



UNIVERSITY OF MINNESOTA
TWIN CITIES

All University Senate Consultative Committee

383 Ford Hall
Minneapolis, Minnesota 55455

Telephone (612)373-3226

MINUTES

FACULTY CONSULTATIVE COMMITTEE AND
FCC CONVERSATION WITH THE PRESIDENT
April 16, 1981

Chairperson Marcia Eaton convened a meeting of the Faculty Consultative Committee at 10:45 a.m. in Room 300 of Morrill Hall. Others present were members Bob Brasted, Doug Pratt, Paul Quie, Vera Schletzer and Don Spring, member-elect Virginia Fredricks, and guests Peter Robinson and Carol Pazandak.

1. Committee nomination responsibilities of SCC.

A. Business and Rules. SCC to nominate the 4 non-student members. FCC nominated Connie Sullivan to begin a new term and continue as chair, and present members David Giese, Bruce Nord and David Weissbrodt to continue. Criteria in trimming the present committee down from 6 were to include a coordinate campus (Nord, UMM), and to have no more than one member from a college.

B. Finance. SCC to nominate the 2 at-large members. FCC nominated Walter Johnson to continue and postponed naming the second at-large member until fall.

C. All-University Honors. SCC to nominate the 2 members to be replaced this year. FCC nominated Russ Hobbie or, alternately, Wayland Noland; and Finn Wold or George Blake. Marcia Eaton will attempt to secure two from these four.

D. Planning. This new committee substantially replaces SCRAP. SCC to name at least 4 non-students. FCC will study current Planning Council composition before nominating.

2. Steering Committee on Faculty Development. Item postponed to earliest possible meeting with Vice President Hasselmo.

At 11:15 a.m. President Magrath, Vice Presidents Keller, Bohen and Kegler, and FCC member-elect John Howe joined the meeting.

3. Budgetary questions. President Magrath stated that Governor Quie's April 15 plan permits the University to retain essentially only its base budget. Vice President Kegler distributed copies of figures showing the Governor's January recommendations, his April recommendations, the revised increase, the cost of mandated items, and the remaining increase, which is \$5.3 million over the FY 81 base. The faculty salary item remains outside this recommendation. The president said that legislators seem persuaded that the University has a severe salary problem; they indicate they want to help.

The ensuing discussion included considerable speculation. Neither the Senate nor the House seems inclined to reopen their considerations on University appropriations. Those appropriation bills call for about a \$26 million increase. It is of course the hope of central administration that those will be the bills passed. President Magrath stated that despite an inflation-shrunken base, he believes the quality of the University can be preserved with that level of funding.

Professor Pratt asked whether any salary settlements have been achieved with community colleges. Vice President Kegler said that this year those settlements will not come until well after the legislative session.

President Magrath reported the assessment of the central administrators as of this morning was that no internal reallocation would be required for next year and that budgets would be kept flexible. SE&E money will be supplied to the departments with the caution that departments may well lose any increase for the second year of the biennium. The second year will probably require significant budget adjustments, and not across-the-board. The University is facing selective retrenchment, in order to balance the books over the biennium and save what is fundamental at this University.

Tuition policy. The President stated that if the tuition increase is only 9-10%, as recommended by the governor, students would pay no de facto increase next year. Given the choice between eroding the quality of the University and imposing on all students an extra 3-5% fee targeted specifically at the library, books and supplies, the President would choose to have the fee. He described it as justifiable, since it would be coupled with selective reallocation, and not tied to any faculty salary increase. Professor Pratt raised the question of the point at which increases might persuade students to leave the University for other state education systems. President Magrath said he foresees no significant enrollment dip in the 1980's, but real difficulties if the University's resources are inadequate for the large numbers here. Vice President Keller expressed skepticism that relatively small increases would cause students to drastically alter their educational plans. Vice President Kegler said the Twin Cities campus competes for students more with private colleges than with other state public systems. The President said he would look for faculty reinforcement on the need for a temporary student fee. The faculty members questioned whether a demonstration by the University that it could raise extra money from the students would not decrease the legislative appropriation by a similar amount. Vice President Keller said the state respects the University's need and would not be inclined to cut its funding if the University were able to augment the inadequate state appropriation.

Asked whether the legislature might do nothing on capital requests and faculty salary increases this year, Vice President Kegler said that was possible on capital, but not on salaries.

There was a feeling that now that the brunt of the politicking is out of the way, the state can go to work to solve the budgeting problem. Although the budget for the biennium is ungenerous, the University will postpone the hard choices to the second year, giving plenty of time for consultation.

Vice President Keller introduced the subject of defining and planning for fiscal exigency, such as might exist in the second year of the biennium. He hopes the University community can reach an agreement that a financial exigency exists when a further cut would diminish the quality of the University.

April 16, 1981

page 3

President Magrath spoke with some optimism about the prospects for federal funding. The cutbacks for student loans, especially for graduate students, are likely to be substantially mitigated, the Association of American Universities heard from Education Secretary Bell this week, and other student aids will probably be cut less than first appeared likely.

The president distributed copies of a draft resolution by which the Regents would adopt the new Senate Constitution, which reaffirms that the Senate operates by a delegation of power from the Regents, and includes the words, "...the Regents reserve the right to propose amendments to the Constitution and to request recommendations back from the University Senate on any such proposals."

The president also distributed copies of "A Statement on the Research Enterprise" by the Association of American Universities.

The meeting adjourned at 12:25 p.m.

Meredith B. Poppele,
SCC Secretary

Governor's January Recommendations:

FY 82 \$197.9 O & M Base
FY 83 199.2 O & M Base
\$397.1 O & M Base (Biennium)

FY 82 43.5 Specials Base
FY 83 42.2
85.7 Specials Base

482.8 Total Recommendation
33.2 Original Increases for FY 82-83
449.6 Present Base (FY 80-81)

Effect: \$482.8 (Less \$5.3 exemptions) =
\$477.5 x .03 \$14.325 million in reductions - over 2 yrs.

\$482.8 Governor's January Recommendation
(14.325) 3% Reduction in Recommendation
468.5 Revised Recommendation
449.6 Present Base
\$ 18.9 Revised Increase - as of speech of April 15.

