

**UNIVERSITY OF MINNESOTA**

**UNIVERSITY SENATE MINUTES**

**December 4, 1980**

The first meeting of the University Senate for the year 1980-81 was convened in Nicholson Hall auditorium, Minneapolis campus, on Thursday, December 4, 1980, at 3:30 p.m. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 133 voting members of the faculty, 44 voting members of the student body, 4 members of the Council of Academic Officers, and 27 nonmembers.

President C. Peter Magrath called the meeting to order and delivered a statement on his reasons for yielding to the vice chair, Russell Hobbie (see abstract).

**I. MINUTES FOR APRIL 17 and MAY 15**

**Action (5 minutes)**

*Approved*

**II. OFFICERS OF THE SENATE**

**Action (5 minutes)**

The chairman of the University Senate has designated the following as officers for 1980-81:

Parliamentarian—James E. Connolly  
Abstractor and Clerk—Marilee Ward

*Approved*

**III. SCHEDULED MEETINGS DURING 1980-81**

**Information**

UNIVERSITY SENATE: December 4, February 19, April 16, and May 14. All but the December 4 meeting will be held in 25 Law Building, West Bank, Minneapolis campus.

*Accepted*

**IV. SENATE AND UNIVERSITY COMMITTEES, 1980-81**

**Action (5 minutes)**

Committee members not included in May 15, 1980, Senate Minutes:

SENATE COMMITTEE ON ACADEMIC STANDING & RELATIONS Faculty: Dorothy Goss. Students: Dave Durham (UMD), James Fink, 3 to be named.

UNIVERSITY COMMITTEE ON ALL-UNIVERSITY HONORS Faculty: Gayle Yates. Students: Larry Brandts, Martha Hobbs, Tuan Phuoc Tran. Alumni: John Mooty, Diana Murphy, George Pennock, Alan Ruvelson, Wallace Salovich.

UNIVERSITY COMMITTEE ON BUSINESS AND RULES Faculty: 1 to be named. Students: Ron Reiman, Kit Wiseman, Dan Borndal (UMD), 1 to be named.

SENATE COMMITTEE ON EDUCATIONAL POLICY Faculty: Carol Carrier, John Gander, James Gremmels. Students: William Aho (UMD), Fritz Herrmann, Marjorie Lokich, Constance Peterson, 1 to be named.

COUNCIL ON LIBERAL EDUCATION Faculty: Tom Benson, Daniel Bryan, Forrest Harris, Ash Hawk (UMD), James Joichi, James Mackey, Lawrence Merriam, Robert Owens (UMD), Roger Page, Robert Pepin, William Ranz, Betty Robinett (ex officio), Palmer Rogers, Peter Rosko, Richard Skaggs, Mariah Snyder, Arthur Walzer, James Werntz (Chr.), Veronica Wood (UMM). Students: Patrick Moore (UMM), Elizabeth Morgeson, Kathryn Murphy, Kristen Olsen, John Paulson.

UNIVERSITY COMMITTEE ON EXTENSION & COMMUNITY PROGRAMS Faculty: Wanda Olson, Elaine Schwarz (UMW). Students: 5 to be named. Alumni: Linus Tumbleson.

UNIVERSITY COMMITTEE ON SUMMER SESSIONS Faculty: Sheila McNally. Students: Richard Hanson, Tom Olive, 3 to be named.

UNIVERSITY COMMITTEE ON EDUCATIONAL DEVELOPMENT Faculty: Michael Till, Ileana Rodriguez, 1 to be named. Students: Kirk Hodgdon, Theresa Wilhelm, 3 to be named.

UNIVERSITY COMMITTEE ON UNIVERSITY-ROTC RELATIONSHIPS Faculty: Phil Bomersheim (ex officio). Students: Debbie Johnson, John Paulson, Jeff Pederson (UMD), James Slagle.

UNIVERSITY COMMITTEE ON INTERNATIONAL EDUCATION Faculty: Changhee Chae (UMM), Albert Tezla (UMD). Students: Craig Van Grastek, Lori Hillesland, Katherine Meyer, Anne Susag.

UNIVERSITY COLLEGE ASSEMBLY Faculty: Wilbert Ahern (UMM), Benjamin Bayman, Glen Berryman, Joseph Gallian (UMD), Roger T. Johnson (Chr.), Ruth Jones, John Malmberg, Robert Rathburn, Michael Root, Edwin Stueben, Gloria Williams, Albert Yonas. Student: Joe Tesar.

SENATE COMMITTEE ON FACULTY AFFAIRS Faculty: Homer Mantis (1-year replacement for George Sell), Ralph Miller (ex officio). Graduate assistant: 1 to be named.

UNIVERSITY COMMITTEE ON TENURE Students: Sivaloganathan Muttuswamy, Scott Schultz.

UNIVERSITY COMMITTEE ON ACADEMIC FREEDOM AND RESPONSIBILITY Faculty: Stephen Scallen, Miriam Seltzer. Students: Colleen Kelley, Marjorie Lokich, 2 to be named. Civil Service: Elizabeth Grundner, Lester Metz.

SENATE JUDICIAL COMMITTEE Faculty: Homa Amir-Fazli, Jean Congdon, Russell Hamilton, Kim Munholland, Roger Park, Richard Poppele, Cecil Waddington. Additional members to be named.

SENATE LIBRARY COMMITTEE Faculty: William Andrews (UMW) (ex officio), Walter Fluegel (UMD), Russell DuBois (UMM) (ex officio), Harold Opgrand (UMC) (ex officio), Donald Pearce (UMD) (ex officio), Kathleen Price (ex officio), Peter Roll (ex officio). Students: Jennifer Duerr (UMD), David Lenander, Paulette Ruminski, Donna Schlagheck, Wendy Lee Treadwell, Lanny Westphal, 2 to be named.

SENATE COMMITTEE ON RESEARCH Faculty: Stanley Kegler (ex officio), Patrice Morrow. Students: David Ballman, Rosalind Horowitz, Robert Mayer.

UNIVERSITY COMMITTEE ON THE USE OF HUMAN SUBJECTS IN RESEARCH Membership to be reported in winter quarter Senate minutes.

UNIVERSITY COMMITTEE ON ANIMAL CARE Faculty: Padmakar Dixit, Ernest Kemble (UMM), Toni Mariani. Student: Paige Johnson.

SENATE COMMITTEE ON RESOURCES AND PLANNING Faculty: Bernadine Feldman, Richard Ilkka (UMM). Students: Gail Lorenz, Jim Plunkett, Renae Rogers (UMD), John Snyder, 1 to be named.

SENATE COMMITTEE ON SOCIAL CONCERNS Faculty: Ellen Betz, Nina Etkin. Students: Heather Bjork, Dan Borndal (UMD), Tod Jon Fogelberg, Russell Henly, John Latz, Jerome Lund, Sheryl McCurdy. Alumni: Betty Clapp, Pamela Nichols, Penny Winton. Civil Service: Maureen Mason, Judith Paulson, Patricia Williamson.

**INFORMATION:**

SENATE CONSULTATIVE COMMITTEE Students: Orhan Arkan, Julie Bates, Bryon Jamison (UMM), Judy Nord, Sue Pribyl (student chair), Dennis Sargeant (UMC), Julie Sellgren (UMD), Bruce Thorpe.

SENATE COMMITTEE ON COMMITTEES Students: Nancy Brecht, Mary Larsen (student chair), Jeff Pederson (UMD), Kristine Stelmachers, UMM member to be elected.

UNIVERSITY COMMITTEE ON BIENNIAL REQUEST AND BUDGET REVIEW Faculty: Robert Evans (UMD), Robert Hexter (Research), Walter H. Johnson (at large), Robert Lambert/Harvey Sarles (SCRAP), Stanford Lehmborg (SCEP), Jack Merwin (at large), Patricia Swan (Chr.) (SCC), C. Arthur Williams (SCFA). Students: David Ballman (Research), Fritz Herrmann (SCEP), Gail Lorenz/John Snyder (SCRAP), Bruce Thorpe (SCC).

*Approved*

**V. UNIVERSITY COMMITTEE ON BUSINESS & RULES**  
**UMD SENATE PARTICIPATION**  
**(15 minutes)**

**MOTION:**

WHEREAS the Board of Regents has suspended some Duluth faculty members from the University Senate and its committees; and

WHEREAS the collective bargaining negotiations may take many months; and

WHEREAS the All-University Senate believes it essential to establish an interim procedure to allow the Senate to continue to act as a body while these negotiations are going on; and

WHEREAS the President has administratively reinstated the faculty on some Senate committees;

THEREFORE BE IT RESOLVED, that the All-University Senate invites and encourages its nonmedical faculty colleagues from the Duluth campus to participate in the deliberations of the Senate and its committees until a collective bargaining agreement has been reached by the University administration and the Duluth faculty.

BE IT FURTHER RESOLVED that the Senate requests the President to restore the Duluth faculty's voting power in the Senate and on all its committees by administrative order until the collective bargaining agreement has been reached.

**CONSTANCE A. SULLIVAN, Chr.**  
**University Committee on Business & Rules**

**MARCIA EATON, Chr.**  
**Senate Consultative Committee**

*A motion to table was defeated. The first resolution was approved; the second, defeated.*

November 26, 1980

Dear Members of the University Community:

Because many questions and concerns have been stated concerning the Regents' recent action with regard to the participation of UMD faculty in the UMD Campus Assembly and the University Senate, it is, I believe, desirable for me to communicate certain facts and considerations on this matter to all members of the University community. To assure maximum opportunity for all to be aware of these factors and views, I am writing through the various campus newspapers of the University of Minnesota.

Let me, first, indicate precisely what the Regents did. The Board, upon my recommendation and that of the Vice Presidents, and specifically the Vice President for Administration and Planning, Nils Hasselmo, who supervises faculty collective bargaining issues, and the attorney retained by the University to assist us in these complex legal questions, suspended participation in the All-University Senate and its committees by faculty from the University of Minnesota-Duluth, who are now covered by collective bargaining. Similarly, the Regents suspended the UMD Campus Assembly Constitution and the constitutions of UMD's various schools pending the outcome of negotiations for a contract between the agent selected by the University of Minnesota Duluth faculty, the University of Minnesota Duluth Education Association (UMDEA), and the Regents.

It should be noted that the University Senate and the entire governance structure of the University of Minnesota flows from authority specifically delegated by the Board of Regents to the faculty (and, in effect, the students) of the University of Minnesota as stated in Article I of the University Senate Constitution: "Consistent with actions and policies of the Regents of the University of Minnesota, all matters relating to the education and administrative affairs of the University are herein committed to the President, the University Senate, and the several faculties." The Regents' Resolution further authorized me to reinstate on an interim basis such mechanisms of faculty governance as are required for the proper functioning of UMD and, in effect, the University, while not relinquishing the managerial rights conferred upon the Regents by the University's constitutional charter and by law.

Why, it is being asked, did the Regents undertake this action? Was it necessary, what does it really mean? The Public Employment Labor Relations Act (PELRA) requires the employer to meet *only* with the union to negotiate "terms and conditions of employment" as these are defined in PELRA. On all other aspects of the employment relationship, PELRA also requires the employer to "meet and confer" *only* with the union. Furthermore, under PELRA it is illegal for the employer to "meet and negotiate or meet and confer with any employee or group of employees who are at the time" members of the bargaining unit. Clearly, organizations such as the University Senate, Campus Assemblies, and constituent bodies of academic units are "groups of employees" with whom the administration is prohibited from communicating on any subject concerning the employment relationship.

PELRA is a complex law with many requirements and legal prohibitions as well as guarantees that are addressed both to what it terms "employers" and "employees." The rights, responsibilities, obligations, and prohibitions contained within the PELRA law are, understandably, not yet fully appreciated or recognized by all of us whether we are faculty, students, deans, or central administrators of the University. For instance, PELRA's definition of "unfair practices," which is applied both to employees and employers, has been interpreted by the relevant authorities as prohibiting me as President of the University from expressing any view, pro or con, on the merit of faculty collective bargaining. Neither I, nor the University Vice Presidents nor Deans, are allowed to express any substantive views on collective bargaining in discussions with faculty colleagues.

The awkward problem faced by the Regents and all of us is that the traditional and established University governance processes, which rely very heavily on the University Senate, the Campus Assemblies, and college and school constitutions are based, not only on traditions and usages that have evolved over the years, but on some very specific delegations of responsibility and managerial authority by the Board of Regents (who are "the employers" under PELRA) to the faculties of the University. This pattern of collegial and shared governance is clearly different and distinct from the patterns and procedures inherent in collective bargaining as even a casual reading of Minnesota's PELRA law indicates.

These points, perhaps, can be best emphasized by referring specifically to the PELRA Law. Among other things, the law establishes "special rights, responsibilities, procedures and limitations regarding public employment relationships which will provide for the protection of the rights of the public employee, the public employer, and the public at large." The law provides that, once employees have chosen to have their rights and interests protected through the collective bargaining process, their mode of representation will be through what is termed an "exclusive representative." It is further explicitly clear that the employer must bargain in good faith for a contract with the exclusive representative. It also states that the administration or managers may not bargain or deal with any other employees on the matters covered by PELRA and collective bargaining except *through* the "exclusive representative"—which now, of course, for UMD faculty is to be the University of Minnesota Duluth Education Association. This requirement covers all "terms and conditions of employment," which means the hours of employment, the compensation including fringe benefits (but not retirement contributions or benefits), and the employer's personnel policies—which at the University of Minnesota clearly means the entire range of faculty promotion and tenure systems as well as grievance procedures.

On the other side, PELRA explicitly recognizes rights and obligations of employers, stating in the opening section under this point that "a public employer is not required to meet and negotiate on matters of inherent managerial policy, which include, but are not limited to, such areas of discretion or policy as the functions and programs of the employer, its overall budget, utilization of technology, the organizational structure and selection and direction and number of personnel." But, the employer "has the obligation to meet and confer with professional employees to discuss policies and those matters relating to their employment not included under terms and conditions of employment." The employer, however, "shall not meet and negotiate or meet and confer with any employee or group of employees who are at the time designated as a member or part of an appropriate employee unit *except through the exclusive representative if one is certified for that unit*" (emphasis added).

If this seems technical and complicated, it assuredly is. It is a new and uncharted territory for many of us in universities, but clearly with good faith and understanding on all sides it can work. It is a different system for governance and management both for faculty and for University administrators than that which has traditionally characterized the University of Minnesota. The situation is further complicated by the fact that only a portion of the faculty have exercised their right and option to be represented through an exclusive bargaining agent, while the rest of the faculty are under the traditional governance policies and practices established by the Board of Regents. These points were explicitly addressed in the statement adopted by the Regents at their November meeting. As the statement indicated, "the Regents' intent is that there be constructive negotiations toward a contract serving the best interests of the University of Minnesota consistent with preserving the constitutional authority of the Board of Regents and furthering the University's fundamental function as an institution of higher learning dedicated to teaching, research, and public service." If any member of the University community wishes a complete copy of the Regents' statement and resolution as well as my comments at the Regents' meeting, please contact the office of Vice President Nils Hasselmo.

As indicated in the Regents' statement, they and the University Administration are anxious to move quickly and constructively into negotiations with UMDEA so that a contract can be developed and some of the current ambiguities resolved. Similarly, all of us, I am sure, are anxious to have as little dislocation as possible during this interim period with regard to essential mechanisms of faculty governance.

Because of this mutual concern, undoubtedly shared by all members of the University community, to maintain the consultative process on matters of curriculum and educational policy, the following steps are being taken:

1. By an agreement already reached, the University Administration and representatives of the UMDEA will begin meeting in a week or two to set up procedures for negotiating a collective bargaining contract.
2. Provost Heller of the UMD Campus has met with the UMDEA Executive Committee and together they are working actively toward the establishment of interim mechanisms for meeting and conferring, under the terms of PELRA, on all vital matters not pertaining to

terms and conditions of employment—these latter matters, of course, are now to be dealt with at the bargaining table.

3. I am asking for the immediate establishment of an Interim Educational Policy Liaison Committee consisting of representatives of the Central and UMD administrations. This committee will meet with the UMDEA Executive Committee to review and discuss all educational issues, except ones reserved under PELRA for the collective bargaining table, that might involve UMD in its relationship with the total University and the University Senate. This Interim Educational Policy Liaison Committee and the UMDEA Executive Committee may occasionally wish to have dialogue and share communications both with me as Chairman of the All-University Senate and with the All-University Senate Consultative Committee.

No less important in all of these matters are the concerns and interests of the University of Minnesota students, particularly at this point those on the UMD Campus. I am sure that everyone regrets that students have to be affected by these changes, but PELRA is very clear, as is the tradition of collective bargaining, in not providing representation or participation for students (who are defined as consumers in the collective bargaining model) in the negotiations. Under the Regents' Resolution, all students retain their full rights to participate in the University Senate overall governance structure, but they are of course affected by the temporary suspension of the UMD Campus governance mechanism. Provost Heller and his associates and the University Vice Presidents and I are fully committed to assuring that student views, concerns, and needs are adequately represented during this interim period. In fact, the Provost has already met with student leaders and has developed specific procedures to assure that student views and concerns are directly and effectively represented during this transitional stage.

The current situation involving the advent of collective bargaining on one of the University's campuses brings with it legal restrictions and requirements and new obligations, some of which may be ambiguous and some of which may at least initially be unsettling. This occurs with all change, but I believe that through open communication and discussion we can accomplish a better understanding and continued good working relationships. I thank you for reading this letter and hope that it is useful in trying to clarify some of the complex issues and circumstances we must now all mutually address.

Cordially,  
C. Peter Magrath  
President

#### SENATE MEETINGS, 1979-1980

MATTERS RELATING TO "TERMS AND CONDITIONS OF EMPLOYMENT"	MATTERS POSSIBLY RELATING TO "MEET AND CONFER" (?)	NOT RELATED
November 1, 1979:		
IV. Outreach Report (2 hours)	—	I. Minutes (5 min.)* II. Senate Officers (5 min.) III. Election, Vice Chair (10 min.) V. Tribute to Deceased Faculty.
November 29, 1979:		
IIIA. Faculty Affairs Committee Membership.	IIID. Student Membership on Committees.	I. Senate and University Committees (5 min.)
IIIC. Judicial Committee Membership.	IV. Student Membership on Senate (20 min.)	II. Schedule of Meetings.
V. Report, Budget Committee (10 min.)		IIIB. Animal Care Committee Membership.
VI. President's University Policy Agenda (10 min.)		XI. Announcement of McKnight Merit Scholarships (15 min.)
VII. Academic Staff "E" Positions (15 min.)		XII. Tribute to Deceased Faculty.
VIII. Sex Differentials, Retirement Benefits.		

Numbers in parentheses indicate the time allotment listed in the Senate Minutes.

MATTERS RELATING TO "TERMS AND CONDITIONS OF EMPLOYMENT"	MATTERS POSSIBLY RELATING TO "MEET AND CONFER" (?)	NOT RELATED
February 14, 1980:		
III. Budget, Reallocation and Request (1 hour)	V. University Committee on Handicapped (5 min.)	I. Minutes (5 min.)
VI. Student Course Information Project.	VII. Annual Report, Council on Liberal Education.	II. Senate and University Committees (5 min.)
		IV. Nestle Boycott (20 min.)
		XI. Tribute to Deceased Faculty.
April 17, 1980:		
II. Election, Consultative Committee.	—	I. Minutes ( min.)
V. Retirement, Sex Differentials (30 min.)		III. Election of Vice Chair (10 min.)
VI. Search Committee Guidelines (20 min.)		IV. Handbook Amendment (10 min.)
IXA. Department Head Titles.		IXB. Recruitment, Student Committee Members
May 15, 1980:		
III. Outreach Report (10 min.)	II. Senate Reorganization (30 min.)	I. Senate and University Committees (10 min.)
IV. Principal Investigator Eligibility on Sponsored Projects (15 min.)	XII. Annual Report, Committee on Resources & Planning.	VI. Nestle Boycott (5 min.)
V. Departmental Governance (15 min.)	XVI. Annual Report, Committee on Educational Development.	X. Annual Report, Committee on Committees.
VII. Annual Report, Senate Consultative Committee *		XVIII. Questions to President: Funding for <i>Daily</i> .
VIII. Annual Report, Budget Committee (10 min.)		XXI. Tribute to Deceased Faculty.
IX. Annual Report, Committee on Extension & Community Programs.		
XI. Annual Report, Library Committee.		
XIII. Annual Report, Committee on Educational Policy.		
XIV. Annual Report, Committee on Faculty Affairs.		
XV. Annual Report, Judicial Committee.		
XVII. Annual Report, Committee on Research.		
XVIII. Questions to President: Sex Discrimination Case.		

\*The categorization of the annual reports of University and Senate committees was determined on the basis of whether the report mentioned that the committee had dealt with "terms and conditions of employment."

#### MINNESOTA PUBLIC EMPLOYMENT LABOR RELATIONS ACT

179.66 RIGHTS AND OBLIGATIONS OF EMPLOYERS. Subdivision 1. A public employer is not required to meet and negotiate on matters of inherent managerial policy, which include, but are not limited to, such areas of discretion or policy as the functions and programs of the employer, its overall budget, utilization of technology, the organizational structure and selection and direction and number of personnel. (Emphasis added)

179.66 RIGHTS AND OBLIGATIONS OF EMPLOYERS. Subdivision 7. The employer shall not meet and negotiate with any employee or group of employees who are at the time designated as a member or part of an appropriate employee unit except through the exclusive representative if one is certified for that unit or as provided for in section 179.69, subdivision 1. (Emphasis added)

Prepared by:  
John E. Turner  
Senator

**VI. SENATE CONSULTATIVE COMMITTEE  
SENATE COMMITTEE ON COMMITTEES  
EQUAL EMPLOYMENT OPPORTUNITY FOR WOMEN COMMITTEE  
(10 minutes)**

**MOTION:**

That the Senate Handbook be amended by the insertion of the following section:  
U1.4.6.3 University Committee on Equal Employment Opportunity for Women

**GENERAL.** Pursuant to and for the duration of the court decree in the case of *Rajender vs. University of Minnesota*, there shall be established a University Committee on Equal Employment Opportunity for Women.

**MEMBERSHIP.** The University Committee on Equal Employment Opportunity for Women shall consist of 7 members of the University faculty as voting members and a representative of the office of the Vice President for Academic Affairs and a representative of the Equal Opportunity/Affirmative Action Office as ex officio, non-voting members. The Committee shall be selected to reflect the general interest of the University in the pursuit of excellence in teaching and research as well as the special interests of women. Five faculty members shall be appointed in the manner generally prescribed for the selection of the University Committees. The remaining 2 faculty members, both of whom must hold full-time appointments and at least one of whom shall be a member of the regular faculty, shall be elected by the plaintiff class in *Rajender vs. University of Minnesota* pursuant to a procedure and for a term to be established by the Special Master in that case. Service on the Committee shall be treated as a positive contribution to the University and to the academic unit in which the Committee member is employed. In connection with any decision involving the terms and conditions of employment where contributions to the University or the academic unit are relevant, the University will give the same weight to service on the Committee as it does to service on any other University Senate Committee.

**DUTIES AND RESPONSIBILITIES.** The University Committee on Equal Employment Opportunity for Women shall recommend policies which would guarantee equal employment opportunity for women in the faculty of the University. It shall review the University's progress in implementing the terms of the decree in *Rajender vs. University of Minnesota* and shall consult with the University Equal Opportunity Officer and the President concerning any problem areas in this regard. It shall propose approaches for assuring that the University has an active affirmative action program for women in all of its academic units. It may examine policies of the University to determine whether they would have a disparate impact on women, and may make recommendations to the University administration or to the University Senate, if they do. The Committee shall advise the University administration, but does not itself have administrative authority.

**REPORTING TO THE UNIVERSITY SENATE.** The Committee shall report to the Senate through the Senate Committee on Faculty Affairs.

**MARCIA M. EATON, Chr.  
Senate Consultative Committee  
JOHN HOWE, Chr.  
Senate Committee on Committees**

*The motion was approved after approval of addition of the second and fifth sentences in the Membership section proposed by (alternate) Senator Janet Macy.*



**VII. ANNOUNCEMENT OF FORUM, W. Donald Spring  
Information  
(2 minutes)**

The Joint Subcommittee of the Senate Consultative Committee and the Business & Rules Committee will publish in the Minnesota Daily of January 5 a proposed revision of the Senate constitution, bylaws, and rules. There will be an open forum on January 15 at 3:30 p.m. in Room 238 Morrill Hall, Minneapolis campus, and the final draft will be presented to the Senate at the February 19 meeting.

**VIII. SENATE LIBRARY COMMITTEE  
LIBRARY RECALL PRIVILEGE FORFEITURE  
(5 minutes)**

**MOTION:**

That the Senate approve a policy that a member of the Twin Cities campus faculty not responding to a second recall notice will lose the privilege of recalling library materials held by other patrons until that faculty member returns the recalled material. Warning of potential loss of recall privileges would be contained in the second recall notice.

**COMMENT:**

A serious problem exists because of failures of faculty members to return books in a timely manner. This causes its greatest problem in cases where books are recalled. Refusal to return books requested by other faculty members or students interferes substantially with teaching and research at the University. It is believed by the Senate Library Committee, whose recommendation this is, that this moderate action, in addition to an appeal which we have sent to faculty members, may alleviate the problem.

**HOYT WHEELER  
Chair**

*Approved*

**IX. SENATE COMMITTEE ON FACULTY AFFAIRS  
PERSONAL RESOURCES PROGRAM  
(15 minutes)**

**MOTION:**

That the Senate endorse the concept of an employee assistance program for faculty members to be implemented as soon as possible following the report of a faculty advisory committee on how such a program should be implemented.

**COMMENT:**

The Senate Committee on Faculty Affairs believes that faculty members should have access to an employee assistance program designed to meet their needs. They understand that the cost of such a program should be low and that financing this program would not reduce significantly, if at all, the funds available for other high-priority needs. They believe that a faculty advisory committee should determine how this employee assistance program should be structured and administered.

Listed below are some questions and answers prepared by Dr. James M. Schaefer, director of the Office of Alcohol and Other Drug Abuse Programming, to explain the nature and purpose of employee assistance programs:

*What is an employee assistance program?*

Basically an employee assistance program is a program staffed by broadly trained professional counselors whose responsibility is to provide information, to assess and diagnose problems as sensitively as possible, and to refer individuals to competent professionals for advice and/or treatment for the problems discovered. The key to the entire process is anonymous confidentiality. The EAP is a health advocate in the University community and through its information, diagnosis and referral process it helps to prevent problems from developing in the ranks of the employees.

*How many universities have EAPs?*

Several dozen. The government (NIAAA) has provided funds to the University of Missouri at Columbia to develop a model EAP. We have detailed information on their experience. AODAP has met with and has discussed University of Minnesota problems and programs with them and has benefited greatly from these discussions. We have their guidebook. While it is not totally transferable, a great deal of it is useable with an appropriate cross sectional committee of interested parties.

*Where will the dollars come from?*

AODAP has currently budgeted for \$43,000 per year to support a University-wide civil service and bargaining unit employee assistance program. We have an approved request from UM central administration for a \$55,000 increase for the 1981-83 biennium to expand the EAP program. These would be continuous funds.

*What about structure?*

This is, of course, up to the implementation committee, but it looks like a new, relocated office for University Employee Assistance Programs might be considered, possibly under the vice president for administration. The higher the office is located and the more direct the line of authority the broader the base of impact.

*How would the dollars be administered?*

Again the implementation committee would help determine that, but AODAP has a procedure for making an application for funds for noncompetitive funding. The proposal would need an administrative home and a staff to run the project. Coordination with the currently funded employee assistance projects and the volunteer programs would need to be sorted out sensitively. AODAP could provide funds and an evaluative review every two years.

*Why should faculty members be interested in employee assistance programs?*

The faculty has alcohol abuse and other problems at a rate that is no less than any other population. We have no empirical data to support the notion but estimate that 10% of the 4,000 faculty are high risk to alcohol abuse, emotional stress, marital disruption, financial distress, and related problems.

Academics, like corporate executives, are special populations with respect to problem disclosure. The job setting feeds denial or cover-up. There are several reasons given: low supervision; unstructured time; low/high visibility; high tolerance for bizarre behaviors; scholar-philosopher status; renaissance man image or expectations; limited advancement achieved early in career; limited social distance between chairperson (supervisor) and faculty member; tenure and academic freedom; stable work force; aging faculty; no policing power except through some disciplines' ethics committee; little cost-effectiveness pressure; intellectualizing "What, me have a problem?"; respect for colleagues' privacy and so forth.

We know there are problems that reduce faculty effectiveness and deter productivity, yet we rely on individuals to care for themselves in practice.

An effective, sensitive faculty employee assistance program could help some of the faculty and their families. A diagnosis and referral agency that has broad coverage with complete confidentiality can work.

**C. ARTHUR WILLIAMS**  
Chair

*Defeated*

## **X. UNIVERSITY POLICY AGENDA, 1980-81, BY THE PRESIDENT (15 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 1980-81 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 system-wide implications and that should receive system-wide attention. Second, not all of the issues may be resolved during the current academic year; some resist easy resolution and will demand continuing attention. Third, the University Senate, both as a body and through its committee structure, will participate in the review and recommendation processes that pertain to these issues.

### **1. INSTITUTIONAL GOALS, OBJECTIVES, AND PRIORITIES STATEMENT**

Over the past 18 months, the president has developed and shared with the University community three drafts of a statement proposing institutional goals, objectives, and priorities for the 1980s. The drafts have also been reviewed by various Senate committees, the Planning Council, and the Council of Academic Officers. A final statement, that will be subject to periodic modification, will be completed in late fall and will be distributed systemwide.

### **2. UNIT PLANNING MEMORANDA**

Another component of the planning process involves the development of plans for colleges and other major units in the University. Two drafts of these plans have been completed, and the president's preliminary responses to the plans will be returned to colleges and major support units early this fall. During the coming months further consultation between the units, the president, and the vice presidents is expected to take place. After the units have responded to the president's comments, final planning memoranda will be developed during the spring and summer of 1981, to be ready in time for the preparation of the 1983-85 biennial request.

### **3. POLICY STUDIES AGENDA**

Over the past six months, the Planning Council has undertaken a project aimed at proposing a slate of policy issues for intensive study by the University community. Three specific topics were suggested for possible review, and the president, in collaboration with the Senate Consultative Committee, will select one of the following for intensive study and discussion during 1980-81: Barriers to Faculty Productivity; Enhancing Intra-University Cooperation; Curricular Duplication and Its Impact on Quality.

### **4. OUTREACH**

In May, 1979, the University Senate formally endorsed the concept of Outreach but suggested that further review be given to the implications of inloading. That review, which has been undertaken by the Senate Committee on Educational Policy, should be completed by the end of fall quarter. After SCEP has completed its report, the committee's recommendations will be shared with the Senate Consultative Committee for possible Senate and regental action.

### **5. ESTABLISHMENT OF AN ACADEMIC STAFF PROFESSIONAL AND ADMINISTRATIVE (PA) PERSONNEL CATEGORY**

Approval in principle of the establishment of the above personnel category, formerly referred to as "E track," was given by the University Senate in November, 1979. At the request of the Board of Regents, a formal proposal for the establishment of such a category will be presented for information in September. Copies of the policies and procedures proposed for this category, which have already been revised after extensive discussion throughout the University, are being distributed to the appropriate consultative and collegiate bodies.

## 6. SPACE PLANNING PROCEDURES

In an effort to improve the integration of physical and academic planning, two reviews are under way and should be completed over the next year. One review is called the East Bank Planning for the Recycling of Selected Buildings and deals almost exclusively with buildings on the East Bank of the Twin Cities Campus. The second review is systemwide and calls for a study of space programming and management. This examination is divided into four parts: a space inventory audit, space standards and qualitative guidelines, facilities models, and management incentives. Each of the studies will be shared with the appropriate consultative and collegiate bodies.

## 7. FISCAL POLICIES

For the past year, the budget executive, composed of the vice presidents for academic affairs, health sciences, and finance, has supervised the development of various budgeting, biennial, and capital request submissions. The recommendations of the budget executive have, in turn, formed the basis of the president's proposals on the following items, each of which has also been subject to Senate consultation:

- The 1981-83 Biennial Request
- The 1981-83 Capital Request
- The Six-Year Capital Request
- The Minimum Budget Supplement\*
- The Six-Year Budget Supplement\*
- Accommodation to a State-Imposed \$14 Million Cutback\*

\*These items are still being developed.

The budget executive will continue to carry out its review and recommendation role in 1980-81 and will also possibly undertake a reexamination of the University's reversion policy.

## 8. GRADUATE SCHOOL PROGRAMS REVIEWS

The following graduate programs will be reviewed during the 1980-81 academic year:

- Hospital Pharmacy
- Medicinal Chemistry
- Pharmaceutics
- Pharmacognosy
- Social and Administrative Pharmacy
- Physical Medicine and Rehabilitation
- Biomedical Engineering
- Pediatrics
- Biophysical Sciences
- Urology

In addition, there will be a review of the Twin Cities Campus Libraries.

*Accepted*

## **XI. SENATE COMMITTEE ON SOCIAL CONCERNS ANNUAL REPORT, 1979-80**

The Committee on Social Concerns met seven times during 1979-80, and two additional meetings were tentatively scheduled for May. This report mentions some of the major items discussed during the first seven meetings of the Committee.

During the year, the Committee 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 member of the Committee has served as a member of the Senate Committee on Faculty Affairs Subcommittee on Sexual Harrassment.

Following discussions among representatives of the president, members of the Senate Consultative Committee, and the chairperson of the Committee during the summer of 1979, the reporting procedures to be followed by the Subcommittee on Social Responsibility in Investments were revised and clarified. This Subcommittee has made three reports to the president during the year with its recommendations on the voting of University-owned stock in various corporations on shareholder resolutions placed before the stockholders at their annual meetings. Issues on which recommendations have been made include practices of corporations doing business in South Africa, producing nuclear power or weapons, disposing of hazardous nuclear or chemical wastes, marketing infant formula, and employing women and minority group members. The entire Committee reviewed these reports before forwarding them to the president. When they felt time had permitted an adequate general review, they approved the report. When the tight timelines for transmitting the reports did not permit a full review, the report was passed on with this comment. An effort will be made to adjust the reporting timelines followed in 1980-81 to remedy this problem. Otherwise, the new procedures appear to have been satisfactory.

In December, members of the Subcommittee on Equality of Opportunity for Women sent a letter expressing their concern about the affirmative action procedures followed in the search for a University vice president to the regents. This letter had not been reviewed by the Committee as a whole prior to its sending. The Subcommittee's action led to discussions with the Senate Consultative Committee and others about the reporting procedures to be followed by Senate committees and subcommittees. The request that future Subcommittee reports be channeled through the Committee as a whole has also caused members of the Subcommittee to engage in a continuing discussion about the role of the Subcommittee itself and whether it can satisfactorily serve its purpose of addressing the concerns of women within the Senate structure. A report to the Committee is expected by the end of the year. The Subcommittee was co-sponsor of a well-attended forum on women's issues held during the winter quarter.

The Committee has continued to study the matter of minority student representation in University governance begun in 1978. A proposed amendment to the Senate constitution drafted with the assistance of Committee members was rejected by the Senate at its fall meeting. The discussion preceding that vote underlined the complexity of this issue, one which seems to deserve continued attention.

A resolution calling on the regents to direct the University Food Services to refrain from purchases of Nestle products until that corporation stops promotion of infant formula in less-developed countries was sent by the Committee to the Senate. The Senate approved this resolution at its February meeting.

These are examples of the ways in which the Senate Committee on Social Concerns has acted to meet its charge to make recommendations for the University's response to social problems during the past year. Meetings of the committee and its subcommittees are open to members of the University community and the public.

**FRANK H. WOOD**  
Chair

*Accepted*

## **XII. UNIVERSITY COMMITTEE ON ANIMAL CARE**

### **Annual Report, 1979-80**

During the past year, the committee held one orientation meeting for new committee members, met three times as a committee-of-the-whole, spent twenty-three days conducting animal facility inspections, and devoted at least twice this time to inspection program organization and scheduling, writing and reviewing inspection reports, and consulting with University faculty and staff on animal care problems of many kinds. Among other activities during the 1979-80 year, the committee:

1. Participated in revision of B.A. Form 22 (Animal Usage Form) to improve its usefulness in anticipatory review of potential animal care and use problems at the University.

2. Assisted in editing the animal resources informational manual for investigators, in preparation for its reprinting to replenish depleted supplies.
3. Monitored the progress of recently proposed state and federal legislation restrictive to animal availability and use in teaching and research activities of the University.
4. Prepared the annual progress report from the University to the National Institutes of Health (NIH), based on the committee's program of evaluation of University animal facilities, as required by the new (1979) NIH policy.

The major effort of the committee this past year has been the evaluation of animal housing, care, and use programs throughout the University system. All units known to be using animals were asked to appoint one or more animal facility representatives and to submit animal facility data forms to the committee. Following return of the data forms, an appointment was made with the facility representative for an on-site inspection of the animal facility. Inspection teams typically consisted of two committee members plus a research animal resources veterinarian with advanced training in laboratory animal medicine. After each inspection, a written report of the evaluation was sent to the facility representative (for distribution to faculty responsible for animals in the facility), as well as to the department head and dean of the unit. Facilities found to be less than fully compliant with the standards of University Regents' policy and of the NIH Guide for the Care and Use of Laboratory Animals were offered the opportunity to demonstrate improvement by means of an unannounced re-inspection. Summaries of the animal facility data received so far by the committee, and of the results of the evaluation program to date, are provided at the end of this report.

In spite of a maximum effort by the committee, it was not possible to complete the evaluation of all animal facilities at the University within a one-year period. (Inspection of the remaining units is planned for 1980-81.) Nevertheless, it is clear that this "internal review" process has increased faculty and staff awareness of modern professional standards of animal care and has provided the stimulus for improved animal care performance in a number of facilities. Predictably, the inspection program has elicited a variety of reactions from the University community, and a few disagreements within the committee as well! We are grateful for the understanding and cooperation received from most units.

Since January, 1979, when the new NIH animal welfare policy went into effect, the status of the University's eligibility for federal research funding has been "probationary." The NIH did not accept the University's assurance of compliance statement of June, 1979, because it was not based on inspection and evaluation, by the Committee, of animal care and use throughout the entire University system. We are very pleased to report that the NIH has now issued its acceptance, based on our June, 1980, progress report containing evaluation results for about two-thirds of the animal facilities at the University. This means that Minnesota has been added to the list of approved institutions eligible to receive federal research funding, and that the next complete assurance of compliance statement from the University will be due in 1985. In the interim, it will be necessary to complete the present round of inspections, to submit a progress report annually to NIH on those facilities cited as needing improvement, to report any new animal care deficiencies to NIH, and to prepare for the next complete round of inspections in 1983-84.

It appears, therefore, that the present "watchdog" role of the committee will have to be a continuing one. This role requires an enormous expenditure of time by the committee members and research animal resources veterinarians who participate in animal facility inspections and in the writing of evaluation reports. It is likely to become increasingly difficult to recruit new committee members who are experienced in animal care and use, supportive of NIH standards, and willing and able to give the required time and effort to the task.

# 1979-80 INVENTORY OF WARM-BLOODED ANIMALS AT THE UNIVERSITY OF MINNESOTA

(based on animal facility data forms submitted to the University Committee on Animal Care)

INVENTORY BY SPECIES		INVENTORY* BY MAJOR UNIVERSITY UNITS	
Mice	27,205	Twin Cities Campus Units:	
Rats	10,794	College of Agriculture**	17,341
Hamsters	75	College of Biological Sciences**	850
Guinea pigs	186	School of Dentistry	4,214
Rabbits	673	College of Liberal Arts	313
Chinchillas	296	Medical School**	25,208
Other small animal species	371	College of Pharmacy	321
Non-human primates	62	Research Animal Resources	6,611
Dogs	506	Institute of Technology**	—
Cats	109	College of Veterinary Medicine**	1,946
Sheep	2,373		
Goats	11	Out-State Units:	
Swine	3,757	Agricultural Experiment Stations	4,169
Cattle	2,428	Hormel Institute	560
Horses	59	U of M—Crookston	103
Domestic fowl	12,970	U of M—Duluth	1,129
Other avian species	1,057	U of M—Morris	147
		U of M—Waseca**	20
<b>Total</b>	<b>62,932***</b>	<b>Total</b>	<b>62,932***</b>

\*Number of animals present on the date that data forms were submitted.

\*\*Inventory is still incomplete as of May 1, 1980.

\*\*\*It is estimated that the total will be in excess of 90,000 animals when all units have reported.

The only alternative to committee evaluations of University animal care and use programs that is recognized and accepted by the NIH is the accreditation of institutional animal facilities by the American Association for the Accreditation of Laboratory Animal Care (AAALAC). Accreditation is regarded by NIH as the best assurance that adequate standards of animal care and use are being met, although our present system of committee review is a fully acceptable alternative. The University of Minnesota-Duluth has recently applied for AAALAC accreditation of its animal services unit. The University Committee on Animal Care recommends that collegiate units with animal use programs give careful consideration to the possibility of AAALAC accreditation, and that the University administration provide strong support to efforts toward accreditation.

## SUMMARY OF EVALUATION OF UNIVERSITY ANIMAL FACILITIES

1. Number of Coordinate Campuses and Twin Cities Campus collegiate units known to be using warm-blooded animals.....14
2. Number of Coordinate Campus divisions, Agricultural Experiment Stations, and Twin Cities Campus departments known to be using warm-blooded animals . . . .50  
(Three of the collegiate units in 1. above have centralized animal facilities and thus were counted as only one department each.)
3. Number of units in 2. above which care for animals within their own units . . .43
4. Number of units in 3. above which have submitted animal facility data forms to the committee as requested . . . . .36  
(Of the seven units that have not submitted data forms, only two are "delinquent." The other five were only recently learned to be using animals and have not yet been asked to submit data forms.)

5. Number of separate animal facilities reported via the data forms submitted to date . . . 70	
a. Number of laboratory animal housing rooms and farm animal housing buildings reported . . . . .	442
b. Number of support rooms or buildings reported . . . . .	280
c. Total number of animal facility rooms or buildings (a. + b.) . . . . .	722
d. Average animal facility size = 10.3 rooms or buildings. (Range: 1 to 51 rooms or buildings)	
6. Number of animal facilities in 5. above which were inspected by the committee during the period of 7-1-79 to 5-1-80 . . . . .	50
a. Number rated compliant . . . . .	36
b. Number rated provisionally compliant . . . . .	9
c. Number rated non-compliant . . . . .	5
7. Number of "less than fully compliant" facilities in 6. above which were re-inspected during the period of 1-1-80 to 6-1-80 . . . . .	12
a. Number rated compliant . . . . .	11
b. Number rated non-compliant . . . . .	1

**GRACE GRAY**  
**Chairman**

*Accepted*

### **XIII. UNIVERSITY COMMITTEE ON SUMMER SESSIONS ANNUAL REPORT, 1979-80**

In its report released in November of 1978, the University's Study Group on University Outreach recommended that "All University of Minnesota credit instruction should be integrated and, over time, inloaded."

In distinguishing between "integration" and "inloading," the Task Force offered the following definitions:

Integration—" . . . the faculty of the University is to consider in its academic planning all of the instruction it offers or sponsors . . . taking into account the needs of all students for whom the instruction is or should be provided."

Inloading—" . . . describes the arrangement in which instruction now on overload, e.g. CEE credit instruction and Summer Session, would be incorporated into the regular workload of the faculty—either by substituting any instruction now on overload for other current assignments or by employing additional faculty."

In large measure, Summer Session instruction at the University has been and continues to be "integrated." Decisions on academic offerings in the Summer Session are the province of the academic units and presumably do take into account "the needs of all students for whom the instruction is or should be provided." The same is not true, however, with "inloading." While in some parts of the University, most particularly in the health sciences where A-base appointments prevail, inloading of instruction is a reality, Summer Session appointments for the most part are on an overload basis.

As the Study Group pointed out in its report, "It is recognized that not all credit instruction can be inloaded and integrated immediately. In the short run, the financial resources to employ the faculty required to convert the vast credit offerings of CEE and Summer Session into the regular offerings of the University faculty are unavailable . . . . At the medium time scale, say for 10 years, funding will continue to be a constraint as will the differential speed with which departments and colleges can inload . . . their credit instruction."

While acknowledging that inloading is a long-range goal, the Study Group urged further experimentation with various alternatives to the current system of overload pay.



One such alternative, as suggested above, is to substitute instruction now on overload for other current faculty assignments. For those departments in which dwindling enrollments in the regular academic year result in faculty being less than fully employed in the classroom, assigning faculty to teach in the Summer Session as a part of their regular responsibilities would offer advantages. Credit hours generated by such instruction could be credited to the academic unit as justification of faculty size. This would not be without problems for faculty who have come to depend on overload payments for Summer Session teaching as a part of their economic base, but it could have attraction for the academic unit and it would move it toward the ultimate goal of inloading.

In the 1980 Summer Session five departments in the College of Liberal Arts participated in an experiment designed to test this approach. Included were the Departments of Anthropology, German, History, Sociology, and Studio Arts. Seven members of faculties from these departments were placed on "J" appointments in the 1980-81 academic year, making it possible for them to teach in the 1980 Summer Session as a part of their regular teaching responsibilities, without overload payment. In turn, they were released from assignments in one academic quarter in 1980-81.

The Summer Session agreed to participate in the experiment in this one year and agreed that, as a part of the experiment, Summer Session funds released by the inloading of instruction would be made available to the College of Liberal Arts for redistribution within the College.

The director of the Summer Session, while agreeing to the experiment, has questioned the need of the Summer Session to reimburse the College for this instruction. He has suggested that the instruction has already been funded by the legislature as a part of the funding for the College and should not be paid for again. He cites as precedent University policy with respect to instruction provided to the Summer Session by persons with "A" appointments. This instruction is provided to the Summer Session without cost to it, the reasoning being that the instruction has been funded by the legislature through the "A" appointments and should not be paid for a second time.

The director of Summer Session notes that the contributions of those on "A" appointments are vitally important to the Summer Session if it is to maintain its current level of programs. If the Summer Session were asked to reimburse academic units for this "A"-base instruction, it would be forced to reduce its programming dramatically. And yet this is what the terms of the CLA experiment would suggest.

The members of this Committee have deep interest in the CLA experiment and are persuaded that it can provide information of substantial value in exploring ways in which the University might achieve significant levels of inloading. And yet the Committee members have concern lest ad hoc efforts at inloading make efforts to arrive at University policy more difficult.

There are many questions to be asked. Some of these relate to administration, some to programming, and many to faculty concerns. There is, of course, the question relating to Summer Session funds released as a result of inloading. Should they go to the academic unit, or is it sufficient that the unit be credited with credit hours generated? As suggested earlier, given precedent established with "A" appointments, funds would not be available to academic units unless policy is changed. If funds do not go to academic departments, do they revert to central administration for reallocation, or are they retained in the Summer Session to be reallocated to areas of greater need and/or in the development of new and innovative programs?

What are the implications for Summer Session offerings? Will inloading be in response to faculty or to student needs? Will opportunities for inloading occur in areas of greatest need for faculty in the summer? If inloading finds its greatest rationale in solving staffing problems in the academic year, what are the consequences for the Summer Session? Experiences at other universities that have moved in this direction raise warning signals.

Finally, what are the implications for faculty? Inloading poses a threat to faculty who have come to depend on overload payments for Summer Session instruction as a part of their economic base. In truth, many faculty when being recruited have been promised Summer Session instructional assignments in efforts to attract them to the University. A first requisite if inloading is to be pursued would be to make clear to academic units that this type of promise can no longer be made in recruiting.

The Study Group on University Outreach recognized this need in its report:

"When a unit inloads its instruction, faculty members joining the University after that time will not expect to have overload teaching opportunities/demands."

The Study Group has said that it ". . . expects inloading to take place selectively over time," recognizing that "Some faculty members engaged prior to their unit's change to inloading . . . may have come to expect and depend upon additional income from the teaching during the summer . . . ." The report goes on to say, "Because the new system may represent a change in the accepted understanding and arrangements with these faculty members, it may be necessary to continue with their overload compensation or some acceptable alternative to such compensation."

The College of Liberal Arts met this problem by offering academic units a choice related to the last round of retrenchment and reallocation in the College: Retrench positions and supply, expense, and equipment funds and/or agree to inload Summer Session teaching at the rate of \$3,000 per course. As noted earlier, five departments in the College decided on inloading as a means of meeting at least a part of the assessment.

Given the number of faculty who do depend on Summer Session income, there is obvious need to explore "acceptable alternatives to such compensation" that the Study Group suggests. Meanwhile there should be some clearly stated policy with respect to the University's unwritten obligation to faculty.

In summary, the need for policy on inloading is more and more evident as we are moved toward having to make decisions about it. There are concerns about the administration, program, and faculty that should be addressed before the practice of inloading is more widely adopted. The Summer Session Committee wants to stress, as strongly as it can, the need for the established policy with respect to inloading before further actions are taken.

**DAVID BJORKQUIST**  
Chairman

*Accepted*

#### **XIV. UNIVERSITY COMMITTEE ON EXTENSION & COMMUNITY PROGRAMS ANNUAL REPORT, 1979-80**

The University Committee on Extension & 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 of extension and community programs of high quality.

**WILLIAM E. RANZ**  
Chair

*Accepted*

**XV. UNIVERSITY APPEALS COMMITTEE ON ACADEMIC  
FREEDOM & RESPONSIBILITY  
ANNUAL REPORT, 1979-80**

The University Appeals Committee reviewed a number of grievance procedures developed by units within the University. While it is appropriate for the Committee to give procedural advice, the Committee regrets that no further action has been taken to implement the recommendations of the ad hoc Committee on Grievances, which had been established to simplify University grievance procedures.

The Committee reviewed two appeals and made recommendations to the units from which they came.

**GERHARD H. WEISS  
Chairperson**

*Accepted*

**XVI. UNIVERSITY COMMITTEE ON UNIVERSITY-ROTC  
RELATIONSHIPS  
ANNUAL REPORT, 1979-80**

1. The committee sent one of its own members to the annual meeting of the Association of NROTC Colleges and Universities, in addition to delegate Richard Poppele, University adviser on ROTC, who is a member of the executive committee of the Association and has had from the beginning a hand in its efforts to establish a core curriculum to temper the Navy's restrictive policy favoring science majors. In addition to the status of that recommendation to the Department of the Navy, report was received from the meeting on Washington policy deliberations relating to criteria for continuing or terminating NROTC programs, on acceptance of ROTC courses for degree credit at various institutions, and on retention of students in scholarship and "College" programs.
2. Formalizing the establishment of the NROTC program, a written memorandum of agreement, which was accepted on review in the office of Naval Education and Training and recommended by this committee, was approved by the Regents. A signed copy of the contract was presented by A. J. Linck (acting vice president, academic affairs) to Colonel Topley on 25 October.
3. Advice was received from the Senate Consultative Committee that the need which last year prompted a request to the Senate for authorization to augment the committee for review of curricular proposals should be met by other means. Subcommittees, which may be appointed without special Senate action, may include persons of such specializations as are required. A set of procedures for handling curricular proposals in that fashion was drafted and adopted.
4. Progress in implementation of the policy of the Regents on integration of ROTC and academic programs has been tangibly advanced. Sociology faculty have cooperated in constructive review of Air 3401, Military in Society; history faculty have gone beyond that to provide some instruction in Air 1104, 1105, 1106, History of Air Power. Jointly planned and taught, Leadership Communication has been given multiple designation for listing in Speech-Communication, Air Science, and Naval Science as was done previously for Military Science. Combined with a supplemental, 1-credit seminar (Air 3412), Pol 5323, American Defense Policy, has replaced Air 3402. In Naval Science, cross-listing of Hist 5021, 5022, Oceanic History, East and West, has replaced Nav 1201, 1202, 1203.
5. The committee has reviewed and made recommendations concerning eight nominees to the ROTC faculties (one elected to retire rather than accept the assignment), including a replacement for Colonel Stenehjelm as professor of military science: Lieutenant Colonel Phil K. Bomersheim.
6. In general, the current status of the ROTC programs is satisfactory. A report to the president from the tri-service coordinator in November 1979 noted that fall quarter

enrollments in all three services continued a slowly-rising curve that now extends over four years. Numbers of women and minority students have also risen. Scholarship and aid funds brought to the campus impressively offset the cost of the programs to the University. Difficulties in the way of reaching students and prospective students with information about the programs have been reduced. Limited acceptance of ROTC courses for degree credit, with resulting burdens of overloads, especially for students in technical fields, remains a matter of concern. There is apathy to contend with, but hostility from faculty and students is not much in evidence, even in reactions to proposals for renewal of draft registration.

**DANIEL V. BRYAN**  
Chairman

*Accepted*

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

None

## **XVIII. OLD BUSINESS**

None

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

None

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

**PAUL M. BURSON**  
1904-1980

Born in Fulda, Minnesota, April 24, 1904, Professor Burson passed away at the age of 76 on September 18, 1980, after a long illness. He is survived by his wife, Ruth and one son, Paul, Jr.

Professor Burson attended the Iowa State University, Ames, and received his B.S. degree in 1928. He then served as a county agricultural agent in Iowa from 1928 to 1932 and as a special land appraiser for the Bankers Life Co., Des Moines, from 1932 to 1934. He returned to Iowa State University as an extension soils specialist from 1934 to 1941. He concurrently worked towards an M.S. degree and received this in soil fertility in 1941. He moved to the University of Minnesota in 1942 as an extension soils specialist and then was tenured in the Soil Science Department as an associate professor in 1949. His promotion to a full professorship occurred in 1953 and he was engaged in teaching and research until his retirement at age 65 in 1969.

Professor Burson was a member of the American Society of Agronomy, the Soil Science Society of America, the Soil Conservation Society of America, Gamma Sigma Delta, and Epsilon Sigma Phi. He served as a member of the University team sent to Korea in the late 50's to help organize a Soil Science Department in Seoul National University, Seoul, Korea. His research activities included field soil test correlations, legume and grass seed production, fertilizer studies including pasture fertilization and their management for improved beef cow production. His research and extension activities resulted in more than

60 publications, mostly of an applied nature, and he received the "journalism" award of ASA's "Crops and Soils" magazine for one of these.

Professor Burson was active in community affairs including St. Anthony Park's Community Church and he was an active Mason. He received the Silver Beaver and "Scouter-of-the-Year" awards from the Boy Scouts of America and the Alumni Key of the Iowa State University.

## **XX. ADJOURNMENT**

## ABSTRACT

The first meeting of the year was called to order at 3:30 p.m. in Nicholson Hall auditorium by C. Peter Magrath, president. He then made a statement as to his reasons for turning the gavel over to Russell Hobbie, vice chairman. They had to do with his, the central administration's, and the regents' recent action following a vote in favor of entering into collective bargaining by the faculty of the Duluth campus. Last month the regents had suspended participation by that faculty in the University Senate and its committees and had suspended the UMD Campus Assembly constitution and the constitutions of its various schools pending the outcome of negotiations for a contract between the agent selected by the UMD faculty (the University of Minnesota Duluth Education Association) and the regents. He urged senators to read his recent letter to the University community which addressed the circumstances and reasons for the recommendations made by him and the vice presidents to the regents. He maintained that the Public Employee Labor Relations Act (PELRA) made the action not only appropriate but necessary. He assured the Senate that various positive steps were being taken to negotiate as quickly as possible a contract for UMD faculty through UMDEA, and UMD students would have channels for presenting their concerns with regard to their campus issues. Additionally, liaison would be provided for UMD, the central administration, and the University Senate. His recommendation and the subsequent regents' action was in no way to be viewed as a punitive measure, he said, as had been alleged in some quarters. He asserted that punitive intent had never been, nor would it ever be, involved in his work and relations with faculty. In conclusion he expressed confidence in the University's consultative procedures which include the University Senate, the Senate Consultative Committee, and other Senate committees. With that, he joined the assemblage on the floor of the Senate, and Russell Hobbie, director of the Space Science Center and vice chairman of the Senate, assumed the chair.

Minutes of last spring's two meetings were approved as were officers for the current year and additions to memberships on Senate and University committees.

*UMD Senate Participation*—In the wake of developments on the Duluth campus (see above), Constance Sullivan, associate professor of Spanish and Portuguese and chairman of the Business and Rules Committee, announced that her committee and the Senate Consultative Committee were sponsoring two resolutions. The first was one to encourage the nonmedical UMD faculty members to participate in Senate and Senate committee meetings until a collective bargaining agreement had been concluded. The second requested the president to restore their voting power in those bodies until the agreement was reached. Marcia Eaton, associate professor of philosophy and chairman of the Consultative Committee, reported that, although her committee was not in complete accord with the two motions, all agreed that the integrity of the Senate should be supported. Ms. Sullivan said that her committee was concerned about the legal necessity for the regents to take the action they did, and she called attention to the inconsistency in the subsequent action by the central administration in restoring certain advisory groups during the interim.

Nils Hasselmo, vice president for administration and planning, reported that the UMD administration had met with the UMDEA Executive Committee and together they were working toward the establishment of interim mechanisms for meeting and conferring under the terms of PELRA. Also being established was an Interim Educational Policy Liaison Committee that would meet with the Executive Committee to review and discuss all educational issues except those reserved under PELRA for collective bargaining. That liaison committee would be encouraged to have dialogue with the president as chairman of the Senate and with the Senate Consultative Committee. He indicated the PELRA requirements were difficult to conform to because of conflicting language. Finally, he said he had become convinced that the actions by the administration and the regents had been necessary to preserve the integrity of the collegial system and UMD governance.

Leonid Hurwicz, regents' professor of economics, said he was deeply disturbed about developments at UMD and he urged that the motions be considered on their own merits and not on the issue of faculty unionization in general. He was not convinced that the action of the regents was necessary but, if their interpretation of PELRA were correct, then he believed it was unconstitutional in view of a 1928 Supreme Court decision which held that

the regents could not be deprived of their managerial powers. At this point, discussion time was extended by 15 minutes.

David Cooperman, professor of sociology, claimed that PELRA could have been interpreted in such a way as to produce some positive legislation instead of the adversarial relationship which developed when the administration narrowed its interpretation of PELRA instead of recognizing that action was voluntary. He indicated that the Senate could continue if the Twin Cities faculty voted for collective bargaining. He declared that PELRA language called for unique approaches to governance relationships and that the University could still be the agent of its own destiny. Steve Carlson, student senator, also took issue with the regents' action, accusing them of suspending the University's charter, which placed governance in the hands of the faculty of the individual units. He maintained the motions were not strong enough.

Kenneth Keller, vice president for academic affairs, noted the difficulty in PELRA in requiring that the "employer" meet and negotiate terms and conditions of employment only with the union, and in declaring it illegal, with respect to matters of "managerial" policy, to meet and negotiate or meet and confer with any employee or group of employees who are not members of the bargaining unit. So, he said, it was difficult to find the way of meshing the several systems and to continue to provide each system with its own protections. Discussion time was then extended by 10 minutes.

Patricia Swan, professor of food science and nutrition, supported the first motion but not the second, indicating that her interpretation was that, should the Senate decide to restore full participation to UMD faculty members, the regents would be precluded from conferring with any element of University Senate governance. It would not be in the best interests of the University to confront the regents in such a way, she concluded. Mahmood Zaidi, professor of industrial relations, disagreed with Mr. Cooperman, contending that under collective bargaining there was no automatic guarantee of continuance of the existing governing system, rather, it would have to be negotiated, he said. He expressed concern that the Senate was now in a position of reacting, rather than having an opportunity for input before the regents had come to a decision. He urged support for the first motion as a way to indicate support for the Senate governance structure. Once more, time was extended by 10 minutes.

Judy Nord, student senator, reported that the Minnesota Student Association Forum supported the resolution. Frank Sorauf, professor of political science, asked whether UMD faculty members would have the same rights as Twin Cities faculty members. Ms. Sullivan explained that the first resolution would give them the same rights as those given Twin Cities non-Senate faculty members; the second would reinstate them as members of the Senate and its committees. John Turner, regents' professor of political science, was concerned about the threat to constitutional autonomy of the University. He declared that that issue should have been raised when PELRA was first enacted or when the University had its first vote on collective bargaining. He pointed out that in the Minnesota State University system faculty governance had been "negotiated out." He said that unionization would give the University a preset structure, and he pointed out that, based on last year's Senate agenda, almost all items would fall in some respect under the definition of "matters relating to terms and conditions of employment." He urged the Senate to remain neutral and said it should think twice before charging the president with an obligation that he could not carry out. He then moved, in view of the murkiness of the entire issue, to table the resolutions until the winter quarter meeting. His motion was defeated, after which the first resolution was approved by what appeared to be a wide margin, and the second defeated, 56 to 97.

*Equal Employment Opportunity for Women Committee*—John Howe, professor of history and chairman of the Committee on Committees, introduced a proposal for a new committee on equal employment opportunity for women within the Senate structure, which he said was a result of a recent consent decree issued in the Rajender vs. the University, a sex discrimination case. He said his committee urgently and enthusiastically endorsed the recommendation, as it did the two amendments to be proposed by Janet Macy, associate professor of information and agricultural journalism. Ms. Macy explained that those amendments provided language that would bring the University into compliance with the

court order. Ms. Eaton added that the Consultative Committee concurred, and the motion was approved.

*Forum Announcement*—Donald Spring, professor of English, Morris, announced that the joint subcommittee of the Consultative Committee and the Business and Rules Committee (which he chaired) that had been charged with revising the Senate constitution, bylaws, and rules had scheduled a forum for January 15 for all members of the University community, at which time a draft would be discussed. The draft would appear in the Minnesota Daily of January 5, he said, and it was hoped that, by providing an open forum, the amount of discussion at the February 19 Senate meeting could be limited.

