



UNIVERSITY OF MINNESOTA

University Senate Consultative Committee  
N307 Elliott Hall  
75 East River Road  
Minneapolis, Minnesota 55455  
Telephone: (612)626-1850

SENATE CONSULTATIVE COMMITTEE MEETING  
AND  
DISCUSSION WITH PRESIDENT KELLER

November 20, 1986  
12:30 - 3:00  
Regents Room, Morrill Hall

AGENDA

Approx. time

FOR INFORMATION: REPORTS

- 12:30
1. Phil Shively, Finance Committee.
  2. Paul Murphy, Task Force on Intercollegiate Athletics Committee.
  3. Roy St. Laurent, Student SCC.
  4. Ellen Berscheid, SCC and FCC.

FOR DISCUSSION/ACTION

- 1:00
5. Approval of Minutes of October 23 (attached for members who have not received them previously).
  6. John Wallace, Chair, Implementation Committee on Undergraduate Education, Twin Cities Campus; Update.

DISCUSSION WITH PRESIDENT KELLER

- 1:30
7. The Academic Planning Process, "A Strategy for Focus."  
NOTE: We have invited the Senate Finance Committee to join us for this item.
  8. Child Care Coordinator Position.
  9. Arrival on campus of Minneapolis police during recent demonstrations.
  10. The President's Items.





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MINUTES

SENATE CONSULTATIVE COMMITTEE MEETING  
AND  
DISCUSSION WITH PRESIDENT KELLER

November 20, 1986  
12:55 - 3:00  
Regents Room, Morrill Hall

Members present: Ellen Berscheid (chair), Mark Brenner, Shirley Clark, Patrick Durbin, Brenda Ellingboe, Richard Goldstein, Ron Kubik, Joseph Latterell, Cleon Melsa, Paul Murphy, Sarah O'Clair, Ronald Phillips, Roy St. Laurent, Andy Seitel, W. Phillips Shively, Bruce Vandal.

Guests: Mary Bilek (assistant to Dr. Benjamin), Vice President Roger Benjamin, President Kenneth Keller, Grant Nelson (Minnesota Daily), Mary Jane Plunkett (Student Organization Development Office), Maureen

Smith (University Relations). Also, for agenda item 3, Carl Adams, W. Andrew Collins, David Hamilton, Wendell Johnson, Sally Jorgensen, Gerry Klement, and Geoffrey Maruyama (for William Boylan), all of the Senate Finance Committee, and Patricia Swan, chair of the Faculty Development Committee.

1. Reports.

A. Senate Finance Committee. Professor Shively reported that at its November 7 meeting SFC reviewed the pattern of gifts and grants at the University., the sabbatical proposals from the Faculty Affairs Committee and the professional schools deans council, and the committee's charge. Discussion of these will continue at the December 4 meeting.

B. Special task force on the Assembly Committee on Intercollegiate Athletics (ACIA). Professor Murphy reminded SCC that the President's task force on athletics which worked last winter and spring raised questions about ACIA and why it was weak and recommended creation of a special committee to study ACIA's charge and membership. Professor Murphy serves on this special all-faculty committee. He noted that one member, Gilbert Banker, brings a particularly interesting perspective and knowledge from the many years he served as Purdue's faculty representative to the Big Ten. In the course of that service Dr. Banker became aware of which Big Ten schools had oversight operating well.

At the special committee's first meeting the members concentrated on the very vague charge to ACIA, in which many responsibilities are listed with no implementation procedures spelled out. Professor

Richard Purple, the chair, agreed to draft a more specific charge to bring to the next meeting. Experience has made Professor Murphy skeptical about the chances for genuine improvement. There can be a positive change, he told SCC, only if those in administrative authority do not ignore whatever conclusions and recommendations the committee produces.

C. Student SCC. Mr. St. Laurent announced that Mr. Durbin's membership will end with his graduation in December; MSA will elect his replacement today.

A group is drafting grievance procedures as they relate to students, with the hope they will be included in the comprehensive revised University grievance procedures.

The student fees proposals are currently the subject of considerable study by organized student groups and the Assembly Committee on Student Affairs. All will submit their recommendations to Vice President Wilderson.

For information on the resolution on CIA recruiting which was proposed to the Senate, Mr. St. Laurent yielded to Ms. Ellingboe, author of the motion. She informed SCC that the packet of background materials she has compiled will be sent in members' packets for the December 4 meeting, when the subject will be on the agenda.