*relates to U's
request for
\$57 million
increase*

\$18.9 Revised Increase - about \$8 million below present bill in House
Minus mandated items
1.6 Transit
5.7 Fuel & Utilities
.6 Property/Solid
3.7 New Space/Skilled Trades
R & B deferred
2.0 Capitation
(\$13.6)

\$5.3 Remaining Increase

only 5.3 million increase available over base

Committee Business and Rules Committee

Number of non-students on Committee 4

Special requirements: 1. ex officio: clerk and parliamentarian of the Senate

Current Chairman Constance Sullivan

Members continuing

Eright Dornblaser, Prof., Pub Hlth. (2)
Robert Eyestone, Assoc. Prof., CIA (2)
David Giese, Prof., GC (2)
Eruce Nord, Assoc. Prof., UMM (2)
David Weissbrodt, Prof., Law (1)

Members terminating

Constance Sullivan, Assoc. Prof., CIA
Wayne Jesswein, Assoc. Prof., UMD (no longer
on committee pending resolution of
UMD participation on Senate committees)

Ex officio members

James Connolly, parliamentarian
Marilee Ward, clerk

Recommendations

NOTE: Student Consultative Committee should appoint 2 students to B & R

NOTE: Faculty membership on B & R has been changed from 7 to 4 in new constitution

NOTE: number in () after each name indicates the number of years remaining on committee
(example: (1) means term ends June 1981)

Committee Finance Committee

Number of at-large faculty to be appointed by SCC 2

The Finance Committee's membership is composed of faculty and students representing various committees of the Senate, as was UCBRRB. The 2 at-large members on UCBRRB are noted below.

Current Chairman _____

at-large
Members continuing

Walter H. Johnson, Prof., IT, (2)

at-large
Members terminating

Jack Merwin, Prof., Educ.

Ex officio members

Recommendations

NOTE: Student Consultative Committee should appoint 2 a-large student members to Finance Comm

NOTE: the number in () after name indicates the number of years remaining on committee
(example: (2) means term ends June 1983)

Committee Planning Committee

Number of non-students on Committee at least 4

Special requirements: 1. proposed constitution will be amended to show ex officio representation (SCRAP has ex officio representation from offices of V.P. for Finance, Administration & Planning, and Academic Affairs)

Current Chairman _____

Members continuing _____ Members terminating _____

currently

NEW COMMITTEE (attached is a list of faculty members serving on the Senate Committee on Resources and Planning, which terminates June, 1981)

Ex officio members _____

Recommendations _____

NOTE: Student Consultative Committee should appoint 2 students to this committee

Senate Committee on Resources and Planning, 1980-81

Dean Crawford, Prof., UMD (no longer on committee pending resolution of UMD's participation on Senate committees)

Bernadine Feldman, Assoc. Prof., Nurs., served 1 year

John Helmberger, Prof., Agric., served 2 years

Richard Ilkka; Asst. Prof., UMM, served 1 year

Robert Lambert, Prof., IT, served 6 years

(Chr.) Van Mueller, Prof., Educ., served 2 years

Irwin Rubenstein, Prof., CBS, served 1 year

Harvey Sarles, Assoc. Prof., CIA, served 3 years

Frank Sorauf, Prof., CIA, served 1 year

Committee All-University Honors Committee

Number of non-students on Committee no more than 6

Special requirements: 1. ex officio: VP, Academic Affairs; University Relations; Alumni Relations; University Development Office 2. SCC presents nominations to president.

Current Chairman Edward Fletcher

Members continuing

Members terminating

Caroline Czarnecki, Prof., Vet Med (2)
Seymour Geisser, Prof., CLA (1)
Joseph Resch, Prof., Med Sch (2)
Gayle Yates, Asst. Prof., CLA (2)

Edward Fletcher, Prof., IT
Edward Cowles, Prof., UMD (no longer on committee pending resolution of UMD's participation on Senate committees)

Ex officio members

Ken Keller, aca. affr.
Robert Odegard, Foundation
Steve Roszell, Alumni Assoc.

Russell Tall, U-Relations

Recommendations

NOTE: The student Consultative Committee should nominate 3 students for this comm.

NOTE: number in () after name indicates the number of years remaining on committee (example: (1) means term ends June 1981)



UNIVERSITY OF MINNESOTA

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

April 24, 1981

TO: Carl R. Adams, Ex Officio, College of Business Administration
Elizabeth S. Blake, University of Minnesota, Morris
Mario F. Bognanno, Senate Committee on Faculty Affairs and
College of Business Administration
Richard S. Caldecott, Ex Officio, College of Biological Sciences
Edward L. Cussler, Institute of Technology
Jack C. Merwin, College of Education, Chair
Anne D. Pick, College of Education
Richard E. Poppele, Medical School
Donald C. Rasmusson, College of Agriculture
Betty W. Robinett, Ex Officio, Academic Affairs
John E. Turner, College of Liberal Arts
John R. Wallace, College of Liberal Arts/Graduate School

FROM: C. Peter Magrath, President *CP*
Professor Marcia Eaton, Chair, Senate Consultative Committee *me*

SUBJECT: "Facilitating the Scholarly Activities of the Faculty": A Joint
Senate/Administration Policy Study

It is clear that as the University faces the 1980s, it will encounter a number of major questions. None of the questions are more important than the ones that concern the development of the University's faculty. In a very real sense, the University is the faculty. One of the primary goals of any planning within the University must be to ensure the best possible working conditions for the faculty. To this end, it has been proposed that the administration and the University Senate should jointly undertake a project with the working title "Facilitating the Scholarly Activities of the Faculty".

Over the past months, a number of preliminary discussions of such a project have taken place. The idea originated with the President's Planning Council, which also proposed the joint Senate/Administration approach to this important policy study. After discussion in the Senate Consultative Committee, we agreed that the study should be undertaken. A committee consisting of representatives of various Senate committees and representatives of the administration met and developed the attached plan for handling the policy study.

We are writing now to ask those named above to serve as a steering committee for the project under the chairmanship of Professor Jack Merwin. The task of the committee is to determine what specific studies should be undertaken as part of the broader policy project and to direct specific studies. As you structure the topic and organize the committee's work, you will want to consider the following topics recommended by the Carr Committee whose report is enclosed:

1. Assessing the Demography - Currently, the University does not know if it is facing a potential problem with regard to the future decline in the proportion of young scholars. An important first step in investigating this topic is a thorough understanding of the current composition of the University's faculty (e.g., age, tenure status, etc.). Thus, an initial piece of work should analyze the "demography" of the current University faculty.
2. Utilizing Sabbaticals - A key contributor to individual scholarly vitality can be sabbatical furloughs. However, the task force is aware that many faculty are not choosing to take sabbaticals. One aspect of this investigation might examine the variety of practices across the University and the barriers to utilizing sabbatical opportunities.
3. Supporting Faculty Productivity - Frequently bureaucratic and organizational impediments prevent faculty members from accomplishing their personal goals for scholarly activities. Another aspect of this investigation might identify these impediments and propose methods for removing them.

