



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Department of University Relations  
S-68 Morrill Hall  
Minneapolis, Minnesota 55455

December 22, 1975

TO: Deans, Directors and Department Heads  
FROM: Russell D. Tall, Director *RDT*  
SUBJ: Academic Freedom and Responsibility statements

The enclosed brochure includes the following three statements:

1. A resolution dealing with Academic Freedom, adopted by the Board of Regents in 1938.
2. An additional statement on Freedom and the University, issued by the Board of Regents in 1963.
3. A statement on Academic Freedom and Responsibility adopted by the University Senate, approved by the Board of Regents in 1971.

Publication does not indicate any new or pending action dealing with the subject. The brochure is intended to serve as a convenient reference.

Additional copies are available from the Department of University Relations, S-68 Morrill Hall.

RDT/sjm  
enclosure



# ACADEMIC FREEDOM AND RESPONSIBILITY

*Academic Freedom*

*Freedom and the University*

*Academic Freedom and Responsibility*

**Board of Regents  
University of Minnesota**

## ACADEMIC FREEDOM

*A Resolution approved by the Board of Regents of the University of Minnesota on January 28, 1938*

The University of Minnesota was founded in the faith that men are ennobled by understanding; it is dedicated to the advancement of learning and the search for truth; it is devoted to the instruction of youth and the welfare of the state. These purposes, carved in stone upon the facade of its most stately building, embody the tradition of scholarship upon which rests the development of higher education and the continuous progress of democratic society. It is this tradition that sustains the human mind and spirit when beset by human passions and prejudices. It is to this tradition that the Board of Regents of the University of Minnesota reaffirms its adherence. In so doing, it reiterates its acceptance of the corollary principles of academic freedom. The Board of Regents of the University of Minnesota bears witness to its faith by entering upon its records the following statements concerning academic freedom:

1. The University of Minnesota should not impose any limitation upon the teacher's freedom in the exposition of his own subject in the classroom or in addresses and publications.
2. No teacher may claim as his right the privilege of discussing in his classroom controversial topics that are not pertinent to the course of study that is being pursued.
3. The University of Minnesota should not place any restraint upon the teacher's freedom in the choice of subjects for research and investigation undertaken on his own initiative.
4. The University of Minnesota should recognize that the teacher in speaking or writing outside of the institution upon subjects beyond the scope of his own field of study is entitled to the same freedom and is subject to the same responsibilities as attach to all other citizens but in added measure.

### **Equal Opportunity**

The Board of Regents has committed itself and the University of Minnesota to the policy that there shall be no discrimination in the treatment of persons because of race, creed, color, sex, or national origin. This policy is particularly applicable in the recruitment and hiring of members of the faculty and staff and in promoting the academic pursuits of all students at both undergraduate and graduate levels. Individual faculty members are expected to support the development of affirmative action programs to ensure a proper ethnic balance among the students and staff of their departments.

5. It is clearly understood that the University of Minnesota assumes no responsibility for views expressed by members of its staff; and the faculty members themselves should, when necessary, make it clear that they are expressing only their personal opinions.
6. If the conduct of a teacher in his classroom or elsewhere should give rise to doubts concerning his fitness for his position, the question should in all cases be submitted first to a committee of the faculty, and in no case should any member of the teaching staff be dismissed before the normal termination of his period of appointment without full and open hearing before the Board of Regents, should he desire it, and only upon sufficient notice.

## FREEDOM AND THE UNIVERSITY

*A Statement issued by the Regents of the University of Minnesota on December 14, 1963*

We, as members of the Board of Regents of the University of Minnesota, are responsible to the public for the health and vitality of the University. It is our responsibility to inquire continuously into the conduct of the University to ensure the preservation of this health and vitality.

The University community is a city of more than fifty thousand people. They come from every part of the country. Of the undergraduates, 94 per cent come from somewhere in Minnesota. They represent a cross section of our population, differing from a random cross section only in that they are especially selected for intellectual interests and intellectual competence. We assume that almost every type of political conviction is to be found among them, just as one would expect to find the complete variety of political, social, economic, and religious beliefs in any city of fifty thousand adults.

The University, the city, and the state do have facilities to ensure order in such a community. For varying problems of public safety we have provided ourselves with a University security staff, a city police, and the Federal Bureau of Investigation. We have confidence in the effectiveness of these law enforcement agents, and we cooperate with them. We believe the American community is fundamentally law abiding, that it abhors both resort to violence in the affairs of men and the use of extra-legal methods in the examination of alleged violations of law.

In all cases of crime or violation, the American philosophy and tradition require that we assume the citizen innocent until proved guilty. We believe it proper that the University leave the law enforcement role in American society to established law enforcement agencies. The University's tasks are learning, research, constructive criticism, and intellectual inquiry. In fulfillment of its role, the University makes its contribution to public order by nourishing devo-

tion to the rule of reason in the conduct of human affairs.

It cannot be stated too strongly that the only atmosphere in which a university can fulfill its assigned role is the atmosphere of freedom. Nor is it surprising that in America, where free discussion is the first principle of our political faith, universities have flourished best and have made at the same time the most remarkable contribution to the public good. Those universities contributing most have been those which are most free. From the first days of our independence the giants of American history have revered the principle of free speech; they have had enough faith in our form of government to state affirmatively that if truth and error were allowed to contest in free debate, truth would triumph. They have also recognized that any effort to close a free discussion by force is destructive of the dictator and of those dictated to. The first is poisoned by power; the second is denied a share in the public dialogue. The man denied participation in free discussion loses, at the very least, his participating right as a citizen, but he may also be robbed of the dignity and self-respect which freedom encourages.

The inherent validity of free competition among ideas is as apparent in the economic community as in the educational community. No one who has observed the development of the American economy can deny the efficiency of freedom. But perhaps an example of the creativity of freedom in the economic marketplace will serve to clarify the importance of freedom to the marketplace of ideas. As recently as forty years ago, the typical market was a corner grocery store. Whether found in the country or city, it was heated by a potbellied stove, its aisles were crowded, its shelves crammed. Its proprietor helped each customer through the wilderness of items one by one. Gradually, in a kind of merchandising conversation, the entire enterprise was changed. One merchant, to increase the attraction of his business, widened the aisles; he was answered by a competitor who lowered shelves to put all items within easy reach; he in turn was answered by another who encouraged self-service. Step by step the modern supermarket was born. But no one firm jumped directly from the narrow, crowded, confused grocery store of 1920 to the specially designed supermarket of today. A merchants' conversation was required in which free men challenged and answered each other in a free and competitive atmosphere.

The marketplace of ideas is comparable, but it is even more dependent upon a completely free con-

versation. The student and the professor must live in an atmosphere where questioning is encouraged, where every alternative can be explored, where their free minds may be allowed to test the validity of each idea, and where they feel free to follow wherever truth may lead. Such a free atmosphere is not merely necessary to university freedom; it is also the way of life which we have a right to associate with America. To ask that the right of the University to this freedom be respected is not to ask for special privilege, but rather to ask for the opportunity to demonstrate the efficiency of the freedom in which we all believe and for which so many brave Americans have died. The most American activity of them all is to think, to speak, and to inquire freely. The un-American activity is to deny such freedom.

A university must cherish freedom or be untrue to its own nature. It must cherish equally responsibility, the natural corollary of freedom. In this connection, the Regents endorse the following statement adopted by the Association of American Universities in 1953 and reprinted in 1962:

Historically the word "university" is a guarantee of standards. It implies endorsement not of its members' views but of their capability and integrity. Every scholar has an obligation to maintain this reputation. By ill-advised, though not illegal, public acts or utterances he may do serious harm to his profession, his university, to education, and to the general welfare. He bears a heavy responsibility to weigh the validity of his opinions and the manner in which they are expressed. His effectiveness, both as scholar and teacher, is not reduced but enhanced if he has the humility and the wisdom to recognize the fallibility of his own judgment. He should remember that he is as much a layman as anyone else in all fields except those in which he has special competence. Others, both within and without the university, are as free to criticize his opinions as he is free to express them.\*

University teachers, as teachers, are judged for scholarly competence by their peers from the moment they aspire to membership on a faculty. The demands of such judgment are heavy, for the academic profession insists that its members be both skillful and devoted in their search for truth. The profession grants status and tenure to its members in proportion to their publicly demonstrated competence within a given academic discipline. And just

\* The Rights and Responsibilities of Universities and Their Faculties.

as the medical profession must assume responsibility for establishing the standards of competence which admit members to the practice of medicine, so must the academic profession assume responsibility for establishing the standards of competence which qualify its members for the practice of teaching.