D. SCC and FCC. Professor Berscheid reported that, as SCC instructed at its previous meeting, the chair wrote Vice President Wilderson recommending a one-month delay in an administration recommendation to the Regents on student fees; Dr. Wilderson's reply requested there be, if possible, some further written response before the December Regents meeting. Mr. St. Laurent told SCC that the Regents are intent on having a good deal of student consultation; ACSA can submit a response following its early December meeting, and further student responses will be composed in January. He will inform the SCC chair on whether a further letter from SCC is needed before the Regents December meeting.

The Faculty Development Committee will be chaired by Professor Patricia Swan; the Offices of Academic Affairs and the President will provide most of the support money for an FDC staff assistant; the Senate is contributing \$500.

## 2. Implementation Committee on Undergraduate Education.

Dr. Gretchen Kreuter reported <sup>for</sup> Vice President John Wallace who had been called away on short notice<sup>^</sup>. She told SCC that the task force makes two assumptions about resources: (1) the University will in a few years have 8,000 fewer undergraduates but the same funding level, and (2) \$10,000,000 in new funds will be raised over a five-year period.

The task force is looking particularly at the subject areas of community (including space and facilities) and curriculum, and at the process areas of assessment and feedback. Members air their concerns about the recommendations of the various earlier task force reports they've been asked to address. The work has been extremely slow and the final report has been deferred until January; it will include specifics about resource implications of many of the existing recommendations, and it will present a plan for

at least some beginning actions. The task force subcommittees on advising and on admissions will report to the full task force on December 1. Dr. Kreuter said there are many ideas, but the business is an extremely complicated one.

She said the task force would recommend an earlier freshman application deadline and a prompt University response; implementation would increase staff costs.

Darwin Hendel's recent study on freshman expectations of the University elicited a universal response of expectation of some sort of community. The task force is addressing how in a place of this campus's size one provides any sense of community, both intellectual and otherwise. The task force is also addressing how to assure that the distribution requirements provide a common experience for students, especially for freshmen. And they are considering whether there should be an assessment center to measure students upon entrance and then later to find out what they've learned while here.

Mr. Kubik asked if the task force was thinking about curricular changes or perhaps a single course. Dr. Kreuter explained that the curriculum is the faculty's prerogative; the task force will probably make some recommendations relative to the curriculum.

Mr. St. Laurent was concerned that the implementation committee apparently won't be doing a lot of implementation.

SCC will discuss the task force's work again on December 4 with Dr. Wallace.

#### DISCUSSION WITH PRESIDENT KELLER AND VICE PRESIDENT BENJAMIN

### 3. Academic Planning.

(The SCC had invited the Finance Committee and the chair of the Faculty Development Committee to join this part of the meeting. Those attending were Carl Adams, Andy Collins, David Hamilton, Wendell Johnson, Sally Jorgensen, Gerry Klement, and Geoffrey Maruyama (for William Boylan) of the Finance Committee and Patricia Swan, chair of the FDC.)

Mr. Seitel requested a summary of FCC views, since FCC has had the planning documents longer than the student members and hence has been able to devote meeting time specifically to them. Professor Berscheid said FCC's most serious concern is about the timetable, fearing it does not permit the departments, our most important educational unit, sufficient time for consultation and preparation of their plans.

Professor Hamilton reported that a second widespread concern is that money rather than academic planning seems to be the driving force. Scholarly concerns should be addressed initially, he said, even though eventually there will be discussion about money. People working on this are focusing

first on the 10% required set-aside. He is worried the budget will drive the programs. Vice President Benjamin said he certainly does not intend that to be the case. President Keller said he hopes our measure will be how well we are doing something. If a program is costly but the University is doing it well, we should find a way to keep that going and reduce something else.

Mr. St. Laurent reported that some coordinate campus SSCC members still had not received their copies of the "Strategy for Focus" document, and the others got it only the day before this meeting. He stressed how difficult it is to comment without having had the chance to read the material.

Changing the timetable. Professor Brenner spoke with deep concern about the planning schedule. Recognizing the importance of the project and the fact that the University does better when it engages in planning, he said that the timing appalls him. Everything starts at the departmental level. But the colleges, driven by their own deadline, are calling for the departments to turn in their plans between December 19 and January 5. Moreover, other important departmental work is going on simultaneously--hirings, and promotion and tenure decisions. The reality is that this schedule requires department heads to work almost without faculty consultation.