Obviously, the structuring of the topic is the first task that has to be performed. We would hope that this could be accomplished in a couple of meetings to be held during the next month or so. The gathering of data that is subsumed under the first task, "Assessing the Demography", can be started while these discussions are going on. Tasks two and three would then, we hope, follow as specific policy studies to be undertaken during the fall quarter of 1981.

Administrative support will be provided by the offices of the Vice President for Academic Affairs and the Vice President for Administration and Planning.

Since the general topic recommended for study is one that normally falls within the purview of the Senate Committee on Faculty Affairs (SCFA), we request that the Steering Committee consult with this committee and that the final reports be transmitted concurrently to the President and to the SCFA. Our understanding is that the SCFA would then be charged with responsibility for formulating issues requiring actions or approval by the Senate. One member of the Steering Committee, Professor Bognanno, is from the SCFA which will facilitate relations with that committee.

As part of his special responsibilities in planning, we are asking Vice President Nils Hasselmo to serve as liaison between us and the Steering Committee.

If we do not hear from you to the contrary, we will assume that you are willing to take on this important assignment. We appreciate your cooperation.

CPM/ME:alw

Encl.

CC: University Vice Presidents
Members of the Ad Hoc Committee on
"Facilitating Individual Faculty
Activities"
C. Arthur Williams, Chair, SCFA



UNIVERSITY OF MINNESOTA

Office of the Vice President for Academic Affairs
213 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455
March 18, 1981

M E M O R A N D U M

TO: Professor Marcia Eaton
President C. Peter Magrath

FROM: Ad-Hoc Committee on Facilitating Individual
Faculty Activities

Professor Robert Carr (Chairman)
Chemical Engineering

Carl Adams, Management Science
Richard Caldecott, Biological Science Administration
Bernadine Feldman, Nursing
Richard Heydinger, Academic Affairs
Homer Mantis, Physics
Kenneth Reid, Mineral Resource Research Center
John Wallace, Graduate School

RE: Final Report

This memorandum and its appendices constitute the final report and recommendation of our ad-hoc committee. Readers desiring additional detail on our deliberations should consult the attached appendices, comprised of working papers and memos prepared by members of the committee.

Committee's Charge:

This ad-hoc committee, appointed by SCC and the President, was charged with specifying more clearly the topic and the process to be followed in a joint Senate-Administration study focused on facilitating individual faculty activities. As the original charge stated, "It would be most useful if you would limit yourselves to explicating the already chosen topic and the mechanism, but if you feel that the topic is unworkable, you should feel free to make a recommendation for us to start over from the beginning."

Committee's Recommendation

The ad-hoc committee unanimously endorses the importance of examining the potential issues facing the University concerning the future vitality of the University faculty. However, rather than limit the study to the "barriers which might impede

faculty productivity," it is recommended that this experimental policy study include a wider range of topics, all of which are some aspect of faculty vitality. Further, it is proposed that a steering committee be appointed which has authority to decide and direct the specific study(ies) undertaken.

Scope of the Study

Although our committee easily agreed on the importance of the broad topic of future vitality of the faculty, it was difficult to arrive at a satisfying and acceptable approach for a "first cut" at this major policy issue. Aspects range from concern with the projected decrease in young scholars to the under use of sabbaticals. Thus, after some discussion, this ad-hoc committee is recommending that a Steering Committee (see below) be given four suggestions as possible components of this initial, joint policy study.

1. Structuring the Topic - The future vitality of the faculty is a vast, complex topic. For a coherent investigation to take place, the Steering Committee must create a conceptual framework which in turn could be used to define a series of related policy studies. (See Appendices A & B for further discussion).
2. Assessing the Demography - Currently, the University does not know if it is facing a potential problem with regard to the future decline in the proportion of young scholars. An important first step in investigating this topic is a thorough understanding of the current composition of the University's faculty (e.g., age, tenure status, etc). Thus, an initial piece of work should analyze the "demography" of the current University faculty.
3. Utilizing Sabbaticals - A key contributor to individual vitality can be sabbatical furloughs. However, the task force is aware that many faculty are not choosing to take sabbaticals. One aspect of this investigation might examine the variety of practices across the University and the barriers to utilizing sabbatical opportunities. (See Appendix D)
4. Supporting Faculty Productivity - Frequently bureaucratic and organizational impediments prevent faculty members from accomplishing their personal goals for scholarly activities. Another aspect of this investigation might identify these impediments and propose methods for removing them. (See Appendix E)

Obviously these four suggestions are not conceptually consistent, for they range from a definition of the topic to a specific policy study. We recommend that the Steering Committee

begin its work by devoting a single meeting or two to defining the topic. In parallel, statistics can be collected which describes the demography of the University faculty. In order to test this joint Senate-administration mechanism, a specific policy study must be undertaken during this upcoming spring quarter and completed no later than fall quarter, 1981.

Mechanism for the Policy Study

Four desiderata guided the committee in its choice of a mechanism. First, any study on this topic must be objective and follow the canons of high quality policy research. To ensure this, the best expertise must be drawn from the faculty to assist in the design and review of the work. Second, we must minimize the time demands placed on those faculty who are involved while tapping their expertise. Third, the policy study must have the trust and confidence of both the faculty and administration. Fourth, initial results (i.e., policy alternatives) must be forthcoming within this academic year or at the latest, fall quarter, 1981.

Thus it is recommended that a simple three-tiered structure be established:

1. Steering committee consisting of approximately 6-8 senior faculty who have expertise and interest or concern in this topic;
2. Project Staff of 3-4 administrators or faculty who have interest and expertise in the topic and who can devote the time required to conduct the research, under the direction of the Steering Committee; and
3. Staff assistant of one or two graduate students who would assist the Project Staff.

The Steering Committee would function much as a board of trustees, setting direction and reviewing the quality of the work. The Steering Committee has the ultimate authority for the overall scope of work, and the definitions of the project.

Building on the principle of "shared authority" described in the original proposal outlining this joint policy study mechanism, this ad-hoc committee recommends that the Steering Committee and Working Staff be appointed jointly by SCC and the President. Given the topic recommended for study, it is proposed that the Steering Committee work with the Senate Committee on Faculty Affairs (SCFA). Final reports should be transmitted concurrently to the President and to SCFA which would "formulate issues requiring actions or approval by the Senate," as outlined in the original proposal.

Timetable

We strongly urge that the Steering Committee and Project Staff be appointed as soon as possible so that they may begin their work at the start of spring quarter. The Steering Committee should be asked to make a progress report to SCFA no later than early May, outlining the directions it intends to pursue. The results of the first segment of the policy study might then be completed in time for consideration by SCFA in the fall. Shortly thereafter this "experimental mechanism" could be assessed by SCC and the President for its effectiveness.