*Library Recall Privilege Forfeiture*—Hoyt Wheeler, associate professor of industrial relations and chairman of the Library Committee, presented a recommendation that would penalize Twin Cities campus faculty members who failed to return recalled material by prohibiting them from recalling materials themselves. Mr. Sorauf thought the recommendation was too timid and that all library privileges should be cut off, but Mr. Wheeler said the committee had discovered that such drastic action would be hard to administer. However, he said, in the move toward automation by the libraries, it could become practical to do so in the future. Thomas Bouchard, professor of psychology, thought the faculty member should be made to bring in his or her library card, which would be stamped to show the suspension of privileges. The motion was then approved unanimously.

*Personal Resources Program*—Arthur Williams, professor of business administration and chairman of the Faculty Affairs Committee, introduced a proposal to set up an employee assistance program for faculty members and called attention to a series of questions and answers prepared by James Schaefer, director of the Office of Alcohol and Other Drug Abuse Programming (AODAP), appearing in the agenda. He said that a similar program for civil service personnel had been very successful. James Meland, assistant director of AODAP, explained that his program had a grant under which it functioned in the areas of research, curriculum, and service, and that it would seek additional funds to include faculty members in the program. Lawrence Goodman, professor of civil and mineral engineering, thought the Senate was being asked to endorse an appeal for \$98,000 a year to duplicate services already available in the local community. He maintained that the greater need was to improve the pensions of retired faculty members. Another faculty member was uncomfortable with implementation, raising such questions as the mandatory aspects and the level at which the service would be located. William Aho, UMD student, said he was reluctant to support any additional funding when similar services were available elsewhere. He noted the recent 10 percent surcharge imposed on tuition. Mr. Meland corrected the figure cited by Mr. Goodman, indicating that the request would be for \$55,000 a year. He said that University appropriations would not necessarily be diminished by that amount because it would be a separate request. As to duplication, he said that industry had thought it essential to set up its own programs and had reaped a return in increased productivity. Mr. Williams added that his committee was aware of the retired faculty members' pension needs and was bringing in a proposal for improvement when it revised the retirement plan. He pointed out that it would be important to have a faculty advisory committee to oversee implementation procedures. At this point the measure was defeated 52 to 56.

*University Policy Agenda, 1980-81, by the President*—The president having departed a short while earlier, the only comment came from Clarke Chambers, professor of history. He urged that the review of the Twin Cities Campus libraries mentioned in the report take place as soon as possible. Mr. Keller responded that the letter appointing the committee to do so had just been prepared in his office.

There followed a number of 1979-80 annual reports from committees for information, and the meeting was adjourned at 5:30 p.m.

MARILEE WARD  
Abstractor



# UNIVERSITY OF MINNESOTA

## UNIVERSITY SENATE MINUTES

February 19, 1981

The second meeting of the University Senate for the year 1980-81 was convened in 25 Law Building, Minneapolis campus, on Thursday, February 19, 1981, at 3:30 p.m. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 120 voting members of the faculty, 42 voting members of the student body, 3 members of the Council of Academic Officers, and 14 nonmembers.

President C. Peter Magrath presided.

### I. MINUTES FOR DECEMBER 4

Action (3 minutes)

*Approved*

### II. SENATE AND UNIVERSITY COMMITTEES, 1980-81

Action (5 minutes)

Committee members not previously reported in Senate minutes:

SENATE COMMITTEE ON ACADEMIC STANDING & RELATIONS Students: Doug Basile, Renee Jacobson, 1 to be named.

UNIVERSITY COMMITTEE ON BUSINESS & RULES Faculty: Bright Dornblaser. Students: 1 to be named.

UNIVERSITY COMMITTEE ON EXTENSION & COMMUNITY PROGRAMS Students: Peggy LePage, Vince Rogalski, Rick Sheldon, 1 to be named.

UNIVERSITY COMMITTEE ON EDUCATIONAL DEVELOPMENT Faculty: Natalie Gallagher. Students: Patrick Gaughan, Carolyn Hetland, Vince Rogalski.

UNIVERSITY COMMITTEE ON SUMMER SESSIONS Students: Carrie Lyle, Chris Nelson, Joan Sushak.

UNIVERSITY APPEALS COMMITTEE ON ACADEMIC FREEDOM & RESPONSIBILITY Students: Anne Larsen, Richard Schwartz.

UNIVERSITY COMMITTEE ON EQUAL EMPLOYMENT OPPORTUNITY FOR WOMEN Faculty: Laura Cooper, Patricia Faunce, Jane Maddy (UMD), Shirley Moore (chr.), Betty Robinett (ex officio), Murray Rosenberg, Geneva Southall, Janet Spector, Lillian Williams (ex officio).

SENATE JUDICIAL COMMITTEE Faculty: Homa Amir-Fazli, Gary Athelstan.

SENATE LIBRARY COMMITTEE Faculty: Eugene Larkin. Students: Brian Thornton, 1 to be named.

UNIVERSITY COMMITTEE ON THE USE OF HUMAN SUBJECTS IN RESEARCH Faculty: William Bart, Paul Cashman, Thomas Choi, John Cogan, Philip Craddock, Robin Crickman, Timothy Dunnigan, Bryon Egelund, Ronald Ferguson, Judith Garrard, Verona Gordon, Thomas Green, Megan Gunnar, William H. Hanson, Vernon Hendrix, Jon Hopeman, Ed Howell, Thomas Jones, Judith Lambrecht, Kinley Lantz, Lawrence Lock-

man, Jack Mandel, Robert McCaa, Philip McGlave, James Mitchell, Earnesto Molina, Robert Patterson, Paul Reynolds, Sally Rode, Jay Roshal, William Rowe, John Sauk, Jacqueline Shick, Karl Smith, Allen Solem, Clark Starr, John Sullivan, Neal Viemeister, W. Dixon Ward, Stanley Wasserman, Esther Wattenberg, additional members to be named. Students: Judy Becker, Peter Blaisdell, S. Wayne Duncan, Paige Johnson, Erik Linck, Jeff Moser, Judith Reisman, Les Robison, Chris Turner, additional members to be named. Community Representatives: Carol Clayman, additional members to be named.

*Approved*

### **III. UNIVERSITY COMMITTEE ON TENURE SENATE JUDICIAL COMMITTEE**

#### **CONFIDENTIALITY RULE**

#### **Action by Faculty Senate**

**(10 minutes)**

#### **MOTION:**

To amend Section 16 of the Tenure Code by deleting the present language (see Comment, following) and replace it with the following:

"Section 16. Public Nature of Judicial Committee Findings and Hearings. The Judicial Committee may provide in its rules for a system of making its hearings and findings public. Any Judicial Committee rule, or amendment of a rule, on this subject shall become effective only ten days after a meeting of the Faculty Senate if the proposed rule or amendment is submitted to the clerk of the Senate in time for inclusion of the proposed rule in the published agenda of the Senate. The effective date of any such proposed rule or amendment may be deferred by majority vote of the Faculty Senate at the meeting before which the proposal was published."

#### **COMMENT:**

During the past several years, both the Tenure Committee and the Judicial Committee have extensively considered the "confidentiality" rule under which the Judicial Committee has traditionally operated. The rule has been thought to be required by Section 16 of the present Tenure Code:

"Section 16. Release of Judicial Committee Findings. The release or non-release of findings of fact to the Senate depends upon the agreement of the President and the appealing faculty member. If they disagree the President shall refer the question to the Judicial Committee. The Judicial Committee shall consider the arguments of both parties with respect to the release of the report. If agreement between the parties is not reached during the hearings, the Judicial Committee shall recommend to the Senate what it believes to be the appropriate action concerning release of its findings of fact to the Senate. The decision of the Senate on that question is final."

As a practical matter Section 16 has meant that, almost alone among the committees of the Senate, Judicial Committee proceedings and findings have never been made public. Pursuant to urging of the Senate, the Judicial Committee in Fall, 1979, amended its rules to provide for open hearings when both parties agreed. In only one recent case, however, has such mutual agreement been obtained. (All reports indicate that the open hearing in that case was decorous, business-like, and conducted in such a way that witnesses did not seem unwilling to testify.)

The overwhelming majorities of both committees are in favor of changing Section 16 to permit more widespread information about Judicial Committee hearings and findings to become available. This was also the sentiment of every speaker at an open forum conducted by the Senate Consultative Committee on January 22, 1981. Complex questions are presented in working out a system for making findings and hearings public, while at the same time protecting the privacy of faculty, students, administrators, and others who may be reluctant to become involved in Judicial Committee hearings. A process of

experimentation well might be necessary in order to reach the best accommodation of competing claims for open hearings and findings and for some measure of confidentiality where critically necessary to insure the fairness of a proceeding. And it is entirely possible that it might be concluded that hearings should without exception be open.

Accordingly, we recommend an amendment to the Tenure Code that would permit the Judicial Committee to draft a more elaborate and amendable rule than would be possible without a time-consuming series of amendments to the Tenure Code. As will be seen from our proposal, any rule on the subject put forward by the Judicial Committee would become effective only after review of the rule by the Faculty Senate. The Faculty Senate would be empowered to defer the effective date of any proposed rule, perhaps indefinitely, if the Senate determined that the rule was defective.

The Judicial Committee is currently in the process of drafting a rule, on the expectation and hope that the Senate and Regents will approve the above amendment to the Tenure Code. In view of the need to provide hearings for claims that have arisen under the Rajender settlement, it is hoped that the above amendment will become effective in time to permit the Judicial Committee to submit its proposed rule to the Faculty Senate at its next meeting which is scheduled for April 16.

**CHARLES W. WOLFRAM, Chr.**  
**University Committee on Tenure**  
**EDWARD G. RIPPIE, Chr.**  
**Senate Judicial Committee**

*Approved*

## **IV. SENATE COMMITTEE ON FACULTY AFFAIRS**

### **PERSONAL RESOURCES PROGRAM**

#### **Action by Faculty Senate**

**(10 minutes)**

#### **MOTION:**

That the Senate endorse the concept of an employee assistance program for faculty members to be implemented as soon as possible following the report of a faculty advisory committee on how such a program should be implemented.

#### **COMMENT:**

This motion was originally presented at the December 4, 1980, meeting of the University Senate and defeated by a vote of 52-56. The Senate Committee on Faculty Affairs (SCFA) is reintroducing the motion for two reasons. First, technically the motion should have been presented only to the Faculty Senate, not the entire Senate. We do not know whether this would have increased or decreased its chance of being passed. We are interested, however, in knowing whether the faculty itself favors or opposes such a program. Second, this resubmission gives us an opportunity to answer two important questions raised at the December 4 meeting.

The first question was whether the faculty might benefit more if this money were spent on some other employee benefit programs such as the faculty retirement plan. SCFA itself is, of course, deeply concerned about this trade-off. SCFA, however, is convinced that the estimated \$55,000 required annually to extend this service to faculty members would produce substantial benefits for faculty members. Some faculty members have already used this program, although they are not technically eligible. The program may be forced to stop services to these faculty members unless it receives additional funding. Other faculty members have expressed a strong interest in using the service. SCFA also believes that the chance of receiving these funds is high because the Legislature has already indicated strong support of the equivalent program for civil service employees. Faculty members see great advantage to them personally; the Legislature also sees great advantage to the

University and the state. There are strong indications that the Legislature views this program separately from the rest of the University budget. It is highly unlikely that, if this program is not established, the faculty will receive any additional monies for other employee benefits.

The second question was whether this program duplicated services already available in the local community. The answer is that the services provided under this program are diagnostic and referral services—not the actual treatment or counseling services toward which a referral is directed. The diagnostic and referral service does not represent a duplication of services already available in the Twin Cities or municipalities of the other campuses. There is no charge for the diagnostic and referral service. Recommended services that are part of any referral are frequently covered by the faculty member's University health plan coverage.

The remainder of this comment lists the questions and answers presented on December 4, 1980, to explain the nature and purpose of employee assistance programs. This material was prepared by Dr. James M. Schaefer, Director of the Office of Alcohol and Other Drug Abuse Programming. Although AODAP is the agency responsible for this program, the program covers much more than alcohol and other drug abuse; for example, marital disruption and financial problems.

*What is an employee assistance program?*

Basically an employee assistance program is a program staffed by broadly trained professional counselors whose responsibility is to provide information, to assess and diagnose problems as sensitively as possible, and to refer individuals to competent professionals for advice and/or treatment for the problems discovered. The key to the entire process is anonymous confidentiality. The EAP is a health advocate in the University community and through its information, diagnosis, and referral process it helps to prevent problems from developing in the ranks of the employees.

*How many universities have EAPs?*

Several dozen. The government (NIAAA) has provided funds to the University of Missouri at Columbia to develop a model EAP. We have detailed information on their experience. AODAP has met with and has discussed University of Minnesota problems and programs with them and has benefited greatly from these discussions. We have their guidebook. While it is not totally transferable, a great deal of it is useable with an appropriate cross sectional committee of interested parties.

*Where will the dollars come from?*

AODAP has currently budgeted for \$43,000 per year to support a University-wide civil service and bargaining unit employee assistance program. We have an approved request from UM central administration for a \$55,000 increase for the 1981-83 biennium to expand the EAP program. These would be continuous funds.

*What about structure?*

This is, of course, up to the implementation committee, but it looks like a new, relocated office for University Employee Assistance Programs might be considered, possibly under the vice president for administration. The higher the office is located and the more direct the line of authority the broader the base of impact.

*How would the dollars be administered?*

Again the implementation committee would help determine that, but AODAP has a procedure for making an application for funds for noncompetitive funding. The proposal would need an administrative home and a staff to run the project. Coordination with the currently funded employee assistance projects and the volunteer programs would need to be sorted out sensitively. AODAP could provide funds and an evaluative review every two years.

*Why should faculty members be interested in employee assistance programs?*

The faculty has alcohol abuse and other problems at a rate that is no less than any other population. We have no empirical data to support the notion but estimate that 10

percent of the 4,000 faculty are high risk to alcohol abuse, emotional stress, marital disruption, financial distress, and related problems.

An effective, sensitive faculty employee assistance program could help some of the faculty and their families. A diagnosis and referral agency that has broad coverage with complete confidentiality can work.

**C. ARTHUR WILLIAMS**  
Chair

*Defeated*

## **V. PROPOSED REVISION UNIVERSITY SENATE CONSTITUTION, BYLAWS, AND RULES (1 hour)**

### **MOTION:**

To amend the present Constitution, Bylaws, and Handbook by substituting the proposed Revision of the University Constitution, Bylaws, and Rules.

*For an amendment to the Constitution, the requirement is for either a two-thirds vote of the membership at one meeting or a majority of the membership at each of two meetings, the second of which shall be the next regular meeting. The vote fulfilled the requirement for a majority; the proposed revision will be presented for a second hearing at the next meeting of the Senate. For an account of the debate, see the Abstract.*

## **VI. COUNCIL ON LIBERAL EDUCATION ANNUAL REPORT, 1979-80**

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 interest—of their units.

### **1979-80 Council Activities:**

Following consideration of possible 1979-80 agenda items, the Council chose to review discussion of, planning for, and implementation of the all-University liberal education requirement as these are currently taking place in the colleges. Under 1970 Council policy, the liberal education requirement mandates distributed study in communication, science, man and society, and artistic expression. A letter was sent from the Council to the deans of undergraduate colleges asking them to provide an estimate of the current status of liberal education in their unit with special reference to the following questions:

What discussions are in process concerning the present structure of the all-University liberal education distribution requirement? Do changes within your college suggest a need for modifications of the requirement?

What are your plans for modifying courses offered by departments of your college to make them more appropriate for the purposes of liberal education?

Have you had discussions with other colleges about modifying some of their courses to make them more appropriate for the liberal education of your students?

What have been your discussions of the relationship of the major to liberal education? Are you planning modification of majors in the light of liberal education goals?

What have been your attempts (either formal or informal) to determine student attitudes toward the liberal education requirement, or more generally, toward the quality of their undergraduate experience?

A subcommittee was convened to analyze the responses of the colleges to this request for information. It was concluded from the analysis that further study of the impact of the distribution requirement on student programs would be desirable. Thus, at its May 22, 1980 meeting, the Council approved a proposal from the subcommittee to conduct an evaluative study of the effects of the all-University minimum liberal education distribution requirement. The study was (i) to compile and analyze the liberal education requirements as stated in the various college, campus, or program bulletins and (ii) to gather data on how students actually satisfy the current liberal education distribution requirement by examining the academic programs or transcripts for a random sample of recent graduates. It was intended that this study would be completed in time to have intensive Council discussion of the findings during the 1980-81 academic year.

In conjunction with the survey of liberal education activities in the colleges, the Council invited Professor Clarke Chambers, Chair of the College of Liberal Arts Committee on Undergraduate Education, and other members of his committee, to meet with the Council for a discussion of their Interim Report. The CLA committee was completing a wide-ranging study and discussion of the liberal education structure and content of CLA undergraduate programs. The Council considered it essential, therefore, to become familiar not only with the report but also with the implications for the wider University of the recommendations for change in the CLA approach to the distribution requirement. Furthermore, the College had requested Council response to the Interim Report. A second meeting with the Chambers' Committee was held upon publication of their final report.

A Council discussion of the President's Commission Report on Foreign Language and International Studies led to the formation of a CLE subcommittee charged to study the recommendations and issues in the Commission Report as they relate to University of Minnesota policy and practice, and to the responsibilities of the Council. This subcommittee will continue its study during the 1980-81 academic year.

Another 1979-80 activity of the Council was to participate in the development of a questionnaire, written by Professor Andrew Ahlgren and Ms. Carol Boyer, which seeks to identify "visceral priorities in liberal education." The intent of the questionnaire and its use in discussions of liberal education were agenda items of two Council meetings.

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 95 certificates and honoraria to faculty members selected for their outstanding contributions to undergraduate education. For its inception the program has been supported by an annual grant to the University 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.

Selection criteria 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 1980 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.

1970-80 subcommittee, formed according to general CLE guidelines, included: Michael Detlefsen (assistant professor of philosophy, College of Letters and Science, UMD—former CLE member), Forrest Harris (professor, Social and Behavioral Sciences Division, General College—previous award recipient and CLE member), Kathryn Murphy (graduate student—CLE member), and Sandra Peterson (associate professor of philosophy, CLA—non-CLE faculty member). This year 13 nominations were received from 17 colleges, with the award and a \$1,000 honorarium presented to:

Richard D. Ashmun, professor of vocational and technical education, College of Education;  
Robert L. Brown, Jr., associate professor of English, College of Liberal Arts;  
Jerome E. Gates, professor of arts, communications and philosophy, General College (also nominated by University College);  
Eugene E. Grossman, assistant professor of psychology, College of Education, University of Minnesota, Duluth;  
Joseph J. Latterell, professor of chemistry, University of Minnesota, Morris;  
Lura M. Morse, professor of food sciences and nutrition, College of Home Economics; and  
Frederick W. Peterson, professor of humanities, University of Minnesota, Morris

An award certificate and the honorarium were presented to each recipient at the appropriate college commencement ceremony.

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 of 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 1979-80 Small Grants Program, 59 proposals totaling \$117,104 were received and 27 proposals totaling \$30,453 were funded. In the spring round, the Council received 80 proposals totaling \$167,794 and funded 29 proposals totaling \$44,046. The subcommittee for the fall 1979 and spring 1980 rounds of the Small Grants Program was chaired by Jerrold M. Peterson.

**JAMES WERTZ**  
Chairman

*Accepted*

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

(10 minutes)

None

## **VIII. OLD BUSINESS**

None

## **IX. NEW BUSINESS**

(10 minutes)

None

## **X. ADJOURNMENT**

**MARILEE WARD**  
Clerk

## ABSTRACT

The meeting was called to order at 3:30 p.m. in 25 Law Building, Minneapolis campus, by C. Peter Magrath, president. Minutes for the last meeting were approved as well as additions to Senate and University committee memberships.

*Confidentiality Rule*—Charles Wolfram, professor of law and chair of the Tenure Committee, provided background for a motion to permit the Judicial Committee to establish rules for making its hearings and findings public with Senate approval. He said his committee believed that the present interpretation that hearings should be closed and circulation of findings limited was no longer suitable, and under stimulation of the courts the committee had come to the conclusion that there should be an opportunity to experiment with open hearings and some disclosure of findings. Edward Rippie, Judicial Committee chair, had indicated that his committee concurred. The motion was approved unanimously without discussion.

*Personal Resources Program*—C. Arthur Williams, professor, business administration and chair of the Faculty Affairs Committee, presented for a second hearing the proposal for an employee assistance program for faculty members which had been narrowly defeated by the Senate in December. Because the vote should have been by faculty members, it was being returned to the floor. Also, the second reading would provide an opportunity to answer some of the questions raised at the first meeting. James Schaefer, director of the Alcohol and Other Drug Abuse Program, said that a modest amount requested from the legislature would finance a diagnostic and referral service for faculty members, a group that is estimated to have about the same incidence of alcohol abuse, marital disruption, financial distress, and related problems as other populations. After listening to President Reagan's message the night before, he said, he was aware that there would be even more need for such services. In conclusion, he explained that he was seeking the support of the Faculty Senate before going to the state legislature. Lawrence Goodman, James L. Record professor of civil engineering, thought it was important to distinguish between chemical dependency and employee assistance programs and he maintained, as he did at the last meeting, that it was a duplication of diagnostic and referral services in the area. He said he had called a referral agency listed in the phone book only to learn that it would provide just such services for University faculty members. He asked why existing programs that were doing a good job should be undermined. He thought, too, that the Faculty Affairs Committee should present evidence that the University would not lose other funding at the legislature if such an appropriation were made. He suggested that it should be classed as a state special and closed with the comment that the University should get its priorities in order. Mr. Schaefer said that existing services were indeed available to faculty members but only as a courtesy; the funds were intended for civil service staff. He said he was sure that existing agencies would not provide services free of charge, and he affirmed that his proposal was in the state special category. Mr. Williams assured Mr. Goodman that his committee would never have made the recommendation if funding were to come from general maintenance funds. The motion was then defeated by the Faculty Senate 59 to 42.

*Constitution, Bylaws, and Rules Revision*—The chair explained parliamentary procedure with respect to new amendments to the proposed revisions of the University Senate constitution, bylaws, and rules. Donald Spring, professor of English and chair of the joint subcommittee that drafted the revisions, introduced the document with remarks as to its origin, i.e. that it had been drawn up following Senate approval in principle of 26 recommendations developed by the Subcommittee on Senate Reorganization. The revisions had been published on January 6 and an open forum held to which the entire University community was invited. He explained that, although Duluth and Waseca had voted to enter into collective bargaining, it would take some for other campuses to vote. In the meantime the work on revision had continued, the Watson Committee report on the Senate having indicated that a strong Senate was needed to meet current challenges. His committee, he said, had kept senators and members of Senate committees fully apprised of developments.

The first amendment called for expansion of the Consultative Committee to include



continuous membership of Crookston and Waseca representatives, who now serve alternating one-year terms. John Turner, regents' professor of political science, said he was of two minds. He recognized that coordinate campus faculty members might not know what their rights were and had little opportunity for interaction with the Twin Cities faculty, and that distressed him. But he voiced fears of an imbalance on the committee, with a potential for a coordinate campus coalition. He suggested that the present rules should continue but that there could be provision for nonvoting members to participate in the "off" years. He then moved to refer the proposal to the Consultative Committee or the Joint Subcommittee to examine the question of voting. Marcia Eaton, associate professor of philosophy and chair of the Consultative Committee, rejected that proposal, explaining that her committee was divided on the issue. The Turner motion was then defeated. Richard Purple, professor of physiology and last year's Consultative Committee chair, supported increased representation, indicating that his experience had been that the coordinate campuses did not line up as a bloc on issues. Patricia Swan, professor of food science and nutrition, also favored the motion, because the assemblies on each campus faced with various issues should be regularly represented, she said. Robert Brasted, professor of chemistry, and Mahmood Zaidi, professor of industrial relations, also supported the motion. Robert Holt, professor of political science, said the issue was simply a matter of the principle of representation, a principle involved in the Supreme Court's one-man, one-vote decision, and he maintained that great distortion in representation would result. The amendment was then approved. A similar proposal applicable to the Committee on Committees was then addressed. Mr. Turner again was in opposition on the grounds that, because the committee selects members for committees, the Twin Cities campus would be placed in a relatively weak position and serious questions could be raised as to the virility of the Senate and its involvement in the central mission of the University. Constance Sullivan, associate professor of Spanish and Portuguese and chair of the Business and Rules committee, also opposed the move because of proportional considerations. Bruce Thorpe, student senator, favored the motion, indicating that the Student Committee on Committees needed the regular advice of coordinate campus representatives. At this point the amendment was approved 64 to 61.

David Lenander, student, proposed that the 8-member student component of the Library Committee be continued instead of being reduced. He said that number was needed to provide for coordinate campus representation and to recognize that students could make significant contributions. Mr. Spring responded that the Library Committee itself had recommended the reduction, one contributing factor being the fact that a quorum was frequently not achieved. The Senate then defeated the amendment.

Jo Ann Johnson, student senator, proposed addition of Continuing Education students in the statement on eligibility for service on committees and a change in the eligibility requirement. Both were approved without further discussion. Mr. Lenander followed with a proposal that meetings of the All-University Honors Committee should be open. Sue Pribyl, student senator, supported the motion, reminding the Senate that meetings could be closed by a vote of two-thirds of the members. She said the Student Consultative Committee had supported unanimously a resolution stating that all committee meetings should be open. Russell Hobbie, director, Space Science Center, explained that the committee reviewed honors of all kinds—building names, achievement awards, honorary degrees, and the like—and that it would be extremely rude to make available the names of those not approved. Mr. Turner, a former chair of the committee, elaborated, indicating that candidates were not always University personnel. As a result, he speculated, the University could be hurt by such adverse publicity. The motion was then defeated. A motion to encourage notice of open meetings in the *Minnesota Daily* and in the *Daily Bulletin* was approved without discussion.

The next amendment, to create a Committee for Services for the Handicapped, was supported by Carol Pazandak, assistant to the president, who explained that it was not a new committee, but was now being brought into the structure of the Senate at a level which was entirely appropriate to its charge. Mr. Spring added that his committee was in complete accord, and the Senate approved.

There followed a number of editorial revisions which Mr. Spring introduced as friendly amendments accepted by the committee.

Steve Carlson, student senator, said the proposed revisions of the three documents did not address the failure of the University to comply with the Civil Rights Law, and he asked that his negative vote be recorded. Mr. Zaidi urged an affirmative vote and extended best wishes to Mr. Spring for his excellent efforts on behalf of the University. The Senate accorded Mr. Spring an enthusiastic round of applause. At this point the proposed revision vote was taken, with 114 in favor, 1 opposed. The president explained that the necessary two-thirds vote was not achieved, but because a majority of the membership had approved, the matter would be brought to the next meeting for a second vote, where a majority would again be needed.

The meeting was adjourned following a silent tribute to Owen Wangensteen, a recently deceased faculty member.

**MARILEE WARD**  
**Abstractor**

**UNIVERSITY OF MINNESOTA**  
**UNIVERSITY SENATE MINUTES**

**April 16, 1981**

The third meeting of the University Senate for 1980-81 was convened in 25 Law Building, Minneapolis campus, on Thursday, April 16, 1981, at 3:15 p.m. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 122 voting members of the faculty, 36 voting members of the student body, 5 members of the Council of Academic Officers, and 9 nonmembers.

President C. Peter Magrath presided.

**I. MINUTES FOR FEBRUARY 19**

**Action (5 minutes)**

*Approved*

**II. CONSULTATIVE COMMITTEE ELECTION**

**INFORMATION:**

In the recent election to fill 1981-84 vacancies on the Assembly Steering Committee, M. Virginia Fredricks and John Howe were elected. Continuing Twin Cities campus members on the committee are Robert Brasted (1979-82), Marcia Eaton (1979-82), Douglas Pratt (1980-83), Paul Quie (1980-83), and Patricia Swan (1980-83).

**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, 1981.

*Richard Purple, professor of physiology, was elected.*

#### **IV. PROPOSED REVISION UNIVERSITY SENATE CONSTITUTION, BYLAWS, AND RULES (5 minutes)**

**MOTION:**

To amend the present Constitution, Bylaws, and Handbook by substituting the proposed Revision (as amended) of the University Constitution, Bylaws, and Rules.

**INFORMATION:**

At its February 19 meeting, the Senate approved by majority vote the proposed Revision of the University Senate Constitution, Bylaws, and Rules (*Minnesota Daily*, January 6, 1981) and certain amendments (*Minnesota Daily*, February 9 and 12, 1981). The amendments included (1) continuing membership on the Consultative Committee and the Committee on Committees for Crookston and Waseca, (2) a change in registration requirements for Continuing Education and Extension senators, (3) notice in the *Daily* or the *Daily Bulletin* of committee meetings, (4) establishment of a Committee on Services for the Handicapped, and several editorial changes. The Constitution provides that a majority of the membership must approve amendments at each of two consecutive meetings.

**W. D. SPRING, Chr.**  
**Joint Subcommittee on Senate Reorganization**

*The proposed revision was approved by a majority of the membership of the Senate. It had been approved by a majority of the membership at the February 19 meeting. Thus the requirement for a majority at two consecutive meetings was met.*

#### **V. SENATE COMMITTEE ON FACULTY AFFAIRS SENATE CONSULTATIVE COMMITTEE SEXUAL HARASSMENT POLICY & PROCEDURES (20 minutes)**

**MOTION:**

That the Senate endorse the Policy Statement on Sexual Harassment and the Procedures for Handling Complaints of Sexual Harassment Against Academic Staff presented below. The Procedures statement lists three options concerning participation of student, civil service, and academic professional-administrative members of the Sexual Harassment Board in those cases in which the complainant is not a member of their own class. The Senate must choose among these options.

##### **POLICY STATEMENT ON SEXUAL HARASSMENT**

Sexual harassment in any situation is reprehensible. It subverts the mission of the University, and threatens the careers of students, faculty, and staff. For the purposes of this policy, sexual harassment is defined as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

Sexual harassment is especially serious when it threatens the relationship between student and teacher or the relationship between a supervisor and his or her subordinates.

Here sexual harassment exploits unfairly the power inherent in a faculty member's or supervisor's relationship to his or her students or subordinates. Through grades, wage increases, recommendations for graduate study, promotion, and the like, a teacher or a supervisor can have a decisive influence on a student's or staff member's success and future career at the University and beyond.

When a person is subjected to unwanted sexual attention, a situation is created that may have devastating implications for individual students and staff, and for the academic community as a whole. Through fear of reprisal, a student, staff, or faculty member may submit to unwanted sexual attention at the price of debilitating personal anguish or may withdraw from a course or position and thus be forced to change plans for a life's work.

Conversely, a teacher or supervisor may be inhibited from developing a close and professionally appropriate relationship through fear of initiating a misunderstanding as to sexual harassment. In some cases a person against whom a complaint is directed may be unaware that his or her behavior is inappropriate or coercive, or a person's actions or words may be misinterpreted by another. Such misunderstandings, if not resolved, can interfere with the educational and administrative process even when no actual harassment has taken place.

While sexual harassment most often takes place in a situation of power differential between the persons involved, this policy recognizes also that sexual harassment may occur between persons of the same University status, i.e. student-student; faculty-faculty; staff-staff.

Thus, in both obvious and subtle ways, the very possibility of sexual harassment may be deeply destructive to individual students and staff. Academic and career relationships may be poisoned by the subtle and destructive overtones of this problem. For all these reasons, the students, staff, and faculty of the University of Minnesota believe that reaffirmation of a firm stand against sexual harassment and the establishment of procedures specifically designed to resolve complaints of sexual harassment are critically important for this institution.

Just as the University is committed to securing for its students and staff a safe environment, one free of sexual harassment, it is equally committed to maintaining academic freedom, to protecting the personal beliefs of students and staff, and to protecting the expression of these beliefs. Conduct that falls within the protection of academic freedom does not constitute harassment. No student or staff member shall be punished or reprimanded because of his or her beliefs in matters of religion or public policy or because of expressions or conduct protected by the Constitution of the United States or the State of Minnesota, or by the principles of academic freedom.

Complaints of sexual harassment might be brought that have no merit. Students and staff must be protected against false and mischievous complaints. Justice requires that the rights and concerns of both complainant and respondent be fully assured. The University shall make every effort to assure and protect these rights, and shall undertake no action that threatens or compromises them.

This policy on sexual harassment applies to the entire University and to the conduct of students, civil service persons, and academic staff alike. The responsibility for administering the policy, however, varies with the status of the respondent. If the respondent is a student, the procedures for dealing with complaints will be found in A Statement of Standards of Student Conduct Enforceable by University Agencies, approved by the Board of Regents at its December, 1974, meeting. If the respondent is a civil service employee, the procedures are outlined in the Civil Service Rules as amended by the Board of Regents at its January, 1981, meeting. Finally, if the respondent is a member of the academic staff, the procedures are set forth in the document entitled, "Procedures for Handling Complaints of Sexual Harassment Against Academic Staff."

## PROCEDURES FOR HANDLING COMPLAINTS OF SEXUAL HARASSMENT AGAINST ACADEMIC STAFF

Scope: These procedures are applicable to complaints by students, civil service persons, and academic staff against academic staff and apply to the conduct of academic staff in their capacity as members of the academic staff of the University of Minnesota. In all

proceedings regarding allegations of sexual harassment the provisions of Sections 10, 11, 13, and 14 of the Regulations Concerning Faculty Tenure shall be faithfully observed.

#### I. An Entry Level Office

This Office shall be separate and distinct from any other office in the institution.

This Office shall be staffed by persons who will have legal training and counseling skills and such other personnel as are necessary for the effective operation of this Office.

This Office shall be established in the chain of authority of the Vice President for Academic Affairs.

The function of this Office shall be to disseminate information on the University's policies and procedures for dealing with sexual harassment and to receive all complaints alleging sexual harassment against academic staff. Such complaints may be brought by students, civil service persons, and academic staff. It shall be a duty of this Office to design forms and to maintain fair and adequate procedures to process a complaint if a complainant wishes to formalize it. It is also a function of this Office to discuss specific incidents in an informal fashion and to draw on other support and counseling services to assist complainants. Advice shall also be given of the details and consequences of formalizing a complaint. Counseling and informal discussion shall be an integral part of the functioning of this Office.

If the complaint cannot be resolved informally, this Office shall ask the complainant to submit a formal written complaint, including a statement of the alleged incident and the remedy desired. This Office shall ask the respondent to reply to the written complaint within ten days of the receipt of the complaint. The filing of such response shall be mandatory and the person responding shall be required to indicate denial in whole or in part, agreement with the assertions in whole or in part. Failure to respond shall be deemed a breach of academic responsibility requiring notice of such failure to respond to be given to the Academic Vice President by this Office.

Upon receipt of the response, this Office may further investigate the complaint and may schedule a meeting of the parties. Each party may have an advisor present at this meeting. This Office shall settle the formal written complaint in one of the following three ways:

1. It may dismiss the complaint as being without merit.
2. It may arrange for the parties to sign a written statement of agreement in which the parties resolve the differences between them according to terms set out in writing.
3. It may judge that the respondent acted in violation of the University Policy Statement on Sexual Harassment; in this case, this Office shall describe the nature of the violation, the evidence that supports its judgment and the sanction, if any, that it recommends that the Vice President for Academic Affairs apply in response to the violation. The judgment of violation and recommendation of sanction by this Office are advisory to the Vice President for Academic Affairs and have no final official standing. It is only the Academic Vice President who can officially find a respondent in violation of the University Policy on Sexual Harassment and issue a sanction.

Both parties shall be notified immediately in writing of the action of this Office.

If this Office dismisses the complaint and the complainant does not appeal the dismissal or if the parties sign a written statement of agreement, the file shall be closed. The material retained in the file shall include a copy of the formal written complaint, a copy of the respondent's reply, a statement of the action of this Office and a copy of any written agreements. This file shall be kept in a secure place and kept separate from the Academic Personnel Records.

If the complainant wishes to appeal the dismissal of the complaint, he or she may do so by filing a notice of appeal with the Sexual Harassment Board within ten days of written notification of the action of this Office. In the case of appeal, all materials shall be retained in the files and the files shall be forwarded to the Board.

If this Office finds that the respondent acted in violation of the University Policy or recommends a sanction, the Vice President for Academic Affairs shall be notified immediately. The Vice President may direct the Sexual Harassment Board to conduct a

hearing. Any hearing shall be conducted in accordance with basic and traditional principles of fairness and in accordance with procedures that guarantee full procedural due process to complainant and respondent.

Responsibility for reviewing the activities of the entry level Office shall be assumed by a subcommittee of the Senate Committee on Faculty Affairs, to which two students and one civil service person have been added. This subcommittee shall receive copies of all dispositions of cases and shall see that the University Policy on Sexual Harassment is administered properly and fairly by this Office. It is also the responsibility of this subcommittee to report to the University Senate at the end of three years when the term of these procedures expires.

## II. The Sexual Harassment Board

The main body for hearing appeals of the actions of the entry level Office is an nine-person Board to be appointed by the President. In order to achieve continuity, the Board members shall be appointed for staggered terms of service varying in length from one to three years. The membership of the Board shall consist of five faculty members, one academic professional-administrative person, one civil service person, and two students. A Board member of any class (faculty, academic professional-administrative, civil service, or student) may participate in any hearing or appeal without regard to the class to which the complainant belongs.

The office of the University Attorney shall serve to advise the Board on substantive or procedural issues that arise under the University Policy on Sexual Harassment.

The primary function of the Board is to hear appeals and conduct hearings. The Board shall hear appeals from complainants whose complaints have been dismissed by the Office. The Board, upon request from the Academic Vice President, shall also review the findings and recommendations of the Office when the Office has found a respondent in violation of the Policy on Sexual Harassment or has recommended a sanction. The Board shall conduct full hearings when in the judgment of the Board or the Academic Vice President that is appropriate.

In carrying out its appeal and hearing function, the Board shall adopt hearing procedures that accord due process to every party and are consistent with the Procedures for Committees of the Senate. At least two appropriate models for such procedures are the "Model Rules of Procedure for Collegiate Level Academic Freedom and Responsibility Grievance Committees" (Report of the ad hoc Committee on Grievances, September 28, 1978, pp. 22-30) and the "Judicial Committee Rules of Procedure" (#271, November 8, 1979).

In reviewing an action or recommendation of the entry level Office, the Board may be required to make up to three determinations. It may be required to determine the truth or falsity of the evidence considered. Secondly, the Board may be required to decide whether the factual allegation constitutes a violation of the University Policy on Sexual Harassment. Lastly, the Board may be required to decide what if any sanction is appropriate.

## III. Appeals

The complainant may appeal the action of the Office to dismiss his or her complaint to the Sexual Harassment Board. The respondent may appeal the actions of the Vice President for Academic Affairs to the Senate Judicial Committee. The respondent may appeal a ruling by the Academic Vice President that the respondent acted in violation of the University Policy on Sexual Harassment or may appeal any sanction proposed by the Academic Vice President. The Senate Judicial Committee shall hear the issues *de novo*.

## IV. Sanctions

Violations of the University Policy on Sexual Harassment may be met with a variety of responses. The Academic Vice President may rule that a respondent acted in violation of the University Policy on Sexual Harassment and propose no further official action. If in the opinion of the Academic Vice President the violation is more serious and warrants more severe treatment, a number of sanctions may be imposed. Those could include a reprimand and suspension without compensation for a period of one quarter or longer. Acts of sexual harassment of an extremely serious nature may warrant criminal action and may warrant a recommendation of removal for cause.

#### V. Standard of Proof

A violation of this policy on sexual harassment shall be found only where there is a preponderance of evidence that a violation occurred.

#### VI. Limited Duration

We recommend that this policy and procedure be instituted for an initial three-year period and reviewed by the Senate at the end of that experience under these rules and procedures. We consider that such a provisional response to this problem is superior to constructing a permanent system at this time. We have come to this problem with a limited amount of factual information. Given the special nature of this problem, we believe that a provisional response such as we suggest will serve to supply the factual base and experience essential for a satisfactory long-term program for defining the problem with some accuracy and eliminating it.

#### **COMMENT:**

The policy statement explains why the University needs to develop a set of procedures for handling complaints of sexual harassment against academic staff. In late fall, 1979, at the request of the Senate Consultative Committee, the Senate Committee on Faculty Affairs appointed a subcommittee to develop such procedures. The faculty members were Leo Raskind, Law School (chr.); Dorothy Loeffler, Senate Committee on Educational Policy; Michael Root, University Appeals Committee on Academic Freedom and Responsibility; Sharon Satterfield, Human Sexuality Program; and Timothy Dunnigan, Senate Judicial Committee. The student members were Katherine Hadley, Law School; Elizabeth Keller, CLA; and Robert Spelhaug, Law School. This subcommittee devoted many hours to this assignment and met with several groups to discuss its various drafts. Three Senate Committees made substantial contributions: Social Concerns, Judicial, and Tenure. Dr. Betty Robinett, Assistant Vice President for Academic Affairs and a SCFA member, was also extremely helpful.

For personal reasons not related to the subcommittee work, in December, 1980, Professor Raskind asked to be relieved of his chair position. Professor Root agreed to serve as chair to complete the assignment.

The Senate Committee on Faculty Affairs received periodic progress reports from the subcommittee. In March, 1981, SCFA approved the final subcommittee report subject to a few amendments accepted by Professor Root and further discussion between the SCFA chair and the Senate Consultative Committee. The SCC has also been following closely the work of the subcommittee.

Two points deserve special comment. According to the Procedures statement, the standard of proof is a preponderance of evidence. This is the standard which the courts have applied in Title VII, Sex Discrimination in Employment.

Three options are presented on the membership of the Board because both SCFA and SCC prefer to leave this decision to the Senate. SCFA leans toward Option 1, SCC toward Option 3. Option 2 is a compromise position. The principal arguments in favor of having all members participate in all cases are that (1) all complainants will receive equal treatment, (2) members will become more experienced if they participate in all cases, and (3) the handling of these cases requires no special expertise. The principal arguments in favor of limiting participation to those members whose classes are involved in the case are that (1) either the complainant or the respondent may prefer to have only members of their class involved, and (2) the workload of the other members will be reduced. The first argument is strongest when both the complainant and the respondent are faculty members.

Both SCFA and SCC are deeply indebted to the subcommittee and to the many other persons who have worked on this extremely important and difficult issue.

**C. ARTHUR WILLIAMS, Chair**  
**Senate Committee on Faculty Affairs**

**MARCIA M. EATON, Chair**  
**Senate Consultative Committee**

*Approved*



*In Section II, The Sexual Harassment Board, the Senate added a provision that a Board member of any class could participate in hearings or appeals without regard to the class to which the complainant belonged. The other options were (1) "Members of the Board who are not faculty members shall participate only in those appeals or hearings in which the complainant is a member of their own class (i.e., an academic professional-administrative person, a civil service person, or a student)" and (2) "Members of the Board shall determine by majority vote who shall participate in each case, but the Board shall always include those members belonging to the class of the complainant and the respondent."*

## VI. SENATE JUDICIAL COMMITTEE

### CONFIDENTIALITY RULE

#### INFORMATION:

At its February 19, 1981, meeting, the Faculty Senate voted without dissent to amend the Regulations Concerning Faculty Tenure to allow the Judicial Committee to provide in its rules for a system of making its hearings and findings public. Unless any such proposed rule or amendment is deferred by majority vote of the Faculty Senate, it shall become effective ten days after a meeting of the Faculty Senate in which it appeared in the published agenda. The Regents approved this measure at their meeting of March 16, 1981. In anticipation of this action, the Judicial Committee, on March 5, 1981, amended several sections of its Rules of Procedure to provide for open hearings and for publication of its findings and recommendations as follows: (underlined words added)

#### Rule 6. Representation and Attendance at Hearings

~~(d) Faculty Organization Observers.~~ Upon request of either party, or at its own initiative, the panel may permit designated representatives of education associations, organizations of faculty members, the Office of the Vice President for Academic Affairs, or other interested groups, to present their views on the issues before the panel, if any, that transcend the particular case. The panel may require these views to be presented in writing only, with a copy to each panel member. ~~In addition, designated representatives of such interested groups may be permitted by the panel to attend the hearing in the case on the understanding that such representative agrees to abide by the restrictions on publicity stated in Rule 17. Faculty, students, administrators, and members of the public at large may be permitted to attend the hearing in the case, except as provided in Rule 17, and on the condition that the proceedings can be conducted in a decorous manner consistent with due process.~~

~~(e) With the permission of the panel, other members of the Judicial Committee may be observers.~~

#### Rule 15. Procedures at Hearing

~~(j) Attendance at Hearings.~~ Attendance of persons other than the parties and witnesses shall be limited to those persons accorded status of participant under Rule 6.

#### Rule 17. Principle of Confidentiality: Public Nature of Findings and and Recommendations and of Hearings

~~(a) General Goals.~~ Public discussion or publicity about a case before the Judicial Committee might result in the loss of the privacy of faculty members, students, administrators, and others who appear as parties or witnesses in evidentiary hearings and might create pressure on potential witnesses and Committee members to testify or decide matters in ways that would not otherwise occur. On the other hand, it may be necessary or desirable to acquaint a broader audience with the fact of the filing of a complaint or to discuss broad—broadly matters of policy that are raised by individual cases. In any event, the overriding principle to be applied, concerning openness of hearings, is that a fair and just resolution of the case be reached through due process.

(b) Implementation. In order to accommodate these goals, the following should guide the conduct of persons having information derived from any Judicial Committee proceeding. In a manner consistent with these goals, the following should guide the conduct of hearings and persons participating in or observing such hearings before panels of the Judicial Committee.

- (1) Members of the Judicial Committee should avoid any discussion of individual cases outside of the normal Committee and panel processes, unless prior approval has been obtained from the full Committee. Hearings shall be open to faculty, students, administrators, and the public unless the hearing Panel finds compelling cause to close the hearings in whole or in part.
- (2) Parties to a Judicial Committee proceeding should avoid any statement outside the proceeding that would tend to create prejudice in the minds of potential witnesses or Committee members. Parties may, of course, discuss the case with necessary persons in the course of gathering evidence and preparing for the hearing. In reaching a decision to close a hearing, the panel shall consider the arguments of both parties and may seek the advice of the Judicial Committee. However, the decision of the panel in this matter shall be final.
- (3) Any person including parties, attorneys, advisers, Committee members, observers, witnesses and others who are present at the hearings of a case or have available any copy of a transcript or report of the hearings in a case shall not divulge the contents of any testimony, documents, or other evidence brought forward at the hearing except as provided in these Rules or in the Tenure Regulations. The provisions of this rule notwithstanding, the witness rule, Rule 15(f), shall apply.
- (4) Transmittal of the findings in a case to the Senate is governed by Section 16 of the Tenure Regulations. Distribution of findings in a case, as provided by Section 16 of the Regulations Concerning Faculty Tenure, is governed by Rules 18(d).
- (5) The confidentiality provisions of this rule do not apply to hearings that have been opened to the public under Rule 6(f).

#### Rule 18. Findings and Recommendations

(b) Proposed Findings; Comments and Objections. A proposed set of Findings and Recommendations shall be prepared and submitted to the parties, to each member of the Judicial Committee who did not sit as a member of the hearing panel, to the Vice President for Academic Affairs, and to observers invited under Rule 6(d) designated by groups invited under Rule 6(d) to present their views on the issues, present at the hearings. Recipients may submit written comment or objections within a time stated by the hearing officer for the submission of such views. Comments should be delivered to the recipients of the proposed findings by the deadline set by the panel. Any written response to the comments should be received within five days after the deadline set for comments. At the option of the panel, oral argument may be presented on the tentative findings.

(d) Submission to President and Publication. The Findings and Recommendations of the panel, signed by each concurring member of the hearing panel, shall be submitted to the President by the hearing officer. Copies shall be sent to the parties, to each member of the Judicial Committee, to the Vice President for Academic Affairs, to the Chairman of the University Committee on Tenure, and to observers invited under Rule 6(d) designated by groups invited under Rule 6(d) to present their views on the issues, present at the hearings. Copies of the final Findings and Recommendations shall also be sent by the Hearing Officer to the Clerk of the Faculty Senate, and to various University Libraries, for immediate access by library users, as follows: two copies to Wilson Library, Twin Cities Campus, and one copy to the main library of each coordinate campus of the University.

**EDWARD G. RIPPIE**  
Chairman

## **VII. UNIVERSITY COMMITTEE ON BUSINESS AND RULES ACADEMIC STAFF PROFESSIONAL PERSONNEL**

### **INFORMATION:**

The University Committee on Business and Rules met several times during winter quarter to consider the issue of representation in the Senate and its committee structure for persons who will be included in the new personnel appointment category called Academic Staff Professional Personnel. We also sponsored an open forum on the subject on April 2, 1981, in order to provide an opportunity to the larger University community to comment on the matter and offer suggestions of various ways by which the academic staff professional personnel might be represented.

A new appointment category was approved by the Board of Regents at its meeting on December 12, 1980, and is described in the proposal prepared by the Office of the Vice President for Academic Affairs ("Academic Staff Professional and Administrative Personnel Policies and Procedures"). Section IX.B of that document requests of Business and Rules and the Senate Consultative Committee that both committees undertake development of "a recommendation to the Senate on the question of representation and participation of the Academic Staff in the University, and on Senate and University Committees and councils, as appropriate."

Business and Rules understands that Academic Staff, in Section IX.B, refers only to academic staff professional personnel and not to administrative personnel. We have not yet been able to resolve other questions, such as the kind of representation, or the areas or degree of representation for the new professional category, because we lack information on the numbers of people involved and the units to which they are or will be appointed. Until this information is available, Business and Rules faces difficulties in determining specific methods and proportions of Senate representation for these personnel.

There remains, too, the larger question of the effect that representation of a sizable number of non-student, non-faculty staff personnel will have on the Senate.

The Committee on Business and Rules will pursue this matter this year and perhaps next year. We solicit further comments and suggestions from senators and all members of the University.

**CONSTANCE SULLIVAN**  
Chair

*Accepted*

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

None

## **IX. OLD BUSINESS**

None

## **X. NEW BUSINESS (10 minutes)**

None

## XI. TRIBUTE TO DECEASED FACULTY MEMBERS

CARL V. GOOSSEN

1909-1980

Carl Goossen began his career in education in 1929 as an elementary school teacher in his birthplace of Mountain Lake, Minnesota. While teaching in rural schools in Mountain Lake and Delft, he attended Winona State Teacher's College, from which he earned his bachelor of science degree and graduated with honors in 1946.

He began his 28-year association with the University of Minnesota in the fall of 1946 as a graduate student and teaching assistant in the College of Education. He earned his M.A. in 1947 and, after completing his Ph.D. in 1949, was named assistant professor and principal of the University Elementary School.

Thereafter, his contribution to elementary education at Minnesota focused heavily on his active teaching and advising commitment. Each quarter, and through both summer sessions, Dr. Goossen taught various courses in elementary school curriculum, supervision and improvement of instruction, problems in curriculum construction, and teaching science in the elementary schools. His patient and persistent contribution to teaching and advising was recognized by colleagues and students alike. He was named associate professor in 1951 and full professor in 1960.

As his expertise in science education grew, he came to assume major responsibility for the science education program in the department of elementary education. His interest in and knowledge of elementary science curricula were enhanced by visits to colleges and universities in the United States, England, Germany, and Scandinavia.

Outside of the University, Dr. Goossen contributed his knowledge and time to numerous education agencies and groups. Among his activities for the Minnesota State Department of Education were consultation and service on the Advisory Committee on Elementary Education, the Committee on Certification of Elementary Principals, and the Science Committee of the Curriculum Evaluation Criteria Study Group, for which he developed a method by which any school system could evaluate its science program. His interest in science education included outdoor and conservation education, and he served for many years on various committees of the Minnesota Council for Conservation Education.

Throughout his career at Minnesota, Dr. Goossen was an active member of state and national professional organizations. Among them were the National Education Association, the American Psychological Association, the American Educational Research Association, the National Science Teachers Association, and the Minnesota Elementary Principals Association. He was also a member of Psi Chi and Phi Delta Kappa.

Professor Goossen retired from the University in June of 1974, honored by his colleagues for his dedication to his students, his abilities as an educator, and his concern for the quality of educational programs. He died on May 25, 1980, survived by his wife Minnie, two brothers, and nieces and nephews.

## NEITH E. HEADLEY

1898-1980

Neith Headley's career at the University of Minnesota began in 1928 and spanned 39 years until her retirement in 1967. Those years were spent in the College of Education as a kindergarten teacher and supervisor, then as an assistant professor in the kindergarten education program.

Before coming to the University, Professor Headley taught kindergarten in Northfield and St. Paul schools and pursued her education. She earned a B.A. from Carleton College, a B.S. from Wheelock College in Boston, and an M.A. from Columbia College in Missouri. She undertook additional study at the Harvard School of Education and the University of Minnesota.

Professor Headley's contribution to kindergarten education was nationally and internationally recognized. She was co-author of a widely used text, *Education in the Kindergarten*, which was published in several editions and in foreign languages. Kindergarten teachers from Minnesota and other states would spend summer sessions at the University of Minnesota solely for the opportunity to attend her classes.

She led workshops for teachers and spoke at conferences throughout the United States and in Canadian provinces. She served as president of the Minnesota Association for Childhood Education and as vice president representing kindergarten in the Association for Childhood Education International. She also contributed articles on kindergarten education to national education journals.

At the University, Professor Headley was admired for her love of children and teaching and for her insight into the educational potential of common man-made and natural objects. Her private collection of children's books and other materials served as a local library for children who frequented her home to visit and borrow books; her elementary education students could often look forward to coffee, snacks, and informal discussion before a late afternoon class. The knowledge and insight she brought to her profession were enhanced by summer travels in her car throughout the United States, Mexico, Canada, and Europe.

Professor Headley retired from the University in June of 1967, honored by the College of Education as an "outstanding faculty member and contributor to the creative growth of kindergarten children and their teachers." Following her retirement, she continued for many years to lecture, conduct workshops, and teach summer courses in many eastern states and in Canada. She died in Washington, D.C., April 25, at the age of 81, survived by her nieces and nephews.

## GREGORY P. STONE

1921-1981

Gregory Prentice Stone was born in Olean, New York. He earned his B.A. at Hobart College in 1942 and both the M.A. and Ph.D. at the University of Chicago, where he studied with many of the remarkable sociologists assembled there at that time. He taught at the University of Illinois, Michigan State University, and Washington University of St. Louis before settling in at Minnesota, where he became a full professor in 1963. He died in Costa Rica on February 16, 1981.

Stone's major writings include: *Herman Schmalenbach on Society and Experience* (1977), translated and edited with Gunther Luschen; *Being Urban: A Social Psychological View of City Life* (1977), with David A. Karp and William C. Yoels; the edited volume *Games, Sports, and Power* (1972); *Social Psychology Through Symbolic Interactionism* (1970), edited with Harvey A. Farberman; and *Community in Disaster* (1958) with William Form, Sigmund Nosow, and Charles Westie. His many published articles reflect his universal interests: cities and personal identity, cultural aspects of consumer behavior, changing mores concerning holidays. Professor Stone attracted bright graduate students from all parts of the country who were inspired by his unique sense of the calling of graduate adviser.

Stone belonged to the post-war generation of graduate students who studied at Chicago during the time when the symbolic interactionist tradition was being brought to classical form by Herbert Blumer and given a humanistic thrust by Kenneth Burke. Stone's major contributions to symbolic interactionism include broadening its scope to include the sociology of appearance, developing its application to the sociology of sports, and institutionalizing it as a part of the professional establishment. He edited a volume on the sociology of sport and was recognized as a national authority on the subject. He had a major study of the sociology of sports under way at the time of his death.

One of the accomplishments of which he was most proud was his role in the founding of the Society for the Study of Symbolic Interactionism, of which he became first president. For his life-long efforts on behalf of this approach he had received the distinguished Herbert Blumer Award.

Gregory Stone had developed an international reputation in his field. His works were translated into several languages and he was in demand as a scholar-speaker at international conferences. He had travelled widely, but in his personal expressions to colleagues and friends had revealed his strong and abiding attachment to Minnesota.

## OWEN H. WANGENSTEEN

1898-1981

Dr. Owen Harding Wangensteen, Regents' professor emeritus of surgery, fondly called "The Chief" by those who were his colleagues, has left a legacy unheralded in the field of American surgery. His dedication as a clinical surgeon, his prowess as a medical educator, and his enthusiastic originality for scientific investigation have already given him a reserved seat among great historical surgeons.

He was born on a farm in Lake Park, Minnesota, on September 21, 1898. He received a bachelor's degree from the University of Minnesota in 1919, and finished medical school under a war time accelerated program in 1922. He graduated at the top of his class of 82 students. Dr. Wangensteen served his internship at the University in 1922. No fellowship was available in the Department of Surgery so he accepted one in internal medicine. The medicine fellowship required that each recipient carry out a research project in the laboratory. He spent 1924 at the Mayo Clinic and then returned to the University in 1925 to complete his study on the undescended testes. He received his Ph.D. that year.

When Dr. Strachauer resigned as head of the Department of Surgery in 1925, a search committee interviewed candidates which included Dr. Francis Newton of Harvard, and Dr. Mont Reid of the University of Cincinnati, who had trained under Professor Halsted of Johns Hopkins. Newton and Reid said, "There is nothing worthwhile here, nor will there ever be." The results of the next 37 years are self-explanatory.

Dr. Wangensteen studied in Switzerland from 1927 to 1928, first with Dr. Fritz de Quervain at Bern's Surgical Clinic, and then with Dr. Leon Ascher at the Physiologic Institute. Working with Ascher reinforced his belief in the partnership between surgical research and physiology, as his long association with physiologist, Maurice Visscher, M.D., Ph.D., has corroborated. When he returned in 1928, he was promoted to associate professor and became the first fulltime head of the Department of Surgery in 1930. He started with one surgical fellow and two interns, and cared for approximately 130 patients. At his retirement in 1967 there were 100 surgical fellows, 18 interns, and 200 surgical beds. He produced over 33 full professors and department heads and more than 100 fellows in academic positions throughout the country. In 1940 he established the Surgical Forum at the American College of Surgeons, where young surgeons present their ideas.

Dr. Wangensteen always referred to himself as a "plumber of the alimentary tract," having worked at both ends. One of his most important contributions was that of the management of intestinal obstruction and the use of the Wangensteen gastric tube. Poet Ogden Nash wrote, "May I find my final rest in Owen Wangensteen's intestine, knowing that his masterly suction will assure my resurrection."

Another important contribution of Dr. Wangensteen was his establishment of one of the finest schools of intracardiac surgery in the world, where his students helped to solve

the basic problems which led to the first open heart surgery in the United States. These students include such world famous surgeons as Dr. Richard Varco, Dr. C. Walton Lillehei, Dr. Norman Shumway, and Dr. Christiaan Barnard.

Dr. Wangensteen believed that gastric hypothermia was a definite means of controlling peptic ulcer diathesis. He also worked with cancer of the alimentary tract. He fashioned a number of radical operations for cancer and encouraged work in the early detection of cancer, establishing the first cancer detection center.

Besides his surgical accomplishments, he has written several books and chapters of books—*Intestinal Obstruction*, 1937; *Cancer of the Esophagus*, 1951. He was co-editor of the journal *Surgery* from 1937 to 1970, and he authored and co-authored more than 900 medical publications. He and his wife, Sally, recently completed *The Rise of Surgery: From Empiric Craft to Scientific Discipline*, 1978. The day before he died, he was editing a book on Elias Lyons, his close friend and former dean of the Medical School.

Dr. Wangensteen considered his wife, Sally, his best friend. "Any man's burden," he said, "is lightened considerably with so delightful and wonderful a life's companion." And recently he said, "Work is the most exciting paymaster there is. When I die, if they offer me reincarnation, I'll come back if my wife, Sally, can come back with me."

Dr. Wangensteen has been the recipient of many awards and honors including the Samuel D. Gross Prize of the Philadelphia Academy of Surgery; the John Scott Medal and Award; an Honorary LL.D. from the University of Buffalo; the Alvarenza Prize of the College of Physicians of Philadelphia; the American Cancer Society Award; an Honorary Doctor of Science Degree from the University of Chicago; the Pittsburgh Surgical Society Award; an Honorary Doctor of Science Degree from St. Olaf College in Northfield, Minnesota; the Medallion and membership in the French National Academy of Medicine; member of the German Surgical Congress; Distinguished Service Award from the University of Minnesota; an Honorary Doctor of Science Degree from Temple University; Honorary Membership in England's Royal College of Surgeons; the Passano Award of the American Medical Association; Honorary Membership in the Hellenic Surgical Association of Athens, Greece; Doctura Honoris Causa from the University of Paris, Sorbonne; a Special Citation from the American Cancer Society; Honorary Doctor of Science Degree from Hamline University; Honorary Membership in the Norwegian Academy of Science; Honorary Membership in the Royal College of Surgeons, Edinburgh; Member of the National Academy of Sciences; President of the American Surgical Association; Distinguished Service Award of the American Medical Association; Medaille Lannelongue Quinquennial Prize of the French Academy of Surgery; the Minnesota Governor's Outstanding Minnesotan Award; Honorary Member of Ireland's Royal College of Surgeons; Honorary Member of the Argentine Surgical Society; the Pembina Trail Award of the Red River Valley Historical Society; the Scientific Achievement Award of the American Surgical Association; the Age of Enlightenment Award of the International Meditation Society; President of the American College of Surgeons; and Honorary Fellow of the Société Internationale de Chirurgie.

He is survived by wife Sarah; two sons, Dr. Stephen L. Wangensteen, Tucson, Arizona, and Owen G. Wangensteen of Spain, and a daughter, Mrs. Mary Brink, Wayzata.

## XII. ADJOURNMENT

**MARILEE WARD**  
Clerk

## ABSTRACT OF DISCUSSION

The meeting was called to order at 3:15 p.m. by President Magrath in 25 Law Building, Minneapolis campus. Coordinate campuses were linked by telephone. Lewis Hendricks, professor, College of Forestry, and Donald White, professor, College of Agriculture, served as tellers. The minutes of the last meeting were approved.

