

SCC Meeting
Feb. 21, 1979
1:30-2:00; Regents Room

1. Retrenchment (Schedule on separate sheet)

(1) Provided letter, Feb 8
(2) " " " " Feb 20
b) Retrenchment schedule

2. SCC Subcommittee concerning implementation of the Select Committee
Report with respect to the role of the Senate.

-Subcommittee report due March 6.

senate committee
" committee

3. Reallocation (Schedule on separate sheet)

Retrenchment

1. Packages Checked-Borgestad
2. CPM letter-2/8/79
3. 2/20/79 expect letter CPM containing his Retrenchment Views. (to CAO, SCC, UCRRBR, Regents)
4. 3/1/79 UCRRBR Meeting to prepare recommendations for SCC
5. 3/6/79 SCC hold a special meeting on Retrenchment ²⁰ 2-624
6. Retrenchment Packages are available in the SCC Office for members to consult.
time: Tues. 10-12
 1:30-2:30
 Wed. 10-1:00
 Thurs. 10-12

Reallocation

1. Public Hearings on Reallocation: April 3.
2. 3/15 President Magrath makes preliminary classification decisions and sends them to SCC.
3. 4/23 UCRRBR Report to SCC
4. 5/3 SCC completes review of Ret./Reall. proposals
5. 5/7 SCC transmit UCRRBR report to the President with its comments.

Retrenchment

1. Office V.P. Academic Affairs - Non Collegiate Programs
 - Office of International Programs
 - University Gallery
 - Center for Urban and Regional Affairs
 - Concerts and Lectures
 - University Measurement Service Center
 - University College
 - Convocations
 - Council on Liberal Education
 - Center for Educational Development
 - Military Depts.
 - Minnesota Landscape Arboretum: Dept. of Horticulture Science and Landscape Arch.
2. Vice Pres. for Admin. and Planning
 - University Police Dept.
 - " Personnel Dept.
 - Civil Service Personnel
 - Office of Equal Opportunity and Affirmative Action
 - University Senate Admin. Expense.
 - Dept. of University Relations
3. Aerospace Studies
4. Central Administration and Reserves.
5. College of Agriculture
6. College of Agriculture-International Programs
7. Agricultural Experiment Station-Office of the Director
8. Agricultural Extension Service
9. College of Biological Sciences
10. " " " "
11. College of Business Admin. and Graduate School of Business Admin.
12. University Computer Services.
13. Continuing Education and Extension
14. Crookston-Northwest Experiment Station
15. " " " "
16. Office of The Provost-Crookston (Collegiate and Non Collegiate)

17. School of Dentistry
18. Office of the Provost-Duluth
19. College of Education
20. Center for Educational Development
21. Vice President for Finance
22. Forestry
23. College of Forestry
24. General College
25. Graduate School
26. Grand Rapids-North Central Experiment Station
27. Office of VP for Health Sciences
 - Health Sciences Learning Resources
 - " " Special Programs
28. College of Home Economics
29. Horticulture Research Center-Dept. of Horticultural Science and Landscape Arch.
30. University Hospitals and Clinics
31. Vice Pres. Institutional Relations
32. Law School
33. College of Liberal Arts
34. University Libraries
 - Wilson
 - Central Tech. Service
 - Library Admin. Office
 - Bio-Medical Library
 - St. Paul Campus
35. Twin Cities Libraries
 - Walter
36. University Measurement Services
37. Medical School
38. Morris-West Central Experiment Station
39. Morris-West Central Experiment Station
40. Office of the Provost-Morris
41. School of Nursing
42. College of Pharmacy

- 43. University Press
- 44. School of Public Health
- 45. Rosemount Experiment Station
- 46. " -Agricultural Experiment Station
- 47. Space Science Center
- 48. Office of VP Student Affairs
- 49. Summer Session
- 50. Institute of Technology
- 51. University College
- 52. Center for Urban and Regional Affairs
- 53. College of Vet. Medicine
- 54. Waseca-Southern Experiment Station
- 55. Office of the Provost-Waseca
- 56. AFHE-Administration
- 57. Concerts and Lectures
- 58. University Gallery
- 59. Mn. Landscape Arboretum-Dept. of Horticultural Science and Landscape Arch.
- 60. Office of International Programs.
- 61. *History of Science + Technology - IT*
- 62. *Dept. of Naval Science*



UNIVERSITY OF MINNESOTA

Office of the President
202 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

February 8, 1979

Professor Mahmood Zaidi
Chairman
Senate Consultative Committee
Room 537 Business Administration
West Bank

Dear Mahmood:

I instructed Jim Borgestad to provide you copies of the retrenchment and reallocation proposals as soon as all of the proposals arrived at my office. He informs me that the final three unit submissions were delivered this morning and that he has given you a complete set of the materials. As you review the voluminous documents, I suggest that you bear a number of points in mind.

First, I think you will find that most of the colleges and units demonstrated good faith efforts in abiding by the guidelines, thoroughly examining their programs, and making some tough decisions. In a small number of cases, however, there appeared to be some misunderstanding over the guidelines or the unit's retrenchable base; therefore, a few units will be asked to revise their retrenchment proposals. As soon as the questionable items are identified and the units complete their revisions and return them to me, I will provide you with copies.

My second observation is related to the above point. As quickly as possible, I want to complete the review of the retrenchment proposals so that the deans have a better notion of the resources available to them at this time. The deans, in turn, would be able to inform department heads as to the extent to which hiring commitments might be made. I, along with Vice Presidents Koffler, French, and other senior officers, will attempt to have a decision on the retrenchment proposals within the next week.

Third, you will note that some of the proposals call for the abolition of certain positions as well as the laying off of specific personnel who are named. Whether such individuals would, in fact, lose their jobs or whether the positions would be restored in the reallocation process is, of course, unanswerable at this time. Nevertheless, I do not want to raise undue consternation nor do I want to jeopardize our legislative efforts by announcing publicly at this time the proposed retrenchment items. Thus, I have asked all individuals who have access to the materials -- the senior officers, the deans, and the members of SCC and UCBBR -- to maintain the confidentiality of the documents. I request that you will stress this principle to the members of your committee.

Professor Mahmood Zaidi, Chairman
Senate Consultative Committee
February 8, 1979
Page Two

It is clear that much work will have to be undertaken in the next few weeks if we are to stay on schedule. I trust that we will be able to do so.

Should you have any questions, please let me know.

Cordially,



C. Peter Magrath
President

CPM:kb



UNIVERSITY OF MINNESOTA

Office of the President
202 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

February 8, 1979

Professor Mahmood Zaidi
Chairman
Senate Consultative Committee
Room 537 Business Administration
West Bank

Dear Mahmood:

I instructed Jim Borgestad to provide you copies of the retrenchment and reallocation proposals as soon as all of the proposals arrived at my office. He informs me that the final three unit submissions were delivered this morning and that he has given you a complete set of the materials. As you review the voluminous documents, I suggest that you bear a number of points in mind.

First, I think you will find that most of the colleges and units demonstrated good faith efforts in abiding by the guidelines, thoroughly examining their programs, and making some tough decisions. In a small number of cases, however, there appeared to be some misunderstanding over the guidelines or the unit's retrenchable base; therefore, a few units will be asked to revise their retrenchment proposals. As soon as the questionable items are identified and the units complete their revisions and return them to me, I will provide you with copies.

My second observation is related to the above point. As quickly as possible, I want to complete the review of the retrenchment proposals so that the deans have a better notion of the resources available to them at this time. The deans, in turn, would be able to inform department heads as to the extent to which hiring commitments might be made. I, along with Vice Presidents Koffler, French, and other senior officers, will attempt to have a decision on the retrenchment proposals within the next week.

Third, you will note that some of the proposals call for the abolition of certain positions as well as the laying off of specific personnel who are named. Whether such individuals would, in fact, lose their jobs or whether the positions would be restored in the reallocation process is, of course, unanswerable at this time. Nevertheless, I do not want to raise undue consternation nor do I want to jeopardize our legislative efforts by announcing publicly at this time the proposed retrenchment items. Thus, I have asked all individuals who have access to the materials -- the senior officers, the deans, and the members of SCC and UCBRBR -- to maintain the confidentiality of the documents. I request that you will stress this principle to the members of your committee.

Professor Mahmood Zaidi, Chairman
Senate Consultative Committee
February 8, 1979
Page Two

It is clear that much work will have to be undertaken in the next few weeks if we are to stay on schedule. I trust that we will be able to do so.

Should you have any questions, please let me know.

Cordially,



C. Peter Magrath
President

CPM:kb



UNIVERSITY OF MINNESOTA

Continuing Education and Extension

Department of Counseling
314 Nolte Center
315 Pillsbury Drive S.E.
Minneapolis, Minnesota 55455
(612) 373-3905

February 16, 1979

Prof. Mahmood A. Zaidi, Chair
Senate Consultative Committee
537 Business Administration
West Bank Campus

Dear Mahmood:

I enclose the report of the sub-committee which studied the Report by the Task Force on Intercollegiate Athletics. We trust the S.C.C. will find this reactive report acceptable.

Bob Geiger, c/o Minnesota Daily, 11 Murphy Hall, has requested a copy. I leave it to the larger committees discretion as to whether this should be shared - and when.

Yours very truly,

Sub-Committee
Kenneth H. Keller
Fred L. Morrison
Elizabeth Sands
Vera M. Schletzer

Enclosures

cc: Kenneth H. Keller
Fred L. Morrison
Elizabeth Sands

Reaction of the Senate Consultative Committee to the Report by the Task Force on Intercollegiate Athletics (April 26, 1978)

The Task Force on Intercollegiate Athletics was convened by Dr. C. Peter Magrath (1) to develop a statement of purpose for intercollegiate athletics within the context of the general mission of the University of Minnesota, (2) to recommend methods of funding, (3) to comment of the welfare of student athletes, and (4) to examine internal and external relationships and recommend changes as needed. The Senate Consultative Committee feels that the Task Force, generally, never came to grips with the real issues.

An assertion is made in the report that "the intercollegiate athletic programs play an important role in the missions of the University of Minnesota." Since all recommendations flow from this allegation, it is desirable that the evidence for this statement be examined thoroughly.

First of all, it must be remembered that the entire task force report speaks only to the Twin Cities Campus. A single statement that, "The purpose, role, function, organization, and funding of athletic programs at the Duluth, Morris, Crookston, and Waseca campuses are distinctly different from those on the Twin Cities campus," is made without any clarification. Therefore, the circumscribed and limited nature of the report must be kept in mind. It is about intercollegiate athletics on the Twin Cities campus only.

We find the arguments for athletics having a public relations value as convincing and those for athletics as public service as acceptable. For these reasons, we are willing to accept a modified statement that the intercollegiate athletic programs play a role in the many missions of the University of Minnesota. (Note, "important" is deleted.)

We are, however, less convinced by the section on the educational value of sports. Indeed, after an elaborate recounting of arguments for and against, the task force admits that this is a controversy that cannot be solved. Yet, the Task Force then proceeds with the assumption that there are educational values. The statement of Prof. Marcus Plant, long time Faculty Representative at the University of Michigan, which summarizes the intellectual, moral, social, and emotional values of participation in intercollegiate athletics, could be used as easily for almost any human enterprise. "Those persons who have the capacity to absorb these values" from athletics certainly have the capacity to learn them from other aspects of their daily lives. Indeed, the Senate Consultative Committee feels that the educational role of intercollegiate athletics is minor.

Since intercollegiate athletics have some public relations and public service value, it follows that they should be continued on a competitive NCAA and AIAW Division I basis. The question of formalizing Big Ten competition for women athletes should be decided by the ACIA and the Women's Intercollegiate Athletic Department.

Generally, though, the committee feels that acknowledging intercollegiate athletics as having a role at the University does not dictate any automatic claim to financial support from the University. In these times of diminishing financial resources, all claims must be examined and compared with all other claims.

At its meeting on February 1, 1979, the S.C.C. passed the following resolution: "In view of the constrained fiscal resources of the State, the many demands on these resources, and the relatively low priority of intercollegiate athletics when compared with educational programs, the S.C.C. recommends that the University not request legislative support for men's intercollegiate athletics on the Twin Cities Campus."

The S.C.C. agrees that due to Title 9 requirements, legislative funds are necessary to run the Women's intercollegiate athletic program. However, in the event that additional legislative funds are not made available for this program, as requested, we agree with Dr. Magrath that support cannot be switched from educational programs to women's athletics. Indeed, it may well become necessary for men's revenue sports to partially support the women's program as well as non-revenue men's sports.

While the Task Force report documents the real and persistent financial problems of intercollegiate athletics, the S.C.C. feels there are many indications that the men's department does not adhere to the same levels of austerity common to academic departments at the University. Savings could also be made if athletes were encouraged to obtain financial aid from the same sources as other students. On the income side of the ledger, since the chief value of sports seems to be in public relations and public service (entertainment), it would seem that both private contributions and gate receipts should continue to be the major sources of income. It may well be that changes in the professional sports teams available to the local market could increase interest in the Gophers in the future.

In regards to the last two charges to the Task Force, i.e., concerning the welfare of student athletes and the internal and external relationships of these departments, the S.C.C. finds no serious fault with findings nor with the recommendations. We wish to reiterate that the role of the Assembly Committee on Intercollegiate Athletics should be strengthened so that faculty and student (emphasis S.C.C.'s) control of intercollegiate athletics be clearly recognized and exercised.

Sub-Committee of the Senate Consultative
Committee

Kenneth H. Keller
Fred L. Morrison
Elizabeth Sands
Vera M. Schletzer

February 2, 1979



UNIVERSITY OF MINNESOTA
TWIN CITIES

All University Senate Consultative Committee
554 Business Administration
271 19th Avenue S.
Minneapolis, Mn. 55455
Telephone (612) 373-3226

February 2, 1979

President C. Peter Magrath
202 Morrill Hall
East Bank

Dear President Magrath:

At its meeting on February 1, 1979 SCC discussed the Report of the Task Force on Intercollegiate Athletics and passed the following resolution which I was directed to transmit to you.

In view of the many demands for funds in University programs, the relatively low priority of intercollegiate athletics when compared with those other demands and the constrained fiscal resources of the State, the SCC recommends that the University not request from the Legislature support for the Twin Cities men's intercollegiate athletic program.

SCC is prepared to meet with you for the purpose of discussing this resolution further and hopes that you will share SCC's views with the members of the Board of Regents.

Cordially yours,

Mahmood A. Zaidi, Chairman
Senate Consultative Committee

cc: Members, SCC



UNIVERSITY OF MINNESOTA

Office of the Vice President
for Administration and Planning
200 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

A good idea

February 7, 1979

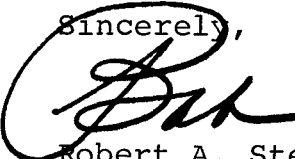
Professor Mahmood A. Zaidi
Chairman, Senate Consultative Committee
554 Business Administration Building
271 19th Avenue South
Minneapolis, MN 55455

Dear Mahmood:

I have received a copy of the resolution regarding legislative support for men's intercollegiate athletics which was adopted by the Senate Consultative Committee at its meeting February 1, 1979.

While this issue is still very premature -- it would not affect our legislative request until the 1981-83 biennium at the earliest -- I would like the opportunity to meet with the Senate Consultative Committee at one of your future meetings to discuss the issue with you. The opinion of the Senate Consultative Committee is obviously important to President Magrath and the senior officers of the University in developing University policy, and we take your resolution on this issue very seriously. I would like to discuss the issue with the Committee to insure that the Committee is fully aware of the relevant considerations with respect to the subject of the resolution and of the potential consequences if the University were to adopt the policy recommended in the resolution.

Sincerely,


Robert A. Stein
Vice President for
Administration & Planning

RAS:eah

cc: President C. Peter Magrath
Members, Senate Consultative Committee



UNIVERSITY OF MINNESOTA

Office of the Vice President
for Administration and Planning
200 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

March 6, 1979

Professor Mahmood A. Zaidi
Chairman, Senate Consultative Committee
554 Business Administration Building
West Bank Campus

Dear Mahmood:

This letter will follow up my discussion with the Senate Consultative Committee at your meeting last Thursday, March 1, 1979.

First, as I indicated at the meeting, I am generally in agreement with the report of the SCC Subcommittee which studied the report by the Task Force on Intercollegiate Athletics. While I might have preferred different wording in some places, I certainly have no disagreement with the conclusion at the top of page 2 that "In these times of diminishing financial resources, all claims must be examined and compared with all other claims." I suggested at the meeting that the Subcommittee report might be fairer to the Men's Intercollegiate Athletic Department if it spoke prospectively about the necessity to "adhere to the same levels of austerity common to academic departments at the University," rather than make assertions about past behavior. This would be particularly helpful to me in my efforts to ensure that their spending increased at a rate less than that of the rest of the University which was the case in the present budget year. Vera Schletzer has advised me that she has prepared an amendment to the Subcommittee report to incorporate this suggestion.

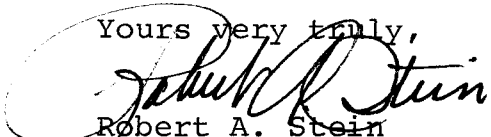
With respect to the resolution passed by the SCC on February 1, 1979, I thought our discussion was helpful in giving me a better understanding of the position of the Senate Consultative Committee. As you know, I expressed the concern that the resolution did not refer to the present time and could be interpreted as the position of the faculty and students of the University that under no circumstances at any time in the future would it

Professor Zaidi
Page Two
March 6, 1979

be appropriate for the University to seek legislative support for men's intercollegiate athletics. I received the clear impression from the discussion at the Senate Consultative Committee meeting that the Committee viewed the resolution as reflecting the position of the Committee at this time. There appeared to be support for the proposition that this issue might appropriately be examined anew in the future in the light of circumstances at that time. If my understanding of the Committee consensus on this question is incorrect, I would appreciate your advising me of that fact. While ideally the resolution might be amended to insert "at this time" after the word recommends to reflect this position, I can understand why the SCC might not want to take action which could be viewed as moderating their firm resolution. Perhaps this letter might become part of the record on the issue.