This is troubling and it will hurt the credibility of the process. He hopes, therefore, there can be some schedule shifts so the University can make the most of this important opportunity. He recommended either (1) delaying the departmental deadline by one to two months, or (2) expecting less from this first round.

Dr. Benjamin thought more sensitivity<sup>to</sup> collegiate units needing more time would be a third option. He called participation an essential part of the plan, yet he does not want to extend the process unduly.

The longer time given, the longer people will take, and there are some external constraints, particularly the 1988 legislative session. But Professor Brenner replied that active, knowledgeable faculty members are questioning whether this speed makes any sense. Professor Hamilton added that some department heads are in the position of having to report to several deans.

The firm sentiment of the meeting was that an extension for departments was extremely important to the success of the whole project. Vice President Benjamin accepted the consensus of this group that more time was required.

He announced he would move the college reporting from February to the end of March. He said we are serious about this job, but we must also be sensitive to the needs of the units. He does not want to push people to the point where there is not the quality of consultation we want.

However, he does want to go into the next academic year well prepared.

Aspects of the assignment to the Provost's Advisory Task Force.

Mr. Seitel asked if the task force is charged with looking at the priorities within each department, and to do so in what could now be just two months.

Vice President Benjamin said those are not the instructions, and he could not prejudge what the task force would find necessary. The nature of the plans submitted will determine whether the task force will want in some cases to examine down to the department level. He hopes the central review bodies will receive well-conceived and unified plans.

President Keller commented that a central review group may approach the plans with an eye to whether each is responsible and well thought through. It will be a representative group that will ask intelligent questions on what it receives. Mr. Seitel asked if two months time can be sufficient. President Keller said the goal concerning outside credibility calls for some reasonable timetable. Vice President Benjamin said he thought the administration would make some adjustment now so that the task force would have more than two months for its work.

Mr. Klement inquired how the vice president would identify the task force, and he requested that a civil service staff person be included. Dr. Benjamin said he thought it would include a civil service member.

He, the FCC, and the deans will be involved in naming the task force, but the process hasn't been fully worked out.

Professor Shively asked how the 1987-88 budget will be determined.

President Keller said he foresees a largely steady-state budget for 87-88. He does not think the schedule will result in answers in time to have much effect on next year's budget, and moreover the University cannot rely on using the first year of a biennial appropriation in new programmatic ways.

Student consultation. Mr. St. Laurent asked whether opportunities are in place for student consultation at the department level, since the document refers to this level of consultation. Vice President Benjamin said the administration wants to encourage consultation and, where groups are constituted, the consultation should take place. President Keller added that he would certainly expect to see students involved in every college. (It is not necessarily the case that departments have a structure for student consultation.) President Keller urged student groups to remind every department that the department should have a system of student representatives to college committees.

Faculty development and academic planning. Professor Swan referred to the overlap of faculty development and academic planning. Some of the recommendations made in recent years concerning faculty development, particularly those in the Merwin Report, would, if carried out, be done through the planning process. She inquired whether people in central administration have considered that questions regarding specific faculty development proposals should be put to the departments and colleges.

President Keller said he would prefer to wait for the report of the new Faculty Development Committee rather than to ask that academic planning undertake some parallel work. The current academic planning efforts are programmatic, he said, and are separable at this point from faculty development. To Professor Shively's question of the mechanism by which the two would come together, the president replied it would be through flexibility of resources, some of which will contribute to those faculty development items that require resources. Professor Shively expressed his hope that considerable flexible money will be achieved so that pan-disciplinary aspects of the academic mission do not fall between the cracks.

Professor Hamilton said what the FDC does will have programmatic

impact; it and academic planning are not mutually exclusive. He suggested central administration might remind the colleges of the existence of the Merwin Report.

Regarding faculty development and communications among working groups, Vice President Benjamin expressed his hope that the SCC's chair and associate chair and the chair of the Senate Finance Committee would be ex officio members of the Provost's review committee. Professor Hamilton called for Research Committee representation as well because research is so central.

Professor Adams warned that the way the criteria questions are put to the units may generate a lot of second guessing as to just what Academic Affairs means by them. Dr. Benjamin said the charge is intended to be specific to each collegiate unit. The University did not need a general charge because it has gone beyond that in the last ten years. He wants to use what has been built up in recent planning. The deans are fine-tuning questions we have developed on the basis of past planning cycles that seem to make sense. Academic Affairs is getting the questions specified in the next few days, then wants to get them out to the University as a common base and get everyone thinking about them. An example of the broad questions is whether a professional school should be in undergraduate education. He said there are some common kinds of questions to somewhat similar kinds of colleges; CTF, the other source of questions, drives some questions similar to many colleges.