*Election of Vice Chair*—Douglas Pratt, professor of botany, nominated Richard Purple, professor of physiology, citing his thorough knowledge of the University's governance system and service as an effective chair of the Senate Consultative Committee. The nomination was seconded and, there being no others offered, the president ruled that a unanimous ballot had been cast. A round of applause for Mr. Purple followed.

*Constitution, Bylaws, and Rules Revision*—Donald Spring, professor of English, Morris, and chair of the joint subcommittee that drafted the revisions, introduced them for a second hearing, inviting further questions. There being none, his motion for approval passed, 128 to 1. The Senate thus achieved the majority of membership approval required at two consecutive meetings so the document could be forwarded to the Board of Regents. Marcia Eaton, associate professor of philosophy and chair of the Consultative Committee, speaking on behalf of her committee and the Senate itself, thanked Mr. Spring for his untiring efforts over the past two years and indicated she knew no one would be more glad than he that it had been concluded. The president added a personal tribute to Mr. Spring, who responded that he wanted to share the appreciation with Russell Hobbie, professor of physics, director of the Space Science Center, and vice chair of the Senate, and Marilee Ward, clerk.

*Sexual Harassment Policy & Procedures*—Arthur Williams, professor of business administration and chair of the Faculty Affairs Committee, presented a proposed sexual harassment policy and related procedures for the University. He said the matter had been one of the most important items on his committee's agenda during the year. The subcommittee that drafted the paper had found it a difficult area to deal with, he noted, but SCFA believed that the final draft would accord justice to both parties in a complaint. He called attention to three points. First, the definition of the standard of proof was stated as "a preponderance of evidence," which had been used on the advice of Law School representatives. Second, there would be a review of the policy and procedures at the end of three years. Third, three options were offered with respect to the composition of the Board when hearing an appeal—restriction to members of the same class as the complainant, decision by majority vote of the Board, or all members participating in all cases. Marcia Eaton, associate professor of philosophy and chair of the Consultative Committee, endorsed the document on behalf of her committee, and affirmed that the committee was anxious to have it approved. She then moved adoption of the third option, and the Senate approved it by a substantial margin.

Charles Wolfram, professor of law and former chair of the Judicial Committee, took the position that evidence should be "clear and convincing," the standard applied by that committee, rather than using "preponderance of the evidence." When it was ruled that the amendment was out or order without Senate consent, the Senate voted to take it up. Mr. Williams reported that the Faculty Affairs Committee had at first believed that "clear and convincing" was the better description but had turned to the alternative when it had learned that the other was applied by the courts. Bonita Sindelir, assistant University attorney, explained that the "preponderance of evidence" requirement was used in the courts in Equal Employment Opportunity Commission and Human Rights Commission Title VII cases. Those agencies, she said, do not require internal review of cases before they hear them. She pointed out that it would be possible that people would be encouraged to file complaints outside of the University if the University had a higher standard of proof internally. And, she added, if complainants did go outside the University, the University would be liable for the actions of its employees. At this point the Wolfram amendment failed and the main motion as amended was approved almost unanimously. President Magrath said he was very supportive of the policy and that henceforth the University would be better positioned in this matter.



*Confidentiality Rule*—Edward Rippie, professor of pharmaceuticals and chair of the Judicial Committee, presented for information new provisions for open hearings and findings of the Judicial Committee, a power that the Senate at its last meeting had delegated to the committee. The proposals would go into effect in ten days, he said. Lawrence Goodman, Record professor of civil and mineral engineering, asked for clarification of a reference to a section of the tenure regulations and was informed that that provision stated that persons who expected to be called as witnesses should not be present at hearings.

*Committee on Committees*—Nancy Brecht, student member of the Committee on Committees, urged students to apply and faculty to recommend students for service on 1981-82 committees. She reported that her committee would receive recommendations in its office at 240 Coffman Union.

*Biennial Request*—The president commented briefly on the University's biennial request to the legislature. Its fate was still up in the air, he said, but it was clear that the University would continue to face some painful fiscal and programmatic decisions. He thanked Peter Robinson, professor of French and Italian and University faculty spokesperson at the legislature, and other faculty members for their efforts. With reference to the faculty salary issue, he noted there had been no decision, that he and his colleagues were continuing to push for a maximum realization, and so far had had what he called a sympathetic response.

After a silent tribute to deceased colleagues, the Senate adjourned at 4:15 p.m.

**MARILEE WARD**  
**Abstractor**

## UNIVERSITY OF MINNESOTA

### UNIVERSITY SENATE MINUTES

**May 14, 1981**

The fourth meeting of the University Senate for 1980-81 was convened in 25 Law Building, Minneapolis campus, on Thursday, May 14, 1981, at 3:15 p.m. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 115 voting members of the faculty, 31 voting members of the student body, 1 member of the Council of Academic Officers, and 10 nonmembers.

President C. Peter Magrath presided.

#### I. COMMITTEES OF THE SENATE, 1981-82

##### Action (10 minutes)

**EDUCATIONAL POLICY COMMITTEE:** Carol Carrier, John Gander, Jerome Gates, James Gremmels (UMM), Nils Hasselmo (ex officio), Roberta Humphreys, James Jensen, Ken Keller (ex officio), Stanford Lehmsberg (Chr.), Richard Leppert, Roger Upson. One faculty member to be named. Students: Jennifer Adams, Fritz Herrmann, David Kerwin. Two students to be named.

**SOCIAL CONCERNS COMMITTEE:** V. Elving Anderson, Ellen Betz, Nina Etkin, John Ingle (UMM), Dorothy Loeffler (ex officio), Philip Raup, Barbara Tenney, Lillian Williams (ex officio), Shirley Zimmerman. Alumni: Betty Clapp, Pamela Nichols. One to be named. Civil Service: Maureen Mason, Judith Paulson. One to be named. Students: Heather Bjork, Michael Cahn, Anne Hunt, John Latz, Liza Ring. Two students to be named.

**FACULTY AFFAIRS COMMITTEE:** Nancy Anderson, Roberta Armstrong, Harold Bernard (ex officio), Ellen Berscheid, Mario Bognanno, Thomas Clayton, Joanne Eicher, Frank Enfield, Roland Guyotte (UMM), Hugh Kabat, Ken Keller (ex officio), Ronald Schuler, George Sell, A. Marilyn Sime, Craig Swan, Robert Ulstrom. Two faculty members to be named.

**JUDICIAL COMMITTEE:** Homa Amir-Fazli, Gary Athelstan, Laird Barber (UMM), Timothy Dunnigan, Shirley Garner, Russell Hamilton, Helen Jorstad, Diane Kjervik, William Madden, John Mauriel, Kim Munholland, Johannes Nitsche, Richard Poppole, Phillip Tichenor, Cecil Waddington, David Ward, Finn Wold. Additional faculty members to be named.

**PHYSICAL PLANT & SPACE ALLOCATION COMMITTEE:** Anne Dickason, Wayne Drehmel, John Fraser Hart (Chr.), Peggy House, Jennifred Nellis. Two faculty members to be named. Students: Richard Linden, Armand Prieditis, Forrest Seymour.

**FINANCE COMMITTEE:** Walter Johnson (at-large). One at-large faculty member to be named.

**PLANNING COMMITTEE:** Bernadine Feldman, John Helmberger, Richard Ilkka (UMM), Van Mueller, Irwin Rubenstein (Chr.), Frank Sorauf. Ex officio members to be named.

**EXTENSION & COMMUNITY PROGRAMS COMMITTEE:** J. Edward Anderson, Norman Brown (ex officio), Geraldine Gage (Chr.), Paul Hagen, William Hodapp, John Kearnes (UMM), Harold Miller (ex officio), Arthur Naftalin, David Noetzel, Wanda Olson, Marcia Pankake, Betty Robinett (ex officio), Russ Thornton. Alumni: One to be named. Students: Eric Johnson, Joan Sushak. Three students to be named.

**INTERNATIONAL EDUCATION COMMITTEE:** Franklin Barnwell, Frank Braun, Vernon Cardwell, Changhee Chae (UMM), Josef Mestenhauser (ex officio), Karen Olness, Philip

Porter (ex officio), Michael Smith (UMC), Deon Stuthman, Gary Wynia (Chr.). Students: Jeff Moser, Paul Schulte, Katie Susag, Mark Workman.

LIBRARY COMMITTEE: William Andrews (ex officio) (UMW), Clarke Chambers, Patricia Crisham, Russell DuBois (ex officio) (UMM), Stephen Dunham, J. Woods Halley, Diane Hedin, Sun Kahng (UMM), Clarice Olien, Harold Opgrand (ex officio) (UMC), Donald Pearce (ex officio) (UMD), Mark Pitt, Kathleen Price (ex officio), Peter Roll (ex officio), Eldred Smith (ex officio), John Turner, John Van Pilsun. Two faculty members to be named. Students: Debra Colgan, David Lenander, Brian Thornton. One student to be named.

RESEARCH COMMITTEE: Perry Blackshear, Fred Bohlen (ex officio), Stanley Erlandsen, Lyle French (ex officio), Edmund Graham, Warren Ibele (ex officio), Stan Kegler (ex officio), Ken Keller (ex officio), Joseph Latterell (UMM), John Leppi (UMD), Patrice Morrow, Kenneth Reid (ex officio), Paul Reynolds, Richard Sauer (ex officio), Anthony Zahareas (Chr.). Robert Hexter (1980-81 Chr.) will serve as chair Fall Quarter 1981 while Anthony Zahareas is on leave. Students: Terry Brault, Sue Von Drasek, Charles Pechmann.

SUMMER SESSIONS COMMITTEE: Tom Benson, Bright Dornblaser (Chr.), Audrey Grosch, Richard Ilkka (UMM), Ken Keller (ex officio), Sheila McNally, Willard Thompson (ex officio), Paul Weiblen, Mary Young. Students: Liz Bonney. Four students to be named.

EQUAL EMPLOYMENT OPPORTUNITY FOR WOMEN COMMITTEE: Laura Cooper, Patricia Faunce, Jane Maddy (UMD), Shirley Moore (Chr.), Betty Robinett (ex officio), Murray Rosenberg, Geneva Southall, Janet Spector, Lillian Williams (ex officio).

TENURE COMMITTEE: James Carlson (UMM), Stephen Gasiorowicz (Chr.), Allen Glenn, Gloria Leon, Christopher Quinn, Verna Rausch, Betty Robinett (ex officio). One faculty member to be named.

BUSINESS & RULES COMMITTEE: James Connolly (ex officio), Bright Dornblaser, David Giese (Chr.), Bruce Nord (UMM), Marilee Ward (ex officio), David Weissbrodt.

ACADEMIC FREEDOM & RESPONSIBILITY COMMITTEE: Laird Barber (UMM), Virginia Bruininks, Martin Dworkin, Roger Larson, J. Lawrence Mitchell, Stephen Scallen, Miriam Seltzer (Chr.). Students: John Bard, Mark Blank, Mary Ann Lautzenhiser, Leo Timmons.

ALL-UNIVERSITY HONORS COMMITTEE: George Blake, Caroline Czarnecki (Chr.), Seymour Geisser, Ken Keller (ex officio), Robert Odegard (ex officio), Joseph Resch, Steve Roszell (ex officio), Russell Tall (ex officio), Gayle Yates. One faculty member to be named. Alumni: John Mooty, Diana Murphy, George Pennock, Alan Ruvelson, Wallace Salovich.

ANIMAL CARE COMMITTEE: Larry Anderson (UMD), Stephen Bistner, Padmakar Dixit, Alan Hunter, Ernest Kemble (UMM), Toni Mariani, Gail Peterson, Kent Rees (Chr.). One faculty member to be named.

EDUCATIONAL DEVELOPMENT COMMITTEE: Natalie Gallagher, Kenneth Howey, Tom Noonan, Michael Till, James Wernitz (ex officio). Three faculty members to be named.

STUDENT ACADEMIC SUPPORT SERVICES COMMITTEE: Bernadine Feldman, Dorothy Goss, Mary Klaurens, Thomas Kraabel, Ellen Ordway (UMM), James Preus (ex officio), James Wernitz (ex officio). Five faculty members to be named.

SERVICES FOR THE HANDICAPPED COMMITTEE: Michael Baizerman, Keith Buckley, Nancy Crewe, Mary Klaurens, Lloyd Lofquist (Chr.), Jack Merwin, Ellen Ordway (UMM), Richard McDermott, Frank Wilderson (ex officio).

FINANCE COMMITTEE: Students: Betsy Loushin (at-large), Tracy Allen (at-large).

PLANNING COMMITTEE: Students: Steve Ansolabehere, Gail Lorenz.

ALL-UNIVERSITY HONORS COMMITTEE: Students: Martha Hobbs, Kristen Olsen, Ron Reimann.

BUSINESS & RULES COMMITTEE: Students: Debra Gregan, Judy Nord.

*Approved*

**INFORMATION:**

SENATE CONSULTATIVE COMMITTEE: Students: Heather Bjork, Nancy Brecht, David Lenander, Judy Nord, Kit Wiseman.

COMMITTEE ON COMMITTEES: Students; Richard Enrooth, Dick Schwartz, Kristine Stelmachers.

INTERNATIONAL EDUCATION COMMITTEE: Michael Smith (UMC) will not be serving on committee, leaving 1 UMC faculty vacancy.

*Accepted*

**II. SENATE COMMITTEE ON FACULTY AFFAIRS**

**FACULTY RETIREMENT PLAN**

**(45 minutes)**

**Action by Faculty Assembly**

**MOTION:**

That the Senate reaffirm its support for the current defined contribution retirement plan as the primary retirement plan of the faculty and, in so far as is consistent with the continuation of that plan, adopt in principle the following changes in the Faculty Retirement Plan:

1. **A NEW MINIMUM BENEFIT.** No faculty member would retire at age 65 with a pension less than  $1\frac{1}{3}\%$  times their years of service up to 30 times the faculty member's "high five" salary. The high-five salary is the faculty member's highest average salary over a period of five consecutive years. For most faculty members the high-five salary will be the average salary during the last five years prior to retirement. To illustrate, if a faculty member retires at age 65 with 30 or more years of service with a high-five salary of \$30,000, he or she would receive at least an annual pension of  $1\frac{1}{3}\%$  times 30 or 40% of \$30,000 = \$12,000. Social security benefits would be extra.
2. **A NEW INCREASING PENSION OPTION.** Instead of receiving the same pension each year after retirement, the faculty member would be permitted to elect a lower initial pension in exchange for a promise that each year thereafter the pension will be increased x% (say 3%). This option would have the same present value as the level pension option.
3. **A NEW JOINT AND  $\frac{2}{3}$  SURVIVORSHIP OPTION.** Under this option a faculty member with a spouse could elect to have a specified pension paid while both the faculty member and spouse were alive with two-thirds of this amount being continued after the death of either the faculty member or the spouse. The present plan contains a joint and survivorship annuity under which the entire initial pension is continued after the death of either party. Under the new option the faculty member and spouse would collect more while both are alive, less after either one dies.
4. **MORE LIBERAL EARLY RETIREMENT BENEFITS.** Faculty members with 10 or more years of service could elect to retire between ages 62 and 65 with a benefit equal to what their accumulated net contributions to the actual date of retirement would provide if they were 65 at the date of retirement. In other words, the pension calculation would ignore the higher life expectancy of persons who retire prior to age 65.
5. **NEW PHASED RETIREMENT AGREEMENTS.** Under these agreements a faculty member could arrange to work at a reduced salary for less than three quarters a year or part-time during one or more quarters without losing his or her tenure status. The agreement would be arranged and signed by the faculty member, the department chair or dean, and the Vice President for Academic Affairs. Once a reduced load was arranged, it could not be increased except by mutual agreement. At retirement the faculty member would be treated as if he or she had earned his or her unreduced salary during any reduced-load, reduced-salary period.
6. **HIGHER BENEFITS FOR CURRENTLY RETIRED FACULTY.** Subject to certain limitations, benefits for currently retired faculty would be recalculated to determine what

insurance annuity they would currently receive if they had spent as many years under the present plan as those retiring the June after these proposed changes are implemented. If the benefits they currently receive are less, they would be adjusted upward. The current benefits would also be increased if they are less than the new special minimum benefit. In other words, for a person with 30 or more years of service the benefit should be at least 40% of their high-five salary. Finally, currently retired faculty should be permitted to trade in their present level pension for the same increasing pension option available to future retirees.

7. ADDITIONAL OPTIONS FOR MILLS II CONTRIBUTIONS. Faculty members should be able to have their voluntary Mills II contributions placed in some investment other than the insurance annuities provided under the present plan.

#### **COMMENT:**

In May 1978 then Vice President Robert Stein appointed a Task Force to study the faculty retirement plan and to report its findings and recommendations for change to both him and the Senate Committee on Faculty Affairs. The principal problems associated with the present plan are (1) the much lower pensions as a percent of high-five pay that will be received by faculty members retiring in the next decade relative to those retiring during the next century, (2) the small pensions received by many currently retired faculty, (3) the inability under a defined contribution plan to define the retirement benefit without making assumptions concerning future salaries and interest rates, (4) the relative treatment of men and women, and (5) the absence of any protection against inflation after retirement.

The Task Force sought ways to handle these problems subject to an important cost constraint. Any plan they proposed was not to cost more than the present plan. Thus, if they improved pensions for one group of faculty members, they had to reduce pensions for some other groups.

In late 1979 the Task Force submitted a progress report to SCFA. As an alternative to the present defined contribution plan, the Task Force proposed tentatively a defined benefit plan, which may be summarized briefly as follows:

Coverage: Same as at present but no waiting period.

Retirement benefit:

At age 65—Benefit equal to  $1\frac{1}{3}\%$  times the years of service up to 30 times the high-five salary,  $\frac{1}{2}\%$  times the years of service in excess of 30.

Each year after retirement the pension would be increased 3%.

Delayed retirement—No increase in pension except that the high-five salary might be higher.

Early retirement—More liberal benefit for persons retiring at ages 62-65 with 10 or more years of service. Phased retirement agreements for faculty members 55 or older with at least 15 years of service.

Death benefit:

Pre-retirement—Present value of retirement benefits earned up to date of death.

Post-retirement—New joint and  $\frac{2}{3}$  survivorship option.

Disability benefits: No change from present plan.

Termination benefits: Payment at retirement of benefits earned to date of withdrawal.

Contributions: No change in faculty contributions.

No change in University contributions in long run but timing could change.

The Task Force summarized the effect of these changes as follows:

“Most faculty members who would retire at age 65 within the next 10 years would be better off under the proposed plan because (1) their pensions during retirement, including the post-retirement adjustments, would be higher and (2) they would be eligible for more attractive early retirement benefits. The upward adjustment for delaying retirement beyond age 65, however, would be less.

“For most faculty members who joined the University since 1963 the initial retirement

benefit payable at age 65 would be less under the proposed plan; so would the upward adjustment for delayed retirement, the death benefit, and the withdrawal benefit. The proposed plan, however, also has some features that would benefit younger and yet to be hired faculty. Assistant Professors would be covered immediately; there would be no waiting period. Years of service for existing younger faculty would include the years they spent during a waiting period. The retirement plan plus OASDI would still provide a pension meeting or coming close to the 60-75% objective. All faculty members would also be guaranteed a benefit related to their final salary, a feature that protects them against inflation prior to retirement, assuming their salaries keep pace with inflation, plus post-retirement inflation adjustments. Finally, under the proposed plan the University bears many risks currently borne by the faculty.

"Women would benefit relative to men from the equal payout principle incorporated in the proposal."

In March, 1980, SCFA distributed the 37-page Task Force Progress Report to all faculty plus other participants in the Faculty Retirement Plan. In addition to describing the present plan and its proposed defined benefit plan, the Task Force analyzed through specific examples how various groups of faculty would be affected. SCFA distributed the report for educational purposes only. As a committee, SCFA took no position on the Task Force recommendations. Instead it invited oral or written comments to SCFA or to the Task Force. On behalf of itself and SCFA, the Task Force held public hearings during May and June at Minneapolis, St. Paul, Duluth, Crookston, Morris, and Waseca.

About 200 persons attended the hearing or submitted written comments. The viewpoints expressed at the hearings or in writing varied widely, but a substantial majority of those faculty members who communicated with the Task Force or SCFA had serious reservations about the defined benefit plan. The reduction in pensions for younger faculty members was deemed unfair and a breach of contract. The inability to define the benefit under a defined contribution plan was not considered to be as serious a concern as had been supposed. Many younger faculty members questioned whether the University (and in some cases the social security system) would be able to pay the benefits promised under the defined benefit plan when they retired. They had more confidence in the solidity of the present defined contribution plan. Under such a plan the accumulated monies are always available even though they may buy a smaller pension than expected relative to final pay if interest rates or mortality rates are less than expected or if wages rise more rapidly. Others preferred a defined contribution plan because they wanted to bear themselves the investment risks associated with the defined contribution plan rather than pass the risk to the University. This group anticipated higher rates of return on the pension plan investments in the future. Many faculty members objected to the more limited incentives to defer retirement. A large number strongly opposed the reduction in the withdrawal benefits, including younger persons who stated they may well leave the University in a few years and others who feared this reduction would put the University at a disadvantage in recruiting younger faculty.

Features of the proposed plan that were positively received were the higher benefits for persons retiring in the next decade or two, the 3% a year post-retirement adjustment (though 3% was considered too low), the more liberal early retirement provision, and the phased retirement agreements. A few cited favorably the greater protection a defined benefit plan would provide against inflation prior to retirement and the specification of the benefits rather than the contributions.

After reviewing these comments, the Task Force reaffirmed its support of its defined benefit proposal, subject to some modifications in details, but recommended that the Task Force consider many approaches, including modifying the present plan in some of the ways listed in page 37 of the Task Force report.

On the basis of the Task Force report, the faculty opinions it received, and its own deliberations, SCFA has decided to endorse the present plan with some modifications designed to introduce the most attractive features of the Task Force proposal. The plan it proposes would help some persons and not affect others. No one would be worse off except that the unisex approach, already adopted by the Senate, will reduce the benefits for males. The proposal does involve some additional costs which the University would have to

agree to fund. The features of the proposed plan that would involve additional costs are (1) the new minimum benefit, (2) the more liberal early retirement options, (3) the phased retirement agreements, and (4) the higher benefits for many retired faculty. If the Senate endorses the concepts in this proposal, SCFA will seek precise cost estimates and negotiate with the Administration the implementation of these changes. The Senate is asked to endorse these changes only in principle in order that SCFA might be able to alter the details in response to more precise cost estimates and availability of funds.

The x % a year increasing annuity option will not require any additional funds because this annuity will have the same present value at retirement as a higher flat annuity. SCFA considered seriously simply adding a 3% annual increase without any reduction in the initial pension, but the Task Force found that adding this post-inflation adjustment would increase the cost of the pension plan about 25%. At some future date these issues should be reopened. SCFA emphasizes that this option does not solve the problem of post-retirement inflation. Faculty members are simply accepting a lower initial pension in return for higher benefits later. If post-retirement inflation adjustments are granted other state employees at some future date, faculty members need and should share in these adjustments.

The proposal to permit more flexibility in investing Mills II contributions is consistent with a voluntary plan. Until a few years ago, however, the law required investments in insurance annuities. The Department of Insurance and Retirement is currently exploring other possibilities.

SCFA believes that the proposed changes in the basic plan will reduce, but by no means eliminate, the major problems associated with the present plan. Many persons retiring in the next decade or so would receive a higher pension. Many currently retired faculty would receive an extra pension. The sex differential feature of the present plan would be eliminated for future contributions. The plan would provide as an option an annuity that would increase the payments after retirement x % each year. The new joint and  $\frac{2}{3}$  survivorship option would provide a pension that is more appropriate for many retired persons. Partial or total early retirement would become more attractive.

A detailed outline of the proposed plan is presented below.

### **PROPOSED FACULTY RETIREMENT PLAN**

**COVERAGE:** All positions covered under the present plan would continue to be covered.

**RETIREMENT AGE:** The mandatory retirement age would be age 70 but the plan should provide a pension close to an acceptable target retirement income for a person aged 65 with 30 or more years of service. Earlier retirements would be possible at any age.

**RETIREMENT BENEFITS:** Except for the new minimum benefit described below, the benefit at retirement would not be defined. Instead the present defined contribution plan would be continued. The faculty member would contribute each year  $2\frac{1}{2}\%$  of his or her salary; the University would contribute  $2\frac{1}{2}\%$  of the first \$5,000 of that salary, 13% of the excess. The annual pension would be the amount these contributions, net of expenses and accumulated at interest, would purchase at retirement, assuming both males and females would experience unisex mortality rates. As is true under the present plan, for faculty members whose participation in the plan started October 1, 1974, or earlier, contributions to the plan would continue until the June 30 following or coinciding with the faculty member's 68th birthday. For others, contributions would stop on the June 30 following or coinciding with their 65th birthday.

As is true at present, the plan would permit the faculty member to place 0%, 50%, or 75% of his or her contributions into a variable annuity, the remainder being placed in a fixed annuity. Under the fixed annuity the insurer would guarantee the principal and a minimum rate of return. At retirement the amount accumulated would be converted into a promise of a stated dollar amount per month. Under the variable annuity the insurer would invest the contribution in a diversified investment portfolio consisting mainly of common stocks. At retirement the faculty member could either transfer the variable values to fixed annuities or receive a monthly income depending upon the market value and earnings of the portfolio. If the faculty member elected a variable annuity, the monthly pension would be adjusted once a month depending upon changes in the investment portfolio's performance.

The new minimum pension payable at age 65 would be  $1\frac{1}{3}\%$  times the years of

service up to 30 times the faculty member's high-five salary. The high-five salary is the faculty member's highest average salary over a period of five consecutive years. For a person with 30 or more years of service this minimum pension would be 30 times  $1\frac{1}{3}\%$  or 40% of their high-five salary. For a faculty member who placed some of his or her contributions in variable annuities, eligibility for this minimum pension would be determined on the assumption that the faculty member had placed all of his or her contributions in the fixed annuity. In other words, the faculty member will neither benefit nor lose from the performance of the variable annuity relative to the fixed annuity. On the basis of the March, 1980 report of the Task Force on the Faculty Retirement Plan, SCFA believes that in about two decades almost all retiring faculty members will receive a pension in excess of this minimum benefit. For many faculty members retiring in the next decade, however, this new minimum benefit would provide a higher pension. Under no conditions would a faculty member receive less than under the present plan.

The pension would be calculated as at present on the assumption that, except for a new joint and survivorship option described below, the same dollar payments would be made throughout the retirement period. However, the faculty member would be permitted under the proposal to select as an alternative pension a lower first payment to be increased  $x\%$  (say 3%) a year thereafter. The present value of this option at retirement would be the same as the present value of the alternative level premium options.

As is true at present, faculty members who delayed their retirement beyond the age 65 or 68 cut-off in contributions would receive a higher pension because (1) the accumulated contributions would continue to earn interest until retirement and (2) the shorter expected pay-out period would be recognized in converting the accumulation into a monthly pension.

Faculty members who retired prior to the normal retirement age with less than 10 years of service would continue to receive a benefit based on their accumulated net contributions to the date of retirement and the longer expected pay-out period because of early retirement. Unless the early retirement age was close to the normal retirement age, the pension would be substantially less because of this early retirement. Faculty members with 10 or more years of service who elected to retire prior to age 62 would be treated the same as early retirants with less than 10 years of service. However, under the proposed plan, if these faculty members with 10 or more years of service retired between ages 62 and 65, their benefit would be what their accumulated net contributions to the actual date of retirement would provide if they had been age 65 when they retired. In other words, their longer life expectancy at earlier ages would be ignored. Unlike a similar present arrangement, the faculty member would not have to have this early retirement approved by his or her department and the extra cost would be borne by the retirement plan, not the department. Faculty members aged 55 or older with at least 15 years of service would also be eligible for phased retirement agreements. Under these agreements a faculty member could arrange to work at a reduced salary for less than three quarters a year or part-time during one or more quarters without losing his or her tenure status. The agreement would have to be arranged and signed by the faculty member, the department head or dean, and the Vice President for Academic Affairs. Once a reduced load was arranged, it could not be increased except by mutual agreement. Retirement benefits would be calculated as if the faculty member had earned during this reduced-salary, reduced-load period his or her salary before reduction. (In some cases federal tax limitations might reduce the amount that the University would otherwise contribute under this proposal.)

**DEATH BENEFITS:** As at present, if a faculty member died before retirement, the death benefit would equal the case value of the accumulated contributions. If death occurred after retirement, there would be no death benefit unless the faculty member selected before retirement an annuity option that provided such a benefit. For example, under a joint and survivorship option the pension would be continued during the lifetime of the surviving spouse. In exchange for this survivorship benefit, the pension amount would be reduced. The reduction would depend upon the ages of the faculty member and the spouse but not their sexes. Under a new joint and  $\frac{2}{3}$  survivorship option, only  $\frac{2}{3}$  of the pension would be continued during the lifetime of either survivor. The reduction in the initial pension would be less under this option than if, as is true under the present joint and survivorship option, the full pension were continued for the survivor.



**DISABILITY BENEFITS:** If a faculty member became totally and permanently disabled, the faculty member and the University would be excused from making any further contributions. As at present, however, the insurer would continue to credit the faculty member's account as if both the faculty member and the University continued to make contributions based on the faculty member's salary the year the disability commenced.

**TERMINATION BENEFITS:** Termination benefits would not be changed. The benefits would be fully and immediately vested. If a faculty member left the University, he or she would be entitled to the cash value of net contributions accumulated to that date. If a faculty member was covered prior to December 16, 1972, or had less than 5 years of service, the faculty member could claim this sum in cash, but generally the accumulation would have to be left with the insurer to accumulate interest and provide an income at retirement. Because of possible adverse selection against the plan by persons in poor health at retirement, in times of high interest rates, and by males under a unisex plan, SCFA decided not to endorse a cash option at termination or retirement. However, the Committee agreed to reinvestigate this issue next year.

**FUNDING MEDIA:** As at present, faculty members could choose contracts written by either (1) Minnesota Mutual-Northwestern National or (2) TIAA-CREF. Supplements, if necessary, would be paid by the University out of current funds.

**CHANGES IN BENEFITS FOR CURRENTLY RETIRED FACULTY:** The proposed plan would change the benefits received for retired faculty in three ways:

1. The insurance annuity benefits to currently retired faculty would be increased to compensate in part for the additional years of service they spent under the pre-1963 plan. The details still must be worked out and cost estimates obtained. One possible approach is explained below.

The insurance annuity payments would be increased to reflect the amount they would be receiving if they had spent as many years under the 1963 plan as the persons retiring the first year the plan becomes effective. For example, if the proposed plan first becomes effective for retirements in 1983, those faculty members who retired in 1982 would receive an additional insurance annuity payment equal to the pension that would have been provided at age 65, if in 1962-63 the University had contributed 2½%-7½% of the 1962-63 average faculty salary less the University's actual contribution. A 3% interest rate would be assumed in all calculations. For those who retired in 1978, the extra payment would be the pension that would have been provided at age 65, if in 1962-63, 1961-62, 1960-61, 1959-60, and 1958-59 the University had contributed 2½%-7½% of the average faculty salaries during those years. The maximum number of additional years of contributions recognized in this way would be 20.

2. No currently retired faculty member would receive a pension less than the new special minimum benefit—1⅓% times the years of service up to 30 times the faculty member's high-five salary.

3. Currently retired faculty would have the option to trade in their present level retirement benefit for a lower first payment to be increased x % a year thereafter.

**CHANGES IN MILLS II PLAN:** The University should explore options other than insurance annuities for the voluntary faculty contributions under Mills II.

**C. ARTHUR WILLIAMS, JR.**  
Chair

*Approved*

*An amendment to add to the motion, "... reaffirm its support for the current defined contribution retirement plan as the primary retirement plan of the faculty, and in so far as is consistent with the continuation of that plan, ..." by Professor Fred Morrison was accepted as a friendly amendment by Professor Williams.*

### III. 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. In addition, the faculty members of the Senate Consultative Committee meet with the regents on a quarterly basis and monitor regental meetings. Student members of the SCC also monitor regents' meetings.

1980-81 faculty members of SCC are Robert C. Brasted (Twin Cities, IT, Chemistry); Marcia M. Eaton, Chair (Twin Cities, CLA, Philosophy); Douglas C. Pratt (Twin Cities, CBS, Botany); Paul G. Quie (Twin Cities, Med., Pediatrics); Vera M. Schletzer (Twin Cities, CEE, Courseing); L. E. (Skip) Scriven (Twin Cities, IT, Chem. Engineering & Materials Science); W. Donald Spring, Assoc. Chair (UMM, English); Patricia B. Swan (Twin Cities, Ag., For. & Home Ec., Food Science & Nutrition); John E. Verrill (UMD, Education); Allan Ward (UMW, Student Affairs); Russell K. Hobbie, Vice Chair of Senate, *ex officio* (Twin Cities, IT, Physics).

1980-81 student members of SCC are Orhan Arkan (Twin Cities); Julie Bates (Twin Cities); Keith Jacobson (UMM, replaced Bryan Jamison Jan. 1); Judy Nord (Twin Cities); Sue Pribyl, Student Chair (Twin Cities); Dennis Sargeant (UMC); Bruce Thorpe (Twin Cities); Julie Sellgren (UMD).

The faculty representatives from Duluth and Waseca served only until the faculty at their campuses elected a collective bargaining agent.

To date SCC has held 17 regular meetings, 8 meetings with the president and 5 special summer meetings. The chair also convened quarterly meetings with the Facilitative Committee. The SCC office, staffed by Meredith Poppele, is presently located in 383 Ford Hall, and contains all minutes, correspondence, and supplementary documents of the SCC as well as all minutes of Senate, University, and TCCA committees.

Our year began early with special sessions in the summer primarily to discuss budgetary matters. A ranking of items on the 1981-83 capital and biennial requests was recommended to central administration. We met twice to discuss with the president the crisis brought about by the state deficit, and once with the budget executive and Vice President Hasselmo to learn about budget assumptions involved in long-range planning. All of these items received regular attention throughout the year.

Several items appeared regularly on our agendas during the year:

1. A new constitution drafted by a joint subcommittee chaired by Professor W. Donald Spring was approved by the Senate on April 16. It will go to the regents for approval at their May meeting.

2. SCC worked with SCFA and others to develop guidelines for dealing with sexual harassment complaints. These guidelines went to the Senate for action on April 16.

3. Faculties at Duluth and Waseca elected a collective bargaining agent and SCC attempted to work out arrangements whereby they could continue to be involved in Senate activities, when central administration's interpretation of PELRA law resulted in discontinuation of their Senate representation.

4. SCC supported in principle the establishment of an academic staff category of employees (P.A.) and began to work with Business and Rules on the question of how this class might be represented in the Senate.

5. After consulting with the faculty members of SCC, President Magrath appointed Professor Peter Robinson to act as faculty liaison at the state legislature. Professor Robinson met regularly with SCC to discuss legislative relations and cooperated with us in sponsoring meetings between members of the faculty and legislators.

6. SCC supported a brief Outreach policy that was sent to the regents by central administration. This policy did not include inloading, which is still under study by SCEP.

7. Jointly with the Committee on Committees, SCC asked the Senate to create a University Committee on Equal Employment Opportunity for Women. The establishment of

this committee was one item generated by the Rajender consent decree. SCC also worked with the University attorney's office to develop guidelines for handling complaints brought under that decree.

8. Several issues concerning University planning were discussed throughout the year. Most recently we discussed with the president his Institutional Planning Statement. We also work with Vice President Hasselmo and the Planning Council to discuss faculty development and with Vice President Keller to discuss ways of handling difficult academic decisions that may face us in the next decade.

9. SCC supported a policy of open meetings of the Senate and its committees. The new constitution articulates such a policy. We held a forum to discuss opening of grievance procedures and it was clear that most people favor openness in such hearings as well as other meetings.

10. SCC has, as usual, worked closely throughout the year with UCBRBR on budgetary matters. (See UCBRBR report.)

A number of other items were discussed less often; some were acted upon, others were routed to other committees, some were discussed briefly: women's intercollegiate athletics policies, report on legal counsel for the administration, library review committee, space needs for General College, the Humphrey Institute, the Committee on the Handicapped, the domed stadium, unisex insurance rates, summer tuition surcharge, new alumni building, administrative reviews, collegiate status of student senators, and representation in student government.

Members of SCC regularly attended regents meetings and reported back to the committee items that were of interest. The faculty members of SCC met three times during the year with the regents. Discussions focused on ways in which the faculty has responded and will continue to respond to changes both inside and outside the University.

The Faculty Consultative Committee also met occasionally, sometimes with the president, to discuss matters relating to faculty concerns.

SCC, and in particular its chair, wishes to thank all of the people who have helped with the committee this year. Several individuals were generous with their time, and arranged schedules in order to "testify" before us. We also wish to thank other Senate, University, and Assembly committees and their chairs for cooperating with us in handling the Senate's business this year. Finally SCC also wishes to thank Meredith Poppele, our secretary. She has contributed greatly to the efficient operation of our committee; it has been a great pleasure to work with her.

**MARCIA M. EATON**  
Chair

*Accepted*

## **IV. SENATE COMMITTEE ON SOCIAL CONCERNS**

### **ANNUAL REPORT**

During the past 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 member of the Committee has also served as a member of the Senate Committee on Faculty Affairs Subcommittee on Sexual Harassment, which prepared the statement adopted by the Senate at its April meeting.

In the Fall of 1980, the Committee approved and recommended to the President and Regents a general policy statement regarding investments in companies doing business in South Africa. In general, this policy statement would make explicit current University practices with regard to South African investment. Review of the recommendation with the Vice President for Finance is the appropriate next step. This review has been delayed due to the change in Vice Presidents. Vice President Bohlen had indicated his willingness to discuss this matter with members of the Committee in May.

The Subcommittee on Social Responsibility in Investments has made three reports to the President and the Vice President for Finance with its recommendations on the voting of University proxies on shareholder resolutions presented at corporation annual meetings. Recommendations have been made on resolutions dealing with the practices of corporations doing business in South Africa, producing nuclear power or components of nuclear weapons, disposing of hazardous nuclear or chemical wastes, doing business with Soviet bloc countries, investing in urban communities undergoing redevelopment, making contributions to educational institutions employing Communists, Marxists, or persons of similar political ideology on their faculties, and related issues. The reports of the Subcommittee were reviewed by the entire Committee before they were forwarded to the Vice President. The tight timeline for developing and transmitting the reports has not always permitted a full review in depth by the Committee, but the procedure is working satisfactorily. The cooperation of Vice President Bohlen has been very helpful during the period of transition in his office. We anticipate being able to continue a good working relationship in the future.

The Subcommittee on Equality of Opportunity for Women has been attentive to the development of the University Committee on Equal Employment Opportunity for Women. A meeting with the Chair of this University Committee is planned for the near future. Through discussion, we plan to clarify any areas of overlap so as to avoid duplication of effort. The Subcommittee has continued to be active in relating to educational concerns affecting all University women, including students, professional staff, and civil service personnel. Besides reviewing the policy on sexual harassment, the Subcommittee maintains liaison with other groups working on women's issues on the campus and has undertaken a survey of women's concerns and interests.

The Committee on Social Concerns has a long standing interest in equality of opportunity for minorities on campus. In this regard, we would like to mention to the Senate that figures show a very gradual increase in the number of minority persons who are full-time tenured faculty over the past five years, as based on annual October payroll data. With some fluctuations, this number has increased from 67 in 1975 to 94 in 1980. Most of these minority faculty are men. During the same period the number of minority women on the faculty has increased to 11 with considerable fluctuation on a year-to-year basis. The number of minority women on full-time non-tenured faculty status has actually decreased from 18 (1975) to 13 (1980). During this same period the percentage of minority persons enrolled as students has fluctuated between 4% and 5% of the total student population. Minority enrollment in the Fall of 1980 totalled 2,818 (4.18%), quite similar to the percentage the previous year. We hope that the University community will monitor these figures carefully during the next few years so as to be prepared to counter any adverse effects from federal changes in funding or affirmative action procedures.

A resolution calling on the Regents to direct the University Food Service to refrain from purchases of Nestle products until that corporation stops its promotion of infant formula in less-developed countries was recommended by the Committee to the Senate, which approved it at its February, 1980, meeting. That recommendation was rejected by the Regents in the Summer of 1980. The Committee has been in touch with persons in the University community seeking to develop procedures that would permit voluntary choice of non-Nestle's products as an alternative. Progress to date has been slow.

**FRANK H. WOOD**  
Chair

*Accepted*

## **V. SENATE JUDICIAL COMMITTEE**

### **ANNUAL REPORT**

This reports on activities to date since the report to the Senate of May 1, 1980. Over this period, the Committee has had under consideration fourteen cases, five of which had been filed prior to the last report. Of the latter, four involved either tenure denial/non-

promotion or the termination for cause of a tenured faculty member. Hearings have been held in three of these cases and Findings and Recommendations sent to the President. The fourth, a non-renewal case, was dropped by the complainant after a settlement was reached with the University. The fifth case, filed in 1978, concerns an employment grievance which could not be resolved within the unit and is presently being considered by a Committee panel.

Two of the nine cases filed since May 1, 1980, have been terminated as moot, due to the resignation of the complainants, and one case has been withdrawn as a result of a settlement. The remaining six cases, involving non-promotion, non-renewal, alleged violations of the Regulations Concerning Faculty Tenure, or conditions of employment are deferred pending the outcome of discussions and negotiations between complainants and respondents, final administrative decisions and notification of action, or the outcome of grievance hearings before ad hoc panels of and within academic units.

In its report to the Senate of May 8, 1975, the Judicial Committee indicated that for a variety of reasons:

"The present system of faculty employment grievances is not working well in all academic units. The problems are many. There are no standardized procedures (and the University and the Faculty Senate cannot adopt any, it is thought, because of the cease and desist order). Some administrators openly express resentment at the notion of hearings on faculty grievances. Some administrators,...., need further encouragement to cooperate, as has traditionally been done, in the process of resolving serious faculty grievances concerning the terms and conditions of employment. Administrators complain that attending to formal faculty grievances, which often are presented rather formally and through attorneys, is extremely burdensome and time-consuming. There is perhaps a need here to consider the provision of additional administrative assistance to affected academic units."

These problems persist and, in some units, the method of appointment and the composition of ad hoc grievance committees seriously detracts from the credibility of their recommendations. We urge the Senate, perhaps through the Committee on Faculty Affairs, to establish adequate University-wide procedures for the creation and operation of grievance committees within academic units. The Judicial Committee could serve as an appeal body, when necessary, to assure that the findings and recommendations of grievance committees, and the subsequent action of the administrative officials, are supported by evidence in the record.

The Committee has passed two significant amendments to its Rules of Procedure, effective April 27, 1981. These provide that, except under certain circumstances, hearings will be open and that, in all cases, the Findings and Recommendations will be available in various University libraries on all campuses.

**EDWARD G. RIPPKE**  
Chairman

*Accepted*

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

### **ANNUAL REPORT**

The Committee on Educational Policy met monthly during the academic year. Among other activities the Committee:

1. consulted with the Joint Subcommittee on Senate Reorganization concerning the revision of the University Senate Constitution and By-Laws;
2. sent representatives to the University Committee on Biennial Review and Budget Request and to the Senate Facilitative Committee;
3. provided liaison for the Council on Liberal Education and University College;
4. noted the evolution of the Foreign Studies Program in University College into a formal minor in the College of Liberal Arts;

5. adopted, and forwarded to the Vice President for Academic Affairs for implementation, a policy providing for official recording of majors and minors completed by University students, regardless of whether the students are registered in the College offering the program;
6. approved, and forwarded for action by the Regents, a policy statement concerning Associate degrees, printed below for the information of the Senate;
7. discussed and commented on President Magrath's Institutional Planning Statement, Goals, Objectives, and Priorities for 1980-89; and
8. continued its study of the implications of inloading.

The examination of inloading, mandated by action of the Senate on November 1, 1979, has proved more difficult and time-consuming than the Committee had anticipated. Pilot studies of two units, including interviews and a questionnaire, have been completed by Dr. Frank T. Benson, who was assigned to provide staff support to the Committee. During the Spring quarter, questionnaires will be sent to all faculty members in twelve selected departments, to all department heads and chairs, and to deans. The Committee hopes to complete the analysis of these materials before the end of the academic year and to present a report to the Senate in the Fall. Meanwhile, the Committee notes the formation of an Advisory Council on Outreach and welcomes the implementation of aspects of the Outreach Report not dealing with inloading of instruction.

#### POLICY STATEMENT—ASSOCIATE DEGREES

WHEREAS, the University, through implementation of the policies of the Council on Liberal Education, requires study in the liberal arts and sciences as part of all baccalaureate degrees; and

WHEREAS, the University seeks to maintain uniform standards in liberal education for all sub-baccalaureate degrees; and

WHEREAS, the University wishes to stand with the other public systems of post-secondary education in promulgating uniform minimum standards in liberal education for sub-baccalaureate degrees;

THEREFORE, BE IT RESOLVED, that the following guidelines be adopted by the Regents for implementation by all units of the University as policy for awarding associate degrees:

1. Programs using the term "Associate" in their title should encompass the equivalent of at least six full-time quarters, thereby requiring at least 90 credits of work;
2. Programs should meet the following minimum requirements for study in the liberal arts and sciences under standards established by the Council on Liberal Education:
  - a. Programs designated as Associate of Arts (A.A.) must include at least 60 credits of study in the liberal arts and sciences.
  - b. Programs designated as Associate of Science (A.S.) must include at least 45 credits of study in the liberal arts and sciences.
  - c. Programs designated as Associate of Applied Science (A.A.S.) or as Associate of (name of subject of emphasis) must include at least 30 credits of study in the liberal arts and sciences.
3. Programs that do not include at least 30 credits of study in the liberal arts and sciences should be labeled certificate, diploma or some other designation that contains neither the term associate nor the term degree.

**STANFORD LEGHMBERG  
Chair**

*Accepted*

## VII. SENATE COMMITTEE ON FACULTY AFFAIRS

### ANNUAL REPORT

1. **MEMBERSHIP AND MEETINGS.** The Committee met seven times between October 17, 1980, and April 24, 1981. A final meeting is scheduled for May 15, 1981. The members were Robinson Abbott, Roberta Armstrong, Tom Bacig, Joanne Eicher, Frank Enfield, Kathryn Hoelmer, Homer Mantis, Leo Raskind, Ronald Schuler, Marilyn Sime, Craig Swan, Robert Ulstrom, and Arthur Williams (Chair). Ralph Miller represented the Faculty Retirees Association. As secretary to the committee, Marilee Ward kept detailed minutes of the committee meetings and performed other valuable secretarial services. Harold Bernard, Director of Employee Benefits, provided technical assistance that was extremely helpful to the committee.
2. **FACULTY RETIREMENT PLAN.** SCFA spent more time this year on the Faculty Retirement Plan than on any other issue. The result of these deliberations is a proposed modification of the present defined contribution plan, which is the subject of an action item to be presented at the May 14 meeting of the Senate. Briefly summarized, this proposal calls for a new minimum pension, an option under which the initial pension would be lower than under the present plan but would increase each year, more liberal early retirements benefits, a new joint and  $\frac{2}{3}$  survivorship option, increases in benefits for currently retired faculty, and additional options for Mills II contributions. The reader is referred to that action item for more details on these changes and how the proposal was developed.

Implementation of the 1979-80 SCFA unisex proposal, adopted by the Senate on April 17, 1980, was delayed by a change in the federal government's position and a conflict between the federal government and some state government agencies. During this year SCFA discussed several more liberal ways in which the unisex approach might be implemented. Cost considerations caused the Committee to include the approach approved in 1979-80 in its proposed modification of the present plan.
3. **PERSONAL RESOURCES PROGRAM.** Twice during 1980-81 SCFA asked the Senate to endorse the concept of an employee assistance program but the Senate was not persuaded that such a program was needed. Under this program, already available to non-academic staff, counselors would have provided information, diagnosed problems, and referred individuals to competent professionals for treatment. The problems covered would be highly varied, including but not limited to alcoholism, marital problems, and financial difficulties. A faculty advisory committee was to report on how the program should be implemented. SCFA continues to endorse this concept and intends to study further this possibility.
4. **SEXUAL HARASSMENT.** On April 16 the Senate adopted two documents developed by a subcommittee of SCFA: (1) a Policy Statement on Sexual Harassment and (2) a set of Procedures for Handling Complaints of Sexual Harassment Against Academic Staff. The subcommittee was chaired first by Professor Leo Raskind of SCFA and later by Professor Michael Root of the University Appeals Committee on Academic Freedom and Responsibility. Other members were Dorothy Loeffler, Senate Committee on Educational Policy; Sharon Satterfield, Human Sexuality Program; Timothy Dunnigan, Senate Judicial Committee; and three students, Katherine Hadley, Law School; Elizabeth Keller, CLA; and Robert Spelhaug, Law School. SCFA is deeply indebted to this subcommittee and to the many other persons who worked on this extremely important and difficult issue.
5. **MULTIPLE PARKING STICKERS.** On April 10, 1980, the Campus Committee on Transportation and Parking of the Twin Cities Campus Assembly reported that it had recommended to the administration that only one permit be issued to each parking lot contract holder. This recommendation was implemented effective July 1, 1980. SCFA protested this action on the ground that many faculty members were being seriously inconvenienced because of the misdeeds of a few. SCFA favored instead stiffer penalties for the violators. At the February 19, 1981 meeting of the Assembly, the

Parking and Transportation Committee indicated that it had recommended a return to multiple stickers and stiffer penalties.

6. **FACULTY SALARY INCREASES.** Last year's SCFA recommended that the administration seek substantial increases in faculty salaries during the 1981-83 biennium. The Committee recommended that the request be divided into four categories: (1) a cost of living adjustment designed to preserve the purchasing power of faculty salaries during the biennium, (2) merit increases, (3) unit equity adjustments, and (4) a catch-up adjustment to offset the relative deterioration during the past decade in the purchasing power of faculty salaries. Rick Purple, Senate Consultative Committee Chair, and some SCFA members presented SCFA's position at a June, 1980 meeting on faculty salaries before the Division of Education of the House Appropriations Committee. President Magrath rejected the categorical approach to budgeting but agreed that the rationale for seeking salary increase monies should document the effect of inflation and the need for merit increases. He recommended, and the Regents approved, a budget request for a 31% increase over the biennium (17% the first year, 14% the second). SCFA was pleased with the University's position that increasing faculty salaries would be their top priority item. The Legislature has not acted at this writing. After the salary increase is known, SCFA will recommend to the administration a policy for distribution for the 1981-82 Salary Improvement Funds.
7. **OTHER ITEMS.** Other items considered by SCFA included loans for faculty housing, faculty housing policy, medical expense benefits for retired faculty, and faculty liability insurance.

**C. ARTHUR WILLIAMS, JR.**  
Chair

*Accepted*

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

### **ANNUAL REPORT**

1980-1981 activities of the Committee on Business and Rules centered on three concerns: (a) A resolution was brought to the Fall quarter 1980 Senate meeting regarding continued active status for senators and Senate committee members from the faculty on the Duluth campus while a collective bargaining contract was being drawn up. (b) An open forum was held on April 2, 1981, to discuss the issue of Senate representation for the new academic staff professional personnel category. This matter will be carried over into the 1981-1982 year when more specific information may be available to the committee in its deliberations. (c) The Twin Cities campus members of Business and Rules have circulated a third draft of a revised Constitution, Bylaws, and Rules of the Twin Cities Assembly for comments and suggestions for further revision prior to that body's Fall 1981 meeting.

**CONSTANCE SULLIVAN**  
Chair

*Accepted*

## **IX. QUESTIONS TO THE PRESIDENT**

**(15 minutes)**

See abstract of the discussion, *Legislative Request*.

## **X. OLD BUSINESS**

None



## **XI. NEW BUSINESS**

### **(10 minutes)**

See abstract of the discussion, *Resolution*.

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

### **RANDOLPH M. BROWN**

**1896-1981**

Randolph M. Brown was born November 23, 1886, in Stapleton, New York. He earned a B.S. degree in 1921 from the School of Forestry, Cornell University, and a M.S. degree in 1924 from the same institution. He served in the U.S. Army during World War I. From 1921 to early 1925 he was employed by the Office of Measurements, U.S. Forest Service. During the period 1925-26 he served as an assistant forester with the Lake States Forest Experiment Station of the U.S. Forest Service.

In 1927, "Brownie," as he was affectionately known by his students and faculty colleagues, was appointed an assistant professor in the then Department of Forestry of the University of Minnesota. He was a member of the faculty for 38 years until his retirement in 1965.

Brown taught and did research primarily in the area of forest measurements and statistics. For the seventeen years prior to his retirement, he was in charge of the summer teaching program for forestry students conducted at the Lake Itasca Forestry and Biological Station. In this capacity and through his years of undergraduate classroom contact, Brownie was known to all the forestry graduates of the 38 years he served on the faculty. Many of his former students kept in contact with him over the years and were deeply appreciative of the help he had given them early in their careers.

Brown was a long-time member of the Society of American Foresters, the American Statistical Society, the Minnesota Forestry Alumni Association, and several honorary societies.

A man of many hobbies, he was an excellent photographer. He pursued this interest both in his job and as a hobby. One of his photographs, the "Witch Tree" on the north shore of Lake Superior, was used on the cover of the *Conservation Volunteer*, published monthly by the Minnesota Department of Natural Resources.

Mr. Brown died on March 5, 1981, in Siren, Wisconsin, after a lengthy illness. He is survived by his wife Beatrice; a son, Robert; and three grandchildren.

### **ROBERT F. HAMMER**

**1924-1981**

Robert F. Hammer, an associate professor in the Department of Veterinary Biology, died on May 6, 1981, at the age of 56. Dr. Hammer's death marked the end of a 13-year battle with cancer, which he endured with remarkable determination. His continual optimism and courage in his fight with this disease was a major source of strength for his family, friends, and colleagues.

Dr. Hammer was born in Alexandria, Minnesota, on September 27, 1924. He served in the U.S. Navy during World War II and then attended the University of Minnesota, where he received his B.S. degree in 1951 and his doctor of veterinary medicine in 1953. After graduation he joined a veterinary practice in Alexandria for two years. He then moved to Faribault, Minnesota, where he was in a mixed large and small animal practice from 1955-1964. As a veterinary practitioner he had good rapport with his clients. He is remembered

for his thoroughness and for his willingness to take time to talk to clients after examination and treatment procedures had been completed. As he continued in practice he became increasingly interested in expanding his knowledge in new technology and combining this with his interest in electronics to study cellular structure and function and their relation to disease. In 1964 he returned to the University of Minnesota to accept a U.S. Public Health Service fellowship for graduate study in the Department of Veterinary Anatomy. He did his thesis research on the ultrastructure of blood lymphocytes and earned his Ph.D. in 1970.

In 1967, Dr. Hammer took on what was to become a permanent role in teaching microscopic anatomy to first year veterinary students in the College of Veterinary Medicine. He was widely respected and well liked by his students, particularly for his stimulating discussions in the laboratory sessions. Students appreciated his enthusiasm generated by a love of learning and an excitement over new ideas. His insatiable desire for more information coupled with a high level of technological expertise led him to become an outstanding electron microscopist. In this capacity, as in all others, he was exceedingly generous in giving of his time and talents to students and colleagues. Using both scanning and transmission electron microscopy, he prepared many excellent micrographs both for the teaching laboratory and for research projects in a variety of areas including anatomy, parasitology, clinical medicine, and biochemistry.

Dr. Hammer's own research interests focused on ultrastructure and included the immune system, renal glomerular disease in dogs, and the nephron and microvasculature in the kidney. He also had a strong interest in x-ray microanalysis of biological materials with emphasis on developing bone, urinary calculi, and inorganic particulates absorbed by the gut. In 1974-75 he was invited to spend a sabbatical year as a visiting associate scientist at the Brookhaven National Laboratory, where he refined his skills and shared his talent as an electron microscopist in collaborative research with several investigators there. In addition to these contributions in the areas of research and teaching, Dr. Hammer served on several college committees including the Committee on Admissions and Scholastic Standing, which he chaired at the time of his death.

The impact of Bob's personality on the College of Veterinary Medicine was unique. He was a warm, extroverted individual and was as much at home in discussing the politics and hardships of iron miners in northern Minnesota in the twenties as he was in talking about the latest computer developments. Affection for him was spontaneous, deep, and widespread. One of his colleagues noted: "Science these days seems to attract hard, aggressive people and it was always like a breath of fresh air to talk to Bob and to realize that here was a kind and clever gentleman who stood apart from the self-servers."

Dr. Hammer was genuinely proud of his parents, his farm background, and the many relatives in Alexandria. He enjoyed describing the activities and accomplishments of his wife and children, each of whom he treasured for his or her individuality. He is survived by his wife Arlene, children Penelope Spinosa, Paul, Peter, Brian, Bruce, Steven, Mary, John, Joseph, Elizabeth, Michael, and Sarah, and his mother Lillian Hammer.

## PHILIP DILLON JORDAN

1903-1980

Philip Dillon Jordan, professor emeritus of history, died November 13, 1980, in Burlington, Iowa. He was born to Edwin C. and Ida Unterkircher Jordan, November 7, 1903, in Burlington, where his family had settled in 1837. He earned the B.S. and M.S. degrees at Northwestern University in 1927 and 1928, and a Ph.D. at the University of Iowa, 1935. Jordan served as assistant professor at Long Island University, 1928-33; and associate professor, Miami University of Ohio, 1935-45. He came to the University of Minnesota for the summer session of 1945, was promoted to professor in 1946, and remained at Minnesota for the rest of his academic career.

Jordan was an indefatigable scholar. The breadth of his scholarship is best illustrated by a partial listing of his monographs: *Ohio Comes of Age* (1943); *The National Road* (1948); *The Peoples' Health: A History of Public Health in Minnesota to 1948* (1953); *Fiddle Foot Jones of the Northwoods* (juvenile, 1957); *The Burro Benedicto and Other*

*Folk Tales and Legends of Mexico* (juvenile, 1960); *The World of the Historian* (The Burton Lecture, 1963); and *Frontier Law and Order (Ten Essays)*, (1970). He also contributed to Henry S. Commager's, *Immigration and American History*, (1961). Author of 14 books and over 500 articles and book reviews, he was currently doing research for a projected book, *The United States Marshall*. From 1939-1945, Jordan edited nine volumes for the Mississippi Valley Press, and from 1942-45, served as editor for the Teachers' Section of the *Mississippi Valley Historical Review*.

Jordan was fascinated with history as it reflected the lives and activities of ordinary people. He believed that history should be balanced and accurate, but that it should also be vital and entertaining. He had little patience with shoddy or lazy scholarship, and appeared to consider it both an insult to the historical profession and a personal affront to him. His own research in libraries, archives, or wherever written or printed materials could be found, was meticulous and exhaustive. To give his work authenticity he often became a participant in the activities about which he intended to write. He spent a week patrolling the National Road (U.S. 40) with the Indiana State Police, and a week rolling from end-to-end of The Road in the cab of a semi-trailer. He visited restaurants, hotels, bars, and ice cream fountains with a State Board of Health inspector; went with Board doctors and nurses to Indian reservations to screen children for tuberculosis; travelled on a Mississippi River barge. Wherever he went he talked to people and listened to their stories.

Phil Jordan was an entertaining companion with a droll, almost fey sense of humor, who delighted in the witty turn of a phrase. He had both the easy nonchalance of the good story-teller and the eager attention of the good listener. His unpretentious manner and genuine interest in people made him a ready confidant of streetsweeper, merchant, and priest alike.

His memberships and activities in, and service on, advisory boards and committees of professional and community organizations and honor societies are too numerous to list in their entirety. Among them are the American Historical Association, Organization of American Historians, Folk Arts Foundation of America, Southern Historical Society, Western Historical Society, Iowa State Historical Society, Minnesota State Historical Society, Phi Alpha Theta, Twin City Press Club, and the Twin City Autograph Society.

Included in his many honors and awards were the Ohioana Library Award (1943), the Award of Merit from the American Association for State and Local History (1954), and LLD from Monmouth College (1961). Jordan was a participant in the American-Yugoslavian Conference sponsored by the U.S. Department of State (1964). He lectured at the University of Birmingham and was elected a fellow of the Royal Historical Society in 1967. He was made an honorary citizen of Mölln, Germany, and was adopted into both the Sioux and Chippewa Indian tribes.

Upon retirement from the University, Jordan returned to Burlington, Iowa, where he continued research and writing, and became active in civic affairs. He served on the Burlington Library Board, and was chairman of the Bicentennial Committee of Des Moines County. His last book, *Catfish Bend-River Town and County Seat* (1975), was a history of Burlington.

Jordan is survived by his wife, Marian Valentine Jordan, his daughter, Martha Jordan Soland, and one grandson.

## RICHARD CARLTON LILLEHEI

1927-1981

Richard Carlton Lillehei, professor of surgery at the University of Minnesota Medical School, died April 1, 1981, in Sanabel Island, Florida.

Born in Minneapolis on December 10, 1927, Dr. Lillehei graduated from West High School in Minneapolis in 1945 and was intimately involved with the University of Minnesota essentially full time for the next 35 years. He received his bachelor of arts degree from the University, *magna cum laude*, in 1948; his bachelor of science in 1949; and graduated from Medical School, first in his class, in 1951.

Following a one-year rotating internship at the Minneapolis General Hospital in 1951,

he entered the Department of Surgery as a medical fellow in 1952 for his surgical training, completing his residency in surgery in 1959 and receiving the Ph.D. degree in surgery in 1960. During a two-year period from 1954 to 1956, Dr. Lillehei served as a captain in the U.S. Army Medical Corps stationed at the Walter Reed Army Institute of Research in Washington, D.C., during which time he received a Certificate of Merit for research in hemorrhagic shock.