:mak

cc: Vice President Nils Hasselmo
Vice President Kenneth Keller

The problem so far identified with titles such as

"Facilitating Individual Faculty Activities"

"Enhancing Faculty Vitality"

"Remaining Barriers to Faculty Productivity"

is but one aspect of the broader problem facing the university as a whole and cannot be realistically defined or studied in isolation.

The broader problem is generated by the following factors:

1. The university as a whole is in a no-growth situation.
2. Student enrollment is expected to decline in the coming years.
3. State funding cannot be expected to increase.
4. The hiring rate of young faculty is declining, resulting in a steadily increasing average age of the faculty.

An additional problem is generated by the different perceptions of the function of the university by different groups, e.g., faculty, the administration, the legislature, and society at large.

The faculty represents the working engine of the university and supports several other categories - administration, support services, departmental civil service, etc. The 'productivity' of the faculty cannot be addressed without reviewing the relative size of each of the staff components in the total system and the value of their contribution to the functioning of the university as a whole.



UNIVERSITY OF MINNESOTA
TWIN CITIES

School of Physics and Astronomy
Tate Laboratory of Physics
116 Church Street S.E.
Minneapolis, Minnesota 55455

January 30, 1981

Memo to Professor Robert Carr
From Homer T. Mantis *H.T.M.*

Some comments on the committee discussion of barriers to productivity.

Barriers to productivity were broadly defined as any obstacles to the scholarly pursuits of the faculty in teaching, research or service activities. There appeared to be committee agreement that faculty productivity is stimulated by intellectual exchange and that productivity would be fostered by improved programs for sabbatical leaves and faculty visitors.

There was a further concern expressed in the committee that rapid changes in societal priorities may introduce new obstacles to faculty productivity. Three changes are envisaged:

- 1) Enrollment and faculty size will be relatively constant or decline in the next decades.
- 2) Inflation will result in a net decrease in state and federal funding.
- 3) Educational and research programs will change emphasis and direction in response to society's perceived changing needs.

Because of the rapid growth of the University in the decade 1955-1965 and the present period of no-growth, a shift in the demographic structure of the faculty is anticipated that could exacerbate the problems created by 2) and 3).

While these problems are to some extent university-wide, the different obstacles to productivity will undoubtedly have a different impact in the various academic disciplines. It is my own opinion, for example, that the greatest barrier to faculty productivity in the physical sciences is the concentration of the control of research funding in a research administration bureaucracy of the federal government. In any case, if studies of faculty demography or of faculty perceptions of barriers to productivity are made it would be important that these data be broken down by academic discipline.

UNIVERSITY OF MINNESOTA

The College of Business Administration
The Department of Management Sciences

February 2, 1981

MEMO TO: Professor Robert Carr
FROM: Carl Adams *CA*
SUBJECT: Faculty Demographic Data

Enclosed are some pages from the University's basic data reference book. They indicate the type of data MPIS has on faculty new hires (see p. 367). Bill Weiler tells me that running the model out beyond 1983 is not too hard but does require some significant data input to the model. There is also a fairly large historical data base that can be tapped on faculty characteristics such as age, sex, rank and tenure status. One problem with the historical data is that any one who takes a sabbatical or leave is not identified as such and is treated as a new entry on return. I'll try to make the meeting if at all possible.

CA/rh

Enclosures

III-A-2 Faculty Size and Composition

Historically, the size of the University faculty has closely paralleled enrollments. As can be seen from Figure III-A-2-a there has been no trend in the University's student-faculty ratio since 1930. In our projections of faculty size and composition shown in succeeding graphs, we assume that the student-faculty ratio will remain at the 1978 level. We also assume the promotion to tenure and faculty turnover rates will remain at current levels. Calculations made with alternative assumptions could easily be done with the faculty flow model that underlies these projections.*

Figures III-A-2-b through III-A-2-e show the results of simulations of various enrollments and personnel policies on the size and composition of University faculty. Historical data (where available) are shown for comparison. The figures show the total number of faculty, the numbers of tenured and nontenured faculty (with probationary and term contract faculty shown separately), the ratio of tenured to total faculty, and the number of new hires.

The two enrollment policies simulated are the current tuition (Policy 1 in the figures) and the cost-related tuition (Policy 4) policies reported in the Enrollment section of this data book. The two faculty personnel policies simulated are a ten percent reduction in the proportion of the cohort of probationary faculty awarded tenure each year (Policy 2) and the introduction of an early retirement program sufficient to provide the incentive for an additional 30 percent of those faculty aged 65 to 69 to retire each year (Policy 3).**

Two points are of particular interest in the historical data. First, the proportion of the faculty with tenure has increased over the period since 1960, but has declined since the early 1970's. Second, nontenured faculty on the tenure track have declined from 70 percent of the total nontenured faculty in 1960 to 36 percent in 1978.