Program definition. Professor Goldstein gave the example of IT where some departments regard their collective work as their program while others regard every identified specialty as a program. To insure a reasonable degree of uniformity in the presentations, he believed the instructions to units should be somewhat clearer, and that there should be consistency of "program" definition at least within a college.

Professor Berscheid noted that units are ordered to rank programs. With some departments defining a number of graduates study programs "programs" and others doing otherwise, she fears the central reviewers will be faced with comparing different orders of things. President Keller did not foresee trouble from applying different definitions. And Professor Clark pointed out that there are broad cross-departmental programs which simply must be treated as programs. Vice President Benjamin thought it might be useful to bring up the issue at the next deans meeting; Professor Shively recommended using that occasion to provide guidance in this ambiguous area.

Dr. Benjamin said he thought these questions would be sorted out at the college level. He does not expect college plans to arrive in any state of incoherency. President Keller pointed out that it is in a unit's interest to strengthen its overall position in its college by strategic internal choices and decisions. He said the deans could be asked each to set forth an explanation of what "program" means within their presentation. There will be a lot of communication between Academic Affairs and the units from the early stages on to make sure there is reasonable consistency in what comes forward.

Vice President Benjamin told the group this planning is not a competition and "there aren't going to be winners and losers." Some plans will look first rate upon their arrival. Some will look rough. There will

be a lot of iteration back and forth and the rough plans will get improved. The legislature is expecting the University to say how it will use its opportunities.

Mr. St. Laurent asked if there will be an opportunity to ask questions about support services. Vice President Benjamin said they will be looked at but in a different process. The recommendations from Peat, Marwick, Mitchell are introducing a good deal of restructuring.

Professor Berscheid asked what appeals process can be assured within a college. The task force will read any alternative statement an individual program appends to a college plan, but the provost might want to consider whether the college should also see this statement and have a chance to revise its plan. Vice President Benjamin said his office would write up an appeals process. Departments or programs must have the right to appeal what is being suggested for them at the college level. The task force must be able to reject and to modify, and deans in turn must have the opportunity to respond to those conclusions. He said his office would develop calendar-based guidelines and insist procedures for reconsideration exist at all levels.

#### 4. Child Care Coordinator Position.

President Keller said he thought the administration was reaching the conclusion of the process. His office has discussed the position with West Bank Child Care Center director Patty Finstad. She has submitted a budget and a plan and the president's office has consulted with Professor W. Andrew Collins (who, as director of the Institute for Child Development oversees her work). The president made it plain to SCC he wants some adjustment in the proposed job description and budget. He wants the position to be one of coordination rather than of lobbying, and does not want to predicate this year's work on total success at achieving a legislative appropriation. But he told the committee there is no question that everything will be in place for Ms. Finstad to assume the coordinator position January 1.

#### 5. Arrival of the Minneapolis police on campus during the demonstration against CIA recruitment.

President Keller said the University police had requested a van in case there were arrests, but did not ask for Minneapolis police.

Several police and Chief Bouza did arrive. The University police did not need to call on them, and the Minneapolis police did not act independently but only under the University chief's direction. The Campus police remained in charge. The Minneapolis police were trying to be accommodating in case a need arose. It is entirely at the judgment of the University whether to call for additional help. The Minneapolis police are the other unit that the University police would ask to come, if needed, and Chief Bouza understands how we want to operate.

Professor Phillips commented that philosophically it is sad when we have physical confrontations on campus. We'd want to try to avoid

their arising. The president agreed, and said the administration tends to be flexible with its own rules, but to remain in control.

Ms. Ellingboe asked whether it is normal for police to carry Mace. President Keller said that is normal in crowd control operations. Recalling other demonstrations, he has found that overall the police have been cooperative with demonstrators.

Respectfully submitted,

Meredith Poppele, Executive Assistant



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November 13, 1986

President Kenneth H. Keller  
202 Morrill Hall

Subject: November 20 SCC meeting

Dear Ken:

SCC would like to devote nearly its entire discussion time with you on the 20th to academic planning. As Rick may have told you, FCC members raised many questions and comments about the "A Strategy for Focus" document at our November 6 FCC meeting. We would like particularly to discuss the timing of the first phase of planning, the definition of "program" in the document, current plans for assuring faculty participation in college plans, sensitivity and fairness to people currently involved in programs that will be reduced or ended, and building in an appeals process for programs. Unfortunately, the SCC student members have not yet received the planning documents, but we hope they will have them soon and be able to comment.

