, MN 55455

June 30, 1978

Professor Dennis Watson  
1060 Mayo Building  
East Bank Campus

Dear Colleague:

As you are aware, the University Senate at its May 25 meeting approved a recommendation to establish a select committee to study certain issues of great importance to the University and to its faculty and students. The Senate Consultative Committee was charged with the responsibility of appointing the select committee in consultation with the president and with those who proposed the resolution. In addition, faculty and students were invited to nominate candidates for membership on the committee. After careful consideration of many excellent nominees, the Senate Consultative Committee is asking you and about ten other faculty members, and two students to serve on this committee. We sincerely appreciate your willingness to chair this committee. The list of those who have already accepted appointment to the committee at this time is appended below.

We know that many demands are constantly being made on your time, but we are also aware that the University of Minnesota is facing a very difficult period. With the help of those like yourself, who are dedicated to the mission of this institution, we are certain that the problems which have arisen can be solved, thereby ensuring that the

University will continue to maintain its stature among peer institutions and particularly, its long-time, well-known reputation for cooperation between the administration and the faculty and student body.

For your information we are enclosing a copy of the resolution from the docket of the May 25 University Senate meeting which explains the need for such a select committee. There is no doubt that problems which now exist are in part the product of the times in which we are living, but there has been a growing concern about the nature of University decision-making and the effectiveness of the consultation process between the central administration and the duly designated Senate bodies with whom central administration interacts regarding the many serious issues facing our institution. A major dilemma needing resolution is that of finding ways in which, on issues of major concern to us all, communication can be improved between the administration and the Senate, between the Senate Consultative Committee and its constituencies, and within the University community in general. A specific question to which the select committee should address itself is whether or not the structure of the central administration and of the Senate, and the process of decision-making allow for effective consultation and, if not, how they should be altered. Such questions will necessarily involve discussions with those who now have major responsibility for the consultation process: central administration and the Senate Consultative Committee. Both parties stand ready to cooperate fully with the select committee.

Since the select committee is charged with reporting to the Senate before the end of the calendar year, it is essential that the committee begin its work shortly. I have informed those committee members who have already indicated their willingness to serve that you will be making contact with them soon.

Thank you again. By participating in the work of this committee, you will be doing us all a service which will be deeply appreciated.

Sincerely yours,

Betty Wallace Robinett, Chairman  
All University Senate Consultative Committee

BWR:11c  
cc: President C. Peter Magrath

Associate Professor Sabra Anderson  
Dean Richard Caldecott  
Associate Dean Nils Hasselmo  
Regents Professor Leonid Hurwicz  
Ms. Becky Kroll  
Professor Donald Rasmusson  
Associate Professor Michael Root  
Mr. Philip Ryan  
Professor Rutherford Aris  
Professor Ellen S. Berscheid  
Professor Robert C. Brasted

UNIVERSITY OF MINNESOTA  
TWIN CITIES

All University  
Consultative Committee  
554 Business Administration  
271-19th Avenue S.  
Minneapolis, Minnesota  
373-3827

July 17, 1978

To: Associate Professor Sabra Anderson, Letters and Science  
Regents' Professor Rutherford Aris, Chemical Engineering and Materials  
Science  
Professor Ellen S. Berscheid, Psychology  
Professor Robert Brasted, Chemistry  
Dean Richard Caldecott, Biological Sciences  
Associate Dean Nils Hasselmo, College of Liberal Arts  
Regents' Professor Leonid Hurwicz, Economics  
Ms. Becky Kroll, Graduate Student in Speech Communication  
Professor Donald Rasmusson, Agronomy and Plant Genetics  
Associate Professor Michael Root, Philosophy  
Mr. Philip Ryan, Undergraduate Student in Business Administration  
Professor Dennis Watson, CHAIRPERSON, Microbiology

From: Mahmood A. Zaidi, Chairperson, All University Senate Consultative Com-  
mittee

Subject: Select Committee of the Senate

The Senate Consultative Committee very much appreciates your willingness to serve on the Select Committee of the Senate. Professor Robinett's letter of June 30, 1978, to Professor Dennis Watson and the resolution passed by the Senate at its meeting of May 25, 1978, contain the necessary background information which led to the formation of this committee. I am enclosing copies of both of these items with this memo for your perusal. You will find in the Senate Resolution of May 25th that the Select Committee is charged with reporting to the Senate before the end of this calendar year.

If SCC can help in any way in carrying out your charge please do let met know. Once again, many thanks for finding time from your busy schedules to serve on this committee.

cc: President C. Peter Magrath  
Members, SCC

## APPENDIX II

### SCHEDULE SENATE SELECT COMMITTEE

Sept. 28, 1978	Faculty Consultative Committee
Oct. 5	President C. Peter Magrath
Oct. 12	Faculty Caucus Group: Fred Lukermann, Oswald Brownlee, George Donohue, Alfred O. Nier, William G. Shepherd, Phillips Shively, John Turner
Oct. 19	8:30 a.m. Carl Adams, Assoc. Prof., Management Science 9:15 a.m. Russell Hobbie, Prof., Physics 9:45 a.m. Eleanor Fenton, Assoc. Dean, CEE

Oct. 26	8:30 a.m. 9:45 a.m.	Louis Toth, President, AAUP James Wernitz, Director, University College
Nov. 2	8:30 a.m. 9:15 a.m. 9:45 a.m.	Vice President Donald Brown Vice President Henry Koffler Vice President Robert Stein
Nov. 9		Student Consultative Committee
Nov. 16	8:30 a.m. 9:30 a.m. 10 a.m.	Vice President Lyle French John Borchert, Prof., Geography Alfred Aeppli, President, UMEA
Nov. 30	9:15 a.m. 9:45 a.m.	Frank Sorauf, Prof., Pol. Sci. Vice President Stan Kegler
Dec. 7	9 a.m. 9:30 a.m.  10:15 a.m.	Regent Robert Latz Provost Robert Heller, Duluth Provost John Imholte, Morris Provost Stanley Sahlstrom, Crookston Provost Edward Frederick, Waseca Deputy Vice President William Hueg
Dec. 14		Report writing and discussion
Dec. 21		Report writing and discussion
Jan. 10		Report writing and discussion
Jan. 19		Report writing and discussion
Jan. 26		Report writing and discussion; final adoption of report

*Written Testimony Received From:*

Donald Van Hulzen, Chief Operating Officer, University Hospitals and Clinics  
 Samuel Krislov, Professor, Department of Political Science  
 Paul L. Murphy, Professor, Department of History

## APPENDIX III: TWO EXAMPLES OF DECISION-MAKING

1. The 1977-78 Mid-Year Retrenchment
2. The Preparation of the Capital Funds Request and Associated Space Problems

### Introduction

The two instances of decision-making in the University that are presented in this appendix have been chosen because they involve somewhat extreme situations. In the case of the mid-year retrenchment of 1977-78, the decisions had to be made under unusual time pressure, and this does to some extent explain why the process of consultation did not function quite satisfactorily. In the case of the generation of the capital funds request, we are dealing with what is generally recognized as the most complicated set of decisions that the University administration has to make. The preparation of the requests requires the reconciling of longer-range plans with shorter-term needs; it means coping with strong competing pressures inside the institution and a variety of outside influences; and it involves the juggling of projects against the background of ever-spiraling costs. A review of these somewhat extreme examples, however, serves to underscore the fundamental importance of certain types of planning as well as the need for clearly defined structures and processes for consultation and decision-making. It is only fair to add that there has been a conscious effort in the recent past to remedy some of the weaknesses that we shall have occasion to remark.

#### 1. THE 1977-78 MID-YEAR RETRENCHMENT

In the academic year of 1976-77 the University of Minnesota suffered a deficit of approximately \$1 million. The deficit resulted from lower than expected enrollments

and a consequent short-fall in tuition revenue. The deficit was carried over into the next year, 1977-78. In the fall of 1977-78, the University enrollments were down 1.2% from the previous fall. This decline was also unexpected. In fact, an increase in enrollment had been predicted, and the 1977-78 budget had been prepared on the basis of this prediction. Moreover, Central Administration had planned to use 1977-78 revenues to lower the deficit carried over from the previous year. Instead, the University's deficit appeared to be growing. In a statement to the University community in October, 1977, the President cautioned against making assumptions about the budget implications of the drop in head count enrollment until a credit load analysis was completed. Winter brought no relief from the University's enrollment and budget problems. Winter enrollment was down 2.4% from the preceding year.

On January 10, 1978 President Magrath, in a letter to Provosts, Deans, Directors and Department Heads, announced a retrenchment of 1977-78 and 1978-79 budgets. The purpose of the retrenchment was to prevent the University's growing deficit from growing even larger. The President listed a number of measures in his January 10 letter by which to achieve this reduction. Specifically, he announced (1) that the University's reversion policy was being rescinded, (2) that the amount of the assessments on the 1977-78 budgets of the colleges and administrative units would be announced no later than January 23, 1978, and (3) that there was a freeze on hiring new faculty and staff.

Though everyone was aware of the enrollment short-fall and of the Administration's concern, this announcement caught most of the faculty and staff (including deans of some of the more prominent colleges) by surprise. It appears that Central Administration did not discuss the specific actions the President announced in his letter with the deans or with the Consultative Committee in advance.

The freeze had a damaging effect on morale and on recruitment. Many departments had spent the fall quarter conducting searches for faculty to fill vacant positions. Some had candidates visiting the campus the day the hiring freeze was announced. The freeze disrupted these searches and some departments claim to have lost their top candidates to other institutions. Though the chairmen of these departments realize that the freeze and retrenchment might have been unavoidable, they complain about the manner in which Central Administration reached and announced its decisions.

The situation was all the more difficult because no plans seem to have been developed for handling problems arising from a tuition shortfall should they materialize. As a result, when the Administration realized in winter 1977-78 that the problem was growing worse, it had to act quickly and was not able to consult with the deans and the Consultative Committee in a timely and effective way.

The President did consult with a subcommittee of the Senate Consultative Committee in January and February, 1978, on the matter of the assessment of 1977-78 budgets. However, there was no consultation concerning the formula to be used in determining the amounts of the assessment. The Administration, instead, offered the committee a list of the amounts that it proposed to cut from the budgets of each College and administrative unit. The committee voiced concern that academic programs were being asked to absorb most of the cuts and that support services were being asked to bear little of the burden. The committee asked for more information about the budgets of the support services, but it never received this information, and the bases for the Administration's assessment proposal were never made clear. Though the committee was told that the cuts were not strictly based on enrollments, the criteria by which the cuts were determined and the data to which the criteria were applied were not shared with the committee. The Administration presented the proposal to the full Senate Consultative Committee in January, in virtually the same form though there were slight modifications induced by token levies on Student Affairs and Health Sciences.

The President addressed the matter of the Mid-Year Retrenchment again in his February 13, 1978 letter to members of the University community. He said that the freeze was "temporary and limited." He hoped to lift the freeze once the full extent of

the deficit was determined and measures were taken to arrest the problem, and thus he wanted to stress that it was temporary. He emphasized that it was limited because, he allowed, there would have to be exceptions to the policy as determined by the Vice Presidents for Academic Affairs, Health Sciences, and Institutional Relations.

With the freeze in place the Deans awaited word of the amount of the assessment to their Colleges. They did not learn of these amounts until well beyond the date originally set, and it was not until late in February that the freeze was finally lifted.

These events point up the importance of prior planning. The interviews conducted by the Select Committee suggest that, although it was known for at least six months that a shortfall might occur, no plan for dealing with the problem was prepared. When assessment decisions had to be made, there were no agreed upon guidelines or criteria on which people could expect them to be based. In fact, it is not clear to this day just how these decisions were reached.

Consultation, such as it was, was hasty and somewhat unorganized. No systematic attempt was made to solicit the views and assistance of the collegiate deans; in fact, the action that was eventually initiated, especially the hiring freeze, seems to have taken many of them by surprise. Some of the financial problems might have been solved without the major disruption (and the morale problem) caused by the hiring freeze, if the deans had been given an opportunity to consider options.

No systematic consultation with the Senate Consultative Committee took place until well after the decisions had been made and communicated to the colleges; in fact, the consultation with the SCC did not begin until late January; at that time the SCC had to work under considerable time pressure, since the January 23 deadline for letting the colleges know the size of the assessment had already passed; the problems of the SCC were compounded by the paucity of the information provided; it is quite surprising that in a situation where disruptions were caused in the academic units of the University, little attempt was initially made to identify sources for the assessment in non-academic areas, and that when an assessment on such sources was finally made, it appeared simply as a lump sum without any indication of what was being cut or of the potential for cuts in that area.

The pattern of authority for these decisions, extreme as they may be, encourages the view that responsibility for the academic missions of the University is too dispersed. The responsibility for "unfreezing" positions, for example, was assigned to three different Vice Presidents. Though the efforts of these officers may, in fact, have been well-coordinated, this division of labor gives rise to worries about the coherence and fairness of the decisions.

## **2. THE PREPARATION OF THE CAPITAL FUNDS REQUEST AND ASSOCIATED SPACE PROBLEMS**

We have chosen to comment specifically on the development of the University's capital building funds request and some cognate space management problems, despite the fact that the decision-making processes associated with them bring out some of the problems in an extreme form. It was, in fact, cited by many close observers, as well as by more distant onlookers, as perhaps the "worst" instance of decision-making at the University. The capital funds request is the most difficult element of the budget to organize in a rational and considered way. It is subject to many pressures and interests, both internal and external to the University, for it needs to reflect the long-range academic policies and mission of the University, yet it also needs to take advantage of current concerns (e.g., where a proposed energy-conservative building promises not only to meet the needs of a particular department, but also promises to be an important advance in building design and serve as a model for the state). Further, the capital funds request embraces a diverse array of operations—new buildings, remodeling, and differing conditions on different campuses—as well as a rapidly inflating sector of the economy where work delayed a couple of biennia can ultimately cost the University twice as much money. In addition, the capital funds request demands that extraordinarily difficult decisions be made. For example, it is not always economical simply to reduce in equal degree the amount requested for each of a number of projects to avoid requesting full funding for some



projects and eliminating others. In remodeling projects, unless there is the assurance of being able to go through with the complete job, the bids must be let piece-meal to construction companies and this prevents the economies of rational planning and continuity over a longer term. The capital building request also demands the closest communication and cooperation among several levels of administration within the University. And, finally, the request requires a fine sensitivity to public relations considerations—not the least because an important role is played by the site visits of legislators and the impressions of their analysts.

Despite these complexities, the decision-making process associated with the capital funds request is worthy of animadversion for a number of reasons. The first of these is that it seems to illustrate many problems that arise in the context of other decisions, although the problems in other cases are undoubtedly not as severe in magnitude and well-represented in number as they are in this single instance. For example, the specific problems encountered in the formulation of the capital request directly engage the larger problem of planning at the University, as well as problems that appear to be a special product of the structural organization of central administration. Additionally, it provides an especially sharp illustration of the problems that the University encounters in attempting to accomplish its academic mission under strong competing pressures and external influences.

Secondly, the capital funds request is important in itself. The availability or non-availability of bricks and mortar to house an academic program affect both the form and substance of that program, indeed, in some cases, its very existence.

In the outlined illustrations given below of the decision-making process associated with the capital request, it will be seen that it was not our purpose to gather a scandal of particularities or retell the legends that play a role in the folk history of the capital request. Nor, it should be emphasized, do we attempt to identify causal responsibility for the various elements of the decision-making process as we understand it to take place in this instance, except to note that the various persons and groups who participate in the formulation of the capital request seem to be more captives than captains of the process. Indeed, were it not for the deep concern and complete candor of those who have been involved in the formulation of the capital building requests, both past and present, we would not be able to provide the adumbration below.

A number of committees and groups internal to the University play a role in the determination of the capital building request. Outlined below is our understanding of the role these bodies have played in formulating the request, according to testimony provided to the Select Committee as a whole and to individual committee members, as well as our understanding of the interaction which takes place between these bodies.

#### *The Role of Faculty and Students (SCC AND UCBRBR)*

This year, the Senate Consultative Committee was asked to help set priorities on the Request after it had been sent by central administration to the Board of Regents and after the Board of Regents sent the Request back to central administration asking them to rank the items in the Request.

The SCC was given only a few days in which to accomplish this task and the information provided it consisted of the name of the building and dollar amount proposed. The SCC decided that, given the imposed time limitation as well as the absence of information necessary to set priorities, they could do no more than to suggest very general "guidelines" for central administration itself to follow in setting priorities, taking into consideration the information which, presumably, central administration possesses.

#### *The Role of Individuals*

It is apparently not unusual for individual faculty members or students, acting on behalf of needs they perceive to exist in their own academic specialty, to lobby directly with legislators, to generate legislative support for a project. Sometimes these efforts have been known to Central Administration and have had their support;

other times Central Administration has not supported the aims of the personal lobbying effort nor has it approved of the means that have occasionally been used (e.g., derogating the priority of other items in the proposed request in an attempt to elevate the item in question). Some of these efforts have been highly successful. For example, some years ago, a student in one of the more banal departments was of the opinion that facilities in that unit were inferior to those enjoyed by many high schools in the state and wrote as much to a legislator who happened to have been trained in that specialty. The legislator came to the campus, toured the facility, and was so impressed with the need that the University received at the next legislative session, without its asking for it, \$200,000 to improve the facility. The University was also instructed to work up a request for a new facility for this unit. The University did then request, at the following session, planning funds for a new building for this facility. (It should be noted that at the time of this individual's lobbying effort, the University's "Number One" priority in the new building category, a building for a group of departments at the other end of the academic spectrum, was not, nor ever has been, funded.)

### *The Role of Chairpersons, Deans, and the Central Officers Group*

Department chairpersons make the physical needs of their departments known to the dean of their college who uses this information to compose a document outlining the physical needs of the college. The document is then transmitted to the Vice-President for Finance through the vice president to whom that college reports. The Capital Building Request is not discussed within the Council of Academic Officers.

The office of the Vice President for Finance does not modify priorities set within the colleges; rather, it addresses itself to prioritizing needs across academic units.

The Request is "thrashed out," the Select Committee was told, in the Central Officers Group. The need for a clear statement of the University's academic mission policy to help in selling and defending the capital building priorities becomes very apparent here. In fact, and perhaps for this reason, the University rarely attempts to defend its capital building priorities, with the result that the Legislature itself is given wide latitude to set the building priorities of the University and thus, indirectly, the University's academic mission and academic programming. Part of the Legislature's latitude is afforded by the present format of the Request which contains sixteen separate categories (including separate categories for each of the five campuses and the Experiment Station). There is no prioritizing across categories; thus, the University has sixteen "top" priority requests. On at least two occasions in the past, the Legislature has instructed the University to set priorities across categories, and on each occasion the University has resisted doing so.

How does the COG set priorities within categories? The lack of a good data base and of a clearly defined academic policy makes the "thrashing out" process difficult. Apparently, each Vice President argues as persuasively as possible for his items and some "horse-trading" among them occurs. In this process, the Vice President for Legislative Relations helps identify items that are likely to find favor with the Legislators. In this way, then, the Legislature helps set priorities indirectly, as well as directly, through the strong influence its presumed preferences have upon the "priority setting" process internal to the University.

It should be emphasized that the data base for rational decisions on space is still not as complete as it needs to be, though progress has been made toward a full inventory. For example, an East Bank space utilization study was only funded in 1978, and because of the pressure of other building projects, is only now getting under way. There is a need to have a comprehensive set of standards for the space requirements of the different operations of the University so that both internal decisions and comparisons with other universities may be made. The importance of such a data base is that it can provide a clear way in which priorities can be set. These, though they might not please those who were left at the lower end, could then be seen to be based on a clear rationale in the ordering of projects and it should then be possible to get agreement without ill-feeling.

It also should be emphasized that the content of the Capital Building Request has major consequences for the academic mission of the University and that the Vice-President for Academic Affairs is only one voice among several in the capital request decision-making process. Further, it should be noted that since the Academic Vice President does not represent the entire academic constituency of the University in this process but only a segment of it, there is a danger of his being forced into a chauvinistic position in the vice-presidential competition for a portion of the Capital Request pie.

#### *Illustrations of the Interaction of Different Levels*

The thrashed-out final Request has not always been considered final by academic units who have not found it to their liking. In at least one case the central administration firmly denied full support for a project one unit considered important. Ignoring the wishes of central administration, this unit lobbied directly with Legislators for the funding desired and was successful in receiving double the amount the University officially requested for the project.

The problem of space allocation at the University illustrates the difficulties for execution of the academic mission on a day-to-day basis that have arisen from the manner in which capital building funding has been obtained from the Legislature, as well as the difficulties which arise from the current decision-making structure and process at the University. For example, for a number of years a building to provide facilities in a particular group of academic units was a top priority (at least in the "new building" category) for the University. This Request was never honored, with the consequence that many professors, including senior and distinguished professors, in those units, continued to share offices with other personnel.

In late August of 1978, Chairpersons wrote directly to the President citing, once again, the very difficult physical conditions under which their faculty and students were working and requesting relief. In response to this letter, the President apparently decided to alleviate this space problem and immediately formed a "task force." This was made up of one of his staff, a staff person in the Office of the Vice President for Academic Affairs, and one from the Office of the Vice President for Finance and Development in which the Office of Space Management is housed. The task force decided that the unit's space problems would be alleviated if portions of another academic unit could be moved out of one building and the academic unit in question could be moved in. The problem then was where to move the second academic unit, and it was decided to move it to a building currently housing a third academic unit.

When inquiring about other space matters of central administration, the Dean of the first and third academic units was informed of the plan. He asked if the task force had consulted in any way with the third academic unit, the unit that was to lose space in the domino move, to determine if such a plan was feasible. They had not. The Dean then expressed his opinion that consultation with the Chairperson of the third academic unit was essential and undertook a series of meetings with that Chairperson and arrived at a space modification plan that seemed reasonable to both. The Dean then wrote a letter to the task force outlining the agreed-upon plan. The response from central administration to the Dean came on September 11 when he was told by the Office of the Academic Vice President to take the responsibility to initiate immediately the task force's original plan to vacate the space occupied by the third academic unit as the second academic unit would be moving into it within days. The letter also apologized for the precipitousness of the move and the disruption and inconvenience it would obviously cause the third academic unit so near to the first day of class.

This incident illustrates a number of factors which seem to recur in the decision-making process, although perhaps not often together as in this case. For example, the fact that the distressed Chairpersons of the first academic unit wrote to the President of the University directly—bypassing the Office of the Vice President for Academic Affairs (to whom physical need problems are routinely forwarded), and bypassing as well the Office of Space Management in the jurisdiction of the Office of

the Vice President for Finance and Development—and received a special hearing on their grave need may illustrate that the regular administrative channels of authority and responsibility are perceived not to be useful and that the President's office is seen as the only office with the power to change a situation. It also may illustrate the increasingly prevalent perception that it is wheels which squeak loudly to the Office of the President that get greased.

The fact that the President's Office did not routinely refer the problem to the Space Management Office under the Vice President for Finance and Development or to the Office of the Vice President for Academic Affairs, but rather assigned it to an ad hoc task force illustrates a "fire-fighting" kind of operation in decision-making at the University. That neither the Dean of the first and third academic units nor the Chairperson of the latter unit were consulted until the Dean discovered the task force's decision, illustrates the role of middle management at the University.

That the remodeling, as well as the reallocation of space can cause problems in the interaction of different bodies and individuals also is illustrated by the problem of lab renovation in one of the science departments. At the time of the selection of a new head and the infusion of considerable monies for recruitment of faculty, nothing had been allocated for the building beyond about \$0.2m for immediate needs. A year later, the dire state of the facilities became abundantly clear to members of the Advisory Council of the college who toured the labs and then called the attention of the Governor and certain Legislators to the need. The University's 1972 estimate of \$2m was updated in the fall of 1977 to \$6m, but only \$0.324m was requested. By this time a legislative committee had toured the campus and been suitably impressed with the needs of the department, and other conversations had taken place. When called to testify before the appropriate legislative committee, the department head was requested by the administration not to ask for more than the \$0.324m, but questions from the committee showed that they were interested in hearing larger figures. The consequence of this meeting was the request for a rough estimate by an architect and this (done somewhat in haste) resulted in an update to \$8.9m. The University request was still only \$0.324, but the Legislature insisted on granting \$2.4m.

Until October, 1978, the remaining \$6.5m was to have been in the current request, but it was cut back to \$2m when the total capital funds request was trimmed to \$100m. In favor of the cutback it is argued that the money cannot be used any faster and that this request needs to be viewed in the light of University priorities. In favor of asking for the full amount to be appropriated now, even though it would be spent over a longer period, is the need for forward planning to minimize the disruption of undergraduate teaching. Over all hangs the uncertainty that the Legislature may dispose according to sympathies or pressures not entirely consonant with what the University may propose.

This second illustration brings out the variety of voices that sound in the ear of the Legislature and raises the question of how far these are, can be or should be orchestrated. It also raises the question of how far the University request should be motivated by speculation about the probable conduct of the Legislature.

## **APPENDIX IV**

### **UNIVERSITY SENATE AGENDA, NOVEMBER 30, 1978, ITEM XVI**

#### *UNIVERSITY POLICY AGENDA 1978-79*

The President, upon the recommendation of the University Senate, is called upon to submit an annual policy agenda for the institution. This report seeks to respond to the Senate's request by outlining those major policy issues that, in the President's opinion, warrant particularly close scrutiny during the 1978-79 academic year.

In reviewing the issues that follow, three points should be kept in mind. First, the list of specific items included here is intentionally limited; it attempts to concentrate upon those issues that have systemwide implications and that should receive systemwide attention. Second, not all of the issues contained in this agenda can, will, or even should be resolved during the current academic year. Some of the items simply resist quick and easy solutions and, instead, will demand continuous attention throughout the foreseeable future. Third, the University Senate, both as a body and through its committee structure, will participate in the review and recommendation processes that pertain to the issues outlined below.

1. *Development and Implementation of a Reallocation System for the 1979-80 Budget*

The necessity to develop an effective and acceptable system for reallocating institutional resources has long been recognized by parties both internal and external to the University. Accordingly, since last summer, the President and the senior officers have been actively involved in drafting a reallocation proposal for discussion and review by various institutional constituencies. A number of faculty and student groups (primarily the University Committee on Biennial Request and Budget Review [UCBRBR] and the Senate Consultative Committee [SCC], as well as a faculty/student/administrative committee chaired by Associate Vice President Linck) have also had significant input in the development process. Additional opportunities for systemwide participation *vis-à-vis* the design and the criteria to be used in the 1978-79 reallocation have been provided through the Senate committee structure and through a series of public hearings. Opportunities for participation in the actual reallocation decisions will be afforded in the months ahead as well.

2. *Development of a Continuing Reallocation System for Future Years*

Efforts have also been undertaken to begin the development of a reallocation process that might be employed on a systematic and continuing basis in future years. A faculty/student/administrative committee, chaired by Vice President Brown, has been appointed to propose a reallocation system and criteria for the 1980-81 fiscal year and thereafter until a long-range institutional plan is in place. Again, participation by University Senate committees (SCC and UCBRBR in particular) and the general University community will be afforded.

3. *Development of a Long-Range Institutional Plan*

The University Planning Council, chaired by Vice President Stein, is attempting to assess and improve our planning efforts. The Council's broad objective is to produce a long-range institutional plan that might serve to guide systemwide decisions in the years ahead. Specific objectives are being examined by four subcommittees in terms of 1) evaluation of institutional output and effectiveness of the planning process; 2) organization of the institution, including review of presidential areas; 3) examination of Biennial Request and budget processes; and 4) review of institutional mission, goals, objectives, priorities, and criteria for determining program status.

4. *Coordination of Academic and Facilities' Planning*

The importance of linking academic and facilities' planning has become increasingly clear over the past several years. Accordingly, the Office of Academic Affairs and the Office of Physical Planning are seeking to improve the coordination between programmatic and building planning. Emphasis will be placed upon remodeling and renovation of existing facilities, upon mechanisms for determining priorities for capital improvement, and upon the development of effective space management procedures.

5. *Academic Affairs Planning*

The Office of the Vice President for Academic Affairs has undertaken efforts to increase the planning and coordination of systemwide services and activities relating to 1) the development of University media resources, particularly in terms of radio and video transmission and the audiovisual library service; 2) the improvement in

University computer services; 3) the development of a systemwide delivery system for University of Mid-America materials; and 4) the automation of University library services.

#### 6. *Completion of "Outreach" Report*

The interim report of the Task Force on University Outreach activities has been under examination by various institutional constituencies since November, 1977. After final reactions to the interim report are received, the Task Force will complete its work, recommending specific proposals for further development of outreach programs and activities to meet the needs of the coming decades.

#### 7. *Review of Teaching Evaluation Practices*

Over the past year, some students have expressed an increasing desire to initiate a system of teaching evaluation that would afford them more useful consumer information in selecting courses and instructors. To determine whether such information can be provided, a number of major organizational, procedural, and legal questions must be examined. Undertaking this examination is the Senate Committee on Educational Policy (SCEP). Upon the completion of its review and report, the recommendations of SCEP will be shared with the University Senate and other institutional groups.

#### 8. *Review of Faculty Retirement Programs*

The Retirement Plan Task Force is working closely with the Senate Committee on Faculty Affairs (SCFA) to study the faculty retirement plan and its impact on both current and retired faculty members. Recommendations for changes in the present retirement programs are anticipated and will be shared with interested University parties before any changes are implemented.

#### 9. *External Affairs Emphases*

Discussions with state and legislative officials will emphasize 1) the needs of the University as outlined in the 1979-81 Biennial and Capital Requests, 2) the development of a strategy for state funding which is less dependent on student-faculty ratios, and 3) the importance of University research and service activities to the state and the nation.

#### 10. *Reviews of Graduate School Programs*

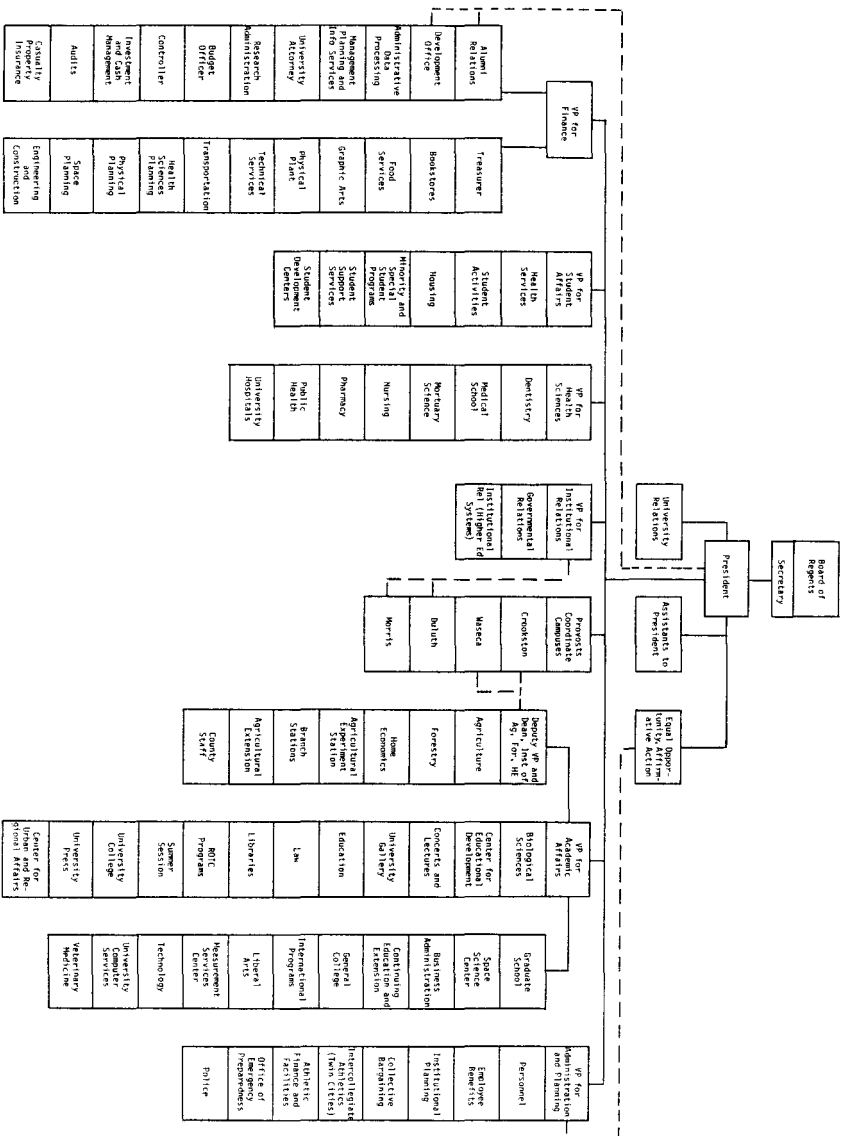
In addition to the general policy agenda that will be followed during the 1978-79 academic year, the University Senate has also requested a list of those graduate school programs that will be reviewed during the current academic year. These are:

##### *Twin Cities Campus*

African Studies (limited scope)  
Ancient Studies  
Botany  
Classical Civilization (limited scope)  
Computer Science  
Criminal Justice Studies  
Ecology and Behavioral Biology  
Experimental Surgery  
Humanities  
Industrial Engineering  
Mechanical Engineering  
Operations Research  
Otolaryngology  
Radiology  
Slavic and East European Languages  
Surgery

##### *UMD Campus*

Art and Art Education  
Educational Administration  
Elementary and Secondary Education  
Music and Music Education  
Physics



6/1/78

**IV. SENATE LIBRARY COMMITTEE  
UNIVERSITY REALLOCATION  
(10 minutes)**

**MOTION:**

That the University Senate approve the following resolution.  
That the O and M portion of the library acquisition funds, including binding, be removed from the University libraries' O and M base for the purpose of reallocation.

**INFORMATION:**

The library collections represent a unique University resource, important for the worldwide reputation of the University as a center of research and learning. The library is used by the whole University community as well as citizens throughout our state. The capital investment needed to maintain that resource should be an expense shared by the University community as a whole rather than solely by the University libraries. The exemption of acquisitions and binding from the libraries' O and M base effectively accomplishes this.

Among the six independently budgeted campus libraries within the University system (Twin Cities, Law, Duluth, Morris, Crookston, and Waseca), the O and M portion of their acquisition budget varies from a low of 11% for Crookston and 24% for Duluth to a high of 56% for the Twin Cities and 63% for Law. The remainder of their funding comes from state specials. This means that if the acquisitions budget is left in the reallocation base these various libraries would be affected differently. To place them on an even footing we urge that the acquisition and binding funds be removed from the O and M bases of all University libraries.

**HARRIS McCLASKEY  
Chairperson**

*Not Approved*

**SUBSTITUTE MOTION:**

That the following be substituted:  
That the University Senate acknowledge the critical import of library acquisition funding and therefore recommends that the University Libraries' reallocation request to restore funding for the proposed retrenchment of acquisitions be given a high priority.

**COMMENT:**

For retrenchment and reallocation to be credible, it must be conducted in accordance with the published guidelines. Many units have items included in their retrenchment base which are not actually subject to retrenchment. If we make this exemption, there are a number of other claimants for such special treatment which will reappear.

The fact an item is retrenched does not mean that it is necessarily lost. These items may be considered comparatively and on their merits in the reallocation phase of the process.

The severity of the impact on the library only goes to underscore the seriousness of our budgetary situation. Rather than make special exemptions, we should look for the affirmative allocations, perhaps exceeding the amount of retrenchment, in the reallocation process.

**FRED L. MORRISON (Law)  
PATRICK ECKMAN (CLA)**

*Approved*



**V. COMMITTEE ON SENATE COMMITTEES**  
**SENATE LIBRARY COMMITTEE**  
**(10 minutes)**

**MOTION:**

That the Senate approve the following revision to the Handbook of Rules and Operational Procedures:

**U1.4.8 SENATE LIBRARY COMMITTEE**

(added portions are enclosed in parentheses, deleted portions crossed out)

*Membership.* The Senate Library Committee shall consist of no more than 12 members of the faculty, appropriately representative of the several campuses and instructional units, 8 representatives of the student body, and ~~ex-officio representation from the following administrative units,~~ (the following non-voting ex officio members:) Director, University Libraries, (Twin Cities Campus; Supervisor, Learning Resources, Crookston Campus; Director of Libraries, Duluth Campus; Head Librarian, Morris Campus; Supervisor, Learning Resources, Waseca Campus; Law Librarian; and representative,) Office of the Vice President, Academic Affairs.

*Support and Service.* The Office of the Vice President, Academic Affairs, shall supply support and service as needed and appropriate.

*Duties and Responsibilities.* The Committee shall: 1) consider and recommend to the Senate any resolutions in connection with University library policy and administration that may be deemed advisable; 2) serve as an advisory body to the ~~Director of University Libraries,~~ (directors and other heads of University libraries who are named as ex officio members of the Committee;) 3) evaluate University-wide library facilities, services, and collections, and advise thereon; 4) on the request of the Senate, inform it ~~as to~~ (on) any matters affecting library policy and administration. The Committee shall give particular emphasis to the coordination of (the) libraries ~~on the several campuses;~~ (,) and shall investigate and make policies with respect to increasing the educational services of the total, University-wide library system. ~~Proposals emanating from joint studies shall be brought to the University Senate.~~ (conduct investigations and recommend policies with respect to maintaining and to increasing the educational services of all University Libraries.)

*Reporting to the University Senate.* The Committee shall report to the Senate at least annually, its reports to be printed in the Minutes. (A copy of its reports shall be sent to the Senate Committee on Educational Policy.)

**DEON STUTHMAN**  
Chairman

*Approved*

**VI. UNIVERSITY COMMITTEE ON BUSINESS & RULES**  
**CONSTITUTIONAL AMENDMENT, STUDENT MEMBERSHIP**  
**(25 minutes)**

**MOTION:**

That the University Senate Constitution, Article III, Section 4c, be amended by adding, "plus ten students elected at large from the Twin Cities campus, two to represent each of the following groups: (1) Black Americans, (2) American Indians, (3) Chicanos, (4) Asian-Americans and (5) international students," to the second sentence.

**INFORMATION:**

A motion was made at the last Senate meeting by Steve Carlson, on behalf of the Twin Cities Student Assembly, to amend the Constitution by adding the words:

“plus ten students from the Twin Cities campus elected as representative of the following ethnic minorities (1) Black Americans, (2) American Indians, (3) Chicanos, (4) Asian-Americans and of international students.”

The motion was referred to the University Committee on Business and Rules for recommendations as to both form and content.

**COMMENT:**

**RECOMMENDATION AS TO FORM** — The new language substituted by the Committee does not change the substance of the original motion, as that is presently implemented by TCSA. It clarifies certain verbal and procedural ambiguities and writes into the constitutional text the implementing procedures that presently depend upon TCSA legislation.

The Committee further proposes, for the sake of clarification, that the adoption of the substitute language be accompanied by the following statement of legislative intent: “The language of this amendment is intended to allow all students to vote for all the positions thus created and any student (regardless of membership in any of these groups) to be a candidate for any such position.”

**RECOMMENDATION AS TO CONTENT** — The Committee recommends that the proposed amendment to the Constitution *not* be adopted.

The Committee acknowledges that there is a valid concern for the absence or inadequacy of representation of ethnic minorities and international students. The proper course, however, to remedy this grievance is not the creation of special constituencies, but rather a program of affirmative action which will ensure that a sufficient number of candidates from these groups run for office under conditions which provide a reasonable chance for them to be elected. We recommend that TCSA work on improving access to election procedures for minority groups. Such a program would put an end to any present inequities without requiring us to adopt (as the proposed amendment would) a cumbersome permanent solution to a temporary problem.

The Committee also feels that the proposed amendment, however meritorious it might be as a means of dealing with its specific problem, would affect a number of things not taken into consideration by its movers. It raises a question of cross-campus equity, since the new members would add to the total Twin Cities student representation with no provision for other campuses. It also to some degree affects the ratio of student to faculty members within the Senate. Finally, it raises questions concerning the absence of provision for other groups which might also, with some plausibility, claim a need for special representation, e.g., women or sexual minorities.

(The Committee did not find it necessary to raise the question of “reverse discrimination,” assuming that the proposed substitute language is adopted. If the original or any other language were employed in the amendment, the issue of reverse discrimination might well be raised.)

**JOSEF ALTHOLZ**  
**Chairman**

*Motion was withdrawn with the understanding that it would be brought back for discussion at the March Senate meeting*

## VII. INTERIM REPORT OF THE UNIVERSITY COMMITTEE ON BIENNIAL REQUEST AND BUDGET REVIEW (10 minutes)

### INFORMATION:

The University Committee on Biennial Request and Budget Review (UCBRBR) consists of members delegated from the Senate Consultative Committee, the Senate Committee on Educational Policy, the Senate Committee on Resources and Planning, the Senate Committee on Faculty Affairs, the Senate Committee on Research, and two at-large members. The UCBRBR examines legislative request and budget matters and coordinates the actions of its "parent" committees on these matters. Its recommendations and advice are given to the President through the Senate Consultative Committee, which reviews them and makes its own recommendations.

The UCBRBR has dealt with four major issues during the first half of the current academic year. Our actions are summarized below.

1. *Review of Interim Guidelines and Criteria for 1979-80 Retrenchment and Reallocation.* The committee engaged in a detailed and substantial examination of the Interim Guidelines and Criteria, which were developed for the 1979-80 budgeting process. These are the guidelines and criteria which are directing the retrenchment and reallocation which is currently taking place. The Committee's role included review of a preliminary draft, circulated by President Magrath in September, and review of a proposed draft, which was submitted in late October. In the process of considering this later draft, the Committee held a public hearing, jointly with the Senate Consultative Committee. On November 21, 1978, we submitted a report to the Senate Consultative Committee, emphasizing eleven areas in which we believed the proposed document required review. These included:

(1) A concern that the criteria be made more precise, possibly by the introduction of "presumptions" about preferred outcomes;

(2) Our view that the Academic Affairs Office should be given a more significant responsibility in conducting a detailed review of allocation;

(3) A listing of specific presumptions which we believed should be preferred in allocation decisions:

a. Academic objects of expenditure should be preferred over other objects;

b. The development and utilization of human resources should be preferred over other objects of expenditure;

c. Direct operating expenses should be preferred over items in the nature of overhead; and

d. The principle of comparative advantage should be followed.

(4) That public accountability be provided for the allocation decisions which are made.

(5) That retrenchment within collegiate units not be made on an across-the-board basis and that certain other presumptions should be followed in this respect.

(6) That recognition be given to the base from which the retrenchments actually must come, and to the fiscal history of the affected departments.

(7) That a strict principle of cost-effectiveness not be instituted until sufficient data are available to demonstrate its soundness.

(8) That a mechanism be provided to include some University-wide items in the reallocation process.

(9) That the administration consider the questions of timing of the decision making process in the context of a legislative year.

(10) That the items which have been excluded from analysis be reincluded in the base.

(11) That we re-emphasize that this is a temporary process, in which certain serious concerns could not be faced.

Our recommendations were substantially endorsed by the Senate Consultative Committee.

President Magrath reviewed our comments, those of the Senate Consultative Committee, and those of other groups which made presentations at the public hearing and otherwise. In general, our concerns were met, either by alterations in the proposed guidelines and criteria for this year (involving our points 1, 3, 4, 5, 6, 7, 8, and 11) or by recognition of their applicability with respect to future years (involving our points 9 and 10).

2. *Deficits in 1978-9 budget.* This committee was asked to prepare a recommendation regarding accumulated deficits. In late summer, the University administration proposed a "reversion policy" which would have recaptured the unexpended balances held by departments as a means of retiring these deficits during the current fiscal year. We recommended against this policy, because of its random effect in penalizing departments which happened to have casual vacancies, thus depriving them of the ability and flexibility to deal with their problems. We proposed three alternative methods of dealing with the problem: (1) a legislative request; (2) gradual amortization; and (3) a general across-the-board levy on all units, which we listed as a "distant third choice." President Magrath implemented a policy which combined elements of our second and third choices by imposing a recapture of 0.353 percent on all budget items, which will partially amortize the debt during this year.

3. *Priorities for 1979-81 biennial request.* We were asked by the administration to provide priority rankings for broad groupings of expenditures for the 1979-81 biennium. We believed that it was impossible to do so, because of the substantial interrelationship of the various items. We provided, however, a statement of general priorities which sought to interrelate competing considerations in this process.

4. *Equipment Replacement.* We have also given advice on the question of University funds for federal equipment replacement matching grants. We have recommended that a request for such funds be examined in comparison to other allocation requests in the Reallocation Process.

#### *Remaining Tasks of the Committee*

The substantial work of the committee in the second half of this year will consist of the following items:

1. *Review of the retrenchment and reallocation decisions.* Our committee will subject the administration's proposals to close scrutiny to insure their conformity to the interim guidelines and criteria. We see our function as one of advice and monitoring. Primary responsibility for proposing reallocations, and for making final allocation decisions after receiving comments, rests with the President.

2. *Structuring budget processes for future years.* The structuring of the budget process for upcoming years is a continuing concern. The "interim guidelines and criteria" are to be in effect for only a short period of time, one or two years, until a more permanent budgeting structure can be created. We continue to have a substantial concern in this regard, and will be following developments closely.

3. *Biennial request.* To the extent possible we will observe the progress of the Biennial Request through the Legislature and will provide faculty-student input into University decisions relating to it.

The Governor's recommendation on the biennial request is a matter of serious concern to the committee. It does not provide funds to pay certain expenses (or increased expenses) which are legally required, such as payments for worker's compensation (for injuries on the job), unemployment compensation, and the disposal of hazardous wastes. If these items are not provided for by legislative action, we may be forced to make internal cuts to accommodate them.

There are also no funds in the governor's legislative proposal to cover the impact of inflation on supply and expense budgets over the last two years or for most of the meritorious programs contained in the University's request.

Your committee will submit a further final report at the final meeting of this year.

We submit this interim report at this time because of the substantial concern throughout the University about budget matters and the participation of the faculty, students, and governance structure in them.

**FRED L. MORRISON**  
Chairman

*Accepted*

### **VIII. SENATE COMMITTEE ON FACULTY AFFAIRS AND UNIVERSITY COMMITTEE ON TENURE CHEMICAL DEPENDENCY REFERRAL SERVICE**

#### **INFORMATION:**

The two committees met jointly on November 17, 1978, to try to reconcile their previously divergent views with regard to the proposed volunteer staffed chemical dependency referral service for University faculty members and their families, to be known as the Faculty Alcohol and Drug Assistance Center (FADA). As reported in the Senate minutes for May 25, 1978, page 109, the Senate Committee on Faculty Affairs had previously recommended approval of the program, and the Tenure Committee had withheld approval on grounds of possible threats to tenure.

The Tenure Committee on fuller understanding of the nature of the proposed service's activities is now persuaded that it does not pose any particular threat to the faculty with respect to tenure, and has gone on record as having no objection to the proposal and in believing that the service will be beneficial. The two committees now concur and it is our understanding that arrangements are now being made to institute the service sometime during the current academic year.

**JOHN S. CHIPMAN**  
Chair, Senate Committee on Faculty Affairs  
**F.R.P. AKEHURST**  
Chair, University Committee on Tenure

*Accepted*

### **IX. BIENNIAL REQUEST FOR OMSSA (15 minutes)**

#### **MOTION:**

That the University Senate support the University's appropriation request for the Office of Minority & Special Student Affairs and communicate that support to Governor Quie and the state legislature.

**STEPHEN CARLSON**  
University Senator

*Not Approved*

### **X. QUESTIONS TO THE PRESIDENT (15 minutes)**

*None*

## **XI. OLD BUSINESS**

None

## **XII. NEW BUSINESS (15 minutes)**

### **1. JUDICIAL COMMITTEE PROCEDURE**

#### **MOTION:**

In the interest of insuring that justice is seen to be done, all grievance hearings, other than the preliminary meeting to define the issues, conducted under the authority of the Senate Judicial Committee shall be open hearings unless both parties to the grievance agree that the hearings should be closed hearings. I further move that this item be referred to the University Tenure Committee, according to the Rules of the Senate, for study and report to the Senate.

#### **INFORMATION:**

The term "open hearing" as used in the motion means a hearing in which the following rules obtain:

- A. Observers are admitted to the seating capacity of a suitable portion of the hearing room. Observers must maintain decorum. There must be no noise-making or display of placards. No cameras, tape recorders, microphones, or television apparatus may be brought into the hearing room by observers. The chairman of the hearing panel shall have full authority to declare the hearings closed if in her or his opinion there has been any breach of decorum. This decision shall not be subject to delay, appeal, or discussion.
- B. The final report of the hearing panel is made available to the University of Minnesota News Service.

The term "closed hearing" as used above refers to a hearing from which observers are excluded and the rule of confidentiality applies in full to the final report as well as to the hearings themselves.

**LAWRENCE GOODMAN**  
**University Senator**

*Referred to the University Committee on Tenure*

### **2. CONSULTATIVE COMMITTEE MEMBERSHIP ADDITION**

#### **MOTION:**

To amend Senate Bylaws regarding membership of the Senate Consultative Committee, Article III, Section 4, Subsection 3 as follows:

The campuses of Crookston and Waseca will be afforded membership (to the Senate Consultative Committee) in the following manner:

1. One student member from Crookston in even numbered years.
2. One faculty member from Crookston in odd numbered years.
3. One student member from Waseca in odd numbered years.

4. One faculty member from Waseca in even numbered years.
5. The term for SCC members from Waseca and Crookston shall be one year; elections shall be held each year to determine membership.
6. Election procedure shall be determined by the Bylaws of the University Senate.

**RICHARD A. KOTTKE**  
On behalf of the University  
Student Senate

*Referred to the University Committee  
on Business and Rules*

### **XIII. TRIBUTE TO DECEASED FACULTY MEMBERS**

#### **WILLIAM SKINNER COOPER 1884-1978**

Professor Cooper, a member of the faculty of the Department of Botany from 1915 through 1951, died at Boulder, Colorado, October 8, 1978, at the age of 94. He was born in Detroit, August 25, 1884, as the only son of the Presbyterian Reverend David Mack Cooper and Caroline Skinner Cooper.

Cooper attended Alma College, Michigan, of which his father was a founder, and there was introduced by Professor Edgar N. Transeau to ecology, which was to become the focus of his career. He spent many summers in the Colorado Rockies beginning in 1904, did much mountain climbing, made first ascents of a number of peaks in the San Juan Mountains, and named several. Trembling aspen became his favorite tree. After he graduated from Alma in 1906, he began graduate studies that emphasized botany and geology at The Johns Hopkins University, where he stayed only one year, then continued studies at the University of Chicago under the eminent teacher and plant ecologist, H. C. Cowles, whose pioneer studies on the dynamic physiographic ecology of the Lake Michigan dunes and other features of the Chicago landscape were to change the whole direction of studies in that young science. Courses in glaciology with Chamberlin and geographic geology with Salisbury influenced all his subsequent research and teaching. His doctoral thesis dealt with the development of vegetation of Isle Royale, Lake Superior. He received his Ph.D., magna cum laude, from the University of Chicago in 1911. His Isle Royale study appeared in *The Plant World* and in the *Botanical Gazette*; these soon became modern classics in the field.

Cooper worked the next four years in California and published on the chaparral vegetation, on the distribution of Redwood forest in relation to fog, on vegetational development on alluvial fans, and on the strand and dune flora of the Pacific Coast region. He also developed a consuming and life-long interest in the manner of development of the Pacific coastal dunes themselves, and later carried on studies with smoke bombs to visualize the wind patterns associated with the development of dune shapes. These studies were published as *Memoirs of the Geological Society of America* after his retirement. He lectured on ecology one year at Stanford before being invited to join the Botany faculty at the University of Minnesota in 1915, when Frederick E. Clements was head of the department. In Minnesota, the glacial history of the area stimulated Cooper to wonder how the landscape was revegetated following recession of the continental ice sheets. A friend suggested that parts of south-eastern Alaska might provide useful clues.

In the summer of 1916 Cooper made his first scientific expedition to Glacier Bay, Alaska, where he found the glaciers receding so rapidly that one could expect to follow the whole process of vegetation development from bare ground to forest in a single lifetime. He also was intrigued with fossil forests found there and recognized their importance in working out the history of past glaciations and changes in climate. These fossil remains had been first observed by John Muir, who was puzzled by them. Cooper married Dorothy Shearer of Minneapolis in 1920, and took her with him on his return trips to Glacier Bay in 1921 and 1929. By the use of permanent plots established in 1916 on glacial till, from which the ice had receded at known dates from 1879 to 1899, he was able to follow the details of establishment and mortality of individual plants, and so to work out not only the manner of vegetation development, but also the absolute rate of the process. The great unifying fact made clear to him by these studies was that unceasing change is the fundamental law of nature, a thesis that was expanded in his most important philosophical paper "The fundamentals of vegetational change," published in *Ecology* in 1926. This became required reading for the many students in his course in field ecology, attended by majors in forestry, wildlife management, and education. In 1935, sharing an expedition not only to Glacier Bay but also to the Prince William Sound region of Alaska, with William O. Field of the American Geographical Society, Cooper was stimulated to attempt an explanation as to why the Glacier Bay glaciers had been so extraordinarily sensitive to changes in climate, and also to explore, in more detail than had been done previously, the climatic history of the post-Pleistocene period. These studies were published in *The Geographical Review*, and in *Ecological Monographs*.

Cooper's first oral report on the Glacier Bay studies was made to the Ecological Society of America at its annual meeting in December 1922, and was received with great enthusiasm. He was later elected vice president of the Society in 1927 and its president in 1936. The site of his Alaska studies at Glacier Bay was early recognized by his fellow ecologists as one deserving protection on its scenic and scientific merits in the form of a National Monument or National Park. He was chosen to chair a committee of the Ecological Society to explore the feasibility. With the Society's approval of the proposal the following year, a national campaign was mounted. There was scepticism in the U.S. Congress, but the campaign had been so vigorous and effective that President Coolidge proclaimed Glacier Bay as a National Monument on February 26, 1925, under the American Antiquities Act. Mining was strictly prohibited. However, commercial interests continued to be so antagonistic to the anti-prospecting provision that in 1936, with the blessing of President F. D. Roosevelt, Congress passed a bill opening the Monument to mining. Fortunately the regulations for use were strictly maintained by the National Park Service, and little damage was done. The area has now been extended by President Carter, as one of the Alaskan National Interest lands, again under the Antiquities Act, and it is a candidate for National Park status. In 1956 the Botany Department published Cooper's "A Contribution to the History of the Glacier Bay National Monument," which he wrote at the request of the National Park Service.

Cooper was taken as guest to Glacier Bay in 1956 on the occasion of the 40th anniversary of his first expedition, and again in 1966 to celebrate the 50th anniversary of the establishment of the National Park Service, and for the dedication of the new guest lodge near the mouth of the Bay. A plan was developed about that time to name a fine peak 6780 feet high in the Monument in his honor, and progress toward that end is now being made.

Cooper's major efforts at the University of Minnesota were devoted to his teaching of ecology and to research on the geological history and changes in physiography, climate, soils and vegetation of the State, in Pleistocene and post-Pleistocene time, especially of the Anoka sand plain immediately north of the Twin Cities. The glacial history of that area had been misinterpreted, Cooper felt sure, by geologist Frederick Sardeson, who attributed its formation to mere wind action on a sandy till substratum.

In the 1920s, in order to understand better the landscape patterns and their causes, Cooper began experimenting with aerial observations and photography, and



he surely was one of the first ecologists in the U.S. to make use of this great new technique. After a decade of work, and a great deal of thought, on the topographic patterns, soil profiles and texture, he published, in 1935, his now classic work, "The Late Wisconsin and Postglacial History of the Upper Mississippi River." Cooper's explanation of the formation of the sand plain visualized a Grantsburg sublobe of the late-Wisconsin Mankato lobe of the ice sheet, forced northeastward and up slope from the region of Minneapolis by a massive U-shaped, and probably still ice-cored, terminal moraine left in its southward path by the immediately preceding Cary glacial advance. At its maximum extent, the main Mankato lobe and the Grantsburg sublobe blocked the whole drainage of the Upper Mississippi basin to form, at the tip of the sublobe, a glacial lake which he named Lake Grantsburg, for the Wisconsin town now located there. As the sublobe melted back down slope, the glacial Mississippi River moved sidewise, slipping across the landscape, leaving an enormous outwash sand plain dotted with ice block pit lakes. The small dune sheets that developed later were associated with stream channels where lowering water table enabled wind to move the outwash silt and sand before vegetation had become established. Later, during what was then referred to as the xerothermic period of postglacial climate, dune development had been rejuvenated.

Sardeson, the geologist, was naturally piqued that a botanist should have published such an ambitious tome, contradicting his own hypothesis, and he is reputed to have commented to Cooper that he would have expected Cooper to write a good symphony, but not to do good geology.

With regard to teaching, Cooper developed a sequence of courses that included elementary ecology, field ecology, ecological plant geography of North America, ecological anatomy (later changed to morphological ecology), research methods in ecology, and seminar. His field course and his seminars, often held at his spacious home near Minnehaha Creek, most excited the students, and stimulated them in intellectual growth. The brilliant young ecologist, Raymond Lindeman, although not Cooper's advisee, was a frequent attendant at the seminars. He was greatly influenced by Cooper in developing his doctoral thesis research, which centered on Cedar Bog Lake in Anoka County. Cooper had first seen this important area about 1930 during one of his aerial reconnaissance flights, and he brought its potential for study to the attention of others. The lake is now preserved at the heart of a National Park Service Registered Natural Landmark, the Cedar Creek Natural History Area, a research and teaching facility administered jointly by the University and the Minnesota Academy of Science.

Cooper became assistant professor in 1919, associate in 1927, and professor in 1929. He steadfastly resisted both pressure to take on administrative responsibilities and offers of employment elsewhere. His scholarly preoccupation with research and the training of superior graduate students, and his meticulous attention to teaching, filled his academic life to the exclusion of administration. He published about 40 major scholarly works. Thirteen of his students were able to meet his exacting demands and were awarded the doctorate, and 24, the masters, during his 37 years of teaching at the University. Many of these have helped to build ecology and some other scholarly disciplines to their present stature. Although he wrote no textbooks other than course manuals, locally printed, five of his students did. These were R. F. Daubenmire, H. J. Oosting, J. Kittredge, P. C. Lemon, and F. E. Egler.

Cooper was involved with war work at Great Lakes Naval Station in WW I, and in teaching naval cadets at the University in WW II.

In addition to his work in plant ecology and glacial geology, Cooper had many other interests. Music was foremost, and he was an enthusiastic supporter of the Minneapolis Symphony Orchestra. Dmitri Mitropoulos was a close personal friend who shared his deep love of the mountains. Drama was second in interest. He acted, directed, built sets, wrote plays and even an opera libretto. When the University was faced with deep retrenchment, he wrote, and produced at his home, a play to which he invited several University administrators; in it he poked wry fun at the University for providing more and higher paying scholarships for football players than for students in the sciences and humanities, and at the ludicrous planning of some

University buildings, especially that of the Botany Building. Mountains, photography, the Civil War, Picasso, the Restoration Period in English history, and Mormonism, were among his keen interests. His home in Minneapolis was a gathering place for distinguished figures in the arts and sciences, gracefully presided over by his wife. He lunched daily at the Campus Club, enjoying the company of many friends.

In 1951 Cooper retired to Boulder, Colorado, to be near his mountain property facing Long's Peak. He continued scientific work and interest in music. He was a founder of the Boulder Philharmonic and a memorial fund in honor of Professor and Mrs. Cooper, who died in May 1978, has been established for the Boulder Philharmonic Symphony Society, Box 826, Boulder, Colorado, 80306.

Cooper received a number of awards, including honorary doctorates from Alma College and the University of Colorado, and testimonials from the Minnesota Chapter of the Sigma Xi, the Minnesota Academy of Science, of which he was president in 1936-37, the Botanical Society of America, the American Geographical Society, and the U.S. Department of the Interior.

Professor Cooper is survived by his son, David S. Cooper, of North Tarrytown, New York, his daughter, Elizabeth C. Maeck, of New York, New York, and five grandchildren.

The Department of Botany of the University of Minnesota plans to set up a suitable memorial for Professor Cooper.

### **RONALD McKEE 1926-1978**

Ron McKee died of a heart attack Sunday, the 17th of December. He was 52. Ron was an Assistant Professor in the Department of Secondary Education, where he coordinated the Student Teaching Program, taught in the Educational Administration Program, and designed and maintained most of the Computer Management Programs for the Secondary Teacher Education Program and the Master of Education.

Ron was a kindly man with indomitable optimism and humor. He chose to lead a very private life and refused to make public his accomplishments. He managed the department student teacher program with a finesse that made for harmony among the varying demands of the public schools, the University, and the students. He had a genuine compassion for students and always did whatever was necessary to insure that they were given every opportunity to be successful. We will probably remember him most for that compassion and, of course, his ability to see the lighter side of life.

Ron is survived by his wife Betty and five children. Betty teaches at Lowell Elementary School. Greg, 27, is employed in Industrial Safety in Chicago; Mary, 25, attends Central Missouri working on a MA in Industrial Hygiene; Nancy, 23, is a Psychology major and currently employed in a group home; Patricia, 20, is in her second year at Mankato majoring in computer programming; Cindy, 14, is a freshman at Hermantown High School.

A memorial fund at UMD has been established in his name by the Department of Secondary Education to assist students who are pursuing a teaching program in secondary education.

## **XIV. ADJOURNMENT**

The meeting of the University Senate was adjourned.

**MARILEE WARD  
Clerk of the Senate**

## Appendix ABSTRACT OF DISCUSSION

The second University Senate meeting of the year was called to order by President Magrath at 3:15 p.m. in Nicholson Hall auditorium. Coordinate campuses were linked by telephone. The minutes of the last meeting and several changes and additions to committees were approved.

The president announced that, because he would have to leave early, the chairmen of the Senate Consultative and Business and Rules Committees had reordered the agenda so that the report of the Select Committee could be reviewed next.

*Report of the Senate Select Committee.* Mahmood Zaidi, professor of industrial relations and chairman of the Consultative Committee, introduced the Watson committee report, announcing that it would be presented for action at the next Senate meeting. The report was the result of the study by its authors of the planning, decision-making, and consulting processes at the University. Mr. Zaidi said it was distributed to the chairmen of all Senate and University committees with the request that they share it with committee members, and copies were also sent to deans. Dennis Watson, professor of microbiology and chairman of the Select Committee, then made some general remarks. He had hoped that the document could be short, but found that was not to be. He asked that senators read it through completely, so that no one part would be misinterpreted because it had been taken out of context. He said it contained some attacks on the traditional methods of governance, and that faculty, administration, and students must develop trust and put their shoulders to the wheel and work together for reform. He recognized the pride of the University in its autonomy, and hoped that the administration would take the committee's efforts as a constructive organizational move. He said that everyone must be involved in improving the structure. Finally, he expressed gratitude to his committee members for their work.

Robert Holt, professor of political science, called attention to the recommendation for some reorganization that would establish the primacy of the academic affairs office in central administration. President Magrath said he had had the report only a week and felt there should be an opportunity for him to discuss the entire report with the Consultative Committee, after which he would comment. Mr. Zaidi added that both his committee and the Watson committee would welcome written comments. Steve Carlson, student senator, reported that the Twin Cities Student Assembly Steering Committee was looking at the report with interest and would bring a resolution to the Senate. He said students were not equitably represented in governance now and he hoped that could be remedied. A student senator referred to the term "banasic" used in connection with lobbying efforts of a student from a department described as such. He wanted to know just what kinds of interests that student had. Rutherford Aris, Regents professor of chemical engineering and materials science, who played a major role in composing the report, indicated that the term applied to the more artisan areas of the University. Phillips Shively, professor of political science and one of the faculty members who initiated the request for review, complimented and thanked the committee for its work. John Turner, Regents professor of political science, another signatory, said the committee had done a splendid job, and he hoped that its recommendations would receive prompt attention. He said it pointed out a number of deficiencies. He expressed confidence that improvement would take place, indicating that there was no alternative but to make it work; otherwise there would be chaos. In conclusion, he called it a healthy step forward, but only a first step, as its authors pointed out. "We need to take one step and another, and so on," he said.

Louis Toth, professor of chemical engineering and president of AAUP, said that a recent AAUP report had indicated that one area of faculty governance, i.e. that at the collegial level, needed more exploration and improvement. He felt there should be a report on the governance structure of each of the colleges. Phyllis Freier, professor of physics, asked when recommendations could be expected as to the structure of the Senate and Senate committees. Mr. Zaidi said they would be made at the next

regular meeting of the Senate.

*University Libraries reallocation.* Harris McClaskey, associate professor of the library school and chairman of the Senate Library Committee, moved that the operations and maintenance portion of the library acquisition funds be removed from the University libraries' base for the purpose of reallocation. Fred Morrison, professor of law and chairman of the University Committee on Biennial Request and Budget Review, offered a substitute motion, which he said he was putting forward as an individual senator and not as committee chairman. Rather than remove the acquisition funds from the base, he recommended that the libraries' acquisition request be given a high priority. He urged that the item not be excluded from the budget process, indicating that there were several cases where similar requests could be made. Any requests for exclusion should certainly have University-wide scrutiny, he said. He pointed out that retrenchment and reallocation had operated on the principle that any item excluded from retrenchment would also be excluded from the reallocation procedure. If the item were left in, he hoped there would be more money than if it were excluded altogether. Mr. McClaskey took issue with that view, indicating that the committee had carefully looked at the matter by going into the past needs. He said the library had been hit cumulatively by serious inflation. He reminded the Senate that he was referring only to the acquisitions portion. Mr. Keller agreed with Mr. Morrison and said it was possible that the libraries could get more back in reallocation funds. Jim Clark, student senator, supported the Morrison position, as did the Senate in an almost unanimous vote.

*Senate Library Committee rules.* Deon Stuthman, associate professor of agronomy and plant genetics and chairman of the Committee on Committees, introduced a rules change for the Senate Library Committee. It added certain nonvoting ex officio members and clarified language of the section on its responsibilities. Mr. McClaskey explained that last year's Library Committee had been concerned about the statement of its role and had made the recommendations which he called "housekeeping" items. They were approved unanimously without further discussion.

*Constitutional amendment, student membership.* Josef Altholz, professor of history and chairman of the Business and Rules Committee, moved to withdraw the agenda item that called for an increase in the number of student members of the Senate to include five specified groups. He said his committee had rephrased the original TCSA recommendation before putting it on the agenda and had added its own recommendation that the Senate not approve it, accompanied by its reasons. TCSA, he said, then requested a hearing and that as a result of that hearing his committee had agreed to propose withdrawing the item, after which TCSA would draw up a better amendment that would stand a better chance of passing. He emphasized that his committee endorsed the idea but it was concerned about procedures. At this point a question of parliamentary procedure arose. James Connolly, professor of rhetoric and parliamentarian, was asked whether the agenda could be amended. It was agreed that the maker of the motion could ask to withdraw the motion, and that was done with the understanding that it would be brought back for discussion at the March meeting. At this point that action was approved with considerable opposition from Twin Cities senators.

*Budget process.* Mr. Morrison, chairman of the Biennial Request and Budget Review Committee, commented briefly on his committee's progress report. He said the budget situation was not bright and that his committee was participating in the retrenchment process and, in a few weeks, in the reallocation process. He said if there were questions his committee would try to answer them. Steve Carlson, student senator, asked what the committee's role (as a subcommittee of the Consultative Committee) was in the process, how did it decide to enter into the agreement to participate, and on what authority was it carrying out its actions. Mr. Morrison retorted that UCBBR was not a subcommittee but an independent standing University committee as were many others in the Senate committee structure. He continued that the budget process at the University was an administrative function in which his committee played a consultative role between the Consultative Committee and the

president. He explained that it was a body consisting of representatives from a number of Senate committees and student representatives from those committees as well. The statement that UCBRBR entered into any kind of agreement was wholly false, he said. His committee consulted with the Consultative Committee and did not serve as consultants for central administration. He pointed out that it was the central administration and Regents who ultimately make the decisions. He said his committee had held public hearings and that many of the recommendations made at those hearings had been incorporated in the committee's final document. At present his committee was examining documents from collegiate units, he said, and would soon advise the president as to its views on priorities.

In response to a question from Constance Sullivan, associate professor of Spanish and Portuguese, about central administration's response to the committee's recommendation that the office of the academic affairs vice president be given a more significant responsibility in the reallocation process, Mr. Morrison pointed out that this year there had been a very short time frame within which the committee and administration could act. There had been a brief reference to it, he said, but he hoped there would be a more complete response in the future. The president said he would be happy to send his current correspondence to those who desired it. He added that Henry Koffler, vice president for academic affairs, would review and comment on all retrenchment recommendations. Mr. Zaidi expressed appreciation to the Morrison committee and said that it was hoped that sometime in April there would be an occasion when everyone would have an opportunity to express an opinion on the procedure.

At this point the president departed and Kenneth Keller, vice chairman, took over the chair.

*Minority and Special Student Affairs appropriation.* Mr. Carlson moved that the Senate send to the governor a statement of support for the appropriation request for the Office of Minority and Special Student Affairs. He explained that it was a matter that concerned the entire University community. He said he had heard Stanley Kegler, vice president for institutional relations, at the legislature reporting the decline of minority enrollment at the University. Mr. Carlson said the numbers were decreasing and that the University proportion of minorities was well below the state population proportion of those groups. He said Mr. Kegler, in an effort to draw blame away from the University, had attributed the low percentage to the small number graduating from high schools. Mr. Carlson said the University had not fulfilled its mission to educate the entire population and that it was necessary to encourage the minority community to succeed. He cited the development of a learning resource center as an important factor in making progress in that area. Asked about the magnitude of the request, Mr. Carlson said it was over \$500,000 for each year for personnel, supplies and expenses. Mr. Morrison said the OMSSA request had been reviewed by various committees during the budget process and had been included by them in the budget request. Thus, there was no problem of support, as far as the University was concerned, but he maintained there should be no special preference requested. Asked how the Senate's action, if it approved the Carlson motion, would be communicated, Mr. Keller said a letter would be sent to the governor and to the legislative appropriations bodies. The motion was then defeated by a narrow margin, 57 to 64.

*Judicial Committee procedure.* Lawrence Goodman, professor of civil and mineral engineering, introduced legislation that would require that all Judicial Committee hearings be open unless both parties to a grievance agreed they should be closed. He called it a matter of great interest and importance to the grievance structure, which he said was in some danger of losing its credibility. He recalled that procedures approved by the Senate five years ago were not yet in practice and he felt they should be reviewed once again. He moved that his proposal be sent to the Tenure Committee for study and report to the Senate. Merle Hirsh, professor of physics, Morris, asked what would happen to the motion if the Senate approved. Mr. Morrison said the Tenure Committee would have to propose a revision of the tenure

regulations. A student senator asked whether the Tenure Committee could specify that anyone speaking before a hearing panel could request that his or her testimony be closed. Mr. Keller suggested that he express his concern to the Tenure Committee. Ms. Sullivan said that it was her understanding that because of the UMD collective bargaining situation the proposed tenure code revisions were being held up, and that probably this referral would suffer the same fate. Mr. Zaidi supported the Morrison position that the tenure regulations would be affected. The Senate then, in an almost unanimous vote, sent the recommendation to the Tenure Committee.

*UMC and UMW representation on SCC.* Richard Kottke, TCSA speaker, brought forward a proposal to include faculty and student members to the Consultative Committee and at the same time proposed that it be sent to the Business and Rules Committee because it would be an amendment to the bylaws. His recommendation was approved.

Following a silent tribute to deceased faculty members, the Senate adjourned at 5:00 p.m.

**MARILEE WARD**  
**Abstractor**

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# UNIVERSITY OF MINNESOTA

## SENATE

## MINUTES

**March 29, 1979**

The third meeting of the University Senate for the year 1978-79 was convened in the auditorium of Nicholson Hall on Thursday, March 29, 1979. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 139 voting members of the faculty, 44 voting members of the student body, 1 member of the Council of Academic Officers, and 48 nonmembers. President C. Peter Magrath presided.

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

### I. MINUTES FOR FEBRUARY 15, 1979

**Action (5 minutes)**

*Approved following amendment to abstract  
indicating that Jim Clark was not a  
student senator.*

### II. SENATE AND UNIVERSITY COMMITTEES, 1978-1979

**Action (5 minutes)**

SENATE COMMITTEE ON EDUCATIONAL POLICY: Add Julie Sellgren, UMD student.

COUNCIL ON LIBERAL EDUCATION: Add Joseph Bonyata, student.

UNIVERSITY COLLEGE ASSEMBLY: Add Perry Blackshear, Roger T. Johnson, Roger Jones, Joseph Mestenhauser, Donald Ross, John Webb, Roger Young.

*Approved*

### III. SENATE COMMITTEE ON EDUCATIONAL POLICY

#### EVALUATION OF TEACHING

**(30 minutes)**

#### **MOTION:**

Be it resolved that the University Senate adopts the following section as elaboration and clarification of the 1974 Senate Policy on the Evaluation of University Teaching:

A new course-teacher evaluation document is authorized which will be available to students and faculty for guidance in course selection. To implement this authorization:

1. A board shall be established through the Office of Academic Affairs and Student Government, consisting of students, faculty, and administration. The purpose of this board shall be to:

- a) set the specific goals and purposes of the above authorized project.



- b) implement and oversee the project and represent the interests of all individuals affected by the project.
  - c) establish and supervise the funding and management and dissemination of the results of the project.
2. Inclusion of results on particular courses and teachers will be at the voluntary discretion of the teachers involved.
  3. A course-teacher evaluation vehicle designed for student advisement of course selection may be inappropriate for promotion, tenure, and merit considerations, and any such use should be very carefully considered. Therefore, approval by a college's faculty operating via its normal governance procedures is required before inclusion of results of the board-administered evaluation may be permitted in a faculty member's file for the purposes of promotion, tenure, and merit decisions.
  4. The costs involved in the project will be borne jointly by the Office of Academic Affairs and by the Student Government.
  5. Progress of the evaluation project shall be accomplished by annual reports from the board to SCEP.

**INFORMATION:**

In the process of a major review of progress toward fulfilling the recommendations of the 1974 Senate Policy on the Evaluation of University Teaching, SCEP has become convinced that one aspect of the policy should receive additional support now. There has long been concern at the University of Minnesota for providing students better information that will enable them to make informed decisions about course selection. Both in the past and recently students have repeatedly expressed a need for a course-teacher evaluation for the specific purpose of advisement on course selection. While such a vehicle — a course-teacher evaluation — is but one of a large number of guides that can exist in a complex university, SCEP is convinced that a properly designed properly safeguarded published evaluation would provide major benefits to advisement on all campuses of the University of Minnesota — both to students individually, and to faculty advisors of students. To gain general acceptance, such a vehicle will have to have built into its function means for timeliness, continuity, and validity of purpose and expertise. In short, it must be the product of a sustained, cooperative venture — a truly collegial enterprise of students, faculty, and academic administration. As stated at the outset, SCEP is presently attempting an ongoing, comprehensive progress report on the 1974 policy, and the report and SCEP's recommendations on it will follow later. In order to promote one specific of that report in a timely fashion, however, SCEP recommends for action the foregoing resolution.

**DONALD R. BROWNE**  
**Chairman**

*Approved*

**IV. UNIVERSITY COMMITTEE ON BUSINESS & RULES**

**CONSULTATIVE COMMITTEE MEMBERSHIP**  
**(15 minutes)**

**MOTION:**

To amend Senate Bylaws regarding membership of the Senate Consultative Committee, Article III, Section 4, by addition of Subsection 3 as follows:

The campuses of Crookston and Waseca will be afforded membership in the following manner:

1. One student member from Crookston in even numbered years.

2. One faculty member from Crookston in odd numbered years.
3. One student member from Waseca in odd numbered years.
4. One faculty member from Waseca in even numbered years.
5. The term for members from Crookston and Waseca shall be one year; elections shall be held each year to determine membership.
6. Election procedures shall be determined by the faculty and student bodies respectively.