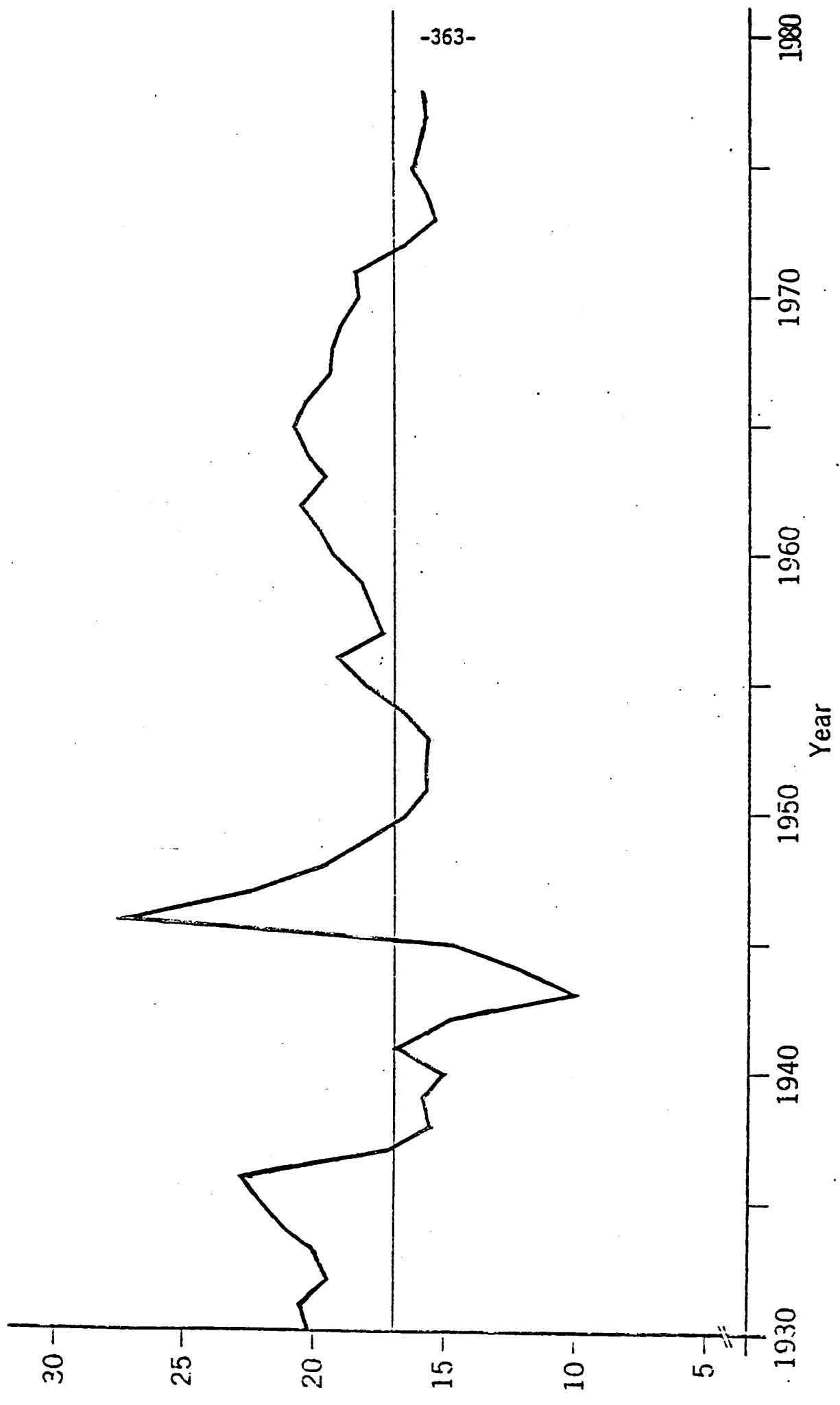
* Those interested in the details of this model are referred to Stephen A. Hoenack and William C. Weiler, "A Comparison of Effects of Personnel and Enrollment Policies on the Size and Composition of a University's Faculty," Journal of Higher Education, July/August 1977, pp. 432-452.

** We are currently working on a behavioral model of retirement decision-making to estimate the effects of early retirement programs on the number of faculty who will retire. Especially in periods of rapid inflation substantial financial incentives may be required to induce this result.

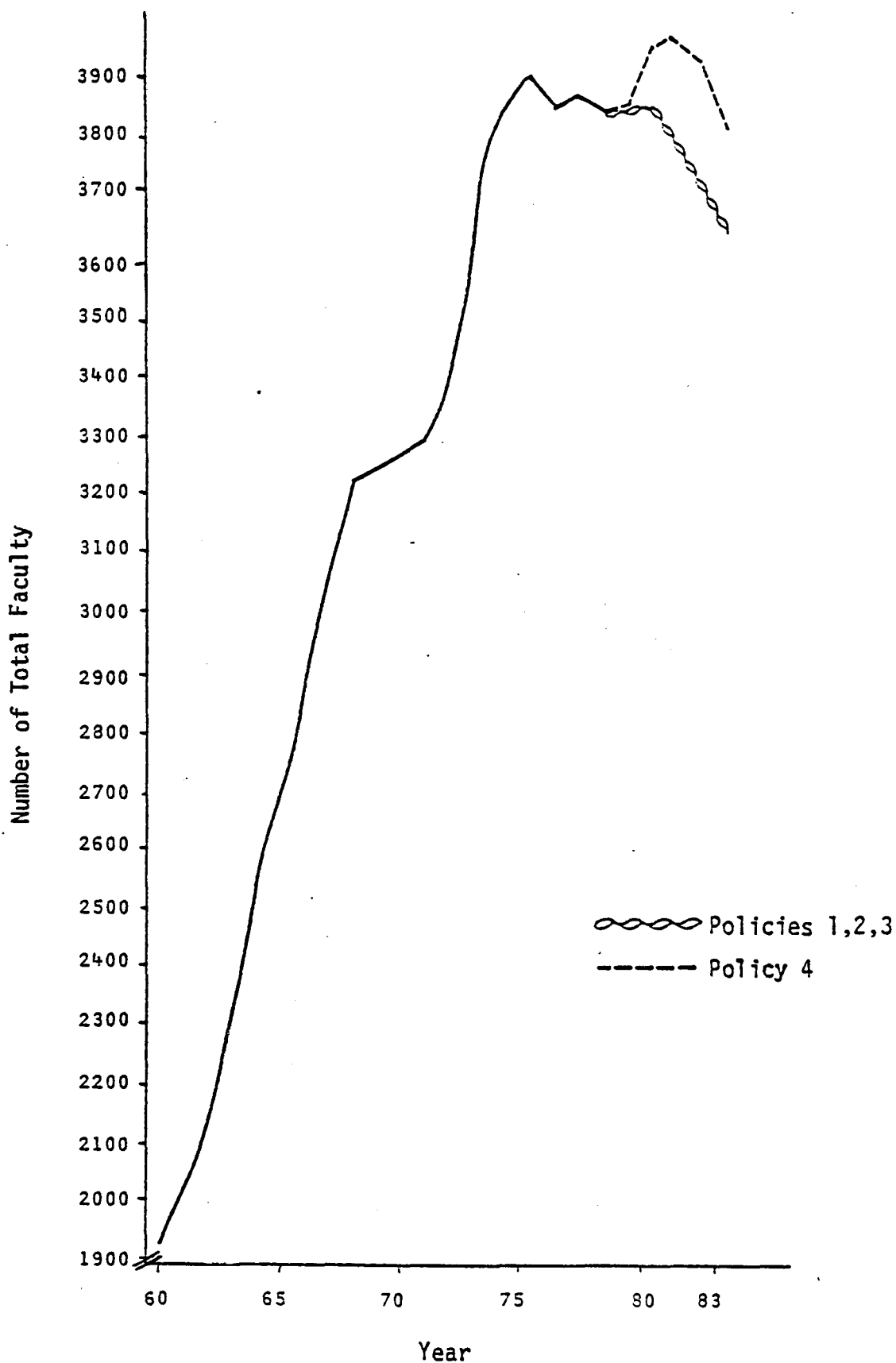
The simulation results for 1979 through 1983 indicate that a cost-related tuition policy directly influencing enrollments and indirectly affecting the number of faculty has nearly the same effect on the ratio of tenured to total faculty as the personnel policies. The ratio increases from its current level of 0.596 to 0.612 with the cost-related tuition policy, to 0.611 with the retirement policy, to 0.621 with the promotion policy, and to 0.629 with the current tuition policy. The cost-related tuition policy, though relatively increasing the size of the faculty, provides substantially larger numbers of new hires than either the promotion or retirement policy changes. These results suggest that policies aimed at enrollments could yield benefits commensurate with personnel policies without the costs of career changes for affected faculty.