Just as the atmosphere of freedom within a university is the best guarantee of productive and responsible instruction, so also is it the best guarantee that students will grow toward responsible citizenship. A free society calls for citizens well-schooled in the wisdom traditional to that society. It also calls for citizens accustomed to grappling with new ideas, to participating in the give-and-take of public discussion, and to assuming public responsibility for their own thinking. Students properly assert their right to learn the responsibilities of choice and decision which they must bear as citizens, and the free university properly provides the most appropriate setting for such learning.

We cannot emphasize too strongly the importance of a free university to the development of citizens able to carry responsibility in a free society. The dangers of fanatic, angry, and irrational behavior were brought home to every American with the assassination of President Kennedy. It is time for Americans to draw closer together in dedication to our national goals. These include continued freedom, concern for the rights of others, political and spiritual tolerance, equality of opportunity, equality before the law and protection from the law's delays, and access to the blessings of justice and public order. These goals will not be won through angry and emotional outbursts that divide our people.

They can be won by systematic, rational, and thoughtful analysis of the obstacles to our national purposes. The university is of paramount importance to our nation because it seeks to bring the methods of reason to bear upon our problems—to find better means to public peace, as well as more effective ways to deter threats of violence which may be directed toward our nation. To do its rational work wisely, a university by its very nature requires freedom to inquire.

The people of Minnesota have been wise in their support of education. Their agricultural and industrial economy, as well as their public peace and safety, are the better because of this wisdom. The University, operating in an atmosphere of freedom, has made great contributions to the healthy, stable society of which we are all now so proud. We as Regents are satisfied that, to a very high degree, the

faculty of the University and its administration understand the mission of the University and are using their freedom responsibly. We are satisfied that the existing agencies for enforcement of law and for protection of national peace and safety are alert and adequate to their tasks. We are also sure that the University officials are prepared to, and do, cooperate with them in assuring national safety. We are impressed by the great responsibilities related to national safety and prosperity that are continuously entrusted to University personnel, and we wish to take this opportunity to reaffirm our faith in the University and in the efficiency of freedom.

## ACADEMIC FREEDOM AND RESPONSIBILITY

*A Statement adopted by the University Senate on December 17, 1970, and approved by the Board of Regents on January 8, 1971, as affirming and complementing the 1963 Board of Regents' Statement on academic freedom*

Academic freedom and academic responsibility are desirable in themselves and they also serve a public need. That need is for an institution whose duty is to explore the sources of knowledge and to distribute the results of careful scholarship. To help the university to fulfill this duty, the scholar should strive to be rigorous in his work and to be receptive to new evidence, new argument, and new ideas. Academic freedom consists in the unfettered exercise of scholarship. The faculty and students are obligated to help protect academic freedom and to help provide the conditions in which academic responsibility can prevail.

Academic responsibility involves the entire learning community—the administrator in the service of faculty and students, and the scholarly enterprise; the faculty member in the pursuit of learning and in the service of his students and society; the student in his quest for understanding and self-development. Therefore, the distinctions in this document among administrators, faculty, and students are made here for purposes of exposition only. All three are necessarily joined in the academic community.

In a statement issued in 1963, the Regents of the University of Minnesota set forth with admirable clarity and directness the principles of academic freedom and responsibility for this university. This statement reaffirms and complements their document.

Academic freedom includes freedom of inquiry and freedom of dissemination. Freedom of inquiry means that a scholar is not restricted in either the nature or the range of his study, questioning, or investigation, but may search where the logic of his

research leads him. Freedom of dissemination means that the scholar has the freedom to discuss his ideas and to make them public.

Since the function of the teacher includes the dissemination of the results of his scholarship to students, colleagues, and the public, and since this constitutes a public good, then it is a corruption of that public good to limit this dissemination. Likewise, it is a corruption of the learning process to limit the range of discussion within the University community. Discussion within a class or meeting, however, may be limited by the criteria of relevance to the subject matter in question and the time available. To foster an exchange and debate of ideas promotes the eventual clarification of findings and the attainment of more valid knowledge. The university has committed itself to the preservation of such an atmosphere. Its members believe that debate should be open so that the diversity of opinion within the university may be visible and understandable to the larger community.

Academic responsibility obliges the scholar to strive for a level of excellence and integrity worthy of his vocation and to dedicate himself to the pursuit of knowledge and the cultivation of an atmosphere which stimulates learning. Especially when dealing with controversial matters, he should inform his audience of divergent opinions about the subject at hand. Fostering strenuous and careful thinking, rather than providing ready-made conclusions, is a duty of the scholar as educator. Intelligent disagreement is a part of the educational process. Avoidance of indoctrination is especially important since to develop and to maintain reflectiveness requires the constant re-evaluation of one's views.

A teacher's mastery of his subject and his own scholarship are necessary qualifications for teaching. The teacher is responsible for his course of instruction, which responsibility includes a statement of course objectives and the means of fulfilling them. Thus, it is improper for a teacher persistently and knowingly to intrude material which has no relation to the subject matter of his course, or to fail to present the subject matter of his course. It is equally improper for those outside the University community to dictate what is to be taught. Each individual faculty member must have reasonable latitude to cancel a scheduled class or other scheduled activity for reasons including more effective means of presenting material, illness, engagement in some other professional activity, or even the desire to express individual conscience or conviction. But then the teacher has an obligation to arrange for substitute or make-up instruction in a manner most convenient

for all of his students. A vital part of his profession is, of course, his reasonable and ready accessibility to students, since consultation with faculty is not a student's privilege but every student's right.

The scholar should make reasonable effort to inform his listeners or readers that the opinions he expresses are his own, not those of his university. Off the campus, members of the university community enjoy the same rights as their fellow citizens to organize and join political associations, and to express opinions. The University must affirm, assure, and protect these rights for its members on the campus. But as an institution,<sup>o</sup> the University should avoid taking positions on non-academic issues, though it should not discourage such activities on the part of its individual members.

### **Interpretation and Adjudication**

Questions of academic freedom and responsibility concern all members of the academic community—faculty, students, administrators. In any interpretation or adjudication of these questions, however, the role of the faculty should be primary. No uniform code of specific norms or grievances should be stipulated to apply to all circumstances, faculty, and students. As departments, colleges, and other academic units develop sets of procedures and a history of experience in dealing with complaints, equitable norms will evolve. Sanctions should not be imposed in cases in which it is not obvious from the language of this statement that a violation has occurred and in which precedent does not exist establishing the norm alleged to have been violated.

To insure due process in such matters, while better protecting academic freedom, the following procedures become policy for the University of Minnesota.

### **Departmental<sup>o</sup> Grievance Procedure**

Students and faculty should make reasonable efforts to use informal procedures before submitting formal complaints. For complaints which have not been resolved informally, each department or academic unit will choose from its members a committee of faculty and students to hear cases involving faculty or student freedom and responsibility. Once the committee in each department has determined

its own procedures and norms, then it will make them public. Any faculty member, student, or a group of faculty or students, may submit a written complaint to this committee and be assured of a hearing. Each departmental committee will strive to protect faculty and students from unfounded charges as well as to act on cases of genuine grievance. The grievance committee only makes recommendations, which will be forwarded to the department chairman or appropriate administrative officer. The appropriate action unit should place great weight on such recommendations, but its members may independently review the facts in the matter at hand. The faculty of the department, or the group designated by the entire faculty for this purpose, shall then consider and decide on such recommendations and will send an information copy of its decision to the appropriate dean, director, or provost.

### **Collegiate Appeals Procedure**

If the decision of the department is unacceptable to the parties involved, an appeal can be submitted to the appropriate dean, director, or provost. Upon such request, a standing Appeals Committee, comprised of faculty and students appointed by the dean, director, or provost according to the procedures of the college, will hear the case. Recommendations of this committee will be forwarded to the dean, director, or provost.