As I stated to the Senate Consultative Committee, the reason I attach some importance to the question is that it is obvious to me that some fundamental change in our athletic program or sources of income must be made sometime in the future. It may be two years from now, or more probably, four years from now. We do not have funds to operate the athletic program at a deficit. In order to appropriately decide such a fundamental question as whether the University of Minnesota should continue to compete at major levels in athletics as a member of the Big Ten Conference, I believe it would be appropriate to first have the widest possible discussion of the issue within and outside the University community. We intend to stimulate this discussion by identifying the relevant issues over the course of the next few years. I expressed concern about the SCC resolution, albeit a minor concern, because I would not want widespread discussion of the issue foreclosed, or even impeded, by the assertion that the faculty and student representatives have already decided that under no possible set of circumstances would it ever be appropriate to seek legislative support for men's intercollegiate athletics on the Twin Cities campus. Based upon my discussion with the Senate Consultative Committee last week, I do not understand that to be the position of the Committee.

Yours very truly,


Robert A. Stein
Vice President for
Administration & Planning

RAS:eah

cc: President C. Peter Magrath



UNIVERSITY OF MINNESOTA
TWIN CITIES

All University Senate Consultative Committee

554 Business Administration
271 19th Avenue S.
Minneapolis, Mn. 55455

Telephone (612) 373-3226

March 9, 1979

President C. Peter Magrath
202 Morrill Hall

Dear President Magrath:

On March 6, 1979, the Senate Consultative Committee discussed the enclosed report of its Subcommittee on Intercollegiate Athletics, accepted it, and instructed me to transmit it to you for your information and action.

SCC is prepared to meet with you and your administrative colleagues for the purpose of discussing this report and hopes that you will share it with the members of the Board of Regents.

Cordially yours,

Mahmood A. Zaidi, Chair
Senate Consultative Committee

Enclosure

cc: Members, SCC



UNIVERSITY OF MINNESOTA

Office of the President
202 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

March 21, 1979

Professor Mahmood Zaidi, Chairman
Senate Consultative Committee
Room 537 Business Administration
West Bank

Dear Mahmood:

This letter is to thank you and the Senate Consultative Committee for your report and comments with regard to the Task Force on Intercollegiate Athletics report. As you requested, I am having the SCC's comments sent along to the Board of Regents for their information and am asking Duane Wilson to do this by carbon copy of my letter to you.

Clearly, the subject of Intercollegiate Athletics in general, and the possibilities and desirability of expanded support for our Intercollegiate Athletic programs (including most particularly the men's program on the Twin Cities campus) is going to be a subject of continuing discussion that we must all address in the months and years ahead.

Cordially,

C. Peter Magrath
President

CPM:kb

cc: Mr. Duane Wilson, Secretary to the Board of Regents
Vice President Robert Stein, Administration and Planning

AGENDA

SCC Meeting
March 1, 1979
Regents Room, 1:00-4:00

- 1:00-1:15 1. Approval of the minutes, 2/1/79
- 1:15-3:00 2. CLA Presentation - Dean Lukerman and colleagues.
- 3:00-3:15 3. Subcommittee report on the Athletic Task Force - Professor Schletzer. Report already distributed. Guest: Vice President Stein.
- 3:15-3:25 4. Minutes of the Senate Committee on Social Concerns, dated 11/27/78 concerning the Subcommittee on Social Responsibility in Investments reporting directly to the Regents.
- 3:25-3:35 5. Professor Grace W. Grays' Letter of 2/12/79 to Vice President Koffler concerning the recommendation of the University Committee on Animal Care to close the Stone Lab. Animal Housing Facility--Professor Purple.
- 3:35-3:45 6. Professor Louis Toth's letter to Professor Zaidi dated 2/20/79.
- 3:45-4:00 7. Chairman's Report
- a. Update Grievance Procedure
 - b. Update on University Outreach Report
 - c. Professor Thomas Clayton's letter, 2/5/79
 - d. Vice President Stein's letter of 2/12/79 to Professor Watson concerning the Select Committee Report.
 - e. Mr. Jim Clark's letter of 2/6/79 to the members of the Board of Regents giving summary statements for the legislative program of the University Student Senate.
 - f. Ms. Colleen Kelley's letter of 2/9/79 to student leaders concerning the University Biennial and Capital Request.
 - g. Professor James Werntz's memo of 2/7/79 reporting the actions of the Curriculum Advisory Committee of the MHECB.
 - h. Faculty Union Activity in Higher Education-1978: Joseph W. Garbarino and John Lawler.
8. Old Business
9. New Business



UNIVERSITY OF MINNESOTA
TWIN CITIES

All University Senate Consultative Committee
554 Business Administration
271 19th Avenue S.
Minneapolis, Mn. 55455

Telephone (612) 373-3226

MINUTES OF THE SENATE CONSULTATIVE COMMITTEE
Meeting of March 1, 1979

The All University Senate Consultative Committee convened its eleventh meeting of the 1978-79 academic year on Thursday, March 1, 1979, in the Regents Room.

Members present included Professor George Blake, Mr. Steve Carlson, Mr. Dick Cooke, Mr. Pat Eckman, Professor Wendell Glick, Professor Fred Morrison, Professor Rick Purple, Ms. Liz Sands, Professor Vera Schletzer, Professor Don Spring, and Mr. Doug Watson.

The Meeting was called to order at 1:00.

1. The minutes for February 1, 1979 were approved.
2. Professor Zaidi introduced Dean Fred Lukermann who gave a presentation for CLA to the SCC. Dean Lukermann distributed a packet of data which he used as a basis for discussion and presentation. The data has three purposes: explanation of the budget, staff, and student enrollment patterns. Dean Lukerman explained that comparative data is available to all CLA deans and department heads.

Because budget matters are central, Dean Lukermann presented an extensive discussion of budget and budget related matters which included review of retrenchments back to '72-'73 (check graph pg. 77), and staff comparison '70-'71 and '78-'79. Dean Lukermann stressed that the general trend has been slightly up in numbers for the higher ranks, and instructors have been virtually eliminated - i.e., no hiring at the instructor level and the number of Teaching Assistants slots has been declining significantly with retrenchment.

He also stressed that the number of F.T.E. staff have declined but this may not mean fewer bodies because more part-time TAs are involved. As regard students (17,000 undergraduate, 2,600 graduate), Dean Lukerman pointed out that half of the Twin City graduate students are in CLA depts, and, moreover, about 30 CLA departments do as much graduate training as the professional schools. He indicated that he feels the number of graduate students in CLA are never taken into consideration to the level of the work load.

Student credit hours have shown a substantial decline although this is a feature of the University not just CLA. This is the result of an increasing number of part-time students or students taking less than a full load.

Dean Lukermann indicated that while enrollment has increased recently, this should not be taken as an indication enrollment will rise. The increase is noticeable in sophomore and junior categories and shows that more than half of the final baccalaureate degrees are awarded to transfer students.

Dean Lukermann spoke extensively concerning soft money programs - units of Women Studies, Urban Studies, and Religious Studies are growing. Thier funding at present must come from soft money which is basically dependent on leaves, grants and contracts. Departments having grant money or unfilled positions are generally "advantaged" departments, and CLA taxes these monies (unfilled positions and grants) so, in effect, a limited number of select departments support the more numerous "disadvantaged" ones. Dean Lukermann was asked if soft money stays in CLA, that is, is the University discriminating against CLA? He indicated that indirect costs do not come directly back to people who generate them, but CLA is not discriminated against. Other than that, CLA keeps its soft money except for what the University takes from grant money. Dean Lukermann also stressed that CLA had shown recent strong gains in getting grants, and an increased percentage of awards relative to requests since 1976.

In conclusion, Dean Lukermann went through the graph data he had distributed and stressed a number of points:

- 1) Last year there were only 12 new faculty members appointed where previously the average had been 25-30. CLA is stable or retreating in minority and women appointments as a result. In recent years vacancies have been used to pay-off central retrenchments.

2) The crisis in CLA is the crisis in the University and is apparent in the reallocation of our programs. We must be able to respond to the needs of the society which depend on two or three times as many program/curricular units as budgetary and faculty units. He stressed that the major problem at the University is in the quality of faculty and that this is the student's concern as well.

3) Summer/night courses should be treated as equal units to day courses and the curriculum should offer courses when they can be taken. In-loading as a principle is a good thing because of improved quality and similar student populations.

Dean Lukermann concluded his remarks by indicating that he appreciated the opportunity to discuss CLA with the SCC and would be pleased to answer any questions in the future. Professor Zaidi thanked Dean Lukermann and moved to the regular order of business.

3. Discussion of the Subcommittee Report on Intercollegiate Athletics was introduced by Professor Schletzer. Vice President Stein, who met with the Committee to discuss the report, presented his position on the Subcommittee report. He expressed concern that the report suggested a hardened position and that there would be unwillingness to reexamine the points made in the Task Force Report in the future. He indicated that because of inflation, there may well be some need to seek a legislative request to meet athletic program needs in the future; the alternative may be to cut back the program and drop to a lower level of competition. If we would drop to a lower level, this would probably increase the need for legislative funding because it would reduce gate receipts, which are the sole support for the men's program at the present time. He stressed that he is not suggesting that legislative support be sought but only that the option be kept open.

Vice President Stein was emphatic that he supported much of the Subcommittee report but that he feared hardened positions, as outlined in the SCC resolution on athletics, that would limit the possibility of seeking a legislative request, in other words, he suggested that the report be kept as is but that the statement on legislative request for athletics not be so strong. Professors Morrison and Spring indicated they would not want to alter or drop the SCC resolution because

this was a faculty response to a Task Force conducted primarily by administrators.

Following this discussion the SCC postponed completion of discussion on the Athletic Subcommittee report until the next meeting. It will be presented for adoption and discussion on March 6, 1979.

4. The Committee discussed the statement in the November 27, 1978 minutes of the Senate Committee on Social Concerns relating to the manner by which the Subcommittee on Social Responsibility in Investments reports to the Regents. According to the minutes, the Subcommittee is to have direct access to the Regents without reporting through the full Senate Committee or except in those instances where the Subcommittee intends to bring an issue to the Senate. The Committee instructed the Chairman to write to the Senate Committee on Social Concerns and request documentation which shows the above as the appropriate reporting procedure; Social Concerns Committee refer to page U33 of the Senate Handbook concerning this request.

5. Professor Grace Gray's letter to Vice President (2/12/79) concerning the recommendation of the University Committee on Animal Care to close the Stove Lab. Animal Housing facility was referred to Professor Morrison as Chairman of UCBRR to indicate budgeting implications, if any.

6. Old Business--none

7. New Business--none

The meeting adjourned at 4:00



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Chemical Engineering and Materials Science
151 Chemical Engineering
421 Washington Avenue S.E.
Minneapolis, Minnesota 55455

February 20, 1979

Professor Mahmood Zaidi

Dear Mahmood:

Let me share a few thoughts on the matter we discussed yesterday. I appreciate your interest in my concerns.

It would be presumptuous of me to suggest a complete reorganization of the selection process. I don't, however, like the present system, if for no other reason, because I don't understand the system. It simply cannot operate as stated: President Magrath is not picking the faculty names for nominating committees from any detailed knowledge he has of the faculty.

I thought of several alternatives but these are partly based on assumptions regarding the purpose of the SCC. Is it an exclusive means for the "old boy" network to influence the President? Should the consultation be more widespread and include representatives of the faculty at large, of representatives from particular colleges? Should the consultation be with democratically elected members of the faculty at large, should it be restricted to Senate members?

The idea I momentarily like involves a calendar or time table for representation by particular colleges. For example, next year the two new representatives on SCC would come from IT and CLA, the year after the two new ones would be from Medicine and CBS, and so on. Each college would pick its representative by a democratic process. A college might also limit the term of membership to one year if it so desired. A college might restrict its selection of a representative to Senate members from that college.

Perhaps you might consider having the Senate review the procedures and goals of the selection process.

Sincerely,

Louis E. Toth
Professor

LET/mlr

67

3/1

Senate Committee on Social Concerns Minutes
November 27, 1978

Agenda Item

Present: Frank Wood Chair; Neil Bakkenist (ex-officio), F. Laverne Clagg, Laura Cooper, V. Lois Erickson, Monica Jones, Philip Raup, Lillian Williams (ex-officio), Patricia Williamson, Robert Zimmer

1. The minutes of the October 30, 1978, meeting were accepted.

2. Announcement of changes in committee membership

V. Lois Erickson's new phone number is 3-3286.

Diane Lonetree, 104 Jones Hall, #6-4829 or #6-1715 was a newly appointed student member.

3. A letter from the Chair to the Chair--Senate Consultative Committee, Mahmood Zaidi, on the Bakke Case and Minority Recruitment was distributed.

4. The relationship of the Senate Committee on Social Concerns to its Subcommittee on Social Responsibility in Investments was discussed. The subcommittee's existence as an All-University Committee advisory to the Regents predates the full committee's creation as a Senate Committee.

It is the Chair's understanding that this circumstance gives the Subcommittee direct access to the Regents without reporting through the full Senate Committee. However, in those situations where the Subcommittee intends to bring an issue to the Senate, the Chair's understanding is that the Subcommittee would have to report the matter through the full Committee.

CLA INVENTORY

1978-79 (0100) BUDGET	\$19,900,120
ACADEMIC	\$16,750,074
CIVIL SERVICE	\$ 2,162,445
S.E.E.	\$ 987,601
1978-79 (SOFT) BUDGET	\$ 1,250,000
CENTRAL RETRENCHMENTS 90100)	
1977	\$ 632,418
1978	\$ 360,733
1978 (SOFT)	\$ 120,000
1979 (1.7%)	\$ 341,869
1979 (SOFT)	\$ 70,000 +

STAFF (FTE)	<u>1970-71</u>	<u>1978-79</u>
TOTAL ACADEMIC	897.4	842.9
PROFESSOR	221.0	257.2
ASSOCIATE PROFESSOR	117.6	152.3
ASSISTANT PROFESSOR	117.8	123.5
INSTRUCTOR	97.8	19.7
SEQUESTERED RESERVE	16.9	36.9
TA'S	326.2	253.2
CIVIL SERVICE	193.1	193.4

FALL ENROLLMENT (HEADCOUNT) - 2ND WEEK

	<u>1970-71</u>	<u>1978-79</u>
UNDERGRADUATE	17,254	16,836
GRADUATE	3,017 [*]	2,369 ^{**}
STUDENT CREDIT HOURS	252,586 ⁺	197,797 ⁺⁺

* End of Fall Quarter

** 2nd Week of Fall Quarter

+ 2nd Week of Fall Quarter

++ End of Fall Quarter

1977-78 Enrollment Comparison

	<u>Fall '77</u>	<u>Fall '78</u>	<u>Increase</u>	<u>Winter '78</u>	<u>Winter 79</u>	<u>Increase</u>
CLA	16,627	16,836	+209	15,540	15,763	+223
Twin Cities	44,743	44,794	+ 31	41,958	42,130	+172
U of Minn	55,451	55,600	+149	52,525	52,509	- 16

List of Graphs and Tables (appended)

- 1.) Graph and Table F1 - Printed Budget - Current and Adjusted Dollars
- 2.) Graph F6 - Printed Budget, State Expenditures per SCH
- 3.) Graph F7 - Printed Budget, State Expenditures per Instructor Credit Hour
- 4.) Graph F8 - Printed Budget, State Expenditures per Student

- 5.) Graph and Table F3a - 9 Month Average Faculty Salaries, by Rank -
Current and Adjusted
- 6.) Table III - Funds Required to Bring all Ranks in 27 out of 37 CLA Units
to 1st, 3rd, 4th, and Median Place Among Big Ten Universities
- 7.) Table IV - Number of Individuals Below Base Salary in Each Rank, by
Division, 1977-78.
- 8.) Graph Sflal - Number of Revised Printed Budget Faculty FTE, by Rank
- 9.) Graph F4 - Tuition, Resident and Non-Resident
- 10.) Graph S2a - Number of Fall Quarter Enrollment, by Class
- 11.) Table S2b - Percent of Fall Quarter Enrollment, by Class
- 12.) Graph C6a1 - Number of Total CLA-SCH's Taken by Students of Different Colleges
- 13.) Graph C7 - Percent of CLA-SCH, by Level
- 14.) Graph S1 - Enrollment of CLA Undergraduates and Graduates with CLA Majors
- 15.) Table - Majors and Pre-Majors Serviced in CLA

Majors and Pre-Majors Provided in CLA

Interdivisional	Social Sciences	Humanities/ Fine Arts	Natural Sciences/ Mathematics	Pretransfer	Undecided
ALA	African Studies	Arabic	Biology	Pre-Agriculture	
American Studies	Afro-American Studies	Architecture	Biometry	Pre-Art Education	
Ancient Near Eastern Studies	American Indian Studies	Art History	Chemistry	Pre-Business	
B.E.S.	Anthropology	Art Studio	Computer Science	Pre-Business Educ.	
B.I.S.	Chicano Studies	BFA Music	Geology	Pre-Dental Hygiene	
East Asian Studies	Child Psychology	BFA Studio Art	Mathematics	Pre-Dentistry	
Interdepartmental	Economics	BFA Theatre Arts	Microbiology	Pre-Elementary Educ.	
Jewish Studies	Geography	Chinese	Physics	Pre-Educ. Secondary	
Latin American Studies	History	Classical Civilization	Physiology	Pre-Forestry	
Religious Studies	International Relations	English	Pre-Biological Science	Pre-Home Economics	
South Asian Studies	Journalism	Finnish		Pre-Industrial Educ.	
Theological Study Preparation	Philosophy	French		Pre-Interior Design	
Women's Studies	Political Science	German		Pre-IT	
	Pre-Journalism	Greek		Pre-Medical Technology	
	Psychology	Greek-Latin		Pre-Medicine	
	Social Welfare	Hebrew		Pre-Mortuary Science	
	Social Work	Humanities		Pre-Music Education	
	Sociology	Italian		Pre-Nursing	
	Speech & Hearing Science	Japanese		Pre-Occupational Therapy	
	Speech-Communication	Latin		Pre-Park & Recreation	
	Statistics	Linguistics		Pre-Pharmacy	
	Urban Studies	Middle Eastern Studies		Pre-Physical Education	
		Music		Pre-Physical Therapy	
		Pre-Architecture		Pre-University College	
		Russian		Pre-Veterinary Medicine	
		Scandinavian			
		Spanish			
		Spanish-Portuguese			
		Theatre Arts			

