

UNIVERSITY OF MINNESOTA

SENATE

MINUTES

May 25, 1978

The third meeting of the University Senate for the year 1977-78 was convened in the auditorium of Nicholson Hall on Thursday, May 25, 1978. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 129 voting members of the faculty, 23 voting members of the student body, 1 member of the Council of Academic Officers, and 23 nonmembers.

President C. Peter Magrath presided.

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

**UNIVERSITY SENATE
ELECTED MEMBERS AND ALTERNATES, 1978-79**

(key to unit codes follows membership lists)

ELECTED FACULTY MEMBERS

	Unit	Term		Unit	Term
Adams, Carl R. ....	.03	77-80	Cooper, Laura .....	.13	77-80
Anderson, Robert K. ....	.20	77-80	Corcoran, Mary E. ....	.07	77-80
Anderson, Sabra S. ....	.31	76-79	Dahlstrom, Helen M. ....	.16	78-81
Andrews, William .....	.25	77-80	Darby, David .....	.31	77-80
Awad, Essam A. ....	.16	78-81	Davis, H. Ted .....	.21	78-81
Baizerman, Michael .....	.12	77-80	Desborough, Sharon .....	.01	77-80
Bakdash, Bashar .....	.05	77-80	Donchenko, Adele K. ....	.14	77-79
Barber, Donald .....	.20	78-81	Drewes, Lester R. ....	.32	78-79
Beck, Robert .....	.07	77-80	Dykstra, Robert .....	.07	76-79
Benjamin, Roger .....	.14	78-81	Ederer, Grace Mary .....	.16	76-79
Berscheid, Ellen .....	.14	78-81	Egan, Ellen .....	.18	78-81
Blackmore, John .....	.01	77-80	Egertson, Kenneth .....	.01	77-80
Blake, George .....	.01	78-79	Eicher, Joanne .....	.12	78-81
Bloedel, James R. ....	.16	77-80	Ellefson, Paul .....	.09	78-81
Bloomfield, Victor .....	.02	78-81	Erickson, W. Bruce .....	.03	76-79
Boman, Thomas .....	.29	77-80	Evans, Samuel .....	.27	76-79
Borich, Patrick J. ....	.26	77-80	Fenton, Eleanor .....	.08	78-79
Bouchard, Thomas J. ....	.14	77-79	Finch, Martin .....	.16	77-79
Boyce, William G. ....	.30	77-80	Fredricks, M. Virginia .....	.14	76-79
Brasted, Robert .....	.21	77-80	Freier, Phyllis S. ....	.21	77-80
Brothen, Thomas F. ....	.10	78-81	Frenkel, Albert W. ....	.02	77-80
Brown, Alan .....	.08	78-81	Garetz, Floyd K. ....	.16	78-81
Brown, David M. ....	.16	78-81	Gatewood, Lael C. ....	.16	77-80
Brown, Virginia .....	.29	77-80	Goldstein, Richard .....	.21	76-79
Busch, Robert .....	.23	77-80	Goodman, Lawrence E. ....	.21	78-81
Cardwell, Vernon .....	.01	78-81	Gore, Warren .....	.01	78-81
Cavert, H. Mead .....	.16	77-80	Grau, Craig .....	.31	76-79
Chambers, Clarke .....	.14	78-81	Gremmels, James .....	.17	78-81
Christenson, Richard .....	.04	76-79	Grohs, Roy .....	.17	78-81
Clark, John P. ....	.14	76-79	Grosch, Audrey .....	.24	78-81

Ham, George	.01	77-80	Pandey, Rama	.33	77-80
Hammond, Jerome	.01	76-79	Pankake, Marcia	.24	76-79
Hanley, Mary	.24	77-80	Pearsall, Thomas	.01	77-80
Hansen, Evelyn U.	.10	77-80	Penn, Mischa	.22	76-79
Hansen, L. Sunny	.07	77-80	Peterson, William	.04	77-80
Hardy, Robert	.23	76-79	Poppele, Richard E.	.16	76-79
Hein, Andrew J.	.11	78-81	Prager, Stephen	.21	77-80
Henderson, LaVell	.02	76-79	Prince, James T.	.16	77-80
Hendricks, Lewis	.09	78-81	Purple, Richard L.	.16	77-80
Herman, William	.02	77-80	Rathburn, Robert C.	.10	77-80
Hexter, Robert	.21	76-79	Root, Michael D.	.14	76-79
Hirschbach, Frank D.	.14	76-79	Roufs, Timothy	.31	77-80
Hirsh, Merle	.17	78-81	Sawchuk, Ronald	.19	78-81
Hobbie, Russell K.	.21	78-81	Schwartz, Samuel	.16	77-79
Hodgkins, Emmett	.04	78-81	Schwartzberg, Joseph	.14	77-80
Holt, Robert T.	.14	76-79	Shannon, Terrie	.29	78-81
House, Peggy A.	.07	78-81	Shively, W. Phillips	.14	78-81
Hoyt, John S.	.26	76-79	Simmons, Roberta	.14	78-81
Hurwicz, Leonid	.14	77-80	Smith, Arthur E.	.30	76-79
Isbin, Herbert S.	.21	77-80	Southall, Geneva H.	.14	76-79
Jenkins, James J.	.14	76-79	Spector, Janet	.14	78-81
Johnson, Paul E.	.07	76-79	Speidel, Michael	.05	76-79
Josal, Wendell	.14	78-79	Spelsberg, Thomas C.	.15	78-81
Kahn, Donald	.21	77-80	Spencer, Robert	.14	78-81
Kelly, Richard	.24	77-80	Steinmann, Martin	.14	78-81
Keynes, Harvey B.	.21	78-81	Storvick, David	.21	76-79
Klaurens, Mary K.	.07	78-81	Stuthman, Deon	.01	78-79
Krogstad, Blanchard	.31	78-81	Sugnet, Charles	.14	77-80
Lee, E. Bruce	.21	76-79	Sullivan, Constance	.14	78-81
Levang, Lewis	.31	78-81	Swan, Patricia	.12	76-79
Lindsay, Malcolm I.	.15	78-81	Tallent, Dwaine R.	.28	76-79
Lueschen, William E.	.27	78-81	Tellegen, Auke	.14	77-80
Lukasewycz, Omelan A.	.32	78-81	Togees, James	.17	76-79
MacEachern, Donald	.07	76-79	Toth, Louis	.21	76-79
Mansfield, Elaine	.18	77-80	Touchberry, Robert W.	.01	76-79
Mantis, Homer	.21	76-79	Turner, John E.	.14	76-79
Meadows, Garland K.	.16	76-79	Usenik, Edward	.23	76-79
Means, Lora	.25	78-81	Verrill, John E.	.29	76-79
Meyers, Susan S.	.26	78-81	Walker, Paul	.05	77-80
Miller, Daniel	.19	77-80	Walker, Roger	.25	76-79
Moller, Karlind	.05	78-81	Wallace, John	.14	77-80
Mooney, Harold M.	.21	77-80	Ward, Jean W.	.14	77-80
Morris, Howard	.01	78-81	Warner, William H.	.21	78-81
Moulton, Robert D.	.14	77-80	Welch, Wayne W.	.07	78-81
Munson, Shirley	.01	78-79	Wharton, Keith	.01	77-80
Murphy, Paul L.	.14	77-80	Wirt, Robert D.	.16	78-81
Olson, William G.	.23	78-81	Wolfram, Charles	.13	77-79
Osier, Donald	.24	76-79	Zaidi, Mahmood A.	.03	78-81
Overmier, J. Bruce	.14	78-79	Zimmerman, William, Jr.	.21	77-80

FACULTY CONSULTATIVE COMMITTEE

Blake, George R.	77-80	Robinett, Betty	76-79
Glick, Wendell (UMD)	77-80	Schletzer, Vera M.	78-81
Keller, Kenneth (ex officio)	78-79	Scriven, L. E.	78-81
Morrison, Fred	77-80	Spring, W. D. (UMM)	78-81
Purple, Richard	77-80	Zaidi, Mahmood (Chr.)	76-79

ELECTED FACULTY ALTERNATES

Alternates are elected for a 1-year term.

	Unit		Unit
Albrecht, Jean	.24	Johnson, Joann M.	.29
Anderson, V. Elving	.02	Kent, R.	.01
Ascher, Peter	.01	Krivit, William	.16
Atassi, M. Zouhair	.15	Larson, Paul L.	.26
Audet, Jean-Raymond	.31	Leman, Allen Leman	.23
Becker, Edward	.26	Lindahl, Tom	.25
Bergsrud, Fred	.01	Marion, Donald	.24
Berissett, Dennis	.32	Miller, Beverly D.	.11
Bissonnette, Howard	.01	Nagle, Virginia	.12
Boylan, William	.01	Nefstead, Ward	.25
Charvat, Iris	.02	Newstrand, Lois B.	.11
Collins, Terence G.	.10	Paparella, Michael	.16
Cooke, Blaine	.03	Patermann, Maria	.24
Davidson, Donald M., Jr.	.31	Perman, Victor	.23
Davis, David	.01	Phillips, Ronald	.01
DeBough, Linda Melting	.24	Pomeroy, B.S.	.23
Dehner, Louis P.	.16	Quie, Paul G.	.16
DeRubeis, Bernard	.29	Romano, John L.	.10
Diesch, Stanley	.23	Rust, Joseph W.	.27
Drage, Charles W.	.16	Ruth, George	.23
Driggs, Truman	.17	Schofield, William	.16
Dufty, Douglas	.17	Shideman, Frederick	.16
Fenderson, Douglas A.	.16	Smith, Ralph E.	.27
Foreman, Gertrude	.24	Sorensen, Dale	.23
Fox, Irwin J.	.16	Stanley, Shirley	.24
Furgala, Basil	.01	Stauffer, Edward	.32
Gage, Geraldine	.12	Stushnoff, Cecil	.01
Gander, John	.02	Thoen, Gail A.	.10
Gemeinhardt, W. C.	.29	Thompson, Larry C.	.31
Gilrsrud, Sharon	.26	Upson, Roger B.	.03
Goetz, Frederick C.	.16	VanDyke, Russell A.	.15
Grambsch, Paul V.	.03	Walzer, Arthur	.01
Groth, James	.01	Wangensteen, O. Douglas	.16
Gullickson, Glenn	.16	Ward, Gilbert	.23
Guyotte, Roland	.17	Warnes, Dennis D.	.27
Hart, Nathaniel	.17	Watson, Dennis W.	.16
Hoffman, Sharon	.18	Weisensee, Mary	.18
Hogan, M. Janice	.12	Weller, Milton	.01
Hooper, Alan	.02	Wilcox, Clifford L.	.27
Howard, Robert B.	.16	Winchell, C. Paul	.16
Hutjens, Michael	.01	Zemjanis, R.	.23
Johnson, C.A.	.19		

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

Business and Economics (UMD)
 Crookston
 Dentistry
 Forestry
 Law

Liberal Arts
 Public Health
 Social Development (UMD)

ELECTED STUDENT MEMBERS

Students are elected for a 1-year term.

	Unit		Unit
Abandroth, Jenne	03	Jamison, Bryan	17
Berman, Mark	21	Kulzer, Timara	21
Bevard, Lise C.	07	Landwehr, Julie M.	14
Bigger, Cynthia	04	McLauthlin, Louise A.	14
Boche, Susan J.	08	Mjoiness, Brad A.	14
Bot, Connie	14	Morrison, Eric D.	14
Bruce, Donald E.	13	Moseman, Joan	24
Bugbee, John H.	31	Mullett, Terrence J. H.	08
Burchfield, Bert	17	Nelson, Margaret Judi	10
Carlson, Paul	14	Nelson, Myron	01
Checky, Michael T.	09	Pasvogel, Tab B.	01
Costello, Helen	18	Pebbles, Anna Maria	12
DeSautel, T. Darla	08	Plunket, James M.	14
Davis, Mark R.	28	Pulford, Duane L.	31
Elmer, Lynn M.	08	Reich, Laura J.	14
Erickson, Kathleen J.	14	Roybal, Ray	07
Flanery, Patrick J.	14	Ruff, Jeff	25
Flaschberger, Thomas F.	29	Schneider, Elaine	14
Foertsch, Mark E.	10	Schwartz, Lori J.	14
Frey, Michael	03	Sellgren, Julie	31
Goldetsky, Rochelle M.	10	Spartz, Mark	14
Haats, Scott C.	33	Stecklein, Mark E.	07
Hanstad, Bruce	04	Taylor, Joel K.	14
Hansen, Dick	17	Tran, Loc P.	08
Hawley, Karen E.	11	Trenter, John R.	08
Hector, Susan	08	Weis, John	14
Horn, Bennett D.	08	Wolter, Steven A.	31
Husband, Mark T.	14	Youngren, Ruthan M.	30

15 Twin Cities campus student senators to be named

1 Duluth campus student senator to be named

ELECTED STUDENT ALTERNATES

Fowler, Mitch	25	Henkels, Mona	25
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3 Morris 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.

STUDENT CONSULTATIVE COMMITTEE

Carlson, Steve
Kottke, Richard
Marchiniak, Terry

Potter, Thomas
Rydberg, Richard J. (UMD)
Sands, Elizabeth J.

1 Morris student to be named

UNIVERSITY SENATE UNIT CODES

Agriculture	.01	Pharmacy	.19
Biological Sciences	.02	Public Health	.20
Business	.03	Technology, Institute of	.21
Crookston	.04	University College	.22
Dentistry	.05	Veterinary Medicine	.23
Education	.07	Twin Cities Campus Libraries	.24
Continuing Education and Extension	.08	Waseca	.25
Forestry	.09	Minnesota Agricultural Extension Service	.26
General College	.10	Minnesota Agricultural Experiment Station	.27
Graduate School	.11	Business and Economics (UMD)	.28
Home Economics	.12	Education (UMD)	.29
Law	.13	Fine Arts (UMD)	.30
Liberal Arts	.14	Letters and Science (UMD)	.31
Mayo	.15	Medicine (UMD)	.32
Medical School	.16	Social Development (UMD)	.33
Morris	.17		
Nursing	.18		

I. MINUTES FOR MARCH 2, 1978 Action (5 minutes)

Approved

II. UNIVERSITY COMMITTEE ON BUSINESS AND RULES Action (10 minutes)

ELECTION OF VICE CHAIRMAN

The Constitution provides (Article II, Section 5) that a vice chairman shall be elected by the Senate at its first meeting in the Spring of the academic year from among its members for a term of one (1) year, starting July 1, 1978. He/she shall be eligible for reelection.

Kenneth Keller, Professor of Chemical Engineering, IT, was elected.

III-A. SENATE AND UNIVERSITY COMMITTEES, 1977-78 Action

COUNCIL ON LIBERAL EDUCATION: William Marchand replaces Betty Carruth, who has resigned.

UNIVERSITY COMMITTEE ON THE USE OF HUMAN SUBJECTS IN RESEARCH: Add Marilyn Sheehan, student.

UNIVERSITY COMMITTEE ON BUSINESS AND RULES: Patrick Moore replaces Valerie Molle, student, who has resigned.

SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS: Duane Pulford replaces Andrew Lurth, student, who has resigned.

INFORMATION:

SENATE CONSULTATIVE COMMITTEE: Douglas Watson (UMM) replaces Caroline Klaus, student, who has resigned.

COMMITTEE ON SENATE COMMITTEES: Richard Cooke replaces Kris Hansen, student, who has resigned, and Steve Carlson replaces Lynn Arnold, student, who has resigned.

III-B. SENATE AND UNIVERSITY COMMITTEES, 1978-79

Action

SENATE COMMITTEE ON ACADEMIC STANDING AND RELATIONS: Isabel Harris (Chr.), Frank Braun, Adele Donchenko, Robert Eyestone, Richard Ilkka (UMM), Sander Latts, James Preus (ex officio), Charles Sigmund, Frank Unger, James Werntz (ex officio), Keith Wharton. One faculty to be named from UMD.

UNIVERSITY COMMITTEE ON ALL-UNIVERSITY HONORS: John Turner (Chr.), David Berninghausen, Vincent Bilotta (ex officio), Edward Cowles (UMD), Edward Fletcher, Eloise Jaeger, Samuel Kirkwood, Al Linck (ex officio), Robert Odegard (ex officio), Russell Tall (ex officio).

UNIVERSITY COMMITTEE ON BUSINESS AND RULES: Josef Altholz (Chr.), James Connolly (ex officio), Evelyn Hansen, Merle Hirsch (UMM), Wayne Jesswein (UMD), Connie Sullivan, Marilee Ward (ex officio), Wayne Welch, Archie Wilson.

UNIVERSITY COMMITTEE ON BIENNIAL REQUEST AND BUDGET REVIEW: Jack Merwin (at-large member), One at-large member to be named. Others to be named by committees as required.

SENATE COMMITTEE ON EDUCATIONAL POLICY: Donald R. Browne (Chr.), Henry Koffler (ex officio), Wilbert Ahern (UMM), Dwight Brown, Richard Ojakangas (UMD), Richard Purple, Jean Ward. Four faculty members to be named.

UNIVERSITY COMMITTEE ON EXTENSION AND COMMUNITY PROGRAMS: William Ranz (Chr.), Roland Abraham (ex officio), Glen Berryman, Shirley Clark (ex officio), Leona Classen (UMM), Harlan Copeland, Paul Hagen, Nancy Hooyman (UMD), Elaine Schwartz (UMW), Mary Young. Two faculty to be named.

UNIVERSITY COMMITTEE ON INSTRUCTIONAL MATERIALS AND MEDIA: David Schuelke (Chr.), Lynda Ellis, James Holte, John Kearnes, Burton Paulu (ex officio), Donald Pearce, Robert Tennyson, Harold C. Young.

UNIVERSITY COMMITTEE ON SUMMER SESSIONS: David Bjorkquist (Chr.), Robert Brasted, Francis Busta, Sen Fan (UMM), Dale Lange, Joan Leigh, Al Linck (ex officio), Willard Thompson (ex officio). One faculty member to be named.

UNIVERSITY COMMITTEE ON EDUCATIONAL DEVELOPMENT: Albert Yonas (Chr.), Frederick Forro, Jr., Mariam Frenier will replace Ellen Robert, who will be on leave spring quarter 1979. Lewis Levang (UMD), J. Bruce Overmier, Ellen Robert, Ileana Rodriguez, Matt Walton.

UNIVERSITY COMMITTEE ON UNIVERSITY-ROTC RELATIONSHIPS: Daniel Bryan (Chr.), Edward G. Baxter (ex officio), Jean Congdon, Al Linck (ex officio), Thomas Madigan (ex officio), Robert Mowerson, Ludwig Spolyar, George Stenehjem (ex officio), Frank Topley (ex officio), John Waelti. Two faculty members to be named.

UNIVERSITY COLLEGE ASSEMBLY: Richard Goodrich (Chr.), Virginia Bruininks, Frederick W. Peterson (UMM), Harriet Viksna (UMD). One faculty member to be named.

SENATE COMMITTEE ON FACULTY AFFAIRS: John Chipman (Chr.), Eugene Allen, Kathryn Hoelmer (UMW), Ruth Hovde, Leonid Hurwicz, Henry Koffler (ex officio), Richard Poppele, Tom Moore, Louis Safer, Arthur Williams. Three faculty members to be named.

UNIVERSITY COMMITTEE ON TENURE: Ronald Akehurst (Chr.), Rutherford Aris, Robert N. Carlson (UMD), Shirley Clark (ex officio), Joseph Latterell (UMM). Three faculty members to be named.

UNIVERSITY APPEALS COMMITTEE ON ACADEMIC FREEDOM AND RESPONSIBILITY: Gerhard Weiss (Chr.), Robinson Abbott (UMM), Marion Brooks-Wallace, Russell Hobbie, Donald Ireland (UMD), Michael Root, Robert Tapp. Civil Service: Elizabeth Grunder, Lester L. Metz.

SENATE JUDICIAL COMMITTEE: Peter Robinson (Chr.), Roger Park.

SENATE LIBRARY COMMITTEE: Harris McClaskey (Chr.), Keith Armes, Ward Barrett, Mark Brenner, Joseph Duncan (UMD), Glen Gadberry, Lael Gatewood, Wayland Noland, Bruce Nord (UMM), Carla Phillips, Peter Roll (ex officio), Irwin Rubenstein, Eldred Smith (ex officio), Hoyt Wheeler.

SENATE COMMITTEE ON RESEARCH: Robert Hexter (Chr.), Ron Caple (UMD), Lyle French (ex officio), Stanley Erlandsen, Robert Gorlin, Keith Huston (ex officio), Warren Ibele (ex officio), C. T. Johnson (ex officio), Ernest Kemble, Ronald Phillips. Two faculty members to be named.

UNIVERSITY COMMITTEE ON ANIMAL CARE: Grace Gray (Chr.), Larry D. Anderson (UMD), Mary Jane Capps-Masters, Walter Jopke, Patrick Manning (ex officio), Toni Mariani, Robert McKinnell, Ellen Ordway (UMM), Warren Roberts, Robert Touchberry.

SENATE COMMITTEE ON RESOURCES AND PLANNING: Paul Grambsch (Chr.), Dean Crawford (UMD), Nancy Crewe, Eugenia Davis, Chet Grygar (ex officio), Robert Lambert, Al Linck (ex officio), Norine Odland, Douglas Pratt, Harvey Sarles, W. D. Spring (UMM), Robert Stein (ex officio).

SENATE COMMITTEE ON SOCIAL CONCERNS: Frank Wood (Chr.), Donald Biggs (ex officio), Laura Cooper, V. Lois Erickson, Richard Lichty (UMD), James Olson (UMM), Philip Raup, Lillian Williams (ex officio), Robert Zimmer.

Approved

INFORMATION:

In the recent election to fill 1978-81 vacancies on the Senate Consultative Committee, Vera M. Schletzer and L. E. Scriven were elected from the Twin Cities campus and W. D. Spring from the Morris campus. Continuing members on the committee include: George Blake (1977-80), Wendell Glick (1977-80; UMD), Fred Morrison (1977-80), Richard Purple (1977-80), Betty Robinett (1976-79), and Mahmood Zaidi (1976-79). 1978-79 student members: Steve Carlson, Richard Kottke, Terry Marchiniak, Tom Potter, Richard J. Rydberg (UMD), Elizabeth Sands. A Morris student member is to be elected.

In the recent election to fill 1978-81 vacancies on the Committee on Senate Committees, Paula Berry and Pearl Rosenberg were elected from the Twin Cities campus and Mariam Frenier was elected from the Morris campus. Continuing faculty members on the committee include: Robert Beck (1976-79), Phillip Coffman (1977-80; UMD), Virginia Fredricks (1977-80), William T. Peria (1977-80), Deon Stuthman (1976-79). 1978-79 student members are to be elected.

Accepted

IV. UNIVERSITY COMMITTEE ON USE OF HUMAN SUBJECTS IN RESEARCH (15 minutes) POLICY CHANGES

MOTION:

That the Senate approve the following changes in the Policy on Standards and Procedures Related to the Use of Human Subjects in Research (deleted parts are crossed out; additions are in brackets):

PART II. PRINCIPLES GOVERNING THE USE OF HUMAN SUBJECTS IN RESEARCH AND SUMMARY OF PROCEDURE

... For purposes of review, research projects will be divided into two categories:

1. Those projects with research designs or types frequently used, and that either satisfy principles 1 and 2 or embody precautions sufficient to justify general and continuing approval, and
2. Those projects which involve the use of other than standard and accepted research designs and procedures, or which do not satisfy the requirements of principles 1 and 2 and do not embody precautions which have received general and continuous approval by the University Committee on the Use of Human Subjects in Research as satisfying the purposes of principles 1 and 2.

~~It is expected that for projects of the first type, interested investigators will develop a series of general protocols covering specific research designs. Once these protocols are approved by an appropriate ethical review committee, individual projects that fall within the scope of a protocol will not require individual review. Investigators will file a description of the project and a list of the relevant protocols with the appropriate review committee.~~

[It is expected that for projects of the first type, interested investigators or departments will develop a series of departmental summary protocols covering specific research designs for research activities which involve methods, procedures, and/or techniques unique to that department. Once these protocols are approved by an appropriate ethical review panel, individual projects that fall within the scope of a protocol will not require independent review by a review panel. Investigators will file a description of the project with the designated departmental reviewer who will forward the material to the Executive Secretary to the Committee on the Use of Human Subjects in Research for final administrative approval.]