Appointed as assistant professor of surgery in 1960 and associate professor in 1962, in 1966 he was promoted to professor of surgery—at that time the youngest person on the surgical faculty to have the rank of full professor.

While an undergraduate student at the University of Minnesota, he was not only the interfraternity welter-weight boxing champion, but he was also elected to Phi Beta Kappa and the Iron Wedge. In Medical School he was named a member of Alpha Omega Alpha, the honorary medical fraternity, as well as being the recipient of the Southern Minnesota Medical Association medal. He was a John and Mary M. Markle Scholar in the Medical Sciences from 1960 to 1965.

A man with an incredible array of interests, he performed the world's first transplant of the pancreas in 1966 and was active in the general field of organ transplantation of all types. One of the world's authorities on hemorrhagic shock, he combined his multiple scientific interests with an avid interest in history, both general and more specifically the history of medicine. A collector of early American memorabilia and an avid jazz pianist, Dr. Lillehei was one of the first physicians to recognize the benefits of jogging and, at the time of his death, he was in training for his participation in his eleventh consecutive Boston Marathon.

The author of more than 150 professional articles and a member of most of the prestigious surgical societies in the United States, he was recognized both nationally and internationally as a creative researcher and fine clinical surgeon. Surgical residents, medical students, and his surgical colleagues considered him as an outstanding teacher.

In 1962 he was named the Outstanding Young Man of Minnesota by the State's Junior Chamber of Congress, and amongst his many other professional honors was the American Medical Association's Hektoen Gold Medal presented in recognition of the development of techniques to treat irreversible shock.

Survivors include his wife, Betty Jean; four sons: Rich, a landscape architect; Ted, a final year medical student at the Mayo Medical School; John, a student at Williams College in Massachusetts; and James, a student at Blake High School in Minneapolis. He is also survived by his brothers, Dr. C. Walton Lillehei, and Dr. James P. Lillehei, both of St. Paul.

Memorial services were held at St. Paul's Episcopal Church in Minneapolis, in which parish he had been active for many years.

## SAMUEL HOLT MONK

1902-1981

Samuel Holt Monk, professor emeritus of English, died in Charlottesville, Virginia, on March 22, 1981, three days before his seventy-ninth birthday. He was born in Selma, Alabama, the son of William Sumpter Monk and Lucy Burton Monk. In 1922 he graduated with a B.A. degree from Southwestern College at Memphis. Two years later he received a master's degree from Princeton University, and a Ph.D., also from Princeton, in 1929. In the following year he was travelling fellow of the American Council of Learned Societies. He had become professor of English at Southwestern at the age of 22 in 1924 and continued in that capacity until 1942. In that year he left for three years of military service, at the end of which he held, for the academic year 1945-1946, a postwar fellowship in the humanities, the Rockefeller Foundation, and then returned to Southwestern, where he stayed until leaving in 1947 to become professor of English at the University of Minnesota. He had married, in 1936, Wanda Caton, who died tragically in 1941.

He began his military service in the U.S. Army in 1942 as first lieutenant and was discharged three years later as captain. He enjoyed military life no more than most people, but toward its end he had one moment of supreme gratification, which, though he could not easily be brought to talk about it, must have remained throughout his life a shining memory,

and one constantly recalled: He was flying over Chartres, by chance assignment as observer in an American reconnaissance plane, when the pilot determined to bomb the cathedral there in the belief that the chance of occupation by German forces would afford the enemy a tactical advantage. Samuel Monk prevailed on the pilot not to drop a bomb on that famous cathedral, and it was spared.

During his second and third years at Minnesota (1948-1950) Mr. Monk served as chairman of his department—and for no longer, only because he thought that administrative work interfered with his productive scholarship. And his life as a productive—and influential—scholar began early, and began notably, with the publication in 1935 of *The Sublime: A Study of Critical Theories in XVIII-Century England*. This essay, all qualified judges agree, is his most important, celebrated, and continually influential publication—and this without the slightest disparagement of his other and later works. Important were the following of his editions: Nicholas Rowe's life of Shakespeare (1948), *Tristram Shandy* (1950), *John Baillie's Essay on the Sublime* (1953), the California edition of Dryden (with others), volumes I, VIII, and IX, André Dacier's preface to Aristotle's "Art of Poetry" (1959), *Five Miscellaneous Essays of Sir William Temple* (1963), Defoe's *Colonel Jack* (1965), and the sections on the Restoration and the eighteenth century in *The Norton Anthology of English Literature* (1963)—1,608 pages out of 3,394, or not far short of half the length of the two volumes. This work, though "only a textbook," is not inferior in merit to Mr. Monk's other publications, and, unlike them, made certainly his name and something of his quality known to thousands of college students all over the country for well over a decade. Besides this extensive editorial production, Mr. Monk published about a dozen reviews and some fifteen articles, of which two, "A Grace Beyond the Reach of Art" (1944) and "The Pride of Lemuel Gulliver" (1955), are almost as widely known and admired as *The Sublime*.

Such extensive—and deservedly well-received—publication led to recognition in the form of fellowships from the Scribner and Guggenheim Foundations, at the William Andrews Clark Memorial Library, and at the Folger Shakespeare Library. Other evidences of the esteem that Mr. Monk enjoyed among his colleagues are his membership on the editorial board of the California edition of the Works of Dryden; an advisory editorship for the Augustan Reprint Society; visiting professorships at Columbia University, New York University, and the University of California, Berkeley; and three years' service on the Executive Committee of the Modern Language Association of America.

But these records of the recognition accorded his publications and the publications themselves, though Mr. Monk's most enduring monuments, are not those that he would have most valued. These, though they must in a few years pass from being, are to be found in the memories of his students—especially his graduate students, and most especially those who wrote their doctoral dissertations under his direction. Many of these last may be said not so much to have taken his courses because they wanted to write dissertations in the Restoration or the eighteenth century as to have written their dissertations in those periods—indeed, in some cases to have first become seriously interested in them—because Mr. Monk taught them. And these pupils' admiring and grateful attachment to their preceptor continued to exist and to express itself by frequent visits by many of them and by continual letters, over, sometimes, many years—unfailingly answered, and the answers unfailingly evidencing their writer's genuine and hearty continuing affectionate interest in his old pupils' fortunes.

This really altogether extraordinary loyalty to an old master—a loyalty intensified by the perception of his generous reciprocation—found a striking communal expression in the publication in 1967 (by the University of Minnesota Press) of a festschrift: *Studies in Criticism and Aesthetics 1660-1800: Essays in Honor of Samuel Holt Monk*. It was conceived and edited by two of Mr. Monk's old pupils, Professor Howard Anderson (then) of Indiana University and Professor John S. Shea (then) of Washington University, the constituent essays having been "written to mark the thirtieth anniversary of Samuel Holt Monk's influential study in the history of a critical idea, *The Sublime*." There are twenty essays, their authors equally divided between Mr. Monk's at least relative coevals (all old friends) and his ex-pupils, all of them now in their own right well-known scholars. Ten of the old saluted their peer; ten of the young saluted their master. Sam Monk must have relished the former, of course, but his deep delight was surely in the latter.

He died at home (he bullied the hospital where he had spent some weeks into letting

him go home to die). There his last perceptions were of the voices of some of his beloved pupils, suddenly summoned and assembled from many places, mingled with music of his beloved Mozart.

## XII. ADJOURNMENT

### Appendix 1

#### ELECTED MEMBERS AND ALTERNATES, 1981-82

(key to unit codes follows membership lists)

#### ELECTED FACULTY MEMBERS

	Unit	Term
Adams, Russell	3	80-83
Albertson, Vernon	21	81-84
Alexander, Harold	11	81-84
Allen, C. Eugene	3	80-83
Anderson, J. Edward	21	80-83
Anderson, John	4	81-84
Anderson, Nancy	19	81-84
Barber, Laird	30	79-82
Bayman, Benjamin	21	81-84
Beck, Robert	7	81-84
Beier, Frederick	15	80-83
Berge, Kenneth	33	81-84
Blackshear, Perry	21	79-82
Bodley, James	16	80-83
Bognanno, Mario	15	81-84
Bohling, Raymond	14	81-84
Borchert, John	13	81-84
Brede, Caroline	12	79-82
Brenner, Mark	3	80-83
Buckley, Joseph	16	80-83
Burcalow, Harry	2	81-84
Cashman, Paul	13	80-83
Cavert, Mead	16	81-84
Chase, Harold	13	80-83
Christenson, Richard	31	79-82
Christiansen, Larry	31	80-83
Clark, Shirley	7	81-84
Collins, Terry	9	80-83
Cooperman, David	13	79-82
Crookston, Kent	3	81-84
Cushing, Edward	4	80-83
Davis, Eugenia	11	80-83
Davis, Margaret	4	79-82
Dempsey, Mary	16	80-83
Diesch, Stanley	23	81-84
Dunham, Stephen	12	80-83
Dworkin, Martin	16	81-84
Eidman, Vernon	3	79-82
Enever, Robin	18	81-84

Epley, Richard	3	79-82
Farmer, Edward	13	80-83
Faunce, Patricia	13	81-84
*Fenton, Stuart	21	81-82
Ferrieri, Patricia	16	81-84
Foreman, Gertrude	14	80-83
Freier, George	21	81-84
Galaskiewicz, Joseph	13	81-84
Garner, Shirley	13	80-83
Gentry, William	16	79-82
Gerberich, William	21	80-83
Glenn, Allen	7	79-82
Godzich, Wladslaw	13	79-82
Goldman, Allen	21	80-83
Goldstein, Richard	21	81-84
Goldstein, Sheldon	5	79-82
Gooch, Van	30	81-84
Goodrich, Richard	3	81-84
Griffin, Edward	13	80-82
Hage, George	13	79-82
Hansen, Helen	17	80-83
Haygreen, John	8	81-84
Holt, Robert	13	79-82
Howe, Robert	16	81-84
Humphreys, Roberta	21	79-82
Hurwicz, Leonid	13	81-84
Johnson, Allen	9	81-84
**Johnson, Carol	14	81-82
Johnson, Glenice	31	79-82
Johnson, Rodney	18	80-83
Josal, Wendell	13	80-83
Keck, Steven	6	79-82
Kleinhenz, William	21	80-83
Kline, Gerald	13	80-83
Knopp, Timothy	8	81-84
Kralewski, John	20	81-84
Krislov, Sam	13	81-84
Krivit, William	16	79-82
Kumar, K. S. P.	21	79-82
Larson, Roger	9	79-82
Lehmberg, Stanford	13	81-84
Leppi, John	28	80-83
Levitt, Seymour	16	81-84
Liu, Benjamin	21	80-83
MacEachern, Donald	7	80-83
MacLeod, Charlotte	28	81-84
Mann, Lois	2	81-83
McCollister, Robert	16	80-83
McCubbin, Hamilton	11	79-82
McGinnis, Barbara	30	81-84
McTavish, Donald	13	81-84
Merwin, Jack	7	80-83
Messer, Harold	6	80-83
Mitchell, J. Lawrence	13	81-84
Moore, Shirley	7	79-82
Moulton, Robert	13	81-84
Newman, John	23	79-82
Overmier, J. Bruce	13	80-83

Parker, John	14	79-82
Poppele, Richard	16	81-84
Purple, Richard	16	80-83
Rasmusson, Donald	3	79-82
Robinson, Peter	13	81-84
Rose, Gordon	2	79-82
Rosenow, Edward	33	81-84
Rosko, Peter	15	81-84
Rust, Joseph	1	79-82
Ruth, George	23	80-83
Sedano, Heddie	6	81-84
Sell, George	21	80-83
Serrin, James	21	81-84
Skaggs, Richard	13	79-82
Snoke, Martin	7	79-82
Snyder, Mariah	17	81-84
Sorauf, Frank	13	79-82
Spadaccini, Nicholas	13	80-83
Spring, W. Donald	30	81-84
Stein, Marvin	21	79-82
Stephanopoulos, George	21	79-82
Stromberg, Bert	23	81-84
Stuthman, Deon	3	80-83
Tenney, Barbara	6	80-83
Thompson, David	3	80-83
Thompson, Roy	1	81-84
Turner, John	13	80-83
Ulstrom, Robert	16	79-82
Veninga, Robert	20	80-83
Wang, Yang	16	79-82
Watson, Dennis	16	80-83
Weinberg, Richard	7	81-84
Weinberger, Hans	21	81-84
Weller, Milton	3	80-83
Welsch, Delane	3	81-84
Wertz, John	21	79-82
White, Donald	3	80-83
Williams, C. Arthur	15	79-82
Wold, Finn	4	80-83
Wynia, Gary	13	81-82
Young, Mary	7	80-83
Zahareas, Anthony	13	80-83
Zimmerman, Kenneth	10	81-84

\*alternate for Warren Loud

\*\*alternate for Karen Hoyle

### FACULTY CONSULTATIVE COMMITTEE

	Term
Brasted, Robert (Assoc. Chr.)	79-82
Eaton, Marcia	79-82
Fredricks, M. Virginia	81-84
Howe, John	81-84
Mattson, Marvin (UMC)	81-84
Pratt, Douglas (Chr.)	80-83
Purple, Richard	81-82
Quie, Paul	80-83
Spring, Donald (UMM)	81-84
Swan, Patricia	80-83



## ELECTED FACULTY ALTERNATES

Alternates are elected for a 1-year term.

	Unit
Adamson, William	9
Ahern, Wilbert	30
Alexander, E. Calvin	21
Angell, William	11
Bacaner, Marvin	16
Bailey, Andrew	15
Benson, Ellis	16
Benson, Katherine	30
Berryman, R. Glenn	15
Blade, Timothy	11
Bloom, Paul	3
Bloomfield, Clara	16
Brand, Gerhard	16
Brown, Alan	5
Brown, Peter	11
Bruininks, Robert	7
Carlson, James	30
Carrier, Carol	7
Chase, Clement	21
Chou, Shelley	16
Conroy, Lawrence	21
Copa, George	7
Corcoran, Mary	7
Crewe, Nancy	16
Cunningham, William	5
Davidson, Kris	21
Davis, David	3
Delaney, John	16
Dodson, Raymond	21
Drewes, Lester	28
Enfield, Franklin	5
Eidman, Arthur	21
Fabes, Eugene	21
Fant, Jesse	21
Ferris, Thomas	16
Gatto, Daniel	6
Gibson, Robert	28
Gidmark, Jill	9
Goetz, Frederick	16
Goltz, Robert	16
Griffin, Gregory	21
Hamilton, David	16
Heller, Kenneth	21
Hoffman, Sharon	17
Hogenkamp, Henricus	16
Holmes, Thomas	18
Hooper, Allan	5
Hunter, Alan	3
Jodeit, Max	21
Johnson, Dennis	9
Kerr, Norman	5
Klausner, Jeff	23
Labuza, Theodore	3

Lambert, Robert	21
Lammers, Raymond	30
Leman, Al	23
Macy, Janet	3
Mazzoni, Tim	7
McKeever, Pat	23
Miller, Beverly	10
Moller, James	16
Monro, William	21
Moore, Gordon	33
Oppenheimer, Jack	16
Persons, Edgar	7
Piche, Gene	7
Pick, Anne	7
Pintado, Maria	6
Pruitt, William	21
Rabas, David	1
Rockne, Mary	10
Ryden, Muriel	17
Shideman, Frederick	16
Simmons, Steve	3
Sliney, William	2
Smith, Lawrence	3
Stanley, Shirley	14
Stefan, Heinz	21
Terwilliger, James	7
Tiblin, Mariann	14
Vervel, Gary	1
Waibel, Paul	3
Walser, Mary	23
Walzer, Arthur	3
Wang, Richard	14
Warthesen, Joseph	3
Weber, Al	23
Weeks, J. Stephen	21
Wells, Don	3
Westermeyer, Joseph	16
White, Dennis	21
Wilcoxson, Roy	3
Wildung, David	1
Wilson, Archie	21
Wirtschafter, Jonathan	16
Woods, John	33
Yahnke, Robert	9

The following units define their pools of alternates as any faculty member from within their units eligible to vote for senators:

Crookston	Liberal Arts
Dentistry	Management, School of
Forestry	Public Affairs
Law	Public Health

## ELECTED STUDENT MEMBERS—as of June 24, 1981

Students are elected for a 1-year term.

	Unit
Anderson, Dea	25
Babakhanian, Raffi	13
Bard, John	21
Berquist, Paul	16
Blank, Mark	13
Bonney, Elizabeth	21
Bugbee, John	27
Carlson, Mark	27
Cartie, Terry	26
Chaffee, Jon	13
Curry, Chris	13
Ebel, Mark	21
Fleming, Dawn	13
Harrington, Cecilia	5
Henly, Russell	8
Hess, Sheryl	5
Holman, Brad	30
Hovind, Alan	22
Hoye, Polly	5
Hunt, Anne	13
Jensen, Gerald	27
Jensen, Robert	9
Johnson, Brad	27
Johnson, JoAnn	5
Johnston, Stephen	21
Kashian, Philip	13
Lanik, Kathy	30
Larson, Eric	30
Leafblad, Joel	3
Linden, Richard	10
Loushin, Betsy	15
Metzig, Kevin	24
Nelson, Jessica	13
O'Connor, Patrick	13
Olsen, Kristen	13
Pothapragada, Vijay	13
Reimann, Ron	15
Schultz Ronald	5
Steffes, Jack	13
Stordahl, James	5
Synorec, Ryan	13
Timmons, Leo	13
Von Drasek, Sue	13
Watson, John	4
Workman, Mark	13
Zylkowski, Judith	5

Additional student senators to be named.

## STUDENT CONSULTATIVE COMMITTEE

Bjork, Heather	Lenander, David
Brecht, Nancy	Nord, Judy
Brewer, Jim (UMW)	Sargeant, Dennis (UMC)
Jacobson, Keith (UMM)	Wiseman, Kit

1 Duluth student to be named.

## ELECTED STUDENT ALTERNATES

Alternates are elected for a 1-year term.

Continuing Education & Extension, TC campus; Crookston; Morris; and 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

Agricultural Experiment Station	1
Agricultural Extension Service	2
Agriculture	3
Biological Sciences	4
Continuing Education & Extension	5
Dentistry	6
Education	7
Forestry	8
General College	9
Graduate School	10
Home Economics	11
Law	12
Liberal Arts	13
Libraries	14
Management	15
Medical School	16
Nursing	17
Pharmacy	18
Public Affairs	19
Public Health	20
Technology, Institute of	21
University College	22
Veterinary Medicine	23
Business & Economics (UMD)	24
Education (UMD)	25
Fine Arts (UMD)	26
Letters & Science (UMD)	27
Medicine (UMD)	28
Social Development (UMD)	29
Morris	30
Crookston	31
Waseca	32
Mayo	33

## Appendix 2

### ATTENDANCE OF MEMBERS

1980-81

The University Senate met four times during 1980-81.

<b>FACULTY</b>	<b>Attended</b>	<b>Notified Clerk of Nonattendance or Alternate Attended</b>
Adams, Russell	3	1
Allen, C. Eugene	3	1
Anderson, J. Edward	3	0
Essam, Awad	0	0
Barber, Donald	3	1
Barber, Laird	4	0
Beier, Frederick	4	0
Benjamin, Roger	2	0
Berscheid, Ellen	3	0
Blackshear, Perry	4	0
Bloomfield, Victor	2	2
Bodley, James	4	0
Bouchard, Thomas	3	1
Brede, Caroline	4	0
Brenner, Mark	4	0
Brothen, Thomas	4	0
Brown, David M.	2	1
Buckley, Joseph	3	0
Cardwell, Vernon	3	0
Cashman, Paul	3	0
Chambers, Clarke	2	1
Chase, Harold	2	2
Christiansen, Larry	2	1
Christenson, Richard	3	1
Collins, Terry	4	0
Cooperman, David	2	1
Cox, Victor	1	1
Cushing, Edward	4	0
Dahlstrom, Helen	3	1
Davis, Eugenia	2	1
Davis, Margaret	2	1
Dempsey, Mary	3	0
Dunham, Stephen	4	0
Egan, Ellen	3	1
Eicher, Joanne	2	2
Eidman, Vernon	3	1
Ellefson, Paul	2	1
Epley, Richard	2	2
Farmer, Edward	4	0
Fisher, Suzanne	3	1
Foreman, Gertrude	4	0
Garetz, Floyd	2	2
Garner, Shirley	2	2
Gentry, William	3	0

Gerberich, William	2	1
Gershenson, Hillel	3	0
Glenn, Allen	1	1
Godzich, Wladslaw	3	0
Goldman, Allen	2	1
Goldstein, Sheldon	4	0
Goodman, Lawrence	4	0
Gore, Warren	2	0
Gremmels, James	4	0
Griffin, Edward	2	2
Grohs, Roy	3	1
Grosch, Audrey	3	1
Hage, George	3	0
Hansen, Helen	4	0
Hein, Andrew	2	2
Hendricks, Lewis	4	0
Hirshbach, Frank	2	2
Hobbie, Russell	3	1
Hoelmer, Kathryn		
(Senate participation thru 2/81)	2	—
Holt, Robert	2	2
House, Peggy	3	1
Howe, John	4	0
Hoyle, Karen	3	0
Humphreys, Roberta	2	2
Johnson, Glenice	4	0
Johnson, Rodney	3	1
Josal, Wendell	4	0
Keck, Steven	3	1
Keynes, Harvey	2	1
Klaurens, Mary	2	2
Kleinhenz, William	3	0
Kline, Gerald	3	1
Krivot, William	0	1
Kumar, K. S. P.	4	0
Larson, Roger	3	1
Leppi, John	3	0
Lindsay, Malcolm	2	2
Liu, Benjamin	1	2
Loud, Warren	3	0
Lukasewycz, Omelan	3	1
MacEachern, Donald	4	0
Marshak, Marvin	3	1
McCollister, Robert	3	0
McCubbin, Hamilton	2	2
McGinnis, Barbara	3	0
Means, Lora (Senate participation thru 2/81)	2	—
Merwin, Jack	1	3
Messer, Harold	4	0
Meyers, Susan	3	0
Moller, Karlind	4	0
Moore, Shirley	4	0
Morris, Howard	1	3
Munro, William	0	1
Nelson, Stanley (Senate participation thru 2/81)	2	—
Newman, John	3	0
Olson, William	0	2

Opgrand, Harold	2	1
Overmier, J. Bruce	3	1
Parker, John	3	1
Purple, Richard	2	1
Rasmusson, Donald	2	2
Read, Paul (appointed 3/81)	2	0
Rose, Gordon	3	0
Rust, Joseph	4	0
Ruth, George	2	1
Sawchuk, Ronald	4	0
Schofield, William	4	0
Shively, W. Phillips	1	2
Simmons, Roberta	2	1
Skaggs, Richard	4	0
Snoke, Martin	4	0
Sorauf, Frank	3	0
Spadaccini, Nicholas	3	0
Spector, Janet	2	1
Spelsberg, Thomas	2	2
Spencer, Robert	3	0
Stein, Marvin	2	0
Stuthman, Deon	3	1
Sullivan, Constance	4	0
Tenney, Barbara	3	1
Thompson, David	3	1
Turner, John	2	2
Ulstrom, Robert	2	2
Veninga, Robert	2	1
Wang, Yang	4	0
Warner, William	3	1
Watson, Dennis	3	1
Welch, Wayne	4	0
Weller, Milton	2	1
Wertz, John	3	1
White, Donald	3	0
Wilcox, Clifford	3	1
Williams, C. Arthur	4	0
Winchell, C. Paul	1	0
Wold, Finn	2	1
Young, Mary	3	1
Zahareas, Anthony	1	1
Zaidi, Mahmood	4	0

### CONSULTATIVE COMMITTEE

Brasted, Robert	3	1
Eaton, Marcia	4	0
Hobbie, Russell	3	1
Pratt, Douglas	4	0
Quie, Paul	3	0
Schletzer, Vera	4	0
Scriven, L. E.	2	0
Spring, W. D.	3	0
Swan, Patricia	3	0
Ward, Allan (Senate participation thru 2/81)	2	—

## STUDENTS

Adams, Ken	1	3
Aho, William (terminated 5/81)	1	0
Bailey, Randy	1	0
Bjork, Heather	4	0
Bode, Alan (appointed 2/81)	2	0
Brady, Dan (appointed 12/80)	1	0
Brecht, Nancy	3	0
Brewer, Jim (appointed 1/81)	3	0
Busse, Jo Anne	3	0
Carlson, Steve (appointment thru 2/81)	2	0
Chaplin, Michele	2	0
Chapman, Tim	4	0
Dahlgren, Dawn	1	2
Darkow, Gene (resigned 2/81)	0	0
Denham, Joyce (appointed 2/81)	1	0
D'Helen, Lark	3	0
Duerr, Jennifer (terminated 3/81)	0	0
Durham, David	3	0
Ekman, David (appointed 1/81)	2	0
Fort, Peggy (resigned 1/81)	0	0
Fox, Alan (terminated 3/81)	0	0
Grieshaber-Otto, Martha	2	0
Harrington, Cecilia (appointed 4/81)	1	0
Henly, Russell	4	0
Iverson, Virginia (appointed 1/81)	2	0
Jagerson, David (appointed 4/81)	2	0
Johnson, Jo Ann	3	1
Kobs, Ken (appointed 2/81)	3	0
Kraft, Marla	2	0
Krueger, Elise	2	0
Larsen, Mary	3	0
Larson, Kathleen (resigned 2/81)	0	1
Lenander, David (appointed 3/81)	2	0
Lokich, Marjorie	1	1
Lorenz, Gail	4	0
Mayer, Robert (resigned 2/81)	1	0
McCurdy, Sheryl (resigned 1/81)	0	0
Meyer, Katherine	4	0
Moore, Virginia	3	0
Muellerleile, Michael (resigned 2/81)	0	0
Nwaneri, Angela (terminated 3/81)	0	0
Olsen, Kristen	3	1
Pederson, Jeffrey (terminated 5/81)	1	0
Peterson, Constance (resigned 2/81)	0	1
Peterson, Mark	4	0
Plunkett, Jim	1	2
Prohovsky, Diane	3	0
Ranlo, Eric (resigned 2/81)	0	0
Reimann, Ron	4	0
Rogers, Renae (terminated 5/81)	1	0
Roschen, Layne	3	0
Ruminski, Paulette (terminated 5/81)	1	0
Sanders, Paula	1	1
Sanvik, Rick	3	0
Schulte, Paul (appointed 2/81)	3	0
Schultz, Scott	2	0



Sheldon, Rick	3	0
Snyder, John	3	0
Solinger, Jayne (terminated 5/81)	1	0
Tyler, Charles (terminated 3/81)	0	0
Wasing, Jean (appointed 2/81)	0	0
Weis, John	0	1
Wilhelm, Teresa	2	0
Wiseman, Kit	4	0
Ziebell, Rodney (terminated 3/81)	0	0
Zilz, Nathan (resigned 2/81)	0	0

**CONSULTATIVE COMMITTEE**

Arkan, Orhan	3	1
Bates, Julie	3	0
Jacobson, Keith (appointed 1/81)	3	0
Nord, Judy	3	0
Pribyl, Sue	4	0
Sargeant, Dennis	3	0
Sellgren, Julie	0	0
Thorpe, Bruce	4	0

## ABSTRACT OF DISCUSSION

The meeting was called to order at 3:15 p.m. by President C. Peter Magrath in 25 Law Building on the Minneapolis campus. Coordinate campuses were linked by phone. Constance Sullivan, associate professor of Spanish and Portuguese and chair of the Business and Rules Committee, moved to reorder the agenda, placing questions to the president first. The chair ruled the proposal appropriate if there were no objections, and the meeting proceeded.

*Legislative Request*—Phillips Shively, professor of political science, asked for a response from the president with respect to the previous day's action by a conference committee of the Legislature on the request for faculty salary increase monies. He also asked what options could be pursued. President Magrath expressed great disappointment and frustration that the committee would not move ahead with any salary increase requests for faculty and staff. He said the governor had not yet made a recommendation, and he believed that the legislative judgment was the outcome of two factors: first, the fiscal crisis in the state, and second, the committee's view that, if it took action on the University request at this point, a "floor" would be set for all other state systems engaged in collective bargaining. It appeared that the decision would be made in the fall, he said. The administration had testified before the governor that faculty salaries were paramount, faculty members had appeared before the Education Committee, and he himself had spoken with all legislative leaders, and all relevant committees as to the urgency of that request. Peter Robinson, associate professor of French and Italian and faculty spokesperson at the Legislature, and Vice Presidents Keller and Kegler had spent innumerable hours presenting the case effectively, he said. The options were to continue to assert the need, even after the Legislature adjourned and, if the appropriation (which would be retroactive) were to be unsatisfactory, he wanted to reserve the right to ask the Regents to recommend a supplementary appropriation to the 1982 Legislature.

Mr. Shively observed that the conference committee decision appeared to tie the University request to those of the other state higher education systems. He said it was important that the Legislature realize from the Senate discussion that, in view of the deep cuts in faculty incomes in recent years, deferring its decision without evaluating the University separately from the other systems was cavalier treatment by that body. He asked whether the Appropriations Committee could be prevailed on to hold a hearing at this point; the president preferred that any such recommendation come from the Board of Regents.

Another faculty member expressed grave concern at the action, which he maintained would affect the quality of the University and its students over the next decade and would push the University toward unionization. He asked whether there were any way to get the governor to readdress the problem. The president indicated that the governor had set his limit on appropriations and had made it clear he would not sign any bill that would exceed that amount. The president was certain nothing further could be done before the May 18 adjournment of the Legislature. Mahmood Zaidi, professor of industrial relations, said he hoped tying the University salary request to those of other systems was the result of the state's fiscal problems and not a change in policy, and he suggested that the Board of Regents look into such a major change in procedure. The president thought that would be appropriate even though it was probably a fiscally related move, adding that non-academic categories would also be included.

Ms. Eaton said it seemed obvious to her that there was a perception on the part of the faculty, which she did not share, that the University had "blown its wad" on the University hospitals' bonding request. The president did not believe that was true. He said the University had repeatedly presented the faculty salary request to the two key committees of the Legislature and the amount of time spent in such appearances was far in excess of the time spent on building requests. Fred Morrison, law professor, agreed that the administration had done a superb job on the salary request and said he did not believe that permission for bonding for buildings had anything to do with consideration of the salary item.

John Wertz, professor of chemistry, and Stephen Gasiorowicz, professor of physics, asked about the accuracy of a recent newspaper article which quoted the president as

making a commitment to some legislators to take any short-fall in the income for the new hospital facilities out of the budget of the rest of the University. The president reminded the Senate that the hospital was seeking bonding authority not an appropriation, so the report was obviously not correct.

*1981-82 Committees of the Senate*—John Howe, professor of history and chair of the Committee on Committees, introduced slates for next year's committees of the Senate, which he said were appointed according to recently revised Senate procedures. His committee, he said, had solicited comments from chairs, deans, and others and had taken into account many factors to get the best representation. Duluth and Waseca slots had been reserved for the year by appointing substitutes for one-year terms until the extent of involvement of those faculties in committees would be determined in their collective bargaining process. The slates were then approved.

*Faculty Retirement Plan*—Arthur Williams, professor of business administration and chair of the Faculty Affairs Committee, presented seven proposed changes in the faculty retirement plan which he asked the Faculty Assembly to approve in principle so his committee could explore them further. He explained that a task force appointed to examine the present plan and make proposals for improvement but without increasing the cost had recommended in 1979 several changes, chief of which was to move to a defined benefits approach. When hearings were held, it soon became apparent that the faculty was opposed to that concept. He then spoke briefly on each of the recent proposals.

A new minimum benefit was suggested which would add to the cost of the present plan. A new increasing pension option would be available, with the faculty member electing a lower initial pension. A new joint and two-thirds survivorship option would allow the faculty member and spouse to collect more while both were alive, less after either died. More liberal early retirement benefits would cost more than the present plan. New phased retirement agreements and higher benefits for currently retired faculty members would also cost more. Finally, additional options for Mills II contributions would permit faculty members to have those contributions placed in some investment other than the insurance annuities provided under the present plan. (Regulations have recently been revised to permit the latter.)

Mr. Williams said his committee was asking whether the faculty agreed that SCFA was moving in the desired direction. If so, cost figures would be collected and some specific proposals formulated.

Fred Morrison, professor of law, offered an amendment to include in the motion a reaffirmation of the Senate's support for the current defined contribution plan to show clearly the intent of the original motion. Mr. Williams considered it a friendly and clarifying amendment. The president called attention to President Reagan's current proposal to restrict social security benefits for those retiring at age 62 and suggested that the committee would be taking that recommendation as well as others by the government into account. Mr. Williams thought those plans might not be approved by Congress. He said his committee wanted to encourage early retirement but at the same time recognized that delaying retirement after age 65 would result in a higher pension. Many would elect to stay on, he said, "because so many of us like our work."

John Wertz, professor of chemistry, called attention to the statement that under the variable annuity the insurer would invest the participant's contribution in an investment portfolio consisting mainly of common stocks. He called such a plan a hazardous game and a concept that was outdated, and said he would like the option of investments in mortgages. Mr. Williams pointed out that a faculty member could choose the fixed annuity option, where funds were so invested. However, the subject of investment options should be examined frequently to be sure they were meeting the needs of participants, he said. Mahmood Zaidi, professor of industrial relations, recalled that the Faculty Affairs Committee in the past had arranged with the Employee Benefits office to keep abreast of investments. He encouraged faculty members to keep informed and to make recommendations to the Faculty Affairs Committee as to options. Lawrence Goodman, Record professor of civil and mineral engineering, was concerned about a change being made in the terms under which a terminating faculty member is entitled to the cash value of contributions. Mr. Williams assured him they had not been changed. His committee, he said, had decided to consider

that subject further next year, but it was not prepared to recommend a change now because of the possible adverse selection against the plan by persons in poor health at retirement, in times of high interest rates, and by males under a unisex plan. A person choosing to take cash would run certain risks, he pointed out, such as a drop in interest rates. Mr. Wertz asked whether a retiree could keep the health insurance coverage. Harold Bernard, director of employee benefits, assured him that could be done except where the choice on termination was to cash out. The Senate then approved the principles, and the president said the administration would continue its dialogue with the Faculty Affairs Committee.

*Resolution*—Paul Schulte, student, proposed that the Senate adopt a resolution condemning the recent assassination attempts on the pope and the president and show its concern in the face of such senseless acts by referring to the Social Concerns Committee the subject of gun control. The president ruled that it was not appropriate for the Senate to act on this item of new business at the current meeting but that the minutes should show that he had referred it to that committee.

*President's Comments*—Noting that the meeting was the last of the current year, President Magrath paid tribute to the work of the faculty, students, and staff, as well as the Senate itself. He said these were difficult, uncertain, and frustrating times for everyone in American higher education due to budget inadequacies. The University had kept its core academic program and academic values intact, he noted, but it had been hurt by the devastating impact of inflation. Once more he spoke of the frustration of taking the biennial request to the Legislature, where the University had made a good case for salaries as its number one priority. He indicated that no public university would exceed 6 to 8 percent increase in this next year—a level that he said was totally inadequate. He expressed his faith in what the University was doing as exemplified in an award ceremony in which he had recently participated in connection with the University's Kerlan Collection. He said he had been moved on that occasion by the reaffirmation of the beauty and creativity that it represented as an example of what the University, where there was so much of value being done, was all about. ". . . If we don't believe in our work and profess it, who will? There is so much of value in this University, thanks to its people—so much that is creative and valuable in the most fundamental sense. Yes, there are issues that confuse and trouble and sometimes divide us—collective bargaining issues, the effective implementation of affirmative action, and others. But we can tolerate diversity of opinion. If we can't tolerate it and profit from it in a University, where else can one? We have strengths here: basic support among the public; a dedicated faculty and staff; and concerned, responsible students in the best sense of that word. Above all and without our being smug or superior, this University of Minnesota has provided—and we will continue to provide—creativity, quality, and excitement to Minnesota, to our nation, and to our world. Criticize us, yes! Prod us, yes! But don't take us for granted! Support us for what we are, for we serve the most noble, most fundamental aspirations of our society. I have always believed in American universities and I genuinely care about this University of Minnesota that I, along with you, am privileged to serve. The longer I am here, the more I appreciate and value what all of you do, and the more convinced I am that we represent an essential force in our society."

He concluded with thanks to everyone for their work during the past year and wished all a pleasant and productive summer. The Senate applauded his remarks, and the meeting was adjourned at 4:35 p.m.

**MARILEE WARD**  
Abstractor

**UNIVERSITY OF MINNESOTA**

**UNIVERSITY SENATE MINUTES**

**December 3, 1981**

The first meeting of the University Senate for 1981-82 was convened in 45 Nicholson Hall, Minneapolis campus, on Thursday, December 3, 1981, at 3:15 p.m. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 129 voting members of the faculty, 28 voting members of the student body, 11 members of the Council of Academic Officers, and 24 nonmembers.

President C. Peter Magrath presided.

**I. MINUTES FOR MAY 14, 1981**

**Action (3 minutes)**

*Approved*

**II. OFFICERS OF THE SENATE**

**Action (3 minutes)**

The chairman of the University has designated the following as officers for 1981-82:

Parliamentarian—James E. Connolly  
Abstracter and Clerk—Marilyn Ward

*Approved*

**III. SCHEDULED MEETINGS DURING 1981-82**

**Information**

UNIVERSITY SENATE: December 3, February 18, April 15, and May 20.

*Accepted*

**IV. COMMITTEES OF THE SENATE, 1981-82**

**Action (5 minutes)**

The following committee members are in addition to those named to 1981-82 committees at the May 14, 1981, meeting:

EDUCATIONAL POLICY COMMITTEE Faculty: Robert Beck. Students: 2 to be named.  
SOCIAL CONCERNS COMMITTEE Alumni: Priscilla Goldstein. Civil Service: Sharleen Goldberg, Patricia Williamson. Students: John Chaffee, 2 to be named.  
FACULTY AFFAIRS COMMITTEE Faculty: C. Arthur Williams (Chr.), Gordon Mork (ex officio), Benjamin Sexauer, Marvin Stein.  
JUDICIAL COMMITTEE Faculty: Kathleen Price, Ray Siubl (UMM).

PHYSICAL PLANT & SPACE ALLOCATION Faculty: Andrew Bailey, Fred Bohlen (ex officio), Lyle French (ex officio), Ken Keller (ex officio), Roy Thompson. Students: 1 to be named.

PLANNING COMMITTEE Faculty: David J. Berg (ex officio), Chet Grygar (ex officio), Nils Hasselmo (ex officio), Ken Keller (ex officio).

EXTENSION & COMMUNITY PROGRAMS COMMITTEE Alumni: William Bursch, Students: Phil Kashian, 2 to be named.

INTERNATIONAL EDUCATION COMMITTEE Faculty: James Butcher, Richard Christenson (UMC), Vincent Icke.

LIBRARY COMMITTEE Faculty: Wayland Noland (Chr.), Jay Goldman, Thomas Yuzer (ex officio) (UMW). Students: Dave Quist, 1 to be named.

COUNCIL ON LIBERAL EDUCATION Faculty: C. Eugene Allen, Thomas Benson (Interim Chair), Paul Freed, Allen B. Johnson, James Joichi, James Mackey, Robert Owens (UMD), Roger Page, Robert Pepin, William Robbins, Betty Robinett (ex officio), Palmer Rogers, Peter Rosko, Richard Skaggs, Mariah Snyder, Arthur Walzer, Veronica Wood (UMM). Students: James Anderson, Kristen Olsen, John Paulson, Paul Schulte, 1 to be named.

SUMMER SESSIONS COMMITTEE Faculty: Bernard Bachrach, Students: Ryan Snyovec, 3 to be named.

TENURE COMMITTEE Faculty: Millard Gieske (UMM), John Parker. Students: 2 to be named.

ACADEMIC FREEDOM & RESPONSIBILITY COMMITTEE Civil Service: Elizabeth Grundner, Lester Metz.

ALL-UNIVERSITY HONORS COMMITTEE Faculty: Stuart Fenton.

ANIMAL CARE COMMITTEE Faculty: David Biesboer, Patrick Manning (ex officio). Students: Paige Johnson.

EDUCATIONAL DEVELOPMENT COMMITTEE Faculty: Willard Koukkari, Patrick Starr, M. Alison Stones. Students: Steve Ansolabehere, Patrick Gaughan, Daniel Rinn, Alan Rosenauer, 1 to be named.

STUDENT ACADEMIC SUPPORT SERVICES Faculty: Thomas Benson (ex officio), Stuart Fenton, Craig Harmon (UMC), Norman Kerr, Aloysius Quebbeman, Gail Thoen. Students: Dave Dahlgren, David Dockter, Sue Granquist, 2 to be named.

UNIVERSITY COLLEGE ASSEMBLY Faculty: Benjamin Bayman, Glen Berryman, Victor Bloomfield, Joseph Gallian (UMD), Roger T. Johnson, Ruth Jones, Frederick Peterson (UMM), Robert Rathburn, Maynard Reynolds, Michael Root, Edwin Stueben, Gloria Williams. Students: 1 to be named.

FINANCE COMMITTEE Faculty: John Hart (Physical Plant & Space Allocation), Robert Hexter (Research), Stanford Lehmborg (Educational Policy), Irwin Rubenstein (Planning), Thomas Scott (at-large), Patricia Swan (SCC) (Chr.), C. Arthur Williams (Faculty Affairs). Students: Rick Linden (SCC), Gail Lorenz (Planning).

USE OF HUMAN SUBJECTS IN RESEARCH COMMITTEE Faculty: Carol Austin, William Bart, Pauline Boss, G. Mary Bradley (Co-chair), Paul Cashman, Thomas Choi, Robin Crickman, Bruce Dalgaard, Alfred Dees, Ronald Ferguson, Judith Garrard, Robert Gibson (UMD) (Co-chair), Verona Gordon, Thomas Green, Megan Gunnar, William Hanson, Vernon Hendrix, Mark Herzberg, Jon Hopeman, R. Edward Howell, Ralph Katz, Judith Lambrecht, Kinley Larntz, Lawrence Lockman, Ruth Loewenson, Robert McCaa, Philip McGlave, Jack Mandel, James Mitchell, J. Ernesto Molina, Robert Patterson, Paul Reynolds, Sara Rode, John Rodman, Jay Roshal (UMM), William Rowe, John Sauk (Co-chair), Deborah Shatin, Jacqueline Shick, Karl Smith, Clark Starr, Richard Sykes (Co-chair), W. Dixon Ward, Stanley Wasserman. Community Representatives: Carol Clayman, Russell Frazier, Michael Steenson. Students: Peter Blaisdell, Durand Burns, James Fink, Anne Frundt, Robert Gardetto, Paige Johnson, Candace Kurth, Ann Mond, Jeffrey Moser, Judith Reisman, Leslie Robison.

*Approved*

**INFORMATION:**

SENATE CONSULTATIVE COMMITTEE Faculty: W. Donald Spring (UMM), Marvin Mattson (UMC). Students: Beatrice Anderson (UMD), Dennis Kronebusch (UMW), Keith Jacobson (UMM), Rick Linden, T. J. Grbich (UMC).

COMMITTEE ON COMMITTEES Faculty: Richard Eisenberg (UMD), James Gremmels (UMM).

*Accepted*

**V. EDUCATIONAL POLICY COMMITTEE**

**INLOADING OF INSTRUCTION**

**(15 minutes)**

**MOTION:**

That the University Senate approve the following recommendations:

(1) The University should maintain a strong commitment to outreach and service to the larger community.

(2) The University should pursue a policy of integrating the curricular offerings of day school, Extension, and the Summer Session, with increasing responsibility lodged in the colleges and departments.

(3) Since there is no necessary connection between outreach and inloading of instruction, the two issues should be separated.

(4) The University should not make significant reductions in opportunities for faculty members to receive additional compensation for overload teaching, especially in a time of declining real income for the faculty.

(5) The University should not implement a policy of uniform or mandatory inloading at this time. Because of the diversity of units within the University, a uniform policy may never be desirable.

(6) In the event that a uniform system of inloading is eventually implemented, it should be on the full-cost model, which would be more expensive than the present system.

(7) Academic units which perceive advantages in inloading should be encouraged to move in that direction during an experimental period of four years, with an evaluation of these experiments to be made by SCEP in the fifth year.

**COMMENT:**

**I. Background**

In November 1978 the Study Group on University Outreach, chaired by A. J. Linck, presented its report. At a meeting held November 1, 1979, the Senate endorsed the principles set out in this report but withheld approval of the operational proposals and in particular 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." The Senate then asked the Committee on Educational Policy to examine the impact of various methods of implementation on faculties, students, and programs.

Dr. F. T. Benson of the Center for Educational Development was assigned to assist SCEP in conducting this study. A pilot questionnaire was used during fall and winter quarters 1980-81 to elicit opinions from faculty in two sample units. During the spring quarter 1981 the questionnaire was sent to faculty members in fifteen units, chosen so as to be reasonably representative; to chairpersons of 143 academic departments; and to ten deans. Results of this survey have now been tabulated and analyzed in a report presented by SCEP by Dr. Benson and Darwin D. Hendel.

**II. The Survey**

Copies of this report, which runs to more than one hundred pages, have been deposited with the Clerk of the Senate and in the office of the Vice President for Academic

Affairs so that interested faculty members may examine them. While a brief summary cannot represent the full range of information obtained and opinions expressed, it is possible to suggest some of the chief points which emerge.

Most faculty members surveyed do not believe that there is a present need for inloading, although a somewhat higher percentage think that it may become necessary in the future if enrollments decline. Faculty members are especially concerned at the prospect of losing the additional compensation now available for overload teaching in Extension and Summer Session. Many believe that their workload would increase and the overall quality of education would decline if all instruction were inloaded. Department chairpersons generally shared the views of other faculty members, although they were somewhat more enthusiastic about inloading and somewhat more frequently inclined to view it as needed. The six deans who responded expressed a unanimous belief that inloading was necessary and desirable. Five of them believed that it would be more expensive than the present system, however.

### III. Recommendations

Following extended discussions and study of the survey, the Committee on Educational Policy makes the above recommendations.

## APPENDIX

Table 1

The need for inloading: Responses of department chairs, faculty, and deans compared. "The term 'inloading' describes the arrangement in which instruction now on overload, e.g. CEE credit instruction and Summer Session, would be incorporated into the regular workload of the faculty—either by substituting any instruction now on overload for other current assignments or by employing additional faculty."

Item	Department Chairs		Faculty		Deans	
	N	%	N	%	N	%
<u>BELIEF IN NEED—PRESENT</u>	<u>61</u>		<u>185</u>		<u>6</u>	
Yes	25	41.0	52	28.1	6	100
No	25	41.0	77	41.6	—	—
Uncertain	11	18.0	56	30.3	—	—
<u>BELIEF IN NEED—FUTURE</u>	<u>62</u>		<u>186</u>		<u>6</u>	
Yes	27	43.5	74	39.8	6	100
No	14	22.6	47	25.3	—	—
Uncertain	21	33.9	65	34.9	—	—
<u>MODELS FOR INLOADING</u>	<u>45</u>		<u>141</u>		<u>6</u>	
Full-Cost Inloading	20	44.4	52	36.3	4	66.7
Partial-Cost Inloading I	3	6.7	6	4.2	—	—
Partial-Cost Inloading II	4	8.9	18	12.7	1	16.7
Geography Department Arrangement	2	4.4	21	14.8	1	16.7
Redefinition Model	16	35.6	45	31.7	—	—*

\*Three deans indicated this model as a pre-condition for full-cost inloading.

Full-Cost Inloading: The full cost of inloading present overload CEE and Summer Session instruction is calculated at "day school" rates minus tuition income. Additional funds are sought from the Legislature and/or through internal reallocation.

Partial-Cost Inloading I: Faculty member teaches CEE or Summer Session courses as part of regular load and the department is compensated at CEE or Summer Session rates.

Partial-Cost Inloading II: CEE students register in "day school" classes and the department receives a portion of the tuition income and all of the Student Credit Hours.



**Geography Department Arrangement:** CEE and Summer Session provide position money in exchange for courses formerly on overload, e.g., six courses a year and an integrated curriculum.

**Redefinition Model:** Faculty member's load is defined in terms of total instructional and service activities, i.e., both credit and non-credit instruction and other forms of service rather than credit instruction only.

Table 2

Predicted effects of inloading: Responses of department chairs, faculty and deans compared

Item	Department Chairs		Faculty		Deans	
	N	%	N	%	N	%
<u>FACULTY INCOME</u>	<u>55</u>		<u>166</u>		<u>6</u>	
Would increase	1	1.8	7	4.2	—	
Would decrease	31	56.4	114	68.7	2	33.3
No effect	23	41.8	45	27.1	4	66.7
<u>TOTAL FACULTY WORKLOAD</u>	<u>58</u>		<u>166</u>		<u>6</u>	
Would increase	26	44.8	84	50.6	1	16.7
Would decrease	6	10.3	22	13.3	—	—
No effect	26	44.8	60	36.1	5	83.3
<u>SCHEDULING OF FACULTY ACTIVITIES</u>	<u>59</u>		<u>174</u>		<u>6</u>	
Would be less difficult	7	11.9	16	9.2	3	50.0
Would be more difficult	41	69.5	116	66.7	2	33.3
No effect	11	18.6	42	24.1	1	16.7
<u>INSTRUCTIONAL EXCHANGE</u>	<u>56</u>		<u>162</u>		<u>6</u>	
Less difficult	5	8.9	19	11.7	—	—
More difficult	19	33.9	55	34.0	2	33.3
No effect	32	57.1	88	54.3	4	66.7
<u>RELATIONSHIPS AMONG FACULTY AND STAFF IN DEPARTMENTS</u>	<u>54</u>		<u>164</u>		<u>5</u>	
Would improve	5	9.3	10	6.1	1	20.0
Would deteriorate	21	38.9	54	32.9	1	20.0
No effect	28	51.9	100	61.0	3	60.0
<u>OVERALL QUALITY OF DEPARTMENTAL INSTRUCTION</u>	<u>55</u>		<u>171</u>		<u>6</u>	
Would improve	13	23.6	28	16.4	3	50.0
Would deteriorate	22	40.0	59	34.5	1	16.7
No effect	20	36.4	84	49.1	2	33.3
<u>AVAILABILITY OF FACULTY ADVISING</u>	<u>52</u>		<u>171</u>		<u>5</u>	
Would improve	7	13.5	20	11.7	2	40.0
Would deteriorate	23	44.2	81	47.4	1	20.0
No effect	22	42.3	70	40.9	2	40.0
<u>AVAILABILITY OF COURSES TO STUDENTS</u>	<u>58</u>		<u>169</u>		<u>6</u>	
Would improve	18	31.0	58	34.3	5	83.3
Would deteriorate	19	32.8	54	32.0	—	—
No effect	21	36.2	57	33.7	1	16.7

**IMPACT ON TYPES AND LEVELS OF COURSES OFFERED**

	<u>62</u>		<u>189</u>		<u>6</u>
Would change	15	24.2	62	32.8	2 33.3
Would not change	27	43.5	57	30.2	3 50.0
Would have positive effect on curriculum planning	14	22.6	42	22.2	4 66.7
Would have negative effect on curriculum planning	10	16.1	46	24.3	— —
Would not affect curriculum planning	23	37.1	43	22.8	1 16.7

**STUDENTS WHO WOULD BENEFIT**

	<u>62</u>		<u>189</u>		<u>6</u>
Regular day students	4	6.5	18	9.5	1 16.7
CEE students	34	54.8	109	57.7	2 33.3
Summer Session students	23	37.1	60	31.7	1 16.7
No difference	13	21.0	44	23.3	2 33.3

**WOULD SERVE STUDENT GROUPS NOT NOW BEING SERVED**

	<u>55</u>		<u>168</u>		<u>5</u>
Yes	26	47.3	77	45.8	5 100
No	29	52.7	91	54.2	— —

**DIFFICULT TO OFFER INSTRUCTION ON CURRENT CEE/SS FORMAT**

	<u>57</u>		<u>176</u>		<u>6</u>
Yes	32	56.1	70	39.8	4 66.7
No	25	43.9	106	60.2	2 33.3

**RELATIONSHIPS AMONG DEPARTMENTS**

	<u>55</u>		<u>164</u>		<u>5</u>
Improve	4	7.3	18	11.0	1 20.0
More difficult or unproductive	10	18.2	30	18.3	— —
No change	41	74.5	116	70.7	4 80.0

**STANFORD E. LEHMBERG**  
Chair

*Approved*

**VI. AMENDMENTS, UNIVERSITY SENATE BYLAWS AND RULES**  
**(5 minutes)**

BYLAWS, Article I, Item 8, change to read (addition is underlined):

... provided these Rules are not in conflict with the Senate Constitution or Bylaws.  
~~or Rules of the Senate.~~

BYLAWS, Article II, Item 6 becomes Item 7. New Item 6, which is moved from Rules for Committees of the University Senate, Procedures:

Committees of the Senate shall have a policy of open meetings. Closed or executive sessions may be held only after approval by a two-thirds majority of the committee members present and voting and only when personnel matters are discussed, when quasi-judicial functions are carried out, or when closed sessions are required to protect the rights of individuals. Under this rule, all regular sessions of the All-University Honors Committee shall be considered close or executive sessions. Meetings shall normally be listed in the Minnesota Daily and/or in the Daily Bulletin.

BYLAWS, Article IV. B. Committee on Committees, under Membership add a paragraph:

The chair shall be elected by committee members from among their number for a one-year term of office. The chair is eligible for re-election to that position.

RULES OF THE SENATE, add footnote to that heading:

\*As stated in several places, *Robert's Rules of Order Newly Revised* governs the Senate and its committees and may be suspended only by a two-thirds majority vote of those present and voting. However, in some few procedural matters, namely those listed under Standing Rules of the Senate and Rules for Committees of the University Senate, certain rules may be suspended by a simple majority vote of those present and voting. Where Standing Rules of the Senate or Rules for Committees of the University Senate simply repeat provisions of the Constitution or Bylaws, however, the Constitution and Bylaws shall prevail.

RULES OF THE SENATE, under The Senate, Amendments to the Rules, add the following:

However, the Rules cannot be amended to contravene either the Constitution or the Bylaws, If such a situation presents itself, a constitutional or bylaws amendment motion must be undertaken.

RULES OF THE SENATE, under Rules for Committees of the University Senate, Procedures, 1st paragraph, change to read (addition is underlined):

... provided these Rules are not in conflict with the Senate Constitution or Bylaws.  
~~or Rules of the Senate.~~

**W. D. SPRING, Chr.**  
**Joint Subcommittee on Senate Reorganization**

Approved

## **VII. FINANCE COMMITTEE**

### **FIRST INTERIM REPORT, 1981-82**

**(Discussion, 30 minutes)**

#### **1. CUTS IN STATE BUDGET**

On October 21, the Governor requested the President to present plans for an 8-12% reduction in state funds during the current biennium. This was estimated to be from \$37-57 million. Prior to the special meeting of the Regents, the Finance Committee discussed the three types of examples that would be used to illustrate the effect of such cuts. The special meeting of the Board of Regents on October 26 resulted in a resolution stating that reductions of this magnitude would make it impossible for the University to continue to be a major contributor to the economic, cultural and intellectual vitality of the state. No plans for reductions of this magnitude have been made but the committee has consulted with the Academic V. P. as to how such a plan would be made, if required. An oral report will be made at the Senate meeting on events which have taken place since the writing of this report.

#### **2. REALLOCATION TO SALARIES**

In response to the Regents' resolution to augment salaries, each budgetary unit was asked to set aside the equivalent of 2% of the salary base. (As of this writing, no definite word had been received as to when salary increases will be made available.) Discussion of this reallocation was held in July between V.P. Keller and this committee. The committee supported the principle of the primacy of salary needs, upon which this plan was based, and the general outline of the plan.

#### **3. PLANS FOR 1982-84 BUDGET**

Deans and other unit heads have had planning conferences with the appropriate vice presidents in October and November. The final planning memoranda will be sent to all units at the end of November. Budgeting conferences will be held under the chairmanship of the Vice President for Finance and Operations in December and January. The

Regents will review the budget principles in February, including a list of programs receiving highest and lowest priorities. A draft of the two-year plan is scheduled to be completed by the end of February. The Finance Committee is meeting regularly with the V.P. to consult on budget principles and process. The Committee expects to consult on the budget plan as developed by the Budget Executive.

#### 4. BIENNIAL REQUEST

The 1983-85 biennial request is scheduled to be completed in the summer of 1982

**PATRICIA SWAN**  
Chair

*See Abstract for discussion.*

### **VIII. UNIVERSITY POLICY AGENDA, 1981-82, BY THE PRESIDENT** (15 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 1981-82 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. UNIVERSITY SALARIES

On November 19, the Legislative Commission on Employee Relations approved a 20.3 percent compensation package, including 9.1 percent cash increases for the first year of the biennium, and 8.8 percent for the second year for State University and Community College faculty. Those systems will achieve these figures only through internal retrenchments that they are making. It is anticipated that at the December meeting the Regents will approve a salary and compensation package for University of Minnesota faculty. Our State salary appropriation will be augmented further by 2.16 percent as a result of University reallocation, providing approximate salary increases of 10 percent for 1981-82 plus fringe benefit increases.

The President has conferred with the Senate Consultative Committee, the Senate Committee on Faculty Affairs, and the Senate Finance Committee and they presented their views and recommendations on the distribution of faculty salary increases. Their recommendations will be taken into account in the salary recommendations made to the Regents.

It is currently impossible to determine when the salary adjustments will be reflected in faculty paychecks. The adjustments, however, will be made as quickly as possible and will include a two stage process: increases in monthly checks and single retroactive check back to July 1, 1981.

#### 2. POSSIBLE UNIVERSITY RETRENCHMENT

In late October, the University was asked to prepare plans for budget reductions of \$37 million, \$47 million, and \$57 million over the biennium. Subsequently, the Board of Regents passed a unanimous resolution stating that 1) the proposed reductions would make it impossible for the University to continue serving the State as a major contributor to its economy and to its cultural and intellectual vitality, 2) the University could absorb despite a negative impact, a reduction of up to \$10 million, and 3) if reductions of \$37 million or more were required, the Regents would have to declare a state of fiscal exigency, with potential termination of University personnel and students.

A few days ago the Governor recommended 11.8 percent reductions for the University of Minnesota. This level of reduction is regarded by us as disastrous to the University's performance of its mission to the State, and the President and the Budget Executive have been and will continue to be in consultation and communication with the SCC and the Senate Finance Committee to discuss methods for addressing the situation. Periodic reports will also be provided at each of the Senate meetings during the academic year. Whatever programmatic decisions are ultimately made will be made within the University and by its faculty, administrators, and Regents.

### 3. INSTITUTIONAL PLANNING

The first cycle of institutional planning will be completed by the beginning of Winter Quarter. The products of that process, which began in the Spring of 1979 include:

- A revised mission statement for the University approved by the Regents in July of 1980.
- An institutional planning statement which suggests broad goals and objectives.
- Planning statements for each college and major support unit suggesting goals, objectives, and priorities over a three to five year period.
- Presidential planning memoranda which specify the President's views regarding unit plans.
- A planning data base which consists of a periodically updated set of historical and projected figures useful for planning and decision making is maintained by the Office of Management Planning and Information Services.
- The development of a general architecture for planning and decision making.
- Advice to the President on selected issues. An administrative working group is preparing a study of communication, computation, and information systems; a preliminary report has been presented to the Senate Consultative Committee and the chairs of the Senate Committee on Educational Policy and the Senate Planning Committee. In addition, a joint study by the Senate and the administration of selected policy questions is under way. (The 1981-82 study will focus on policies which would help facilitate the scholarly activities of the faculty.)

The second cycle of institutional planning will begin in the Spring of 1982 and will include:

- further refinement of an integrated decision cycle emphasizing planning and budgeting in alternate years.
- highlighting selected issues such as outreach, implications of changing patterns of research funding, program duplication, enrollment management, the development of an integrated system of computation, communication, and information technology, an integrated system of unit reviews, the use of incentives in program development, and the development of stronger links between academic planning and support service, and physical facility planning.

We expect the second cycle of institutional planning to build on the first and to improve on it (a) by focusing on selected issues which will be highlighted, (b) by strengthening our ability to analyze external social, economic, and political constraints, and (c) by incorporating resource acquisition and assignment as an explicit part of the planning framework.

### 4. COLLECTIVE BARGAINING

Contract discussions among representatives from the University and from the UMDEA, which represents the collective bargaining faculty groups on the Duluth and Waseca Campuses, will continue until there is an agreement upon a final contract. The University's negotiating team has given UMDEA representatives a draft of a complete contract and tentative agreement has been reached on several contract sections. Upon completion of the negotiations, the contract will be voted upon by the Regents and by the faculty represented by the collective bargaining agents.

Faculty on the Twin Cities Campus, with the exception of the faculty in the Law School and the Health Sciences, are currently voting on collective bargaining. That vote will be completed at the end of December.

## 5. RAJENDER CONSENT DECREE

The Offices of the Vice President for Academic Affairs, Vice President for Administration and Planning, Equal Opportunity and Affirmative Action, and the University Attorney, will continue to review claims and petitions arising out of the Rajender Consent Decree. The current status of claims and petitions is as follows:

I. Settled (2), dismissed (14), or withdrawn (6) (claims and petitions)	22*
II. Trial Completed	2
III. Currently being handled internally	153
A. Under settlement	13
B. Under investigation	138
180 day period expires by 1/1/82 8 or 138	
180 day period expires after 1/2/82 123 of 138	
180 day period expires after 3/14/82 7 of 138	
IV. Currently external to the University	21
A. Internal review completed and claim returned to Special Masters for hearing (One is also still in settlement)	10
B. Claimant has filed notice to proceed (two are also still in settlement; one has been referred to internal tribunal)	11
V. Status of intervenors	5
— Trial held, findings remanded to Special Masters	1
— Out of court settlement reached	1
— Trial scheduled (December 1)	1
— Awaiting trial	2

\*Six of the persons who had petitions dismissed still have claims and are also counted in the claims under investigation.  
(November 16, 1981)

## 6. REORGANIZATION OF THE OFFICE OF ACADEMIC AFFAIRS

Vice President Keller will undertake a review and reorganization of his office and selected support units that report to his office. Included in the review will be University College, the Center for Educational Development, and University Outreach activities.