PreTransfer

Pre-Business

Pre-Education

Pre-Health Science

Other

Pre-Business

Pre-Art Education
Pre-Business Education
Pre-Elementary Education
Pre-Education Secondary
Pre-Industrial Education
Pre-Music Education
Pre-Park & Recreation
Pre-Physical Education

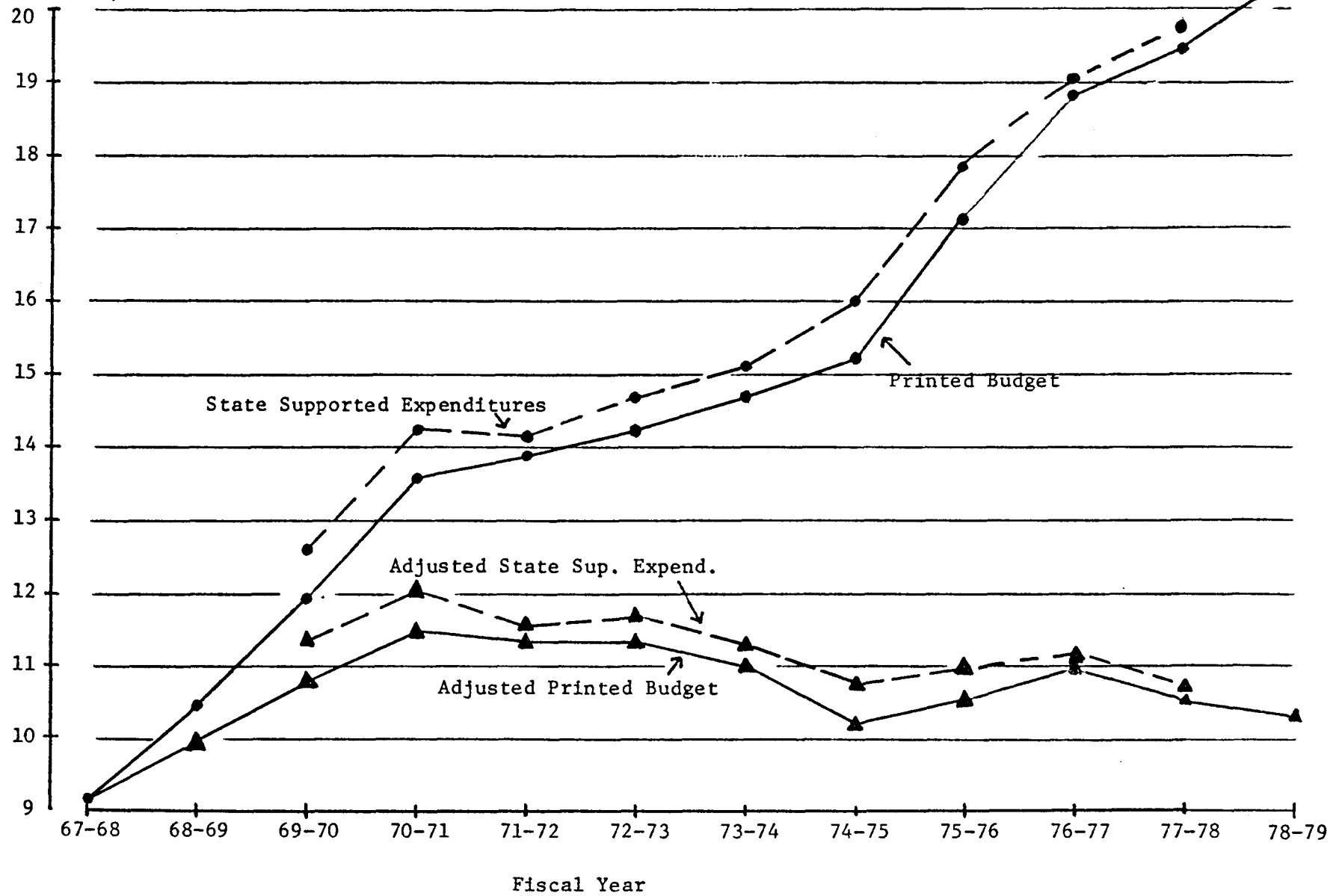
Pre-Dental Hygiene
Pre-Dentistry
Pre-Medical Technology
Pre-Medicine
Pre-Mortuary Science
Pre-Nursing
Pre-Occupational Therapy
Pre-Pharmacy
Pre-Physical Therapy
Pre-Veterinary Medicine

Pre-Agriculture
Pre-Forestry
Pre-Home Economics
Pre-Interior Design
Pre-IT
Pre-University College

College of Liberal Arts

PRINTED BUDGET & STATE SUPPORTED EXPENDITURES

(in million)



College of Liberal Arts

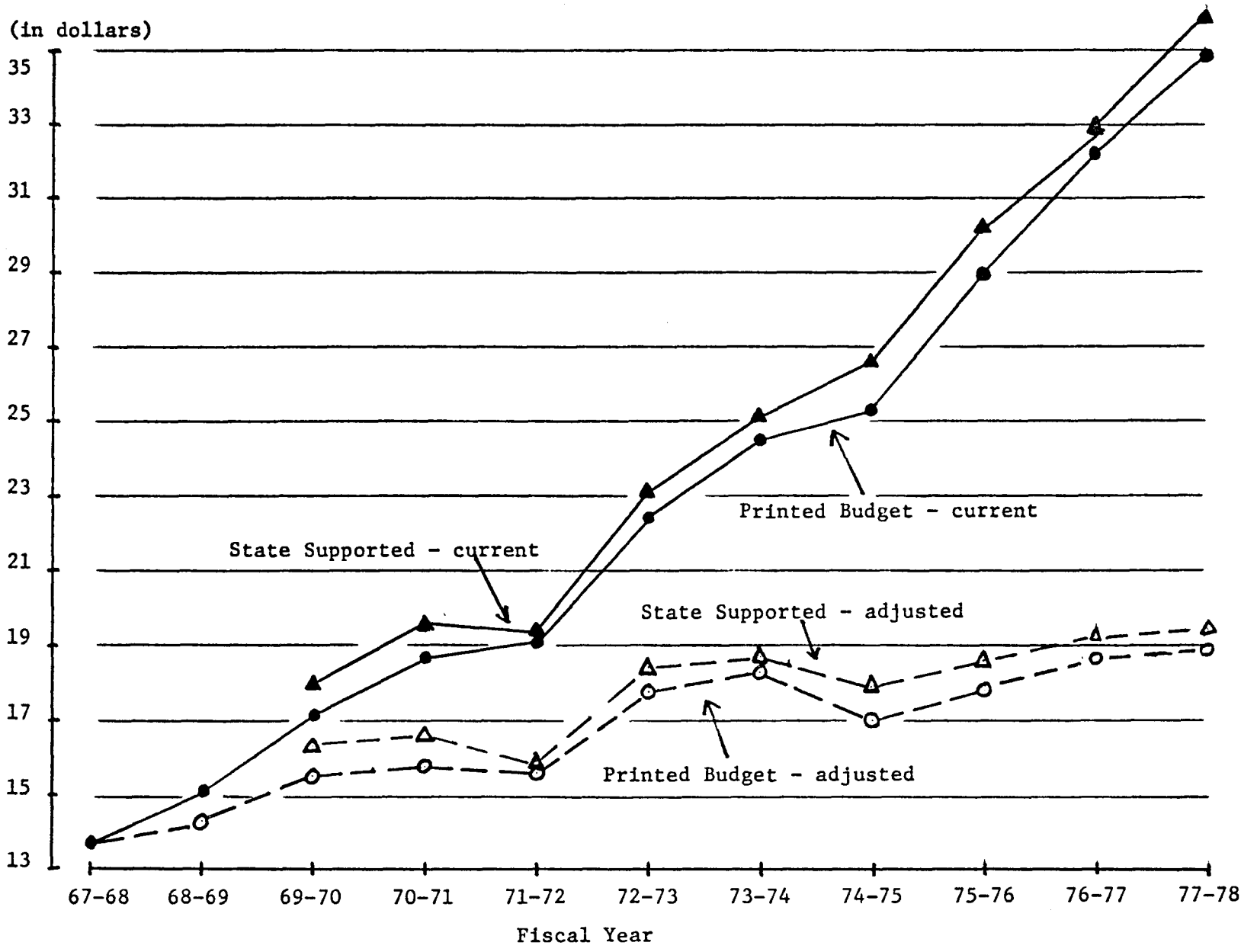
Table F1: PRINTED BUDGET - CURRENT AND ADJUSTED* DOLLARS

Fiscal Year	Current		Adjusted*		SE&E Part of Budget	
	Dollars	% change	Dollars	% change	Current Dollars	% of budget
1967-68-----	\$9,142,514	-----	\$9,142,514	-----	\$383,280	4.2%
1968-69-----	\$10,453,325	+14.3%	\$9,916,233	+8.5%	\$427,524	4.1%
1969-70-----	\$11,970,797	+14.5%	\$10,810,587	+9.0%	\$554,204	4.6%
1970-71-----	\$13,589,479	+13.5%	\$11,491,671	+6.3%	\$573,911	4.2%
1971-72-----	\$13,894,207	+ 2.2%	\$11,363,794	-1.1%	\$680,366	4.9%
1972-73-----	\$14,262,019	+ 2.6%	\$11,330,033	-0.3%	\$693,722	4.9%
1973-74-----	\$14,703,948	+ 3.1%	\$11,014,139	-2.8%	\$750,530	5.1%
1974-75-----	\$15,215,481	+ 3.5%	\$10,201,676	-7.4%	\$756,204	5.0%
1975-76-----	\$17,118,264	+12.5%	\$10,541,598	+3.3%	\$868,137	5.1%
1976-77-----	\$18,864,951	+10.2%	\$10,993,550	+4.3%	\$997,562	5.3%
1977-78-----	\$19,444,159	+ 3.1%	\$10,538,929	-4.1%	\$1,065,572	5.5%
1978-79-----	\$20,516,704	+5.5%	\$10,325,442	-2.0%	\$1,140,001	5.6%

* Adjusted to reflect July 1967 dollars by use of the Twin Cities Consumer Price Index

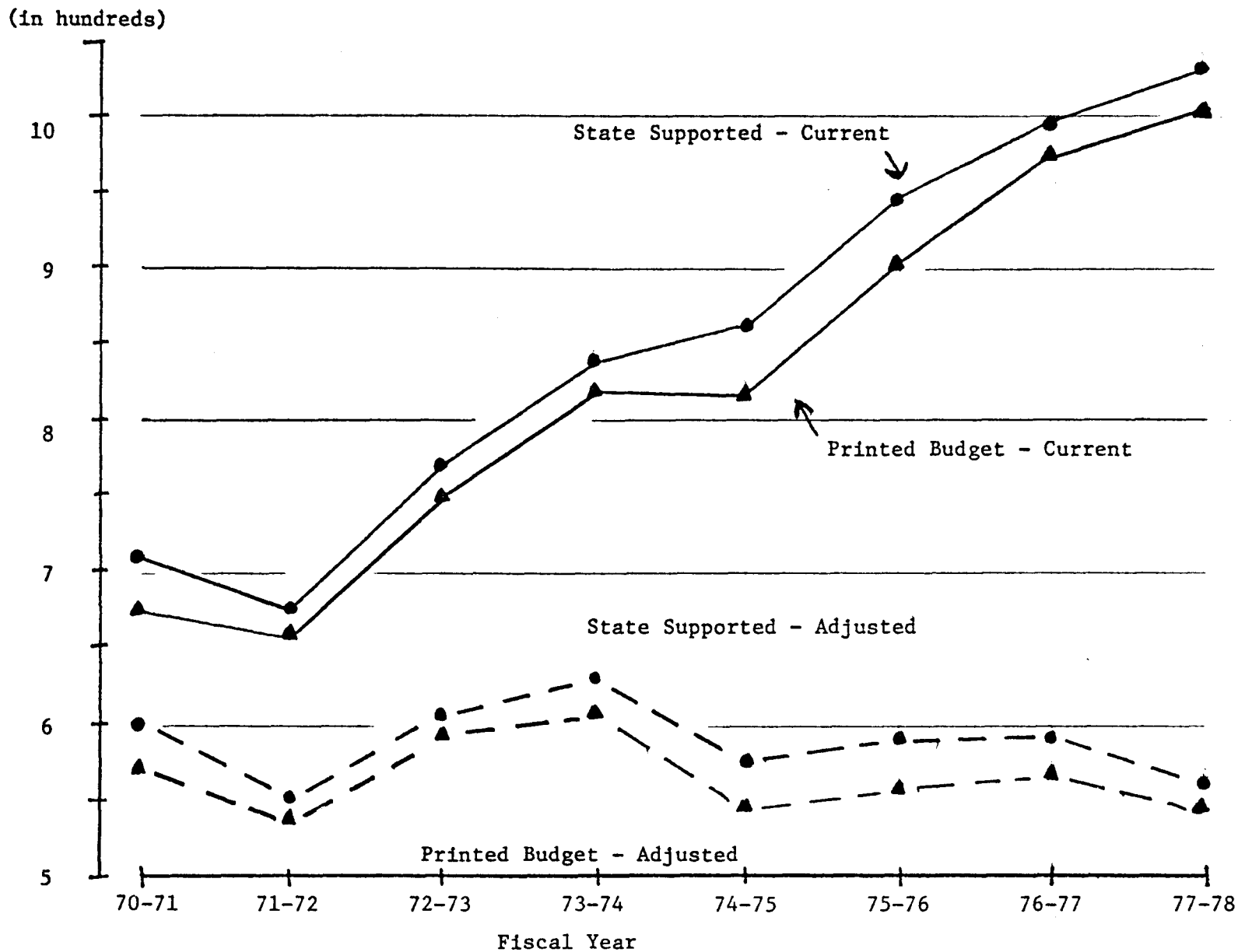
College of Liberal Arts

PRINTED BUDGET, STATE EXPENDITURES PER SCH



College of Liberal Arts

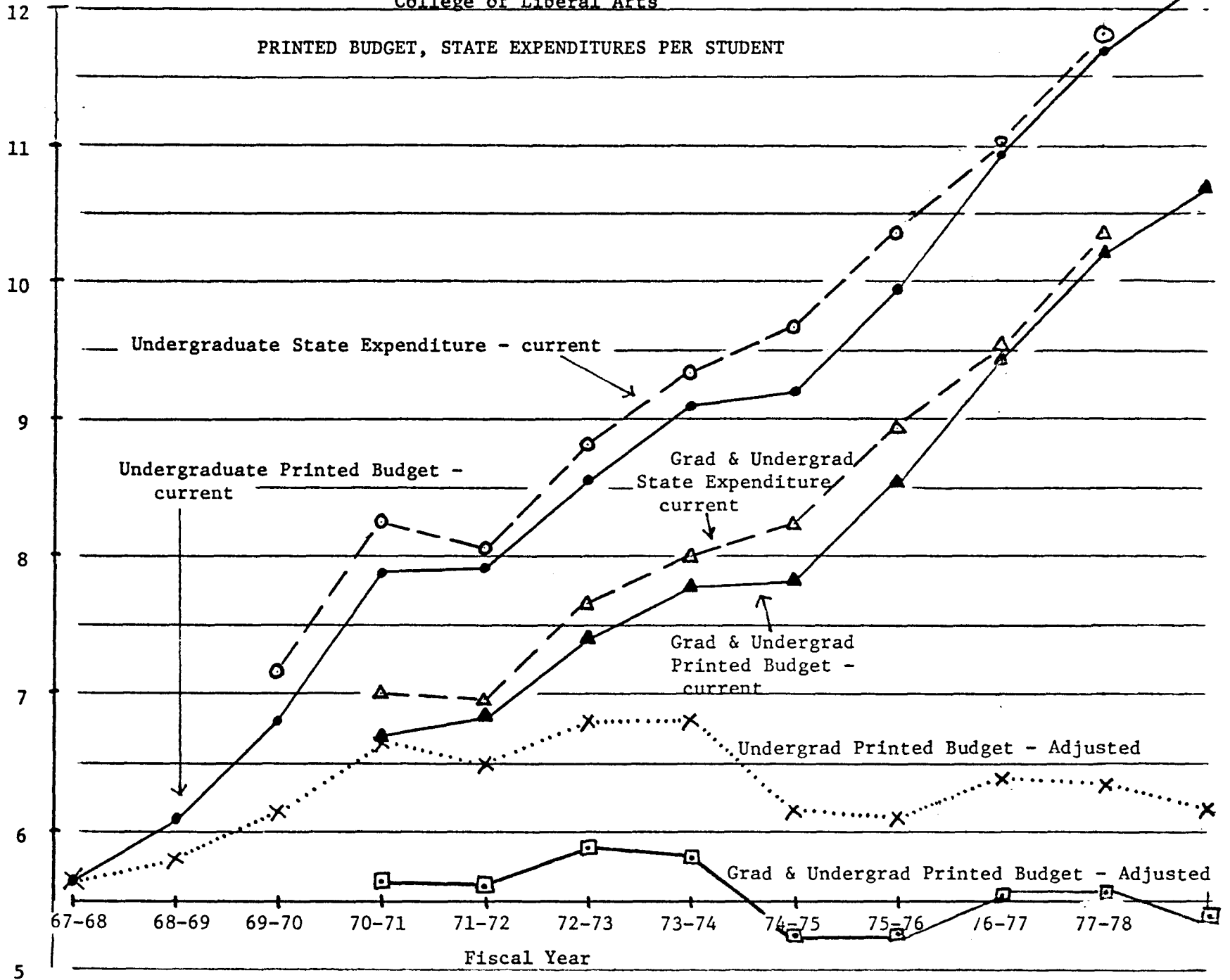
PRINTED BUDGET, STATE EXPENDITURES PER INSTRUCTOR CREDIT HOUR



(in hundreds)