[In addition, a large number of activities involve human subjects at no risk appreciably greater than that encountered in daily life. It is expected that for projects of this type, the Committee on the Use of Human Subjects in Research will develop a series of methodological protocols that specify situations involving little or no risk to human subjects. Once these protocols are approved by the Executive Subcommittee on Policy, they will be distributed to all departments and divisions at the University of Minnesota and each department and division has the option of submitting under these protocols. Individual projects that fall within the scope of a methodological protocol will not require independent review by a review panel. Investigators will file a description of the project with the designated departmental reviewer who will forward the material to the Executive Secretary to the Committee on the Use of Human Subjects in Research for final administrative approval.]

Projects that do not fall within the scope of approved [summary or methodological] protocols must be submitted to a review committee for individual prior review and approval before the research is ~~instituted~~ [initiated]. Such projects will be evaluated with regard to the rights and welfare of subjects at risk in the research. If the research procedure does not satisfy Principles 1 and 2, the risks must be weighed against the scientific importance and potential benefits of the research. In such a case the overriding importance of a piece of research may justify exceptions to the normal restrictions. But to justify these exceptions it will not be sufficient merely to weigh the potential benefits and importance of the research against the risks to the subject's rights and welfare. A review committee must also consider whether it is reasonable to think that a subject himself would find the risks justified in light of the importance of potential benefits of the research. ~~In such a case evidence from representatives of the population is desirable.~~

~~Projects that do not fall within the scope of approved protocols must be submitted to a review committee for individual prior review and approved before the research is instituted. Such projects will be evaluated with regard to the rights and welfare of subjects at risk in the research. If the research procedure does not satisfy principles 1 and 2, the risks must be weighed against the scientific importance and potential benefits of the research. In such a case the overriding importance of a piece of research may justify exceptions to the normal restrictions. But to justify these exceptions it will not be sufficient merely to weigh the potential benefits and importance of~~

the research against the risks to the subject's rights and welfare. A review committee must also consider whether it is reasonable to think that a subject himself would find the risks justified in light of the importance or potential benefits of the research. In such a case evidence from representatives or the populations is desirable.

An investigator may in any case request that his project receive individual prior review. Thus all projects and activities for which individual prior review is required by funding agencies will be subject to such review. Where standards and criteria more stringent than those specified in Principles 1 and 2 are prescribed by a funding agency the reviewing committee will, to satisfy requirements of the funding agency, use the standards and criteria so prescribed in evaluating the research or activities in question.

RATIONALE:

In addition to Departmental Summary Protocols, developed by a department with respect to research techniques unique to that department (e.g., Child Development), the Committee has developed Methodological Protocols which will be available for use by anyone within the University community. These protocols include such minimal risk studies as questionnaire and interview research but only within the guidelines established by the Committee with respect to subject population, consent, etc.

PART III. PROCEDURE FOR IMPLEMENTATION OF POLICY

B. Important elements of the Procedure

1. Administrative structure

B) Official Positions of the Committee

~~The chairman of the full committee shall be elected from the appointed members by a mail ballot, majority vote of the committee and shall serve for a period of two years.~~

[The chairman of the Health and Biological Sciences Review Panel and the chairman of the Social and Behavioral Science Review Panels serve as co-chairmen of the full committee. They are elected by the appointed members of the relevant review panels by a mail ballot, majority vote, for a period of two years.]

RATIONALE:

Rather than appointing a chairman to the full Committee, it has been determined that it is a more efficient use of time and talent to appoint co-chairmen, one of whom is responsible for the health and biological sciences and one of whom is responsible for the social and behavioral sciences.

2. Panels and Subcommittees

A. Composition and Function of Review Panels

The Committee on the Use of Human Subjects in Research shall operate by means of review panels representing the Health and Biological Sciences and the Social and Behavioral Sciences. Members of the panels, as well as panel chairmen, shall be appointed from the full committee by the Executive Secretary with the approval of the chairman of the appropriate subcommittee. Each panel will have no less than nine (9) members, six (6) of whom shall be faculty. The function of the panels will be to review and approve individual proposals within the panel's domain, acting within one month of submission. Action may be taken by each panel when at least five members are present, at last three of whom are faculty. Panel recommendations shall be by majority vote with the opportunity for an expression of a formal minority option.

B. Composition and Function of Subcommittee

~~The Committee on the Use of Human Subjects in Research shall also have two executive subcommittees, one representing the Health and Biological Sciences and one representing the Social and Behavioral Sciences. Members of the executive subcommittee shall be appointed from the full committee by the president (or a vice president designated by him) in consultation with the Chairman of the Human Subjects Committee and subject to the approval of the full committee by a mail ballot. Subcommittee chairmen shall be elected by a majority of the subcommittee members. Each executive subcommittee will have no less than nine (9) members, six (6) of whom shall be faculty. The function of the executive subcommittee will be to review and approve summary protocols, within two months of submission. Action may be taken by each subcommittee when at least five members are present, at least three of whom are faculty. Subcommittee recommendations shall be by a majority vote with the opportunity for an expression of a formal minority opinion.~~

[The Committee on the Use of Human Subjects in Research shall have one Executive Subcommittee on Policy which will formulate Committee policies. Members of the Subcommittee shall be the chairman of each review panel. The co-chairmen of the full Committee if different from the chairmen of each review panel, ~~The co-chairmen of the full committee if different from the chairmen of the chairmen of the review panels,~~ one student representative, and one community representative. The Subcommittee chairman shall be elected by the majority of the Subcommittee members.]

[Any committee member may petition the Subcommittee for review of any policy statement formulated and approved by the Subcommittee and may request that the issue be brought to the attention of the full Committee for its action. A majority of the full committee shall be required to veto any Subcommittee action.]

RATIONALE:

The original Board of Regents' Policy referred to two subcommittees. At present, we have one Executive Subcommittee on Policy; the revised statement on page 11 indicates the composition and responsibilities of that subcommittee.

C. Activities within the Proposed Structure

5. Appeals of Subcommittee or Panel Decisions

Any investigator may appeal a decision of a review panel ~~or subcommittee~~ to the Committee on the Use of Human Subjects in Research. Any two members of a reviewing subcommittee or panel may request review of a decision within one month of receipt of requests for review by the Executive Secretary. Ad hoc subcommittees may be appointed when considered appropriate, but no member of the original review committee should serve on such committees. The investigator may present in person to the Committee information he believes relevant. Notice of action by the University Committee shall be sent by the Executive Secretary to the investigator and to each committee member.

Action taken by the full Committee on the Use of Human Subjects in Research, whether or not on an initial consideration of an application shall be considered as final, except as follows:

- A. If the principal investigator is a member of faculty or staff of the University, the Senate Committee on Faculty Affairs may review the submission and disapproval of a proposed research project to determine whether there has been any infringement of academic freedom, and if the Committee on Faculty Affairs finds that the circumstances involved in the action of the University Committee on the Use of Human Subjects in Research involve an infringement of academic freedom, it may direct the Committee to reexamine the proposal and reconsider its action. [Upon reexamination and reconsideration of its action, the decision of the Committee is final.]
- B. If the principal investigator is a student at the University, the Twin Cities Assembly Committee on Student Affairs (or the comparable committee on student affairs of such other campus at which the student is in residence) may review the submission and disapproval of a proposed research project to determine whether there has been an infringement of academic freedom, and it may direct the University Committee on the Use of Human Subjects in Research to reexamine the proposal and reconsider its action. [Upon reexamination and reconsideration of its action, the decision of the Committee is final.]

RATIONALE:

A sentence has been added regarding appeals of Committee decisions, stating that upon re-examination and reconsideration, the decision of the Committee is final.

6. Complaints Against Investigators

- A. Any subject of research, faculty member, student, or member of the community may make a complaint [with the Committee on the Use of Human Subjects in Research that an investigator has failed to submit a protocol to the Committee for review prior to the initiation of a research study] or that an investigator has failed to comply with the prescribed standards for the use of human subjects [in a research protocol approved by the Committee].
- B. All complaints related to the conduct of research with human subjects shall be brought to the attention of [directed to the Executive Secretary to the Committee on the Use of Human Subjects in Research who shall review the complaint with the relevant co-chairman of the Committee and shall bring it to the attention of the first subsequent review panel]. ~~The Committee~~ [A review panel] shall consider each complaint and if the ~~Committee~~ [review panel] decides, by majority vote, that the complaint merits investigation, then the complaint shall receive ~~the attention of~~ a full investigation. [An investigator shall then be informed that a complaint has been filed and is under investigation by the Committee on the Use of Human Subjects in Research].
- C. For each investigation, an ad hoc subcommittee of not less than three members, of whom the majority shall be faculty members, shall be appointed by the chairman [of the review panel] and approved by a majority vote of the ~~Committee~~ [review panel]. The ad hoc investigating committee should have access to the resources necessary to conduct a complete investigation, be composed of a majority of individuals

with the technical competence to understand relevant scientific issues and should be able to draw upon the competence of noncommittee members in conducting its investigation.

- D. Upon completion of the investigation, the ad hoc investigating subcommittee ~~should~~ [shall] report its findings to the full Committee [Health and Biological Sciences Subcommittee or the full Social and Behavioral Sciences Subcommittee, as applicable].
- E. ~~In the event that the Committee, by majority vote, determines that the investigator has committed an unethical act and exposed human subjects to risks greater than those in Principles 1 and 2 without prior approval of the review panel representing the Committee on the Use of Human Subjects in Research, then appropriate sanctions are to be developed as discussed in the following section. [The Subcommittee shall determine, by majority vote, whether to approve the ad hoc investigation subcommittee's findings that the complaint is unjustified and no further action will be taken or that the complaint is justified and that further action should be taken. In the latter case, a report of the investigation shall be forwarded to the President of the University for final disposition.]~~
7. ~~SANCTIONS FOR INVESTIGATORS~~

~~In the event that the Committee on the Use of Human Subjects in Research determines (as provided in Paragraph 5) that an investigator is guilty of unethical conduct in the use of human subjects in research, a new ad hoc committee, composed of at least three faculty members of the Committee, excluding the chairman, students and members of the ad hoc investigating committee that investigated this complaint will be formed to determine sanctions appropriate to the infraction.~~

~~Upon approval by the majority of the Committee, a report of the investigation and the recommended sanctions shall be submitted to the President of the University for final disposition.~~

RATIONALE:

The section of the Board of Regents' Policy with respect to complaints against investigators has been rewritten considerably with respect to the procedural aspects of investigation and disposition of such complaints.

**THOMAS HUMMELL
CHARLES McKHANN
Co-Chairmen**

Approved

V. SENATE JUDICIAL COMMITTEE (15 minutes) JUDICIAL COMMITTEE FINDINGS

MOTION:

That the Senate approve the following recommendations:

- 1) That abstracts of cases heard during the academic years 1976-77 and 1977-78 be made and added to the booklet of abstracts previously assembled under the rules and conditions mentioned in the Senate action of 1976;
- 2) That in cases which shall be heard beginning with the academic year 1978-79, it shall be the practice of the Senate Judicial Committee to prepare abstracts

of new cases, to add them to the previous abstracts, and to publish a new booklet whenever in their judgment it is appropriate to do so, bearing in mind, on the one hand, the need to have new precedents available for the University community and the need to keep the new cases confidential, on the other; and

- 3) That beginning with the academic year 1978-79, abstracts shall be sent to both parties for their comments and criticism, and permission shall be sought; if permission is not granted by the parties, or if a Committee member shall object, the Committee shall have the power to publish such abstracts after considering the objection of the party or parties at a minimum of two meetings and if, at the second meeting, an affirmative vote to publish shall be cast by at least two-thirds of the Committee present and voting, exclusive of any member who shall have participated in the preparation of the abstract of that particular case.

INFORMATION:

Section 16 of the Tenure Code states, "... 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."

The Senate Judicial Committee has interpreted the provisions of the Tenure Code on confidentiality in a very strict sense. In the past, previous decisions of the Committee were not even made available to present members of the Committee so that they could be acquainted with precedents. The disadvantages of this odd situation, as well as the lack of information throughout the University community about Judicial Committee affairs, were ended by the Senate at the request of the Committee on May 20, 1976. Professor Phyllis Freier, the Chair of the Committee, introduced the following resolution which was passed by the Senate:

"The University Senate grants permission to the Judicial Committee to release its Findings, upon request, to faculty members, providing these provisions can be satisfied:

- "1. Findings will be neutered so that the identity of either party will not be revealed.
- "2. Legal advice to the Judicial Committee will be requested on the question of obtaining permission of both parties to issue these neutered Findings."

Publication of these abstracts was a slower and more painful process than we had ever imagined, but the abstracts were finally printed on January 20, 1978. They were distributed to all members of the Senate, to all complaining parties before the Judicial Committee, and to all official respondents. Thus, key members of the community and potential and present litigants before the Committee, as well as those people who regularly advise such complainants and respondents — members of the AAUP, MEA committees, deans, the University attorney, etc. — all have copies of the cases from which we obtained permission as required by the Senate resolution. The Senate Judicial Committee now would like to preserve and expand that practice.

SAMUEL KRISLOV
Chairman

Approved

VI. SENATE COMMITTEE ON EDUCATIONAL POLICY (15 minutes)

UNIVERSITY COMMITTEE ON INTERNATIONAL EDUCATION

MOTION:

That the Senate approve substitution of the following University Committee on International Education for the Council on International Education, Section U.1.4.5.8, in the Handbook of Rules and Operational Procedures for the University Senate.

Membership. The University Committee on International Education shall consist of no more than 8 members of the faculty, appropriately representative of all units of the University and its wide variety of international interests; 4 representatives of the student body also assumed to have a commitment to and interest in international education; and 2 ex officio representatives. These two representatives shall be the Director of the International Student Affairs Office, and the Director of International Programs. The former is expected to also serve as a representative of the Office of Vice President for Student Affairs, the latter as representative for the Office of the Vice President for Academic Affairs.

Support and Service. The offices of the Vice President for Academic Affairs and the Vice President for Student Affairs shall supply staff support and service through those channels usual and appropriate for Senate and University Committees.

Duties and Responsibilities. The Committee shall seek ways in which the total international educational work of the University may be improved and make recommendations to that end. It shall deliberate all matters of policy in regard to international education which affect the University as a whole. It shall advise on the development of new policy as needed and review and monitor the working of existing policy in the area of International Education. Matters of particular concern to this Committee shall include, but not be restricted to, policies furthering *inter alia* opportunities for students and faculty in international aspects of education (including study abroad), funding and development of area studies programs, overseas programs, and the functioning of the University in the coordination of activities and information in international matters. The Committee shall share information on its activities with other relevant committees of the Senate, particularly the Senate Committee on Educational Policy and the Twin Cities Assembly Campus Committee on International Students.

Reporting to the University Senate. The Committee shall report at least annually to the Senate through the Senate Committee on Educational Policy in accordance with Section U1.303.5 of this document.

ROBERT BRASTED
Chairman

Approved

VII. SENATE COMMITTEE ON RESEARCH **(15 minutes)** **GRADUATE SCHOOL RESEARCH**

MOTION:

That the Senate approve the following resolution:

WHEREAS it is the sense of the Senate that the monies available for the Graduate School General Research Fund have been diminishing as a result of their fixed amount, for the past seven years, against an increasing rate of inflation, and

WHEREAS in years of retrenchment, the research opportunities for young faculty are declining, while the need for disciplined inquiry grows geometrically with the burgeoning knowledge base, and

WHEREAS it is part of the mission of the University to encourage disciplined inquiry for an increasingly complex society, and

WHEREAS it is the sense of the Senate that Graduate School Research funding acts as seed money to increase external support to the University for those disciplines favored by outside funding possibilities, and as a most valuable primary source of support for other disciplines,

THEREFORE BE IT RESOLVED that to prevent further erosion of opportunities for Graduate Research, an increase in the Graduate School Research Fund budget be

made, concomitant with a revised 1970 budget, in terms of 1978 economic conditions, so that the total level of support of the Legislative Special and the NIH Biomedical Sciences Support Grant and the O&M budget contribution be equivalent to that of 1970.

INFORMATION:

Since the 1969-70 academic year, the Graduate School's research funds (excluding health sciences) have fallen from \$899,000 to \$795,000; in real terms, after adjusting for inflation, this represents a fall of 46%. The reduction is due to our loss of fellowship funds.

When NSF and other Federal fellowship programs were first instituted, the cost of education allowances (net of tuition and fees) provided with the fellowship to the University were divided between the Graduate School and the student's home department; the Graduate School component was dedicated to research funding. This source grew to be the most important source of internal research funding in the late 1960's; it reached a peak of \$449,000 in 1967-68 — approximately one-half of the total funds. As fellowship funds have since declined, this source of research support has declined with it, to \$19,000 in 1977-78 — just over 2% of the total funds. In contrast to most roller-coaster rides, the climb to the peak provided the exhilaration; the subsequent collapse has provided little pleasure to any of us.

The resolution offered by the Committee on Research calls for restoring funding to its 1970 level, in real terms. The following (abstracted from a letter to Professor Zaidi, chairman of the University Committee on Biennial Request and Budget Review) provides some of the academic justification for augmenting the research fund and conveying, we hope, some of the reasons for our committee's sense of urgency:

"A question that could arise concerns the quality of research that is funded by an internal University program, compared to research supported by an outside agency: If the research proposal is meritorious, why should the investigator not be able to find outside funds? The answer to this question is in several parts, and provides a convenient outline explanation of how the Graduate School fund is used.

"First, outside funding agencies share an understandable human tendency to back sure things. A completely new idea may not work, and at least in scientific fields the granting agency likes to be able to see some evidence, in the form of demonstration research, that an ambitious effort is justified. This holds particularly for the proposal of a young investigator without an established record. 'Seed money' grants from the Graduate School are often crucial to providing the preliminary results needed to induce the funding agency to commit funds.

"Second, young investigators in the laboratory sciences and some other areas must have basic equipment before they can begin their research programs; College supply and expense budgets can be drawn on in part, but the Graduate School funds are needed for these laboratory set-up costs as well. These funds are needed both to attract the new young faculty member of high promise to the University and to allow him or her to start on research while proposals to outside agencies are being drafted and acted on.

"Third, as more sophisticated and more powerful laboratory instruments become available, our scientists must have them to be competitive in the contest for outside research dollars. It is increasingly difficult to fund such equipment on the outside grants themselves. Contracts and grants go not just to those who have promising ideas for research but to those who show promise of being able to carry them out; obsolete instruments often mean proposal rejection. The Graduate School helps to fund the new instruments, often to be shared by several investigators, which keep us competitive with other research centers.

"Fourth, lest these funds appear to be of benefit only in the 'hard' sciences, I should note that they also go to support areas of research and scholarship which are important to the University but which may not be able readily to attract outside support. In the arts and humanities, especially, less attention is paid to the 'seed money' aspect of the research fund; rather the emphasis is simply on supporting work of high quality by both junior and senior members of the faculty.

"The Graduate School distributes its fund with the advice of two research advisory committees drawn from across the University (one in the health sciences, one for the rest of the University). These committees have members sufficiently well acquainted with different kinds of research that they are able to make judgments on budgets, paring down when necessary to match the funds available. The Graduate School and its committees have taken justifiable pride in the unselfish, University-wide point of view which has traditionally been taken in making their recommendations."

We agree with Dean Ibele that funds channeled through this process are funds well spent, that the amount needed to maintain our faculty's vitality in research is growing, and that these funds will be returned many-fold in the form of increased external funding of our research program.

We hope that this information will help the Senate to come to a decision in support of our resolution.

ROBERT J. GORLIN and T. JOHN LEPPI
Co-Chairmen

Approved

VIII. ACTION BY INDIVIDUAL SENATORS
(15 minutes)
STRUCTURE AND CONSULTATION STUDY COMMITTEE

MOTION:

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

INFORMATION:

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

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

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

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

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

We of the University community wish to work more effectively with the adminis-

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

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

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

Approved

IX. SENATE COMMITTEE ON EDUCATIONAL POLICY REPORT OF THE SENATE TASK FORCE ON DEVELOPING AND ENCOURAGING EXCELLENCE IN TEACHING

INFORMATION:

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I. INTRODUCTION AND AUTHORITY

On November 29, 1973, the then President of the University of Minnesota, Malcolm Moos, appointed a Task Force which would, under the title noted make a report to the Senate Committee on Educational Policy with "duties and responsibilities (to) include, but not be limited to recommendations about —

1. The possible definition of good teaching and/or identification of some of its attributes.

2. The possible development of processes for systematic evaluation of teaching throughout the University, particularly at the undergraduate level.
3. Consideration of the relationship of teaching and research and service and their relative role in the University and Community.
4. Ways in which the University might aid in developing self-improvement for instruction."

It seemed desirable to the Task Force, due to changes in administration and a time lapse between the original directive and the identification of persons to serve on the Task Force, to ascertain whether the original directives and guidelines were still valid. The considered judgment of the Consultative Committee, chaired at the time by Professor Leon Reisman, was that the charge was indeed still a worthy one in spite of its being "awesomely all-embracing."

II. PREAMBLE AND THE IDENTIFICATION OF THE GOOD TEACHER AND GOOD TEACHING

This report does not represent a scientific research project which would of necessity require a distillation and refinement of literally thousands of papers, articles, proceedings of colloquia and conferences, books, and even entire journal series devoted to the identification (and improvement) of both good teaching and the good teacher. We are uniform in our belief that there are in reality an infinity of ways that now exist and more that will come in the future which promote excellence in teaching and will improve the teacher.

We are also aware that there are other committees, subcommittees, and task forces within the University assigned to producing recommendations and materials (both soft and hardware) which touch upon the several charges given this Task Force. A specific action is mentioned: that of mandatory evaluation of teaching and the teacher in all Humanity (originally but now more broadly interpreted) courses (Minutes of the University Senate, May 9, 1974, pg. 139). It is assumed that the persons responsible for evaluation will have their own definition of good teaching as they produce their instruments of evaluation. No specific recognition in this report of such overlapping groups will be made.

It was inescapable that the Task Force would first have need of some commonality in thought on the objectives or charge to the University in Society before proceeding to the "charge" to the teacher. Succinct definitions of the University usually revolve about its library resources and its faculty rather than the bricks and mortar or other components of its campus. The avowed purpose found in print in most of our circulated literature suggests one that is threefold; teaching, research, and service without an attempt to establish priorities or percentages of time or effort devoted to each. Chiseled in stone above our East Bank Mall we find another "charge" to the University of Minnesota. The author(s) of this statement might now wish to "neuter" the charge and otherwise remove certain of the self-limiting sections, however, the Task Force felt that this statement is a most respectable charge.

"Founded in the Faith that men are ennobled by understanding
Dedicated to the advancement of learning and the search for truth
Devoted to the instruction of youth and the welfare of the State"

This charge reminds us that we do indeed need frequent introspection and evaluation of teaching and the teacher if we are to properly "instruct the youth."

If the Task Force is expected to promote excellence in teaching, some unanimity of thought also had to be established in the goals of the teacher which might mesh with the goals of the University.

One prime goal of the University has long been that of providing a segment of the student body with a frame of reference that might simply be education for its own sake. Even though the events of recent years place a great emphasis on professional orientation, the Liberal Arts Education philosophy is a great one. It performs many functions for the student, assuming the Teacher is there to act as the motivating force

and inspiration. The Teacher may function under the umbrella of Liberal Education in *directing* the student towards professional goals not previously considered by the student specifically acting as an inspiration to the student.

Beyond the commitment of the University and its teaching faculty to the more tangible goals (both professional and liberal education), there are also commitments and goals which are more humanitarian. One certainly is that of inspiring a student to perform beyond his or her own expectations or his or her self-constructed boundaries. Vice Chancellor Paul Saltman, University of California, San Diego, addressed a group of educators and students at the Pennsylvania State University in June of 1974, commemorating the 200th anniversary of the discovery of oxygen by the Reverend Dr. Joseph Priestly (himself a great philosopher and educator), using the title "Some of My Best Friends are Teachers." His concluding remarks so closely approximated the charge of the Task Force that we take the liberty of paraphrasing the five steps he suggested the teacher mount to achieve excellence.

Step One, Facts. The teacher must be armed with and facile with the informational and reasoning tools of his or her trade. When a teacher is first brought into this community of scholars (which we consider to be the University), it should be ascertained that he not only possess these skills, but will have the inherent desire to maintain his or her alertness and continue to improve his technical abilities. Regardless of his other skills, if a teacher does not possess the facts, or know where they may be found, he would find it difficult, if not impossible, to pass on to the student much of value in the discipline.

Step Two, Finding Facts. Our teacher should have the capability of asking the right questions of the student, to convince him or her that answers are worth the seeking rather than assuming that a ready made "handout" will always be available for every "problem set" assigned. The "fountain of knowledge" is more the library than the teacher. The facts to be sought may well be those that exist outside the walls of the University. The good teacher will know where these "fountains" are. It is not likely that a teacher constrained to the "Ivy Covered Towers" (or "Ivyless Walls and Towers") will be aware of the multitude of sources which are not necessarily library oriented.