**JOSEF ALTHOLZ**  
**Chairman**

*Approved*

## **V. UNIVERSITY COMMITTEE ON BUSINESS & RULES**

### **CONSTITUTIONAL AMENDMENT, STUDENT MEMBERSHIP**

**(25 minutes)**

#### **A. MOTION:**

That the University Senate Constitution, Article III, Section 4c, be amended by adding, "plus ten students elected at large from the Twin Cities campus, two as representatives of each of the following groups: (1) Black Americans, (2) American Indians, (3) Chicanos, (4) Asian-Americans and (5) international students," to the second sentence.

#### **INFORMATION:**

A motion was made at the November Senate meeting by Steve Carlson, on behalf of the Twin Cities Student Assembly, to amend the Constitution by adding the words: "plus ten students from the Twin Cities campus elected as representative of the following ethnic minorities (1) Black Americans, (2) American Indians, (3) Chicanos, (4) Asian-Americans and of international students."

The motion was referred to the University Committee on Business and Rules for recommendations as to both form and content.

#### **COMMENT:**

See agenda or Minutes of February 15 University Senate meeting.

#### **B. MOTION:**

That the University Senate Constitution, Article III, Section 4c, be amended by adding the following to Motion A:

"In addition, there shall be up to five senators each from Crookston, Waseca, Morris, and Duluth who shall be elected, one student as representative of each of the following racial-ethnic minorities: (1) Black Americans (2) Hispanic Americans (3) Asian Americans (4) Native Americans, and of (5) international students. These delegates to the University Senate shall be selected under the following conditions: 1) In the case where there are no students of one or more of these minority or international student populations, there shall be no representatives selected as representative of that or those absent student populations. In such a case, a University committee shall be appointed, through the consultative process, to determine the reason for the absence of such a student population and to make recommendations to the Senate to make that campus accessible to the absent student population. 2) If there are on a campus one or more students of any of these minority or international student populations, then any such student may petition the University Senate for the right to have a Senate delegate selected as representative of the student population that is present on the campus. The

University Senate will specify the process of selecting such a delegate. 3) At any time any student on a campus having a delegate or delegates selected as representative of such a minority or international student population may require that the delegate or delegates be elected in an all-campus election. Participation in such an election may not be restricted on the basis of race, ethnicity, or nationality."

**STEVE CARLSON**  
Senator

**JOSEF ALTHOLZ**  
Chairman

*The issue of minority representation and all pending motions thereon were recommitted to the Business and Rules Committee, in consultation with the Senate Committee on Social Concerns, in order that the opinions of the minority communities, coordinate campuses, and all other affected and interested groups may be obtained and a comprehensive proposal may be drawn up for submission to the Senate at the earliest feasible meeting.*

## **VI. REPORT OF THE SENATE CONSULTATIVE COMMITTEE**

### **SENATE SELECT COMMITTEE REPORT (1 hour)**

(The minutes of the February 15, 1979, University Senate meeting contain the text of the report.)

The Senate Consultative Committee (SCC) has received and reviewed the "Report of the Select Committee on Planning, Decision-Making, and Consultation at the University of Minnesota." SCC wishes to congratulate the Senate Select Committee and its chairman, Professor Dennis W. Watson, for a task well done and to thank them for their conscientious efforts.

In a covering letter, the Select Committee expressed the hope that SCC would "make every effort to encourage the early implementation of its recommendations." In addition to its preliminary discussion of the Report, SCC has taken three actions to advance implementation of those recommendations. First, it has sent the Report to each Senate and University Committee with a request for the Committee's reaction to the Report and for specific suggestions for implementing those recommendations that pertain to the University Senate. Thirteen such responses were received by March 15, 1979.

Secondly, SCC has appointed a Subcommittee to organize its own responses to the Select Committee's recommendations. In a preliminary report, that Subcommittee has identified three large areas of concern upon which it hopes to focus its attention: A. The Senate Committee system; B. the structure of the Senate itself; and C. the structure of the Central Administration. Problems of consultation, communication, and data supply will be treated in relation to those three large areas of concern.

- A. **SENATE COMMITTEE SYSTEM.** The Subcommittee is considering recommending several modifications in the Senate Committee system:
1. Reduction in the number of committees.
  2. Modification and clarification of the relationship between University Committees and their parent Senate Committees.
  3. Improvement in SCC's steering activities, perhaps involving a reactivation of the Facilitative Committee.
  4. Involvement of collegiate units in the election or appointment of members to certain committees.

5. More direct consultation between certain key committees and the Vice Presidents for Academic Affairs, Planning, and Finance.
- B. SENATE STRUCTURE. The Subcommittee believes that restructuring the Senate itself is not likely to be achieved in very short order. It recommends that SCC make a separate effort to seek preliminary student-faculty reactions to alternatives to the present structure.
- C. CENTRAL ADMINISTRATION STRUCTURE. Subcommittee discussions, at present, have not gone beyond acknowledging as central to the Report the concern of the Select Committee over the "primacy of Academic Affairs."

SCC has accepted this preliminary report and charged its Subcommittee to continue its work.

The third action taken by SCC to advance implementation of the Select Committee Report was to arrange a joint meeting between SCC, the Select Committee, and the President to discuss the Report. That meeting took place on March 23, 1979.

For the convenience of senators a chart explaining the relationship between Senate and University Committees and descriptions of what each concerns itself with accompanies this sheet.

**MAHMOOD A. ZAIDI**  
**Chair**

Below is a brief summary of the Committees of the University Senate and the Twin Cities Assembly, with an explanation of the duties of those Committees. Figures in parenthesis represent faculty, student, ex officio, and alumni memberships respectively.

**COMMITTEES OF THE SENATE**

**SENATE COMMITTEE ON ACADEMIC STANDING & RELATIONS (10, 5, 2, 0)** Concerned with policies on academic standing needed on a University-wide basis and with the relations of such policies to other educational institutions and systems of the state.

**SENATE COUNCIL OF ACADEMIC OFFICERS**

**UNIVERSITY COMMITTEE ON ALL-UNIVERSITY HONORS (6, 3, 4, 5)** Duties include soliciting of campuses, schools, and colleges for nominations for various University honors, naming of building, Outstanding Achievement Awards.

**COMMITTEE ON SENATE COMMITTEES (elected)** Oversees committee structure and committee slates.

**SENATE CONSULTATIVE COMMITTEE (elected)** Steering committee of the Senate.

**UNIVERSITY COMMITTEE ON BUSINESS & RULES (7, 4, 2, 0)** Duties include the preparation of agenda, prescribing rules of procedure for the Senate, scheduling committee reports, supervising elections, recommending amendments of existing Bylaws and Rules, or the adoption of new Bylaws and Rules; reviews operational procedure of the Senate and revises as necessary.

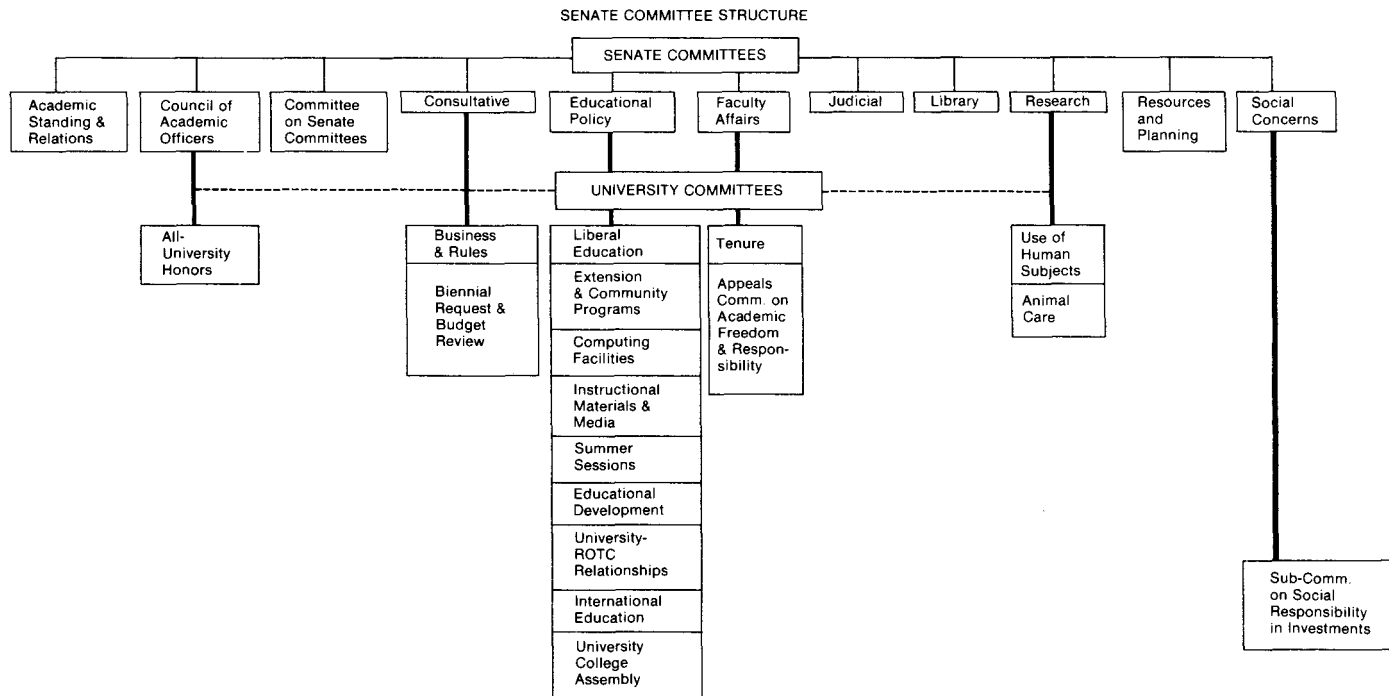
**UNIVERSITY COMMITTEE ON BIENNIAL REQUEST & BUDGET REVIEW (9, 4, 0, 0)** -Committee on Committees recommends 2 at-large faculty members) Provides channel for expressing concerns about programs, facilities, services, governance, faculty status, student affairs, etc., before biennial requests are formulated.

**SENATE COMMITTEE ON EDUCATIONAL POLICY (10, 5, 2, 0)** Seeks ways in which the total educational work of the University may be improved, and makes recommendations appropriate to that end.

**COUNCIL ON LIBERAL EDUCATION (16, 5, 1, 0)** Liberal education policy.

**UNIVERSITY COMMITTEE ON EXTENSION & COMMUNITY PROGRAMS (10, 5, 3, 1)** Considers and recommends policies in the areas of continuing education and extension research, teaching, and service.

**UNIVERSITY COMMITTEE ON COMPUTING FACILITIES (7, 4, 3, 0)** Reviews computing facilities of the University and their uses; reviews short and long



- All Senate and University Committees are appointed with the exception of the Senate Committee on Committees and the Senate Consultative Committee. Members of these committees are elected by Assemblies on the various campuses.
- There is a difference between Senate and University committees. Senate committees are established by the Bylaws. "University committees are standing committees created by the University Senate and assigned a relationship and responsibility to appropriate Senate Committees . . . The University committee's initial report shall be to its Senate committee provided, however, any University committee shall have the right thereafter to bring its proposals to the University Senate for consideration and adoption." (*Handbook: A Compilation of Rules and Operational Procedures* revised, July 1977, p. U-10)

range plans for the development of new programs and for the acquisition of facilities needed to implement those programs.

UNIVERSITY COMMITTEE ON INSTRUCTIONAL MATERIALS & MEDIA (7, 5, 3, 0) Formulates policy relating to coordinated development and use of educational equipment, materials, media, and techniques; acquisition, production, distribution, utilization, maintenance, and evaluation of services and facilities.

UNIVERSITY COMMITTEE ON SUMMER SESSIONS (7, 5, 2, 0) Formulates policies regarding curricular offerings of summer sessions and their coordination with the total academic year program of the University.

UNIVERSITY COMMITTEE ON EDUCATIONAL DEVELOPMENT (7, 5, 1, 0) Develops guidelines and operating procedures for the Educational Development Program; reviews and recommends action on proposals for educational development efforts.

UNIVERSITY COMMITTEE ON UNIVERSITY-ROTC RELATIONSHIPS (7, 4, 5, 0) Serves as an advisory committee regarding the ROTC Program.

UNIVERSITY COMMITTEE ON INTERNATIONAL EDUCATION (8, 4, 2, 0) Seeks ways to improve international educational work of the University.

UNIVERSITY COLLEGE ASSEMBLY (5, 3, 2, 0) Primary legislative and policy-making body for University College.

Senate committee on faculty affairs (10, 1, 1, 0) Considers and reviews policies and procedures in the University which may concern the personal and professional welfare of the faculty.

UNIVERSITY COMMITTEE ON TENURE (7, 2, 1, 0) Reviews existing tenure regulations and advises concerning appropriate changes; investigates matters pertaining to tenure which the committee deems significant.

UNIVERSITY APPEALS COMMITTEE ON ACADEMIC FREEDOM & RESPONSIBILITY (7, 4, 0, 0, 2 civil service) Reviews policies and practices relating to appeals procedures on academic freedom and responsibility, and recommends appropriate changes. Makes recommendations on appeals referred to it.

SENATE JUDICIAL COMMITTEE (9, 0, 0, 0) Powers and duties are contained in the handbook *Regulations Concerning Faculty Tenure*.

SENATE LIBRARY COMMITTEE (12, 8, 2, 0) Considers and recommends resolutions concerning University library policy and administration; evaluates library services, facilities, and collections; formulates and investigates policies concerning increased educational services of the University-wide library system.

SENATE RESEARCH COMMITTEE (8, 3, 6, 0) Studies and recommends to the Senate policies with respect to research activities, facilities, personnel, and resources of the University.

UNIVERSITY COMMITTEE ON USE OF HUMAN SUBJECTS IN RESEARCH (45, 15, 0, 0) Defines policies and procedures to be followed within the University in investigations involving human subjects so as to assure protection of the rights and welfare of such subjects.

UNIVERSITY COMMITTEE ON ANIMAL CARE (9,1,1, 0) Formulates recommendations regarding University policies and standards governing procurement, care, and use of animals employed in research and teaching activities.

SENATE COMMITTEE ON RESOURCES & PLANNING (9, 5, 4, 0) Represents faculty and student interest in development of principles, policies, and criteria in University planning.

SENATE COMMITTEE ON SOCIAL CONCERNS (7, 7, 2, 3, 3 civil service) Considers and develops policies concerning the role of the University in meeting social problems.

#### COMMITTEES OF THE TWIN CITIES ASSEMBLY

ASSEMBLY COMMITTEE ON ACADEMIC STANDING\*

ASSEMBLY COUNCIL OF ACADEMIC OFFICERS\*

CAMPUS COMMITTEE ON PLACEMENT SERVICES (3, 3, 1, 0, 3 from college)

placement offices) Recommends general placement policy and seeks ways to improve the coordination among the various college and school placement services.

CAMPUS CALENDAR COMMITTEE (5, 3, 4, 0) Formulation of Twin Cities Campus calendar and policies governing calendars.

ASSEMBLY COMMITTEE ON COMMITTEES\*

ASSEMBLY STEERING COMMITTEE (Twin Cities members of Senate Consultative Committee)

CAMPUS COMMITTEE ON BUSINESS & RULES\*

ASSEMBLY COMMITTEE ON EDUCATIONAL POLICY\*

CAMPUS COMMITTEE ON CONVOCATIONS & THE ARTS (6, 3, 1, 0) Formulates and recommends policies relating to the development of concerts, convocations, lectures, and exhibitions consonant with educational aims of the University.

CAMPUS COMMITTEE ON HONORS PROGRAMS (5, 3, \*\*, 0) Develops and recommends policies concerning Twin Cities Campus programs offered to students of high ability and achievement to the extent that such programs are designed for or have implications for more than one collegiate unit.

ASSEMBLY COMMITTEE ON INTERCOLLEGIATE ATHLETICS (8, 3, 6, 2) Formulates and recommends policies relating to the Twin Cities Campus intercollegiate athletic program.

ASSEMBLY COMMITTEE ON STUDENT AFFAIRS (10, 13, 1, 2) Concerned with matters having to do with the general social, cultural, and practical welfare of all students of this campus; formulates and recommends appropriate policies toward this end.

CAMPUS COMMITTEE ON RECREATIONAL SPORTS (4, 5, 2, 0) Responsible for formulating and recommending policies governing student intramural and extramural activities.

CAMPUS COMMITTEE ON INTERNATIONAL STUDENTS (6, 5, 5, 0) Concerned with the general welfare of foreign students in such matters as housing, health services, admissions policies, scholarships and financial aid, student activities and organizations.

CAMPUS COMMITTEE ON HOUSING (3, 5, 1, 0) Responsible for formulating and recommending policies regarding student and faculty housing, on and off campus.

CAMPUS COMMITTEE ON UNIVERSITY HEALTH SERVICES (2, 10, 2, 0, 1 civil service and 5 Health Service staff) Provides a link between the Boynton Health Service staff and the University community; provides a voice for expression of community needs in health care.

CAMPUS COMMITTEE ON STUDENT BEHAVIOR (9, 10, 1, 0) Serves as the central judiciary body in all cases involving violations of the University's Conduct Code by individual students, and serves as the primary judiciary body in all cases involving violations of the University rules and policies by student organizations under the jurisdiction of the Assembly Committee on Student Affairs.

CAMPUS COMMITTEE ON TRANSPORTATION & PARKING (3, 4, 1, 0, 2 civil service) Responsible for formulating and recommending policies regarding all aspects of transportation and parking.

**MAHMOOD A. ZAIDI**  
Chair

*The report was submitted to the president for a formal response to the Select Committee recommendations at a special meeting of the University Senate on May 31, 1979.*

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\* Twin Cities members of similar committee of the University Senate

\*\* Collegiate officers in charge of honors programs, ex officio

## **VII. QUESTIONS TO THE PRESIDENT**

(15 minutes)

## **VIII. OLD BUSINESS**

## **IX. NEW BUSINESS**

(15 minutes)

## **X. TRIBUTE TO DECEASED FACULTY MEMBERS**

### **J. MORRIS CLARK**

**1944 - 1979**

Professor J. Morris Clark of the Law School died of apparent heart failure on January 20, 1979, at the age of 34. He joined the Law School faculty in 1974 after graduation from Harvard Law School and a period of service for the Vermont Legal Aid Society. In his five years at the Law School, Professor Clark achieved a national reputation through his writings and lectures on constitutional law, church and state, and the legal profession. At the time of his death, he was coauthoring the first national Hornbook on the Legal Profession. In the state, he made a major contribution as coauthor of a two-volume treatise on the legal profession in Minnesota. Within the Law School, he developed a reputation as an outstanding teacher.

But Morris Clark's professional accomplishments do not begin to tell the loss his colleagues and students feel at his death. He was a teacher and friend of great sensitivity; a person guided by the highest ethical and religious principles; an inspiring individual, able to draw out the best in others. We mourn his loss.

### **STEPHEN EDWARDS KEELER**

**1916 - 1979**

Stephen Edward Keeler, emeritus assistant professor of literature and writing in the General College, died January 28, 1979, in Minneapolis.

Professor Keeler was born in Pittsfield, Massachusetts, on April 8, 1916. He received a B.A. degree with honors in Greek and Latin from Yale College in 1938 and an M.A. from Yale University in 1942. During World War II — from January 1942 to August 1946 — he served as an officer on active duty in the U.S. Naval Reserve.

Professor Keeler began his teaching career at Robert College, Istanbul, Turkey, where he taught English, Latin, and art from 1946 to 1955. An amateur painter and a gifted linguist, Professor Keeler traveled in Greece, Switzerland, Germany, France, Spain, Portugal, and Italy during his years abroad. He painted, studied art history, and acquired additional facility in the languages of several of the countries he visited.

In 1955 he joined the faculty of the General College. Though he sometimes taught general arts and humanities courses, his chief pedagogical interest was the teaching of composition to undergraduates. For more than two decades he helped students in the writing laboratory of the college to become more skillful writers.

Professor Keeler is survived by his mother, Mrs. Stephen E. Keeler.

### **GORDON WILLIAM KINGSTON**

**1940-1978**

Gordon William Kingston served the University as teacher, administrator, scholar, and friend. Let us pay tribute by recalling some of what colleagues have said about him in the months since his passing.



As teacher, he believed in the centrality of teaching and learning to the University's mission, entering into his own teaching with vigor and always making time to counsel students. As Rutherford Aris noted in his memorial service eulogy, Gordon Kingston "cared deeply about the University, that it should be a house of good learning with excellence its only standard, yet strove to make education available to all who wished to have its benefits." Said James Wertz, on behalf of the Council on Liberal Education, "He believed that the social fabric was strengthened by every success of the universities with the liberal education component of undergraduate education; he took pleasure and justifiable pride when his University succeeded in this, its most basic mission; he was pained when it did not match his own high standards."

As administrator, in the position of assistant director of the Center for Educational Development, Gordon Kingston worked to promote educational change and innovation. He continued that commitment as acting dean of University College, providing a steady guidance to the college during a difficult period in its history. Julie Carson, chair of the University College Assembly, spoke of his administrative abilities at the college's commencement in spring 1978: "He acted decisively and effectively to preserve educational policies and programs . . . He was deeply concerned with how the ardor and passions and strengths and weaknesses of the human condition must be accommodated in a well-functioning organization."

As scholar, Gordon Kingston was a student all the days of his life. He valued the life of the mind and believed people were profoundly affected through encounter with great ideas. He consistently augmented his reading in higher education and management sciences with reading of current and classical literature. In the words of James Wertz, "He knew from his own life and the lives of his students that human knowledge can be liberating." Said Steven Schomberg, assistant director of University College, "He believed that the classics, interdisciplinary inquiry, and imagination were the cornerstones of just decision making in a great university."

As friend, Gordon Kingston was a friend to those who knew him, and to the institution he served. He was the kind of friend who was generous with his time and attention, and who gave — and expected — no less than the best. "To know him at all was to wish to know him better," said Rutherford Aris in his eulogy. "What really counted with him were not the trivial things of life but its deeper issues — personal relationships, learning, teaching, living to the full." Said Julie Carson at the University College commencement, "He was a model of character and behavior essential for educated people...the kind of model that demands we accomplish hard things, extend ourselves in difficult ways. (At the same time,) he was a man who knew how to laugh, how to get people smiling, how to tickle sunshine into a bleak day. He knew the value of harmony, of benevolence, of good fun, and of hearty laughter. And he encouraged us all to remember that long after exams and seminar papers and committee agenda and budget worries had been resolved, the ways we allowed them to affect us were more important than anything else."

## **CURTIS J. LUND**

### **1907-1979**

Curtis J. Lund, M.D., professor emeritus in the Department of Obstetrics and Gynecology, died on February 8, 1979, in Masonic Hospital, University of Minnesota, Minneapolis.

Born on June 8, 1907, in LaSita, Kansas, Dr. Lund received his premedical training at Kansas State University and the University of Wisconsin. He earned his medical degree from the University of Wisconsin in 1935, following which he was an intern at Cincinnati General Hospital and assistant resident in obstetrics and gynecology at the Chicago Lying-In Hospital. From 1938 to 1943 he was at the University of Wisconsin as a resident, research assistant, and research associate. From 1943 to 1947 Dr. Lund served on the faculty of the Department of Obstetrics and Gynecology at the University of Minnesota as instructor, assistant professor, and associate

professor. He was professor, and later chairman, of obstetrics and gynecology at Louisiana State University from 1947 to 1952, when he went to Rochester, New York, as professor and chairman of obstetrics and gynecology at the University of Rochester and Strong Memorial Hospital. In 1972, when Dr. Lund retired from Rochester, he was named professor emeritus. Upon his return to Minnesota in 1972, he was appointed professor of obstetrics and gynecology. He served as professor and acting head of the department from 1974 to 1976; he was subsequently appointed professor emeritus.

Dr. Lund was the author of many scientific papers in the specialty of obstetrics and gynecology. He was internationally renowned for his contributions to medical education. He was a director of the American Board of Obstetrics and Gynecology for 20 years and director of examinations for ten years. He also served on the Test Committee of the Educational Council for Foreign Medical Graduates and the Residency Review Committee of the Committee on Resident Education in Obstetrics and Gynecology.

Dr. Lund was a member of AOA, Sigma Xi, and many prestigious professional organizations, including the American Gynecological Society, American Association of Obstetricians and Gynecologists, the Society for Gynecologic Investigation, and the American College of Obstetricians and Gynecologists. He served as secretary of the American Gynecological Society from 1962 to 1966 and as president from 1970 to 1971.

Dr. Lund exhibited a keen interest in all aspects of his chosen specialty. His academic curiosity and integrity, remarkable perspective and wisdom, and compassionate concern for his colleagues and patients alike were characteristics worthy of emulation and have influenced a generation of young physicians. He embodied and exhibited the finest ideals of an academic humanist.

A memorial service was held for Dr. Lund on February 12, 1979, at Plymouth Congregational Church, Minneapolis. Survivors include his wife, Constance Graham Lund, a son, Graham, of Erie, Pennsylvania, and one granddaughter.

## **THOMAS A. NELSON, JR. 1917-1978**

Thomas A. Nelson, Jr. — teacher, scholar, and poet — died at his home, in Minneapolis, on December 15, 1978, at the age of sixty. At the time of his death, he was an assistant professor in both the Department of English and the Department of Extension Classes. He is survived by his wife, Helen L. Nelson; his children, Susan A., William O., and Corinna J. Nelson, all of Minneapolis; his sister Ethel (Mrs. William Jensen), of Portland, Oregon; his sister Edna (Mrs. Willard Teunis), of Kensington, Maryland; his sister Esther (Mrs. M. R. Holste), of Rio Rancho, New Mexico; his sister Sadie (Mrs. Karl Kreilkamp), of Fairfax, Virginia; his brother, George R. Nelson, of Mercury, Nevada; and his sister Suzanne (Mrs. Frank Dodd), of Livermore, California.

Thomas Nelson was born in Portal, North Dakota, on April 6, 1917. He was largely educated in Minneapolis, graduating from Central High School in 1935 and earning both a B.A. and an M.A. in history from the University of Minnesota in 1948.

After serving in the United States Army from 1942 to 1946, he began his teaching career as a teaching assistant in history at the University of Minnesota in 1947. At various times during the period from 1949 to 1968, he held instructorships there in history, economics, humanities, and English; and, from 1958 to 1962, he taught English at Macalester College in St. Paul, serving as director of freshman English there from 1960 to 1962. In 1968 he was appointed assistant professor in the Department of English at Minnesota and in 1970 in the Department of Extension Classes as well, where he coordinated courses in English.

Among his publications are the articles "Nuclear Technology: An Economic Catalyst" and "It's a New Freshman English," and several poems. At the time of his death, he was working on a translation of and introduction to André Morel-

let's *Prospectus*, an article on Shakespeare's sonnets ("The Avon Lady"), a play (*Caliban Lives*), and a novel (*The Variable Velocitator*).

Professor Nelson will long be remembered for his great and wide learning; his devotion to teaching and students; his wit; his lucid, racy prose and verse; and, above all perhaps, his honesty and integrity. Last year, in an unsolicited letter to the chair of the Department of English, a student paid Nelson a tribute that he would have liked. Among other things, she said,

This class of Mr. Nelson's is not like...the usual fare. It is critical. Mr. Nelson, so to speak, holds up the mirror for us to see the imperfections of our face — the pimples, the moles, the warts. It is not a pleasant business for him, nor is it often for us. But if we are to improve our appearance, it must be done.

Playing the role of critic is not easy. He must keep himself alienated, at a distance, dispassionate. And so when students come to Mr. Nelson, he may appear distant; yet he is eager to explain why he arrived at certain conclusions....

Mr. Nelson doesn't always spell things out — but he made me *think*.

## ELVIN CHARLES STAKMAN 1885-1979

Dr. Elvin Charles Stakman, professor emeritus in the Department of Plant Pathology at the University of Minnesota, died on January 22, 1979. He had been partially incapacitated since suffering a paralytic stroke on July 19, 1977.

Dr. Stakman was born on May 17, 1885, in Algoma, Wisconsin. He received the B.A. degree in 1906, the M.A. in 1910, and the Ph.D. in 1913, all from the University of Minnesota. He was appointed instructor in 1909 in the Department of Plant Pathology that was established a year earlier by Dr. E. M. Freeman at the University of Minnesota. In 1913 he became head of the Section of Plant Pathology in the Department of Plant Pathology and Agricultural Botany, and in 1940 became head of the Department of Plant Pathology. He continued as head until his retirement in 1953. Throughout much of his career he held a joint appointment in the United States Department of Agriculture, and he organized and directed the Federal Rust Laboratory.

Dr. Stakman was president of the American Phytopathological Society in 1922 and president of the American Association for the Advancement of Science in 1949. In 1948, he was a member of the scientific mission to Japan conducted under the auspices of the Supreme Command for Allied Powers. He was member of the National Commission of UNESCO, 1950-56; a member of the Executive Committee of the National Science Board, 1951-54; and a member of the Advisory Committee on Biology and Medicine of the United States Atomic Energy Commission, 1948-54 (chairman, 1953-54, and consultant 1954-59). He received honorary doctorates from the universities of Hall-Wittenberg in 1938, Yale in 1950, Rhode Island in 1953, Minnesota in 1954, Wisconsin in 1954, and Cambridge, England, in 1954. Among the special honors given him were the Emil Christian Hansen Gold Medal and Prize, 1928; LaCruz de Boyoca, Colombia, 1966; First Award of Distinction, American Phytopathological Society, 1967; First Cosmos Club Award, 1964; and the first honorary membership in the Asociacion Latino Americana de Fitotecnia, 1961. He held honorary memberships in learned societies in 13 foreign countries.

In 1941 Dr. Stakman (along with Drs. R. Bradfield of Cornell and P. Mangelsdorf of Yale) spent some months in Mexico as a special consultant to the Rockefeller Foundation, investigating the possibility of establishing cooperative work between the Mexican government and the Rockefeller Foundation to improve crop production. The cooperative work between the Mexican Department of Agriculture and Rockefeller Foundation, begun in 1943, was highly successful and eventually evolved into what is now a worldwide network of experiment stations under the general direction of CIMMYT (Centro Internacional para el Mejoramiento de Mais y Trigo — the International Center for Corn and Wheat Improvement). Dr. Stakman continued as an active consultant to the Rockefeller Foundation up to the time of his final illness.

Dr. Stakman was sole or joint author of more than 300 papers in scientific and other learned journals, including several dealing with the philosophy of education, past and present, and with the role of science in society. He was coauthor of two books, *Principles of Plant Pathology* (with J. G. Harrar) and *Campaigns Against Hunger* (with R. Bradfield and P. Mangelsdorf), but his contributions to science and to human welfare cannot be measured in terms of numbers of publications alone. He was, as stated in the citation that accompanied his award by the Cosmos Club, a "statesman of science"; to him, one of the obligations of science was to promote human welfare, and he never lost sight of this.

Dr. Stakman was a profound student of almost all aspects of the biological and social sciences, and he was gifted as few are in the clarity of his thought and expression, both spoken and written, and in several languages. A seminar or discussion in which he participated was alive, interesting, always intellectually exciting and, not uncommonly, highly informative on many subjects other than those formally under discussion. As a teacher he was unexcelled, and his lectures and discussions offered students not only the facts and principles of plant pathology and of agriculture in general, but also an overview of science and society down through the ages, and a love of learning for its own sake. In his passing not only we, his former students and associates, but people of many degrees in many lands feel a sense of deep personal loss — he was a mighty champion for science, for intellectual enlightenment, and for the improvement of human welfare.

Dr. Stakman and the former Estelle Louise Jensen were married in September 1917. Mrs. Stakman died in January 1962. They had no children. He is survived by his sister, Mrs. Edna Butler, of Pipe Creek, Texas, and a niece, Mrs. Jane Wittnebert, of Eugene, Oregon.

## ALLEN TATE 1899-1979

Allen Tate, regents' professor emeritus of English, died on February 9, 1979, in Vanderbilt University Hospital, Nashville, Tennessee, after a long illness. Professor Tate joined the staff of the Department of English in 1951 and retired in 1968. He was among the first group of faculty members awarded the distinguished title of regents' professor. Tate was already a world famous figure at the time he joined the University of Minnesota. Primarily a poet, he was also famous as an influential literary critic and essayist, as an editor of several periodicals and books, and as an author of one highly praised novel, *The Father*, and of biographies of Stonewall Jackson and Jefferson Davis. His bibliography runs to over 20 books — over 30, counting books of which he was editor or coeditor. In the course of his career, Tate received many honors and awards, including the Bollinger Prize for Poetry (1956), the Brandeis University Medal for Poetry (1961), the gold medal of the Dante Society of Florence (1962), a \$5,000 award from the Academy of American Poets (1963), and, most recently, the Lenore Marshall Poetry Prize of \$5,000 (1978).

John Orley Allen Tate was born in Winchester, Kentucky, on November 19, 1899. He attended Vanderbilt University, 1919-1922. During his own lifetime, Tate's career was already a part of the literary and intellectual history of the twentieth century. While an undergraduate at Vanderbilt, he was one of the founders and editors of the magazine *The Fugitive*, in association with Donald Davidson, John Crowe Ransom (his teacher), and Robert Penn Warren (his roommate). Known for a period as "The Fugitives," these figures and others were also known as the "Southern Agrarians," whose views opposing the industrialization and urbanization of the South were set forth in the collection of essays *I'll Take My Stand* (1930). Always a Southern regionalist, Tate was also cosmopolitan and international in his literary and personal relations. He resided in Greenwich Village and in Paris during the twenties, a period that has since become famous for the circle of writers and artists who were associated with each other in those places. Hart Crane, Edmund Wilson, Mark Van Doren, F. Scott Fitzgerald, Ernest Hemingway, and Ford Maddox Ford were among the wide

circle of his friends during this period. This was also the period during which Tate first met T. S. Eliot (London, 1928); the two poets eventually became lifelong friends.

Among the places at which Tate taught before coming to Minnesota are Southwestern University (Memphis), Princeton, New York University, the University of North Carolina (Women's College), the Kenyon School of English, and the University of Chicago. He occupied the Chair for Poetry at the Library of Congress in 1943-44. Between 1944 and 1946 he was editor of *The Sewanee Review* and was affiliated with the University of the South.

At Minnesota, Tate was a popular teacher. He gave courses in the interpretation of poetry, the literature of the South, and creative writing.

Honorary degrees were conferred on him by the University of Louisville, Colgate University, Carleton College, the University of the South, and in 1958 by Oxford University, when he was a Fulbright lecturer. In 1964 he was elected president of the National Institute of Arts and Letters. His novel was translated into German, French, and Italian.

There have been editions of his poems and essays translated into Arabic, Korean, Italian, and Japanese, and translations of individual poems and essays into Japanese, French, and Polish.

Tate's biographer, Radcliff Squires, describes him as "one of the very great masters of the modernist period." (Squires is also the editor of *Allen Tate and His Works*, a collection of 35 essays and memoirs published by the University of Minnesota Press, 1972.) On hearing of Tate's death, his friend Robert Penn Warren said: "I regard him as one of the most important poets of America in our times, and I think that the future will bear me out. Not only is he a poet of high rank, but his critical influence has been enormous and is growing."

Tate joined the Roman Catholic Church in 1950. Following his death, a requiem mass was celebrated in Nashville.

At the time of his death, Allen Tate resided in Nashville with his wife, Helen Heinz Tate, and their two sons, John Allen and Benjamin Lewis Bogan. Tate's first two marriages, which ended in divorce, were to novelist Caroline Gordon, mother of his daughter Nancy (Mrs. Percy H. Woods, Jr.), and to poet Isabella Gardner.

## **XI. ADJOURNMENT**

**MARILEE WARD**  
Clerk of the Senate

## Appendix

### ABSTRACT OF DISCUSSION

The March 29 meeting of the University Senate was called to order at 3:15 p.m. by President Magrath. Coordinate campuses were linked by phone. Minutes of the last meeting were accepted after identifying Jim Clark as a student, rather than a student senator, in the abstract. Additions to current year memberships on committees were then approved.

*Evaluation, Course-Teacher* — Donald Browne, professor of speech and communications and chairman of the Educational Policy Committee, introduced a new course-teacher evaluation document. It provided for a faculty-student-administration board to oversee the project and specified that inclusion of results would be at the voluntary discretion of the teachers involved. It also provided for possible inclusion of results in a faculty member's file for purposes of decisions that would affect the terms of his or her appointment. Costs, Mr. Browne said, would be borne jointly by the Office of Academic Affairs and student government. He explained that the recommendation stemmed from a study made by a SCEP subcommittee consisting of faculty members and students and that a task force had been activated to move along with the project. Steve Carlson, student, said that the proposal had been supported only by the All-Campus Council, and not the Twin Cities Student Assembly, and he contended that some groups of students had "sold out." TCSA, he said, would present another proposal at the next Senate meeting. A Freshman Student Council member then spoke up, indicating that as new students council members were very interested in the project, that the information was badly needed, and she felt it would help maintain the high quality of instruction at the University. Ray Roybal, student, said it was not a good pursuit. He maintained that it was an unacademic and inefficient way of getting information, and asked what criteria would be used. Lawrence Goodman, professor of civil and mineral engineering, asked that the Senate consider such secondary effects as massive inflation of grades, difficulties of getting faculty members to accept the large enrollment, required courses, and the fact that personal characteristics would play a role. He felt the necessary information was available now. Further, he warned, project funds would have to come from some retrenchment, and later on faculty members should not cry when they lose teaching assistants for lack of funding. As for the administration, he said it would be responsible for the evaluation's defects. Jim Clark, student and SCEP member, said that students needed to know how courses met their needs, and he thought it best that students and faculty members work together and share resources. When asked whether costs would be a new line item in the University budget, Mr. Browne declared that the task force would be dealing with the funding issue and that costs would depend on the extent of services. Keith Wharton, professor and assistant dean, College of Agriculture, was skeptical that a good evaluation could emerge because of the voluntary feature. Other institutions had met with little success in similar endeavors, he said. When asked whether there would be a formal program for testing it, Mr. Browne replied that a pilot study would determine what would be the most useful to the students themselves. Kenneth Keller, professor of chemical engineering and materials science, spoke in favor of the project, advising that faculty members should be encouraged to participate and that the Senate should not be cynical by trying to predict attitudes and reactions of students and the faculty. Vernon Cardwell, professor of agronomy and plant genetics, favored the proposal but had some reservations. He felt more information about the content of courses and the quality of instruction was needed — that the teacher and course could not be completely separated. Mr. Browne said the task force was taking that relationship into account. Pat Eckman, student, had first opposed the proposal but said he would now vote for it because it was all there was. He warned, however, that if it failed the students would do it on their own. Patricia Swan, professor of food science and nutrition, favored the motion and she, too, urged that all aspects of courses be considered. Robert Brasted, professor of chemistry, whose committee had drawn up last year's document on teaching

excellence, reminded the Senate that that committee had recommended such an evaluation. He said that the task force had a number of problems to solve but that it was off to a good start. Robert Touchberry, professor and head, animal science, also favored the proposal, but said that participation should not be voluntary and that the findings should be published. At this point, the time had run out and the Senate, on a close vote to add 15 minutes for discussion, favored the extension; the president designated 10 minutes. Paul Walker, associate professor of pediatric dentistry, wanted dollar estimates instead of signing a blank check, and wanted some indication of what the report would look like. Mr. Browne said the important thing was to get started and that before long the task force would report to SCEP, which in turn would report to the Senate, thus providing adequate checks and balances. A student in nursing said that Mr. Carlson had erred in charging that there had been no input from TCSA; she herself had served on a TCSA task force that studied the matter, and had kept TCSA informed. Mr. Carlson called the plan a bureaucratic response to a student need, insisting that it should be a student action, run by the students. The measure was then approved 125 to 33, and the president urged Mr. Browne to report as soon as possible on the budgetary considerations.

*Consultative Committee Membership* — Josef Altholz, professor of history and chairman of the Business and Rules Committee, introduced a bylaw amendment providing for Crookston and Waseca representation on the Consultative Committee, indicating that it had been proposed by the University Student Senate and had passed his committee without dissent. Richard Kottke, TCSA speaker, urged support on the grounds that the SCC was a committee with University-wide concerns and thus should have representatives from all campuses. Mr. Carlson saw no grounds for the proposed rotation system because, he said, the two campuses served the entire state, and he moved to provide for continuous representation of both students and the faculty from both campuses. A vote to suspend the rules to vote on his motion failed and the Altholz motion carried by a wide majority.

*Student Membership in Senate* — The agenda contained a proposal to amend the constitution by adding ten students as representatives of five minority groups. However, Mr. Altholz moved that the issue of minority representation and all such pending motions be recommitted to his committee, in consultation with the Social Concerns Committee, so that opinions of minority communities, coordinate campuses, and other affected and interested groups could be considered. He proposed that a comprehensive plan be drawn up for the Senate at the earliest feasible meeting. He said there had been no new proposal from TCSA following the withdrawal of the motion at the March meeting and that, although there was some embarrassment now in recommitting it, the committee had decided that it would need more time to provide for the necessary consultation. The president pointed out that a motion to recommit was not debatable. Mr. Roybal recommended that the president appoint some minority persons to a blue ribbon committee to resolve the problem because the Business and Rules Committee had not responded to the issue. The president suggested that he take that idea to the committee. Constance Sullivan, associate professor of Spanish and Portuguese and member of the Business and Rules Committee, denied that the committee had been negligent and cited the time devoted to the proposal, including a meeting that afternoon before the Senate meeting when the final decision had been made. The motion to recommit was then approved by an almost unanimous vote.

*Select Committee Report* — Mahmood Zaidi, professor of industrial relations and chair of the Consultative Committee, called attention to the progress report issued by a subcommittee of his committee on review of the Report of the Senate Select Committee presented to the Senate at its last meeting. Several modifications in the Senate committee system were suggested, a separate effort to get student-faculty reactions to alternatives to the present Senate structure was suggested, and once again special attention was called to the primacy of the academic affairs office. He asked that students and the faculty respond with suggestions or comments and

said that an extended dialogue with the president would take place on May 31 at a special meeting of the Senate. He then moved that the reports be transmitted to the president for his formal response to the Committee's recommendations on that date. Mr. Carlson asked that the role of student participation in the University Senate and the related issue of representation of minority and international students be added to that agenda. The president said he could not rewrite the report but the matter could be raised during the discussion. Mr. Zaidi said that everyone had access to the subcommittee and urged that all suggestions be passed on to it. Marcia Pankake, assistant professor, libraries, called for individual revitalization on the part of all University senators, quoting from an Emerson Phi Beta Kappa address on individual initiative in reforming society and concluding with a plea for better communication and careful attention on the part of senators to issues important to the University community, so that it would be much more than a body that merely exercised mechanical parliamentary skills.

Louis Toth, professor of chemical engineering, once more reminded the Senate that there was wide variation in the administrative structures of collegiate units, and he hoped that the committee would look into that. Mr. Zaidi suggested that Mr. Toth at the next meeting present something specific for discussion. Leonid Hurwicz, regents' professor of economics and Select Committee member, said the issue should be recognized and improvements considered; however, there was some question in the committee's mind about whether this was within the scope of its charge. Edward Ney, regents' professor of astronomy, said he was very impressed with the character of the report, which was drawn up by a group consisting of many who had been successful teachers and administrators. He hoped that everyone would give it serious consideration. Phillips Shively, professor of political science, issued a plea to the Consultative Committee to proceed expeditiously to implement recommendations for Senate consideration so that action could be taken by next year. Mr. Zaidi responded that his committee would have to have comments on the committee structure proposals, suggestions for getting reactions to alternatives to the present Senate structure and, in the case of the third recommendation, the committee had acted in asserting the authority of academic affairs.

Roger Stuewer, professor of physics, then addressed some remarks to the Senate from what he called a broader perspective, but consistent with the Watson report, and in the form of that report. He defined one "micro-Watson" to be four 5 x 8 cards and made a "nonexhaustive" list of five factors that he called "the situation." They were as follows: "1) Many universities, especially state-supported universities, as institutions are in trouble. Budget cuts are being recommended or imposed largely for political, not economic, reasons. 2) There is a deterioration of public confidence in universities as institutions. Grade inflation is rampant. The bachelor's degree . . . is becoming a vinyl sheepskin. 3) There is great pressure to quantify education, to deal in the debased coinage of student-credit hours, faculty productivity, etc. — the language of large corporations and big business. The pragmatic philosophy that 'dollars chase students' is widely accepted as a basis for budgetary decisions, presumably because students have a true and inherent intellectual homing instinct. 4) The quality of a university is a sensitive function of the quality of the top few percent of its faculty, precisely those faculty who almost always have options at any stage of their careers. 5) Michigan, Wisconsin, and Illinois, three midwestern universities, were the only state-supported universities that had been cited along with Harvard, Stanford, Berkeley, Yale, Chicago, MIT, and Columbia as the best universities in the country in a recent survey." As to the goals and solutions, he said that it must be recognized that the negative trends cited in the first three factors had a common cause, that is, failure to uphold the high ideal of academic excellence, which he felt was probably the only ideal that a diverse faculty and student body would agree on and support. As a corollary, he said, there must be the recognition that support services were merely supportive, that extracurricular activities were in fact extra or apart from the curriculum, that the non-health sciences ("that odious rubric") were ill, that Minneapolis and St. Paul were by far the focus of learning in the



state, that the top faculty members should be infused with a renewed sense of pride at being where they were through a University commitment to academic excellence, and that Minnesota should give Michigan, Wisconsin, and Illinois "a run for *our* money." His single recommendation was that the academic mission of the University be given absolutely unqualified support. Applause followed his remarks, and the Senate then approved the Zaidi motion.

At this juncture, the president read a message from Diane Thomas, student representative to the Board of Regents, in which she expressed appreciation to the Senate for its action on the minority representation issue.

*Minority Interests* — Mr. Roybal asked the president what was wrong with giving minorities the right to determine their own future. The president said he hoped that the minority communities could make such determinations, but in the present context, the structure of the Senate, too, was involved.

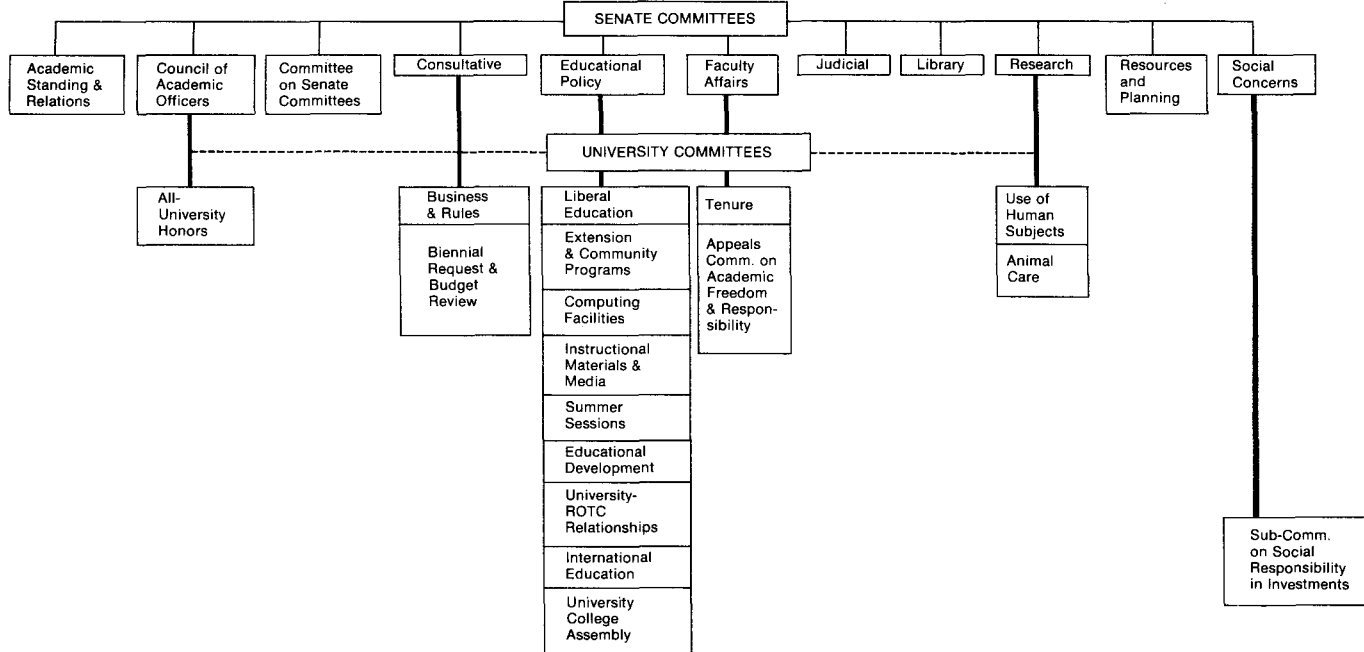
*Budget Issue* — Mr. Carlson asked why the president had postponed giving out money until after the governor "takes more away." He asked what was going on — what was the effect on the University's mission. The president assured him that the question of reallocation of retrenched resources was being perused at length by the University Committee for Biennial Request and Budget Review. Next year's budget could not be constructed until the appropriation was set by the legislature, he said, reminding Mr. Carlson that it was allocation of next year's money that was being delayed. He went on to compliment the presentations at the legislature made by many faculty members, working with Consultative Committee members, and citing Kenneth Keller, professor of chemical engineering and materials science, who had played a key role. Furthermore, he said, the student organization through its committee had made superb presentations on faculty as well as student interests.

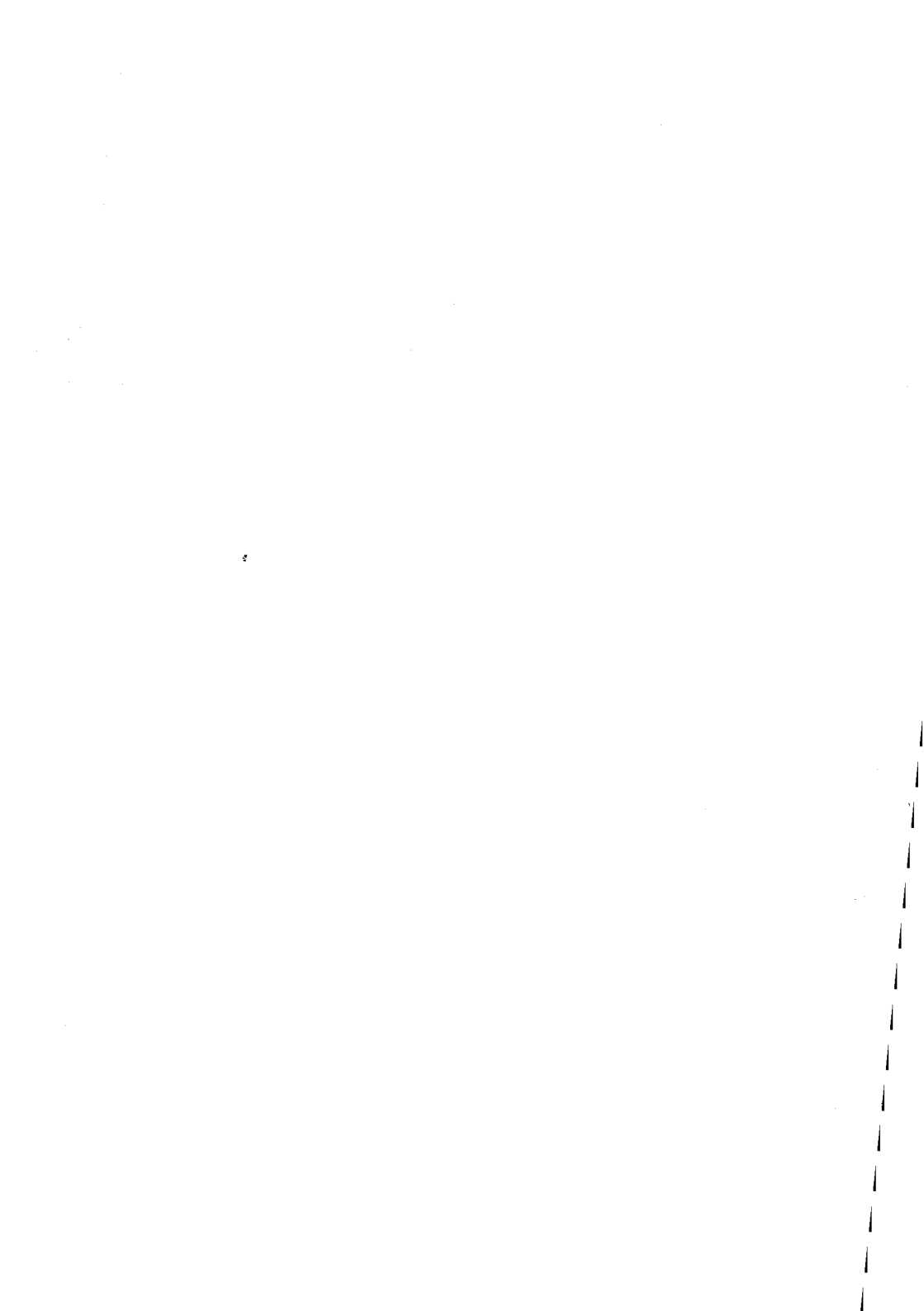
Mr. Carlson moved that the Senate establish a blue ribbon committee to advise the Senate and the Business and Rules Committee on the Senate representation issue that was referred to them. The president ruled the motion out of order and suggested that he take it directly to Business and Rules.

The Senate rose in silent tribute to departed colleagues, and then adjourned at 5:15 p.m.

**MARILEE WARD**  
**Abstractor**

# SENATE COMMITTEE STRUCTURE





MDM  
1168

# UNIVERSITY OF MINNESOTA

## SENATE

# MINUTES

**May 17, 1979**

The fourth meeting of the University Senate for the year 1978-79 was convened in 25 Law Building, Minneapolis campus on Thursday, May 17, 1979. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 137 voting members of the faculty, 26 voting members of the student body, 1 member of the Council of Academic Officers, and 23 nonmembers.

President C. Peter Magrath presided.

### I. MINUTES FOR MARCH 29, 1979

**Action (5 minutes)**

*Approved*

### II. SENATE AND UNIVERSITY COMMITTEES, 1979-80

**Action (10 minutes)**

Student, civil service, and alumni members to be named later.

**SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS:** Isabel Harris (Chr.), Bill Andrews (UMW), Frank Braun, Adele Donchenko, Robert Evans (UMD), Richard Ilkka (UMM), A. Thomas Kraabel, James Preus (ex officio), Charles Sigmund, Frank Ungar, James Werntz (ex officio), Keith Wharton.

**UNIVERSITY COMMITTEE ON ALL-UNIVERSITY HONORS:** Samuel Kirkwood (Chr.), David Berninghausen, Steve Roszell (ex officio), Seymour Geisser, Edward Cowles (UMD), Edward Fletcher, Eloise Jaeger, Al Linck (ex officio), Russell Tall (ex officio), Robert Odegard (ex officio).

**UNIVERSITY COMMITTEE ON BUSINESS AND RULES:** Josef Altholz (Chr.), James Connolly (ex officio), Evelyn Hansen, Wayne Jesswein (UMD), Constance Sullivan, Marilee Ward (ex officio), David Weissbrodt. Two faculty members to be named.

**UNIVERSITY COMMITTEE ON EXTENSION AND COMMUNITY PROGRAMS:** William Ranz (Chr.), Roland Abraham (ex officio), Geraldine Gage, Paul Hagen, William Hodapp, Harold Miller (ex officio), Arthur Naftalin, Elaine Schwarz (UMW), Mary Young. Three faculty members to be named.

**UNIVERSITY COMMITTEE ON SUMMER SESSIONS:** David Bjorkquist (Chr.), Frank Benson, Richard Graves (UMD), Richard Ilkka (UMM), Dale Lange, Al Linck (ex officio), Paul Weiblen, Willard Thompson (ex officio). One faculty member to be named.

**UNIVERSITY COMMITTEE ON UNIVERSITY-ROTC RELATIONSHIPS:** Daniel Bryan (Chr.), Edward Baxter (ex officio), Robert Binish (ex officio), Matthew Huber, Al Linck (ex officio), Robert Mowerson, Kenneth Risdon (UMD), Ludwig Spolyar, George Stenehjem (ex officio), Frank Topley (ex officio), William Wright. One faculty member to be named.

**UNIVERSITY COMMITTEE ON INTERNATIONAL EDUCATION:** Gary Wynia (Chr.), Frank Braun, Vernon Cardwell, Richard Christenson (UMC), Lavern Freeh (ex offi-

cio), Alice Guckin (UMD), Maurice Kreevoy, Josef Mestenhauer (ex officio), Homer Venters. One faculty member to be named.

UNIVERSITY COMMITTEE ON EDUCATIONAL DEVELOPMENT: Tom Noonan (Chr.), Kenneth Howey, Lewis Levang (UMD), Ileana Rodriguez, Michael Till, James Werntz (ex officio). Two faculty members to be named.

SENATE COMMITTEE ON FACULTY AFFAIRS: Arthur Williams (Chr.), Roberta Armstrong, Joanne Eicher, Frank Enfield, Kathryn Hoelmer (UMW), Ruth Hovde, Leonid Hurwicz, Henry Koffler (ex officio), Louis Safer, George Sell, Robinson Abbott (UMM), Robert Uhstrom. Two faculty members to be named.

UNIVERSITY COMMITTEE ON TENURE: John Cound (Chr.), Rutherford Aris, Robert Carlson (UMD), Shirley Clark (ex officio), Charles Green, Joseph Latterell (UMM), Gloria Leon, Verna Rausch.

UNIVERSITY APPEALS COMMITTEE ON ACADEMIC FREEDOM AND RESPONSIBILITY: Gerhard Weiss (Chr.), Marion Brooks-Wallace, Russell Hobbie, Donald Ireland (UMD), Barbara McGinnis (UMM), Michael Root, Robert Tapp.

SENATE LIBRARY COMMITTEE: Clarke Chambers (Chr.), Keith Armes, Mark Brenner, Sun Kahng (UMM), Joseph Duncan (UMD), Peter Roll (ex officio), Irwin Rubenstein, Eldred Smith (ex officio), John Turner, John Van Pilsun, Hoyt Wheeler. Three faculty members to be named.

SENATE COMMITTEE ON RESEARCH: Robert Hexter (Chr.), Stanley Erlandsen, Lyle French (ex officio), Robert Gorlin, Edmund Graham, Robert Holt, Keith Huston (ex officio), Warren Ibele (ex officio), Clinton Johnson (ex officio), Stanley Kegler (ex officio), Ernest Kemble (UMM), Henry Koffler (ex officio), John Leppi (UMD), Kenneth Reid (ex officio), James Rest.

UNIVERSITY COMMITTEE ON ANIMAL CARE: Grace Gray (Chr.), Larry Anderson (UMD), Alan Hunter, Walter Jopke, Patrick Manning (ex officio), Toni Mariani, Robert McKinnell, Ellen Ordway (UMM), Warren Roberts. One faculty member to be named.

SENATE COMMITTEE ON RESOURCES AND PLANNING: Paul Grambsch (Chr.), Dean Crawford (UMD), Nancy Crewe, Eugenia Davis, Chester Grygar (ex officio), John Helmberger, David Hoppe, Robert Lambert, Al Linck (ex officio), Van Mueller, Harvey Sarles, Robert Stein (ex officio).

SENATE COMMITTEE ON SOCIAL CONCERNS: Frank Wood (Chr.), Perry Blackshear, Laura Cooper, V. Lois Erickson, Phillip Raup, Terrie Shannon (UMD), Lillian Williams (ex officio). One faculty member to be named.

UNIVERSITY COMMITTEE ON COMPUTING FACILITIES: Larry Kinney (Chr.), Douglas Anderson, David Berg (ex officio), Joseph Cornell, Roy Grohs (UMM), Audrey Grosch, Mark Luker (UMD), Peter Roll (ex officio), Frank Verbrugge (ex officio). One faculty member to be named.

SENATE COMMITTEE ON EDUCATIONAL POLICY: James Terwilliger (Chr.), Wilbert Ahern (UMM), Dwight Brown, Robert Carr, Margaret Davis, Evelyn Hansen, James Jensen, Henry Koffler (ex officio), Stanford Lehmborg, Richard Ojakangas (UMD), Robert Stein (ex officio). One faculty member to be named.

UNIVERSITY COMMITTEE ON INSTRUCTIONAL MATERIALS & MEDIA: David Schuele (Chr.), George Fosgate, Judith Gaston (ex officio), Lael Gatewood, Sheldon Goldstein (ex officio), James Holte, Donald Pearce, Peter Roll (ex officio), Harold Young. One faculty member to be named.

*Approved*

### **INFORMATION:**

In the recent election to fill 1979-82 faculty vacancies on the Senate Consultative Committee, Robert Brasted and Marcia Eaton were elected from the Twin Cities campus. Continuing members on the committee are George Blake (1977-80), Wendell Glick (1977-80), Fred Morrison (1977-80), Richard Purple (1977-80), Vera Schletzer (1978-81), Don Spring (1978-81), and L. E. Scriven.

In the recent election to fill 1979-82 faculty vacancies on the Senate Committee on Committees, Mary Corcoran and John Howe were elected; for one 1979-80 vacancy, Benjamin Bayman was elected. All are from the Twin Cities campus. Continuing members on the committee are Paula Berry (1978-81), Phillip Coffman (1977-80), Virginia Fredricks (1977-80), Mariam Frenier (1978-81), and Pearl Rosenberg (1978-81).

*Accepted*

### **III. ELECTION OF VICE CHAIRMAN** **Action (10 minutes)**

The Constitution provides that a vice chairman shall be elected by the Senate at its first meeting (this is the second) in the Spring of the academic year from among its members for a term of one year, starting July 1, 1979.

*Betty Wallace Robinett, Professor of Linguistics, CLA, was elected.*

### **IV. MOTION BY INDIVIDUAL SENATOR** **COLLEGE CONSTITUTIONS** **(15 minutes)**

#### **MOTION:**

That the Senate ask the President to establish a committee to review existing college and department constitutions, to recommend optimum levels of faculty participation in governance, and to recommend procedures to guarantee all faculty certain minimum rights in participatory governance at the college and department level where those rights are not properly guaranteed by existing constitutions.

#### **COMMENT:**

Having gathered several constitutions from colleges and departments, I find a large variation in the governance procedures in different units of the University. For example, the Law School has no constitution. Neither does Family Practice. The College of Agriculture has a constitution which appears to vest most power in the Dean as there is no elected assembly. In CLA there is a college constitution and many department constitutions which appear to contradict each other. As an illustration, the college constitution says that the Dean may consult with the faculty and then choose a department chairperson, while the History Department's constitution says that the faculty vote on a chairperson and then submit one name to the Dean for approval. CLA also appears to have a bewildering array of elected committees which have more authority than chairpersons. Several CLA departments even engage in an amusing practice of publicly discussing each other's salaries. In IT such matters are more sanely treated by discussions between department heads and the Dean. IT's new constitution calls for an elected consultative and appeals committee, which until recently forgot to meet. Most departments in IT follow the lead of the Law School in having no constitution.

Surrounded by this confusing variety of constitutions, non-constitutions, and traditions, I wish to declare an "environmental alert." Many faculty members with long years of service have few opportunities for meaningful participation in governance at their college or department level, whereas others have enjoyed these privileges for at least fifteen years.

**LOUIS TOTH**  
**IT Senator**

*Motion was tabled*

## V. SENATE COMMITTEE ON EDUCATIONAL POLICY

### UNIVERSITY WITHOUT WALLS (10 minutes)

#### MOTION:

That the Senate approve full program status for the University Without Walls Program (UWW) within the University College.

#### COMMENT:

University Without Walls has been in existence since fall quarter 1971-72, always as an experimental program within University College. During the 1977-78 academic year, UWW was carefully reviewed by the Senate Committee on Educational Policy (SCEP) and several other groups. SCEP's recommendation at the completion of these reviews was that UWW be continued as an experimental program for one more year, during which time it would be possible to determine whether several changes which had been instituted by UWW during 1977-78 were effective in tightening the academic standards of the program. Accordingly, SCEP undertook another review of UWW during this academic year, and, as a result of that review, wishes to recommend to the Senate that UWW be granted full program status.

**DONALD R. BROWNE**  
Chairman

*Approved*

## VI. SENATE COMMITTEE ON EDUCATIONAL POLICY

### OUTREACH REPORT (15 minutes)

#### INFORMATION:

The following is the section of the Report of the Study Group on University Outreach that outlines the overview of the Study Group's recommendations on basic policy and issues. The Report (121 pages in length) also contains sections on its scope and limitations, the Study Group's interpretation of its charge, a description of outreach and its place in the University's mission, instruction and University outreach, interactive research and University outreach, related service and University outreach, coordination of University outreach with other Minnesota institutions, and six appendices of data.

#### BASIC POLICY AND ISSUES: OVERVIEW OF THE STUDY GROUP'S RECOMMENDATIONS

The Study Group's basic policy concerning outreach is that outreach functions are an integral part of the faculty's professional responsibility in the University. This is to say that since the responsibility for all of the academic programs of the University — both instruction and research — is vested in the faculty, the faculty is, therefore, responsible for the academic aspects of the University's outreach activities. Or to put the matter another way, the Study Group rejects the idea that there is a part of the University's academic enterprise, namely outreach instruction and research, for which the faculty is not responsible. Consequently, over time, faculty activity and the faculty reward structure should be modified as necessary to reflect this responsibility. University organization should provide focus and leadership, and funding should support outreach.

With regard to the policy just stated, the Study Group makes note of the considerable variation across the University in the extent to which faculty exercise their responsibility for outreach activities. The range is from departments and colleges in

which faculty, as a matter of course and as a part of regular workload, plan, offer, and evaluate their outreach activities to departments and colleges in which the outreach activities have no place in the academic planning or regular workload of the faculty.

Moreover, with regard to faculty responsibility for outreach, the Study Group emphasizes that the responsibility is a corporate rather than an individual responsibility. The Study Group does not expect each and every faculty member to engage in outreach instruction or interactive research. What is being asserted, however, is that just as the departmental faculty as a body exercises responsibility for both its traditional graduate and undergraduate instruction and for its total research effort so it must likewise exercise responsibility for the outreach activities that take place in its name.

This orientation has provided the frame of reference within which to discuss four basic issues raised by the Study Group's charge. These issues are:

- 1) How should outreach relate to the instruction, research, and service aspects of the University's mission?
- 2) How should outreach be organized and administered?
- 3) How should outreach activities be funded?
- 4) How should the University's outreach activities relate to other systems of higher education in Minnesota?

Before reporting the Study Group's thinking on these issues, however, attention is called to two matters that are essential to bear in mind — and of which the Study Group has frequently reminded itself.

First, it should be emphasized that these recommendations are made in the context of long-range planning. It must be clearly recognized that much of what is proposed herein will require some departure from current practice and that these departures necessitate thoughtful consideration and intensive planning over a long period of time.

Second, the variety and complexity of the University's activities must be emphasized so that both within and outside the University it is remembered that although instruction is a basic and central responsibility of the faculty, it is not their only basic responsibility. Research, scholarship, and creative effort remain the foundation upon which both instruction and public services are built in a university.

In the sections that follow, the Study Group reports its recommendations and their rationale regarding the following aspects of University outreach: instruction, interactive research, related service, organization, funding, and inter-institutional relations. In brief overview, the Study Group has concluded that:

- 1) outreach instruction is the academic responsibility of the University faculty;
- 2) although academic responsibility for all instruction is vested in the faculty as they are organized into colleges, responsibility for the support and management of outreach instruction should not rest exclusively with the colleges. There will continue to be a need for central support, assistance, coordination, and leadership such as is provided, for example, by Continuing Education and Extension and the Agricultural Extension Service;
- 3) the University should integrate and, over time, inload instruction because such steps can result in:
  - more uniform high quality university level of instruction,
  - more effective accommodation to a wider variety of students, and
  - more efficient use of University resources by both faculty and students;
- 4) without interfering with the necessary freedom of faculty to pursue their chosen research interests, the Study Group recommends that interactive community-oriented research be encouraged and expanded because:
  - this area of research activity has been undernourished in the past,
  - it is an integral aspect of the University's responsibility to the State,
  - it can foster and further develop a sensitivity and responsiveness to community needs among the faculty, and
  - the University has unique resources to bring to community concerns and problems;



- 5) the delivery of services that are related to research and instruction or that extend unusual University resources to assist in the solution of problems is a major dimension of the University's mission;
- 6) existing University organization and administrative structures may not be fully adequate to meet anticipated needs because:
  - they neither foster nor provide for effective overall planning and all-University management of the institution's multifarious outreach activities, and
  - they were not designed with a view to building outreach activities into the fabric of the colleges and the departments;
- 7) the funding of outreach will present difficult problems — both in the University System and in the State — but there are guidelines and a process that the University can employ in making decisions about the funding of its outreach activities;
- 8) the University and other Minnesota institutions and agencies should press for a plan that will encourage assiduous voluntary coordination of outreach activities;
- 9) moving the outreach functions from the margin to the core of the University's mission and activities will require:
  - that outreach is clearly defined into and understood as an integral part of the University's mission,
  - acceptance of outreach by faculty (as a corporate body) as a part of their teaching, research, and service obligation,
  - modification of the faculty reward structure as necessary to recognize contributions to outreach,
  - an appropriate organizational framework,
  - adequate and equitable funding, and
  - clear understanding and acceptance of a plan and process for implementing the changes that are necessary.

#### **INFORMATION:**

We commend the Outreach Committee for its work in examining future directions for the [outreach effort] of the University, and for providing the University with a clear cut recommendation as to the particular direction seen as most favorable by the Committee. This has made SCEP's task of analysis and reaction much easier, and we presume that other University committees will be similarly grateful.

The basic policy recommended by the Outreach Committee — to include most Summer Session and Extension Division course offerings as an integral part of the current 'regular' course offerings of the University of Minnesota — strikes us as a very positive move. As one member of SCEP has commented, the University of Minnesota's academic resources should be made as fully and unconditionally available to all qualified students as possible, regardless of the time of day or evening at which students are able to pursue their coursework.

If this policy recommendation is followed, it will also, in the view of the Outreach Committee, help the University to overcome some of the more severe effects of the anticipated decline in enrollment in the 1980's. The Outreach Committee also seems to suggest that it will improve the overall quality of instruction in extension classes, because academic departments will feel a greater sense of responsibility for the quality of their overall programs, of which these courses will now be an integral part.

While these potential benefits are important — and we shall further consider them below — we feel that the recommendation of the Outreach Committee must be judged in the light of practical application of the Committee's recommendations, as well as philosophical justification. It will do little good to agree that the recommendations deserve to be implemented if we do not also consider the manner in which they can be implemented. In this respect, the report of the Outreach Committee is adequate in terms of suggesting some of the structural and procedural changes that would have to occur, but inadequate in terms of suggesting some of the problems that these changes would necessarily give rise to.

To acknowledge the existence of problems does not, in our view, weaken the essence of the recommendation at all. If the University of Minnesota is firmly con-

vinced that it should extend the availability of its resources in the manner suggested by the Committee, and if the University is in turn able to convince the Legislature and other concerned organizations that this plan of action deserves their support, these problems can be overcome. But it is absolutely necessary to take them into account as we decide how to proceed with this recommendation. SCEP itself identified a number of these problems in the course of its discussions of the first draft of the Outreach Report in Winter Quarter, 1978. We communicated our reactions to the Outreach Committee in a memorandum dated March 31, 1978. The final draft of the Outreach Report appears to have incorporated or acknowledged very few of these reactions. Many of these same reactions have been reiterated as SCEP has discussed the final draft of the report this winter. Professor Tom Benson and Associate Vice President Al Linck were present for a SCEP meeting on January 23, 1979, and had seen a memo circulated to the members of SCEP by Professor Donald Browne; Professors Benson and Linck readily agreed that the problems noted in this memo were for the most part serious, and needed to be addressed. At present, we feel that our role is limited to calling attention to them; if the fundamental recommendation of the Committee receives widespread support within the University, it would then be necessary to deal with these problems in a detailed way.

The other missing element in the report, in our view, is the absence of specific evidence to support the contention that there is a widespread desire on the part of students and potential students for a fully integrated academic program. It would be very surprising if at least some students and potential students were not in favor of such a program; there are some obvious advantages to it, ranging from better access to parking to the possibility of holding down a full-time daytime job and still being able to complete one's degree requirements (as is already possible in a few departments of the University). But we do not know in even very general terms how many students and potential students might be attracted to enroll, nor do we appear to have any idea of which fields of study they would be likely to pursue. We have long since acknowledged that the University of Minnesota cannot be all things to all people, and that it must at times place limits on how much it can offer to how many. It would therefore seem essential to attempt to discover more about the likely levels and types of demands this 'new' student body would make on our system.

Such a discovery could best be made, it seems to us, by developing a survey questionnaire, to be administered to samples of the following groups: students currently enrolled in 'day school' at the University; students (non-degree and degree candidates) currently enrolled in 'evening school'; adults living in the seven-county Twin Cities Metropolitan Area; and the University of Minnesota faculty. The questionnaire could raise the matters noted in the previous paragraph, and could deal with the problems noted by SCEP and other bodies in previous and present communication with the Outreach Committee. We see this as essential if the University is to justify, both internally and externally, the tremendous expenditure of money and effort that implementation of the Report would require.

The questionnaire might also be employed to address the matters of a possible enrollment drop and the quality of teaching in extension classes, both mentioned in the Outreach Report and noted by us earlier in this memo. Both matters are assumptions at present, and lack firm documentation. While an enrollment drop is widely predicted, it is possible that it will affect some institutions of higher education more severely than others, and it may be that respondents to a questionnaire could be asked to state whether they *think* they'll be enrolling in individual courses, degree program, etc. at this University or any other institution of higher education in the 1980's. As for quality of instruction, it would be possible to ask all sample audiences their opinions on this issue, and to treat it in a more detailed fashion with those who have actually attended Extension Division classes.

In sum, we think the Outreach Committee has done a good job of preparing the way for a serious consideration of a vital educational issue. If other committees within the University agree with our positive assessment of the basic recommendation of the Committee, it would be necessary, in our view, to both undertake a survey of the sort mentioned above, and to appoint a committee (or request an existing

committee) to consider the problems of implementing the basic recommendation. The sheer scope and impact of the Outreach Committee's proposal on the life of this University and the State demand such a thorough and careful approach.

**DONALD R. BROWNE**  
Chairman

## **VII. SENATE COMMITTEE ON RESEARCH**

### **PATENT POLICY**

#### **Action by Faculty Senate (15 minutes)**

#### **MOTION:**

That the Senate approve the following Patent Policy.

##### **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 University 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 are ancillary when viewed in relation to the three basic purposes of the University: education, research, and public service. They are valuable and important as they contribute to the University's basic purposes, something to be striven for but not at the expense of its primary objectives.

##### **2. UNIVERSITY OBJECTIVES IN PATENTS**

The objectives of the University of Minnesota in seeking patent protection are to provide a vehicle for bringing certain University discoveries into public use, to develop royalty income, and to provide recognition to the inventor and to the University.

##### **3. PUBLICATION AND PATENTING**

The intent of this policy is to permit staff members maximum freedom to publish or otherwise divulge their findings consistent with their obligations to the University. Any staff member who, in the course of his/her University research 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 may be limited by stipulations imposed by the funding source, e.g., Federal agencies and nonprofit foundations in grants or contracts.)

##### **4. WHO IS COVERED BY THE UNIVERSITY PATENT POLICY**

This policy covers any individual holding a University appointment when engaged in any University-funded or externally sponsored research activity related to that appointment which may result or does result in an invention.