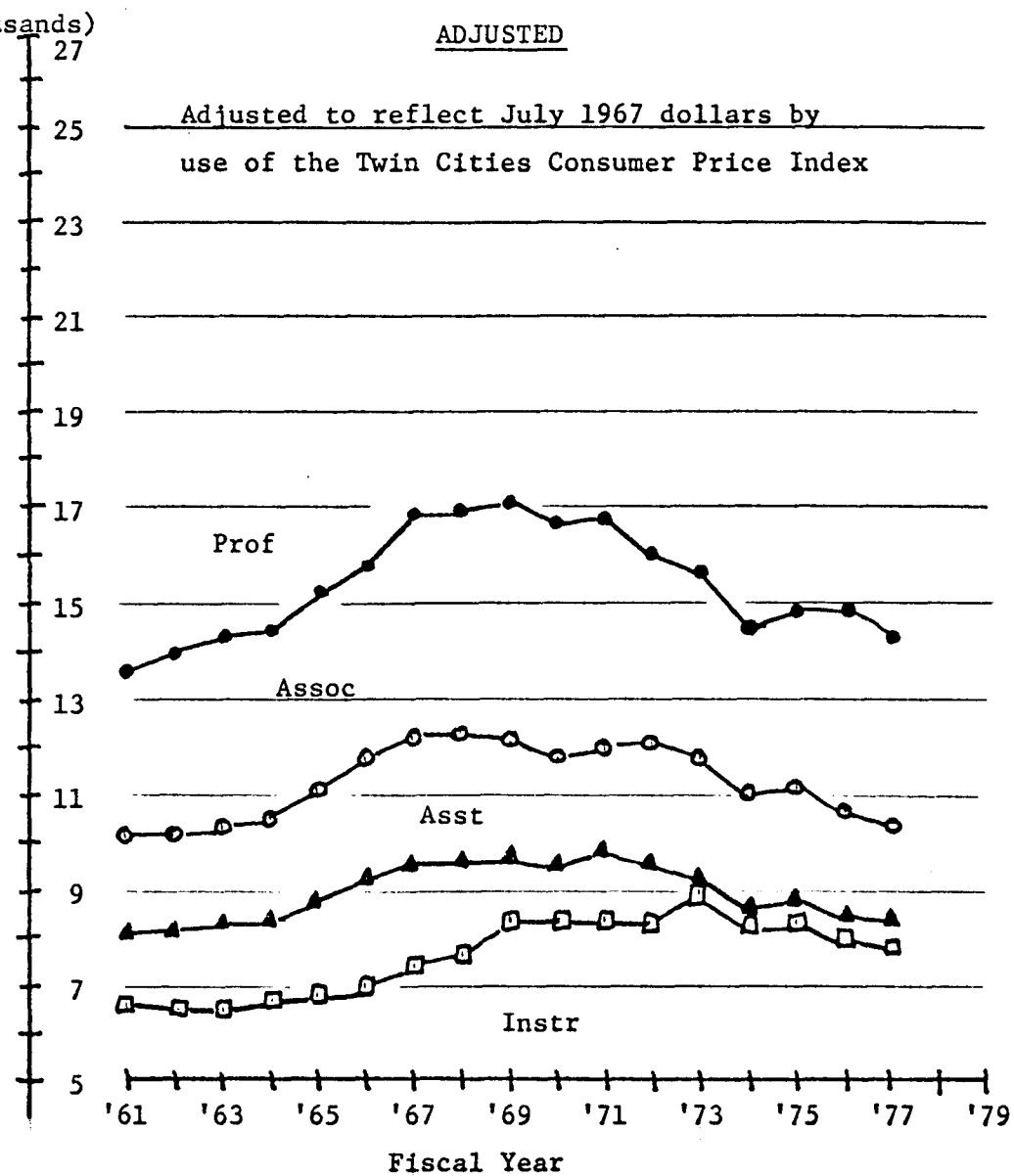
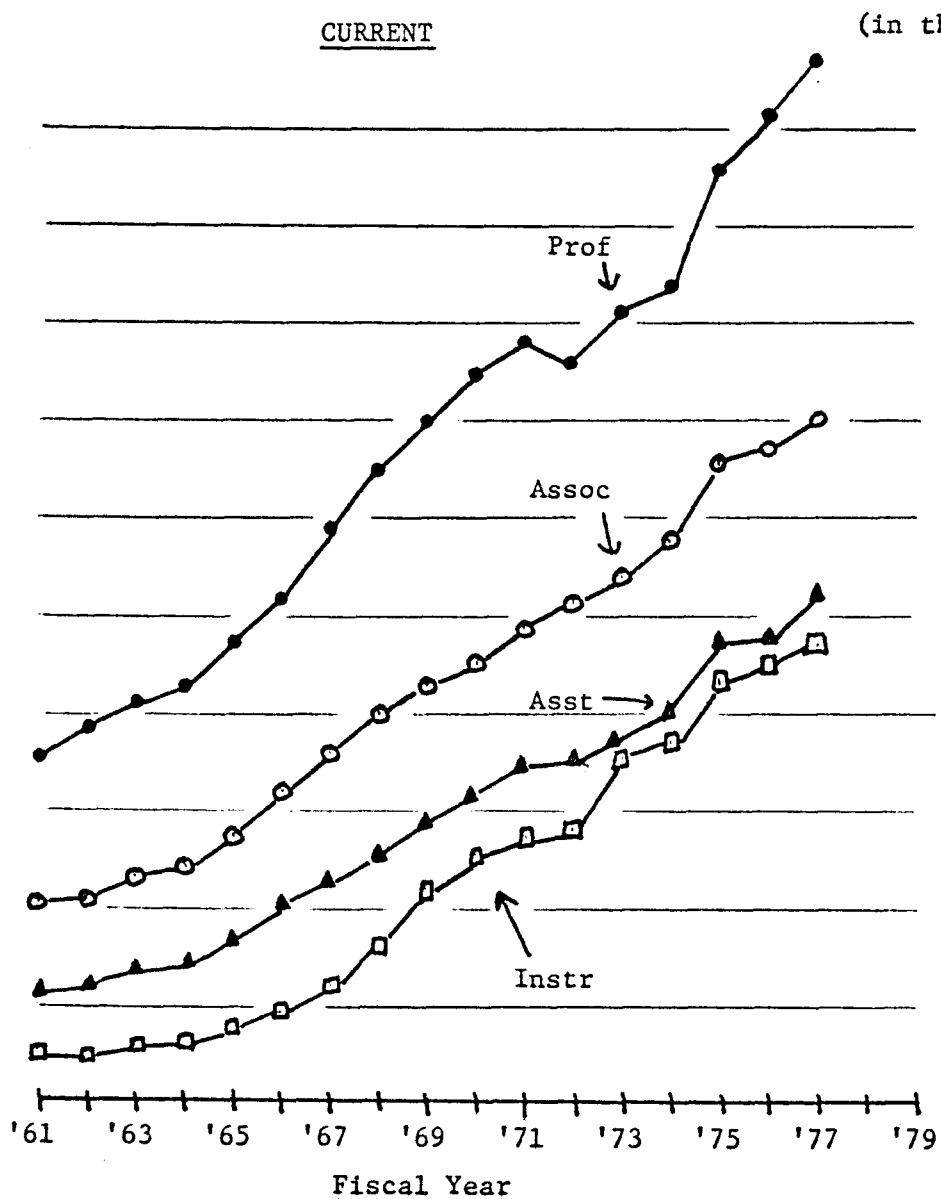
College of Liberal Arts

PRINTED BUDGET, STATE EXPENDITURES PER STUDENT



College of Liberal Arts

9 MONTH AVERAGE FACULTY SALARIES BY RANK



College of Liberal Arts

Table F3a: 9 MONTH AVERAGE FACULTY SALARIES, BY RANK - CURRENT AND ADJUSTED*

Fiscal Year	Professor		Assoc Prof		Asst Prof		Instructor	
	Current	Adjusted*	Current	Adjusted*	Current	Adjusted*	Current	Adjusted*
1961-62-----	12,234	13,538	9,138	10,112	7,320	8,100	5,972	6,608
1962-63-----	12,678	13,860	9,249	10,111	7,408	8,098	5,936	6,489
1963-64-----	13,234	14,203	9,594	10,296	7,737	8,303	6,080	6,525
1964-65-----	13,546	14,475	9,859	10,535	7,883	8,424	6,159	6,582
1965-66-----	14,431	15,193	10,496	11,050	8,312	8,751	6,453	6,794
1966-67-----	15,341	15,833	11,382	11,747	8,996	9,285	6,781	6,999
1967-68-----	16,840	16,840	12,220	12,220	9,518	9,518	7,383	7,383
1968-69-----	17,902	16,982	12,910	12,247	10,135	9,614	8,078	7,663
1969-70-----	18,935	17,100	13,467	12,162	10,718	9,679	9,314	8,411
1970-71-----	19,876	16,808	13,981	11,823	11,241	9,506	9,989	8,447
1971-72-----	20,536	16,796	14,655	11,986	11,923	9,752	10,289	8,415
1972-73-----	20,246	16,084	15,231	12,100	12,028	9,555	10,497	8,339
1973-74-----	21,145	15,839	15,759	11,804	12,346	9,248	11,974	8,969
1974-75-----	21,753	14,584	16,422	11,011	12,948	8,681	12,234	8,263
1975-76-----	24,139	14,865	17,956	11,058	14,295	8,803	13,574	8,359
1976-77-----	25,318	14,754	18,397	10,721	14,501	8,450	13,969	8,140
1977-78-----	26,467	14,345	19,150	10,379	15,582	8,446	14,381	7,795

*Adjusted to reflect July 1967 dollars by use of the Twin Cities Consumer Price Index

College of Liberal Arts

about needed to bring up to median.

Table III - Funds Required to Bring all Ranks in 27 out of 37 CLA Units to 1st, 3rd, 4th, and Median Place Among Big Ten Universities (1977-78)

	1st place	3rd place	4th place	Median place	Number of Institutions Compared
Anthropology	\$ 38,517	\$ 30,740	\$ 25,237	\$ 9,236	10
Classics	8,974	1,944	699	1,322	8
East Asian	26,808	584	---	292	7
Economics	34,150	10,549	10,473	8,487	9
English	110,170	44,737	33,484	10,522	10
French & Italian	45,526	34,621	18,488	14,767	9
Geography	37,990	---	---	---	9
German	35,748	13,723	5,010	4,695	9
History	81,716	55,271	48,811	32,528	10
Journalism	16,132	4,902	615	340	8
Linguistics	35,694	14,500	4,989	4,476	9
Music	30,314	13,208	12,216	10,155	8
Philosophy	39,437	31,120	12,075	6,061	10
Political Science	39,426	6,028	3,128	---	10
Psychology	9,768	8,751	5,070	3,555	10
Slavic	17,174	2,900	2,185	2,185	7
Social Work	68,636	38,709	27,299	27,299	7
Sociology	51,280	6,265	1,375	370	10
Speech	15,260	1,144	706	324	9
Statistics	31,589	4,573	2,719	2,719	7
Studio Arts	89,361	57,998	55,500	46,638	8
Theatre Arts	40,926	7,436	5,842	3,987	8
TOTAL	<u>904,596</u>	<u>389,703</u>	<u>275,921</u>	<u>189,958</u>	
Afro-American	25,759			7,306	6
Art History	33,427			12,306	5
Library	9,818			---	6
Mid East - Jewish	17,609			---	5
Spanish & Port	36,904			10,166	6
TOTAL	<u>123,517</u>			<u>29,778</u>	
GRAND TOTAL	<u><u>1,028,113</u></u>	<u><u>389,703</u></u>	<u><u>275,921</u></u>	<u><u>219,736</u></u>	

*This not needed for
present/agency*

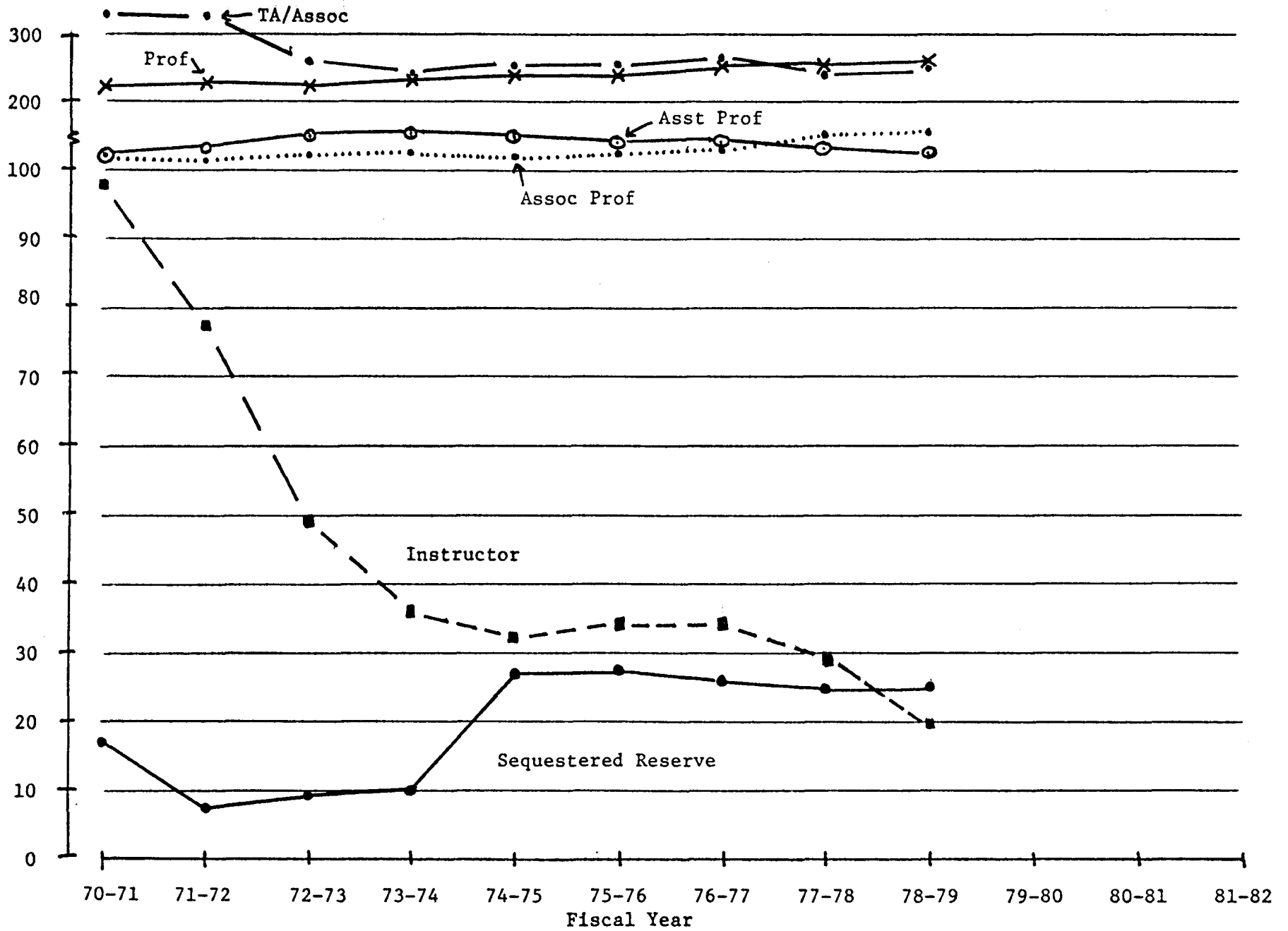
College of Liberal Arts

Table IV - Number of Individuals Below Base Salary in Each Rank, By Division, 1977-78. (Number in parentheses are totals in rank)

	<u>Professor</u>	<u>Associate Professor</u>	<u>Assistant Professor</u>	<u>Total Below Base Salary</u>
Humanities Division	11 (87)	31 (80)	10 (70)	52 (237)
Social Sciences Division	4 (145)	6 (63)	0 (43)	10 (251)
Professional Schools	1 (29)	0 (10)	0 (15)	1 (54)
Total Below Base Salary	16	37	10	63
(Total in Rank)	(261)	(153)	(128)	(542)
Proposed Base Salaries	\$22,500	\$18,500	\$14,500	