Step Three, Being Cognizant of What We Should Know. The teacher's own ability to communicate effectively will help the student with the more intangible parts of education, that of being aware of what is worth knowing. There is such a thing as attempting to gain expertise in everything and yet being master of nothing. Yet, to be master of a narrow specialty and ignorant of those things that add dimensions to life is an equal or more serious sin. A good teacher might, indeed should, be an epistemologist.

Step Four, Instilling Passions and Enthusiasm. The teacher should have within him or herself the passions that in turn arouse the student's passions for learning. This quality, as for most of those that define good teaching and a good teacher, is difficult to quantify. Those of us in academia can certainly think back to our formative years and identify not only one but hopefully many who had this trait. This (or these) teacher(s) had himself a passion for learning and possessed the ability to inspire us with the same passion. It has been said that the good teacher is one who trains and inspires his students to be better than he is. The transmission of learning as well as enthusiasm may be through the spoken word in lecture, in the studio or laboratory, in the tutorial process, or in the field.

Step Five, Being the Human Model. The teacher should have the courage to be different, when being different will produce a more effective learning process. The student, in part because of events of history, appears to be almost without a model, without a hero or heroine. There was a time when these figures did exist in both fact and fiction but our literature of today is evidence of a paucity in these figures. In fact, our current literary efforts seem more devoted to: (a) giving hero status to those who have by word and deed violated principles which have made our system great and (b) tarnishing the heroes of the past and near present. The student still would seek a hero

if one can be found. Why not let it be the "good" teacher? The teacher cannot long hide from his student without somehow being exposed by both colleague and student. Honesty, sincerity, ability, and enthusiasm are good dimensions for the teacher and a hero according to the concluding remarks of Professor Saltman.

An awareness and perceptiveness on the part of the teacher as to what the student atmosphere in his class really is, will be another mark of the good teacher. Classes large and small may be "alive" or they may be "dead" (*Vida infra*). They may vary in these dimensions from day to day. A class or a laboratory cannot realistically be a perpetual orgasm of discovery but there should be enough stimulation by a teacher, regardless of class size, so that these peaks will not be infrequent and valleys not deep. The teaching techniques applicable for a small seminar in achieving all of these "ultimates" might not certainly be the same used by the master of our art for a class of five, fifty, five hundred or more (all of which exist in our University). There is a difficulty in defining balance between subject matter and showmanship in the instructional process that must not be neglected — the subtle but existent shift in this balance by the teacher toward subject matter and away from showmanship as one proceeds from the lower division to the upper division and finally to graduate instruction. This shift should be recognized by the good teacher. The stress throughout continues to be flexibility with the teacher being a master of many modes.

In the process of the Task Force report being scrutinized by subcommittees, working groups, and other major teaching oriented units of the University, the most consistently found theme is that of "inconsistency." Thus no two of these units, nor even members within the units, agree completely on the mold from which the good teacher emerges. The five steps defined earlier simply are ones that, if nothing else, evoke discussion. Only one other set of attributes is here included. Obviously any individual or group of individuals could establish other sets; however, it is doubtful that each would differ tremendously from what is found within this section.

A good teacher is one who recognizes learning problems and corrects them. She or he

1. Clearly defines reasonable objectives of the course.
2. Organizes the course in a way that facilitates student achievement of objectives and allows them to fit the course content into a broader framework.
3. Stimulates students' interest in the subject beyond the confines of the course.
4. Is open to question and criticism.
5. Helps students to sort out the state of our knowledge on various topics from the oversimplistic pedagogical approach often woven into the literature available to them.
6. Is human.
7. Contributes toward developing in students a passion for learning by exposing them to rewarding learning experiences.
8. Is creative in approach to solving communication problems with the students of the variety of backgrounds encountered in class.

In summary of this charge of the good teacher and good teaching, the Task Force recognizes that there is in reality little commonality. It is, in fact, the quality of uniqueness that makes for good teaching and the good teacher. Good teaching will come from the teacher who knows his own strengths and weaknesses. The former he will nurture, the latter he will try to correct.

III. MEASUREMENT OF TEACHING EFFECTIVENESS

In addressing itself to this charge, the Task Force is aware that this is one of the previously defined areas in which considerable duplication of effort exists. It also recognized there then could be a variety of reasons for evaluation, some more easily justified than others and some more easily achieved and quantified than others.

1. *Evaluation of Teaching and the Teacher by Students.* Processes as well as

techniques for such evaluation are legion. Units of this University, as well as virtually every other institution of learning, have all been struggling for decades (perhaps for centuries) to devise proper instruments. The Task Force suggests that such a division of our University as the Measurement Testing Services (as well as all other groups set up within departments and colleges or by student associations) treat data derived from questionnaires with caution. Responses from them often will be helpful in informing a teacher (and thence his or her administrative body) that he is not reaching the students, but it is seldom that an instrument will tell the teacher why he or she is not doing well or how there can be improvement. Some information is obviously transmittable by allowing the student "space for additional comments," but transmitting such comments in a form useable in teacher training is difficult. It is essential in student evaluation that the student be told the purposes of the evaluation.

In addition to the previously referred to "dead" and "live" classrooms, there is also the "hostile" classroom. It is not always easy to define the teacher-originating aspects that create the hostile attitude nor to differentiate it by the use of questionnaires from the dead classroom. "Hostility" may be a natural outcome at the time, for instance, of a final examination with no real adverse reflection on teaching or the teacher. It is obvious that such a time would be most inappropriate to administer a questionnaire on teaching and the teacher. An evaluation may also give information on the "alienated" teacher, one who usually is remote from his students not only in his subject matter approach but, as well, in physical presence. The remoteness may originate from non-availability of the teacher because of his research activities in the laboratory, in the studio, or in the field. It may be a "locked-door" policy or off campus work schedule. For whatever the reason, the Task Force identifies as a major problem in teaching effectiveness, this "missing teacher." A questionnaire that is properly worded, understood, and interpreted by the "teacher" could identify problems such as those suggested above.

Those teachers who have been evaluated and those who have tried to "evaluate the evaluation" are well aware of the extensive spectrum of responses that appear on any form. It is obvious that what is an effective mode of instruction for one student is ineffective or even abhorrent to another. Any large class in our University is populated by students with tremendous disparities in background, training, and interests. It has not been found feasible, because of teacher and facility shortages, to provide special classes for every special interest group in our University. If we were to abide by the recommendations that may evolve from a student questionnaire or evaluation of a course and the teacher, a pattern of instruction and course content might emerge that is suited only to the so called average "mass." Such would be no better than mediocrity.

There is always a place for the honors program if properly taught and if proper selection criteria are used for both teacher and student. The good teacher should be able to identify the outstanding student even in the large classes and provide special learning modes for them by any of many techniques — special field, studio, laboratory or other assignments, in-depth reading and reference aids, modules prepared for the especially well prepared (in addition to the more commonly prepared modules for the unusually poorly prepared or motivated student), and by special group round table or seminar discussions. The report does not wish to neglect recognizing the extra time needed on the part of a teacher to provide such.

The Task Force does not recommend the curtailment of student evaluation. It does suggest the highest possible care on the part of the composers and especially on the part of the interpreters and users. It is suggested that more effort be placed in "follow-up" instruments whereby a large segment of our graduates with degrees at many levels be allowed to express themselves on impressions of quality teaching in, for example, one, five, or more years after leaving the University. Some information has been reported on the general satisfaction of our graduates concerning the *quality* of the education but not, to the best of our information, a judgment on whether teachers may have passed on some or all of the qualities described in the just preceding section (II) of this report.

2. *Evaluation by Peers.* This evaluation strikes at the heart of important facets of teaching excellence — the soundness of the professional base as well as communication. There is less of this kind of "sitting-in" evaluation in force than there is of the questionnaire — student evaluations. It is obviously a departmental type of function. It can be achieved by several techniques. The most obvious is visitation by teachers in the same or similar specialty areas. It is urged that studies be initiated to determine the most feasible route for systematic evaluation so that, when tenure and promotion committees meet, the input can be far more definitive than is now the case. Meaningful input can come from courses taught by real team teaching techniques. This Task Force urges caution in such instructional modes unless the process is truly a *team*, cooperative effort rather than a so called *tandem* approach, where one teacher is followed by another in intervals in the classroom without a feeling for or information on the material presented by his predecessor. When a group of three, four, or more teachers each sit in on each other's presentation, there is opportunity not only for mutual evaluation, but mutual improvement through group criticisms and suggestions. It is generally concluded that there is need for more peer evaluation. The costs involved cannot be ignored.

3. *Evaluation by Administration.* Decisions on tenure and promotion for a staff member supposedly include judgment on teaching effectiveness. As earlier inferred, there is seldom meaningful input, certainly little quantitative input in many judgments or decisions on tenure. The obvious result is that decisions on this important step are made (largely by default) using the more easily quantified information on: scholarship, numbers of dollars of external money generated for research, or on external offers of employment. The student questionnaire interpretations are useful only when the many parameters which were earlier referred to are considered and which are more easily defined than applied. It is unfortunate that currently much, if not most, of the administrative evaluation on *quality* of teaching is suspect through lack of documentation.

University-wide policy on evaluation of teaching should draw a sharp distinction between evaluation for promotion-tenure-merit (those containing an implied threat) from evaluation for self-improvement. While both purposes of evaluation may use some of the same types of evaluation procedures, the most useful evaluation is that aimed at self-improvement. It may be that the focus of self-evaluation is narrow and directed toward weak points on developing methods. These would normally reflect the most negative aspects of the quality of teaching profile in a given course and the necessary bias would make the evaluation results inappropriate for other uses.

Decisions about the appropriate evaluation procedures for merit, promotion, and tenure decisions should be the responsibility of the department or concentration and collegiate unit. These decisions should be flexible enough to adjust to the variety of instructional modes included in the department and accommodate the variety of course offering situations ranging from required skills to electives dealing with the more abstract areas of the discipline or groping at the research frontiers. Where student evaluations are used, the students should be told the purpose of the evaluation, especially if the evaluation is for administrative personnel decisions.

4. *Evaluation by External Bodies.* Good teaching (assumed to originate from a good teacher) could logically be equated in part from external recognition — external in the sense of being not only outside the department (but within the University) but as well as outside the University. It is urged that when individuals have been so recognized there be a reflection in that teacher's progress, not only in rank, but through financial rewards.

Recognition, wherever the source (intra-University, national, or international), should be accepted as evidence for good teaching provided the criteria are consistent with the criteria applied to all faculty in the department. The evidences cited for the award (recognition) should meet, indeed exceed, the quality required for all faculty.

It is expected that external recognition will more often but not always find its way to the more experienced and senior teacher than the younger person. It is documen-

table fact that many of those who have received citations, awards, special grants related to teaching effectiveness, etc., from professional societies, and private funding agencies have been treated no differently than those not so recognized. In some documented cases an unfortunate difference has been noted; such persons have had their appointments terminated. There is documentation in other cases whereby the University *has* indeed taken cognizance of this recognition in cases of tenure and promotion. It is not within the jurisdiction of this Task Force to ask for a review but it is a strong recommendation that the University be aware at least that individuals have been recognized. If these inter-University, national, and international awards and citations actually mean little or nothing, then the committees and sections of the societies responsible for selection should be aware of their minor impact on the progress of the "good" teacher.

A summary of thoughts on constraints, uses, users, purposes, and types of evaluation follow.

(a) Constraints on Evaluation

Evaluation methods must:

1. provide for creativity in teaching;
2. be adaptable to a full range of methodologies;
3. be efficient and flexible to meet a variety of needs;
4. avoid infringement on academic freedom or individual rights;
5. be current and not a replay of an old record;
6. meet criteria of reliability, validity, credibility, and useability.

(b) Uses of Evaluation

1. for promotion and tenure decisions
2. for merit discussions
3. for gauging the effectiveness of teaching techniques or materials
4. to provide consumer information about courses
5. to aid in curricular personnel management decisions
6. to facilitate individual faculty development

(c) Users of Evaluation and Their Purposes

1. teachers in self-improvement
2. peers in teaching improvement through experience sharing
3. administrators for promotion, tenure, and merit decisions
4. administrators for matching instructions and courses
5. students in course selection
6. advisors for counseling students about courses

(d) Types of Evaluation

1. student opinion (both present and former)
2. peer
3. pre- and post-learning tests
4. criterion level test
5. administrator
6. external bodies expert in either content or process
7. self

It is evident: (1) that a clearer distinction needs to be drawn among the purposes of evaluation; and (2) that the constraints on evaluation be stressed.

The Task Force should like to try to show that there is a parallel between human behavior (in good teaching) and physical behavior of an important unit in our physical world, the electron. A physical law has helped us understand something of this elusive unit. For the uninitiated (but with apologies to the specialist) it is possible

to take the product of two terms (parameters), each of which may have wide limits or range. The symbol Δ will mean "difference" or some range of values. Thus [Δ Teaching] infers a range in teaching skills or even time devoted to it. [Δ Knowledge] means a range in total understanding, knowledge of the field. The product according to our physical-mathematical law is a constant.

$$[\Delta \text{ Teaching}] \times [\Delta \text{ Knowledge}] = \text{Constant}$$

The physical comparison to the elusive electron relates as: [Δ Momentum] \times [Δ Location in space] = Constant. For our teacher and his or her analogy, it becomes a truth that, if he or she spends all (in infinity) available time in a work day on tutorials, lecture preparation, and student interaction, there will be zero time for developing knowledge of the subject matter, scholarly work, and service. Conversely, if every available minute is devoted to research, there will be no time left for the student. Going back to the electron, if we define the momentum, then its location in space may be anywhere. If we know exactly where the electron is, we know nothing about its momentum (which includes such basic properties as mass and velocity). We have reached a real dilemma, a state of uncertainty! The answer must lie in some reasonable division of the teacher's time and energy amongst all segments of his or her expectation, that is, the many sides of "basic properties" of teaching. We can no more put our finger on the exact qualities of teaching and the teacher than we can the exact dimensions of an electron. There is in this brief lesson in science obviously a return to the basic assumptions of Section II.

IV. THE RELATIONSHIPS AMONGST TEACHING, RESEARCH, AND SERVICE-RELATED ROLES

The necessity for research (we shall for purposes of this report use scholarship as a synonym) in teaching is proposed as a prime method for preventing "teaching senility" or "intellectual obsolescence." In either state, the teacher will have lost both motivation and a desire for maintaining contact with the onward progress of his discipline. Inexorably, he or she will lose effectiveness in communicating with students. This loss will occur at all levels though it may be both more obvious and more quickly discovered in the upper division and graduate than in the lower division instructor. The interface of scholarship and teaching is frequently the subject of written and oral presentation by administrators, yet verbalizing seems to be as far as we ever get in bridging an unfortunate dichotomy, one which should never exist in our University. Research can best be measured in terms of published, circulated, and reviewed scholarly works. These are the media by which the faculty and, thence, the University will be recognized nationally and internationally. (Those institutions with inferior rankings will probably not agree with the ranking methods or conclusions). It is understandable that the University places a high premium on scholarship. It certainly influences the bodies that are the source of national rankings and cannot help but influence the decisions of funding agencies when proposals are made to these agencies. It influences students making choices of graduate schools. The Task Force is not aware of any national standings of colleges or departments within the universities that use as the basis of ranking the pedagogical expertise of the members of the faculty in any way comparable to the ranking based upon scholarship. Might it be possible for the University to initiate a program designed to encourage evaluation of *institutions* and their teaching capabilities much as research and scholarship are now evaluated? Such an effort might well place in focus the entire problem of "encouraging and recognizing excellence in teaching."

There is a published figure (though not easily interpreted as to its validity) that some 49% of college freshmen choose a university or tertiary school because of its scholastic reputation. It is not clear that an appreciable fraction of this 49% could actually identify any significant number of the faculty of the institution chosen on the basis of teaching excellence. On arrival on campus the students seem quickly to learn, usually by student-student interaction, the good and bad qualities of the teachers. It would be a most note-worthy accomplishment if the departmental and college *administrators* were equally aware of the teaching qualities of their faculties.

The percentage of baccalaureate holders seeking graduate schools on the basis of scholarship is much higher than those seeking the institution based upon the teaching and communication skills in the classroom. It would seem obvious, then, that different skills are likely to be associated with teaching effectiveness for the graduate instruction than with undergraduate instruction. Those teachers with skills at both (all) levels should be sought out and recognized.

The Task Force maintains that the strength of our University should be the collective intellectuality and talents of the teaching staff. One talent will complement another — scholarship will complement teaching. This vitality of the University is not only a teacher-student function but includes a component that can be even more important. It is certainly synergistic, a student-student component. Successful teachers, through their behavior in classroom, tutorials, laboratory, and research will attract the motivated and successful students. These students will reactivate others and generate a learning atmosphere even without a teacher. Insufficient time, effort, and monies are now devoted to planning for the intellectual and faculty resources as compared with that spent on physical planning. Corrective measures should be initiated.

The teacher's interaction with the community requires an acceptable definition of the *breadth* of the community. This Task Force chooses to interpret the community in the large sense; local, national, and international. We believe that the strength of this University and, indeed, the strength of the American system of education has developed through interchange (at the most personal level) of ideas, programs, and curricula. Such exchange is impossible without allowing a high degree of mobility for the teacher. He or she must be able to move into the community to become aware of problems, to suggest solutions to problems, and, of extreme importance, to find out what solutions suggested by others will be. There is an aura of sterility if the teacher is forced to rely for his or her judgment only upon the written word for solutions to community problems. The Task Force views with alarm administrative measures that discourage these exchanges. The best way to give "life" to the classroom is to have a teacher who is alive. The alive teacher is a "doer" and not just a "reader." It is most unfortunate when people responsible for making decisions assume good teaching is generated entirely within the four walls of an office or laboratory.

The role of community service in teaching will be as difficult to evaluate as are the other parameters that have become a part of this report. Service can mean different things to different segments of society and thence to different teaching faculties. Research, likewise, will have different connotations. It may well not be investigations that lead to the cure of diseases in man, animals, and plants, or the prolonging of life. It could be to create molecules for special purposes, develop or breed hybrids that will improve food supplies. These programs, amongst others, will often be the ones that generate funds and influence the data gatherers for "Top Ten" standings. A community service that will improve the understanding of man's relationship with man, create new dimensions in community life, improve the quality of life, all require every bit as much time and talent on the part of the teacher as the earlier goals. To be effective, the teacher must be allowed to, as well as willing to, move outside the University walls. It is too often assumed by the administrative bodies, as well as the legislative committees responsible for funding, that such efforts are to the detriment of the "classroom" teaching. We repeat that such associations and activities will lead to better teaching. They need not remove the teacher from student relationships. It is difficult for the Task Force to conceive of a teacher serving effectively on any of the multitude of boards and committees, both within and without the University walls, who has not had experience gained by (admittedly a redundancy) *doing* in addition to *reading*.

In summary, the Task Force supports the belief that a member of the teaching staff of our University cannot be effective without establishing himself or herself as a scholar. The vitality factor becomes more important with years of service. Without a commitment to research, the teacher is not likely to continue either with vitality or expertise unless there is pursuit of scholarship in a variety of forms. The University should encourage the teacher, rather than produce "guidelines" and even road-

blocks, in becoming involved in the community and in seeking solutions in areas where he or she possesses expertise. He or she should be encouraged to visit sites where solutions to community problems have been found.

V. DEVELOPING AND ENCOURAGING SELF IMPROVEMENT

This charge is another concerning which other agencies, committees, and specialty groups are concerned. Many of the items of soft and hardware that are part of the several learning centers on one or another of the campuses, though produced for *students* are available to the teacher and should be used. It is difficult to argue with the clock and calendar, however, when time is sought to use or develop expertise in the ever expanding assortment of devices for teaching and learning. Most teachers will verify that it takes a 50 to 60 hour week to do nothing more than maintain the current schedule of activities.

The University must, then, assume a major responsibility in providing time, money, and programs for self improvement. Even providing these three essentials, there will still be nothing accomplished without desire and willingness on the part of the teacher to sacrifice time (and often money) needed to take advantage of programs for self improvement. Currently there are facilities and plans for self improvement provided by the University. The Task Force applauds these and hopes that nothing less, and hopefully more, will be provided. There are two general categories which we identify as part of self improvement: (a) improvement in total content, basic understanding, new developments in the teacher's field, and (b) improvement in the processes by which the teacher can communicate not only the already established expertise but new developments, that is, the techniques of teaching. Unfortunately, these two categories (a) and (b) are not viewed by all as being equally important. One or the other is relegated to the inconsequential at times by some sections of the faculty as well as administration.

Among the recommendations of this Task Force in the area of "self improvement," some are so obvious that defense or support should not be needed. But, with diminishing resources for the support of the largest business in the country, education, we must not lose sight of the obvious.

1. *The Sabbatical Leave.* This essential part of the academic profession is under fire in some places even though only the most dedicated are willing to so participate. The financial strains may be monumental when income not only diminishes by half but support of family is discouraging in a country with soaring living costs. Too often, this period of learning, relearning, developing the tools needed for the "alive" class are all looked upon (by those who in the end provide the resources for the University) as "prolonged vacations." Even with its deficiencies, the sabbatical must be protected.

2. *Modifications and Additions to Self Improvement Leave Plans.* There are a host of modifications of the sabbatical that the University might investigate or continue to study. Some are already part of the "leave" plans such as quarter leaves — again, a plan that we applaud. Other Senate Committees are at work devising modifications but one this Task Force feels is admirable is dividing the academic year into something other than three terms for purposes of the sabbatical. Thus, a half an academic year might still be incorporated into many schedules with the full salary allowed instead of half. Sabbaticals, quarter leaves, and other opportunities for academic improvement, no matter how short or how "research oriented," are to the ultimate benefit of not only the teacher but to the University.

A modification that could lead to real improvement is a much shorter term, perhaps a matter of weeks or, at most, a portion of a quarter which would allow a teacher to visit a site where exemplary teaching is being conducted on a campus whose scholarly environment is nationally recognized. We think of this as an "imitative approach." Consciously or unconsciously, all teachers imitate. There is nothing wrong with the incorporation of teaching skills learned this way. Short term leaves for

the major purpose of developing and improving courses (or curricula) are recommended. Recognizing the difficulties of funding such proposals, we still feel the recommendation is sound, funding being provided to cover travel and bare subsistence while on such an assignment. Essentially this report recommends that as many "teaching" oriented leaves and sabbaticals be supported as are those which are research oriented.

3. *Departmental Responsibilities in Teaching Improvement.* There should be departmental aid through teaching evaluations, to be distinguished from evaluations used only for promotion and tenure decisions. Thus, internally arranged seminars, especially for lower division instruction where multisections are common, should be established where such do not exist. They would be without vitality or longevity unless properly designed and funded. Their life and liveliness would depend upon more resources than are now available on our campus. The Task Force feels that a University of our size, which can operate only where there are multisections, needs at both the University and departmental level more research on the best teaching methods for these multisections. Experience shows that the teacher loses interest and vitality in his or her teaching if overly constrained in the day-to-day instruction. On the other hand, there are injustices to students when too much autonomy is allowed, not only in content, but in grading practices. Within a department serving large numbers of students, especially in our service courses, there is likely to be found one, occasionally a few, but unfortunately never many who are dedicated to and responsible for these lower division offerings. It is seldom that their authority in operating the courses approximates their responsibility. Solutions to this inequity must be sought.

4. *Role of Junior Staff in Effective Teaching.* Effective teaching in our large University is dependent upon the contributions of the junior staff, in this context, the graduate teaching assistant, teaching fellows, or occasionally, instructors. More effort must be placed on orientation in teaching responsibilities for these important members of our teaching staff. National societies, funding agencies, colleges and departments within our own University are indeed now placing more importance on this part of teacher education than in the past. It may be noted that in the 1972-73 Harvard University President's Report, Derek Bok devoted approximately a quarter of his total annual report to this single phase of the educational process. To the best of the Task Force's limited input on the matter, the departments where successful teacher orientation for the teaching assistant is being conducted, it is on a zero or near zero budget. The programs also have been, over the years, squeezed into shorter and shorter periods of time as more and more is expected of the assistant in the time between his or her arrival on campus and the start of classes. This University cannot continue to expect the graduate teaching assistant to function as an expert in instruction without help, without proper accommodations for office and tutorial space, and without information on existent resources for improvement of his teaching (*vide infra*). As our student is quite aware, he or she may spend by a factor of two times, more with the junior staff than with the senior instructor in the course. The latter persons are not likely to know more than a handful out of a class of hundreds. The problem is obvious. A partial solution would involve funding to bring the graduate teaching assistant to the campus earlier than the 15th of September to participate in a well designed orientation and teacher training program that would be devised within the department.