##### **5. INVENTOR COMMITMENT**

Any individual described in Section 4, above, shall be required to file or have previously filed an invention agreement with the University (Attachment A).

##### **6. UNIVERSITY RIGHTS IN INVENTIONS**

Where an individual covered by this policy has elected to patent an invention, under Section 2, above, the University reserves the following rights:

- a. A right-of-first-refusal option giving it the opportunity to review the development for patenting on behalf of the University.
- b. The right to receive an assignment of title from the inventor(s).
- c. The University may assign responsibility for the management of patent rights in conformity with the policy to an appropriate organization(s) approved by the Board of Regents.

##### **7. UNIVERSITY OBLIGATIONS IN INVENTIONS**

- a. The University shall complete its evaluation of an invention within a reasonable time, i.e., ordinarily not more than 90 days from the receipt by the University of full and complete disclosure describing the invention.

- b. In the event the University elects to file a patent application on the invention, it shall be obliged to:
  - (1) Use its best efforts to obtain a patent, market the invention, and defend the patent.
  - (2) Pay an inventor's royalty share as outlined in Section 10, below, to the inventor(s), or his/her heirs or assigns, unless precluded by the provisions of Section 11, below.
- c. In the event the University declines to file a patent application, or in the event, in the University's best judgment, discontinuance of the activities set forth in Section b.(1), above, becomes advisable, the University shall, upon request of the inventor(s) but subject to any prior commitments to a sponsor, pass title to its rights in the invention to the inventor(s).

#### 8. INVENTOR'S RIGHTS IN INVENTIONS

- a. In return for the assignment of an invention to the University, an inventor shall be entitled to receive a contract from the University (except when precluded by the provisions of Section 11). The contract shall specify the inventor's right to a share of the net income, as defined herein, payable by the University to the inventor or to such individuals or organizations as may be designated in writing by the inventor.
- b. Upon request, an inventor shall have the right to be informed of the status of all matters relative to the establishment, licensing, or enforcement of any patent assigned by him to the University.
- c. Inventors retain any residual rights in inventions which the University has not opted to receive under this policy nor pledged to a third party as a result of a sponsored or other research agreement.

#### 9. INVENTOR OBLIGATIONS IN INVENTIONS

Where required by research agreements, or where there is an election to patent under Section 3 of this policy, the individual shall promptly furnish to the University a full and complete disclosure of any discovery, innovation, or invention related to his/her University research activities. Individuals whose inventions are approved for University patenting shall be obliged to cooperate in a timely and professional manner with the University or with patent or other counsel in any proceedings before the U.S. or foreign patent offices, or the courts. From time to time the University may require a reasonable amount of technical advice and assistance from inventors in the development and licensing of their inventions. However, the costs incident to the conduct of these activities shall be without monetary expense to inventor(s) but shall be recoverable by the University as a first charge against income under Section 10a, below.

#### 10. FINANCIAL CONSIDERATIONS

- a. Where the University has title to an invention and patent income results, it shall be shared, except where specified otherwise by the funding source, on the following basis:
  - (1) Net income shall be shared in accordance with Table I, attached. Net income is defined as gross royalties and/or other receipts minus deductible costs (out-of-pocket costs for the patent application, interferences, development, licensing, and patent enforcement).
  - (2) The college\* share shall be administered by the dean of the college (or other designated unit administrator\*) in support of its research programs with the advice and counsel of an established committee of the collegiate or unit\* faculty.
  - (3) After the defrayment of costs of University patent-related activities not otherwise covered and the maintenance of a patent development fund, the balance of the University's share shall be used to establish a trust fund, the income from which shall be used to further the University's

\*In some instances the Regents have assigned to a unit, other than the college, administrative responsibility for the funding of departments, faculty and/or their research. In such instances, the college share shall be allocated to that unit.

- research mission. The Trust Fund shall be administered by the Vice Presidents for Academic Affairs and Finance and the Dean of the Graduate School with the advice of the General Research Advisory Committee.
- 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 share shall be negotiated by Patent Administration and shall be paid from net income as defined above. If there is to be a college or unit share (see Section 10a2), that shall likewise be negotiated. The balance of the income shall normally be handled in the same manner as income from any invention of University origin.
  - c. Co-inventors share the inventor's portion in proportions agreeable among themselves.
11. ALLOCATION OF PATENT RIGHTS
- a. Externally Sponsored Research
    - (1) Patent rights under research sponsored by federal or other governmental agencies or other not-for-profit entities are determined by the contractual or grant agreements which are arranged with the agency.
    - (2) Allocation of patent rights under research contracts sponsored by industry or other for-profit entities may take the following forms:
      - (i) Normally no patent rights will be allocated to the sponsor when the sponsor has paid less than the full costs for the research which resulted in the patent.
      - (ii) 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 costs associated with the research which resulted in the patent. In the event the sponsor declines the proffered exclusive license, the sponsor shall receive no further licensing preference.
      - (iii) Any agreement to transfer title to a potential patent may be entered into with a sponsor where it is determined that the holding of title to such a patent will confer no substantial benefit to the University. Such an agreement shall provide that the sponsor pay the full costs of the research plus a consideration to be negotiated by the Office of Research Administration. Where this option is to be employed, the proposed research agreement will be reviewed with the University patent administration to establish that the proposed assignment of title will not impinge upon either the University's commitments under other sponsored research programs or its own equities in technology under development. Where a patent application results from the research covered by the agreement, the negotiated consideration shall be distributed in accordance with the provisions of Table I.
  - b. Other Special Conditions  
Rights in patents arising from research funded by special state appropriations shall be handled in accordance with the terms of the appropriation.

12. LICENSING OF INVENTIONS

It shall be the policy of the University of Minnesota to license its patents on a nonexclusive basis whenever possible. Patents may be licensed on an exclusive basis for limited periods of time when necessary to provide the incentives required to bring the invention into commercial use.

13. ADMINISTRATION

The administration of University patent matters shall be under the University Patent Administrator, who shall be responsible to the Vice President for Finance. A Patent Committee consisting of eight faculty members appointed for two-year staggered terms representing the several University research areas that are known contributors of inventions shall be appointed by the President and be advisory to the Vice President for Finance. The Patent Administrator and such other persons appointed by the President may be ex officio non-voting members

of the Patent Committee. The activities of the Patent Committee shall be as follows:

- a. Review University patent policy when required and formulate recommendations for changes thereto.
- b. Assist the University patent administration in the review of invention disclosures submitted to the University for patenting consideration and, with the assistance from time to time of ad hoc technical subcommittees, make evaluations of the technical feasibility of inventions and their relationship to the prior art.
- c. Act in an advisory capacity in matters of dispute relating to patents.
- d. Assist the University patent administration in developing programs or mechanisms for increasing patent awareness among research personnel.
- e. Provide scientific and technical collaboration with approved organization(s) under Section 6c to achieve the realization of full benefits of University research discoveries that have commercial potential.
- f. Make recommendations regarding allocation of University funds for patent development research and for transfers between the patent development fund and the trust fund.

#### 14. POLICY REVIEW

The Senate Committee on Research may request periodic review of the Patent Policy.

#### 15. ENACTMENT

This policy shall become effective when adopted by the Board of Regents upon recommendation of the University Senate. Amendments shall be handled in like manner. In the event that there is a signed Memorandum of Agreement relating to a current funding of research that results in an invention, and where there has been a change in policy between the effective date of the current funding and the date of the disclosure of the invention to the University, the inventor(s) shall have the option of choosing between the provisions of the two policy statements.

Table I  
PATENT INCOME SHARING PLAN

Net Income**	Inventor's Share	College* Share	University's Share
First \$10,000	75% 75***	15% 15	10% 10
Next 40,000	40% 47	30% 27	30% 26
Next 50,000	25% 36	40% 33.5	35% 30.5
Next 200,000	20% 25.3	35% 34.5	45% 40.2
Next 700,000	15% 18.1	30% 31.4	55% 50.5
Over \$1,000,000	15%	25%	60%

\*or other administrative unit responsible for funding departments, faculty and/or their research [See Section 10.a.(2)].

\*\*In instances where deductible costs are incurred (patent application, interference, development, licensing, or patent enforcement) subsequent to distributions of inventor or collegiate shares, no assessment requiring a refund of those shares shall be levied. However, the University reserves the right to suspend income distribution on any inventions where there is reason to believe that substantial deductible costs are imminent, which costs would not be recoverable from royalties in the near term.

\*\*\*# Cumulative Percentage.

### ATTACHMENT A

#### UNIVERSITY OF MINNESOTA INVENTION AGREEMENT

I have read and understand the patent policy of the University of Minnesota as stated above. Therefore, in consideration of the provisions of that policy and of the mutual requirements and benefits therein contained, and as a condition of the support of my research by the University of Minnesota, I agree to abide by said policy with respect to University-supported or externally sponsored discoveries, innovations, or inventions (hereinafter "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 Section 3 of the policy. Where required under sponsored research agreements, I will promptly communicate to the University a full and complete disclosure of all such inventions 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, a sponsor, or the University's assignee 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 applications relating thereto to the Regents of the University of Minnesota, a sponsor, or the University's assignee as and when requested before or after I leave its employment.

I understand that the transfer by me 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 research in which I and other employees of the University are engaged. I further understand that the University may and will rely upon this agreement in making research contracts with others in which the University may undertake obligations with respect to discoveries made by its employees. I accept the responsibilities stated herein and agree to abide by these undertakings.

This agreement shall not apply to any invention for which no University equipment, supplies, facility, or trade secret information was used and which was developed entirely on the employee's own time, and (1) does not relate (a) directly to the activities of the University or (b) to the University's actual or demonstrably anticipated research or development, or (2) which does not result from any work performed by an employee for the University. The notice contained in this paragraph is provided in compliance with Minnesota Statutes, 1977 Supplement, Section 181.78, subdivision 3.

Name (print) \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**COMMENT:**

The Senate Committee on Research reviewed and approved the revised Patent Policy at its meeting on April 12, 1979.

**ROBERT HEXTER**  
**Chairman**

*Approved*

**VIII. UNIVERSITY COMMITTEE ON TENURE**

**OPEN HEARINGS**

**Action by Faculty Senate (15 minutes)**

**MOTION:**

That the Senate suggest to the Senate Judicial Committee that it amend its rules to allow a trial period of two years during which time hearings before panels of the Committee may be open to the public if both parties and the panel agree that they may be.

**COMMENT:**

An open hearing shall be defined as in Professor Goodman's motion as follows:

"Observers are admitted to the seating capacity of a suitable portion of the hearing room. Observers must maintain decorum. There must be no noise-making or display of placards. No cameras, tape recorders, microphones, or television apparatus may be brought into the hearing room by observers. The chairman of the hearing panel shall have full authority to declare the hearings closed if in her or his opinion there has been any breach of decorum. This decision shall not be subject to delay, appeal, or discussion."



When either of the two parties to the grievance, or the hearing officer, wishes the hearings to be closed, then they will be closed as at present. The Chairman of the Senate Judicial Committee shall be requested to report to the Senate at the end of the two-year trial period on the following points:

1. The number of closed and the number of open hearings held during the trial period.
2. The opinions of the Judicial Committee as to the success of the experiment.

**INFORMATION:**

The University Committee on Tenure has studied the motion of University Senator Professor Lawrence Goodman concerning open hearings of the panels of the Senate Judicial Committee. The main part of the motion reads:

"In the interest of insuring that justice is seen to be done, all grievance hearings, other than the preliminary meeting to define the issues, conducted under the authority of the Senate Judicial Committee shall be open hearings unless both parties to the grievance agree that the hearings should be closed hearings."

Professor Mahmood Zaidi, chairman of the Senate Consultative Committee, moved that the resolution be referred to the University Committee on Tenure for implementation. The University Senate approved that motion.

The Committee on Tenure held a meeting to which were invited members of the Judicial Committee, Interested Parties (AAUP, MEA, MFT, Faculty Governance Caucus, etc.) and Professor Gerhard Weiss, Chairman of the University Appeals Committee for Academic Freedom and Responsibility. Some surprise was expressed that the matter had been referred to the Tenure Committee, since the Judicial Committee writes its own rules of procedure.

It appears that the hearings of the panels of the Judicial Committee are in fact fairly open. Representatives from Interested Parties are routinely invited to attend, and some do so and report back to their organizations. Furthermore, such observers, while not taking any direct part in the proceedings, are invited to send in written commentary during the course of hearings, and have the opportunity to express their concerns to the Judicial Committee and subsequently to the President of the University.

With respect to the opening of hearings to the public, members of the Judicial Committee were generally opposed, although a small minority was in favor. It was reported that the Administration was not generally opposed to open meetings.

**F. R. P. AKEHURST**  
**Chairperson**

*Approved*

## **IX. SENATE CONSULTATIVE COMMITTEE**

### **ANNUAL REPORT**

The Senate Consultative Committee serves three primary functions: it is the Executive Committee and steering body of the University Senate; it serves as a consultative body to the President by providing a channel for student and faculty concerns; and it serves as a coordinating committee between administrative offices and the University Senate. Under this charge, the Consultative Committee convened one summer meeting and twenty meetings during the academic year of the Committee as a whole, and nine meetings with the President and other administrative officials to discuss matters of policy relating to educational interests of the University, legislative relations, personnel, service functions, research activities, the budget and the general financial condition of the University, and additional issues of concern to faculty and students.

## I. THE STEERING ROLE OF THE COMMITTEE

- 1) The Committee chairman served as a liaison to the chairman of the University Committee on Business and Rules and to the Clerk of the Senate to advise when needed regarding establishment of the Senate calendar, gathering of materials for Senate dockets, and setting the order of Senate business.

## II. CONSULTATIVE AND EXECUTIVE ROLE OF THE COMMITTEE

- 1) The Committee discussed a number of major policy issues having University-wide importance during the academic year. These included merit equalization, retrenchment and reallocation, and biennial request review. Discussion of these issues was carried out with members of central administration as well as with faculty members from other appropriate committees; i.e., SCRAP, SCEP, and UCBRBR.

Because the Committee is interested in continuing to develop its consultative relationship with the University community, three newsletters were issued (SCC Reports) which detailed SCC Committee work as well as that by other University and Senate Committees. These newsletters represented SCC's effort to assure improved communication between Committees and the University community.

- 2) SCC met regularly with President Magrath to discuss with him issues of concern to faculty and students. Topics discussed included University budget, retrenchment/reallocation procedures, University planning, capital request, merit equalization, and legislative relations. In all discussions, SCC stressed that academic affairs be central to all discussions of the planning and/or budget process.
- 3) The faculty and student members of the SCC were both invited by the Board of Regents to participate in the evaluation of the President, and each group met separately with the Board's consultant who conducted the review.
- 4) SCC considered the Senate Select Committee Report (the Watson Report) and appointed a subcommittee to prepare specific recommendations for implementing the Select Committee recommendations. SCC is concerned that the Senate structure be improved so as to deal more expeditiously with University policy issues.
- 5) The Faculty Consultative Committee continued to have regular quarterly meetings with the Regents at which matters of general interest to the faculty were discussed. The FCC also accepted, on an interim basis, the Regents' invitation to have faculty present at the monthly meetings of the Faculty and Staff Affairs Committee of the Regents. SCC feels that these opportunities to meet with the Regents have resulted in constructive discussion of issues.

## III. INTERCAMPUS ACTIVITIES

The Committee held regular meetings on the Waseca and Morris campuses. These meetings underscore the SCC charge to deal with issues of University-wide concern.

Members of the University community at Morris and Waseca were invited to observe a regular session of SCC. There was an occasion for informal conversation at a luncheon, and an open forum was held to permit discussion between committee members and campus constituencies.

## IV. EXTRA-UNIVERSITY RELATIONS

The Legislative Relations Advisory Committee (LRAC) which was established last year continued to meet informally during the year with legislative representatives. LRAC members and other SCC members also attended legislative hearings dealing with the University budget. Professor Keller, ex officio member of SCC, also served as a special legislative representative.

## V. UNIVERSITY COMMITTEE ON BIENNIAL REQUEST & BUDGET REVIEW

The UCBRBR reported on the following issues to SCC which reinforce the importance of the consultation process in preparation of the budget and academic planning at the University:

1. Review of interim guidelines and criteria for 1979-1980 retrenchment and reallocation

2. Deficits in 1978-79 budget
3. Priorities for 1979-81 biennial request
4. Equipment replacement
5. Review of retrenchment
6. Review of the Planning Council draft submitted by the central administration  
SCC transmitted to the President material pertaining to these items with additional comments.

#### VI. ISSUES OF SPECIAL CONCERN

Among the issues of most pressing concern to the SCC was the Select Committee Report (the Watson Report). SCC appointed a subcommittee to discuss the recommendations of the Select Committee Report and sent a memo to all University/Senate chairmen to elicit responses on the Select Committee Report. The SCC devoted one meeting to discussion of recommendations for implementation of the Select Committee plans. A second meeting will be held after responses from University/Senate Committee chairmen have been received and assessed by the subcommittee. A report from SCC will be included in the docket for the May 31, 1979, Senate meeting. This report and any action thereon will be included as an addendum to this annual report.

Of particular concern to students and faculty were the special reports which were issued and discussed during the academic year. Among these were reports from the Task Force on Athletics, the Outreach Report, and the *Ad Hoc* Committee on Grievance Report. SCC discussed these reports and made recommendations concerning each one for purposes of Senate action or discussion with the President.

As part of SCC's continuing concern for better understanding of University programs, representatives from the Institute of Agriculture, Forestry, and Home Economics, the Graduate School, and CLA gave presentations to the Committee at a regularly scheduled meeting. SCC plans to continue this policy in an effort to improve understanding of the problems and successes of various academic units.

#### VII. ISSUES OF CONTINUING CONCERN

The Consultative Committee will continue active consultation with the Central Administration on matters which significantly affect the well-being of the University in general and academic planning in particular. The Committee is especially concerned with matters relating to budget and planning, and the long-range impact of these on the University academic programs.

In its role as Steering Committee for the University Senate, the Committee will continue to examine the Senate structure and the functioning of Senate committees to ensure the orderly flow of Senate business.

**MAHMOOD A. ZAIDI**  
Chairperson

*Accepted*

## **X. UNIVERSITY COMMITTEE ON BIENNIAL REQUEST & BUDGET REVIEW**

### **SECOND INTERIM REPORT**

#### **Reported for Information**

The University Committee on Biennial Request and Budget Review is continuing to participate in the reallocation process. We believe it would be most appropriate to delay our final report until the entire budget cycle for this year has been completed. Accordingly, we shall report to the Senate at its fall meeting.

As you know, retrenchment has been essentially completed. Reallocation must wait until the adjournment of the Legislature, approximately May 21. After that time,

President Magrath will make preliminary reallocation classifications and will conduct hearings with regard to them. We understand the hearings to be scheduled for May 24. Thereafter, UCBRR will meet to review these classifications and pass its recommendations on to the Senate Consultative Committee. We anticipate that this process can be completed by May 31. Thereafter, the President and Board of Regents will make final budgetary allocations.

We recognize the serious problems which the delay of the reallocation process has created. We have made recommendations to alleviate those problems in future years.

We wish to alert the University community to another serious fiscal problem. There will apparently be little or no money provided in the 1979-81 biennial appropriation for cost-of-living increases in supply and expense items. In real terms, our supply and expense allocations will fall by the cost-of-living rate during that period. That means that there may be an implicit retrenchment of 6% to 10% (or perhaps more) per year in the purchasing power of all supply and expense budgets over the next two-year period, unless there is internal reallocation to cover this. The shortfall will amount to \$10 to \$12 million over the biennium.

**FRED MORRISON**  
Chairman

*Accepted*

## **XI. SENATE COMMITTEE ON RESEARCH**

### **ANNUAL REPORT**

#### **I. MANUAL ON INDIRECT COSTS OF SPONSORED RESEARCH AT THE UNIVERSITY OF MINNESOTA**

At the request of the Senate Committee on Research, the Office of Research Administration has prepared a report addressing the subject of indirect costs. This report explains the factors involved in the determination of the indirect cost rate and answers a number of questions that have been raised by faculty and others. Equally important, the report explains how indirect cost recoveries are distributed at the University of Minnesota. The report has been reviewed and approved by the members of the Senate Committee on Research at their meeting of March 1, 1979, is presently in the process of being printed, and will be distributed to deans, directors, department heads, and principal investigators in May 1979.

#### **II. ADMINISTRATIVE DEVELOPMENT COMMITTEE PROCEDURES**

The Senate Committee on Research reviewed and approved procedures to be followed when submitting proposals to private foundations at its meeting of April 12, 1979. Henry Koffler, Vice President for Academic Affairs, disseminated a copy of the procedures to deans, directors, and department heads, in a memorandum dated April 12, 1979. The memorandum will be reproduced in the June, 1979, ORA Newsletter.

**ROBERT M. HEXTER**  
Chairman

*Accepted*

## **XII. SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS**

### **ANNUAL REPORT**

The Committee met five times during the 1978-79 academic year. Members of the committee during this year were: Frank Braun, Adele Donchenko, Robert Evans, Robert Eyestone, Richard Ilkka, Sander Latts, James Preus (ex. off.), Charles Sig-

mund, Frank Ungar, James H. Wertz (ex. off.), Keith Wharton, and Isabel Harris (Chairperson). Students — Mike Christian, John Kottke, Debra Swofford.

The major item of business this year has been examination of needs for changes in the course numbering system, University-wide. All colleges and schools were surveyed for their interest and needs, and representatives from interested units have met with the Committee to discuss their needs. The use of the 5000 series for post-baccalaureate professional courses for programs not in the Graduate School appears to be the major problem identified to date, and possible need to utilize the 6000, 7000, or 9000 series for this kind of course. The Committee hopes to reach a recommendation in Fall 1979 so that any change in course numbering could be effected prior to initiation of computerized registration in 1980-81. The Committee would appreciate hearing from individuals or groups concerned.

Other items considered included: 1) Approval of a University grade point average (reported to Twin Cities Campus Assembly), 2) a proposal to make high school chemistry a prerequisite to University chemistry courses, 3) new developments in high school testing, 4) the Public Universities Information Center, 5) survey of University graduates, 6) prospective student activities and materials, 7) progress of the Transfer Task Force, Higher Education Coordinating Board, and 8) request of the Medical School for a change in the grading system.

**ISABEL HARRIS**  
**Chairperson**

*Accepted*

### **XIII. SENATE COMMITTEE ON SOCIAL CONCERNS**

#### **ANNUAL REPORT**

The Committee on Social Concerns has met seven times during 1978-79 and an eighth meeting is scheduled.

During the year, the Committee has received reports from two subcommittees, the Subcommittee on Social Responsibility in Investments and the Subcommittee on Equality of Opportunity for Women, regarding matters under their consideration.

A continuing concern of this Committee is matters related to the representativeness of the University community relative to the larger society. We have received and discussed reports from various offices dealing with affirmative action to increase participation by presently underrepresented groups in the faculty, civil service staff, and student body. Among these have been reports from the offices of the Vice President for Student Affairs and the Director of Equal Opportunity and Affirmative Action. A progress report was also received from the office of the Handicapped Resources Coordinator. In this, the first year following the Bakke decision, the Committee has been seeking to monitor any impact on University programs promoting equality of opportunity and student access. Such reports have been helpful to us in that task.

Several matters have been brought to the attention of the full committee by the Subcommittee on Equality of Opportunity for Women. We recognize that the economic aspects of any plan changing the University's present retirement program from the current one of equal contributions/lesser annual benefits for women to one of equal contributions/equal benefits are being considered, as appropriate, by the Senate Committee on Faculty Affairs, but a majority of the Committee supported a resolution calling attention to the important equity issues involved that was forwarded to the Vice President for Administrative Operations. This is a complex matter, but one in which we have continuing interest. The Committee also discussed the issue of sexual harassment. As part of that discussion, we called attention to the Guidelines on Equal Opportunity for Students, passed by the Committee in April 1973 and accepted by the Board of Regents as a clarification of basic University policy. The Guidelines deal with a number of students' rights issues as well as sexual harassment. This is another matter we will be following in the future.

The Committee has been asked to consider the matter of minority student representation in University governance and is currently beginning its consideration. No action has been taken at present. Consideration is also being given to the linkage with the Subcommittee on Social Responsibility in Investments.

**FRANK H. WOOD**  
**Chairperson**

*Accepted*

## **XIV. UNIVERSITY COMMITTEE ON UNIVERSITY-ROTC RELATIONSHIPS ANNUAL REPORT**

1. The committee has taken counsel with the University Adviser on ROTC, who currently represents the University in the Association of NROTC Colleges and Universities, about supporting the efforts of the Association to bring about modification of recently prevailing policies of the Chief of Naval Education and Training which, in the view of this committee and of the Association, put excessive stress on scientific and technical training for Naval Reserve officers. The committee reviewed and approved a "core curriculum" proposal for NROTC students at Minnesota, designed on CNET guidelines to encourage the participation of students with non-technical majors, and endorsed a request that Minnesota be included in a possible pilot program to test such a curriculum. Report has been received that the proposals of the Association were discussed in an accommodating spirit at a meeting of its representatives with representatives of CNET in January. Work is proceeding toward implementation. Minnesota's delegate is now a member of the executive committee of the Association.

2. At the beginning of the academic year, the Vice President for Academic Affairs referred to the committee a request from the Chief of Naval Education and Training to formalize the establishment of the NROTC Program by a written contract. The proposed memorandum of agreement was discussed in the meeting of 5 October 1978; Associate Vice President A. J. Linck reported that University Attorney Joel Tierney had been consulted and found no legal impediment. A number of provisions in the memorandum were questioned as to clarity and advisability. Dr. Linck undertook to make revisions, in consultation with the Naval Science faculty. In December, a revised draft was returned to the committee and submitted at about the same time for review in the offices of CNET.

With assurance in hand that it was acceptable to the Navy, the revised draft was taken up by the committee on 12 January 1979. A motion was adopted to advise the Vice President for Academic Affairs as follows: In the judgment of the committee, (a) there is no objection to the contract in its present form, (b) establishing a contract is consistent with present policy on University-ROTC relationships, and (c) the contract would place NROTC on a basis consistent with those of the other ROTC programs. Referral to the Regents is expected in the spring.

3. A proposal in the College of Liberal Arts was brought to the attention of the committee because of the effects it might have on graduation requirements for students in ROTC programs. In preliminary form, the proposal called for discontinuation of review in the College of courses proposed for CLA credit by units not functionally included in the College; courses previously approved would no longer carry CLA credit, and would be removed from the CLA catalog; students would be allowed to present 16 "outside" credits for degrees. Students in ROTC, after using their entire 16-credit allowances, would have been obliged to go beyond the 180-credit graduation requirement by 7 to 19 credits in order to complete their programs. Those awarded scholarships usable at schools of their choice would assuredly not have been attracted to Minnesota.

Representations were made to the committee in which the proposal originated as to its effects in relation to the University's legal and contractual relationships with the military services, to the policies of the Regents on ROTC, and to student enrollment and support. When the proposal was taken up in the CLA Council on Curriculum, Instruction, and Advising, it was amended so that ROTC programs would not entail an overload beyond the normal graduation requirement. In that form, the proposal was recommended to the CLA Assembly, and adopted.

The policy change in CLA has another effect on University-ROTC relationships, however. The procedure formerly followed in approving ROTC courses for CLA credit included scrutiny and appraisal of their academic merits. Discontinuance of that review is a step backwards in respect to the charge from the Regents that military and academic instruction are to be integrated as far as may be, not separated. In consequence, the Vice President for Academic Affairs has given notice to this committee and to the administration of CLA that the function of academic review of ROTC courses will devolve on this committee. In order best to discharge that function, the committee finds it advisable to be able to augment its appointed membership, as need may be, by inviting representatives of appropriate curricular reviewing bodies to take full part in its considerations of course proposals. For that purpose, a proposal will be submitted separately to the Senate for action.

4. The current status of the ROTC programs is satisfactory.

(a) In July, the function of Tri-Service Coordinator was rotated from Col. Frank Topley, NROTC, to Col. Thomas Madigan, AFROTC, and then passed to his replacement, Col. Robert Binish.

(b) The credentials of Major Eric D. Estergren, nominated to AROTC, were reviewed.

(c) Efforts to improve communication of information about opportunities in ROTC programs to prospective and incoming students continue, favored by a congenial climate of opinion.

(d) Enrollments are stable or increasing, up by 30% at Duluth.

(e) Possibilities for joint civilian and military course planning and instruction are continually being explored, with concern for the availability and usefulness of ROTC courses to non-ROTC students.

(f) The Tri-Service Coordinator has invited participation by a representative of the academic faculty in the periodic military reviews of the ROTC Programs.

**D. V. BRYAN**  
**Chairman**

*Accepted*

## **XV. UNIVERSITY COMMITTEE ON ALL-UNIVERSITY HONORS ANNUAL REPORT**

The All-University Honors Committee met on November 20, 1978, and on February 26, 1979. It will meet again in mid-May.

At its first two meetings, the Committee made five recommendations for Outstanding Achievement Awards, one for an honorary degree, and two for Alumni Service Awards. The Committee also recommended the naming of the following building and facilities: Amundson Hall (Chemical Engineering); John E. Harris Research Laboratories in Ophthalmology (Building B/C, Health Sciences); Herb L. Huffington Conference Rooms (Rooms 6-246 and 6-248, Building B/C, Health Sciences); Jesse F. McClendon Reading Room (Biochemistry, Health Sciences); and Katherine E. Nash Gallery (lower level of Willey Hall).

The Committee is currently studying a report from the committee appointed by the President and chaired by William G. Shepherd to study all of the honors conferred by the University.

Thus far the agenda for the May meeting includes two recommendations for Outstanding Achievement Awards and two for honorary degrees, as well as a discussion of the Shepherd Committee report.

**JOHN E. TURNER**  
Chair

*Accepted*

## **XVI. UNIVERSITY COMMITTEE ON EXTENSION & COMMUNITY PROGRAMS**

### **ANNUAL REPORT**

The University Committee on Extension and Community Programs for 1978-79 met on November 16, 1978, February 14, and April 19, 1979. In addition to assuming the role of local advisory committee for the University of Mid-America, the committee devoted its deliberations to two subjects: a) information on the nature and continued growth of extension and community programs and b) discussion of the November 1978 Report of the Study Group on University Outreach, which supersedes this report.

**WILLIAM E. RANZ**  
Chairman

*Accepted*

## **XVII. UNIVERSITY COMMITTEE ON ANIMAL CARE**

### **ANNUAL REPORT**

By May 1, 1979, the Committee had met five times. There have been two main thrusts of the Committee's activities this year: 1) implementation of Regents' policy on animal care and use, and 2) preparation for complying with new federal regulations.

#### **1. IMPLEMENTATION OF THE "REGENTS' POLICY AND PROCEDURES FOR ANIMAL CARE AND USAGE AT THE UNIVERSITY OF MINNESOTA"**

Work on revision of this policy was completed by the 1976-77 and 1977-78 Committees. The revised policy was approved by the University Senate (November 17, 1977) and by the Board of Regents (January 13, 1978). The Committee has worked in close collaboration with the Director of Research Animal Resources to implement this policy, using several general approaches:

##### **a. EDUCATION OF UNIVERSITY FACULTY AND STAFF**

A primary objective of both Regents' policy and the University Committee on Animal Care is to encourage the advancement of scientific research and education. It should be recognized, however, that there are powerful forces at work to restrict or prohibit the experimental use of animals. Deficiencies in animal care and treatment at the University can only harm the cause of animal availability for research and education in the future. Thus, University faculty and staff should familiarize themselves with acceptable and humane standards of animal housing, care, and treatment. The Director of Research Animal Resources provides this information in the form of a course on the care and use of laboratory animals offered annually to University faculty and staff, and in the form of an information manual distributed to principal investigators and other interested faculty members. Another excellent source of information is the NIH Guide for the Care and Use of Laboratory Animals, distributed with federal grant application packets.

The University community should be aware that primary legal (as well as ethical) responsibility rests with principal investigators to provide acceptable



care and treatment of experimental animals, or else to refrain from using animals in research. For animals used in teaching or service functions, the same responsibility rests with department chairmen. This responsibility is not relieved by arguments of ignorance; of inadequate time, funds, facilities, or animal care services; or of pressures to be productive in research and education.

b. IDENTIFICATION OF POTENTIAL ANIMAL CARE AND USE PROBLEMS BY MEANS OF B.A. FORM 22 (ANIMAL USAGE FORM)

B.A. Form 22 is filled out by the principal investigator at the time of a research grant or contract application to an external funding agency, when the proposed project involves the use of animals. Review of information submitted on this form has enabled the Director of Research Animal Resources to anticipate potential problems of inadequate animal housing and care, inappropriate experimental procedures, or inadequate use of anesthetic or analgesic drugs in connection with procedures involving pain or significant discomfort to experimental animals. Consultation with the investigator has usually resulted in corrective measures to prevent the problem from arising.

The use of B.A. Form 22 has the limitation that the completed form is received and reviewed only after the grant application has been mailed, and too late for suggested changes in the proposed budget relevant to adequate animal care. Another limitation is that only a fraction of laboratory animal use at the University is supported by external funding agencies and identified via B.A. Form 22.

c. IDENTIFICATION OF EXISTING ANIMAL CARE AND USE PROBLEMS BY MEANS OF PERIODIC INSPECTIONS OF ANIMAL FACILITIES

Regents' policy authorizes an ongoing program of unannounced inspection visits to animal facilities by the Director and staff of Research Animal Resources. Facilities of eight departments in four collegiate units were visited this year, and several cases of chronic non-compliance with University standards of animal care have been documented. The Committee was directly involved in evaluating and dealing with some of these cases. In one instance, the Committee unanimously recommended closure of the animal facility by June 30, 1979, and has received assurance that this recommendation will be implemented.

The internally conducted inspection program supplements surveillance by external governmental agencies. For example, the State Livestock Sanitary Board inspects facilities housing animals acquired by the University under public law (dogs and cats from local pounds). The Veterinary Division of the U.S. Department of Agriculture (USDA) inspects facilities housing most warm-blooded animal species, to evaluate compliance with the federal Animal Welfare Act. There has been a recent increase in the number of unfavorable reports and citations resulting from these external inspection programs, and a disturbing failure of units receiving citations to take prompt action to correct the reported deficiencies.

2. PREPARATION FOR DOCUMENTING THE STATUS OF UNIVERSITY COMPLIANCE WITH THE NEW NATIONAL INSTITUTES OF HEALTH (NIH) POLICY ON HUMANE CARE AND USE OF ANIMALS

New NIH regulations require that all institutions receiving NIH support must comply with: a) the NIH statement of Principles concerning care and experimental use of all live vertebrate animal species, b) the standards of animal housing, care, and treatment embodied in the NIH Guide for the Care and Use of Laboratory Animals, and c) the requirements of the Animal Welfare Act. Each institution must have a Committee on Animal Care whose duties include annual review of all animal facilities and animal care programs at the institution, to provide the data base for an institutional assurance of compliance statement to the NIH. (The call for the assurance statement from the University of Minnesota was received in mid-April.) One of the three types of statements paraphrased below must be submitted:

- 1) The animal facilities of the institution are accredited by the American Association for Accreditation of Laboratory Animal Care (AAALAC) and are therefore in compliance.
- 2) The institutional Animal Care Committee has inspected and reviewed the institution's animal facilities and care programs and finds them to be in compliance.
- 3) The institutional Animal Care Committee has inspected and reviewed all animal facilities and care programs, and has recommended the following improvements: . . .

It appears that the University of Minnesota will submit the third type of assurance statement this year, and an annual report will be required from the University of progress toward full compliance. Once full compliance status has been achieved, the assurance statement will be required only once every five years. Full compliance status (or evidence of satisfactory progress toward compliance) is required for the institution to be placed on the NIH list of approved institutions eligible to receive NIH support.

Other mechanisms of enforcement of the new NIH regulations include NIH review of all grant applications with respect to evidence of adequate provision for humane animal housing, care and treatment. In questionable cases, the application may be referred back to the Animal Care Committee of the institution of origin for review and negotiation. In addition, NIH site visitors may inspect animal facilities at the applicant institution, and NIH staff will have access to adverse reports and citations resulting from past and current USDA inspection visits. No NIH awards will be made to institutions that have failed to submit an acceptable assurance document. Existing NIH support may also be terminated at such institutions.

To assess the magnitude of the task of providing the necessary data base for the University's assurance of compliance statement, the Committee has been compiling an inventory of animal facilities throughout the University system. To date, the inventory reveals that there are 380 laboratory animal holding rooms and farm animal housing buildings totalling 313,663 square feet of animal housing space.

These facilities house at least 12 species of laboratory animals and 7 species of farm animals, for an estimated total population of 90,175 animals. (The inventory does not yet include figures from the Hormel Institute or the Agricultural Experiment Station branches at Crookston, Grand Rapids, Morris, and Waseca.)

The Committee estimates that 20 to 30 days of on-site inspection time will be required annually to review these facilities. This time estimate does not include travel, preparation of inspection reports, communications with principal investigators, department chairmen and deans, follow-up inspection visits to non-compliant facilities, or grievance hearings that may be requested.

In preparation for complying with the new regulations, University faculty and staff should be aware of the more comprehensive evaluation of animal care and use programs required by the NIH than by the USDA, as mandated by the substantial differences between the standards of the NIH Guide for the Care and Use of Laboratory Animals and the Animal Welfare Act. The Committee has been working on policy and procedures to be used in accomplishing the new inspection program, and these will be publicized in advance. The program will be initiated this summer to provide data for the University's 1980 assurance of compliance statement to the NIH. For the 1979 statement (due now), the Committee will be forced to rely in large part on results of recent inspections by Research Animal Resources staff and by USDA inspectors.

It is apparent that the inexorable force of federal regulation has mandated a new quasi-administrative and regulatory role for the Committee. One may question whether this new role is appropriate (or even humanly possible!) for a University faculty committee. While that question is being resolved, the Committee will do its

best to meet its obligations as it sees them, and will appreciate all the cooperation and understanding that the University community can give it.

**GRACE GRAY**  
Chairwoman

*Accepted*

## **XVIII. UNIVERSITY COMMITTEE ON SUMMER SESSIONS**

### **ANNUAL REPORT**

Throughout the 1978-79 academic year, the University Committee on Summer Session has focused its discussions on problems of the Summer Session which relate in large measure to funding. At the same time, careful study has been given to both the interim and the final report of the Study Group on University Outreach.

In its response to the final report of the Study Group, the Committee has suggested that "in major measure 'integration' has been achieved for the Summer Session," with "decisions with respect to course offerings and appointment of faculty . . . reserved to academic departments."

The members of the Committee have repeated their suggestion, and that of previous Committee members, that a first step toward "inloading" is to achieve full funding for Summer Session instruction. Steps toward this as advanced by the Committee in each of the past five biennia have been:

- (1) Elimination of the maximum on instructional salaries paid in the Summer Session;
- (2) Payment of contributions toward retirement on instructional salaries paid in the Summer Session;
- (3) Funding of administrative costs at departmental levels;
- (4) Full funding of supplies, expense, and equipment;
- (5) Equalizing teaching loads with those of the academic year.

It is the hope of Committee members that, in the long-range planning for the University, these recommendations will receive high priority.

**DAVID BJORKQUIST**  
Chairman

*Accepted*

## **XIX. SENATE COMMITTEE ON FACULTY AFFAIRS**

### **ANNUAL REPORT**

- I. **MEMBERSHIP AND MEETINGS.** The committee has held ten meetings between July 5, 1978 and April 20, 1979; at least one more meeting is planned in May. The members were C. Eugene Allen, John W. Boyer, Jr. (UMD), Joanne Eicher, Kathryn Hoelmer (UMW), Ruth Hovde, Leonid Hurwicz, Henry Koffler (*ex officio*), Thomas J. Moore, Richard Poppele, Louis Safer, Dennis Templeman (UMM), C. Arthur Williams, and Karen Hawley (student member). Harold Bernard, Director of Employee Benefits, attended many of the meetings, and the committee is grateful for his help. The committee is much indebted to Marilee Ward for the excellent minutes.

Four subcommittees were constituted: (1) a Subcommittee on Mandatory Retirement, chaired by Thomas J. Moore; (2) a Subcommittee on Pre-Retirement Seminars, chaired by Paul A. Cartwright; (3) a Subcommittee on Sex Differentials in Periodic Retirement Benefits, chaired by Thomas J. Moore; and (4) a Subcommittee on Faculty Salaries, chaired by Douglas Pratt. The activities of these subcommittees are included in the activities reported on below.

II. MANDATORY RETIREMENT. Federal and state legislation raising the earliest permissible mandatory retirement age to 70, with an exception for tenured faculty members effective until July 1, 1982, in the case of the federal and until June 1, 1980, in the case of the state legislation, made it necessary to consider whether the University should move to raise the mandatory retirement age from 68 to 70 effective June 30, 1979, given that those who reached the age of 68 after that date would be covered by the state legislation. The Subcommittee on Mandatory Retirement, chaired by Thomas J. Moore, held weekly meetings and made five recommendations which were approved by the Committee on November 2 and by the Senate on November 30 (Minutes, pp. 11-13). These recommendations were transmitted by the President to the Board of Regents. The Board of Regents turned them down at its meeting of November 10, 1978. However, new state legislation signed by Governor Quie on April 24, 1979, raised the mandatory retirement age to 70 effective April 25, without a stipulated exception for tenured faculty at the University. Nevertheless, reference in the legislation to the federal law made it a little uncertain as of May 3 whether the new legislation definitely applies to University faculty. It is anticipated that the University will have clarified its position by the time this Report is published.

III. PRE-RETIREMENT SEMINARS. The Subcommittee on Pre-Retirement Seminars consisted of Paul A. Cartwright (chairman), Harold Bernard, Victor Bloomfield, Shirley Clark, Joanne Eicher, Natalie Gallagher, Ralph Hopp, Sidney Larson, and Andrew Whitman, and received the active cooperation in the seminars of Financial Vice President Don Brown and his staff, of Professor Whitman, and of Mr. Bernard and the staff of the Department of Employee Benefits. It was decided to hold a pilot seminar on the St. Paul campus, aimed at but not restricted to faculty members in the 44-55 age group and their spouses. Three meetings were held, on February 1, February 8, and February 15, the first covering the faculty retirement plan, taxes, insurance, and social security, the second, investments and the "Mills II" tax-sheltered annuity plan, and the third, estate planning and wills. The seminars drew 133, 80, and 40 to 45 people respectively. A subsequent survey indicated a very positive response.

The Subcommittee made four recommendations:

1. That pre-retirement planning seminars for faculty be continued;
2. That the sponsoring agency be the Employee Benefits Department;
3. That some form of liaison be maintained in future planning with the SCFA; and
4. That the responsibility for program-planning no longer be placed in the hands of a subcommittee but rather be the responsibility of the Director of the Employee Benefits Department.

These recommendations were approved by the SCFA. It was also agreed that another series of seminars might be initiated in the future, aimed at a higher age group and not limited to financial planning.

IV. FACULTY RETIREMENT PLAN. The Committee has been kept informed of the plans being developed by Vice President Stein's Task Force on the Faculty Retirement Plan, chaired by C. Arthur Williams, and expects to devote considerable energy to discussing its proposals when they are presented. The major issue will be whether to move from a defined-contribution to a defined-benefit plan; early-retirement provisions and cost-of-living adjustments will also be significant issues.

V. SOCIAL SECURITY FOR PART-TIME (NON-STUDENT) ACADEMIC EMPLOYEES. The SCFA's recommendations for the biennial request (Senate Minutes, May 25, 1978, p. 104, Item IV.B) were placed in sharper form, at the request of the University administration, at its meeting of July 5, 1978. It was at that time estimated by the administration that the cost over the biennium of extending coverage to all part-time (non-student) academic employees would be approximately \$700,000, and that it might be approximately half that amount if coverage was limited to half-time academic employees working at least 50% time. On the

assumption that most faculty working less than 50% time might be expected to have other sources of income covered by social security, and that the group working 50% time or more could be expected to include most of those who depend entirely on such income for support, the Committee unanimously adopted the following motion: that persons employed 50% to 99% time be extended social security coverage, provided it be ascertained that extension of this coverage now would not rule out a further extension in the future to persons employed less than 50% time. This recommendation was forwarded by the administration to the Board of Regents. The Board of Regents turned it down.

The Committee has been advised by Vice President Stein that the Board of Regents was not persuaded that there was sufficiently strong sentiment on the part of affected faculty in favor of social security coverage. Accordingly, the SCFA has requested relevant data from the administration, in order to assess the need for coverage, and plans to investigate the matter further by means of questionnaires, once these data have been obtained. It is hoped that the relevant data will be forthcoming in time to allow for a more fully documented presentation for the next biennial request.

- VI. **SEX DIFFERENTIALS IN PERIODIC RETIREMENT BENEFITS.** The SCFA's previous activities on this subject have been reported in the Senate Minutes of May 25, 1978 (pp. 104-106, Item VI) and November 30, 1978 (pp. 14-16, Item C). Since recent court cases indicate that the existing faculty retirement plan may not be in compliance with federal statutes, a subcommittee was constituted to make recommendations concerning alternatives to the current plan. The subcommittee consists of Thomas J. Moore (chairman), Harold Bernard, John S. Chipman, Mary Corcoran, Joanne Eicher, Robert Kennedy, N. J. Simler, Franklin Smith, and Constance Sullivan. It is currently engaged in preparing a document containing background information to be submitted to the SCFA for approval. Once approved, it is planned that the document will be printed and distributed to faculty members as a background paper in preparation for open meetings. The subcommittee's recommendations will be based in part on the results of consultations with interested faculty members at the open meetings.
- VII. **ACTIVITIES OF THE FEASIBILITY COMMITTEE** (see Senate Minutes for May 25, 1978, p. 106, Item VIII). Owing to the issues arising in connection with Item VI, above, the various options under consideration by the Feasibility Committee may no longer be possible. The activities of this committee have therefore been suspended pending the outcome of the issues discussed in Items IV and VI above.
- VIII. **REPRESENTATION OF RETIREES ON THE SCFA.** The Committee approved a motion at its meeting of May 2, 1979, that approval be sought to have a retired faculty member added to the SCFA to serve as an ex officio member of the Committee. The motion has been forwarded to the Committee on Committees.
- IX. **VOLUNTEER-STAFFED CHEMICAL DEPENDENCY COUNSELING SERVICE.** Resolution of differences with the University Committee on Tenure was achieved and reported in the Senate Minutes of February 15, 1979, p. 70.
- X. **HEALTH INSURANCE LIAISON.** Since it has not been possible to keep abreast of developments relating to health and life insurance provided by the state plan by means of communication with the State Commissioner of Personnel (see the Senate Minutes for May 25, 1978, pp. 107-8, Item XI.A), the Committee took the initiative to open lines of communication with Council 6, the union representing state employees. A meeting took place between the Chairman of the SCFA and Bernard Brommer, Executive Director of Council 6, on February 15. Mr. Brommer was receptive to the SCFA's suggestion that he maintain contact so as to allow the SCFA to be informed of issues under negotiation, and was equally receptive to being kept informed of the concerns of the University faculty. The SCFA plans to continue such informal contacts in the future.
- XI. **FACULTY SALARIES.** The Committee engaged in a number of activities relating to policies governing faculty salaries:

- A. Recommendations were forwarded on August 1, 1978, to the Senate Consultative Committee concerning criteria for the allocation of equity/equalization funds.
  - B. A study was forwarded at its request to the SCC on August 3, 1978, responding to an article in the July 11, 1978, Minneapolis Tribune listing faculty members with salaries of \$40,000 and higher. The study showed that only slightly more than 50% of these salaries were financed out of state funds, and that for each dollar of state funds expended on faculty salaries in this group, the faculty members on the average generated \$4.50 in outside research grants.
  - C. At the request of Vice President Stein, the SCFA furnished its position concerning President Carter's wage-price guidelines. This was reported in the Senate Minutes for November 30, 1978, pp. 13-14, Item B.
  - D. Comments were forwarded to the State Department of Finance on a preliminary draft of a document to be issued by that department on "Comparison of Teachers' Pay Levels."
  - E. At the request of President Magrath, the SCFA on March 26, 1979, prepared recommendations on the salary distribution for 1979-80. Since the amounts to be allocated are not yet known, the recommendations had to be stated in hypothetical form. They were as follows:
    - 1. That the allocation should be in the ratio of at least 2 to 1 in favor of salary adjustments based on individual merit and, in some cases, unit merit/equity; and that the across-the-board component should not exceed 2 1/2 percentage points.
    - 2. That the committee understands that there will be a maximum allocation of \$500,000 for unit merit/equity.
    - 3. That the allocation for across-the-board increases should be made as a fixed dollar amount based on a percent of the all-University mean salary. These recommendations reflected a balance between a concern for the general erosion of salaries through inflation and a concern for the potential erosion of quality through inability to withstand outside competition for highly qualified faculty members.
  - F. The Committee informed Vice President Koffler that it wished to go on record as favoring notification of a faculty member by the administration as soon as his or her salary had been set for the following academic year.
  - G. A Subcommittee on Faculty Salaries was constituted, chaired by Douglas Pratt. Other members are C. Eugene Allen, Barbara Banoff, William Becker, Donald A. Geffen, Eville Gorham, Kathryn Hoelmer, Richard Poppele, and Dennis Templeman. The Senate Consultative Committee is being asked to name a representative on this subcommittee. The subcommittee will make recommendations concerning development of relevant data on salaries and concerning criteria and procedures for salary determination.
- XII. UCBRBR. The committee was represented throughout the year on the University Committee on Biennial Request and Budget Review by Professors Leonid Hurwicz and C. Eugene Allen.
- XIII. OTHER ACTIVITIES. The Committee discussed and made recommendations and suggestions with respect to the following:
- A. A draft recommended by the Deans and Directors Subgroup on Defense and Indemnification of Faculty Members and Other Employees (recommendations forwarded to Vice President Koffler on July 27, 1978).
  - B. Criteria for allocation of equity/equalization funds (recommendations sent to the Senate Consultative Committee August 1, 1978).
  - C. Draft of reallocation and consultation proposal issued by President Magrath, September 8, 1978.
  - D. Interim guidelines and decision-making criteria for the 1979-80 annual budget, UCBRBR, November 20, 1978.
  - E. Recommended patent policy of the Regents of the University of Minnesota (recommendations conveyed to the Patent Committee at the meeting of

December 7, 1978).

- F. Report of the *ad hoc* Committee on Grievances (recommendations sent to the Senate Consultative Committee on May 2, 1979).
- G. Report of the Select Committee on Planning, Decision-Making and Consultation at the University of Minnesota ("Watson Report"). Discussion is continuing.
- H. Proposed conversion to a bi-weekly payroll (discussion in process).

**JOHN S. CHIPMAN**  
Chairman

*Accepted*

## **XX. SENATE COMMITTEE ON COMMITTEES**

### **ANNUAL REPORT**

The Senate Committee on Committees and its sections held 6 meetings during fall and winter quarters and will hold at least one during spring quarter. The Committee approved drafts of the new University College constitution and also a revised statement of duties and responsibilities of the Library Committee.

A Faculty Interest Survey of interest in committee membership was conducted with a 25% response of nearly 3700 faculty members.

The major effort of the Committee was to prepare double slates for Senate and University Committees. These slates have been presented to the President and action for confirmation of committee appointments is anticipated at a spring quarter Senate meeting. The slates included the following: women — professors, 6; associate professors, 7; assistant professors, 7; instructors, 1. Men — professors, 59; associate professors, 29; assistant professors, 16; instructors, 1. The proportions are given in the following table:

	Women		Men	
	Slates	All-University	Slates	All-University
Professor	9%	5%	91%	95%
Associate Professor	19%	15%	81%	85%
Assistant Professor	30%	26%	70%	74%
Instructor	50%	45%	50%	55%

Two concerns surfaced during the slate-filling process: 1) unusual time commitment of members of some committees, most notably Judicial, and 2) large number of unfilled student positions on many committees.

**D. D. STUTHMAN**  
Chairman

*Accepted*

## **XXI. UNIVERSITY COMMITTEE ON TENURE**

### **ANNUAL REPORT**

The University Committee on Tenure has met three times in 1978-79. At the first meeting, on November 17, the Committee met with the Senate Committee on Faculty Affairs and listened to a presentation on the proposed Faculty Alcoholism and Drug Abuse Center. The Committee found that the proposed service would not present a threat to tenure of faculty using it and went on record as having no objection to the Center and as believing it to be a good idea. The Committee then discussed the report of the Ad Hoc Study Group on Grievance Procedures, prepared the year before. The Committee returned the Report to the Ad Hoc Committee with no objections and one clarificational amendment.

On March 9 the Committee met again to discuss the Report of the Select Committee on Planning, Decision Making, and Consultation (the Watson Report). The Committee expressed general satisfaction with the report while noting that as far as tenure is concerned, no special comment seemed necessary. The awarding of tenure in this University indeed seems to be a model procedure: decisions are made at the department and college levels and the final decision before submission to the Regents is largely that of the Vice President for Academic Affairs, while the President does, nevertheless, retain the power of final approval.

The Committee met for a third time on April 12 to discuss the matter of open hearings of the Judicial Committee as referred to the Committee by the Senate on a motion of Professor Lawrence Goodman, February 15, 1979. Also present at the meeting were several members of the Senate Judicial Committee and Professor Gerhard Weiss, Chairman of the University Appeals Committee on Academic Freedom and Responsibility. It appears that the hearings of the panels of the Judicial Committee are, in fact, fairly open: representatives of interested parties (AAUP, MEA, FGC, etc.) are routinely invited to attend and some do so and report back to their organizations. Furthermore, such observers, while not taking any direct part in the proceedings, are invited to send in written commentary during the course of the hearings and have the opportunity to express their concerns to the Judicial Committee and subsequently to the President of the University. With respect to the opening of hearings to the public, members of the Judicial Committee were generally opposed, although a small minority was in favor. It was reported that the administration was not generally opposed to open hearings. A report for action appears elsewhere on the agenda of this Senate meeting.

Another meeting of the Committee on Tenure will be called in spring quarter to discuss the proposal of the Task Group to Develop Personnel System Recommendations for Non-Faculty Administrative and Professional Appointments (the E-Task Report).

**F.R.P. AKEHURST**  
**Chairperson**

*Accepted*

## **XXII. SENATE JUDICIAL COMMITTEE**

### **ANNUAL REPORT**

Last year it was reported that appearances suggested the flood of litigation before the Judicial Committee was subsiding and that we might look forward to a less burdensome year in 1978-79. Unfortunately this not only proved incorrect but incorrect to such an extent that the entire judicial system has threatened to collapse. The Committee has had the busiest time in its history. Some 23 complaints have been registered to date. By June 15, fully 19 of them will have been dealt with, 8 through full hearings.

Such a load was impossible to carry with a fifteen person committee. In order to meet the extraordinary pressures, former members of the Judicial Committee agreed to serve on one panel. All of us in the University community owe deep gratitude to those individuals who, knowing full well the psychic and physical toll hearings take, agreed to serve. These colleagues are: Professors Paula Berry, Nancy Crewe, Phyllis Freier, Stephen Gasiorowicz, Madelon Gohlke, Paul Meehl, John O'Leary, Clarice Olien, and Constance Sullivan. They have done service far beyond what we could normally expect.

In addition, it appears that there may be an increase in what is the longest and most complex kind of litigation—termination for cause of a tenured faculty member. Between 1945 and 1977 there has been only one such case. In 1978-79 one case has been heard and another is scheduled for 1979-80.

The worst effect of such a case load is that in some instances our colleagues' right to a timely hearing has been severely compromised or not met at all. This year



the Judicial Committee has been forced to postpone all hearings not having to do with termination, non-renewal, or non-reappointment. This has meant that four complaints filed in 1977-78 have not yet been heard and will not be so until 1979-80 at the earliest. Such a situation is difficult to accept as an isolated occurrence. It now threatens to become the norm and as such is unacceptable. We must explore ways both of lowering the total number of cases and of expediting matters before the Committee. To this end the following actions have been taken:

1. Potential complainants are strongly counselled to have their grievance heard first at a more local level. This is required of all complaints concerning salary.

2. Appeals from such lower hearings are not automatically heard. If, in the judgment of the Committee, the complainant has received just treatment and a settlement at least equal to what might reasonably be expected from a panel, we decline to accept the appeal.

3. Potential complainants are informed of their chances of success. They are made quite aware that their chances are not high. The burden of proof lies ordinarily with the complainant and is a difficult one to sustain. When similar complaints have been settled by the Judicial Committee, potential complainants are informed of the outcome.

4. The period of discovery has been lowered by Senate action from 90 to 60 days. We should experiment with an even further reduction and should move directly when both parties agree to waive the period.

5. We have encouraged mediation at all times.

Partly because of all of the above, only 8 of the 19 complaints disposed of this year have gone to full hearing. A number of other actions should be considered. We may well have to increase committee membership, difficult as that is to do. Such an increase would change the nature of the Committee's deliberations. The Senate might wish to create some other means of adjudicating salary grievances. The Judicial Committee finds itself ill-equipped to make such judgments, as it does not in other instances decide substantive matters such as merit. These are properly decided by peers usually in the discipline. Some experimentation with a summer calendar may become necessary.

The Senate has recently inquired about the Judicial Committee's rule of confidentiality. You should know that the question of open hearings has been discussed for a number of years. The main arguments in favor of public hearings are that such hearings allow full faculty awareness of procedures and findings; that they would allow for precedents to be established and known to the community; that public hearings somehow seem more fair. Among the arguments for keeping hearings closed are that the psychic toll on colleagues in a hearing is less great in private sessions; the temptation for "revenge" is less pressing; potential witnesses are less reluctant to testify; somewhat less rigorous rules of evidence can be in effect, allowing more direct access to the truth. This year the Committee has experienced difficulty in some instances in persuading colleagues to testify. Other witnesses were afraid of possible reprisals. Some hearings were so charged that the panel felt it would have been exceedingly difficult to bring them to a successful conclusion had they been public. For these and other reasons the Committee overwhelmingly opposes opening all hearings. It is willing, however, to experiment with open hearings in those instances in which the complainant, the respondent, and the panel all agree the hearing can be open.

There is little doubt that the judicial structure of the University is in a crisis. As the Judicial Committee develops more wisdom, it will report back to the Senate.

**PETER ROBINSON**  
Chairman

*Accepted*

## **XXIII. UNIVERSITY APPEALS COMMITTEE ON ACADEMIC FREEDOM & RESPONSIBILITY**

### **ANNUAL REPORT**

The University Appeals Committee devoted much of its activity this year to a review of the report prepared by the *ad hoc* Committee on Grievances. The Committee welcomes the proposals for a simplification of the University grievance process and hopes that the new guidelines, once adopted, will remove many of the ambiguities presently connected with the academic freedom and responsibility process.

The Committee continues to be called upon to interpret grievance procedures and to advise unit grievance review officers. Two appeals have come before the Committee and are presently under review.

**GERHARD H. WEISS**  
Chairman

*Accepted*

## **XXIV. QUESTIONS TO THE PRESIDENT**

**(20 minutes)**

None.

## **XXV. OLD BUSINESS**

None.

## **XXVI. NEW BUSINESS**

**(15 minutes)**

See abstract for summary of discussion.

## **XXVII. TRIBUTE TO DECEASED FACULTY MEMBERS**

**KATHARINE JANE DENSFORD DREVES**  
**1890 - 1978**

Katharine Jane Densford Dreves, director of the University of Minnesota School of Nursing from July 1930 until her retirement in June 1959, died in St. Paul, September 28, 1978, of a cerebral malignancy.

Born in Crothersville, Indiana, she graduated magna cum laude in 1914 from Miami University with majors in history and Latin. After receiving an M.A. from the University of Chicago the following year, she taught history in high school until she felt the impulse to help in the war effort by entering the Vassar Training Camp in 1918 and subsequently completing the nursing program at the University of Cincinnati. Her leadership ability was evident and she held increasingly important positions in nursing, culminating in her appointment as fourth director of the University of Minnesota School of Nursing. In addition to being an effective leader, she was described by an early mentor as having "personal beauty, dignity, sweetness and loyalty of rare quality."

Her professional contributions were the result of both elected and appointed offices at the local, state, national, and international level. She served as president of

the Minnesota Nurses Association, the Minnesota League of Nursing Education, the American Nurses Association, Alpha Tau Delta and Sigma Theta Tau; second vice-president of the International Council of Nurses; and represented nursing at the San Francisco United Nations Conference and numerous World Health Organization and UNESCO meetings. Through these offices she was instrumental in developing a professional counseling and placement service, in providing direct membership in the American Nurses Association for black nurses (at the time when they were barred from membership in southern state nursing organizations), and in putting into effect the national test pool for licensure examinations.

She traveled widely and encouraged others to do likewise and was instrumental in encouraging and enabling foreign nurses to study in the United States. One of her precepts was Emerson's belief that, "Our chief want in life is someone who will make us do what we can," and her mentorship was enabling to hundreds of current leaders in nursing throughout the state, the nation, and the world.

Although she became "director emeritus" in 1959, Katharine Densford did not retire in the usual sense of the word. She married Carl A. Drees shortly after leaving the University and had sixteen years in this role before his death in 1975. She continued to be supportive of nursing, was a member of the Minnesota Governor's Commission on the Status of Women, the Minnesota State Board of Health, the Governor's Council on Aging, and actively participated in the League of Women Voters. Because of her illness, she was unable to attend the American Nurses Association Convention in 1978, the first one she had missed in 48 years.

Her influence on nursing is immeasurable and in this lies her immortality as well as a continuing challenge to those of us who were fortunate enough to know and to love her.

### **BETTY THOMAS GIRLING** **1917 - 1979**

Betty Thomas Girling, associate professor, Continuing Education and Extension, and director of the Minnesota School of the Air, radio station KUOM, died January 10, 1979, in Minneapolis, Minnesota.

Professor Girling was born in Minneapolis, October 20, 1917. She attended Sacred Heart School in Robbinsdale and St. Margaret's Academy. She received a Bachelor of Arts in 1940 (major speech, minors philosophy and English history), a Bachelor of Science in Education in 1947 and a Master of Science in Education in 1948 all from the University of Minnesota. She served as director of the Minnesota School of the Air at radio station KUOM from 1946 to 1979 and as program director of KUOM from 1941 to 1946. During eleven summers she taught courses in speech, radio, and creative writing at a number of institutions including the University of Denver, Michigan State University, Peabody College, and North Carolina State at Durham. She was a member of the National Association of Educational Broadcasters, the NAEB Instructional Broadcast Council and an honorary advisor for Life of Alpha Epsilon Rho, a radio-television honorary organization.

This bare outline of her professional career does not begin to communicate the contributions of Betty Girling to the field of educational broadcasting in the United States. During her tenure at KUOM she wrote over 4000 radio scripts. She won sixteen national awards from the Institute for Education by Radio, Ohio State University, the "Ohio State Award," for programs which she had written and for which she had production responsibility. (The latest Ohio State Award was received posthumously for a series on language, *Speak Easy*.) KUOM received a *Variety* Showmanship Award in 1946 for a polio series for which she was responsible. *Lollypop Playhouse*, broadcast over radio station KSTP from scripts originally written for KUOM'S Minnesota School of the Air by Betty Girling, received a first award from *Billboard* in 1948. She was honored by the Minnesota Radio Council, by the Twin City Ad Club, from which she received the AFTRA Award, and the Minnesota Education Association. In 1968, she was presented a Minnesota Heritage Award by Governor Harold LeVander for her work in conservation education. She has been nominated this year for the Edward R. Murrow Award from National Public Radio.

Professor Girling was a national leader in the field of children's radio programming. Her programs have been and continue to be broadcast by radio stations in many other states as well as Minnesota. Her scripts and documentaries focused on the problems of living faced both by children and adults. She was able to write seriously about science or history, but she also possessed a fey, pixy sense of humor which combined with her writing talent to create an array of enchanting, fantastic characters for which she is probably best known. She was always fiercely loyal to the University of Minnesota, its faculty, and students. She truly had an open office door, and she never failed to help those students who came to her for guidance in creative radio writing or production.

Betty Girling is survived by her sister and brother-in-law, Mary and Leo T. Ambrose, of Minneapolis and by her niece and nephew, Anna Mary and Thomas Ambrose, and several cousins.

### **HELMUT G. HEINRICH 1910 - 1979**

Helmut G. Heinrich, professor of aerospace engineering and mechanics, died at the age of 68 on March 7, 1979, Houston, Texas, one day after accepting a special award from the American Institute of Aeronautics and Astronautics for his "forty years of continuous involvement with, and significant contributions to, the science and technology of aerodynamic deceleration systems, and for teaching by doing and doing by teaching."

Helmut Heinrich was born in Berlin, Germany, on August 5, 1910. He received a Dr. Ing. in aeronautical engineering from the Technische Hochschule, Stuttgart, Germany in 1943. From 1935 to 1946 he was employed first as a project engineer and later as head of the Department of Aerodynamics at the Research Institute Graf Zeppelin in Stuttgart and was, for a time during this same period, on the faculty of the Technische Hochschule. In 1946 he came to this country as a technical advisor to the Parachute Branch Equipment Laboratory of the Wright Air Development Center at Wright/Patterson Air Force Base in Dayton, Ohio. From 1956 until his death he was on the faculty of the University of Minnesota.

Dr. Heinrich was best known for his research work in the area of aerodynamic deceleration devices, and his contributions were both to the theory of these devices and to their design. Included in his new designs were the ribbed guide surface parachute, the supersonic guide surface parachute, and a guide surface rotor. He also designed the "Omega Sensor," a device used to measure stress in flexible structures such as parachutes. His work with deceleration led to his involvement in the development of a parasail system for the Gemini space program, and his patented guide surface parachutes were used on two unmanned Viking Mars space probes and the Venus probe. He was awarded ten U.S. patents and numerous patents in foreign countries.

For his work Dr. Heinrich received many forms of recognition. He was elected Fellow of the American Institute of Aeronautics and Astronautics and Fellow of the Royal Aeronautical Society of Great Britain, and he was a member of many other learned societies. He received the Thurman H. Bane Award from the Institute of Aeronautical Sciences, the Aeronaut Leo Stevens Memorial Medal from the Wings of America Club, and a Citation for a Special Act of Service from the U.S. Air Force in 1956. In 1972 he received the Institute of Technology Outstanding Teaching Award.

Throughout his tenure at the University of Minnesota Dr. Heinrich was continuously engaged in research, and over the years his laboratory became a training ground for hundreds of undergraduate and graduate students. He was known and loved as a strict taskmaster who taught his students the principles of their particular academic field and the discipline and dedication necessary to carry out scientific work.

Professor Heinrich is survived by his wife Luise; two daughters, Hildegarde Crowley and Eva Schutz; and a son Klaus.

## **CECIL H. MEYERS 1920 - 1979**

Professor Cecil H. Meyers, born July 18, 1920, in Solon, Iowa, died on January 1, 1979, in his home in Duluth. Professor Meyers attended the University of Iowa and received three degrees from that institution including a Ph.D. degree in economics in 1949. He came to the Department of Business and Economics at the University of Minnesota, Duluth, in 1949 as an assistant professor. He was promoted to associate professor in 1953 and professor in 1957. When the Department of Economics was first created in 1965, Professor Meyers was named its first head. He served in that capacity until 1972. He played a major role in developing the department to its current position. He pioneered in the establishment of the Bureau of Business and Economic Research and was appointed the first director of the bureau, a position he held until his death.

Professor Meyers was a prolific writer. He authored two textbooks in economics and over thirty professional papers. When he first arrived at Duluth, his research interests were broadly spread within the discipline of economics. Soon after his arrival, however, he became interested in the economic base of the Duluth region. This interest is well reflected in his many publications. During his tenure as director of the UMD Bureau of Business and Economic Research, he was involved in a variety of research projects for UMD, the City of Duluth, Northeastern Minnesota, the forest products industry and others. Professor Meyers was co-author of the original impact study of the economic effects of Voyageur National Park. In addition to his many scientific papers, Professor Meyers also authored many popular articles and booklets on the history and economic base of the Duluth region.

Professor Meyers belonged to many professional and honorary societies. He served as president of the Minnesota Economic Association in 1966-67. He was also an active participant of many local groups including the St. Louis County Historical Society, Duluth Chamber of Commerce, and others.

Professor Meyers is survived by his wife, Corrinne; a son, William, Minneapolis; a son, Robert, Roseville; and a daughter, Cynthia, Roseville.

## **RICHARD WALTHER SIEBERT 1912 - 1978**

Richard Walther Siebert, better known as "Chief" during his 31 years as head coach of the University of Minnesota baseball program in the Men's Department of Intercollegiate Athletics, succumbed to a series of illnesses and died December 9, 1978.

Born February 19, 1912, in Fall River, Massachusetts, Chief was the son of a Lutheran minister who was later transferred to head up a Minnesota congregation. Coach Siebert grew up in Minnesota and then attended Concordia Junior College in St. Paul with plans to enter the ministry. However, all during his high school and college days he kept his summers free for another love . . . baseball.

Siebert went on to Concordia Seminary in St. Louis, Missouri, to continue his religious studies and, had it not been for a special ruling, he could have spent his adult life in the pulpit. In 1932, after he had completed two of the three years necessary for ordination, the church fathers decided there were too many divinity students, since the great depression had cut down the number of openings. They ruled that all two-year students would remain out of school for one year before completing their work. So Coach Siebert dropped out of the seminary and became a professional ball player.

Siebert was originally discovered by Eddie Herr of the New York Yankees and actually started his baseball career in the summer of 1929 with Waynesboro, New York. In 1931 he batted .345 for Dayton while playing first base in 98 games. He received a tryout with the old Brooklyn Dodgers the next year, and was then affiliated with New York, Dayton again, Albany, Buffalo, Indianapolis (with whom he hit .330 in 123 games), and finally in 1937 was purchased by the St. Louis Cardinal chain. Again he went from farm team to farm team. Several major league clubs claimed Siebert in

1937 and 1938, but each time he was withdrawn from waivers and the price of his contract (to the buyer, that is), was hiked. Siebert, frustrated with the Cardinal methods, appealed to Commissioner Judge Landis and asked to be declared a free agent. Suddenly Siebert's "belligerence" was reported in the paper and the legendary Connie Mack ordered his Philadelphia athletic staff to scout Siebert for two weeks. He then purchased Siebert's contract for \$10,000 and three players. Beginning in 1938 and for the next eight seasons, the Chief was the regular first baseman for the A's. His best year in the major leagues was in 1941 when he batted .334. In 1943 he was named to the American League All-Star Team. He was then traded to the St. Louis Browns in 1945, but quit baseball after a lengthy salary squabble. Coach Siebert often said his best remembrances of professional baseball, beside being chosen to the All-Star team, came when on two occasions he broke up no-hit efforts by Bob Feller, the amazing fast ball pitcher for the Cleveland Indians.

Siebert returned to Minnesota and began coaching at Concordia Junior College and broadcasting Twin Cities minor league baseball for old WTCN radio. But it was September 16, 1947, when his career turned to full-time coaching. That was the date he joined the University of Minnesota men's athletic staff. The next 31 years saw a program develop into one of the most amazing stories in all college athletics. Coaching and recruiting in the far north, where most of the time spring weather was not conducive to turning out top baseball products, the Chief did it all. He began slowly, winning some, losing some. But by the mid-1950's, Coach Siebert and the Minnesota Gophers broke into the national baseball scene. It was 1956 when Minnesota suddenly captured the Big Ten championship, Siebert's first, with an 11-2 record. He then directed his team to the NCAA Mideast Regional Championship played in the Twin Cities with two wins each over Notre Dame and Ohio University. Then it was on to the College World Series in Omaha, Nebraska. That Gopher team won three of its first four games, and then whipped the University of Arizona 12-1 to capture the school's first national baseball championship. But it was only the beginning.

Siebert's teams went on to win 11 Big Ten Championships during his reign, the last in 1977, and won two more NCAA Championships in 1960 and 1964. His 1973 team finished third and the 1977 team sixth at the national tournament. In all, his record ended at an amazing 754 wins against 361 losses. He is one of only three coaches to ever win more than 700 games at a Division I school.

Coach Siebert sent dozens of young men on to successful careers in both business and professional baseball. Possibly his crowning achievement was that no one who ever played for the Chief ever uttered anything but praise for the way he taught the individual fundamental skills of the game — the game of baseball and the game of life.

Coach Siebert was named assistant professor at the University on July 1, 1961, and an associate professor in July 1, 1976.

In 1971 he served as president of the American College Baseball Coaches Association. He was inducted into the College Baseball Hall of Fame and was twice named College Baseball's National Coach of the Year. In 1978 he was named recipient of the highest individual honor attainable in amateur baseball, the Lefty Gomez Award. The latter honor is given for outstanding contributions and service to the development of baseball.

Many in Minnesota hold fast to the claim that Siebert is the godfather of amateur baseball in our State. He was a strong influence in the development of the Babe Ruth, American Legion, and high school programs in every corner and crossroad of Minnesota. For 20 years he traveled across the state holding free baseball clinics for youth of all ages. For 29 years he conducted coaches' clinics at the University of Minnesota. He made two trips to Japan and one to Europe for the U.S. State Department, lecturing to baseball coaches of service teams. He was always in demand as a speaker at baseball clinics from coast to coast. His national prominence was probably most felt when he served as Secretary and Rules Editor of the NCAA Baseball Rules Committee the last eight years of his career. His influence on that Committee was shown in several ways, too. It was Siebert who campaigned for and won ratifica-

tion for the use of aluminum bats, the designated hitter, the reentry rule, and many other innovations to the collegiate game. In addition, he published two instructional books on baseball, both of which literally became the final word to coaches from coast to coast on how to teach the game's fundamentals. Siebert also put together a slide package for the Athletic Institute in 1950 on baseball fundamentals, and conducted a television series on the game for Wheaties in 1952.

On Saturday, April 21, 1979, the University's excellent baseball facility, Bierman Field, was renamed "Dick Siebert Field" in honor of this legendary gentleman. It was more than fitting, for it was Coach Siebert who dreamed up the plan, all but drew the plans, and finally realized the building of the best baseball facility in the Big Ten.

It is a fitting tribute that the name of Coach Richard "Chief" Siebert will remain clearly evident to all those who love the game of baseball and who loved the man who brought Minnesota to prominence in amateur circles.

Mr. Siebert is survived by his widow, Marie; daughters, Marilyn Siebert and Mrs. Beverly Pinto; sons, Richard, a Minneapolis neurologist, and Paul, a major league baseball pitcher with the St. Louis Cardinals.

Final rites were held December 12, 1978, at the Mt. Olivet Lutheran Church in Minneapolis.

## XXVIII. ADJOURNMENT

*The meeting of the University Senate was adjourned.*

**MARILEE WARD**  
Clerk of the Senate

## Appendix ABSTRACT OF DISCUSSION

The May 17 meeting of the University Senate was called to order by President C. Peter Magrath at 3:30 p.m. in 25 Law Building, Minneapolis campus, following a special meeting of the Twin Cities Campus Assembly. Coordinate campuses were linked by phone. Minutes of the last meeting were approved as were committee memberships for next year, following a request from Steve Carlson, student, that the minutes indicate that student memberships would be added to the rosters later.

*Vice Chairman Election.* Fred Morrison, professor of law, nominated Betty Robinett, professor of linguistics, to be vice chairman of the Senate next year. He reminded the Senate that that officer held ex officio membership on the Consultative Committee and said that her counsel as a past member of that committee would be very valuable. The nominations were closed and Ms. Robinett was afforded a round of applause.