UNIVERSITY OF MINNESOTA STUDENT-FACULTY RATIO: 1930-1978

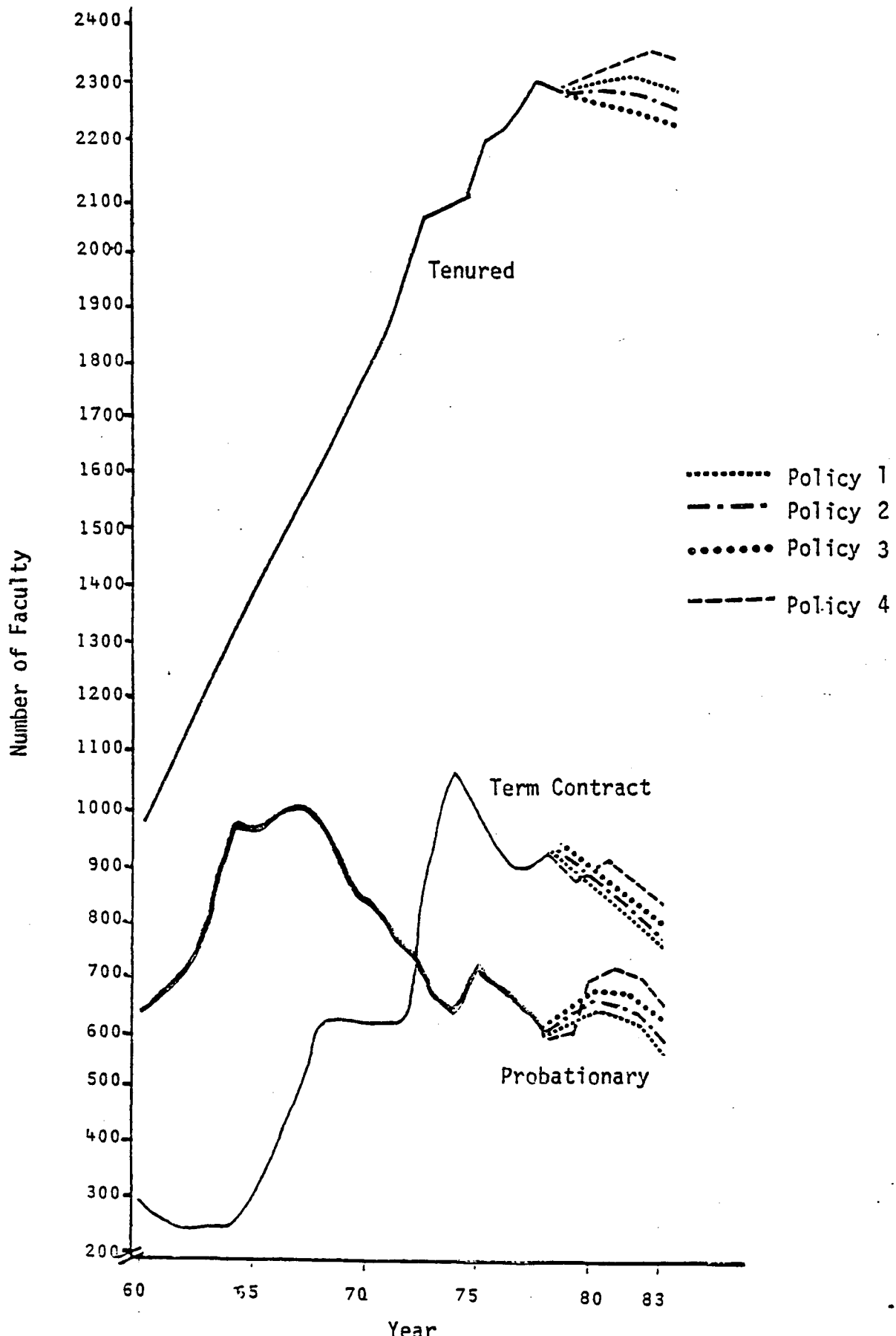


Number of Total Faculty



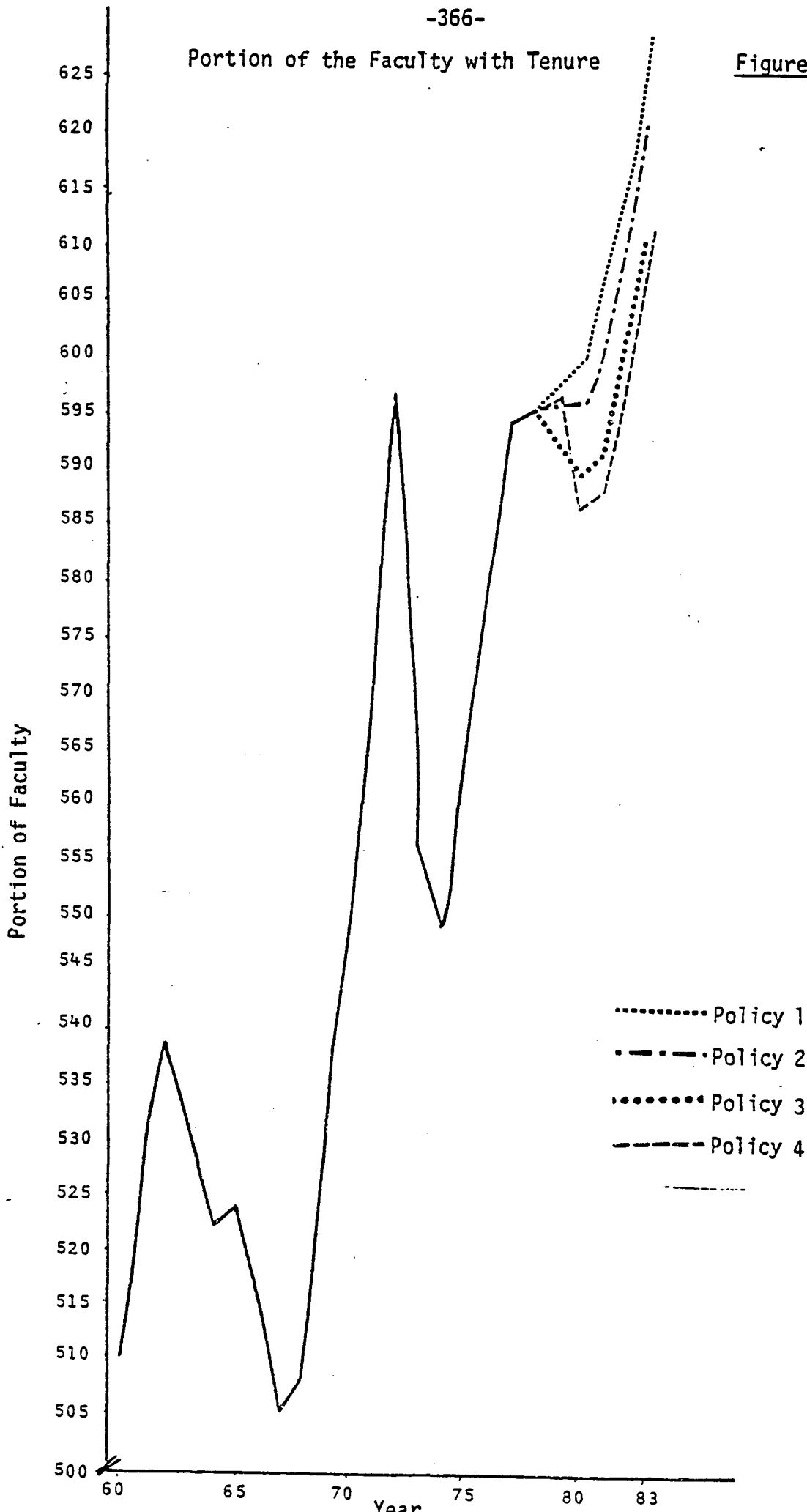
Numbers of Tenured, Probationary, and Term Contract Faculty