## 7. REVIEWS OF GRADUATE SCHOOL PROGRAMS

Food Science	Fluid Mechanics
Nutrition	Family Practice
Entomology	Family Planning Administration
Fisheries	Obstetrics
Wildlife	Gynecology
History of Medicine	Psychiatry
Neurology	Pathobiology
Urology	Aeronautical Engineering
Therapeutic	Mechanics

*Accepted, with possible discussion at future meeting.*

## **IX. SENATE FINANCE COMMITTEE**

### **ANNUAL REPORT, 1980-81**

This committee began the year under its previous name, the University Committee on Biennial Request and Budget Review. With adoption of a new Senate constitution during the year, the committee became the Senate Finance Committee. The committee consisted of representatives sent from several other Senate committees, who thus do double duty, as well as members selected at-large from faculty and students.

Members and alternates who served on the Senate Finance Committee during 1980-81 were: David Ballman, Robert Brasted, Fritz Herrmann, Robert Hexter, Kathy Hoelmer, Walter Johnson, Robert Lambert, Stanford Lehmborg, Gail Lorenz, Jack Merwin, Harvey Sarles, John Snyder, Patricia Swan, Bruce Thorpe.

The committee held 9 meetings from August, 1980 through July, 1981. In addition, 7 joint meetings were held with the Senate Consultative Committee and other groups.

Major items for discussion included the retrenchment required by the state in August, 1980, the progress of the biennial request and the capital requests in the legislature, the relationship of planning to budgeting in academic and non-academic units, and consulting on items related to preparation of the 1981-82 budget plan.

#### **1. RETRENCHMENT OF 1980-81 STATE FUNDS:**

In August 1980 the University received notice that about 6% of the state allocation for 1980-81, or \$14.1 million, would be withheld due to anticipated shortfalls in state revenues. An additional \$2 million or so was required to cover costs of staff pay increases. In response, the University administration developed a plan to adjust the budget. A tuition surcharge, calculated to yield about \$4 million in revenues, was added. Retrenchments included about \$2 million from collegiate units, \$2.2 from state specials, and \$2.7 million from centrally controlled budgets. The remaining \$5 million was planned to be recovered, if necessary, from land sales. This plan was presented for discussion in August at a joint meeting of the Senate Consultative Committee, the Council of Academic Officers, and this committee. The timing and the suddenness of the state's decision precluded more extensive consultation. Consultation on budget adjustments to meet emergency situations is proving to be a very difficult task. Everyone is reluctant to discuss potential threatening situations which conceivably will not have to be faced.

#### **2. RELATIONSHIP OF PLANNING TO BUDGETING:**

Unit planning accomplished in 1980-81 should serve as a basis for the 1982-84 budget plan and the 1983-85 biennial request, both of which will be developed in 1981-82. Therefore, the committee held several discussions on the progress of unit planning. The planning memorandum developed for each academic unit represents a significant improvement over the extent of planning in previous years. Some questions remain as to how clearly these documents will serve as a basis for budget development. For example, one problem is that the plans do not accommodate sizeable retrenchments and, should such be necessary, the unit plans would have to be greatly modified. The non-academic units are behind schedule in their planning efforts. The Vice President for Finance and Operations has assured this committee that he is pressing for timely evaluation and planning. However, the committee believes that there is much groundwork to be done if planning and evaluation are to be effective in non-academic units. The possible relationship of such efforts to budgeting is still largely a matter of conjecture.

#### **3. REVIEW OF 1981-82 BUDGET PLAN:**

The committee held several discussions with members of the budget executive as this plan evolved. It followed basic principles established the previous year, when the 1980-82 two-year budget plan was developed. However, a new element was introduced in the form of a tuition increase to raise funds to be used for library acquisitions and instructional equipment. Although the committee was reluctant to see the special tuition assessment, after extensive discussion the committee voted support of the entire budget plan. Certain attempts were made to budget more realistically for items such as legal costs and computing costs, and this trend in budgeting should be encouraged. There continue to be

some problems in communication across budgetary units. In some cases, budget decisions made by one unit have precipitated budget problems in other units because of inadequate communication and planning.

**PATRICIA SWAN**  
Chair

*Accepted*

## **X. SENATE COMMITTEE ON ACADEMIC STANDING & RELATIONS**

### **ANNUAL REPORT, 1980-81**

The committee met once this year, on April 30, 1981. It had become clear that the duties of the committee had changed, and the responsibilities of the committee had declined substantially since its most active days in the 1960's. There are unmistakable signs of this change: earlier the committee required 3.5 staff; little or no staff assistance is necessary now. The committee's name and responsibilities are quite different under the new constitution. And during the past academic year very little substantial business came our way.

At the April 30 meeting, at the chairman's request, James Preus reviewed the committee's original responsibilities, the changes over the past decade, and the role of the committee under the new constitution. The next agenda item had to do with the authorizing signatures on final grade reports. Why is the department head's signature necessary once the instructor has signed? Does the department head have the authority to change a grade put on the form by the instructor without the latter's knowledge and permission? (Committee consensus: no, clearly.) The committee did not feel that further action was necessary on this matter.

Under new business, the committee looked again at the proposal from previous years to establish a 6xxx system of numbers for post-baccalaureate students; 6xxx courses would be offered in the professional colleges and would not be under the control of the Graduate School. Last year's committee determined that there was insufficient interest in 6xxx numbering; this year's committee did not carry the matter further.

Because I will be on leave in the fall quarter of 1981, I asked James Preus to serve as acting chairman for that one quarter; he agreed. The meeting was adjourned.

While I have been on the committee the past two years, it has become clear to me that its responsibilities, always broad, have now become so vague as to make substantive work difficult and progress unlikely. The new Student Academic Services Committee appears a more workable model.

**THOMAS KRAABEL**  
Chairman

*Accepted*

## **XI. UNIVERSITY COMMITTEE ON ALL-UNIVERSITY HONORS**

### **ANNUAL REPORT, 1980-81**

The Committee on All-University Honors met on November 10, 1980, February 9 and April 27, 1981. The committee recommended nine Outstanding Achievement Awards, one honorary degree, one Alumni Service Award, and the name of Vocational and Technical Education Building to President Magrath for forwarding to the Board of Regents.

**EDWARD A. FLETCHER**  
Chairman

*Accepted*



## XII. UNIVERSITY COMMITTEE ON ANIMAL CARE

### ANNUAL REPORT, 1980-81

The major effort of the committee this past year has been to complete the evaluation of all animal housing, care, and use programs throughout the University system. All units that are currently known to be using animals have submitted animal facility data forms to the committee and have been inspected. The inspections included facilities for both conventional laboratory animals, such as those in the biomedical research, and "food and fiber" animals that are used in agricultural research and education. Each facility was evaluated by an inspection team consisting of two members of the committee plus a research animal resource veterinarian with advanced training in laboratory medicine. Evaluation reports were sent to each facility and to other individuals having responsibilities for the inspected units.

In addition to the three scheduled meetings as a committee-of-a-whole and one special committee meeting, several days were spent in organizing and scheduling animal facility inspections, writing and reviewing the inspection reports, and consulting with the University staff and faculty on animal care problems of many kinds. Among some of the activities during the 1980-81, the committee:

- 1) Responded to two separate citizen complaints regarding a) inhumane animal care, and b) improper sanitation of animal facilities. Both complaints were investigated, resolved, and responses were given to the complainants.
- 2) Continued to monitor the progress of proposed state and federal legislation restrictive to animal availability and use in teaching and research activities. One member of the committee testified before the state legislature regarding the proposed state legislation.
- 3) Held a special animal care meeting to discuss the animal care (humane) practices of a University researcher.
- 4) Prepared the annual progress report from the University to the National Institutes of Health, based on the committee's program of inspection and evaluation of the University animal facilities as required by NIH policy.
- 5) Conducted inspections of 24 separate facilities in which each facility had numerous animal rooms or buildings. These 24 facilities provided housing for 36,346 animals.

There is no question that the activities of the University Committee on Animal Care have increased the awareness of the faculty and staff to the standards for animal care which, in the opinion of the committee, has improved the overall quality of a large number of the facilities. As can be expected with any inspectional program, there have been both positive and negative responses to some of the committee's recommendations. When negative responses were received, additional explanations of the recommendations have resulted in an understanding of the intent and corrections have been initiated.

During the next two years, the committee's basic responsibility will be in reevaluating areas that were not in full compliance with the standards and submitting the annual progress reports in NIH. With the next complete assurance statement due in 1985, all facilities will need to be inspected, starting in 1983.

An enormous expenditure of time will be needed by committee members and research animal resource veterinarians who participate in the animal facilities inspection and writing of the evaluation reports. Inspection of all animal facilities within one academic year requires about the equivalent amount of time of one full-time person. In conjunction with the complete inspection of all facilities, it will also be necessary to have a budget which supports the necessary expenditures associated with this type of program.

An alternative to the committee's evaluation of the University's animal care and use program that is recognized and accepted by NIH is the accreditation of the animal facilities by the American Association for Accreditation of Laboratory Animal Care (AAALAC). The University of Minnesota, Duluth, has been accredited by AAALAC since about June 1980 and will not be included in future inspections by the University committee. If other animal facilities are accredited by this group, the overall work load of the committee could be markedly reduced. It is therefore recommended that collegiate units with animal use

programs, and in particular the health science units that receive NIH grants, give strong consideration to applying for AAALAC accreditation and that the University administration provide support toward these efforts.

**KENT A. REES**  
Chairman

*Accepted*

### **XIII. SENATE COMMITTEE ON COMMITTEES**

#### **ANNUAL REPORT, 1980-81**

The Senate Committee on Committees held 5 meetings during the year. The Committee participated in the drafting of the revised Senate constitution, bylaws, and rules through membership of its co-chair on the Consultative Committee's joint subcommittee.

The principal work of the Committee was to make nominations for certain committees as specified in the new rules and to provide slates for Operating committees which were forwarded to the President. The Senate confirmed all committee appointments in May. The new appointments for faculty members by rank and sex, with comparable all-University proportions are as follows:

	Women		Men	
	Committees	All-University	Committees	All-University
Professor	15%	6%	85%	94%
Associate Professor	54	17	6	83
Assistant Professor	50	27	50	73
Instructor	100	44	—	56

**JOHN HOWE**  
**MARY CORCORAN**  
Co-Chairs

*Accepted*

### **XIV. UNIVERSITY COMMITTEE**

#### **ON EDUCATIONAL DEVELOPMENT**

#### **ANNUAL REPORT, 1980-81**

As an operations committee the Educational Development Committee has the following duties and responsibilities:

to develop guidelines and operating procedures for the Educational Development Program, consistent with policy established by the Senate;

to assist the vice president, academic affairs, in the review of departmental and collegiate recommendations concerning proposals for educational development projects;

to review and recommend action on proposals for educational development efforts submitted directly to the vice president, academic affairs, from any part or any level of the University;

to submit an annual report to the Senate through the Senate Consultative Committee on the status of plans for the Educational Development Program.

The Committee's activities in 1980-81 were focused in two areas. The first area was the Committee's responsibility for the Educational Development Program. Guidelines and deadlines were set up for the competition to support projects in 1981-82; the Committee reviewed 106 different proposals and recommended to the vice president, academic

affairs, that 81 proposals be funded for a total amount of \$276,938. Projects were funded at both the college level and the all-University level of the program.

The second area of Committee activity was the completion of a comprehensive review of the Educational Development Program and the role of the Committee in this program. Results of this evaluation were summarized in the May 1981 issue of *COMMENT*. A limited number of copies of the complete findings are available in the Center for Educational Development.

**KENNETH HOWEY**  
Chair

*Accepted*

## **XV. COMMITTEE ON EQUAL EMPLOYMENT OPPORTUNITY FOR WOMEN**

### **ANNUAL REPORT, 1981**

The University Committee on Equal Employment Opportunity for Women, mandated by the Rajender consent decree, is composed of nine members, five selected through the regular procedures of the Senate Committee on Committees, two members (and alternates) selected by a procedure determined by the Special Masters, and two ex officio members representing the Office of the Vice President for Academic Affairs and the Office of Equal Opportunity. The committee is advisory to the President, reports to the Senate through the Committee of Faculty Affairs, and has as its primary function, monitoring the implementation of the consent decree.

The committee had its first meeting on January 29, 1981, and has met 12 times since then. Meetings were held with Vice President Hasselmo, Attorney Joel Tierney, Assistant Vice President Betty Robinett, Lillian Williams and Patricia Mullen of the Office of Equal Opportunity, Law Clerk Sue Stingley, Special Master Viola Kanatz, and representatives of the Faculty Advisory Committee for Women. The agenda for these meetings included the charge to the committee; the role of the Special Masters in implementing the decree; the development of non-discriminatory policies for search, hiring, promotion, tenure, and salary review; procedures for the dissemination of information to claimants; the issue of financial support for the work of the Faculty Advisory Committee for Women; discussions of review procedures (especially burden of proof, disclosure, and open hearings); harrassment of claimants; and a review of the August report on the computerization of availability data and applicant flow.

Specific actions were taken to recommend that the Judicial Committee become the official body responsible for constituting internal tribunal panels, to ask the Board of Regents not to appeal the May 19 Order of the Special Masters, and to support the funding of the FACW.

The committee also addressed four issues on behalf of individual claimants regarding alleged inappropriate actions or violations of consent decree procedures. In three of the four cases the committee (or the chair as a member of the committee) responded with communications to University personnel regarding what was judged to be inappropriate actions. Consistent with its mission the committee prepared a document, in cooperation with Sue Stingley and the FACW, to inform claimants and potential claimants of their rights, to explicate the University policy against harrassment, and to explain the availability of help and counsel in the preparation and processing of claims.

As of October 13, 194 sex-discrimination claims and petitions had been filed against the University under the consent decree. On July 16, Attorneys Joey Tierney and Joel Lavintman met with the committee to report on the progress being made in the processing of claims as of that date and to address allegations of "foot-dragging" by the University. The committee has examined monthly updates on the status of individual claims under the decree for September and October and will continue to monitor that progress.

During the year, committee members have also attended court hearings; reported to

the Regents subcommittee on Faculty and Staff Affairs concerning the implementation of the decree; and visited the Senate Consultative Committee, the Social Concerns subcommittee on Equal Opportunity for Women, and the Faculty Advisory Committee for Women. In November three committee members will meet with claimants and faculty advisors on the Duluth campus.

At future meetings the committee will address the problem of release time for faculty members serving as hearing officers, and compensation (including possible legal fees) for hearing officers other than faculty members. We will also examine the December reports on departmental hiring goals and explanations for failures to meet those goals. Other topics for future consideration will be a perusal of position descriptions for their potential bias, an assessment of advertising strategies to find woman candidates, and the sponsorship or co-sponsorship of meetings with claimants and advisors.

In defining the jurisdiction of the EEOW Committee, the consent decree stipulates that, in addition to monitoring the implementation of the decree, the committee may examine University policies to determine whether they would have a disparate impact on women, and make recommendations to University administrators or to the University Senate regarding such policies. Early in our deliberations committee members voted unanimously to incorporate into our agenda, examination of University policies in several major areas. Areas presently being studied or identified for future attention are the composition of Senate, University, and College grievance, judicial, and tenure committees; leave policies, including maternity leave; sex-biased salary discrepancies; and retirement/benefit policies, including the use of unisex retirement tables. With regard to salary discrepancies, the committee has examined the Duluth faculty salary equity study and has recommended that the study plan, with minor modifications, be extended to include all units of the University. The committee also urged the Regents to take early action with regard to improvements in the retirement benefits for women.

The work of the committee on Equal Employment Opportunity for Women is not without controversy. Our obligation to oversee the establishment and maintenance of due process under the consent decree, to monitor the progress being made in the processing of claims, and to protect the rights of claimants has led us to be assertive and critical at times. In responding to issues our concern has not been with the merits of individual Rajender cases but rather with policies and procedures in the proper implementation of the decree and the right of claimants to fair and reasonable treatment. Our committee, in turn, has made every effort to be informed, explicit, and fair in its criticism. We seek justice for women under the consent decree—no more and no less.

The implementation of the consent decree had a rocky beginning, in part due to the complexity of the task and the difficulties in establishing the review procedures to the satisfaction of all involved. There will continue to be difficult times ahead. We will have to cope with new problems as they arise. The consent decree is a unique document that is intrusive and that does usurp authority in aspects of faculty governance that are usually conducted without questions from outside the system. The decree is designed to produce changes that will serve the ends of justice; a good faith effort on the part of all concerned will make it possible to complete the task.

Committee members are Shirley Moore (chr.), Laura Cooper, Patricia Faunce, Jane Maddy, Murray Rosenberg, Geneva Southall, Janet Spector, and ex officio members Betty Robinett and Lillian Williams.

**SHIRLEY MOORE**  
Chair

*Accepted*

## **XVI. UNIVERSITY COMMITTEE ON EXTENSION & COMMUNITY PROGRAMS ANNUAL REPORT, 1980-81**

Activities of the committee were again dominated by our following of the saga of the Outreach Report (1978). Meetings were held December 2, 1980, and May 21, 1981. Issues identified for future consideration are (1) variations in subsidization of multifarious outreach activities and appropriate ways of handling internal competition for such funds; (2) countering political and economic temptations to inflate grades, devalue credits, and devalue wages for teaching and technical services in outreach programs; (3) inequities in cost/benefit or cost/value ratios for course credits and for student health and activities services; (4) questions of value involving credit versus non-credit courses and credit courses applicable to degree programs versus credit courses not applicable to degree programs; and (5) ways of obtaining sustained and effective student participation in committee functions.

**W. E. RANZ**  
Chair

*Accepted*

## **XVII. COUNCIL ON LIBERAL EDUCATION ANNUAL REPORT, 1980-81**

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 interest—of their units.

### 1980-81 Council Activities

#### Studies of the Liberal Education Requirement:

The basic charge of the Council on Liberal Education has been to design a liberal education standard for all University of Minnesota baccalaureate degrees. However, the responsibility for determining how the standard is implemented has always been vested in the colleges. (The Council has never identified a list of courses that would satisfy the liberal education requirement.) The means of satisfying the requirement in all baccalaureate degree programs (except the University Without Walls) has been a distribution requirement. Stimulated in part by Council discussions with the CLA Committee on Undergraduate Education, the Council over the past two years has been conducting studies of the liberal education requirement as implemented in the colleges. Preliminary surveys in the Council's investigation and discussion by an *ad hoc* subcommittee led to a focus on the manner in which undergraduates are choosing courses to fulfill their college's distribution requirement. The Council agreed last year to conduct two studies during the 1980-81 academic year: one, a compilation of the liberal education requirements as promulgated by the colleges, and the second, an analysis of the courses taken by a representative sample of graduates. At this writing, the compilation of the liberal education requirements in the colleges has been completed. The analysis of courses taken by the sample of graduates is still in progress.

Two purposes are to be served by these studies. On the one hand they will inform the discussions of the Council as it deals with possible modifications in the all-University liberal education requirement, and on the other hand the information from the studies will provide the individual colleges with a statement of the manner in which their graduates have in fact satisfied the liberal education requirement as each college has defined it.

#### Committee on Foreign Languages and International Studies:

This subcommittee of the Council was formed in the spring of 1980 as a result of interest stimulated in the University by the President's Commission Report on Foreign Languages and International Study. Members appointed to the subcommittee were Daniel Bryan (chair), Veronica Woods, Tom Benson, John Paulson (student), and Kathryn Murphy (student). The subcommittee was charged with identifying issues and presenting recommendations for Council discussions.

The subcommittee met regularly during the 1980-81 academic year and made periodic reports to the Council. Among its activities, the subcommittee held interviews with the chairs and coordinators of language instruction from six of the CLA departments offering such instruction and has been obtaining statistical data about the enrollment patterns of University students in language courses as well as information about the language study background of students entering the University from high school.

At year's end, the subcommittee presented an interim report to the Council with recommendations for the continuation of its work during the 1981-82 academic year.

#### University Senate Reorganization:

The Council responded to a request of the University Senate's Joint Subcommittee on Senate Reorganization that it review the draft of the revised Senate constitution, bylaws, and rules as it applied to the Council. One aspect of the Council's response was a letter from the chair of the Council to the chair of the Joint Subcommittee pointing out the need to continue the direct and formal relationship between CLE and the Senate because of the Council's charge to establish the University-wide "floor" requirement in liberal education and to "maintain surveillance" of the effects of that policy.

Another dimension of the Council's response was the action taken at its meeting on January 13, 1981, at which the Council (i) endorsed the provision of the proposed revision of the Senate constitution, bylaws, and rules applicable to the Committee on Liberal Education, its status as a Standing committee, charge, and membership composition; (ii) recommend that the Vice President for Academic Affairs be added as an *ex officio* member of the Committee on Liberal Education and that the Center for Educational Development be designated as the support unit for the committee; and (iii) indicated approval of the proposed study by the Educational Policy Committee on the issues surrounding the question of the establishment of a Council on Undergraduate Education. These motions were submitted to the Joint Subcommittee both in writing and by a CLE member at a hearing on January 15.

The Joint Subcommittee subsequently accepted the motion encouraging consultation with the Council on the establishment of a Council on Undergraduate Education and the motion requesting the addition of the Center for Educational Development as the support unit for the CLE. However, the Subcommittee did not accept the proposal that the Vice President for Academic Affairs be an *ex officio* member of the CLE, because of its impression that the director of the CED is a member of the Academic Affairs staff.

#### School of Management's Special Undergraduate Task Force:

In accordance with the all-University Policy on Liberal Education\*, the Council reviewed "A Proposal for the Revision of the Undergraduate Programs in the College of

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\*The all-University Policy on Liberal Education, approved by the University Senate, 1970, provides "The All-University Council on Liberal Education will review proposals from colleges. Proposals will become operative when approved by the Council. The Council reserves the right to review standards for validating fulfillment of the liberal education requirements."

Business Administration." While generally impressed by the intent and construction of the curricular modifications proposed by the College of Business Administration (now the School of Management), the Council detected a possible problem in the proposed implementation of the liberal education requirement in the Physical and Biological Sciences (Group B) category. The School of Management proposes to fulfill this category by requiring a "five-credit laboratory science" course and a course "dealing with the history and/or application of scientific findings."

The Council appointed a subcommittee consisting of Robert Pepin (chair), Robert Owens, and Roger Page, to review the proposed Group B requirement. The report of the subcommittee determined that the School of Management proposal, while giving appropriate emphasis to the humanistic aspects of science, also had the effect of requiring only one course in a science, thereby reducing the study of science, the basic purpose of the all-University requirement, below the minimum specified by current Senate policy. The subcommittee suggested four alternative solutions to resolve this apparent difficulty and its report was forwarded to the School of Management's Special Undergraduate Task Force, chaired by Peter Rosko, who also serves on the Council. The Task Force has responded to the Council's report and we anticipate further discussion and a resolution to this matter early in the 1981-82 academic year.

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

Since 1965 the Council has awarded 102 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 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.

Selection criteria 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 education 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 1981 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 1980-81 subcommittee, formed according to general CLE guidelines, included: Shirley Clark (associate professor, social, psychological, and philosophical foundations of education and non-CLE member), Forrest Harris (professor, social and behavioral sciences division, General College, previous award recipient and CLE member), Samuel Kirkwood (professor of biochemistry and previous award winner), Kristen Olsen (CLA student and CLE student member), and Robert Owens (professor of English, UMD, and CLE member). This year 19 nominations were received from 12 colleges, with the award and a \$1,000 honorarium presented to:

Vernon B. Cardwell, professor of agronomy and plant genetics, College of Agriculture

James C. Cloyd, assistant professor of pharmacy, College of Pharmacy

Daniel F. Detzner, assistant professor, Division of Social and Behavioral Sciences, General College

Charles L. Matsch, associate professor of geology, College of Letters and Science, University of Minnesota, Duluth

Peter Rosko, associate professor of finance and insurance, School of Management

Everett Lavern Sutton, associate professor of music, College of Liberal Arts

Gerhard H. Weiss, professor of German, College of Liberal Arts:

An award certificate and the honorarium were presented to each recipient at the appropriate college commencement ceremony. The awardees and their guests were honored at a luncheon of the Board of Regents in the spring.

#### 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 of the ideas of faculty-student groups. Each year proposals for support of educational development efforts are reviewed and evaluated by a faculty-student subcommittee of the CLE.

In the fall round of the 1980-81 Small Grants Program, 55 proposals totaling \$106,707 were received and 31 proposals totaling \$39,883 were funded. In the spring round, the Council received 76 proposals totaling \$145,586 and funded 35 proposals totaling \$47,849.

The subcommittee for the fall 1980 and spring 1981 rounds of the Small Grant Program included: Richard Skaggs (chair), Lawrence Merriam, Veronica Woods, and John Paulson (student member).

**JAMES H. WERTZ**  
Chairman

*Accepted*

## **XVIII. SENATE LIBRARY COMMITTEE**

### **ANNUAL REPORT, 1980-81**

The Senate Library Committee met five times during the 1980-81 academic year. The last meeting of the year was held at the UM-Waseca campus. As is commonly the case with the Senate Library Committee, attendance and participation in the work of the committee was strong and lively. The work of the committee was performed in large part by three subcommittees. These were: (1) Subcommittee on Library Communication with Faculty and Students (Wendy Lee Treadwell, chair); (2) Subcommittee on Collections (Wayland Noland, chair); and (3) Subcommittee on Facilities (Mark Brenner, chair).

Those matters dealt with extensively included lending policy, communications, acquisitions, strengths and weaknesses in the collection, machine-readable data, finances, collection development, automation, study space, I.T. library facilities, membership in the Research Libraries Group, and cooperation with the State Universities.

The committee communicated two major recommendations to the faculty in general. First, it advised the faculty of problems with the prompt return of recalled books, and of the action which it planned to recommend to the University Senate. On motion of the committee, the Senate adopted a resolution providing for the suspension of privileges of faculty members failing to respond to a second recall notice. Second, the committee communicated to the faculty the urgency of the University's budget request for acquisitions and asked faculty members to contact their legislators in support of this request.

It became increasingly clear to the committee over the course of the year that the needs of the library for additional funding for acquisitions are quite compelling. The collection is threatened with permanent damage if adequate funding levels fail to be provided. This is a problem which will require continuing attention over a number of years. The enthusiastic support of faculty organizations as well as individual faculty members will be required to protect this vital University resource.

The committee considered the question of whether machine-readable data should be collected, or at least indexed, by the libraries. This matter, being rather complex, bears further investigation. It is an area where research could be facilitated in a new way at the libraries.



A major development in the libraries is the University's joining the Research Libraries Group (RLG), a consortium of 26 major research libraries. A main feature of this membership is access to the Research Libraries Information Network (RLIN), an automation program. Automation of the libraries is proceeding, and its progress was followed by the committee.

The Library Review Committee, which conducted a major review of library operations and structure, was in contact with the committee during the year. Its report should form the basis for constructive major reforms of the libraries.

In the area of communication between the libraries and users, the committee continued discussions of ways to make improvements. The committee agreed to sponsor and give advice on a student survey of library users which will deal with library-user communication.

Needs for study space were discussed by the committee. The committee resolved to suggest to the appropriate University office that a list of non-library study areas be drawn up and published in the *Minnesota Daily*.

A new lending code was presented to the committee for its advice and recommendations. With a few suggested revisions, the committee recommended adoption of the new code.

I.T. library facilities were considered by the committee. The committee concluded that substantial progress had been made in the development of policies regarding a centralized I.T. library. The committee requested that the appropriate internal plans be completed during the next year for improving I.T. library facilities so that planning money could be requested from the legislature in 1982.

**HOYT N. WHEELER**  
**Chair**

*Accepted following Consultative Committee referral to the Business and Rules Committee of the recommendation by the Library Committee for a new lending code.*

## **XIX. SENATE COMMITTEE ON RESEARCH**

### **ANNUAL REPORT, 1980-81**

The committee studied the state and federal purchasing set-aside programs. It was agreed that Mr. A. R. Potami, Mr. Robert James and Dr. R. A. Oriani would work together in developing a library of possible vendors for scientific instrumentation.

The academic staff policies and procedures document was discussed, though no action was called for.

Mr. Potami informed the committee of changes made in federal cost policies regarding documentation of effort, the charging of indirect costs, and the acquisition of equipment.

The Office of Research Administration will be drafting a statement concerning the University's conflict of interest policy to deal with the purchase of equipment, consulting arrangements, etc.

The committee was asked by Vice President Keller and Dean Ibele to study the question of ranking requests for funds for large and expensive equipment for scientific research. The committee studied the subject at length and named a subcommittee to make recommendations. These are shown below as Appendix A.

The committee also addressed the issue of University funding of Shops. The committee called for re-evaluation of the current practice of subsidizing certain shops.

The committee worked with the Office of Research Administration in preparing the Research Facilities Handbook which is being distributed to current and past principal investigators, new faculty, deans, and department heads.

A joint proposal by the Minnesota Cooperation Office, the University of Minnesota, and the Control Data Corporation was discussed. The proposal, which was submitted to the National Science Foundation, was concerned with technology transfer of University-based research and development of new technologies and technology-based industry.

The committee reviewed a proposal made by the Graduate School to use \$100,000 of

the funds currently allocated to the support of research officers for the purpose of increasing the number of faculty summer research appointments. This proposal would double the budget for these summer appointments. The motion was approved by a vote of 8-0, with one abstention.

#### APPENDIX A

1. The University should choose a definite date for the submission of all requests for funds for major equipment. The optimal time for this date is on or about October 15 of each year.
2. Evaluation of all requests for funds for major equipment should be the function of the General Research Advisory Committee.
3. Requests for funds should be presented on a new form, which should be used for all such requests, independent of the sources or kinds of funds applied for. The new form should be designed by the GRAC, and it should provide space for the following information:
  - (a) Identification of equipment the proposed new equipment will replace.
  - (b) Indication of cooperativity—who will be using the equipment and the extent to which the group is interdisciplinary.
  - (c) Where the equipment will be located.
  - (d) Cost, including installation and site preparation.
  - (e) A description of the proposed matching formula—that is, what agency will provide funding over and above what is being requested from the University. (A copy of the proposal to that agency should be attached to the form.)
  - (f) An indication of when a decision from the outside agency will be made.
  - (g) Any statements of understandings or matching fund requirements from the outside agencies should be identified in a space on the form. Copies of correspondence with the outside agency confirming these understandings or requirements should be attached to the form.
  - (h) A description of how the continuing costs of operating the new equipment will be provided. These should include repairs and maintenance, spare parts, and operators' salaries. If these costs are to be provided by users' fees, a business plan should accompany the request form. The business plan should follow definite guidelines. We suggest that these be defined by Ed Tichner of ORA.
4. Upon acquisition of the equipment, a copy of the form should be transmitted to ORA for announcement in its Newsletter. The announcement should include information concerning what the equipment can do, where it is located, how it can be accessed, and what its users' fees are to be.
5. Following the award of a grant under this program, the principal investigator(s) should be required to file an annual activity report to the GRAC (together with a copy to be sent to the Senate Committee on Research), in which the utilization of the equipment is detailed, with an indication of the extent of cooperative, or interdisciplinary, utilization.

**ROBERT M. HEXTER**  
Chairman

*Accepted*

## XX. UNIVERSITY COMMITTEE ON TENURE

### ANNUAL REPORT, 1980-81

The University Committee on Tenure has completed its eighth year since the adoption by the Faculty Senate of the "new" Tenure Code. Little can be reported of significance; the "cease and desist" condition imposed on faculty/administration governance left few opportunities during the year for consideration of concrete action. The new Tenure Code still awaits consideration by the Board of Regents.

The Committee at several meetings considered questions relating to the new Tenure Code. No conclusions were reached. But extensive conversations with drafters of the 1973 document, with individuals now in central administration, and with others, and the Committee's own study of the 1973 document, revealed several reasons to recommend to subsequent Tenure Committees that, when the time seems propitious for action, a significantly different document might be proposed to the Faculty Senate. Concern with the 1973 document related to two principal areas. First, a great deal has occurred in the intervening years that casts considerable doubt upon many provisions of that document—Rajender, open files and open meetings laws and policies, experience under a more active Judicial Committee, experience with financial retrenchment, and the like. Second, the 1973 document itself is, in the view of many, unwieldy and complex over-regulation in an area that would better be dealt with in more generality. Any tenure code will be very difficult to amend. It might be preferable to leave matters of detail to more flexible development through established consultative processes.

The most significant action item on the Committee's agenda was a proposal, enacted by the Senate and the Regents, to enable open hearing in Judicial Committee cases. Through a series of Tenure Committee meetings, including a joint meeting with the Judicial Committee membership, the concept was evolved of amending the present Tenure Code to empower the Judicial Committee to adopt a rule permitting open meetings. (After adoption of the Tenure Code amendment, the Judicial Committee adopted a rule providing for open hearings.)

The Tenure Committee has followed closely the development of the "Academic Staff" concept. Two issues recurred in discussions. First, concern was expressed that the staff subject to the concept were being given titles without content—very little had been done before the concept was put into operation to define job security procedures, grievance mechanisms, the question of possible participation in University governance, etc. Second, concern was expressed that the vagueness of the definition of those staff who will be subject to the classification presented the danger of erosion of tenure protection through inappropriate inclusion of tenure-worthy positions. Arrangements were made at the beginning of the academic year for Tenure Committee "mail" review of new Academic Staff position classifications. The first batch were subjected to searching review that revealed several defects. Thereafter, and we have no doubt, inadvertently, no further documents were sent around, although several new classifications were reportedly created. Next year's committee will need to reestablish communications.

The Tenure Committee studied and concurred in the recommendation of the Spring committee on Senate reorganization to restructure the Tenure Committee. In the future it will become, in effect, a standing and semi-autonomous subcommittee of the Faculty Affairs Committee.

The Committee also studied and consulted with central administration on a range of policy and personnel matters. Included were policies on nepotism in the case of ex spouses and informal living partnerships, review of implementation of the Rajender consent decree, participation of Duluth Campus members in University committees, work of the Spring committee on reorganization of faculty governance, the extent to which Judicial Committee panel findings are accepted by the President and how these are dealt with within central administration, operation of the seven-year rule limiting the length of probationary appointments, the matter of application of the "prior service" requirement of Section 6(c) and (d) of the Tenure Code, and possible abuse of the "T" appointment for virtual tenure-track appointments.

**CHARLES W. WOLFRAM**  
Chair

*Accepted*

# **XXI. UNIVERSITY COMMITTEE ON UNIVERSITY-ROTC RELATIONSHIPS**

## **ANNUAL REPORT, 1980-81**

The University Committee on University-ROTC Relationships met seven times during the academic year.

One of the principal responsibilities of the Committee is to review nominations for appointment to the faculties of the several ROTC programs and make recommendations concerning those nominations to the vice president for academic affairs. During this year there were seven nominees who came under review and the Committee recommended six of them for appointment. One of the senior officers to be appointed is Col. Robert B. Patrick, who will succeed Col. Robert H. Binish when he retires as head of the Air Force ROTC program. In September 1981 Col. Frank Topley will be succeeded by Cdr. D. K. Menikheim as head of the Naval ROTC program. The number of nominations for appointment to the ROTC programs is evidence of the considerable renewal of teaching staff in the ROTC programs of the University of Minnesota.

Professor Poppele reported during the meeting of 11 December 1980 that a long-sought program in Naval ROTC is now to be instituted. Under this program the Naval ROTC will accept majors from almost all disciplines and requires only that those majors complete a "core curriculum" in Naval ROTC and allied sciences.

Another responsibility of the Committee is to review the curriculum for the ROTC programs and to make recommendations concerning proposed additions, deletions, or changes. In the past year, the Committee has recommended only very minor changes in course numbers, titles, or a change in credit-hours.

Early during the academic year, the Committee received a communication from the Subcommittee on Senate Reorganization in which it was proposed that, along with the general reorganization of Senate committees, the All-University Committee on University-ROTC Relationships be disestablished as an all-University committee and be reconstituted as a Twin Cities Campus Assembly committee. The proposal suggested that functions of ROTC, like those of the Athletic Department, were of significance only on the Twin Cities campus of the University and that ROTC-University relationships could best be addressed within the narrower representative body of the Twin Cities Campus Assembly. Members of the All-University Committee on University-ROTC Relationships objected that the presence of ROTC on the campus of the University, unlike the presence of intercollegiate athletics, was of far broader significance throughout the whole University and the society of our state, and the Committee instructed the chairman to request that the Subcommittee on Senate Reorganization reconsider its proposal and delete its recommendation for a change in the status of the ROTC Committee. The Subcommittee declined to meet the request of the ROTC Committee and the Senate acted to reconstitute the ROTC Committee as a committee of the Twin Cities Campus Assembly.

At the meeting of 18 March 1981, the Committee heard a review from Professor Harold Chase, who had recently returned from his post as assistant secretary for defense for manpower, reserves, and logistics, in which he reviewed the training of personnel of the armed forces. He stated that the several Reserve Officers Training Corps play a significant role in educating officers to the high standards for service in the armed forces.

The heads of each of the ROTC units on campus reported that there have been increases in ROTC enrollments and that the scholarly achievement of the students has been increasing, with larger numbers of them earning scholarships to support their study at the University of Minnesota.

This year the Committee was able to put into effect a new procedure to enhance the effectiveness of the process by which it reviews nominations for appointment of the ROTC faculties. The Committee not only reviews transcripts, personnel records, and other written evidences of the candidates' qualifications for appointment, as it has in the past, but it also has been able to invite at least one of the nominees to visit with the Committee and to be interviewed before recommendations are made. Where such a procedure is reasonably feasible, it will be continued as another one of the processes whereby the Committee reviews in preparing to make recommendations.

At its final meeting of the year the University Committee on University-ROTC relationships recognized with appreciation the superior service of two retiring officers, Col. Frank Topley, USMC, and Col. Robert Binish, USAF. By acclamation the Committee adopted a resolution expressing gratitude to the two officers and wishing them godspeed in their retirement.

**WILLIAM E. WRIGHT**  
Chairman

*Accepted*

## **XXII. TENURE COMMITTEE**

### **Information**

The Tenure Committee is reviewing the proposed new tenure code that was passed by the Senate in 1973. Faculty members who have comments on the code are invited to contact members of the Tenure Committee. They are Stephen Gasiorowicz (chr.), Allen Glenn, Gloria Leon, Millard Gieske, John Parker, Christopher Quinn, and Verna Rausch.

**STEPHEN GASIOROWICZ**  
Chair

*Accepted*

## **XXIII. QUESTIONS TO THE PRESIDENT**

### **(15 minutes)**

none.

## **XXIV. OLD BUSINESS**

none.

## **XXV. NEW BUSINESS**

### **HEALTH SCIENCES VICE PRESIDENT**

#### **MOTION:**

That the Senate approve the following resolutions:

1. The Vice President for Academic Affairs is the Chief Academic Officer of the University under the President.
2. The Vice President for Health Sciences reports to the Vice President for Academic Affairs on academic matters.
3. When a new Vice President for Health Sciences is appointed, this officer shall not be a member of the Budget Executive.
4. Any plans to create a new vice presidency at the University shall be submitted to the Senate for its recommendation before the post is established.

**JOHN E. TURNER**  
CLA Senator

## XXVI. TRIBUTE TO DECEASED FACULTY MEMBERS

### JOHN M. HIGBEE 1917-1981

Dr. John M. Higbee died October 30, 1981, from an acute myocardial infarction. He is survived by his wife, Lucille, a daughter, Tamara (Mrs. Alvin Roth), a son, John Dwight Higbee, and two granddaughters, Heidi and Emily Roth.

Dr. Higbee was born in Albert Lea on May 18, 1917, his father being a large animal veterinary practitioner and his mother, a school teacher. He graduated from Albert Lea High School and Iowa State College, receiving his veterinary degree in 1939. After eighteen years of highly successful large animal practice in Albert Lea, he joined the staff of the College of Veterinary Medicine at the University of Minnesota in 1957 (assistant professor 1957-1959; associate professor 1959-1960, professor 1961). He was director of the Minnesota Veterinary Diagnostic Laboratories from 1960 to 1980, during which time he greatly expanded the services provided to the livestock and poultry industries and the veterinary profession. He was a member of Phi Zeta and Gamma Sigma Delta honor societies, American Veterinary Medical Association, Minnesota Veterinary Medical Association (trustee), Twin City Veterinary Medical Association (secretary-treasurer, president), Southern Minnesota Veterinary Medical Association (president), American Association of Veterinary Diagnosticians, American Association of Avian Pathologists, and the United States Livestock Sanitary Association. To these veterinary endeavors, he gave his time and energies cheerfully and freely and, in this effort, he was always keenly interested in changes in the Minnesota economy as it related to the practice of veterinary medicine.

Dr. Higbee was extremely active in church affairs. He was the driving force in the establishment of the Oakdale Wesleyan Church and served on the Minnesota-Iowa Church Camp Board for twenty-five years.

As director of the Diagnostic Laboratories, Dr. Higbee was well liked by those under his supervision. He was a gentle, caring person who was a good listener, was not judgmental of others, and who lived by the golden rule. These attributes were readily perceived; many sought his counsel on matters both professional and personal.

Dr. Higbee's record of support and contribution to the veterinary profession over a period of four decades is indeed exceptional. It is hoped that time will bring others like him.

### HEDDA KAFKA 1896-1981

Hedda Kafka, former Home Economics Education faculty member at the University of Minnesota, passed away on August 28, 1981. Ms. Kafka served the University from 1927 to 1964. A native of Nebraska, she received her bachelor of science degree from the University of Nebraska and her master of arts degree from Columbia University. She also attended the University of Chicago.

Hedda Kafka began her teaching career in home economics at the secondary level in Nebraska. She moved to college level employment at the University of Nebraska, Columbia University, and the University of Tennessee before coming to Minnesota. She was a member of numerous professional organizations and also contributed her time and energies to the International Institute of St. Paul and the Walker Art Center.

Hedda Kafka has been described by those who knew her as a constant student of teaching and as a seeker and sharer of knowledge. She was viewed as a teacher who inspired students to do their best work.

In speaking of Ms. Kafka upon her retirement from the University of Minnesota in May, 1964, Marcia Edwards, acting dean of the College of Education, pointed to her unique ability to "use the ordinary to create the beautiful."

Memorial services for Hedda Kafka were held September 1, 1981, in St. Paul.

## JOHN M. MACGREGOR

1908-1981

Born at Carson City, Michigan, on May 5, 1908, Professor MacGregor died of cancer on October 20, 1981, at the age of 73. He is survived by his wife, Irene, two sons and a daughter, and three grandchildren.

Professor MacGregor moved to Canada at an early age and subsequently attended the University of Alberta, where he received his B.S. degree with honours in 1936, and his M.S. degree in 1938. His Ph.D. degree was taken in soil science at the University of Minnesota in 1942. Dr. MacGregor worked in the Canadian soil survey the summers of 1936-38, then after his Ph.D. as an associate chemist at the Armour Research Foundation, Chicago, 1942-43. He returned to the University of Minnesota as an assistant professor in late 1943, advancing to a professorship in 1956, where he remained until his retirement in January of 1974.

Professor MacGregor was well liked as a teacher and he variously taught courses in soil chemistry, soil fertility, and fertilizer technology. He advised some 35 graduate students during his career, and authored or co-authored with his students and colleagues over 75 publications. He was a respected researcher in the Department of Soil Science and worked largely in the areas of nitrogen and micronutrients in Minnesota's many different soils and their relationships to the growth and composition of agronomic and horticultural crop plants.

Dr. MacGregor was a long-time member of the American Society of Agronomy, the Soil Science Society of America, and the International Society of Soil Science, and held many committee assignments in these organizations. He was elected to and held membership in the honor societies of Sigma Xi, Gamma Sigma Delta, and Gamma Alpha. He held a National Science Foundation Fellowship while in graduate school and in 1960 was awarded an OEEC Travelling Fellowship for study and travel in Europe.

Professor MacGregor was not only a gentleman and respected colleague, but he was held in such high esteem by one of his former graduate students, John Mulvehill, that a scholarship fund was established, named the Mulvehill-MacGregor Undergraduate Scholarship in Soil Science, to honor his heritage. He will truly be missed by his students, his associates in the profession, his friends, and his supportive family.

## GROVER MAXWELL

1918-1981

Grover Maxwell became ill in Minneapolis during the afternoon of Sunday, June 15, 1981, and was taken to a hospital, where he suffered a fatal heart attack.

Maxwell was born in Rockvale, Tennessee, on June 21, 1918. He received his B.S. and Ph.D. in chemistry in 1941 from the University of Tennessee, at Knoxville. His schooling was interrupted by two years of active duty in the U.S. Navy, most of it as a weather forecaster in the Marshall Islands. His next position was that of research chemist for the Tennessee Valley Authority. His first four publications (co-authored) are in analytical chemistry and date from this period.

Maxwell came to the University of Minnesota on a postdoctoral fellowship in chemistry in 1950. After holding positions as research chemist for General Mills and instructor of chemistry in Connecticut and New York, he returned to the University of Minnesota in 1954 as a graduate student in philosophy, one year after the Minnesota Center for Philosophy of Science was founded by Herbert Feigl and Paul Meehl. In 1958 he accepted a joint appointment as assistant professor in the Center and the Department of Philosophy. He also became an editor, with Herbert Feigl, of *Minnesota Studies in the Philosophy of Science*, a series of volumes of influential original essays in philosophy of science published by the University of Minnesota Press. His publications during this period were on such topics as meaning, necessity, induction, perception, and the structure of scientific theories. He was promoted in 1960 to associate professor jointly in the Center and the Department of Philosophy, and to full professor in 1964.

In 1960 Maxwell married Mary Lou Bridges, a practicing psychologist with three daughters of her own. Two more children, both sons, were born in the following years.

After the outbreak of the Vietnam war, Maxwell became an active oponent of American involvement. He was a leading spokesman of the local anti-war movement. In 1968 he challenged Donald Fraser for the Fifth District congressional seat, in protest of Fraser's endorsement of Humphrey's presidential bid; but he lost in the Democratic primary.

On Herbert Feigl's retirement in 1971, Maxwell was appointed successor as director of the Center and senior editor of *Minnesota Studies*. The large research grants of the 1960's had expired and the Center was faced, like the University in general, with unfamiliar economic austerity. Nonetheless, under Maxwell's leadership the Center expanded, finally to include four regular members and three adjunct members. The history of science program was established in 1973 at the University, and that program and the Center began a fruitful colloboration which has continued to the present. Under Maxwell's canny management the Center sponsored several major research conferences, appointed numerous visiting fellows, received (through its individual members) numerous research grants, and instituted its weekly research seminar, known as the Center Workshop. An independent reviewer could write in 1979: "Grover Maxwell has been both a planner and a prophet—spanning, as he has, the development of the Center from its beginning, through its time of troubles, to its current settled status as the most distinguished sponsor of research in the philosophy of science." Under Maxwell's editorship, the Center published four more volumes in *Minnesota Studies*, began work on a fifth, and published two auxiliary volumes. An independent reviewer could write in 1979: "... *Minnesota Studies* ... is the world's most eminent series of its kind. Its average individual chapter is much more cited than the average article in ... the field's two best journals."

During the period of his directorship Maxwell's own work concentrated on the distinctive philosophical themes for which he is known today: his special variant of Bayesian epistemology, his structural realist ontology, his mind-body monism, and his view that philosophy and theoretical science are essentially empirical in character. He published articles on an unusually wide range of topics: perception, confirmation theory, the nature and function of scientific theories, ontology, meaning and language, Russell's later philosophy, the mind-body problem, the philosophy of psychology, and (with his wife Mary Lou) the philosophy of psychoanalysis. He was a participant in many conferences dealing with these topics in the United States and other countries. In 1979 several independent reviewers attested to his stature in the field with such comments as the following: "He is clearly one of the most distinguished philosophers of science currently working in the field, and he is widely recognized as such...." and "There are few philosophers of his standing in the world today...."

Maxwell was an exceptional teacher at both the graduate and undergraduate level. His way with students was gentle and supportive; he nurtured their best efforts, and found it difficult to assign low marks to students whose effort was sustained and sincere. He impressed students, as he did his colleagues, with his sincerity and reflectiveness, and with his passionate advocacy for ideas in which he believed. His influence will continue to be felt through a large number of loyal students and disciples, many of whom are even now continuing and extending his work.

Colleagues, students, and friends alike will remember his sharp but gentle intellect, his humanity, and the remarkable breadth of his philosophical vision.

## XXVII. ADJOURNMENT



## ABSTRACT OF DISCUSSION

The December 3 meeting of the University Senate was called to order at 3:15 p.m. by President C. Peter Magrath in Nicholson Hall auditorium on the Minneapolis campus. Coordinate campuses were linked by telephone. The minutes of the May 14 meeting and this year's officers of the Senate were ruled accepted, when there were no objections, and additions to 1981-82 committee memberships were approved.

*Inloading of Instruction*—Stanford Lehmborg, professor of history and chair of the Educational Policy Committee, introduced seven recommendations with respect to the University's policy on outreach and inloading. The Senate had endorsed the 1978 study with the exception of the operational proposals and the matter of inloading, which is the system under which teaching in Extension and Summer Session becomes part of the regular workload of the faculty and for which the faculty is not compensated, he explained. A survey was then made of the impact of various methods of implementation, and the results are now available, he said, a brief summary being included in his report to the Senate.

Douglas Pratt, professor of botany and chair of the Consultative Committee, reported that his committee had formed a subcommittee chaired by Robert Brasted to review SCEP's report. In the main, that subcommittee accepted the report with some reservations. The Consultative Committee was concerned about the implication of the recommendation that if inloading were eventually implemented it should be on the full-cost model, which would be more expensive than the present system and whether that recommendation would be brought into focus. K.S.P. Kumar, professor of electrical engineering, asked whether there had been dissatisfaction with the way Summer Session and Extension were operating; Mr. Lehmborg said the present system worked well in some areas, not so well in others. The president added that there had been no question about performance but rather this was a move to improve and intensify outreach efforts. Leonid Hurwicz, Regents' professor of economics, said that one of his colleagues supported the idea in principle but wondered why there were such wide differences in the responses to the survey, suggesting that perhaps respondents did not understand inloading or the models used in the survey. At this point the Senate approved the recommendations.

*Bylaws and Rules Amendments*—Donald Spring, professor of English, UMM, and chair of the subcommittee for revision of the constitution, bylaws, and rules, introduced several minor amendments, one of which was to correct for a possible misreading of the rules that might imply that Robert's Rules of Order itself could be amended. The Senate approved them without dissent.

*Finance Committee Interim Report*—Patricia Swan, professor of food science and nutrition and chair of the committee, summarized committee business to date. Of major importance was the committee's concern that consultation on budget adjustments to meet emergency situations was proving very difficult. She said that her committee, involved as it was in the ongoing planning process, had been concerned about problems arising when a decision by one unit would precipitate budget problems in other units. In the planning cycle itself, she explained, units have set program priorities which are being reviewed by the central administration. At the same time, the Consultative and Finance Committees have been working with central administration on criteria for establishing priorities. When it is time for decisions, she said, there will be subgroup of the two committees to meet with the administration about those criteria and then it will meet with the budget executive to review the first setting of program priorities by the end of December. In January, there is to be a general discussion by the college units, with presentation to the Regents for information scheduled for February and action in March. A principal feature of the consultative sessions has been the continued emphasis on the primacy of faculty salary needs.

The Governor has proposed a retrenchment of 11.8 percent for the current biennium, she reminded the Senate. There are three types of consultation issues involved. First, what can be done this year to prepare for potential cuts, such as creating some kind of reserve? Her committee will advise the academic vice president next week, she said, and would welcome advice from any quarter. A second issue is that of the criteria selection and the

resulting process for making cuts. And third, how to consult and provide for criteria to be applied if a financial emergency occurs.

Mr. Pratt said his committee will conduct a survey to find out how well the consultative process is working within units and he urged that everyone cooperate. He pointed out that Vice President Keller had made it clear that he wanted to separate the long-range planning effort from the actions to be taken to meet the current crisis. He noted there was some concern that the public perceives that the University has not made any dramatic statement about cuts as other systems have done.

The president said the administration intended that the University should to the maximum extent possible continue on its rational budget planning process and try to keep it separated from the present proposed major reduction in the state appropriations, but that was very difficult. He repeated his commitment to maximum and effective consultation, and said that communication as well as consultation was needed at the unit level. He said the recent legislative hearing held on campus had been very effective, and he applauded those students and faculty members who participated, indicating that those presentations reflected the high quality of the University. He said that anyone in the University community should not be bashful about responding to any publicity that he or she thinks are factually incorrect. He translated percentage loss figures for the University, if the Governor's proposal were accepted, to approximately \$72 million in the current biennium, and suggested that the impact of federal cuts was not yet clear but would be very real.

In conclusion, he said that his University policy agenda for the current year had just been distributed and he would answer questions at the present or some future meeting.

Steve Carlson, student, asked whether there were two processes in play which were being used in proposing cuts which he saw coming up in the College of Liberal Arts that would mean minority groups would pay at the expense of richer units and individuals. He asked how dealing in such a fashion with immediate cuts could be reconciled with a so-called rational planning process. President Magrath repeated that the administrative officers were committed to a planning process where choices and decisions in setting priorities originated at the unit level and that there was certainly no intent to deliberately hurt one group. He said the University was faced with a fiscal problem of a dimension that it had never before seen and that it must respond in a rational manner.

Mr. Hurwicz advised that a recent newspaper statement alluding to layoffs of tenured faculty should be corrected. Vice President Keller said that statement had been the reporter's conclusion about what was likely to happen if the Governor's proposal went into effect. He emphasized, however, that there was a serious possibility that the University would be forced to take such action in view of the fact that about 78 percent of the University budget is for "people." Galen O'Connor, Continuing Education and Extension student, proposed that lower costs could be effected through promoting from within the University ranks when vacancies occur, and lowering travel expenses by increasing use of phones and mails. The president concluded the discussion by announcing that special meetings might be scheduled to continue the dialogue.

*Library Lending Code*—David Lenander, student, pointed out that the Library Committee last year had recommended adoption of a new lending code and suggested that such action should be brought to the Senate. Mr. Pratt advised that the Business and Rules Committee should make that decision.

*Tenure Code Revision*—Stephen Gasiorowicz, professor of physics and chair of the Tenure Committee, reported that his committee was looking for inconsistencies with respect to the proposed revision of the tenure code approved by the Senate in 1973, and that it would eventually bring the document to the Senate. The President suggested that copies of the lengthy document could be made available in libraries throughout the campus.

*Health Sciences Vice President*—John Turner, Regents' professor of political science, presented four resolutions with respect to the health sciences vice presidency, a post which would be vacated by Dr. Lyle French, who would return to teaching at the University. Indicating that he was uncomfortable in his role as proposer of the resolution because of his friendship as "barefoot doctor" to Paul Quie, professor of pediatrics, on a recent trip, said

he hoped it would not mean the termination of his medical career as a dispenser of aspirin. He spoke of the high regard in which he held Dr. French and his staff and said he had no desire to pit the health sciences against the rest of the University. He said it was an appropriate time to examine the relationship of the health sciences vice president with the academic affairs vice president. He called for uniform application of academic standards throughout the University by a single person and added that an administrator serving a particular constituency should not be a member of the budget executive. He called for clarification of the roles of the two officers, as recommended in the 1979 report to the Senate by the Watson Committee, so that when candidates were being interviewed there would be no question about the position and its responsibilities.

Mr. Pratt said the Consultative Committee had received the Turner resolutions too late to discuss and act on them, but he personally thought there was some ambiguity in the term "academic matters" as it was used to describe those matters on which the health sciences vice president would report to the academic affairs vice president, and he believed that removing the health sciences vice president from the budget executive would be restricting unduly the powers of the President, who makes that selection from the pool of vice presidents. Michael Root, associate professor of philosophy and member of the Watson Committee, confirmed that that committee had stated that the academic affairs vice president should be the chief academic officer and that the health sciences vice president should report to that officer on academic matters. He added that he believed there had probably not been sufficient consultation before the search committee for Dr. French's replacement was appointed.

Vice President Keller reported satisfaction with the present personalities involved and said he thought the system was working well. Robert Veninga, associate professor, public health, defended the present structure, pointing out the importance of federal funding to the existence of his unit, the special needs of the health sciences in the areas of accreditation and financing, and the fact that of 86 health science units in the United States 80 were organized like the University. Finally, he said, for every dollar brought in by the health sciences approximately seven dollars are generated in revenue. Robert Holt, professor of political science, referred to a statement made earlier that the academic affairs vice president was first among equals and asked whether that was in the job description. The president responded that that person chaired the budget executive and takes the place of the president when he is gone. Mr. Holt urged the Senate to support the resolutions, indicating that even though the first and fourth were present policy, the Senate should reaffirm support for them as well as present its view that the president should not appoint the health sciences vice president to the budget executive. It should view the second as describing what "first among equals" means, he concluded. Lee Stauffer, professor of public health and chair of the search committee, noted that the president had told his committee that all personnel documents in the health sciences would be forwarded to the academic affairs vice president.

A vote on dividing the question into the four resolutions failed. Paul Quie, professor of pediatrics, opposed the second resolution, calling attention to the mission statement for the health sciences which indicates that the vice president reports to the president, who in turn would refer any matter to the proper vice president.

Mr. Turner summarized his position, pointed out that the Watson Report had cited the ambiguity of the academic vice president's role, that the same standards should be applicable throughout the University, and that the time was right to clarify and restructure the budget executive. John Kralewski, professor, public health, submitted that the organization of the vice presidents was within the purview of the president. Martin Dworkin, professor of microbiology, indicated there had not been complete academic leadership within the present structure and that it was time to bring the Medical School into line with the rest of the University. At this point, the resolutions were approved 71 to 50.

The meeting was adjourned at 5:30 p.m. following a silent tribute to deceased colleagues.

**MARILEE WARD**  
**Abstracter**

**UNIVERSITY OF MINNESOTA**

**UNIVERSITY SENATE MINUTES**

**February 18, 1982**

The second meeting of the University Senate for 1981-82 was convened in 25 Law Building, Minneapolis campus, on Thursday, February 18, 1982, at 3:15 p.m. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 120 voting members of the faculty, 34 voting members of the student body, 4 members of the Council of Academic Officers, and 15 nonmembers.

President C. Peter Magrath presided.

**I. MINUTES FOR DECEMBER 3, 1981**

**Action (3 minutes)**

*The December 3 minutes were amended to indicate that item XXV (page 25) was approved.*

*Approved*

**II. COMMITTEES OF THE SENATE, 1981-82**

**Action (5 minutes)**

Committee members not included in May 14 or December 3, 1981, Senate minutes:

FACULTY AFFAIRS—Faculty: Leonid Hurwicz.

JUDICIAL—Faculty: Margaret Davis, Daniel Farber, Delane Welsch.

RESEARCH—Faculty: Richard Weinberg.

COUNCIL ON LIBERAL EDUCATION—Faculty: Ash Hawk (UMD).

*Approved*

**III. BUSINESS & RULES COMMITTEE**

**STUDENT MEMBERSHIP, CONSULTATIVE COMMITTEE**

**(5 minutes)**

**MOTION:**

That the Senate approve the following amendment to its bylaws:

BYLAWS, Article III.1.A Consultative Committee

Membership, Section (2) Deletions are indicated; additions are underlined. "In case of a faculty or student vacancy, the remaining members of the Faculty Consultative Committee or the Student Consultative Committee, respectively, by majority vote shall fill the vacancy by interim appointment for the balance of any unexpired term until the next

general election. Student vacancies shall be filled in accordance with procedures determined by the respective campuses, for the balance of any unexpired term until the next regular election."

**INFORMATION:**

The intent is to satisfy student senators unhappy with the present system which, at least on paper, does not protect the positions filled by coordinate campus members, and to allow the same body which originally elects Twin Cities campus members (the MSA Forum) to fill vacancies.

**DAVID LENANDER**  
**Senate Consultative Committee**  
**DAVID GIESE, Chr.**  
**Business & Rules Committee**

*Approved, 131-4*

**IV. SENATE FINANCE COMMITTEE**

**SECOND INTERIM REPORT, 1981-82**

**(10 minutes)**

**CUTS IN STATE BUDGET**

The budget balancing bill passed by the legislature in January reduced the expected University appropriation (through June 30, 1983) by \$19.6 million in the general operating fund and \$6 million in salary increases. In response, the University administration has planned for reductions in University spending of about \$2-3 million during this fiscal year (1982). Additional cuts of \$9-11 million are planned for 1982-1983. By June 30, 1983, it is planned that spending will be reduced by \$12-14 million below that originally budgeted. The cut will come from Twin Cities support services (\$5-7 million), from coordinate campuses (\$1-1.5 million), from Twin Cities academic programs (\$3.5 million), and from state specials (\$2.5 million).

**INCREASE IN TUITION**

In response to the decreased state appropriation, the president has recommended an additional tuition increase of 13%, beginning in the summer of 1982. Thus, the fall 1982 tuition rates will be 23% greater than the rates for fall 1981 (a 10% tuition increase was already budgeted for 1982-83). It is estimated that the 13% tuition increase will raise about \$8 million.

**PROGRAM PRIORITIES**

At the fall 1981 Senate meeting, this committee indicated that a statement of program priorities governing the 1982-84 budget plan would be presented to the regents in February. Materials to be received by the regents in February include a statement about the program priorities process and both a narrative description and a listing of program priorities for each college (or equivalent unit). The draft of the two-year budget plan is scheduled for regents' receipt in April.