*College Constitutions.* Louis Toth, professor of chemical engineering, introduced a proposal to ask the president to establish a committee to review college and department constitutions and to recommend optimum levels of faculty participation in governance and procedures to ensure that participation. He said he had discovered there was little consistency in the way constitutions were dealt with at the University. He assured the Senate that his proposal would not interfere with the recommendations of the Watson Report. Leonid Hurwicz, Regents' professor of economics, said the intent was good but he questioned some of the terms, such as "optimum levels" of faculty participation, which he thought would invite limiting those levels. The use of the word "minimum" was even more dangerous, he said, in its connotation of limiting participatory governance. He suggested saying that the committee could review the opportunities for increasing the levels of participation in governance in those parts of the University where it was inadequate and to consider other changes to increase effectiveness where that seemed desirable. Robert Ander-

son, professor of veterinary public health, moved to table the motion, voicing concern that the Senate was setting itself up as a judge of individual faculties and colleges and urging that it not act in a hurry on a loosely worded motion. The Senate agreed 64 to 53 to table the motion.

*University Without Walls.* Donald Browne, professor of speech and communications and chairman of the Educational Policy Committee, presented a motion pertaining to the University Without Walls. His committee had studied the matter for the past two years and had decided that it should be granted full program status within the University College. The Senate approved his motion.

*Outreach Report.* Mr. Browne opened a discussion of the Report of the Study Group on University Outreach that his committee as well as many others had been studying during the year. He noted that the report based its case for inloading night school and summer session instruction on three considerations: possible improvement in the quality of instruction, an anticipated downturn in enrollment, and improved accessibility of University programs. He said his committee thought the first and second might not be so important, in that the quality of instruction would not necessarily change and enrollments could not be predicted with certainty. However, the third factor was the major consideration, he said. The committee then voiced some concerns: the problems of implementation had not been thoroughly studied and surveys had not yet been made of the needs and preferences of the populations to be served. He closed by saying that it was an extremely important issue and that SCEP hoped that plans could proceed with all deliberate speed during the next year.

Mahmood Zaidi, Consultative Committee chairman, said his committee was coordinating the review effort of the Senate committees and would have a special meeting on June 1 at which time recommendations for the Senate would be formulated. Roberta Simmons, professor of sociology, noted that there was uneasiness in some quarters in the Liberal Arts College, due to the lack of information, about the effects of inloading on salaries. Mr. Browne said his committee thought that concern should be addressed before the end of the academic year. He said he had assurances that current inloading in CLA had nothing to do with the Outreach Report recommendations. Mr. Carlson was concerned that access go hand in hand with any new outreach effort. Mr. Browne agreed that was an important consideration. The president expressed personal interest in the whole outreach concept, and he urged that Al Linck, associate vice president for academic affairs, be apprised of comments.

*Patent Policy.* Robert Hexter, professor of chemistry and chairman of the Research Committee, moved acceptance by the Senate of a new patent policy, which he said was the first new one since 1962. He indicated that the volume of sponsored research activities at the University had multiplied many times since then. A 1975 policy had been held in abeyance due to the current cease and desist order and in the meantime had been deemed too legalistic. Under the new policy the inventor would have a greater share of the royalties. Also, he said, it was easier to read and simpler to administer. Joseph Schwartzberg, professor of geography, asked whether the policy on copyrights had been considered. Will Fornell, patent administrator, said that the policy on University-sponsored educational materials had been in effect about three years. Another query was whether ethical aspects had been considered. William Shepherd, director of the Space Science Center and chairman of the committee that drew up the new policy, responded that the committee had indeed concerned itself with those aspects. He said its intent had been to permit maximum freedom for staff members to publish or otherwise divulge their findings. The Senate then approved the policy unanimously.

*Open Hearings.* At its February 15 meeting the Senate had referred to the Tenure Committee a motion to the effect that all Judicial Committee grievance hearings should be open unless both parties agreed they should be closed. Roland Akehurst, associate professor of French and Italian, introduced his committee's recommendation that the Senate should suggest to the Judicial Committee that, for a two-year trial period, its hearings be open to the public if the parties and the hearing panel agreed. Further, the Judicial Committee was to report to the Senate at the end of the trial



period on the numbers of open and closed hearings and the opinions of its committee on the success of the experiment. His motion was approved.

*Consultative Committee Annual Report.* Mr. Zaidi, chairman, drew the Senate's attention to the special meeting of the Senate scheduled for May 31, at which time it would discuss the Watson Report. Pat Eckman, student chairman, noted that next year for the first time Crookston and Waseca would be represented on the committee, and that Waseca, whose two student senators would be graduating, would need representation on the Consultative Committee. The Senate clerk was asked to assist.

*University Committee on Biennial Request & Budget Review.* Fred Morrison, professor of law and committee chairman, said that this year's University retrenchment and reallocation could not take place simultaneously, as his committee had hoped. Retrenchment had been concluded and reallocation would begin during the next week. Indications were that there was very little money in the legislative budget for a cost of living increase in supply budgets, he said, so many departments might have to make reallocations of some kind, and he warned of the serious impact that would have during each of the next two years. Mr. Zaidi said that the Consultative Committee would be scheduling public hearings on reallocation. The president agreed that the impact of inflation was very serious and said he would be sending out a memo on the budget and reallocation as soon as the University figures from the legislature were available. Asked about the ratio of reallocation to retrenchment funds, Mr. Morrison said it was one to one. He went on to say that the separation of the procedures had caused such serious problems that recommendations would be made that budget planning commence earlier next time so retrenchment and reallocation could occur at the same time, thus eliminating uneasiness in many quarters. In response to a concern of Mr. Carlson about a procedure that seemed to make unjustified cuts, he said that it was imperative that the University reorder its priorities internally and reallocate funds unless it wanted to become a fossilized institution. There would be new programs coming up in the next decade and the University would have to find funds to finance them in order to attain and keep its high quality, he said.

*Indirect Costs Manual.* Robert Hexter, Research Committee chairman, announced that the manual on indirect costs of sponsored research had been distributed and copies were available at the Office of Research Administration. His committee, he said, wanted to know whether the manual answered the questions about indirect costs. The committee also wanted to be notified if the recently published procedures for submitting proposals to private foundations were unclear.

*Sex Differentials in Periodic Retirement Benefits.* John Chipman, professor of economics and chairman of the Faculty Affairs Committee, reported that his committee would soon be sending to all faculty members a copy of the report of its subcommittee that had been constituted to make recommendations concerning alternatives to the current retirement plan. He urged that all faculty members read it prior to the hearings that would be held next Fall.

*E Task Group Proposal.* Mary Hanley, assistant professor, Biomedical Library, asked how the proposal of the task force to develop personnel system recommendations for non-faculty administrative and professional appointments would be distributed. The clerk was asked to find out.

*Judicial Committee Report.* Peter Robinson, chairman, cited what he called a depressing statistic — 3,600 person hours spent by members of his committee on judicial matters. Patricia Swan, professor of food science and nutrition, asked whether there would be additions to the committee's membership, whether a separate mechanism could be set up to consider salary cases, and whether there would be a report of each of the cases. Mr. Robinson explained that 3-member panels were assigned for each case and that each panel addressed the entire committee at the monthly meeting. If the committee were too large, he said, the discussions would change in nature. Also, it was becoming harder to persuade people to join the

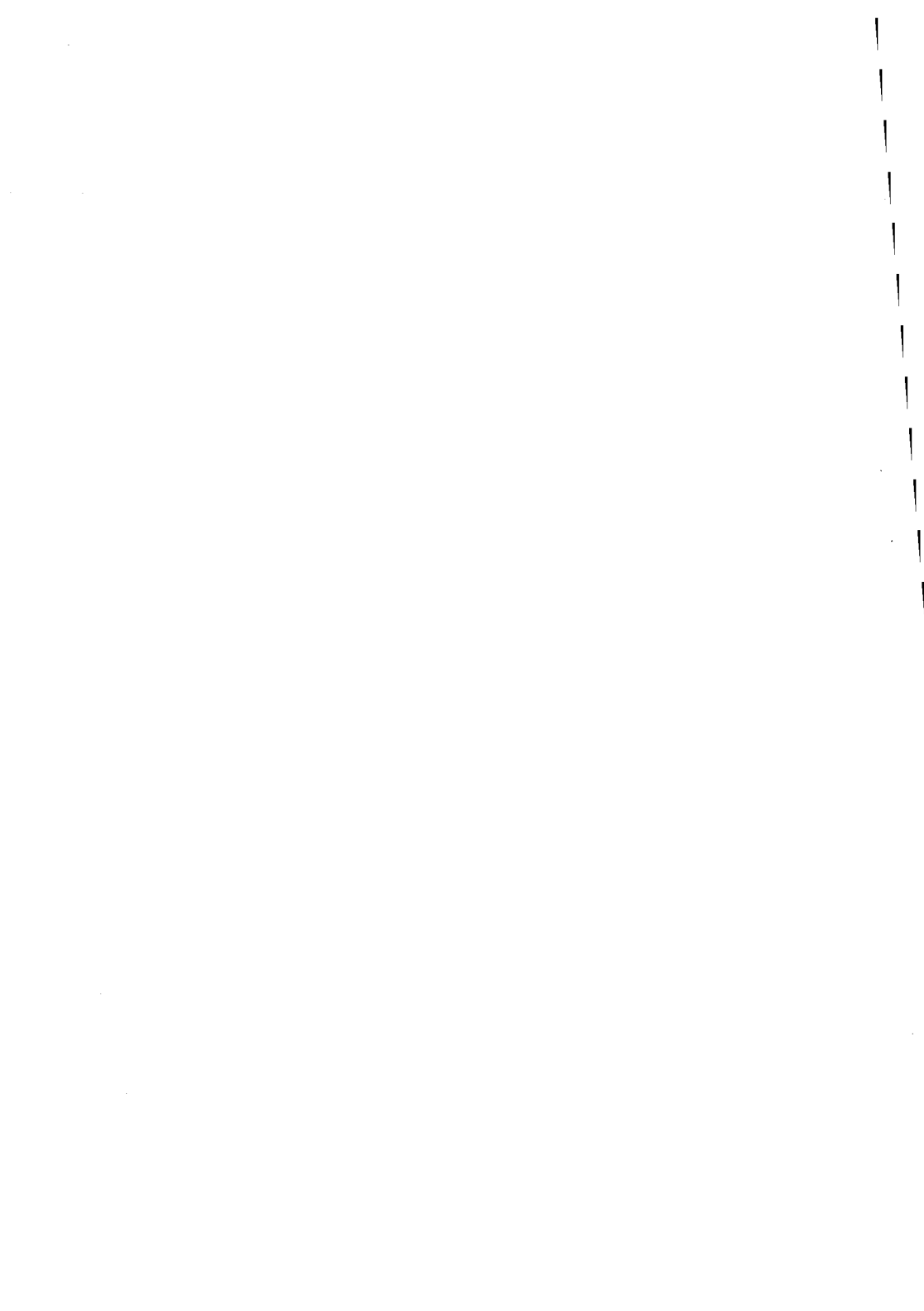
committee and there were "precious few moments of joy" for those who did serve. He said the committee was ill-equipped to deal with salary issues — that it handled essentially matters of procedure rather than questions of merit. On the abstracts of cases, he said the committee had been so overwhelmed with work that, since the abstracts were to be compiled every two years, it had put off doing them until next year. The president said he would be meeting with the committee in the near future and added that demands on the committee members violated laws that banned cruel and unusual punishment.

*Other Matters.* All other reports were received without comment. John Turner, Regents' professor of political science, asked that the Library Committee be asked for its annual report. The president asked the clerk to do so. Mr. Zaidi noted that the Consultative Committee was overseeing the effort to clarify the University's grievance procedure. Mr. Eckman asked the president about a recent redefining by Harvard of its curricular core programs and the resulting improvement in its ranking nationally. The president said that the Harvard action had raised many questions nationally. He called Mr. Eckman's attention to the deliberations of the University's Council on Liberal Education, which had been discussing a number of related matters. He said he would see that Mr. Eckman got those minutes. Beyond that, he said, he was not aware of any University restructuring of undergraduate curriculum.

*Mandatory Retirement.* Mr. Hurwicz asked whether any decision had been made yet on the mandatory retirement age for the University in view of federal and state legislation. The president said he wished he could answer the question, but was unable to do so; he hoped that the University's position would be resolved by the June meeting of the Board of Regents.

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

**MARILEE WARD**  
**Abstractor**



# UNIVERSITY OF MINNESOTA

## SENATE

# MINUTES

May 31, 1979

The fifth meeting of the University Senate for the year 1978-79 was convened in the auditorium of Nicholson Hall on Thursday, May 31, 1979. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 128 voting members of the faculty, 16 voting members of the student body, 3 members of the Council of Academic Officers, and 30 nonmembers. President C. Peter Magrath presided.

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

## I. SENATE CONSULTATIVE COMMITTEE

(2 hours)

### A. PRESIDENT'S RESPONSE TO THE RECOMMENDATIONS OF THE SELECT COMMITTEE

As members of the University Senate Consultative Committee and those who served on the Senate Select Committee know, I have given considerable time and thought to the recommendations and ideas that appeared in the Select Committee Report. The report was constructive and addressed many difficult questions, while it avoided, and quite properly so, prescribing any specific actions or solutions.

Before going point by point through the recommendations of the Select Committee, some general observations might be in order. There are three main elements to the Select Committee Report. One deals with planning and what needs to be done in this regard; another addresses the organization of the central administration with particular emphasis on what might be called the primacy of academic affairs and educational considerations; and the third deals with the organization of the Senate itself, the thrust being that the Senate should be more efficiently organized *and* that we need a better system of communicating about the consultative work that occurs at this University.

Let me first address the question of the primacy of academic values at the University of Minnesota, since this issue clearly focuses upon my work as the chief executive officer of the University of Minnesota. I believe that the members of the Watson Committee and I, as well as the entire University community, agree on one fundamental point: Everything that we do, discuss, and, at times, argue about at this institution is motivated out of a genuine concern for academic values. We are an academic and educational enterprise; that is our primary mission and everything we undertake must ultimately and directly serve our important state, national, and international obligations in teaching, research, and educational service. Organization *is* important, but without the right kind of spirit, it is sterile and empty. It finally comes down to the proposition that there must be an overriding and internalized commitment to educational values. All of us, I believe, the faculty and students, and our governing Regents, as well as those privileged to serve as executives of this University, truly share in that spirit, even though our perceptions occasionally differ as to how we should execute the mandate we embrace.

The University of Minnesota is one of the most complex universities in the United States. Our educational mission, although basic, is complex in terms of its implementation and its relationship to so many aspects of our state and national life. We are also — and this point needs special emphasis and appreciation — one of the few

multi-campus universities in the United States organized without a two-tier layer of administration. In Wisconsin, Missouri, Nebraska, and virtually every other state with multi-campus universities, the central administration and its chief executive officer serve a coordinating role, dealing directly with a governing board, with a state government, and with the external interests that surround a public university. In such systems, the chief executive officer and that person's immediate staff rarely have direct involvements with the campuses. Instead, there is a separate layer of administration. If we, for example, were organized in a similar fashion, there would first be an overall administration that the person in my position would direct and then there would be a separate administration headed by persons with such titles as "chancellor for the Twin Cities campus," "chancellor for the health sciences," and possibly a "chancellor" for each of the four coordinate campuses. Those chancellors or chief executives would then report to the central administration. Obviously this pattern of organization can work, but I find it to be needlessly bureaucratic, having the disadvantage of pulling the ultimate chief executive away from direct involvement with campus and faculty issues and needs.

Every chief executive has his or her own style of doing things. Unquestionably and without apology, I have mine. It is not perfect and others might function somewhat differently. But I do my work in a way that, frankly, fits me as I try to serve, as best I can, the academic mission of this University. I prefer not to have an executive vice president, thereby isolating myself from direct campus issues and concerns. I prefer to operate intimately and directly with each of the six University vice presidents. Such preferences, however, should not be interpreted as a negative comment on academic matters. Quite the contrary, and though I will comment on this in more detail, the vice president for academic affairs is to my thinking the vice president who assists me most directly in representing the fundamental educational concerns of the total University of Minnesota. If, for instance, I am away for an extended period, the line of responsibility clearly and without question passes to the academic vice president. In addition, and in response to some of the suggestions that emerged from the evaluation that the Regents conducted last Fall of me and my office, and in response, of course, to some of the suggestions that emerged from the Select Committee, I have taken these steps to clarify and emphasize the special role of the vice president for academic affairs:

1. That individual now joins me whenever I meet with the University Senate Consultative Committee.
2. That individual and I meet on a regular basis with the deans of the University of Minnesota to review their concerns and to discuss educational issues affecting the University.
3. The office of the academic vice president has been internally restructured in recent months so as to make it possible for the current incumbent, Dr. Henry Koffler, to delegate certain important items to his key associate in order to free him to work more directly with me on certain fundamental academic matters.

Finally, since I am discussing the important role that the vice president for academic affairs plays in my administration, I think this is an appropriate occasion to announce the interim replacement for vice president Henry Koffler, who, as most of you know, will soon be assuming the chancellorship of the University of Massachusetts at Amherst this summer. The individual I am recommending the Regents appoint as acting vice president for academic affairs has, as we all would wish, a strong and effective commitment to the priority of academic values. He has distinguished himself as a professor, researcher, and administrator, and indeed as a previous acting vice president for academic affairs. I am referring, of course, to associate vice president Al Linck. In addition, within the next few days I will announce the formation of a search committee, with the assistance of the Senate Consultative Committee, that will conduct a national search to identify for me prospects for the permanent position of vice president for academic affairs. Dr. Linck initially, and the new vice president for academic affairs, will play a key role, working intimately with me, in the important academic planning and budgetary work of this University as we

build and organize ourselves for the challenges of the 1980's.

Let me turn, now, to the particular recommendations, as I understand them, that emerged from the Select Committee.

### PLANNING RECOMMENDATIONS

- i. Endorsement of current planning efforts: Agree. Note expansion of planning efforts over the past year. Along with the Planning Council and certain units, the Regents and the senior officers Planning Group have also devoted more time to planning. The result is a much more expansive and systemwide commitment to long-range planning that will bear its first fruits in the next few months as units complete their initial long-range planning statements.
- ii. Stress on overriding importance of academic concerns in all aspects of planning: Agree, as mentioned previously.
  - a. Vice president for academic affairs should play not only "a leading role," but "should also be in control of the planning process in general": The vice president for academic affairs must play a leading role in planning and be substantively and administratively linked to the Planning Council and the president's decisions. Planning should be a presidential responsibility, under the premise that the president is an academic officer; coordination of planning to be by the vice president for planning.
  - b. Planning should include consultation with SCC and other appropriate bodies, and they should be in some ways linked to the Planning Council and the faculty-student system of governance: Agree, and, in fact, the major Senate Committees are represented on the Planning Council: SCEP, SCRAP, SCC, and UCBRBR.
  - c. Planning at departmental and collegiate levels should be the cornerstone of University planning: Agree, and of course this should be coordinated with central planning as is indicated in my recent letter on long-range planning. (Some units, departments, and colleges have already undertaken successful planning efforts.)
- iii. Need to communicate major results of planning to appropriate constituencies: Agree. (Some of this responsibility lies with the faculty/student representatives as well.)
- iv. Improve University data base, form of its presentation, and its availability: Agree, though this is difficult and complicated and takes time in the current environment. (This is currently being addressed by the Budget Information and Background Committee — Professor Hurwicz — and by the Planning Council. Also my memo to academic units regarding collegiate mission statements will assist here.)

### DECISION-MAKING RECOMMENDATIONS

Again, as I discussed earlier, the president must have the prerogative of organizing the central administration as he sees fit and as it fits with his style. The concern that "interplay of personal styles in the presentation of information and opinion" is happening is simply unjustified and wrong. The president is meeting with the vice presidents and a selected number of other people on a regular basis; the president also meets *alone* with the six vice presidents approximately every one to two months.

The impression that the vice president for academic affairs lacks influence and a strong role is simply not true. This must be addressed, but the facts do not underlie the conclusion.

It is true that CAO is too large a body to function as a decision-making body. That is not its purpose. It is valuable as an information-sharing device, more so than has been acknowledged. On the other hand, there is value in meeting in a smaller setting with the deans alone (with no substitutes) — as the vice president for academic affairs and I have been doing since early January.

- i. Improve communication of decisions to University at large, as well as collegiate units affected: Agree, but welcome suggestions on how this can effectively be done. Already I am using all of these techniques: (1) meetings

- with faculty (individual and groups); (2) afternoons at the Campus Club and other spots; (3) quarterly letter to community; (4) department and campus visits; (5) public hearings; (6) "Brief," and (7) the Senate and consultative committees.
- ii. Adherence to college constitutions and democratic procedures: Agree, and note comments of AAUP Executive Committee (Toth statement).
  - iii. Senate Consultative Committee exercise its role as a steering committee for the Senate, with SCC identifying, without ambiguity, the appropriate consulting mechanism at the various levels of decision-making: This would be helpful.
  - iv. Officer chiefly responsible for Legislature should not be charged with functions which might conflict with his all-University role: Agree, but this is not the case, and the president believes there is value in having all University officers involved with some specifics involving the "inner or real" University so that central officers do not become too removed from academic reality. (I will, however, explore this recommendation in the next couple of months.)
  - v. More interchange of faculty and administrative personnel: Agree, and vice president for academic affairs had requested reallocation funds for this purpose but, given the pressing needs of the colleges, I decided to put the reallocation dollars where they are most needed: in the academic units. There are also two other questions we must carefully weigh: (1) Is there not a loss of continuity and potential waste of time in constantly reorienting new individuals? (2) Would the faculty want more administrators — albeit from the faculty ranks, added at this time?

#### **CONSULTATION RECOMMENDATIONS**

- i. System of consulting (both in the administration and the Senate) be more clearly defined so that expectations can be clearer to all concerned: Agree, and welcome suggestions on how this could be done.
- ii. SCC should play a coordinating role in consultation and delegate some of its consulting functions on certain issues to other bodies: Agree, if this is agreeable to the Senate. (Chairman of SCC has stated that this is his intention.)
- iii. Senate examine itself and its structure to make itself more effective: Agree this would be useful.

**C. PETER MAGRATH**  
President

(see abstract for discussion)

#### **B. SCC'S SUBCOMMITTEE REPORT ON THE WATSON COMMITTEE**

Following publication of the Report of the Select Committee on Planning, Decision-Making, and Consultation (Watson Committee), the Senate Consultative Committee appointed a Subcommittee consisting of Professor Don Spring (Chair), Professor Betty Robinett, and Mr. Richard Kottke on February 21, 1979, to review and suggest ways to implement the recommendations of the Select Committee Report. The SCC discussed the Subcommittee recommendations on April 19 and again on May 15.

The Subcommittee report was generally well received by the SCC, and the thrust of the SCC discussion indicated general approval of the plan as outlined in the Subcommittee Report, which is presented below for discussion by the Senate. Some changes suggested by the SCC were of a specific nature and were accepted by the Subcommittee for further consideration. The Subcommittee feels, however, that before any changes are made, it would be proper to have the Senate reactions to the plan proposed by it. After the Senate meeting, the Subcommittee will revise its draft in light of comments made by the Senate as well as the comments made by the SCC

and present the revised draft to the Senate at a Fall, 1979, meeting.

The Senate Consultative Committee is deeply appreciative of the Subcommittee's efforts and wishes to thank the members of the Subcommittee, especially the Chairman, who took time off from their busy schedules to serve on this Subcommittee.

**MAHMOOD A. ZAIDI**  
Chair

## **SCC's SUBCOMMITTEE REPORT**

### **I. THE COMMITTEE SYSTEM**

Many respondents (but by no means all) agreed with the Watson Report that a review of the committee system was in order. A reduction in the number of committees through disestablishment or merger was most often mentioned as a general suggestion. The Subcommittee was persuaded, however, that such general suggestions should not be taken as an absolute mandate for immediate reductions so much as strong evidence that respondents felt that something was amiss and that some kind of improvement in the system was needed. The Subcommittee also found that the few committees specifically mentioned for disestablishment or merger were strongly defended by those committees or their chairs. We were convinced, therefore, that disestablishment should be recommended only after a careful analysis of the potential and accomplishments of each committee. Such a study would take the better part of an academic year, and the Subcommittee simply did not have that kind of time.

Hence, the Subcommittee's proposals, at this point in time, do not call for a drastic reduction in the number of committees, but we do believe that experience with our suggested modified structure may lead to such reduction or, perhaps more likely, to several judiciously arrived at mergers. We also agree with many of our respondents that wide use of *ad hoc* task forces would destroy, not support, the committee structure.

### **A. THE NATURE OF COMMITTEES IN THE GOVERNANCE STRUCTURE AND THEIR DIVISION INTO SENATE AND UNIVERSITY COMMITTEES**

The Subcommittee is convinced that the Senate Committee/University Committee structural relationship has been neither understood nor notably successful. Accordingly, in our plan, we have abandoned that division as a principle of organization except in the specific instance of SCEP where we believe it can be made operable in a modified form. Secondly, we are convinced that some committees presently in the governance structure do not properly belong there; they are more accurately — many of them — administrative in nature, overseeing and enforcing regulations and procedures. We recommend that such committees which perform admittedly indispensable functions do so outside the direct governance structure and in a new spirit of cooperation with collegiate units. Since such committees constitute a substantial percentage of the total, such an action would greatly simplify and, we believe, clarify the lines of responsibility for the assignment and steering of Senate business and for necessary consultation between the Central Administration and the Senate.



PROPOSAL #1. The Subcommittee recommends a new division of committees into Senate Committees, Educational Policy Committees, and Academic System Committees.

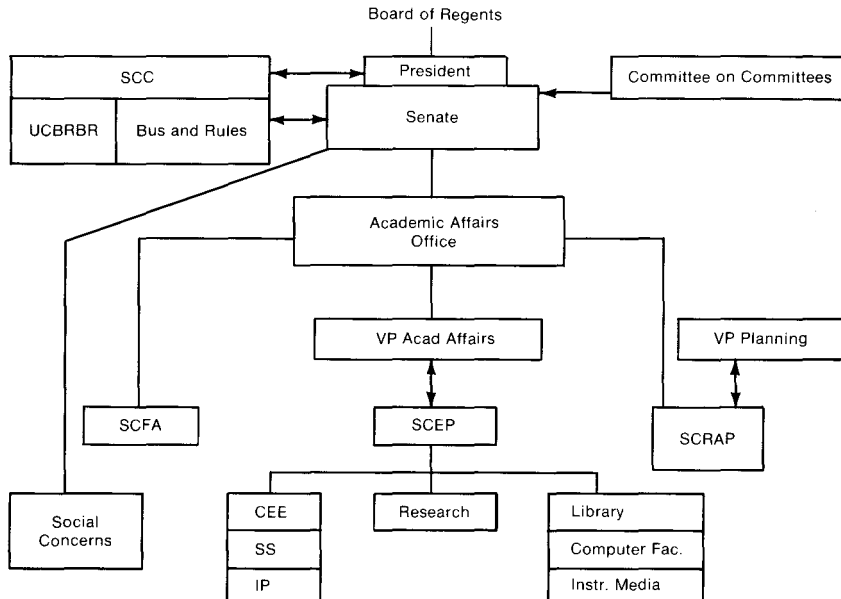
The following lists present the division we propose. Not all committees are listed because some present unresolved problems discussed elsewhere. The numbers to the left of each (except for the elected committees) stand for, respectively, the number of faculty and the number of students presently assigned to the committee.

1-A. SENATE COMMITTEES. These committees represent the core of University Governance system.

	SCC	Senate Consultative Committee
	SC on C	Senate Committee on Committees
10-5	SCEP	Senate Committee on Educational Policy
10-1	SCFA	Senate Committee on Faculty Affairs
9-5	SCRAP	Senate Committee on Resources and Planning
7-7	SCOSC	Senate Committee on Social Concerns

36-18

1-B. EDUCATIONAL POLICY COMMITTEES. These next committees deal mainly with operational aspects of educational policy. Although SCEP would retain residual power over all educational policy, these committees would report directly to the Senate on operational concerns within their specified areas. On matters altering the educational policy of the University, they would be expected to work closely with the chair of SCEP, in effect, reporting to the Senate through the chair of SCEP. This split reporting procedure can be made to



work, we believe, through the SCC steering mechanism described in E below.

10-5	Educational Policy Committee on CEE
7-5	Educational Policy Committee on Summer Session
8-4	Educational Policy Committee on International Programs
12-8	Educational Policy Committee on Library
7-4	Educational Policy Committee on Computer Facilities
7-5	Educational Policy Committee on Instructional Media
8-3	Educational Policy Committee on Research
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59-34	
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95-52	

1-C. **ACADEMIC SYSTEM COMMITTEES.** These committees would be moved out of the direct governance system, but not entirely divorced from it. If such committees have Senate business, they would report to SCC which, in its steering capacity, would bring it directly to the Senate or, if further consultation is required, assign it to a Senate Committee.

9-0	Judicial
7-4	Academic Freedom
45-15	Human Subjects
9-1	Animal Care
10-5	Academic Standing
6-3	All University Honors
7-5	Educational Development
5-3	University College
7-4	ROTC
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105-40	
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200-92	

## B. COMMITTEE MEMBERSHIP SELECTION

PROPOSAL #2. The Subcommittee recommends new procedures for the assignment of faculty and students to committees.

- 2-A. **ELECTED SENATE COMMITTEES.** The Subcommittee recommends that members of the Senate Committee on Committees, as well as members of the Senate Consultative Committee, be elected directly by the faculties concerned, not by representative assemblies.
- 2-B. **APPOINTED SENATE COMMITTEES AND EDUCATIONAL POLICY COMMITTEES.** The Subcommittee recommends that the Senate control the appointment of faculty members to its own Senate and Educational Policy Committees. Furthermore, we recommend that all faculty senators in the year following their election be expected to accept appointment to a Senate or Educational Policy Committee unless they are already serving on one or on an Academic System Committee. Without prolonged arguments, we would state our goals here to be a Senate better informed on its committee business, and more committee members chosen ultimately by their colleagues. A procedure could be established by which new Senators would routinely inform the Senate Committee

on Committees of their interests and expertise; the Senate Committee on Committees could set a goal of two-thirds to three-fourths of the committee membership to be filled by Senators. At present, of the 270 slots for faculty on Senate and University committees, only 29 are filled by faculty Senators (excluding SCC). Of course, in the Subcommittee's proposal, the number of faculty slots filled by the Senate Committee on Committees would be reduced to 95. No faculty member may serve on more than two committees.

- 2-C. ACADEMIC SYSTEM COMMITTEES. As indicated above, determination of membership on these committees would be made in a new spirit of cooperation with collegiate units. It is important, however, that these committees not become administrative. Election to such committees should be achieved by democratic means; since not all colleges have assemblies, the means will have to be worked out by the colleges. The colleges responsible for electing members would be determined by the nature of the committee. For example, since all faculty in all colleges fall within the scope of the Judicial Committee, colleges would supply members proportionately. Members for such committees as Human Subjects or Animal Care would come from those collegiate units called for in the description of the committee. We propose one exception to this appointment process; that the members of the All University Honors Committee be appointed by the Senate Consultative Committee.
- 2-D. ASSIGNMENT OF STUDENTS TO COMMITTEES. For Senate and Educational Policy Committees, students would be elected as now or appointed by the Senate Committee on Committees in the same manner as described for faculty in 2-B. For Academic System Committees, students may wish to develop a separate mechanism for filling the slots on these committees.

No student may serve on more than two committees.

### C. CONSULTATION

The Subcommittee realizes this is a complex problem requiring careful consideration by SCC throughout next year if we are to accept the responsibilities placed on our Committee by the Watson Report. Nevertheless, the Subcommittee wishes to recommend as a first step a suggestion made by a Task Force in 1975; namely, that the consulting relationship which obtains between SCC and the President be duplicated (a) between SCEP and the Vice President for Academic Affairs; (b) between SCRAP and the Vice President for Administration and Planning; and (c) between UCBRBR and the Vice President for Finance. (We are less certain of our support for (c), but we list it here for consideration by SCC.) Behind this suggestion lies the conviction that SCC, SCEP, and SCRAP are at the heart of the governance system, and that, if consulting is to be improved, connections between these committees and Central Administration should be more direct than they are at present. Note: This proposed consultative relationship should not be confused with the currently assigned *ex officio* representation from the *offices* of these vice presidents.

PROPOSAL #3. The Subcommittee recommends that the consulting relationship which obtains between SCC and the President be duplicated (a) between SCEP and the Vice President for Academic Affairs; (b) between SCRAP and the Vice President for Administration and Planning; and (c) between UCRRBR and the Vice President for Finance.

D. SCRAP

The Subcommittee agrees with the Watson Report that "some means should be found to link the Planning Council integrally with the faculty-student system of governance." For this reason we recommend that the experiment being tried this year of placing four faculty members from SCRAP on the Planning Council be continued for another year. To emphasize SCRAP's focus upon long-range planning, we have recommended above that a clearly defined consulting relationship be set up between SCRAP and the Vice President for Administration and Planning. It may also be advisable to define interlocking membership with SCEP. We should ask SCRAP at the end of next year, as we have this year, for some analysis of how well the link with the Planning Council is working.

PROPOSAL #4. The Subcommittee recommends that the experiment being tried this year of placing four faculty members from SCRAP on the Planning Council be continued for another year.

E. SENATE CONSULTATIVE COMMITTEE.

The heavy burden of SCC business this year raises questions both in and outside the Watson Report about the proper functions of SCC. Two of the most pressing questions concern, first, the effectiveness of our steering functions and, secondly, whether UCRRBR business is crowding other business off our agenda.

PROPOSAL #5. Steering. The Subcommittee recommends that Business and Rules be made into an expert advising subcommittee of SCC (expanded to include members from outside SCC), and developed into a steering mechanism among Senate committees and a floor-managing unit in Senate meetings.

PROPOSAL #6. UCRRBR. The Subcommittee recommends that this committee remain a separate entity (probably as a Financial Policy Committee) but responsible to SCC. Its membership could be reduced to student/faculty representatives from SCC, SCEP, SCRAP, and SCFA.

At least two well-informed respondents, including the Chairman of UCRRBR have recommended that UCRRBR be abolished as a separate committee and its functions taken over by a subcommittee of members of SCC. The Subcommittee cannot square its perception of the situation with this expert advice; hence, we recommend that UCRRBR be continued as a separate entity of some kind. We bring the matter to SCC as an unresolved question, however, and earnestly seek a majority opinion. To our way of thinking UCRRBR has been a success in at least one important way — in the past two years it has managed for the first time in history not only to involve students and faculty in the biennial request and budget processes but to influence the President's final decisions on such matters. It is not certain, as yet, how effective it has been as a communication and consulting mecha-

nism for its constituent committees. But since improvement in communication and consultation is the main burden of the Watson Report, it would seem logical to work at the task rather than discard UCBRBR and abandon wider consultation on legislative request and budget. Finally, several of the members of SCC feel that UCBRBR already usurps too much of the committee's time; as a subcommittee it may take even more.

#### F. TENURE COMMITTEE

PROPOSAL #7. The Subcommittee recommends that this committee be made a subcommittee of SCFA. If the business of such subcommittees warrants it, the subcommittee can be expanded by members appointed from outside the committee. This is an especially wise move when certain kinds of expertise or representation are necessary. The Subcommittee recommends more frequent use of such expansion of subcommittee efforts rather than the creation of task forces or new committees.

#### G. CAO

The Subcommittee, at this time, cannot see how this group can be incorporated into the Senate governance system.

#### H. COUNCIL ON LIBERAL EDUCATION

The Watson Report recommends an "exploration of ways to give undergraduate studies a sharper focus." One respondent has recommended that CLE evolve into a Council on Undergraduate Education, one of several committees in a cluster under SCEP. The Subcommittee opposes including a Council on Undergraduate Education in the direct governance structure of the Senate. We believe it would be divisive in its effects and seriously overlap concerns already assigned to SCEP and its Educational Policy Committees. The Subcommittee is divided and uncertain even about the creation of an Academic System Committee on Undergraduate Education. Nevertheless, we make the following proposal to bring the matter to the attention of SCC.

PROPOSAL #8. The Subcommittee tentatively recommends that the Council on Liberal Education be modified into an Academic System Committee on Undergraduate Education, its membership to be appointed by the deans of the colleges concerned.

#### I. IMPROVED COMMUNICATION OF SENATE AND SENATE COMMITTEE BUSINESS

The Watson Report itself praises the use of newsletters and suggests, thereby, increased use. Several respondents have recommended a Senate publication modeled on *Brief*. The Subcommittee believes that the proper use of the *Daily* might have advantages over these two alternatives.

The Senate could purchase for an entire academic year a one-half page advertisement in the same place in each Monday's *Daily*. Each Thursday all committees (including SCC) could send abbreviated notices of meetings, agenda, progress reports, and the like to the Clerk of the Senate for editing, preparation of copy, and delivery to the *Daily* for insertion in the one-half page advertisement.

PROPOSAL #9. The Subcommittee recommends that the *Daily* be used in the manner described above as an experiment in improving communication concerning Senate Committee business.

## II. MODIFICATION IN THE SENATE ITSELF

The Subcommittee believes that the Watson Committee's overriding concern for improved consultation and communication is best approached through modifications in the committee structure, not in the Senate itself. We believe that major changes in either the membership or the size of the Senate should be considered only after the changes we have proposed in this document have been implemented. At least two of the proposed changes are calculated to improve the responsiveness of the Senate to committee business and reports — namely, the appointment of Senators to committees and vesting approval of the appointment of all Senate and Educational Policy Committee members in the Senate itself. Moreover, it is our clear intention in recommending changes in the steering functions of SCC that such changes will result in improved procedures for Senate meetings.

We do, however, wish to recommend one change which we trust will improve communication and consultation between Senators and their constituencies. Several of our respondents have argued that the size of the major voting units destroys the representative quality of the Senate and impairs opportunities for communication with constituencies. The Subcommittee agrees and recommends that we take advantage of existing constituencies by using departments or — with the smallest department — clusters of related departments as voting units.

PROPOSAL #10. The Subcommittee recommends that in elections to the University Senate large college voting units be subdivided into departments or clusters of small departments.

## III. PRIMACY OF ACADEMIC AFFAIRS

On this matter, the Subcommittee agrees with the general tenor of the Watson Report, i.e., that it must always be apparent that academic concerns have been preferred over non-academic considerations or para-academic functions. But while the Subcommittee has given this matter considerable thought, it is reluctant to make specific suggestions, pending the response of the President to the Watson Report at the May 31 Senate Meeting called for that purpose.

We are concerned, however, that the phrase "primacy of academic affairs" has come to mean something more absolute than the Watson Report intended or something more specific than what may be workable in a complex University. We do not believe that it ought to mean that all academic concerns must find their focus in the Office of the Vice President for Academic Affairs.

Were we to paraphrase, we would suggest that "primacy of academic affairs" stands for the principle, especially critical as the University moves from incremental budgeting to retrenchment and reallocation, that the academic mission of this University — at the Department, College, Campus, and All-University levels — must take precedence over all other concerns. And if the administrative structure does not, for good and valid reasons, reflect the preeminence of academic concerns, it should be made luminously clear in operation.

The Subcommittee believes that the proper forum for consideration of this matter is the full Senate Consultative Committee, but we suggest that SCC may wish to recommend that a review of operational procedures be considered with a view toward demonstrating for the University community the relationship between the Office of Academic Affairs and the rest of the administrative structure.

**W. DONALD SPRING**  
Chair

(see abstract for discussion)

## **II. SENATE COMMITTEE MEMBERSHIP, 1979-80**

### **Action by Faculty Senate (10 minutes)**

SENATE JUDICIAL COMMITTEE: Roger Park (Chr.), Charles Campbell, Gordon Heistad, Edith Hols, Joinn Lee, John Mauriel, Thomas Pearsall, Wayne Potratz, Edward Rippie, William Schofield, Miriam Seltzer, Phillip Tichenor, James Turnure, and Charles Wolfram. Six faculty members to be named.

*Approved*

## **III. SENATE COMMITTEE ON EDUCATIONAL POLICY**

### **ANNUAL REPORT**

The Committee met 16 times during the year. The first meeting combined the 1977-78 and 1978-79 memberships to provide continuity for ongoing agenda. One meeting was held with President Magrath to discuss evaluation of teaching and the course information project proposal.

Three items were recommended to the Senate for action:

1. The revised University College Constitution, approved by the Senate November 30, 1978.
2. A reaffirmation of the 1974 Senate Policy on the Evaluation of University Teaching and authorization to proceed with a students' course information project, approved by the Senate March 29, 1979.
3. Recommended that the University Without Walls program in University College be approved for full program status. Senate meeting, May 17, 1979.

Additional items considered during the year included:

1. Consideration of the final report of the Study Group on Outreach; advice and recommendations submitted to the Senate Consultative Committee.
2. Evaluation survey of units that have participated in the Departmental Graduate and Undergraduate Program Review Process (Self-Survey Project).
3. Review of the Guidelines and Decision-making Criteria for preparation of the 1979-80 budget, including the proposal for internal retrenchment and reallocation; comments submitted to the University Committee on Biennial Request and Budget Review and President Magrath.
4. Review of the protocol for distribution of merit/equity salary monies for 1978-79.
5. Discussion of the Planning Council's procedures and guidelines for developing statements on mission, assumptions, goals, objectives, and priorities; comments submitted to Vice President Robert Stein, Planning Council Chairman, and the Senate Consultative Committee.

6. Discussion of the Report of the Select Committee on Planning, Decision-making, and Consultation; comments submitted to the Senate Consultative Committee.
7. Discussion of possible restructuring of committees reporting to the Senate through SCEP and committees reporting to the Twin Cities Campus Assembly through the Assembly Committee on Educational Policy. Suggestions were solicited from the 9 committee chairpersons. The item will be carried over to 1979-80, but interim recommendations have been submitted to SCC.
8. Review of the process for approving new academic programs and modifications of existing programs by the Minnesota Higher Education Coordinating Board and the Board of Regents.
9. Discussion of the Graduate School thesis credit proposal, with comments transmitted to Graduate School Dean Warren Ibele.

The Committee sent two representatives to the University Committee on Biennial Request and Budget Review, and one representative to the *ad hoc* Committee on Admissions and Registration Procedures. Two SCEP members also served on the Senate Consultative Committee and provided valuable liaison on common agenda.

**DONALD R. BROWNE**  
Chairman

*Accepted*

## **IV. UNIVERSITY COMMITTEE ON BUSINESS & RULES**

### **ANNUAL REPORT**

The chief business of the University Committee on Business and Rules has been concerned with proposals for amendment of the Constitution and By-Laws initiated by other committees or by individual Senators. The Committee has moved several of these proposals to the Senate for action; the results are indicated in the Minutes.

One such matter remains unresolved at this time: the proposal, initiated by Senator Steve Carlson, to provide additional student seats in the Senate in order to give representation to each of five designated groups (four minority groups and international students). This proposal, moved in the November Senate meeting, was dealt with in January by the Committee, which (after revising the language of the motion) recommended against its passage. Prior to the next Senate meeting which would have acted upon our recommendation, we were requested to withdraw it in order that TCSA might be able to draw up a more acceptable proposal. The item was withdrawn, but no proposal emerged from TCSA; however, just before the next Senate meeting, a group of minority representatives requested that we hold the matter off again in order that they might draw up their own proposal. The Committee has been exposed to some criticism for thus repeatedly withdrawing the motion, thereby giving the impression of stalling; but in fact it is these delays which have kept the proposal alive and allowed the possibility of a generally acceptable motion. The Committee should complete its work before the conclusion of the academic year, and its recommendation, whatever it may be, will be presented to the Senate at its first meeting of next year.

**JOSEF L. ALTHOLZ**  
Chairman

*Accepted*



## V. SENATE LIBRARY COMMITTEE

### ANNUAL REPORT

#### 1. COMMITTEE SCHEDULE AND MEMBERSHIP

The University of Minnesota Senate Library Committee met seven times during the academic year, 1978-1979: Friday, October 27, 1978, 499 Wilson Library, Twin Cities Campus; Friday, October 27, 1978, 499 Wilson Library, Twin Cities Campus; Friday, December 1, 1978, 453 Wilson Library, Twin Cities Campus; Wednesday, January 3, 1979, 453 Wilson Library, Twin Cities Campus; Friday, January 26, 1979, 5 Walter Library, Twin Cities Campus; Friday, February 16, 1979, 160 Wilson Library, Twin Cities Campus; Friday, April 27, 1979, Arthur Pulling Room, Law School, Twin Cities Campus; Friday, May 25, 1979, Rodney A. Briggs Library, Morris Campus.

Committee membership consisted of: Harris C. McClaskey, Library School, Twin Cities Campus (Chairperson); Keith Armes, Department of Slavic and East European Languages, Twin Cities Campus; Mark L. Brenner, Department of Horticultural Science and Landscape Architecture, Twin Cities Campus; Joseph E. Duncan, Department of English, Duluth Campus; Glenn W. Gadberrry, Theatre Arts, Twin Cities Campus; Lael C. Gatewood, Department of Laboratory Medicine and Pathology, Twin Cities Campus; Roxanne Markoff, Student, Twin Cities Campus; Wayland E. Noland, Department of Chemistry, Twin Cities Campus; Bruce A. Nord, Department of Sociology and Anthropology, Morris Campus; Carla R. Phillips, Department of History, Twin Cities Campus; Paula M. Rochfort, student, Twin Cities Campus; Irwin Rubenstein, Department of Genetics and Cell Biology, Twin Cities Campus; John E. Turner, Department of Political Science, Twin Cities Campus; William Wallach, student, Twin Cities Campus; Hoyt N. Wheeler, Labor Education Services, Twin Cities Campus; William Andrews, Learning Resources, Waseca Campus (ex-officio); Russell DuBois, Rodney A. Briggs Library, Morris Campus (ex-officio); George Grossman, Law Library, Twin Cities Campus (ex-officio); Harold Opgrand, Learning Resources, Crookston Campus (ex-officio); Donald Pearce, Libraries, Duluth Campus (ex-officio); Peter G. Roll, Office of the Vice President, Academic Affairs, Twin Cities Campus (ex-officio); Eldred Smith, Libraries, Twin Cities Campus (ex-officio).

At the first meeting the minutes of June 7, 1978, meeting held at the University of Minnesota Duluth, were reviewed and approved. This included discussion of the current status of copyright and suggested agenda items for the 1978-1979 academic year: allocation of acquisition funds, cataloging and classification, data processing, technical services, library centralization/decentralization, archives, interlibrary loans, coordinate campuses' needs, learning resources, and collection development. It was the consensus that meeting places for the year would be in different locations, including one meeting at the University of Minnesota, Morris, in selected all-library and different University libraries — Twin Cities units. It was agreed that the committee, in relation to its charge from the University Senate, would focus on broad issues with regard to the University's libraries, particularly those affecting academic programs. It was also agreed that the committee would establish contact and develop communication with existing advisory committees that had been or were being established to represent collegiate or campus units with respect to individual library services. Agenda topics for the year were reviewed and the following areas were established: library space needs; library budget needs, including the libraries' participation in the University's budget reallocation process; interlibrary loan; bibliographic control of library collections, particularly as related to national developments; organization of libraries; collection development; copyright; and staff welfare.

#### 2. TWIN CITIES SPACE NEEDS

Eldred Smith, Director, University Libraries, Twin Cities Campus, presented progress reports on an analysis which was being conducted indicating that it would

focus on three issues: adequacy of space, environmental conditions, and deployment of libraries. A report covering space needs was distributed to the committee in April 1979 and was accepted at the May 25, 1979, meeting. The report identified the greatest need as being the immediate pressure for added reader stations, especially noting the Institute of Technology Libraries, but also including growing needs over the next five years in each of the major library departments. Space for staff and operations was identified as needing reconfiguration because of both existing and emerging crowding conditions. Environmental issues were not included but analysis of these needs is under way and is expected to be completed in the Fall of 1979. With regard to the deployment of library units an overview was presented; further development, an ongoing process, will involve active communication with the libraries' clientele.

### 3. LIBRARY BUDGET NEEDS

Two critical issues were identified: the libraries' 1979-1981 biennial request, and the libraries' participation in the University's resource allocation process. An Ad Hoc Committee on University Libraries' Reallocation was appointed to study budget needs and to make recommendations to the Senate Library Committee. This committee (Irwin Rubenstein, Chairperson, Carla R. Phillips, William Walach) worked closely with the library administration and recommended action, unanimously approved by the committee, urging that operations and maintenance portions of the libraries' acquisitions funds, including binding, be exempted from the reallocation process. The committee presented this as a resolution to the Senate; a substitute motion, generated by the Senate Committee on Biennial Request and Budget Review, asking that library acquisitions be given a high priority in reallocation was approved. In addition, the Ad Hoc Committee identified sensitive areas affecting library services and recommended possible approaches to library services to external constituencies, internal user services, collection management, and reference and bibliographic services.

During the year the committee studied budget distribution procedures and supported the growing communication between various library units and their constituencies. Notable progress has been made in this area under the leadership of the library administration.

### 4. LIBRARY AUTOMATION AND MEDIA RESOURCES

On December 1, 1978, an Ad Hoc Committee on Library Automation and Media Resources (Lael C. Gatewood, Chairperson, Mark L. Brenner, Wayland E. Noland, Roxanne Markoff) was appointed. Progress reports were made during the year relative to these critical areas and a summary report was presented in May 1979. The committee studied carefully the areas of academic affairs planning, pursuant to President C. Peter Magrath's annual Policy Agenda, related to the development of University media resources, improvement of University computer services, development of a delivery system for University of Mid-America materials, and automation of University library services. Two points, media resources and automation, were determined to have immediate applicability and were reviewed in detail. Recommendations for future Senate Library Committee discussion and possible action were presented including: Media Resources — consideration of a special service for equipment maintenance and repair, cataloging and bibliographic control of resources, loan and preview services for the total University system, security and integrity of collections and possible linkage with existing reserve services to increase user access of materials. Library Automation — consideration of creating an advisory group at each separate computer site to review progress and assure user input, initiation of studies to determine equipment needs for online catalogs, further centralization and coordination with emphasis on services to users, especially those involving availability of library materials and responses to inquiries, encouragement of user access through direct training in search and indexing procedures and consideration of the use of student personnel to provide interface with the computer system.

At the last meeting of the Senate Library Committee it was decided to continue the

work of the Ad Hoc Committee on Library Automation and Media Resources with the suggestion that it interface with other appropriate University committees and that it be divided into two ad hoc committees, one focusing on automation, the other on media resources.

5. **BINDING OF LIBRARY MATERIALS**

The committee considered various aspects of the binding of library materials, especially journals, and received information during the year which was synthesized in a report from Paul Berrisford, Director of Central Technical Services, Twin Cities Campus in May 1979. The libraries are in the process of establishing new quality control procedures and a shorter turnaround time for binding. Progress has been made in establishing and maintaining binding quotas, maintaining a contract for overflow work with a commercial bindery, initiation of overtime work as needed, and maintaining quality control with the University Bindery.

6. **STAFF WELFARE**

The committee considered various aspects of staff welfare, especially as related to compensation and environmental conditions. Specific attention was given to student library employees' wages; no specific recommendation, other than maintaining continuing awareness, or action was taken.

Other agenda items were considered within the context of a sequence of contacts with the directors of individual units of the Twin Cities all-library and different university libraries meeting places. A presentation and discussion of Wilson Library was moderated by Dr. Harold C. Young, Director of Wilson Library, on December 1, 1978; a presentation and discussion of Walter Library was moderated by Professor Andrea Hinding, Director of Walter Library, on January 26, 1979; a presentation and discussion of Central Technical Services was moderated by Professor Paul D. Berrisford, Director, Technical Services on February 16, 1979; and a presentation and discussion of the Law Library was moderated by Professor George C. Grossman, Director of the Law Library, on April 27, 1979. The May meeting held at the University of Minnesota, Morris, continued the program of specific contact with the University's coordinate campuses; it is planned to hold a meeting in 1979-1980 on the Waseca campus.

In 1979 the University Senate approved the Senate Library Committee's recommendations for revising the Senate's Handbook of Rules and Operational Procedures to include the following non-voting ex-officio members: Director of University Libraries (Twin Cities Campus; Supervisor, Learning Resources, Crookston Campus; Director of Libraries, Duluth Campus; Head Librarian, Morris Campus; Supervisor, Learning Resources, Waseca Campus; Law Librarian; and representative,) Office of the Vice President, Academic Affairs. Procedures were also changed to give the committee responsibility for emphasizing the coordination and investigation of policies with respect to maintaining and increasing the educational services of all University libraries.

**HARRIS C. McCLASKEY**  
**Chairperson**

*Accepted*

**VI. OLD BUSINESS**

None.

**VII. NEW BUSINESS**

Professor Zaidi asked that the Senate join in wishing Henry Koffler, vice presi-

dent for academic affairs, all the best in his new position as chancellor of the University of Massachusetts, Amherst.

## VIII. ADJOURNMENT

### Appendix 1

#### UNIVERSITY SENATE

#### ELECTED MEMBERS AND ALTERNATES, 1979-80

(key to unit codes follows membership lists)

#### ELECTED FACULTY MEMBERS

Unit	Term				
Adams, Carl	03	77-80	Darby, David	31	77-80
Adams, Russell S., Jr.	01	79-82	Davis, H. Ted	21	78-81
Anderson, Robert K.	20	77-80	Desborough, Sharon	01	77-80
Andrews, William	25	77-80	Drage, Charles	16	77-80
Awad, Essam	16	78-81	Egan, Ellen	18	78-81
Baizerman, Michael	12	77-80	Egertson, Kenneth	01	77-80
Bakdash, M. Bashar	05	77-80	Eicher, Joanne	12	78-81
Bales, Kent	14	79-82	Eidman, Vernon R.	01	79-82
Barber, Donald	20	78-81	Ellefson, Paul	09	78-81
Barber, Laird	17	79-82	Epley, Richard J.	01	79-82
Beck, Robert H.	07	77-80	Freier, Phyllis S.	21	77-80
Benjamin, Roger	14	78-81	Frenkel, Albert	02	77-80
Berscheid, Ellen	14	78-81	Garetz, Floyd	16	78-81
Blackmore, John	01	77-80	Gatewood, Lael	16	77-80
Blackshear, Perry L., Jr.	21	79-82	Gauger, Ronald R.	30	79-82
Bloedel, James	16	77-80	Gentry, William	16	79-82
Bloomfield, Victor	02	78-81	Glenn, Allen D.	07	79-82
Boman, Thomas	29	77-80	Godzich, Wladslaw	14	79-82
Borich, Patrick J.	26	77-80	Goldstein, Sheldon	07	79-82
Bouchard, Thomas J.	14	79-82	Goodman, Lawrence E.	21	78-81
Boyce, William	30	77-80	Gore, Warren	01	78-81
**Brasted, Robert	21	77-80	*Grambsch, Paul	03	79-80
Brede, Caroline	13	79-82	Gremmels, James	17	78-81
Brothen, Thomas	10	78-81	Grohs, Roy	17	78-81
Brown, Alan	08	78-81	Grosch, Audrey	24	78-81
Brown, David M.	16	78-81	Hage, George S.	14	79-82
Cardwell, Vernon	01	78-81	Ham, George	01	77-80
Carter, Roy E.	14	79-80	Hanley, Mary	24	77-80
Cavert, Mead	16	77-80	Hansen, Evelyn	10	77-80
Chambers, Clarke	14	79-81	Hansen, L. Sunny	07	77-80
Christenson, Dick	04	79-82	Hein, Andrew J.	11	78-81
Clark, John P.	14	79-80	Hendricks, Lewis	09	78-81
Clayton, Thomas S.	14	79-80	Herman, William	02	77-80
Conant, Jonathan B.	31	79-82	Hirschbach, Frank D.	14	79-81
Cooper, Laura	13	77-80	Hirsh, Merle	17	78-81
Cooperman, David	14	79-82	Hobbie, Russell K.	21	78-81
Corcoran, Mary E.	07	77-80	Hodgkins, Emmett	04	78-81
Cox, Victor	23	79-82	Holt, Robert T.	14	79-82
Dahlstrom, Helen	16	78-81	House, Peggy A.	07	78-81

Howe, John	14	79-82	Pratt, Douglas	02	79-82
Humphreys, Roberta	21	79-82	Prince, James	16	77-80
Huntley, Tom	32	77-80	Quie, Paul	16	79-82
Hurwicz, Leonid	14	77-80	Rasmusson, Donald C.	01	79-82
Isbin, Herbert S.	21	77-80	**Robinett, Betty W.	14	79-82
Jesswein, Wayne A.	28	79-82	Rose, Gordon D.	26	79-82
Johnson, Glenice	04	79-82	Roufs, Timothy	31	77-80
Kahn, Donald W.	21	77-80	Rust, Joseph W.	27	79-82
Keck, Steven	05	79-82	Sawchuk, Ronald	19	78-81
Kelly, Richard	24	77-80	Schofield, William	16	78-81
Keyes, Harvey B.	21	78-81	Shannon, Terrie	29	78-81
Klaurens, Mary K.	07	78-81	Shively, W. Phillips	14	78-81
Krivitz, William	16	79-82	Simmons, Roberta	14	78-81
Krogstad, Blanchard	31	78-81	Skaggs, Richard H.	14	79-82
Kumar, K. S. P.	21	79-82	Snoke, Martin	07	79-82
Larson, Roger	10	79-82	Sorauf, Frank J.	14	79-82
Leuschen, William E.	27	78-81	Spector, Janet	14	78-81
Levang, Lewis	31	78-81	Spelsberg, Thomas	15	78-81
Lindsay, Malcolm I.	15	78-81	Spencer, Robert	14	78-81
Lukasweycz, Omelan A.	32	78-81	Stein, Marvin L.	21	79-82
Mansfield, Elaine	18	77-80	Stephanopoulos, George	21	79-82
McCubbin, Hamilton	12	79-82	Sullivan, Constance	14	78-81
Means, Lora	25	78-81	Sutton, Everett	14	79-80
Meyers, Susan S.	26	78-81	Tamminen, Armas	29	79-80
Miller, Daniel	19	77-80	Tellegen, Auke	14	77-80
Moller, Karlind	05	78-81	Thompson, Larry	31	79-82
Mooney, Harold M.	21	77-80	Ulstrom, Robert	16	79-82
Moore, Shirley G.	07	79-82	Walker, Paul	05	77-80
Morris, Howard	01	78-81	Wallace, John R.	14	77-80
Moulton, Robert	14	77-80	Wang, Yang	16	79-82
Murphy, Paul L.	14	77-80	Ward, Gilbert	23	78-80
Nelson, Stanley	25	79-82	Warner, William	21	78-81
Newman, John	23	79-82	Welch, Wayne W.	07	78-81
Olson, William	23	78-81	Weller, Milton W.	01	79-82
Pandey, Rama	33	77-80	Wertz, John E.	21	79-82
Parker, John	24	79-82	Wharton, Keith	01	77-80
Pearsall, Thomas	01	77-80	Williams, C. Arthur	03	79-82
Peterson, William	04	77-80	Zimmerman, William, Jr.	21	77-80
Prager, Stephen	21	77-80			

\*Alternate for Mahmood Zaidi 79-80

\*\*Also on Faculty Consultative Committee

#### FACULTY CONSULTATIVE COMMITTEE

	Term
Blake, George R.	77-80
Brasted, Robert	79-82
Eaton, Marcia	79-82
Glick, Wendell (UMD)	77-80
Melsa, Cleon (UMC)	79-80
Morrison, Fred	77-80
Purple, Richard (Chr.)	77-80
Robinett, Betty (ex officio)	79-80
Schletzer, Vera	78-81
Scriven, L. E.	78-81
Spring, W. D. (UMM)	78-81

## ELECTED FACULTY ALTERNATES

Alternates are elected for a 1-year term.

	Unit		Unit
Aker, Donna	02	Hoelmer, Kathryn	25
Albertson, Vernon D.	21	Hoffman, Sharon	18
Alexander, John F.	07	Hogenkamp, Henricies	16
Anderson, J. Edward	21	Hopp, Ralph	24
Anderson, V. Elving	02	Howey, Kenneth R.	07
Atassi, M. Zouhair	15	Huber, Matthew J.	21
Bacig, Thomas	31	Hunter, Alan G.	01
Banerjee, Subir K.	21	Jellison, Judith A.	07
Benson, Alice	16	Jessup, Paul F.	03
Brantner, John	16	Jevne, Robert	24
Breene, William M.	01	Johnson, C. Anderson	19
Brenner, Mark L.	01	Karon, Bernard	24
Brissett, Dennis	32	Kellogg, Theodore E.	07
Bruininks, Robert H.	07	Kim, Hyung K.	28
Brutger, James H.	30	Kingsley, G. Gordon	10
Burgstahler, Sylvan	31	Klausner, Jeffrey	23
Campbell, Charles F.	21	Kronenberg, Richard	16
Cardozo, Richard N.	03	Lambert, Robert F.	21
Carr, Charles	16	Larson, Paul L.	26
Charvat, Iris	02	Lauer, Florian I.	01
Coggins, Chere C.	26	Leman, Allen	23
Collins, Terence	10	Levitt, Seymour	16
Copa, George H.	07	Lindahl, Thomas	25
Crookston, Kent R.	01	Linnell, Barbara	05
Davis, Margaret	02	Mariani, Toni	16
Day, Michael D.	07	Marshak, Marvin	21
Dempsey, Mary	16	McGinnis, Barbara	17
Diesch, S. L.	23	McKinnell, Robert	02
Dimian, Fawzi	28	Messer, Harold	05
Dworkin, Martin	16	Miller, Beverly	11
Dixit, Padamakar	16	Mullan, Louise	12
Driggs, Truman	17	Munson, Shirley	01
Dufty, Douglas	17	Nagle, Virginia	12
Dylla, Sandra	10	Newstrand, Lois	11
Eagon, John A.	21	Ollenburger, Alvin	29
Erdman, Arthur G.	21	Otterby, Donald E.	01
Fabes, Eugene B.	21	Perman, Victor	23
Fant, Jesse E.	21	Pomeroy, B. S.	23
Fenton, Eleanor	08	Rabas, David L.	27
Fenton, Stuart W.	21	Reynolds, Maynard C.	07
Foglesong, Hubert	05	Ruth, George	23
Foreman, Gertrude	24	Seljeskog, Edward	16
Fratzke, Mel	29	Seltzer, Miriam	12
Gayotte, Roland	17	Simmons, Steve R.	01
Gemeinhardt, William	29	Smith, Ralph E.	27
Gerberich, William W.	21	Stauffer, Edward	32
Goldman, Jay R.	21	Stuewer, Roger H.	21
Graves, Richard C.	30	Swanson, Jean P.	30
Gray, Gary R.	21	Thompson, Roby, Jr.	16
Grim, Eugene	16	Van Dyke, Russell A.	15
Gulliver, Robert II	21	Walker, Arnold	08
Hamilton, David	16	Walser, Mary	23
Hanisch, Edward	16	Warnes, Dennis	27
Hedin, Thomas F.	30	Wegren, Thomas J.	30
Hinding, Andrea	24	Weisness, Mary	18

Wheaton, Jonathan E.	01	Wood, Frank	07
Wilcox, Clifford L.	27	Wright, Hubert, Jr.	21

The following units define their pools of alternates as any faculty member from within their units eligible to vote for senators:

Business and Economics (UMD)	Law
Crookston	Liberal Arts
Dentistry	Public Health
Fine Arts (UMD)	Social Development (UMD)
Forestry	

**ELECTED STUDENT MEMBERS — as of June 13, 1979**

Students are elected for a 1-year term.

	Unit		Unit
Allen, Tracy	14	Keller, Liz	14
Anderson, Beverly	31	Krueger, Elise	14
Bates, Julie	22	Linden, Rick	11
Berg, Colin	01	McGinley, Sheila A.	08
Berman, Mark	21	McGowan, Perry	14
Bevard, Lise	07	Meyer, Bruce	02
Brown, Alan	10	Mollenhoff, Lori	10
Brown, Cheryl	14	Nord, Judy	14
Bugbee, John	31	Nystrom, Carlye R.	08
Carlson, Paul	03	Peterson, David C.	08
Claessens, John	08	Peterson, Gary G.	08
Coleman, Brendan	14	Peterson, Polly	14
Cromer, John	25	Plunkett, James	14
Erickson, Kathy	14	Reiva, Greg	21
Grey, Teri	10	Rogers, Renae	31
Harty, Timothy M.	08	Schwartz, Lori	14
Hernandez, Juan	16	Seeley, Krishna	14
Hess, Greg D.	08	Sellgren, Julie	31
Hollinger, Lynda Ann	14	Senstad, Al	14
Hosch, Lark	08	Thomas, Dianne	11
Jurgens, Wayne	25	Urbanski, John	14
Kaiser, Margaret	14	Vagnini-Ferrari, Marilyn	12

Additional student senators to be named.

**STUDENT CONSULTATIVE COMMITTEE**

Carlson, Scott	Pribyl, Sue
Carlson, Steve	Weis, John
Cooke, Dick	Werner, Brad (UMW)

1 Morris student to be named

1 Duluth student to be named

**ELECTED STUDENT ALTERNATES**

Morris student alternates to be named

Waseca student alternates to be named

Any Twin Cities or Duluth campus student eligible to vote for senators may serve as a student alternate member of the Senate.

**UNIVERSITY SENATE UNIT CODES**

Agriculture . . . . .	01	Continuing Education and	
Biological Sciences . . . . .	02	Extension . . . . .	08
Business . . . . .	03	Forestry . . . . .	09
Crookston . . . . .	04	General College . . . . .	10
Dentistry . . . . .	05	Graduate School . . . . .	11
Education . . . . .	07	Home Economics . . . . .	12

Law .....	13	Waseca .....	25
Liberal Arts .....	14	Minnesota Agricultural	
Mayo .....	15	Extension Service .....	26
Medical School .....	16	Minnesota Agricultural	
Morris .....	17	Experiment Station .....	27
Nursing .....	18	Business and Economics (UMD) .....	28
Pharmacy .....	19	Education (UMD) .....	29
Public Health .....	20	Fine Arts (UMD) .....	30
Technology, Institute of .....	21	Letters and Science (UMD) .....	31
University College .....	22	Medicine (UMD) .....	32
Veterinary Medicine .....	23	Social Development (UMD) .....	33
Twin Cities Campus Libraries .....	24		

## Appendix 2

### ATTENDANCE OF MEMBERS

1978-79

The University Senate met five times during 1978-79.

Faculty	Notified Clerk of Nonattendance of Alternate	
	Attended	Attended
Adams, Carl R.	4	1
Anderson, Robert K.	3	1
Anderson, Sabra S.	4	0
Andrews, William	4	1
Awad, Essam A.	2	2
Baizerman, Michael	2	1
Bakdash, Bashar	1	3
Bales, Kent	2	0
Barber, Donald	3	0
Beck, Robert H.	5	0
Benjamin, Roger	5	0
Bersheid, Ellen	4	0
Blackmore, John	4	1
Blake, George	4	0
Bloedel, James R.	4	0
Bloomfield, Victor	1	2
Boman, Thomas	5	0
Borich, Patrick J.	1	3
Bouchard, Thomas J.	2	1
Boyce, William G.	4	0
Brasted, Robert	5	0
Brothen, Thomas F.	5	0
Brown, Alan	5	0
Brown, David M.	1	3
Brown, Virginia	3	1
Busch, Robert	resigned	
Cardwell, Vernon	5	0
Cavert, H. Mead	5	0
Chambers, Clarke	3	2
Christenson, Richard	3	1
Clark, John P.	4	0



Collins, Terry	3	1
Cooper, Laura	3	0
Corcoran, Mary E.	4	1
Dahlstrom, Helen M.	3	1
Darby, David	1	1
Davis, H. Ted	2	0
Desborough, Sharon	3	1
Donchenko, Adele K.	5	0
Drage, Charles	2	1
Drewes, Lester	4	0
Dykstra, Robert	3	1
Ederer, Grace Mary	5	0
Egan, Ellen	5	0
Egertson, Kenneth	4	0
Eicher, Joanne	5	0
Ellefson, Paul	4	1
Erickson, W. Bruce	4	1
Evans, Samuel	3	0
Fenton, Eleanor	5	0
Finch, Martin	4	0
Fredricks, M. Virginia	4	1
Freier, Phyllis S.	5	0
Frenkel, Albert W.	4	0
Gartz, Floyd K.	3	2
Gatewood, Lael C.	4	1
Goldstein, Richard	3	1
Goodman, Lawrence E.	5	0
Gore, Warren	2	1
Grau, Craig	5	0
Gremmels, James	4	0
Grohs, Roy	5	0
Grosch, Audrey	3	2
Ham, George	4	0
Hammond, Jerome	4	1
Hanley, Mary	5	0
Hansen, Evelyn U.	4	0
Hansen, L. Sunny	1	3
Hardy, Robert	3	0
Hein, Andrew J.	3	2
Henderson, Lavell M.	5	0
Henricks, Lewis	4	0
Herman, William	2	0
Hexter, Robert	3	1
Hirsh, Merle	5	0
Hirschbach, Frank D.	4	1
Hobbie, Russell	5	0
Hodgkins, Emmett	3	1
Holt, Robert T.	5	0
House, Peggy A.	4	1
Hoyt, John S.	1	3
Hurwicz, Leonid	5	0
Isbin, Herbert S.	3	1
Johnson, Paul E.	1	3
Josal, Wendell	4	1
Kahn, Donald	5	0
Kelly, Richard	4	1
Keynes, Harvey B.	resigned	
Klaurens, Mary K.	3	1

Krogstad, Blanchard	5	0
Lee, E. Bruce	3	1
Levang, Lewis	4	0
Liu, Benjamin	2	3
Lindsay, Malcolm I.	4	1
Lueschen, William E.	2	2
Lukasewycz, Omelan A.	4	0
MacEachern, Donald	4	0
Mansfield, Elaine	5	0
Mantis, Homer	5	0
Meadows, Garland K.	5	0
Means, Lora	4	1
Meyers, Susan S.	3	2
Miller, Daniel	4	1
Moller, Karlind	4	0
Mooney, Harold M.	5	0
Morris, Howard	0	4
Moulton, Robert D.	4	1
Munson, Shirley	5	0
Murphy, Paul L.	5	0
Olson, William G.	2	1
Osier, Donald	4	1
Overmier, J. Bruce	1	2
Pandey, Rama	4	1
Pankake, Marcia	4	1
Pearsall, Thomas	4	0
Peterson, William	4	1
Poppelle, Richard E.	5	0
Prager, Stephen	3	1
Prince, James T.	4	1
Rathburn, Robert C.	resigned	
Root, Michael D.	5	0
Roufs, Timothy	3	2
Sawchuk, Ronald	4	0
Schofield, William	4	1
Schwartz, Samuel	4	0
Schwartzberg, Joseph	3	1
Shannon, Terrie	4	1
Shively, W. Phillips	5	0
Simmons, Roberta	3	1
Smith, Arthur E.	1	1
Southall, Geneva H.	5	0
Spector, Janet	2	1
Speidel, Michael	4	1
Spelsberg, Thomas C.	3	2
Spencer, Robert	4	0
Steinmann, Martin	3	0
Storvick, David	2	3
Stuthman, Deon	5	0
Sugnet, Charles	0	1
Sullivan, Constance	5	0
Swan, Patricia	5	0
Tallent, Dwaine R.	3	1
Tellegen, Auke	3	0
Togeas, James	5	0
Toth, Louis	5	0
Touchberry, Robert W.	3	1
Turner, John E.	4	0

Usenik, Edward	4	0
Verrill, John E.	5	0
Walker, Paul	4	1
Walker, Roger	3	0
Wallace, John	4	0
Ward, Gilbert	3	*
Ward, Jean W.	4	0
Warner, William H.	5	0
Welch, Wayne W.	1	3
Wharton, Keith	4	1
Wirt, Robert D.	resigned	
Wolfram, Charles	resigned	
Zaidi, Mahmood A.	5	0
Zimmerman, William Jr.	5	0

**CONSULTATIVE COMMITTEE**

Zaidi, Mahmood, Chr.	5	0
Blake, George	4	0
Glick, Wendell	4	0
Keller, Kenneth	3	1
Morrison, Fred	3	0
Purple, Richard	5	0
Robinett, Betty	4	0
Schletzer, Vera	5	0
Spring, Donald	4	0
Scriven, L.E.	1	0

**STUDENTS**

Abendroth, Jeanne	3	0
Allen, Tracy	1	*
Basiago, Steve	2	0
Bates, Julie	3	0
Berman, Mark	3	0
Bevard, Lise C.	4	0
Bigger, Cynthia	1	1
Boche, Susan J.	0	2
Bugbee, John H.	1	0
Burchfield, Beth	2	0
Carlson, Paul	3	0
Carlson, Ron	1	*
Carson, Scott	2	*
Christian, Mike	1	0
Costello, Helen	4	0
Davis, Mark R.	3	0
Delaney, John	2	*
DeSautel, T. Darla	2	2
Duane, Mike	5	0
Ellis, Kathi	1	*
Erickson, Kathleen J.	3	1
Flaschberger, Thomas F.	2	0
Gray, Teri	1	*
Hansen, Dick	4	1
Hanstad, Bruce	2	0
Hartley, Steve	0	*
Henry, Mary	1	2
Hollinger, Lynda	3	*
Hovind, Al	1	*
Jamison, Bryan	3	0

\*Did not serve a full term

Kulzer, Timara	3	0
Kvam, Caroline	0	*
Lake, Robert	0	*
Landwehr, Julie M.	3	1
Lawson, David	1	*
Linden, Rick	4	0
Lowell, William	1	*
McGowan, Perry	2	*
Mjolsness, Brad A.	0	3
Mollenhoff, Lori	2	*
Morrison, Eric D.	1	0
Moseman, Joan	2	2
Mudge, Rex	0	0
Nelson, Myron	3	0
Pasvogel, Tab B.	1	0
Plunkett, James M.	3	0
Pribyl, Sue	3	*
Ruff, Jeff	2	1
Schwartz, Lori J.	2	0
Sellgren, Julie	3	0
Simmons, Gregg	0	*
Smith, Shelly	0	*
Solon, Paula	0	*
Taylor, Joel K.	4	0
Thomas, Dianne	4	0
Urbanski, John	1	*
Unser, Stanley	3	0
Weis, John	4	1
Wilke, Dick	3	0
Will, Tom	2	*
Youngren, Ruthan M.	3	0

\*Did not serve a full term

#### **CONSULTATIVE COMMITTEE**

Carlson, Steve	5	0
Cooke, Dick	4	0
Eckman, Pat	4	0
Kottke, Richard	4	0
Rydberg, Richard	2	0
Sands, Elizabeth	5	0
Watson, Doug	0	0

### **Appendix 3**

#### **ABSTRACT OF DISCUSSION**

The special meeting of the University Senate was called to order by President Magrath at 3:15 p.m. in Nicholson Hall auditorium.

*Select (Watson) Committee Report.* The president indicated he would deliver extended comments on the Report of the Select Committee of the Senate issued January 30 on the subject of planning, decision-making, and consultation at the University (Senate Minutes of February 15, 1979). His remarks focused on what he called the three main elements of the report: planning, organization of central administration with emphasis on the academic affairs office, and the organization of the Senate and the consultation between its committees and central administration. (The text of his comments is included in the Minutes.)

Robert Holt, professor of political science, called attention to the case studies appended to the report, which he said showed evidence that academic values had been slighted because of the present organizational structure. Michael Root, associate professor of philosophy, called attention to the recent report of the Brown Committee, which proposed a reallocation process for 1980-81 and beyond. It stated that, "rightly or wrongly some persons in the University community are unsure of how and by whom budgetary decisions get made." A parallel statement was made in the Select Committee Report, he said, where it was found that the image of decision-making suffered from a lack of clarity in the lines of responsibility. The report indicated that in the formulation of the capital request the role of academic affairs was unclear. Furthermore, it was unclear in the equity and merit allocation procedure. Finally, it was unclear in the guidelines on the preparation of next year's budget, which outlined criteria and explained the process for making decisions. Clarification of the relationship of that office to the other vice presidents in a number of important issues was lacking, he concluded.