### **University Appeals Procedure**

If any party involved should, after the Collegiate Appeals Committee has made a recommendation to the dean, director, or provost on the case, still be dissatisfied, he may file an appeal with the President's Office. The University Senate should form a new committee, the Senate (or University) Appeals Committee, to be formed as other regular Senate committees are formed. Appeals made to the President's Office will be referred to this duly constituted body. This final appeals committee will be comprised of seven faculty members and four students. Recommendations of this committee will be forwarded to the President.

### **Jurisdiction**

All complaints arising out of a course or other official activity will be submitted to the academic Grievance Committee of the department or program offering the course or activity; appeals from the decision of this department or program will be submitted to the Appeals Committee of the college-level unit

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<sup>o</sup> in its legal, corporate capacities  
<sup>oo</sup> or appropriate academic unit to be decided by each collegiate unit



for which or in which the course or activity is conducted. The Senate Appeals Committee shall determine routing in all cases not covered here.

#### **Judicial Committee Procedures**

The work of none of these committees will in any way replace or interfere with the constitutional function of the Senate Judicial Committee. These grievance committees exist only to make recommendations in cases of complaint.

*Academic Freedom and Responsibility*, October, 1975. Additional copies are available from the Department of University Relations, S-68 Morrill Hall, University of Minnesota, Minneapolis, Minnesota 55455.

**University of Minnesota**

**SENATE**

**MINUTES**

**March 3, 1977**

The second meeting of the University Senate for the year 1976-77 was convened in the auditorium of Nicholson Hall on Thursday, March 3, 1977. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 119 voting members of the faculty, 41 voting members of the student body, 1 member of the Council of Academic Officers, and 6 nonmembers.

President C. Peter Magrath presided.

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

**I. MINUTES FOR NOVEMBER 18, 1976**  
**Reported for Action (5 minutes)**

*Approved*

**II. SENATE AND UNIVERSITY COMMITTEES**  
**Reported for Action (5 minutes)**

UNIVERSITY APPEALS COMMITTEE ON ACADEMIC FREEDOM & RESPONSIBILITY: add Don Bruce, student; Gail Nelson and Diane Skomars, civil service.

UNIVERSITY COMMITTEE ON BIENNIAL REQUEST & BUDGET REVIEW: add Harriet Lewis, and Hardy Whiteman, students.

SENATE COMMITTEE ON SOCIAL CONCERNS: Add Holly Harkness and Michael Malter, students; Lillian Jensen, alumna.

COUNCIL ON INTERNATIONAL EDUCATION: add Bruce Nord.

SENATE LIBRARY COMMITTEE: add Eldred Smith, ex officio; Charles Adelberg replaces Cynthia Hennekens, student resigned.

COUNCIL ON LIBERAL EDUCATION: add Ruth Thomas, Donald Feeney, students.

UNIVERSITY COMMITTEE ON COMPUTING FACILITIES: Thomas Carlson, student resigned.

SENATE COMMITTEE ON COMMITTEES: Thomas Carlson, student resigned.

UNIVERSITY COMMITTEE ON BUSINESS & RULES: Michael Boosalis replaces Linda Digby, student resigned.

UNIVERSITY COMMITTEE ON USE OF HUMAN SUBJECTS IN RESEARCH: Charles McKhann replaces Mary Bradley, resigned.

UNIVERSITY COMMITTEE ON ALL-UNIVERSITY HONORS: Harry Atwood replaces James Shannon, alumnus resigned.

SENATE COMMITTEE ON EDUCATIONAL POLICY: Philip Ryan replaces Jacqueline Goodwin, student resigned; Paul Record replaces Shelli Kari, student resigned.

UNIVERSITY COMMITTEE ON SUMMER SESSIONS: John Ingle replaces Loretta Blahna; John William King replaces Kathryn Buermeister, student resigned; Ulus Atasoy replaces Carol Anndy, student resigned.

Approved

### Reported for Information

SENATE CONSULTATIVE COMMITTEE: Neil Atkins replaces Deborah Cheney, student resigned, UMD.

Accepted

## III. REPORT OF THE COUNCIL ON INTERNATIONAL EDUCATION Reported for Action (20 minutes)

### INTERNATIONAL EXCHANGE AGREEMENTS

Recommended Statement of University Policy and Procedures with Regard to Proposals for All-University International Exchange Agreements

#### Introduction

The University wishes to encourage international involvements whenever those involvements enable better fulfillment of University missions. In most instances, such activities are undertaken as a normal part of University activity, and individuals participating in them are guided by the normal standards of academic behavior.

There are many ways in which cooperation between individuals and units of the University of Minnesota with foreign academic institutions can take place. One form of cooperation is the all-University exchange agreement, under which formal university-to-university ties are proposed.

When exchange agreements of an all-University nature are proposed, some additional concerns arise. It is the purpose of this document to define the principles governing University policy on all-University exchange agreements, the criteria to be used in deciding upon their approval, and the procedures to be followed in seeking such approval.

This document, therefore, pertains to proposals for all-University exchange agreements. It does not apply to other international involvements, although policy statements regarding them may be formulated at a later date should the need arise. It should be underlined, however, that this statement is designed to cover only special circumstances surrounding exchange agreements. It *does not* replace existing University policies and practices which pertain to all activities.

#### I. Principles Governing All-University Exchange Agreements

I-(1) An exchange agreement is an enabling document providing for mutual benefits and reciprocal obligations, but it is not tied to specification of the involvement of particular numbers of persons or resources.<sup>1</sup>

I-(2) Individual members of the University community, and units of the University, are free to enter into exchange arrangements without all-University approval, provided that the individuals or units involved explicitly indicate that they are not representing a wider University community.

It is expected that review procedures at the appropriate levels will be developed to ensure that such arrangements conform to the criteria outlined in this document for all-University agreements.

<sup>1</sup>The distinction here is between the contents of the agreement, and activities carried out under the agreement. In the agreement, resources cannot be committed. Under the agreement, they can be so committed subject to the qualifications below.

Individual scholars are encouraged to carry on their own scholarly pursuits as in the past, subject only to the usual University rules of conduct and the code of ethics of their respective professions.

~~I-(3) The University mission is in teaching, research, and service. When its mission is furthered by international exchange, no criterion of "political acceptability" of the nation in which the partner institution is located can be used in deciding upon exchange agreements because such a criterion would place the University in the intolerable position of "approving" of the government of any country in which an exchange agreement is in effect.~~

I-(3) It should be clearly understood that general University policies and rules of conduct apply to all students, faculty, and staff while participating in all-University exchange programs.

I-(4) Both institutions involved should subscribe to the principle of academic freedom.

#### II. Criteria for All-University Exchange Agreements

II-(1) As with other international activities, exchange agreements should be made at the level of the responsible University unit. All-University exchange agreements should be proposed only when the purposes of the agreement cannot be satisfactorily carried out under the purview of a particular college or other University unit.

II-(2) There must be a legitimate area of common academic and scholarly concern, and the agreement should be demonstrated to be mutually beneficial.

II-(3) The agreement cannot obligate individual units of the University to participate unless those units indicate their willingness to do so.

II-(4) The University resources committed under the agreement should be limited to those approved by the units involved in the agreement.

II-(5) The agreement should not preclude similar arrangements with any other institution.

II-(6) The agreement should indicate the full extent of expected interaction between the University and its proposed exchange partner. Should there be any third parties to the agreement, such as foundations, or international or national government agencies, that should be explicit in the documents accompanying the proposal.

II-(7) Members of the University of Minnesota academic community involved in the agreement should be satisfied that they will enjoy academic freedom in their participation in the exchange.

#### III. Procedures

III-(1) The Office of International Programs is prepared to advise in the preparation of draft all-University exchange agreements. Once the agreement is ready for formal submission, it should be presented to the Council on International Education, with a copy to the Office of International Programs.

III-(2) After submission of the proposed agreement and any supporting documents to the Council, the Council will make a public announcement of the proposal, and set dates for hearings during which members of the University community specifically involved in the agreement are asked to come before the Council and discuss the specific arrangements involved. These individuals would be expected to demonstrate to the Council that the proposed agreement is in conformity with the principles and criteria outlined above, and to answer such questions as the Council might have in deciding upon whether the proposed agreement conforms with the principles governing all-University exchange arrangements. Other members of the University community having information relevant to the decision will also be free to address the Council.