**RELATIONSHIP OF BUDGET CUTS TO PLANNING**

The budget cuts scheduled in academic programs are directly related to the planning that has been done in the collegiate units. Programs assigned low priority will be reduced to size and scope or in some cases, phased out. No involuntary termination of tenured faculty is planned.

## CONSULTING

In the month of December, the Senate Finance Committee joined with the Senate Consultative Committee in a series of five meetings on the subject of anticipated budget cuts and related matters.

A subcommittee of the Senate Finance Committee has been working to acquire more detailed knowledge of the current University budget and possible options for meeting the budget deficits.

The Finance Committee has had two meetings in January (and anticipates three meetings in February before the University Senate meeting) to review proposed budget cuts and program priorities for the 1982-84 budget.

We have been reviewing proposed cuts in terms of how the criteria have been defined and applied. We have tried to ascertain whether these criteria have been applied appropriately. The planning and evaluation of nonacademic programs are hindered by the fact that their planning process is not well developed and it has been difficult to obtain necessary information for making budget decisions. The vice president for finance is placing considerable emphasis (within the constraints of budget) on obtaining better information for making management decisions. The Finance Committee applauds the vice president for finance and the vice president for planning in their efforts to assure better planning information in the future. We believe that no functions or programs should hide behind dark curtains of misinformation or no information. It is only in the revealing light of good information that we can be assured of making the best decisions. Within the limits of our information to date, we support the budget cuts that have been made in nonacademic functions. We reserve judgment on the question as to whether additional cuts could be made in nonacademic units.

As of this writing we are beginning to review academic program priorities. We are asking how the criteria, discussed at length during fall quarter, have been applied in making priority decisions. These were quality, connectedness, integration, demand, and uniqueness. A sixth criterion, cost-effectiveness, was also used in setting priorities. We are examining whether these criteria have been applied appropriately across units and whether proper attention has been given to the effects of decisions in one unit on programs in other units. We emphasize once again the importance of good information on *all* programs to aid in setting priorities.

We have joined the Senate Consultative Committee in pressing the central officers to remind deans of the importance of consultation in planning and budgeting. We also urge our colleagues to press for appropriate consultation in departments and colleges, especially where it has been inadequate to date.

**PATRICIA SWAN**  
Chair

*Accepted*

## **V. SENATE CONSULTATIVE COMMITTEE SENATE FINANCE COMMITTEE UNIVERSITY PROGRAM PRIORITIES**

**(45 minutes)**

### **INFORMATION:**

(In preparation for this report all senators are asked to go to their departmental offices, or the MSA office, to read the Program Priorities Statement that was prepared for the regents. This statement will be available after February 11. Senators at each coordinate campus are asked to bring one copy of this statement to the Senate meeting. It will serve as a substitute for visual aids employed at the Twin Cities campus).

The academic units of the University have been engaged in a program planning process that began in 1979. Planning documents, originally prepared by the colleges in the summer of 1979, were modified late in 1979 and reviewed by central administration during 1980. The president sent a planning memorandum (his response to college plans) to each college late in 1980. Several colleges revised their plans again during the summer of 1981. When it was learned that the University's appropriation from the state would be reduced, the president presented a plan for reducing the budget that involved selected rather than across-the-board cuts. Nonacademic support units were assigned deeper cuts while academic units were somewhat protected. It was decided that academic cuts would be made programmatically and that the cuts would be consistent with college plans:

1. The process and the criteria being applied in linking the college plans to decisions about budget reductions will be outlined and evaluated.
2. The current thinking about program priorities across the University will be described.
3. Plans for continuing examination of program priorities and for beginning implementation of these priorities through the 1982-84 budget will be discussed.
4. Questions about all aspects of the process and about the current thinking on program priorities will be welcomed by Senate committees and central administrators present at the meeting.

**PATRICIA SWAN, Chr.**  
**Senate Finance Committee**  
**DOUGLAS PRATT, Chr.**  
**Senate Consultative Committee**

*See Abstract of Discussion*

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

none

## **VII. OLD BUSINESS**

none

## **VIII. NEW BUSINESS** **(10 minutes)**

*A proposal to suspend the rules to take up a proposed amendment to the patent policy did not come to a vote when it was determined that a quorum did not exist. It was referred to the Educational Policy Committee.*

## IX. TRIBUTE TO DECEASED FACULTY MEMBERS

### HAROLD W. CHASE

1922-1982

Harold W. Chase, professor of political science, died of a heart attack on January 12, 1982. "Hal" Chase was a person of many talents, and he used those talents to the fullest in the service of others. The University has lost a conscientious scholar, an inspiring teacher, and a courageous administrator; the nation has lost a brave, forward-looking soldier and a dedicated statesman.

A native of Worcester, Massachusetts, Harold Chase was graduated from Phillips-Andover Academy (1939) and went on to Princeton University for his undergraduate and graduate degrees (A.B., 1943; M.A., 1948; Ph.D., 1954). He was an assistant professor at the University of Delaware and at Princeton University before joining the political science faculty at Minnesota (1957), where he took the position that had become vacant by William Anderson's retirement. While at Minnesota, he served as a visiting professor at Columbia University, The National War College, the University of Chicago, Hue University in the Republic of Vietnam, and at the University of California at San Diego, where he was spending the winter quarter at the time of his death.

Professor Chase's main academic interest was in the field of American government and politics, with special emphasis on constitutional and administrative law. Among the twelve books and numerous articles he published, he received special commendation for his work on the problems of civil liberties and national security. His volume on the process of selecting federal judges is the definitive treatment of that subject. Noteworthy, too, was his editing of casebooks on constitutional law and his regular updating of the classic work by Corwin, *The Constitution and What It Means Today*. He was engaged in several scholarly projects at the time of his death, including the editorship of a multi-volume *Guide to American Law*.

Few people epitomize the ideal of the scholar-teacher who integrates research and teaching as well as Hal Chase did. He challenged and inspired his students, whether in large lecture halls, small seminars, or individual study. That he won the Distinguished Teaching Award in the College of Liberal Arts the first time it was offered is eloquent testimony to his work with students.

Harold Chase was unsparing in his service to the University. Always loyal to faculty governance, he willingly served on all types of committees at all levels of the institution, no matter how menial the work. During the troubled period 1973-1974, he served with distinction as acting vice president for academic affairs, emphasizing the commitment to excellence.

This record of achievement would mark a full career for most people, but Hal Chase also made a distinctive contribution in the military field. After joining the marine corps as a private in World War II, he became a commissioned officer and served in the Pacific theater. He was wounded twice on Iwo Jima. After the war, he retained his commission in the marine corps reserve. He returned to active duty during the Korean War, and again in 1968-1969 he requested an assignment to service in Vietnam. When he retired from the marine corps, he held the rank of major general, the highest attainable in the marine corps reserve.

Harold Chase continually pointed out to his students the responsibility of citizens to take an active part in the affairs of government. He practiced what he taught. He participated in conferences for executives in the federal government (sponsored by the Brookings Institution), and he served on a number of state and local agencies, including the Minnesota Ethical Practices Board and the Governor's Reorganization Commission. The high point of his public service was reached when President Carter appointed him deputy assistant secretary of defense (1977-1980).

While this record of accomplishments highlights several parallel but interlaced careers, each marked with distinction, it captures only in part the measure of the man. For



those who knew him, there was a quality of character that a mere listing of achievements does not disclose. He was a man of reason—and compassion, of pride—and humility. He was a combat marine who defended civil rights with persuasive analysis and deep conviction. He was a scholar who sought truth; he was a teacher who inspired the quest for truth. Hal Chase's death brings to mind the thoughts of John Donne which were so well known to those of his generation: While "every man is a part of the main," Hal was a promontory. With his departure, the landscape has changed; we are all greatly diminished.

## LORA MEANS

1935-1981

Lora Means' career at the University of Minnesota began in 1965 and continued until her death on Monday, December 28, 1981. Those years were spent in the University's educational programs in Waseca, first in the Southern School of Agriculture and later in the University of Minnesota Technical College, Waseca.

Lora began her employment for the University on October 1, 1965, and taught a variety of classes in the high school program including English and social problems. During her years associated with the Southern School of Agriculture, she served as faculty advisor for the SSA Student Council, the SSA senior class, the SSA school newspaper, and was also actively involved in other activities including talent shows, awards and recognition programs, senior class trips, athletic events, Snow Week, and Homecoming.

She is credited by Robert Collins, now assistant provost for administration at UMW and previously principal of the Southern School of Agriculture, as one of the individuals "instrumental in helping phase out the Southern School of Agriculture in an orderly manner during the transition period from 1970 to 1973, when SSA dropped one class each year and in the first two years of the college operation when UMW and SSA activities overlapped."

Lora became a fulltime faculty member at the University of Minnesota Technical College, Waseca, in 1973 and taught courses in communications, social science—American institutions, rural sociology, and principles of leadership. She continued her involvement with the student newspaper, serving as faculty advisor for the college student newspaper for the first four years at UMW.

Lora was promoted to assistant professor with tenure on September 16, 1976. In addition to her teaching activities, she was active in the writing and implementing of various projects funded through outside grants to the college, including the Rural Family Life Center and the development of instructional media projects in the area of rural sociology.

Lora first became hospitalized just before the first UMW Commencement in June 1973 and her brave conduct in the eight and a half years subsequent to that time has been an inspiration to all of the employees at the University of Minnesota Technical College, Waseca. She continued to accept a wide variety of teaching assignments and met those responsibilities even though she was often confronted with serious health problems. She was a member of the UMW Commencement Planning Committee since the first commencement in 1973 and played a very important role in helping to establish some of the traditions of UMW's commencement activities.

Lora Means was born on January 16, 1935, in Luverne, Minnesota, to Lawrence and Milda Willers. She received a B.A. in education from Mankato State College in 1957 and her master's degree from Mankato State in 1976 in social studies with a history emphasis. She was a member of Phi Alpha Theta (national history honor society), the Minnesota Council of Teachers of English, and the American Association of University Women. She was also a very active member of the Waseca VFW Auxiliary. She had served as president and in 1976 was named the outstanding legislative chairman runner-up in state competition.

She is survived by her husband, Dean; three daughters—Cheryl, a student at the University of Wisconsin, LaCrosse, Karen and Karla, both seniors at Waseca High School; her father, Lawrence, of Luverne; and one sister, Mrs. Frank (Marian) Duffy, Richfield.

Lora Means was named the outstanding educator at UMW in 1980 by the South Central Education Association, a support group of the college, and is listed in Who's Who of Women of America.

## MALCOLM MOOS

1916-1982

Malcolm Moos, the tenth president of the University of Minnesota, was the first University graduate and the first native Minnesotan to hold that position. During his diverse career, he was an educator, political scientist, newspaperman, consultant to United States presidents, author, scholar, and expert on government. He was an aide and consultant to President Eisenhower, a consultant to President Kennedy, and a professor at both Johns Hopkins and Columbia Universities.

During his long career in public service, he was both director of policy and planning and director of the Office of Government and Law for the Ford Foundation and served on more than 30 public and private boards, commissions, and councils. He was president of the University from 1967 until 1974, a difficult period of campus unrest and change for higher education. He later served as president of the Center for the Study of Democratic Institutions and headed a major Carnegie Corporation study on the future of the University of Maryland.

Born in St. Paul, Minnesota, in 1916, he earned both his bachelor of arts and his master of arts degrees in political science from the University. He held a doctor of philosophy degree in political science from the University of California at Los Angeles and was the recipient of five honorary degrees from American universities.

With his wife, Margaret Tracy, he raised five children—Malcolm, Katherine, Grant, Ann, and Margaret.

At the unveiling of his formal portrait in 1976, Dr. Moos said, "I should like to be remembered as an educator who said that education must become involved in the affairs of the world, concerned with the needs of the community, and committed to caring. This is a time to build bridges, not walls. Education can build the greatest and the mightiest of bridges—the bond that grows among men and women who are committed to the pursuit of truth and the advancement of mankind through the advancement of learning. Truth has become a precious commodity because we have seen far too little of it in our public affairs. Education can and must work to redress the imbalance."

## MILO J. PETERSON

1910-1981

Milo James Peterson was born in 1910 on a farm about 40 miles west of Minneapolis near the village of Waconia. After high school graduation from Waconia, he attended the University of Minnesota and received his B.S. in agricultural education in 1934. Dr. Peterson taught vocational agriculture for two years in Bertha, Minnesota, before pursuing a doctoral degree at Cornell University. Upon completion of his Ph.D. in 1940, he accepted a position at Clemson, South Carolina, until 1943. During the war years of 1943-46, he worked for the U.S.D.A.

In 1946 Dr. Peterson returned to the University of Minnesota as assistant professor; he became head of the Agricultural Education Department in 1948, a chairmanship he resigned in 1970. He remained in the department until September 30, 1977.

Dr. Peterson had been the major advisor to 40 Ph.D. graduates from all sections of the United States and at least eight foreign countries. In 1956, he was a Fulbright research scholar in Japan and, in 1960, a lecturer at the International Center for Agricultural Education in Zurich, Switzerland. After he resigned the chairmanship of the Agricultural Education Department in 1970, he went to Korea for two years as a consultant in agricultural education, where he was instrumental in establishing the Future Farmers of Korea.

In 1961-62, Dr. Peterson was president of the American Vocational Association and received that organization's Outstanding Service Award in 1965. He held life membership in the National Vocational Agricultural Teachers Association and had been an Honorary

American Farmer degree holder. He had been a trustee of the Minnesota FFA Foundation since he helped organize it.

Dr. Peterson had written exclusively and contributed to many publications. He was co-author of *Getting Started in Farming*, *The Three R's Plus*, and *Teacher Education in Agriculture*. He also had served extensively as referee for research writings and was editor for *The Visitor* during the time he was head of the department.

Dr. Peterson gained national recognition for his efforts in farm management education for adults. His empathy for rural people and particularly the farm family, coupled with his agricultural economics background, led Milo to believe that farm families should be provided with a management education program which could improve the quality of life on the farm. Utilizing his unusual talent for organization, he persuaded the Hill Foundation to provide funding to assist in implementing the program. Today, a curriculum with computerized analysis of records serves as the basis for instruction and is being used by 13 or more states.

In his local community Dr. Peterson had been active in the St. Anthony Park Association, had been a member and chairman of the Minnesota Citizens Committee for Public Education, and had served for more than 20 years as superintendent of the Education Department of the Minnesota State Fair. He introduced a recognition day for educators at the fair, which honored representatives from each county.

Dr. Peterson retired from the University in September of 1977, honored by his colleagues and many former students. He is survived by his wife Pansy; three sons, Milo, Jr., Stuart, and Lyring, St. Paul; a daughter, Kay Wojcik, Canoga Park, California; and eight grandchildren.

## KENNETH E. WINSNESS

1920-1981

Kenneth E. Winsness, professor and director of student services in the College of Forestry, University of Minnesota, died unexpectedly on November 20, 1981. He had served on the faculty of the College from 1953 until the time of his death.

Born May 28, 1920, in Minneapolis, Minnesota, Winsness graduated with a B.S. degree in forestry in 1949 from the University of Minnesota. A pilot and captain in the U.S. Army Air Force during World War II, Winsness served in the Pacific theater in 1944 and 1945. His early interest in forestry stemmed from his days in the Civilian Conservation Corps in the late 1930's. He was employed following graduation by the Minnesota Department of Conservation as a forester until he contracted a severe form of polio several months later. Confined to a wheelchair as a result of his illness, he returned to the University to do graduate work. He completed a master's degree in forestry and wildlife in 1953 and then joined the forestry faculty.

Winsness served as the director of undergraduate programs and then as director of student services for over twenty years in the College. With his special interest in students and his knack for counseling, he had a profound influence on a generation of undergraduate students in forestry at the University of Minnesota. His contributions to the undergraduate programs of the College of Forestry came during a period of rapid growth and pressure for research and graduate education. He represented a strong and enthusiastic voice for consideration of undergraduate concerns and programs. His commitment to students was not only collective but individual as well. By nature, he was forthright in expressing his views with firm conviction and served as a ready and willing counselor to students who sought or needed his help. Students had no greater advocate and friend in the College and, indeed, the University.

Service to others was also reflected in Ken Winsness's participation in many committees and groups University-wide and nationwide. He principally was responsible for organizing and conducting the first national workshop for forestry school student service personnel held in St. Paul in 1975. He served the past three years as a member of a national task force on student services appointed by the Council of Forestry School Executives. For

many years he served as advisor to the student editor of the forestry student yearbook, the *Gopher Peavey*. He was the Minnesota Forestry Alumni Association secretary for over fifteen years and edited the annual alumni news and directory.

Ken Winsness's contributions and accomplishments were recognized by many over the years. Among the awards he received and cherished was the 1966 Standard Oil Foundation Award (now the Horace T. Morse Amoco Foundation Award) for outstanding contributions to undergraduate education. He was one of three University faculty members honored the first year of this award. Other awards included the 1963 Little Red Oil Can for the outstanding faculty contribution to undergraduates in the College of Agriculture, Forestry, and Home Economics; several Minnesota Student Association awards for outstanding faculty contributions to students; a 1968 Minnesota Forestry Alumni Association Special Citation; and the 1976 Rose and Jay Phillips Award for Outstanding Handicapped Employee.

Ken Winsness was a member of the Society of American Foresters; Xi Sigma Pi, the national honor society in forestry; and Alpha Zeta. He is survived by his wife, Betty, and two daughters.

All of those who knew Ken Winsness learned from his example of personal courage in overcoming the ravages of a serious illness. He deservedly took pride in doing for himself and others whatever he could for as long as he could in both his professional and personal life. Ken Winsness's students and colleagues will remember and continue to learn from the example he set for them.

## X. ADJOURNMENT

### ABSTRACT OF DISCUSSION

The February 18 meeting of the University Senate was called to order by President C. Peter Magrath in 25 Law Building, Minneapolis campus. Coordinate campuses were connected by phone. Minutes of the December 3 meeting as amended were approved, as were additions to current year committee memberships.

*Student Membership, Consultative Committee.* David Giese, professor, General College, and chair of the Business and Rules Committee, presented a motion to clarify the replacement process for coordinate campus student vacancies on the Consultative Committee. The bylaw amendment was approved without further discussion, 131 to 4.

*Senate Finance Committee Interim Report.* Patricia Swan, professor of food science and nutrition and chair of the Finance Committee, reviewed the highlights of her committee's second interim report. She provided up-to-date tuition increase proposals now under consideration of 10 percent for 1982-83 plus a 15 percent surcharge. She said her committee had recognized the difficulties inherent in the planning and evaluation process and had encouraged the central administration in its efforts. She said the "purple prose" of the document calling for better information on which to base future planning was intended to highlight that deficiency.

Robert Holt, professor of political science, called attention to the projected \$6 million cut in 1982-83 faculty salary funds. He said that in 1981-82 the faculty had received its first real increase in ten years, which had raised morale and built confidence in the administration after the past few years of great degradation for the faculty. He said that improvement of faculty salaries had been a stated principle of the University, but that its policy objective should be a return, in terms of real income, to the 1972 level. He charged that the regents in the past had encouraged programs that had to be provided by the real income of faculty. President Magrath said he had discussed the policy idea with the Consultative Committee in terms of framing the policy for the future rather than trying to make up for past losses. Leonid Hurwicz, regents' professor of economics, hoped that the interest in presenting a functional interpretation of the budget could be revived so that decisions, if necessary,

could be made on that basis. Also, he said, he was wary of cost-effectiveness as a criterion, in that the result could be increasing teaching loads for faculty members and perhaps a lower quality of education. The president responded that, while the budgets are very complicated, there was still interest in their functional aspects; Kenneth Keller, vice president for academic affairs, said the main consideration was delivering education efficiently, and every care would be taken not to diminish quality. Steve Carlson, student, was concerned that the colleges, where the planning processes should take place, were being forced to make certain choices because of budget decisions made at a higher level. He maintained there could be a conflict between a budgetary process and the rightful role of the colleges, where program decisions should be made. The president said the setting of criteria was a central responsibility of the administration, and he pointed out that the funding conditions had been imposed on the University. Finally, he said that he and the academic vice president were endeavoring to ensure the effectiveness of the consultative processes at all levels.

John Turner, regents' professor of political science, agreed with Mr. Holt that the real income of faculty members had financed some programs, and he asked whether the president and the Consultative Committee could formulate a policy with respect to faculty salaries. Both the president and the committee chair agreed it should be done, and that the committee should follow through on it.

(At this point, the president departed; Richard Purple, professor of physiology and vice chair of the Senate, assumed the chair.)

*University Program Priorities.* Ms. Swan explained the role of the Finance Committee in the review of program priority-setting and consultation with the budget executive and the finance vice president. Referring to 1978 as "prehistory," she said an ambitious planning endeavor was set up shortly thereafter, in which each unit submitted a planning and mission statement. At that point, reallocation became a way of life, and units were given a monetary target. The Finance Committee realized then that some program choices would have to be made. In January 1981 the regents were told that priorities would be set, and about one-half of the college units began the process. About this time, she said, the state's fiscal problems began to mount. Then the planning and budgeting functions were joined so that low priorities could be readily identified. In some cases consultation did not take place at the department level, which may have been partly due, she said, to poor or inadequate information and to time constraints. Now, she said, her committee must decide how the decision-making criteria were being applied; it was going to be a difficult task because in many cases there was no statement on how that was done. Her committee will also examine the amount of consultation that took place. It has a problem, she said, with the criterion, cost-effectiveness, which, she explained, is the most subjective of all the criteria. Also, the committee is mindful of the temptation to pull back from program priorities at the time of actual allocation of funds and to make decisions on the basis of expediency, and she emphasized the importance of grassroots decisions.

Mr. Pratt, speaking as chair of the Consultative Committee, reported his committee's concern that consultation occur throughout the process. The committee's survey of senators had elicited a wide variety of answers. He said the committee wants an appeal procedure set up. The committee is interested in knowing what the consequences would be of the regents approving the program priorities and how the priorities would be linked to the budget process. He urged that, in spite of the time restrictions, there be adequate consultation. He reported that the Senate Planning Committee was studying the consultative process and hoped to make recommendations for improvement. Also, a subcommittee of the Consultative Committee had put together a draft defining financial exigency. The 1973 tenure code revision by the University Senate had never been brought to the regents due to the unresolved collective bargaining issue; in it, the terms of financial exigency had been outlined. He said that many believed that "We have dodged the bullet," but he concluded that, due to many uncertainties that the future holds, the Consultative Committee recognized that a financial exigency might occur.

Wesley Simonton, professor and director of the library school, one of the units proposed for elimination in the future if there are not sufficient resources, rose to speak against such action, which he attacked on both procedural and substantive grounds. He

claimed that the budget advisory committee of the college had used out-of-date information and had provided no opportunity for his staff to speak to the issue. He proposed that the issue should more appropriately be settled at an all-University committee level, such as the Consultative or Finance Committee and that Senator John Parker was prepared to make such a motion of referral. The chair indicated that would require a suspension of the rules, as the item was not on the agenda. Sam Krislov, professor of political science, urged that the Senate not interfere at this point, that the college had a hearing procedure, and that, while it should be examined as a problem that could involve other units besides the College of Liberal Arts, the Senate was not the proper forum. Fred Lukermann, dean of liberal arts, indicated that the college's budget advisory committee had consulted each unit chair in setting the proposed priorities. He said resources had always been inadequate for the Library School and in the reallocation process the policy and planning council had decided that no more resources could be put into it. He recognized that the school could be supported at an all-University level if the administration could allocate funding. Mr. Simonton argued that an important document, the library school's 1980 self-study report, had not been available to the budget advisory committee, and he feared that the regents would act precipitously. Mr. Keller assured him that the regents would not take action in March and that the list of priorities would be used as a basis for preparing a two-year budget plan that would go to the regents in May. He said the intention was to work with the Consultative and Finance Committees to develop some process for looking at programs that would be negatively affected. Finally, he affirmed that decision-making at the college level should be preserved. At this point, the motion to suspend the rules and take up the Simonton motion was defeated.

Laird Barber, professor of English, Morris, commented that, as far as the Morris campus was concerned, the consultative process had not only failed to work but it went backward, inasmuch as the wrong pages in the program priorities listing were submitted for that campus. Roberta Humphreys, associate professor of astronomy, said she had anticipated an orderly document but discovered that a rational process had not occurred, at least as far as her department was concerned. She said it was apparent that there were misconceptions on the part of the academic vice president as to the cost effectiveness of the program, when it was apparent that the department was bringing in more than twice the amount of funding provided in the printed budget, and that enrollment continued high. This made her wonder about the accuracy of other statements in the document, and she thought it was clear that the consultative process had broken down. She asked whether there would be an appeal process and whether there would be willingness on the part of the administration to modify its priorities. Mr. Pratt suggested that she engage in conversations within her unit and that there should be opportunity for her concerns to be aired at that level. Mr. Keller added that the department was indeed of high quality, and that the college had proposed a reorganization of the department which the administration was discussing with the unit. Ms. Humphreys pointed out that the damage had been done to the department because the program priorities document had been made public. Mr. Keller acknowledged that difficulty in the process, namely, not to publish the proposed priorities would have the disadvantage of raising paranoia and of seeming to make the process a confidential matter. That, he explained, was why deans had been encouraged to have thorough discussions with their departments. It is an awkward process, he said, but there seemed no other way to do it. David Lenander, student, recognized there was very little time in which to give proper recognition to the centrality issue and he indicated that student government leaders would be going to the regents with their views. Hans Weinberger, professor of mathematics, said the University should realize the days of the 60's were over, when a number of foolish programs were started and said he noticed that none were on the list to be curtailed. He wondered whether anyone had considered reducing the size of the student body by raising academic standards. Also, he thought there should be another step, an across-the-board cut at the all-University level. When asked how the task forces for examining intercollege programs would be appointed, Mr. Keller replied that they would be made up almost entirely of faculty members from the affected units. Mr. Carlson repeated his warning that the Senate should not be interfering in college matters.

*Patent Policy Amendment.* Mr. Giese said an amendment to the patent policy had

been submitted by the Research Committee after the docket had been printed. The recommendation, he explained, should be reported through the Educational Policy Committee, in accordance with the revised bylaws of the Senate. A motion to suspend the rules was made, at which point a senator asked whether a quorum existed. There not being a quorum of faculty senators, who would be voting on the issue, the vote was not taken. Anthony Zahareas, professor of Spanish and Portuguese and chair of the Research Committee, was urged to submit it to the Educational Policy Committee so that it could come to the Senate on April 8.

After a silent tribute to deceased colleagues, the meeting was adjourned at 5:25 p.m.

**MARILEE WARD**  
**Abstractor**

**MISS LINDA H LOMKER**  
**LIB SERIALS ACQUIS**  
**170 O M W L U OF M**  
**MPLS, MN 55455**

**UNIVERSITY OF MINNESOTA**  
**UNIVERSITY SENATE MINUTES**

**April 6, 1982**

The third meeting of the University Senate for 1981-82 was convened in 25 Law Building, Minneapolis campus, on Tuesday, April 6, at 3:15 P.M. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 120 voting members of the faculty, 30 voting members of the student body, 6 members of the Council of Academic Officers, and 8 nonmembers.

President C. Peter Magrath presided.

**I. MINUTES FOR FEBRUARY 18**

**Action (3 minutes)**

*Approved*

**II. ELECTION OF VICE CHAIR**

**Action (10 minutes)**

The constitution provides that a vice chair 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, 1982.

*Regents' Professor John Turner was elected.*

**III. EDUCATIONAL POLICY COMMITTEE**

**RESEARCH COMMITTEE**

**PATENT POLICY AMENDMENT**

**(for Faculty Senate only)**

**(10 minutes)**

**MOTION:**

That the Faculty Senate approve the following amendment to the Patent Policy:

PROPOSED TABLE 1

Patent Income Sharing Plan

Net Income**	Inventor's Share	College Share*	University Share
First \$10,000	75%	15%	10%
Next \$40,000	40%	30%	30%
Over \$50,000	25%	25%	50%



\*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.

*Approved*

**INFORMATION:**

The table below shows the current rates for comparison purposes.

**CURRENT TABLE 1**

**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.

**STANFORD LEHMBERG**  
**Chair, Educational Policy Committee**  
**ANTHONY ZAHAREAS**  
**Chair, Research Committee**

**IV. FINANCE COMMITTEE**

**Informal Report & Discussion (10 minutes)**

Our report will include an update on the 1982-83 budget plan and a brief discussion of the rationale for budget reductions in each of the colleges.

**PATRICIA SWAN**  
**Chair**

See the abstract of the discussion

## V. QUESTIONS TO THE PRESIDENT

(15 minutes)

See the abstract of the discussion.

## VI. OLD BUSINESS

none

## VII. NEW BUSINESS

(10 minutes)

none

## VIII. TRIBUTE TO DECEASED FACULTY MEMBERS

MARGARET McVAY FORBES

1904-1982

Margaret McVay (Mrs. Donald) Forbes died in Harlingen, Texas, on February 16, 1982, at the age of 78. She is survived by her husband, four children, and twelve grandchildren.

"Maggie" Forbes devoted her whole adult career to the teaching of Latin and English in secondary and post-secondary institutions. She taught in Webster, South Dakota, High School (1925-28), at Miss Woods Training School, affiliated with Macalester College (1946-50), and Macalester College (1950-52). Beginning in 1947, she joined (at first part-time) the Department of Classics, University of Minnesota, as instructor, assistant professor (1954-61), and associate professor (1961-67). Professor Forbes resigned from the University to accept a position at the University of Texas, Austin, because her husband's health required residence in a warmer climate. After her retirement in 1970, Mr. and Mrs. Forbes lived in San Benito, Texas, until 1980.

Margaret Forbes was a tireless crusader, at both state and national levels, for the improvement and coordination of language (Latin, in particular) instruction in the schools and colleges. A listing of her publications, editorial positions, major committee assignments, and awards is included in the 1970-71 edition of *Who's Who of American Women*. But, over and beyond her successful formal academic career, friends and colleagues will remember her as a capable and devoted homemaker and a warm and loyal personal friend to countless students as well as to colleagues and neighbors in the communities where she lived. Indeed, in her quiet way, Margaret Forbes succeeded unusually well, particularly at a time when the barriers were many, in combining the roles of wife, mother, teacher, scholar, and administrator. May she rest in peace.

## IX. ADJOURNMENT

**FORUM SPONSORED BY THE SENATE COMMITTEE ON FACULTY  
AFFAIRS  
AND THE SENATE CONSULTATIVE COMMITTEE  
(45 minutes)**

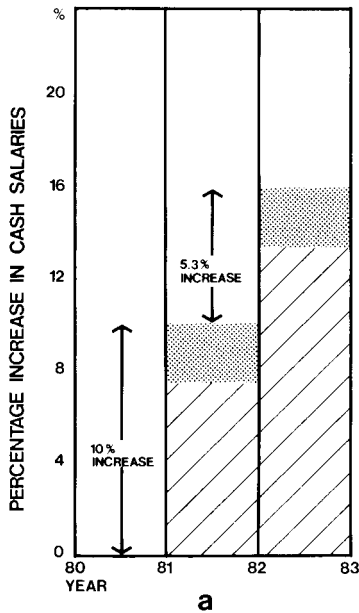
During the past few weeks the Senate Committee on Faculty Affairs has been discussing, in addition to other matters, a policy statement regarding faculty salaries. Tentatively the Committee has concluded that the minimum long-range goal should be restoration of faculty salaries to the competitive position they occupied relative to other professional salaries during the early seventies, when faculty salaries began their serious erosion. How much salaries would have to be increased to attain this goal has not yet been determined. In the short run the goal should be legislative funding at least equal relative to that provided for faculty salary increases at other Minnesota state universities and community colleges. In its initial discussions the Committee believed that the monies provided by the Legislature would provide smaller 1982-83 faculty salary percentage increases for University of Minnesota faculty than for the faculties at other state institutions. Consequently the Committee was prepared to recommend that the University seek at least equal funding from the Legislature for University of Minnesota faculty salary increases. Fortunately, as the Committee discovered at its March 5 meeting, the Legislature provided the same percentage salary increase funding for University faculty as for the faculty at other state institutions. Unfortunately, however, if faculty salary increases must be funded solely out of these funds, salaries are likely to increase less than the cost of living, causing real incomes to decline once again.

Faced with this situation, SCFA began to explore the desirability and feasibility of generating additional 1982-83 salary increase monies through further retrenchments or tuition increases. SCFA soon realized that it did not have sufficient information to recommend intelligently how much, if any, additional monies should be generated from these sources. It also recognized that drastic changes have occurred in economic conditions and the state's financial condition since the Committee established its salary increase goal for the current biennium. It decided to seek more information concerning (1) the retrenchments or tuition increases that would be needed to finance various percentage salary increases, (2) the impacts of the retrenchments or tuition increases, and (3) the judgments of many more faculty than the small number of SCFA members on what should be done. SCFA therefore asked the Senate Consultative Committee (SCC) to join it in sponsoring a forum on the issue. SCC, President Magrath, and Vice President Keller agreed to participate in such a forum following the April 6 Senate meeting.

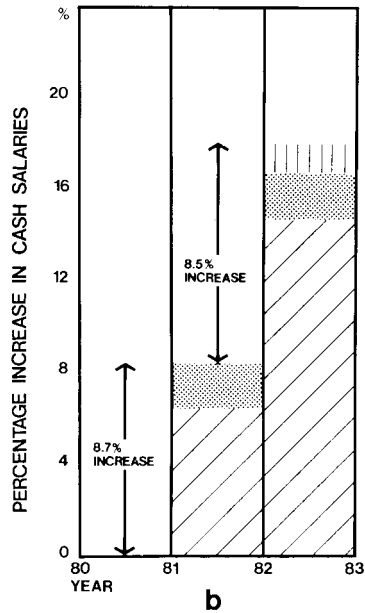
In addition to dealing with 1982-83 faculty salary increases, this forum will provide an opportunity to discuss what the long-range salary goal should be and what retrenchments or tuition increases might be necessary in the long run if legislative salary support funds are not sufficient to achieve this goal. The 1982-83 position on faculty salaries will, of course, also be influenced by this discussion of a long-range goal.

Later this year SCFA intends to seek Senate endorsement of a long-range faculty salary goal that will serve as a basis for legislative requests and a factor to be considered in any internal reallocations, if necessary to achieve that goal.

**C. ARTHUR WILLIAMS, JR.  
Chair, Senate Committee  
on Faculty Affairs**



University of Minnesota



Others

DISTRIBUTION OF RANKED FACULTY SALARY INCREASES IN 1981-1983 BIENNIUM

- State Appropriation
- Internal Retrenchment & Reallocation to Salaries, fall, 1981
- Additional Retrenchment & Reallocation to Salaries, fall, 1982

The figures above depict the percentage increases for faculty salaries during the present biennium at the University of Minnesota (a) and at the other higher education institutions in the State (b). The numbers represent average increases in cash salaries (exclusive of fringe benefits). The cross-hatched areas represent the funds made available by the State. All institutions of higher education received the same percentage increase over the biennium and in no case was it sufficient to fund the actual increases granted. The University shifted approximately 1% of the State funds from the second year of the biennium to the first to improve faculty salaries immediately which accounts for the slightly different distribution of the State funds in the two figures.

The additional funding necessary to provide the total salary increases was obtained by contraction in the number of faculty positions. At the University, this was accomplished by the 2.16% retrenchment (and reallocation to salaries) which took place last Fall. The other institutions took similar actions. Note that the reallocation must be recurring in order to fund the continuation of the increase. The shaded areas in the figures above represent this part of the salary increases.

For 1982-83, the state universities and community colleges have negotiated a cash increase of 8.5% (on the average). As can be seen in the figure above, this will require an additional retrenchment in faculty positions approximately as large as the one imposed last Fall and one which must be added to last Fall's retrenchment.

With no new retrenchment designated specifically for faculty salaries, the University can provide an average faculty salary increase of 5.3% for 1982-83. Any further increase will require further retrenchments. The choices involved are described below.

**COST OF FACULTY SALARY INCREASES FOR  
1982-83 AT VARIOUS PERCENTAGES**

	Funded Amount 5.3%	Cost at 7%	Cost at 7½%	Cost at 8%
Cash Salaries	\$ 6,679,333	\$ 8,818,548	\$ 9,448,445	\$10,078,341
Estimated Fringe:				
a) Faculty Retirement	564,404	745,167	798,394	851,620
b) Social Security	322,612	425,936	456,360	486,784
c) Health Insurance	656,864	656,864	656,864	656,864
d) OASI—Annualization	195,949	195,949	195,949	195,949
	\$ 8,419,162	\$10,842,464	\$11,556,012	\$12,269,558
Increase Over Amount Funded	\$ 0	\$ 2,423,302	\$ 3,136,850	\$ 3,850,396

As one can see from the table, each 1% increase in faculty salaries costs approximately \$1.4 million which must be budgeted on a recurring basis. The following additional information may be useful in assessing the choices involved in providing additional funding for this purpose.

1. An additional 2% faculty salary increase could be achieved by doubling the retrenchment presently scheduled for next year to cope with the reduction in our State appropriation. It would represent a retrenchment more than twice as large as that imposed in last Fall's 2.16% internal reallocation.

2. Five-sixths of the academic salary budget supports tenured and tenure-track faculty members. If these positions are protected, the retrenchment must come from the remaining one-sixth which funds "unassigned instruction" and graduate assistants. Thus, a 1% additional salary increase would require a 6% reduction in unassigned instruction and graduate assistant support. This would be equivalent to removal of support for approximately 200 half-time teaching assistants.

3. By the declaration of financial exigency and the immediate implementation of all programmatic reductions specified in collegiate planning documents, additional savings of up to \$2.4 million could be achieved. This would provide an additional salary increase of 1.7%. It would require the immediate dismissal of approximately 100 tenured and tenure-track faculty members.

4. Based on present assumptions, each percentage point of tuition increase results in income of approximately \$600,000. Thus, a 1% additional faculty salary increase could be funded by a 2.33% further increase in tuition. Average tuition, including surcharges, is now scheduled to increase by a net of 22% next Fall and the effect on enrollment of this large increase plus expected changes in student financial aid is difficult to predict.

5. A number of specific actions could be taken to reduce centrally-allocated resources which serve to provide flexible funds for seed money, equipment replacement, and other needs. For example:

- Elimination of central support for Graduate School Research Fund \$300,000
- Elimination of central allotments of general equipment and development funds for IT, CLA, CBS, SOM, CVM, Education, IAFHE, and Health Sciences 400,000
- Elimination of Educational Development Funds 150,000
- Reduction of matching funds for equipment 50,000
- Elimination of Faculty Summer Research Program 180,000

● Elimination of Repairs and Betterments Account	280,000
Total	\$1,360,000

The resources saved by all of these actions would allow an additional faculty salary increase of 1%.

## ABSTRACT

The April 6 meeting of the Senate was called to order at 3:15 p.m. by President C. Peter Magrath in 25 Law Building. Other campuses were linked by phone. Minutes of the February 18 meeting were approved.

*1982-83 Vice Chair.* On behalf of the Consultative Committee, Douglas Pratt, professor of botany and chair of the committee, nominated for next year's Senate vice chair John Turner, Regents' professor of political science, who, he said, had demonstrated a long-standing interest and participation in matters affecting the welfare of the faculty. Moreover, he added, he would be a strong and effective member of the Consultative Committee, on which he would serve by virtue of his office. There being no more nominations, Mr. Turner was elected unanimously and, without the benefit of a "maiden speech" (as noted by the president) because he was teaching a class, was accorded a round of applause.

*Patent Policy Amendment.* Stanford Lehmborg, professor of history and chair of the Educational Policy Committee, introduced William Shepherd, professor emeritus of electric engineering and chair of the Patent Committee, indicating that his committee and the Research Committee concurred in a proposed amendment to the patent policy. Mr. Shepherd presented a revised proportional split of patent income among the inventor, the college, and the University. He identified inflation as the principal reason for the change; faculty members had been receiving a lower and lower share of royalties in recent years. The revised rates would restore some incentive, he concluded. When asked whether the change would be retroactive, Mr. Shepherd indicated that the faculty member could choose. The amendment was approved unanimously.

*1981-83 Budget Plan.* Patricia Swan, professor of food science and nutrition and chair of the Finance Committee, presented data on spending reductions in the current biennium and base reductions (those to be carried forward on the annual budget) for the College of Liberal Arts (the largest unit) and for the smallest unit. The average spending reduction for CLA will be 2.7 percent and the base reduction, 1.6 percent. Also presented were figures for the seven major units, whose spending reductions would range from 1.7 percent to 5.0 percent, and base reductions from 0 percent to 3.2 percent. Factors used by the budget executive in arriving at these figures were the unit planning targets which had been set based on enrollment projections and comparisons with comparable units in other institutions. Also considered were the workload and productivity factors for each unit, amount of operating and maintenance funds, academic salaries paid from non-O and M funds, dollars coming in from sponsored programs, weekly class hours, number of ranked faculty members, student credit hours, and the numbers of master's and doctoral degrees for 1979-81. Her committee, she said, would continue discussions with the academic vice president with respect to the criteria and would welcome input from the faculty. In conclusion, she said her committee would be following up on the setting of priorities within the units themselves in the months to come.

*South African Investments.* Robert Holt, professor of political science, inquired about recent news that the Board of Regents had received from a subcommittee of the Social Concerns Committee a recommendation with respect to divestment of stock in companies doing business in South Africa, which that subcommittee had referred to Vice President for Finance Fred Bohlen. Mr. Holt questioned the propriety of a body of the Senate bypassing the Senate and urged that the president inform the Board at its next meeting that the Senate had not yet acted. President Magrath said the Board would be alerted to that fact before it takes up the matter in May.

*Collective Bargaining, Coordinate Campuses.* Leonid Hurwicz, Regents' professor of economics, asked the president what the prospects were for participation of the unionized faculties at Duluth and Waseca, whose relationship with the Senate had been suspended. He asked whether another opinion could be sought on the interpretation of the Public Employment Labor Relations Act (PELRA), under which the suspension took place. President Magrath reminded the Senate that the students on those campuses were still participating, but he was reluctant to comment further at the moment because the bargaining agent had identified governance as one of the critical factors in negotiations. He maintained the suspension was legally justified under PELRA, but said no one wished more than he for a clarification of the governance issue.

*Student Committee Members.* Nancy Brecht, student Consultative Committee member, urged students to apply at the student association office for service on committees, and she invited faculty members to recommend students for such service.

Following a silent tribute to deceased colleagues, the meeting was adjourned at 3:50 p.m. to be followed by an open forum.

Richard Purple, professor of physiology and vice chair of the Senate, presided at a forum on faculty salaries that was sponsored by the Faculty Affairs and Consultative Committees. He said both committees recognized that this would be an unusual year because of the salary issue and wanted to feel the pulse of the faculty. Arthur Williams, professor of finance and insurance and chair of the Faculty Affairs Committee, said there were several areas in which his committee needed input from the faculty. What should be the long-range salary goals? For example, should the goal be stated in terms of reflecting purchasing power as of a certain date (say, 1972), or of maintaining the University's competitive status with other institutions, or of maintaining its competitive position with other professions? In order to recommend the average percent increase for next year (the money available would provide an average increase of 5.3 percent), he asked whether the faculty would consider trade-offs to raise that amount through retrenchment, and if so, to what extent. Timing of increases was another consideration. Should they be implemented, for example, at the rate of one percent each month, so that the base would be raised gradually through the academic year? Should one week each quarter be taken off by a faculty member? He pointed out that raising salaries gradually during the year meant that the salary base would have to be sustained at the end of the year.

The president reaffirmed his belief that the level of faculty salaries was fundamental to the quality and vibrancy of the University, and said the Board of Regents was on record as making their improvement one of its top priorities. He said he would have to be persuaded that retrenchment, which would involve a sacrifice of programs, should take place to provide for anything over the 5.3 percent. Vice President Keller provided comparative information on other state higher education institutions, a tabulation indicating the cost of salary increases for 1982-83 at various percentages, and information on what would result if various options were exercised. He pointed out that each one percent increase in faculty salaries costs approximately \$1.4 million. He suggested that the University could distribute the 5.3 percent but delay paying it for two months so the effective annual rate would be 6.5 percent. He explained that spending cuts next year would result in making some funds available to cover the difference between 5.3 percent and 6.5 percent. Phillips Shively, professor of political science, said he admired the attempt to shield academic programs from further cuts. He said that the recent budget-cutting process had resulted in faculty salaries and academic programs absorbing more than their share, and he urged that other areas of support services be examined for reduction if that were necessary. He said that having just been through the painful process of building reductions into his department budget he would favor the 6.5 percent Keller proposal with a 2 percent retrenchment, if necessary, for 1983-84 or 1984-85. He commended the morale-building effect of the increase this year, which made possible some recognition of merit. Mr. Keller responded that there had been a considerable cutback in the support services area and that the civil service salary increase for next year would be 5 percent. Kit Wiseman, chair on the Student Consultative Committee, reminded the Senate of the tuition increases that had taken place and stated that further increases should not be used for faculty salary increases.

Robert Holt, professor of political science, favored a goal of recovering the loss of purchasing power since 1972 and thought it would be useful to compare the University situation since that time with other professional groups. He contended that the rhetoric of using faculty "salary increase" was wrong because cost of living, promotion, and merit should be called "salary adjustments." Sam Krislov, professor of political science, declared that the goal could only be arrived at in conjunction with the Board of Regents; Mr. Williams said his committee would bring a recommendation to the Senate for forwarding to the administration, which in turn would use it to provide guidance to the Board. The president assured the Senate that the Board would welcome such advice. Marcia Eaton, professor of philosophy, asked Mr. Shively whether he thought the 2 percent should come from teaching assistant budgets. Mr. Shively thought that during the two years there would be time to work out a plan of retrenchment including deferring searches for replacement of personnel. Mr. Purple said that retirements and resignations would occur at the rate of 4 percent a year until the 1990's, when there would be a sizeable increase.

At this point, a straw vote was taken, with senators asked whether they would favor a retrenchment in 1982-83 to provide further faculty salary monies. With the exception of a few votes, the Senate voted against further retrenchment. Mr. Purple urged members to pass on any further opinions to Mr. Williams, and the meeting was adjourned at 5:00 p.m.

**MARILEE WARD**  
**Abstractor**





# UNIVERSITY OF MINNESOTA

## UNIVERSITY SENATE MINUTES

May 20, 1982

**A list of elected members and alternates for next year and the attendance record of 1981-82 senators appear at the end of the minutes.**

The fourth meeting of the University Senate for 1981-82 was convened in Nicholson Hall auditorium, Minneapolis campus, on Thursday, May 20, at 3:15 p.m. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 124 voting members of the faculty, 28 voting members of the student body, 4 members of the Council of Academic Officers, and 24 nonmembers.

President C. Peter Magrath presided.

### I. MINUTES FOR APRIL 6

Action (3 minutes)

*Approved*

### II. COMMITTEES OF THE SENATE, 1982-83

Action (5 minutes)

**EDUCATIONAL POLICY** Faculty: Robert Beck, Carol Carrier, Jerome Gates, James Gremmels (UMM), Nils Hasselmo (ex officio), Roberta Humphreys, F. Gerald Kline (Chr.), Robert McCollister, Betty Robinett (ex officio), 3 to be named. Students: 5 to be named.

**SOCIAL CONCERNS** Faculty: Ellen Betz, Joseph Galaskiewicz, Evangeline Gronseth, John Ingle (UMM), Dorothy Loeffler (ex officio), Philip Raup, Barbara Tenney, Lillian Williams (ex officio), 1 to be named. Alumni: Pamela Nichols, Priscilla Goldstein, 1 to be named. Civil Service: Sharleen Goldberg, Patricia Williamson (Chr.), 1 to be named. Students: 7 to be named.

**FACULTY AFFAIRS** Faculty: Nancy Anderson, Harold Bernard (ex officio), Ellen Berscheid, Mario Bognanno, Raymond Bohling, Thomas Clayton, Richard Goldstein, Roland Guyotte (JMM), Leonid Hurwicz, Hugh Kabat, Charlotte MacLeod (UMD), Betty Robinett (ex officio), Warren Roberts, George Sell (Chr.), Marilyn Sime, Marvin Stein, Craig Swan. Student: Julie Bates.

**JUDICIAL** Faculty: Homa Amir-Fazli, Gary Athelstan, Laird Barber (UMM), Robin Enever, Daniel Farber, Ruth Franzen, Leonard Greenberg, Wendell Josal, Diane Kjervik, Douglas Lewis, Anne Pick, Richard Poppele (Chr.), Ray Sibul (UMM), Edward Stauffer (UMD), Matthew Tirrell, Cecil Waddington, Delane Welsch, additional faculty to be named.

**PHYSICAL PLANT & SPACE ALLOCATION** Faculty: Andrew Bailey, Anne Dickason, Wayne Drehmel, Van Gooch (UMM), Clint Hewitt (ex officio), Cheri Perlmutter (ex officio), Peter Roll (ex officio), Roy Thompson. Students: 3 to be named.

**EXTENSION & COMMUNITY PROGRAMS** Faculty: J. Edward Anderson (Chr.), Norman Brown (ex officio), Donald Houge, Charles Huver, John Kearnes (UMM), Lois Mann, Harold Miller (ex officio), David Noetzel, Wanda Olson, Leonard Polakiewicz, Betty Robinett (ex officio), June Tapp, Travis Thompson. Alumni: 1 to be named. Students: 5 to be named.

INTERNATIONAL EDUCATION Faculty: James Butcher, Changhee Chae (UMM), Richard Christenson (UMC), Kent Crookston, Josef Mestenhauser (ex officio), Karen Olness (Chr.), Philip Porter (ex officio), Deon Stuthman, Pauline Yu, 1 to be named. Students: 4 to be named.

LIBRARY Faculty: Patricia Chrisham, Russell DuBois (ex officio), J. Woods Halley (Chr.), Louise Hawley (UMD), Diane Hedin, Jennifred Nellis (UMM), Clarice Olien, Harold Opgrand (ex officio), Donald Pearce (ex officio), Mark Pitt, Kathleen Price (ex officio), Peter Roll (ex officio), Eldred Smith (ex officio), Wayne Welch, Thomas Yuzer (ex officio), 4 to be named. Students: 4 to be named.

RESEARCH Faculty: C. Eugene Allen, Perry Blackshear, Fred Bohlen (ex officio), Lyle French (ex officio), Warren Ibele (ex officio), Stan Kegler (ex officio), Joseph Latterell (UMM), John Leppi (UMD), Al Linck (ex officio), Kenneth Reid (ex officio), Paul Reynolds, Richard Sauer (ex officio), Heddie Sedano, Richard Weinberg, Anthony Zahareas (Chr.). Students: 3 to be named.

SUMMER SESSIONS Faculty: Bernard Bachrach, Dan Dahlberg, Bright Dornblaser (Chr.), Bruce Gildseth (UMD), Allen Glenn, Audrey Grosch, Al Linck (ex officio), Sheila McNally, Willard Thompson (ex officio). Students: 5 to be named.

EQUAL EMPLOYMENT OPPORTUNITY FOR WOMEN Faculty: John Kralewski, Barbara McGinnis (UMM), Shirley Moore (Chr.), Betty Robinett (ex officio), Geneva Southall, Janet Spector, Lillian Williams (ex officio).

TENURE Faculty: Mary Dempsey, Stephen Gasiorowicz, Millard Gieske (UMM), Allen Glenn, C. Robert Morris (Chr.), Betty Robinett (ex officio), 2 to be named. Students: 2 to be named.

ACADEMIC FREEDOM & RESPONSIBILITY APPEALS Faculty: Laird Barber (UMM), Martin Dworkin, Roger Larson, J. Lawrence Mitchell, Miriam Seltzer (Chr.), 2 to be named. Civil Service: Elizabeth Grundner, Lester Metz. Students: 4 to be named.

PLANNING Faculty: Mark Brenner, Larry Christiansen (UMC), Joseph Galaskiewicz, Irwin Rubenstein (Chr.), continuing members to be reported in fall. Students: 2 to be named.

BUSINESS AND RULES Faculty: David Giese (Chr.), Richard Purple, continuing members to be reported in fall. Students: 2 to be named.

*A motion to substitute Jane Maddy, UMD, for Barbara McGinnis, UMM, for membership on the Equal Employment Opportunity for Women Committee was defeated, after which the slate was approved.*

#### **INFORMATION:**

ALL-UNIVERSITY HONORS Faculty: Caroline Czarnecki (Chr.), Seymour Geisser, continuing members to be reported in fall. Students: 3 to be named.

ANIMAL CARE Faculty: Larry Anderson (UMD), Stephen Bistner, David Biesboer, Harry Burcalow, Russell Johnson, Ernest Kemble (UMM), Patrick Manning (ex officio), Harold Messer, Gail Peterson, Kent Rees (Chr.). Students: 1 to be named.

EDUCATIONAL DEVELOPMENT Faculty: Thomas Benson (ex officio), Bruce Burnes (UMM), Natalie Gallagher (Chr.), Willard Koukkari, James Moller, Patrick Starr, M. Alison Stones, James Terwilliger. Students: 5 to be named.

STUDENT ACADEMIC SUPPORT SERVICES Faculty: Thomas Benson (ex officio), Bernadine Feldman, Stuart Fenton, Dorothy Goss, Norman Kerr (Chr.), Mary Klaurens, Ellen Ordway (UMM), James Preus (ex officio), Aloysius Quebbeman, Kay Reyerson, Gail Thoen, 1 to be named. Students: 5 to be named.

SERVICES FOR THE HANDICAPPED Faculty: Roger Drewicke (ex officio), Darrell Frohrib, Mary Klaurens, David McLaughlin, Jack Merwin (Chr.), Susan Olson, Ellen Ordway (UMM), John Wertz, 1 to be named. Students: 2 to be named.

COMMITTEE ON COMMITTEES Faculty: Margaret Davis (1982-85), Richard Eisenberg (UMD) (1981-84), Virginia Gray (1980-83), James Gremmels (UMM) (1981-84), Russell Hobbie (1981-84), James Houck (1980-83), Phillip Tichenor (1982-85), Mahmood Zaidi (1981-84). Students: to be elected.

*Accepted*

### III. COMMITTEE ON COMMITTEES

#### LIBERAL EDUCATION COMMITTEE

(15 minutes)

##### MOTION:

To amend the present University Senate Bylaws, Article IV, by eliminating Section 2C, which provides for a Standing Committee on Liberal Education reporting to the University Senate through the Senate Committee on Educational Policy. (Also to re-number the succeeding sections of Article IV, i.e., 2D as 2C, etc.)

##### COMMENT:

The Committee on Committees has been discussing throughout the year the need for the Committee on Liberal Education. Meetings have been held with members of the Liberal Education Committee and the Senate Committee on Educational Policy, and several memos regarding the Committee's activities have been examined. Further, the Committee on Committees has reviewed the original purpose of the predecessor of the Committee on Liberal Education in light of the needs of liberal education at this University today. It is the consensus of the Committee on Committees that the Committee on Liberal Education is no longer the best mechanism for furthering the cause of liberal education at this University and that its functions should be reassigned to various other units as described below.

We believe that the Committee on Liberal Education was extremely important in furthering the aims of liberal education when it was established in 1963. However, circumstances have changed since then and the Senate Committee on Educational Policy should now provide appropriate attention to undergraduate education. Because the Senate Committee on Educational Policy is representative of all parts of the University, we do not feel that the special representational structure of the Committee on Liberal Education is needed. The Senate Committee on Educational Policy can also provide the necessary links to the academic vice president, the office which has the broadest mandate for the educational policy. We outline below a division of labor which we believe rationalizes the governing structure and furthers the goal of preserving and enhancing the study of liberal arts by undergraduates in a large university.

Our basic organizational principle is that the policy-making functions should be centralized in the Senate Committee on Educational Policy, and the administrative functions should be handled by the academic vice president's office. We think that the present structure of the Committee on Liberal Education blurs these functions and attempts to do by committee what must be done by a single administrator. The activities which have been carried out and sponsored by the Committee on Liberal Education include policy-making; monitoring; teaching awards; small grants program; and serving as a forum for the exchange of views on liberal education.

We suggest that the first activity, that of policy-making, should be handled by the Senate Committee on Educational Policy. Certainly, if the Senate Committee on Educational Policy desires, it could establish a subcommittee on undergraduate education reporting to the full committee.

The second activity, that of monitoring the liberal arts floors, should be assigned to the office of the academic vice president. This is essentially a technical function best done by one person designated by the academic vice president. Any issues which arise regarding the monitoring would be referred to the Senate Committee on Educational Policy for action.

The third activity, the awarding of prizes for contributions to undergraduate education, should also be administered by the academic vice president's office. That vice president might appoint an *ad hoc* committee each year for the purpose of selection or might appoint a committee of past winners of the award. Once again, the Senate Committee on Educational Policy would set up the criteria for the awards, and the vice president's office would handle the actual administration of the awards (perhaps through the Center for Educational Development, as in the current process).

The fourth activity, that of the small grants program, should also be directed by the Senate Committee on Educational Policy at the policy level. While the Committee on

Committees notes that the purposes of the educational development and small grants programs are quite distinct, it recommends that the Senate Committee on Educational Policy and the Educational Development Committee consider streamlining the selection process and the collegiate and all-University rounds of the granting process. The amount of faculty time spent in reviewing grant proposals seems excessive, given the reduction in the overall amount of educational development funds. Once the granting process is simplified, again the academic vice president could establish, at his or her discretion, a mechanism for awarding the funds.

The fifth activity concerning the interchange of views on liberal education is also one that could be handled through the Senate Committee on Educational Policy with the cooperation of the academic vice president.

The Committee on Committees proposes the above division of labor between the Senate Committee on Educational Policy and the academic vice president and the abolition of the Committee on Liberal Education. We believe that this assignment of functions preserves many of the significant achievements of the Committee on Liberal Education and is sensitive to the arguments put forth by its members in support of the liberal arts mission. At the same time, the Committee on Committees believes that a more straightforward and streamlined committee structure will allow these vital functions to be performed more effectively.

**MARY CORCORAN  
VIRGINIA GRAY  
Co-chairs**

*Approved, 117-0*

#### **IV. CONSULTATIVE COMMITTEE CALENDAR REPORT & DISCUSSION (15 minutes)**

The special committee on the all-University calendar, Donald Vesley, chair, will present for discussion a report on the University calendar.

**DOUGLAS PRATT  
Chair**

See Abstract of the Discussion

#### **V. SENATE COMMITTEE ON EDUCATIONAL POLICY ANNUAL REPORT (5 minutes)**

The Committee on Educational Policy met monthly during the academic year. In the fall quarter the study concerning inloading of instruction was completed; the Senate approved this report and its recommendations at the December meeting. The Committee received and transmitted to the Senate for action in April a revised patent policy developed by the Committee on Research.

Among other activities the Committee:

1. discussed the educational policy implications of budget reductions, and consulted with the academic vice president on this matter;
2. determined that the Committee could not function as a forum for appeals from programs designated for reduction or elimination;
3. received and discussed interim reports of the Committee on Computation, Communications, and Information;
4. met with the Committee on Committees regarding the Standing Committee on Liberal Education;

5. received and transmitted the annual report of the Council on Liberal Education;
6. discussed the possible termination of the student course information project;
7. sent representatives to talk with the internal review committee for the Department of Men's Intercollegiate Athletics;
8. discussed the Humanities Outreach Task Force and the grant proposal to improve undergraduate education;
9. discussed the educational policy implications of a revised University calendar based on semesters rather than quarters.

A proposal to reinstate the grade of F was received from the Registrar's Advisory Committee. This proposal has been referred to an expanded subcommittee of SCEP, including members of the Registrar's Advisory Committee, the Senate Committee on Student Academic Support Services, and the Minnesota Student Association. Further studies will be undertaken and a report is expected in the fall.

The Committee also discussed the evaluation of teaching, with special attention to the fact that the Measurement Services Center, which has tabulated student questionnaires, is to be dissolved in June. It remains unclear whether a similar service will be provided elsewhere. In any case the Committee calls attention to the policy on evaluation of University teaching adopted by the Senate on May 30, 1974, especially Recommendation 1:

"All faculty should evaluate at least one of their courses annually. Over a period of time, these evaluations should involve all types and levels of courses taught."

We recommend that this policy remain in effect and that departments and collegiate units be charged with developing alternative forms of evaluation if necessary.

**STANFORD E. LEHMBERG**  
Chair

See Abstract of the Discussion

## VI. SENATE COMMITTEE ON SOCIAL CONCERNS

### INVESTMENTS—SOCIAL RESPONSIBILITY

(15 minutes)

#### INFORMATION:

Question was raised at the last Senate meeting about the Committee's reporting procedure, apparently as a result of the proposed divestment policy recommendation before the Regents. No recommendation was submitted directly to the Regents, but was submitted to central administration for consideration. Following is an explanation of steps taken.

In 1978, the Committee on Social Responsibility in Investments developed a policy recommendation that the University sell its stock and bond holdings in corporations doing business in South Africa. *This recommendation for total divestment was considered at the January 1979 Board of Regents meeting but was NOT approved.* However, a resolution encouraging active efforts to promote improved human rights in South Africa through exercise of shareholder rights was approved, and support of the Sullivan Principles was specifically mentioned.

*At this time, the status of the CSRIV was clarified as a Subcommittee of the Senate Committee on Social Concerns.* Since that time, recommendations from the Subcommittee concerning shareholder resolutions and the divestment policy have been reviewed by the Social Concerns Committee prior to forwarding to the vice president for finance and operations and the president.

Similar policies on divestment have been adopted by other American colleges and universities (Amherst College, Boston University, Brandeis, Columbia, Harvard, Mount Holyoke College, Smith, Tufts, Eastern Michigan, University of Michigan, Vassar, Williams and Yale). The original recommendation in 1979 called for *total divestment* whereas the revised policy submitted in 1981 recommended *selective divestment*.