5. *Involvement of Multi-discipline Approaches to Improvement.* The educational psychologist has much to offer all teachers of this University if those outside his area of expertise will learn his language and be understanding of his processes when they do not border on a particular discipline. Open workshops cooperatively designed are suggested to make the teacher more aware of, among many factors: (a) the profile of a student body, especially in a lower division course, (b) the objectives that realistically can be expected from a course, (c) the production and interpretation of evaluations devices (examinations) especially where funding dictates that other than subjective instruments are feasible for large classes, (d) the use of and limitations of

the many legitimate and illegitimate offspring of the personalized systems and self-paced systems of instruction and systems utilizing newly developed audio-visual devices.

A positive recommendation is that of creating some fifty or more grants in aid for teachers to attend short term (perhaps three to five days) workshops or minicourses in which techniques in learning are included. Including such investigations and results in a study of instruction to minority and disadvantaged students might be investigated.

6. Hiring and Job Description to Achieve Improvement in Teaching. A more realistic system of hiring of senior staff (above the instructor or graduate teaching assistant) is urged on the parts of departments. Realism in this context is thought of as a far better job description for the potential member of the staff than is now common. If, indeed, the University wishes to take more cognizance of teaching skills, then the candidate for a position should know: (a) that he or she will be aided in developing and maturing already existent skills and techniques, (b) that the effective use of teaching skills will be weighted in decisions on promotion and salary, (c) that prior experience in teaching situations (including those that were part of his graduate training) will be considered in an initial salary offer.

We are entering a period of minimum or even no growth where these new faculty with their fresh and progressive ideas in reasearch and teaching will be added only infrequently. As difficult as it is to "sell" the idea to our funding sources, it would seem wise to continue to add bright young people to our faculty. Such a suggestion is not equivalent to saying that the more experienced, and indeed older faculty, cannot be progressive and stimulating in their teaching.

7. Use of Hardware in Self Improvement. The current facilities available for taping of lectures or recitation presentation should not only be used to fuller capacity, but the mechanisms for their use should be more widely publicized. Where the necessity of cross-budgeting now exists, such should be eliminated or reorganized to encourage the use of such valuable devices for improvement of teaching skills.

8. Degree Modifications for Teacher Improvement. The University could establish a national reputation in "good teaching" with the adoption of a truly meaningful PhD that incorporates not only the discipline oriented doctoral training but, in addition, has the facets that would include the expertise and awareness of that which really is part of the teaching process in our many kinds of institutions of tertiary education. Such a degree for the candidate would obviously not be easier to obtain, but rather would be harder than the usual PhD, since little if anything would be dropped from the normal course and research offerings and expectations. Rather, there would added seminars, internships, traineeships, which would allow the student to become familiar with the kinds of tertiary institutions, their problems, their goals, their limitations (where such exist), and responsibilities to society. The Task Force recognizes that this recommendation might be more oriented toward the sciences but it certainly need not be so. It is recognized that some progress has been made elsewhere in special degree programs but those in current operation appear to have major flaws. In our own University some plans have been brought forward but, either through lack of faculty or administrative interest, little has been accomplished. The recommendation of the Task Force is that of a thorough evaluation of the just mentioned current design. That there is interest on the part of students is evident from the numbers wishing to enter academia.

9. Proper Use of Talents in Teaching. Teaching effectiveness can be aided by closer scrutiny, especially for the lower division courses, of the persons assigned by department to those courses. To assume that all members of a teaching faculty have the same interests, abilities, or desire to teach introductory courses in their discipline is most foolish. There are now too many proverbial "fish out of water" situations where multisection courses have to be taught by teachers chosen more on a random selection than on interest in teaching. The result is likely to be the ill-prepared and ill-motivated teacher before a student audience, the members of which all too soon

recognize the failings and soon fall into the previously referred to "hostile" or "dead" categories of classes. A number of recommendations, even possible solutions to the problem are possible, not all of which are desirable. If thousands of students must have instruction in a discipline but only a select few have the desire and training to perform the service, several recourses are suggested having varying degrees of attractiveness: (a) These thousands of students can be "herded" into some sort of large hall and exposed to one teacher who will depend upon existent audio-visual devices to magnify or transmit this teacher's knowledge, enthusiasm, as well as the other hoped for attributes of good teaching. (b) A course can be "canned" for multiple showings by a person well versed not only in the audio-visual media, but in the traits of "good teaching." This course would be available year after year or until the same teacher or others are willing to modify it to serve specialty groups, different texts, or changes in the subject itself. Members of the senior or junior staff or both would be available for scheduled tutorial services where and when students need help which is not provided by the film or tape. (c) The students could be given a comprehensive course outline and free access to the library and references suggested in the outline as well as special audio-visual materials (modules on brief segments of the course). The students are expected to learn as the mood moves, proving mastery at whatever predetermined interval and level some person decides who administers the course. (d) Enough competent senior staff can be provided, in keeping with the total enrollment and through intelligent hiring procedures, so that classes of manageable size can be competently taught. The plan still assumes the availability of interested and well trained (through orientation programs) assistants and use of well designed teaching aids. (e) A senior staff can be made available of a size defined by (d) but whose members recognize that each will, as a career orientation, work with the large classes in lower division instruction. Such senior staff would be from institutions where training has been available in the devices that are commonly employed but who are also competent in their own field. The members of such an "ancillary staff" might come from a training program suggested in (d) above. The scholarship productivity requirements would be enforced for promotion and tenure but would take a different focus from those more concerned with upper division and graduate teaching. As our economy and population shifts and readjusts, it is not at all certain that those helping in the instruction of lower division courses and working for advanced degrees will be or even should be entering our graduate schools in the numbers we now find. The alternative method of instruction, part of (e) above, then might deserve stronger consideration than it does currently. There are institutions that operate under such a plan, but a most unfortunate "class system" often co-develops.

The Task Force recognizes that there are flaws associated with each of the above (a-e). The members also admit to not being all inclusive in suggesting approaches. It may be idealistic but it is felt that there are currently coming to the portals of our University young men and women who *do not* find a dichotomy in teaching and scholarship. Potential members of our University community do feel that if proper recognition is given to all phases of the University "charge," they will function not only well but many will perform brilliantly before classes large and small. They could under such conditions produce scholarship of dimensions which would add to the stature of our University. The Task Force suggests (d) as a viable instructional process.

10. *Teaching Loads and the Teacher.* The effectiveness of a teacher is very much a function of his or her assigned duties. The number of classes, size of classes, contact loads are variables often treated with too little concern for proper assignment. A very light teaching assignment may allow for a most effective use of the teacher's talents in scholarship. A very heavy class assignment or teaching load may destroy the scholarship potential and, as well, prevent innovation in teaching methods. The Task Force hopes that the difficulties posed will not be ones solved by imposing difficult to enforce formulas relating ratios of teaching contact hours, lecture time, and laboratory time. These, on the surface, may seem to bring the entire faculty structure into a "happy" framework of equality. In reality, history shows

massive counter-productive efforts appear. These can take the form of bypassing these ratios by artificial fragmentation of courses, sub-dividing classes, and creating new and possibly redundant courses. Where there are inequities in duties and staff assignments, it is recommended that they be handled at the departmental level. Where and when inequities still exist, there are appeal groups which can be used at the dean and academic vice president's level.

11. *Recognition of Teaching Effectiveness.* The Task Force would be remiss in its report and in its recommendations for self improvement, as well as recognition of effectiveness, if it did not do the obvious, suggest recognition of good teaching by the dollar sign. If the administration could be provided with some sort of oversized scale that would weigh the satisfied students while subtracting the weight of those dissatisfied with their instruction, then the pay check could be adjusted. The Task Force in all its deliberations has not come up with such a weighing device. We do feel that a department head who is without knowledge of these two relative "weights," or who does not have the interest in finding out which way the "pan bounces," should not hold this office. On the other hand, if the department head really feels that those who are his or her immediate supervisors in the table of organization (up to and including the Board of Regents) would be sympathetic to his recommendations on quality teaching, then she or he might be more willing to devote the energy and time to this important section of an "annual efficiency report" to make it meaningful.

VI. SUMMARY AND RECOMMENDATIONS

It is not unique for a committee reporting on an issue and seeking answers to problems that it will find a multitude of new issues. The Task Force, indeed, has uncovered a number of new issues and problems associated with teaching excellence and the excellent teacher. It is our hope that this report is only the first of many that will follow, keeping vibrant the search for teaching excellence. Fifteen points follow that attempt to serve as both a summary and as suggestions to the faculty and administration.

1. If the charge to the University itself is indeed three-fold: scholarship, teaching, and service, the various colleges and departments within the University must realistically and honestly evaluate and weigh accomplishments by the teacher in all three areas. Nothing in any of the sources defining the University's charge infers other than equal importance of the three.

2. There is little commonality of factors defining the good teacher or good teaching. Defining bad teaching and the marginal or poor teacher unfortunately is much easier. Uniqueness may well be the best or most general characteristic of the good teacher. Flexibility, passion for learning, communication skill, enthusiasm for the subject, and a capability of the teacher to establish himself or herself as a model for the student all appear as desirable traits in the good teacher.

3. Evaluation instruments, whether professionally or otherwise constructed, should be used and interpreted with great caution. More attention should be paid to why there is ineffective teaching followed by devising curative measures. Instruments should be considered in which the data are derived on teaching and teachers from our University graduates of one, five, and more years after their departure from the campus.

4. Properly constructed evaluations should lead to information that will minimize (even better, eliminate) the number of: (a) dead classes, (b) hostile classes, and (c) "alienated" teachers. Evaluations that lead to instruction which meet only the needs of the average student are deplored.

5. Peer evaluation, though recognized as time consuming, will lead to quantitative input for committee decisions on tenure and promotion as well as aid a teacher who is willing to attempt self improvement to find his own weaknesses. Peer evaluation can be effective when part of a true team teaching operation. It is not assumed that all courses are equally effective when team taught. When two, three, or occasionally more teachers participate, sitting with one another not only in the courses

but in evaluation sessions after class time, it is possible to have not only quantitative evaluation but improvement of teaching.

6. Current administrative evaluation of teaching is, from evidence at hand, insensitive to external (outside the department and the University) recognition of staff members' accomplishments. It is recommended that some policy be established by department heads and deans that will allow a teacher's national recognition (which also is actually a positive reflection on the University and its programs) to be part of his or her file. Criteria for recognition and awards should be applied to all the faculty in a department. Evidence of support of good teaching should meet or exceed the quality expected of all faculty.

7. Disproportionate time allocations and assignments for teaching operations are just as undesirable as disproportionate allocations of time for research. It is urged that the departments be allowed to establish equitable work "loads" rather than the University administration trying to establish campus-wide formulas. Where there are evident inequities, our present governance would seem adequate to find solutions.

8. Good teaching is not entirely a function of a teacher's own technical skills. Student-student interactions or student peer learning are of inestimable value. A good teacher will find ways to foster these kinds of interactions. The quality of student admitted to the University will be an important factor.

9. Mobility and exchange of ideas through person-to-person (teacher-to-teacher) dialogue in the community (local, national, and international) is a basic strength of the American educational system. It is recommended that efforts be made to liberalize (rather than restrict and penalize) opportunities for teachers to so interact and strengthen their expertise both in teaching skills and basic knowledge. An increase in short term leaves as well as creation of "mini" courses or workshops to improve teaching should be initiated.

10. The extensive learning devices now provided by agencies of the University are admirable. A reexamination of the All-University Learning Resources Center as a way of improving our total instruction seems worthwhile instead of fragmenting our Resource Centers.

11. Self improvement by the teacher sufficiently motivated to seek it, is recommended by the suggested devices — certainly not intended to be all inclusive.

a) The present sabbatical plan should not only be continued but modified in a number of ways to make for increased flexibility. The half year sabbatical, little used currently, should be restudied. The administration, and especially the legislature, need themselves an educational program that will make them aware of the real sacrifices in time and money that are now necessary to take advantage of the current year or nine month sabbaticals.

b) A leave shorter, in addition to the now available quarter leave, is suggested as having merit (see also 9 above). There are occasions when a teaching or scholarly technique might be developed through observation (on the campus) of a master of this technique in a restricted period of no more than a few weeks or a month. A period of time necessary to develop a new course or curricula should be supported. Competence by the "imitative" approach often is worthwhile. Bare travel and subsistence to achieve this kind of experience is recommended.

c) Much more attention should be given to departmental *aid* to the teacher through evaluation. The hardware is available in our audio-visual centers for the useful taping procedures (lecture, recitation, tutorial, etc.). It is at times difficult to take advantage of these materials due to budget restrictions. The previously mentioned Learning Resources Center (if converted to an all-University function) would ease the path as well as provide new avenues. The tapes from such activities would be of little value if the necessary time for critiques were not made available.

12. A more comprehensive departmental and all-University recognition of the important role the graduate teaching assistant plays in instruction is urged. Both authority and money must be allocated for the development of orientation and

instruction programs for the members of the staff. Where programs of orientation now exist, they should be strengthened. Where they are nonexistent, they should be built. We must recognize that a teaching assistant (including in certain areas undergraduate assistants) will usually be more closely associated with the members of a class than is the senior lecturer. The University's obligation to our teaching assistants, then, is clear if effective teaching is expected.

13. Careful thought should be given to devising a meaningful doctorate that will incorporate the basics of teaching skills, familiarity with the many institutions of higher learning, the logistics associated with teaching as well as inculcating basic facts of the discipline. Cooperation of specialty areas and the educational specialist is urged. Better understanding, especially in the lower division courses, is needed concerning the student's own educational and psychological profile before embarking on a course of instruction. Currently we find the teacher has little data or familiarity on these latter items.

14. Department heads and/or committees responsible for interviewing candidates for staff positions should reexamine their own approach in explaining the duties and responsibilities as well as expectations of the department, college, and the University itself in promotion and tenure. When little or no importance seems to be placed on teaching, the newly appointed staffperson cannot be faulted for devoting a major segment (if not entire attention) to scholarly works. When a new appointee enters our University with past experience in teaching (as well as research), this experience should be reflected in his or her promotion and tenure.

15. More effective teaching would be the result if the unit responsible for teaching assignments would approach this important duty with more cognizance, matching the type of course, especially for our lower division offerings, with the best staff available. It is clear that all teachers are no more equally suited for all subdisciplines than they are for all kinds of audiences. If a teaching faculty finds itself without the numbers of staff competent in or interested in teaching the large service courses or introductory courses (service or not), corrective measures or solutions are suggested. Some of these are repugnant to this Task Force but are known to be operating in institutions of repute.

a) A course may be produced by a "good" teacher with the cooperation of the audio-visual personnel. The tapes or films resulting from this effort would then be common for multiple sections until time, money, and energy allowed for their revision, modernization, or adaptation to new curricula.

b) Audio-visual devices are available for the projection of an individual and his presentation to "super" large classes (thousands), or in smaller segments monitored by junior staff. This teacher would be assumed to possess the characteristics of a good teacher. He or she must be able to impart enthusiasm and a spirit of inquiry through the media (a task of no small consequence). By such a technique, the teacher is able to reach thousands of students, though it is not obvious how very many of the thousands of students can reach him.

c) The distribution of extensive course outlines, syllabi, production of audio-visual materials such as modules, audiocassette lessons, and the use of junior staff or peer tutors to each student is possible with no formal class meetings. Mastery examinations may be devised using computer systems and techniques already available resulting in the course being taught essentially without a classical approach or class meetings. The operation of these already existent programs under a variety of names requires an immense expenditure of time and, at least at the moment, does not lend itself well to large classes.

d) Provide through realistic funding competent, interested, versatile, and well trained teachers who have also the capabilities of producing scholarly work as well as performing services to the community.

e) Provide funds for a "double standard" faculty where large classes or heavy responsibility to service courses is inherent. One group would be expected to carry the responsibilities for upper division and graduate work and to generate

the external funds needed to perform research while assuming little responsibility for large section instruction. The second group would be presumed as having strong basic discipline training but, in addition, would have an abiding interest in student interaction (tutorial, small and large classes). Members of the second group would be expected to have the special skills needed for communication and in learning techniques. Scholarly work would be expected and evaluated. The nature of the scholarship would obviously not be the same for both groups. Past experience tells us that the two groups might not operate in complete harmony. It would be expected that each would respect the expertise of the other.

Review Subcommittee, Senate Committee
on Educational Policy

- Dwight A. Brown
- Richard W. Ojakangas
- Larry Selin

Robert C. Brasted (Convenor and
Chairman, Task Force)

- Alyce B. Coker
- Robert C. Kiste
- William Maxey
- Gary L. Nelsestuen
- Lawrence Smith
- Paul Stembler
- Charles Tatum
- Sharon Wilford

ROBERT C. BRASTED
Chairman

Accepted

X. SENATE CONSULTATIVE COMMITTEE ANNUAL REPORT

The Senate Consultative Committee serves three primary functions: it is the Executive Committee and steering body of the University Senate; it serves as a consultative body to the President by providing a channel for student and faculty concerns; and it serves as a coordinating committee between administrative offices and the University Senate. Under this charge, the Consultative Committee convened one summer meeting and 20 meetings during the academic year of the Committee as a whole, and nine meetings with the President and other administrative officials to discuss matters of policy relating to educational interests of the University, legislative relations, personnel, service functions, research activities, the budget and the general financial condition of the University, and additional issues of concern to faculty and students.

I. The steering role of the Committee

- 1) The Committee chairman served as a liaison to the chairman of the University Committee on Business and Rules and to the Clerk of the Senate to advise when needed regarding establishment of the Senate calendar, gathering of materials for Senate dockets, and setting the order of Senate business.
- 2) The Senate Budget Subcommittee, established for the first time in 1975-76, met during the fall to establish the budgetary allocations for Senate and University committees for the coming academic year. Following the guidelines established by the Senate Consultative Committee, the Budget Subcommittee asked for funding requests from Senate and University committees for the 1978-79 academic year, to be reviewed over the summer and allocations made by the next fall quarter. The Subcommittee conferred as

necessary during the year to consider budgetary requests for the current academic year (1977-78).

The Subcommittee continues to be a permanent part of the overall governance structure of the Senate, serving to coordinate budget requests from Senate and University committees for each academic year. The vice chairman of the Senate chairs the Subcommittee, which has as its members the chairman of the Consultative Committee and a faculty and a student representative from the Consultative Committee.

- 3) The Facilitative Committee, chaired by the SCC chairman, met at the beginning of the academic year; the Committee is now in its fourth year of operation. The agenda included a review of the major issues and agenda items for each of the Senate committees for the 1977-78 academic year and a discussion of relationships between Senate committees and the University committees which report through them. The Facilitative Committee convened during spring quarter to review the past year's activities, discuss the structure of the Senate, and plan for the future.

II. The consultative and executive role of the Committee

- 1) During the course of regularly scheduled meetings, a number of administrative officials were invited to discuss major policy issues of University-wide concern. Dr. James Preus, Coordinator of Student Support Services in the Office of Admissions & Records, Twin Cities Campus, and Ms. Ruth Retzlaff, Assistant Supervisor, Records (UMM), met with the Consultative Committee during meetings held on the respective campuses to discuss in detail the information and recommendations contained in the Registration System Proposals that will be written in final form during spring quarter or early summer. Associate Vice President Albert Linck, Academic Affairs, and Thomas Benson, Staff Consultant to the Vice President, Academic Affairs, met with the Committee to review the proposals outlined in the Interim Report on Outreach at the University. Vice Presidents Stanley Kegler and Henry Koffler met with the Consultative Committee to discuss the recommendations of the Planning Council in regard to the committee structure of the University Senate *vis á vis* presidential task forces or other groups whose work may overlap with that of the University Senate committees; also discussed was the issue of long-range planning at the University as mentioned in the Issue/Action Papers prepared by a subcommittee of the Planning Council. Vice President Lyle French, Health Sciences, and Dean N. L. Gault, Jr. of the Medical School are scheduled to meet with the Committee in June.

The Committee also heard from various faculty and student representatives on issues of University-wide concern. John Brandl, Professor of Public Affairs and State Representative, met with the Committee to give his views on how legislative relations might be improved. Lloyd Lofquist, Professor of Psychology, had chaired a task force to review the Office of Vice President for Health Sciences. He met with the Committee to discuss the procedures that were used to conduct the review and commented on improvements that he would recommend the next time a review of an administrative office is conducted. Professors James Werntz and Albert Yonas met with the Committee to present information on the Educational Development Program in University College. Thomas Clayton, Professor of English, provided the Committee with an informal proposal for establishment of the position of faculty ombudsman. Fred Lukermann, Professor of Geography, shared with the Consultative Committee the experiences his department has had since instituting the "J" classification for its faculty.

- 2) The Committee is interested in continuing to develop a strong consultative relationship with the faculty and students of the University, as well as with the central administration. At the beginning of winter quarter advertisements were placed in the newspapers of the Duluth, Morris, and Twin Cities

campuses stating the Committee's charge, membership, and meeting schedule for the quarter. Throughout the year notices have been placed in the *Minnesota Daily* for all meetings of the Committee as a whole. The Committee believes that such announcements encourage communication on issues of concern and attendance at meetings by members of the University community.

- 3) In its regular meetings with the President, the Committee enjoyed frank and open discussion with him on issues of concern to faculty and students. Items discussed included the consultative role of the Committee and of the University Committee on Biennial Request and Budget Review (UCBRBR) to the central administration; the Salary Equalization Study; the Student Access Report; the Capital Budget Request; the Biennial Budget Request; legislative relations; review procedures for administrative offices; use of enrollment-based budgeting; '77-'78 mid-year retrenchment; reassignment of responsibilities within the President's staff; and, in general, the financial condition of the University and long-range planning efforts to maintain academic excellence at the University.
- 4) The Consultative Committee designated faculty representatives to serve on a number of administrative task forces, committees, or other groups, including those dealing with the new copyright law; Regulation 504 — Non-Discrimination on the Basis of Handicap; and the Student Legal Service Board of Directors.

In the early part of spring quarter, the chairman of the Senate Consultative Committee was appointed by the President (with the consent and approval of the University Senate) as Vice Chairman, Pro Tem, of the University Senate and the Twin Cities Campus Assembly for spring quarter. (This appointment was necessitated by the fact that the Vice Chairman for the University Senate and the Twin Cities Campus Assembly was on leave for spring quarter.)

- 5) Faculty relationships with the Board of Regents continued to be strengthened and formalized through regular quarterly meetings of the Faculty Consultative Committee and the Regents. Matters of general concern to faculty were discussed and an increased understanding was achieved as a result of these dialogues. Among items covered were legislative relations, both those activities in which faculty are currently engaged, and how these relations might be further improved; faculty salaries; and the operation of the University in a time of stable or declining enrollments.

Student representation on the Regents' Committee of the Whole was instituted this year, partly due to the efforts of the Student Consultative Committee. This group met regularly with the Student Representatives to the Regents to reinforce the liaison role these groups exercise on behalf of the constituency they share in common and to facilitate the flow of information on matters of concern to students at the University.

III. Inter-campus activities

The Committee held meetings on the Duluth and Morris coordinate campuses again this year (UMD—May 18; UMM — February 9). These meetings serve to underscore the charge to the Committee that it is constituted as an all-University committee, responsible for dealing with issues of University-wide concern. Also, a faculty and a student representative from each of the two campuses are regular members on the Committee, contributing the perspective of coordinate campuses in general to discussions of matters which the Committee takes under deliberation.

Members of the University community located at Morris and Duluth were afforded the opportunity of observing a regular session of the Consultative Committee where matters of University-wide concern were discussed and acted upon, and other usual business of the Committee was conducted; luncheon was an occasion for informal conversation with representatives from the facul-

ty, student groups, and administration of the respective campuses; walking tours gave the Committee a sense of the environment and special features of each campus; in the afternoon, open forums were conducted where a dialogue was held between the Committee and those making up the constituencies on the campuses; also, there was a frank sharing with the Committee of local concerns the campuses wished to have reported to the central administration.

IV. Extra-University relations

The Legislative Relations Advisory Committee (LRAC) was established this year as a subcommittee of the Consultative Committee comprised of four of the faculty representatives on the Committee (three Twin Cities faculty members and one coordinate campus faculty member). LRAC met informally during the year with individual legislative representatives in an attempt to present a faculty viewpoint on such items as research at the University and how it relates to the teaching efforts of the faculty. The presentation process for the 1979-81 biennial request to the legislature from the University also came under review. Vice President Stanley Kegler, Office of Institutional Relations, acted as liaison for the faculty group.