You should know that we've invited the Finance Committee membership to attend, for this occasion seemed to us to be a good time to bring SFC up to date on the planning process.

We would appreciate your commenting briefly on two other matters. Could you please report on progress toward naming the child care coordinator (e.g., Jim Borgestad's conversations with Patty Finstad)? And could you tell us anything you have learned to explain why the Minneapolis police showed up on campus during the anti-CIA demonstrations at Fraser Hall on October 28th?

We should have plenty of time at the end for other business you may want to alert us to. We've reserved 1:30 to 3:00 on your schedule, but perhaps not all that time will be needed.

Sincerely,



Ellen Berscheid  
Chair, Senate Consultative Committee

EB:mp

Attachments: SCC and FCC agenda

c: Shirley Clark  
Roy St. Laurent  
Andy Seitel



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Child Care Center  
1818 4th Street South  
Minneapolis, Minnesota 55454  
(612) ~~378-5295~~ 627-4014  
November 3, 1986

CC 5CC 11/6

MEMORANDUM

TO: President Kenneth Keller

FROM: Patty Finstad, Director Child Care Center

SUBJECT: Proposed budget and functions for an interim Child Care Coordinator's Office

Jim Borgestad asked me to submit for your approval the attached budget and job functions of an interim coordinator position. This outline was endorsed by the Child Care Committee on October 30 since it reflects the requests made to then Acting Vice President Murthy on June 30, 1986. Dr. Andrew Collins, Department Head over Center operations also supports these activities and the 75% Coordinator assignment so I can retain administrative authority with a temporary part time replacement for the day-to-day management of the Child Care Center. I am currently discussing with Center Teachers and Parent Representatives ways to prepare for a smooth transition, and I intend to bring this matter to the Policy Advisory Board on November 10.

I met with Regina Strauchon (previously Sugnet), Personnel Manager, on October 28 to determine an appointment structure for this unusual situation. We agreed that a Civil Service (though Academic is acceptable as well) augmentation to my current title and pay grade would be appropriate: from Child Care Center Director, pay grade level A10 (currently at \$11.40/hour but is scheduled for a Pay Equity adjustment; should be at A17) to an Executive Assistant, Rate Arranged pay grade level at A11 at \$12.54/hour. She will need a memo from your office giving notice of this new assignment and outlining the job description and time frame. Since I long ago made plans for a three-week winter vacation, I am unable to assume the new responsibilities before January 12, 1987.

Some questions that I feel need clarification before I begin are:

1. To whom in Academic Affairs would I report during this interim period?
2. Where can accessible office space be made available for the walk-in Information and Referral services planned to begin July 1, 1987?
3. What support staff might I call upon to help me get this office equipped and started?

I hope you will receive this proposal favorably as it is intended to lay the necessary groundwork so all systems will be ready by July 1 for an innovative and comprehensive approach to serving more parents and children without expanding space at this time. The major features of the two-year legislatively supported plan within a philosophy of "accessible, affordable and accountable" child care are: (1) demonstration voucher subsidy pool for off-campus child care, (2) maintenance of sliding fee scales in U of M affiliated centers, (3) provision of an Information and Referral service to U of M parents, (4) reinstatement of a Satellite Family Day Care project, (5) accurate on-going needs assessment, (6) proposal development for new monies for training and start-up projects such as sick care, (7) consultation on employee benefits and (8) improved quality and optimum utilization of the two student housing Centers.

I am proud to be asked to help shape and implement these important plans. I will greatly appreciate notice of your decision as soon as possible, ideally by November 10, in time for the Center's Parent Board meeting. Please call upon me if you have any further questions.