In determining upon the desirability of the agreement, the Council will act in conformity with the criteria outlined above. For criterion (1), it will be necessary for interested members of the University community to demonstrate that their activities will be greatly facilitated by an all-University exchange agreement, and that such

activities cannot be adequately undertaken by an agreement at a lower level. For criterion (2), it will normally be expected that involved students and staff with ongoing research and other scholarly interests would address the Council, indicating the nature of the research and the benefits to be derived from cooperation. Should there be no such individuals, that will be taken as *per se* evidence that criterion (2) is not satisfied. Criteria (3), (4), and (5) can be determined by examination of the proposed agreement. Criterion (6) will in general be satisfied if individuals proposing the agreement are prepared to declare that there are no aspects of the agreement which are not reported in the proposed documents. Criterion (7) will be met if the individuals involved under the agreement inform the Council that they are satisfied that they will enjoy academic freedom in their participation in the exchange.

III-(3) When the Council is satisfied that it has heard sufficient evidence to determine whether the proposed agreement meets the criteria, it will decide by majority vote whether to approve the agreement. Approval by a majority of all members present and voting will be sufficient to establish that the criteria are satisfied, provided only that: (1) at least two weeks shall elapse between the time of the receipt of the proposal and the time when the vote is taken, and (2) the exchange agreement is on the agenda of the Council meeting at least one week before a vote is taken.

III-(4) Once the Council has voted to approve the agreement, the proposal, with a supporting statement from the Council, will be reported to the Senate Committee on Educational Policy and placed on the Senate docket for action.

III-(5) A copy of this document will be provided to each exchange partner and be understood to be a part of the agreement, reflecting the partner's acceptance of the principles and criteria set forth herein.

III-(6) An annual report of activities under the agreement should be provided to the Office of International Programs and to the Council. The Council will normally expect periodically to review operations under exchange agreements.

III-(7) Should any member of the University have reason to believe that, once in operation, the specified criteria are being violated, complaint can be brought to the Council. If shown to be valid, the situation will either be corrected or the agreement suspended.

**ANNE KRUEGER**  
Chairperson

An amendment to delete 1-(3) was *approved*. The report, as amended, was *approved*.

#### **IV. REPORT OF THE UNIVERSITY COMMITTEE ON BUSINESS AND RULES**

##### **BYLAW & RULES AMENDMENTS: FACULTY AFFAIRS COMMITTEE Reported for Action by the Faculty Senate (10 minutes)**

The following Bylaw amendment would provide for graduate assistant representation on the Senate Committee on Faculty Affairs:

Amend the Senate Bylaws, Article III, Section 6 to read: (addition underscored)

###### **6. Faculty Affairs**

... shall be composed of at least 10 members of the faculty, one graduate assistant, and such ex officio representation as may be specified in the Rules of the Senate.

Amend the Rules, U1 4.6, to add one graduate assistant to the membership of the Faculty Affairs Committee.

*Approved*

#### **CONSTITUTIONAL & BYLAW AMENDMENTS: PARLIAMENTARIAN**

##### **Reported for Action by the University Senate (10 minutes)**

The following Constitution and Bylaw amendments would provide authority for the parliamentarian of the University Senate:

Amend the Senate Constitution, Article III, Section 6, to read: (addition underscored)

###### **6. University Senate Officers**

... The President, with the consent of the Senate, shall appoint a clerk and a parliamentarian of the Senate (~~, who need not be a member of the Senate and (nonmembers of the Senate)~~) whose duties shall be prescribed in the Bylaws.

Amend the Senate Bylaws, Article I: (add Section 9)

9. The parliamentarian shall advise the presiding officer or, upon request, any member of the Senate on matters pertaining to parliamentary procedure. Parliamentary authority for the Senate shall be *Robert's Rules of Order Revised*, provided said *Rules* are not in conflict with the Senate Constitution, Bylaws, or special Rules.

**MARIO F. BOGNANNO**  
Chairman

The constitutional amendment was approved, 143 to 0. This was not the required two-thirds for approval and, therefore, requires a second vote at the next regular or special meeting. Presentation of the bylaw amendment was postponed until the constitutional amendment is approved.

#### **V. REPORT OF THE UNIVERSITY APPEALS COMMITTEE ON ACADEMIC FREEDOM AND RESPONSIBILITY**

##### **SENATE STATEMENT ON ACADEMIC FREEDOM AND RESPONSIBILITY (30 minutes)**

###### **1. Reported for Information**

In April, 1974, the University Senate approved a statement requiring all units of the University to establish procedures according to certain standard guidelines. In a survey of academic freedom and responsibility grievance committees and procedures, the UACAFR has discovered several confusions and problems not foreseen by the 1974 document. Most prominent among them are the following:

1. Academic freedom and responsibility grievance committees must have faculty, student, and civil service representatives elected by their peers. It is usually easy to hold elections to determine the faculty membership. Some units have expressed unwillingness to have civil service representation on committees dealing with matters of academic freedom and responsibility, and hence are not in full compliance with the Senate policy. However, resistance to such representation seems to be diminishing. Several units have reported difficulty in identifying and/or locating the appropriate student groups in order to hold the requisite election.

2. Some confusion exists over which kinds of grievances should be taken where. The University has procedures under the Student Conduct Code, Civil Service Rules, Judicial Committee, and Tenure and Promotion Committee for dealing with several sorts of grievances. These are described in the Senate Statement of 1974 and elsewhere. Whenever remedy for a grievance involves an individual's being separated from the University, a hearing before an Academic Freedom and Responsibility Committee is not appropriate.

Mar. 3, 1977

3. If appears that the majority of grievances before academic freedom and responsibility grievance committees at the departmental level concerns grade complaints.

4. In smaller units, it often turns out that full compliance would necessitate each member of the unit also being a member of the academic freedom and responsibility grievance committee.

5. According to the 1974 policy, administrators may not serve on academic freedom and responsibility grievance committees or as unit grievance review officers. While the former is wise, in some cases, e.g., the Graduate School or Twin Cities Campus, it is unreasonable to expect anyone but an administrator to have adequate knowledge or staff support for coordinating efforts in a great variety of units.

## 2. Reported for Action

The Committee recommends that the following revisions be made in the Senate Statement on Academic Freedom and Responsibility, adopted April 18, 1974.

1. Revise IIIA, paragraph 1 as follows: (additions underscored)

There shall exist in each department and other academic unit (division, school, institute, college, campus) a standing committee to act upon grievances initiated within the unit or appealed from a subordinate unit. Units within a College may, with the approval of the Grievance Review officer of that college, join together for the purpose of forming a grievance committee. Membership shall include, wherever possible, adequate representation from faculty, students, and civil service to be elected by their peers (cf. III C). Normally the representative student group within a unit will be asked to elect student representative(s) to the grievance committee. Where no such student groups exist or where holding elections is difficult, a unit may ask the student government or its college of the Student Campus Assembly to appoint student member(s) to its grievance committee. Unit administrators shall be ineligible for membership. Committee members who are involved in a grievance must disqualify themselves, and appropriate mechanisms shall be designed for the temporary replacement of disqualified members. Each committee shall elect from among its members a chairperson, who shall be empowered to receive statements of grievance from the Grievance Review officer (cf. IVB), call committee meetings, and maintain complete records of committee activities including members present, summary of discussion, disposition and recommendations (cf. IVB), transmit those records to the appropriate parties (cf. IVB), and accept written appeals (cf. IVC).

Approved

2. Revise IIIB, paragraph 1: (delete section that is within parentheses)

Each college, ~~institute~~, and campus shall have a Grievance Review Officer who shall be selected in a manner determined by the head of the unit. Such Grievance Review Officer shall not be a member of any grievance committee (and shall not hold a position which is primarily administrative).

Not Approved

A suggestion to delete the word "institute" in the first sentence was approved.

**MARCIA M. EATON**  
Chairperson

## VI. REPORT OF THE SENATE COMMITTEE ON FACULTY AFFAIRS

### 1. Reported for Action (30 minutes) FACULTY COMPENSATION

Please see Senate Minutes, November 18, 1976, item IX, Report of SCFA, B. A PHILOSOPHY FOR FACULTY COMPENSATION.

**RECOMMENDATION:** That the Senate approve transmission of the draft document "A Philosophy for Faculty Compensation" to the President and his staff for reaction.

**COMMENT:** At the November 18, 1976, meeting of the Senate, the Senate Committee on Faculty Affairs brought to the Senate for information a draft of the document titled "A Philosophy for Faculty Compensation." The Committee proposed to forward the document to the President for his perusal and action with the Senate's concurrence.