The chairman of the Student Consultative Committee worked with Vice President Kegler to establish the Graduate Student Legislative Relations Advisory Committee (GSLRAC). This group of students met with individual legislative representatives to highlight the special concerns of students in graduate or professional programs at the University, particularly in terms of the impact research has on graduate education and the attendant need for adequate funding and philosophical support from the legislature for such endeavors.

V. University Committee on Biennial Request and Budget Review

The University Committee on Biennial Request and Budget Review (UCBRBR), which reports to the Senate through the Consultative Committee, enjoyed its first full year of operation during 1977-78. The consultation process with central administration on the preparation of and philosophy underlying the University's 1979-81 Biennial Request to the legislature was developed and much confidence was gained in the consultative method as an approach to institutional planning. This year's schedule made heavy demands on members of the Committee, to which they responded with dedication and increased effort. It is hoped that this Committee will continue its work in the direction of increasing the involvement of faculty and students in the budgetary planning process at the University.

VI. Search Committee role

The Senate Consultative Committee was given the charge in early September by the President to designate a Search Committee for the Office of Vice President for Administrative Operations (now known as the Office of the Vice President for Administration and Planning). The Committee concurred in designating its full membership of faculty and students to serve in this capacity. The Search Committee met a total of five times to develop a list of nominees and conduct interviews. The President recommended to the Regents the appointment of a candidate from the list supplied him by the Search Committee. The Regents confirmed the appointment of Professor Robert A. Stein at their December 9, 1977 meeting.

VII. Issues of special concern to faculty

The Consultative Committee was involved in an exchange of views with central administration and others on several issues that were and are of particular concern to faculty: the Salary Equalization Study; 1977-78 mid-year re-trenchment; continuation of the Educational Development Program; the use of administrators as grievance officers; the defense and indemnification of faculty and staff; and the process of presenting the biennial request to the legislature.

VIII. Issues of Special Concern to Students

This academic year saw the publication of several reports prepared by various task forces which studied issues of special concern to students and made recommendations based on their findings. The seven elected student representatives on the Consultative Committee participated in the review and evaluation of these reports, as well as making their own views known to the full Committee on the implications for students of many of the recommendations contained in the Student Access Report; the Interim Report on Outreach; the Registration System Proposals; and the Graduate School Tuition Proposals.

IX. Issues of continuing concern

The Consultative Committee will continue to be active in pursuing further consultation with members of central administration on the preparation and presentation of the 1979-81 Biennial Request to the legislature, primarily through the University Committee on Biennial Request and Budget Review (UCBRBR). The Committee will continue to be concerned with such matters as the status of the tenure code, the consulting policy, and grievance procedures; outreach; student access; student retention; review procedures for administrative officers; the registration system proposals; enrollment-based budgeting, especially as it impacts on long-range academic planning and maintenance of academic standards of excellence at the University; and planning for the future in a time of stable or declining enrollment.

In its role as Steering Committee for the University Senate, the Committee will continue to examine Senate structure and the functioning of Senate committees, and will work through the Facilitative Committee to ensure the orderly flow of business through the Senate.

BETTY WALLACE ROBINETT
Chair

Accepted

XI. ALL-UNIVERSITY HONORS COMMITTEE ANNUAL REPORT

At its meeting on May 18, 1977, the All-University Honors Committee approved five nominations for Outstanding Achievement Awards. It also approved the name "Earle Brown Center for Continuing Education" for a building being constructed on the St. Paul campus, and the name "Brink Hall" for a student residence unit at the University of Minnesota, Crookston.

The Committee met on December 9, 1977, and on March 3, 1978, and will meet again sometime in May. At its first two meetings, it approved nine recommendations for Outstanding Achievement Awards, one Alumni Service Award, and one honorary degree. The Committee also approved the name of the B/C medical complex as the "Phillips-Wangensteen Building" and the baseball field as "Siebert Field." It also approved the changing of the "Earle Brown Center for Continuing Education" to the "Earle Brown Continuing Education Center".

The agenda for the May meeting has not yet been established.

JOHN E. TURNER
Chair

Accepted

XII. UNIVERSITY COMMITTEE ON BUSINESS AND RULES ANNUAL REPORT

During the 1977-78 academic year the University Committee on Business and Rules has presented to the University Senate a number of amendments to its Constitution and Bylaws. Included was legislation to provide for termination of committees, additions of civil service membership to a committee, a change in the charge to a committee, and clarification of the definition of the phrase "majority vote." The amendments, all of which were approved by the Senate, were proposed as part of the revision of the Handbook of Rules and Operational Procedures for the Senate, which was completed in July 1977 by a subcommittee chaired by Professor Deon Stuthman and consisting of members drawn from the Committee on Senate Committees and the Business and Rules Committee.

As part of an effort to improve attendance and stimulate interest in the affairs of the University Senate, the Committee introduced to the agenda a 15-minute period for discussion of matters of general interest and concern. Individual Senators were encouraged to bring such subjects to the floor, where they could be discussed openly, then referred to a committee or, if action were warranted, a vote could be taken. During the past year, total attendance for the Senate was up relative to last year — faculty participation showed some improvement, while student attendance was on the decline.

MARIO BOGNANNO
Chairman

Accepted

XIII. SENATE COMMITTEE ON COMMITTEES ANNUAL REPORT

The Senate Committee on Committees and its sections held 10 meetings during 1977-78. The Handbook revision which was begun last year was completed early in the fall by a joint subcommittee of the Committee on Committees and the Business and Rules Committee chaired by Professor Deon D. Stuthman. The revisions and related Bylaw changes were approved by the Senate at its meeting November 17, 1977, and copies of the revised Handbook were sent to all members of the Senate and its committees. Other business of the Committee on Committees included the review of a proposal to terminate the University Council on International Education and create a University Committee on International Education.

The major work of the Committee consisted of the development of nominations for committees of the Senate. As part of this effort, the Committee on Committees undertook a committee interest survey of new faculty, i.e., those who joined the University since the last survey was completed early in 1976. Slates of faculty nominees for 1978-79 Judicial Committee membership were forwarded to the President November 15, and faculty slates for 19 other committees were submitted March 16. The slates included the following representation: Women — professors, 6; associate professors, 7; assistant professors, 8; instructors, 2; total, 23. Men — professors, 37; associate professors, 20; assistant professors, 9; instructors, 3. Of the total of 92 persons named, 25% are women, 75%, men; 46% professors, 29% associate professors, 19% assistant professors, and 6% instructors. Representation from academic units was drawn from: College of Liberal Arts 19, University of Minnesota, Morris 8, College of Agriculture 4, College of Education 6, University of Minnesota, Duluth 6, College of Biological Sciences 3, College of Business Administration 6, Institute of Technology 15, Medical School 4, Law School 3, General College 4, Continuing Education and Extension 4, College of Home Economics 2, Technical College, Waseca 3, College of Public Health 1, OSA 2, VetMed 1, and Forestry 1. At this writing, slates of student nominees had not been completed.

Finally, the Committee wishes to bring to the attention of the Senate three points concerning the nomination and appointment process for committee service. First, faculty appointments are usually made for terms of 3 years, with faculty eligible to serve a maximum of 2 consecutive 3-year terms. However, faculty normally do not serve 2 consecutive 3-year terms. Secondly, when faculty accept committee appointments, it is assumed that they will serve their full terms. However, in order to increase the probability that all members will be in a position to give full service to their committees during the year, continuing members are asked by the President in the spring to indicate whether they are willing to serve the next year of their term. Thirdly, it should be noted that the President appoints the Chairpersons of *appointed* committees of the Senate (with the exception of the Chairperson of the University Committee on the Use of Human Subjects in Research, who is elected, and the chairperson of the University Committee on Biennial Request and Budget Review, who is the Senate Consultative Committee representative on the Committee), and normally, these chairpersons serve a single 1-year term. The Chairpersons of the Senate's two *elected* committees (The Consultative Committee and the Committee on Committees) are elected by their respective committees.

TED L. UNDERWOOD
Chairperson

Accepted

XIV. UNIVERSITY COMMITTEE ON ALL UNIVERSITY EXTENSION AND COMMUNITY PROGRAMS

ANNUAL REPORT

This year's agenda consisted of three items. We reaffirmed the charge of last year's committee to assist in recommending a home for University Without Walls (UWW). Gordon Kingston, Acting Dean of University College, attended the first meeting to bring the committee up to date on the progress of UWW. He also proposed several alternative locations with strengths and weaknesses of each. The committee voted to delay action until the final evaluation report was received from the Miller Committee, which was charged with the responsibility of the full evaluation of the UWW experiment.

We received the report in late Fall. A subcommittee consisting of members of UECP and the Miller Committee began to sort out the alternatives. The subcommittee met 4 times and arrived at the recommendation to make UWW an operating program within University College. This subcommittee report was sent to the full UCECP for its consideration. It was unanimously accepted and forwarded to SCEP for its consideration.

The second agenda item which the committee considered concurrently with UWW was the issue of the University Outreach Document. Drs. Linck and Benson attended several meetings to explain and clarify parts of the report. After considerable debate and discussion, the Chair appointed a subcommittee to draft a response. At the writing of this report the subcommittee has not finished its work, but anticipates its completion within a week. The entire committee will meet and discuss the draft and forward its recommendations to the appropriate committee.

The third item which the committee considered was a crisis item brought up by Dean Hal Miller of CEE. He requested the committee do what it could to assist in restoring funds to the Continuing Education Center in St. Paul. It had been proposed these funds be diverted to the Student Center. The committee forwarded to the President a letter recommending the funds be retained for Continuing Education. The Board of Regents reversed its preliminary vote to divert the funds to the Student Center.

I want to take this opportunity to commend the committee on its dedication, diligence, and hard work.

BRUCE BURNES
Chairperson

Accepted

XV. SENATE JUDICIAL COMMITTEE ANNUAL REPORT

The Senate Judicial Committee did find itself, as predicted, with a different pattern of cases from previous years. None of the cases heard were denial of tenure and only in one instance was there a filing on that basis. The faculty member later left the University and chose not to pursue the case. The other eleven cases filed with the Committee concerned promotion, salary grievances, conditions of employment, and matters of this sort. In only five cases have we gone to hearings and decisions. Thus, while in one sense the Committee had a very high amount of business, in another sense it is the lowest amount of business it has had in a half dozen years or more. To some extent that puts the burden of work on the Chair of the Committee and the Hearing Officers with less being on the panelists, since they often never hear the case. The Committee has functioned to some degree as negotiator and go-between in what are, in some ways, minor cases, rather than adjudicating matters of immediate and urgent importance to the future of the faculty member.

Some of this burden will be further eased if the Senate adopts plans for a parallel committee on salary and other minor matters from which appeals will be possible, presumably in only seriously disputed matters.

In view of the burdens that the Committee imposes on members, this development is not unwelcome.

The Committee continues to experience difficulties with regard to membership. Next year, as with this, there will be only three or four members who have had more than one year of service on the Committee. At the same time, the Committee on Committees has moved to appoint new Committee members in a more timely fashion. It has pursued these new appointments vigorously, thus enabling them the opportunity to become acquainted with their duties the previous year. We appreciate the fact that Committee members will be appointed early enough this year that the new Chair will be able to make assignments to the panels in an informed way. Guessing as to the probable composition, as has been the case in the previous three years, was done with severe cost to myself and my predecessor in terms of being able to manage the case load of the Committee.

As we note in our item for action, the Committee has published an abstract of its proceedings and has made this available, not only to members of the Senate, but to all potential complainants, defendants, and organizations which often participate in our proceedings either as observers or by providing aid to complainants. Administrators also have been provided with copies and we would hope that dissipation in this way will be useful, not only during litigation, but in leading to better policies that prevent it.

I want to thank the members of the Committee who have served with me during my two years as Chairman and my first year as a freshman being initiated into the workings of the Committee. It is a very hard working Committee, the members of which have, through their efforts, saved the University enormous amounts of money in legal services and for which service there is less recognition than is normal in University governments. My respect and admiration for my colleagues is very hard to fully express. In particular, I wish to draw attention to my predecessor, Phyllis Freier, and my successor, Peter Robinson, as individuals whose thoughtful and hard working contributions deserve plaudits. During the past year Ellen Berscheid and Charles

Wolfram have also been superlative members and distinguished Hearing Officers in their own right.

SAMUEL KRISLOV
Chairman

Accepted

XVI. SENATE COMMITTEE ON RESOURCES AND PLANNING ANNUAL REPORT

Among the issues on SCRAP's agenda for the past academic year were the following:

1. Student Access. With considerable support from staff members (especially Dave Berg and Chet Grygar), the Committee studied selected parts of the Task Force Report. The Committee objected to the President's delaying action on the tuition recommendation, without taking a stand on the issue itself.
2. Policy Agenda. The Committee discussed various items on the Policy Agenda for the University and proposed that future Agendas be submitted in September. (This resolution was approved by the Senate.)
3. Outreach. The Committee began study of the Interim Report of the Study Group on Outreach, especially of its implications for long-range resource allocation. A summary of SCRAP's reactions will be forwarded to the Study Group at the end of this academic year.

This year SCRAP enjoyed better lines of communication for receiving information; in particular, its representation on UCBRBR and the Planning Council was very effective. However, SCRAP's responses to issues which came to it via these channels were largely informal. This was perhaps to be expected this year, when those groups were in a continual process of change. It became evident that SCRAP's future might in large part hinge on the kind of relationship it develops with the Planning Council. This led to a preliminary proposal, currently being circulated for comments, recommending a greater role for SCRAP in the Planning Council.

LEON GREEN
Chairman

Accepted

XVII. UNIVERSITY COMMITTEE ON UNIVERSITY-ROTC RELATIONSHIPS ANNUAL REPORT

The University Committee on University-ROTC Relationships consists of seven appointed faculty members, four students and five ex officio members. The committee held five formal meetings during the year.

1. One of the functions of the Committee is to advise the Vice President for Academic Affairs on appointments to the faculties of the ROTC Programs. During the current year, suggestions have been offered for making the credentials of the nominees more informative; Committee procedures have been altered to make the review of nominees more systematic; and nominees have been reviewed: three to Aerospace Studies, one each to Military Science and Naval Science.

2. Pursuant to its charge of advising on intra-University policies, the Committee

sent an inquiry to Vice President Frank Wilderson, Dean Frank Sorauf, and Assistant Dean Carol Pazandak, with copies to other cognizant officers of the University, concerning plans and possibilities for improving the flow of information to prospective and incoming students about opportunities in the ROTC Programs. Replies have been received and will be utilized for informing students as to what the Programs can offer in support while at the University, enhanced employability, and entry to alternative careers.

3. Concerning the representation of the University in meetings of the Association of NROTC Colleges, (a) the Committee adopted a resolution of advice to the effect that first consideration in selecting a delegate should be given to the University Adviser on ROTC or to a member of this Committee; (b) the Committee received a report from the delegate to the 1977 meeting of the Association, Professor Richard Poppele. With his participation, efforts are continuing in the Association to bring about modification of the present restrictions on entry to NROTC Programs, which admit mainly IT students and majors in the "hard" sciences.

4. The current status of the ROTC Programs is satisfactory.

(a) Col. Frank Topley has replaced Capt. Edward Bouffard as Professor of Naval Science and Tri-Service Coordinator for ROTC Affairs. Col. Robert Binish will replace Col. Thomas Madigan as Professor of Aerospace Studies.

(b) The ex officio members representing the services report that the general climate in which they operate, both in the Twin Cities and in Duluth, is congenial.

(c) Enrollments in the Programs have risen. AFROTC is no longer under the probation imposed when the Junior class was below the norm.

(d) Full compliance with the provision in the stated policy of the Regents concerning the establishment of a combined civilian and military faculty for the Programs has not been achieved, nor does it appear to be in immediate prospect, given present stringency of funding. For the time being, in the consensus of the Committee, efforts can best be directed to "bridge-building" projects of limited scope.

(e) Academic credit for ROTC courses is a matter of continuing concern. There is perennial need to explore possibilities for designing and staffing courses to serve both ROTC and non-ROTC students in various degree programs. Existing policies in the Institute of Technology on credit for ROTC courses are not put in clear, immediate question by the accreditation report from EPCD. Approval of ROTC courses for engineering credits would require negotiation with the appropriate departments of the Institute.

DANIEL V. BRYAN
Chairman

Accepted

XVIII. SENATE COMMITTEE ON SOCIAL CONCERNS ANNUAL REPORT

The Committee spent most of its time reviewing the reports of three presidential task forces: the Task Force on Student Access, the Task Force on American Indian Concerns, and the Task Force on Chicano Concerns.

The Access Report posits that the "University has a social responsibility to seek to serve students within the full range of social, economic, and demographic attributes of the state's population." It recommends that the University intensify its efforts to attract and retain financially disadvantaged and ethnic minority students. Admissions decisions in individual cases should be based on "probability of success and ability to draw on and contribute to the University community." However, since traditional academic predictors generally result in rejection of minority and disadvantaged students, other measures should be used to evaluate more precisely their probability of success.

The Committee supports these recommendations of the Task Force fully and with enthusiasm. However, we part company with the Task Force when it urges that each college review at least 25% of all their applications on an individual basis. While the imprecision of standard admissions criteria make such a strategy desirable, it may make the admissions process so cumbersome as to prevent any effective affirmative action efforts. Also, we found the Task Force rather weak on the necessity for outreach efforts. Education at the pre-college level is certainly not the University's responsibility; however, we are in an excellent position to motivate young people to prepare themselves for post-secondary academic work. Such preparation must begin well before the senior year. A strong outreach program could be much more cost-effective than the remedial efforts which are still inadequate to prevent the disastrous dropout rates minorities currently experience.

Finally, we regret the Task Force's inability to discover any factors which might motivate faculty participation in outreach and retention programs. It is hard to see how such programs can succeed without the faculty, but harder to deny that the reward structure does not take their efforts into account.

The Committee is generally sympathetic to the reports of the Task Forces on American Indian and Chicano Concerns, which document the University's dismal record in recruiting and retaining their respective groups. Both reports recommend ethnically separate "resource and learning centers." After much debate, the Committee supported these recommendations, with reservations. We recommended that their missions include recruitment (especially outreach activities designed to motivate self-preparation), orientation, study-skills classes, assistance in filling out financial-aid and other applications, personal counselling, and organization of peer-support groups. However, we urge that they not attempt academic counselling beyond the first year, which seems to require more expert advice than most general-purpose counselors can provide.

The Committee has asked that goals be set for recruitment and retention of the groups to be served by these centers, and that progress towards these goals be reported to the Committee annually. We are not enthusiastic about the idea of ethnically separate support services; we do adhere to the ideals of integration. We regard the centers as temporary measures which, though drastic, seem to be required if we are to make reasonable progress toward the goal of an integrated student body.

JACK MORAN
Chairman

Accepted

XIX. SENATE COMMITTEE ON RESEARCH ANNUAL REPORT

At the outset of the 1977-78 term, co-chairman Gorlin's initial message to the Committee outlined its charge to be "to facilitate research, i.e. to aid investigators in their travail wherever, whenever, and however it occurs." Accordingly, the October 25 meeting began by examining the review processes pertinent to applications for funding from private foundations. Dr. J. Bruce Overmier presented some concerns of faculty so applying, including questions of pertinent faculty input (to review, administrative processes, foundations); whether a regular, formal system of administration according to institutional priorities and merit-rankings (rather than free inquiry?) was intended; and whether this might inhibit access by some applicants or by certain areas of inquiry. Stories were told of such processing having impeded cases of such funding, of impeding communication between applicant and foundation.

Central Administration's response to these questions (Academic Vice President Koffler and Health Sciences Vice President French) sketched background on the

Administrative Development Committee (ADC), consisting of Vice Presidents, representatives of the U of M Foundation (UFdn) and of the Office of Research Administration (ORA) here. ADC was initiated (about 1970) to help develop funding sources, to "direct traffic," to review implied institutional commitments. It was viewed as necessary to the improvement of perceptions of the University by local foundations, some of whom ask for guidelines, institutional financial perspectives (long-range plans, indirect cost estimates), orderly flow of applications; and all of whom see the University through the quality of applications presented. The merits of prior review for rewriting were discussed at some length here, but seem to remain variable, in practice. It was agreed that better communication is needed of offices available at the University for applicants' aid.

The November 22 meeting continued illustration to SCR of present University mechanisms. (Briefly, a contention was raised concerning Animal Care Subcommittee's revision of procedures, to be presented to the Regents. Also, Duluth Development Officer David Garber presented a concern by legislators whether they needed a workshop to inform themselves on things like research in recombinant DNA. Support was expressed for continued backing in general of informative workshops for legislators concerning research.) Concerning relationships to private foundations, background on the University Foundation (UFdn) was presented by Robert Odegard. UFdn was a 1962 response to a 1960 study by fundraising consultants. Their first concentration was on major projects like Regents' Professorships and the Corporate Associateships. The University has been exceptionally successful with outside support, due partly to enterprising, visible faculty with service links to our public (medical, agriculture, engineering). Neither UFdn nor ORA are set up to do feedback to principal investigators (p.i.'s); this is seen as a function of college research officers. One of the things that needs to be "fed back" is the annoyance of some small funds at inappropriate requests of them. Conversely, larger pictures of University needs are also requested by these smaller funds, who have asked UFdn to sit in on their consortium. Administration is able to communicate to them needs, as for Graduate Fellowships, minority medical student support, etc. in these ways. ADC and UFdn, however, neither rank p.i. proposals nor possess ways of weighing these "against" larger institutional requirements. They are responsible for images of long-range planned needs on the larger scale, not decisions on competing p.i.'s, some of whose proposals may be only tangential to the University — for example, a fund may wish to support a community-oriented proposal, quite apart from University perspectives.

To continue the outline of University mechanisms for outside support, the reorganized ORA was sketched for the information of SCR by director Anton Potami. It was differentiated from the function of the 16 or 17 college research officers, who are a cumbersome number to approach foundations. Nonetheless, ORA is *not* such a liaison; these funds have their own newsletter, etc., as well as their own priorities and preferences, quite distinct from University priorities. The BA23 form was an ORA attempt to formalize some of their questions *related* to institutional contexts. Another effort might, perhaps, be made in the area of open endorsement of proposals in tune with the institutional emphases; or again, in promoting more communication of faculty with undersolicited national funds — or even in advising faculty of what University stance is in various areas (if not advising what foundation stances are). Direct communication by the funds was desirable, but it was voted NOT to ask these to be presented to SCR, since this might be misconstrued by the funds and since the funds were planning three public sessions along this line anyway (unfortunately too imminent and under-advertised for SCR to promote for faculty attendance). It was, however, noted that it was of concern if there is different treatment of smaller p.i.-initiated proposals; that (ADC) University positions should be communicated, perhaps to the foundations' newsletter, certainly to faculty; that funds should be encouraged to further clarify their preferences to faculty. This communication of concern to the Minnesota Council of Foundations (newsletter?) was not, however, formulated by SCR at this time.

The December 13 meeting called for pending questions of a report from the Human Subjects Subcommittee; and a report on indirect costs, on which the ORA

document and subcommittee questionnaire are still being reworked. Meeting then proceeded to an examination (and discussion) of the history, intent, provenance, and current crisis of the Graduate Research Fund. Out of this presentation came a resolution, currently being put before the Senate, for needed vigorous action to support this vital internal seed-fund and "non-utilitarian" research resource. In January, this resolution was also forwarded to Professor Zaidi's UCRRBR (Budget Review Committee) with further supporting financial information from the office of the Dean of the Graduate School.

In January SCR also re-examined the request of the Biohazards to be made a subcommittee of SCR. Senate rules already define Biohazards as an all-University committee. October's SCR consent granted only their *reportage* to the Senate through SCR, not appointment proceedings. All this is analogous to Human Subjects and Animal Care committees.

The February 28 meeting was addressed by Thomas Olson for ORA, voicing concerns about questions of sponsored research including faculty with non-regular appointments. ORA presently operates under a four-year-old "proposed policy" contingent upon the Senate's decision regarding tenure. The BA23 form and the ORA procedures need to accommodate, in revision, a more workable perspective on this matter than is currently practicable under this "proposed policy" as now worded, since the Senate is wording policy in areas where private foundations' contractual preferences take precedence anyway. Other questions are pertinent, such as 1) connections of sponsored contracts to University conditions of appointment; 2) the idea of review and sanction by deans and (appropriate?) department heads of proposals and of "who may be principal investigators," especially when the proposal might originate, say, with a non-regularly appointed administrator not *in* a particular department; 3) the prerogative of the Academic Vice President in hiring, for instance, adjunct (non-regular) faculty in the medical school; 4) a simpler requirement of Deans, for example, for submitting letters only when it is anticipated that remodelling and such will be foreseen, and not for all proposals regardless. It was pointed out that the Senate originally wished to protect the right of non-regular faculty to sponsorship of research; however, the proposed policy and present BA23 cannot in practice govern well this situation in the way intended by the Senate. ORA is to submit to SCR a practicable suggested revision of policy for consideration.