College of Liberal Arts
 NUMBER OF REVISED PRINTED BUDGET FTE, BY RANK

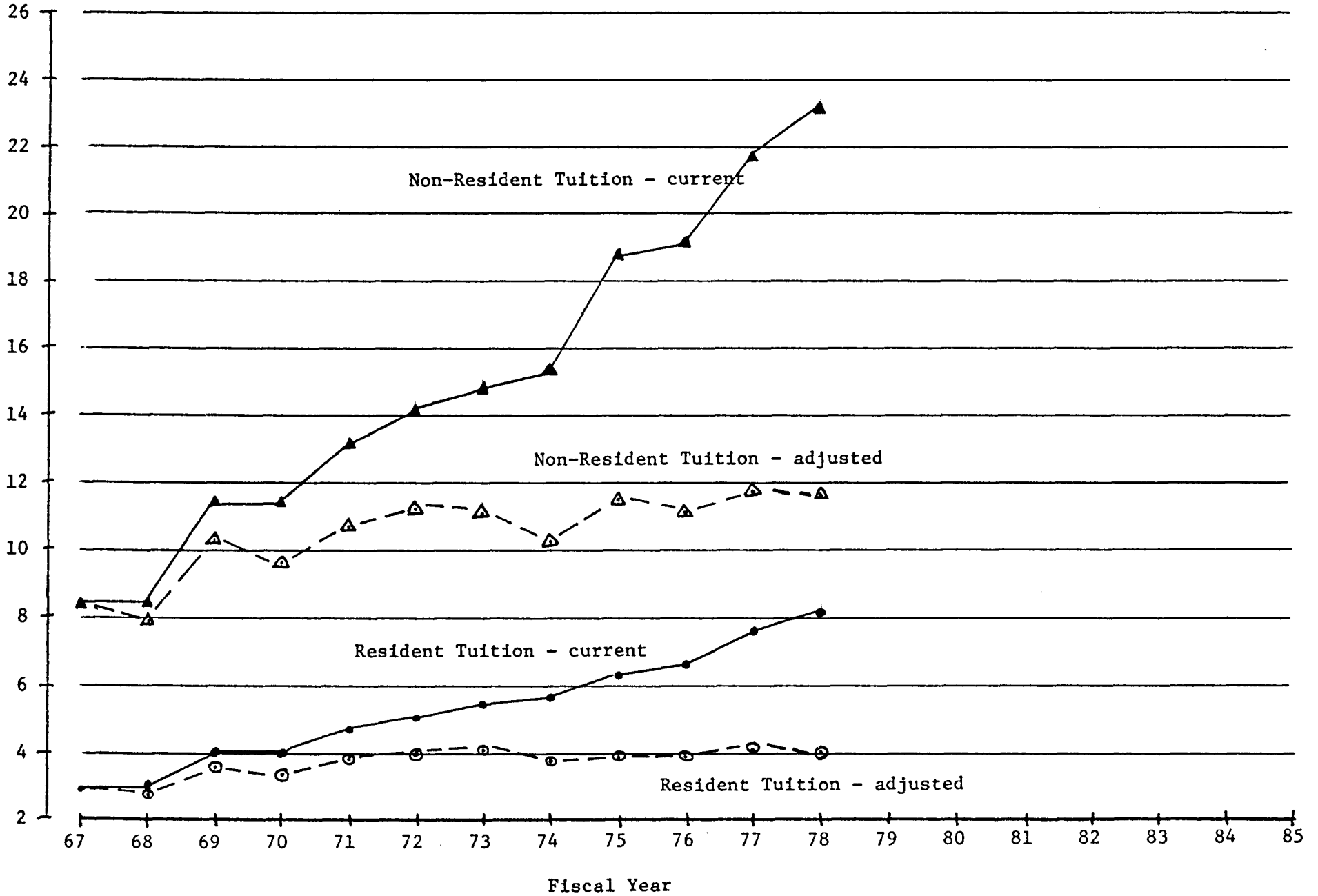
(in ones)



College of Liberal Arts

TUITION, RESIDENT AND NON-RESIDENT

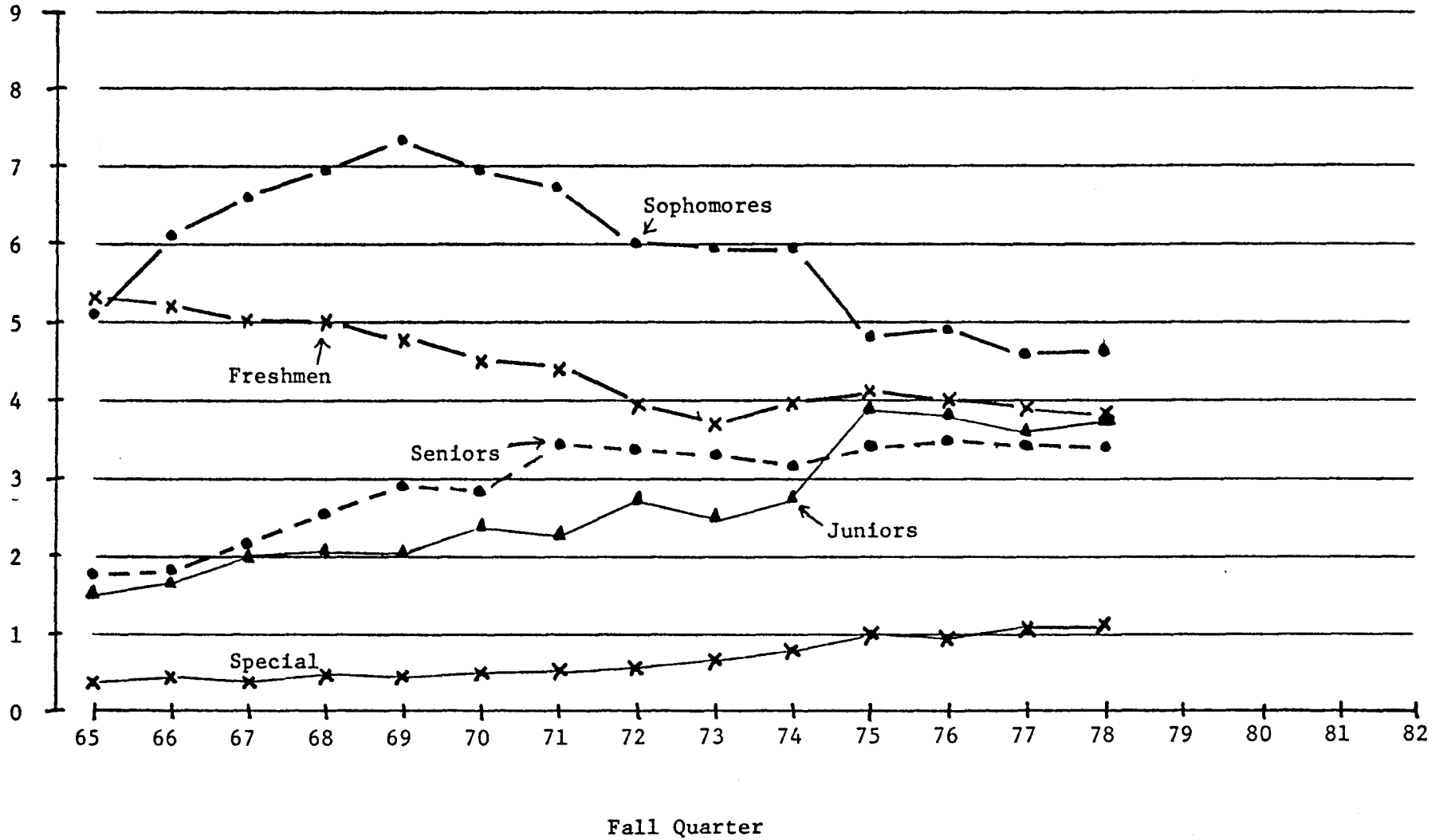
(in hundreds)



College of Liberal Arts

NUMBER OF FALL QUARTER ENROLLMENT, BY CLASS

(in thousands)



College of Liberal Arts

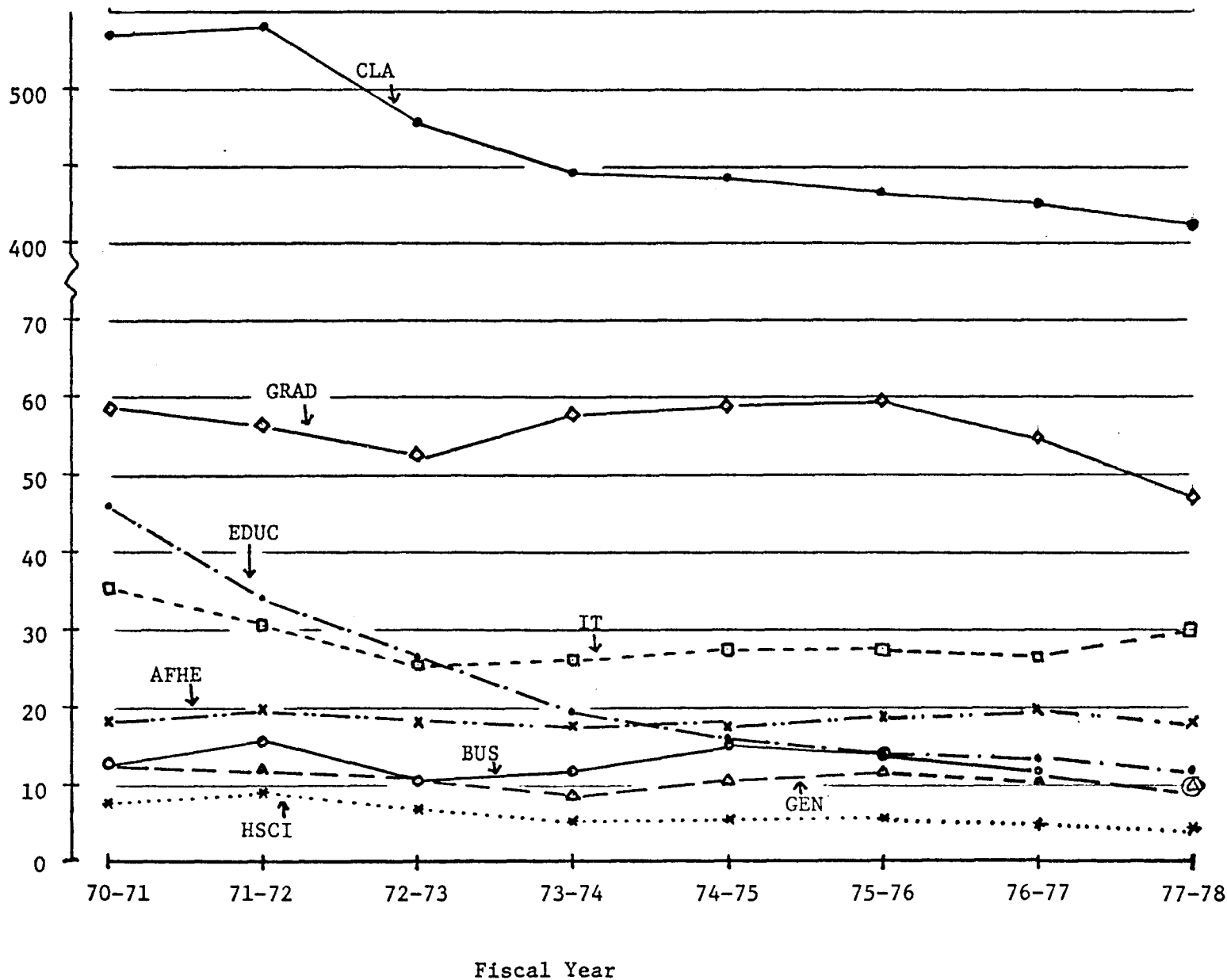
Table S2b: PERCENT OF FALL QUARTER ENROLLMENT, BY CLASS

Fall Quarter	% of Undergrad regular				Total	% Special to Undergrad total	% Grad to CLA total
	% Freshmen	% Sophomores	% Juniors	% Seniors			
1965-----	38.6%	37.3%	11.3%	12.8%	100%	2.7%	dna
1966-----	35.1%	41.4%	11.3%	12.2%	100%	2.7%	dna
1967-----	32.0%	41.7%	12.8%	13.5%	100%	2.4%	dna
1968-----	30.3%	41.8%	12.6%	15.3%	100%	2.7%	dna
1969-----	27.8%	43.0%	12.2%	17.0%	100%	2.5%	dna
1970-----	27.0%	41.6%	14.3%	17.1%	100%	2.8%	14.9%
1971-----	26.1%	39.8%	13.8%	20.3%	100%	3.0%	13.6%
1972-----	24.4%	37.6%	17.1%	20.9%	100%	3.3%	13.3%
1973-----	23.8%	38.4%	16.3%	21.5%	100%	4.0%	14.5%
1974-----	24.9%	37.6%	17.5%	20.0%	100%	5.0%	14.8%
1975-----	25.3%	29.7%	24.0%	21.0%	100%	5.9%	13.9%
1976-----	24.8%	30.2%	23.6%	21.4%	100%	5.6%	13.6%
1977-----	25.3%	29.6%	23.2%	21.9%	100%	6.3%	12.5%
1978-----	24.5%	29.6%	24.3%	21.6%	100%	6.7%	12.3%

College of Liberal Arts

NUMBER OF TOTAL CLA-SCH'S TAKEN BY STUDENTS OF DIFFERENT COLLEGES

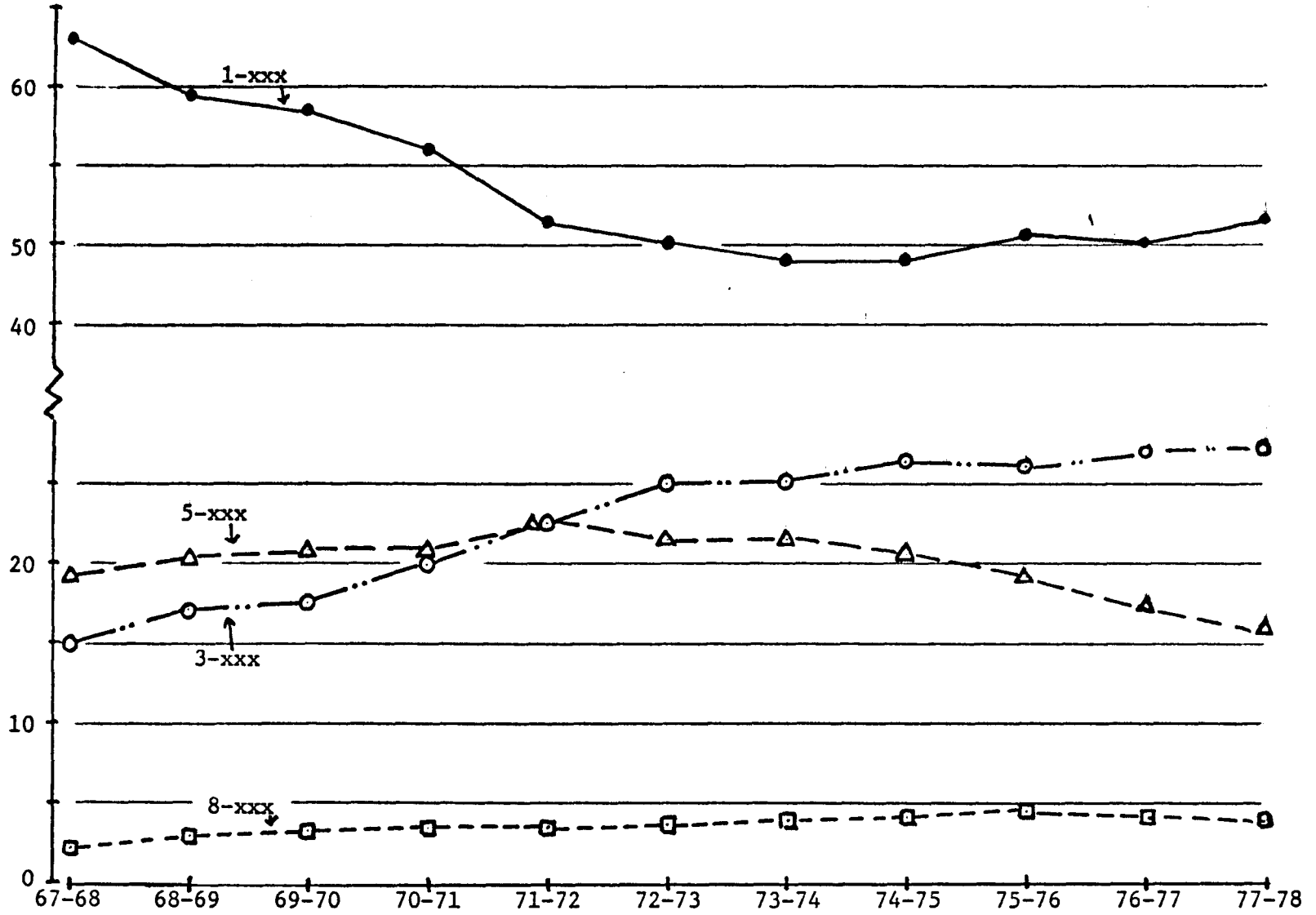
(in thousands)



College of Liberal Arts

PERCENT OF CLA-SCH, BY LEVEL

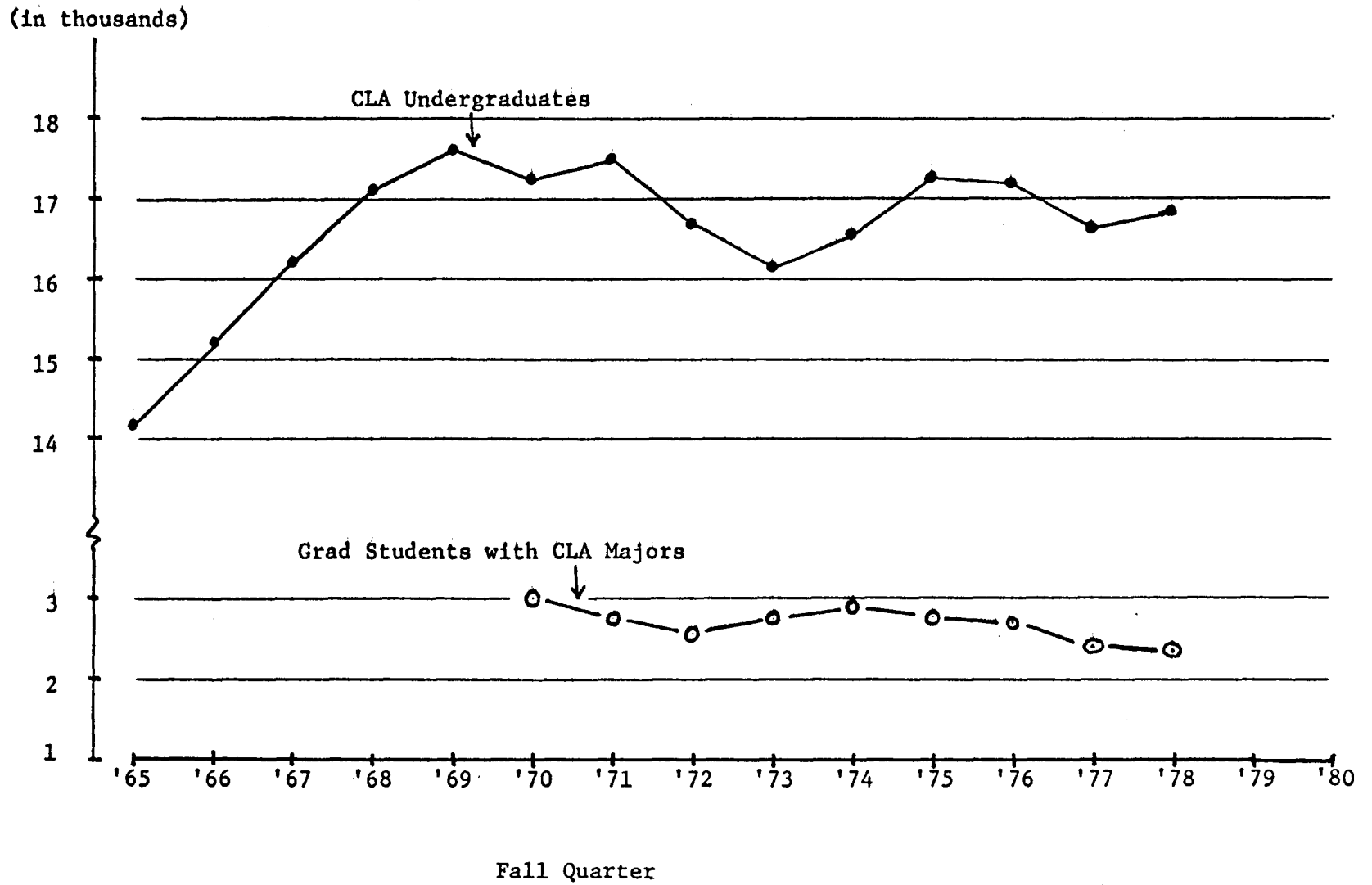
(percent)