After the SCFA recommendations were approved for transmission to the President and his staff, two Senators, towards the end of the meeting, raised questions concerning the subject matter of the recommendations and the ruling of the Parliamentarian on the procedure that led to the passage of the recommendation. In reply to the Senators, Professor Zaidi made three points: (1) The SCFA recommendation contained a philosophy of compensation for all faculty rather than the philosophy for the determination of the individual faculty salaries; (2) SCFA spent over a year in developing this philosophy and voted to include it in its Spring 1976 Newsletter, *SCFA Reports*, so that all the faculty members could have an opportunity to comment on it before it was transmitted to the Central Administration for its reaction; (3) SCFA will be pleased to bring it back to the Senate after it has received comments from the President and his staff.

Since SCFA has invested considerable time in the development of this philosophy and since SCFA does not wish the authorization for its basic recommendation to be in a state of legal limbo, the Committee has decided to resubmit this item for action by the Faculty Senate on March 3, 1977.

Approved

### 2. Reported for Information VOLUNTARY EARLY RETIREMENT

SCFA is pleased to inform the members of the Senate that the Board of Regents at their December 10, 1976, meeting approved a VOLUNTARY Early Retirement Plan. The Board of Regents has extended the provisions of the 50% minimum benefit plan to those who select voluntarily the age 62-64 early retirement option, to be effective for retirements on or after June 30, 1977. While the present approval is for 3 years, each year the Regents will be asked to extend the plan for one additional year in order to facilitate advance planning by the faculty members.

The formula for retirement at ages 62-64 is the same as for retirement at ages 65-68, except that years of service are counted to age 65 rather than to the date of early retirement.

A faculty member's election to take advantage of the early retirement option requires the recommendation of the Department Head, Dean and Academic Vice President and the approval of the President and Board of Regents.

If faculty members have any questions concerning this VOLUNTARY Early Retirement Plan, PLEASE REFER THEM TO EMPLOYEE BENEFITS, Telephone (612) 373-2115.

Accepted

**MAHMOOD A. ZAIDI**  
Chairperson

## VII. QUESTIONS TO ADMINISTRATORS

Are rumors that there are five WATS lines at the University true and, if so, are costs as reported accurate?

**SAM KRISLOV**

**Professor of Political Science**

A response to this question will be made at the next meeting of the Senate.

## VIII. OLD BUSINESS

None.

## IX. NEW BUSINESS

### REPORT OF THE SENATE COMMITTEE ON RESOURCES AND PLANNING Reported for Information

#### ENROLLMENT STUDY

The Senate Committee on Resources and Planning announces that it is in the process of studying the policy issues involved in rising and falling enrollments. We welcome any information or comments that the University community wishes to submit. These should be sent by March 28 to SCRAP, Leon Green, Chairperson, 127 Vincent Hall, Minneapolis campus. (Some background documents are available at that address.)

**LEON GREEN**  
Chairperson

## X. TRIBUTE TO DECEASED FACULTY MEMBERS

**NAOMI C. CHASE**  
1909-1976

Dr. Naomi C. Chase, professor of education, died December 17 1976, in Minneapolis, Minnesota, at the age of 67.

Dr. Chase, born in Bellingham, Washington, August 24, 1909, received her baccalaureate degree with a major in English education from Western Washington State College. Following more than 20 years of professional service as an elementary school classroom teacher, laboratory school demonstration teacher, and public school curriculum consultant, she came to the University of Minnesota to accept a position as coordinator of student teaching for the elementary education program and to pursue graduate study. She earned the master of arts degree in 1952 and the Ph.D. degree in 1958, majoring in education. Dr. Chase was first appointed to the faculty of the University of Minnesota in 1950, and she served with distinction as a member of the faculty until the time of her death.

Dr. Chase's primary interest concerned children's language development in general and their development in expository and creative writing specifically. This interest was reflected in her professional publications and in the leadership she gave to a highly successful series of summer institutes on creative writing for and by children.

She was active in a number of professional organizations and held elected positions of director-at-large and membership on the Elementary Section Committee of the National Council of Teachers of English. She also provided leadership to the Conference on English Education and the Minnesota Council of Teachers of English.

Dr. Chase was a dedicated and effective teacher, a friend and adviser to hundreds of undergraduate and graduate students in English education and elementary education, and a well-liked and respected colleague of those who shared her professional life.

**DR. HERSHEL R. GILES**  
1910-1976

Dr. Hershel R. Giles, associate professor emeritus in the School of Physical Education, Recreation, and School Health Education, died July 29, 1976, at his home in Stuart, Florida.

Dr. Giles was born in Rose Hill, Virginia, on June 15, 1910. He received the A.B. degree from Centre College in 1935 and the M.A. degree from the University of Kentucky in 1940. He received his doctorate from Indiana University in 1954. Dr. Giles was appointed as an assistant professor in 1948 and was promoted to associate professor in 1954. Dr. Giles retired from the University in 1972. His career included 7 years of coaching and teaching at the secondary school level, 5 years as a Naval officer, and 2 years as director of recreation for the state of Kentucky. He served as president of the Minnesota Park and Recreation Association in 1955-56.

Dr. Giles is survived by his mother, Mrs. Maggie Giles, and a sister and brother, all of Harlan, Kentucky.

**RICHARD K. HUMPHREY**  
1904-1975

Richard K. Humphrey, associate professor emeritus in Continuing Education and Extension, died suddenly in his home in St. Paul on November 28, 1975, at the age of 71.

Professor Humphrey, or Kay as he was known by all his friends and colleagues, was born in Jenkintown, Pennsylvania, on November 15, 1904. He received his baccalaureate degree with a major in psychology from Princeton University in 1927. In his early years he held various management and administrative positions in business and industry as well as in the public sector prior to and following his move to St. Paul in 1930. In 1942 he established his own management consulting practice, which he pursued until 1960.

Kay first became associated with the University of Minnesota in 1944 when he began teaching evening classes in business in the Twin Cities. He continued to do so for 15 years, later teaching in Duluth and still later teaching management courses in the Institute of Technology. In 1960 he was appointed assistant professor and program director in the Center for Continuation Study (now Nolte Center for Continuing Education), and he was advanced in rank to associate professor in 1962. In 1966 he was named assistant director of the Civil Defense Program, a position he held until 1968 when he became the director of the St. Paul Extension Center. He retired in 1973.

Kay Humphrey's contributions to the departments in which he served were solid and durable. The scrupulously detailed studies and reports that he prepared while in the Center for Continuation Study, for example, are still regarded as models of thoroughness and preciseness. Many of the organizational procedures he proposed, and which were subsequently implemented, are still in effect, testifying to the care

and devotion to detail that characterized his professional life. He is remembered by his colleagues not only as an analytical and perceptive thinker but also as an articulate writer and speaker, with an enviable mastery of words coupled with a keen sense of humor.

Though he belonged to a number of professional organizations, including A.A.U. P. and the National University Extension Association, Kay derived his greatest satisfaction serving as faculty adviser to the University Chapter of the Society for the Advancement of Management, a role he filled for over 10 years. He enjoyed his relationships with the student members, and there are many who will recall with gratitude the extra hours he devoted to that organization.

He is survived by his beloved wife Lucille, his daughter Gail Humphrey Fernald, and son David.

### WALTER McCLELLAN LAUER 1895-1976

Walter M. Lauer, professor emeritus of chemistry at the University of Minnesota, died suddenly of a heart attack in St. Paul, Minnesota, on November 11, 1976, at the age of 81.

He was born the son of Wesley McClellan and Mary Bott Lauer on July 18, 1895, in Thomasville, Pennsylvania. He attended Ursinus College in Collegeville, Pennsylvania, from 1909 to 1913, receiving his A.B. degree at the age of 17.

Lauer then moved to Minnesota and served as instructor of mathematics and physics at Dassel High School in Dassel, Minnesota, during the 1913-1914 school year. He began graduate work at the University of Minnesota and served as a graduate assistant in organic chemistry from 1914 to 1917. He received his M.S. degree with the guidance of Professor and Dean George B. Frankforter in June 1917. His M.S. thesis was entitled, "An Investigation of Wood Oil."