INTERIM CHILD CARE COORDINATOR OFFICE BUDGET

January through June, 1987

Coordinator Position at 75% Time at \$12.54/Hour x 783 Hours	\$ 9,820
Secretary at 75% Time at \$6.97/Hour x 783 Hours	5,458
Supplies and Equipment (Phones, Typewriters, Office Supplies, Postage, File Cabinets, etc.)	1,500
Conferences and Travel (Metro, State and National)	700
Printing of Materials	400
Dues and Subscriptions, Books	200
Training: Information & Referral Start-up, Needs Assessment, Accreditation Preparation for Student Co-ops	1,300
Miscellaneous	200
	<hr/>
Total	\$19,578

INTERIM CHILD CARE COORDINATOR FUNCTIONS

1. Develop policies and procedures for the use of the demonstration voucher subsidy money.
2. Arrange for Child Care representation on Building Advisory Committees for new buildings or major renovations requested in the 87-89 budget.
3. Write proposals for outside funds for new Child Care Initiatives, such as a Sick and Substitute Child Care Program, Start-up costs for expansion, etc.
4. Work with Health Sciences to get planning money for its Child Care Project and/or Sick Care Project.
5. A) Begin negotiations for the Information and Referral Network.  
B) Arrange for start-up consultation and staff training for I & R.
6. Monitor and compile information on new Federal and State Child Care Initiatives relevant to campus life. Make application where feasible.

(Cont.)



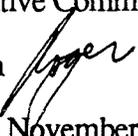


UNIVERSITY OF MINNESOTA

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November 18, 1986

To: Ellen Berscheid, Chair  
Senate Consultative Committee

From: Roger Benjamin 

Subject: Background for November 20 SCC meeting

Rick Heydinger passed along some questions raised by SCC at your November 6 meeting. I thought that written comments might help to focus our November 20 discussion. I will also comment on some issues raised by the Senate Planning Committee at its November 10 meeting (Ed Foster attended that meeting on my behalf).

Questions from Heydinger memo:

1. *Timetable: Is there enough time for the colleges to do their job properly?*

We agonized over this. The reasons that we adopted the present schedule are

- I resist making new, recurring budget allocations until we have guidance from the planning process. The delay will create some problems, and I want to minimize them.
- For many colleges, previous planning efforts provide a very good base for this one. Only changes in circumstances call for changes in plans that have already been carefully thought out.
- Deans did not consider the schedule to be infeasible.

2. *Should the Planning Committee have reviewed the draft proposal before it was sent to deans?*

The committee should certainly have had the opportunity to review and comment on the draft at the same time as deans were given that opportunity. We delivered drafts to the planning committee chair and to deans on the same days as we delivered drafts to you. Our office did not deliver copies to all members of the planning committee, and we did not specifically invite comment from the committee on the same time schedule as we gave the deans. I am sorry for that, and I hope that we will be better organized the next time. We can, however, as indicated elsewhere in this memo, incorporate changes in the process in response to suggestions from the Senate committees.

3. *Can we ask deans to describe the consultation process followed in drawing together the plans?*

That is a useful suggestion, and we will adopt it. I would prefer to wait to see whether or not there are further like issues to raise, though, before sending a formal request to the deans.

4. *How will the University deal with intercollege planning efforts?*

In the questions to individual colleges, I believe that we are raising such issues; we will forward these questions to you when they have been put in final form. In addition, I plan to convene a meeting of deans this winter to review issues of intercollegiate coordination as well as University-wide priorities.

5. *Is it consistent to say both that tenure will be honored and that tenure should be ignored?*

If long-term goals call for shifting funds away from a position currently held by a tenured faculty member, a plan should identify the prospective shift. The question of how to accommodate the program's goals to the rights, interests and aspirations of a faculty member is a matter that will need to be worked out on an individual basis -- fully honoring that faculty member's rights. Some individuals will willingly redirect their efforts, or arrange early retirement; others will not. In those cases where it is not possible to reassign the faculty member or arrange voluntary departure, there might be a very long period before the resource shift can take place.

6. *Do the guidelines permit or encourage consideration of a shift of resources among functions (e. g., toward sabbaticals)?*

Yes, if the people doing the college planning think of "programs" in that way, as we will encourage them to do. A "program" (or a sub-program) can be anything that the college considers to be important enough to have a priority level attached to it -- any category of spending that the college finds worthy of discussion. If a unit considers faculty development to be important enough to be included explicitly in planning and budgeting, expenditures on that function should be identified in the program budget, and given explicit attention in planning for the future.

7. *Is a 5% contingency reserve a realistic target, over a 5-year period?*

That amounts to 1% per year, even if there is no initial reserve, and seems to me to be feasible. Deans did not express concern in their review of the document.