President Magrath responded that questions of equity were acted on by him upon recommendation from an advisory committee chaired by academic affairs vice president Koffler. As to development of retrenchment and reallocation processes, recommendations from a committee chaired by the academic affairs associate vice president Linck served as the basis of the current reallocation process.

Jim Clark, student, saw the problem as one of separation administratively of the coordinate campuses and of the health sciences, a situation which had had its effect at the Legislature. He asked who was speaking up for the non-health sciences units on the Twin Cities campus. The president assured him that those units had a strong advocate in the office of academic administration and that he himself recounseled *all* interests.

Phillips Shively, professor of political science, turned to the Report's observation of a trend toward undue involvement in the administration of the University by the Board of Regents. He asked whether presentations to the Board were such that central administration had had to bend decisions to get a unanimous decision from the Board. The way in which issues were presented to the Board had a good deal to do with the outcome, said the president, and added that he would defend the way in which presentations were being made. He noted the Report's point that governing boards generally were becoming more assertive and their meetings more open to observation. He maintained that at the University the line between policy and administration had been well maintained. Also, he said there was far less unanimity in Board decisions than had been the case in the past. Mr. Shively asked whether he thought the present relationship between a political body (the Board) in a political state was right. The president maintained that the present Board had a strong loyalty to the institution, that there were diverse views represented on it, and that people should not be frightened by close Board votes. His personal view was that the way in which Regents were elected was not of major importance to its decisions.

Mr. Holt turned to the matter of decision-making. He chose for an example the subject of space allocation and asked what the chain of command was — how academic values were brought to bear in those decisions. He asked why the advice of the Consultative Committee had not been sought in formulating criteria when equity allocation negotiations were under way. Steve Carlson, student, suggested that the Senate be organized to bring more academic values to bear on the budgeting process and planning. Bill Andrews, director, learning resources, Waseca, asked whether direct interaction between faculty members on the coordinate campuses and the president and vice presidents could be improved. The president said he dealt regularly with a deputy vice president in the case of Waseca and Crookston and a vice president in the case of Duluth and Morris, but that he would be willing to consider ways of improving interaction.

The president was asked whether he viewed the Report's recommendation for some reorganization that would make the primacy of academic affairs evident as an attempt to place the health sciences vice president under academic affairs. The president said he thought the Select Committee was not describing precisely how

central administration was to be organized but expressing a concern that academic values be clearly implemented in the internal workings of the University. He said he was comfortable with the current organization.

Dennis Watson, professor of microbiology and Select Committee chairman, said he was speaking as a member of the Senate in making the following remarks. He thanked the president for the way in which he accepted the Report. He said that it was not the committee's position or right to dictate any reorganization of the central administration; that was clearly the function of the chief executive officer. He warned about creating tremendous bureaucracies and a tendency to lose sight of the current mission of the University, and he called for development of a "spirit of mission" among what he called the "assisting" people on the campus. He recalled that the health sciences vice presidency had been established before the president came to the University and that care should be taken to consider all views including those of "our colleagues on the other side of Washington Avenue." He concluded with the observation that there seemed to be a proliferation of committees and that there probably should be some reduction in their number.

When asked whether he was going to propose any changes within the structure of the administration to assert the primacy of academic affairs, the president said there were no fundamental organizational changes contemplated but he would try to implement further the overriding concern for academic values.

At this point Mr. Zaidi acknowledged the work of the subcommittee consisting of Donald Spring, Morris faculty member, chairman; Betty Robinett, Twin Cities faculty member; and Richard Kottke, Twin Cities student, in responding to the Report by suggesting ways to implement its recommendations. Mr. Spring said his committee had submitted its proposals to the Consultative Committee, which had made several suggestions. The recommendations as printed in the agenda were to be considered as an interim report to which he urged Senators to respond. One change suggested by the Consultative Committee was that the Judicial Committee, with its unique responsibilities, should be separated from the "academic system" committees. Also, a proposal for a Council on Undergraduate Education would be revised. Finally, he said his committee would be reviewing the relationship between the Resources and Planning Committee and the Planning Council. Peter Robinson, associate professor of French and Italian and chairman of the Judicial Committee, maintained that members of that committee should not be elected. Donald Browne, professor of speech and communications and chairman of the Educational Policy Committee, advised that some of the University committees reporting to his committee could be realigned because the nature of their work was largely advisory. Mr. Spring said his committee had stopped short of consolidation of committees; such changes could take place later. He said that the major recommendation for change lay in the method of selection of committee members. Deon Stuthman, associate professor of agronomy and chairman of the Committee on Committees, pointed out that the system would result in a Judicial Committee that would be very unwieldy, because all units would be represented.

Mr. Root asked what the advantages would be in subdividing large college voting units into departments or clusters of departments in the Senate election procedure. Mr. Spring said the larger units seemed to believe that the election process was not very meaningful in that many people were asked to vote when they did not know the candidates. Furthermore, it would improve consultation between the Senate and academic units, which was an obligation of the Senate. Asked why the Judicial Committee and the Academic Freedom and Responsibility Committee were not merged, Mr. Spring said that the former consisted entirely of faculty members, while the latter had some student members. The president asked how planning issues would be dealt with. Mr. Spring responded that the Biennial Request and Budget Review Committee would continue as a separate entity to deal with relatively short-term issues, while longer-range activities would be the business of the Resources and Planning Committee, collaborating with the vice presidents for planning and academic affairs and the Planning Council.

Mr. Zaidi said he hoped the Senate would join him in thanking the subcommittee.

He announced that it was the last time he would be in the Senate as the chairman of the Consultative Committee — the first foreign-born American to hold the job. He hoped his service had been of help to the Senate. Following Senate applause, the president said he had valued Mr. Zaidi's contributions to the Senate and the University, and he expressed appreciation to all members of the Consultative Committee. He wished Mr. Zaidi Godspeed in his next year away from the campus.

*Judicial Committee membership.* Constance Sullivan, associate professor of Spanish and Portuguese, asked for identification of the nominees for the Judicial Committee. Mr. Robinson provided that information and the slate was approved.

*Farewell to a vice president.* Mr. Zaidi asked that the Senate join in wishing vice president Koffler all the best in his new position (chancellor, University of Massachusetts), and observed that his successor would have a very difficult job.

The president wished all a productive and pleasant summer, and adjourned the Senate at 5:15 p.m.

**MARILEE WARD**  
**Abstractor**

## UNIVERSITY OF MINNESOTA

## UNIVERSITY SENATE MINUTES

November 1, 1979

The first meeting of the University Senate for the year 1979-80 was convened in Nicholson Hall auditorium, Minneapolis campus, on Thursday, November 1, 1979. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 141 voting members of the faculty, 40 voting members of the student body, 6 members of the Council of Academic Officers, and 43 nonmembers.

President C. Peter Magrath presided.

## UNIVERSITY SENATE ELECTED MEMBERS, 1979-80

## Information

(key to unit codes follows membership lists)

## ELECTED FACULTY MEMBERS

	Unit	Term		Unit	Term
Adams, Carl	.03	77-80	Cardwell, Vernon	.01	78-81
Adams, Russell S., Jr.	.01	79-82	Carter, Roy	.14	79-80
Anderson, J. Edward	.21	79-80	Cavert, Mead	.16	77-80
Anderson, Robert K.	.20	77-80	Chambers, Clarke	.14	79-81
Andrews, William	.25	77-80	Christenson, Dick	.04	79-82
Awad, Essam	.16	78-81	Clark, John P.	.14	79-80
Baizerman, Michael	.12	77-80	Clayton, Thomas	.14	79-80
Bakdash, M. Bashar	.05	77-80	Conant, Jonathan	.31	79-82
Bales, Kent	.14	79-82	Cooper, Laura	.13	77-80
Barber, Donald	.20	78-81	Cooperman, David	.14	79-82
Barber, Laird	.17	79-82	Corcoran, Mary	.07	77-80
Beck, Robert	.07	77-80	Cox, Victor	.23	79-82
Benjamin, Roger	.14	78-81	Dahlstrom, Helen	.16	78-81
Berscheid, Ellen	.14	78-81	Darby, David	.31	77-80
Blackmore, John	.01	77-80	Davis, H. Ted	.21	78-81
Blackshear, Perry, Jr.	.21	79-82	Desborough, Sharon	.01	77-80
Bloedel, James	.16	77-80	Drage, Charles	.16	77-80
Bloomfield, Victor	.02	78-81	Egan, Ellen	.18	78-81
Boman, Thomas	.29	77-80	Egertson, Kenneth	.01	77-80
Borich, Patrick	.26	77-80	Eicher, Joanne	.12	78-81
Bouchard, Thomas	.14	79-82	Eidman, Vernon	.01	79-82
Boyce, William	.30	77-80	Ellefson, Paul	.09	78-81
Brede, Caroline	.13	79-82	Epley, Richard	.01	79-82
Brothen, Thomas	.10	78-81	Freier, Phyllis	.21	77-80
Brown, Alan	.08	78-81	Frenkel, Albert	.02	77-80
Brown, David M.	.16	78-81	Garetz, Floyd	.16	78-81



	Unit	Term		Unit	Term
Gatewood, Lael	.16	77-80	Mooney, Harold	.21	77-80
Gauger, Ronald	.30	79-82	Moore, Shirley	.07	79-82
Gentry, William	.16	79-82	Morris, Howard	.01	78-81
Glenn, Allen	.07	79-82	Moulton, Robert	.14	77-80
Godzich, Wladslaw	.14	79-82	Murphy, Paul	.14	77-80
Goldstein, Sheldon	.07	79-82	Nelson, Stanley	.25	79-82
Goodman, Lawrence	.21	78-81	Newman, John	.23	79-82
Gore, Warren	.01	78-81	Olson, William	.23	78-81
*Grambsch, Paul	.03	79-80	Pandey, Rama	.33	77-80
Gremmels, James	.17	78-81	Parker, John	.24	79-82
Grohs, Roy	.17	78-81	Pearsall, Thomas	.01	77-80
Grosch, Audrey	.24	78-81	Peterson, William	.04	77-80
Hage, George	.14	79-82	Prager, Stephen	.21	77-80
Ham, George	.01	77-80	Pratt, Douglas	.02	79-82
Hanley, Mary	.24	77-80	Prince, James	.16	77-80
Hansen, Evelyn	.10	77-80	Quie, Paul	.16	79-82
Hansen, L. Sunny	.07	77-80	Rasmusson, Donald	.01	79-82
Hein, Andrew	.11	78-81	Rose, Gordon	.26	79-82
Hendricks, Lewis	.09	78-81	Roufs, Timothy	.31	77-80
Herman, William	.02	77-80	Rust, Joseph	.27	79-82
Hirschbach, Frank	.14	79-81	Sawchuk, Ronald	.19	78-81
Hirsh, Merle	.17	78-81	Schofield, William	.16	78-81
Hobbie, Russell	.21	78-81	Shannon, Terrie	.29	78-81
Hodgkins, Emmett	.04	78-81	Shively, W. Phillips	.14	78-81
Holt, Robert	.14	79-82	Simmons, Roberta	.14	78-81
House, Peggy	.07	78-81	Skaggs, Richard	.14	79-82
Howe, John	.14	79-82	Snoke, Martin	.07	79-82
Humphreys, Roberta	.21	79-82	Sorauf, Frank	.14	79-82
Huntley, Tom	.32	77-80	Spector, Janet	.14	78-81
Hurwicz, Leonid	.14	77-80	Spelsberg, Thomas	.15	78-81
Isbin, Herbert	.21	77-80	Spencer, Robert	.14	78-81
Jesswein, Wayne	.28	79-82	Stein, Marvin	.21	79-82
Johnson, Glenice	.04	79-82	Stephanopoulos, George	.21	79-82
Kahn, Donald	.21	77-80	Sullivan, Constance	.14	78-81
Keck, Steven	.05	79-82	Sutton, Everett	.14	79-80
Kelly, Richard	.24	77-80	Tamminen, Armas	.29	79-80
Keyes, Harvey B.	.21	78-81	Tellegen, Auke	.14	77-80
Klaurens, Mary	.07	78-81	Thompson, Larry	.31	79-82
Krivit, William	.16	79-82	Ulstrom, Robert	.16	79-82
Krogstad, Blanchard	.31	78-81	Walker, Paul	.05	77-80
Kumar, K. S. P.	.21	79-82	Wallace, John	.14	77-80
Larson, Roger	.10	79-82	Wang, Yang	.16	79-82
Levang, Lewis	.31	78-81	Ward, Gilbert	.23	78-80
Lindsay, Malcolm	.15	78-81	Ward, Jean	.14	77-80
Lueschen, William	.27	78-81	Warner, William	.21	78-81
Lukasweycz, Omelan	.32	78-81	Welch, Wayne	.07	78-81
Mansfield, Elaine	.18	77-80	Weller, Milton	.01	79-82
McCubbin, Hamilton	.12	79-82	Wertz, John	.21	79-82
Means, Lora	.25	78-81	Wharton, Keith	.01	77-80
Meyers, Susan	.26	78-81	Williams, C. Arthur	.03	79-82
Miller, Daniel	.19	77-80	Zimmerman, William, Jr.	.21	77-80
Moller, Karlind	.05	78-81			

\*Alternate for Mahmood Zaidi 79-80

## FACULTY CONSULTATIVE COMMITTEE

	Term
Blake, George R.	77-80
Brasted, Robert	79-82
Eaton, Marcia	79-82
Glick, Wendell (UMD)	77-80
Melsa, Cleon (UMC)	79-80
Morrison, Fred	77-80
Purple, Richard (Chr.)	77-80
Schletzer, Vera	78-81
Scriven, L. E.	78-81
Spring, W. D. (UMM)	78-81

## ELECTED STUDENT MEMBERS

Students are elected for a 1-year term. Additional student senators to be named.

	Unit		Unit
Allen, Tracy	14	Kreuzer, Kim	29
Anderson, Beverly	31	Krueger, Elise	14
Bates, Julie	22	Linden, Rich	11
Berg, Colin	01	McGinley, Sheila	08
Berman, Mark	21	McGowan, Perry	14
Bevard, Lise	07	McGreevey, Karen	33
Brown, Alan	10	Meyer, Bruce	02
Brown, Cheryll	14	Mollenhoff, Lori	10
Bugbee, John	31	Nord, Judy	14
Carlson, Paul	03	Nystrom, Carlye	08
Claessens, John	08	Peterson, David C.	08
Coleman, Brendan	14	Peterson, Gary G.	08
Cromer, John	25	Peterson, Polly	14
Drake, Charles	17	Plunkett, James	14
Erickson, Kathy	14	Reiva, Greg	21
Grey, Teri	10	Rogers, Renae	31
Hanson, Richard	17	Schwartz, Lori	14
Hartman, Grant	28	Seeley, Krishna	14
Harty, Timothy	08	Sellgren, Julie	31
Hernandez, Juan	16	Senstad, Al	14
Hess, Greg	08	Snyder, John	31
Hollinger, Lynda Ann	14	Theisen, Cindy	04
Hosch, Lark	08	Thomas, Dianne	11
Jurgens, Wayne	25	Urbanski, John	14
Kaiser, Margaret	14	Vagnini-Ferrari, Marilyn	12
Keller, Liz	14	Viere, Robert	17
Kottke, Richard	11	Will, Tom	20

## STUDENT CONSULTATIVE COMMITTEE

Carlson, Scott	Kottke, Richard (vice chr., TCCA, member
Carlson, Steve	of Assembly Steering Committee)
Cooke, Dick	Pribyl, Sue
Davis, Mark (UMD)	Weis, John
Gelbman, Jim (UMM)	Werner, Brad (UMW)

## UNIVERSITY SENATE UNIT CODES

Agriculture .....	.01
Biological Sciences .....	.02
Business .....	.03
Crookston .....	.04
Dentistry .....	.05
Education .....	.07
Continuing Education and Extension .....	.08
Forestry .....	.09
General College .....	.10
Graduate School .....	.11
Home Economics .....	.12
Law .....	.13
Liberal Arts .....	.14
Mayo .....	.15
Medical School .....	.16
Morris .....	.17
Nursing .....	.18
Pharmacy .....	.19
Public Health .....	.20
Technology, Institute of .....	.21
University College .....	.22
Veterinary Medicine .....	.23
Twin Cities Campus Libraries .....	.24
Waseca .....	.25
Minnesota Agricultural Extension Service .....	.26
Minnesota Agricultural Experiment Station .....	.27
Business and Economics (UMD) .....	.28
Education (UMD) .....	.29
Fine Arts (UMD) .....	.30
Letters and Science (UMD) .....	.31
Medicine (UMD) .....	.32
Social Development (UMD) .....	.33

### I. MINUTES FOR MAY 17, 1979, and MAY 31, 1979

Action (5 minutes)

*Approved*

### II. OFFICERS OF THE UNIVERSITY SENATE

Action (5 minutes)

The chairman of the University Senate has designated the following as officers for 1979-80:

Parliamentarian — James E. Connolly  
Abstractor and Clerk — Marilee Ward

*Approved*

### III. ELECTION OF VICE CHAIRMAN

Action (10 minutes)

After being named acting assistant vice president for academic affairs, Betty W.

Robinett, professor of linguistics, resigned as vice chairman of the University Senate. The senate must elect a replacement for this year.

**RICHARD L. PURPLE, Chr.**  
**Senate Consultative Committee**

*Russell K. Hobbie, director, Space Science Center, was elected.*

## **IV. OUTREACH REPORT**

**(2 hours)**

### **MOTION:**

That the University Senate approve the following resolutions:

(1) The Senate endorses the principle that outreach functions are an integral part of the University's responsibility, and the principle that the responsibility for them is, like responsibility for all of the instructional programs of the University, vested in the faculty.

(2) The Senate endorses the principle that the faculty of the University should consider in all of the instruction the University offers, including outreach instruction, the needs of the students for whom the instruction is to be provided. Thus all of the University's instruction, both credit and non-credit and without respect to location, time of day, or year, will be organized and offered on the basis of a coordinated plan that has resulted from careful periodic discussion and review.

(3) The Senate reemphasizes the freedom of the faculty to pursue their chosen research interests, including interactive community-oriented research.

(4) The Senate withholds endorsement of the operational proposals of the Report of the Study Group on University Outreach, and in particular withholds endorsement of the recommendation that "over time, the University should incorporate instruction now on overload, e.g., CEE credit instruction and Summer Session, into the regular workload of the faculty either by substituting any instruction now on overload for other current assignments or by employing additional faculty."

(5) The Senate will reconsider the recommendation of paragraph (4) above at the first meeting in the fall of 1980, by which time studies should have been completed by the administration in cooperation with SCEP to determine the impact of various methods of implementation on faculties, students, programs, and research capability. The administration will report the progress of such an investigation to the Senate through SCC once, at a meeting of the Senate prior to that time.

(6) In accordance with paragraph (1) above, academic responsibility will rest with the faculty of the various collegiate units, and a need is recognized for support for Outreach activities by Continuing Education and Extension and the Agricultural Extension Service or analogous offices.

### **INFORMATION:**

#### **A. HISTORY AND PERSPECTIVES**

(1) Professor Robert C. Brasted, chairperson of the Senate Consultative Committee Subcommittee for the review of the Outreach Report.

(2) A designated member of the Study group on Outreach.

**B. THE REPORT.** Reprinted below is the overview on the outreach question as contained in pages 9-11 of the Study Group's Report.

#### **BASIC POLICY AND ISSUES: OVERVIEW OF THE STUDY GROUP'S RECOMMENDATIONS**

The Study Group's basic policy concerning outreach is that outreach functions are an integral part of the faculty's professional responsibility in the University. This is to say that, since the responsibility for all of the academic programs of the University—both instruction and research—is vested in the faculty, the faculty is, therefore, responsible for the academic aspects of the University's outreach activities. Or to put

the matter another way, the Study Group rejects the idea that there is a part of the University's academic enterprise, namely outreach instruction and research, for which the faculty is not responsible. Consequently, over time, faculty activity and the faculty reward structure should be modified as necessary to reflect this responsibility. University organization should provide focus and leadership, and funding should support outreach.

With regard to the policy just stated, the Study Group makes note of the considerable variation across the University in the extent to which faculty exercise their responsibility for outreach activities. The range is from departments and colleges in which faculty, as a matter of course and as a part of regular workload, plan, offer, and evaluate their outreach activities to departments and colleges in which the outreach activities have no place in the academic planning or regular workload of the faculty.

Moreover, with regard to faculty responsibility for outreach, the Study Group emphasizes that the responsibility is a corporate rather than an individual responsibility. The Study Group does not expect each and every faculty member to engage in outreach instruction or interactive research. What is being asserted, however, is that just as the departmental faculty as a body exercises responsibility for both its traditional graduate and undergraduate instruction and for its total research effort so it must likewise exercise responsibility for the outreach activities that take place in its name.

This orientation has provided the frame of reference within which to discuss four basic issues raised by the Study Group's charge. These issues are:

- 1) How should outreach relate to the instruction, research, and service aspects of the University's mission?
- 2) How should outreach be organized and administered?
- 3) How should outreach activities be funded?
- 4) How should the University's outreach activities relate to other systems of higher education in Minnesota?

First, it should be emphasized that these recommendations are made in the context of long-range planning. It must be clearly recognized that much of what is proposed herein will require some departure from current practice and that these departures necessitate thoughtful consideration and intensive planning over a long period of time.

Second, the variety and complexity of the University's activities must be emphasized so that both within and outside the University it is remembered that, although instruction is a basic and central responsibility of the faculty, it is not their only basic responsibility. Research, scholarship, and creative effort remain the foundation upon which both instruction and public services are built in a university.

In the sections that follow, the Study Group reports its recommendations and their rationale regarding the following aspects of University outreach: instruction, interactive research, related service, organization, funding, and inter-institutional relations. In brief overview, the Study Group has concluded that:

- 1) outreach instruction is the academic responsibility of the University faculty;
- 2) although academic responsibility for all instruction is vested in the faculty as they are organized into colleges, responsibility for the support and management of outreach instruction should not rest exclusively with the colleges. There will continue to be a need for central support, assistance, coordination, and leadership such as is provided, for example, by Continuing Education and Extension and the Agricultural Extension Service;
- 3) the University should integrate and, over time, inload instruction because such steps can result in:
  - more uniform high quality university level of instruction,
  - more effective accommodation to a wider variety of students, and
  - more efficient use of University resources by both faculty and students;
- 4) without interfering with the necessary freedom of faculty to pursue their chosen research interests, the Study Group recommends that interactive community-oriented research be encouraged and expanded because:
  - this area of research activity has been undernourished in the past,

- it is an integral aspect of the University's responsibility to the State,
  - it can foster and further develop a sensitivity and responsiveness to community needs among the faculty, and
  - the University has unique resources to bring to community concerns and problems;
- 5) the delivery of services that are related to research and instruction or that extend unusual University resources to assist in the solution of problems is a major dimension of the University's mission;
  - 6) existing University organization and administrative structures may not be fully adequate to meet anticipated needs because:
    - they neither foster nor provide for effective overall planning and all-University management of the institution's multifarious outreach activities, and
    - they were not designed with a view to building outreach activities into the fabric of the colleges and the departments;
  - 7) the funding of outreach will present difficult problems — both in the University system and in the state — but there are guidelines and a process that the University can employ in making decisions about the funding of its outreach activities;
  - 8) the University and other Minnesota institutions and agencies should press for a plan that will encourage assiduous voluntary coordination of outreach activities;
  - 9) moving the outreach functions from the margin to the core of the University's mission and activities will require:
    - that outreach is clearly defined into and understood as an integral part of the University's mission,
    - acceptance of outreach by faculty (as a corporate body) as a part of their teaching, research, and service obligation,
    - modification of the faculty reward structure as necessary to recognize contributions to outreach,
    - an appropriate organizational framework,
    - adequate and equitable funding, and
    - clear understanding and acceptance of a plan and process for implementing the changes that are necessary.

#### C. REPORT TO THE SENATE OF THE SENATE CONSULTATIVE COMMITTEE'S SUB-COMMITTEE ON THE OUTREACH REPORT

The Senate Consultative Committee designated a subcommittee to provide the parent committee (the SCC) with information, recommendations, and a general review of the Report of the Study Group on University Outreach. The subcommittee study was also to include a review of the Senate Committee on Educational Policy's report on outreach as published in the May 10, 1979, Minnesota Daily, page 15, as an agenda item for the May 17 Senate meeting.

The membership of the subcommittee includes Professor Robert Brasted, SCC member, and chair of SCEP for 1977-78 (the year in which the interim report on outreach was submitted), Professor Donald Browne, chair of the 1978-79 SCEP, Professor James Terwilliger, chair of the 1979-80 SCEP, and Professor Vera Schletzer of CEE and also a member of the SCC. It may be assumed that considerable continuity and familiarity with the Outreach Report is represented on and by this subcommittee.

A series of meetings has been held among representatives of the Study Group, the subcommittee, and the president or his designate. Issues and points in need of clarification have been candidly discussed at these meetings.

The far-reaching implications of the recommendations which are part of the Outreach Report necessitate unique and intense faculty exposure and understanding. There is now and has been complete agreement among the many committees and interested groups of the University community on the most important issue: that whatever is done should be done in the best interests of the student and his or her educational goals.

If the basic recommendations of Outreach are to be implemented, a number of questions, issues, and considerations should be aired. Some of them, perhaps many, might be thought of as details to be left until the Outreach implementation has been initiated. The subcommittee is not convinced that many key questions should be left until such a time. Senate debate and discussion may provide much needed input.

The membership of the University Senate is asked to give thought to the issues that follow. It is important to repeat that all of these have already been frankly discussed in the sessions previously referred to. However, these issues are only a fraction of the number that could have been discussed and could have been included.

I. There is a critical need for a more comprehensive statement as to what primary advantages the Study Group expects to accrue from implementation.

II. Unfavorable evidence which is more than anecdotal in nature should be available in the Report as to the bases for the Study Group's judgment to the effect that there are inadequacies in our current mode of operation. Anecdotal evidence is available for all parts of our institution and to support almost any point of view. Should not any such demonstrable inequities and/or inadequacies be resolved at the departmental level?

III. We do not find enough evidence that the implementation processes will increase or otherwise improve access to our current programs or curricula. Will new admission standards be adopted to apply to students who presently can take our Outreach courses without adhering to usual "day" standards?

IV. There appears to be a reasonable possibility that implementation could decrease the level of instruction and access. Conceivably the result could be "inequality" and "deterioration" rather than equalizing or improvement.

V. Regarding characteristics of new faculty: A philosophical issue is the possible result through implementation of many large service-oriented departments being forced or at least encouraged to hire teaching staff who are more "generalists" than specialists. Although both are necessary to a large university, the reputation of a department, a college, and indeed the University, is likely to depend more on contributions of the specialists. Not all specialists either desire or are competent to handle the challenging and necessary service function.

Will the University attract either the young staff of great potential or the "first order magnitude" star if he or she knows of the responsibilities that are described by "Outreach"?

VI. What governance and administrative problems might be encountered when a faculty work load might be spread over a "14-hour day"? Added responsibilities include Senate functions, committee assignments, oral examinations, advising, maintaining services over longer periods of the working day. Is it not a logical implication of these recommendations that the entire faculty, or at least a sizable core in each department, be given 'A' appointments (or a "super 'A'" if such an appointment involves the "super" day)?

VII. Might perceived improprieties in the current mode of operations be corrected to accomplish many, if not most, of the Study Group's recommendations? The gradual phasing in of the recommendations might result in sufficient disorder and inconsistencies in financial rewards to minimize the ultimate success of an all-University conversion to the Outreach recommendations.

Answers to some, perhaps to all, of the issues and questions above might be derived from following a suggestion which arose from discussion among representatives of the Study Group and the subcommittee. Much information, including cost estimates as well as a broader data base, is derivable at the department level. A representative for Outreach might be designated in each department for some trial period, say for one year. Anecdotal reports could be verified, necessary changes in staff with regard to numbers and remuneration could be established, service and staff support systems in need of expansion could be identified, and concerns of increased over-all financial support could be determined.

**RICHARD C. PURPLE, Chr.**  
**Senate Consultative Committee**

## HISTORY AND RATIONALE

1. The Study Group on Outreach in 1977-78 circulated an interim report to all major University committees. Representatives of the Study Group were generous with their time in meeting with committees and interested groups, explaining the complexities of the report and its recommendations. It is evident, however, that many teaching faculty, even now — including Senators — are not aware either of the Report or its implications. The history of the total effort dates well before 1977, indeed to 1975, as will be described in more detail in a few moments by Vice President Linck.
2. The 1977-78 Senate Committee on Educational Policy (SCEP) provided a number of questions and comments on the Interim Report, in fact, approximately 30 such items that seemed in need of review and answers.
3. The 1978-79 SCEP received for its deliberation the Study Group Final Report with its recommendations being submitted to the Senate at the May 17, 1979, meeting.
4. Very briefly, their recommendations involved a "cautious acceptance," recognizing that the questions raised by the earlier committee had not been addressed in sufficient detail.
5. The Senate Consultative Committee (SCC) of 1979-80, chaired by Professor Purple, appointed a subcommittee to further evaluate the Study Group's Report and SCEP evaluations of both 1977-78 and 78-79. The constitution of that committee is noted in your agenda. There appears to be a meaningful and high degree of continuity as well as administrative and grass roots instructional capability in this membership.
6. This subcommittee has met on a number of occasions through this past spring, summer, and early fall, not only in its own sessions, but with members of the Study Group and representatives of administration (including the president). The purpose of these meetings was to formulate recommendations that might represent elements of compromise and, especially, a recognition of the acceptable major features of the Report.
7. Obviously, the SCC feels that there are issues that are not resolved in the Report. They are not even well understood, especially by the University's teaching faculty. These are the persons, obviously along with the student body, that are most concerned with the ultimate objectives of Outreach. A difficult but necessary procedure in the SCC's opinions not achieved by the Study Group was a concerted effort to reach the faculty through informational sessions at the department level. Such meetings would have allowed (or would in the future allow) the teaching faculty to make judgments on just what improvements in instruction and student access would be possible through implementation, especially in inloading, that are not now possible under current procedures.
8. The described need in the Report and transmitted in our meetings for consolidation of Outreach Programs, especially for budget purposes, is recognized and efforts to achieve and satisfy these needs are applauded.
9. The University is now and has been for decades heavily involved in Outreach programs. Among the most visible, but not limited to, are agriculture in its outstate efforts, many activities on the coordinate campuses, and experimental programs now in progress on the Minneapolis campus.
10. However, it seemed to SCC that the entire University teaching, research, and service functions would not necessarily be improved or benefitted from an imposition of the same set of Outreach principles including inloading (both terms being subject to considerable variations in definitions) that have worked, for instance, in agriculture. A gradual transition did not seem as automatic or acceptable to the SCC as it did to the Study Group.
11. The Senate Consultative Committee feels that it is a debatable issue whether the University of Minnesota should strive for the level of excellence now enjoyed by certain large urban universities, wherein all teaching responsibilities are currently inloaded.



12. At the expense of some redundancy of what is found in the agenda, the SCC stresses the need to go to the departments for more factual information on the deficiencies that may exist in certain Outreach efforts described in the Report, whether they be, for instance, summer instruction, evening and extension programs, or non-credit programs. Such deficiencies, if they do exist, would in the end have to be corrected at the department level, and not by some imposed and added level of governance.
13. The seven numbered questions and issues noted in your agenda have been distilled from a far larger number. It is hoped that the smaller number will be sufficiently well focused to provide discussion and debate. The SCC recognizes that no single document can now or could hope to foresee all contingencies and administrative problems that are certain to arise from recommendations that are as broad as those of the Report.
14. Recognizing that certain major theses of the Report are proper and acceptable, and that certain of the recommendations are already in stages of implementation, the SCC has constructed and presents the motion you have before you.

**ROBERT C. BRASTED, Chr.  
Subcommittee for Review of Outreach Report**

*The original motion was made by Robert Brasted, chr., Subcommittee for Review of Outreach Report, and Richard C. Purple, chr., Senate Consultative Committee. A substitute motion by Daniel Miller added the second sentences (shown above) to Items (2) and (5) and provided a new Item (6) (shown above in place of . . . "The Senate recognizes the existing authority of the colleges, campuses, departments, and other units, including CEE, Summer Session, and the Agricultural Extension Service, to achieve the principles of outreach enumerated in paragraphs (1) and (2) above through mechanisms which are suitable to them, and encourages the several academic units to act to further these goals." The original motion with the Miller substitutions was approved.*

*A substitute motion by Richard Skaggs, "That the Senate (1) accept the Report of the Study Group on University Outreach; (2) direct the president, in consultation and cooperation with the Senate Committees on Educational Policy, Resources & Planning, and Faculty Affairs, to formulate a plan to implement the policy recommendations contained in the Outreach Report; and (3) direct the president and the Senate Committees to make timely progress reports to the Senate, said reports to be made no less frequently than once per quarter," was ruled not an option for the Senate, as the Report had not been before that body.*

## V. TRIBUTE TO DECEASED FACULTY MEMBERS

GAYLORD WEST ANDERSON

1901-1978

Dr. Gaylord West Anderson, Mayo professor and dean emeritus of the School of Public Health, died January 31, 1978, in University Masonic Hospital, just one month after his 77th birthday. His association with the University of Minnesota extended over 75 years.

Dr. Anderson was born December 31, 1901, in a house on the University campus where a fraternity house now stands. His parents were 1894 graduates of the University, and his father was a member of the History Department until a family move was made to Dartmouth College. Dr. Anderson received his A.B. degree summa cum laude with honors in chemistry and German from Dartmouth, studied at the Sorbonne in Paris and the University of Zurich, and was granted an M.D. degree cum laude at Harvard, where he later received a doctorate in public health magna cum laude.

He began his career as an epidemiologist with the Massachusetts Department of Public Health and became director of the epidemiology division in two years. Dr. Anderson was also Deputy Commissioner of Public Health for the State of Massachusetts and was an assistant in public health administration at Harvard. He was also the executive secretary of the Massachusetts Legislative Commission to Investigate Public Health Laws and Policy when he accepted a call to return to Minnesota to become head of the Department of Preventive Medicine and Public Health at the University of Minnesota Medical School in 1937. With the reorganization of the Department of Preventive Medicine and Public Health into a School of Public Health in 1944, he became the founding director of the School.

From 1942 to 1946 Dr. Anderson was on leave of absence from the University while he served with the Army Medical Corps in the Office of the Surgeon General. He later became Director of Medical Intelligence, advanced to the rank of colonel, and received the Legion of Merit. He returned to the newly created School of Public Health in 1946 as the first Mayo professor and director.

Dr. Anderson continued to make an impression on health projects throughout the State of Minnesota and the world, and became a strong administrator, consultant, scholar, teacher, and leader. During his career, he served as president of Phi Beta Kappa, Sigma Xi, Alpha Omega Alpha, and held membership in scores of University committees and local, state and national professional organizations. He was a diplomate of the American Board of Preventive Medicine as one of the original trustees, and was an honorary fellow of the Royal Society of Health of England. Dr. Anderson served as president of the American Epidemiological Society, the Association of Schools of Public Health, and the American Public Health Association. He received the highest honor conferred by the American Public Health Association and was similarly honored by the Minnesota Public Health Association.

During his career he was a special advisor to the World Health Organization, a member of the U.S. delegations to the World Health Assembly, and special consultant to the Department of State and WHO for missions in Brazil, Argentina, Chile, Peru, Colombia, Ecuador, Korea, Egypt, India, Scotland, Sweden, Turkey, Yugoslavia, Lebanon, and the Netherlands. He received a special citation from the president of Peru and was the recipient of awards in both the United States and Canada.

Dr. Anderson coauthored a widely used textbook, *Communicable Disease Control*, first published in 1941, and completed a fourth edition in 1962, which was also available in French and Spanish. He also coauthored *Global Epidemiology*, a three-volume series, in addition to numerous articles. His interest in streptococcal diseases, typhoid fever, and poliomyelitis earned him the titles of "Mr. Polio" and "Mr. Public Health" from his students, friends, and colleagues.

In 1969, with the reorganization of the Health Sciences, Dr. Anderson became the first dean of the School of Public Health. He took particular pride in the accomplishments of the many students he had had over the years in the School of Public Health. He was a special friend of those students from other lands, who took their work here under difficult conditions in a strange culture, but returned to their countries to devote their careers to public health. Dr. Anderson corresponded with hundreds of former students each Christmas, and received, in return, cards and letters from almost every country in the world.

After his retirement in 1970, Dr. Anderson maintained daily office hours in the Mayo Memorial Building and later in the Boynton Health Service. For the last three years he visited his wife, Viola, daily at the St. Mary's Hospital Rehabilitation Center where she lived. In November 1978, Dr. Anderson was hospitalized with a reoccurrence of

cancer. His correspondence for Christmas 1979 was sent by the dean's office of the School in Dr. Anderson's name. Dr. Anderson died one month later and was followed shortly thereafter by his wife, Viola, who died March 8, 1979. Dr. and Mrs. Anderson are survived by one daughter, Mrs. Harvey (Gail) Safer of Annandale, Virginia.

A University Memorial Service was held February 23, 1979, at Coffman Memorial Union. The many responses received at that time by Dr. Anderson's students, friends, and colleagues from around the world were bound in a book to be shared with others. Typical of the tributes received was the following, which echos the sentiments of all who were privileged to have known this remarkable man:

"Gaylord Anderson's life magnificently illustrates the upwardness and the endurance of human existence. In his personal contributions to public health he both advanced knowledge and showed how to apply it. Thus, he benefited his own as well as succeeding generations. In his teaching he inspired students, inculcated scientific discipline, and developed the competencies needed for public health work. Gaylord Anderson was most of all a teacher . . . in the many students whose public health careers he helped to launch . . . Gaylord Anderson achieved greatness. His life exemplifies what one man can do to improve and extend human existence. In remembering him we must celebrate that life."

## DONALD W. COWAN

1907-1979

Born in Rochester, Minnesota, in 1907, Donald William Cowan graduated from high school there in 1923 and began working in the Mayo Clinic Research Laboratory at St. Mary's Hospital. In 1927 he entered the University of Minnesota School of Medicine and subsequently had his first contact with the Student Health Service. Having concurrently served as part-time assistant in physiology, he went through medical school and was awarded in 1931 the degrees of Doctor of Medicine with distinction and Master of Science in physiology. After a five-year stay as associate in physiology at the University of Iowa Medical School and a one-year internship at the United States Marine Hospital in Chicago, in 1937 he joined the staff of the University of Minnesota as a Student Health Service physician and as an instructor in preventive medicine and public health in the School of Medicine. In 1941 he became assistant professor and in 1946, associate professor, as well as the first assistant director of the Health Service. On Dr. Ruth E. Boynton's retirement in 1961, Dr. Cowan was promoted to full professor and was appointed Health Service Director.

His health service administration brought about expansions both in services and in construction. The North Wing and the fifth floor hospital are the fruits of his direction. We can truly say that his health service career encompassed the entire gamut of college health roles from clinician through researcher and teacher to administrator, builder, and organizational leader. He contributed numerous articles to professional journals. His last research interests centered on air pollution, years before it became a popular topic.

Dr. Cowan's professional associations linked him with organizations all over the world. He was an elected member of Alpha Omega Alpha and Sigma Xi, and was a Diplomate of the National Board of Preventive Medicine and Public Health. He held memberships in the county, state and national medical associations; the American Public Health Association; was president of the North Central College Health Association; secretary-treasurer of the American College Health Association, which in recognition of his services to that organization honored him with the Ruth E. Boynton Award. International health service exchanges took him to Ireland in 1953 and to the United Kingdom in 1956, when he became one of only three Americans ever invited to membership in the British Student Health Association (Drs. R. E. Boynton and Dana Farnsworth of Harvard University being the other two). In 1956 he participated in the work of a special WHO committee in Geneva, Switzerland, and published a technical report on "University Health Services."

As a man he was a private person, somewhat reserved, very modest, of unobtrusive manners, yet open to and frank with those around him. He never lost the common touch; he could always kid and be kidded. His warm personality was marked by a devotion to family; pride in his pure Scottish ancestry; affectionate loyalty to his loved ones; deep concern for their welfare; and loving references to his relatives and clan. His dry sense of humor, combined with a sharp wit could easily cut through superficialities like a knife. His striving for excellence, paired with a discriminating, brilliant mind reflected a knack for putting things into proper perspective and coming up with the right decisions. He showed intolerance only for stupidity and irritation only with fad words, such as "prioritizing." He also had a deep sense of history that made it easy for him to write the past of the Health Service in Dr. Jay A. Meyers' book *Masters of Medicine*. One could call him a conservative man; but more accurately he was a prudently progressive one.

His many Health Service colleagues and friends wish to express appreciation for his guidance, support, encouragement, principled honesty, and straight-forward policies. We will very much, inexpressibly much, miss him, cherish his memory, and try to live up to his guiding example as a person, as a professional, as a colleague, and as a friend.

## TRUMAN R. NODLAND

1907-1979

Truman R. Nodland, professor emeritus, University of Minnesota, died July 25, 1979, at the age of 71 after a long illness. He was born in Iowa on September 9, 1907. He was a graduate of the School of Agriculture at the University of Minnesota and received his B.S. degree in 1934 and his Ph.D. in 1942 from this same University.

Active in some of the early University-level work in farm management, Truman began working for the Department of Agricultural Economics of the University of Minnesota on January 1, 1929, while an undergraduate and rose through the ranks to full professor in 1961. He retired from the University's Department of Agricultural and Applied Economics in 1976.

Truman served as secretary-treasurer of the Minnesota Farm Manager's Association from 1951 to 1973 and was widely honored for his contributions to that organization at a "This is Your Life" Awards Banquet in 1973.

Throughout his career he gave heavily of his time as a teacher and advisor of students. His contribution of time and talents to students in Farmhouse Fraternity at both the local and national levels (including the National Presidency) was a major one. A number of student organizations gave formal recognition to the high quality of his teaching and advising services.

Survived by his wife Marie, Truman Nodland lives in the memory of his many colleagues and friends as a dedicated and effective teacher and a life-long student of farm management. His personal determination in dealing with more than twenty years of crippling arthritis serves as an inspiration to all who knew him.

## IRENE G. RAMEY

1921-1979

Irene G. Ramey, dean of the School of Nursing, died on June 28, 1979, at the age of 58. Her death was caused by cancer.

Dr. Ramey was born at Shriner, Texas, on March 2, 1921. Her early education and professional activity were in that locale, after completing her first nursing preparation at Jefferson Davis Hospital School of Nursing in Houston. In 1958 she earned the bachelor of science in nursing degree from Teachers College, Columbia University,

and also the master of arts in administration of hospital nursing service. In 1968 she was awarded the doctor of philosophy degree from New York University.

Before coming to the University as dean of the School of Nursing, Dr. Ramey had accomplished national recognition as an administrator, educator, and scholar. Significant among her professional experiences are the following positions: director of nursing, New York Polyclinic Hospital; instructor, Graduate Minor in Nursing Administration and Supervision, New York University; joint appointment as professor and chairperson, Department of Medical Surgical Nursing, University of Pittsburgh School of Nursing and director of Nursing Service Presbyterian-University Hospital, Pittsburgh; and professor and dean, Texas Woman's University College of Nursing. As her various positions illustrate her involvement in both education and administration, her research, writing, and organization activities also reflect this involvement. Her research was in the area of hemiplegia, muscle function, and bioelectric potential. She subsequently served as chairman of the Nursing Study Group of the Joint Committee for Stroke Facilities, which developed guidelines for nursing care of stroke patients.

She was an active speaker and writer on issues of nursing practice and administration, and she held significant elected and appointed positions in nursing organizations. Recognition was further awarded through election to membership in Sigma Theta Tau, National Honor Society of Nursing; Founders Day Award, New York University (1968); election as Fellow of American Academy of Nursing (1978). She was also listed in Outstanding Educators of America (1974), Minnesota Woman's Yearbook (1978), and Who's Who of American Women (1978-80).

While Dean Ramey was at the University of Minnesota only four years, in that time she became a Minnesotan, adopting this state as her own. She led the School of Nursing in a period of rapid growth, seeing fulfilled some goals which were in progress when she came and bringing new projects into being. The most visible of these is the new Health Sciences Unit F to house the School of Nursing and the College of Pharmacy, for which she worked tirelessly to achieve legislative funding. During her tenure, the implementation of out-state expansion of the master's program and funding for planning a doctoral program were accomplished. Dr. Ramey recognized that the nursing community of the state was a vital population both to be served and to support the School of Nursing. She became active in state organization activities and became a role model for others working with legislative and community groups.

Dr. Ramey is survived by her mother, Flora A. Bressel, Yoakum, Texas, brother, Belmont, Grants, New Mexico, and many friends and colleagues. Dr. Ramey leaves a legacy of dedication to sound education as the basis for professional practice and courage in meeting professional responsibility. Her belief in the philosophy and the goals of the University and the School of Nursing will long stand as a support and guide.

## WALTER K. VIVRETT

1915-1979

Walter Vivrett came to the University of Minnesota in the fall of 1949 after serving in the Army Corps of Engineers during World War II. He began his architectural career before the war as a student in the School of Architecture of Tulane University in New Orleans and completed work for his professional degree at the University of Illinois in Champaign-Urbana, where he was graduated with highest honors and received many additional awards for his scholarship and design ability. He continued his education as a graduate student at the Massachusetts Institute of Technology, where he was awarded the master of architecture degree and taught architectural design for one year at Miami University in Oxford, Ohio, before coming to Minnesota.

Professor Vivrett will be remembered nationally for his many contributions to our cultural heritage through his research on housing and geriatrics during the Eisenhower and Kennedy administrations. He also made significant public service contri-

butions to the State of Minnesota and served on the Governor's Council on Aging, the Minneapolis Urban Renewal Task Force, the Capitol Long-Range Improvements Committee, and numerous research and service committees of the University. He was one of the founding members of the group which conceived the Minnesota Experimental City Project, served as its Director during the early years of its development, and continued research on its many related phases until his death. His more recent publications include *Residential Rehabilitation*, which he co-edited with Mr. Carter McFarland, several definitive reports on the Minnesota Experimental City Project, and several articles in journals on architecture and urban design. He also served as technical director for the White House Conference on Aging and was an architectural consultant for the Public Housing Administration.

His contributions to architectural education cannot be adequately measured but would include personal contact with every student attending the University of Minnesota School of Architecture during the decades of the fifties and sixties and every student enrolled in the master of architecture graduate program during the past twenty years. He was awarded a special citation for his contributions to architectural education by the Minnesota Society of the A.I.A. at its recent convention in September and has served on many boards and committees including those of the American Institute of Architects, the National Architectural Accrediting Board, the Association of Collegiate Schools of Architecture, the American Institute of Planners, and the National Council of Architectural Registration Boards. He was also the architect for housing projects in Minnesota and the Upper Midwest in general.

Professor Vivrett continued to work on a full-time basis throughout the school year in spite of serious physical difficulties caused by the debilitating effects of Parkinson's disease.

Walter will be missed by his many friends on the faculty, the staff of the Campus Club, where he once lived, his former students, and by his neighbors who watched him exercise his beautiful great dane, Missy, along the paths of River Road in Minneapolis.

## **VI. ADJOURNMENT**

*The meeting of the University Senate was adjourned.*

**MARILEE WARD**  
**Clerk of the Senate**

# Appendix

## ABSTRACT OF DISCUSSION

The first gathering of 1979-80 of the University Senate, a special meeting, was called to order at 3:40 p.m. by President Magrath in Nicholson Hall auditorium, Minneapolis campus, following a special meeting of the Twin Cities Campus Assembly. Coordinate campuses were linked by telephone. Minutes of the May meetings, as well as appointments of Senate officers, were approved.

*Vice President Election* — The president expressed appreciation to Betty Robinett, who had relinquished the vice chairmanship when she was named acting assistant vice president for academic affairs, for her service to the Senate and the Senate Consultative Committee, which she had chaired, and for her general support. Richard Purple, professor of physiology and chairperson of the Consultative Committee, followed suit with a resolution of appreciation. Ms. Robinett responded that she deeply appreciated the opportunity she had had, that it was an honor for her and for women. The Senate applauded following her brief remarks. Russell Hobbie, professor of physics and director, Space Science Center, and Steve Carlson, student, were nominated, and Mr. Hobbie was elected. The president said he was delighted to have him serve.

*Outreach Report* — Mr. Purple presented the order of speakers who would address the Senate, following which a general discussion would take place. He commended the Study Group for its "chutzpah" and the several Senate committees that had been involved for their patience, and then moved approval of the motion to endorse the principle of the University's responsibility for outreach functions, while withholding endorsement of the report's operational proposals, awaiting results of studies by the administration to determine the impact of various methods of implementation. Robert Brasted, professor of chemistry and chairperson of the Consultative Committees Subcommittee for Review of the Outreach Report, provided some background information as to the 1977-78 committee reports, after which, he said, the Consultative Committee had appointed his subcommittee. He expressed his subcommittee's concern that it had not been possible to hold meetings at the departmental level. There was also the concern that the teaching, research, and service functions of the University might not necessarily be improved if the outreach recommendations were implemented.

Al Linck, acting vice president for academic affairs and chairperson of the Study Group, cited the 1975 Regents' mission statement, which contained a call to initiate an outreach study. At that time, he said, the University Committee on Extension and Community Programs also requested such a study. An interim report was produced following consultation with a number of Senate committees and faculty members on the coordinate campuses. However, he observed, whatever the involvement of the faculty, committee reports always came as something of a surprise to some of the faculty. He called on the faculty to assume responsibility for exploring further the proposals of the committee, noting that inloading was only one way to accomplish outreach, explaining that there was no one model, reassuring the Continuing Education and Extension Division that its central mechanism would have a vital role, and concluding that the whole process would be carried out over time in an evolutionary way. He urged that individual departments decide how best to handle the outreach effort, and then coordination would be effected at the college level.

Mr. Carlson said that, if the University was really concerned about reaching out and setting up programs in the community, he hoped funds would be available. Donald Browne, professor of speech and communications and last year's chairperson of the Educational Policy Committee, said the report indicated several reasons for directing University efforts outward: the probability of declining enrollments, the need for some improvement in the quality of instruction in some forms of outreach; and the philosophy that the University should make offerings available as widely as possible.

He said the first two reasons had not been sufficiently documented, and he called for some cost and human resources needs estimates.

David Cooperman, professor of sociology, said no one would be against outreach in favor of inreach, but that there was simply not enough data to vote intelligently. Mr. Linck responded that developing figures was very frustrating, that some did appear at the end of the report, but that the full cost of inloading would be difficult to calculate; some would be paid by the user at little cost to the University; and there was a wide variety of programs to consider. He urged that faculty offer specific suggestions of what they would do, after which cost estimates could be worked out.

Michael Baizerman, associate professor, Center for Youth Development and Research, suggested using data from other institutions. Mr. Browne thought that, if the University did make a major change, it should make a big push to inform the public and do it with a sense of drama. Mr. Cooperman thought drama was not needed. He said the University currently had inloading and there were problems still to be worked out with those. He put forth the idea of communiversality, a concept developed several years ago by the University, and he suggested that a "pilot" amount could be requested of the legislature so that there could be implementation and evaluation of a program. Krishna Seeley, student, was concerned that an expanded outreach effort would raise tuition and that schedule changes would be difficult for students holding jobs. Lark Hosch, student, said she had participated in several extension programs and that the proposal would raise the status of extension students.

Richard Skaggs, associate professor of geography and a member of the Study Group, brought out his substitute motion as a more positive approach. It said that the Senate would "accept" the report, and it outlined a procedure for implementation and reporting to the Senate. He said his concern was how the merging of extension credit instruction into the regular workload of the faculty would affect the level of instruction in a particular course. He maintained that the Study Group did not have enough data. Mr. Purple said that, by "accepting" the report, the Senate would be adopting it sentence by sentence, word by word, which would not be a wise move. Also, he pointed out that the Consultative Committee was coordinating efforts of the several committees of the Senate that were most directly concerned with outreach. Mr. Brasted called attention to the several questions posed by his subcommittee in its report that needed to be considered. Frank Sorauf, professor of political science, raised the question of the effect on research, specifically as to interactive research. He said attention should be directed to many areas besides agricultural extension.

The chair asked Mr. Skaggs whether he wanted to change the wording of his motion; Mr. Skaggs declined. Mr. Hobbie asked whether the Senate could accept a report that had not been before it. The chair ruled that the Skaggs motion could not be carried forward.

Daniel Miller, assistant professor of pharmacognosy, then introduced three substitutions, which he said would give some concrete form to the resolutions. The first proposed that instruction be organized and offered on the basis of a coordinated plan that had undergone careful discussion and review. The next provided for a report to the Senate through the Consultative Committee by fall of 1980 on the results of studies by the administration on the impact of various methods of implementation. The last specified that academic responsibility would rest with the faculties of the collegiate units. Mr. Purple accepted the new language. When asked about the frequency of reporting to the Senate, he said his committee would like to do so during winter and spring quarters.

Harold Miller, dean of continuing education and extension, asked whether change was implied and whether, if the motion were approved, changes would take place immediately. Mr. Miller said it was not his intent to challenge the timing but to encourage exchange with collegiate units so that more data could be developed. Kent Bales, associate professor of English, asked whether the Miller proposal would preclude any further action, thereby putting on a moratorium. Mr. Brasted assured him that the subcommittee considered it a friendly amendment. Mr. Carlson asked if



the Extension Division were carrying out some programs that college units would duplicate. The chair said there could be duplication.

The question was called and the Miller substitute motion was approved almost unanimously, followed by approval of the main motion as amended. Mr. Purple thanked the Senate for giving its time in a special meeting, and adjournment took place at 5:15 p.m.

**MARILEE WARD**  
**Abstractor**



MIBM  
M. G. S.

## UNIVERSITY OF MINNESOTA

### UNIVERSITY SENATE MINUTES

November 29, 1979

The second meeting of the University Senate for the year 1979-80 was convened in 25 Law Building, Minneapolis campus, on Thursday, November 29, 1979. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 141 voting members of the faculty, 31 voting members of the student body, 3 members of the Council of Academic Officers, and 41 nonmembers.

President C. Peter Magrath presided.

#### I. SENATE AND UNIVERSITY COMMITTEES, 1979-80

##### Action (5 minutes)

Committee members not included in May 17, 1979, Senate Minutes.

SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS: Students: Grant Hartman (UMD), Garry Lowenthal, Dan Urgo, 2 vacancies.

UNIVERSITY COMMITTEE ON ALL-UNIVERSITY HONORS: Students: Annamarie Daley, Garry Lowenthal, 1 vacancy. Alumni Representatives: Harry Atwood, Gladys Brooks, Gerald Friedell, John Mooty, George Pennock.

UNIVERSITY COMMITTEE ON BUSINESS AND RULES: Merle Hirsh (UMM), Wayne Welch. Students: John Bugbee (UMD), Richard Linden, Judy Phillips, 1 vacancy.

SENATE COMMITTEE ON EDUCATIONAL POLICY: Stephen Hedman (UMD) (replacement for Richard Ojakangas), Robert Keller, Norman Kerr (replacement for Margaret Davis). Students: Julie Bates, Fritz Herrmann, Kim Kreuzer (UMD), Steve Tillitt, 1 vacancy.

UNIVERSITY COMMITTEE ON EXTENSION AND COMMUNITY PROGRAMS: Charles Backstrom, William Fleischman (UMD), John Kearnes (UMM). Students: Sue Grieger, Tim Harty, Gregory Hess, Gary Peterson, 1 vacancy. Alumni Representative: Betty Danielson.

UNIVERSITY COMMITTEE ON COMPUTING FACILITIES: J. Lawrence Mitchell. Students: Greg Hundly, Tom Potter, 2 vacancies.

UNIVERSITY COMMITTEE ON INSTRUCTIONAL MATERIALS AND MEDIA: Robert Tennyson. Students: Jan Smith, 4 vacancies.

UNIVERSITY COMMITTEE ON SUMMER SESSIONS: Robert Sonkowsky. Students: 5 vacancies.

UNIVERSITY COMMITTEE ON EDUCATIONAL DEVELOPMENT: Bruce Overmier, Ellen Robert (UMM). Students: Richard Deblieck, Deborah Sagstetter, 3 vacancies.

UNIVERSITY COMMITTEE ON UNIVERSITY-ROTC RELATIONSHIPS: John Gooding. Students: Howard Baron, Melissa Fry, Matthew Taylor, 1 vacancy.

UNIVERSITY COMMITTEE ON INTERNATIONAL EDUCATION: Michael Smith (UMC) (replacement for Richard Christenson), Ellen Robert (UMM). Students: Lynda Ann Hollinger, Susan Scull, Khalil Sharifzadeh, 1 vacancy.

UNIVERSITY COLLEGE ASSEMBLY: Nicholas Barbatsis, Benjamin Bayman, Glen Berryman, Perry Blackshear, Virginia Bruininks, Thomas Buckley, Joseph Gallian (UMD), Richard Goodrich, Roger T. Johnson, Ruth Jones, John Malmberg, Frederick Peterson (UMM), Maynard Reynolds, Donald Ross, Albert Yonas. Students: Charles James, 2 vacancies.

SENATE COMMITTEE ON FACULTY AFFAIRS: Tom Bacig (UMD), Leo Raskind. Graduate Assistant: Janet Burcalow.

UNIVERSITY COMMITTEE ON TENURE: Students: 3 vacancies.

UNIVERSITY APPEALS COMMITTEE ON ACADEMIC FREEDOM AND RESPONSIBILITY: Students: 4 vacancies. Civil Service Representatives: Jeanene Noll, 1 vacancy.

SENATE JUDICIAL COMMITTEE: Charles Campbell, Timothy Dunnigan, Shirley Garner, Gordon Heistad, Edith Hols (UMD), Jooinn Lee (UMM), William Madden, H. E. Mason, John Mauriel, Kim Munholland, Roger Park (Chr.), Thomas Pearsall, Wayne Potratz, Edward Rippie, William Schofield, Miriam Seltzer, Phillip Tichenor, James Turnure, David Ward, Charles Wolfram.

SENATE LIBRARY COMMITTEE: Caroline Brede (ex officio), Glen Gadberry, Lawrence Goodman, Ruth Joeres. Students: Joe Bonyata, Paula Rochfort, Julie Sellgren (UMD), Fred Suppe, Wendy Treadwell, 3 vacancies.

SENATE COMMITTEE ON RESEARCH: Roy Thompson (ex officio) (replacement for Keith Huston). Students: Steve Carlson, Rosalind Horowitz, 1 vacancy.

UNIVERSITY COMMITTEE ON ANIMAL CARE: Rodney Harvey. Students: 1 vacancy.

UNIVERSITY COMMITTEE ON USE OF HUMAN SUBJECTS IN RESEARCH: William Bart, G. Mary Bradley, Allen Buchanan, Paul Cashman, Thomas Choi, John Cogan, Byron Egeland, Alfred Fish (co-chr.), Judith Garrard, Robert Gibson (co-chr.), Verona Gordon, William Hanson, Vernon Hendrix, James Holte, Jon Hopeman, R. Edward Howell, Lawrence Kaplan, Kenneth MacCorquodale, Jack Mandel, Hamilton McCubbin, Philip McGlave, Charles McKhann (co-chr.), Charles Moldow, Ronald Prineas, Paul Reynolds, Sally Rode, Jay Roshal, William Rowe, John Sauk, Jacqueline Shick, Brandon Smith, Karl Smith, Alan Solem, Clark Starr, John Sullivan, Richard Sykes (co-chr.), W. D. Ward, Esther Wattenberg. Students: Judy Becker, Richard Bulcroft, Wayne Duncan, Max Hines, John Hurwitz, Judy List, Malcolm Moos, Jr., David Pellegrini, Chris Turner, 6 vacancies. Community Representatives: Carol Clayman, Marilyn Mills, Michael Steenson, Theartris Williams.

SENATE COMMITTEE ON RESOURCES AND PLANNING: Students: Peg Arne (UMM), Cheryl Brown, John Latz, Richard Linden, Renae Rogers (UMD).

SENATE COMMITTEE ON SOCIAL CONCERNS: John Ingle (UMM), Dorothy Loeffler (ex officio). Students: Dick Cooke, Rick Hoye, Maggie Kaiser, John Latz, Diane Lonetree, Karen McGreevey (UMD), Krishna Seeley. Civil Service Representative: F. Laverne Clegg, Judith Paulson, 1 vacancy. Alumni Representatives: Betty Clapp, Lillian Jensen, Viola Kanatz.

*Approved*

#### **INFORMATION:**

SENATE CONSULTATIVE COMMITTEE: Russell Hobbie (ex officio), Cleon Melsa (UMC). Students: Scott Carlson (student chr.), Steve Carlson, Dick Cooke, Mark Davis (UMD), Jim Gelbman (UMM), Sue Pribyl, John Weis, Brad Werner (UMW).

SENATE COMMITTEE ON COMMITTEES: Students: Julie Bergh (UMM), Julie Sellgren (UMD), Al Senstad, Dick Wilke (student chr.), Melissa Berset.

UNIVERSITY COMMITTEE ON BIENNIAL REQUEST AND BUDGET REVIEW (members designated by parent committees): Dwight Brown (SCEP), Paul Grambsch (SCRAP), Robert Hexter (Research), Ken Keller (at large), Jack Merwin (at large), Fred Morrison (chr.) (SCC), George Sell (SCFA), 1 faculty vacancy to be chosen from coordinate campuses. Students: Julie Bates (SCEP), Scott Carlson (SCC), 1 student vacancy each from Research and SCRAP, 1 student member to be chosen from coordinate campuses.

*Accepted*

## **II. SCHEDULED MEETINGS DURING 1979-80**

### **Information**

UNIVERSITY SENATE: November 29, February 14, April 17, and May 15. All meetings (except Nov. 29) are at 3:15 p.m. All will be held in 25 Law Building, West Bank.

*Accepted*

## **III. SENATE COMMITTEE ON COMMITTEES**

### **A. FACULTY AFFAIRS COMMITTEE MEMBERSHIP**

**(25 minutes)**

#### **MOTION:**

That the organization of retired University faculty members should have *ex officio* (non-voting) representation on the Senate Committee on Faculty Affairs by amending the Handbook of Procedures as follows: To Section U1.4.6 MEMBERSHIP, add to *ex officio* listing, "and from the organization of retired University faculty members (either the chairman of that organization or his/her designee)."

#### **COMMENT:**

The Senate Committee on Faculty Affairs has requested the addition. The Committee believes that retirement issues probably take up most of the time of the Committee, and will undoubtedly continue to do so for many years. It would be helpful to that Committee to have a representative of retirees present when those issues are discussed.

### **B. MEMBERSHIP, ANIMAL CARE COMMITTEE**

#### **MOTION:**

That the representative of the Department of Environmental Health & Safety on the University Committee on Animal Care may be either a member of its faculty or of its civil service staff by amending the Handbook of Procedures as follows: To Section U1.4.9.2 MEMBERSHIP, add, "(either a member of the faculty or the civil service staff)" after the words, "Department of Environmental Health and Safety . . ."

#### **COMMENT:**

The Department is small, and the faculty member may not be available for service. We are assured that the civil service staff person has the background knowledge to serve the Committee well.

### **C. JUDICIAL COMMITTEE MEMBERSHIP**

#### **MOTION:**

That former members of the Senate Judicial Committee may be asked to serve on Judicial Committee panels by amending the Handbook of Procedures as follows: To Section U1.4.7 MEMBERSHIP, add, "Former members of the Judicial Committee may be asked by the President, at the request of the Judicial Committee chairman, to serve on panels where the chairman advises that their experience and expertise are critical to the functioning of those panels."

#### **COMMENT:**

Due to the enormous demands made on Judicial Committee members and, in the case of first year members, their lack of experience, the chairman of last year's Committee asked for and received authority to name former members to serve on certain panels. He recommends that the option be made available to future chairmen. The Committee on Committees concurs.

## D. STUDENT MEMBERSHIP ON COMMITTEES

### MOTION:

That student members of committees must comply with specified registration requirements by amending the Handbook of Procedures as follows: To Section U1.302.3 MEMBERSHIP, add, "Student members of committees must be registered for at least 6 credits for 3 of 4 quarters in the academic year (both summer sessions considered as one quarter). Extension students must be registered for at least 3 credits during the term of service. Graduate students who have completed course work and are not required to maintain continuous registration during interim periods of study in preparation for written and oral examinations must be certified by the individual department director of graduate studies."

**M. VIRGINIA FREDRICKS**  
Chairperson

*Approved*

## IV. UNIVERSITY COMMITTEE ON BUSINESS & RULES

### CONSTITUTIONAL AMENDMENT, STUDENT MEMBERSHIP

(20 minutes)

### MOTION:

To amend the Constitution of the Senate, Article III, Section 4.c., to read as follows (new matter in italics):

The elected representative of the students to the University Senate shall be chosen *(i)* by secret ballot by the student constituency enrolled in the several institutes, colleges, or schools as specified in the Bylaws and *(ii)* by procedures established by student bodies of the several campuses for the election of representatives of minority and international student concerns.

*(1)* There shall be one (1) student member for each initial 1,000 full-time students ... Each college, institute, or school shall establish its own procedures to determine qualification as a full-time student.

*(2)* The representatives of minority and international student concerns shall be chosen in accordance with the following provisions. There shall be five (5) student members elected from the Twin Cities campus; one (1) student each shall be elected from the Duluth and Morris campuses; and (1) student shall be elected alternately from the Crookston and Waseca campuses. Student membership from the Twin Cities campus shall comprise one (1) representative of Native American students, one (1) representative of Chicano students, one (1) representative of Black students, one (1) representative of Asian-American students, and one (1) representative of international students. Neither candidacy for election nor the right to vote in elections for these positions may be denied on the basis of race, creed, color, sex, national origin, or handicap.

### COMMENT:

The University Committee on Business and Rules presents this motion to the Senate without recommendation as to whether it should pass. Of all the proposals for minority student representation which it has considered, the Committee finds this to be the one subject to the fewest objections and the most likely to achieve the object of providing such representation with the least dislocation of the size and relative composition of the Senate. It is therefore the one most suited to be voted on, and the Committee moves it for that purpose.

The genesis of this proposal was a motion made by Senator Steve Carlson in November 1978, proposing ten Twin Cities senators, two for each of the categories, on the basis of a procedure already adopted by TCSA for its own membership. This motion was

referred to the Committee, which decided to recommend that it not be passed. This negative recommendation, however, was repeatedly deferred by the Committee (with the consent of the Senate) in order that other proposals, possibly more acceptable, might be made and considered. At length, spokesmen of the groups affected, known as the TCSA Multicultural Student Coalition, drafted two alternative proposals, which were considered by the Senate Committee on Social Concerns and referred (without expressed preference) to the Committee on Business and Rules. One of these alternatives, which would have involved setting up a student-faculty committee on minority and international concerns, the members of which would sit in the Senate, was dropped by the Committee because it involved elements and complications which went beyond the simple provision of representation to minority groups. The other proposal is the basis of the Committee's motion. It has been slightly amended as to structure and language and substantially amended by reducing the number of proposed student senators by half. The resulting eight new student senators, distributed in the same manner as the present student representation on the Senate Consultative Committee, while providing distinct representation for each of the five groups on the Twin Cities campus, will have the least possible effect on the size of the Senate and the relative strength of students and faculty.

The chief argument in favor of such a proposal is the fact of the presence of these minority groups in the student body and their absence from the elected representation of that student body. Whether this absence is the result of deliberate prejudice, social and economic factors, or sheer accident, it constitutes an inequality which may possibly represent an inequity. Even without reference to the question of equity (which is emotionally charged), it may be argued that, if the University is to achieve its professed object of full access to minority groups and full participation of such students in the benefits of the University, it must ensure, even by extraordinary methods, the participation of such students in the governance process. Some such arguments have been found persuasive by the elected representatives of the student body, who have provided for minority representation in TCSA by a formula which, however much modified, is still present in concept in the Committee's motion. It is at least awkward that such minority representatives can now sit in TCSA but not in the Senate of which TCSA provides the Twin Cities student representation.

Objections may be made to any such plan for minority representation on legal grounds (the Bakke argument) to the effect that the provision of separate guaranteed representation for selected minority groups is a violation of the equal protection rights of members of the majority (or of any individuals *qua* individuals). Until the Supreme Court speaks unambiguously, it is impossible for anyone to speak definitively to this point; but it is at least an argument against adopting this motion. The argument is minimized, however, by the wording of the proposal, which provides representation, not for minority "groups," but for the "concerns" of such groups, and which allows any student to be a candidate for any of these positions and all students to vote on all of them, thereby not legally segregating the positions (though probably having the moral effect of doing so). It may be argued that there is a want of logic in purporting to provide representation for minority groups (or their concerns) by representatives who need not be members of such groups and who may be elected by voters not members of such groups. However, TCSA has found the arrangement apparently satisfactory, and the minority groups appear satisfied with this potentially imperfect representation; and, in any case, logic is not a requisite of democracy.

The most serious arguments against this or any similar proposal relate to the merits of providing guaranteed special representation to any groups whatever, particularly categories not based on choice, in any democratically-elected body. This is an issue of political or even moral principle, not merely of law, to those who believe (as other minorities have historically believed) that equality consists in the removal of segregated categories and the opening of all positions to all. From this standpoint, democracy is concerned with equality of opportunity and not with guarantees of results. The giving of special privileges to previously discriminated-against minorities is just as objectionable as the earlier discrimination; it is, indeed, reverse discrimination. Further, the drawing of a formal distinction between minorities which receive special benefits and a "majority" which is denied them is invidious both to the minorities, who are presumed to be unable to do anything for themselves, and the majority, which is presumed to be both homogeneous and hopelessly prejudiced. This is

felt to be especially insulting by sub-groups within the "majority" which themselves were, in different contexts or in other times (within living memory), the victims of discrimination.

Finally, there are some specific arguments against this proposal. Notwithstanding its reduced scope, it still increases the student representation with no corresponding increase for faculty, and it is not based on any clear arithmetical formula of representation. It does not provide for all possible groups of a comparable nature (e.g. non-Chicano Hispanics, the disabled) and lumps with the "majority" some groups that may wish to be treated separately (hypothetically, Jews, Poles). A case could be made, if inequality equals inequity, that women ought to be guaranteed separate equal representation.

Members of the Senate will be affected differently by divers of these arguments. The Committee makes no recommendation.

**JOSEF L. ALTHOLZ**  
Chairman

*Defeated*

## **V. UNIVERSITY COMMITTEE ON BIENNIAL REQUEST AND BUDGET REVIEW**

### **Discussion (10 minutes)**

#### **A. ANNUAL REPORT, 1978-79**

The University Committee on the Biennial Request and Budget Review met extensively during the school year. The Committee consists of faculty and student delegates from the Senate Consultative Committee, the Senate Committee on Faculty Affairs, the Senate Committee on Educational Policy, the Senate Committee on Resources and Planning, and the Senate Committee on Research, as well as at-large members.

Professors Don Browne, Leo Hurwicz, Don Spring, Robert Hexter, Ken Keller, Jack Merwin, and Fred Morrison participated regularly during the year. They were assisted by Professors C. Eugene Allen, Robert Brasted, Stanley Erlandson, and Paul Grambsch, who served as alternates. Three students, Jim Clark, Pat Eckman, and Elizabeth Sands were regular participants in committee work.

A. The Committee has submitted two interim reports for your consideration. These report our activities in the following areas:

1. Review of the Interim Guidelines and Criteria for the 1979-80 budget.
2. Methods for dealing with deficits in the 1978-79 operating budget.
3. Priorities for the 1979-81 biennial request.
4. Funding for equipment replacement.
5. Delays in the reallocation cycle.
6. Potential shortfalls in supply and expense budgets due to inadequate legislative funding of cost-of-living increases in these accounts.
7. Review of retrenchment decisions.

B. Since the second interim report was filed in early May, the Committee has considered two additional items of business. Both are of substantial importance.

1. **BUDGET REALLOCATIONS.** The Committee reviewed and sent to the Senate Consultative Committee a report concerning the president's proposed allocations for 1979-80. We wish to reemphasize that the allocations were administrative. The function of this Committee (and of SCC) has been to *review* budget decisions proposed by the president. We did not have input into those decisions until the proposed allocations were submitted to us.

After our review, we requested immediate consultation with the president and others responsible for budget decisions. We raised a number of general issues with the president. While we recognized the need for the creation of central reserves, we did not believe that the retrenchment was an appropriate source for their creation. (They were originally proposed at \$275,000 plus \$100,000 for matching-fund equipment grants.) We also were concerned that many of the items were first submitted to us on May 10, long after the closing date for collegiate submissions. We expressed concern that there was no statement of



priority categories provided, as had been anticipated. In particular, we were concerned about the instances in which unit priorities had been "skipped over" by central administration. We also expressed a concern about the documentation of supply and expense items, and about some allocations which appeared to have been made which were not included in unit submissions.

In addition, the Committee reviewed the allocations on a unit-by-unit basis.

In response to our concerns, the president met with UCBRBR and SCC on May 31. After that consultation, \$150,000 was drawn from the presidential reserves and allocated to collegiate units.

Our general reaction to the reallocation process followed in 1978-79 must be described as "mixed." We recognize the need for reallocation. In our view, an ongoing process of internal reallocation of resources is essential to the academic health of the University. A means must be found to continue this function on a regular basis. The principal problems this year have been associated with timing of the decision-making (about which we warned in our initial review of the process), and a tendency of the system to require relatively trivial decisions to be made at the highest levels of consultation, while meaningful aspects of consultation are rendered more difficult by the inadequacy of the existing data base. This has led, to some extent, to inefficient decision-making. Some of these issues are addressed by the proposed budget system for 1980-81 and 1981-82, discussed below.

2. BUDGET PLANNING FOR 1980-81 AND SUBSEQUENT YEARS. The Committee reviewed the "Brown Committee" report on budgeting procedures for the future and made a recommendation to the Senate Consultative Committee. UCBRBR recommended adoption of the approach suggested in that document, but specified a few areas of concern.

**FRED L. MORRISON**  
Chairman

*Accepted*

## **B. FIRST INTERIM REPORT, 1979-80**

**BUDGET EXECUTIVE.** At the conclusion of the 1978-79 academic year, UCBRBR recommended adoption of the "Brown Committee Report" as a basis for budget formulation for the future. The president substantially followed the recommendations of the "Brown Committee" in establishing a budget executive, consisting of Acting Vice President Link and Vice Presidents Brown and French. The budget executive will meet with the deans of colleges and the heads of major supporting units during the next two months. It will formulate proposed budgets for 1980-81 and 1981-82, as well as identify biennial request items for 1981-83.

The budget executive will eliminate much of the paperwork which was associated with retrenchment and reallocation last year. UCBRBR met with the budget executive in mid-September to discuss the criteria and guidelines which it will use in preparing its budget decisions. The criteria will be similar to those used last year. Budget decisions are to be based on "essentiality, quality, availability, need (demand), and resource management." Note that "centrality," a criterion used last year, has been replaced by "essentiality."

UCBRBR, SCC, and other relevant Senate committees will review the recommendations of the budget executive during the month of February. Public hearings will be scheduled.

**SUPPLY AND EXPENSE DISTRIBUTION.** The Legislature provided a very meager allocation for increased costs of supplies and expenses. The increase was distributed on a formula basis to academic units (excluding University libraries and support units), without consulting with UCBRBR. The Committee has protested the failure of consultation. Concern was expressed about the exclusions and about the formulary nature of the distribution.

**OTHER BUSINESS.** UCBRBR has commenced consideration of the six-year capital plan and the biennial request for capital improvements. It has also considered the impact on University activities of the new state law providing bidding preferences on purchases.

**FRED L. MORRISON**  
Chairman

*Accepted*

## **VI. UNIVERSITY POLICY AGENDA, 1979-80, BY THE PRESIDENT (10 minutes)**

The president, upon the recommendation of the University Senate, is called upon to submit an annual policy agenda for the institution. This report seeks to respond to the Senate's request by outlining those major policy issues that, in the president's opinion, warrant particularly close scrutiny during the 1979-80 academic year.