With the U.S. becoming involved in World War I, Lauer served from 1917 to 1919 as an inspector of powder and explosives for the U.S. Army Ordnance Department at several locations in Pennsylvania. He returned to the University of Minnesota briefly, as the Shevlin fellow, in January 1919. He then became a research chemist at the Jackson Laboratory of the duPont Dye Works for 18 months during 1919-20.

Lauer returned to the University of Minnesota as an instructor during the 1920-21 academic year and continued in that capacity for 5 years. During this time he completed the requirements for the Ph.D. degree, earning the degree in June 1924. He carried out his Ph.D. research with Professor William H. Hunter. His thesis was entitled "I. The Action of Bromine on the Sodium Salt of Tribromophenol. II. The Constitution of Tribromophenol Bromide and Its Congeners." A paper bearing the title of the second part was published in the *Journal of the American Chemical Society* in 1926.

On September 5, 1922, he married May Grabow, who had been the secretary to O. M. Leland, dean of the School of Chemistry.

In 1925 Walter Lauer was promoted to assistant professor. During his early years of postdoctoral research he adapted Nobel laureate Fritz Pregl's method of micro-combustion to provide semimicrocombustion methods for the determination of carbon and hydrogen (with Frank J. Dobrovolny) and nitrogen (with Conrad J. Sunde), which were published in the *Mikrochemie Pregl-Festschrift* in 1929. A semimicro procedure for organic analysis was needed in this country, where micro balances were not yet available, and the semimicro procedure was quickly adopted by Harvard, Illinois, and Maryland universities. The first semimicro organic analytical laboratories were soon established at these universities as well as at the University of Minnesota.

Also in the field of analytical chemistry, Dr. Lauer (in collaboration with Professor I. M. Kolthoff and Conrad J. Sunde) developed and published in 1929 the procedure

for use of dichlorofluorescein as an adsorption indicator in the titration of chloride ion with silver ion, a procedure that is still in wide use today.

In 1931-32 Dr. Lauer was on sabbatical leave in Germany, where he worked with Nobel laureate Heinrich Wieland in Munich, but also had contacts with Nobel laureates Hans Fischer and Richard Willstätter, and in Graz, Austria, with Pregl's laboratory. Following his stay there, he returned to Minnesota to set up one of the first organic microanalytical laboratories in this country.

As his national stature increased, Walter Lauer was promoted in 1935 to associate professor and in 1939 to full professor. During his middle years he was active as a consultant, serving with the 3M Company Central Research Laboratory from 1943 to 1948, with Abbott Laboratories from 1945 to 1952, as a member of the Organic Research Panel of the Office of Naval Research from 1946 to 1950, and with the Oak Ridge National Laboratory from 1950 to 1959. In 1944, during World War II, he served in the Antimalarial Program as a civilian investigator with the Committee on Medical Research of the Office of Scientific Research and Development. He served continuously as a member of the board of directors of the Hormel Institute in Austin, Minnesota, from its founding in 1942, until his retirement on June 15, 1964, and thereafter for a number of years as a consultant.

Dr. Lauer served the American Chemical Society as treasurer (1922), secretary (1934-36), chairman (1955-56), and councilor (1951-53, 1957-59), all of the Minnesota Section; as a member of the Executive Committee (1944-46 and 1952-53), as chairman (1953) of the Organic Division; and as a member of the Board of Editors of the *Journal of the American Chemical Society* (1950-1959). At the University of Minnesota he served on the (Alumni) Honors Committee (1955-1962), as a member of the University Senate (1960-1963), and as president of the Minnesota Chapter of Sigma Xi (1962-63).

In 1954 Walter Lauer held a Guggenheim fellowship for study at University College, London, with Dr. E. D. Hughes and Professor C. K. Ingold, and in 1959 he was on leave for a single quarter in Zurich, Amsterdam, London, and Stockholm. In December 1963 he traveled, on invitation, to Vienna to present a paper at the Symposium on Mass Isotope Effects in Chemistry and Biology sponsored by the International Union of Atomic Energy. In 1964, at the time of his retirement, he received the Distinguished Service Award from the University of Minnesota Chapter of Sigma Xi, and in 1972 he received the Outstanding Achievement Award of the University of Minnesota on the occasion of the dedication of Kolthoff and Smith Halls.

During his tenure on the staff of the University of Minnesota, Dr. Lauer published 70 chemical papers and patents. Besides the contributions to analytical chemistry made early in his career and described above, he developed (in collaboration with Dr. Harold E. Zaugg of the Abbott Laboratories) and reported in 1948 a modified and combined Grignard and quantitative hydrogenation apparatus, which has been widely used.

In the field of organic chemistry, Dr. Lauer's research covered a wide scope, including vinyl ethers and their rearrangement, work that served as the forerunner of the Boord-Swallen synthesis of olefins; the structure of sodium bisulfite addition compounds, work that laid the groundwork for an understanding of the Bucherer reaction; synthesis of unsaturated fatty acids and antimalarial drugs; and naturally occurring antioxidants. Particularly noteworthy was his series of 19 papers on the Claisen rearrangement of phenyl allyl ethers. In these papers Dr. Lauer and his students clearly defined the scope and limits of the rearrangement, and obtained valuable information as to its mechanism; in the same papers was reported the discovery of the abnormal Claisen rearrangement, which was illustrated with a number of significant and key examples.

Dr. Lauer always kept well abreast, both in his lectures and research, of new developments in organic chemistry. His series of eight papers concerning hydrogen isotope substitution and exchange in benzene ring derivatives, particularly the use of

electrophilic hydrogen isotope substitution as a measure of electron density in the aromatic ring, represented classical work in its field. Dr. Lauer's active interest in organic chemistry did not end with his formal retirement from teaching duties in 1964. He was always interested in the application of new physical methods to the problems of organic chemistry. Consequently, he was quick to appreciate the value of organic mass spectrometry. Shortly before retirement he became intensely interested in the subject and carried on that interest in his retirement through monthly consulting visits at the Hormel Institute.

Walter Lauer was a scholar and a gentleman. His researches were characterized by a high degree of thoroughness and ingenuity. Under his guidance countless undergraduates received training in organic chemistry, 11 students obtained M.S. degrees, 38 students obtained Ph.D. degrees, and 8 students received postdoctoral training. He had a distinguished record in organic chemical research and in devoted service to the chemical profession and to its national society. His quiet, patient, and understanding manner made him much admired among those who had the privilege of knowing him.

Walter Lauer's beloved first wife, May, died in 1971 after a lingering illness. In 1972 he married Kathryn Loftus, who had lost her husband also in 1971, and she brought much happiness and companionship to him in his later years. Dr. Lauer is survived by Kathryn, of St. Paul, and a daughter, Jeanne (Mrs. David R. Milton), of Houston, Texas; two grandchildren, Terry Jean of St. Paul and Scott of Austin, Texas; a brother, Luther M. Lauer, of Orchard Park, New York; a sister, Carrie (Mrs. Guy Preston), of Alexandria, Minnesota; a nephew, Donald Walker Lauer, of Bloomington, Indiana; and two nieces, Joan Lauer Hayes (Mrs. Gordon P. Hayes), of Bellingham, Washington, and Betty Preston, of Morehead City, North Carolina.

**CLAYTON O. ROST**  
1885-1976

Clayton O. Rost, professor emeritus of soil science and former head of the Department of Soil Science at the University of Minnesota, died on October 23, 1976, at Walnut Creek, California.

Dr. Rost was born on November 24, 1885, at Ord, Nebraska. He received the B.Sc. and M.A. degrees in chemistry and agricultural chemistry at the University of Nebraska (1911 and 1912) and the Ph.D. degree in soil chemistry at the University of Minnesota in 1918. He was a research assistant in agricultural chemistry at the Nebraska Agricultural Experiment Station in 1912-1913, instructor in soils and assistant soil chemist at the Minnesota Agricultural Experiment Station from 1913 to 1918, assistant professor in soils from 1918 to 1923, associate professor from 1923 to 1925, professor from 1925 to 1954, and head of the Department of Soil Science from 1942 to 1954, when he retired. At the University he taught beginning soils, soil fertility, and soil conservation.