Fiscal Year

College of Liberal Arts

ENROLLMENT OF CLA UNDERGRADUATES AND GRADUATES WITH CLA MAJORS



Retrenchment

1. Office V.P. Academic Affairs - Non Collegiate Programs
 - Office of International Programs
 - University Gallery
 - Center for Urban and Regional Affairs
 - Concerts and Lectures
 - University Measurement Service Center
 - University College
 - Convocations
 - Council on Liberal Education
 - Center for Educational Development
 - Military Depts.
 - Minnesota Landscape Arboretum: Dept. of Horticulture Science and Landscape Arch.
 - Dept. of Naval Affairs*
2. Vice Pres. for Admin. and Planning
 - University Police Dept.
 - " Personnel Dept.
 - Civil Service Personnel
 - Office of Equal Opportunity and Affirmative Action
 - University Senate Admin. Expense.
 - Dept. of University Relations
3. Aerospace Studies
4. Central Administration and Reserves.
5. College of Agriculture - Revised
6. College of Agriculture-International Programs
7. Agricultural Experiment Station-Office of the Director
8. Agricultural Extension Service
9. College of Biological Sciences
10. " " " "
11. College of Business Admin. and Graduate School of Business Admin.
12. University Computer Services.
13. Continuing Education and Extension
14. Crookston-Northwest Experiment Station
15. " " " "
16. Office of The Provost-Crookston (Collegiate and Non Collegiate)

- 17. School of Dentistry
- 18. Office of the Provost-Duluth
- 19. College of Education
- 20. Center for Educational Development
- 21. Vice President for Finance
- 22. Forestry
- 23. College of Forestry
- 24. General College
- 25. Graduate School - Revised
- 26. Grand Rapids-North Central Experiment Station
- 27. Office of VP for Health Sciences
 - Health Sciences Learning Resources
 - " " Special Programs
- 28. College of Home Economics
- 29. Horticulture Research Center-Dept. of Horticultural Science and Landscape Arch.
- 30. University Hospitals and Clinics
- 31. Vice Pres. Institutional Relations
- 32. Law School
- 33. College of Liberal Arts
- 34. University Libraries
 - Wilson
 - Central Tech. Service
 - Library Admin. Office
 - Bio-Medical Library
 - St. Paul Campus
- 35. Twin Cities Libraries
 - Walter
- 36. University Measurement Services
- 37. Medical School
- 38. Morris-West Central Experiment Station
- 39. Morris-West Central Experiment Station
- 40. Office of the Provost-Morris
- 41. School of Nursing
- 42. College of Pharmacy

43. University Press
44. School of Public Health
45. Rosemount Experiment Station
46. " -Agricultural Experiment Station
47. Space Science Center
48. Office of VP Student Affairs
49. Summer Session
50. Institute of Technology + *History of Science Technology Program*
51. University College
52. Center for Urban and Regional Affairs
53. College of Vet. Medicine
54. Waseca-Southern Experiment Station
55. Office of the Provost-Waseca
56. AFHE-Administration



UNIVERSITY OF MINNESOTA

Office of the Vice President for Academic Affairs
213 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

February 7, 1979

MEMO TO: Council of Academic Officers and
Senate Committee on Educational Policy

FROM: James H. Werntz *JH Werntz*

Reporting the actions taken at the February 5, 1979 meeting of the Curriculum Advisory Committee of the Minnesota Higher Education Coordinating Board.

Please call the following actions to the attention of anyone in your unit who should know of these new program developments. To guide the eye of the reader, I have marked with an * those items that I perceive to be of particular significance in the planning for or operation of University programs. Copies of any of the proposal documents may be obtained by telephoning my office [(612) 373-4537].

- I. The following proposals, submitted for formal review, were recommended to the MHECB as consistent with the guidelines for program review:
 - * A. Production Agriculture program; Moorhead AVTI.
 - * B. Minor for the baccalaureate degree in Military Science (ROTC); Bemidji State University.
 - * C. Minor for the baccalaureate degree in Gerontological Studies; Mankato State University.
 - D. Associate Degree Technical program in Accounting; Itasca Community College.
 - E. Associate Degree Technical program in Marketing Management; Itasca Community College.

II. Other business

The MHECB staff presented the principles that underlie a policy paper that is being developed regarding statewide coordination review. Issues being considered in the paper include (i) the nature and scope of new program review, and (ii) the information base on which existing programs will be reviewed.

:cb

FACULTY UNION ACTIVITY IN HIGHER EDUCATION - 1978

by

Joseph W. Garbarino and John Lawler*

Organizing activity among college and university faculty remained at a low level in 1978, falling below the pace of 1977 both in terms of total number of institutions organized and the number of faculty represented. During 1978, 11 two-year and 15 four-year institutions were organized, adding about 3,500 and 4,100 faculty respectively to the movement.

The slowing of the rate of enactment of supportive bargaining legislation seems to be the principal reason for the slow pace of organization. Since 1975 only two states have passed new laws extending bargaining rights in higher education (although some earlier laws have been strengthened in that period as well). Most of the large states with laws supportive of bargaining have been close to saturation for some years. Only Ohio and Illinois have experienced substantial organizing without supportive legislation.

The total number of institutions organized now exceeds 500 or about 20 percent of all institutions. The total number of faculty and

* Director and Staff Associate, Faculty Unionism Project. Institute of Business and Economic Research, University of California, Berkeley. The project is supported by the Carnegie Corporation.

professional staff represented is almost 141,000, a figure that is estimated to be at between 25 - 30 percent of the total eligible. About two-thirds of all the faculty organized are employed in four-year institutions.

The largest bargaining unit choosing an agent during the year was composed of seven state institutions under the South Dakota Board of Regents. The state affiliate of the National Education Association won the election in the 1,230 person unit. The NEA won in 15 of the 26 elections in which agents were chosen, accounting for about half of the faculty involved. The affiliates of the American Federation of Labor won out in five units with 1,600 faculty and the American Association of University Professors' chapters won in four colleges with about 1,000 faculty members.

For the second time the faculty of an organized institution voted to decertify a bargaining agent when *Jamestown College*, a private four-year college with some 40 faculty terminated an NEA agent's representative status. (The other decertification case occurred at New England College in 1976.)

In addition to the 26 elections in which agents were chosen, there were eight in which unionism was rejected. This continues the pattern of rejection in about one of every four elections that has characterized recent years. (In the private sector of the economy as a whole, about half of all elections result in rejections.)

Major Rejections

The problems of faculty unions under present conditions are emphasized by the fact that the most important elections by far during 1978

resulted in rejections of unionization at Michigan State and at the Twin Cities campus of the University of Minnesota. The Michigan State rejection was the second for this institution.

At the University of Minnesota another attempt at organization of the faculty at a major research university failed when a bargaining election at the Twin Cities campus resulted in the choice of "no agent" over the AAUP and the AFT. The vote totals were 1,032, 617, and 86 for the three choices respectively. However, reading only the surface results may be misleading as an indication of the true sentiment of the faculty. The campaign at Minnesota began with an election petition submitted in 1973 by the AFT local. The question of the geographical scope of the bargaining unit became the subject of litigation which was not resolved until early 1978 when the Twin Cities campus was designated as a separate unit. As the legal action dragged on and as costs mounted, the national and state offices of the AFT became increasingly reluctant to provide financial and organizational assistance to the University local. In effect, the local then switched its affiliation from the AFT to the state affiliate of the National Educational Association which provided the necessary backing. The NEA already represents both the State college and the community college system in Minnesota. Unfortunately, certain legal niceties were not complied with in the process.

When the unit question was decided, the administration took the lead in getting an occupational unit established and arranging for an early election. At this point the NEA local group discovered that the state public

employee relations board did not recognize their right to appear on the ballot, ruling that the AFT local should appear in view of their role as the original petitioner. The NEA group organized a petition drive that garnered some 700 signatures in a short period (approximately 30 percent of the new faculty bargaining unit), but they were still not given a spot on the ballot. The NEA leaders faced a dilemma as to whether to recommend abstention, a vote for one of the other organizations, or a vote for "no agent," thereby living to fight another day. Officially, the NEA leadership took a neutral position in the balloting and there is no way of knowing how the apparently substantial number of NEA supporters voted in the election. In view of the fact that just over 40 percent of the 1,735 votes cast were for one or the other of the bargaining agents, it may very well be that a majority of the Minnesota faculty desired collective bargaining representation. Another election seems to be in the offing and, if the organizational confusion is cleared up, it is tempting to conclude that a bargaining agent might win the election. Some indication of the degree of faculty support may be provided by the representation election scheduled to be held in 1979 at the other University units, one at the other campuses and one at the Law School.

The Prospect in California

During 1978 the California legislature finally passed a law providing for bargaining rights for faculty of the public four-year institutions to go into effect on July 1, 1979. In the 19 campus state college

system, the faculty organizations have had more than 10,000 dues-paying members for several years. If part-time faculty are included in the unit, the total population could be in excess of 15,000, although a better estimate of the probable unit would be 13,000 to 14,000. The contending parties are expected to be the United Professors of California (AFT) and the Congress of Faculty Organizations, an alliance of the NEA, AAUP, and California State Employee Associations local groups. The UPC claims more than 4,000 members, while the Congress claims about 6,000.

At the University of California an academic senate sponsored poll in 1978 found that 40 percent of the senate members favored bargaining, while another 20 percent opposed "collective bargaining," but believed that an exclusive representative should represent the faculty in dealing with the administration on economic issues. This phrasing was intended to test support for the functional equivalent of bargaining without using the term itself. In view of the fact that California faculty have had three years of no general salary increases in the past decade and that the most severe effects of the famous Proposition 13 may lie ahead, the situation in California could be interesting, to say the least. The law treats the University and the college systems differently and several provisions lessen the likelihood that the University will organize, but the college system would seem to be close to organization once the bargaining unit question is decided.

One of the more significant developments in recent years has been a tendency for inter-union competition in established bargaining units to

produce new representation elections. At the end of 1978 the State University of New York AFT representative won a challenge to its status as the incumbent mounted by an NEA-AAUP coalition by a vote of 6,067 to 4,092 with 1,156 votes for no agent.

Bargaining Activity in 1978

	<u>Institutions Organized</u>	<u>Faculty Covered</u>	<u>Rejections</u>
Two-Year	11	3,490	2
Four-year	15	4,120	6*
Total	26	7,610	8

*This figure includes one decertification in an existing bargaining unit of about 40 persons.

"Institutions" are different from both "bargaining units" and "campuses," the other major alternatives for reporting. In general, we try to follow the definition of the Directory of Higher Education. In practice, some bargaining units contain multiple institutions (e.g., South Dakota). Campuses are considered institutions if they have an independent executive officer such as a president or a chancellor.

Data are collected from a variety of sources by the Project. Billie Kramer of the Academic Collective Bargaining Information Service was particularly helpful.

Cumulative Totals - 1977-1978

	<u>Total</u>		<u>Four-Year</u>	
	<u>Institutions</u>	<u>Faculty</u>	<u>Institutions</u>	<u>Faculty</u>
1977	480	133,000	196	81,570
1978	506	140,610	211	85,690



UNIVERSITY OF MINNESOTA

Office of the Vice President
for Administration and Planning
200 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

BW

Agenda Item

February 12, 1979

Dr. Dennis W. Watson
University of Minnesota
Department of Microbiology
Medical School
1060 Mayo Memorial Building
Box 196
Minneapolis Campus

Dear Dennis:

I have read with interest the Report of the Select Committee on Planning, Decision-making and Consultation at the University of Minnesota. I commend you and your Committee for undertaking your task with such energy and efficiency. Your report is a very thoughtful commentary and one which deserves and will receive close study by the University Administration and the University Senate.

My letter is prompted by the comments you make about planning at the University of Minnesota, which, of course, I read with particular interest. I have had conversations with two members of the Select Committee who have indicated to me that the Committee was supportive of the actions we are currently pursuing with regard to initiating, coordinating and monitoring planning at the University of Minnesota. I would like to invite you or any members of the Select Committee who have further comments or suggestions concerning planning which did not find their way into the report to contact me. I am eager to have the benefit of your ideas.

Yours very truly,

Robert A. Stein
Vice President for
Administration & Planning

RAS:eah

cc: President C. Peter Magrath
Professor Mahmood Zaidi
Members, Senate Select Committee



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Veterinary Biology
College of Veterinary Medicine
295 Animal Science Veterinary Medicine Building
1988 Fitch Avenue
St. Paul, Minnesota 55108

February 12, 1979

Dr. Henry Koffler
Vice President for Academic Affairs
213 Morrill Hall
Minneapolis campus

Dear Vice President Koffler:

The purpose of this letter is to inform you of the recommendation of the University Committee on Animal Care that the Stone Laboratory be closed as an animal housing facility, and to request administrative action on this recommendation.

It is the Committee's understanding that the Stone Laboratory (located on 29th Street off University Avenue in Minneapolis) is leased by the University from the Minnesota Medical Foundation. The basement of this building is used to house Medical School research animals (currently 4,000 to 5,000 mice belonging to a single investigator in the Department of Laboratory Medicine and Pathology). For a number of years, the animal housing conditions and animal care procedures at this facility have been in clear violation of Regents' Policy as well as N.I.H. standards concerning animal care and use.

During the calendar year of 1978, several inspection visits were made to this facility by Dr. Manning and/or his staff from Research Animal Resources, by members of the Department of Environmental Health and Safety, and by members of the University Committee on Animal Care. On each occasion, reports of the deficient conditions found were sent to the principal investigator with copies to his department chairman and to the dean of the Medical School. The investigator has recently been advised by his chairman that the deficiencies in sanitation and animal husbandry procedures must be remedied immediately.

The University appointment of the investigator in the Department of Laboratory Medicine and Pathology will terminate on June 30, 1979 and he has been asked to vacate the Stone Laboratory facility by that time. For this reason, there is no need to describe the deficiencies of his animal care program in this communication. However, the unsatisfactory conditions at Stone Laboratory extend back through its use by several previous investigators and are related, in part, to the physical facility itself. The following characteristics of the basement of Stone Laboratory make it unsuitable for animal housing:

- a) The floors, walls and ceilings, particularly in the main animal holding room, are in a deteriorated condition.
- b) The basement is heavily infested with vermin including feral mice.
- c) Facilities and equipment for cleaning and servicing cages, racks and water bottles are totally inadequate or non-existent. Stone Laboratory is geographically remote from the Medical School where cage cleaning facilities are available.
- d) Control of ventilation, temperature and humidity is inadequate or unreliable because of defective mechanical systems.
- e) Lighting is inadequate in some areas.
- f) Many pipes, ducts and conduits pass through the rooms, resulting in difficulty in keeping animal room surfaces clean.
- g) The basement walls and floor are not water-tight. There is leakage of ground water into the animal rooms and a seasonal problem of standing water on the floor.

It is the opinion of the University Committee on Animal Care that this facility cannot be brought into compliance with N.I.H. requirements or the standards of University Regents' policy without major renovation and remodeling of the building. For this reason, the Committee recommends that this facility be closed with respect to animal housing by June 30, 1979. The committee also requests a response to this recommendation by April 15, 1979.

The Stone Laboratory situation is considered by the Committee to be an extreme case warranting our unanimous recommendation for closure. Nevertheless, many aspects of this case serve to illustrate commonly encountered problems in dealing with deficient animal care programs. These problems adversely affect the ease and efficiency with which Dr. Manning and the University Committee on Animal Care can discharge their respective duties, and they have important implications for administrative policy. Administrative cooperation and support are absolutely essential if the Committee is to achieve the goal of bringing University animal facilities and care programs into compliance with N.I.H. regulations. Several examples of the desired administrative cooperation may be cited:

- 1) Although primary responsibility for adequate research animal housing and care rests with the principal investigator, departments must actively assume their responsibility to monitor animal care programs in all animal

housing space assigned to them. In no case should the monitoring be left entirely to the investigator using and supervising the animal room or facility. Departments should be aware that animal housing facilities that are geographically remote from departmental peer surveillance are especially prone to suffer deterioration of standards of animal care.