Figure III-A-2-c



Portion of the Faculty with Tenure

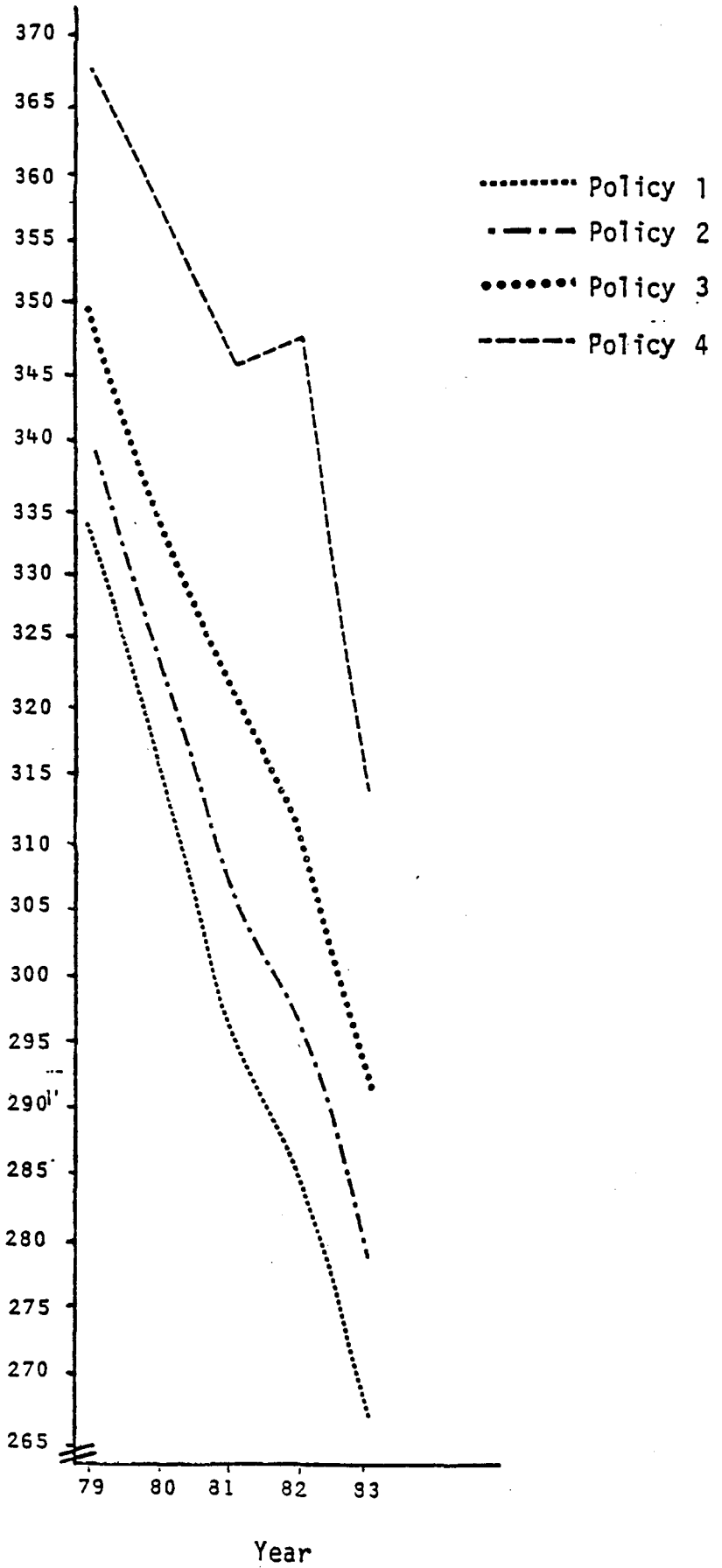
Figure III-A-2-d



Number of New Faculty

Figure III-A-2-e

Number of
New Faculty



There are growing feelings that the 1980's will bring significant changes to universities and colleges. Projections of declining enrollment and of limited financial resources presumably will mean that the number of faculty will not increase, and may decrease. Some data on faculty hiring and age distribution at the University of Minnesota are appended. These suggest that there will be few new faculty added for some time, if new hires only occur by replacing losses. If this is true, we will have a faculty whose average age is increasing with time, and for which the element of renewal through addition of young scholar-teachers is missing to a large extent. Furthermore, in fields of study where the primary job market for new Ph.D.'s is college and university teaching, there will be fewer graduate students. These factors will tend to discourage individual faculty members from vigorously pursuing their scholarly interests. This will adversely affect bringing new knowledge into courses, developing new courses, and bringing the newest and best ideas into service for the State.

This committee recommends a more thorough study of faculty demography to quantify (or refute!) the basis of the above arguments. It appears that data, expertise, and perhaps support for this can be found in Administration and Planning.