Also considered in February was the concern of SCR's liaison with the Budget Review Committee, as administration had apparently circumvented the extensive efforts of that committee to date to advise them. As the Graduate Research Fund resolution is before UCRRBR presently, considerations of proposed *direct* input to Administration and monitoring of administrative responses by SCR were tabled.

Much of the March meeting was given to a discussion responding to Dr. Phillips' request for a "sense of the committee" to take back with him to UCRRBR, regarding their suggestion on separation in the budget of teaching and research. The committee's comments touched on: comparative instructional costs by institution; special case of research in service units and instances where even there, research has been cut; the ease of cutting research first because the damages are not apparent immediately, as in teaching; the need for the major state university to provide smaller departments such as Middle Eastern languages, even if these may not be "cost-effective"; concerns about basing costs on enrollments or on only instructional components of necessarily "multiple product" efforts such as training grants, Ph.D. advising/internships, etc.; concerns about basing support staff at a major researching university (with a burden of grant management) on instructional figures only; concern that this budget approach may jeopardize the ancillary functions of a major university, especially by reducing its attracted faculty to either/or situations regarding teaching loads and research. The remainder of the meeting addressed modifications in the resolution going before the Senate in May; one was to include specific acknowledgement that GRF, besides serving as seed money for "hard" research, serves as a primary support for some areas (as, humanities) in which outside support is not available. Dean Ibele and Dr. Overmier are working up modified wordings. Mr.

Olson of ORA also reported on an agreement with a sponsor regarding proprietary rights to delay publication of results.

There was no SCR meeting in April. Agenda for May 25 includes consideration of ORA's revision of the policy on non-regular faculty, and consideration of a report on the use of electron microscopes.

ROBERT J. GORLIN and T. JOHN LEPP
Co-Chairmen

Accepted

XX. UNIVERSITY COMMITTEE ON COMPUTING FACILITIES ANNUAL REPORT

In its review of the University's academic computing facilities and their uses the Committee considered the following items during 1977-78.

1. Reviewed the 1977-78 University agreement with the Minnesota Education Computing Consortium (MECC) and the proposed agreement for 1978-79.

a. In response to questions about software compatibility (Basic 3.1 vs. Basic 2.1) between the MERITSS and MECC systems and about the MECC's pricing policy for Basic-only service, the Committee was informed that these were due to MECC management and marketing strategies based on needs and uses of the system by other MECC members in the state. The Committee acknowledged the necessity of these differences between the two systems.

b. The Committee noted and supported the planned decrease in timesharing service to be purchased from MECC as reflected in the draft of 1978-79 agreements.

2. Reviewed the report and recommendations of student access to computer facilities study done by the University Resources Committee of the Twin Cities Student Association. The Committee noted the actions taken by the University Computer Services Advisory Committee and its Subcommittee on Timesharing as well as the actions taken by the University Computer Center and Office of Computer Services in response to the recommendations from TCSA. The Committee agreed that the recommendations had been met or that efforts were being made to meet them.

3. Reviewed a report which was prepared by Committee member, Dr. Audrey Grosch, at the Committee's request, concerning the implications of the new copyright law for use of computer facilities by students and faculty. At the time Congress passed the new copyright law, it instructed the Commission on the New Technological Uses of Copyrighted Works to prepare guidelines relevant to the use and protection of computer programs and data bases. These guidelines are not due to be released until later this spring. Dr. Grosch's Report stated, and the Committee concurred, "For the moment there is no substitute for proper license agreements to cover distribution and/or use of University generated software, data bases, or CAI products. Perhaps at the next quarterly meeting of the University Committee on Computing Facilities, with the final CONTU report in hand, we can see a somewhat clearer picture of just what is copyrightable and which portions of the law will apply or what final guidelines may result."

RUSSELL W. BURRIS
Chairperson

Accepted

XXI. SENATE LIBRARY COMMITTEE ANNUAL REPORT

1. *Membership of the Committee.*

The Senate Library Committee met each month (except December) from October 1977 to May 1978. In addition, the Committee plans to have a meeting in June on the Duluth Campus. The membership for the academic year 1977-1978 consisted of: Irwin Rubenstein (Chairman), Keith Armes, Ward Barrett, Frank T. Benson, Joseph E. Duncan, Lael Gatewood, J. Woods Halley, Jr., Harris C. McClaskey, Bruce A. Nord, Carla R. Phillips, John Thayer, William A. Rosendahl, Wesley B. Sundquist, Peter G. Roll (ex-officio) and Eldred Smith (ex-officio).

2. *Issues Discussed.*

a. *The Copyright Law.* The new copyright law, which took effect January 1, 1978, represents a major revision of earlier copyright regulations. Presently, the full impact of these changes on the University Libraries and its users is unclear. The topic was discussed during our November meeting and as a result a motion was passed seeking the establishment of a University Task Force to study the issue and develop a policy for the photocopying of copyrighted materials by the University Libraries. In early December, President Magrath established a Working Group on Library Photocopying, Reserve and Interlibrary Loan to look into the issue as it applied to the library. The recommendations of the Working Group on Library Photocopying are to be reported at the June meeting of the Library Committee.

b. *Library Automation - The Bio-Medical Library Minicomputer System.* A library automation system is being developed for the Bio-Medical Library under Glenn Brudvig, Director of the Bio-Medical Library, and Gerald Marquandt, Minicomputer Project Manager. The January meeting of the Committee was held in Diehl Hall in order to view the status of the system. The background, status, and long-range direction of the system were described. A number of questions were raised by the Committee and these were followed up by discussions at the February and March meetings. The Committee suggested that a user group be established early in the developmental phase of the project to aid in the design of an user-oriented system. A current problem faced by the system is establishing a machine-readable record of the library holdings — the data base. The designers expected some aspects of the system to be in operation within about a year.

c. *Space Needs of the University Library Systems.* The committee chairman asked Mr. Smith to review the fundamental issues involved in identifying library space needs. The Committee then discussed what role it should have in library space planning. The deployment of library facilities is a critical issue in general for Twin Cities Campus Libraries and is basic to any future planning for long-term library space needs. The Committee felt that the faculty should make the ultimate decision on this matter, but could do so only after the library administration had laid out the different alternatives. The Committee passed a motion asking the Library Director of the Twin Cities Campus to carry out such an analysis, from the library's perspective, of different modes of deployment of library spaces regarding degrees of centralization. This analysis, which is to be completed by the end of Fall Quarter 1978, is to be specifically in three areas — St. Paul, IT, and Humanities.

d. *University Committee on Biennial Request and Budget Review.* The chairman of UCBRR, Dr. M. Zaidi, requested information about library needs for the next biennial request of the University. The Committee identified three capital items—an archives building and space needs for the IT libraries and the St. Paul Campus library. In addition, they suggested strongly that support continue for the increase in the acquisition budget for collections and adequate library staffing to service students and faculty.

e. *Revision of Senate Library Committee Charge.* The Committee discussed the Committee's charge and felt that revisions were needed. A revised charge was adopted and will be presented to the Committee on Committees for possible adop-

tion by the University Senate. The main change is the addition of the several directors of University Libraries to the Committee as nonvoting ex-officio members.

f. *Coordinate Campus Visits.* The Committee plans to hold its June meeting on the Duluth Campus. The Committee thought that it should become familiar with the library situations on the various coordinate campuses of the University and suggests that at least one meeting each year be held on one of the coordinate campuses.

g. *Other Business.* During the course of the year the Committee received several reports from the Director of Libraries, Twin Cities Campus, on the library budget, collections, operations, and organization. In addition, the Mathematics Department presented a report to the Committee regarding its concerns about any possibility of consolidating the mathematics library into a consolidated IT library. They were assured that if such a change were to be proposed it would be an open proposal and involve all those concerned.

IRWIN RUBENSTEIN
Chairman

Accepted

XXII. UNIVERSITY COMMITTEE ON BIENNIAL REQUEST AND BUDGET REVIEW ANNUAL REPORT

During 1977-78 the Committee's principal activities have been:

(1) obtaining a more precise definition of the role that the Committee was expected to play in aiding the Senate Consultative Committee and the Senate to appraise, and contribute to the formulation of, the budget and the biennial request to the State Legislature;

(2) reviewing the retrenchment proposed for 1978/1979 along with the 1978/1979 budget; and

(3) reviewing the first draft of the 1979-81 biennial request.

The Committee has defined its role with the approval of the Senate Consultative Committee as one of trying to channel the concern of the Senate and its committees with respect to the budget and the biennial request to the administration by way of the Senate Consultative Committee. UCBRBR's activity report for the Winter Quarter 1978 Senate meeting details the results of this activity.

As part of its review of the 1978/79 budget, UCBRBR attempted to elicit from the various Senate committees issues of concern to them that contained budgetary implications. The implications of the budget with respect to policies of various committees were also considered. During the Winter Quarter, 1978, the Committee met regularly on about a bi-weekly basis with members of the administrative staff to discuss the manner in which the revenue deficiency for 1978/1979 was to be reflected in the allocations of money granted to various activities. The Committee's principal concern was that the administration appeared to have reacted to the revenue reduction by making more or less proportionate cuts in various expenditures in which decreases could be made. The Committee urged the administration not to act as if all activities were equally valuable and to allocate the largest proportionate reductions to those activities that would least affect the *quality of the teaching and research* conducted by the University. A modest change in the 1978/1979 budget resulted from the Committee's interchange with the administration.

At the beginning of Spring Quarter 1978, the Committee met frequently and reviewed the first draft of the 1979-81 biennial request. At the April 7, 1978, meeting of the UCBRBR, Professor Zaidi appointed three Sub-committees: A Subcommittee on Issues comprised of Professor Carl Adams, Professor Leonid Hurwicz, and Ms.

Harriet Lewis; A Subcommittee on Revenues, consisting of Professor Oswald Brownlee, and a Subcommittee on Coordinate Campuses constituted of Professor W. Donald Spring. The Chairperson is very grateful to these three Subcommittees for doing the groundwork and preparing a rough draft of comments for perusal by the full Committee.

The Committee's concerns regarding the biennial request were identified in a 28-page document* forwarded to the President through the Senate Consultative Committee. This document identified 23 issues under the following headings:

I. GENERAL ISSUES

1. Biennial request as authorization to spend
2. Substitutability of inputs
3. Tuition
4. Internal reallocation & planning
5. Level of new position request
6. Overall quality
7. Procedure

II. SPECIFIC ISSUES

8. Add-on
9. Zero base budgeting
10. Soft to hard
11. Expansion
12. Substitutability
13. Saleability
14. Retrenchment
15. Outreach
16. Rationale behind Specials
17. Varying criteria among VP areas
18. Enrollment fluctuations

III. PROCESS ISSUES

19. Input problems
20. Decisions at VP level
21. Functional classification
22. Consultation
23. Planning

The Committee sees as an important issue the fact that the University's biennial request appears to be viewed by the legislative and administrative branches of the State not as a request for funds but rather as a request for an authorization to spend a given amount of money during the biennium. This outcome is due to the Legislature's pooling all of the University's revenues: tuition receipts plus the overhead from research grants and contracts plus money granted by the Legislature. It is the sum of these revenues that constitutes the legislative authorization to the University. Therefore, a dollar of additional revenue from research grants and contracts is essentially accompanied by the reduction of a dollar in the State Legislature's grant.

The principal concerns addressed in the various issues of the report include the following: 1) There is more flexibility in a biennial perspective than there was at any of the recent retrenchments, and this might provide an opportunity for undoing some of the harm that could not perhaps be avoided given the time pressures and budgetary

*A copy of the complete text of this document is available in the office of the clerk of the University Senate, 424 Morrill Hall, Minneapolis campus.

rigidities of the previous biennium. More generally, the Committee was especially concerned about the possible impact of the proposed biennial request on research, including basic research, on the quality of teaching on programs in humanities, professional schools, and creative arts. 2) In the long run it should be made clear to the Legislature that not all REVENUES (tuition, indirect cost recovery, appropriations, etc.) should be treated as completely substitutable. Treating these revenues as if they were completely substitutable removes any incentive for the University community to seek additional revenues. 3) Also, it should be made clear to the Legislature that it may sometimes be appropriate (in fact necessary for efficient operations) for various INPUTS to be substituted for each other, e.g., to make substitutions between professional positions, T.A. positions, civil service positions, and supplies. Current limitations on input substitutability while not legally binding suggest that we are often pushed toward asking for items of lesser priority simply because we are limited by constraints such as the student/faculty ratio. 4) Some requests seem to be motivated more by their "saleability" than by their reflection of high priority needs. 5) Overall tuition levels are a matter of negotiation with the Legislature concerning the level at which it is considered desirable to subsidize individuals' costs of higher education. A reasonable position for the University may be to ask that tuition increases be kept to general inflationary levels. However, the Committee felt that a study should be made as to whether the University should continue to estimate its tuition when presenting the biennial request, or whether tuition rates should be set at a later time (as they are in the State College System). The Senate Consultative Committee favors the latter position. 6) The draft document study by the Committee does not indicate any significant reallocation of resources among academic programs or among major institutional categories such as instruction, administration, and planning. Such reallocation would require a planning process reflecting the academic programmatic priorities of the University. 7) While seeking in the long run relief from artificial constraints on positions, the University must be realistic regarding position requests in the short run. A request for a large number of positions without any evidence of reallocation runs the risk of an external selection of priorities for the University. 8) Several problems have been created for our University by enrollment fluctuations and their unpredictability. Some contingency or reserve system is essential. A possible type of contingency funding might be analogous to the legislative Special in the Health Sciences to offset possible capitation funding losses. 9) Procedural issues involved in the biennial request will be discussed further in the coming months. These will, in particular, deal with the weaknesses of documentation concerning the status of programs and the rationale behind proposals and decisions.

In addition our document contains responses to two questions posed by Vice President Koffler and to 11 questions posed by Vice President Brown.

On May 3, 1978, the Committee, along with Professors Robinett and Keller, (Professor Betty Robinett, chairman, Senate Consultative Committee; Professor Kenneth Keller, member, Senate Consultative Committee, both past chairmen of UCBRBR), met with President Magrath and his administrative colleagues (Vice President Brown, Dr. Borgestad, Vice President Kegler, Vice President Koffler, Dr. Lupton, and Mr. Wilson) to discuss UCBRBR's document. The President indicated his agreement with most of the comments and his appreciation of the Committee's work. The Committee believes that substantial progress has been made toward establishing a consultation process in terms of biennial request and budget review.

MAHMOOD ZAIDI
Chairman

Accepted

XXIII. SENATE COMMITTEE ON FACULTY AFFAIRS ANNUAL REPORT

- I. *Membership and Meetings of the Committee.* Upon resignation of chairman-designate C. Eugene Allen on October 14, the chairmanship was assumed by John S. Chipman. Other members of the committee during the academic year 1977-78 were William Boylan, John W. Boyer, Jr., Victoria B. Coifman, Ruth F. Hovde, Leonid Hurwicz, Eloise Jaeger (elected Associate Chairperson), Richard E. Poppele, Robert L. Raymond, Louis T. Safer, C. Curtis Busk (student member), and Henry Koffler (ex officio). The Committee held eight meetings from November 12th to May 5th, with another meeting scheduled on May 24th. Mr. Harold Bernard, Director, Employee Benefits, and Mr. Jeffrey Lalla of the University Attorney's Office attended many of the meetings, and their assistance and cooperation are gratefully acknowledged.
- II. *Contributions to the Faculty Insurance and Retirement Plan during Leave of Absence.* The Committee approved some proposed changes in the contribution and repayment rules recommended by Harold Bernard, Director, Employee Benefits, which have been put before the Central Officers Group. These are as follows:
 1. *Faculty Group Life and Income Disability.* The University will continue premium payments during the leave, and no reimbursement will be required following the leave.
 2. *Decreasing-Term Life Insurance.* The participant must pay the premiums in advance or the coverage will be cancelled.
 3. *Retirement Annuities.* The applicable provisions will depend on the type of leave of absence.
 - A. *Phased retirements.* The provisions of the individual phased retirement agreement will govern.
 - B. *Sabbatical or leave of absence with salary.* All (University and faculty member) contributions will be continued; no reimbursements will be required.
 - C. *Partial leave without salary, other than phased retirement.*
 - (i) If leave without salary is 50% or less (i.e., the faculty member works at least 50% at the University), it is treated in the same way as a sabbatical.
 - (ii) If leave without salary is more than 50% (i.e., the faculty member works less than 50% at the University), it is treated the same as a 100% leave without salary.
 - D. *100% leave without salary, other than phased retirement.* The normal University and faculty member contributions will be calculated during the faculty member's leave, and paid (along with the current contributions) after return to the payroll over a period of time equal to the length of the leave, except that if total contributions to be made in a calendar year should exceed the limits allowed under the Internal Revenue Code, the period of time shall be extended.

All these provisions except No. 2 are more liberal than the current ones, which require reimbursement in certain instances by the faculty member after returning from leave. Provision 2, which deals with a purely voluntary option on the part of a faculty member (decreasing term life insurance), has been inserted as a result of experience with resigning faculty members having in some cases refused to reimburse the University for its payments during a leave of absence.

It is the Committee's understanding that these new rules will be put into effect this year.

III. *TIAA-CREF Option*. The Committee recommended that the option to have contributions to the Faculty Retirement Plan made payable to TIAA-CREF as an alternative to The Minnesota Mutual Life Insurance Company and Northwest National Life Insurance Company (MM-NWNL) remain open until January 1, 1980. This option was introduced on March 1, 1977. The Committee felt that, despite the fact that a relatively small number of faculty members have so far availed themselves of this option, it should nevertheless remain open for a three-year period, and that a decision on its continuation should be made by January 1, 1980. The SCFA understands that this recommendation has been approved by the Central Officers Group.

In the meantime, the SCFA has discussed with the Management Information Division of the Office of Management Planning and Information Services the possibility of instituting a personalized service involving simulations, which might aid individual faculty members in making their own decisions as between the two options. It is hoped that the SCFA will be able to report on these activities during the 1978-79 academic year.

IV. *Recommendations Concerning Retirement Benefits to be Included in the 1979-81 Biennial Request*. The Committee recommended that provision be made for the following two items in the University's current biennial request:

A. *Pre-1963 retirees*. An allocation should be made to maintain the purchasing power of retirees who joined the system prior to 1963 with that of the previous biennium.

B. *Part-time faculty members*. Provision should be made for social security coverage for part-time (non-student) faculty members.

These recommendations have been accepted by the administration.

V. *Proposed Seminars on Financial Planning*. The Committee has taken steps, with the cooperation of the Department of Employee Benefits, to introduce a series of seminars to take place in the fall quarter of 1978 on financial planning. These seminars will be aimed at the interests of faculty members in their 50's, who are sufficiently close to retirement to be concerned with their financial planning, and yet sufficiently far from retirement to be in a position to take steps (such as election of Mills II) that could still have a significant bearing on their retirement situation.

VI. *Alleged Sexual Discrimination in Periodic Retirement Benefits*. The Committee has spent many hours, with the help of Messrs. Bernard and Lalla, discussing a letter addressed to it by Professor Constance A. Sullivan regarding the discrepancy that currently exists in periodic (monthly or annual) retirement benefits as between male and female faculty members retiring at the same age with the same accumulations, and electing the single life annuity. Currently, female retirees receive lower periodic annuity payments under the single life annuity than males, owing to their longer life expectancy.

The SCFA's work on this issue had already proceeded far when on April 25, 1978, the Supreme Court handed down a decision having an important, but nevertheless uncertain, bearing on the case. The Supreme Court ruled, in the case *Marie Manhart v. City of Los Angeles Department of Water and Power*, that in an employer-operated defined-benefits pension plan, females may not be required to make larger periodic contributions than males in order to receive equal periodic benefits. The University of Minnesota has basically a defined-contribution plan, with equal payments on the part of faculty members of both sexes with equal incomes. The Supreme Court's decision was statutory rather than constitutional, being based on Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972. A significant part of its decision reads as follows (cf. *The United States Law Week*, Vol. 46, No. 41, Extra Edition No. 1, p. 46 LW 4351):

"Although we conclude that the Department's practice violated Title VII, we

do not suggest that the statute was intended to revolutionize the insurance and pension industries. All that is at issue today is a requirement that men and women make unequal contributions to an employer-operated pension fund. Nothing in our holding implies that it would be unlawful for an employer to set aside equal retirement contributions for each employee and let each retiree purchase the largest benefit which his or her accumulated contributions could command in the open market. Nor does it call into question the insurance industry practice of considering the composition of an employer's work force in determining the probable cost of a retirement or death benefit plan."

On the face of it, the University's current retirement plan does not appear to be obviously illegal, given the above statement. However, the Committee has been informed by Mr. Lalla that another case, that of *Wayne State University v. TIAA-CREF*, which has remained dormant pending the outcome of the *Manhart* case, has now been reactivated and will undoubtedly be appealed all the way to the Supreme Court. In the opinion of Mr. Lalla, the outcome of this case will have a bearing on the University's plan; it is also the unanimous opinion of attorneys familiar with the case that one must allow for a minimum of two years to elapse before it can be expected that the Supreme Court's opinion will be handed down.

Even if the current University plan is not illegal, it is of course still open to the University to consider alternative plans that would have the result of equalizing periodic single life annuity payments as between males and females with identical income histories up to the current mandatory retirement age. It is not obvious, however, which among the alternative plans that would accomplish this would be legal. The various alternatives also would have different effects on the welfares of different faculty groups. For illustrative purposes, the following four alternative hypothetical plans might be considered:

1. The University pays a supplement each month to each female retiree, equal to the amount required to bring the payment up to that of a male retiree with the same accumulations at retirement.
 - a. Legal questions: Since the supplement would be based on the retiree's sex, might it be illegal under the same statute involved in the *Manhart* case?
 - b. Economic questions: What would be the annual (actuarial) cost of financing the supplements, as a percentage of the current salary base?
2. The University undertakes to administer its own employer-operated pension plan, with equal periodic payments and equal periodic benefits as between males and females with equal incomes.
 - a. Legal problems: Apparently none.
 - b. Economic problems: One would want to make sure that the extra administrative costs to the University of hiring the necessary staff of actuaries, portfolio managers, and pension administrators, would not result in periodic pension benefits being lower than they are now for women as well as for men.
3. The University makes larger contributions to the retirement plan for females than for males.
 - a. Legal problems: While the *Manhart* case dealt with employee contributions rather than employer contributions, the legality of such a plan would now seem very much in doubt (and may or may not be resolved in the *Wayne State* case). Moreover, this plan would result in higher periodic annuity payments for females than for males retiring at the same age if both choose the joint and survivor option and have equal lifetime incomes and spouses of the same ages as themselves.
 - b. Economic problems: The potentiality of job discrimination as between sexes, owing to the higher fringe benefit costs for females.
4. The University introduces the option of permitting a higher mandatory retirement age for women than for men.

- a. Legal problems: According to interpretations of Title VII by the Equal Employment Opportunity Commission (EEOC), to which courts give "great deference," this would be illegal.
- b. Economic problems: Apparently none, other than those associated with a general increase in mandatory retirement ages.

A fifth alternative, which has been much discussed and which was urged by Professor Sullivan, might be the purchase by the University of "unisex" annuity policies from insurance companies. However, Mr. Bernard has informed the Committee that he knows of no insurance company that would sell such annuities. Mr. Lalla has also informed the Committee that an attorney for TIAA-CREF informed him that she knows of no insurance company that sells unisex annuities to individuals, nor of any group plans that use a single mortality table to compute life expectancies.

In the light of the above considerations, the SCFA is pursuing the following plan of action:

- A. A detailed statement of the complex economic and legal problems involved in the situation is being prepared by the Chairman, and will appear in the Committee's newsletter, SCFA REPORTS.
- B. A series of open seminars is being planned for early in the Fall of 1978, to provide a forum for the faculty in which the issues can be discussed and clarified.

It is hoped that these steps will help the faculty arrive at an intelligent consensus, and that with the resulting feedback the SCFA will be in an improved position to continue its deliberations and make its recommendations on the matter during the academic year 1978-79.