- 2) To a far greater extent than in the past, departments must take into account the availability of adequate animal housing facilities in their decisions to hire new faculty and in forwarding contract and research grant proposals; and must do so in advance of such actions. The pressures on departments to achieve research distinction through large grant programs, and the pressures on faculty to exhibit research productivity, contribute significantly to the difficulties in achieving and maintaining adequate standards of animal care at the University. Departments should exercise particular caution in the case of decisions to hire new faculty who wish to bring large colonies of research animals with them to the University, or who wish to transfer large grant programs requiring a great deal of animal housing space.
- 3) Collegiate units should make sure that departments are adequately discharging the responsibilities cited above; and should review regularly their animal care and use programs with respect to compliance with University Regents' policy and with the N.I.H. Guide for the Care and Use of Laboratory Animals. In addition, collegiate units must face up to the very difficult and politically laden problems of equitable assignment of animal housing space and facilities, and must assume responsibility for their solution. Deans should be encouraged to appoint (and empower) committees to review compliance status and to solve space assignment problems.

Without the types of administrative cooperation described above, the University stands little chance of achieving or maintaining compliance with the new N.I.H. regulations, and may lose its major research support "lifeline". Furthermore, without administrative cooperation, it will be very difficult to find faculty members who are willing to serve on the Animal Care Committee (and devote a large fraction of their total time to participating in the required annual inspections of all animal facilities throughout the University system, in addition to other Committee duties).

Since you are the University official responsible for submitting the required compliance documents to N.I.H., the University Committee on Animal Care wished this letter addressed to you. As chairman, I would be happy to meet with you to discuss animal care problems at the University. The Committee would also be happy to have you or other officials of Central Administration attend our meetings.

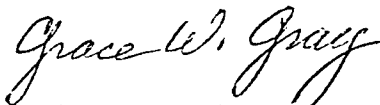
We request your response by April 15 to the recommendation for closure of Stone

Dr. H. Koffler
Page Four
February 12, 1979

Laboratory to animal housing, and we seek your help in providing administrative policies and actions that will aid the Committee in working toward its goals and that are absolutely necessary to its task.

Thank you.

Sincerely yours,



Grace W. Gray, Chairman
University Committee on
Animal Care

GWG/jkj

cc: Dr. Lyle French, Vice President, Health Sciences
Dr. Neal Gault, Dean of the Medical School
Dr. Ellis Benson, Chairman, Department of Laboratory Medicine and Pathology
Dr. Patrick Manning, Director, Research Animal Resources
Dr. Frederick Shideman, Chairman, Medical School Research Animal
Resources Advisory Committee

Meeting Notice

University Committee on Animal Care

Wednesday, February 28, 1979 - 3 p.m.

Room 295M, An Sci/Vet Med Bldg.

St. Paul Campus

Meeting Agenda:

1. Approval of minutes of the meeting of January 24, 1979
(copy enclosed)
2. Brief update on activities since the last meeting
 - a. Stone Laboratory (copy of letter to Vice President Koffler enclosed)
 - b. Eustis facility
 - c. Medical School Research Animal Resources Advisory Committee
 - d. Request from the Senate Committee on Committees for a double slate of nominees for positions on the University Committee on Animal Care which will become vacant next year.
 - e. Request from the Senate Consultative Committee and the Senate Committee on Rules for early submission of annual committee reports and for items to come before the Senate for action (copy was mailed out with materials for the January 24 meeting)
3. Continued discussion of responsibilities of the Committee under the new N.I.H. regulations
 - a. Report by Dr. Manning on his proposed plan and schedule for accomplishing annual inspection visits to animal facilities throughout the University
 - b. Review and action on consensus reached at the last meeting (see minutes) on participation of Committee members in inspection visits
 - c. Continuing discussion of policy and procedures for dealing with non-compliant facilities and care programs

Minutes

University Committee on Animal Care

Meeting of Wednesday, January 24, 1979 - 3:00 p.m.

Members present: Anderson, Gray, Jopke, Manning, Mariani, Ordway,
Touchberry

Members absent: Bine, Capps-Masters, McKinnell, Roberts

1. Minutes of the meeting of November 16, 1979 were approved.
2. The report of activities since the last meeting (mailed out with the agenda) was discussed briefly. Decision was deferred concerning whether the Committee should respond to the questions raised in the meeting of the chairman with the Medical School Research Animal Resources Advisory Committee last December.
3. Report of recent inspections of animal facilities (previously distributed)

a. College of Veterinary Medicine

There were many deficiencies found in the facilities and animal care programs. The associate dean in charge of animal resources has met with Drs. Manning and Gray and several faculty members of the College. Plans are underway to tighten up the supervision of animal facilities through the mechanism of the Animal Resource Committee of the Veterinary College.

b. Eustis Facility

Dr. Manning explained that the Eustis facility boards research dogs, but that the animal caretakers there do not have the responsibility to inspect or treat the animals for illness. Until recently, only dogs belonging to Dr. Lillehei were housed there, but now research dogs belonging to a number of investigators in the Department of Surgery are kept at the Eustis facility. There have been a number of instances (including the time of a recent USDA inspection) when dogs were found to be in extremely poor condition due to untreated illness (complicated in some cases by effects of surgical procedures).

Dr. Manning has requested Dr. Lillehei to send a letter of instruction to the responsible investigators and members of their staffs concerning conditions at the Eustis facility and the need for all animals to be checked daily by members of the research staff.

c. Stone Laboratory

The conditions found at Stone Laboratory during the most recent inspection visit by Drs. Manning, Gray and Roberts were discussed. The principal investigator (Dr. Robert Click) has been instructed by his chairman to correct the defic-

iciencies in sanitation and animal husbandry immediately, and to vacate Stone Laboratory by June 30, 1979 when his appointment in the Department of Laboratory Medicine and Pathology ends.

It was suggested that Dr. Click be asked to reduce the size of his mouse colony significantly. Dr. Manning will meet with him in a few days to go over his animal care procedures with him, and will inspect Stone Laboratory again in early February and report back to the Committee.

It was the unanimous opinion of the Committee that independent action should be taken to close Stone Laboratory as an animal housing facility and that this should occur as soon as the present investigator vacates the space. The chairman was instructed to draft a letter to this effect, to be addressed to Vice President Koffler with copies to Vice President French, Dean Gault and Chairman Benson. A draft will be prepared and circulated to members of the Committee for editing.

4. Discussion of responsibilities of the Committee under the new NIH regulations.
 - a. Participation of Committee members in inspection visits to animal facilities.

To initiate discussion, the suggestion was made that the required inspections be conducted by Dr. Manning's staff and that Committee members be called on for inspection duties only when deficient conditions were reported. Objections were raised to this idea on the grounds of inefficiency and duplication of inspection efforts and because Dr. Manning has been the sole focus of the inevitable unpleasant human interactions generated by adverse inspection reports. It was felt that the presence of at least one Committee member on each inspection team would add authority to the inspection and dilute the reactions of some investigators to unsatisfactory inspection reports. The consensus was reached that at least one (and in certain cases more than one) Committee member should participate in each inspection visit for NIH compliance purposes.

It was suggested and agreed that those collegiate units which have NIH supported grants or contracts should be the first to be inspected under the new program. Dr. Manning was asked to bring to the next meeting a listing of animal housing facilities throughout the University, and a proposed plan and schedule for conducting inspections of all facilities annually.

It was also suggested that individual collegiate units of the University should pursue AAALAC accreditation of their own animal housing facilities and animal care and use programs, in order to gradually reduce the very large inspection work load of the Committee. AAALAC accreditation will be easiest to achieve in colleges with small sized animal facilities.

Such collegiate units should be encouraged to seek accreditation first.

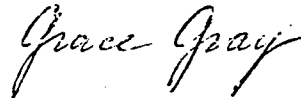
- b. Sequence of Committee actions in case of non-compliant animal facilities or care programs..

It was suggested that a written report of the results of each inspection visit should be sent to the principal investigator (or other appropriate supervisor of the facility), with copies to the department chairman and the dean of the collegiate unit. This report should identify the member(s) of the Committee who participated in the inspection, and should request a response within a stated time period. The response should propose a specific plan and timetable for correcting the deficiencies found, or (alternatively) should provide a defense of the animal care program found deficient.

The discussion of Committee responsibilities in connection with the new NIH regulations will be continued at the next meeting. It was decided that one more meeting is needed before the end of winter quarter, and the suggested date was Wednesday, February 28 at 3 p.m.

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

Respectfully submitted,



Grace W. Gray, Chairman



UNIVERSITY OF MINNESOTA
TWIN CITIES

All University Senate Consultative Committee
554 Business Administration
271 19th Avenue S.
Minneapolis, Mn. 55455

Telephone (612) 373-3226

TO: Members, SCC

March 14, 1979

FROM: Mahmood A. Zaidi

SUBJECT: Reallocation

As you will notice by the enclosed letter from President Magrath 3/8/79 Professors Keller, Morrison, and Zaidi were invited to meet with the President and his administrative colleagues to discuss the process of reallocation and the expected level of funding from the State Legislature.

In order to provide you access to examine the reallocation requests, we will maintain two sets of the requests in the SCC's Office, and you will be very welcome to make arrangements to study them.

Once again, I want to draw your attention to the 4th point in President Magrath's letter which deals with the importance of maintaining confidentiality of R/R documents.

During the quarter break, SCC office hours will be irregular. If you wish to see material in the office, please phone, (373-3226 or 373-3827) Regular hours will resume at the beginning of the Spring quarter.



UNIVERSITY OF MINNESOTA

Office of the President
202 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

March 8, 1979

TO: Professor Kenneth Keller
Professor Fred Morrison
Professor Mahmood Zaidi

FROM: C. Peter Magrath

SUBJECT: Summary of March 7 Discussion on Retrenchment and Reallocation
and Legislative Matters

I want to thank each of you for taking the time to discuss the complex problems that have grown out of our efforts to engage in a much needed process of internal reallocation while at the same time attempting to win an adequate level of funding from the State Legislature. Your insights and suggestions were genuinely valuable, and I am convinced that the alternatives that were raised and discussed will best serve the University in addressing our difficult budgetary problems.

So that we understand the process we discussed, I want to summarize the major principles and activities that will guide our efforts over the next few months.

First, the Vice Presidents and I will continue our efforts to develop a rating classification of the more than 250 reallocation request items. This classification will not be released until that time in the legislative session when we are relatively sure of the outcome of our Biennial Request. (Presumably, this will be in the middle of May.) Once we have a general idea of what we can expect from the Legislature, I will share my preliminary reallocation recommendations with all of the UCBRBR and SCC members.

Second, during this same period, over the next several weeks, the members of UCBRBR and SCC will also examine the reallocation requests. Thus, by the time our legislative funding picture becomes clear, UCBRBR, SCC, and Central Administration will each have had sufficient time to study and develop a sense of reallocation priorities that can be adjusted to the eventual legislative decisions.

Third, in making my tentative reallocation recommendations, I will continue to proceed from the position that the \$3 million received in the retrenchment process will be allocated to the units. I do not exclude the possibility that a portion of the \$3 million pool will have to be used to accommodate unavoidable expense items not funded by the Legislature, but I understand your concern that the full amount be reallocated. In the event that we do experience a legislative shortfall, I, after consulting with SCC and UCBRBR, will make recommendations as to how such a shortfall might be accommodated.

March 8, 1979

Page Two

Fourth, I am asking that you remind your committee colleagues of the importance of maintaining the confidentiality of the retrenchment and reallocation documents. To release the materials publicly and prematurely might well jeopardize some of our present legislative efforts.

Finally, I am calling upon Al Linck and Jim Borgestad to work with the consultative groups in providing certain types of information deemed necessary in the committee review and to revise the reallocation and budget schedule.

If I have failed to capture the spirit of our discussion, I would appreciate it if you would let me know. Thank you.


CPM

CPM:kb

cc: University Vice Presidents
Dr. Al Linck, Associate Vice President, Academic Affairs
Dr. Jim Borgestad, Assistant to the President



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of English
Lind Hall
207 Church Street S.E.
Minneapolis, Minnesota 55455

5 February 1979

Professor Mahmood Zaidi
Chair, Senate Consultative Committee
College of Business Administration
225 Business Administration WB

Dear Mahmood:

I am on leave but I am not on the moon, and I remain interested in University business, just now the University-budget negotiations, like everyone else. I enclose a page from a Minneapolis Tribune Picture article (Feb. 24, p. 24) on fourth-grade teachers. Note that Mr. Stephen Pascoe, 38, a teacher with fifteen years' experience and 60 credits beyond his bachelor's degree ("more than the number usually required for a master's degree"), is receiving a nine-months' salary of \$22,060, 84% of my own, for example, with eighteen years' experience, a D.Phil., and forty-six years of graying hair on my head. Mr. Pascoe is evidently an exceptionally good teacher, but his salary seems to be due not to his performance but to "the union-negotiated pay scale [that] says a teacher with Pascoe's training and experience should receive" this amount.

Whether the sum stated excludes fringe-benefits I don't know. If it includes them, that is a somewhat different matter, but if it excludes them then many faculty salaries at the University are a disgrace. This is not news, of course, and neither is need that is widespread and very real, but salary-comparisons are often made between "comparable" institutions, faculties, units, and ranks, an effective if unintentional way of obscuring significant inequities.

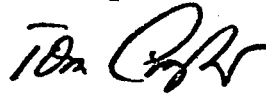
only

I think you will agree that University instructors at every professional rank ought to be receiving more than elementary school teachers receive, on the basis also of "training and experience," and not even those alone. Generally speaking, a University professor needs a higher level of ability as well as of training and is asked to meet a demand for a higher level of performance than an elementary school teacher. If so, he or she ought to be paid accordingly, and I see nothing "elitist" about this, though the present inequity certainly explains why some elementary and secondary teachers feel superior to some of their teachers, who, if they were so smart, would be proportionately rich, right?

Is there no way to get this through to the governor and the legislature without unionizing? If not, better that way than no way. But it is too bad the point can't be got across without another bank of bureaucracy and an additional regular expenditure of costly and time-consuming activity

which in my opinion both the state and the University would be far better off without, if without them salary-equity and justice could be come by.

Cordially,



Thomas Clayton
Professor

cc: President C. Peter Magrath
Professor John Chipman, Chair, Senate Committee on Faculty Affairs
Dean Fred Lukermann, College of Liberal Arts

Enclosure



Stephen Pascoe, Burroughs teacher

Stephen Pascoe has been called "A very specific kind of Pied Piper." Indeed, this tall man with a Telly Savalas hairdo has made a specialty of charming children—and in the process teaching them a lot about reading and personal feelings and mathematics and fair play.

The children are fourth-graders at Burroughs Elementary School in Minneapolis, and the 38-year-old Pascoe is their teacher and partner for this nine-month segment of their lives. He feeds their minds as he feeds their egos, and he does it by knowing as much about them as he can.

If he is reading them a story about a funny car, he says, "It wasn't an orange Volvo like the Baileys have," just as if those words were printed in the book. Or he will put his students into his arithmetic problems: "Dan bought 437 candy bars for 15 cents each. How much did Dan spend? After Dan buys all those candy bars, Randy's father, the dentist, probably will be seeing him."

And each Friday, he sends home a full-page letter to the parents telling them about the week's activities in room 202. But the best part is Pascoe's weekly eight-line poem about one of his students:

... Her voice is very soft, and she has pretty blonde hair. This poem is about Molly, one of the nicest girls anywhere.

"It's not that fantastic a piece of literature," said Pascoe. "But when it's your poem, it's such an image-builder."

It's also the text for the week's penmanship exercise, so each student has one week in the year when everyone in the class is writing nice things about him or her.

Pascoe tries to project himself as a friend of his 30 fourth-graders even though the learning process remains on a fairly structured basis. And when he is addressed, it is always "Mister Pascoe." None of this

"I think the boys and girls know I'm very strict. I expect them to be on their good behavior, and I expect them to do their work. I do tease with them, and I have a lot of fun. But they know where the line is drawn."

Teaching fourth-grade was far from his mind when he was a high school senior in St. Louis Park back in the late 1950s. He was a sports enthusiast then as he is now, and he had visions of high school teaching and coaching.

But after his junior year, he got a summer job as a playground supervisor of elementary-age youngsters, and he loved it. And then his mother, Margaret Pascoe, a first-grade teacher at Audubon School in Minneapolis, convinced him that the elementary grades are fascinating but that they need more male images in the classrooms.

So he got his elementary teaching degree at St. Cloud State College in 1963 and set his sights on teaching the sixth grade. But Minneapolis had an opening in the fourth grade at Burroughs, and that's where he has been ever since, except for one year in the third grade.

"I love the fourth grade because it's a time when boys and girls can have their attitudes changed," he said. "They are maturing, and they go more into individual work instead of group work."

In his 15 years of teaching, Pascoe has not bothered with getting a masters' degree because he feels a degree program is too structured. Instead, he has taken a variety of college courses—60 credits in all—that amount to more than the number usually required for a masters' degree, and "I've taken things I feel I need that will benefit me in my teaching."

As for what he gets paid, that's a personal matter with Pascoe. But the union-negotiated pay scale says a teacher with Pascoe's training and experience should receive \$22,060.

Whatever his pay, Pascoe supplements it with summer work for the Bloomington Recreation Department. And his wife works one day a week as a nurse in a doctor's office. They have one child, nine-year-old Elizabeth, who is a fourth-grader this year in the St. Louis Park schools.

The youngsters at Burroughs go home at 3 p.m., and the contract says the teachers can leave at 3:45 p.m. But Pascoe says he usually stays until about 4:30 p.m. and that's where he draws the line. He very seldom takes work home.

"I like to keep one thing here (school) and one thing here (home)," he said. "When I go home, I like to be husband and father."

Does he want to stay in teaching and stay at Burroughs?

"It's hard to say, but right now that's my plan. It's a stable neighborhood. The parents are concerned. It's a nice place to teach." ■



UNIVERSITY OF MINNESOTA
TWIN CITIES

All University Senate Consultative Committee
554 Business Administration
271 19th Avenue S.
Minneapolis, Mn. 55455

Telephone (612) 373-3226

Professor Thomas Clayton
Department of English
Lind Hall
207 Church Street S.E.