The annual report of the Social Concerns Committee to the University Senate in May 1981 included information on action taken regarding the proposed policy statement which would make explicit current University practices with regard to South African investments, and explained the next step would be review by the vice president for finance, which was delayed due to the change in vice presidents. *This Report was accepted by the Senate.*

Following several preliminary discussions, Vice President Bohlen met with the Consultative Committee to review the recommendations. A revised policy statement calling for selective divestment was returned to the vice president in July 1981. The vice president subsequently presented a report to the Regents' Committee on Physical Plant and Investment in December 1981 entitled "Investing in Companies with Operations in South Africa," a report on current policy and practice by the University of Minnesota and comment on leading policy alternatives. A section of this report addressed the proposals of the Social Concerns Committee and explained that the Subcommittee on Social Responsibility in Investments has specialized in analyzing the issues associated with investment in companies with operations in the Republic of South Africa. The proposals resulted following a year of study and discussion and full consultation with the vice president for finance and internal staff concerned with investment issues. The Committee's report endorses the University's existing policies and practices of selective disinvestment and proposes additional criteria by which to judge the acceptability of investments in South Africa. The heart of the Committee's views and recommendations are reflected in the following statement of policy which it requested the Regents to adopt:

"In a timely manner consistent with market conditions, the University will divest itself of its shares of stock in any company that fails to meet the following criteria:

- (a) The corporation must adopt the Sullivan Principles and provide evidence of adequate progress in implementation of these principles to the Sullivan Organization. (Monitoring: Annual Reports of the Sullivan Organization.)
- (b) The corporation must have a practice of prohibiting new loans or increasing existing loans to the South African Government or its public corporations. (Monitoring: annually, the University would contact bank corporations in which it holds stock and make inquiries. Followup would be made if necessary. If satisfaction is not received, an assumption would be made that the bank corporation would be in violation.)
- (c) The corporation must have a practice of prohibiting sales of goods and services for use in maintaining South Africa's security or apartheid apparatus and must make reasonable efforts to prevent diversion of its sales to such use. (Monitoring: Determination of compliance would require case by case review of corporations doing business in South Africa. Resources might be the South Africa Review Service of the Investor Responsibility Research Center and related publications for investors, as well as the published reports of the corporations themselves. Direct letters of inquiry might supplement this information.)

The vice president supported the first two recommendations from SSC but not the third, briefly because he felt that the transactions and trading relationship were not defined in a way which could be used to guide University investment decisions.

The Regents Committee on Physical Plant and Investment did NOT act on this recommendation; instead, it passed a substitute resolution presented by Regent Lebedoff including wording related to portfolio risk, which may be presented to the full Board of Regents in June. Also, the original recommendation presented by Vice President Bohlen may be addressed at that time.

A motion to present this report for information to the University Senate was passed by the Consultative Committee at its meeting held April 29, 1982. Future actions of the Social Concerns Committee will be reported regularly to the Consultative Committee and the Senate.

**PATRICIA A. WILLIAMSON**  
Chair

*A motion to refer to the Faculty Affairs Committee the divestment issue and the implications of making any change in the kinds of funds to which the current University divestment guidelines are being applied was approved.*

## VII. SENATE CONSULTATIVE COMMITTEE

### FINANCIAL EMERGENCY INTERIM PROCEDURES

#### For Discussion (45 minutes)

The Tenure Committee is currently reviewing the Tenure Code approved by the Faculty Senate in 1973. It is unlikely that a revision will be approved by the Faculty Senate and Regents before next fall at the earliest. Thus the only statement now in effect that deals with financial emergency appears in the University of Minnesota Regulations Concerning Faculty Tenure (originally approved in 1945, revised through 1972). It is quite brief and lacks any detailed description of procedures to be followed in declaring and implementing a financial emergency.

Throughout the year we have faced a series of financial crises. We have so far successfully averted a declaration of financial emergency, and of course hope to continue to avoid it. Some believe that it is bad for morale even to consider the possibility. However, we have had to consider the possibility. There are very few procedural safeguards of faculty rights in the 1945 document, and we believe that it is also bad for morale to remain uncertain about the procedures that would be followed and the ways in which faculty rights would be protected in the event that a declaration of financial emergency became necessary.

The Faculty Consultative Committee considered the possibility of asking the Tenure Committee to prepare a revision of Section 15 of the 1973 Tenure Code (the section dealing with financial emergency) and to bring it to the Senate at its May 20 meeting. We are now convinced that it would be a mistake to consider any single section in isolation from the rest of the Code. Thus, with the approval of the Tenure Committee, a sub-committee of FCC has drafted a set of interim procedures for declaring and implementing financial emergency. In preparing this document the FCC borrowed heavily from the 1973 Code and from similar documents approved by the Universities of Washington, Wisconsin, Michigan State, and Ohio State. We have tried to prepare a draft that is acceptable, but have intentionally not avoided controversial issues, in the belief that it is crucial to confront those issues openly and well in advance of possible condition of financial emergency.

The draft has been sent to several Senate committees and to central administration for comment. The response we have already received has been thoughtful and has helped us to identify areas which need further work. It has also reinforced our belief that there are controversial issues which need to be openly discussed and that such a discussion will help the Tenure Committee to prepare an acceptable revision of the Tenure Code. Whether or not the Senate will be asked early next fall to adopt *interim* procedures will depend upon how quickly the Tenure Committee can complete its work on the Code.

The procedures below should be considered a working document. Some of the suggestions that have already been made are as follows:

1. Clearer wording (e.g. re-wording reference to "enduring" reduction in I-A might eliminate unnecessary litigation while still protecting essential faculty rights.
2. There should perhaps be a section dealing specifically with the rights of probationary faculty.
3. Faculty in units that are eliminated should have a basis for appeal. Section IV-B as it stands appears to preclude this.
4. The appeals body (IV-B) should be from the Judicial Committee, since historically all terminated faculty have had the right to an appeal before the Judicial Committee.
5. Specific timetables should be included (e.g. in Section IV-A-4).
6. The meaning of "ranked criteria" in Section IV-A-3 needs clarification.
7. 'Compromise' in Section IV-A-2-b-ii needs clarification.
8. Several responses to our draft document have suggested that a large section of the document (from IV-4 to the end—a section dealing with interim and final appeals procedures) needs much more discussion and may require revision. The appeals process may be too complicated, time-consuming, and perhaps not all that helpful in preserving individual faculty rights. Finally there is some concern that it might provoke rather than minimize litigation.



## DRAFT OF INTERIM PROCEDURES FOR FINANCIAL EMERGENCY

### I. Declaration of a Financial Emergency.

#### A. Preface

The power to declare a financial emergency rests with the Board of Regents, upon recommendation of the president. A declaration of financial emergency shall be made only in case of a reduction in the University's instructional budget so drastic and enduring that it threatens seriously to impair the teaching and research missions of the University, and only if such reductions are judged to require the termination or suspension of faculty with continuous tenure or any other faculty prior to the end of their specified terms of appointment. During a financial emergency, every attempt must be made to protect academic freedom. The judgment a financial emergency exists shall be made only after retrenchment alternatives have been fully considered and vigorously pursued, and a determination has been made that programmatic reductions, reorganizations, and eliminations are necessary for the preservation of the University's teaching and research missions.

#### B. Procedures for Declaring a Financial Emergency.

The following procedures, intended to provide opportunity for full and deliberate consultation, shall be followed in declaring a state of financial emergency:

1. Upon determining that conditions likely to require a declaration of financial emergency exist, but prior to making such a recommendation to the Board of Regents, the president shall meet with the Senate Consultative Committee to discuss the University's financial situation, to present budget recommendations, to examine alternatives to declaring a financial emergency, and to consider the educational consequences of these courses of action.
2. The president shall also address the University community either in writing or in a special forum on the University's financial situation.
3. Because a declaration of financial emergency would involve "policies concerning faculty appointments and tenure" (University Senate Constitution, Article III, Sec. 3.b.) as well as "educational matters concerning more than one campus or the University as a whole" (University Senate Constitution, Article III, Sec. 2), the Faculty Consultative Committee shall prepare a written recommendation on the question of declaring a financial emergency. This recommendation shall be submitted to the Senate Consultative Committee for its concurrency or separate recommendation.
4. The Faculty Consultative Committee recommendation, together with any separate recommendation from the Senate Consultative Committee, shall be forwarded to the Faculty Senate for debate and action. This same recommendation, together with any separate recommendations of the Senate Consultative Committee and a report of the action of the Faculty Senate, shall then be submitted to the University Senate for debate and action.
5. The president shall be present at both Senate discussions to comment on the SCC and FCC recommendations and to answer questions concerning the administration's position and the University's financial situation.
6. Any recommendation concerning a state of financial emergency made by the president to the Board of Regents shall be accompanied by the recommendations of the University and Faculty Senates. Members of the Faculty Consultative Committee and the Senate Consultative Committee shall be present at the meeting of the Board of Regents at which a declaration of financial emergency is discussed in order to comment upon and answer questions concerning the recommendations of the University and Faculty Senates.
7. If contrary action is subsequently taken, the president shall report in writing the reasons for this action to the Senate Consultative Committee.
8. A condition of financial emergency may be cancelled at any time by the Board of Regents upon the recommendation of the president, following the consultative process outlined in 1-7 above.

9. At the end of twelve months a decision shall be made to continue or discontinue a state of financial emergency, following the consultative process outlined in steps 1-7 above.

## II. First Steps after Declaration of Financial Emergency

- A. The budget executive shall consult with appropriate administrative officers and with the Senate Consultative Committee and the Finance Committee before reaching the following decisions:
  1. Size of the budget reductions for collegiate units;
  2. Strategies for meeting the reductions, e.g. the balance between across-the-board cuts and programmatic reductions, use of furloughs, etc.;
  3. Criteria for determining where cuts will be made;
  4. Timetables for collegiate recommendations on programmatic reductions and for unit implementation of such reductions.
- B. In making the decisions in II A, the budget executive shall consider alternatives to terminating tenured faculty, e.g. reassignment, suspension, furlough, early retirement, "buy-outs," cuts to non-academic services, etc. Emergency procedures, and decisions made under them, should build on the mechanisms and criteria already established for on-going planning.

## III. Identification of Programs to be Reduced, Reorganized, or Eliminated

- A. Once the decisions referred to in II A 1-4 have been made, the budget executive shall send them to college and campus units concerned.
- B. Deans and provosts shall consult with collegiate governance bodies through procedures reviewed in advance by the Senate Consultative Committee.
- C. The budget executive, after consulting with deans or provosts, shall make recommendations concerning programs to be reduced, reorganized, or eliminated.
- D. The deans and provosts shall notify programs provisionally identified for reduction, reorganization, or elimination of the amount of their budgetary reduction, the reasons for these reductions (with specific reference to the established criteria), and of programmatic and personnel strategies for achieving these reductions.
- E. The programs provisionally identified for budgetary reductions shall be given the opportunity to comment upon and raise questions about the reductions, through the collegiate consultative bodies referred to in III B. Questions about procedural inadequacies can be raised with the budget executive and the Senate Consultative Committee.
- F. A final statement of programs to be reduced, reorganized, or eliminated shall be made in writing by the president, through the vice presidents, deans, or provosts, to affected units and programs, and to the Senate Consultative Committee.

## IV. Termination of Tenured Faculty.

- A. A tenured faculty member can be terminated only if financial emergency is declared and the following provisions are adhered to:
  1. No faculty member shall be terminated until voluntary termination incentives available at the University at the time financial emergency is declared have been offered to him or her by the president or the president's designee.
  2. Within programs identified for reduction in the faculty work force, the following priorities shall inform the decision described in IV A 3:
    - a. Non-regular faculty shall be terminated before regular faculty;
    - b. Probationary faculty shall be terminated before tenured faculty, with the following exceptions:
      - i. where a program is to be maintained and where the expertise of a probationary faculty member is essential to the program's research and teaching mission as described in the program's long-range planning

documents, that faculty member may be continued in preference to a tenured faculty member;

- ii. where the systematic termination of probationary faculty in a program would compromise the tenuring unit's affirmative action obligations, selected probationary faculty may be continued in preference to tenured faculty.
3. Within the priorities listed in IV A 2, selection of individuals for termination shall be made on the basis of the following ranked criteria:
    - a. centrality to the research and teaching missions of the program that is to be continued;
    - b. quality of the individual's professional record as evidenced in existing evaluation documents, such as annual evaluations, departmental reviews, retention decisions, current vita, and other commentary existing as part of the faculty member's permanent file;
    - c. seniority, defined as total years of service as a tenured faculty member of the University of Minnesota.
  4. Terminations
    - a. Initial recommendations concerning the termination or reassignment of faculty members shall be forwarded to the appropriate dean or provost by the tenuring units identified for reorganization, reduction, or elimination. Such recommendations shall be made by the tenured faculty in the tenuring unit. The chair or head of the tenuring unit shall also forward a recommendation to the dean or provost.
    - b. The chair or head shall provide written notice to each individual within the tenuring unit recommended for termination or reassignment. Such notice shall include description of the procedures, evidence, and criteria used in making the recommendation, together with information concerning any substantive differences between the recommendation of the faculty and that of the chair or head of the tenuring unit.
    - c. All recommendations from the tenuring units, together with supporting documentation, shall be forwarded by the dean or provost to an appropriate collegiate faculty review committee, reviewed in advance by the Senate Consultative Committee. This committee shall consider the recommendations of the tenuring units, and shall provide each faculty member recommended for termination or reassignment with opportunity for a hearing. Such hearings shall not involve questions concerning the propriety or necessity of the declaration of financial emergency. Nor shall they raise questions concerning the selection of specific tenuring units for reorganization, reduction, or elimination. Individuals requesting a hearing shall provide the hearing committee with a written statement including information they wish to put before the committee, or questions they wish to raise concerning their proposed termination or reassignment. Such information and questions shall be limited to the procedures, evidence, and criteria used by the tenuring unit in making its recommendation. Individuals shall also have an opportunity to appear before the committee.
    - d. The review committee shall advise the dean or provost concerning the recommendations of the tenuring units. The dean or provost shall forward his/her recommendations to the academic vice president, together with information concerning the recommendations of the tenuring units, and the advice of the review committee.
    - e. The president shall make the final decision concerning termination or reassignment, and shall inform the faculty member in writing of the decision. The letter shall include explanation of the programmatic and individual grounds for the decision, a description of the procedures and criteria by which the decision was reached, and a statement of the date on which termination is to become effective.

- f. No termination shall become effective sooner than one full academic year following the declaration of financial emergency.
- B. Appeals Procedures for Tenured Faculty Terminated Because of Financial Emergency**
1. After the declaration of a financial emergency, the president shall appoint, upon nomination of the Faculty Consultative Committee, a Faculty Appeals Panel to hear all appeals as defined in IV B 2. The Appeals Panel will be composed of five tenured faculty members, who, if necessary, will be released from other University responsibilities during the period of hearing appeals.
  2. The following conditions shall govern the use of appeals procedures:
    - a. Only a tenured faculty member who has received formal notice of termination from the president because of elimination, reduction, or reorganization of a program shall have access to these appeals procedures.
    - b. Neither the existence nor extent of a condition of financial emergency nor of the decision to eliminate, reduce, or reorganize specific programs shall be at issue in this appeal. An appeal may be made only on the basis of a complaint over the interpretation or implementation of Sections IV A and C of this document.
    - c. The responsibility for presenting the formal appeal and for responding to the Faculty Appeal Panel's requirements at all stages rests with the faculty member bringing the complaint.
    - d. In considering complaints over implementation of Sections IV A and C of this document, the Faculty Appeals Panel shall consider only whether those individuals or groups making the decision followed appropriate procedures, considered the evidence material to a fair determination, and acted in a responsible manner.
  3. Faculty Appeals Panel Procedures
    - a. Written notice of intent to appeal shall be made by a tenured faculty member within 15 days of the receipt of a formal termination notice from the president. An additional 30 days will be allowed for the complainant to submit the formal appeal. The notice of intention to appeal and the formal appeal shall be submitted to the president and to the chair of the Faculty Appeals Panel.
    - b. The Appeals Panel shall begin its review of the case no earlier than 30 days and no later than 60 days from the notice of intention to appeal, except by mutual consent of the complainant and of the chair of the Faculty Appeals Panel.
    - c. The Appeals Panel shall conduct an investigatory proceeding in accordance with the following provisions:
      - i. The proceeding shall not be adversarial in nature. The proceeding shall be an investigation leading to a report on whether or not the appropriate procedures were followed in the decision to terminate the complainant and whether or not adequate consideration was accorded the relevant facts of the case. No formal transcript of the proceedings need be kept.
      - ii. The complainant shall state the case fully but briefly in writing and shall have the opportunity to present the case in person to the Appeals Panel and to offer any evidence in support of the claim. The claimant shall have the right to bring a faculty adviser to any appearance before the Appeals Panel.
      - iii. The Appeals Panel may request a written report from any of the parties involved in making the decision to terminate the complainant on the procedures followed, the evidence considered, and the rationale supporting the decision.
      - iv. At the conclusion of the appeal, the Appeals Panel shall either dismiss or support the complaint. All findings and recommendations shall be made in writing, with copies provided to the complainant and the president.

- d. If the complaint is dismissed, the president's notice of termination shall stand.
- e. if the complaint is supported, the president shall review the matter and take whatever action is deemed appropriate. All decisions of the president under this procedure shall be provided in writing to the Appeals Panel, to the complainant, and to the appropriate dean or provost within 30 days of the receipt of the Appeals Panel's recommendation.

C. Reassignment of Reappointment of Faculty Members

1. A faculty member whose tenuring unit is scheduled for reduction, reorganization, or elimination may be reassigned to another tenuring unit, according to the provisions of IV C 2 and 3.
  2. Faculty members who have been identified for termination because their programs are to be reorganized, reduced, or eliminated, shall be offered reassignment to another program provided a majority of the tenured faculty in the tenuring unit in which that program resides determines that he or she is qualified for a position in that unit. Evaluation of the faculty member shall be based upon consideration of the faculty member's potential contribution to programmatic needs according to prevailing standards in the tenuring unit. A faculty member shall not be obligated to accept an offer of reassignment.
  3. During a state of financial emergency the faculty member shall be considered only for an unfilled, funded position, the filling of which has been authorized by the academic vice president.
  4. A faculty member who accepts an offer of reassignment according to the provisions of C 1, 2, and 3 and who voluntarily resigns from the reassigned position within six months, shall be entitled to any of the economic provisions of IV A 4 that were applicable at the time of reassignment.
  5. Reassignment of a faculty member to a different program or tenuring unit shall not be at a reduced rate of compensation. If reassignment necessitates a change of compensation base (e.g. conversion between nine month and eleven month appointments) then the change shall be calculated according to standard University accounting procedures.
- D. If a faculty member is terminated due to elimination, reduction, or reorganization, then he or she shall for three years from the date of termination have first right to consideration for new or vacant positions for which he or she is qualified, prior to the initiation of usual search procedures. The evaluation of the professional qualifications of the person who has been terminated shall be made by the faculty in the tenuring unit where the vacancy exists.

V. Hiring Freeze during a Financial Emergency

A hiring freeze shall go into effect as soon as financial emergency has been declared. Exceptions shall be made only by the academic vice president. These exceptions shall be reported to the Senate Consultative Committee.

VI. Definitions

A. 'Program' means any of the following:

1. A college, school, department, division, or other instructional unit headed by an academic administrator.
2. A research or service unit (which may or may not educate students) headed by an academic administrator.
3. A coherent set of courses, or course of study, which leads to an academic degree.
4. A coherent set of courses or curricular sub-area recognized by faculty action which does not lead to an academic degree but which serves to educate or train students (e.g. a "track" within a department or a sub-field referred to in descriptions of graduate or undergraduate requirements of courses of study).

- B. 'Faculty member' means a 66⅔% FTE or greater tenured member of the faculty at any of the University of Minnesota campuses.
- C. 'Tenuring unit' means the academic unit responsible for a faculty member's tenure commitment as found on the faculty member's most recent record of appointment.

**DOUGLAS C. PRATT**  
Chair

See Abstract of the Discussion

## **VIII. SENATE COMMITTEE ON FACULTY AFFAIRS**

### **SICK LEAVE & FAMILY LEAVE**

### **LONG-RANGE FACULTY SALARY IMPROVEMENT OBJECTIVE CONSULTING POLICY**

**Action by Faculty Senate (20 minutes)**

#### **A. SICK LEAVE AND FAMILY LEAVE**

#### **MOTION:**

That the Faculty Senate adopt in principle the sick leave and family leave policies described below.

#### **INFORMATION:**

##### **SICK LEAVE**

(In the past, except for the Faculty Group Income Disability Insurance Plan, the University has had an informal sick leave plan. The major advantage of such an informal plan is its flexibility. The disadvantages are uncertainty for faculty members and possible unequal treatment. Except for absences of two weeks or less, this new plan formalizes sick leave benefits. On the average, dollar benefits under the new plan are expected to be about the same as dollar benefits under the old plan. The major improvements will be less uncertainty for faculty and much less possibility for unequal treatment. The plan does not spell out exactly what proof will be required to demonstrate eligibility for sick leave or what duties must be performed upon returning from sick leave. The intent, however, is to require reasonable proof of eligibility and makeup of as few duties as possible upon return from sick leave. Also, taking a sick leave or one of the family leaves described later should not by itself cause the faculty member to lose his or her position at the University.)

For an absence of two weeks or less, during which the department can carry on his or her work, a faculty member need only apply informally to the department head for sick leave with pay.

If the absence will extend over a longer period, the faculty member should as soon as possible apply for a leave of absence with pay. The application should be sent to the vice president for academic affairs, through his or her department head and dean. Supporting information such as a certification from a health care provider should be included with the application. The department head, the dean, and the vice president should in turn process the application as soon as possible. Except in cases where more information is required to determine the extent of the disability, the decision should be made promptly to prevent any gap between the end of the informal sick leave and the beginning of the formal sick leave.

For faculty members with less than two years' service, full salary will be continued for a total of three months. For persons with at least two years' service but less than ten years' service, full salary will be continued for a total of six months and two-thirds salary for an additional six months. For persons with at least ten years' service, full salary will be continued for a total of twelve months and two-thirds salary for an additional twelve months.

Faculty members on A or B appointments will be treated equally under this policy. Thus a faculty member on a B appointment, who normally would not work during the summer months, would receive no salary supplements for sick leave during the summer period.

However, the sick leave salary would be paid during the academic year up to the limits described above.

Faculty members with long-term disabilities must apply as soon as they are eligible for benefits under the Faculty Group Income Disability Insurance Plan under Social Security, and under other specified disability programs whose benefits are deducted under the Disability Insurance Plan. After a faculty member has been disabled for four months, the Insurance Plan pays 60 percent of that person's salary, not to exceed \$2,000 per month, less Social Security and other specified disability benefits. Salary payments under the formal sick leave plan will be reduced by the amount of the benefits paid under the Disability Insurance Plan, Social Security, and the other specified programs. If the faculty member fails to apply for these other disability benefits, formal sick leave will be reduced by the benefits that would have been received upon proper application.

Under the existing informal sick leave policy the department or college finances out of its own resources the salary continuance less the group disability income insurance, Social Security, and other specified disability benefits. Under this proposed new sick leave plan the central administration would finance half the costs of salaries continued after the faculty member had been disabled three months. Having the central administration pay half these excess costs will reduce the impact of long-term disabilities upon department budgets and would impose a relatively small additional financial burden on the central administration. The central administration already pays the entire cost of the Faculty Group Disability Income Insurance Plan and workers' compensation insurance plus the employer contribution to Social Security and some other disability programs. For disabled faculty members with less than two years' service, the central administration would incur no additional cost because benefits stop after three months. For disabled faculty members with two or more years of service, after three months the central administration would incur an additional cost equal to half the difference between the unreduced formal sick leave and the benefits that reduce these sick leave payments.

See also Maternity Leave

## FAMILY LEAVE

Family leaves include (1) maternity leave, (2) paternity leave, (3) adoption leave, and (4) family leave without pay.

### MATERNITY LEAVE

A woman faculty member is entitled upon request to a six-week leave with pay following the birth of her child. The request for this maternity leave (as well as paternity leave, adoption leave, and family leave without pay) should be sent to the vice president for academic affairs through the faculty member's department head and dean. If the faculty member is disabled because of the childbirth following the expiration of this maternity leave, that disability will be covered under the sick leave policy. This maternity leave was set equal to six weeks on the assumption that normal minimal post-delivery maternal disability is six weeks. The six weeks' maternity leave differs from the six weeks that might otherwise be paid during this period under the sick leave policy in that the faculty member need not prove actual disability during this period.

Maternity leave costs should be financed by the college or department involved.

### PATERNITY LEAVE

A man faculty member is entitled upon request to a two-week leave with pay following the birth of a child. Paternity leave costs should be financed by the college or department involved. Paternity leave is limited to two weeks instead of six weeks because the father is not disabled by the birth of the child.

### ADOPTION LEAVE

Faculty members of either gender are entitled upon request to a two-week leave with pay following the adoption of an infant. Because, unlike maternity, adoption does not involve any disability for either parent, disability leave for adoption should be shorter than maternity leave. Adoption leave costs should be financed by the college or department involved.

## FAMILY LEAVE WITHOUT PAY

A faculty member of either gender who is expecting an infant by birth or adoption is entitled upon request to a leave of absence without pay for up to 12 months. Such a leave without pay shall also be granted upon request to a faculty member who has a child or spouse with a serious health problem. The faculty member should file the request as soon as possible and, with the exception of emergency situations, the request should be filed with the departmental chair no later than one month prior to the beginning date of the leave. Upon request, with reasonable advance notice, the leave may be extended up to an additional 12 months. This initial leave without pay may start immediately following a maternity leave, a paternity leave, or an adoption leave with pay. If the 12-month leave or any extension ends during an academic term, the leave may be adjusted to end at the beginning or the end of that period. In such a case the choice between these two possible ending dates should, with reasonable advance notice, be made by the faculty member.

*Approved*

## B. LONG-RANGE FACULTY SALARY IMPROVEMENT OBJECTIVE

### MOTION:

That the Faculty Senate endorse in principle the long-range faculty salary improvement policy presented below.

### INFORMATION:

During the last ten years University of Minnesota faculty salaries in real dollars have decreased drastically. Table I shows that this decrease has amounted to a loss of nearly 20% over the decade. Salaries in the Fall of 1982 will be 80.1% of the Fall 1972 level. Other professional groups have experienced a loss of purchasing power over the same period, but no group has lost as much purchasing power as the University faculty. (See Table II.)

Over the same period, however, per capita personal income in the State of Minnesota has increased in real dollars. During the 9-year period 1972-1981 Minnesota per capita income in real dollars increased by 6.1%. Because this personal income represents income from all sources, it does not indicate the increases in salaries in Minnesota. Nevertheless, it does measure the State's ability to support a major university and a quality educational system.

This substantial dilution of faculty salaries has made it more and more difficult for the University to attract and maintain quality faculty in many areas. For example, beginning salaries for Ph.D. graduates in science and technology now exceed the salaries of the average full professor at the University. The result has been an exodus of some highly talented professors from the University. This development is indeed a cause for alarm because it is adversely affecting the quality of education in the State of Minnesota. More than anything else, it is the quality and expertise of the faculty that determines the level and excellence of the education of the students.

Almost all other professional groups can expect to recover their loss of purchasing power over the last decade within a single year. Unfortunately the University faculty cannot realistically expect such a quick recovery. However, it is reasonable to plan that by 1990 the University faculty salaries can be raised in real dollars to the Fall 1972 level.

With this in mind, the Faculty Senate recommends that the University of Minnesota Regents adopt, as its top priority, the following policy for improvement of faculty salaries:

1. That yearly faculty salary adjustments include a "normal" component which represents both the increase in the cost of living and the real growth in the economy.
2. That, in addition to the normal component of the salary adjustment, faculty salary increases include an annual augmentation for the purpose of bringing salaries in real dollars to the Fall 1972 level. Furthermore, the augmentation component should be adequate to meet the following minimal goals:

Date	Salary level
Fall 1984	88% of Fall 1972 level
Fall 1986	92% of Fall 1972 level
Fall 1988	96% of Fall 1972 level
Fall 1990	100% of Fall 1972 level



The Senate Committee on Faculty Affairs is prepared to work with the Central Administration to determine the salary increases required during the next biennium that would be consistent with this goal.

TABLE I  
Comparison of National Consumer Price Index and  
University of Minnesota Faculty Salaries

CPI Base (July 1972) = 125.5

Date	CPI national average*	Yearly percent increase in CPI	Percent change in faculty salaries	Percent change in real dollars	Faculty salary in real dollars as percent of July 1972 level
July 1973	132.7	5.7	5.1	-0.6	99.4
July 1974	148.0	11.5	4.1	-6.6	92.8
July 1975	163.3	10.3	9.8	-0.5	92.5
July 1976	171.1	4.8	5.0	0.2	92.6
July 1977	182.6	6.7	6.5	-0.2	92.4
July 1978	196.7	7.7	6.5	-1.1	91.4
July 1979	219.4	11.5	7.0	-4.0	87.7
July 1980	248.0	13.0	7.0	-5.3	83.0
July 1981	274.6	10.7	9.5	-1.1	82.1
July 1982	296.6**	8.0**	5.3	-2.5	80.1

\* The national CPI index increased 118.8% during the period between July 1972 and July 1981. The Minnesota CPI index increased 128.7%.

\*\* Estimated

TABLE II  
Comparison of Changes in Real Salaries in Various Professional Groups

Occupational Groups	Percentage Change in Real Salaries	
	1970-1980	1975-1980
*UM Faculty	-19.1*	-13.3*
Accountant IV	-3.3	-3.0
Chemist V	-6.7	-2.7
Engineer VI	-7.4	-4.3
Attorney IV	-5.1	-5.2
Chief Accountant IV	+2.0	+1.9
National Academic Salaries	-18.4	-11.4

\*Figures for UM faculty are for the periods 1972-82, 1977-82

TABLE III

Comparison of Minnesota Per Capita Income and University of Minnesota Faculty Salaries  
in Real Dollars

Date	Minnesota Per Capita Income	Date	University of Minnesota Faculty Salaries
Base Period: December 1972 = 100		Base Period: July 1972 = 100	
Dec. 1973	111.8	July 1973	99.4
Dec. 1974	105.9	July 1974	92.8
Dec. 1975	96.7	July 1975	92.5
Dec. 1976	104.6	July 1976	92.6
Dec. 1977	111.1	July 1977	92.4
Dec. 1978	114.1	July 1978	91.4
Dec. 1979	115.1	July 1979	87.7
Dec. 1980	111.0	July 1980	83.0
Dec. 1981	106.1**	July 1981	82.1

\*\*Estimated

Factual data obtained from the following sources: Survey of Current Business, July 1981; Minnesota State Demographer's Office; Bureau of Labor Statistics; *Academe*, Bulletin of the AAUP, August, 1981.

*Approved*

### C. CONSULTING POLICY

#### MOTION:

That the Faculty Senate amend as follows Reference 5 of the Proposed Policy on Professional Consulting, Service Activities, and Other Outside Work (the Darley Report) as follows: Change the last sentence in Reference 5,

from: "The full-day equivalence of activities carried out in a series of fractional-day blocks shall be computed by dividing the total number of hours expended by twelve."

to: "Faculty members who engage in activities less than a day shall report the fraction of the day devoted to those activities."

#### COMMENT:

On January 23, 1975, the Faculty Senate approved a Proposed Policy on Professional Consulting, Service Activities, and Other Outside Work (the Darley Report). This policy never became effective because of the cease and desist order, which has now been lifted. SCFA has reviewed the document to see whether it is still appropriate. Except for the change noted in the motion, SCFA believes that the policy should become effective immediately. Under this policy, after this policy has been in force for one complete academic year, the vice president for academic affairs is required to report to the Faculty Senate how the policy has worked and recommend changes, if appropriate.

The change SCFA suggests would not define a day as twelve hours or any other number of hours. The Board of Regents has questioned the use of twelve hours; eight hours has been suggested as a possible alternative. To use eight hours would ignore the fact that regular University duties often cause faculty members to work more than eight or even twelve hours a day. To use any number of hours may result in differential treatment of

full days (how many hours?) and fractional consulting days. The proposed treatment would permit each faculty member to define a full day in terms of his or her individual work habits.

**C. ARTHUR WILLIAMS**  
Chair

*Approved after acceptance as a friendly amendment of substitution of "report" for "estimate."*

## **IX. SENATE FINANCE COMMITTEE**

### **THIRD INTERIM REPORT, 1981-82**

1. At the Senate meeting held on April 6, the Finance Committee reported on 1982-83 spending reductions and reductions in the budget base scheduled for the colleges. The report stated that the current operations and maintenance budgets (largely state funds plus tuition) range from \$22.6 million for the largest college to \$0.3 million for the smallest. The 1982-83 spending reductions will range from \$0.57 million in one college to none in one college. The average spending reduction will be 2.7%; the highest will be 11.3%. Reductions in the budget base of the colleges will range from \$0.43 million in one to none in three colleges. The average base reduction will be 1.6%; the highest will be 11.3%. The Finance Committee did not participate in setting the criteria whereby college reductions were made but did discuss these criteria at length with Vice President Keller. Reductions were assigned after considering the planning targets established in the president's November 1980 memo to each college and certain "work-load/productivity" factors. The latter included the hours each week that the ranked faculty is in the classroom, the numbers of ranked faculty, the student credit hours taught to graduate and undergraduate students, the numbers of M.S. and Ph.D. degrees awarded in 1979-81, the "outside" dollars obtained for sponsored programs and the proportion of faculty salaries paid by "outside" funds.
2. The 1982-83 budget plan was presented for information to the Regents in April and will be presented for action at their May meeting. The plan includes a 6.5% faculty salary increase; however, payment of the increase will be delayed so that the actual dollar increase in 1982-83 will average 5.3%, the amount provided by legislative appropriation. The additional amount required to fund a base increase of 6.5%, for the years 1983-84 and beyond, will be provided through retrenchments accomplished in the current biennium. The civil service salary increase reflected in the plan will be about 5%; about 1.4% of this increase will be funded through position retrenchments because the legislative appropriation only provided for a 3.7% increase. In the case of unionized civil service employees, contracts provide for about a 10% increase. This necessitates greater retrenchment in unionized positions because the appropriation provided by the legislature will only cover a 3.7% increase in salary and the additional money must be provided by position retrenchments. Due to the planned salary increases for 1982-83 and the delayed receipt of 1981-82 salary increases, the total operations and maintenance budget for 1982-83 will be higher than in 1981-82 (\$329 million compared to \$298 million) despite the very significant retrenchments already reported to the Senate.
3. The Finance Committee must complete two more tasks; these will be covered in the annual report to be submitted to the Senate in the fall of 1982. The Committee is currently analyzing budget reductions within the colleges, looking for overall trends and compatibility with planning. The Committee also expects to participate in discussions with Vice President Keller and Vice President Bohlen as the next biennial request is prepared this summer.
4. The Committee notes that there are several task forces that will be considering inter-college issues that arose during the recent efforts of colleges to set program priorities. There are two task forces currently working—one on communication programs and the other on applied social science programs. Three task forces will be appointed

soon—one on special student advising programs and a second on remedial course-work. A third will be asked to study the feasibility of developing a substantially restructured program in information processing and management (as well as the more classical aspects of librarianship) to replace the current M.A. program in the Library School.

**PATRICIA SWAN**  
Chair

*Accepted*

## **X. SENATE CONSULTATIVE COMMITTEE**

### **ANNUAL REPORT**

1. MEETINGS AND TOPICS. The SCC held 17 regular meetings in the 1981-82 academic year. The meeting of October 22 was held on the Morris campus and was followed by a tour of the campus and a forum attended by about 30 UMM faculty.

The committee has met eight times with President Magrath, meetings which usually included other members of central administration as well. Major topics discussed with the president included: (a) The position of vice president for health sciences. The SCC considered seriously the questions raised by faculty members about the position. President Magrath expressed his conviction of the need for the position and the importance to him of that individual's membership on the budget executive. (b) The threat of the state financial crisis to the University budget. SCC and the Senate Finance Committee (SFC) repeatedly stressed the need for due process in program prioritizing. At the SCC's request the president in November wrote the deans a reminder of the importance of consulting with faculty and students in planning budget and program changes. SCC forwarded student concerns about means for students in programs identified for eliminations to complete their degrees, and pressed for a process of evaluating programs which cross college boundaries. (c) Tuition and salary increases for '82-'83 at comparable universities, and competing tuition philosophies and the "dedicated tuition" concept. (d) University hospitals building and renewal project; implications of the delay. (e) Creation of the Administrative Development Committee, formed at the president's initiative, to help set University priorities in dealing with foundations, particularly local foundations. (f) Implications of Minnesota women's intercollegiate athletics joining the Big Ten conference. (g) Cohesion of the University, and the centrifugal pulls of entrepreneurship, of buffering against retrenchment, and of mission distinctiveness. (h) Review committees: stressing the distinction between unit reviews and personnel reviews. (i) Implications of the Mirocha service testing case.

In addition, the Consultative Committee held eight joint meetings with the Finance Committee which focused on the impact on the University of the state's financial crisis, and the process of program prioritizing within the collegiate and support units, and the process between the units and the budget executive.

The Student Consultative Committee met separately on several occasions and the Faculty Consultative Committee held eleven meetings, of which nine included conversations with the president. (See Student CC and Faculty CC sections below.)

2. FORUMS. The SCC sponsored three forums in conjunction with Senate or Assembly meetings. The purpose of the first two, on November 19 and January 28, was to discuss problems resulting from the ca. \$25 million cut from the University's biennial appropriation, and ways to deal with the cut. The subject of the April 6 forum was a short- and long-term faculty salary improvement policy.

3. SURVEY ON FACULTY PARTICIPATION IN PLANNING AND PROGRAM PRIORITIZING. The SCC was concerned that consulting on program prioritizing occur not only centrally, between the SFC and the SCC and the budget executive, but even more importantly, that it occur within the collegiate units being affected by budget cuts. The SCC surveyed such participation within the units via a faculty senator from each college, and distributed a collection of the summaries of the senators' responses to faculty senators, the Council of Academic Officers (CAO), department chairs and heads, and the MSA. In almost

all cases, the responding senator consulted with other senators and additional faculty members before writing his/her response. There were instances where the SCC was informed that unit administrators understood the practices to be different from what the senator reported. The SCC in its report made use almost exclusively of the reported faculty perception of faculty involvement in planning.

#### 4. IMPLICATIONS OF REDUCTIONS IN THE LEGISLATIVE APPROPRIATION.

(a) Appeals process for decisions on reduction, reorganization, and elimination decisions made in program prioritizing. The SCC was asked by individual units and by central offices to consider serving as an appeals body. The committee declined, believing itself too uninformed about the body of evidence relevant to each case. It instead recommended that, for a unit whose relevance clearly transcends college lines, the budget executive as a whole serve as a review panel. For an intra-college challenge to a decision, the SCC asked the budget executive to serve as a final appeal board—to determine whether the process in the unit was fair and sufficient and to hear an appeal if the internal process was found to have been inadequate. (b) Faculty salaries. While affirming the priority of faculty salary improvement, the SCC opposed in principle additional tuition increases for '82-'83 beyond those already recommended to the Regents, out of attention to the principle of accessibility and in anticipation that greater tuition hikes in one year might well prove counterproductive by lowering enrollment.

5. FINANCIAL EMERGENCY PREPAREDNESS. The Consultative Committee established a subcommittee to draft documents to develop procedures by which the University would declare and implement a state of financial emergency, should outside circumstances impose that necessity. The subcommittee drafted a section on procedures to declare and to terminate a financial emergency, and a section on faculty rights and termination procedures. First the FCC and then the full SCC studied and refined the document. The draft was submitted to offices of central administration and to several Senate committees for comments and suggestions. Because of the continuing uncertainty in the state's financial situation, the SCC hopes that a policy guaranteeing faculty rights under such an emergency situation can be developed as swiftly as possible. Revision of the Tenure Code will probably be completed within the coming academic year. The SCC sees an interim document as necessary protection.

6. STEERING. Several issues were brought to the attention of the SCC, which the committee then steered to appropriate other Senate committees: (a) Twin Cities Assembly Calendar Committee reported finding interest in a change to a semester system. The SCC created a Special Committee on the All-University Calendar, consisting of the Assembly Calendar Committee and augmented by members from Education Policy, the professional schools, and the coordinate campuses. The special committee is to report through the Educational Policy Committee. (b) Maternity leave policy. There has been no University-wide policy on maternity or parental leave. SCC directed the question to the Faculty Affairs Committee. (c) The Registrar's Advisory Committee recommended to the Senate's Student Academic Support Services Committee that it study the possibility of reinstating the letter grade 'F'. SCC steered the question to Educational Policy. (d) The special task force on Computation, Communications, and Information gave a preliminary report to SCC in the fall. SCC asked this group to keep Educational Policy and Research informed of the development of their recommendations. (3) Tenure code. When the election on collective bargaining resulted in the choice of "no agent," the SCC steered to the Tenure Committee the Tenure Code adopted by the Faculty Senate in 1973 but withheld from regential consideration pending the election. Because of many changes in the University scene, the 1973 document requires both technical and substantive review.

7. The SCC heard preliminary reports on studies initiated this year: (a) International students on campus in the coming decade—projections and implications; (b) Intercollegiate Athletics Committee inquiries, both the regularly scheduled internal review and the examination of policy and procedure questions raised by the Mark Hall case.

8. ENROLLMENT OF WOMEN'S INTERCOLLEGIATE ATHLETICS IN THE BIG TEN CONFERENCE. When the Assembly Committee on Intercollegiate Athletics (ACIA)

reversed its long-held position and voted in the spring of 1981 to recommend that the president bring Minnesota WICA into the Big Ten, the Assembly Steering Committee (the Twin Cities campus membership of the SCC) ordered that an approving vote by the Campus Assembly was required for this policy change. At its October 8 meeting, the SCC heard persuasive arguments from ACIA, coaches, and players that joining the Big Ten with the assurance of a review after one year by the faculty reps to the Big Ten and the ACIA was preferable to not joining and that any further delay would eliminate the teams from championship eligibility. The Assembly Steering Committee then voted to recommend that the WICA join the Big Ten at that time, pending review by the TCCA at its November 19 meeting. The Assembly subsequently affirmed the new affiliation.

9. POLICY REVISION PROPOSALS OF THE COMMITTEE ON THE USE OF HUMAN SUBJECTS IN RESEARCH. The SCC received the proposed policy revisions approved by a plurality of the Human Subjects Committee in early April. The proposed revisions would relax the regulations governing some categories of research, following the much greater latitude now permitted by the federal Health and Human Services Department. The SCC, sensitive to the need to protect human subjects as well as to spare the investigator needless impediments, and conscious that the technical nature of the policies document requires careful attention, has, after studying the document and listening to arguments for and against the version submitted, steered the document to the Research Committee for its consideration and recommendation, and to Business and Rules with a request that it structure rules to guarantee an informed and comprehensive consideration of the motion when it comes to the Senate. The motion presumably will be brought to the first Senate meeting of the fall quarter, 1982.

10. The SCC chairman convened the Facilitative Committee of the Senate once in each quarter. The committees participating this year were Business and Rules, Committee on Committees, Educational Policy, Equal Employment Opportunity for Women, Faculty Affairs, Finance, Judicial, Library, Physical Plant and Space Allocation, Planning, Research, Social Concerns, and Tenure. Current activities of each of the committees were described by representatives (usually the chair) in an effort to keep participation in the governance system as well informed as possible.

11. SEARCH PROCESS FOR A VICE PRESIDENT FOR HEALTH SCIENCES. President Magrath asked the Consultative Committee to recommend six faculty members and one student member to the search committee, and accepted the subsequent recommendations. The FCC was among the groups to interview the final candidates for the position and submit its assessment to the president.

12. STUDENT CONSULTATIVE COMMITTEE REPORT BY KIT WISEMAN, CHAIR. The Committee started the year out with a bang. Sue Pribyl, the former chair, hosted an evening-long orientation for all the new members to discuss the important issues, to get to know each other, and to learn some of the formalities of the Senate Consultative Committee. During the year we discussed with the faculty all the issues coming to the floor of the committee.

Our major role besides participating at our committee meetings was to keep the respective campus student governments, the representatives to the Board of Regents, and other students groups aware of what was happening at our meetings. Some of the more important topics included reinstating the F grade, tuition increase, membership in the Big Ten, the financial crisis, athletes' scholarship, sexual harassment, and the possible calendar changes.

In November the students selected a slate of representatives to the Board of Regents from each of the five campuses. And more recently we have been recruiting students for several Senate committees. These recommended slates will be presented to the Senate at its May 20 meeting.

Student SCC spent time individually as well as collectively during the year with central administration at breakfasts, meetings, and over the phone on issues ranging from retrenchments, students service fees, tuition increase, and more retrenchments. Because so much time has been devoted to planning in the midst of this recent financial crisis, the student SCC attempted a survey on student participation in planning at the collegiate level.

Unfortunately because of time commitments, lack of interest, and little involvement and knowledge about these committees, the survey response was limited. A summary will be out on May 20.

Overall the student SCC participated widely in their respective student governments and on issues of great importance on their campuses. As the chair, I tried to get the coordinate campus members more involved than in previous years. And all were encouraged to give student opinion whenever and wherever possible.

Although the year was successful, as student chair I want to make a few suggestions for next year. First of all, a student vice chair should be selected from a coordinate campus if the chair is from the Twin Cities, or vice versa to aid with the communication between committees and to get the coordinate campuses more involved. Second, at the beginning of the year three issues should be chosen to really work on, i.e. academics and intercollegiate athletics, changes in the calendar, student participation at the collegiate level, tuition, and retrenchments. Third, the student SCC should work actively to get more students involved in the University Senate. And, fourth, students should continue to participate actively in their respective student governments as well as performing their duties as SCC members.

13. FACULTY CONSULTATIVE COMMITTEE. The FCC was among the groups to interview the final candidates for the new position of general counsel and report its assessment to the president. The FCC discussed by itself and with the president options for encouraging voluntary early or phased retirements; the need for a long-range faculty salary improvement policy and charged SCFA with developing one; in January asked President Magrath to request that the Regents forward a faculty salary augmentation request to the legislature during its then current regular session, but the president replied that time was insufficient to complete the necessary steps; discussed implementation of the consent decree which arose from the Rajender case, and examined the rule changes ordered by the special masters; heard an interim report from the joint faculty/administrative task force on "Barriers to Faculty Productivity"; heard reports from faculty legislative liaison Peter Robinson and obtained continuation of this liaison on a part-time basis through the summer; named the special committee charged with nominating a double slate for the Assembly Committee on Committees; nominated faculty members for terms on Senate Committees on All-University Honors, Business and Rules, Planning, and Finance, and the Assembly Committee on Intercollegiate Athletics.

The FCC sent two representatives, John Howe and Doug Pratt, to the second annual meeting of the Midwest Faculty Governance Conference, held January 30 at O'Hare International Airport. The conference is arranging for exchanges of documents among the participants which might be of mutual value.

Pat Swan and John Howe, members of both the SCC and the SFC, were part of a University contingent which visited the University of Washington in January to consider responsible means of dealing with financial crises.

Vice President Hasselmo arranged for the FCC a briefing on the Mark Hall case shortly after Judge Miles Lord's injunction, to inform the FCC on the implications for the University's academic integrity implicit in the case.

The FCC met quarterly with the Regents. Topics at the fall meeting were the University's consulting and service testing policies, and the tenure code revision passed by the Faculty Senate in 1973. The topics for the winter quarter meeting were the planning process for establishing program priorities, and the implications of the very modest faculty increase available for 1982-83. The tentative item for the spring meeting is the proposed financial emergency document.

#### 14. ITEMS CONTINUING AND ANTICIPATED IN 1982-83.

- Policy revisions for Committee on Use of Human Subjects in Research.
- Assure continuance, presumably at departmental level, of course and teaching evaluation in the absence of the Measurement Services Center.
- Calendar modifications.
- Representation of academic professional class in the Senate.
- Representation of civil service employees on Senate and Assembly Committees.

- Reinstitution of the letter grade 'F'.
- Revised version of 1973 Faculty Senate-approved tenure code.
- Attend to the match-up between University program prioritizing and long-range planning and the budgetary savings actually achieved.

**DOUGLAS PRATT**  
Chair

*Accepted*

## **XI. SENATE COMMITTEE ON COMMITTEES**

### **ANNUAL REPORT**

The Committee on Committees has met periodically during the year for the purpose of nominating new committee members and considering changes in the present committee structure. This year the Committee fully implemented the new constitution, which changed the Committee's appointive powers in significant ways. In order to fulfill the requirement that a specified number of appointees be senators at the time of appointment, the Committee surveyed all Senate members as to their interests in committee service and used this information extensively in its deliberations. Next year a similar survey will be sent to new members of the Senate. Due to the high cost of data collection, computer analysis, and reporting, the survey of all faculty members was not undertaken in view of the budgetary situation. The Committee is still considering alternative, low-cost methods of obtaining responses from the faculty. Recommendations from present committee chairs and department chairs continue to be useful in providing names of possible appointees.

Besides the primary task of making appointments, the Committee also spent considerable time in studying a request for increased representation of civil servants on some committees. Study of this issue will continue.

Finally, the Committee considered how the present committee structure could most effectively further the aims of liberal education and suggests the change outlined in an accompanying action item.

**MARY CORCORAN**  
**VIRGINIA GRAY**  
Co-chairs

*Accepted*

## **XII. SENATE COMMITTEE ON FACULTY AFFAIRS**

### **ANNUAL REPORT**

1. **MEMBERSHIP AND MEETINGS.** The Committee met eleven times between November 17, 1981, and April 30, 1982. A final meeting is scheduled for May 21, 1982. The members were Roberta Armstrong, Ellen Berscheid, Mario Bognanno, Thomas Clayton, Frank Enfield, Roland Guyotte, Leonid Hurwicz, Hugh Kabat, George Sell, Benjamin Senauer, Marilyn Sime, Marvin Stein, Robert Ulstrom, and C. Arthur Williams, chair. Betty Robinett served as an ex officio member. Gordon Mork represented the Faculty Retirees' Association. Hugh Kabat served as the SCFA representative to the Senate Finance Committee, with Thomas Clayton and Frank Enfield as alternates. As in the past years, the Committee is deeply indebted to Marilee Ward for her valuable secretarial services and to Harold Bernard, Director of Employee Benefits, for his extremely helpful technical assistance.

2. **SICK LEAVE, MATERNITY LEAVE, PATERNITY LEAVE, ADOPTION LEAVE, AND FAMILY LEAVE WITHOUT PAY POLICIES.** SCFA spent considerable time drafting new sick leave, adoption leave, and family leave without pay policies. This activity was



generated by individual claims and joint petitions filed under the Rajender consent decree. However, it also included an examination of many issues other than possible unfair discrimination against women faculty members. These policies will be presented for action as a separate agenda item at the May 20 meeting of the Senate.

3. LONG-RANGE SALARY IMPROVMENT OBJECTIVE. A subcommittee of SCFA, chaired by George Sell with Mario Bognanno, Robert Holt, and Ben Senauer as members, has developed a long-range salary improvement objective. SCFA will also seek Faculty Senate endorsement of this goal at the May 20 meeting of the Senate.

4. DISTRIBUTION OF 1981-82 SALARY IMPROVEMENT FUNDS. After a lengthy discussion at its November 17, 1981, meeting, SCFA directed the chair to send to the president the following recommendation regarding the distribution of 1981-82 salaries monies:

Assuming an average salary increase of 8% to 10%, SCFA recommends that (1) each faculty member be granted a \$1,000 across-the-board increase; our crude estimate suggests that such an across-the-board increase would cost about 3% of the salary increase percentage; (2) each faculty member be granted a 2.16% across-the-board increase; this 2.16% is tied to the internal retrenchment percentage designed to provide salary increase monies; and (3) the remaining monies, estimated at about 3% to 5%, be distributed on a merit basis. SCFA also recommends that as much of the salary increase monies as possible be granted immediately to faculty members. In other words, as little monies as possible should be retained for other purposes at either the central administration, college, or department level. Finally, SCFA recommends that the average salary increase percentage for top administrators not exceed the average percentage increase for faculty members.

SCFA also discussed whether graduate assistant salaries should be increased, as in the past, by the average salary increase percentage. The Committee understands that graduate assistant salaries at Minnesota are more competitive than are senior faculty salaries. Furthermore, because some faculty members receive considerably less than the average salary increase percentage, graduate assistant salaries have increased relative to those of many of the senior faculty for whom they work. On the other hand, graduate assistant salaries are much smaller than faculty salaries, and the dollar increases are small in absolute amounts and relative to senior faculty increases. The Committee decided not to make any recommendation on this matter but to bring the opposing arguments to the president's attention.

5. 1982-83 SALARY INCREASE AMOUNTS AND THEIR DISTRIBUTION. At SCFA's request, the Senate Consultative Committee and the administration joined SCFA in sponsoring a forum following the April 6 Senate meeting on (1) 1982-83 salary increases and (2) a long-range salary improvement goal. SCFA was concerned that, if the University obtained more monies from further retrenchments or tuition increases, the average faculty salary increase next year would be only 5.3%. Through the forum SCFA hoped to obtain more information on the trade-offs involved and faculty opinions concerning these trade-offs. SCFA also sought reactions to several proposals that would raise the salary base at the end of next year more than the average salary increase. Various opinions were expressed but a straw vote did indicate general agreement that the University should not retrench any further during 1982-83 to support higher salary increases. Reaction was also generally positive to an administration proposal that would produce a 6.5% in the average salary base by paying no salary increase the first two months. The actual average 1982-83 salary increase would be 5.3%. Vice President Keller indicated that, because of the timing of the budget cuts this biennium, during the following biennium monies would be available from existing sources to sustain the difference between the 5.3% and the 6.5%.

At its April 16 meeting SCFA instructed the chair to send the president the following recommendations:

1. Although the Committee believes a 5.3% average increase next year is much less than the percentage that could be justified, SCFA does not favor any additional retrenchments in academic units to fund higher increases. The retrenchments already scheduled for next year will by themselves have serious negative impacts on the quality

of education at the University. In the long run, however, faculty salaries must be increased substantially.

2. SCFA endorses in principle the proposal advanced by Vice President Keller at the April 6 meeting of the Senate in which he suggested that salary increases be deferred two months in order that the salary base might be increased 6.5%, not just 5.3%. In its previous discussions SCFA was concerned about the ability of the University to sustain a salary base increase that would exceed 5.3%, but is pleased that because of the timing of budget cuts the 6.5% is sustainable. SCFA does, however, have some technical questions. To treat 9-month and 12-month appointees equally, the deferral period should be shorter for 9-month appointees than for 12-month appointees. For example, if 12-month appointees do not receive any increase for the first two months or one sixth of 12 months, the deferral period for 9-month appointees should be one-sixth of 9 months, or 1½ months. The Committee also recommended that persons teaching or doing research during the summer session have their deferral period adjusted to reflect this service.
3. SCFA discussed at great length how the average 6¼% increase should be divided among collegiate units and faculty members:
  - a. SCFA recommends that each dean receive enough monies to fund a 6.5% average salary increase for the faculty in his or her unit. The dean should be permitted to retain up to 0.5% of the 6.5% from his or her original department salary allocations to meet any special situations later. However, by the time the unit submits its budget to the Central Administration, the dean should have allocated to individuals all salary monies.
  - b. Each faculty member should receive a 2% (out of 6.5%) across-the-board increase up to a maximum of \$800. The remainder of the salary monies, which would be slightly more than 4.5% of academic salaries, should be distributed on the basis of relative performance. Some SCFA members favored limiting the across-the-board increase to no more than 2%.

6. MILLS II OPTIONS. On May 14, 1981, the Faculty Senate approved an SCFA motion that seven changes in the Faculty Retirement Plan be adopted in principle. One recommended change would permit faculty members to have their voluntary Mills II contributions placed in some investment other than the insurance annuities provided under the present plan. The University administration has agreed that such a change should be made and has asked SCFA to recommend some alternative investment media. A subcommittee chaired by Richard Goldstein is currently exploring these alternatives and intends to report its findings during the Fall. The other subcommittee members are Harold Bernard, Paul Jessup, and Andrew Whitman.

7. ACTION ON OTHER FACULTY SENATE RECOMMENDED CHANGES IN THE RETIREMENT PLAN. During this academic year, the Board of Regents adopted, effective this Fall, a 1980 Senate-endorsed SCFA recommendation that future contributions to the basic retirement plan be used, starting July, 1982, to purchase annuities on a unisex basis. Northwestern National-Minnesota Mutual has agreed to issue annuities on this basis but, because of some legal uncertainties, TIAA-CREF has decided to defer offering unisex annuities. For this reason the TIAA-CREF option will not be available under the basic plan until TIAA-CREF decides to offer unisex annuities.

In addition to this important change, the Regents have approved an SCFA-endorsed administration proposal that will further increase benefits for most current or past women faculty members. For covered service prior to July 1982, these women will in effect receive the pension they would have received if their earlier contributions had been used to purchase annuities based on male mortality rates.

Mention has already been made of the administration's intent to increase the number of investment options available under Mills II. The administration has also agreed to implement three other SCFA-recommended changes approved by the Faculty Senate on May 14, 1981. These changes are (1) a new increasing pension option (implementation now under study), (2) a new joint and two-thirds survivorship annuity option, (3) new phased retirement agreements. Action was deferred on the other three recommended

changes, all of which would require the University to contribute substantially more funds to the retirement plan. These three changes would be (1) a new higher minimum benefit, (2) more liberal early retirement benefits, and (3) higher benefits for currently retired faculty. SCFA has expressed its continuing strong support for these changes.

8. SEPARATION PAY, EARLY RETIREMENT, AND PHASED RETIREMENT AGREEMENTS FOR FACULTY MEMBERS IN DESIGNATED UNITS. Last December the administration asked SCFA to review a proposal for three voluntary options (separation pay, early retirement, and phased retirement agreements) that colleges might wish to make available to faculty members in programs designated for curtailment or termination. SCFA suggested several changes in the proposals, many of which were incorporated in the first proposals adopted by the Board of Regents on March 12, 1982.

9. RETIREMENT PLAN ELIGIBILITY AND WAITING PERIOD REQUIREMENTS. Another issue raised by individual claims and joint petitions under the Rajender consent decree was whether the eligibility requirements and waiting periods in the retirement plan discriminated against women faculty members and whether those waiting periods should be reduced. Currently part-time faculty members are not covered. There is no waiting period for faculty members appointed as associate professors or professors, but assistant professors and research fellows must serve two years before they can participate. Instructors and research fellows must wait three years. SCFA sent the following recommendations to the president:

1. Continue present policy regarding part-time faculty members. To cover all or most part-time persons would increase the cost of the plan substantially. Unless the University finances these additional costs, some other features of the plan such as benefit levels would have to be made less favorable. If additional University monies are available, SCFA recommends that other features of the present plan such as a higher level of minimum benefits for present and future retirees would be a more important place to invest these monies.
2. Continue the two-year waiting period for assistant professors and research associates. Eliminating this waiting period would also increase the cost of the plan substantially to achieve what to SCFA seems a less important improvement than several other changes that might be made. Federal law (the Employee Retirement Income Security Act) requires coverage after age 25 and one year of service but does not require vesting of benefits purchased by employer contributions during the first 10 years. If the plan provides full and immediate vesting, which the faculty plan does, the experience requirement can be 3 years. Many colleges and universities have similar waiting periods. Many persons who join the University of Minnesota faculty as tenured associate or full professors and thus benefit from no waiting period have already completed a waiting period as an assistant professor at another school.
3. Continue the three-year waiting period for instructors and research fellows. If the additional costs were small, SCFA would favor reducing this waiting period from 3 years to 2 years. However, a cost analysis indicated an annual cost, based on 1981-82 experience, of almost \$185,000. This amount exceeded SCFA's expectations and is substantial relative to the importance of the change.
4. Allow full-time non-student employment before a break in service to count toward the waiting period regardless of the duration of the break. Eliminating the present five-year limit should not be too costly, but the beneficial effects on some individual faculty members would be great.

In making these recommendations SCFA considered only tangentially their relative impact on men and women faculty members. SCFA does not have a sufficient data base to judge the relative effects of the present provisions, but it believes that if females have been affected more adversely by the full-time and waiting period requirements, University hiring practices may need to be corrected, but not the retirement plan. SCFA, however, has demonstrated its awareness of and concern for the possibility of sex discrimination in pension plans. During 1980-81 SCFA recommended and pushed strongly for using a unisex table in computing benefits at retirement because the problem in that case was

inherent in the pension plan. Finally, if it is true that for any reason a higher percentage of women have more than a 5-year break in service, recommendation 4 should benefit women more than men. SCFA's decision, however, was based on the benefit impact on both men and women relative to the likely costs.

10. **PENSION PLAN INVESTMENT RETURN EVALUATION.** Because the pensions received by retiring faculty members depend so heavily on the rate of return credited on pension plan contributions, SCFA decided last Fall that an evaluation of these returns by an objective source would be highly desirable. Several years ago SCFA obtained such an evaluation and recommended that it be updated periodically. Consequently SCFA requested funds from the administration for this purpose. In the meantime the University's financial situation worsened and the University has been considering the annual publication of a formal report on pension plan returns by the Office of Investment and Cash Management. As a result, instead of seeking an external evaluation at this time, SCFA has decided to become involved in developing a meaningful internal report.

11. **CONSULTING POLICY.** In 1975 the Senate approved a consulting policy developed by an ad hoc Committee on Faculty Accountability chaired by Professor John G. Darley. Implementation of the policy was deferred because of the cease-and-desist order imposed until the faculty voted last Fall against unionization. SCFA was asked to determine whether the proposed policy was still appropriate. After reviewing the policy and the ways in which it differed from the 1973 compilation of existing practices, SCFA concluded that the new policy improved on existing practices and, with one exception, deserved a trial period. The policy itself states that after the policy has been in effect for one complete academic year, the vice president for academic affairs should report to the Faculty Senate how it is working and recommend any changes he or she deems appropriate. A motion to amend the plan in one respect will be presented at the May 20 Senate meeting.