In reviewing the issues that follow, two points should be kept in mind. First, the list of specific items included here is intentionally limited; it attempts to concentrate upon those issues that have systemwide implications and that should receive systemwide attention. Second, not all of the issues contained in this agenda can, will, or even should be resolved during the current academic year. Some of the items simply resist quick and easy solutions and instead will demand continuous attention throughout the foreseeable future.

### **UNIVERSITY PLANNING ACTIVITIES**

The main focus of University-wide policy issues for 1979-80 turns on the major planning effort now under way. The development of a long-range institutional plan was, of course, a signal in my last report under this heading to the University Senate as well as to other appropriate University committees and groups. Very briefly, the items we hope to focus upon in our planning activities are these:

- 1) Procedural changes for the next cycle.
- 2) Mechanisms for identifying and dealing with University-wide issues.
- 3) Mechanisms for achieving coordination, integration, and review of plans by areas of commonality.
- 4) Methods for linking planning more closely to budget and biennial request processes.
- 5) A review of the institutional statement on University goals, objectives, and priorities.
- 6) A review of the University Mission Statement.

### **OTHER POLICY AGENDA QUESTIONS**

It is naturally impossible to foresee and identify precisely all of the issues that will be under active scrutiny during this and coming academic years. However, the following items continue to preoccupy the central administration and the University community:

#### **1) COORDINATION OF ACADEMIC AND FACILITIES' PLANNING**

The importance of linking academic and facilities planning continues to be a significant preoccupation. Accordingly, the Office of Academic Affairs and the Office of Physical Planning are seeking to improve the coordination between programmatic and building planning consistent with the Regents' recommendations. Emphasis will be placed upon remodeling and renovation of existing facilities, upon mechanisms for determining priorities for capital improvement, and upon the development of effective space management procedures.

#### **2) ACADEMIC AFFAIRS PLANNING**

The Office of the Vice President for Academic Affairs continues to undertake efforts to increase the planning and coordination of systemwide services and activities relating to 1) the development of University media resources, particularly in terms of radio and video transmission and the audiovisual library service; 2) the improvement in University computer services; 3) the development of a systemwide delivery system for University of Mid-America materials; and 4) the automation of University library services.

#### **3) DISCUSSIONS AND REVIEWS INVOLVING THE OUTREACH REPORT**

This report has, of course, already been discussed at a special meeting of the University Senate. No further comments would appear necessary at this time except that many of the issues and policy implications of the Outreach Report continue to be under active study.

#### **4) REVIEW OF FACULTY RETIREMENT PROGRAMS**

The Retirement Plan Task Force continues to work closely with the Senate Committee on Faculty Affairs (SCFA) to study the faculty retirement plan and its impact

on both current and retired faculty members. Recommendations for changes in the present retirement programs are anticipated and will be shared with interested University parties before any changes are implemented.

#### 5) REVIEWS OF GRADUATE SCHOOL PROGRAMS

In addition to the general policy agenda that will be followed during the 1979-80 academic year, the University Senate has also requested a list of those graduate school programs that will be reviewed during the current academic year.

Twin Cities Campus, fall quarter:

1. Operations Research
2. Orthopaedic Surgery
3. Ancient Studies
4. Ophthalmology
5. Surgery and Experimental Surgery
6. Neurosurgery

Twin Cities Campus, winter quarter:

1. Fluid Mechanics
2. Urology (tentative)

Twin Cities Campus, spring quarter:

1. Electrical Engineering
2. Control Sciences
3. Public Health
  - a. Biometry and Health Information Systems
  - b. Environmental Health
  - c. Epidemiology
  - d. Hospital and Health Care Administration
  - e. Physiological Hygiene
  - f. Public Health
4. Veterinary Clinical Sciences
  - a. Theriogenology
  - b. Veterinary Medicine
  - c. Veterinary Surgery, Radiology and Anesthesiology
5. Anesthesiology

University of Minnesota at Duluth, spring quarter:

1. Education (Elementary and Secondary)
2. Educational Administration

*Accepted*

## VII. SENATE CONSULTATIVE COMMITTEE

### ACADEMIC STAFF "E" POSITIONS

(15 minutes)

**PLEASE NOTE:** Senators who desire copies of the document, "University of Minnesota Academic Staff Policies and Procedures, A Second Proposal," may obtain them by calling (612) 373-5964, Academic Affairs Office.

#### **MOTION:**

1. That the Senate approve the principle of "E" (Academic Staff) appointments for appropriate groups.
2. It is understood that individuals currently employed at the University of Minnesota on a basis other than "E" will not be changed to an "E" basis without their permission.

Individuals on regular probationary academic appointments should be considered for tenure on the basis of performance expectations as of the time of their initial appointment. A person who chooses to retain faculty status shall not be discriminated against or subjected to sanctions as a result of this choice.

3. The question of which categories of positions should be classified as "E" (Academic Staff) is one that shall require consultation and advice by the Faculty Senate in order to safeguard academic freedom. The Faculty Senate shall also be consulted as to the provision of academic freedom for individuals in professional positions on "E" track. The Senate designates the Tenure Committee as its representative for this consultation, and recommends that the Tenure Committee consult with affected groups.
4. There must be procedures and protections for review, job security, promotion, salary increases, and appeals for individuals on an "E" appointment. Faculty and affected groups should be clearly involved in establishing and reviewing these procedures. Until the procedures and protections are established, the Tenure Committee is further hereby charged with assisting with the establishment and review of proposed procedures and protections for individuals on "E" appointments.
5. Under the present constitution and bylaws of the Senate, individuals who are employed at the University of Minnesota on an "E" basis are not eligible for membership in the Faculty Senate. Although consideration of a change in this status is premature at this meeting, the matter shall be referred to the appropriate Senate committee to be considered and reported back to the Faculty Senate by the end of this academic year.

*Above is the final approved version. The original motion included the following:*

3. *"The question of whether categories of positions . . . in order to insure academic freedom where it is appropriate."*

*The second sentence of Item 3 was not in the original motion, nor was ". . . and recommends that the Tenure Committee consult with affected groups."*

*The words "and affected groups" were added to the second sentence in Item 4, and the words "because they work in such close conjunction with persons on such appointments" were deleted.*

*The sentence "Consideration of a change in this status is premature at the present time" was deleted from Item 5 and the second sentence shown above in the approved version was substituted.*

*The following amendments were defeated:*

*Delete the words in Item 1 and substitute the following: "That the Senate approve the principle of "E" (Academic Staff) appointments for the Limited Appointment titles and General Administrative titles; and further, that the Senate defer its approval of extending this class to other personnel categories until further modification of the "E" appointment series is accomplished through the mechanism of Item 3 of this motion."*

*Delete the second sentence in Item 3 and substitute the following: "This procedure should incorporate the opinions of the respective collegial units through their collegial and administrative processes addressed to the Tenure Committee, whom the Senate designates as its representatives in this consultation."*

## **INFORMATION:**

(From "University of Minnesota: Academic Staff Personnel Policies and Procedures—A Second Proposal"—Draft Revision of July 23, 1979)

On April 27, 1976, the Task Group to Develop Personnel System Recommendations for Non-Faculty Administrative and Professional Appointments submitted a report to President Magrath. The report contained statements of rationale for development of a third personnel system in the University, the roots of which were already established in earlier years, and a series of definitions and operational policy proposals which might shape the system as it evolved. Briefly, the basis given for moving in this direction included the following reasons:

1. In most large and heterogeneous public and private universities there have emerged important and essential positions, mainly academic in nature, which do not fit under either the faculty or the civil service systems. Since the early seventies at the University of Minnesota this group has been identified with the symbol "E" (signifying special employment). There has been an almost total lack of personnel policies and provisions delineating the terms and conditions of employment for this group.

2. Neither the current nor the proposed set of tenure regulations provides for the tenuring of non-faculty positions. In 1972-73, the University Committee on Tenure, in the process of drafting the proposed regulations, urged attention to the need to develop a career service for academic administrators and academic professionals.

3. The faculty tenure system and faculty performance criteria place primary emphasis on teaching and research (including scholarly inquiry and/or artistic production) functions and roles. Professional service and length of service are considered to be secondary criteria. Applying the faculty criteria to nonfaculty academic positions has caused classic double-bind problems for persons in those positions whose responsibilities are not primarily instruction and research. Extending faculty titles and academic tenure to persons whose positions do not fit or require them causes other serious problems for the tenure system and the institution.

4. More rationality and flexibility in personnel staffing and in renewal of leadership can be maintained in these times of "steady state" conditions if the faculty tenure system is limited to those for whom academic freedom makes its provisions necessary. Maintaining flexibility is crucial to the enabling of reorganization and redeployment of personnel to engage in new or changed programs or activities with scarce resources. This becomes impossible when individuals are tenured inappropriately as faculty members within departments or in noncollegiate units.

5. The intensity of concern with the accuracy of information for internal planning and for reporting to outside agencies and governmental bodies which provide funds to the University on the basis of faculty-student ratios leads to the need to be able to sort academic professionals and administrators from faculty members, since related but different functions are being performed by the two groups. Establishing an identifiable academic staff group should reflect positively upon the University in resource terms, for the faculty group now includes many positions which involve important administrative or professional activities but little or no teaching and scholarly activities.

6. Development of an attractive career service for academic staff members which recognizes their professional status and level of functioning should resolve a currently ambiguous personnel situation in the University and clarify positively the identities, expectations, terms, and conditions for positions which are essential to the successful functioning of the University.

Since its distribution, the report of the Task Group has been discussed widely and critically by central administrators, by deans, directors, and other academic administrators, by selected University and Senate committees, and by individuals in units who potentially may be affected by the further delineation of what is commonly referred to as the "E track" on campus.\* Responses to the report of the Task Group generally were twofold: There seemed to be support for a third system as a necessary and overdue step toward a more rational personnel organization for the University; however, there was widespread questioning and anxiety about specific conditions of employment such as job security, access to governance, and career development.

The arguments for moving in the direction in which other major public and private universities already have moved in the last decade or earlier are if anything more compel-

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\*There was informal distribution of one or both drafts of the proposal for purposes of information, review, and comment, to the following University bodies: the Board of Regents, the Council of Academic Officers, the Central Officers Group, the Senate Consultative Committee, the University Committee on Tenure, and the Senate Committee on Faculty Affairs. In addition, the proposal was distributed to policy-making and policy-reviewing groups and individuals within the University.

ling at this time than they were in 1976. There is sharpened concern with organizational rationality and flexibility in the now stringent resource climate for higher education. This revised proposal, which incorporates a number of suggestions given in response to the draft dated March 28, 1979, attempts to present operational policy statements that revise, refine, and in many instances redirect proposals in the report of the Task Group in response to comments and criticisms offered.

**MARCIA M. EATON, Chr.**  
**SCC Subcommittee on Grievances  
and Legal Concerns**

**RICHARD PURPLE, Chr.**  
**Senate Consultative Committee**

*Approved*

## **VIII. SENATE COMMITTEE ON FACULTY AFFAIRS**

### **SEX DIFFERENTIALS, RETIREMENT BENEFITS**

#### **INFORMATION:**

Last spring a subcommittee of this committee issued an extensive report entitled "Sex Differentials in Periodic Retirement Benefits Under the Faculty Retirement Plan." The covering letter indicated the intent of the Senate Committee on Faculty Affairs (SCFA) to hold a hearing on this issue this fall. In the meantime a Task Force on the Faculty Retirement Plan has submitted a proposal to the SCFA that calls for a basic restructuring of the pension plan on which the Task Force and SCFA intend to seek faculty reaction.

SCFA believes that (1) several important features of our pension plan, including but not limited to sex differentials and the relative treatment of younger and older faculty, should be reviewed promptly and carefully, and (2) a broad restructuring would necessarily involve taking a position on the sex differential issue. To concentrate solely on the sex differential issue at this time would (1) force a delay on the restructuring hearings planned by the Task Force and SCFA and (2) suggest changes that would be temporary if the plan were later basically restructured. For these reasons SCFA has decided to concentrate its attention this fall on the Task Force proposal instead of holding hearings solely on the sex differential issue. Consequently the Task Force and SCFA will hold hearings and act as quickly as possible on the restructuring proposal. If this proposal proves unacceptable, we shall then consider modifications in the present plan, concentrating first on the sex differential question.

**C. ARTHUR WILLIAMS**  
**Chair**

*Accepted*

## **IX. QUESTIONS TO THE PRESIDENT**

**(15 minutes)**

None.

## **X. OLD BUSINESS**

None.

## **XI. NEW BUSINESS**

**(15 minutes)**

President reported that the McKnight Foundation was making \$1 million as an endowment to make it possible to fund merit scholarships for undergraduates.

## **XII. TRIBUTE TO DECEASED FACULTY MEMBERS**

### **WILLIAM R. SCARBOROUGH**

**1925-1979**

William R. Scarborough, associate professor and chairman of the Division of Education at the University of Minnesota, Morris, died on September 13, 1979, of cancer.

Born June 23, 1925, in Morton, Minnesota, Professor Scarborough was a graduate of Windom Public Schools, where he distinguished himself as an outstanding student-athlete. In 1943 he entered the Aviation Air Cadet Program of the Army Air Corps and received his pilot's wings. After World War II, Scarborough entered Augsburg College, graduating with a bachelor's degree in 1949.

Scarborough's contributions to the field of education spanned 29 years. He entered the teaching field in 1950 as a science teacher, athletic coach, and counselor in the Parkers Prairie Public Schools, where he later became high school principal. He went on to receive a master's degree in education from the University of Minnesota in 1964 and, in 1966, joined the faculty of the University of Minnesota, Morris, as a research associate with the Educational Resource Development Center. He was appointed assistant professor in the Education Division at the University of Minnesota, Morris, in 1971, and became chairman of the division in 1975. He was promoted to associate professor in 1973.

Professor Scarborough was very active in professional as well as community organizations. His professional commitments on the state, regional, and national levels included work with the Educational Council Service Unit as an Advisory Council member for Regions VI, VII, and IV. He also served as chairman of the committee to formulate new and proposed regulations for program and institutional development for the State of Minnesota.

Scarborough was appointed convenor for the Division of Deans and Chairpersons of the Minnesota Association of Teacher Educators, and served as chairman of a select committee from that association which acts as liaison to the Board of Teaching and the State Department of Education. In addition, he served as an adviser to the Student Minnesota Education Association on the UMM Campus.

He was a member of the Local School Committee for Continuing Education Requirement for Re-Certification of Teachers, and of many campus committees, including the Administrative, Curriculum, Teacher Education, and Placement Committees, the University Without Walls Advisory Committee, the Admissions Committee, and the Committee to Study Off-campus Learning Experiences.

He held professional memberships in the American Association of University Professors, the Minnesota Education Association, Western Division Principals, the Minnesota State High School Coaches Association, the Minnesota Association of Teacher Education, and the University of Minnesota Alumni Association.

Professor Scarborough was instrumental in carrying out a highly successful placement program for University of Minnesota, Morris, Education graduates and he maintained close contact with high school principals, counselors, and teachers throughout the state. He also played a leadership role in developing a number of in-service programs for teachers, including workshops with school personnel to organize student teaching and tutor/aide arrangements.

His efforts have affected the lives of hundreds of young people in west central Minnesota and throughout the state, and his contributions to the field of education have been numerous and varied. His professional abilities and dedicated service will long be missed by his colleagues and friends.

Professor Scarborough is survived by his wife, Donna, and two children, Michael and Susan.

### **XIII. ADJOURNMENT**

*The meeting of the University Senate was adjourned.*

**MARILEE WARD**  
Clerk



## Appendix

### ABSTRACT OF DISCUSSION

The November 29 meeting of the University Senate was called to order at 3:50 p.m. in 25 Law Building, Minneapolis campus, following a meeting of the Twin Cities Campus Assembly. President C. Peter Magrath presided. Additions to memberships on Senate and University Committees for the current year were approved.

*Committee on Committees Recommendations*—The Senate approved without discussion 4 minor recommendations for changes in rules regarding membership on committees of the Senate that were presented by John Howe, professor of history and member of the Committee on Committees. Dick Wilke, another member of the Committee, announced that an orientation session for student committee participants and others would be held January 13. He also reported that committee chairs could expect a questionnaire shortly and he urged cooperation.

*Constitutional Amendment, Student Membership*—Josef Altholz, professor of history and chairperson of the Business and Rules Committee, presented an amendment to the Senate constitution that would increase the student membership of the Senate by 8 by providing specific slots for representatives of minority and international student concerns. He recalled that a proposal had been brought up several times last year and that his committee had delayed introduction to the Senate until the various proposals had been received. The committee was bringing it to the Senate without recommendation. He said the first question was whether there should be representation of the groups named and, if so, what the best way was to do that; the current proposal had been presented by the TCSA Multicultural Student Coalition. The committee decided that, if the decision were made that the groups should be represented, then the proposal at hand was the best. He urged that the Senate vote primarily on the principal of whether there should be such representation.

Scott Carlson, student senator, urged passage, indicating that the Senate should extend a hand to minority students. He noted that the proposed increase would make a difference of only 3 percentage points in the student component of the Senate. He admitted that the measure might be vulnerable to a legal challenge, but urged members to vote according to their consciences. Jim Clark, student, also favored the motion, saying the students had a right to be heard, that the University was a place where social experimentation was carried on. Richard Purple, professor of physiology and chairperson of the Senate Consultative Committee but speaking as an individual senator, favored the motion as a statement of intent to include those students in the University's Senate structure. Leonid Hurwicz, Regents' professor of economics, said the proposal could well be called the "touchstone of liberalism," but he thought it was a device for providing minority representation which was close to being meaningless. He said he did not want to be responsible for creating a Senate ghetto that would be based on religion or anything else. He suggested there were other ways for representation, such as officio membership with the privilege of addressing the Senate. Ray McCoy, University staff member, said the term "minority representation" was confusing and that a body like the Senate would have no way of knowing which minority students the elected representatives would be speaking for. He said there would have to be input from all groups that could be considered minority groups, and he declared that the Senate would be opening itself up to a lot of complications.

Steve Carlson, student, after making a derogatory remark to the chair, declared that the amendment would not solve the problem at hand, namely, that the University was obligated under an HEW ruling in a discrimination complaint brought by himself and Messrs. Roybal and Duarte to provide for minority representation in its government bodies. Bill Paul, visitor, favored the amendment, saying it would be a part of the educational process for those involved. Diane Lonetree, member of the Multicultural Student Coalition, suggested that no action be taken at the present because the Senate was undergoing some reorganization. She suggested that the term "preferential treatment" meant many different things, but that equality for many students had made very few inroads.

John Turner, Regents' professor of political science, maintained that the Senate wanted to encourage all students including minority students to participate in governance and said they should be encouraged to fill with minority representatives the openings that were available for student senators. But, he said, increasing student representation was a serious matter. The *Minnesota Daily*, he noted, had reported 4 and 9 percent student participation in recent student elections and, he said, even if one applied the coefficient of mendacity to the usual *Daily* articles, this item was worthy of note. Further, he observed, that with all the unfilled student slots in the Senate, it was becoming increasingly difficult to pass legislation. He thought the question might be whether the faculty should pull away and set up its own organization. David Cooperman, professor of sociology, asked what the population, "international students," was — whether the intent was to provide minority and disadvantaged entitlement. Mr. Altholz said the term had been introduced in the original TCSA motion and by the Multicultural Student Coalition. Scott Carlson observed that until 1969 there had been no students in the Senate and that defeat of the motion could only result in further cynicism on the part of students. At this point the motion was defeated by a substantial majority.

Tracy Allen, student, said she understood the reasons that the Senate voted the amendment down and that she hoped Mr. Turner would not stay disgruntled. The proposal was not perfect, she said, but its intent was good and it was the best of those considered. The president urged Faculty Consultative Committee chairperson Purple and Student Consultative Committee chairperson Scott Carlson to take under consideration some move to consider ways in which the concern evidenced in the motion might be addressed:

*University Committee on Biennial Request and Budget Review* — Fred Morrison, professor of law and chairperson of the committee, called attention to its two reports and added that the matter of budget allocations would be taken up at the next meeting of the Senate.

*President's Policy Agenda, 1979-80* — The president said that compiling the list each year was useful to him as a summary of the issues that he was trying to deal with, and that planning methods were a major item of concern for him.

*Academic Staff Positions* — Marcia Eaton, associate professor of philosophy and chairperson of the Consultative Committee's Subcommittee on Grievances and Legal Concerns, noted that only faculty senators could vote on her subcommittee report. That report approved the principle of Academic Staff appointments for appropriate groups and called for consultation with the Tenure Committee to ensure academic freedom in making decisions as to the applicable categories of positions. That committee would also be charged with assisting in the setting up of procedures and protection of individuals on those types of appointment. Shirley Clark, associate professor of social, psychological, and philosophical foundations of education and chairperson of the task group that developed the second proposal to set up policies and procedures for academic staff, called attention to the fact that the statement used the term "Academic Staff" appointments rather than "E." She said there were times when she felt like Hester Prynne with an "E" on her chest. The proposal had been around for a long time, she said. She had reviewed the positions of all of the CIC institutions and discovered that all except Chicago had a separate personnel category. The Tenure Committee, she added, had noted the need for a career category. Current academic administrators are E-coded, she said, but the terms and conditions of their employment have not been clarified, a need which the proposal would fill. She offered assurance that it was a plan for the future and that no one who was currently on another type of appointment would change. She said the proposal was parallel with those in other parts of the country.

Clarke Chambers, professor of history and chairperson of the Senate Library Committee, reported that his committee had endorsed the five points of the SCC motion but had noted that there were significant ambiguities in the policies and procedures which the committee did not approve. Of concern were the terms "operational unit" and "program reason" as used in the termination section, and, most important, the ambiguities of substance and procedure in the section on the Librarian series.

Sheldon Goldstein, professor and director, media resources, introduced an amend-

ment to ensure Senate consultation in providing academic freedom for those in professional positions on "E" track by naming the Tenure Committee as its representative. It also called for involvement of the affected groups in the establishment and review of the procedures. Finally, it set the end of the current academic year as the date for the appropriate Senate committee to report to the Faculty Senate on representation for Academic Staff personnel on the Senate. Ms. Eaton said her subcommittee viewed the Goldstein proposals as a friendly amendment.

Audrey Grosch, professor, library systems, offered a substitute motion for the language indicating approval of the principal of "E" appointments for appropriate groups. It defined the groups as those with Limited Appointment titles and General Administrative Titles and specified that the Senate should defer approval of extending the class to other categories until modification of the "E" series was accomplished by the Tenure Committee. She urged the Senate to take care in voting on the issue, and contended that two disparate groups were being included in its provisions. She said that librarians in other institutions were considered faculty members; she maintained that the definition of the librarian series in the proposal was not consistent with the definition of the Academic Staff in the document; and concluded that approval would do a great disservice to a number of people at the University.

Susan Meyers, extension specialist and assistant professor, reported that the Agricultural Extension Service faculty had voted to not support the notion that there was a need for the category. They held that the present management group category and the faculty categories were sufficient and that the competence of the faculty might be compromised. In conclusion, she said, it opened the possibility that vacant positions with a discipline base could be put in the "E" category.

Ms. Eaton and Mr. Morrison opposed the Grosch et al. amendments. Mr. Morrison said that years ago during the tenure code debates it had been apparent that development of such a category was essential, and he thought the plan provided better job security for those involved. Andrea Hinding, director, Minneapolis campus libraries, appeared on behalf of the director of University libraries, who was not available. She said the provisions of the policy would not vitally affect the composition of staff of the University libraries. Asked what was included in the report's category, professional research series, Ms. Clark responded that it would be persons who were engaged in research only. She said there was no intent to remove to the "E" track extension specialists who were integrated into the faculties. Mr. Hurwicz advised the Senate to safeguard academic freedom by deleting the qualifying phrase, "where it is appropriate." Ms. Grosch took exception to Ms. Hinding's statement, indicating that the library faculty had voted 59 to 10 against the proposal. She contended that it would change the definition and composition of its faculty and that all librarians would be affected. Richard Herman, county extension director, Duluth, said that extension agents in the northeast had voted 49 to 1 against the proposal. He urged that all extension agents be invited to comment, and charged that the document needed clarification. The motion to approve the Grosch et al. amendments was defeated, and the original motion as amended by Messrs. Goldstein and Hurwicz was approved.

*Award to the University*—President Magrath announced that the McKnight Foundation had just made available to the University \$1 million as an endowment to make it possible to fund merit scholarships for undergraduates.

The Senate adjourned at 5:30 p.m.

**MARILEE WARD**  
**Abstractor**



**UNIVERSITY OF MINNESOTA**  
**UNIVERSITY SENATE MINUTES**

**February 14, 1980**

The third meeting of the University Senate for the year 1979-80 was convened in 25 Law Building, Minneapolis campus, on Thursday, February 14, 1980. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 138 voting members of the faculty, 39 voting members of the student body, 4 members of the Council of Academic Officers, and 44 nonmembers.

President C. Peter Magrath presided.

**I. MINUTES FOR NOVEMBER 1 AND NOVEMBER 29, 1979**

**Action (5 minutes)**

*Approved*

**II. SENATE AND UNIVERSITY COMMITTEES, 1979-80**

**Action (5 minutes)**

SENATE COMMITTEE ON SOCIAL CONCERNS: Civil Service Representative, Patricia Williamson.

SENATE COMMITTEE ON FACULTY AFFAIRS: Ralph Miller (ex officio).

UNIVERSITY COMMITTEE ON THE USE OF HUMAN SUBJECTS IN RESEARCH: Philip Craddock, Ronald Ferguson, Thomas P. Green, Thomas Jones, Lawrence Lockman, James E. Mitchell, Earnesto Molina, Robert Patterson, Leonard Rybak.

UNIVERSITY COMMITTEE ON ANIMAL CARE: Kent Rees (replacement for Walter Jopke).

**INFORMATION:**

UNIVERSITY COMMITTEE ON BIENNIAL REQUEST AND BUDGET REVIEW (members designated by parent committees): Sabra Anderson (UMD), Robert Evans (UMD). Students: Rosalind Horowitz (Research), Jim Gelbmann (UMM).

*Approved*

**III. UNIVERSITY COMMITTEE ON BIENNIAL REQUEST  
& BUDGET REVIEW  
SENATE CONSULTATIVE COMMITTEE  
THE PRESIDENT**

**BUDGET, REALLOCATION, AND BIENNIAL REQUEST ITEMS  
(1 hour)**

Upon the recommendation of the University Committee on Biennial Request and Budget Review (UCBRBR), the Senate Consultative Committee (SCC), and the President,

the Senate should devote a maximum of one hour at the February 14 meeting to discussing the President's and the Budget Executive's recommendations on the 1980-81 Budget, the 1981-82 Reallocation, and the 1981-83 Biennial Request.

Background materials on these proposals have been provided to all members of UCBRBR and SCC as well as Senate Committee Chairmen, Professors Arthur Williams, Robert Hexter, Paul Grambsch, and James Terwilliger. Abbreviated materials on the same items can be obtained from the Office of the Vice President for Academic Affairs, the Provosts' Offices, and the Deans and Directors' Offices. In addition, a summary sheet outlining the recommendations will be handed out to the Senate members at the February 14 meeting. Copies will be sent to the coordinate campuses before that date and will be available at the February meeting. UCBRBR will publish its summary of these materials in the *Senate Reports* in the *Minnesota Daily* Tuesday, February 12.

After this public hearing, UCBRBR and SCC will prepare recommendations and reactions to be sent to the President. Persons wishing to make additional comments should provide them to Professor Fred Morrison in the Law School, chairman of UCBRBR, or Professor Richard Purple in the Department of Physiology, chairman of SCC, not later than February 19.

There will be a separate meeting to discuss the distribution of the 1980-81 faculty salary increases on February 13 from 2:30 to 3:30 p.m. in the Regents Room in Morrill Hall. Telephone hookups to the coordinate campuses will be available. In addition, the Senate Committee on Faculty Affairs will be making its recommendations to the President and to UCBRBR on these matters. Persons wishing to provide additional comments on this matter should deliver their reactions to Professor Arthur Williams by February 15.

Finally, the Senate Committee on Faculty Affairs will be conducting an open hearing on faculty salary increase proposals for the 1981-83 Biennial Request in March or April. Information on this meeting will be provided later.

**SENATE CONSULTATIVE COMMITTEE  
UNIVERSITY COMMITTEE ON BIENNIAL REQUEST & BUDGET REVIEW  
PRESIDENT C. PETER MAGRATH**

**IV. SENATE COMMITTEE ON SOCIAL CONCERNS**

**NESTLE BOYCOTT**

**Action (20 minutes)**

**MOTION:**

That the Senate requests the Board of Regents to direct the University Food Services to refrain from further purchases of Nestle products, and those of its subsidiaries, until Nestle stops all promotion of infant formula in less-developed countries.

**MAJORITY STATEMENT:**

Those in the majority opinion strongly urge the passage of this resolution. It is a rare opportunity when an institution such as ours can have a significant impact on an immense and critical issue as the infant formula problem. Even more rare is the lack of any major cost to the University, pending its willingness to make a temporary modification in its food purchasing policy.

Hoping that most people have a basic understanding of the issue, we answer a few often-asked questions, with the assistance of some of the experts.

How serious is the problem?

"My interpretation of the scientific evidence leaves absolutely no doubt in my mind first that bottle feeding is a major cause of morbidity and mortality in developing countries and secondly that the promotion of formulas by Corporations such as Nestle has contributed significantly to this most tragic of problems."

Dr. Michael C. Latham, Director Program on International Nutrition  
Cornell University

Is Nestle really to blame?

"Precisely the very astute commercial campaigns executed by Nestle and other baby food companies are diminishing the percentage of breast fed babies in my country."

Dr. Edison Altamirano, Professor of Growth, Development and Perinatology  
Central University of Ecuador

How do the formula companies promote their product in a way critics consider unethical?

Gifts and kickbacks to the medical profession.

"In the Dominican Republic, Nestle belongs to a pharmaceutical association. That association and the Dominican Medical Association have an agreement that guarantees a certain percentage of sales of all pharmaceutical products, including infant formula, to the doctors' association. In other words, a kind of sales commission goes to the doctors every time a pharmaceutical product gets sold."

Bill Moyers

CBS Reports, "Into the Mouths of Babes"

July 5, 1978

Distribution of free samples.

"It is difficult to justify the continuation of the practice of handing out free samples, given their purpose. If a mother is poor enough to need a free sample she is too poor to use it properly, and the promotional impact of that sample on her and her friends is unjustifiable."

Dr. S. C. E. Abraham

Senior Consultant Pediatrician, Head Dept. of Pediatrics

General Hospital, Kuala Lumpur, Malaysia

Promotion by milk nurses (Nestle sales representatives).

"University Hospital stopped the milk nurses from coming on the wards. But now they come not in uniform to see patients. They come during visiting hours when we are not around to stop them . . . But they still find out names and visit mothers in their homes."

Dr. S. K. Teoh, Obstetrician

University Hospital

Kuala Lumpur, Malaysia

July 1978

Isn't the problem really the lack of sanitary conditions?

"In the past, the industry has argued that freedom of consumer choice was reason enough to allow its products to be sold, and that they were not responsible for the lack of pure water, the poverty, or the illiteracy of the population. But that argument cannot legitimize a product whose misuse is predictable and calculable."

Dr. James E. Post, Professor of Management, Boston University

Even if Nestle stopped promotion, wouldn't the trend toward bottle feeding continue?

"This is a resume of a 4-year study done at the Baguio General Hospital Philippines from 1973 to 1976 . . . in nearly 10,000 newborn babies, we were able to reduce our deaths by 47.2% and our diseases by 58%. Now, diseases due to infection were reduced by 66% and mortality due to septicemia was reduced by 81% and the diarrhea was reduced 79%. This means that just by giving back the babies to their mothers and not using any infant formula in the nursery, we were able to put down our deaths and diseases . . . Our breastfeeding went up to 85% and this is the result we got."

Dr. Navidad Clavano, Baguio General Hospital

Luzon, Philippines

What is the reaction of the world's health groups?

"Sales promotion activities of organizations marketing baby milks and feeding bottles . . . must be curtailed by every means available . . . Dissemination of propaganda about artificial feeding and distribution of samples of artificial baby foods in maternity wards should be banned immediately."

International Pediatric Association, Oct., '75

More recently, in October of 1979, the World Health Organization and UNICEF met to take an in-depth look into infant formula marketing policies. The results were a list of recommendations which parallels the boycott demands. That is, an end to direct consumer advertising, gifts, and kickbacks to the medical profession, distribution of free samples, and promotion by milk nurses.

"If you read these warnings, these recommendations, I find it very difficult to see how industry could leave this meeting with any soft ambiguity . . . I don't think industry could get away with that, and say now we've got their blessing for doing what they did in the past."

Dr. Halfdan Mahler, Director-General, World Health Org., press interview, Oct. 12, 1979

While agreeing to abide by the recommendations, Nestle appears to be playing its usual public relations game.

"We feel in no way restricted in our commercial activities by the recommendations of the WHO. On the contrary. The changes introduced step-by-step by Nestle in the last five years correspond to these recommendations."

Interview with Mr. Arthur Furer, General Manager, Nestle S. A., in Tages Anzeiger, a Swiss newspaper, Oct. 19, 1979

They have refused to negotiate with a national bargaining committee of church, academic, women's, labor, and health group representatives, as to when such changes were made, and why hard evidence proves that their promotion continues.

The boycott thus far has had a very positive effect on bringing this issue closer to a final solution. The public outcry succeeded in obtaining U.S. Senate hearings in the spring of 1978, which in turn led to the WHO-UNICEF meeting last fall. It also provided a strong ally for Third World health personnel who are lobbying their governments to regulate a company whose gross sales sometimes double their own gross national product.

Profit figures for the Swiss-based Nestle are difficult to come by, but U.N. officials claim the boycott has hurt their sales. The company has spent close to a million dollars in public relations and, according to a former Nestle employee, stepped up its U.S. promotional efforts with coupons and media advertising. One can speculate that this might also include reducing its bidding price to institutions such as ours, to make up for lagging individual consumer sales. Several Libby (a Nestle subsidiary) products currently in stock were supplied by other companies a year ago. But even a company as large as Nestle (17th in the world) cannot afford the effects of a prolonged boycott.

The end is in sight but an extra push is needed. The University of Minnesota can help provide the necessary pressure with an endorsement of this boycott. While many other colleges, including some public universities, presently have full or partial boycotts in progress, none has been decided at the Regents' level of the administration. Such a stand by our University would be a powerful voice indicating that multinational economics is not immune to social accountability. For an institution built on truth and ethics to willingly subsidize a corporation which obviously ignores these values can only damage the purpose of its mission.

While such a policy stance would be bold, fiscal costs should be insignificant. The bidding process for food is usually close, and at the volume of normal purchase, additional costs to the individual consumer is unlikely. In fact, a new state imposed buying policy, which calls for greater consideration of minority and small businesses, could be an ideal opportunity to facilitate the discontinuance of Nestle products.

This issue has an extremely broad base of student support, as evidenced by the endorsements of over 50 campus organizations and a successful referendum last spring, which passed by a three to one margin. Current policy makes it difficult, if not unfair, to avoid the many Nestle, Libby, and Stouffer products now served. The quantity and the quality (some are used as ingredients in main courses) restricts the possibility of a system of permanent choice, as was done with the lettuce boycott several years ago.

This University is on record, through shareholder resolutions against American Home Products and Bristol-Myer, as being opposed to the unethical promotion of infant formula in less developed countries. To voice its disapproval of Nestle, the world's largest and most



flagrant violator, an institutional boycott remains the only effective alternative. Placing strict business policies above social concerns too closely parallels the problem at our attention.

Prepared by RICK HOYE  
Committee Member

#### MINORITY STATEMENT:

Rejection of this resolution is urged for a number of reasons, as follows:

First, because it is a misuse of the University. A large university finds itself enmeshed almost completely in the total economic, social and cultural life of the community, the state and the nation. It is constantly buying products or providing a forum for points of view that are obnoxious or repulsive to some segments of the university community. If each pressure group that finds some action of the University objectionable is to be permitted to convulse the administrative machinery with petitions for boycotts or other punitive actions, the orderly conduct of the University's educational mission breaks down. The University should not be used as a stick with which to beat the appointed enemies of particular single-issue pressure groups.

Second, the boycott issue is diversionary. It directs attention away from the central issue, which is the difficulty of reconstituting any concentrated food product in many developing countries because of the polluted nature of local waters. This issue is encountered specifically with the distribution of dried skim milk to hungry people, yet there has been no suggestion that the University should boycott the purchase of products from firms producing dried skim milk. The basic issue is the absence of a germ theory of disease on the part of many populations, and the inadequacy of the understanding of public health, sanitation and nutrition requirements in areas where food problems are most acute. A boycott of the products of the Nestle Corporation will do virtually nothing to promote this educational task or to relieve the problem of impure water supplies in hungry countries, and that is the basic issue.

Third, because there is no evidence that a withdrawal of all Nestle brand infant formula from hungry countries would result in a net improvement in infant mortality rates, which is the specific issue addressed by the boycott. While there have been unquestioned cases of abuse of infant formula products, and of the misuse of advertising, no data whatever have been advanced to show whether or not some good has also been accomplished through the use of these milk supplements. The issue has been presented in a half-light, and it is the antithesis of serious inquiry that should be the basis for any policy action by a university.

Fourth, because there is an unmistakable odor of neocolonialism associated with the proposal. A boycott in the United States on the sale of products of the Nestle Corporation because infant formulas have been misused in some less developed countries is a form of saying to the people of those countries:

We will protect you from yourselves. By our superior knowledge we are able to judge that the products you have chosen to purchase are harmful. We will solve this problem by withdrawing them from you.

The atmosphere thus created is reminiscent of the early behavior of welfare officials, who attempted to distribute welfare checks with advice to recipients on how to spend the money. This parental attitude in the name of public health and welfare has been rejected in the United States. It seems strange to propose that it be adopted toward less developed countries at a time when our sensitivities to the consequences of unintended patronizing behavior should be fully aroused.

Finally, the proposed boycott is trivial. It is a classic example of the type of action that is requested in the name of humanity and justice, that will cost the giver virtually nothing, and that has as its principal consequence the creation of a feeling of having solved a problem or performed a meritorious act. The main consequence of the boycott will be to make the people exercising the boycott feel good. It belongs to a class of devices whose principal function is to relieve guilt feelings. Given the wide availability of substitute products of similar quality for virtually every product of the Nestle Corporation that is merchandized in the United States, a boycott of Nestle products will be virtually cost-less to the boycotters. They will surrender nothing of value. It will be only a symbolic gesture, and the symbol is

highly likely to be misread in the countries for whose benefit it is hoisted. To have meaning, a boycott should reflect the surrender of something of real value in the hope of accomplishing some other goal whose value is assessed at an even higher level. We have within the past few days seen an example of this use of the boycott, in the decision to embargo grain sales to the Soviet Union. This is a costly act on the part of the United States, both for its citizens and for the people who made the decision. The individuals making the decision have placed their political reputations at risk and this will be seen by the larger community to have been a real risk. In that setting, an act to boycott has meaning. A boycott of the products of the Nestle Corporation will have no real meaning, because it will be associated with no real cost to consumers in the form of goods given up. It will generate real costs in the form of greatly complicated purchasing procedures by the University, which will result in increased costs to be met by taxpayers or by the users of University services. In this sense, it is difficult to imagine a more disruptive and less useful gesture.

Prepared by PHILIP M. RAUP  
Committee member

*Approved*

## V. SENATE COMMITTEE ON EDUCATIONAL POLICY

### UNIVERSITY COMMITTEE ON THE HANDICAPPED

(5 minutes)

#### INFORMATION:

President C. Peter Magrath constituted and appointed the University Committee on the Handicapped in August of 1978. The Committee is the main policy development committee with respect to access for handicapped students to University programs. In this capacity it figures as the successor to two previous committees, the University Committee for the Physically Handicapped which was appointed in 1974 to work on the access problems of handicapped persons, and the 504 Compliance Review Committee, which was appointed in 1977 to evaluate the accessibility to University programs with respect to their compliance with the provisions of the 504 Regulations.

The University Committee on the Handicapped met four times during the 1978-79 academic year. The committee chairperson, Professor Maynard C. Reynolds, forwarded the committee report to President Magrath early in the fall quarter. On November 15 President Magrath forwarded copies of the report to SCEP with the request that SCEP, "Please review the report, realizing that it is a draft document, and give me your reactions to the recommendations and any problems you see with implementing them, and your advice on how we might best inform the University community of our responsibility and our resources in this area."

A special subcommittee consisting of four members of SCEP, one member of the Senate Committee on Resources and Planning, and one member of the Committee on Social Concerns studied the report, giving special attention to the recommendations section, and prepared a written response. The report and the subcommittee response were discussed at length at the January 24 meeting of SCEP. The major reactions of SCEP to the report may be summarized as follows:

- 1) We commend the Committee on the Handicapped and its chairperson, Professor Reynolds, for preparing a report which is both thoughtful and comprehensive in its treatment of the University's legal and moral obligations to the needs of the handicapped. We urge that the report be distributed to all members of the University Senate and be made available to all faculty members.
- 2) The 22 recommendations contained in the report suggest a variety of policy statements and specific program responsibilities of the University with regard to meeting the needs of handicapped students. Although we concur with many of these recommendations, we believe the budgetary implications of some proposals are extremely important. These must be viewed in the context of long-term program planning for the entire University.

- 3) We recommend that the University undertake a systematic study of the magnitude of the needs of handicapped students in terms of: 1) numbers of students to be served, 2) types of programs and services needed, and 3) budgetary resources required to provide the needed programs and services.
- 4) We further recommend that projections concerning changing needs of handicapped students over the next five years be employed in establishing timetables for implementing recommendations calling for new support services, research, and training activities.
- 5) Finally, we call special attention to the two final recommendations in the report. These call for the University to seek state and federal funding to support the variety of training, research, and technical assistance activities which will be required to meet the needs of the handicapped. We concur with the Committee on the Handicapped that, "Simply absorbing the costs involved into present departmental budgets is highly undesirable, especially at a time when many departments are being asked to cut back on existing programs."

It is the intention of SCEP to give further study to the report of the Committee on the Handicapped and to bring specific motions for action at a later meeting after members of the Senate have had an opportunity to study the document in detail.

**JAMES S. TERWILLIGER**  
Chairman

*Accepted*

## **VI. SENATE COMMITTEE ON EDUCATIONAL POLICY**

### **STUDENT COURSE INFORMATION PROJECT**

#### **Reported for Information**

On March 29, 1979, the Senate adopted a motion authorizing a new course-teacher evaluation document designed to provide information to assist students in course selection. The Student Course Information Project (SCIP) was initiated on a pilot basis during spring quarter, 1979. An ad hoc task force consisting of three students and three faculty members was appointed by Vice President Koffler in consultation with student government representatives. The members of the task force were: Robert C. Brasted, professor of chemistry, Institute of Technology; Nell Costello, student, School of Nursing; Richard L. Purple, professor of physiology, Medical School; Kenneth Rosenblum, student, College of Liberal Arts; Patricia B. Swan, professor of food science and nutrition, College of Home Economics; and Stephen Tillitt, student, College of Liberal Arts. James H. Wertz, Director of the Center for Educational Development, served as non-voting chairman of the task force.

A support staff worked with the task force to develop trial versions of two instruments: the Course Information Profile (CIP) completed by the instructor and the Course Opinion Profile (COP) completed by students. These instruments were administered in 306 course sections taught by faculty members from 12 departments during the spring quarter.

Information gathered during the spring was distributed to students and advisers in two ways: in a bound comprehensive report and as an eight-page newsprint report designed to call attention to the comprehensive report. Copies of the comprehensive reports were available for reference at various locations on campus and 40,000 copies of the newsprint report were distributed to faculty and students.

An evaluation of the pilot project has been conducted by the Measurement Services Center in an effort to assess the efficiency and effectiveness of the data collection instruments and reporting procedures. Results of this evaluation are generally quite positive. Studies of the extent to which students and their advisers use the information in the comprehensive report as a basis for program planning and course selection are currently being conducted.

A report of the ad hoc task force was presented to SCEP in November. That report contained several recommendations concerning the future of the project. Following discussion of the ad hoc task force report at the December 6, 1979, meeting of SCEP, the following recommendations were unanimously endorsed:

- that the Student Course Information Project (SCIP) be continued on as large a scale as funding will permit through 1982-83 with an extensive evaluation of the costs and benefits of the project to be conducted during the 1982-83 academic year;
- that a recommendation concerning the subsequent continuation of the project be made by SCEP after examining the evaluation for the period from 1979-80 through 1981-82;
- that the project be extended to the coordinate campuses as soon as procedures can be developed and resources assembled;
- that the two questionnaires (CIP and COP), as modified, continue to be used as the instruments for the continuing SCIP project;
- that participating departments continue to play the central decision-making role in carrying out the project by identifying courses to be surveyed, arranging for questionnaire distribution, and communicating with their faculty about the project;
- that SCIP results continue to be disseminated in ways that will maximize their utilization;
- that costs for the continuing project be borne jointly between the University administration and student government; and
- that a new faculty-student committee which reports to SCEP serve as the advisory and policy-making body for the project and oversee its operation, this committee to consist of three students and three faculty members, one of each from SCEP.

It should be emphasized that the purpose of the project is to assist students in course selection and not to evaluate individual faculty members. We remind the faculty that the motion passed by the Senate in authorizing the project contained the following provision:

"A course-teacher evaluation vehicle designed for student advisement of course selection may be inappropriate for promotion, tenure, and merit considerations, and any such use should be very carefully considered. Therefore, approval by a college's faculty operating via its normal governance procedures is required before inclusion of results of the board-administered evaluation may be permitted in a faculty member's file for the purposes of promotion, tenure, and merit decisions."

**JAMES S. TERWILLIGER**  
Chairman

*Accepted*

## **VII. COUNCIL ON LIBERAL EDUCATION**

### **ANNUAL REPORT, 1978-79**

The all-University Council on Liberal Education was established by action of the Faculty Senate in June, 1962. The Council is responsible:

... for the formation of policy, subject to Senate ratification, establishing a "floor" requirement in liberal studies for all University curricula leading to the Bachelor's degree. It shall maintain surveillance of the effects of this policy and shall propose to the Senate such extensions and modifications of this policy as seem warranted. The Council shall initiate other policy proposals or actions designed to improve the quality of undergraduate education at the University. (Handbook: "A Compilation of Rules and Procedures," University Senate, January, 1974, p. U-19.)

The Council is a standing committee of the University, reporting to the Senate and the Senate Committee on Educational Policy (SCEP); it is chaired by an associate of the Vice President for Academic Affairs with a primary concern for undergraduate education. Selected according to a formula designed to gain perspective from all undergraduate programs of the University, members participate as individuals identified by their respective collegiate administration to represent the ideas—not the interests—of their units.

## 1978-79 Council Activities:

The Council's 1978-79 activities were initiated with discussion of a summary provided by the chairman of the major issues that have emerged from the Council's deliberations over the past few years including such matters as the role and responsibility of the departments for the liberal education of their students. In this context of a re-definition of the major issues it has been dealing with, the Council's 1978-79 work was highlighted by the participation in two of its meetings of President Magrath, Vice Presidents Koffler and Linck, CLA Dean Lukermann, and SCEP chairman Donald Browne.

The central topic of these discussions was the question posed to the Council by President Magrath which asked whether the various University of Minnesota undergraduate programs are adequately maintaining and reflecting the values implicit in the concept of a liberal education. A digest of the Council's dialogue with the President and the other guests mentioned was prepared and disseminated to the wider University community in the March 1979 issue of COMMENT. Briefly stated, the main points of the discussions were these:

- 1) Responsibility for defining liberal education and contributing to its availability rests on faculty shoulders. "Liberal education ought to be seen as the responsibility of all faculties of the University. It ought to be imbedded in what they do." But how best to encourage this in the University remains a controversial issue.
- 2) In assessing current University efforts to provide liberal education it was observed that the University offers a wide variety of teachers and courses, but it is not always easy to help individual students to get the best combination for their liberal education.
- 3) Opinions varied regarding student's receptivity to the concept of liberal education. On the one hand, the view was expressed that students regard the liberal education requirement as a hurdle to get over with a minimum expenditure of time and effort, that they reveal a basic hostility or at best an indifference to liberal education. On the other hand, it was suggested that good liberal education courses well taught will be favorably received, particularly by older, more mature students.
- 4) More effective ways to provide liberal education to students were discussed. Some suggestions focused on curriculum content, others on instructional process. A University-wide analytic skills requirement was suggested, for example, as were courses that would place the major in its social and historical context. It was urged that faculty and students be encouraged to explore new ways to incorporate liberal education into every teaching-learning situation.
- 5) Concern was expressed about the relationships between available resources and the quality of liberal education at the University, particularly in the light of the constrained financial situation of recent years.
- 6) Several specific strategies that might be used to promote liberal education at the University were suggested such as stimulating increased awareness of liberal education through public discussions or seminars, identifying programs or departments that are particularly effective in addressing the liberal education needs of their students, including the quality of liberal education as a part of the departmental and program review process, giving attention to the liberal education qualifications of faculty who are being recruited, and rewarding research and teaching that furthers the objectives and availability of liberal education.

Another full meeting of the Council was devoted to consideration of its response to the "Report of the Select Committee on Planning, Decision-Making, and Consultation at the University of Minnesota." Discussion at this meeting centered on two items in that report. The first item was the suggestion that a "Council on Undergraduate Education" be established to provide the Academic Vice President with administrative consultation regarding the problems of undergraduate education.

The second, and related item, was the Select Committee's recommendation for an exploration of ways to give undergraduate studies a sharper focus and to provide better expression of its concerns in the consultative process. The chairman of the Council on Liberal Education reported the Council's discussion of these items to the Senate Consultative

Committee, indicating that the CLE would support Senate redefinition of its role and membership and offering cooperation and assistance with such an endeavor, particularly as that effort might relate to a re-examination of undergraduate education in the University.

The Council manages two operating programs for the University intended to contribute to the improvement of undergraduate education: the Horace T. Morse-Amoco Foundation Award for Outstanding Contributions to Undergraduate Education and the CLE Small Grants Program.

#### HORACE T. MORSE-AMOCO FOUNDATION AWARD FOR OUTSTANDING CONTRIBUTIONS TO UNDERGRADUATE EDUCATION

Since 1965 the Council has awarded 88 certificates and honoraria to faculty members selected for their outstanding contributions to undergraduate education. From its inception the program has been supported by an annual grant to the University for this purpose from the Amoco Foundation. In 1977-78, the Amoco Foundation increased its grant from \$5,000 to \$7,500 enabling the Council each year to make seven awards of \$1,000 each rather than eight awards of \$500.

This year, following extensive discussion, the Council revised the selection criteria to include demonstrated excellence in three areas (listed in diminishing order of importance): the full range of activities associated with undergraduate teaching and advising; planning, design, and creation of alternatives intended to improve existing educational practice (innovation and academic program development); and educational leadership, both within and outside the University, associated with improving the undergraduate experience.

Procedures were similar to those followed in recent years. Early in 1979 those colleges of the University offering undergraduate instruction were invited to submit nominations (accompanied by a dossier for each nominee). Dossiers were reviewed and judged by a subcommittee appointed by the chairman, and awards were made by the Council on the recommendation of the subcommittee.

The 1978-79 subcommittee, formed according to general CLE guidelines, included: Joseph Bonyata (CLA student and CLE member), Nathaniel I. Hart (Humanities, UMM and CLE member, subcommittee chairman), P. Vincent Hegarty (Food Science and Nutrition, Agriculture and a previous awardee), Jeylan T. Mortimer (Sociology, CLA and non-CLE faculty member), and Robert O. Pepin (Physics, IT and CLE faculty member). This year 20 nominations were received from 14 colleges, with the award and a \$1,000 honorarium presented to:

Harold F. Arneman, Professor of Soil Science, College of Agriculture

Abraham S. Berman, Professor of Aerospace Engineering and Mechanics, Institute of Technology

Peter A. French, Professor of Philosophy, University of Minnesota, Morris

Richard D. Goodrich, Professor of Animal Science, College of Agriculture (nominated by University College)

Patrick E. Hanna, Associate Professor of Medicinal Chemistry and Pharmacology, College of Pharmacy

Stuart B. Schwartz, Professor of History, College of Liberal Arts

Dwaine R. Tallent, Assistant Professor of Management, School of Business and Economics, University of Minnesota, Duluth

An award certificate and the honorarium were presented to each recipient at the appropriate college commencement ceremony. Again this year, award recipients and their spouses were honored at a luncheon given by the Regents. The luncheon was held May 10.

#### SMALL GRANTS PROGRAM

In 1967, the Council established the Small Grants Program in order to stimulate the improvement of the undergraduate experience by providing financial and organizational support to the ideas of faculty-student groups. Each year proposals for support of educational development efforts are reviewed and evaluated by a faculty-student subcommittee.

In the fall round of the 1978-79 Small Grants Program, 62 proposals totaling \$131,461 were received and 18 proposals totaling \$26,479 were funded. In the spring round, the Council received 50 proposals totaling \$91,619 and funded 39 proposals totaling \$55,359.

The subcommittee for the fall 1978 and spring 1979 rounds of the Small Grants Program was chaired by Jerrold M. Peterson.

**JAMES H. WERTZ**  
Chairman

*Accepted*

## **VIII. QUESTIONS TO THE PRESIDENT**

(15 minutes)

### **IX. OLD BUSINESS**

*None.*

### **X. NEW BUSINESS**

(15 minutes)

*None.*

## **XI. TRIBUTE TO DECEASED FACULTY MEMBERS**

### **JOHN HOWARD ALLISON**

1883-1979

John Howard Allison, professor emeritus of the College of Forestry, died December 9, 1979, at the age of 96 after a lengthy illness.

Professor Allison was born in Connecticut in 1883. He received the Ph.B. degree from Sheffield Scientific School in 1905 and the Master of Forestry from Yale School of Forestry in 1906. Among the first forestry graduates in the United States, he served as forest assistant on the Coconino National Forest in Arizona from 1906 to 1909, and forest examiner in charge of forest surveys in the U.S. Forest Service Regional Office at Albuquerque from 1909 to 1912. In 1913 he joined the staff of the University of Minnesota Department of Forestry, teaching management and economics and conducting research on these areas until his retirement in 1952. In 1923-1924 he was an American-Scandinavian Foundation fellow in Sweden where he studied forest management and research activities.

In 1914 Professor Allison started the Lake Vadnais Watershed plantings in cooperation with the City of St. Paul Board of Water Commissioners, and continued to act as a technical adviser for the Water Department until 1968. These plantings were named the J.H. Allison Forest by the City of St. Paul in 1968 in recognition of his service and contribution.

His research included the periodic measurement of several red pine plantings and other stands in Minnesota, which resulted in the publication of more than 40 scientific articles and bulletins. He was elected a fellow in the Society of American Foresters in 1959. He served as an adviser to the Minnesota legislative forestry interim commission and continued the professional activities and interests for many years after his retirement.

Affectionately known to students and associates as "Pop," J.H. Allison lived as admonished by Lincoln, "with malice toward none and charity for all." A scholarship in his

name has existed in the College of Forestry for several years and is expected to be continued and expanded as a memorial from the alumni as well as others.

## HARRY DEDERING

1919-1979

Harry Dederling was born in Port Huron, Michigan, September 2, 1919. His death, from cardiac arrest, came at mid-day on October 9, 1979, during a busy round of activities at the Earle Brown Continuing Education Center.

He received his B.S. degree from Wayne State University in 1948 and his M.A. from the University of Nebraska in 1960. He served in the U.S. Navy from 1939 to 1940 and from 1950 to 1952 and was a retired member of the U.S. Naval Reserves. He is survived by his wife, Ethel, a son, Michael, and two daughters, Margaret and Susan.

He was a member of the National University Extension Association, Phi Delta Kappa, and Mensa. He had membership on the board of directors for the Educators' Security Insurance Company. From 1956 to 1964, he served at the University of Nebraska as associate supervisor in the Department of Conferences and as conference coordinator at the Nebraska Center for Continuing Education. Prior to his academic administration at the University of Nebraska, he worked for the National Gypsum Company and the Burroughs Corporation.

He began his duties at the University of Minnesota in 1964 as program director and assistant professor in the Department of Conferences and Institutes, General Extension Division. In 1970, he was promoted to associate professor and was named associate director of the Department of Conferences. He served as acting director of the Department from 1971 to 1974. In 1978, he was appointed building manager for the Earle Brown Continuing Education Center on the St. Paul Campus.

During his career at the University of Minnesota, he developed and administered conferences and short course programs in a number of fields. The character and breadth of his professional activity is indicated by this partial listing of programs within major program areas of the Department of Conferences: In continuing business education, programs in management, communications, accounting, and interviewing; in continuing education in engineering, the Water Resources Seminar, the Conference on Interactive Graphics, the Concrete Institute, and the Conference for Architects and Land Developers; for public officials, Conferences for Newly Elected Mayors and Councilmen, the Conference for Municipal Clerks, the Conference for Municipal Finance Officers, and Assessing and Appraising Courses; for the School of Public Health, the programs in Biohazard Control, Industrial Hygiene Measurements, Managing the Effects of Institutional Living, and Recognition of Occupational Health Hazards; for the College of Education, the Audiovisual Institute, the Institute on Public Law, and the Conference on Teaching about Religions in Minnesota Public Schools.

The skillful planning and execution of University conferences employs a broad range of abilities and attributes. Harry Dederling brought to his professional work a breadth and depth of intellect that enabled him to work creatively and responsively with a wide variety of conference groups. He was thorough and precise in his handling of all facets of a conference program, and such attention, even to these small matters, is indispensable to the over-all success of conference administration. He had a keen, inquiring mind and a love of learning. He was an avid reader of books and they gave him much pleasure in life. He had a perceptive and sound understanding of adult learning and helped conference planning committees develop programs that provided a valuable learning experience for those who attended. He knew that effective programs required a sensitive assessment of what people needed to know and the creative development of programs to meet those needs. He exemplified in all his work those standards of professionalism and excellence that are exemplary in university adult education.

His spontaneous friendliness and interest in people resulted in many cordial and lasting friendships with his colleagues in Continuing Education and Extension, with University faculty, and with individuals from many external organizations. There was a special quality in the relationships he enjoyed with his colleagues, and it was very evident that he



truly did enjoy and prize those relationships. It can be said, with assurance, that Harry Dederling liked people and people liked Harry Dederling.

In retrospect, here was a man at home with people and at home with ideas—an individual gifted and well suited to furthering University outreach through conferences. As a result of his dedication and skill, many citizens in Minnesota were served by their University in important and valuable ways.

## FRANCIS E. DRAKE

1906-1979

Francis E. Drake, professor emeritus, died on Christmas day 1979. Professor Drake was a member of the Department of Rhetoric throughout his University career. He joined the faculty as an instructor in 1940 and retired in 1976. During World War II, Professor Drake served in the Army Air Force and was discharged as a captain in 1946. He later served, in 1959, as a consultant to Air University.

Professor Drake was born in Fort Dodge, Iowa, in 1906. His college training took place at the University of Minnesota where his Ph.D. was awarded in 1949. Between his B.S. in 1932 and his appointment as a University instructor, Professor Drake taught English, speech, and mathematics in a number of Minnesota high schools. He also taught theatre at Stout Institute directly before coming to the University.

Professor Drake was out of a tradition which believed that the classroom teacher must place that activity above all other things. This meant constant and voracious reading on all subjects which related to his first love, inter-disciplinary courses in 19th and 20th century humanities. He was excited by philosophical ideas. He believed that students would be free once they sensed how their thinking was shaped by ideas. This belief sustained him throughout the last five years of his career when a debilitating illness restricted his activity but never his vigorous teaching style.

Francis also had a great love of the theatre. For twenty years he served as an advisor and director to the St. Paul Campus theatre, the Punchinello Players.

He is survived by his wife, Catherine. Memorial gifts to the Hennepin County Christmas Seal Association or to the Presbyterian Home of Minnesota are preferred.

## XII. ADJOURNMENT

**MARILEE WARD**  
Clerk of the Senate

# Appendix

## ABSTRACT OF DISCUSSION

The February 14 meeting of the University Senate was called to order at 3:15 p.m. in 25 Law Building, Minneapolis campus, by President C. Peter Magrath. Minutes of the November meetings and additions and changes in memberships of Senate and University Committees for the current year were approved.

*Budget, Reallocation, and Biennial Request Items*—President Magrath opened the discussion with comments by way of explanation of a planning and budgeting process which was new to the University. For the first time the University had been asked to develop a six-year capital request and was making preliminary judgments on a two-year budget cycle, he explained. He said there had been an unprecedented number of meetings involving the budget executive (the vice presidents for academic affairs, finance, and health sciences), himself, and representatives from the colleges and campuses in formulating planning and budget decisions. Also new was the extent of involvement of Senate groups, he said. Finally, fiscal decisions were being made in the context of long-range planning. He explained that the process afforded deans and faculties flexibility in making budget decisions and that the University community, through Senate representatives, had more time and opportunity to review and comment.

He then turned to responses to the recent retrenchment and reallocation recommendations. There were those who were being retrenched who would be disappointed; those who were not retrenched but did not receive reallocated funds; and those who received reallocated funds but were disappointed that the level of increase did not meet their expectations. He pointed out that to fund all of the requests submitted to the budget executive would have forced a retrenchment and reallocation in the tens of millions of dollars. He said that the University's total budget base now exceeded one half a billion dollars, and the operations and maintenance portion was \$265 million. The reallocation for the first year in the O and M account was less than \$500,000, or less than two-tenths of one percent of the O and M base. Similarly small percentages were proposed for the second year of the retrenchment, he noted. Of the total two-year retrenchment, more than 57 percent would be taken, not from the collegiate units, but from central administration and support service units, he said, with only five percent being returned to central administration or support units.

The president called special attention to the recommendations for the College of Liberal Arts, not only because of the publicity that had arisen over the past two days, but more importantly because it was the largest and one of the most important units in the University system. He suggested that the proposed retrenchments were a base reduction of 0.28 percent for the first year and 0.57 percent for the second and that, if enrollments materialized as projected and the excess tuition income accrued, the increase would more than offset the proposed retrenchments. Noting the significance of the "day of hearts and arrows," he observed that his relations with Dean Fred Lukermann were more cordial than depicted in a Minnesota Daily cartoon.

As to the biennial request for 1981-83, the president reported that the governor's guidelines were being analyzed and that the capital request would be tied to academic planning. The regents would get the request in April, he said, and would act on it in June. He called for a strategy for 1981-83 that would protect the University's base of funding and that would deal as realistically as possible with the ravaging effects of inflation. He said the University should seek its absolute requirements, including academic facilities, continued increases for equipment replacement, and make a strong statement with regard to library books and periodicals. Some new positions in state special appropriations would be possible, he concluded.

Fred Morrison, professor of law and chairperson of the Biennial Request and Budget Review Committee (UCBRBR), reported that the budget process had been one of the most open in his memory. He added that it was hoped that the discussion would elicit comments from the University community, either from the floor or in writing to any UCBRBR member by February 19.

Bill Andrews, director, Learning Resources Center, Waseca, asked for information on the planning item for food service facilities on his campus. The president indicated that the budget executive had been informed that the facility was in shocking condition and should have a high priority. He went on to say that he and the budget executive were continuing with the deans, Consultative Committee, and UCRRBR the dialogue on the requests.

Thali Honeycutt of the Council of Graduate Students (COGS) expressed her concern about deteriorating physical conditions of Walter library, which she called "dangerous." (She had distributed a COGS document with details.) She said efforts should have been made a long time ago to face up to the loss of valuable books. Al Linck, acting vice president for academic affairs, said that a \$1.75 million request for planning and drawings was contemplated, and the president said it was part of a six-year capital plan for improvement of Walter. He encouraged all those concerned to convey their views to the Senate Library Committee, which would be consulted by the budget executive.

When asked where the \$20,000 in academic affairs would be effected, Mr. Linck said it was not possible to say precisely but that it would be in the service and administrative costs areas. As to the \$80,000 cut in student affairs, the president assured the questioner that services would not be impaired and that he would report later in more detail. Mr. Linck added that the intent was not to discard any services but rather to avoid duplication, to determine that the user needed the service, and to shift services to the location where they would be most used.

John Turner, Regents' professor of political science, said he supported the introduction of academic planning into the budget process and asked to what extent planning documents supplied by units had gone into budget decisions. Mr. Linck said the budget executive had been working against a moving target and that some of the planning documents were not usable in their preliminary form, and the budget process had to start before all documents were in. Those that were judged appropriate for a legislative request were used, he said, but he could not quantify them. The next time around, he said, they would no doubt be used. The president added that they had been useful in formulating the 1981-83 request.

In response to the observation that CLA had had its fair share of woes already and was now being cut again, the president said it was a judgment call and it was felt that the basic mission of CLA would not be harmed. John Urbanski, member of the CLA Student Intermediary Board, reported that the Board opposed the cuts, and the discussion was concluded when there were no further comments.

*Nestle Boycott*—Laura Cooper, associate professor of law and member of the Social Concerns Committee, introduced a resolution requesting the Board of Regents to direct the Food Services to refrain from purchases of products of Nestle and its subsidiaries until that company would cease promotion of infant formula in less developed countries. Philip Raup, professor of agriculture and applied economics and another committee member, then presented a minority statement opposing the measure. He contended that it was a misuse of the University, that the problem was an educational task for the countries involved, and that, as an action that would represent no real sacrifice to the giver, it was trivial, while generating real costs in purchasing procedures for the University. A graduate student from one of the developing countries then addressed the Senate in favor of the resolution, maintaining that the purpose of a university was to educate its students for life, that the supports were not trying to play God, but merely trying to lead the way. John Bugbee, UMD student, contended that a boycott would create havoc in food purchasing at the University and would not make a dent in the profits of the multi-national corporation. Rick Hoye, student member of the Social Concerns Committee, maintained that the University could not be separated from the social process of which it was a part. He said the Nestle organization had refused to debate, that an issue that involved 10 million babies could hardly be called trivial, and that the results would not be without cost. Lark Hosch, student, also supported the boycott. Warren Gore, assistant professor of rhetoric, called it an opportunity to touch the multi-nationals, even if lightly, that the dollars in corporate reports were not the only values to consider, and that having a conscience was not just for "squares." A UMD senator asked why the Social Concerns Committee had been created originally if not to deal with this kind of issue. Al Senstad, student member of the Committee

on Committees, responded that he believed the committee was set up to consider just such issues. The resolution was then approved.

*University Committee on the Handicapped*—Evelyn Hansen, associate professor of arts, communication and philosophy, member of the Educational Policy Committee (SCEP), reported that SCEP had reviewed the committee's report and concurred in most of its 22 recommendations. However, SCEP noted that there were budgetary and educational ramifications in a number of them. All senators had received copies, she said, and should try to respond to the committee. The president expressed appreciation for the committee's addressing what he termed important, University-wide concerns.

The Senate then rose in silent tribute to two deceased colleagues, and the meeting was adjourned at 4:20 p.m.

**MARILEE WARD**  
**Abstractor**

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## UNIVERSITY OF MINNESOTA

### UNIVERSITY SENATE MINUTES

**April 17, 1980**

The fourth meeting of the University Senate for the year 1979-80 was convened in 25 Law Building, Minneapolis campus, on Thursday, April 17, 1980. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 123 voting members of the faculty, 22 voting members of the student body, 1 member of the Council of Academic Officers, and 8 nonmembers.

President C. Peter Magrath presided.

#### I. MINUTES FOR FEBRUARY 14, 1980

**Action (5 minutes)**

*Accepted*

#### II. CONSULTATIVE COMMITTEE ELECTION

##### INFORMATION:

In the recent election to fill 1980-83 vacancies on the Assembly Steering Committee, Douglas Pratt, Paul Quie, and Patricia Swan were elected. Continuing members on the committee are Robert Brasted (1979-82), Marcia Eaton (1979-82), Vera Schletzer (1978-81), L. E. Scriven (1978-81), and W. D. Spring (1978-81).

**MARILEE WARD**  
Clerk

*Accepted*

#### III. ELECTION OF VICE CHAIRMAN

**Action (10 minutes)**

The constitution provides 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 year, starting July 1, 1980.

*Russell K. Hobbie was elected.*

**IV. SENATE COMMITTEE ON COMMITTEES**  
**HANDBOOK AMENDMENT, SUBCOMMITTEES**  
**(10 minutes)**

**MOTION:**

That establishment of subcommittees of Senate and University committees be authorized by amending the Handbook of Procedures as follows: Add new Section U1.307, "Subcommittees. Any Senate or University committee can appoint subcommittees, which are responsible to and report only to the committee. Subcommittees must have some membership from the appointing committee, but they may also have noncommittee membership when the appointing committee deems the subcommittee requires the assistance of others. In carrying out their duties, subcommittees should observe the same principles of operation of Robert's Rules of Order (Newly Revised) that govern committees."

**COMMENT:**

The above section does not change any applicable recommendations presently in force governing subcommittees of Senate committees. At present, the Handbook contains no instructions on subcommittees, and one has to turn to Robert's Rules for guidance. The section as it is written is slightly modified from page 413 of Robert's Rules. The intent is to state explicitly what the rules are, since some confusion on them has arisen during the past several years. Robert's Rules, moreover, precludes appointing noncommittee members to a subcommittee unless expressly authorized by the Senate. Past practice of the Senate on this has been liberal, with the presumption that the Senate committees themselves are able to judge when they need expertise outside their committee. The new Handbook section would codify this practice.

Confining subcommittee reports to their appointing committee represents no change from Robert's Rules presently in force. The Senate Consultative Committee notes that appointment of Senate committees is geared to produce University-wide balance and perspective from demographic, geographic, and collegial, academic concerns. No such strictures apply to subcommittees and they may be very narrowly based. Subcommittee reports bypassing their appointive committee and distributed directly to administrators, the Board of Regents, or to others have in the past been misinterpreted as reflecting the will of the University Senate, despite all the best intentions to the contrary. They have been one source of the "end runs" deplored in the Watson Report (Report of the Select Committee of the University Senate, 1979). Subcommittees are not restricted from writing letters requesting information, staff support, etc., but if there is any question as to whether the contents of a letter contain explicit or implicit policy recommendations, it is incumbent upon the subcommittee chair to seek guidance from the appointing committee or its chair. It is also incumbent upon subcommittees to observe due process when holding hearings on substantive recommendations or when investigating issues, just as due process considerations apply to Senate and University committees (c.f. Robert's Rules, Newly Revised, p. 416).

The University Committee on Business and Rules supports the amendment.

**M. VIRGINIA FREDRICKS, Chairperson**  
**Committee on Committees**  
**RICHARD L. PURPLE, Chairperson**  
**Consultative Committee**

*Approved*

**V. SENATE COMMITTEE ON FACULTY AFFAIRS**  
**FACULTY RETIREMENT PLAN, SEX DIFFERENTIALS**  
**Action by Faculty Senate (30 minutes)**

**MOTION:**

That all contributions\* made to the faculty retirement plan after October 1, 1980, be used to purchase annuities at retirement priced on a unisex basis.

**COMMENT:**

Through this recommendation the Senate Committee on Faculty Affairs is favoring a plan that provides equal monthly pensions for men and women with the same accumulated contributions at the same retirement age. This principle, however, is not applied retroactively to contributions made prior to October 1, 1980. The unisex table would be applied to determine the monthly pensions under both single life annuities and joint and survivorship annuities.

On November 29, 1979, SCFA told the Senate that it was deferring action on the sex differential issue until the faculty had reacted to the broad restructuring proposed by a special task force on the faculty retirement plan. The preliminary review of that report has taken much more time than expected but the result has been a revised task force report that should be easier to read and to understand. SCFA will soon distribute the task force report for discussion purposes only to all participants in the plan. Hearings will be held at all campuses on the proposal and SCFA will continue to review that report and alternative proposals. For several reasons, however, SCFA has decided it should recommend an immediate change in the present plan with respect to sex differentials:

1. TIAA-CREF has indicated that (subject to regulatory approval) it will apply all contributions received after June 1, 1980, to annuities priced on a unisex basis. TIAA explained that it was taking this action in response to the weight of opinion from recent judicial, legislative, and regulatory developments and from concerns of its participating institutions. Faculty members who have elected the TIAA-CREF option under the University of Minnesota Faculty Retirement Plan will (subject to regulatory approval) automatically have next year's contributions applied on a unisex basis.
2. The Senate is unlikely to take any final action on the task force proposal this academic year. The issues involved are complex. Before SCFA can make any recommendations to the Senate, it wishes to consider faculty reactions to the task force report. The task force itself may wish to modify its report on the basis of those reactions.
3. If the Senate approves any broad restructuring, many months will elapse before its recommendation can be implemented.
4. The majority of the Committee believes that the action it recommends is the right thing to do on ethical grounds regardless of what the courts, the regulators, or the legislature decide.

The Committee will continue to examine the question of sex differentials with respect to past contributions in the context of a broad restructuring of the present plan. Furthermore, although our recommendation is not conditional upon this point, the Committee is concerned about the decline in the pensions males will receive because of this change, especially males who spent part of their careers under the pre-1963 faculty retirement plan. The Committee urges the administration to seek outside funding for the increases in the pensions for females, thus avoiding any reduction in the pensions for males.

\*Contributions refers to the so-called "faculty member's contribution" and the so-called "University contribution." It does not refer to or include the annual increment in the faculty member's pension fund arising from interest or dividends earned before or after October 1980 by funds that were accumulated prior to October 1980.

**C. ARTHUR WILLIAMS**  
**Chairman**

*Approved following addition of footnote.*

## **VI. SENATE CONSULTATIVE COMMITTEE**

### **SEARCH COMMITTEE GUIDELINES**

**(20 minutes)**

#### **MOTION:**

That the University Senate approve the following proposed guidelines for the establishment and functioning of search committees for filling major administrative positions at the University of Minnesota.

#### **I. Purpose of Search Committees\***

Search committees are expected to seek out and identify the best qualified nominees available for administrative positions, irrespective of sex, religion, race, national origin, age, or any other criteria violating affirmative action statutes. One reason for the use of search committees is to assure that all primary constituencies served by the office will have a voice in the identification of nominees. A second is to take advantage of the knowledge that these constituencies have of the necessary qualifications for the position and of potential sources of nominees.

#### **II. University Administrative Positions for which Search Committees Should be Formed**

Search committees should be established to fill major University administrative positions which serve multiple student, faculty, civil service, and/or administrative constituencies. Among these positions are those of President,\*\* the various Vice Presidents, the Deputy Vice President and Dean of the Institute of Agriculture, Forestry, and Home Economics, Dean of the Graduate School, Provosts of the coordinate campuses, Vice Provosts for Academic Affairs, Deans of all collegiate units, and the Director of University Libraries. This list does not preclude formation of search committees to fill other administrative positions when the President and the Senate Consultative Committee mutually deem the interest of the University to be served thereby.

The length, range, and mechanics of the search process will depend on the nature of the position, the complexity of its constituencies, and the number and diversity of potential candidates. Committee composition will also vary. The search process for the key academic officers should be most thorough, in recognition of their multiple constituencies. But a more abbreviated approach may be suitable for such positions as Vice President for Institutional Relations, Vice President for Administration and Planning, and Vice President for Finance, in recognition of their unique relationship with the President. The President and the Senate Consultative Committee should work out mutually agreeable search procedures for filling these positions.

#### **III. Formation of Search Committees**

Members of search committees and their chairpersons shall be chosen by the President (or the President's agent) after consultation with appropriate Senate, campus, University, or collegial bodies representative of the constituencies clearly affected by the appointment. In the case of the central administrative officials, the appropriate body shall be the Senate Consultative Committee. Reference should be made to college constitutions for any specific requirements of individual colleges for the composition of search committees for Deans.