Dear Tom,

This will acknowledge with Thanks your recent letter regarding faculty salary-equity. I share your concerns, but I am not sure that at present we can do more to get our message across than what we have been doing this year. I am passing your letter on to Professor Ken Keller who, as you know, is doing his best to represent us at the Legislature. If he has further thoughts on this subject, I am sure that he will get in touch with you.

Thanks for writing.

Cordially yours,

MAZ

Chair, Senate Consultative Committee

cc: Professor Ken Keller



UNIVERSITY OF MINNESOTA

University Student Senate
Student Lobby Advisory Committee
240 Coffman Memorial Union
300 Washington Avenue S.E.
Minneapolis, Minnesota 55455

(612) 373-2414

*Agenda Item Legislative
Board*

February 6, 1979

TO: The Honorable Erwin L. Goldfine
The Honorable Lauris Krenik
The Honorable Robert Latz
The Honorable David M. Lebedoff
The Honorable L. J. Lee
The Honorable Charles F. McGuiggan
The Honorable Wenda W. Moore
The Honorable Lloyd H. Peterson
The Honorable Mary T. Schertler
The Honorable Neil C. Sherburne
The Honorable Michael W. Unger
The Honorable David C. Utz, M.D.

Dear Ladies and Gentlemen:

Enclosed, for your information, are the summary statements for the legislative program of the University Student Senate for the current session. In the cases of the tuition policy and collective bargaining positions, more specific and detailed recommendations are being developed, and will be shared with you as soon as they become available.

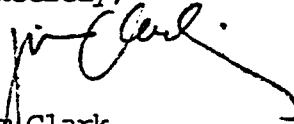
The document as enclosed has been shared with Governor Quie's staff, and will be reprinted in booklet form for distribution to legislators and interested parties. The Governor has personally expressed interest in the tuition policy arguments, and we will be providing quantitative backup as soon as we have completed our analysis of the budget recommendation for the Minnesota Higher Education Coordinating Board and its implications on distribution of financial aid to the University. In the area of collective bargaining, we are continuing to explore our options by meeting with the heads of prospective bargaining units on the various campuses. Whatever route is taken, our objective is to protect the opportunity for student participation in University governance and administration that we believe is now afforded us by the consultative structure.

Members of the Board of Regents
February 6, 1979
Page Two

We appreciate your interest, and welcome questions or comments on the enclosed material and related subjects. The State Lobby Advisory Committee is composed of one student member from each of the six University campuses (including St. Paul), and has been working since mid-October to develop the positions we are now circulating; I believe that we have produced a well-articulated and accomplishable set of goals for student legislative efforts.

Thank you for your time and consideration.

Sincerely,



Jim Clark
Chair, State Lobby Advisory
Committee

cc: Professor Mahmood Zaidi, Chair, Senate Consultative Committee
Mr. Patrick Eckman, Chair, Student Consultative Committee
Mr. Duane Wilson, Secretary, Board of Regents
Student Representatives to the Board of Regents



UNIVERSITY OF MINNESOTA

University Student Senate
Student Lobby Advisory Committee
240 Coffman Memorial Union
300 Washington Avenue S.E.
Minneapolis, Minnesota 55455

(612) 373-2414

All Campus Council
240 Coffman Memorial Union
300 Washington Avenue S.E.
Minneapolis, Minnesota 55455

POSITION STATEMENTS FOR 1979 LEGISLATIVE PRIORITIES

- I Student Response to the Governor's Recommendations on the University of Minnesota 1979-81 Budget
- II Disadvantaged Students Retention Special Appropriation
- III Tuition Policy in Minnesota
- IV Continuing Education and Extension
- V Intercollegiate Athletics Funding Request
- VI Student Involvement in Collective Bargaining

The University Student Senate serves as the representative association of the 55,600 students attending the five campuses of the University of Minnesota. On behalf of the Senate, its State Lobby Advisory Committee, in conjunction with the Legislative Affairs Committee of the Twin Cities Campus' All-Campus Council, have developed the following positions for our 1979 legislative program. Your sincere consideration of the enclosed material is appreciated. We are prepared to make additional comments and answer questions if called upon, and welcome the opportunity to discuss these issues with you. For more information, please contact Colleen Kelley, Legislative Director, at the above address.

UNIVERSITY STUDENT SENATE
STATE LOBBY ADVISORY COMMITTEE

STUDENT RESPONSE TO THE GOVERNOR'S RECOMMENDATIONS
ON THE UNIVERSITY OF MINNESOTA 1979-81 BUDGET

The University is, with the current academic year, entering into a radical and comprehensive examination of its purposes and its resources through the development of a mechanism for retrenchment & reallocation, and articulation of a detailed University mission statement. Enrollments, the state and federal economy, and changes in society are all making a major rethinking of our goals and priorities an absolute necessity for survival, and adequate response to the State's changing needs, in the decade ahead. It is in this framework that we view the Biennial Budget: this document, in the last analysis, is the plan for meeting needs and necessities in higher education and service in the next two years.

We have specific observations on several aspects of the 1979-81 budget; these include the Intercollegiate Athletics program, the Disadvantaged Students Retention special appropriation, and tuition & financial aid. These comments are recorded separately. Herein are our observations on the general assumptions and character of the University's proposal and the Governor's subsequent recommendation.

Comparison with the State Universities and Community Colleges
It seems to us that, although comparisons are useful planning tools in general, this viewpoint can be overused in analyzing Minnesota's higher education systems. For example, although we favor the Governor's view of tuition as a price, the situation of the State Universities as regards tuition-setting is markedly different than ours, and what might serve as a protection against passing costs of a high faculty salary settlement in the former system might operate differently in the latter. Another example is found in the Repairs and Betterment item (C-60101): expenditures per sq.ft. may not reflect needs for maintenance, considering the average age of University facilities as opposed to those of other systems.

Increments for inflation

Our observation on the Governor's recommendation of no inflationary is that, although the device may be appropriate as a stop-gap method for controlling expenditures, it lacks much as a regular policy. Buying power has, and will continue

to, erode. In the long run, this de facto cut process, whose effects are largely random, is far less desirable than a system that identifies priorities and, having done so, funds worthy programs at levels that allow continuation at stable buying power levels. We hope that the Governor and the State Legislature will take initiative in developing and making use of schemes for resource allocation that take this consideration into account.

Faculty Salary Increase (C-60195)

Our review of the available national data confirms the University's assertion that this institution's salary position has eroded seriously over the past five years. It is our opinion that the State needs view each class of employee it pays for in the light of comparative data for like employees in other states and sectors. From this point of view, the 'catch-up' rationale in the University's Academic Compensation request item is justified, even when held against salary levels for other classes of State employees, and we support the position of the Regents in this matter.

Financial Aid Administration (C-6077)

Although our comments on tuition and financial aid in general and recorded elsewhere, we feel it important to express our opinion that the need for administrative funds is real and vital to the students' ability to have access to the benefits of existing financial aid programs. The Governor's recommendation that needs be met through transfers seems to overlook a basic fact about the University's student services: the extra money isn't there. In the case of financial aid, where both the State and this institution have a clear and strong commitment to maximum service, it is clear to us that, if the money was available for transfer, it would already be there. It is not; and we therefore reassert the need of the University and its student population for this funding item.

UNIVERSITY STUDENT SENATE
STATE LOBBY ADVISORY COMMITTEE

DISADVANTAGED STUDENTS RETENTION SPECIAL APPROPRIATION
UNIVERSITY OF MINNESOTA

(PAGE C-60143, Governor's budget proposal)

The University of Minnesota is beginning to come to grips with the mechanics of maintaining its mission to actively extend its opportunities to minority and disadvantaged students, post-Bakke. Although, as an institution, we are not satisfied with the rates of recruitment/enrollment of students from groups subject to discrimination, even more concern exists over the University's ability to retain those students from these backgrounds that we do enroll. The latest data available indicates that the problem is becoming an epidemic: 15.9% of disadvantaged students in the College of Liberal Arts, and 12.9% of those in General College, complete a degree. This represents half or less than half of the completion rate for students at-large (Armstrong and Hall, 1976).

The reasons for this serious lag in retention rates stem primarily from pre-existing social conditions, and include the following:

- students entering without adequate skills in basic English, mathematics, and study/preparation for coursework.
- students entering without adequate assessment or understanding of their educational objectives, career goals, or interests.
- students attending school without reasonable access to guidance facilities suited to their needs. (from Carey, 1978)

We strongly support the University's mission as the State's agent of upward mobility for disadvantages classes, but note that this important goal is not being met adequately. The nature of obstacles to retention requires nontraditional and innovative thinking and action to answer effectively.

The situation is simply this: the University cannot achieve its objectives of access within existing resources. If we are to reap positive effects, we need to make a positive commitment of time and money to achieve it. We believe that the ability and right of disadvantaged students to obtain a usable and equal education is a vital enough goal to warrant special and overriding consideration.

UNIVERSITY STUDENT SENATE
STATE LOBBY ADVISORY COMMITTEE

TUITION POLICY IN MINNESOTA
January 30, 1979

The move by the University of Minnesota to a no-assumptions system for tuition in its budget requests, the reexamination of goals for higher education at the state level, and the economy all make this biennium a key point in time for discussion and examination of the State's tuition policy. There are four principles that we hold to be central to the goals of maximum and equal access for the citizens of the State; they are presented below.

- (1) In full agreement with the Board of Regents of the University of Minnesota, we assert that tuition rates for the 1979-81 biennium should be kept at an absolute minimum.

Higher education serves as the State's primary preparation of its citizens for an informed, participatory role in their community and nation, and the primary tool for bringing upward mobility to disadvantaged classes. The value of higher education to the State is universally recognized. Although this point may seem elementary, it is central enough to our opinions that it warrants mention: the individual can only benefit from the University through participation, and our intent in keeping tuition low is simple. We want as many persons as possible to have access to these benefits.

- (2) We believe that tuition levels should never be allowed to rise at a rate greater than that of Minnesota per-capita personal income.

University average tuition rates and the state per-capita average income rates have generally kept pace with each other over the past decade, and we believe this to be a reasonably fair relationship of price to ability to pay. We agree with Governor Quie that tuition should be viewed as a price to the consumer. Until such time as a better model for student finances is developed, upon which some rates can be based, we hold to the simple opinion that education should not become any greater financial burden to the individual than at present.

- (3) We assert that student financial aid carries certain inherent blocks to access, and that, accordingly, the State should move towards greater direct support of its institutions of higher education, and correspondingly lower indirect support through State scholarships and grants underwriting tuition income.

Financial aid carries with it several problems which adversely affect student access to higher education. First, all programs of financial assistance require some administrative funds, and in an increasingly tighter fiscal climate, this must be viewed as money which could be spent directly on education. Second, the difficulty and complexity of application processes discourages application, and thereby reduces the number of persons able to afford school. Third, the schedule of financial assistance available to Minnesota students, although generous in total, is "targeted" to specific populations, and this targeting is less than perfect.

We view the State work-study and loan programs as fulfilling a necessary role in the State's higher education economy. In the case of scholarships and grants, however, we believe that the major responsibility for support should be borne by the Federal government. A relatively lower tuition (made possible by increased institutional support) accompanied by a lower financial aid base (from where the funds for direct support would be liberated) would be an easier-to-manage, and more equitable, distribution of State resources. The best form of financial aid, we assert, is a low tuition.

- (4) In view of the dangerous implications, for the economy and the individual, of extensive indebtedness of graduating students, we believe strongly that federal basic grants should continue to be used as the "floor" of need computations and financial aid packages in Minnesota.

The State Department of Finance recently issued a report examining the "work/loan expectations" inherent in current financial need computations. Among its recommendations is a suggestion that student employment and loan commitments be viewed as the "first" component of financial aid packages, against which all others are subtracted. We are strongly opposed to this notion, primarily because the implications of such an extension of total student indebtedness in the State are enormous - and unknown: in fact, the effects of current loan practices, under which professional students (for example) can graduate with \$ 30,000 literally hanging over their heads, are not yet clearly understood.

ALL CAMPUS COUNCIL
LEGISLATIVE AFFAIRS COMMITTEE

CONTINUING EDUCATION AND EXTENSION
UNIVERSITY OF MINNESOTA

The department of Continuing Education and Extension has been analyzing the needs of non-traditional students. This student may be completing a degree outside the regular daytime hours. It is difficult for this student because required courses are not offered at appropriate times and places to a sufficient extent to permit planning a degree program with reasonable and timely access to the courses needed.

More adequate accomodation to the "lifelong learners," many of whom may be undergraduate, graduate, professional students, and some students who will not be degree oriented, is an increasing need of the University of Minnesota. The Governor can be of much help by giving a position on a few general questions. They are:

- 1) What can be done to improve higher educational opportunities for adult part time students?
- 2) Will the state continue to provide the current funding level per credit hour as the age of the student changes?
- 3) What can be done to encourage higher educational institutions to develope programs (including graduate programs) for adult students?

The University of Minnesota has just recently completed a study of, "Outreach at the University of Minnesota." This report makes a positive statement about University Outreach. The conclusions drawn within this study seem to endorse the importance of a stronger effort on behalf of the University for students in the Continuing Education and Extension programs. The funding of these programs will be critical for the continued success of this department at the University.

UNIVERSITY STUDENT SENATE
STATE LOBBY ADVISORY COMMITTEE

INTERCOLLEGIATE ATHLETICS FUNDING REQUEST
UNIVERSITY OF MINNESOTA

(PAGE C-60169, Governor's budget proposal)

The intercollegiate athletic programs on the five University campuses provide approximately 1160 male and 580 female students with the opportunity to compete in varsity athletics. The scope and nature of that participation varies among the campuses, and is largely determined by campus size and conference membership. All programs belong to a national governing body appropriate to the size and scope of their program: men's and women's teams from each of the campuses compete within their conference or regional structure.

There are three major aspects of the programs funded by this request that we feel are worthy of attention, and our support of this item is based upon them. First, the University is currently undergoing investigation by the Office of Civil Rights for noncompliance with Federal regulations prohibiting discrimination against women. This investigation was sparked by a complaint lodged with OCR by the Twin Cities Campus student government, and our objective is to secure equal opportunity for women in athletic programs on all campuses. Our strong opinion is that (given the high capitalization of current investments in athletics) the additional funding is needed in order to bring the University into compliance without radical impairment of the current programs.

Second, it must be understood that on several campuses (Waseca, Crookston, and notably Morris), there is relatively little in the way of an informal intramurals program, and the varsity athletic programs serve as the major opportunity for regular students' exercise and recreation. The quality of student life at these campuses is directly affected by these programs (as compared with UMTC and UMD, where a relatively small percentage of students participate in varsity sports), and the inability to draw large gate receipts on the campuses in smaller communities creates a greater need for outside support.

Third, a large percentage of the support for athletic programs on the three campuses mentioned above comes at present from separate student fees. Although our highest priorities are reflected in the first two points above, we concur with the University Board of Regents that students should not have to bear this financial burden through mandatory fees.

UNIVERSITY STUDENT SENATE
STATE LOBBY ADVISORY COMMITTEE

STUDENT INVOLVEMENT IN COLLECTIVE BARGAINING
January 28, 1979

Students are in an unusual situation as a marketable product - for example, there are very few industries where the product pays for its production. Likewise, there are few industries in which the product takes an active role in its own creation and development. The British conception of the university as a community built of three estates - the Deans (the administration), the senior partners (the faculty), and the junior partners (the students) - dating from several centuries ago still influences current practices, but a host of more modern considerations - management principles, faculty unionization, wages and benefits schedules - have complicated the matter considerably. To understand why we believe that students have a right to certain forms of participation in faculty collective bargaining, should the faculty at the University of Minnesota unionize, one must first understand the current role students play in University policymaking.

The University's Board of Regents has permanently delegated a broad range of powers in the area of educational policy and related matters to the University Senate, a joint faculty-student deliberative assembly that meets quarterly. This body, its roughly 30 committees, and numerous administrative advisory committees all serve as avenues of direct input to the University's central officers and the Regents in determining the goals, policies, priorities, and programs of the institution. Since 1969, students have had extensive opportunity to contribute to and participate in this system of governance.

If a faculty union with the power of entering into formal arbitration emerges, any "condition of employment" of the faculty will be a potentially bargainable issue. A broad definition of the scope of such negotiations could include such matters as course size and offerings, minimum levels of teaching ability, student advising policies...issues that students now have meaningful input into, and could stand to lose if no avenue for input into arbitration procedures are instituted. We maintain that students have a right to, and should be expected to, contribute to the management and operation of the higher education community.

Rather than attempting to carve out a new role, we feel strongly that our efforts are centered on protecting the opportunities for participation in the governance system that already exist. Our specific strategies and

objectives follow from this goal. In the event that collective bargaining with the faculty is established, we believe that the right of students to share in the governing of their education requires the ability to sit at the bargaining table, to have full powers of discussion, to submit proposals for consideration and counterproposals, and to receive all official documents exchanged by the bargaining teams. It also is our belief that full rights of participation should include the right of student participants to caucus.

There are, of course, other possible methods for attempting to protect student interests in the face of faculty collective bargaining. First, students could participate through invitation in either the faculty or administrative bargaining teams, as observers or full participants. The weakness of this arrangement is that student participation takes place only so long as the inviting team feels it in their interests to allow student input. At the University of Bridgeport in Connecticut, the students were independent participants in 1974 negotiations, and subsequently turned down by faculty for inclusion in contract renewal negotiations in 1975. In Massachusetts, on the other hand, students were invited to participate as members of the faculty team, and eventually acquired independent observer status. There are several states where students participate as full members of the administrative team.

Second, students have the option of student unionization. Several prototypes of such an organization are developing at Amherst and Stockton State College in New Jersey; legal implications for bargaining are untested but not to be ruled out.

Third, students may seek legislation protecting the students' rights as a third party to the bargaining process. The classical bargaining model has no room for a third party: perhaps all that this suggests is that it is inadequate for higher education's needs. If there is a challenging situation here, then a creative solution is called for. In Alaska, Oregon, Montana, and Maine, various forms of innovative legislation have been passed, protecting students' interests in the higher education bargaining context.