8. *Is the research focus too narrow, in referring to the need for research on "pressing social problems"?*

Our intention was to emphasize the importance of the research mission at every opportunity in the document (e. g., "research is central to the mission of each academic department at the university," p. 2); I interpret "research" in that statement to mean both basic and applied, as I assume most readers would. However, this is a public university; as part of our overall mission, it is important to respond to the needs of society in our teaching, research and service. We have an obligation to do so, and we cannot expect to maintain public support unless we do. This does not mean that the main thrust of research should be applied. I find the reference to analysis of pressing social problems at only one point in the document, on p. 3; I do not believe that the context gives that issue the importance that research overall is given on p. 2, or throughout the document.

9. *How frequently are the plans to be updated?*

The document proposes a biennial schedule, with a less intensive effort expected for 1988 - 89 than for 1986 - 87.

10. *Could the document not recognize more fully the past planning effort, emphasizing the need to build on existing plans rather than to start afresh?*

The document refers to the possibility. But not all colleges have equally well-formulated plans, and not all colleges' plans are equally compatible with the changes of emphasis of *Commitment to Focus*. Some will need to do more than others.

11. *What will be the role of the advisory task force in reviewing plans of individual departments?*

This issue is open for our discussion. I would like the task force to feel free to inquire about the plans of individual departments or programs, and to question the priorities given by the colleges, in those cases where it seems appropriate; but I would not want to impose on them the obligation to review every single department's plans. The suggestion that each department or program be invited to submit a formal response to their college's priorities might be an appropriate way to make sure that the issues which would invite review are brought to the surface.

12. *What role will the SCC and deans play in developing the letter of charge to the advisory task force and in proposing members?*

I have forwarded a draft letter of charge to SCC, and look forward to discussing it with you. I intend to cast a wide net in seeking possible members for the task force, and I intend to seek concurrence from both SCC and deans in the wording of the charge letter and in task force membership.

Questions from Planning Committee:

1. *What will be the link between this academic planning and planning for support units?*

As soon as the appendices to *Strategy for Focus* have been completed, we will begin work on modifying the document so that it will be appropriate for support units. I hope that the time schedule for those units can be shorter, so that the process will be completed at the same time for support units as for academic units. The process has already begun in those units reporting to Vice President Lilly.

2. *Will planning for physical plant be coordinated with academic planning?*

I certainly intend that to happen. The administrative implications of the appointment of a provost for the Twin Cities campus are still being explored by the central administration, but the link between physical planning and academic planning is high on the agenda.

3. *Will the central administration provide guidance on the overall strategy that it intends to pursue in order to achieve Commitment to Focus?*

No, not until the college plans have been submitted and advice of the Advisory Task Force has been heard. Even if I now believe that the need for improvement of a program is urgent, it is important to assess whether or not the unit will be able to use those resources effectively. Its planning statement and evaluations by its college planning group and the advisory task force will provide valuable guidance in coming to a decision. From the viewpoint of the colleges, the planning document already offers some general guidance as to the expected magnitude of possible reallocations, in the instructions attached to Appendix II, Table III.

4. *Is the advisory task force intended to be representative?*

I hope that we will be able to identify members who will not dedicate all of their energies to protecting their own programs. A possible rule for the group, with precedent in other university activities, is to have members excluded from the discussion of their own programs. However the campus is complex, and the task force will need the knowledge base of members from all its parts. Moreover, the job is large: I expect that the task force may want to distribute some tasks to subcommittees. The proposed size of the group is intended in part to allow spreading the work.

I appreciate the care that both the SCC and the Planning Committee have devoted to reviewing the document. I look forward to our further discussion.

cc: President and Vice Presidents  
SCC members  
Planning Committee members  
Richard Heydinger  
Academic Affairs Senior Staff

*William Sheldon Krutson*  
4/11/77

CHECKLIST: MEASURES OF DEPARTMENTAL ATTENTION TO THE  
QUALITY OF UNDERGRADUATE EDUCATION

Departments with the following characteristics are very likely to be giving a high priority to quality undergraduate teaching and learning.

- \_\_\_ 1. Prospective faculty members' interest in and potential for undergraduate teaching are evaluated before they are appointed to the faculty.

RATIONALE: Because the mission of the University includes the responsibility for high-quality undergraduate instruction, prospective faculty are considered partly on the basis of whether they are likely to provide it.

- \_\_\_ 2. Promotion and merit-based salary increase procedures include significant attention to undergraduate teaching and advising.

RATIONALE: This follows from #1 and constitutes proof that the department exercised good faith in hiring. It demonstrates that the department wishes to maintain an environment in which teaching and advising are rewarded and encouraged.

- \_\_\_ 3. Unit has informal--or formal--monitoring system to assist probationary faculty members in their teaching responsibilities.