Dr. Rost's research contributions and area of interest covered a number of soil areas. He published on the loess soils of Nebraska and the glacial drift and solonetz and peat soils of Minnesota. In soil chemistry, he conducted research on manganese, phosphorus, sulfur, potassium, base exchange, and pH in soils. In later years his interests were mainly in soil fertility, especially the effects of fertilizer materials and soil amendments on a number of major Minnesota crops including sugar beets, potatoes, tobacco, wheat, oats, barley, and alfalfa. Dr. Rost published over 50 scientific papers and bulletins.

Dr. Rost was active in a number of national societies and was a member of the American Chemical Society, American Association for the Advancement of Science, American Society of Agronomy (in which he became a fellow in 1947), Soil Science Society of America, and International Society of Soil Science. Honor and professional societies of which he was a member include Phi Beta Kappa, Sigma Xi, Alpha Zeta, Alpha Chi Sigma, Phi Lambda Upsilon, Gamma Alpha, and Gamma Sigma Delta.

Dr. Rost was a member of a distinguished group of scientists who made significant contributions to the agriculture of the Midwest during a time of great progress and change. He was respected by his students and colleagues for his scientific accomplishments, and all with whom he became associated recognized in him and liked him for the kind and courteous gentleman he truly was.

**DOROTHY D. SMITH**  
1897-1976

Present and past faculty members from the Department of Elementary Education at the University of Minnesota, Duluth, regret the recent passing of Dorothy D. Smith.

Faculty members who taught with Dorothy remember her as vibrant, enthusiastic, and an effective model for teachers in training. Personal remembrances by faculty members include Dorothy's interest in following the careers of her students even though they moved throughout the nation and her vital motivating force in improving rural education in Minnesota.

Students, friends, and colleagues join together in expressing sympathy to the family of Dorothy D. Smith. A dedicated educator has passed.

**XI. ADJOURNMENT**

**MARILEE WARD**  
Clerk of the Senate

**Appendix**  
**ABSTRACT OF DISCUSSION**

The meeting was called to order at 3:25 p.m. by C. Peter Magrath, president, in Nicholson Hall auditorium. The four coordinate campuses were linked by telephone. Minutes of the November 18 meeting were accepted, and membership changes on current year's committees were approved.

*International Exchange Agreements*—Anne Krueger, professor of economics and chair of the Council on International Education, presented a statement of policy and procedures with regard to proposals for all-University international exchange agreements. It included the principles governing the policy, criteria for reviewing them, and procedures for seeking approval. She pointed out that it also provided a safeguard against failure to meet the criteria through complaint to the council.

Hernan Vidal, professor of Spanish and Portuguese, urged modification. He contended that the principle that no criterion of political acceptability of a nation could be used because such consideration would place the University in the position of "approving" of that government was contradictory to the principle stating that parties to agreements should subscribe to the principle of academic freedom. He pointed out that there was a lack of definition of academic freedom and said that people in the host country should be protected as well as University people. He called the document insensitive to human rights. There were, he said, units at the University that wanted to promote an agreement with a Chilean institution, and he maintained there should be free participation in debate preceding any exchange agreements.

Ms. Krueger responded that, if academic freedom in a country were made a criterion, there would be many cases where agreements could not be drawn up. She agreed that the issues were controversial, but said that the council felt the document was the best that could be agreed on.



John Wertz, professor of chemistry, disagreed with the provision barring consideration of political acceptability of the host nation, asking whether it would be reasonable to consider an agreement in Uganda. His move to delete the provision was seconded. Lawrence Goodman, professor of civil and mineral engineering, implored the Senate to strike the provision, citing a personal experience, when as a student he saw his institution represented in Germany in what appeared to be a position of support for the Nazi regime.

When a UMD senator challenged the validity of amending the report, Leon Green, professor of mathematics, moved that the rules be suspended to allow amendment. His motion was approved, and the Senate voted to eliminate the "political acceptability" principle. Gordon Kingston, acting dean of University College, urged the Senate to simultaneously delete the "academic freedom" principle to make the document consistent. However, the report, as amended, was then approved.

*Faculty Affairs Committee Addition*—Deon Stuthman, associate professor of agronomy and plant genetics and member of the Business and Rules Committee, introduced to the Faculty Senate a bylaw amendment to add a graduate assistant to the Faculty Affairs Committee. Mahmood Zaidi, professor in industrial relations and chairman of the committee, said his committee favored the proposal, and the amendment was approved, with the president ruling that the related rules amendment was included in the action.

*Authority of the Parliamentarian*—Mr. Stuthman proceeded to a constitutional amendment that he explained would legitimize the office of the parliamentarian. A UMD senator pointed out that, according to *Robert's Rules of Order*, the parliamentarian cannot be a senator, and with that change the amendment was approved, 143 to 0; Mr. Stuthman explained that had been the intent of the Business and Rules Committee. However, a second hearing was required, the president noted, because the necessary two-thirds approval was not achieved. Mr. Stuthman decided to carry over the related bylaw amendment until the second reading.

*Academic Freedom and Responsibility Statement*—Marcia Eaton, director of cross-disciplinary studies, reported that her committee had made a survey of grievance committees and procedures to be sure they were in compliance and was now proposing certain revisions. Sam Krislov, professor and head of political science, said the report shouldn't indicate that all grievance committees were to have faculty, student, and civil service representatives—that there were many grievance committees that did not. Ms. Eaton assured him that the statement was applicable only to academic freedom and responsibility grievance committees; the minutes would indicate that intent.

Fred Amram, professor and director of the Consolidated HELP Center and former chairman of the committee, opposed the move to permit a person whose position was primarily administrative to be a grievance review officer. He said the procedure was perceived as built on a peer structure, and he urged the Senate to reject the proposal.

Dean Crawford, professor of secondary education at UMD, asked how civil service persons were elected and indicated a problem in identifying peer groups. Ms. Eaton said her committee recognized the difficulties pointed out by Mr. Crawford but that it hoped each unit would find its own procedure for complying. The president asked whether she would consider further proposals on selection of civil service representatives. She said her committee would and indicated that, if a civil service person were involved in a grievance, a civil service representative would certainly be on the panel.

Willard Hartup, professor and director of child development, asked that "institute" be stricken from the statement, leaving "college" and "campus" as the appropriate designations. The president ruled that the change should be made.

The Senate then approved the proposal to permit units within a college to form a

grievance committee, as an aid to formation of committees in smaller units of the University. At the same time, it approved the proposal providing for student representation where no student groups exist by permitting the student government to appoint members to the grievance committees. However, it rejected the proposal to permit an administrator to serve as a grievance review officer.

*Faculty Compensation; Voluntary Early Retirement*—Mr. Zaidi, chairman of the Faculty Affairs Committee, recommended that the Senate approve sending to the president and his staff the statement of a philosophy for faculty compensation drawn up by his committee and presented to the Senate at its November meeting. His motion was approved without discussion. His statement on Regents' approval of a voluntary early retirement plan was presented for information.

*Campus WATS Line*—Mr. Krislov asked whether rumors that there were five WATS lines at the University were true and, if so, whether telephone costs as reported were accurate. The president said there would be a response at the next meeting.

*Enrollment-Related Issues*—The president read a statement from Leon Green, professor of mathematics and chairman of the Resources and Planning Committee, announcing that his committee was studying policy issues involved in enrollment trends and that it would welcome information or comments.

At 4:30 p.m., following a silent tribute to deceased colleagues, the meeting was adjourned.

**MARILEE WARD**  
Abstractor

## University of Minnesota

### SENATE

# MINUTES

March 3, 1977

The second meeting of the University Senate for the year 1976-77 was convened in the auditorium of Nicholson Hall on Thursday, March 3, 1977. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 119 voting members of the faculty, 41 voting members of the student body, 1 member of the Council of Academic Officers, and 6 nonmembers.

President C. Peter Magrath presided.

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

### I. MINUTES FOR NOVEMBER 18, 1976 Reported for Action (5 minutes)

*Approved*

### II. SENATE AND UNIVERSITY COMMITTEES Reported for Action (5 minutes)

UNIVERSITY APPEALS COMMITTEE ON ACADEMIC FREEDOM & RESPONSIBILITY: add Don Bruce, student; Gail Nelson and Diane Skomars, civil service.

UNIVERSITY COMMITTEE ON BIENNIAL REQUEST & BUDGET REVIEW: add Harriet Lewis, and Hardy Whiteman, students.