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\*The term search committee as used in these guidelines designates any committee constituted for the purpose of performing any or all of the functions of compiling lists of candidates for vacant positions, screening (and eliminating) candidates in accord with agreed-upon selection criteria, and determining the slate of nominees for submission to the President.

\*\*The selection of the University President is the legal responsibility of the Board of Regents. The search committee for this office is drawn from members of the Board. This committee has customarily asked that the Senate Consultative Committee function as an advisory committee, and has delegated to it responsibility for certain aspects of the search. It is hoped that the policies outlined in this statement will govern the work of such an advisory committee.



The number of committee members will vary depending on the complexity of the constituent relationships of the position, but since large committees often find it difficult to organize as working groups, committees should be limited as a general rule to no more than ten members.

Membership on search committees shall not be based upon quotas for any minority group or other protected class. It is the responsibility of each member of all search committees to be aware of and to carry out the affirmative action policies of the University of Minnesota.

If a member of a search committee is nominated to the position being searched, and if the member allows his/her name to remain on the list of active nominees, the member should promptly resign from the committee.

#### IV. Charge to Search Committees

The President (or the President's agent) shall instruct each member of the committee in writing as to the following:

- A. Approximate date for submission of list of nominees.
- B. Number of nominees.
- C. Affirmative Action/Equal Opportunity requirements including these guidelines. The committee should also consult with the Equal Opportunity Officer at the outset of the search.
- D. Arrangements for financial and staff resources (including provisions for travel, long-distance telephone calls, meals, and housing).
- E. Personal responsibility of each member for affirmative action and discretion.
- F. Need for keeping minutes of meetings and records of committee decisions.
- G. Any unique concerns with respect to the position.

The committee has the prerogative of discussing with the President (or the President's agent) any of the terms of the charge.

#### V. Committee Procedures

##### A. Formulating the Position Description

The position description, to be prepared by the committee in collaboration with the President (or the President's agent), shall include a full account of the responsibilities of the position and describe the educational background, experience, and competencies desired of the candidates. It should specify those criteria that will be given weight in making the selection and should indicate the information to be provided about each nominee or applicant.

##### B. Posting the Position

The President (or the President's agent), or the chairperson, shall file notification of the position in the office of the Vice President for Academic Affairs and the appropriate publications, taking care that women and members of minority groups and other protected classes are made aware of the vacancy. Members of the committee are urged to inform their respective constituencies as to the position description and the selection criteria. Often, well-qualified candidates will not volunteer their names for such positions. In addition to advertising, therefore, the members of the committee should make every effort to contact knowledgeable sources off and on campus for names of the best qualified individuals, including women and members of minority groups, and names of institutions at which such potential candidates are most likely to be found.

##### C. Selection Process

Each committee will establish its own plan for screening and evaluating nominees and applicants. Whatever procedures the committee may elect to employ in arriving at its slate, the entire committee is responsible for the legitimacy of the process. Every member at every stage of the search shall have full access to the names and files of all persons under consideration.

The function of initial screening is to identify and eliminate, early in the search process, nominees and applicants who are clearly unqualified. Unwillingness on the part of nominees with obviously exceptional qualifications should not militate against eventual consideration until it is definitely established that the potential candidate cannot be persuaded to become interested in the position. The list of persons who remain under consideration after the initial screening will be those to whom the committee will be giving careful consideration and about whom the committee may be seeking additional information. Responsibility for requesting such information should be clearly delegated and its form clearly specified. Agreement should be reached as to assurances of confidentiality to be sought and assurances to be given.

When the committee has narrowed its list to those candidates whom it wishes to interview, the chairperson and the President (or the President's agent) should collaborate in making arrangements for the interviews. The committee may wish to develop a set of questions to be directed to each candidate, but committee members should not be limited arbitrarily to such a list.

Although the committee will wish to seek consensus on the slate of nominees to be submitted, a formal vote should be taken by secret ballot and the results recorded. No committee member should divulge, without authorization of the full committee, the results of the voting. Only the names of fully qualified candidates should be included on the final slate. The committee's list of nominations should then be communicated by the chairperson to the President (or the President's agent). The committee or the President may also wish to schedule a meeting for mutual discussion of the slate.

#### D. Communicating with Nominators and Applicants

All nominations and/or applications should be courteously acknowledged, and so far as possible candidates should be apprised promptly of elimination from consideration. It is particularly important that the persons who have been interviewed be promptly informed when an appointment is made. Files should be kept on each candidate and carbons of all correspondence. Throughout the entire process, insofar as it is possible, candidates should be treated alike. Every precaution should be taken to restrict materials to the eyes of committee members and committee staff.

#### E. Responsibility of Individual Members for Affirmative Action and Discretion

It is the responsibility of any member of a search committee who recognizes that proper affirmative action procedures are not being followed to communicate this concern immediately and privately to both the chairperson of the committee and the Director of the Office of Equal Opportunity and Affirmative Action. If this does not result in a resolution of the difficulty, the committee member should then communicate directly with the President (or the President's agent).

#### F. Filing Affirmative Action Reports

The President (or the President's agent) (in collaboration with the appropriate equal opportunity officer and the Director of the Office of Equal Opportunity and Affirmative Action) shall instruct the chairperson of the committee as to what official reports are to be filed. The chairperson shall file the necessary reports promptly and accurately. Before submitting its final slate to the President, it is the committee's responsibility to inform the Equal Opportunity Officer of the make-up of the pool of applicants and of those candidates interviewed.

#### G. Disposition of Files

Promptly after the position is filled and all affirmative action reports submitted, but not until then, the chairperson shall be responsible for reviewing all applicants' files. After personal data are returned to the applicants or to other sources requesting them, the files shall be disposed of in accordance with current applicable laws and regulations, available to the chairperson in the office of the University Attorney.

## VI. General Statement on the Relationship of the President (or the President's agent) and Search Committees

The mutually desired end of filling positions with those persons best qualified to occupy them will be best achieved if channels between the President (or the President's agent) and committees are kept open. Like any other interested person, the President (or the President's agent) may submit nominees at the appropriate time for the consideration of the committee, and at any point in the search may inquire as to the committee's progress. The committee, on the other hand, may ask for suggestions or guidance from the President (or the President's agent) or for a reexamination of the charge. Since the purpose of the search is to attract top talent acceptable both to the search committee and the President (or the President's agent) there should be a close working relationship between the two.

After submitting its final slate, the committee should expect in the case of long delay in filling the position some explanation of the difficulty. When committee nominees are unavailable for appointment, or unacceptable to the President (or the President's agent), the committee may be asked to provide additional nominees. In such a contingency a full explanation of the circumstances requiring reopening of the search process should be rendered to the committee. The committee may decline to participate in any further search.

When a search committee is unable, for whatever reason, to fulfill its charge, the President (or the President's agent) may discharge it.

Since conformity to affirmative action requirements is imperative and the committee's responsibilities in this area are obligatory, the committee chairperson may wish at any point in the search process to seek information from the Equal Opportunity Officer. Doubts about the legality of procedures being followed should be resolved when they arise.

### INFORMATION:

The Senate Consultative Committee has reexamined the guidelines for search committees for filling major administrative positions at the University, as passed by the University Senate on March 4, 1976, and recommends the changes contained in the above text. Those changes (1) emphasize the affirmative action aspect of a search and charge each search committee member with responsibility for seeing that affirmative action policies of the University are carried out; and (2) eliminate sexism in the guidelines' language.

**WENDELL P. GLICK, Chairperson**  
**Subcommittee on Search Committee Guidelines**  
**RICHARD L. PURPLE, Chairperson**  
**Senate Consultative Committee**

*Approved*

## VII. QUESTIONS TO THE PRESIDENT (15 minutes)

none

## VIII. OLD BUSINESS

none

## **IX. NEW BUSINESS**

### **A. DEPARTMENT HEAD TITLES**

#### **MOTION:**

That the Senate go on record as favoring a secret ballot referendum, to take place in each department (or comparable unit) of the University, to determine the faculty's preference as between the headship and chairmanship systems. Care would be taken to carry out the referendum in a manner that would not violate the departmental or collegiate constitutions. The referendum would take place not later than December 1980, and its administration would be entrusted to the Office of Vice President for Academic Affairs.

#### **COMMENT:**

From my experience while serving on the SCFA, I have come to believe that the lack of systematized and meaningful participatory procedures for departmental decisions (in particular, with respect to salaries, but also other matters) is a major cause of low faculty morale in a number of departments, and such procedures are more often encountered under the chairmanship system than under headship. Yet it is precisely in departments lacking such procedures that it may be difficult or impossible to initiate reform from within. A referendum initiated from outside seems to be a reasonable solution.

Undoubtedly many faculties prefer the existing system, and the referendum would reveal this. It is not my intent to advocate uniform structure for all departments.

Since the precise formulation of the referendum questions may involve delicate points, the Senate may wish to entrust this task to one of its committees.

**LEONID HURWICZ**  
Senator

*Referred to the Business & Rules Committee.*

### **B. STUDENT COMMITTEE MEMBERS RECRUITMENT**

Faculty members are requested to assist in recruitment of students to serve on committees of the Senate by giving to interested students copies of descriptive information on committees as well as membership application forms provided by the Student Committee on Committees.

**BRUCE THORPE**  
Student Member  
Committee on Committees

## **X. TRIBUTE TO DECEASED FACULTY MEMBER**

**ROBERT G. HINCKLEY**

1903-1980

Robert Hinckley began his higher education with a three-year agriculture course at the University of Wisconsin. He then switched to medicine, obtaining his M.D. in 1925 from the University of Wisconsin and then interning at Morningside Hospital in Tulsa, Oklahoma. Following four years of private practice, he began his 39-year career at the Boynton Health Service in 1930. He gained promotions through the years and was promoted to professor of psychiatry in 1962. During a sabbatical in 1942, he obtained training at the Payne-Whitney Clinic in New York and became a board certified psychiatrist. He authored 123 professional articles during his career, served as a psychiatric consultant to the Minneapolis V.A. Hospital for 23 years and as a consultant to the Big Sisters Society of Minneapolis for

ten years. He was active in teaching psychiatric residents and courses on psychiatric social work. His professional membership included the American Psychiatric Association, the American Medical Association, Ortho-Psychiatry, and American College Health Association.

Dr. Hinckley's major professional accomplishments were contained within two overlapping areas. He had a lifelong commitment to college mental health programs. Soon after coming to the Boynton Health Service at the University of Minnesota, he became director of the mental health section. Through the years he developed a small rudimentary clinical service into a major psychiatric treatment resource—one of the best in the nation. He promoted the importance of mental health facilities for college students with unswerving zeal. During the 1940's he advocated their growth on a national scale when he was chairman of the American College Health Association's Mental Health Section. He published numerous articles on student mental health. Dr. Hinckley's other major thrust was group therapy. He was a true pioneer in this area, one of the first clinicians to recognize the potential for treatment that group offered. In 1951 with Lydia Hermann, his future wife, he published "Group Treatment in Psychotherapy," one of the first books ever written on group psychotherapy. His enthusiasm for group therapy was particularly contagious to the many psychiatric residents whom he taught. He has left a legacy of group therapy which has been spread throughout the community by his students. In 1969 he retired from the Boynton Health Service. As professor emeritus, he continued for some years his teaching activities, and his strong interest in medicine never waned.

Beyond all these professional accomplishments, Dr. Hinckley remained basically a doctor who was genuinely committed to his patients. His identity as a physician was firmly blended with his English and Germanic character structure into a harmonious whole. His ethical values as a physician never allowed him to compromise when a patient's welfare was at stake. His warm personality, his imposing knowledge of psychiatry, and his sincere interest in people made "Dr. Bob" an outstanding clinician. His many patients will remember him as a friendly, competent doctor. For Health Service friends and colleagues, he has left a memory of dedicated professionalism tempered by human kindness. He was firmly grounded in his physical nature and in the reality of his spiritual-emotional self. This unique combination made him a complete human being and those of us fortunate enough to have worked with him will never forget his memory.

## **XI. ADJOURNMENT**

## ABSTRACT OF DISCUSSION

The meeting was called to order at 3:15 p.m. in 25 Law Building, West Bank, Minneapolis campus, by President C. Peter Magrath. Minutes of the last meeting and the report of results for the Twin Cities campus in the Consultative Committee election were accepted. The President expressed appreciation to Consultative Committee retiring members Wendell Glick, Fred Morrison, George Blake, and Richard Purple.

*Election of Vice Chairman*—Vera Schletzer, professor, continuing education and extension, nominated Russell Hobbie, director, space science center, and current vice chairman, for another term. She praised his service on the Consultative Committee and urged support for his nomination. There being no other candidates, Mr. Hobbie was elected.

*Handbook Amendment, Subcommittees*—A proposal to introduce to the Senate handbook a section on subcommittees, including appointment of members and reporting procedures, was introduced by Richard Purple, professor of physiology and chairperson of the Consultative Committee. It had been considered first by the Committee on Committees and was mainly a housekeeping item, he said. It was approved with minor dissent.

*Faculty Retirement Plan, Sex Differentials*—C. Arthur Williams, professor of business administration and chairperson of the Faculty Affairs Committee, presented a motion to approve equalization of monthly pensions for men and women with the same accumulated contributions at the same retirement age beginning October 1. Participants in the plan, he said, had received a report outlining this proposal last May. In the meantime legal pressures had become stronger, and TIAA-CREF had moved to a unisex basis. However, the change would not be retroactive, he noted. He further reported that it appeared that the Senate would not be acting on the recently completed SCFA task force report on the faculty retirement plan, which had been distributed to participants and on which there would be a number of hearings on all campuses shortly. SCFA had decided, therefore, to move ahead on the sex differential issue because of moral and ethical considerations and because it believed that time was running out, though the committee was not unanimous in that decision. He said it was troubled by the fact that lower pensions for males would result, and it urged the administration to seek outside funding to cover the differential.

Lawrence Goodman, professor of civil and mineral engineering, presented a friendly amendment, accepted by Mr. Williams as an elaboration. It specified that contributions as used in the motion would refer only to the faculty member's and University's contributions and would not include accumulated interest or dividends. Asked about the status of the proposed change in view of the University's situation with respect to the current cease and desist order, Mr. Williams said his committee had sidestepped that complication, believing that it was important to take action in the face of possible federal penalties. Mr. Purple added that legal counsel to the Regents, to whom the recommendation would be sent, would advise them as to the legal implications.

Thomas Bouchard, professor of psychology, asked whether the committee had looked at equalization of costs for all kinds of insurance. Mr. Williams responded that life insurance had been considered. Mr. Bouchard said that all imbalances in insurance projects should be corrected, but he disagreed with the method, indicating that there were fairer ways of correcting the situation by defining groups differently, rather than solely on the basis of sex. Mr. Williams agreed, but pointed out that the federal government is not at this time permitting that latitude. Asked about the magnitude of the anticipated drop in male benefits, Mr. Williams said it would be on the order of \$92 for every \$100, adding that a male with spouse at retirement age be affected to a lesser extent. President Magrath indicated that the gap could close over time as mortality rates change. One faculty member inquired whether the government wouldn't recognize that the University, in offering one insurance plan that provided equal benefits, wasn't in compliance. Mr. Williams said it appeared a will-o'-the-wisp that the University would get clear guidance on interpretation from the government. The proposal was then approved by a large majority.

*Search Committee Guidelines*—Wendell Glick, professor of English, UMD, and chairperson of the subcommittee on search committee guidelines for the Consultative

Committee, introduced a set of revised guidelines for search committees for filling major administrative positions. He recalled that the current guidelines had been in effect for about four years and in general had been effective. The current move was one of incorporating affirmative action policies in the language, he explained, and there was little substantive change. He added that the Consultative Committee would be considering whether similar guidelines should be set up for search committees for faculty members. The motion was then approved without dissent.

*Department Head Titles*—Leonid Hurwicz, Regents' professor of economics, presented a motion to provide departments with an option to hold a secret ballot referendum to indicate preference as between the headship and chairmanship systems. He recognized there could be a problem implementing it, but his experience in serving on two committees had provided a number of instances where profound dissatisfaction had been expressed with internal governance of departments where there had not been systematic procedures and adequate meaningful consultation with respect to salary levels. The Faculty Senate voted to refer the matter to the Business and Rules Committee.

*Recruitment, Student Members for Committees*—Bruce Thorpe, student member of the Committee on Committees, urged faculty members to take to their classes copies of application forms and the paper he had prepared on committees of the Senate, describing their duties. The President suggested that he send them to coordinate campuses, too.

Following silent tribute to a deceased faculty member, the Senate adjourned at 4:30 p.m.

**MARILEE WARD**  
**Abstractor**

# UNIVERSITY OF MINNESOTA

## UNIVERSITY SENATE MINUTES

**May 15, 1980**

The fifth meeting of the University Senate for the year 1979-80 was convened in 25 Law Building, Minneapolis campus, on Thursday, May 15, 1980. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 142 voting members of the faculty, 30 voting members of the student body, 4 members of the Council of Academic Officers, and 32 nonmembers.

President C. Peter Magrath presided.

### I. SENATE AND UNIVERSITY COMMITTEES, 1980-81

#### INFORMATION;

The Senate Student Committee on Committees has made an early, vigorous attempt at filling the student positions on Senate committees for next year but, due to a requirement in the new student government constitution, will not be making the appointments yet. The MSA constitution calls for each member of the Forum (the legislative body of the MSA) to be a member of at least one Senate Committee. The result of this requirement is simply that the Student Committee on Committees must postpone its appointment process until after the student elections so that a much more effective job can be done. The committee is most grateful to the entire Senate for the understanding and cooperation that Committee on Committees has received in this most difficult and important task.

**BRUCE THORPE**  
Student Committee on Committees

*Accepted*

#### Action (10 minutes)

SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS: Thomas Kraabel (Chr.), Bill Andrews (UMW), Adele Donchenko, Bernadine Feldman, Mary Klaurens, Ellen Ordway (UMM), James Preus (ex officio), Charles Sigmund, Jean Swanson (UMD), Frank Ungar, James Wertz (ex officio). One faculty member to be named.

UNIVERSITY COMMITTEE ON ALL-UNIVERSITY HONORS: Edward Fletcher (Chr.), Edward Cowles (UMD), Caroline Czarnecki, Seymour Geisser, Al Linck (ex officio), Robert Odegard (ex officio), Joseph Resch, Steve Roszell (ex officio), Russell Tall (ex officio). One faculty member to be named.

UNIVERSITY COMMITTEE ON BUSINESS AND RULES: Constance Sullivan (Chr.), James Connolly (ex officio), Robert Eyestone, David Giese, Wayne Jesswein (UMD), John Muller, Bruce Nord (UMM), Marilee Ward (ex officio), David Weissbrodt.

UNIVERSITY COMMITTEE ON EXTENSION AND COMMUNITY PROGRAMS: William Ranz (Chr.), Norman Brown (ex officio), Geraldine Gage, Paul Hagen, William Hodapp, John Kearnes (UMM), Patricia Merrier (UMD), Harold Miller (ex officio), Arthur Naftalin, David Noetzel, Betty Robinett (ex officio). Two faculty members to be named.



UNIVERSITY COMMITTEE ON SUMMER SESSION: Dale Lange (Chr.), F. Thomas Benson, Bright Dornblaser, Richard Graves (UMD), Richard Ilkka (UMM), Al Linck (ex officio), Willard Thompson (ex officio), Paul Weiblen. One faculty member to be named.

UNIVERSITY COMMITTEE ON EDUCATIONAL DEVELOPMENT: Tom Noonan (Chr.), Kenneth Howey, Lewis Levang (UMD), Bruce Overmier, James Wertz (ex officio). Three faculty members to be named.

SENATE COMMITTEE ON EDUCATIONAL POLICY: Stanford Lehmborg (Chr.), Robert Carr, Evelyn Hansen, Nils Hasselmo (ex officio), Stephen Hedman (UMD), James Jensen, Richard Leppert, Al Linck (ex officio), James Terwilliger. Three faculty members to be named.

UNIVERSITY COMMITTEE ON UNIVERSITY-ROTC RELATIONSHIPS: William Wright (Chr.), Edward Baxter (ex officio), Robert Binish (ex officio), John Clausen, John Goodding, Al Linck (ex officio), Rosemarie Park, Kenneth Risdon (UMD), Ludwig Spolyar, Frank Topley (ex officio), Elton Wolfe.

UNIVERSITY COMMITTEE ON INTERNATIONAL EDUCATION: Gary Wynia (Chr.), Frank Braun, Vernon Cardwell, Milan Kovacovic (UMD), Maurice Kreevoy, Josef Mestenhauser (ex officio), Philip Porter (ex officio), Michael Smith (UMC), Homer Venters. One faculty member to be named.

SENATE COMMITTEE ON FACULTY AFFAIRS: C. Arthur Williams (Chr.), Robinson Abbott (UMM), Roberta Armstrong, Tom Bacig (UMD), Harold Bernard (ex officio), Joanne Eicher, Frank Enfield, Kathryn Hoelmer (UMW), Al Linck (ex officio), Leo Raskind, Ronald Schuler, George Sell, Alice Sime, Craig Swan, Robert Ulstrom.

UNIVERSITY COMMITTEE ON TENURE: Charles Wolfram (Chr.), James Carlson (UMM), Robert Carlson (UMD), Stephen Gasiorowicz, Charles Green, Gloria Leon, Verna Rausch, Betty Robinett (ex officio).

UNIVERSITY APPEALS COMMITTEE ON ACADEMIC FREEDOM AND RESPONSIBILITY: Donald Ireland (Chr.) (UMD), Laird Barber (UMM), Martin Dworkin, Russell Hobbie, J. Lawrence Mitchell. Two faculty members to be named.

SENATE JUDICIAL COMMITTEE: Edward Rippie (Chr.), Timothy Dunnigan, Shirley Garner, Helen Jorstad, Diane Kjervik, Harry Lease (UMD), Jooinn Lee (UMM), William Madden, John Mauriel, Phillip Tichenor, David Ward. Additional members to be named.

SENATE LIBRARY COMMITTEE: Hoyt Wheeler (Chr.), Mark Brenner, Clarke Chambers, Philip Friest (UMD), Glen Gadberry, J. Woods Halley, Diane Hedin, Sun Kahng (UMM), Wayland Noland, Mark Pitt, Eldred Smith (ex officio), John Turner, John Van Pilsun.

SENATE COMMITTEE ON RESEARCH: Robert Hexter (Chr.), Stanley Erlandsen, Lyle French (ex officio), Edmund Graham, Warren Ibele (ex officio), Clinton Johnson (ex officio), Joseph Latterell (UMM), John Leppi (UMD), Al Linck (ex officio), Kenneth Reid (ex officio), James Rest, Richard Sauer (ex officio), Anthony Zahareas. One faculty member to be named.

UNIVERSITY COMMITTEE ON ANIMAL CARE: Kent Rees (Chr.), Larry Anderson (UMD), Stephen Bistner, Alan Hunter, Patrick Manning (ex officio), Robert McKinnell, Gail Peterson. Three faculty members to be named.

SENATE COMMITTEE ON RESOURCES AND PLANNING: Van Mueller (Chr.), Dean Crawford (UMD), Chester Grygar (ex officio), Nils Hasselmo (ex officio), John Helmberger, Robert Lambert, Al Linck (ex officio), Irwin Rubenstein, Harvey Sarles, Frank Sorauf. Two faculty members to be named.

SENATE COMMITTEE ON SOCIAL CONCERNS: Frank Wood (Chr.), V. Elving Anderson, John Ingle (UMM), Dorothy Loeffler (ex officio), Philip Raup, Terrie Shannon (UMD), Lillian Williams (ex officio). Two faculty members to be named.

*Approved*

## **INFORMATION:**

In the recent election to fill 1980-83 vacancies on the Senate Consultative Committee, John Verrill (UMD), and Allan Ward (UMW) were elected.

In the recent election to fill 1980-83 vacancies on the Senate Committee on Committees, Virginia Gray and James Houck from the Twin Cities campus, and Blanchard Krogstad (UMD) were elected. Continuing members on the committee are Paula Berry (1978-81), Mary Corcoran (1979-82), John Howe (1979-82), Mariam Frenier (1978-81), and Pearl Rosenberg (1978-81).

*Accepted*

## **II. SENATE CONSULTATIVE COMMITTEE**

### **SENATE REORGANIZATION**

**(30 minutes)**

#### **MOTION:**

That the Senate adopt in principle the 26 recommendations of the Spring report as printed below; and that the Senate direct the Senate Consultative Committee to refer the recommendations to a joint subcommittee of the Senate Consultative Committee, the Senate Committee on Committees, and the University Committee on Business & Rules and instruct them to write the appropriate constitutional language and to present the formally worded proposals to the Senate at the Winter Quarter meeting of the 1980-81 year.

#### **INFORMATION:**

##### **BACKGROUND**

The University Senate at the May 25, 1978, meeting approved a resolution to establish a Select Committee to study the structure of central administration and the consultative institutions of the Senate and to review the decision-making process at the University. The January 30, 1979, Report of the Select Committee has been widely distributed. Many of its comments and recommendations were related to the University Senate and its committee structure, and the message was clear and alliteratively memorable: There was a need for improved "Consultation, Coordination, and Communication." The report cautioned that "If any revision of the present system is to work, it must be developed through discussion and consensus of faculty and students, so as to command their subsequent active support." Accordingly, the Senate Consultative Committee established a Subcommittee on Senate Reorganization to pursue with students and faculty possible revisions in the present system. An interim report of the Subcommittee was presented at the May 31, 1979, meeting of the Senate, the same meeting at which the president responded to the recommendations of the Select Committee. Discussions at that Senate meeting subsequently led the Consultative Committee to expand the Subcommittee and charge it to develop further its recommendations and, if possible, to issue a final report at the Spring, 1980, meeting of the Senate.

What follows is the final report of the Subcommittee in the form of 26 recommendations to its parent committee. SCC has reviewed and approved this report and now passes it on to the University Senate for action. The recommendations set forth in fairly general terms changes in the Senate and Senate committee structure which, after much discussion and consultation, the Subcommittee deems advisable. Obviously, however, much more detailed forms of these proposals written in appropriate constitutional language must be drawn up by the Committee on Committees and the Business and Rules Committee before the Senate can vote on specific handbook and constitution changes. What we seek here, then, is agreement in principle to these recommended changes so that the Committee on Committees and Business and Rules may proceed. Hopefully, their detailed, formally-worded proposals will be ready for Senate action at a winter quarter 1981 meeting. If so, the proposals can be implemented in spring quarter 1981 for the 1981-82 academic year.

However, if these recommendations are approved in principle today, in some instances movement in the direction of the change can begin immediately.

The first 5 recommendations listed below seek to improve consultation, coordination, and communication among the groups involved in the governance system: the Senate itself, its committees, its student/faculty constituencies, and the central administration. Recommendation 6 sketches out a plan for the realignment of committees, and the remaining recommendations develop details of that plan.

## RECOMMENDATIONS

### Recommendation 1: Election to the University Senate

The Subcommittee recommends that in elections to the University Senate large college voting units be subdivided into departments or clusters of departments. Specifically, we recommend that units having more than 6 faculty senators (CLA-29, IT-18, Med-15, Agric-14, Educ-9) should submit plans for Senate approval to restructure themselves into smaller constituencies so that no more than 6 senators will be elected by any constituency. The Subcommittee believes we should improve consultation and communication between the Senate and collegiate unit constituencies. The size of the major voting units dilutes the representative quality of the Senate in so far as it impairs the opportunities for consultation and communication between Senators and their constituents. Furthermore, we would encourage Senators and Senate committee members, in this regard, to make more frequent use of existing department and collegiate newsletters to inform constituents of pending Senate and Senate committee business.

### Recommendation 2: Appointment of Senators to Committees of the Senate

The Subcommittee recommends that the Senate endorse procedures which will insure that a specified minimum number of Senators will serve on certain designated committees; we hope the same procedures will encourage even more overlapping membership than the minimums specified. Obviously, we are seeking here agreement in principle to a recommendation to improve communication and consultation between the Senate and its committees. Details of the procedures, including how much overlap we prescribe and on which committees, must, of necessity, await discussion of the committee structure in later recommendations, particularly in Recommendations 9 and 15. In 1978-79 only 29 faculty Senators and 8 student Senators (if we exclude Senate Consultative Committee members) served on committees of the Senate. Proposals recommended in this report will raise those totals to a minimum of approximately 45 faculty and 24 students (you are reminded that the Senate consists of 165 faculty and 58 students). Without prolonged argument, then, we would state our goals here to be a Senate better informed on its committee business and more committee members chosen by their colleagues.

### Recommendation 3: Consultation between Central Administration and Committees of the Senate

The Subcommittee recommends that the consulting relationship which obtains between SCC and the President be duplicated (a) between SCEP and the Vice President for Academic Affairs; (b) between UCBBR (renamed in Recommendation 20 "Committee on Finance") and the Vice President for Finance; and (c) between a newly-formed (see below, Recommendation 22) Committee on Planning and the Vice President for Administration and Planning. Behind this recommendation lies the conviction that SCC, UCBBR, SCEP, and a Committee on Planning must deal with the most crucial issues facing the Senate at this time. Hence, the Subcommittee believes connections between these groups and central administration must be as direct, open, and timely as we can make them. This proposed consultative relationship should not be confused with the currently assigned ex officio representation on committees from the offices of these vice presidents.

### Recommendation 4: Expanded Subcommittees

The Subcommittee recommends that the Handbook be revised to include a section on "Expanded Subcommittees," which would address the question of how the Senate governance system responds to problems and issues of some moment which often come up on

short notice and demand quick but careful action. In the past, such problems have been handled in two different ways. They were given to already over-burdened standing committees with the result, on occasion, that action was delayed. Moreover, standing committees often lack required expertise on such matters. The second way of handling such problems (and the way recommended by the Watson Report) has been to create a task force which would have the expertise and which could focus its full attention on that particular problem. The difficulty with task forces, on occasion, has been that they do not always bring to bear upon problems the perspectives of the Senate governance system; their reports emerge full blown without consultation with the larger view provided by the Senate governance system; and some difficulty or delay is regularly encountered in re-integrating their recommendations into the Senate governance system. In other words, the Subcommittee believes that task forces frequently operate at cross-purposes with the objective of improved consultation, coordination, and communication. Accordingly, the Subcommittee recommends that standing committees in whose purview such issues fall should be directed to establish a subcommittee with some overlapping membership from the parent committee but expanded to include the expertise and data sources necessary to complete the task. Such Expanded Subcommittees should be required to make regularly recurring interim reports to the parent committee so that the larger view of the governance system can be provided all along the way. SCC (and the Committee on Committees) could assist in both identification of new members for such Expanded Subcommittees and in reviewing interim reports.

#### Recommendation 5: Committee Support and Service

The Subcommittee recommends that financial and employee assistance to committees of the Senate be improved. The Senate Handbook contains a statement (U1.302.6) concerning committee support and service, therein defined as "financial and employee assistance in research, data collection, record keeping, and all aspects of secretarial services." Under Duties and Responsibilities of the SCC (Handbook, p. U-18, item "m") a budget subcommittee of the Senate is provided for and its membership defined. This system has not always worked as effectively as it might, and failures have resulted in breakdowns in consultation, coordination, and communication. The Subcommittee believes the entire system should be reviewed and redesigned to improve procedures as well as resources. We call attention here to two of the most pressing problems.

For a variety of reasons (among the most important is the one-year rotating chairmanship) continuity of effort is difficult to achieve on even the most active committees. At the beginning of each academic year, a period of time must be given over to orienting themselves to their tasks, determining procedures, reviewing past completed and uncompleted actions, and getting started. Before the committee is underway a new chair must determine its budget needs. Often two or three different secretaries are assigned to serve a committee within a single year. The Subcommittee recommends, therefore, that the Clerk of the Senate office be expanded so that the same secretary can be assigned to a committee not only for an entire year but from one year to the next. We believe such a practice will provide invaluable aid to new chairs and help immensely in achieving continuity in committee business.

Secondly, the Subcommittee believes that if Expanded Subcommittees (see Recommendation 4, above) are going to function effectively, they must be provided with the same kind of budget and assistance provided administrative task forces.

#### Recommendation 6: Senate Committee Structure

The Subcommittee recommends major changes in the basic categorization of committees and in the principles and procedures for appointing members to committees. We have focused much of our effort upon the committee structure because we believe the present structural division of committees is flawed, its reporting procedures largely ignored, and the method for appointing committee members not calculated to fit the differing needs of committees or the proper integration of the Senate itself with the flow of committee business and with the deliberations of its committees. The Subcommittee believes that the structural changes recommended here and in Recommendations 7-26 address some of

the most important problems in consultation, coordination, and communication identified by the Watson Report.

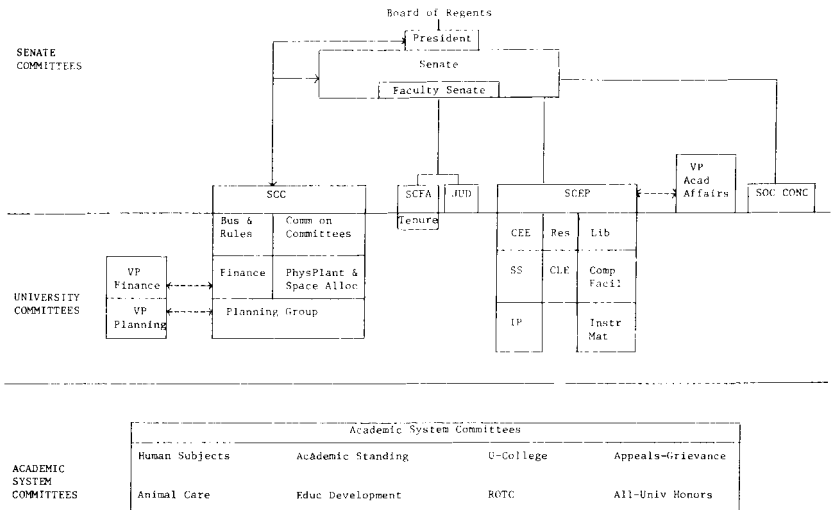
The Subcommittee recommends a new three-category system of committee classification. Two comments about this system should be made immediately. First, it is not an hierarchical system: we reject the notion that importance ought to be the basis for classification. We believe that at any given moment the action of any committee may be the most important business confronting the faculty and students of the University. Secondly, we look upon all these committees as "committees of the Senate," but when we speak in this document about "Senate Committees," we are referring to only *one* of the three categories (the other two being "University Committees" and "Academic System Committees"). We have retained the names "Senate Committee" and "University Committee" simply because the University community is familiar with them.

First, we designate as "Senate Committees" those committees to which the Senate has delegated responsibility in broad areas of policy making. In keeping with the adjective "broad," these should be a relatively few in number.

Secondly, we designate as "University Committees" those two groups or clusters of committees existing around SCC and SCEP (the Tenure committee is a temporary exception) to which policy-making and operational powers have been delegated by the Senate within the broad areas assigned to SCC and SCEP. This new clustering principle is important, we believe, to improving the flow of committee business.

Thirdly, we recommend that a new category of committees of the Senate be established called "Academic System Committees," and that this title be reserved for those committees whose functions are largely operational—that is, concerned with overseeing and enforcing regulations and procedures or with advising administrative offices. The creation of such a category would acknowledge and emphasize the importance of continuity in collegial governance at the University of Minnesota; a large segment of important committee business not only *can* be carried on independent of Senate meeting action, but, for the sake of timely action, must be.

A structural chart follows containing not only the committees but the consulting relationships to Vice Presidents referred to in Recommendation 3 above. Recommendations concerning these categories of committees (including changes in the principles and procedures for appointing members to each of the categories) and recommendations concerning individual committees within each category will follow after the chart.



## SENATE COMMITTEES

### Recommendation 7:

The Subcommittee recommends that "Senate Committees" be defined as those committees to which the Senate has delegated responsibility in broad areas of policy-making, and that the number of these committees be 5, divided into 2 groups:

- 1) SCC, SCEP, and Social Concerns—which report to the University Senate.
- 2) SCFA and Judicial—which report to the Faculty Senate.

### Recommendation 8:

The Subcommittee recommends that the Senate control the appointment of faculty members to its own Senate committees in accordance with the following procedures. Each year at the appropriate time the Committee on Committees should forward to the Senate for approval names of the faculty they recommend for appointment to each Senate committee to fill positions vacated by normal rotation procedures or for other reasons. Their recommendations should be selected from the following sources:

- 1) Upon election to the Senate, each new Senator will be required to submit to the Committee on Committees a highly selective list of those committees of the Senate (in all three categories: Senate, University, and Academic Systems) in which the Senator has interest and expertise.
- 2) The survey which the Committee on Committees presently makes at least every three years to discover faculty preferences.
- 3) Recommendations from members of the Committee on Committees.

### Recommendation 9:

The Subcommittee recommends that approximately two-thirds (note: this should be stated as a specific number in the composition of each committee) of the faculty membership on Senate Committees (with the exception of SCC, whose members are elected, and the Judicial Committee—see Recommendation 11 below) must be made up of members who are current Senators or in the year succeeding their three-year membership.

### Recommendation 10:

The Subcommittee recommends that the Tenure Committee (presently a University Committee reporting to the Senate through SCFA) remain for now a separate entity as a University Committee, but when action on the proposed tenure code is completed, it should become a subcommittee of SCFA. If the business of such a group warrants it at some time in the future, it could become an "Expanded Subcommittee (see Recommendation 4 above).

### Recommendation 11:

The Subcommittee recommends that the Faculty Senate establish a plan for equitable (perhaps not proportional) "assessment" of potential members from each department (or division or even small small college in some cases) who might serve a 3-year term on the Judicial Committee. Determination of the nominees should be made by the faculty of the unit assessed. The Committee on Committees should demand twice the number needed and be able to insist that both the faculty member listed and the unit represented agree to include this service in his or her duties and responsibilities. Whenever possible, the Faculty Committee on Committees should appoint from a list of these nominees.

The last sentence in the paragraph above is a frank admission by the Subcommittee that this plan is an experiment, an attempt to solve the problem of recruiting faculty who are willing and able to serve in this capacity.

## UNIVERSITY COMMITTEES: SCEP CLUSTER

### Recommendation 12:

In Recommendation 6, the Subcommittee recommended that "University Committees" be defined as committees to which policy-making and operational powers have been delegated in specific areas *within* the broad areas of certain "Senate Committees." They should be divided into 2 groups or clusters: the SCEP cluster and the SCC cluster (again note that the University Committee on Tenure is a temporary exception). The word "cluster" is chosen advisedly; we wish to suggest a relationship which is likely to result in improved consultation, coordination, and communication. The Subcommittee recommends that the SCEP cluster consist of the following: University Committees on Research, Computer Facilities, Library, Instructional Materials and Media, Extension and Community Programs, Summer Session, International Education, and Liberal Education. Our recommendation to cluster so many committees about SCEP is a frank admission that a large part of Senate business is, or ought to be, educational policy, but that one committee cannot handle the full burden. Moreover, one committee cannot contain the full range of interests and expertise needed in such widely divergent areas of educational policy as international programs, instructional media, and research.

### Recommendation 13:

To support further the cluster principle, the Subcommittee recommends that we change the reporting procedure for these committees clustered about SCEP. Unlike present University Committees, these will report business for information or for action directly to the Senate. On matters likely to alter the educational policy of the University, however, these committees must work closely with the Chair of SCEP. Since SCEP is constitutionally committed to an overview of all educational policy matters, the purpose for involving the Chair of SCEP from the very beginning is to insure that ramifications of the actions of individual committees are attended to. To guard against an individual committee ignoring this injunction to consult and coordinate, all Senate action items from such committees must be submitted 10 days before the docket deadline of the Senate meeting concerned.

### Recommendation 14:

The Subcommittee recommends that the Senate control the appointment of faculty members to those University committees clustered about SCEP in accordance with the following procedures. Each year at the appropriate time, the Committee on Committees should forward to the Senate for approval names of the faculty they recommend for appointment to each University committee to fill positions vacated by normal rotation procedures or for other reasons. Their recommendations should be selected from the following sources:

- 1) Upon election to the Senate, each new Senator will be required to submit to the Committee on Committees a highly selective list of those committees of the Senate (in all 3 categories: Senate, University, and Academic System) in which the Senator has interest and expertise.
- 2) The survey which the Committee on Committees presently makes at least every 3 years to discover faculty preferences.
- 3) Recommendations from members of the Committee on Committees.
- 4) An additional source for potential members should be added as an aid in discovering faculty who have the kind of interest and expertise essential to these committees: the Committee on Committees should ask Deans, Directors, and Department Heads (or individuals or groups designated by them) to submit names of faculty they believe have the requisite interest and expertise for membership on specific University and Academic System committees.

### Recommendation 15:

The Subcommittee recommends that approximately one-fourth (Note: this should be stated as a specific number in the composition of each committee) of the faculty membership on University committees must be made up of members who are current Senators or in the year succeeding their 3-year membership.

#### Recommendation 16:

In Recommendation 12, the Subcommittee listed the present Council on Liberal Education as a University Committee on Liberal Education. The Subcommittee recommends that SCEP undertake a study to determine whether the Council has a role as a University committee clustered with SCEP and, if so, how the Council should be altered to fit that role. Without going into the historical moment which led to the creation of the Council, we note that it is at present anomalous among the committees of the Senate in at least 2 regards: Its members are appointed by the President from slates provided by college Deans or campus Provosts; its Chair is the Vice President for Academic Affairs or "a major colleague from his/her office."

In this same study, the Subcommittee would like SCEP to consider the somewhat tentative suggestion of the Watson Report that a Council on Undergraduate Education be established. The Subcommittee considered the matter at some length but finally declined to act on the suggestion for 2 reasons. We felt that even if such a Council were established, it was very questionable whether it should be a part of the Senate governance system. Secondly, we believed it was an issue of substance, not structure, and hence consideration of it probably exceeded our charge.

### **UNIVERSITY COMMITTEES: SCC CLUSTER**

#### Recommendation 17:

The Subcommittee recommends that the SCC cluster consist of the following: University Committees on Committees, Business and Rules, Finance, Physical Plant and Space Allocations, and Planning. These committees fall into 2 groups:

- 1) The Committee on Committees and Business and Rules share responsibility with SCC in running the Senate and in steering and supervising the business of the committees of the Senate. In this regard, also, the Subcommittee recommends that SCC regularize the use of the Facilitative Committee.
- 2) The Committees on Finance, Physical Plant, and Planning are all essential to SCC in fulfilling its consulting responsibilities, especially those concerned with budget and biennial requests. Furthermore, there is a parallelism in how these 3 operate: Each must work closely with plans and actions generated by administrative offices; each serves as a point to which questions and concerns can be directed from other committees and from the faculty and student body; each reports through SCC to the Senate.

#### Recommendation 18:

The Subcommittee recommends that Business and Rules be regarded as an expert advising committee of SCC and that it be a committee of reference on constitutional questions and changes. Its membership should probably be reduced, and it should be determined and appointed by SCC; it should include at least one member of SCC.

#### Recommendation 19:

The Subcommittee recommends throughout this document many changes in appointment procedures which will affect the operation of the Committee on Committees. In addition, we would like to encourage further cooperative effort with SCC, in a sense providing a *continual* concern for restructuring the Senate and its *committees*. Accordingly we recommend expanded efforts on the part of the Committee on Committees in reviewing annually committees of the Senate and recommending changes in committee structure, charge, or membership to meet changing conditions in the University. Furthermore, since much of the success of the committees of the Senate will depend upon their efforts, we recommend that faculty members on the Committee be current Senators (or in the year succeeding their term) elected by the faculty Senators from each of the University campuses.

#### Recommendation 20:

The Subcommittee recommends that UCBRBR be renamed Committee on Finance but continue to perform the duties and responsibilities presently assigned to it with some minor changes. Appointment of members should follow approximately the representational scheme now in use and the at-large members should be appointed by SCC.



**Recommendation 21:**

The Subcommittee recommends that SCRAP be disestablished and that its responsibilities dealing with physical plant be given to a new committee to which would be added the responsibilities of space allocation, a concern many Senators have long felt belonged in the committees of the Senate. This group would be named the Committee on Physical Plant and Space Allocation and its members would be appointed according to the procedures described in Recommendation 14 above, i.e., direct nomination by the Committee on Committees to the Senate.

**Recommendation 22:**

The Subcommittee recommends that another area of SCRAP's responsibilities—planning, including representation on the Planning Council—be assigned to a Committee on Planning whose membership and responsibilities would be determined temporarily by SCC. This unusual arrangement is recommended because, although the function of the Planning Council is in a transitional stage, the Subcommittee believes it important to follow the advice of the Watson Committee to relate the Planning Council to the Senate governance system. Perhaps its principal function at first might be to provide the required 4 faculty and 2 student members on the Planning Council and to meet as a group and advise SCC on those aspects of Planning Council business which are related to Senate business.

## **ACADEMIC SYSTEM COMMITTEES**

**Recommendation 23:**

In Recommendation 6, a new category of committees is proposed called "Academic System Committees," committees whose functions are largely operational—that is, concerned with overseeing and enforcing regulations and procedures or with advising administrative offices. The Subcommittee recommends that this category consist of the following: Academic System Committees on Animal Care, Use of Human Subjects in Research, Academic Standing and Relations, Educational Development, University-ROTC Relationships, University College Assembly, Academic Freedom and Responsibility Appeals, All-University Honors. If such committees have Senate business, they would report it to the Senate Consultative Committee which, in its steering capacity, would bring it directly to the Senate or, if further consultation is required, assign it to a Senate or University committee. Annual reports from Academic System Committees would be submitted to the Clerk of the Senate and published.

**Recommendation 24:**

The Subcommittee recommends the following procedure for appointment of members to all Academic System Committees except the Appeals Committee and the All-University Honors Committee: Since members of such committees frequently must have specific kinds of interest and expertise, the Committee on Committees should compile each year for each committee an alphabetical list of faculty members judged to have the requisite interest and expertise. The names should come from the same 4 sources used for the University committees clustered about SCEP (see Recommendation 14). Such lists should be forwarded to the President; they should include more names than are needed to fill the slots in each committee. The President should be free to appoint directly (submitting appointments to the Senate for information only) from these lists or to add names of faculty and students from other sources.

Faculty members of the All-University Honors Committee should be nominated by SCC and forwarded to the President for approval.

Members of the Appeals Committee should be appointed in the same manner prescribed for University committees clustered about SCEP (see Recommendation 14); that is, direct nomination by the Committee on Committees to the Senate.

**Recommendation 25:**

The Subcommittee recommends that serious consideration be given to the proposal in the February 28, 1980, minutes of the Academic Standing and Relations Committee to dises-

establish the committee and reconstitute it as an Academic System Committee on Student Academic Services. This carefully considered proposal contains a helpful list of "Current Activities and Concerns."

## STUDENT MEMBERSHIP ON COMMITTEES

Recommendation 26:

Recommendations above concerning membership on committees are phrased almost exclusively in terms of faculty members. At the time those recommendations were constructed, students were engaged in revising student government. Student members of the Subcommittee, therefore, asked the Subcommittee to delay comments on student membership on committees of the Senate until certain student constitutional questions were settled. It now appears that recommendations on student membership on committees of the Senate can parallel those of faculty membership. The Subcommittee accordingly recommends the following provisions for student members. Since student Senators are elected each spring and appointment of students to committees is not completed until the fall, it should be possible to have student Senators provide the Committee on Committees with selective lists of committees in which they have interest and expertise. It should be possible, also, to require that two-thirds of the student members of Senate committees be Senators and one-fourth of the student members of University committees be Senators.

The Subcommittee recommends that students and faculty be limited to a maximum of 2 committees. We add that normally students and faculty should serve on only one committee but that, because of prescribed overlapping memberships and because some committees are elective, a maximum of 2 is permitted.

Finally the Subcommittee recommends that slates of members for Committees reporting to the University Senate prepared by the Student Committee on Committees and those prepared by the Faculty Committee on Committees should be submitted to the combined Committee on Committees for review and recommendation.

## UNRESOLVED ISSUES

A substantial segment of the Subcommittee believes that 3 committees—Library, Summer Session, and ROTC—should be disestablished as committees of the Senate and assigned to the various campus assemblies with provision made for *ad hoc* liaison groups or sessions when all-University issues arise. The Subcommittee believes that the Committee on Committees may wish to reconsider this unresolved issue.

The Subcommittee has found no place in the committee structure for the Council of Academic Officers and accordingly makes no recommendation for including it. The Committee on Committees may wish to reconsider this issue. In this regard we should note also a strong recommendation from one of our correspondents that occasionally a Senate meeting should be used as a forum for exchange of views between students/faculty and the administration, including the CAO.

The Subcommittee has made no recommendations with regard to the reorganization of campus assemblies, since its mandate is limited to the reorganization of the Senate. We have, however, observed that there may be occasion for a comparable reorganization of the Twin Cities Campus Assembly and some rewriting of its constitution. We therefore think that this matter should be brought to the attention of the Assembly Consultative Committee, which may find it advisable to appoint its own subcommittee on Assembly reorganization.

**W. D. SPRING, Chr.**  
**Subcommittee on Senate Reorganization**  
**RICHARD L. PURPLE, Chr.**  
**Senate Consultative Committee**

*Approved*

**III. SENATE COMMITTEE ON EDUCATIONAL POLICY**  
**OUTREACH REPORT**  
**(10 minutes)**

**MOTION:**

That the Senate consider the recommendation from the Report of the Study Group on University Outreach that

“over time, the University should incorporate instruction now on overload, e.g., CEE credit instruction and Summer Session, into the regular workload of the faculty either by substituting any instruction now on overload for other current assignments or by employing additional faculty”

at the earliest possible date during the 1980-81 academic year. Consideration will follow the completion of a study conducted by the administration in cooperation with SCEP to determine the impact of various methods of implementation on faculties, students, programs, and research capabilities. The administration will report the progress of such an investigation to the Senate through the Senate Consultative Committee once, at a meeting of the Senate prior to that time.

**INFORMATION:**

At the November 1, 1979, meeting, the Senate voted to withhold implementation of the operational proposals of the Study Group on Outreach pending the completion of a study of the likely impact of such action. The study was to be conducted by the administration in cooperation with SCEP and be completed in time for consideration by the Senate at the first meeting in the fall of 1980.

Due primarily to a shortage of available staff in the office of the vice president for academic affairs, progress on the design of the study has been slower than initially anticipated. Therefore, it is unrealistic to expect the study to be completed before the fall of 1980. The effect of the above motion is to delay consideration of the recommendation on implementation of inloading until a proper study of the issue has been completed.

**JAMES S. TERWILLIGER**  
Chairman

*Approved*

**IV. SENATE COMMITTEE ON RESEARCH**  
**PRINCIPAL INVESTIGATOR ELIGIBILITY ON SPONSORED PROJECTS**  
**(15 minutes)**

**MOTION:**

That the Senate approve the following policy with respect to principal investigator eligibility on sponsored projects:

The following policy has been developed to provide guidance to departments and collegiate officials in reviewing research and/or training applications to be submitted for sponsored support by academic employees who are either of faculty rank or who hold other academic class titles. It supersedes the policy approved by the University Senate on February 28, 1974. The policy sets forth minimum standards which must be followed by all units of the institution. Units may develop additional or more restrictive standards regarding this matter. However, the minimum standards of this policy must be incorporated into departmental or collegiate policies and procedures.

**SECTION I:**

Faculty members who hold regular appointments, as defined in Attachment A, may serve as principal or co-principal investigators on research grants and contracts and other sponsored projects subject to Items 1, 2, and 3 below. Nonregular faculty and other

academic employees as defined in Attachment A may serve as principal or co-principal investigators subject to all of the following conditions:

(1) Responsibility for the approval of all research and training project proposals rests with department heads, deans (or comparable University officer), and the Office of Research Administration. The Office of Research Administration will not forward any application for sponsored support without the approval of the appropriate department head(s) and dean(s). A number of factors may enter into the decisions of department heads and deans when approving or disapproving the BA Form 23. Primary among these are the status of the faculty member, the merit of the project, the space available to house the project, the proposal's relationship to the mission of the department or college or its compatibility with such mission, and the equipment necessary to conduct or complete the project.

(2) Grants and contracts for sponsored research and training projects are normally awarded to the University of Minnesota, rather than to individual investigators. Should the faculty member, of whatever rank, leave the University prior to the completion of the project, the future of that project shall be governed by the terms of that contract/grant agreement, the wishes of the sponsor, or negotiations between the sponsor, the University, and the principal investigator, as is appropriate in the specific circumstances.

(3) The relationship of academic employees to the University is governed by the appointment document. The approval of academic employees as principal investigators in no way affects the rights, claims, and duties of such persons as may be specified in the tenure code or elsewhere. In particular, responsibilities as principal investigator do not imply any commitment on the part of the University of Minnesota to any subsequent appointment beyond the term of appointment then in effect.

(4) The BA Form 23, "Approval of Application for Sponsored Research or Training Support," must be marked in the place provided to indicate whether the proposed principal investigator is a regular or nonregular academic staff.

(5) The Office of Research Administration will not accept fixed-price specific performance based contracts where the principal investigator is not a regular faculty member, unless the appropriate department head and dean (or comparable University officer) have certified that the project can be completed as required by the contract.

## SECTION II:

Individuals holding "student-only" academic appointments such as Teaching Associates, Teaching Assistants, Research Assistants, Project Assistants, Administrative Fellows, Medical Fellows, or Medical Fellow Specialists, may serve as principal investigators on research projects for which the funding agency specified a program for which students are eligible. Applications in this category must receive the approval of the department head and dean of the college or school in which the student is registered, who will inform the applicant that his/her position as principal investigator in no way affects his/her status as a student, nor does it commit the University to any future position.

## SECTION III:

Appropriate affirmative action/equal opportunity policies and procedures apply to hiring nonregular academic staff on sponsored research and training projects. Regardless of the availability or presumed availability of sponsored support, staff may not be hired independent of appropriate affirmative action policies and procedures.

# ATTACHMENT A

## FACULTY RANKS AND OTHER ACADEMIC CLASS TITLES

### I. FACULTY RANKS

The faculty ranks are: Professor, Associate Professor, Assistant Professor (including Research Associate), and Instructor (including Research Fellow).

Faculty members hold either "regular" or "nonregular" appointments.

A "regular" appointment is one in which the faculty member has achieved indefinite tenure or is on probationary appointment leading to a decision concerning indefinite tenure.

A "nonregular" appointment does not have tenure nor the right to a decision concerning tenure. Such appointments are for a fixed period of time with specified beginning and ending dates of employment. Subject to annual review and approval, nonregular appointments may be renewed. All appointments which carry the prefix of Visiting, Adjunct, or Clinical before a faculty rank are nonregular.

II. NON-FACULTY RANK ACADEMIC INSTRUCTIONAL OR RESEARCH TITLES

There are 4 instructional or research titles which are not faculty ranks. They are: Lecturer, Research Specialist, Teaching Specialist, and Hormel Fellow. Appointments in these titles are restricted to the University's fiscal year. Specified beginning and ending dates of employment must be given. Subject to review and approval, these appointments may be renewed.

III. NON-FACULTY RANK ACADEMIC STAFF TITLES

There are a number of non-faculty rank titles which are collectively called "academic staff" positions. These titles are identified in the annual Budget Index and Account Listing book under the 93XX Academic Administrative and 97XX Miscellaneous Academic class titles. Agricultural Extension Service titles, 96XX series, are also academic staff.

Persons may hold an academic staff title without faculty rank. However, regular or nonregular faculty rank may also be held if appropriately accorded by an academic department. Academic staff titles and positions must be distinct and severable from faculty rank.

IV. STUDENT-ONLY ACADEMIC TITLES

These titles may be separated into 2 groups. All titles are identified by the 95XX class series.

The first group are the 7 graduate assistantship titles which require admission to or good standing in a Graduate School degree program or a post-baccalaureate professional degree program. The titles are: Graduate Teaching Assistant, Teaching Associate I and II, Graduate Research Assistant, Project Assistant, and Administrative Fellow I and II.

The second group of titles are for persons completing training requirements in a professional field who may or may not also be registered students in a Graduate School program or post-baccalaureate professional degree program. These titles include Medical Fellow, Medical Fellow Specialist, Dental Fellow, and Psychology Fellow Specialist.

**ROBERT HEXTER**  
Chairperson

*Approved*

## **V. UNIVERSITY COMMITTEE ON BUSINESS & RULES**

### **DEPARTMENTAL GOVERNANCE**

**(15 minutes—Faculty Senate)**

**MOTION:**

That the office of the vice president for academic affairs administer a confidential survey of the regular members of departmental faculties to ascertain their preferences with regard to the structure of department governance. The survey should include questions as to the desirability of changes in method of selection of department chief executive officer; method of allocating salaries, research funds, space, and teaching assignments; method of appointing new faculty and awarding promotion and tenure; and, in general, the relative roles of the chief executive officer and the faculty at large in determining policies. The results of the survey for each department should be communicated to the members of that

department after compilation. Departments should be required to report what action, if any, they have taken or plan to take to the vice president for academic affairs by the end of the quarter following dissemination of the results.

**COMMENT:**

The following motion by Regents' Professor Leonid Hurwicz was referred to the Committee on Business and Rules at the April 17 Senate meeting:

That the Senate go on record as favoring a secret ballot referendum, to take place in each department (or comparable unit) of the University, to determine the faculty's preference as between the headship and chairmanship systems. Care would be taken to carry out the referendum in a manner that would not violate the departmental or collegiate constitutions. The referendum would take place not later than December 1980, and its administration would be entrusted to the Office of Vice President for Academic Affairs.

The Committee on Business and Rules has redrafted the motion as above and presents it to the Senate for action. In redrafting, we have changed the referendum on the symbolic issue of chairmanship vs. headship to a questionnaire covering a range of questions pertaining to the structure of departmental governance. It is recognized that the absence or unclarity of satisfactory participatory procedures in departmental (or unit) decision-making is a factor which may adversely affect faculty morale in certain units, and an external stimulus to discussion of the desirability of changes in the governance structure would be helpful in such cases. Doubts were expressed, however, about the response rate to such a survey, the value of a University-wide survey to serve a need felt only in some units, and whether the results would actually be implemented in the units with the greatest problems. Any action or inaction would be left up to the departments or units (subject in some cases to collegiate constitutions); the survey can only serve to provide an opening for discussion. The Senate, if it adopts this motion, would be indicating its concern that such an opening be provided in units which presently lack meaningful participatory structures.

**JOSEF ALTHOLZ**  
Chairman

*An amendment, "The aggregate results of the data, without department names, should be communicated to the Senate within a reasonable amount of time after completion," was approved, and the motion, as amended, was defeated.*

## **VI. SENATE CONSULTATIVE COMMITTEE**

### **NESTLE BOYCOTT** (5 minutes)

**INFORMATION:**

The Senate Consultative Committee has received a letter from President Magrath indicating that the Nestle boycott request passed by the Senate has been placed on the Regents' agenda, but that the President will recommend against the motion.

**RICHARD L. PURPLE**  
Chair

*See Abstract of Discussion*

## VII. SENATE CONSULTATIVE COMMITTEE

### ANNUAL REPORT

The University Senate Consultative Committee is charged with the dual functions of acting as the steering committee for the Senate and of consulting with the president on University and Senate business, thereby representing the Senate to the administration. The faculty members of the Senate Consultative Committee meet with the Regents on a quarterly basis, and monitor Regental meetings.

1979-80 members of the Consultative Committee are George Blake (F, Soil Science, Director of Water Resources Research Center; Robert Brasted (F, Chemistry); Scott Carlson (S, Student Chair, CLA); Mark Davis (S, Duluth); Marcia Eaton (F, Philosophy); Jim Gelbmann (S, Morris); Wendell Glick (F, English, Duluth); Cleon Melsa (F, General Ed.—Chemistry, Crookston); Fred Morrison (F, Law); Sue Pribyl (S, CLA); Richard Purple (F, SCC Chair, Physiology); Vera Schletzer (F, Psychol., Cont. Ed. & Ext.); Skip Scriven (F, Chem. Engin.); W. Donald Spring (F, Associate SCC Chair, English, Morris); John Weis (S, CLA); ex officio: Russell Hobbie (F, Physics, Vice Chair of Senate\*) and Richard Kottke (S, Grad., Vice Chair of Assembly). The Waseca student member was unable to attend, and the Waseca student body sent the following students on occasion during the latter part of the year: Dan Tauer, Tom Busak, Kari Simon and Annette LeGare. Steve Carlson (S, CLA) and Dick Cooke (S, CLA) attended during the fall until suspended by the TCCA. Krishna Seeley (S, CLA) and Judy Nord (S, CLA) were appointed interim representatives by TCSA governance pending the outcome of the TCCA trial.

To date, the SCC has held 18 regular open meetings, 8 regular open monthly meetings with the President, and 5 executive meetings to interview and evaluate candidates for the position of vice president for academic affairs. One regular SCC meeting was held in Duluth on October 18, 1979, and another regular SCC meeting in Crookston on May 1, 1980. The chair also convened monthly meetings of the Facilitative Committee. The SCC office, staffed by Meredith Poppele, is presently located in 5-255 Millard Hall, and contains all minutes, correspondence, and supplementary documents of the SCC in addition to the minutes of all Senate and TCCA committees. Open meeting policy statements for all committees are on file there, and all files are open for Senate inspection.

OVERVIEW. SCC activities can be generally described as falling into five categories: 1) Senate steering duties concerned with Senate reorganization, coordination of Senate committees using the Facilitative Committee (composed of the chairs of all Senate committees), and recommending Senate action on two major task force reports—that on University Outreach, and that on the Academic Staff ('E') employment category; 2) reviews of the University budgets (1980-81 budget, '81-'83 biennial request, and 6-year capital plan) in which SCC delegates the major business to UCBRR, then meeting jointly with that committee to formulate recommendations to the president; 3) participation in interviewing and formulating recommendations to the president on vice presidential candidates, and recommending changes in the Senate guidelines for search committees for major administrative positions; 4) monthly meetings with the president; and 5) faculty relations with the Regents and the legislature. In carrying out these tasks the SCC set up the following subcommittees: Outreach, chaired by Professor Brasted; Grievance and Legal Concerns, Professor Eaton, Chair; Senate Reorganization, Professor Spring; Administrative Searches, Professor Glick; Membership Concerns, Professor Blake; Legislative Relations, Professor Glick; Senate Budget, Professor hobbie.

SENATE STRUCTURE AND REORGANIZATION. The Spring Subcommittee on Senate Reorganization has met often this year, modifying the report submitted to the Senate in May of last year. Using the Facilitative Committee as its major contact with Senate committees, the subcommittee has elicited extensive discussion and reaction to its modified report by Senate committee chairs. Professor Spring broadened the subcommittee to include members from Business and Rules and the Committee on Committees to maintain a coordinated approach. The Senate reorganization proposal is ready to be

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\*Succeeding Professor Robinett who resigned

submitted to the Senate at the May 15, 1980, meeting, under a motion to endorse in principle the recommendations in the report and to charge the Committee on Committees and Business and Rules, with support from the subcommittee, the Senate parliamentarian and the clerk of the Senate, with the technical business of rewriting the Senate constitution and handbook. If the proposed schedule is followed, a vote on the new constitution and new handbook will be taken at the winter quarter meeting of 1980-81. If they are approved, the new Senate structure can be implemented by the end of that academic year.

The Facilitative Committee has met on a monthly basis during this year. Its activation was recommended in the Watson Report. The consensus of those attending is that this structure has been useful to monitor Senate business in committees, to give all committees a chance to exchange information and maintain a coordinated approach on issues before the Senate, and to facilitate the structuring of deadlines to be met in getting business before the Senate. In addition, information exchanged at these meetings has assisted the SCC in its steering capacity. Although the Watson Report recommended increased use of "task forces" for Senate business that cuts across committee lines, both the SCC and the Facilitative Committee have opposed the "pure task force" approach on the grounds that such bodies rarely coordinate well with the Senate committees and the reports then take exceedingly long to clear each committee after they are issued. As an alternative, the concept of the "expanded subcommittee" has been tried, whereby one Senate committee is designated as the major reporter of such issues, and is charged with the responsibility of having one of its members chair an expanded subcommittee composed of members of the other relevant Senate committees and experts outside the committee structure as needed, with staff support from the relevant administrative office. One expanded subcommittee has been set up to deal with issues of special concern to women. This Subcommittee on Sexual Harassment functions as an expanded subcommittee of SCFA with representation also from Social Concerns, Judicial, Tenure, and SCEP. Professor Eaton as chair of the SCC Subcommittee on Grievances and Legal Concerns monitors the subcommittee for the SCC. It is hoped that the approach adopted will allow for timely clearance of this expanded subcommittee's report to the floor of the Senate at the fall, 1980, meeting, thus accomplishing the purpose of a "task force" within one year of its being charged. The usual Senate legislative action on task force reports (the 'E' document, Outreach, etc.) has in the past taken two to four years, and even then their implementation in legislative terms has tended to be hazy. The SCC agrees with the Senate Reorganization Subcommittee recommendation that we continue with this "expanded subcommittee" approach, as it appears to be a more effective mechanism for implementing Senate business than the traditional administrative task force, at the same time meeting the spirit of the recommendation of the Watson Report.

## I. SENATE ACTION PENDING ON 1979 ADMINISTRATION TASK FORCE REPORTS

1. OUTREACH. In accordance with the Senate mandate of last May, the SCC established a subcommittee to coordinate responses to the Outreach proposal of 1979. The subcommittee met this deadline, and the Senate at the November 1 meeting accepted the principle of the Outreach recommendations but withheld implementation pending further study. SCEP will report on the further study at the May 15, 1980, meeting.

2. ACADEMIC STAFF ('E') APPOINTMENTS. Professor Eaton's Subcommittee on Grievance and Legal Concerns coordinated Senate activity on the 'E' document, and the November 29, 1979, Senate meeting adopted the recommendations of the Eaton subcommittee report to approve the principle of the 'E' appointment but to withhold implementation of the specifics until the Tenure Committee could be consulted by the administration. The Tenure Committee has begun a series of meetings with the administration, and it is hoped that substantive faculty agreement can be reached on the specifics of the report by the end of spring quarter. Once the Tenure Committee and the Faculty Senate have completed their action, Regental consideration of the 'E' document is likely to be held up as a result of the cease-and-desist regulations in force while collective bargaining actions are pending.

II. BUDGET, BIENNIAL REQUEST, 6 YEAR CAPITAL PLAN. These matters are of sufficient importance to require a more detailed report, and the SCC refers you to



UCBRBR's annual report, with which we concur. Under the new budget executive system, UCBRBR and the SCC remain in close working relationship, including several joint meetings between SCC and UCBRBR, SCC and the budget executive, and SCC, UCBRBR and the president.

III. ADMINISTRATIVE SEARCHES. SCC, under Senate policy, recommends faculty and student names to the president for service on major administrative search committees. The names recommended by SCC for the search committees for three different vice presidencies (Academic Affairs, Administrative Operations and Planning, Finance) were accepted by the president. It should be noted that, as Senate policy mandates, additional members of these search committees are appointed directly by the president. The SCC later participates as one of the interviewing groups, following the search committee's choice of a slate of finalists. The SCC has participated in interviewing candidates for the two vice presidencies now filled (Administrative Operations and Planning, and Academic Affairs). The president's choices (Hasselmo and Keller) had the advisory concurrence of the SCC. Following the selection of the vice president for administrative operations and planning, a number of complaints were received on search procedures. The SCC, under the guidance of Professor Glick's subcommittee, rescutinized the Senate's guidelines for major administrative searches. The Senate adopted the Glick subcommittee recommendations for amending those guidelines at its meeting of April 17, 1980. On the agenda for next year, following one of those recommendations, will be a consideration of the need for a Senate policy on faculty searches. This is particularly pressing and will have to be done in conjunction with the new Senate Committee on Equal Opportunity for Women to be established as a result of the consent decree signed by the Board of Regents and the plaintiffs in the Rajender class action suit.

IV. SCC RELATIONS WITH THE PRESIDENT. The SCC and the president have continued the tradition of monthly meetings. The new aspect this year is that these meetings are open to the public, and minutes of the meetings are on file in the SCC office and available for public inspection. All of the matters referred to above, in addition to a number of other items, have been discussed at these meetings (including the Nestle boycott action of the Senate, SCFA action on faculty salaries and merit equity distribution, the *Minnesota Daily* and the funding controversy, progress reports on searches, and actions by the Legislature and administrative stances on proposed legislation). An evaluation of the meetings is that on balance they have been worthwhile and productive. Usually the president comments on the rationale behind pending and recent decisions, with members of SCC responding. Sometimes the result has been to convince the president to change a pending decision. More often, it has been to analyze problems relating to a recent decision with an attempt to structure better procedures for resolving questions in the future. In general, the SCC has had time to present its views and the views of the Senate to the president in an adequate consultative forum. Items for consideration are received at the SCC office, and the SCC solicits requests for topics for the remaining meeting with the president. The open meeting policy has worked well. Occasionally faculty and students have attended for the purpose of hearing discussion on particular items, although attendance has not been heavy. "Brief", the Daily, and other media reporters have attended. We have especially appreciated "Brief's" excellent, succinct coverage. Language in the open meetings has tended to be more circumspect and cautious, but the open meeting policy has caused no inhibition affecting the nature or the substance of the views expressed.

Closed, executive SCC meetings have been held five times this year in interviewing the candidates for the academic vice presidency. The closed meetings were held at the requests for confidentiality by the candidates from outside the University, and were conducted according to guidelines on open and closed meetings enunciated by the president last year.

V. STUDENT CONSULTATIVE COMMITTEE. The Student Consultative Committee met occasionally to discuss student representation on various committees. It also acted as the steering committee for the University Student Senate and attempted to link the separate campuses on matters of general University-wide student concern (i.e., smoking paraphernalia, draft registration, truth-in-testing, student representation in collective bargaining, etc.).

VI. FACULTY CONSULTATIVE COMMITTEE. At times the FCC exercised the option of closed meetings with the president to discuss personnel items not covered by the open meeting policy. (One example: a series of briefings on the Rajender class action suit against the University. The FCC role was relatively passive in this instance due to a court order forbidding the administration to engage in public discussion or extended faculty consultation.) The FCC feels that such closed meetings, in accordance with the law, remain beneficial as a limited channel of administration-faculty communication that should continue to be used on a judicious basis.

VII. FACULTY RELATIONS WITH THE BOARD OF REGENTS. The FCC and Regents continued meeting together quarterly. These meetings have been on the whole constructive in providing a forum for frank exchange and the building appreciation of mutual concerns. The FCC also continued an experiment begun last year of FCC members responding to the request to attend Regents committee and Board meetings to monitor activities and, on occasion, to speak. The results of this experiment have been mixed. The option to request to speak on behalf of the faculty has not been utilized often. Our views have usually been well represented by the president, the acting vice president for academic affairs or other members of the administration. When we have spoken, our views have been taken into consideration, although not always courteously (re: the Regents' new post-employment regulation discussions before the Committee on Staff and Faculty Affairs). Our recommendations have been both accepted (Finance Committee's consideration of student business policy, for example) or soundly rejected (Regents' post-employment regulation, for example). We recommend a continuation of the present experiment. It is beneficial for keeping SCC members informed of Regental activity (we receive a copy of the Regents' docket approximately one week before Regents' meetings, and the docket is available in the SCC office). At present it is less important as a conduit for expressing faculty views because speaking opportunities are limited.

VIII. MISCELLANEOUS. A number of other items have been considered by the SCC which arose on a topical basis and required either prompt mediation or action. One such issue was the last minute review of the proposal on per-credit tuition, in which an attempt was made to clarify the student government viewpoint on this issue to the administration. Another concerned the need for an explicit statement in the Senate handbook clarifying subcommittee lines of responsibility and reporting. This latter item was forwarded to the Committee on Committees, and the Senate voted at the April 17, 1980, meeting to adopt our recommendation.

IX. CONCLUSIONS. A considerable program remains for the rest of the year, with a number of items certain to carry over into the next year. Final action by the Board of Regents on the Senate motions with respect to the Nestle boycott, and with respect to the mandatory student fee for the Minnesota Daily will be monitored and reported back. Senate reorganization and plans for further action, if any are mandated by the Senate, must be set in motion. The 'E' document and Outreach remain areas of continuing concern, as does the expanded subcommittee on Sexual Harassment.

It has been a busy year, and the SCC wishes to thank the Senate committees and their chairs and the Senators for their voluntary efforts this year. We also thank the Senate parliamentarian (Professor Connally has had a busy year, and faces a further increased workload if the SCC plan for reorganization is implemented), and especially the clerk of the Senate, Marilee Ward, and her staff, for uncomplaining services, without which University governance could not exist. The SCC also wishes to offer public thanks and appreciation to Meredith Poppele, our secretary for the 1979-80 year.

**RICHARD PURPLE**  
Chair

*Accepted*

## VIII. UNIVERSITY COMMITTEE ON BIENNIAL REQUEST & BUDGET REVIEW

### ANNUAL REPORT

(10 minutes)

The University Committee on Biennial Request and Budget Review is a coordinating committee which attempts to coordinate the work of several Senate committees on matters relating to the fiscal affairs of the University. The committee consists of student and faculty members from the Senate Consultative Committee and from the Senate Committees on Educational Policy, Research, Resources and Planning, and Faculty Affairs. In addition, two faculty members serve in at-large positions, and a faculty member and a student serve from the coordinate campuses. UCBRBR takes action on substantive questions by reporting to the Senate Consultative Committee, which then either directs the communication to the president or to the Senate, as is appropriate.

Members and alternates who have served on UCBRBR this year are:

Julie Bates	Robert Holt
Dwight Brown	Rosalind Horowitz
Scott Carlson	Ken Keller
Marcia Eaton	Robert Lambert
Robert Evans	Jack Merwin
Jim Gelbman	Fred Morrison
Paul Grambsch	Sue Pribyl
Robert Hexter	George Sell

Nancy Vezner of the Law School staff has served as secretary of the committee throughout the year.

The committee held 14 meetings this year. (Since committee members generally serve as delegates from other committees, these meetings were in addition to their other regular committee service.)

Major items for discussion this year have included the review of the annual budgets for 1980-81 and the tentative reallocations for 1981-82, review of the preliminary biennial request for 1981-83, review of a six-year capital plan, review of the allocation of tuition reserve funds, and a few miscellaneous matters.

1. REVIEW OF 1980-81 BUDGET. The committee conducted discussions with the budget executive in the fall regarding the criteria for budgeting decisions in the 1980-81 and 1981-82 budgets. We agreed to the criteria which were developed. When the actual allocations were presented in late January, the committee held a public hearing at the winter Senate meeting. On the basis of this hearing, other comments directed to us, and our own review, the committee made a report to the Senate Consultative Committee which was critical of budgetary decisions. That report stressed our concern that quantitative criteria had been over emphasized, in preference to qualitative considerations. It also questioned whether we had made sufficient efforts toward reallocation in this two-year fiscal period, to accommodate the needs of the University. We did endorse the administration's decision to set aside substantially more centrally held reserves than have been available in past years. This should cushion us against unexpected enrollment shortfalls and should provide "soft money" funding in the event that tuition and enrollment meets or exceeds our expectations. Both are needed and desirable goals at this time.

We raised a number of specific issues including a question on the role of liberal education and its support, the role of the Morris campus, financing for the administration of the graduate school, library acquisitions, laboratory fees, tuition revenue, and user charges.

In general, we were satisfied with the process which was used to reach budget decisions this year, even though we were not satisfied with the results. We have encouraged certain changes in the process, including greater consultation between central administration and the collegiate deans before making decisions.

Our review of the budget is contained in a letter dated February 22, a copy which can be obtained from the committee secretary.