- VII. *Proposed Changes in the Voluntary Early Retirement Plan.* The Committee has approved a proposal recommended by Mr. Bernard for amending the voluntary early retirement plan available to faculty members who have participated in the Faculty Retirement Plan on a continuous basis from a date prior to 1963. Under the current procedures, a faculty member who retires during ages 62-64 does not begin receiving annuity income from the University plan until the age of 65; up to that time, the University pays a supplement and continues paying annuity premiums.

Recent revisions in the Internal Revenue Code dictate that this change be made in order to avoid tax complications for the individual and for the total plan. The proposed change is to start annuity payments at the time of retirement, with a supplement as needed. There would be no change in benefits accruing to the retiree. There would be an advantage to the faculty member's department in that the cost of the supplements instead of being charged directly would be amortized over the remaining lifetime of the retiree. The proposal has been submitted to the Board of Regents.

- VIII. *Activities of the Feasibility Committee.* The Committee has received a progress report on the activities of the Feasibility Committee investigating questions concerning the implementations of various new options in the faculty retirement program. The options under consideration are those included in the survey of faculty interest in options, Spring 1976 (published in the Winter 1977 SCFA Newsletter). The Feasibility Committee has concerned itself with establishing a common framework within which each option can be evaluated, and is now in a position to consider specific options. It is hoped that its report will be made available to the SCFA in the Fall of 1978.

- IX. *Federal and State Legislation on Mandatory Retirement.* On March 28th, 1978, Governor Perpich signed into law new legislation raising the mandatory retirement age in the State of Minnesota to 70 (with certain exceptions). New federal legislation was signed into law on April 6th, 1978; this raises the mandatory retirement age to 70, but delays the application to tenured professors to July 1, 1982. The State law, on the other hand, goes into effect on June 1, 1980. In the

opinion of the staff of the University Attorney's Office, it applies to professors; it thus takes precedence over the Federal law. The Federal law also mandates a study by the Secretary of Labor with a preliminary report to be filed on January 1, 1981, and a final report by January 1, 1982; he is directed to report specifically on the exemption for tenured faculty and on totally eliminating any allowable age for mandatory retirement.

A subcommittee of the SCFA is in the process of being constituted, which will be asked to report to the Committee in October 1978 with recommendations on the following questions:

1. How should the University adjust its policies during the transition period so as to comply with State law by June 1, 1980?
2. Should any modifications be made in the ages at which contributions to the Faculty Retirement Plan terminate? (Currently, they terminate at age 65 for those whose participation began on October 2, 1974, or later, and at retirement for those whose participation began prior to October 2, 1974.) Should steps be taken to increase the attractiveness of voluntary early retirement?
3. What impact would abolition of any mandatory retirement age have on academic tenure? How can concerns relating to such impact be imparted to the Secretary of Labor?

X. *State Legislative Proposals on Taxation of Retirement Income and Entitlement to the State Health Insurance Plan.* The Committee went on record as supporting the position of Professor Emeritus Francis M. Boddy in a memorandum dated February 21, 1978, to President Magrath and Vice Presidents Kegler and Koffler. This dealt with two matters:

- A. 1978 legislative proposals passed out of committee had the effect of making social security retirement benefits taxable under state law, since these benefits must be subtracted from the \$7,200 deduction and the remainder deducted from taxable income; this is arithmetically identical (unless and until social security benefits exceed \$7,200) with including social security benefits in taxable income and deducting \$7,200 from the total. It was urged that the University inform the Legislature of the interests of the faculty in having this taxability removed.
- B. At present the faculty (and most faculty retirees) and spouses are permitted to participate in the State Health Plan, not as a matter of right but on an administrative ruling by the State payroll office. It was urged that the University ask for inclusion —by amendment— of "the faculty and retirees of the University of Minnesota," so as to provide for faculty and faculty retirees somewhat more permanent entitlement rights than exist at present.

However, legislation was passed on March 23 removing the features in question in the second case, but not the first. With respect to (A), the excess of federal adjusted gross income over \$13,000 must now also be subtracted from the \$7,200 deduction in addition to social security retirement income, so that this portion of earned income is in effect subject to double taxation, and social security retirement income remains, in effect, taxable. With respect to (B), the State law provides that anyone eligible for inclusion in the State retirement system has the right to participate in the State Health Plan; the Committee has been informed that this does include University faculty.

The SCFA plans to continue pressing for a satisfactory resolution of the first of these issues.

XI. *Health Insurance.* The Committee concerned itself with the following matters:

- A. *Input into the State Health Insurance Plan:* Minnesota law does not allow any modification in the State Health Insurance Plan without collective bargaining negotiations, and the University is thus excluded from having direct formal input into these negotiations. An informal committee had previously been set up by agreement with the former State Commissioner of Personnel Richard W. Session and former Vice President Walter Bruning. Following

the resignations of both, the SCFA requested that the new Commissioner be contacted so as to reactivate the informal committee; however, he declined. The SCFA has therefore taken steps to communicate directly with unions representing state employees, in particular, with Council 6. Since a new Commissioner has recently been appointed, fresh overtures are also being made to him.

- B. *Status of the SCFA's 10 Recommendations.* As reported in the Senate minutes of May 23, 1974, the SCFA made 10 recommendations on health insurance which were transmitted by Vice President Walter H. Bruning to Acting Commissioner of Personnel Michael O'Donnell on February 17, 1976. At the request of the SCFA, Mr. Bernard has furnished the following information concerning the present status of these recommendations:

Recommendation 1: After 5 years of service any retiring employee be permitted to elect to continue without time limit as an insured person under the state plan and pay the group insurance premium rate with the entire group absorbing the cost of adverse selection.

Anyone 65 years of age or over, or 58 years or over with 10 years of service, has the right to continue.

Recommendation 2: An insured person with 5 years of service should have the right to elect continuation of coverage under the state program with premiums at group rates paid by the insured. Any increased costs of adverse selection would be absorbed by the entire group.

There has been no change. Anyone who fails to qualify under Recommendation 1 has the right to continue the group coverage for 6 months by picking up the cost. If disabled, there is a special provision: As long as proof of disability is provided, the insured has a right to continue group coverage indefinitely, without regard to age, at group rates. (Blue Cross-Blue Shield decide on the meaning of "disability"; Mr. Bernard did not believe there was a cause for worry here.)

Recommendation 3: Until Recommendation 2 is implemented, the following steps should be taken: a) the conversion right should be defined more explicitly and the benefits specified; b) the contractual statement of the conversion privilege should specify or incorporate at least a minimum level and scope of benefits; and c) the group health plan conversion privilege provision should be redrafted to apply to dependents as well as employees. The term member should be substituted for employee.

Contracts to which conversion is possible have been improved.

Recommendation 4: Unlimited major medical expense coverage.

There is a limit on major medical of \$250,000.

Recommendation 5: The coverage for tuberculosis, chemical addiction, and mental health be expanded to at least 120 days with incentives to utilize outpatient facilities.

Coverage for tuberculosis and mental health is for 70 days; and for chemical addiction is 73 days (inpatient). Outpatient is covered by major medical.

Recommendation 6: An open enrollment period during each academic year.

There was an open enrollment period in 1977; there will be another in 1978. Mr. Bernard is confident that there will be one once a year, from mid-August to the end of September.

Recommendation 7: Establishment of a formal complaint procedure.

There is no formal complaint procedure to Mr. Bernard's knowledge, but he pointed out that the situation has improved and "now they're paying up." He suggested his office be used for filing complaints. If a pattern is found, something can usually be done about it.

Recommendation 8: Periodic reports to faculty on benefits and procedures. Mr. Bernard is recommending that a way of responding to this be built into the new payroll-personnel computer system.

Recommendation 9: The University consider making additional HMO plans available to the faculty as and when they become available.

The University does not really have this option. However, two additional health maintenance organizations (HMOs) have been provided: Group Health Northeast Minnesota, and the Nicollet-Eitel Clinic. Only 37 persons signed up for the latter.

Recommendation 10: Efforts be made to eliminate gaps that now exist in the coverage of such categories as Surgical Benefits (Blue Shield), Hospital, Office, and Home Physician Visits (Blue Shield), Outpatient Diagnostic and Laboratory Services (Blue Shield), and Maternity Benefits (Blue Shield).

Maternity: \$100 used to be provided for doctor's fees; now it is what is "customary and reasonable." Outpatient diagnostic: first \$100. Surgical: "I believe we have very good surgical benefits." Hospital, office, and home physician visits: already covered by major medical.

- XII. *Proposal for a Volunteer-Staffed Chemical Dependency Counseling Service for University of Minnesota Faculty and their Families.* The Committee has considered a proposal by Professor Milton A. Trapold for the establishment on campus of a faculty alcohol and drug assistance program to be staffed by about 12 to 15 volunteers. It would be strictly a contact, counseling, and referral service. The main rationale given for the need of such a service specialized to the needs of University faculty is that, rightly or wrongly, faculty members in need of help are reluctant to make contact with general community services. The cost to the University of providing the office space, postage, advertising, telephone service, and secretarial help has been estimated to be \$2,500 a year, an amount that the University administration would be willing to provide. The organizers recognize that there would have to be some administrative connection in the sense that someone in the administration would have to assume responsibility for overseeing the selection of current and future organizers.

In the Committee's discussion, questions were raised concerning possible dangers to academic freedom arising from two sources: (a) the need for procedures that would guarantee confidentiality, and (b) the possible abuses that could arise when a third party contacts the referral service regarding a suspected problem in some faculty member. On the other hand, it was recognized that the organizers were very sensitive to the problems of confidentiality and academic freedom; moreover, there appeared to be good reason to believe that the problem of alcoholism and drug abuse was widespread than is generally assumed, and that a low-cost referral service such as the one contemplated could contribute much to the improvement of faculty effectiveness. It was generally felt that, while there are certainly risks concerning academic freedom, there are also safeguards that would make it possible to take such cases up if and when they arose. Accordingly, the Committee recommended approval of the proposal, and passed the relevant materials along to the Tenure Committee for its consideration.

In light of the strong reservations subsequently raised by the Tenure Committee, the SCFA plans to investigate whether any resolution of these differences can be worked out.

- XIII. *Recommendations on Salary Distribution for 1978-79.* The Committee made the following recommendation on March 17, 1978, to President Magrath: that the 6.5% increase be allocated as follows:
1. 0.5% for equalization and/or equity;
 2. 2% for cost of living;

3. the remainder, that is, 4%, for merit.

The Committee further recommended that the 2% cost-of-living increase be allocated on an equal-dollar-per-person basis.

The following rationale was provided:

1. This would be justified in the light of previous equalization measures that have been taken, and of the relevant academic criteria.
2. Even if all the 6.5% were allocated for cost-of-living increases, this would be insufficient to make up for the erosion of salaries due to inflation.
3. Given the stringent financial situation the University now finds itself in, it is especially urgent to take measures to protect the quality of the University and to attract and retain good faculty in anticipation of retention problems that are bound to arise. Departments that have taken twenty years to build could lose their stature in three years' time unless an adequate amount is reserved for merit increases.

The Committee requested that information be provided as to the dollar amount that would be involved in the cost-of-living increase. The figure provided by President Magrath was \$408, based on the total dollar amount of \$5,694,280 corresponding to the 6.5% increase, and the figure of 4,282 FTE faculty.

The 1978-79 salary distribution announced by President Magrath on April 27, 1978, provided for a reserve fund of \$500,000 for distribution across the University for merit/equalization purposes, a \$400 per person cost-of-living adjustment, and the remaining amount for merit/discretionary adjustments.

XIV. *University's Biennial Request for Salary Increases, 1979-81.* The Committee submitted its proposals to President Magrath on April 27, 1978. The following is the text of the SCFA'S memorandum:

The Senate Committee on Faculty Affairs met on March 29th, April 12th, and April 21st to prepare its recommendations on the University's biennial request for salary increases for the academic years 1979-80 and 1980-81, and approved the following two resolutions:

RESOLVED:

1. That the committee endorse the principle of maintaining the present position of the faculty relative to the average national income, plus 2% catch-up to partially recover previous losses. The present estimate is that this would require 11½% per annum, that is, 7½% to cover the cost of anticipated inflation, 2% to cover the anticipated rise of the average real national income, and 2% for catch-up.

2. That the University administration, in making its case to the Legislature, should not allow itself to be put in the position of basing its request solely or even primarily on over-simplified numerical criteria such as current student enrollment, but should instead base its case on what is required to fulfill the University's total mission, both at present and in the future.

The committee feels that it would be helpful to you to have, in addition, the following summary of the discussion underlying the above two resolutions.

Resolution 1.

In the discussion it was noted that while there may have been a decline in the University's competitive position relative to comparable institutions in the case of certain ranks or certain divisions, the major problem is national in scope. There has been decline in real incomes of faculty members across the country, reflecting the impact of declining public support and declining tuition resulting from declining enrollment. The study, "No Progress This Year," published in the *AAUP Bulletin*, August 1977, shows that from 1967-68 to 1976-77, real average salaries of faculty across the country fell by 8.1% while real wages and salaries of nonagricultural employees rose by 2.0%.

At the University of Minnesota, according to figures in the attached table

supplied by David J. Berg, Director, Management Planning and Information Services, average real income of 9-month faculty fell by 4.4% from FY 1973 to FY 1978; a breakdown by ranks supplied in Vice President Koffler's memorandum of March 29th (Appendix Table 1) shows a much more unfavorable situation, namely a decline ranging from 9.0% for full professors to 9.5% for assistant professors. During the same period, according to Mr. Berg's figures, average real salaries of civil service rose by 6.4%; according to Mr. Berg, the composition of civil service personnel was fairly stable over this period. Concern is being expressed that there are instances in the University where civil service staff are now receiving remuneration that may be the same or greater than that of their faculty supervisors.

It was further noted that the decline in real incomes of faculty members — while resulting from temporary demographic changes in the student population — is already beginning to have long-run effects on the quality of the University and on its ability to perform its mission. Some of the best minds graduating from universities are in many cases now being attracted by better-paying jobs in industry or the professions. In the long run this means that there will be an inevitable decline in the average quality of the education offered to students. It is being found with increasing frequency that in order to attract new faculty members of a quality sufficiently high to maintain previous standards, it is necessary to offer higher remuneration than is currently being received by some of their more senior and even tenured colleagues. This adds to the already severe morale problems as well as to the pressures to lower academic standards. These developments may be seen as a consequence of the collective policy on the part of state legislatures to base their financial support on current enrollments rather than on long-range goals or on criteria reflecting the actual mission a great university is expected to fulfill.

Resolution 2.

The Committee feels that there needs to be a clear, ongoing, and continuous presentation to the Legislature concerning the nature of the University's mission and of its total input on the citizens of Minnesota. There needs to be a better appreciation of the ways in which scientific, medical, and other research provide direct and indirect benefits to the state as well as of the ways in which the University's activities in the humanities and the arts provide cultural enrichment and, indirectly, economic benefits to the state. A better understanding is needed of the inseparability in higher education of teaching and research and of the fact that the work of the faculty member consists in research, self-training, course preparation, training of specialized students, individual attention to students, professional duties and committee work, and a great deal more than merely standing in front of a classroom. A better appreciation is needed also of the fact that today's funding affects tomorrow's students as well as, if not more than, today's, and that the criteria for such funding should take this into account.

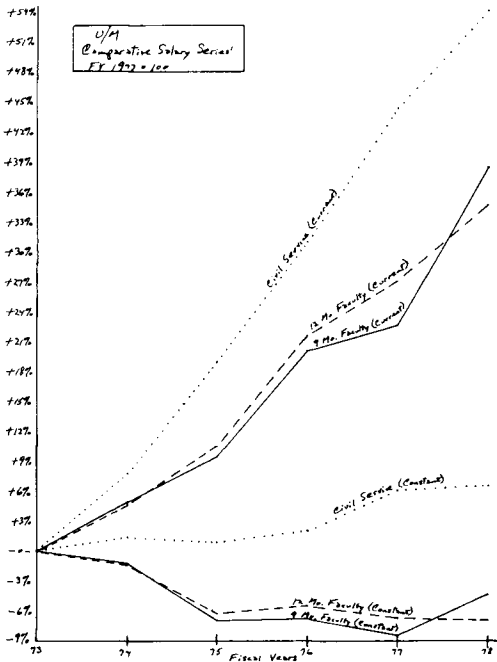
With regard to faculty compensation, the University should support its requests with several types of arguments, taking account of fairness, efficiency, and quality of the University. Any argument leaving the impression that current student enrollment represents in any way the total product of the University's efforts and services to the state should be avoided.

The SCFA is pleased to report that the University on May 11 recommended to the Board of Regents an 11% salary increase for each year of the 1971-81 Biennium.

UNIVERSITY OF MINNESOTA Comparative Salary Series FY 1973 — FY 1978

	FY <u>1973</u>	FY <u>1974</u>	FY <u>1975</u>	FY <u>1976</u>	FY <u>1977</u>	FY <u>1978</u>
<i>Nine Month Faculty-Weighted Average</i>						
Current Dollars	\$ 15,955	\$ 16,744	\$ 17,489	\$ 19,148	\$ 19,853	\$ 22,108
Percent of FY 1973	100.0%	104.9%	109.6%	120.0%	122.7%	138.6%
Constant FY 1973 Dollars	\$ 15,955	\$ 15,766	\$ 14,834	\$ 14,878	\$ 14,587	\$ 15,257
Percent of FY 1973	100.0%	98.8%	93.0%	93.2%	91.4%	95.6%
<i>Twelve Month Faculty-Weighted Average</i>						
Current Dollars	\$ 19,589	\$ 20,532	\$ 21,647	\$ 23,832	\$ 24,898	\$ 26,387
Percent of FY 1973	100.0%	104.8%	110.5%	121.7%	127.1%	134.7%
Constant FY 1973 Dollars	\$ 19,589	\$ 19,333	\$ 18,360	\$ 18,517	\$ 18,294	\$ 18,210
Percent of FY 1973	100.0%	98.7%	93.7%	94.5%	93.4%	93.0%
<i>Civil Service-Weighted Average</i>						
Current Dollars	\$ 8,037	\$ 8,657	\$ 9,576	\$ 10,551	\$ 11,607	\$ 12,388
Percent of FY 1973	100.0%	107.7%	119.1%	131.3%	144.4%	154.1%
Constant FY 1973 Dollars	\$ 8,037	\$ 8,151	\$ 8,122	\$ 8,198	\$ 8,528	\$ 8,549
Percent of FY 1973	100.0%	101.4%	101.1%	102.0%	106.1%	106.4%
CPI with FY 1973 = 100	100.0%	106.2%	117.9%	128.7%	136.1%	144.9%

MPIS
4/12/78



JOHN S. CHIPMAN
Chairman

Accepted

XXIV. UNIVERSITY COMMITTEE ON TENURE ANNUAL REPORT

The Tenure Committee met thrice, on October 21, December 9, and May 1. At the first meeting, some comments were made on the memoranda entitled "Procedures and Documentation Supporting Recommendations for Promotion and Tenure of Individual Faculty Members" (from Vice President Koffler and Dean Ibele to various administrators ranging from vice presidents to departmental chairpersons; revised as of October 13, 1977) and "Departmental Procedures and Standards in Making Recommendations Affecting the Status of Individual Faculty Members" (from Vice President Koffler; dated November 1, 1975, but amended as of October 1, 1976). It was explained that the former is a complement to the latter, which contains the substantive criteria previously set down in the Shepherd memorandum of January 28, 1971. In an opinion letter to Vice President Koffler, the Tenure Committee conveyed the sentiment that it is important that a candidate for promotion or tenure should be kept fully informed of the intermediate decisions and of the reasons for them; he or she should have the opportunity to submit material that might rebut any adverse criticism at these points.

A recurring question that the committee has taken up briefly at all its meetings is a proposal for a faculty alcohol and drug assistance program. While the committee is not insensitive to this problem and the efforts of concerned individuals to get something going, it has felt quite definitely that any official connection to the University structure would raise very considerable difficulties. These particularly center around the keeping of records, which, if they exist, could be open to abuse. Another problem arises with the question as to who might suitably refer a dependent person to this service. Clearly the person could go of his or her own accord, but even contact on behalf of the individual by family or friends, let alone by a dean or department head, raises considerable questions of propriety. The committee felt that this need would best be handled outside the University structure altogether so there would be no question of the abuse of the process.

In its second opinion letter, the committee expressed the view that a strict interpretation should be given to the memorandum on "Departmental Procedures and Standards in Making Recommendations, . . ." [as amended October 1, 1976], page 2, Part I, Section 1. It stated that, in contrast to promotion questions, which are handled by faculty members senior in rank to the candidate, the basic question of granting tenure should be considered by all faculty members who already have indefinite tenure. Differences of opinion are best handled by expressing them in letters to be made part of the dossier rather than by additional votes by a subgroup of the entire tenured faculty.

The committee was also consulted on a problem arising from the denial of a labor certificate to a faculty member on the tenure track who was not a U.S. citizen. The Department of Labor has made certain of its regulations retroactive and claimed that the University's search, though thorough and meeting all internal requirements, was not complete by its standards. That the standards are not really appropriate to university hiring does not mean that they cannot be enforced upon the University. A faculty member already on the tenure track might be understandably reluctant to resign completely and allow the University to search competitively for a second time. The alternative of a letter of understanding by which the faculty member concerned would resign if a subsequent search turned up someone better qualified, though less clean, was felt to be within the spirit of the tenure code, and such an arrangement was supported as virtually the only available alternative. The question did not come up for an official opinion of the committee but is worth mentioning since it points up the need to be aware of current Department of Labor practices and attitudes.

The committee has also been asked to comment on a preliminary draft of a document on the question of the University's defense and indemnification of faculty. This problem arises with the loss of sovereign immunity and the regulations governing the University's defense of its faculty still being worked out. During the greater part of the year the question of the new tenure regulations has been largely in

abeyance because of the restraining order. With the vote on representation over for the Twin Cities campus, the way may be open for further consideration. However, it is still too early to be sure of this, and an interesting set of problems will arise should other units of the University vote in favor of collective bargaining.

The committee is most grateful for the particular help of Shirley Clark and Ann Bailly, and it has benefited from the attendance of representatives of interested parties. The chairman is indebted to Marilee Ward for her assistance in all manner of ways, most especially for her splendid minute keeping.

RUTHERFORD ARIS
Chairman

Accepted

XXV. UNIVERSITY COMMITTEE ON THE SUMMER SESSION ANNUAL REPORT

Two major issues have occupied the committee's attention throughout the academic year: 1) development of a response to the "Interim Report" of the Study Group on University Outreach, and 2) formulation of recommendations regarding the immediate needs of the Summer Session.

1. The committee was asked by the Study Group on University Outreach to consider the implications for the Summer Session of the "Interim Report," since it had explicitly set aside this set of issues. A brief report has recently been prepared and adopted by the committee and sent to both the study group and the Senate Committee on Educational Policy. Based upon meetings with members of the study group and others with special knowledge of Summer Sessions operations, our response explores those issues raised in the "Interim Report" that have particular applicability to the Summer Session. We included some rough estimates of initial costs that would accompany any upgrading of Summer Session instruction to academic-year standards, which we consider to be a preliminary step toward "regularizing" the two summer terms. After tracing the history of Summer Session functions, clientele, and funding, the committee holds considerable reservations at this time about the University's ability to include, and the desirability of including, the Summer Session within the general recommendations of the Interim Report. This is not to suggest that such a rearrangement would not be indicated after certain other steps were taken regarding the Summer Session. However, the gulf in funding and priorities assigned to the Summer Session at the present time are impressively distant from those that would be required to implement those of a basically "inloaded" configuration.
2. The matter of immediate needs of the Summer Session is related to the above set of issues. In spite of repeated, reasoned recommendations by this committee over the past several years for the "equalization" of the instructional and administrative resources for the summer sessions, it is still leading a hand-to-mouth existence, living on a near static budget while costs are escalating and continuing to be inordinately vulnerable to enrollment fluctuations. Given these conditions, it has managed very well, but signs are becoming unmistakable that a serious reassessment of its future role and funding must be seriously considered with the specific involvement and support of the central administration.

JOHN CLARK
Chair

Accepted

XXVI. QUESTIONS TO THE PRESIDENT (20 minutes)

None.

XXVII. OLD BUSINESS

None.

XXVIII. NEW BUSINESS (15 minutes)

Please feel free to use this agenda item to comment on a topic you feel is of general interest to the Senate.

Not to be confused with the University Senate's "Questions to the President" the Senate is reminded that this entry in the agenda may be used to raise specific issues, concerns and/or ideas of general interest. A motion is not required. As much as anything, the Business & Rules Committee wished to remind the Senate that all ideas presented to the body need not flow from a committee.