RATIONALE: Departments with such a system are meeting their obligation to the continuing professional development of their faculty as well as their obligation to provide high quality instruction to undergraduates.

- \_\_\_ 4. Unit has a director of undergraduate studies who has the same appointment arrangements as the director of graduate studies.

RATIONALE: In a department that takes undergraduate teaching seriously, a director of undergraduate studies is needed to oversee honors programs, monitor faculty advising, initiate periodic curriculum review, and inform students of scholarship and fellowship opportunities. Some responsibilities may go beyond the academic curriculum and include such other activities as involvement in a departmental student club.

- \_\_\_ 5. Unit has an active committee on undergraduate studies whose membership includes some of the department's most outstanding faculty.

RATIONALE: This committee acts as advisory to the director of undergraduate studies. The presence of outstanding faculty breaks down the likelihood of a two class system--researchers and teachers--and makes the full range of faculty expertise available to the planning and direction of undergraduate teaching and learning in the department.

- \_\_\_ 6. Unit has developed a form for student evaluation of instruction and of courses that emphasizes improving instruction and is used regularly throughout the department.

RATIONALE: Feedback from students is one necessary (but not sufficient) indication of the quality of instruction and of the department's concern with maintaining it at a high level. Such feedback can help instructors to discover areas of weakness in their teaching and to develop their pedagogic skills.

- \_\_\_ 7. The total undergraduate curriculum, both for majors and for all categories of students served, is reviewed on a regular schedule.

RATIONALE: Periodic review of the undergraduate curriculum ensures that the results of current scholarship and research in each discipline, as well as career opportunities, are a part of each student's experience.

- \_\_\_ 8. The introductory course (courses) is (are) given special, unit-wide study from time to time.

RATIONALE: The introductory course in a department is likely to be very large; it is also likely to be the course that awakens student interest in the discipline and recruits potential majors. For these reasons, clear objectives and sufficient resources to achieve them, critical to the success of any course, are especially important here. Special unit-wide study helps ensure that these goals are met.

- \_\_\_ 9. Undergraduate teaching responsibilities are broadly shared among the full membership of the department.

RATIONALE: Faculty in a public research university are actively engaged in scholarly, scientific, and creative pursuits. Undergraduates who have chosen to attend such a university have done so partly in order to benefit from the full range of knowledge and expertise that such faculty can offer.

- \_\_\_ 10. Unit has an organized training program for its teaching assistants.

RATIONALE: Teaching assistants are apprentices in their profession. They perform a variety of tasks related to undergraduate teaching and advising. In order to perform those tasks well, they need help in learning the requisite skills.

- \_\_\_ 11. Unit has separate, identifiable budget item(s) for instructional equipment, supplies, services (separate from unit administrative budget).

RATIONALE: The effectiveness of classroom instruction is, in part, dependent on the availability of equipment, supplies and services. Nowhere is this more true than with respect to large classes--where every undergraduate receives his or her first university-level knowledge of a discipline.

- \_\_\_ 12. Full and regularly updated course descriptions--which include instructional methods as well as course content--are available to students in a departmental office.

RATIONALE: Course titles provide less information than undergraduates must have to plan their programs wisely. Making fuller information readily available in a departmental office helps ensure that student needs and expectations are met and that faculty objectives and methods are adequately understood.

- \_\_\_ 13. Unit has a well publicized and easily available channel for receiving student complaints and grievances.

RATIONALE: Complaints and grievances are bound to arise in spite of a department's best efforts to provide high quality advising, instruction and evaluation. The availability of an effective system for resolving them is an important tool for maintaining the quality of teaching and learning and the morale of both faculty and students.

- \_\_\_ 14. Unit has instructional programs to develop the full potential of all students at all levels, from honors to remedial work.

RATIONALE: Departments in a public research university have responsibilities to students at all levels: they must meet the needs of high ability students, by providing honors opportunities, and the underprepared, by providing remedial instruction.

- \_\_\_ 15. The department considers high-quality advising a major part of its undergraduate mission and provides clear information to students about the distribution of advising responsibilities among faculty, teaching assistants, and the college's advising staff.

RATIONALE: Advisers help students in four critical ways to make the most appropriate use of a university's resources: in selecting courses and planning programs, in developing test and study skills, in finding other services that contribute to meeting academic goals, and in making career plans. Studies have repeatedly shown that good academic advising is associated with high rates of student retention as well as with improved learning.