The committee feels that a program to make sabbaticals more accessible to the faculty would be of enormous help in combatting the problem. If the University could find funds to provide the other half of faculty sabbatical salary, more faculty would be enabled to take advantage of sabbaticals and all of the benefits of renewal and stimulation provided thereby. Furthermore, the one half of salary remaining in departments could be used to bring in young visiting scholars to remedy that situation, and make a two-fold benefit. There may be faculty who could use the sabbatical to redirect their research

as their fields of interest change, or as University needs change. Information about tax benefits from sabbaticals should be made readily available for use in financial planning.

It would also be good to see increases in University funding of individual research projects, helping faculty to start up projects that otherwise might be difficult to fund, and obtaining research equipment. With fewer young faculty, more of these funds could be directed toward established faculty.

Maximizing Support of Scholarly Activities in the 1980'sBackground

It almost goes without saying that the primary and almost exclusive determinant of an institution's overall quality is the quality of its faculty. Since World War II, the environment for higher education has been particularly conducive to not only maintaining a high quality faculty but to enhancing it. However, it has become clear within the past few years that this "conducive" environment is changing, and there are signs that during the 1980's the environment may lead to a diminution in the overall quality of university faculties. A number of factors may act in concert to threaten the quality which we have worked to build in the twentieth century.

For example, a marked decline in enrollment will most likely lead to a decrease in state appropriations (in constant dollars). Thus few new faculty positions will be created. In addition, because of the large number of faculty who were hired during the expansionary period of the 1960's, it seems likely that there is a disproportionately high percentage of faculty who are currently between the ages of forty and fifty years. Thus, proportionately there will be a small percentage of faculty retirements until the final years of this century. At that time there will be a large number of faculty leaving the professoriate. Many departments are also characterized by a high percentage of tenured faculty. As a result of these trends, there will be few openings for "new" faculty members. Whether this is a cause for concern is unclear. National reports and a number of journal articles argue that the decreased flow in young scholars could lead to a severe curtailment in new ideas. With reduced career opportunities in the professoriate, many potential candidates will turn to private industry or government for employment, resulting in what some editorialists are terming a "brain drain."

This shrinking market could lead to a variety of other problems. For example, the average age of the faculty will increase significantly across the next fifteen years. Although the implications of this are unclear, it is possible to conjecture that the teaching-learning environment encountered by students will change as the "average faculty member" gets older. Research implications could also be serious, for there will be few young scholars to pursue new branches of academic disciplines. With a small number of openings, departments may be extremely conservative in their hiring decisions. Affirmative action could experience serious setbacks.

More subtle, but equally serious developments could also occur. For example, younger faculty members or doctoral candidates may feel as if they are under substantially more career pressure than older, more experienced faculty. This could lead to resentment amongst the younger faculty and a growing amount of antagonism across faculty "generations." An older faculty may approach governance issues in a much different manner than a faculty characterized by a younger average age. As mobility decreases the flow of new ideas into academic departments may be curtailed.

The above description purposely presents a bleak picture in an attempt to persuade you and the University of the importance of addressing this potential problem. It must be noted that many of these implications are conjecture, for in its history higher education has never experienced this concert of factors. Perhaps with new telecommunication systems and increased ease of travel, the flow of new scholars into departments will become decreasingly important as a mode of bringing new ideas into a department. Frankly, we know very little about the longitudinal patterns of scholarly output. We know even less about the effects of an older population on organizations/universities. Yet, as stated at the outset, these problems

are potentially too serious to ignore. We are entering into a period of great uncertainty.

A Proposal

Given this perspective, it is critical for the University to begin to address the complex set of issues implied by the foregoing analysis. However, because this topic is vast and has implications for every facet of the University's future, it is difficult to arrive at an intellectually appealing method for addressing these issues. Stated another way, given the complexity of the topic it is difficult to find a way to "break into it."

To overcome this difficulty, it is being suggested that we examine the current environment and the role it plays in supporting the scholarly activities of faculty. If we can first improve the existing environment to make it as conducive to scholarly activities as possible, we can then enter this difficult period with the assurance that we are doing all we can to maintain our high quality faculty.

Hence, it is proposed that this policy study identify the current impediments to scholarly activities which faculty cite and recommend changes or further study which might remove these impediments. For the purposes of this policy study, scholarly activities are defined broadly to include both traditional research and instruction as well as concomitant responsibilities. The desired balance between research and instruction would be defined by each faculty member with some faculty placing primary emphasis on research while others emphasize instruction in their personal definition of scholarly activities.

Impediments are identified as any factor which prevents a faculty member or a department from realizing a desired (yet realistic) level of scholarly activity. Impediments might take the form of "a lack of" a valued resource (e.g., time, sabbatical, clerical support, computing funds) or an "excess of" an expense (e.g., too many committee meetings, too much bureaucracy, too heavy

a teaching load). Preliminary research on outstanding faculty at the University being conducted by Professors Shirley Clark and Mary Corcoran indicate that these impediments do cluster into defineable issues.

Rationale For This Approach

Focusing on impediments to scholarly activities for this experimental policy study was selected for a number of reasons. First, this perspective views one-side of this multi-faceted issue and thus allows the University "to break into" an analysis of this important area. Yet the definition of the study is open-ended so that important issues are not overlooked. Second, this research strategy is purposely exploratory. It permits the development of an inventory of issues which can be either handled immediately through administrative action or studied further with the intention of developing policy alternatives. In this way it can lead to further important policy studies. Third, if properly presented the study would be viewed as a positive step taken by the University to assist faculty in their pursuit of scholarly activities. Fourth, this limited study can be completed in the time frame originally proposed (i.e., 9 months) and can result in meaningful policy alternatives (an objective of this experiment).

Methodology for Executing the Study

Exploratory interviews would be held with a random sample of regular University faculty members. These interviews could consist of a focused set of open-ended questions which comprehensively examine existing supports and obstacles for completing scholarly activities. Each interview would take from 60 - 90 minutes, depending on the exact format decided upon. The sample would be selected for its generalizability across the entire University, although it may be desirable to stratify on items such as type of discipline (e.g., natural sciences, humanities). Resources and time available would probably limit

the number of interviews to fifty faculty members. Responses would be content analyzed and inventories of issues would be developed. Subsequent to the exploratory interviews, a survey instrument could be designed which was built on the preliminary findings from the interviews. This would permit a wider sampling of opinion and verification of this exploratory research.

Ultimately, suggestions for policy and administrative changes or further study would comprise the recommendations. These would be developed by the group charged with executing the study. Both written and oral reports could be given to the Senate and Central Administration.