2. BIENNIAL REQUEST. The committee also reviewed the preliminary biennial request. In general, we have endorsed the approach which the administration is taking for the next biennium. That approach emphasizes research and service special appropriations, rather than direct increases in the instructional account. We did, however, emphasize the need for a review of the increase for library acquisitions, since inflation of book costs now exceeds the original estimate. We also raised questions about certain proposed programs and asked that their role in the University be reviewed. We repeated our concern that, if no new instructional dollars are to be requested, the University must have a stronger commitment to internal reallocation.

Our review of the biennial request is contained in a letter dated March 27, which can be obtained from the committee secretary.

Certain biennial request items, particularly the size of the salary increase, remain to be determined. The Senate Committee on Faculty Affairs will take leading responsibility with respect to these items.

3. SIX-YEAR CAPITAL PLAN. The committee also reviewed a six-year capital plan for the University, which includes essentially all buildings which the University might request through 1987. This six-year capital plan is more than a mere "wish list" but is less than a firm commitment. It represents a substantial stage in the University's planning, but will have to be revised in light of legislative decisions and recommendations from the governor.

We recommended that serious consideration be given to demolition and replacement of older structures, rather than their remodeling. In the past, remodeling has been an economical alternative, but that is no longer necessarily the case. We think the economic realities should be weighed early in the process, and balanced against any historic or aesthetic factors which may be involved.

We also urged substantial involvement of the Senate Library Committee and of library users in the planned major remodeling of Walter Library. We also made certain recommendations with respect to recreational sports facilities.

These recommendations are included in a letter dated January 21, a copy of which can be obtained from the committee secretary.

4. TUITION RESERVES. The administration holds back a sum of money each year as a form of "tuition reserve." If tuition revenue is less than anticipated, this reserve cushions the shortfall and makes a mid-year retrenchment unnecessary. If tuition meets or exceeds our expectations, this revenue makes soft money available for instructional and other needs. The committee has reviewed several formulas developed by the administration for distribution of these revenues. We believe that the most recent such formula is an adequate approach to that problem. *We wish to emphasize, however, that formulas can only serve as an aid to judgments and that a major part of the revenues must be distributed on the basis of sound judgment, not mechanical application of numbers.*

5. OTHER MATTERS. The committee has also considered a number of other matters during the year. These include a report by a number of deans and central administrators on budget alternatives, called the "Weaver Report." We have referred that matter to various substantive committees which will report in due course. We have not yet reached any satisfactory conclusion of our concern about the charges which University service organizations make on academic units' budgets for services rendered, which are widely believed not to be competitive with charges which would be made in the open market. We hope to address this question again in the near future.

#### Addendum by the Chair:

After the committee approved the foregoing annual report, we were notified by the administration that additional budget information would be necessary this year. The governor's office has called for the University to submit a six-year estimate of operating expenses, to parallel the six-year capital plan, and a minimum budget supplement, which would reveal how the University would be operated in case of severe state retrenchment. We expect to review both of these documents before final action is taken on them this summer.

In addition, the failure of the legislature to appropriate money for construction of new buildings means that certain revisions will be necessary in the 1981 capital request and in the 1981-87 capital plan. We will also review these revisions.

**FRED L. MORRISON**  
Chairman

*Accepted*

## **IX. UNIVERSITY COMMITTEE ON EXTENSION & COMMUNITY PROGRAMS**

### **ANNUAL REPORT**

The University Committee on Extension and Community Programs for 1979-80 met on October 25 and December 5, 1979, and on February 14 and May 8, 1980. Activities of the committee were again dominated by discussions about and comments on the November 1978 Report of the Study Group on University Outreach and on the Senate actions of November 1, 1979, derived from the Outreach Report. Attention was focused on a clearer definition of means, including "inloading," which can lead to development and expansion and extension and community programs of high quality.

**WILLIAM RANZ**  
Chair

*Accepted*

## **X. SENATE COMMITTEE ON COMMITTEES**

### **ANNUAL REPORT**

The Senate Committee on Committees and its sections held 6 meetings during the year, and a joint meeting with the University Committee on Business & Rules and the Senate Consultative Committee will soon take place.

The principal work of the Committee was to prepare double slates for Senate and University Committees. These slates have been presented to the president and action for confirmation of committee appointments is anticipated at the spring quarter Senate meeting. The slates included the following: Women—professors, 6; associate professors, 14; assistant professors, 19; instructors, 3. Men—professors, 69; associate professors, 42; assistant professors, 17; instructors, 2. The proportions are given in the following table:

	Women		Men	
	Slates	All-University	Slates	All-University
Professor	8%	5%	92%	95%
Associate Professor	25%	16%	75%	84%
Assistant Professor	53%	26%	47%	74%
Instructor	60%	47%	40%	53%

The Student Committee on Committees will present slates next fall.

**VIRGINIA FREDRICKS**  
Chairperson

*Accepted*

## XI. SENATE LIBRARY COMMITTEE

### ANNUAL REPORT

The Senate Library Committee met twice quarterly during this academic year. The work of special subcommittees—concerned with such issues as acquisitions, cataloguing, and accessibility of materials—informed the Committee's discussions. The remarkable attendance record of the Committee, which numbers 23 persons from five different campuses, is a testimony to the earnestness with which members fulfilled their responsibilities and their dedication to advancing library resources and services throughout the entire University system.

Chief among the issues that demanded extensive deliberation were the following: the University Libraries Mission, Assumptions, Goals, Objectives, and Priorities Statement; the University Academic Staff Policies and Procedures Memorandum (dealing with "E" appointments); plans for advancing the automation of library systems (computerization of library operations and services); proposals for the renovation of Walter Library; critical space problems of I.T. libraries; and problems arising from recurring abuse of faculty loan privileges (the frequent ignoring of book recall notices, and the failure to renew books). The Committee's agenda, then, were crowded with weighty items.

Given the pressures of inflation—that work with special force on costs of books and periodicals—the Libraries have done well in maintaining levels of acquisition. Almost all other costs can be covered, at sacrifice to be sure, by internal reutilization and reallocation of resources, but the rising costs of acquisitions had to be assumed as a University-wide responsibility. The Libraries' basic planning document was generally well-received by members of the Senate Library Committee; it provides a firm foundation for constructive growth in the next several biennia if the central administration of the University continues to assign a high priority in seeking support for Library programs, all of which are crucial to the teaching and research missions of the University in all its diverse parts.

Preliminary to Senate consideration, on November 29, of the proposal on Academic Staff Policies and Procedures, the Senate Library Committee engaged in extensive conversations bearing on the impact of the proposal on Library personnel and services. From those deliberations emerged a Committee resolution approving the principle of "E" appointments for appropriate University groups, but stressing the need for clarification of sections dealing with job security and relating to the specifics of the proposed librarian series. The action of the Senate on November 29 responded positively to many of these concerns. The Senate Library Committee intends to follow development of the proposal in the hope that implementation will fully reflect the letter and spirit of the Senate's action and take into account the complexities inherent in applying the strategy to the Libraries.

Plans for the development of a system of automation that would be flexible, integrated, and economical have been under way at the University for some years. Funding by the state legislature in 1977 made possible a shift of emphasis from a research and development orientation to operations, and in the spring of 1979 the Library added a staff person to direct the library systems program. This winter a team of outside consultants surveyed library automation developments on this campus and, as a part of their review, met with the Library Committee. Their official report is expected to be received in the near future—that report, and the Library's response, will be high on the agenda of the Senate Library Committee next year.

Another matter is also still in process of planning and resolution—the urgent need to renovate Walter Library and to find more appropriate space for I.T. collections now housed in various locations. For some years the University has placed a high priority on relocating and centralizing its several archives operations which are now scattered and housed, in most instances, under inappropriate environmental conditions which are leading to the deterioration of rare and valuable documentary and manuscript materials. The renovation of the 55-year old Walter Library could provide a protective environment for rare and fragile materials; it could also provide for more adequate and efficient space for workers and patrons. The Library Committee studied the analysis of the Walter and I.T. libraries made by an outside consulting firm and, after extensive discussion, endorsed in principle the recommendations made in that report. The University will sponsor a structural study by a

consulting engineer this summer; a special subcommittee of the Senate Library Committee will serve a liaison function over the summer so that, at the beginning of the next academic year, the full Committee can effectively pick up the issue again. The place of consolidated library facilities in I.T. building plans will also be on the Committee's agenda next year.

**CLARKE A. CHAMBERS**  
Chair

*Accepted*

## **XII. THE SENATE COMMITTEE ON RESOURCES AND PLANNING ANNUAL REPORT**

The Senate Committee on Resources and Planning has held a total of ten two-hour meetings during the 1979-1980 academic year.

At the start of the year the committee explored the idea of conducting research on one or more policy issues. Unfortunately, the pressures of time and the lack of readily available research assistance thwarted our efforts. There is general agreement, however, that the committee could make a contribution to the University by identifying some of the long-range problems of the University and shed light upon the impact each might have in future years.

Most of the meeting time has been occupied preparing reactions to the President's Statement of Goals Objectives and Priorities and, in recent meetings, the University Mission Statement being prepared by a committee of the Board of Regents. Our reports on the drafts of both these documents have gone forward through the Senate Consultative Committee to the appropriate administrator. Presumably if time permits the committee will prepare reactions to the rewritten drafts.

In the current planning effort the Planning Council created by President Magrath has assumed much of the role which SCRAP might have fulfilled. As a result, the function of SCRAP has become ambiguous. There is faculty and student as well as administrative input into the Planning Council through membership on that body. SCRAP has become strictly a reactive body as a result. During the coming year it is strongly urged that the Senate resolve the ambiguity so that its members, who have given valiantly of themselves, may be able to make a larger contribution.

The chairperson wishes to thank the members of the committee who have given unselfishly of both time and effort in a cause in which accomplishments were nebulous in the extreme.

**PAUL V. GRAMBSCH**  
Chairperson

*Accepted*

## **XIII. SENATE COMMITTEE ON EDUCATIONAL POLICY ANNUAL REPORT**

The committee met 14 times during the 1979-80 academic year, four times during the fall term and five times during each of the winter and spring terms. One meeting during the spring term will be held at the Duluth campus.

Three items were reported to the Senate. Items reported for information were:

1. A review of and response to the Report of the University Committee on the Handicapped presented at the February 14, 1980, meeting. (It is anticipated that recommendations for action will be presented during 1980-81.)
2. A review of and recommendations concerning the report of the ad hoc task force on the Student Course Information Project presented at the February 14, 1980, meeting. (The

project will continue through 1982-83 with a thorough evaluation to be conducted during 1982-83.)

The item presented for action is:

3. A motion presented at the May 15, 1980, meeting to delay reconsideration of the recommendation of the Study Group on Outreach that CEE and Summer Session instruction be "inloaded" until appropriate studies on the impact of such action have been completed. (The Senate voted on November 1, 1979, to reconsider the recommendation "at the first meeting in the fall of 1980" but due to delays in the conduct of the studies on the impact of inloading this will not be possible.)

Other major items considered during the year included:

1. Review and discussion of President Magrath's November 5, 1979, statement entitled "Institutional Planning Assumptions, Goals, Objectives and Priorities for the 1980's"; a letter presenting SCEP reactions and suggested changes in the document was forwarded to President Magrath.
2. Review of selected sections of the Report of the Special University Committee on Budget Alternatives (Weaver Report) with special attention to the issues of redundancy and inloading; reactions of SCEP were communicated to Professor Fred Morrison, Chairman of the University Committee on Biennial Request and Budget Review.
3. Review of the University College Planning Statement and comments from President Magrath concerning an earlier draft of that document; comments and reactions communicated to President Magrath and James H. Wernitz, Director, University College.
4. Discussion of criteria employed in decision-making in relation to program planning and program evaluation at the University.
5. Continued discussion and examination of policies and practices related to the evaluation of teaching at the University.
6. Consultation with the office of the vice president for academic affairs on the design and conduct of proposed studies of the impact of "inloading" of CEE and Summer Session instruction.
7. Review and discussion of the 1980-81 budget proposals; reactions communicated to President Magrath.

It is anticipated that several items to be carried over to 1980-81 will be brought to the Senate for action at a later date. These include: (a) recommendations from the Report of the University Committee on the Handicapped, (b) report of the results of studies on inloading, and (c) modifications of the 1974 Senate Policy on Evaluation of University Teaching.

**JAMES S. TERWILLIGER**  
Chairman

*Accepted*

## **XIV. SENATE COMMITTEE ON FACULTY AFFAIRS**

### **ANNUAL REPORT**

I. MEMBERSHIP AND MEETINGS. The committee met six times between October 12, 1979, and April 25, 1980. A final meeting is scheduled for May 23, 1980. The members were Robinson Abbott (UMM), Roberta Armstrong, Tom Bacig (UMD), Joanne Eicher, Frank Enfield, Kathryn Hoelmer (UMW), Ruth Hovde, Leonid Hurwicz, Al Linck (ex officio), Louis Safer, George Sell, Robert Ulstrom, Leo Raskind, and Janet Burcalow (student member). Ralph Miller served as a representative of the Faculty Retirees Association. Marilee Ward performed numerous secretarial tasks for the committee, including keeping excellent minutes. Harold Bernard, director of Employee Benefits, attended most of the meetings as a valued technical advisor.



Two subcommittees were established. Tom Bacig chaired a subcommittee on the salary increase component in the 1981-83 biennial budget request to the legislature. This committee also studied how the 1980-81 salary income monies should be distributed among units and among faculty members. Professor Leo Raskind chaired a subcommittee on sexual harassment. Professor George Sell served as our representative on the University Committee on Biennial Request and Budget Review.

II. FACULTY RETIREMENT PLAN. SCFA spent considerable time reviewing and editing a report by an administration-appointed faculty Task Force on the Faculty Retirement Plan. In April, SCFA distributed to each participant in the plan that report plus comments by two SCFA members—Professors Hurwicz and Sell. SCFA has not yet accepted or rejected the report. Both the Task Force and SCFA wish to obtain faculty reactions to the Task Force's *tentative* proposal before making their final recommendations. Hearings on the report were held in April and May at each of four coordinate campuses, Minneapolis, and St. Paul. The Task Force will review the comments presented at those hearings and submit a revised report to SCFA. SCFA will then prepare its own report, which may necessitate further hearings before SCFA sends its final report to the Senate. SCFA hopes to make this report no later than winter quarter next year.

III. SEX DIFFERENTIALS IN PENSION PLANS. In May, 1979, SCFA distributed to all participants in the Faculty Retirement Plan a 22-page study entitled "Sex Differentials in Periodic Retirement Benefits under the Faculty Retirement Plan." This study took no position on whether the present plan should be amended to eliminate the differentials that exist under the present plan. Instead it provided a comprehensive discussion of the issues involved and some alternative possible practices. On November 12, 1979, SCFA told the Senate that it was deferring action on this issue until the faculty had reacted to the broad restructuring proposed by the Task Force on the Faculty Retirement Plan. By March, 1980, however, SCFA was convinced that it would take many months to obtain faculty reactions to the Task Force report and to consider alternative proposals. In the meantime the external pressures for change in our present plan had increased and a majority of the committee favored some change merely on ethical grounds, regardless of legal requirements and what others do.

Consequently on April 17, 1980, SCFA recommended to the Senate that all *future* contributions made to the faculty retirement plan after October 1, 1980, be used to purchase annuities at retirement priced on a unisex basis. The Senate approved the motion. SCFA also urged the administration to seek ways in which increased benefits for females might be financed without decreasing the benefits for males.

IV. CHANGE IN RETIREMENT, DISABILITY, AND DEATH BENEFITS FOR FACULTY MEMBERS AGE 65 AND OVER. In 1978 amendments to federal and state statutes raised the earliest possible mandatory retirement age to 70. Faculty members, however, would not have been affected by the federal amendments until July 1, 1982, and by the state statutes until June 1, 1980. That fall, SCFA appointed a Subcommittee on Mandatory Retirement to recommend changes in faculty employment practices necessitated by these amendments.

The subcommittee's recommendations, adopted by SCFA in November, 1978, were divided into two parts. First the subcommittee recommended that the University change the mandatory retirement age to 70 effective for individuals scheduled to be retired on June 30, 1979. The Board of Regents rejected this recommendation, but in early 1979 the state statute was amended to require this change.

Second, the subcommittee recommended continuing the policy of stopping contributions to the pension plan at age 65 (age 68 for those who entered the plan prior to October 2, 1974) on an interim basis until the Task Force on the Faculty Retirement Plan had completed its review. They cited arguments both for and against stopping contributions at age 65 in the long run. Both the federal and state amendments and administrative regulations permit a plan to discontinue contributions at age 65. The subcommittee also recommended that the life and disability income insurance benefits be amended to comply with regulations to be developed by the Department of Labor.

In the opinion of SCFA the September 14, 1979, action of the Board of Regents was

consistent with these recommendations and with Department of Labor regulations. Except for a slight reduction in life insurance benefits for faculty members age 67 or 68, the changes either improved or left unchanged the benefits for faculty members aged 60 or over.

Specifically,

1. Retirement plan contributions still stop at age 65 (age 68 for faculty participating in the plan prior to October 2, 1974).
2. Premiums are waived in case of total disability to the June 30 following or coinciding with the faculty member's 65th birthday. Previously this benefit terminated at age 65.
3. For continuing disabilities commencing prior to age 62, disability income payouts are paid to the June 30th following age 65 but not less than 42 months. For disabilities commencing later, the maximum number of monthly payments is 42 months for disabilities starting at age 62, scaling downward to 12 months for disabilities starting at age 69, and to mandatory retirement for disabilities starting at age 70. Previously no disability benefits were paid after age 65.
4. Group life insurance benefits decline from \$20,000 at age 60 to \$9,500 at age 70. Previously these benefits declined from \$20,000 at age 60 to \$12,500 at age 68. The amount of insurance is the same or higher than it was previously except at age 67 (\$11,600 compared with \$12,500) and age 68 (\$10,800 compared with \$12,500).

In one respect the Regents went beyond the SCFA recommendations. The Regents formally set age 65 as the normal retirement age. In "pension parlance" the normal retirement age is the age at which a faculty member with long-term service should be able to claim a pension without any reduction for early retirement. It is also the age at which a faculty member should be eligible for a pension that meets a specified retirement objective. The mandatory retirement age may be greater than the normal retirement age. This action by the Regents does not change the promise under the present plan that the University will continue its contributions to age 68 for faculty who started in the plan prior to October 2, 1974.

SCFA will continue to study the Faculty Retirement Plan and other faculty benefit plans to determine whether it believes these current practices should be changed.

V. SUPPLEMENTAL LIFE INSURANCE FOR MANAGEMENT EMPLOYEES. In 1979 a State Pay Bill allowed the Commissioner of Personnel to "design an employee benefit system for employees defined as managerial." The Commissioner decided that the special managers plan would provide an additional \$10,000 of life insurance for all members of the managers group whose salaries are \$30,000 or over. The University was invited to participate at no cost to the University. The University elected to join the plan with managerial employees defined as assistant deans and higher. Two issues arose. The first was whether SCFA should have been consulted prior to electing the coverage. At a meeting with Vice Presidents Stein and Brown, SCFA and Senate Consultative Committee representatives were informed that the deadline for electing the coverage and the close of the school year made such consultation extremely difficult. They agreed that normally such consultation would be desirable and asked SCFA to address the second issue—whether the University should continue to participate under the plan.

SCFA reported the following position on January 14 to Vice President Hasselmo. We identified the following options: (1) Continue the present supplemental life insurance program. (2) Discontinue the present program. (3) Continue the present program but redefine "management employees." (4) Add to the present program \$10,000 life insurance for nonmanagement employees paid by the University.

We rejected the second option because we saw no reason to stop some of our colleagues from receiving a benefit that costs the University nothing. We rejected the third option because we believe that redefining "management employees" for this purpose would be a complex, arbitrary process. Furthermore, the redefinition would still leave most faculty members uncovered. We were initially leaning in favor of the fourth option until we discovered that this benefit would probably cost the University on the average about \$150,000 annually. We now believe that the faculty as a whole may benefit more from

having the University use the money in some other way. We were left, therefore, with the first option. We recommended that the present supplemental life insurance for management employees be continued; we also recommended that when future employee benefit changes are made, consideration be given to the fact that under this supplemental program management employees gained more than nonmanagement employees.

VI. HEALTH INSURANCE LIAISON. SCFA continued the practice started last year of communicating with Council 6, the union representing most state employees, concerning health insurance issues under negotiation and the health insurance concerns of University faculty members. (For reasons why this form of communication is necessary, see the Senate minutes for May 25, 1978, pp. 107-8, Item XI.A.) On December 3, 1979, the SCFA chair met with Bob Currie, who has succeeded Bernard Brommer as Executive Director of Council 6. Mr. Currie expressed his willingness to continue the relationship established with Mr. Brommer. SCFA, however, has made no proposals in this area this year.

VII. DISTRIBUTION OF 1980-81 SALARY INCREASE MONIES. Following an extended discussion of a recommendation by its subcommittee on the distribution of salary increases at its February 15 meeting, SCFA adopted the following motions which were transmitted to President Magrath:

1. The committee agreed unanimously to encourage President Magrath to request salary improvement funds from the legislature that would increase the percentage increase available from 7% to 13%, the inflation rate during 1979.

2. By a *narrow* margin the committee accepted the recommendation of the subcommittee that the University adopt the following allocation policy for the 7% salary funds currently available:

a. Across-the-board allocation as follows:

\$1,000 to faculty earning \$20,000 or less

5% to faculty earning between \$20,000 and \$40,000

\$2,000 to faculty earning \$40,000 or more

This across-the-board allocation should use up 5% of the 7% available.

b. The across-the-board adjustments should be distributed prior to the distribution of the remaining individual merit and unit/merit equity funds.

c. The individual merit funds should be distributed to units on an equal percentage of salary basis. There should be no unit merit increases other than those implicit in (a).

Those who voted against this recommendation favored a smaller across-the-board allocation.

3. By a *narrow* margin the committee accepted a suggestion that the University allocation formula not be binding on all units. Instead, the faculty in each budgeted unit should vote by secret ballot on the formula to be used to distribute the salary monies available to that unit. The budgeted unit for voting purposes should be the smallest unit with its own salary increase monies.

President Magrath and the Board of Regents did request without success additional salary funds from the legislature. The Regents also adopted a strong statement on the erosion of faculty purchasing power. The 1980-81 distribution pattern, however, was more unit-oriented than a narrow majority of the committee preferred and there was no local option on how the money should be distributed within each unit.

VIII. SALARY INCREASE COMPONENT IN THE 1981-83 BIENNIAL REQUEST TO THE LEGISLATURE. On March 31 SCFA published in the *Minnesota Daily* its tentative position on how the salary increase component in the 1981-83 Biennial Budget Request should be calculated and justified. This position was developed primarily by its subcommittee on the salary increase component but it was also discussed, amended, and approved as a tentative position by the full committee. On April 8, SCFA held a hearing on this proposal in the Regents Room with telephone connections to the coordinate campuses. The basic approach proposed by SCFA was supported by those in attendance. Several persons, however, made valuable suggestions which SCFA then considered in redrafting the proposal. The final position, adopted by SCFA on April 25 and transmitted to President Magrath, reads as follows:

The budget request should be divided into four categories: I. a cost-of-living category intended to ameliorate the effects of inflation; II. a merit category involving three components: conventional merit increase funds, promotion funds, and retention-recruitment funds; III. a unit equity category intended to solve problems of unwarranted differences between average salaries in various units or categories; and IV. a category to offset the relative deterioration during the past decade in the purchasing power of faculty salaries.

Categorization of the salary request in this way would allow the faculty and the administration to approach the legislature asking for salary improvement funding in a way that assures legislators that the distribution of funds will not exacerbate problems they perceive in our methods of allocating salary to faculty members. This approach would, at the very least, help to enhance the legislators' view of the variety of factors that need to be taken into account in allocating money at a major university.

In the following we state the general principles we believe should be followed and illustrate their application with numbers that seem reasonable to us at this time. The amounts listed for each category need to be documented further and revised where appropriate. The numbers we suggest as a point of departure would justify considerably larger salary allocations than we have been receiving. This, however, is not surprising since, as we will demonstrate below, the salary increases we received during the seventies resulted in a decrease in the purchasing power of University faculty salaries at the same time the purchasing power of the average Minnesota citizen's income rose. Furthermore, during most of the seventies the inflation rate was much less than most persons expect during the next few years.

**CATEGORY I.** We request sufficient funds to provide an adjustment equal to the previous year's rate of inflation and projected rates of inflation for the first year of the biennium. For example, assuming an average rate of inflation of 13% for this year and next, the cost-of-living increase for all faculty members would be 13% in each year of the biennium. (The figure of 13% is based on the increase in the Consumer Price Index during 1979. This percentage may be adjusted later to reflect the expected inflation for the biennium.)

In awarding such an increase we would recommend that, in order to help more of the junior members of the faculty, the University adopt a sliding scale. Again, assuming 13% inflation, the sliding scale would be structured as follows: Those earning up to \$21,000 per year would receive an across-the-board increase of \$2,730. Those earning between \$21,000 and \$42,000 per year would receive a 13% increase. Those earning over \$42,000 per year would receive an increase of \$5,460. (A similar scale would be used in the 1982-83 academic year.) We expect that this adjustment would cost about \$16.9 million in the first year and an additional \$19.4 million in the second year of the biennium. (We assume that the base for academic salaries the first year would be \$130 million.)

**CATEGORY II.** Given the long-term commitment of the University to rewarding excellence and the fact that the money distributed in Category I should help most faculty members meet the increased costs produced by inflation, a reasonable merit money pool could be developed by a 3.5% of total salary base allocation. In 1981-82 the merit pool would be approximately \$4.6 million and in 1982-83, an additional \$5.2 million.

In addition, we request monies to fund (a) promotions in rank and (b) meet retention recruitment needs. Based on past experience with promotions we expect that increments averaging between \$1500-\$2000 could be awarded to promoted faculty members if \$250,000 were available the first year and an additional \$250,000 the second year to fund promotions.

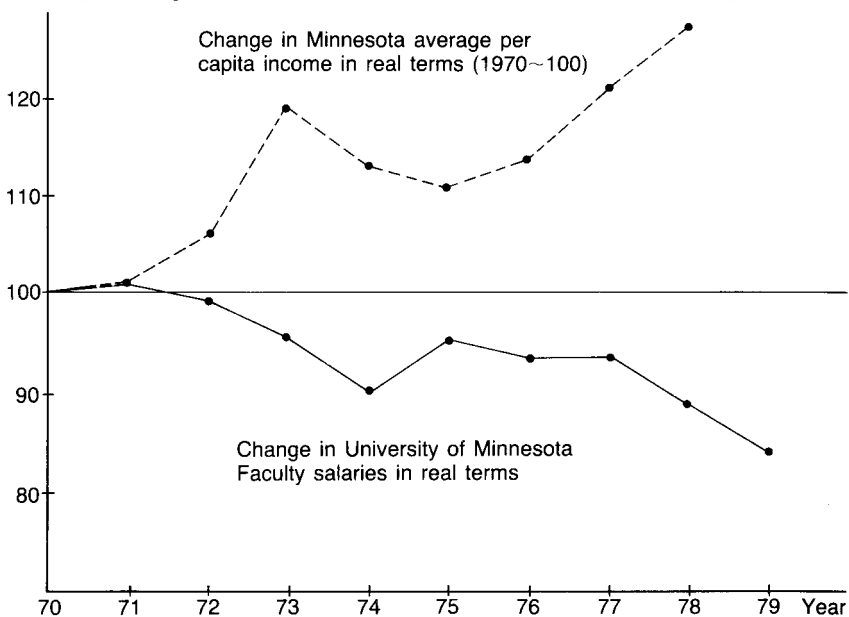
In view of existing competitive pressures, we believe that the purpose of the funds currently held by the administration to deal with retention cases should be enlarged to include both retention and competitive recruitment. We suggest that a total of \$1 million the first year and an additional \$1 million the second year be requested for this purpose.

**CATEGORY III.** The unit equity category has been funded to the level of \$770,000 during 1979-80, \$625,000 during 1978-79, \$334,704 during 1977-78, none during 1976-77, and \$565,371 during 1975-76. Assuming that retention cases would be funded from Category II money, to meet the needs of this category would require \$.3 million for 1981-82 and an additional \$.3 million for 1982-83.

CATEGORY IV. The past decade has produced dramatic reductions in (1) the purchasing power of average salaries at the University of Minnesota and (2) the ratio of these salaries to the Minnesota average per capita income. A chart recently published by the Twin Cities Chapter of the American Association of University Professors and reproduced below shows graphically the extent of these reductions. From 1970-78 the purchasing power of the average faculty salary at the University of Minnesota *decreased* about 10.5%. Over this same period the purchasing power of the Minnesota average per capita income *increased* about 22.5%. No data are available at this writing on 1979 Minnesota per capita income, but the chart shows a further decline from 1978 to 1979 in University of Minnesota average salaries in real terms.

In order to make up this discrepancy during the next five years, it will be necessary to increase faculty salaries an additional 6.5% per year. The extra funds required during the biennium for this purpose would be about \$8.5 million for 1981-82 and an additional \$9.2 million for 1982-83.

The total request for salary improvement funding based on these assumptions would be about \$31.6 million for the first year of the biennium and an additional \$35.4 million the second year. Fringe benefit costs would also increase because of these salary increases.



IX. SEXUAL HARASSMENT. The work of the Sexual Harassment Subcommittee has consisted of weekly meetings at which the subcommittee has met with various persons in positions of responsibility who have been concerned with the problem. Among others, the subcommittee met with Ann Truax, Dean Lukermann, Assistant Dean Zimmerman, Bonita Sindilir, and Dr. Carol Pazandak.

In addition to determining the volume and nature of the cases which have arisen, the subcommittee has developed an understanding of the existing structure for hearing griev-

ances and appeals from such hearings. The subcommittee's goal is to prepare a policy statement, a set of provisions in the nature of a statute which will state the practices to be barred and provide a set of sanctions in ascending order of severity. The design is to start with an informal procedure for the initial complaint. If there is no agreement to an informal resolution, a more formal procedure will follow. Sanctions will range from an informal settlement agreement to suspension and termination of employment. It is expected that the proposed "statute" will also be supplemented by a set of guidelines to their interpretation. One option under consideration is to set out the above as a provisional structure to be reviewed and modified in the light of a three-year experience. Yet to be determined is the exact nature of the complaint, hearing, and review process. Present committee sentiment tends to favor a separate administrative structure to deal with sexual harassment.

In the course of these meetings, the subcommittee has had in attendance a representative from the Civil Service Personnel Office.

X. OTHER ISSUES. SCFA also considered several other issues this year, several of which will be more intensively investigated next year.

A. Class E appointments

SCFA spent some time becoming acquainted with the issues surrounding Class E appointments. The Tenure Committee, which reports through SCFA to the Senate, has been assigned initial responsibility for preparing a recommendation on this subject.

B. Nepotism

The Tenure Committee has also been assigned initial responsibility for a report on nepotism.

C. Semi-monthly salary payments

On June 13, 1979, last year's SCFA met with Vice President Brown to discuss a biweekly payroll report, dated April 11, 1979, prepared by a University payroll/personnel system team. After considerable discussion SCFA decided to support a modified biweekly payroll system that would provide a greater number of options for faculty members than the present system. For faculty members, furthermore, the payroll would not be delayed. SCFA urged similar treatment of Civil Service personnel.

D. Merit increase criteria

SCFA received one serious inquiry about how merit increases are determined at the University. Because this matter is also of great concern to SCFA itself, we decided to review this important issue. Following this review the committee decided to reaffirm the position SCFA took on November 20, 1975, when it endorsed the report of the Task Force on Academic Salaries, which appears in the May 22, 1975, Senate minutes. SCFA believes that this recommendation is still sound and as explicit as it is possible to be. Many administrators, however, may not be aware of its existence. Consequently we recommended that the vice president for academic affairs send copies to all department heads reminding them that this recommendation is the Senate-endorsed position.

E. Reduced contingency budget

In April 1980, Governor Quie asked all state agencies including the University to prepare 90% budgets as a contingency. In early May, SCFA urged President Magrath to resist preparing such a budget for the University because of its adverse implications for faculty welfare and the quality of education at the University.

F. Parking

An SCFA committee is currently reviewing the recent report to the Twin Cities Assembly of the Parking and Transportation Committee in so far as it affects faculty welfare. SCFA is also drafting at least one recommendation for that committee.

**C. ARTHUR WILLIAMS**  
Chair

*Accepted*

## XV. SENATE JUDICIAL COMMITTEE

### ANNUAL REPORT

Last year (1978-79) was the busiest year in Judicial Committee history. The Committee had 26 pending complaints and eight full hearings. It was impossible for a 15-person committee to deal with all of these complaints, so former members of the Judicial Committee were asked to return and sit on panels. Because of the committee's heavy caseload, five new members were added for the 1979-80 academic year.

This year (1979-80) has been less busy. The committee's work has consisted mainly of cleaning up cases that had been deferred from the 1978-79 academic year. Six cases were before the committee at the beginning of the 1979-80 academic year. One of these cases has been held in abeyance with the complainant's consent pending departmental and administrative decisions on complainant's promotion. Two cases are dormant because of inaction of the complainants. The other three cases have resulted in hearings. In one of these, the final findings and recommendations have been sent to the president. Final findings and recommendations in the other two cases should be ready by June 15.

Only three new complaints were filed in the 1979-80 academic year. One of these may never result in a hearing because the complainant is pursuing other possibilities for relief. The other two cases are in the pre-hearing stage.

It appears that the committee will have a relatively light caseload next year, but it is hard to predict whether additional cases will be filed during spring quarter by persons who have recently received notification of adverse action on a promotion or tenure decision.

Although the quantity of cases has been small, the committee has still been fairly busy because three of the cases have involved protracted hearings and deliberations. One of these cases was relatively unusual (an attempt to remove a tenured professor for cause) but the other two are the type of cases that are likely to recur time and again. Even with a relatively light caseload, the increase in the size of the committee from 15 to 20 has been helpful. The increase made it possible to avoid assigning new cases to members currently involved in protracted hearings. It has also ameliorated the problem of forming panels for cases arising in spring quarter. Ideally, the hearing officer for a case arising in spring quarter should be someone who has had prior experience, who is not currently engaged in the hearing of another case, and who will be available in 1980-81. Even with 20 members, it has not been possible to form new panels whose hearing officers meet all of these criteria, but the problem is much less severe than it was last year.

During the current academic year, the committee as a whole met once a month. The purpose of these meetings was to discuss matters of general policy, to air problems that have arisen in pending cases, and to consider administrative responses to committee recommendations. In the two instances in which the committee was dissatisfied with the administrative handling of a recommendation, the committee communicated its view to the president and the matters were resolved to the satisfaction of the committee.

The committee also passed two amendments to its rules of procedure. One amendment shortened the time for pre-hearing discovery from 90 to 60 days. The other amendment provided that hearings may be open to the public if all parties and the panel agree. The second amendment was passed in response to a resolution by the Senate recommending that the committee take this action.

The committee also considered a proposal from the Facilitative Committee to alter the method of choosing new committee members. In response to the proposal, the committee passed the following resolution:

- (1) The Judicial Committee agrees with the proposal that the Committee on Committees select members for the Judicial Committee;
- (2) The Judicial Committee approves the proposal to solicit names from departments, subject to the following reservations:
  - (a) the departmental nominees preferably should be selected by the faculty in the departments, not by the department heads; and

- (b) the Committee on Committees should not be limited to choosing from nominees submitted by departments.

**ROGER PARK**  
Chairperson

*Accepted*

## **XVI. UNIVERSITY COMMITTEE ON EDUCATIONAL DEVELOPMENT**

### **ANNUAL REPORT**

The Committee's activities this year have been focused in two areas. The first area concerns the committee's responsibility for the Educational Development Program. In this regard, the committee set up the guidelines and deadlines for the competition to support projects in 1980-81, reviewed 113 different proposals, and has recommended to the vice president for academic affairs that 83 proposals be funded for a total amount of \$313,174. A noteworthy addition to this year's program was the reappearance of the all-University level of the Educational Development Program after several years' absence.

The second area of committee activity was the initiation of a comprehensive review of the Educational Development Program and the role of the committee in this program. The committee concluded that, after a decade of operation, there was a need to reexamine how an educational development program could function most effectively—especially under the conditions that are likely to prevail during the 1980s.

**THOMAS NOONAN**  
Chair

*Accepted*

## **XVII. SENATE COMMITTEE ON RESEARCH**

### **ANNUAL REPORT**

At a special meeting requested by President Magrath in August 1979, the Senate Committee on Research recommended several changes in the guidelines for use of indirect cost recovery funds. The committee made the recommendation that the fourth guideline, which designated that ICR funds not be used for matching funds, be eliminated. Also at that meeting the committee recommended several changes in the distribution plan for indirect cost recovery funds. Academic Affairs had proposed that all the funds be allocated on a proportional basis to those units which generate ICR funds. The committee recommended that only \$200,000 be allocated on that basis and that all additional funds be allocated on the basis of a formula that recognized annual increases in non-state funding. These recommendations were incorporated into the final guidelines.

In October 1979, at the request of the University Committee on Biennial Request and Budget Review, the Senate Committee on Research took action to support the University alternative relative to bidding procedures for all state purchases.

For several months the committee discussed the funding mechanism for unsponsored research computing. These discussions led to the committee's recommendation that, rather than offering no financial support for computer use over \$300, there be a declining scale of support from \$300 to \$1,000. It was thought that this plan would provide financial disincentive for the faculty member to be inefficient in his use of the computer but it would not impose such a severe financial penalty that would stop computer use when it is necessary to a research project.



With the help of various administrative offices, the committee is in the process of preparing a booklet describing the various research services available to faculty. This booklet, which will be printed by the Office of Research Administration, will be completed and distributed next year.

The committee endorsed the new Principal Investigator's Manual that is being produced by the Office of Research Administration and which will be distributed to the faculty in the near future.

The committee approved a new policy on principal investigator's eligibility on sponsored projects and that policy is being submitted to the Senate for action at its meeting of May 15, 1980.

**ROBERT HEXTER**  
**Chairperson**

*Accepted*

## **XVIII. QUESTIONS TO THE PRESIDENT**

**(15 minutes)**

*See Abstract of Discussion*

## **XIX. OLD BUSINESS**

*None*

## **XX. NEW BUSINESS**

**(15 minutes)**

*See Abstract of Discussion*

## **XXI. TRIBUTE TO DECEASED FACULTY MEMBERS**

**CYRIL J. HOYT**

**1905-1979**

Cyril J. Hoyt, professor emeritus, University of Minnesota, died on December 16, 1979, at the age of 74, having served as a member of the faculty of the College of Education since 1948.

Dr. Hoyt was born at Stewart, Minnesota, on November 22, 1905. He obtained his bachelor of science degree in mathematics education at the University of Minnesota in 1928. This degree was followed by an M.A. and a Ph.D. in educational psychology in 1937 and 1944, respectively, both also earned at the University of Minnesota.

His interest in the theory and practice of education had its roots in the teaching of mathematics and science in Minnesota elementary and secondary schools from 1928. While pursuing higher degrees he became intensely involved in educational research. In

1938 Dr. Hoyt was appointed a teaching assistant in the College of Education, and began work on a Ph.D. Dr. Hoyt served as an assistant professor of mathematics at Mankato Teachers' College from 1941 until 1946. In that year, he moved to the University of Chicago as a visiting assistant professor of education and remained there for two years. He came to the University of Minnesota in 1948 as associate director of the Bureau of Educational Research and as examination consultant for the Bureau of Institutional Research. Dr. Hoyt was named director of the Bureau of Educational Research in 1949. He became professor of educational psychology in 1962.

Dr. Hoyt's major research and scholarly contributions have been in the areas of educational measurement, statistics, and educational research. Of particular significance are his theoretical and applied contributions to the concept of test reliability, his publications having appeared in both education and psychology journals. In addition, he made many contributions in test theory and practice through his publications in psychology journals and in yearbooks and encyclopedias. Dr. Hoyt was a strong co-author for various educational diagnostic and developmental reading tests, as well as for tests in arithmetic and mathematics. His work on the assessment of teacher attitudes, particularly the Minnesota Teachers' Attitude Inventory, exemplified the high standards he maintained.

Dr. Hoyt was listed in *Who's Who in American Education* and in *American Men of Science*. He served as a consultant to the Minneapolis public schools, the Washington, D.C., public school system, the United States Air Force, and the United States Indian Service from 1946 to 1972. He was a member of numerous educational, statistical and educational measurement organizations, and was a Fellow of the American Association for the Advancement of Science. Perhaps unknown to many, Dr. Hoyt's excellent work continued after his retirement through his consulting activities with various research institutes.

Dr. Hoyt was a quiet man, relatively unassertive and unassuming. Yet his impact on students and faculty alike was profound. His high standards of excellence and thoroughness in educational research formed a hallmark by which graduate theses and faculty endeavors will be measured in the future. Of particular importance to those who knew him as a graduate advisor or who worked with him in the Bureau of Educational Research was his effect upon their education in research methodology. Hoyt's major teaching contributions will remain lodged with those individuals whom he introduced to careers in educational research.

Dr. Hoyt's many friends and students express a continuing appreciation for his warmth and for his total devotion to their causes and activities, often at the complete expense of his own, as well as to his quiet strength and forthrightness, and to his unbelievable devotion to personal duty. He was a true friend, a stimulating scholar, and an outstanding educator.

Dr. Hoyt is survived by his wife, Vena, and two sons, Bill and John. As surely as they will all miss him, so will his friends, colleagues, students, and neighbors.

## HELEN A. LUDWIG

1901-1979

Helen A. Ludwig, professor emeritus in the Department of Design of the College of Home Economics, died August 5, 1979, of cardiovascular failure following a stroke fifteen days earlier. She had a long association with the University of Minnesota as student, faculty member, and active retiree. In 1923 she received her B.S. degree in home economics education and in 1943 the MA degree in home economics with special emphasis in related art under the direction of Harriet Goldstein.

Most of Helen Ludwig's professional career was in education. She was a high school home economics instructor in New Ulm, Minnesota, for fourteen years. This was followed by two years as a teaching assistant in the General College while doing graduate study, a year as instructor at the University of Missouri, five years at Michigan State University, and seventeen years at the University of Minnesota until her retirement in 1969.

Many generations of University students received more than the usual academic instruction in Miss Ludwig's courses in interior design, home planning and furnishing and

other courses; they received personal counsel, practical assistance, and friendship that continued after graduation. This was particularly true in the field experiences course in retail merchandising of home furnishings which she initiated in 1953.

Helen Ludwig's influence extended to other parts of the United States as well, through teaching summer session courses and workshops at such institutions as the University of California extension service at Berkeley, UCLA, South Dakota State University, and North Dakota State University.

Miss Ludwig was also associated with retailing as an owner-operator of a dress shop in St. Paul for a brief time and as training instructor in home furnishings for department store personnel in Indianapolis for three years. Her professional and community organization memberships and contributions include ASID, Minneapolis Art Institute, Walker Art Center, Minnesota Historical Society and, most enthusiastically, the Minnesota Doll and Toy Collections Club, of which she was president. She was an avid collector of antique fashion dolls. It was this interest, together with her general interest in costume history, that led her to start a historic costume collection for the University of Minnesota. After her retirement she continued to give active support for the development of this collection which has now grown into a significant resource for study and research.

Helen Ludwig is remembered affectionately by students and colleagues at the University and by many others in the community who were fortunate enough to share her wide range of interests and her special zest for living.

## **XXII. ADJOURNMENT**

# Appendix 1

## ELECTED MEMBERS AND ALTERNATES, 1980-81

(key to unit codes follows membership lists)

### ELECTED FACULTY MEMBERS

	Unit	Term		
Adams, Russell	01	80-83	Gentry, William	16 79-82
Allen, C. Eugene	01	80-83	Gerberich, William	21 80-83
Anderson, J. Edward	21	80-83	Glenn, Allen	07 79-82
Awad, Essam	16	78-81	Glick, Wendell	31 80-83
Barber, Donald	20	78-81	Godzich, Wladslaw	14 79-82
Barber, Laird	17	79-82	Goldman, Allen	21 80-83
Beier, Frederick	03	80-83	Goldstein, Sheldon	08 79-82
Benjamin, Roger	14	79-81	Goodman, Lawrence	21 78-81
Berscheid, Ellen	14	78-81	Gore, Warren	01 78-81
Blackshear, Perry	21	79-82	Grau, Craig	31 80-83
Bloomfield, Victor	02	78-81	Graves, Richard	30 80-83
Bodley, James	16	80-83	Gremmels, James	17 78-81
Bouchard, Thomas	14	79-82	Grohs, Roy	17 78-81
Brede, Caroline	13	79-82	Grosch, Audrey	24 78-81
Brenner, Mark	01	80-83	Hage, George	14 79-82
Brothen, Thomas	10	78-81	Hansen, Helen	18 80-83
Brown, Alan	08	78-81	Hein, Andrew	11 78-81
Brown, David	16	78-81	Hendricks, Lewis	09 78-81
Buckley, Joseph	16	80-83	Hirschbach, Frank	14 79-81
Cardwell, Vernon	01	78-81	Hobbie, Russell	21 78-81
Cashman, Paul	14	80-83	Hodgkins, Emmett	04 78-81
Chambers, Clarke	14	79-81	Hoelmer, Kathryn	25 80-83
Chase, Harold	14	80-83	Holt, Robert	14 79-82
Christiansen, Larry	04	80-83	House, Peggy	07 78-81
Christenson, Richard	04	79-82	Howe, John	14 79-82
Collins, Terry	10	80-83	Hoyle, Karen	24 80-83
Conant, Jonathan	31	79-82	Humphreys, Roberta	21 79-82
Cooperman, David	14	79-82	Jesswein, Wayne	28 79-82
Cox, Victor	23	79-82	Johnson, Glenice	04 79-82
Cushing, Edward	02	80-83	Johnson, Rodney	19 80-83
Dahlstrom, Helen	16	78-81	Josal, Wendell	14 80-83
Davis, Eugenia	12	80-83	Keck, Steven	05 79-82
Davis, H. Ted	21	78-81	Keynes, Harvey	21 78-81
Davis, Margaret	02	79-82	Klaurens, Mary	07 78-81
Dempsey, Mary	16	80-83	Kleinhenz, William	21 80-83
Dunham, Stephen	13	80-83	Kline, Gerald	14 80-83
Egan, Ellen	18	78-81	Krivot, William	16 79-82
Eicher, Joanne	12	78-81	Krogstad, Blanchard	31 78-81
Eidman, Vernon	01	79-82	Kumar, K. S. P.	21 79-82
Ellefson, Paul	09	78-81	Larson, Roger	10 79-82
Epley, Richard	01	79-82	Leppi, T. John	32 80-83
Falk, Dennis	33	80-83	Levang, Lewis	31 78-81
Farmer, Edward	14	80-83	Lindsay, Malcolm	15 78-81
Fisher, Suzanne	26	80-83	Liu, Benjamin	21 80-83
Foreman, Gertrude	24	80-83	Loud, Warren	21 80-83
Fratzke, Mel	29	80-83	Lukasewycz, Omelan	32 78-81
Garetz, Floyd	16	78-81	MacEachern, Donald	07 80-83
Garner, Shirley	14	80-83	*Marshak, Marvin	21 80-81
Gauger, Ronald	30	79-82	McCollister, Robert	16 80-83

\*Alternate for George Sell, 1980-81

McCubbin, Hamilton	12	79-82	Spadaccini, Nicholas	14	80-83
*McGinnis, Barbara	17	80-81	Spector, Janet	14	78-81
Means, Lora	25	78-81	Spelsberg, Thomas	15	78-81
Merwin, Jack	07	80-83	Spencer, Robert	14	78-81
Messer, Harold	05	80-83	Stein, Marvin	21	79-82
Meyers, Susan	26	78-81	Stephanopoulos, George	21	79-82
Moller, Karlind	05	78-81	Stuthman, Deon	01	80-83
Moore, Shirley	07	79-82	Sullivan, Constance	14	78-81
Morris, Howard	01	78-81	Tamminen, Armas	29	80-83
Nelson, Stanley	25	79-82	Tenney, Barbara	05	80-83
Newman, John	23	79-82	Thompson, David	01	80-83
Olson, William	23	78-81	Thompson, Larry	31	79-82
Overmeier, James	14	80-83	Turner, John	14	80-83
Ozbun, Jimmy	01	80-83	Uhlstrom, Robert	16	79-82
Parker, John	24	79-82	Veninga, Robert	20	80-83
Purple, Richard	16	80-83	Wang, Yang	16	79-82
Rasmusson, Donald	01	79-82	Warner, William	21	78-81
Robinett, Betty	14	79-82	Watson, Dennis	16	80-83
Rose, Gordon	26	79-82	Welch, Wayne	07	78-81
Rust, Joseph	27	79-82	Weller, Milton	01	80-83
Ruth, George	23	80-83	Wertz, John	21	79-82
Sawchuk, Ronald	19	78-81	White, Donald	01	80-83
Schofield, William	16	78-81	**Wilcox, Clifford	27	80-81
Shannon, Terrie	29	78-81	Williams, C. Arthur	03	79-82
Shively, W. Phillips	14	78-81	Winchell, C. Paul	16	80-82
Simmons, Roberta	14	78-81	Wold, Finn	02	80-83
Skaggs, Richard	14	79-82	Young, Mary	07	80-83
Snoke, Martin	07	79-82	Zahareas, Anthony	14	80-83
Sorauf, Frank	14	79-82	Zaidi, Mahmood	03	78-81

\*Alternate for Merle Hirsh, 80-81.

\*\*Alternate for William Lueschen, 1980-81.

### FACULTY CONSULTATIVE COMMITTEE

	Term
Brasted, Robert	79-82
Eaton, Marcia (Chr.)	79-82
Hobbie, Russell (ex officio)	80-81
Pratt, Douglas	80-83
Quie, Paul	80-83
Schletzer, Vera	78-81
Scriven, L. E.	78-81
Spring, W. D. (UMM) (Assoc. Chr.)	78-81
Swan, Patricia	80-83
Verrill, John (UMD)	80-83
Ward, Allan (UMW)	80-81

### ELECTED FACULTY ALTERNATES

Alternates are elected for a 1-year term.

	Unit		
Anderson, Robert K.	20	Benson, Ellis	16
Atassi, M. Zouhair	15	Berger, Thomas	21
Bacig, Thomas	31	Beskos, Dimitrios	21
Banerjee, Subir	21	Blackburn, Henry	20
Banttari, Ernest	01	Blade, Timothy	12
Bartsch, Glenn	20	Block, Lester	20

Bloom, Paul	01	Kjellstrand, Carl	16
Boen, James	20	Kjelsberg, Marcus	20
Bognanno, Mario	03	Klausner, Jeffrey	23
Boylan, William	01	Kralewski, John	20
Brand, Gerhard	16	Krieger, Janet	24
Brantner, John	16	Labuza, Theodore	01
Briggs, Peter	20	Lambert, Robert	21
Bruininks, Virginia	07	Larson, Paul	26
Brutger, James	30	Leman, Allen	23
Cahill, Laurence	21	Leon, Arthur	20
Carr, Robert	21	Lindahl, Thomas	25
Chee, Cheng Khee	30	Linnell, Barbara	05
Chou, Shelley	16	Litman, Theodor	20
Clark, Shirley	07	Maclear, James	31
Cogan, John	07	Macy, Janet	01
Comella, Frank	30	Mann, Lois	26
Crookston, Kent	01	McHugh, Richard	21
Cushing, Edward	02	McKeever, Patrick	20
Dagley, Stanley	02	McKinnell, Robert	02
Davis, Margaret	02	Miller, Beverly	11
Diesch, S. L.	23	Miller, Larry	21
Dodson, Raymond	21	Morey, Vance	01
Dornblaser, Bright	20	Mullan, Louise	12
Driggs, Truman	17	Munro, William	21
Dufty, Douglas	17	Nelson, Ronald	25
Dvorak, Edward	20	Newstrand, Lois	11
Dworkin, Martin	16	Oden, Chester	07
Dykstra, Robert	07	Oelke, Ervin	01
Ellingson, Celia	24	Ollenburger, Alvin	29
Enever, Robin	19	Oppenheimer, Jack	16
Fant, Jesse	21	Phillips, Ronald	01
Fenton, Eleanor	08	Poppele, Richard	16
Fenton, Stuart	21	Prineas, Ronald	20
Fog, Peter	25	Quast, Wentworth	20
Foglesong, Hubert	05	Rabas, David	27
Fratzke, Mel	29	Read, Paul	01
Gatto, Daniel	05	Rossmann, Marilyn	07
Gershenson, Hillel	21	Rupprecht, Paul	20
Gidmark, Jill	10	Ryden, Muriel	18
Goldman, Jay	21	Schuman, Leonard	20
Grambsch, Paul	03	Schwanke, Robert	20
Greene, Velvi	20	Seljeskog, Edward	16
Guyotte, Roland	17	Seltzer, Miriam	12
Hafner, Jack	20	Severson, Arlen	32
Hamilton, David	16	Singer, Rexford	20
Hartrup, Willard	07	Smith, Ralph	27
Hatten, John	29	Stanley, Shirley	24
Hogenkamp, Henricus	16	Stauffer, Lee	20
Holister, C. David	33	Stebbing, James	20
Hunter, Alan	01	Straub, Conrad	20
Johnson, Allen	10	Stromberg, Bert	23
Johnson, Arthur	32	Tagatz, George	16
Johnson, Eugene	20	Taylor, Henry	20
Johnson, Joann	29	ten Bensel, Robert	20
Jones, Thomas	21	Thoen, Gail	10
Jopke, Walter	20	Tobian, Louis	16
Kelly, John T.	16	Van Dyke, Russell	15
Kincannon, James	20	Vernier, Robert	16

Vesley, Donald	20	Welsch, Delane	01
Walker, Arnold	08	Westerman, John	20
Walser, Mary	23	Wickesberg, Albert	03
Wang, Richard	24	Williams, Howard	07
Warner, Raymond	21	Wirt, Robert	20
Warnes, Dennis	27	Wollan, Ralph	20
Weckwerth, Vernon	20	Wright, Herbert	21
Weinberg, Richard	07	Yardley, Donald	21

The following units define their pools of alternates as any faculty member from within their units eligible to vote for senators:

Business and Economics (UMD)	Law
Crookston	Liberal Arts
Dentistry	Public Health
Fine Arts (UMD)	Social Development (UMD)
Forestry	

### ELECTED STUDENT MEMBERS—as of June 1, 1980

Students are elected for a 1-year term.

	Unit		
Adams, Ken	21	McCurdy, Sheryl	14
Aho, William	30	Meyer, Katherine	14
Bailey, Randy	21	Moore, Virginia	10
Bjork, Heathy	14	Muellerleile, Michael	10
Born, Tim	21	Olive, Tom	13
Brecht, Nancy	12	Olsen, Kristen	14
Carlson, Steve	14	Pederson, Jeffrey	31
Chaplin, Michele	08	Peterson, Constance	11
Chapman, Tim	04	Plunkett, Jim	14
Davis, Janine	14	Prohofsky, Diane	14
Duerr, Jennifer	31	Rejman, Ron	03
Durham, David	28	Rogers, Renae	31
Emerson-Nelson, Diane	08	Roschen, Layne	17
Fort, Peggy	08	Ruminski, Paulette	07
Fox, Alan	21	Sanders, Paula	08
Hauser, Steve	14	Sanvik, Rick	14
Henly, Russell	09	Schultz, Scott	14
Hosch, Lark	08	Snyder, John	21
Johnson, JoAnn	08	Solinger, Jayne	17
Kraft, Marla	08	Swearingen, Denise	14
Krueger, Elise	14	Tyler, Charles	08
Larsen, Mary	14	Wilhelm, Teresa	14
Larson, Kathleen	10	Wiseman, Kit	03
Lokich, Marjorie	14	Ziebell, Rodney	01
Lorenz, Gail	11	Zilz, Nathan	02
Marsnik, Susan	14		
Mayer, Robert	11	Additional student senators to be named.	

### STUDENT CONSULTATIVE COMMITTEE

Arkan, Orhan	Pribyl, Sue
Bates, Julie	Sellgren, Julie (UMD)
Nord, Judy	Thorpe, Bruce

1 Morris and 1 Crookston student to be named

## ELECTED STUDENT ALTERNATES

Alternates are elected for a 1-year term.

	Unit		
Cutting, Timothy	08	Jagerson, David	08
Dettmann, Ronald	08	Lenander, D. David	08
Earley, James	08	Masterson, Wayne	17
Harrington, Cecilia	08	Muttuswamy, Sivaloganathan	08
Hart, Kenneth	17	Nwaneri, Angela	08

Crookston student alternates to be named.

Waseca student alternates to be named.

Any Twin Cities or Duluth campus student eligible to vote for senators may serve as a student alternate member of the Senate.

## UNIVERSITY SENATE UNIT CODES

Agriculture .....	.01	Pharmacy .....	.19
Biological Sciences .....	.02	Public Health .....	.20
Business .....	.03	Technology, Institute of .....	.21
Crookston .....	.04	University College .....	.22
Dentistry .....	.05	Veterinary Medicine .....	.23
Education .....	.07	Twin Cities Campus Libraries .....	.24
Continuing Education and Extension .....	.08	Waseca .....	.25
Forestry .....	.09	Minnesota Agricultural Extension Service .....	.26
General College .....	.10	Minnesota Agricultural Experiment Station .....	.27
Graduate School .....	.11	Business and Economics (UMD) ...	.28
Home Economics .....	.12	Education (UMD) .....	.29
Law .....	.13	Fine Arts (UMD) .....	.30
Liberal Arts .....	.14	Letters and Science (UMD) .....	.31
Mayo .....	.15	Medicine (UMD) .....	.32
Medical School .....	.16	Social Development (UMD) .....	.33
Morris .....	.17		
Nursing .....	.18		



## Appendix 2

### ATTENDANCE OF MEMBERS

1979-80

The University Senate met five times during 1979-80.

FACULTY	Attended	Notified of Nonattendance or Alternate Attended
Adams, Carl	3	2
Adams, Russell	5	0
Anderson, J. Edward	4	0
Anderson, Robert	2	3
Andrews, William	5	0
Awad, Essam	2	2
Baizerman, Michael	2	1
Bakdash, M. Bashar	1	2
Bales, Kent	4	0
Barber, Donald	1	2
Barber, Laird	4	1
Beck, Robert	2	2
Benjamin, Roger	3	1
Berscheid, Ellen	2	2
Blackshear, Perry	3	2
Bloedel, James	4	1
Bloomfield, Victor	3	1
Boman, Thomas	4	1
Borich, Patrick	3	2
Bouchard, Thomas	2	1
Boyce, William	5	0
Brede, Caroline	5	0
Brothen, Thomas	5	0
Brown, Alan	5	0
Brown, David M.	1	2
Cardwell, Vernon	5	0
Carter, Roy	5	0
Cavert, Mead	4	1
Chambers, Clarke	3	1
Christenson, Dick	4	0
Clark, John P.	3	1
Clayton, Thomas	4	1
Conant, Jonathan	3	1
Cooper, Laura	4	1
Cooperman, David	4	1
Corcoran, Mary	4	1
Cox, Victor	1	1
Crookston, Kent (appointed 1/80)	3	0
Dahlstrom, Helen	4	0
Darby, David	4	0
Davis, H. Ted	1	0
Desborough, Sharon	5	0
Drage, Charles	1	1
Egan, Ellen	4	1
Egertson, Kenneth	3	1

Eicher, Joanne	3	2
Eidman, Vernon	5	0
Ellefson, Paul	3	1
Epley, Richard	5	0
Freier, Phyllis	3	1
Frenkel, Albert	4	0
Garetz, Floyd	3	1
Gatewood, Lael	4	0
Gauger, Ronald	4	0
Gentry, William	4	1
Glenn, Allen	1	3
Godzich, Wladslaw	4	1
Goldstein, Sheldon	4	0
Goodman, Lawrence	5	0
Gore, Warren	4	1
Grambsch, Paul	3	1
Gremmels, James	5	0
Grohs, Roy	4	1
Grosch, Audrey	4	1
Hage, George	5	0
Ham, George	3	1
Hanley, Mary	3	1
Hansen, Evelyn	5	0
Hansen, L. Sunny	1	3
Hein, Andrew	3	2
Hendricks, Lewis	5	0
Herman, William	4	0
Hirschbach, Frank	4	0
Hirsh, Merle	5	0
Hobbie, Russell	5	0
Hodgins, Emmett	2	2
Holt, Robert	4	0
House, Peggy	3	2
Howe, John	5	0
Humphreys, Roberta	4	1
Huntley, Tom	3	0
Hurwicz, Leonid	3	2
Isbin, Herbert	4	1
Jesswein, Wayne	3	2
Johnson, Glenice	3	1
Kahn, Donald	5	0
Keck, Steven	4	0
Kelly, Richard	4	0
Keynes, Harvey	4	0
Klaurens, Mary	4	1
Krivot, William	0	2
Krogstad, Blanchard	2	3
Kumar, K. S. P.	1	3
Larson, Roger	3	2
Levang, Lewis	3	1
Lindsay, Malcolm	5	0
Lueschen, William	3	1
Lukasewycz, Omelan	3	1
Mansfield, Elaine	5	0
McCubbin, Hamilton	1	3
Means, Lora	3	0
Meyers, Susan	5	0
Miller, Daniel	2	0

Moller, Karlind	3	2
Mooney, Harold	4	0
Moore, Shirley	4	0
Morris, Howard	4	1
Moulton, Robert	3	1
Murphy, Paul	5	0
Nelson, Stanley	5	0
Newman, John	4	0
Olson, William	2	1
Pandey, Rama	3	2
Parker, John	4	1
Pearsall, Thomas	4	1
Peterson, William	5	0
Prager, Stephen	5	0
Pratt, Douglas	4	1
Prince, James	5	0
Quie, Paul	3	1
Rasmussen, Donald	3	2
Rose, Gordon	3	1
Roufs, Timothy	1	3
Rust, Joseph	3	0
Sawchuk, Ronald	4	1
Schofield, William	4	1
Shannon, Terrie	4	0
Shively, W. Phillips	5	0
Simmons, Roberta	1	3
Skaggs, Richard	5	0
Snoke, Martin	4	0
Sorauf, Frank	5	0
Spector, Janet	3	1
Spelsberg, Thomas	2	3
Spencer, Robert	4	0
Stein, Marvin	1	1
Stephanopoulos, George	3	0
Sullivan, Constance	4	0
Sutton, Everett	4	0
Tamminen, Armas	4	0
Tellegen, Auke	3	1
Thompson, Larry	3	2
Ulstrom, Robert	2	2
Walker, Paul	2	3
Wallace, John	3	0
Wang, Yang	4	0
Ward, Gilbert	4	1
Ward, Jean	4	1
Warner, William	5	0
Welch, Wayne	5	0
Weller, Milton	4	1
Wertz, John	5	0
Wharton, Keith	3	2
Williams, C. Arthur	4	1
Zimmerman, William	2	2

## CONSULTATIVE COMMITTEE

Blake, George	4	1
Brasted, Robert	5	0
Eaton, Marcia	5	0
Glick, Wendell	4	0
Hobbie, Russell	5	0
Melsa, Cleon	1	0
Morrison, Fred	3	2
Purple, Richard, Chr.	5	0
Schletzer, Vera	5	0
Scriven, L. E.	4	0
Spring, W. D.	5	0

## STUDENTS

Allen, Tracy	1	2
Anderson, Beverly (resigned 12/79)	0	0
Arkan, Orhan (appointed 5/80)	1	0
Bates, Julie	5	0
Berg, Colin (terminated 1/80)	0	0
Berman, Mark	4	0
Bevard, Lise (terminated 1/80)	0	0
Brown, Alan (terminated 1/80)	0	0
Brown, Cheryll	5	0
Bugbee, John	3	0
Burshtein, Howard (appointed 2/80)	2	1
Carlson, Paul	3	1
Casey, Mark (appointed 5/80)	0	0
Claessens, John (terminated 1/80)	0	0
Coleman, Brendan (terminated 1/80)	0	0
Collins-Repke, Michele (appointed 5/80)	1	0
Cromer, John	3	1
Drake, Charles	4	0
Enrooth, Richard (appointed 2/80)	1	0
Erickson, Kathy	4	0
Foster, Mark (appointed 3/80)	0	0
Grey, Teri	4	0
Hanson, Richard	3	0
Harkcom, Don (appointed 1/80-resigned 5/80)	1	0
Hartman, Grant	3	0
Hellier, Edward (appointed 12/79)	1	0
Harty, Timothy (resigned 12/79)	0	0
Hernandez, Juan (terminated 4/80)	0	1
Hess, Greg	1	2
Hollinger, Lynda (resigned 1/80)	1	0
Hosch, Lark	5	0
Hovelson, Robert (appointed 1/80)	1	0
Jurgens, Wayne	3	1
Kaiser, Margaret (terminated 3/80)	1	0
Kanter, Claudia (appointed 3/80)	0	0
Keller, Liz (resigned 3/80)	1	0
Kottke, Richard	5	0
Kreuzer, Kim	2	0
Krueger, Elise	4	0
Kvam, Caroline (appointed 1/80-terminated 4/80)	0	0
Linden, Rick (terminated 3/80)	1	0
Mashak, Don (appointed 1/80)	2	0
McCurely, Sheryl (appointed 5/80)	0	0

McGinley, Sheila	1	1
McGowan, Perry	3	0
McGreevey, Karen	2	0
Meyer, Bruce (terminated 1/80)	0	0
Mollenhoff, Lori (resigned 2/80)	1	0
Nord, Judy	5	0
Nystrom, Carlye (resigned 4/80)	0	2
Ott, Lesley (appointed 12/79)	0	0
Peterson, David C. (resigned 1/80)	2	0
Peterson, Gary G. (resigned 1/80)	0	1
Peterson, Polly	0	3
Plunkett, James	2	0
Reiva, Greg	3	0
Rogers, Renae	4	0
Ruminski, Paulette (appointed 1/80-terminated 4/80)	0	0
Schwartz, Lori	2	0
Seeley, Krishna	1	2
Selgren, Julie	2	1
Senstad, Al (resigned 3/80)	2	0
Snyder, John	5	0
Theisen, Cindy	2	1
Thomas, Dianne (resigned 5/80)	0	1
Thorpe, Bruce (appointed 3/80)	2	0
Urbanski, John	2	0
Vagnini-Ferrari, Marilyn (terminated 1/80)	0	0
Viere, Robert	4	0
Will, Tom	4	0
Wsiman, Kit (appointed 5/80)	1	0

### **CONSULTATIVE COMMITTEE**

Carlson, Scott	4	0
Carlson, Steve (suspended 12/79-6/80)	2	0
Cooke, Dick (suspended 12/79-4/80)	2	0
Davis, Mark	4	0
Gelbmann, James	3	0
Kottke, Richard	5	0
Pribyl, Sue	5	0
Weis, John	5	0
Werner, Brad (resigned)	1	1

## Appendix 3

### ABSTRACT OF DISCUSSION

The University Senate was called to order at 3:15 p.m. in Room 25 Law Building, Minneapolis campus, by President C. Peter Magrath. Coordinate campuses were linked by telephone. Memberships on Senate and University Committees for next year were approved.

*Senate Reorganization*—W. Donald Spring, professor of English, Morris, and chairperson of the Subcommittee on Senate Reorganization, presented a motion that the Senate adopt in principle 26 recommendations. He claimed the plan would strengthen the Senate through a better coordinated committee system, a closer relationship between the Senate and its committees, and improve consultation between the Senate, its committees, and the central administration. Modifications in the constitution, bylaws, and handbook would be needed, he pointed out, and every recommendation for change would be brought to the Senate for action. A principal feature would be the overlap of Senate members serving on committees, the required proportion being about 28 percent. He called it an "interrelated" document, noting that any change in the present outline would probably affect other sections.

John Wertz, professor of chemistry, was concerned about the latitude offered the president in appointing academic system committee members. He said past experience had indicated that in at least one instance it had not been a wise move. Mr. Spring said the committees affected were largely operational in nature, and that he was not aware of any other cases where there had been problems. Carl Adams, professor of management science, said it seemed that the sections on the two committees that would replace the Senate Committee on Resources and Planning were ambiguous as to responsibilities, and he asked whether they would be advisory to the Consultative Committee. Mr. Spring indicated that an earlier section (17) described their relationship to other committees and to the Consultative Committee, through which it would report to the Senate. The vote was then taken and, in what the president termed a "first," Mr. Spring was credited with winning a unanimous vote of approval and a round of applause.

*Outreach Report*—Evelyn Hansen, associate professor of arts, communication and philosophy, and Educational Policy Committee member, moved that the Senate take up the recommendation of the Outreach Report that overload instruction be incorporated into the regular workload of the faculty next year following completion of a study to determine the impact of such a move. Because there had not been staff available in the academic affairs office to conduct the study which the Senate had asked for during the year, it appeared that the study would not be completed before fall. She added that a pilot study was being made now and that in the fall 15 to 20 departments would be studied. Her motion was then approved.

*Principal Investigator Eligibility on Sponsored Projects*—Robert Holt, professor of political science and Research Committee member, presented a revised policy with respect to principal investigator eligibility on sponsored projects. The 1974 policy, he said, had recognized the rights of nonregular faculty members to serve as principal investigators but its procedural requirements had proved cumbersome. The new policy would simplify the procedure, while recognizing the legitimate rights of those faculty members and at the same time would protect the University. The policy was then approved.

*Departmental Governance*—Josef Altholz, professor of history and chairperson of the Business and Rules Committee, introduced a motion that in response to a Senate referral to his committee of a proposal by Leonid Hurwicz, Regents' professor of economics, for a secret ballot referendum in each department to determine the faculty's preference as to a head or chair system. His committee rewrote the motion to specify a broader issue, i.e., preference as to structure of department governance and questions as to the desirability of making changes in the way heads are appointed and other aspects of decision-making. He called it a test of Senate interest in democratic or autocratic systems for departments. Business and Rules was divided on whether the Senate should get into the

governance of departments, he said, but the majority favored providing the opportunity for faculty members to express their views. Asked what the distinction was between headship and chairmanship, Mr. Altholz said chairmen were usually, though not always, considered more democratic—a first among equals. When the president asked whether he meant that the distinction was not very meaningful, Mr. Altholz suggested that there might be degrees of meaningfulness. Phillips Shively, professor of political science, maintained that a questionnaire would be a great nuisance for the faculty and for the academic affairs office, which would administer the survey, and called it an over-reaction to a few instances of dissatisfaction. On the other hand, David Cooperman, professor of sociology, thought that it would not overburden the academic affairs office, and he proposed a friendly amendment that the aggregate results of the survey be communicated to the Senate within a reasonable amount of time after completion, a motion which was approved. Frank Sorauf, professor of political science, contending that the proposal was a haphazard way to go about making a change, pointed out that dissatisfied departments and colleges could rewrite their constitutions. Lael Gatewood, associate professor of lab medicine and pathology, took the view that surveys by department were very difficult to produce because of the wide variety of structures. Mr. Altholz suggested that the items involved in decision-making listed in the motion could be framed into questions to determine whether faculty members were satisfied with procedures in their units. Because Mr. Hurwicz was not present, Mr. Holt passed on to the Senate his concern for the amount of discretionary judgment exercised by departments and the extent of restrictions placed on departments by central administration. The motion was then defeated 81 to 61.

*Nestle Boycott*—Richard Purple, professor of physiology and chairperson of the Consultative Committee, in what he called one of the committee's rare instances of disagreement with the president, turned to Laura Cooper, associate professor of law and Social Concerns Committee member, who spoke to the matter of the president's recent response to the Senate's call for a boycott of Nestle products: the president had indicated that he would not recommend the boycott to the Regents. The Senate had recommended the action because of Nestle's policy of merchandizing infant formula in regions where it could be harmful to children. Ms. Cooper said her committee was dissatisfied with the president's response, that it had given serious attention to the issue, had worked within the governance structure, and should have been given reasons for his disapproving the recommended action. President Magrath apologized for not giving his reasons, though he said he did send a response to the Consultative Committee. Ms. Cooper said her committee had seen the response but would appreciate a fuller discussion, which the president said he would be happy to provide.

*Faculty Retirement Plan*—Marvin Marshak, associate professor of physics, asked for a statement about faculty concerns expressed during the recently held hearings in connection with proposed revisions in the faculty retirement plan. George Sell, professor of mathematics and member of the Faculty Affairs Committee, said the committee would be discussing the hearings at its meeting the following week, and he emphasized that the committee had not yet taken a position. He called it a complicated, ongoing item for discussion and assured the Senate that a decision would not be made in haste.

*Governor's Request*—Jim Clark, student, noted that the Faculty Affairs Committee had asked the president to resist making a 90 percent "contingency" budget for the University as requested by the governor. He asked what had happened and whether there was some other way to respond creatively with respect to faculty welfare. President Magrath said it was a matter appropriate for the Biennial Request and Budget Review Committee (UCBRBR) and that a response in some way had to be made. He said the University could not operate at 90 percent, that the consequences would be extraordinarily serious, and that there would be dialogue with UCBRR and the Faculty Affairs Committee. Fred Morrison, professor of law and chairperson of UCBRR, added that the matter was still up in the air and his committee would be following it.

*Sex Discrimination Case*—Mr. Wertz having submitted a question to the president about his failure to inform the Senate at its last meeting of the outcome of a recent case involving charges of sex discrimination by a former University faculty member, the presi-

dent informed him that, while it was a matter that affected the University in a very serious way, there had been nothing that he could bring to the Senate in a public statement at that time about the consent decree, which was still being negotiated, he said, and he had not been allowed to release information. On April 11 in a nonpublic session the Regents had approved the decree, but the other side had not agreed until the day after the Senate meeting, and one week later the judge granted conditional approval, he explained. He then called attention to an open meeting schedule for May 19 at which appropriate people from the University and the attorney who represented the University would have a question and answer session to clarify the results of the decision.

*Minnesota Daily Fee*—Mr. Purple called attention to action by the Twin Cities Campus Assembly at its last meeting, when by a vote of 99 to 7 it approved a resolution that the Minnesota Daily continue to be included in the mandatory student services fee and that no refund be given. Shortly thereafter the president had recommended to the Regents that it become a refundable item. Mr. Purple asked the president to explain the process by which he arrived at his decision and to comment on the academic freedom aspects of the issue. The president defended his position by going back to events following a controversial edition of the Daily in the summer of last year. At that time, he said, he had stated publicly that that particular issue, which had become of external concern, was not a matter to be resolved by the legislature, and he had opposed the severing of the Daily from the University through the cut-off of subsidies. He noted that all Big Ten universities and many other large institutions did not have the mandatory fee for the student paper. With respect to current concern that he was bowing to political pressure, he said he had never taken the position that the mandatory fee should never be changed. He said he had hoped that some other options on refunding would have been proposed, and thus had not stated his position publicly until early April. He said he might have made a mistake in not reaching a position earlier but was concerned that an early decision during the legislative session and before the appropriate University committees had convened would be misunderstood, and there would be accusations that he was "playing to the gallery." He said he shared the Senate's concern with regard to the University's need to transact its affairs internally, and concluded with the statement that disagreement was healthy and he had no fear about the status of academic freedom at the University.

*Consultative Process*—Mr. Clark expressed apprehension about the effectiveness of the consultative process at the University in light of the response to two of the agenda items at the meeting. He said that one of the duties of the administration was to convey to the Senate its reasons for taking actions in matters that were of concern to the Senate. He observed that the Daily had quoted Robert Gorlin, Regents' professor of oral pathology, as saying that the president had indicated that there was a difference between a professor taking a strong political stand and the Daily taking a strong political stand, and he asked at what point a professor would have the right to make political statements without fear of retribution. The president responded that the Daily story did not quote his complete comment and was taken out of context, that of course faculty members and students were free to express political views.

The meeting adjourned at 4:40 p.m.

**MARILEE WARD**  
**Abstractor**