See Abstract for summary of discussion.

XXIX. TRIBUTE TO DECEASED FACULTY MEMBERS

AUSTIN ALLYN DOWELL 1891-1977

Austin Allyn Dowell, longtime faculty member and administrator on the St. Paul campus of the University of Minnesota, died December 29, 1977, in Nevada, Iowa, at the age of 86. He retired in 1960 from the position of director of resident instruction for the former College of Agriculture, Forestry, and Home Economics and assistant dean of the Institute of Agriculture.

Dowell was born September 27, 1891, at Gaynor City, Missouri. He graduated from Iowa State College with a B.S.A. degree in 1915 and earned master's (1925) and doctor's (1932) degrees in agricultural economics from the University of Minnesota.

Prior to joining the University staff as extension livestock specialist in 1922, Professor Dowell taught animal husbandry at Iowa State and from 1917 to 1922 was professor and head of animal and dairy husbandry at the University of Alberta at Edmonton, Alberta. From 1927 to 1937 he was superintendent at the University of Minnesota's Northwest School and Experiment Station, Crookston. In 1972, the newly constructed classroom building on the University of Minnesota Technical College, Crookston, campus was named Dowell Hall in recognition of his many contributions to the school and area while superintendent. From late 1933 until September 1934, he took leave from the University to go to Washington, D.C., to make a study of direct marketing of hogs for the U.S. Department of Agriculture. Bulletins he and his coworkers wrote were later used in some areas as basic information for marketing hogs according to weight and grade.

In 1937, he returned to the St. Paul campus to teach and do research in agricultural economics. He coauthored two books—*The American Farmer and the Export Market*, with O. B. Jesness, and *Livestock Marketing*, with Knute Bjorka. During the late 1940s, he was chair of a regional research subcommittee on marketing livestock by carcass weight and grade.

When he became director of resident instruction and assistant dean in 1952, enrollment was declining on the St. Paul campus. A faculty committee that Dowell initiated made several recommendations—inform prospective students of opportunities in agriculture, forestry, home economics, and veterinary medicine; reexamine courses; build new dormitories, dining facilities, and a social center; and establish a placement office. Each goal was met as Dean Dowell played a major role in planning

Bailey Hall dormitory, which opened in 1958; the Student Center, which opened in 1959; and the Dining Center, which was completed in early 1960.

Under Dean Dowell's leadership, St. Paul campus curricula and course offerings were carefully studied and several changes made to enhance their quality. A series of publications on careers in agriculture were distributed to high school students through their counselors. A placement office was established in 1958. By fall 1958, St. Paul campus enrollment had risen to 50 percent more than the low point of 1953.

In 1958, Dean Dowell received the coveted "Little Red Oil Can" from St. Paul campus students, given annually to an outstanding student or staff personality. President J. L. Morrill made the presentation.

Dean Dowell was active in the affairs of the National Association of State Universities and Land Grant Colleges, serving as a member of the association's Senate, chair of the Division of Agriculture, and chair of the Resident Instruction Section.

He was a fellow of the American Association for the Advancement of Science and a member of Phi Kappa Phi, Gamma Sigma Delta, Alpha Zeta, and several professional organizations.

He was married in 1916 to the former Isabel Dyer, Nevada, Iowa, and had four daughters. He and his family lived for many years in the St. Anthony Park neighborhood of St. Paul. Following retirement, Dean and Mrs. Dowell moved to Nevada, Iowa.

In 1975, Dean and Mrs. Dowell established the A.A. and I. D. Dowell Scholarship Fund for undergraduate students in the College of Agriculture.

Survivors include his widow, Isabel; four daughters, Hannah Dowell of Washington, D.C., Dr. Margaret Gravatt of Corvallis, Oregon, Mrs. Ruth Myers of Miami, Florida, and Annette Dowell of Oakland, California; two sisters, Mrs. Byron Engle of Ft. Smith, Arkansas, and Mrs. J. A. Lucas of Hopkins, Minnesota; and three grandchildren.

Funeral services were held on January 4, 1978, at the Methodist Church, Nevada, Iowa.

ALI TURKYILMAZ OZEL, M.D. 1931-1978

Ali Turkyilmaz Ozel, M.D., an associate professor in the Department of Physical Medicine and Rehabilitation at the University of Minnesota, died on February 15, 1978, at the age of 46. His sudden, unexpected death was caused by myocardial infarction.

Dr. Ozel graduated from the University of Ankara, Turkey, Medical School in 1954. He obtained his training in physical medicine in Turkey at the Gulhane Military Academy from 1958 through 1963 and remained in the Turkish Army as a physiatrist until 1967. Dr. Ozel was the founder and director of the first rehabilitation center in Turkey, the Ankara Rehabilitation Center.

In 1971, Dr. Ozel came to the University of Minnesota to further his education in physical medicine and to give his family the opportunity of living and being educated in America. Dr. Ozel, after completing 3 years of fellowship training in 1974, earned a master of science degree in physical medicine and rehabilitation.

With his broad background in rehabilitation, Dr. Ozel excelled in patient care, teaching, and research. He had a sincere interest in his patients. While competent in all areas of patient care, his special clinical interests were children's rehabilitation, cardiac rehabilitation, amputee management, and electromyography. An extremely effective educator, he was involved in teaching residents, medical students, physical therapists, and occupational therapists. One of his students reported that he was "enthusiastic and a man who obviously believed in what he did."

At the time of his death, Dr. Ozel was conducting a number of research investigations. Kinesiology of the tongue and identification of the location and role of muscle spindles in the tongue of man was the subject of his thesis research. He was continuing this research to develop a better understanding of the control of the muscles of speech and deglutition. In addition, with Drs. Awad and Ibrahim, Dr. Ozel

studied the enzymatic changes that occur in fibromyositis. They demonstrated that fibromyositis is characteristically associated with a specific pattern of the LDH isoenzymes that originate from the connective tissue rather than from muscle. Dr. Ozel also participated with Drs. Easton and Halpern in the study of patients with dystonia in cerebral palsy. These researchers recently completed a study of the influence of L-dopa on the static spasticity of dystonic athetoid cerebral palsy patients.

Because of his personal and academic interests in cardiac disease, Dr. Ozel initiated a number of research projects in this area. One research study, the cardiac energy requirements of sexual activity, studied the high physical and neuropsychological stresses on the heart during sexual intercourse. Dr. Ozel participated in a multidisciplinary program of cardiac rehabilitation at the University Hospitals.

During his short career, Dr. Ozel was an outstanding and enthusiastic physician, teacher, and researcher. His death is a tremendous loss to the field of physical medicine and rehabilitation.

Dr. Ozel is survived by his wife, Gulcin, and three children, Deniz, Burcin, and Yucel.

NESTOR M. RIVIERE 1940-1978

Nestor M. Riviere, professor of mathematics, died on January 3, 1978, at the age of 37 from complications due to cancer. Born on June 10, 1940, in Buenos Aires, Argentina, Professor Riviere received his *licenciado*, the equivalent of a master's degree, in mathematics at the University of Buenos Aires at the age of 20.

He remained associated with the University of Buenos Aires until 1962, when he came to the United States to work toward a Ph.D. in mathematics at the University of Chicago. He received this degree in June of 1966, and in September of the same year he joined the mathematics faculty at Minnesota.

Riviere's impact on the Department of Mathematics, his colleagues, and students was immediate. He brought with him fresh ideas in the areas of real and harmonic analysis and used these ideas to develop a strong tie at Minnesota between those areas and partial differential equations. So recognizable was his talent that he was promoted to associate professor in 1967, 1 year after receiving his Ph.D. He became a professor of mathematics in 1973, and he remained a productive force in the department until his death.

Professor Riviere's breadth of knowledge in mathematics was impressive by any standard. His works touched upon almost all of the essential aspects of real and harmonic analysis of concern in the last 15 years and many of the important aspects of partial differential equations. His early papers developed the theory of singular integral operators arising from partial differential equations of semielliptic type, and the theory was applied to the study of regularity of solutions to certain boundary value problems associated with parabolic and elliptic equations. His earlier work also touched upon such areas as the differentiation of integrals, trigonometric series, Fourier multipliers, and interpolation of operators. His interest in these fields and in the study of singular integral operators never dwindled. In fact his investigations conducted during 1974 and 1975 regarding singular integral operators on curves created techniques that were successfully used in 1977 to solve difficult problems associated with the differentiation of integrals.

Riviere continuously sought to expand his work. In the last 3 years of his life, well aware of his deteriorating physical condition, he made major contributions to the mathematical development of the regularity theory for the solutions of nonlinear equations arising from free boundary problems in mathematical physics.

In the summer of 1978 there will be a National Science Foundation Summer Institute in harmonic analysis held at Williams College in Williamsburg, Massachusetts. Mathematicians throughout the world specializing in harmonic analysis and

partial differential equations have been invited. The proceedings of that institute will be dedicated to Nestor M. Riviere.

Riviere is survived by his wife, Marisa, and daughter, Melisa.

XXX. ADJOURNMENT

The meeting of the University Senate was adjourned.

MARILEE WARD
Clerk of the Senate

Appendix 1 ATTENDANCE OF MEMBERS 1977-78

The University Senate met three times during 1977-78.

Faculty	Attended	Notified Clerk of Nonattendance or Alternate Attended
Adams, Carl R.	2	1
Adams, Russell S.	1	1
*Ahern, Wilbert	3	0
Allred, Evan	1	1
Anderson, Robert K.	2	1
*Anderson, Sabra S.	1	0
*Andrews, William	1	1
*Bacig, Thomas	3	0
Bagley, Ayers	2	0
Baizerman, Michael	0	2
Bales, Kent R.	2	0
Bakdash, Bashar	1	2
Bayman, Benjamin F.	2	0
Beck, Robert H.	1	2
Blackmore, John	1	1
Blake, George	2	0
Bloedel, James	2	1
*Boman, Thomas C.	1	2
Borich, Patrick J.	2	0
Bouchard, Thomas J.	2	0
*Boyce, William G.	1	2
Brand, Gerhard	0	0
Brasted, Robert	3	0
*Brown, Virginia	2	0
*Burgstahler, Sylvan	resigned	
Busch, Robert	1	2
Caldwell, Elwood	1	2
Capps, Mary Jayne	1	0
Carlson, Harley C.	2	1
Carter, Clarence	2	1
Carter, Roy E.	3	0
Cavert, H. Mead	3	0
Chase, Harold	resigned	
*Christenson, Richard	1	2
Clark, John P.	2	1
Clayton, Thomas	3	0
Collins, W. Andrew	2	1
Conroe, Ray Martin	3	0
Cooper, Laura	2	1
Corcoran, Mary E.	3	0
Courant, Hans W. J.	2	1
*Darby, David	2	0
*Davis, Gary L.	1	1
Desborough, Sharon	2	0
Donchenko, Adele K.	2	1
Dykstra, Robert	1	2
Eaton, Marcia	resigned	
Ederer, Grace Mary	3	0
Edstrom, Ronald D.	3	0

Egeland, Byron	3	0
Egertson, Kenneth	2	0
Erickson, W. Bruce	1	1
*Evans, Samuel	2	1
Finch, Martin	3	0
Foster, Edward	3	0
*Fratzke, Mel	3	0
Fredricks, M. Virginia	2	1
Freeman, Mervin	2	0
Freier, Phyllis S.	3	0
Frenkel, Albert W.	3	0
Garmezy, Norman	2	0
Garner, Shirley	1	2
Gatewood, Lael C.	2	1
Gertjansen, Ronald O.	3	0
Goldstein, Richard	2	1
Goldstein, Sheldon	2	1
*Grau, Craig	3	0
Ham, George	2	1
Hammond, Jerome	2	1
Hanley, Mary	2	1
Hanna, Patrick	2	0
Hansen, Evelyn U.	3	0
Hansen, L. Sunny	3	0
Hardy, Robert	2	0
Henderson, Lavell M.	1	2
Heneman, Herbert	2	0
Herman, William	3	0
Hexter, Robert	3	0
Hirschbach, Frank D.	3	0
Holt, Robert T.	2	0
Hoyt, John S.	0	2
*Huch, Ron	2	0
Hurwicz, Leonid	2	1
Isbin, Herbert S.	2	1
Jenkins, James J.	1	0
Johnson, Paul E.	1	1
Kahn, Donald	3	0
Kelly, Richard	2	0
Keynes, Harvey B.	3	0
Kjervik, Diane	3	0
Lee, E. Bruce	2	1
Lykken, David T.	resigned	
MacEachern, Donald G.	1	1
Mansfield, Elaine	3	0
Mantis, Homer	2	0
Matalamaki, William	3	0
Meadows, Garland K.	3	0
Miller, Daniel	2	0
Miller, Gerald	0	1
Moen, Norman W.	2	0
Mooney, Harold M.	3	0
Moulton, Robert D.	3	0
Munson, Shirley	2	1
Murphy, Paul L.	3	0
*Nechville, Jerome	2	1
Osier, Donald	2	1
*Pandey, Rama	2	0

Pankake, Marcia	3	0
Pearsall, Thomas	2	0
Penn, Mischa	0	0
Petersen, Allan	3	0
*Peterson, William	3	0
Pohilla, James F.	2	0
Poppele, Richard E.	3	0
Prager, Stephen	3	0
Pratt, Douglas C.	3	0
Prince, James T.	2	0
Purple, Richard L.	3	0
Ranz, William E.	3	0
Rathburn, Robert C.	0	3
*Raymond, Robert	1	1
Riedel, Johannes	0	2
Root, Michael D.	1	0
*Roufs, Timothy	2	1
Schletzer, Vera	3	0
Schwartz, Samuel	3	0
Schwartzberg, Joseph	3	0
Sivert, Eileen	2	0
*Smith, Arthur E.	2	0
Sonkowsky, Robert	3	0
Southall, Geneva H.	2	0
Speidel, Michael	2	0
*Spring, W. D.	3	0
Storvick, David	2	0
Stuthman, Deon	2	1
*Stymiest, Clair	3	0
Sugnet, Charles	1	2
Swan, Patricia	2	1
*Tallent, Dwaine R.	1	1
Tellegen, Auke	0	3
Thompson, David W.	3	0
*Togeas, James	2	0
Toth, Louis	3	0
Touchberry, Robert W.	1	1
Tracy, James	3	0
Turner, John E.	3	0
Usenik, Edward	2	0
*Verrill, John E.	3	0
Walker, Paul	1	2
*Walker, Roger	2	0
Wallace, John	3	0
Ward, Jean W.	3	0
Weeks, Richard E.	2	1
Weyhmann, Walter V.	2	1
Wharton, Keith	2	1
Wilsman, Norman	2	0
Wolfram, Charles	3	0
Zimmerman, Kenneth	3	0
Zimmermann, William, Jr.	3	0

CONSULTATIVE COMMITTEE

Robinett, Betty W., Chr.	3
Zaidi, Mahmood, Assoc. Chr.	3
*Barber, Laird	2

Blake, George	2
*Glick, Wendell	3
Keller, Kenneth	3
Morrison, Fred	3
Purple, Richard	3
Stuhler, Barbara	3

Students	Attended	Notified Clerk of Nonattendance or Alternate Attended
Abandroth, Jeanne	2	0
Ahiness, Pat	1	1
Arnold, Lynn	2	0
Bann, Jenny	1	0
Belzer, Joe	2	0
Berman, Mark	2	0
*Bigger, Cindy	2	0
Boche, Susan J.	1	0
Bornhofen, Bob	1	0
Carlson, Steve	2	0
Carr, Michael	1	0
Caruso, Jerry	0	0
Checky, Mike	3	0
Chiejina, Chidozie	2	0
Clark, Jim	3	0
Colesworthy, Scott	0	0
Cooke, Richard	3	0
*Davis, Mark R.	2	0
*Dobie, Alan	1	0
Elmer, Lynn M.	2	0
*Farr, Warren	1	0
Fellows, Roger	1	0
Foertsch, Mark	2	0
Finkerstein, Phil	1	0
Fritche, Tom	1	0
*Garaffa, Paul	1	0
Gnepp, Jackie	1	0
Gomien, Donna	1	0
*Hanstad, Bruce	1	1
Hawley, Karen	1	0
Hemmingson, Carla	0	2
Hovind, Al	1	0
Johnson, Greg	2	0
Johnson, Marie	1	0
Kelley, Colleen	2	0
Kemmer, Lyle	0	1
Kigner, Brent	2	0
Kottke, Richard	1	0
*McRoberts, Andrea	2	0
*Pederson, Nick	2	1
Plunkett, Jim	1	0
Potter, Tom	2	0
Reid, Stuart	2	0
Running, Richard	2	0
*Rydberg, Richard J.	3	0
Sands, Elizabeth	3	0
Sorenson, Richard	0	1

*Spruill, Darlene	1	0
Torgeson, Kris	0	2
*Wedgewood, Cindy J.	2	0
*Youngren, Ruthan M.	2	0

CONSULTATIVE COMMITTEE

*Bufkin, Mark	3
DeGroot, Ann	2
Lewis, Harriet	3
Marchiniak, Terry	3
Ryan, Phil	3
Wagner, Mike	1
*Watson, Doug	1

*Coordinate campus members.

Appendix 2

ABSTRACT OF DISCUSSION

The May 25 meeting of the University Senate was called to order by President C. Peter Magrath at 3:15 p.m. in Nicholson Hall auditorium; coordinate campuses were linked by phone. President Magrath announced that, because of a commitment in Duluth, Betty Robinett, professor of linguistics and vice chairman pro tem, would chair the meeting if it continued past 4:30 p.m. If necessary, he said, a June 1 meeting would be held to conclude the affairs of the Senate for the year. He then continued with a reminder to the Senate that, when he had accepted the presidency 4 years ago, he had asked the Board of Regents to undertake a review of his performance to take place between the fourth and fifth years or early in the fifth year of his tenure. He reported that he had asked Wenda Moore, current board chairman, to plan that review and that she had indicated that she would have an announcement to make at the June board meeting. He explained that there would be a procedure for getting input from both faculty members and students. In addition, he said, he would be making a self-evaluation.

Another subject touched on briefly by the president was the Public Employees Labor Relations Act as it impinged on future actions. He said he understood faculty frustration, which he shared, at the University's inability to move on tenure code revision, including grievance procedures, and the consulting policy. He said the University could not make any changes that would affect the terms of employment as long as any collective bargaining election was pending; elections were to be held for both the Law School and UMD. The only recourse, he said, would be to take some action, which would then be challenged. He said that central administration wanted to try to obtain further legal clarification and that, after seeking advice from the Consultative Committee, he would report to the University community on any such attempt.

Following the president's remarks, the minutes of the last meeting were approved.

Election of Vice Chairman —Harriet Lewis, student, nominated Kenneth Keller, professor of chemical engineering and materials science, to serve as vice chairman of the Senate for next year. There being no further nominations, the Senate approved Mr. Keller for the position, and the president extended his congratulations.

Senate and University Committees, 1977-78, 1978-79 —Ted Underwood, chairman of the Committee on Senate Committees, moved approval of the slates. Following suggestion of a student name from a coordinate campus, Mr. Underwood asked that anyone with names to propose contact his committee. There was no further discussion, and the slates were approved.

Structure and Consultation Study Committee —John Turner, regents' professor of political science, moved establishment of a committee to study a number of issues including the structure of central administration and Senate consultative procedures. He then requested permission for Fred Lukermann, professor of geography, and another of the 10 faculty members who proposed the Senate action, to address the Senate. Mr. Lukermann explained that those faculty members believed that the University should examine itself from time to time and that current problems suggested that it was an appropriate time to review the decision-making structure, the Senate structure, and the Senate committee structure. The committee would also include students, he said, and its report should be an appraisal of how things worked, how they did not work, and how they could be improved. He explained that the report should be completed by the end of fall quarter 1978, because the University's request to the legislature would be made in January. He said the committee should be small and representative of faculty, student, and administration constituencies. President Magrath felt the proposal was a constructive one and he endorsed its intent, recognizing that communication was important to all segments of the University community. In response to a question about how the committee would be selected, he, too, indicated it should be a small group. He said that the Consultative Committee might

ask for nominations from the faculty as well as from the group proposing the review and that it would also consult with him before making the final determination. Bert Ahern, associate professor of history, UMM, asked how the charge differed from that for the Consultative Committee. Mr. Lukermann explained that a new body was needed because it was felt that it would not be appropriate for a standing committee to have as one of its charges a review of the Senate committee structure. The motion was then approved.

Use of Human Subjects in Research Policy Change —Thomas Hummell, associate professor in education career development and cochairman of the University Committee on Use of Human Subjects in Research, introduced a number of changes in the policy on standards and procedures, which were approved without discussion.

University Committee on International Education —Robert Brasted, professor of chemistry and chairman of the Educational Policy Committee, introduced a proposal to change the status of the present Council on International Education to that of a University Committee on International Education, identifying it as a more workable and useful plan. He then expressed thanks to the liaison personnel who had worked with his committee. His motion was approved without debate.

Graduate School Research —John Leppi, professor of biomedical anatomy, UMD, and cochairman of the Senate Research Committee, presented a resolution proposing that the Graduate School research fund budget be increased to the 1970 level in terms of 1978 economic conditions. Mr. Keller asked whether the intent was to make the adjustment by internal reallocation. The president said he was supportive of the intent and would like to report back to the Senate at its fall meeting on what would be possible. He noted that the fund was currently at \$800,000, and that the present proposal for the 1979-81 biennium called for a 31 percent increase. The motion was then approved.

Report of Task Force on Developing and Encouraging Excellence in Teaching —The president noted that Mr. Brasted and the other persons involved had put in an enormous amount of time and that the report appeared to be a comprehensive one. He said he would need more time to study it, and he urged senators to do likewise. Mr. Brasted called attention to the summary and recommendations, where the expectation was stated that the report would be a first step in the continuing search for teaching excellence.

Consultative Committee Annual Report —Betty Robinett, professor of linguistics and committee chairman, noting the lengthy report, said that committee members had worked long and hard during the past year. She said the committee members favored the motion to look at Senate governance and the relationship of its committees to administration through the consultative process.

Honors Committee Report —John Turner, regents' professor of political science and committee chairman, reported that in May his committee had approved four additional Outstanding Achievement Award nominations.

Social Concerns Committee Report —Steve Carlson, student, expressed regret that the Subcommittee for Social Responsibility in Investments had not dealt with the very pressing issue of University divestiture of stock of those companies doing business in South Africa, and said he was sincerely disappointed that that action was not taken.

Library Committee Report —Mr. Turner observed that there was dissatisfaction among the younger members of the faculty in the running of the libraries, and he wondered whether it would subject itself to an internal and external review. Mr. Brasted said that the proposed addition of a number of ex officio members to the committee was of concern to many people, even though those members would not have voting privileges.

Judicial Committee Report —Sam Krislov, professor of political science and committee chairman, called attention to the recommendation from his committee

that publication of abstracts of cases heard by the committee be updated. He reminded the Senate that it had approved the principles used by his committee in seeking permission of the individuals involved to print their abstracts. Only about 50 percent of those persons gave permission, he said, indicating that their lawyers had advised them not to do so. He proposed that the same rules be used in publishing abstracts for 1976-77 and 1977-78. He said the committee would continue to prepare abstracts in 1978-79 but on a slightly different basis, as outlined in the agenda. Joseph Schwartzberg, professor of geography, asked why it was necessary to go from a formal report to specific cases. Mr. Krislov responded that the report to the Senate was only a general annual report and that the proceedings had not been available. He explained that the abstracts preserved the anonymity of those involved. He estimated that there would be from five to seven cases next year. They were of help to his committee, he said, because of their "precedent" value, and they could be considered as semibinding law. Paul Murphy, professor of history, added that they would be very helpful to those faculty members who served as advisers to those appearing before the Judicial Committee. The president, too, agreed that the abstracts were useful, and he commended the committee for its hard work.

Faculty Affairs Committee Report — John Chipman, professor of economics and committee chairman, made a number of corrections and an update on eligibility for the State Health Plan.

Annual Reports, Other — All other annual reports for committees were accepted.

Student Concern — Steve Carlson identified himself as a newly elected member of the Consultative Committee and the Twin Cities Student Assembly. He urged that students and faculty members work together for support of higher education to get sufficient funding so that students would not be burdened with higher tuition, especially in the College of Liberal Arts and General College. In conclusion, he noted that students were concerned about the effects of collective bargaining on their education.

Following a few moments of silent tribute to deceased faculty members and the president's wish that all have a pleasant and productive summer, the meeting was adjourned at 4:30 p.m.

MARILEE WARD
Abstractor