12. **OTHER ITEMS.** SCFA also discussed several items, most of which will be continued on next year's agenda:

- a. **Withdrawal from the Social Security System.** The Social Security Act permits state and local government employers to pull out of the Old Age, Survivors, Disability, and Health Insurance program after giving the Secretary of Health and Human Services two years' notice. Alaska is the only state that has withdrawn all of its employers from coverage. Political subdivisions in California, Georgia, Louisiana, and Texas account for most of the other withdrawals. SCFA was asked by some faculty members whether it would be desirable for the University of Minnesota to withdraw from the system. The issue is extremely complex. The principal arguments in favor of withdrawal are the rapidly increasing cost of OASDHI contributions to both the University and the faculty member. The principal arguments against withdrawal are whether OASDHI benefits could in fact be replaced at a lower price, the substantial benefit reduction that some groups of employees would suffer, and the likelihood that Congress will soon mandate coverage for all state and local government employees. After studying some articles on this subject SCFA decided not to recommend withdrawal.
- b. **Professional liability insurance.** The University attorney has been asked to compare the protection provided under the University's professional liability protection program for faculty with that provided under professional association insurance policies. SCFA has also recommended that faculty members receive more information concerning the University's program.
- c. **Free college tuition for children of faculty members.** SCFA discussed arguments for and against such a program but decided to refer this issue to next year's Committee.
- d. **Flexible benefits.** A relatively new development in employee benefit planning is a program under which employees can choose among various levels and forms of compensation subject to an overall maximum amount. Usually the trade-off is among, say, death benefits, medical expense benefits, disability benefits, and pensions. This item was referred to next year's Committee.

- e. Individual Retirement Accounts. Through an item in *Brief*, SCFA notified faculty members that they may now invest in an Individual Retirement Account even though they invest the maximum amount permitted under Mills II.

**C. ARTHUR WILLIAMS, JR.**  
Chair

*Accepted*

### **XIII. SENATE JUDICIAL COMMITTEE**

#### **ANNUAL REPORT**

Since the previous report, dated May 1, 1981, a total of ten complaints have been brought to the Senate Judicial Committee. Of these, two were denied. In one instance the complaint was not made within the prescribed thirty-day period. The second came from a campus that had voted for union representation, and the union rejected provisional jurisdiction of the Senate Judicial Committee. Of the remaining eight cases, one has been settled and withdrawn prior to the pre-hearing conference; a second has been heard and findings will be forwarded to the president; a third may be settled without going to a hearing. Four cases are still before hearing panels, and one awaits the appointment of a hearing panel. In addition, two faculty members have indicated intent to file grievances arising from denials of tenure this spring. If so, they will be held over for hearing before next year's committee.

This year the Committee received a variety of complaints, including non-promotion, denial of tenure, infringement of faculty rights under the Tenure Code, and one attempt to remove a tenured faculty member for cause. In one complaint the issue of jurisdiction arose from a complaint that had originally been raised in 1978 but had not been heard within the academic unit. Upon appeal, the Senate Judicial Committee agreed to hear this complaint on issues that involved alleged violations of faculty rights under the Tenure Code.

At the beginning of the year the Senate Judicial Committee did not have a full complement of twenty members. This shortage led to delays in the appointment of hearing panels, as the Chair wished to avoid requiring double service from committee members on hearing panels. In its effort to add members to the Senate Judicial Committee, the Senate Committee on Committees encountered reluctance of faculty members to serve on the Senate Judicial Committee, given the burdens associated with membership on the committee's hearing panels. The large number of faculty who have declined service on the Senate Judicial Committee this year should be brought to the attention of the Senate, although it is difficult to see what steps might be taken to ensure more willing faculty service on the Senate Judicial Committee.

Another problem stemmed from a particularly difficult and protracted hearing in which a number of witnesses refused to testify despite efforts of the hearing officer and both parties to secure cooperation. The committee considered this problem without reaching a solution that would assure the cooperation of witnesses in hearings. As a result of the refusal of witnesses to testify, this hearing has been greatly delayed.

The Senate Judicial Committee changed its Rules of Procedure to allow each party to a dispute to make one peremptory challenge of a hearing panel member. Any other challenges must be made in writing, and the procedures for handling such challenges have been clarified.

It is to be expected that the number of complaints before the Senate Judicial Committee will increase in the coming year as a result of decisions to reduce or phase out programs throughout the University. Moreover, given recent court opinions, there may be cases involving faculty members whose appointments are not regular but who may claim that they had reasonable expectation of eventual regular appointment. In such cases, the question of Senate Judicial Committee jurisdiction may arise with greater frequency.

During the course of one complaint, which was eventually settled prior to hearing, a question emerged of establishing who was the complainant and who was properly the respondent. Virtually all complaints to the Senate Judicial Committee have come from

faculty members seeking redress from actions taken by the University administration. According to Senate Judicial Committee Rules of Procedure, the burden of proof rests with the complainant, and the respondent is required to answer the complaints raised. However, when the University seeks to remove a tenured faculty member for cause, it would seem that the "complainant" in this event is the University official seeking dismissal, and the "respondent" is the faculty member responding to the charges levelled against him or her. The requirement for a specification of charges and the burden of proof should logically fall upon the initiator of the action to remove for cause. This problem has been infrequent in the past, since only one case involving removal of a tenured professor for cause had occurred between 1945 and 1977. Recently there have been three such cases, and the one this year, which received a great deal of publicity, revealed the incongruity of existing definitions that cast the faculty always in the role of complainant. It may be that the Senate Judicial Committee Rules of Procedure should be revised to place the burden of proof on the party initiating the action, in this case the administration seeking to dismiss a tenured faculty member.

The Chair of the Senate Judicial Committee wishes to take this opportunity to commend the faculty members who have served on this year's committee. Their efforts deserve recognition and appreciation.

**KIM MUNHOLLAND**  
Chair

*Accepted*

## **XIV. SENATE COMMITTEE ON RESEARCH**

### **ANNUAL REPORT**

The Committee discussed at length proposed agreements with Genetics, International whereby University investigators can research in the field of recombinant DNA—discussions focused on the legitimacy of the company, areas of research covered by the agreement, manners of voluntary involvement, proper controls of the University, nature of royalty payments, and the "equity" position of the University in the company. An annual review would take place within the Freshwater Biological Institute. The matter lies in the hands of the vice president for academic affairs.

Responding to the need for matching funds to help initiate new research, the Committee recommended to the vice presidents that the 2-1½% indirect cost recovery funds be retained centrally; that proposals of no less than \$10,000 for matching funds or seed projects can be submitted four (4) times a year (on 15th of January, April, July, and October) and are evaluated by the General Research Advisory Committee; that submissions include copies of proposals to other funding agencies, and that recommendations go directly to vice president of academic affairs (or health sciences).

The Committee recommended to the University Patent Committee that, in regard to the royalty-sharing provision in the present patent policy, the first \$10,000 and the next \$40,000 be shared—the amendment to the current Table I, labelled "Patent Income Sharing Plan," was presented to the Senate on April 8 and passed.

The Committee examined revisions concerning "effort reporting" by the Office of Management and Budget (OMB) and, in particular, "Cost Principles for Educational Institutions"; it reviewed the controversy over "accountability" demanded by federal agencies and the "burden" of continually reporting details, and considered alternatives. Mr. A. R. Potami reported that ORA considers OMB's recently proposed revisions less cumbersome and suggested "quarterly" reports as the best solution. The Committee will continue examining efforts to reach a *modus vivendi* with OMB.

The Committee on the use of Human Subjects in Research sent its revised policies for comments before presenting them for action to the Senate in November 1982. Proposed changes are discussed and possible amendments are being considered.

Concerning the debate over who are the best purchasing agents, principal research

investigators or the University's current professional staff, the Committee generally agreed that the two are not—and need not be—mutually exclusive.

The Committee discussed the president's "Development Committee" in terms of its intention to review significant proposals being directed to foundations. Dean Warren Ibele, Graduate School, reported efforts to 1) encourage individual proposals, 2) formulate more efficient institutional requests, and 3) help raise the level of applications.

With the help of Vice President Ken Keller, the Committee is considering the preparation of some kind of inclusive report or white paper on "research" and its "development" at the University. Some issues raised are the "special connections" of research to teaching, "qualitative" vs. "comparative" judgments, "stimulation or promotion," and "collaborative" research.

The Committee will also look into the problems that might develop as the University, on the one hand, is forced more and more to go to new sources for research support and, on the other, may need to create internal review mechanisms as the Department of Defense approaches University investigators for fundamental, non-secret research.

**ANTHONY N. ZAHAREAS**  
Chair

*Accepted*

## **XV. SENATE COMMITTEE ON SOCIAL CONCERNS**

### **ANNUAL REPORT**

The Committee met eight times during the academic year. Most of the activities are ongoing.

Considerable time was spent on the surveillance issue, which was assigned by the Senate Consultative Committee. (SCC). An Ad Hoc Committee on Surveillance was established to study the questions involved in surveillance of foreign students or faculty on campus. Several contacts were made and some input received. Additional information is being sought prior to preparation of a recommendation to the Senate.

A letter expressing concern about the employees to be laid off due to budget cuts was sent to President Magrath and University Personnel Director William Thomas.

The Subcommittee on Equality of Opportunity for Women reached a consensus that it concentrate on issues related to professional/administrative employees, civil service, and students, as faculty have other channels to express concerns and seek support. Data have been requested from the Equal Opportunity and Affirmative Action Office and from University Personnel regarding layoffs to review and propose supportive efforts for these employees. Other concerns include financial aid for female students and orientation of new faculty.

The Subcommittee on Social Responsibility in Investments experienced considerable frustration this year regarding recommendations on proxy votes on shareholders resolutions presented to corporations in which the University holds stock. Background materials necessary for thoughtful consideration of both sides of issues raised by resolutions were often not received from the corporations in sufficient time to permit the subcommittee to formulate recommendations, and send through SCC to Vice President Bohlen within the specified timelines. Consequently, a motion was passed and forwarded to SCC indicating that, when such situations occur, the recommendation should be considered to be in support of abstention rather than a vote either for or against the resolution. If the University should vote to abstain in these instances, the vice president would be encouraged to inform the corporation involved of the reasons behind the decision.

The Police Advisory Committee, which reviews activities of the University Police Department, has contacted Chief Wilson and Lillian Williams, Office of Equal Opportunity Director, to determine appropriate procedures. The review could not be conducted last year while collective bargaining was in progress.

**PATRICIA A. WILLIAMSON**  
Chair

*Accepted*

## **XVI. SERVICES FOR THE HANDICAPPED COMMITTEE**

### **ANNUAL REPORT**

The Senate Operations Committee on Services for the Handicapped is a recently organized Senate Operations committee. It was created at the recommendation of and as the successor to the University Committee for the Handicapped, an ad hoc committee, chaired by Professor Maynard Reynolds, which met during the 1978-79 school year to advise the president on policies and services which should be instituted for the handicapped.

This Senate Committee was constituted in the fall of 1980 and appointed during the winter of 1981. Thus far, the Committee has held three meetings during the spring of 1981 and two meetings a quarter this year. Since the Committee did not begin to meet until last spring, it was decided to include the 1981-82 activities of the Committee in a single report for the spring of 1982.

The Committee set as its major goal the task of systematically reviewing the recommendations set forth in the September, 1979, Report of the University Committee for the Handicapped. Since the interval between the two committees had witnessed significant developments in services and other access provisions for the handicapped, the Committee decided it would be appropriate and useful to reconsider the earlier recommendations with a view toward sharpening their focus and making refinements that would guide and facilitate administrative efforts to implement them. In its work on this task, the Committee has received cooperation and assistance from the vice president for student affairs, the senior officer to whom the president has delegated responsibility for administering services to the handicapped and coordinating handicapped student access provisions. Policy questions of special concern have been referred to the Committee for review and advice.

During the fall of this year, the committee submitted to the vice president for student affairs a report setting forth its recommendations on a variety of questions related to policy clarification and implementation. This document is included as a major part of this report. Since the submission of the report, the Student Affairs administration has been taking steps to put the Committee's recommendation into effect. Of particular importance is the plan of action, drawn up in consultation with the Committee for helping colleges and departments organize their efforts to provide cooperation to handicapped students. At its April meeting, the Committee reviewed materials submitted by the handicapped student coordinator on the Duluth campus describing the operation of the accommodations plan in effect on the Duluth campus. No recommendation was made to implement this plan on the Twin Cities or other coordinate campuses. The consensus of the Committee was that it should monitor the working of this plan and assess the effectiveness of its various provisions as more information becomes available.

The committee has completed its review of most of the recommendations appearing in the 1979 Report of the University Committee for the Handicapped. These recommendations have been broadly endorsed, and the changes that have been made consist of refinements, mostly of a minor nature, intended to increase their precision. The complete set of recommendations, together with the Committee's proposed refinements, will be submitted to the Senate for approval in the Committee's next report.

Committee members serving this year are Lloyd Lofquist (chair), Michael Baizerman, Nancy Crewe, Mary Klarens, Jack Merwin, Ellen Ordway, John Schmidt, and Roger Drevicke (ex officio).

#### University Committee for the Handicapped 1981 Recommendations

During the 1980-1981 academic year, the University Committee for the Handicapped met three times to review policy and program concerns related to the handicapped. During these first meetings, the Committee devoted its attention to two general areas: 1) a review of handicapped student service measures submitted to the Committee by Vice President Wilderson for policy consideration, and 2) an assessment of the merits and implementation of the recommendations submitted to President Magrath by the 1978-1979 University Committee for the Handicapped (the Reynolds Committee) in its year-end report.



The following report sets forth the observations and recommendations of the University Committee for the Handicapped as recorded in the minutes of its meetings. The content is the same as that presented by the University Committee in its verbal report at the May 27, 1981, Administrative Steering Committee meeting.

- 1) Request for information on the functioning of the Duluth accommodations plan. The Duluth accommodations proposal was referred to the University Committee for the Handicapped for consideration by Vice President Wilderson. Drawn up by staff at Duluth and implemented on that campus, it specifies kinds of accommodations students may request and sets forth procedures for making requests and settling differences.

The accommodations agreement generated a good deal of discussion from Committee members. Several questions were raised, including how extensively it is being used and how effective it is proving to be in furthering cooperation between students and faculty. Other areas discussed related to its impact on student independence and its compliance with right to privacy laws.

The Committee concluded that, although the initiative undertaken by Duluth is helpful, no recommendations should be made to implement such an accommodations plan on a University-wide basis. It was agreed that Duluth's implementation of the plan might be especially beneficial in providing useful information on how effective the methods of arranging for accommodations are working in practice. Accordingly, it was decided to ask Duluth to share its experience with the Committee. Committee members indicated they would like objective data, on both student and faculty reception of the agreement, which they could use in assessing the effectiveness of the plan. It was thought that the target date of November 1 would afford staff on the Duluth campus sufficient time to collect such information.

- 2) Refinement of the Reynolds committee recommendation on the structure of services. After first reviewing the concept of the Reynolds committee recommendation on the structure of services, which calls for a distributive model, and then considering present practices, the Committee discussed ways in which academic units might consistently organize their efforts to work with handicapped students.

The Committee decided to recommend that these efforts should be organized more systematically than now at two key levels. A staff person in each college office should be designated as a handicapped student affairs coordinator. The college coordinator should be responsible for ensuring that modifications to college procedures and services are available to handicapped students where appropriate. Provision for early registration was cited as one example.

It was agreed that arrangements should be made so that when appointed, faculty contacts and college coordinators can receive appropriate information in such areas as the needs and abilities of students with various handicaps and the nature of campus and other resources available to students and faculty.

- 3) Assessment of the implementation of the Reynolds committee on administrative provisions. With respect to the Reynolds committee recommendation on administrative provisions, the Committee noted the importance of according high level administrative attention and leadership to access considerations that involve all units of the University and to access problems that often cross vice presidential and campus lines.

The Committee then discussed the pertinent provisions of the president's December 26, 1969, memo to COG on the Reynolds committee report. These included the designation of Vice President Wilderson as the responsible administrator and the creation of the administrative steering committee to assist him in considering and coordinating the University-wide efforts to improve access.

The conclusions of the Committee's discussion of this agenda item were as follows. The Committee approved the second recommendation as sound in concept. In addition, the Committee held that the designation of Vice President Wilderson as the coordinating authority and the creation of the Steering Committee as the vehicle for providing administrative leadership and coordination for University-wide efforts to improve access fully implements this recommendation.

- 4) Endorsement of the Reynolds committee recommendation for Committee provisions. After discussing the Committee plan set forth in the third recommendation of the Reynolds committee, the Committee endorsed the concept of the recommendation. The Committee noted the modification to the recommendation which the president made in his December 26, 1979, implementation plan. Instead of providing for separate committees on student services and academic programs, he called for the creation of a single program access committee that would address problems connected with access to both student service and academic programs. The Committee supports this change. After reviewing the status of current committee operations, the Committee suggested a number of improvements.
- A) University Committee for the Handicapped. The Committee noted that the recommendation to provide for a policy advisory committee concerned with all handicaps has been implemented through the constitution and appointment of this committee, the University Committee for the Handicapped. The Committee recommended that in order to improve communication among the committees, the chairpersons of the two working committees should be appointed as members to the University Committee for the Handicapped.
- B) Physical Access Committee. The Committee noted that the Physical Access Committee has been functioning for many years. The Committee for Improved Access, the Physical Planning Office's long-standing staff committee on physical access, is helping to prioritize the projects that will be financed from the capital funds appropriated by the Legislature for facilities modifications for the handicapped. Members of the Committee expressed interest in the composition, operation, and mandate of the Physical Access Committee. The Committee decided to ask the Administrative Steering Committee for information about this committee: who is serving on it, how it is operating, what its role is in connection with physical access policy formation? It was suggested that the working committee on physical access might welcome guidance where appropriate from the policy advisory committee for the handicapped.
- C) Program Access Committee. The Program Access Committee was the subject of a good deal of discussion. The Committee expressed concern over the delay in the formation of this committee and urged its establishment as quickly as possible. As a gesture intended to be constructive, committee members suggested charge and membership possibilities which the administration for handicapped programs might find helpful in its process of developing plans for the Program Access Committee's formation and operation. In terms of membership, the Program Access Committee might include (either on a regular or a special consultant basis) representation from handicapped students and from handicapped student and key student support service offices. As its core, the Committee might be comprised of representatives from the college office staff who are designated as handicapped student coordinators and from the regular faculty who are designated as departmental contacts. Such membership would give the Committee various key assets including experience with student problems and alternative coping strategies, expertise in categories of accommodations and special problem solving, familiarity with University and community resources, informed perspectives on rules and procedures, expertise in essential and nonessential standards and requirements of both an academic and technical nature, and credibility with the teaching faculty. It was suggested that, in addition to learning and teaching perspectives, the Committee might find perspectives related to career planning and counseling important to its work. In terms of its charge, the Committee might be asked to carry out such activities as the following: identifying problems related to access to programs for students with various handicaps and seeking solutions to these problems where possible, collecting and disseminating information on community resources and other forms of help, identifying barriers and opportunities for students with respect to academic program course requirements and vocational options.

**LLOYD LOFQUIST**  
Chair

## XVII. SENATE LIBRARY COMMITTEE

### ANNUAL REPORT

The Senate Library Committee has met six times during the 1981-82 academic year, on November 13, December 4, January 13 and 29, February 24, and April 16. It is planned to hold a seventh, final meeting on May 14th at the G. H. Tennant Memorial Library of the Gray Freshwater Biological Institute in Navarre, Minnesota (traditionally, the last meeting of the year has been held at a part of the Library system outside of the Twin Cities campus).

The work of the committee was carried out by the cooperation and active participation of all the members and in part by ad hoc subcommittees, which included the Subcommittee to Study the Comments of the Ad Hoc Committee on the Twin Cities Libraries (which had been chaired by Frank Sorauf), chaired by J. Woods Halley, with Clarice Olien and Kathleen Price as members. This committee was charged with preparation of a list of topics for the discussion with Vice President Kenneth Keller, which took place at the meeting on January 13. A related subcommittee was constituted for the purpose of providing subjects to recommend to Vice President Keller as the focus for an external review. This subcommittee was chaired by John Turner, with Clarke Chambers, J. Woods Halley, and Brain Thornton as members. This subcommittee prepared a memorandum (report) entitled "Proposed Review of the Library," which was approved by the full committee and has just been transmitted as a recommendation to Vice President Keller.

As implied by the assignments and activities of the foregoing subcommittees, the principal thrust of the Senate Library Committee during the year has been to encourage and promote the implementation of the recommendations of the Ad Hoc Committee on the Twin Cities Libraries, which was appointed by Vice President Keller at the instigation of the Senate Library Committee of a previous year. To this end the Committee met at its meeting of December 4 with two members of the Ad Hoc Committee, Frank Sorauf and Mary Corcoran, and then prepared an agenda of recommendations to be discussed with Vice President Keller at the meeting which he had requested with the Senate Library Committee, which took place at the meeting of January 13, which was devoted solely to that purpose. In response to Vice President Keller's statement that he was unwilling to initiate any external review without a clearer picture of what issues such a review would address, the Committee reaffirmed its recommendation that an external review be conducted and that it focus on: (1) automation, (2) management/governance/personnel, and (3) collection development, as reported in more detail in the memorandum entitled "Proposed Review of the Library" referred to above.

The Committee endorsed the program statement for a central Institute of Technology library. While the state is not particularly receptive to capital requests right now, it is felt that this should be a high priority for future capital funding. In followup of a commitment by the previous year's committee, the Committee authorized Wendy Treadwell (chair of last year's Subcommittee on Library Communication with Faculty and Students) to proceed with the library users survey which she had developed, and agreed to defray part of its cost out of the Committee's budget. The Committee received a presentation from the University Librarian, Eldred Smith, on (1) budget matters and particularly how the Library plans to cope and is coping with budget reductions which have been imposed, (2) planning efforts, and (3) collection development. In response to a request for support by the Extension Classes Student Board that evening and Saturday operating hours for the University Libraries be continued in the face of budget cuts, the Committee approved the following resolution: "The Senate Library Committee believes that library access is a fundamental priority and therefore opposes the proposed reduction in Wilson Library hours as a means of meeting the budget constraints." The Committee has addressed the problems of the newspaper collection in Wilson Library since it was moved out of the newspaper room into a part of the periodical room. These problems involve keeping newspapers organized on the shelves and the maintenance and suitability of the microfilm reading equipment available. The Committee discussed a grievance which had been submitted to it by a student concerning a library fine, but reaffirmed that its duties are advisory rather than judicial in nature so that the Committee is not an appropriate body for serving as or for appointing a grievance panel. There are several levels of appeal within the Library itself; if these are

exhausted, however, it appears that any further steps would have to be up through the administrative line of command, i.e., to Vice President Keller, if he chooses to hear the complaint.

During the year, an attempt has been made to hold meetings at various library locations about the campus to acquaint the Committee members with some of the widespread facilities of the Library system. In this connection, we are grateful, in addition to the University Librarian himself, Eldred Smith, to the directors of the departments visited, including Richard Rohrer of the St. Paul Campus Libraries, Paul Berrisford of Central Technical Services (located in Wilson Library), and M. Kathleen Price of the Law Library, for their informative presentations and hospitality.

**WAYLAND E. NOLAND**  
**Chair**

*Accepted*

## **XVIII. QUESTIONS TO THE PRESIDENT**

**(15 minutes)**

See Abstract of the Discussion

## **XIX. OLD BUSINESS**

None

## **XX. NEW BUSINESS**

**(10 minutes)**

See Abstract of the Discussion

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

**LAURENCE R. LUNDEN**

**1907-1982**

Laurence R. Lunden died on April 1, 1982, from cancer. He is survived by his sons, Laurence R. Lunden, Jr., of Minneapolis and John Peter Lunden of Edina.

Mr. Lunden was born in Watertown, South Dakota, on April 5, 1907. He was a graduate of Washington High School, Sioux Falls, South Dakota, and Grinnell College, Grinnell, Iowa. He received an honorary doctor of laws degree from Luther College, Decorah, Iowa, in 1940, where he served as a trustee of the school for 12 years. His alma mater, Grinnell College, presented him with a citation for meritorious accomplishment in 1957.

Mr. Lunden joined the University staff in 1929 as a teaching assistant in the School of Business Administration, and subsequently served as instructor and investment counsel before being named assistant comptroller in 1941. Two years later he became comptroller, and in 1951 was given the additional position of treasurer. On July 1, 1959, he became business vice president of the University, a post he held until his retirement in 1972.

Mr. Lunden was an active participant in national and regional educational organizations throughout the years. He was a member of the Board of Directors and also secretary of the Midwestern Universities Research Association, consultant to the American Council on Education's Committee on Taxation and Fiscal Reporting, and a member of the ACE's Committee on Sponsored Research. He was president of the Central Association of College and University Business Officers and former vice president and board member of the National Federation of Association of College and University Business Officers. He served

eight years as chairman of the joint committee of business officers of the Association of Land-Grant Colleges and Universities and the National Association of State Universities.

He served on numerous committees, some of which were the National Bureau of Economic Research, National Association of Supervisors of State Banks, Efficiency in Government Commission, and the Association of Land-Grant College and Universities.

Mr. Lunden was also active in civic affairs; he was president of the Hennepin County Tuberculosis Association for two years and served on the Governor's Advisory Committee on Investment of State Trust Funds and on Minnesota's "Little Hoover Commission." He was a member of the Central Lutheran Church of Minneapolis, where he served as treasurer for many years, as well as a member of the Board of Directors of the Central Lutheran Church Foundation.

Mr. Lunden was a highly respected professional in his field, receiving a certificate of merit from the University in 1972.

## EUGENE P. PFLEIDER

1910-1981

Professor Emeritus Eugene P. Pfeleider died of a heart attack on September 2, 1981, while playing golf with friends near Gilbert, Minnesota, a few miles from the spot where was discovered, in 1890, the Mesabi, or "sleeping giant," the greatest of the Minnesota Iron Ranges. The mining engineering program at the University of Minnesota has a proud tradition dating from 1881, and many distinguished graduates, but none has made a greater, more comprehensive contribution to his profession and to mining education than 'Gene' Pfeleider, Class of 1932.

Gene was born July 23, 1910, in Minneapolis, and attended West High School. He graduated from the University of Minnesota with high distinction as engineer of mines in 1932. Succeeding years were spent in sulphur mining in Texas and Louisiana with the Freeport Sulphur Company, tin mining and consulting for the Maurcis Hochschild Company in Bolivia and Chile, and at manganese and nickel operations in Cuba with the Cuban Mining Company and Nicaro Nickel Company, subsidiaries of Freeport Sulphur. He was one of the pioneers in the development and operation of lateritic nickel operations both at Nicaro and Moa Bay, serving as chief engineer and then mine superintendent at Nicaro from 1940 to 1943, at which time he joined the United States Navy and served as an officer in the Pacific theater until 1946.

Returning to his alma mater, the School of Mines and Metallurgy, in 1948, Gene was appointed assistant professor of mining engineering. He became professor in 1954. His extensive industrial experience had shown him that mining faced a future in which problems, social and economic, as well as technical, would become more complex. Mining education must change if students, and the mining profession, were to be adequately prepared to meet the future.

In his beloved home state, the great high quality iron ore mines of northern Minnesota were approaching exhaustion. Mining of the low-grade taconite ore could provide a replacement industry, but there were problems to be solved—problems of mining technology, such as drilling, blasting and rock mechanics, and problems of mineral economics and taxation. He argued successfully for the establishment of graduate programs in mineral engineering (including metallurgy, geological engineering, mining, and geophysics), concentrating his personal research on drilling, blasting, and mineral economics. The first Ph.D. in mining engineering at the University was awarded in 1954 to Gene's student, Howard L. Hartman.

Simultaneously, he persuaded mining colleagues at the Colorado School of Mines, University of Missouri-Rolla, and the Pennsylvania State University to join with the University of Minnesota in establishing a series of annual symposia to discuss research topics related to drilling, blasting, and rock mechanics. Eventually, drilling and blasting were merged as topics within the broader category of rock mechanics, and the series evolved to become the Annual U.S. Symposium on Rock Mechanics, the premier meeting

in the field and now in its 24th year. Locally, he worked vigorously to strengthen the Annual Mining Symposium at Duluth, introducing the Minnesota mining community to the latest technological developments world-wide.

In the summer of 1957, Gene became part of the international headlines when, as a mining consultant in Cuba, he was one of a group of U.S. engineers who were kidnapped and held captive for several weeks by Raoul Castro during the period of insurgency prior to the establishment of the Castro government.

Sharing the duties of professor with those of director of the Ore Estimate Division of the School, Gene was responsible for review, revision, and approval of all ore-reserve estimates submitted by mining companies to the state for purposes of taxation. From this perspective, he soon recognized that early development of the taconite industry would require changes in the state's iron-ore tax regulations. He became a strong and vocal advocate for passage of a taconite tax amendment. The amendment was finally passed in 1964, with bipartisan support of the state legislature. This provided the final stimulus, and the taconite industry began to blossom.

Gene was appointed head of the School of Mines and Metallurgy in 1960 and held the position until 1963. His remarkable vigor, enthusiasm, and dedication to strong teaching and research programs in mining were an inspiration, both to his colleagues and to the students. He developed contacts with leading mining institutions world-wide, travelling overseas and encouraging return visits to Minnesota. Mining at Minnesota developed international stature.

Such exciting leadership notwithstanding, the School could not escape the nation-wide decline in mining enrollment during the 1960's. The "romance of mining" was giving way to a perception that mining was destructive of the environment; the newer "space-age" fields of electronics, computers, and advanced communication systems also appeared more exciting to the would-be engineer. Numerous schools and universities terminated the mining programs. Gene argued strenuously for recognition of the fundamental importance of minerals to national welfare and the need to retain mining engineering as a University discipline. In 1970, the Board of Regents adopted a change whereby the geological, mining, and metallurgical engineering degree programs would be continued, but within a new department with civil engineering. The Department of Civil and Mineral Engineering came into being, and is now the home of all the programs (except physical metallurgy) formerly within the School of Mines and Metallurgy.

Although saddened by the dissolution of the School, Gene responded in typical fashion, throwing himself enthusiastically into the task of increasing student interest and enrollment. Together with colleagues in the Minnesota Section of A.I.M.E. (American Institute of Mining Engineers), he established the Mineral Industry Education Fund (M.I.E.F.), a generous scholarship program for undergraduates interested in mining and metallurgical engineering as a career. Visits and lectures on the mineral industries were arranged to high schools throughout the state. Enrollments increased, and over the past decade over two hundred Minnesota students have graduated and entered the profession, all aided by the M.I.E.F. program.

Gene also remained active professionally, publishing papers on mining topics and participating in A.I.M.E. activities and consulting. His two-volume book, *Surface Mining*, published in 1968, a prodigious undertaking, remains the most authoritative source of information on this subject. He played a leading role in the National Academy of Sciences (N.A.S.) Committee on Rapid Excavation, whose findings stimulated the establishment of the National Science Foundation's program for research in excavation technology; led to the establishment of the U.S. National Committee on Tunneling Technology of the N.A.S., of which he was chairman in 1973; and, indirectly, to the founding of the International Tunneling Association. He became vice president and director of the Society of Mining Engineers of A.I.M.E., and received the Mineral Industry Education Award in 1968. In 1978 he was named a Henry Krumb lecturer also by A.I.M.E.

In 1973 he suffered a heart attack and realized that he must temper his "all-out" approach to his work as an educator. Although retired from the University in 1974, he maintained contact, visiting his University colleagues just three days before his untimely death.

Gene Pfeider was a man of remarkable stature. A successful engineer before returning to the University, he continued to grow in international repute throughout his entire career. Once in the University, students were his primary concern. It was imperative that they be well prepared for a mining career, in courses, *and* in character. He brought with him a rare vision that not only enlivened his classes, but also launched the University of Minnesota as a U.S. leader in graduate mining engineering education. He was a man who combined characteristics of action, forthrightness, and determination with those of integrity, compassion, and good humor. The great good that he did will live on in the educational programs of the University and in the successes of the many students and faculty colleagues who were fortunate to learn from him. To Mrs. "Marge" Pfeider and their son, Kent, and family, we offer our condolences. We echo the comment of his colleague, Mr. Don Schenk, at the funeral eulogy—Minnesota has another "sleeping giant!"

## **XXII. ADJOURNMENT**

## Appendix I

### ELECTED MEMBERS AND ALTERNATES, 1982-83

(key to unit codes follows membership lists)

#### ELECTED FACULTY MEMBERS

	Unit	Term
Adams, Russell	3	80-83
Albertson, Vernon	21	81-84
Alexander, Harold	11	81-84
Allen, C. Eugene	3	80-83
Anderson, Eugene	2	82-85
Anderson, J. Edward	21	80-83
Anderson, John	4	81-84
Angell, William	11	82-85
Bayman, Benjamin	21	81-84
Beck, Robert	7	81-84
Beier, Frederick	15	80-83
Berge, Kenneth	33	81-84
Blake, George	3	82-85
Bodley, James	16	80-83
Bognanno, Mario	15	81-84
Bohling, Raymond	14	81-84
Borchert, John	13	81-84
Brenner, Mark	3	80-83
Brown, David M.	16	82-85
Buckley, Joseph	16	80-83
Burcalow, Harry	2	81-84
Busta, Francis	3	82-85
Carrier, Carol	7	82-85
Cashman, Paul	13	80-83
Cavert, H. Mead	16	81-84
Chou, Shelley	16	82-85
Christiansen, Larry	31	80-83
Clark, Shirley	7	81-84
Clayton, Thomas	13	82-85
Collins, Terry	9	80-83
Cound, John	12	82-84
Crookston, Kent	3	81-84
Cushing, Edward	4	80-83
Davis, David	3	82-85
Davis, Eugenia	11	80-83
Dempsey, Mary	16	80-83
Diesch, Stanley	23	81-84
Dworkin, Martin	16	81-84
Eaton, Marcia	13	82-85
Enever, Robin	18	81-84
Eustis, Nancy	19	81-84
Farmer, Edward	13	80-83
Fauce, Pat	13	81-84
Fenton, Eleanor	5	82-85
Ferrieri, Patricia	16	81-84
Foreman, Gertrude	14	80-83
Freier, George	21	81-84
Fuchs, James	4	82-85
Galaskiewicz, Joseph	13	81-84



Garner, Shirley	13	80-83
Gassman, Paul	21	82-85
Gerberich, William	21	80-83
Giese, David	9	82-85
Goldman, Allen	21	80-83
Goldstein, Richard	21	81-84
Gooch, Van	30	81-84
Goodman, Lawrence	21	82-85
Goodrich, Richard	3	81-84
Gray, Grace	23	82-85
Gremmels, James	30	82-85
Hamilton, David	16	82-85
Hansen, Helen	17	80-83
Hobbie, Russell	21	82-85
Hogencamp, Henricus	16	82-85
Holloway, Robert	15	82-85
Howe, Robert	16	81-84
Hoyle, Karen	14	80-83
Hurwicz, Leonid	13	81-84
Jessup, Paul	15	82-85
Johnson, Allen	9	81-84
Johnson, Rodney	18	80-83
Josal, Wendell	13	80-83
Kelly, Richard	14	82-85
*Kittleson, David	21	82-83
Kleinhenz, William	21	80-83
Kline, Gerald	13	80-83
Knopp, Timothy	8	81-84
Kralewski, John	20	81-84
Krislov, Sam	13	81-84
Latterell, Joseph	30	82-85
Lehmberg, Stanford	13	81-84
Leppi, John	28	80-83
Levitt, Seymour	16	81-84
Loud, Warren	21	80-83
Loupe, Michael	6	82-85
MacEachern, Donald	7	80-83
MacKenzie, Warren	13	82-85
MacLeod, Charlotte	28	81-84
Mann, Lois	2	81-83
Marion, Phyllis	12	82-85
Marshall, Byron	13	82-85
McCollister, Robert	16	80-83
McGinnis, Barbara	30	81-84
McTavish, Donald	13	81-84
Melsa, Cleon	31	82-84
Merwin, Jack	7	80-83
Messer, Harold	6	80-83
Mitchell, J. Lawrence	13	81-84
Mortimer, Jeylan	13	82-85
Moulton, Robert	13	81-84
Ney, Edward	21	82-85
Overmier, J. Bruce	13	80-83
Pfender, Emil	21	82-85
Pick, Anne	7	82-85
Poppele, Richard	16	81-84
Prager, Steven	21	82-85

Purple, Richard	16	80-83
Rabas, David	1	82-85
Rasmusson, Donald	3	82-85
Robinson, Peter	13	81-84
Rosenow, Edward	33	81-84
Rosko, Peter	15	81-84
Rossmann, Marilyn	7	82-85
Ruth, George	23	80-83
Schuh, G. Edward	3	82-85
Scott, Thomas	13	82-85
Sedano, Heddie	6	81-84
Sell, George	21	80-83
Serrin, James	21	81-84
Snyder, Mariah	17	81-84
Soulen, Thomas	4	82-85
Spadaccini, Nicholas	13	80-83
Stromberg, Bert	23	81-84
Stuthman, Deon	3	80-83
Tenney-Pinto, Barbara	6	80-83
Thompson, David	3	80-83
Tuan, Yi-Fu	13	82-85
Turner, John	13	81-83
Ueland, Erman	31	82-85
Veninga, Robert	20	80-83
Watson, Dennis	16	80-83
Weinberg, Richard	7	81-84
Weinberger, Hans	21	81-84
Weller, Milton	3	80-83
Welsch, Delane	3	81-84
White, Donald	3	80-83
Wynia, Gary	13	81-83
Young, Mary	7	80-83
Zahareas, Anthony	13	80-83
Zimmerman, Kenneth	10	81-84

\*alternate for Benjamin Liu

## FACULTY CONSULTATIVE COMMITTEE

	Term
Fredricks, M. Virginia	81-84
Howe, John	81-84
Mattson, Marvin (UMC)	81-84
Pratt, Douglas	80-83
Quie, Paul	80-83
Spring, W. Donald (UMM) (Assoc. Chr.)	81-84
Swan, Patricia (Chr.)	80-83
Turner, John	82-83

Two additional members to be elected.

## ELECTED FACULTY ALTERNATES

Alternates are elected for a 1-year term.

	Unit
Ahern, Wilbert	30
Ames, Trevor	23
Banttari, Ernest	3
Beaven, Miranda	14
Benson, Ellis	16
Bloedel, James	16
Bloomfield, Clara	16
Bohn, Dorothy	14
Brady, Barry	21
Brambl, Robert	3
Britton, J. Doyle	21
Brown, Peter	11
Bruininks, Robert	7
Campbell, Charles	21
Carlson, James	30
Chase, Clement	21
Clawson, C. Carlyle	16
Clayton, Paula	16
Cohn, Jay	16
Corcoran, Mary	7
Cunningham, William	4
Cussler, Edward	21
Daly, Michael	16
Davison, Mark	7
Delaney, John	16
Elde, Robert	16
Erdman, Arthur	21
Ferguson, Richard	3
Ferris, Thomas	16
Galambos, Theodore	21
Gengenbach, Burle	3
Gershenson, Hillel	21
Gidmark, Jill	9
Goetz, Frederic	16
Goldman, Jay	21
Goldstein, Sheldon	5
Gray, Wesley	1
Greenless, George	21
Griffin, Gregory	21
Grosch, Audrey	14
Hartup, Willard	7
Heeg, Thomas	1
Holmes, Thomas	18
Hower, Dennis	9
Howey, Kenneth	7
Jellison, Judith	7
Johnson, Carol	14
LaBree, John	16
Lambert, Robert	21
Lammers, Raymond	30
Leman, Al	23
McKeever, Pat	23
Messing, Joachim	4

Messing, William	21
Miller, Beverly	10
Moller, James	16
Moore, Gordon	33
Munro, William	21
Nelson, Wallace	1
Pohl, William	21
Purdy, Dwight	30
Regal, Philip	4
Rest, James	7
Robinson, Julia	21
Rockne, Mary	10
Romano, John	9
Rubenstein, Irwin	4
Sandager, Arnold	2
Scherer, Herbert	14
Seltzer, Miriam	11
Shapiro, Joseph	21
Snyder, Leon	4
Steinberg, Roger	2
Stobb, Gordon	2
Tagatz, George	16
Terwilliger, James	7
Walsler, Mary	23
Warner, Raymond	21
Warthesen, Joseph	3
Weber, Al	23
Williams, Howard	7
Wilson, Ivan Dodd	16
Winchell, C. Paul	16
Woods, John	33

The following units define their pools of alternates as any faculty member from within their units eligible to vote for senators:

Crookston	Liberal Arts
Dentistry	Management
Duluth School of Medicine	Nursing
Forestry	Public Affairs
Law	Public Health

### **ELECTED STUDENT MEMBERS—as of May 28, 1982**

Students are elected for a 1-year term.

	Unit
Anderson, Beatrice	25
Ansolabehere, Stephen	13
Bram, Ross	13
Callahan, Patrick	24
Chaffee, John	13
Davis, Robert	9
Dietz, Alex	21
Doerner, Richard	27
Ebel, Mark	21
Evans, Liz	13
Finch, Mike	10
Ford, Andrew	13
Gaida, Teri	27
Hanson, Steven	5

Hayden, Van	13
Hendrickson, Dave	21
Hoye, Polly	5
Hull, Dawn	27
Hyde, Kevin	21
Linden, Diane	22
Lofthus, Susan	21
MacGregor, Bruce	5
Mason, Geoffrey	13
Mayer, Robert	10
McDonnell, Lisa	13
Meline, Brian	5
Nelson, Eric	5
Nelson, Jessica	13
Nins, Thomas	13
Nyberg, Nancy	11
O'Connor, Mary	5
Parker, Andrew	13
Pollard, Janie	13
Prohofsky, Diane	15
Quast, Greg	3
Rasmussen, Paul	12
Sandager, Kirk	3
Schrenk, Janet	10
Schwartz, Richard	13
Schuyler, Greg	8
Sheehy, Francis	9
Singer, Scott	13
Smith, Jerrod	13
Stillman, Michael	13
Stoikes, Ann	21
Table, Loren	13
Witzig, Kurt	27
Webster, Patricia	5
Young, Joseph	13
Zylkowski, Judith	5

Additional student senators to be named.

### **STUDENT CONSULTATIVE COMMITTEE**

Hunt, Anne  
 Iverson, Julie  
 Kronebusch, Dennis (UMW)  
 Lenander, Dave  
 Linden, Rick  
 Watson, Kathy

1 student to be elected from each of the Crookston, Duluth, and Morris campuses.

### **ELECTED STUDENT ALTERNATES**

Alternates are elected for a 1-year term.

	Unit
Paul, Thomas	5
Short, Ronald	5

Crookston, Morris, and 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

Agricultural Experiment Station .....	1
Agricultural Extension Service .....	2
Agriculture .....	3
Biological Sciences .....	4
Continuing Education & Extension .....	5
Dentistry .....	6
Education .....	7
Forestry .....	8
General College .....	9
Graduate School .....	10
Home Economics .....	11
Law .....	12
Liberal Arts .....	13
Libraries .....	14
Management .....	15
Medical School .....	16
Nursing .....	17
Pharmacy .....	18
Public Affairs .....	19
Public Health .....	20
Technology, Institute of .....	21
University College .....	22
Veterinary Medicine .....	23
Business & Economics (UMD) .....	24
Education (UMD) .....	25
Fine Arts (UMD) .....	26
Letters & Science (UMD) .....	27
Medicine (UMD) .....	28
Social Development (UMD) .....	29
Morris .....	30
Crookston .....	31
Waseca .....	32
Mayo .....	33

## Appendix 2

### ATTENDANCE OF MEMBERS

**1981-82**

The University Senate met four times during 1981-82.

<b>FACULTY</b>	<b>Attended</b>	<b>Notified Clerk of Nonattendance or Alternate Attended</b>
Adams, Russell	4	0
Albertson, Vernon	4	0
Alexander, Harold	3	1
Allen, C. Eugene	3	1
Anderson, J. Edward	2	2
Anderson, John S.	3	1
Angell, William	3	1
Barber, Laird	4	0

Bayman, Benjamin	2	0
Beck, Robert	3	1
Beier, Frederick	2	1
Berge, Kenneth	4	0
Blackshear, Perry	3	1
Bodley, James	3	1
Bognanno, Mario	2	1
Bohling, Raymond	4	0
Borchert, John	3	0
Brede, Caroline	3	1
Brenner, Mark	4	0
Buckley, Joseph	3	1
Burcalow, Harry	3	1
Cashman, Paul	3	1
Cavert, Mead	4	0
Christenson, Richard	4	0
Christiansen, Larry	4	0
Clark, Shirley	3	1
Collins, Terry	4	0
Conroy, Lawrence (appointed 1/82)	3	0
Cooperman, David	2	0
Crookston, Kent	2	2
Cushing, Edward	4	0
Davis, David	2	2
Davis, Eugenia	2	1
Dempsey, Mary	2	1
Diesch, Stanley	2	1
Dworkin, Martin	2	2
Enever, Robin	1	3
Enfield, Frank (appointed 12/81)	2	0
Epley, Richard	3	1
Eustis, Nancy A	0	4
Farmer, Edward	4	0
Faunce, Pat	2	1
Fenton, Stuart	2	0
Ferrieri, Patricia	3	0
Foreman, Gertrude	4	0
Freier, George	4	0
Galaskiewicz, Joseph	4	0
Garner, Shirley	3	1
Gentry, William	4	0
Gerberich, William	3	0
Glenn, Allen	2	1
Godzich, Wladyslaw	3	0
Goldman, Allen	2	1
Goldstein, Richard	3	1
Goldstein, Sheldon	2	2
Gooch, Van	3	1
Goodrich, Richard	2	1
Griffin, Edward	2	1
Hage, George	4	0
Hansen, Helen	4	0
Haygreen, John	0	4
Holt, Robert	4	0
Howe, Robert	2	1
Humphreys, Roberta	3	1
Hurwicz, Leonid	4	0

Hutchinson, Larry (appointed 2/82)	1	0
Johnson, Allen	4	0
Johnson, Carol	4	0
Johnson, Glenice	2	2
Johnson, Rodney	3	1
Josal, Wendell	4	0
Keck, Steven	3	0
Kerr, Norman (appointed 1/82)	3	0
Kleinhenz, William	2	0
Kline, Gerald	2	1
Knopp, Timothy	3	0
Kralowski, John	4	0
Krislov, Sam	3	0
Krivot, William	1	2
Kumar, K.S.P.	4	0
Larson, Roger	3	1
Lehmborg, Stanford	4	0
Leppi, John	2	2
Levitt, Seymour	1	1
Liu, Benjamin	1	2
MacEachern, Donald	4	0
MacLeod, Charlotte	4	0
Mann, Lois	3	1
McCollister, Robert	4	0
McGinnis, Barbara	4	0
McTavish, Donald	2	0
Merwin, Jack	4	0
Messer, Harold	3	0
Mitchell, J. Lawrence	2	0
Moore, Shirley	1	2
Moulton, Robert	4	0
Newman, John	3	1
Overmier, J. Bruce	2	0
Parker, John	3	1
Poppele, Richard	3	1
Rasmusson, Donald	1	3
Robinson, Peter	2	1
Rose, Gordon	3	1
Rosenow, Edward	3	1
Rosko, Peter	0	2
Rust, Joseph	4	0
Ruth, George	2	2
Sedano, Heddie	2	2
Sell, George	2	1
Serrin, James	2	0
Skaggs, Richard	4	0
Snoke, Martin	4	0
Snyder, Mariah	3	1
Sorauf, Frank	1	1
Spadaccini, Nicholas	3	1
Stromberg, Bert	4	0
Stuthman, Deon	3	1
Tenney-Pinto, Barbara	3	1
Thompson, David	2	2
Thompson, Roy	2	2
Turner, John	2	2
Ulstrom, Robert	1	0
Veninga, Robert	4	0



Wang, Yang	4	0
Watson, Dennis	3	1
Weinberg, Richard	3	1
Weinberger, Hans	2	0
Weller, Milton	0	3
Welsch, Delane	3	1
Wertz, John	4	0
White, Donald	3	0
Williams, C. Arthur	4	0
Wynia, Gary	3	0
Young, Mary	4	0
Zahareas, Anthony	4	0
Zimmerman, Kenneth	2	2

### CONSULTATIVE COMMITTEE

Brasted, Robert	2	0
Eaton, Marcia	4	0
Fredricks, M. Virginia	2	2
Howe, John	3	0
Mattson, Marvin	3	0
Pratt, Douglas	4	0
Purple, Richard	4	0
Quie, Paul	1	1
Spring, W. Donald	4	0
Swan, Patricia	4	0

### STUDENTS

Anderson, Steve	1	0
Bard, John	1	2
Bates, Julie (appointed 2/82)	3	0
Berquist, Paul (terminated 3/82)	0	0
Blank, Mark	2	0
Bonney, Elizabeth	3	0
Bram, Ross	3	1
Bugbee, John (terminated 4/82)	1	0
Cardozo, Marion (appointed 2/82)	1	0
Carlson, Mark	2	0
Carmel, Doug	1	1
Cartie, Terry (terminated 3/82)	0	0
Chaffee, John	2	1
Curry, Chris (terminated 3/82)	0	0
Drewek, Gerald	1	1
Ebel, Mark	2	0
Erickson, Joel (appointed 2/82)	1	0
Evans, Liz	4	0
Harrington, Cecilia	2	1
Henley, Russell	2	2
Holman, Brad	3	0
Howes, Margaret (appointed 2/82)	3	0
Hoye, Polly	4	0
Hunt, Anne	4	0
Jensen, Gerald (terminated 4/82)	1	0
Johnson, Brad (terminated 3/82)	0	0
Johnson, Jo Ann	4	0
Johnston, Stephen (terminated 3/82)	0	0
Kashian, Philip (terminated 3/82)	0	0
Koss, Alex (appointed 2/82)	1	0

Lanik, Kathy	3	1
Larson, Eric	3	1
Leafblad, Joel (terminated 3/82)	0	0
Loushin, Betsy	2	1
Lowagie, Vance (appointed 2/82)	1	0
Meierhofer, Sandra (appointed 12/81)	1	1
McDonnell, Lisa (appointed 2/82)	3	0
Metzig, Kevin (terminated 4/82)	0	0
Micolich, Cynthia (terminated 3/82)	0	0
Moore, Virginia (terminated 3/82)	0	0
Nelson, Jessica	4	0
O'Connor, Galen	4	0
Olsen, Kristen	1	1
Reiman, Ron	4	0
Rekenthaler, Darlene (terminated 3/82)	0	0
Schmidt, Linda (appointed 2/82)	0	0
Shrenk, Janet (appointed 2/82)	2	0
Stordahl, James (resigned 1/82)	0	0
Synorec, Ryan (terminated 3/82)	0	0
Timmons, Leo	2	0
Topic, Jim (resigned 1/82)	0	0
Von Drasek, Sue	2	0
Watson, John	1	0
Watson, Kathy (appointed 1/82)	3	0
Zellmer, Nancy (appointed 1/82)	2	0
Zylkowski, Judith	2	1

#### CONSULTATIVE COMMITTEE

Anderson, Beatrice	1	0
Brecht, Nancy	4	0
Fleming, Dawn (elected 2/82)	1	1
Grbich, Teresa (elected 12/81)	1	0
Jacobson, Keith	2	0
Kronebusch, Dennis (elected 12/81)	1	0
Lenander, David	3	0
Linden, Rick	4	0
Wiseman, Kit	4	0

#### ABSTRACT OF DISCUSSION

The May 20 University Senate meeting was called to order by President C. Peter Magrath at 3:20 p.m. in Nicholson Hall auditorium. Coordinate campuses were linked by phone. The minutes of the April 6 meeting were accepted.

Committee memberships for next year were presented, and Laura Cooper, professor of law and interim co-chair of the Equal Employment Opportunity for Women Committee, proposed the substitution of Jane Maddy, UMD faculty member and an EEO Committee member for the past two years, for Barbara McGinnis, newly appointed faculty member from Morris. She cited several reasons including the desirability of continuity of membership for a committee with complex tasks. Douglas Pratt, professor of botany and chair of the Consultative Committee held that, because the EEO Committee was planning a proposal to the special masters that the consent decree be amended to provide an additional member to represent the coordinate campuses other than Duluth, the move would not be necessary. Ms. Cooper explained that her committee had developed a strong relationship with UMD, which had not occurred on the other campuses, where there was little interest, and that the tie with that campus should be maintained while the proposal for regular coordinate campus representation was being developed. Virginia Gray, associate professor of political science and co-chair of the Committee on Committees, which was charged

with the task of presenting slates, called attention to the criteria designated by the Senate for selection of candidates, including representation from coordinate campuses. Her committee, she said, thought that such memberships should rotate unless there were mitigating circumstances and that continuity should not be hard to maintain. In conclusion, she said her committee felt the slate as presented fulfilled the committee's goals. At this point, the Cooper amendment was defeated and the main motion to accept the slates as presented was approved.

*Liberal Education Committee*—Mary Corcoran, professor of social, psychological, and philosophical foundations of education and co-chair of the Committee on Committees, presented an amendment to the bylaws to eliminate the Liberal Education Committee. She said her committee had reviewed its activities, assigning the policy-making functions to the Educational Policy Committee and the administrative functions to an administrative office. When concern was expressed about increasing the agenda of the Educational Policy Committee, Stanford Lehmborg, professor of history and chair, assured the Senate that his committee had discussed the change and felt that its members had both the time and interest. The amendment was then approved, 117 to 0.

*Calendar*—Douglas Pratt, professor of botany and Consultative Committee chair, introduced Donald Vesley, professor of environmental health and chair of the Calendar Committee, to present a progress report from the special University-wide committee that was reviewing the University calendar. Mr. Vesley reported that the Calendar Committee itself had discovered that the majority of faculty and students surveyed did not favor an early start, but found there was some interest in such a move if the switch were made from quarters to semesters. However, the special committee discovered that there was insufficient dissatisfaction with the quarter system to recommend a change at present. In the meantime, he said, the committee would like to continue to put together a more detailed paper reflecting the impact of any change on quarter leaves, course structure, and other factors. He hoped that a position paper could be presented in the fall. In conclusion, he thanked the hundreds of persons who had participated in the study and urged that faculty members and students continue sending in comments.

*Educational Policy*—Stanford Lehmborg, professor of history and chair of the Educational Policy Committee, supplemented his written annual report with a few comments on those items not yet concluded. The proposal to restore the grade F, he said, was being studied by an expanded subcommittee, which would set up forums to provide opportunity for broad input, and would no doubt report to the Assembly Educational Policy Committee sometime next year. As to the policy on evaluation of teaching, he reminded the Senate that the Measurement Services Center was no longer in existence. He said the central administration was considering whether there was some way that student evaluations could be tabulated without charge. If not, then departments would be notified that they would be responsible for making the study.

*Investments, Social Responsibility*—Patricia Williamson, administrator, curriculum and instruction and chair of the Social Concerns Committee, presented her committee's report on its most recent proposed divestment policy recommendation and the process through which it reached the Board of Regents. Robert Holt, professor of political science, took exception to the procedure, contending that the committee was required by Senate rules to report its actions to the University Senate for its review and action. He had other concerns, he said, such as identification of the types of University funds involved and whether there had been legal advice as to the fiduciary responsibility of the University. Ms. Williamson's report indicated that initially the Committee on Social Responsibility in Investments had been set up as an ad hoc body and that once its status had been clarified its recommendations had been reviewed by her committee, which had passed them on to the central administration, not to the regents. Ms. Williamson added that the matter of funds to which the policy would apply had not been addressed by either committee.

Frederick Bohlen, vice president for finance, indicated that discussion within the administration and discussion between the administration and the regents in 1979 resulted in the current policy, which was one of encouraging active efforts to promote improved human rights in South Africa through exercise of shareholder rights and supporting the

Sullivan Principles (a set of voluntary guidelines). He added that the University had not sought legal advice since that time when the policy was adopted. That policy, he explained, has applied only to endowment funds. In general, the legal aspects are very unsettled at the moment, he said. Mr. Holt again stated his belief that the subcommittee had not been authorized to proceed to the regents without Senate action and urged that the matter be referred to the Senate Committee on Faculty Affairs under whose aegis the faculty pension fund resides, with respect to the Senate. Also, he said, the president should inform the regents that the Senate had taken no action. In conclusion, he urged that the matter be debated on the floor of the Senate before anything further was done. Ms. Williamson reminded him that the subcommittee had not referred its recommendation directly to the regents; rather, it reported to the central administration. The president noted that the procedural confusion had arisen due to its status as an ad hoc committee.

Later in the meeting Leonid Hurwicz, Regents' professor of economics, moved that the divestment issue involving the effects of applying the University's current policy to other than endowment funds be referred to the Senate Committee on Faculty Affairs for its study and recommendation to the University Senate. His motion was seconded and approved almost unanimously.

*Financial Emergency Interim Procedures*—Marcia Eaton, professor of philosophy and Consultative Committee member chairing the subcommittee to draft financial emergency interim procedures, reported on the draft submitted to the Senate. She described as "seriously inadequate" the language in the 1973-74 proposed revised tenure code, and said the current (1945) code was vague. She said the climate had changed sufficiently since 1973-74 to warrant clarification of the section on termination of tenured faculty members, and explained that whether the Consultative Committee would come to the Senate with an interim document would depend on the University's fiscal situation and on the deliberations of the Tenure Committee. That committee was currently reviewing the entire 1973-74 document, which had never gone to the regents because the University was under the court's cease and desist order until last year. When she was asked what was meant by "faculty action" in connection with the definition of a program, Ms. Eaton acknowledged that her committee would welcome further advice from departments so that the language could be clarified. Laura Cooper, professor of law and Equal Employment Opportunity for Women Committee member, brought her committee's concern that provisions for an appeal procedure were needed, that across-the-board reductions were preferable to terminations, that there should be greater responsibility for decision-making within the central administration, that there should be some recognition in it of the Duluth faculty who have entered into collective bargaining, and finally, that the criteria for making an exception to a hiring freeze should be spelled out.

Kim Munholland, professor of history and chair of the Judicial Committee, expressed his committee's interest in the rights of appeal and its belief that those appeals should be directed to the Judicial Committee. Sam Krislov, professor of political science, worried that there were too many exceptions to the criteria, resulting in little protection to the tenured faculty member and opening the possibility of termination of an unpopular teacher. Leonid Hurwicz, Regents' professor of economics, declared that substantive safeguards were needed, that there were other ways to react to a financial emergency, which would not result in the long-term damage to the University through possible faculty terminations. Such a move, he said, would be divisive and very harmful to morale. Once again, he stated his belief that all should share in whatever sacrifices might be required ("as if the Mississippi River flooded") through some other mechanism such as short leaves without pay. Ms. Eaton concluded the discussion with a plea that comments be directed to her committee. The key issue, she said, was whether tenure should be protected at all costs. "We want to know," she said.

*Sick Leave, Family Leave*—C. Arthur Williams, professor of finance and insurance and chair of the Faculty Affairs Committee, introduced faculty policies for sick leave and family leave. Particular interest has developed because of claims against the University under the consent decree, the present policy not being sufficiently specific. Included under the family leave were policies for maternity, paternity, and adoption, as well as family leave

without pay. When asked how departments could implement the two- and six-week leaves with pay, Mr. Williams indicated that the faculty member's colleagues would have to fill in. Asked for a definition of "infant" under the adoption leave policy, Mr. Williams said his committee intended it to mean a young child. The proposed policy was then approved unanimously.

*Salary Improvement Objective*—Mr. Williams introduced George Sell, professor of mathematics and Faculty Affairs Committee member, who presented the committee's recommendation for a long-range faculty salary improvement objective. It included annual adjustments involving a "normal" component to represent cost-of-living increases and real economic growth as well as an annual augmentation to bring salaries in real dollars to the fall 1972 level. He indicated that his subcommittee would continue to accumulate data to support the proposed objective and it had stated its willingness to assist in presenting the faculty's cause to the Legislature. Marcia Eaton, professor of philosophy, asked whether in approving a recommendation to the regents that they adopt the policy as a top priority the Faculty Senate would be interpreted as saying that library books, for example, could not be purchased until the objective had been achieved. Mr. Sell assured her that the intention was that ongoing programs should continue but addition of new programs would be affected. The proposal was then approved with a few negative votes.

*Consulting Policy*—Mr. Williams presented a revision of the proposed policy on professional consulting, service activities, and other outside work that was approved by the Faculty Senate in 1975. In recognition of the fact that work habits vary among faculty members, he said, his committee proposed that faculty members who engaged in such activities for less than a day should estimate the fraction of the day involved, rather than treating it as a fraction of 12 hours. Sam Krislov, professor of political science, suggested using "report" for "estimate" as giving the appearance of being more precise, a change which Mr. Williams accepted as a friendly amendment, and the proposal was approved unanimously.

*Humphrey Institute Research*—Patricia Swan, professor of food science and nutrition, asked the president for clarification of recent publicity concerning a research project at the Hubert H. Humphrey Institute for Public Affairs in which a large corporation had an interest and had had prior review of the study. She asked whether there had been any constraints on the rights of the faculty member conducting the research to publish. President Magrath said there had been no abridgement of academic freedom, that the work of the faculty member was still in process and had not been interfered with by the corporation. He added that an internal faculty mechanism had been set up to provide peer review of projects.

As the meeting drew to a close, Marcia Eaton, professor of philosophy, rose to thank the chairs of the Consultative and Finance Committees, Douglas Pratt and Patricia Swan, for their hard work and dedication over a busy year. President Magrath added his words of appreciation and included members of other committees of the Senate. The meeting was adjourned at 5:15 p.m., following a silent tribute to deceased colleagues.

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