SENATE COMMITTEE ON SOCIAL CONCERNS: Add Holly Harkness and Michael Malter, students; Lillian Jensen, alumna.

COUNCIL ON INTERNATIONAL EDUCATION: add Bruce Nord.

SENATE LIBRARY COMMITTEE: add Eldred Smith, ex officio; Charles Adelberg replaces Cynthia Hennekens, student resigned.

COUNCIL ON LIBERAL EDUCATION: add Ruth Thomas, Donald Feeny, students.

UNIVERSITY COMMITTEE ON COMPUTING FACILITIES: Thomas Carlson, student resigned.

SENATE COMMITTEE ON COMMITTEES: Thomas Carlson, student resigned.

UNIVERSITY COMMITTEE ON BUSINESS & RULES: Michael Boosalis replaces Linda Digby, student resigned.

UNIVERSITY COMMITTEE ON USE OF HUMAN SUBJECTS IN RESEARCH: Charles McKhann replaces Mary Bradley, resigned.

UNIVERSITY COMMITTEE ON ALL-UNIVERSITY HONORS: Harry Atwood replaces James Shannon, alumnus resigned.

SENATE COMMITTEE ON EDUCATIONAL POLICY: Philip Ryan replaces Jacqueline Goodwin, student resigned; Paul Record replaces Shelli Kari, student resigned.

UNIVERSITY COMMITTEE ON SUMMER SESSIONS: John Ingle replaces Loretta Blahna; John William King replaces Kathryn Buermeister, student resigned; Ulus Atasoy replaces Carol Anndy, student resigned.

*Approved*

### **Reported for Information**

SENATE CONSULTATIVE COMMITTEE: Neil Atkins replaces Deborah Cheney, student resigned, UMD.

*Accepted*

## **III. REPORT OF THE COUNCIL ON INTERNATIONAL EDUCATION Reported for Action (20 minutes)**

### **INTERNATIONAL EXCHANGE AGREEMENTS**

Recommended Statement of University Policy and Procedures with Regard to Proposals for All-University International Exchange Agreements

#### *Introduction*

The University wishes to encourage international involvements whenever those involvements enable better fulfillment of University missions. In most instances, such activities are undertaken as a normal part of University activity, and individuals participating in them are guided by the normal standards of academic behavior.

There are many ways in which cooperation between individuals and units of the University of Minnesota with foreign academic institutions can take place. One form of cooperation is the all-University exchange agreement, under which formal university-to-university ties are proposed.

When exchange agreements of an all-University nature are proposed, some additional concerns arise. It is the purpose of this document to define the principles governing University policy on all-University exchange agreements, the criteria to be used in deciding upon their approval, and the procedures to be followed in seeking such approval.

This document, therefore, pertains to proposals for all-University exchange agreements. It does not apply to other international involvements, although policy statements regarding them may be formulated at a later date should the need arise. It should be underlined, however, that this statement is designed to cover only special circumstances surrounding exchange agreements. It *does not* replace existing University policies and practices which pertain to all activities.

#### *I. Principles Governing All-University Exchange Agreements*

I-(1) An exchange agreement is an enabling document providing for mutual benefits and reciprocal obligations, but it is not tied to specification of the involvement of particular numbers of persons or resources.<sup>1</sup>

I-(2) Individual members of the University community, and units of the University, are free to enter into exchange arrangements without all-University approval, provided that the individuals or units involved explicitly indicate that they are not representing a wider University community.

It is expected that review procedures at the appropriate levels will be developed to ensure that such arrangements conform to the criteria outlined in this document for all-University agreements.

<sup>1</sup>The distinction here is between the contents of the agreement, and activities carried out under the agreement. In the agreement, resources cannot be committed. Under the agreement, they can be so committed subject to the qualifications below.

Individual scholars are encouraged to carry on their own scholarly pursuits as in the past, subject only to the usual University rules of conduct and the code of ethics of their respective professions.

~~I-(3) The University mission is in teaching, research, and service. When its mission is furthered by international exchange, no criterion of "political acceptability" of the nation in which the partner institution is located can be used in deciding upon exchange agreements because such a criterion would place the University in the intolerable position of "approving" of the government of any country in which an exchange agreement is in effect.~~

I-(3) It should be clearly understood that general University policies and rules of conduct apply to all students, faculty, and staff while participating in all-University exchange programs.

I-(4) Both institutions involved should subscribe to the principle of academic freedom.

#### *II. Criteria for All-University Exchange Agreements*

II-(1) As with other international activities, exchange agreements should be made at the level of the responsible University unit. All-University exchange agreements should be proposed only when the purposes of the agreement cannot be satisfactorily carried out under the purview of a particular college or other University unit.

II-(2) There must be a legitimate area of common academic and scholarly concern, and the agreement should be demonstrated to be mutually beneficial.

II-(3) The agreement cannot obligate individual units of the University to participate unless those units indicate their willingness to do so.

II-(4) The University resources committed under the agreement should be limited to those approved by the units involved in the agreement.

II-(5) The agreement should not preclude similar arrangements with any other institution.

II-(6) The agreement should indicate the full extent of expected interaction between the University and its proposed exchange partner. Should there be any third parties to the agreement, such as foundations, or international or national government agencies, that should be explicit in the documents accompanying the proposal.

II-(7) Members of the University of Minnesota academic community involved in the agreement should be satisfied that they will enjoy academic freedom in their participation in the exchange.

#### *III. Procedures*

III-(1) The Office of International Programs is prepared to advise in the preparation of draft all-University exchange agreements. Once the agreement is ready for formal submission, it should be presented to the Council on International Education, with a copy to the Office of International Programs.

III-(2) After submission of the proposed agreement and any supporting documents to the Council, the Council will make a public announcement of the proposal, and set dates for hearings during which members of the University community specifically involved in the agreement are asked to come before the Council and discuss the specific arrangements involved. These individuals would be expected to demonstrate to the Council that the proposed agreement is in conformity with the principles and criteria outlined above, and to answer such questions as the Council might have in deciding upon whether the proposed agreement conforms with the principles governing all-University exchange arrangements. Other members of the University community having information relevant to the decision will also be free to address the Council.

In determining upon the desirability of the agreement, the Council will act in conformity with the criteria outlined above. For criterion (1), it will be necessary for interested members of the University community to demonstrate that their activities will be greatly facilitated by an all-University exchange agreement, and that such

activities cannot be adequately undertaken by an agreement at a lower level. For criterion (2), it will normally be expected that involved students and staff with ongoing research and other scholarly interests would address the Council, indicating the nature of the research and the benefits to be derived from cooperation. Should there be no such individuals, that will be taken as *per se* evidence that criterion (2) is not satisfied. Criteria (3), (4), and (5) can be determined by examination of the proposed agreement. Criterion (6) will in general be satisfied if individuals proposing the agreement are prepared to declare that there are no aspects of the agreement which are not reported in the proposed documents. Criterion (7) will be met if the individuals involved under the agreement inform the Council that they are satisfied that they will enjoy academic freedom in their participation in the exchange.

III-(3) When the Council is satisfied that it has heard sufficient evidence to determine whether the proposed agreement meets the criteria, it will decide by majority vote whether to approve the agreement. Approval by a majority of all members present and voting will be sufficient to establish that the criteria are satisfied, provided only that: (1) at least two weeks shall elapse between the time of the receipt of the proposal and the time when the vote is taken, and (2) the exchange agreement is on the agenda of the Council meeting at least one week before a vote is taken.

III-(4) Once the Council has voted to approve the agreement, the proposal, with a supporting statement from the Council, will be reported to the Senate Committee on Educational Policy and placed on the Senate docket for action.

III-(5) A copy of this document will be provided to each exchange partner and be understood to be a part of the agreement, reflecting the partner's acceptance of the principles and criteria set forth herein.

III-(6) An annual report of activities under the agreement should be provided to the Office of International Programs and to the Council. The Council will normally expect periodically to review operations under exchange agreements.

III-(7) Should any member of the University have reason to believe that, once in operation, the specified criteria are being violated, complaint can be brought to the Council. If shown to be valid, the situation will either be corrected or the agreement suspended.

**ANNE KRUEGER**  
Chairperson

An amendment to delete 1-(3) was *approved*. The report, as amended, was *approved*.

#### **IV. REPORT OF THE UNIVERSITY COMMITTEE ON BUSINESS AND RULES**

##### **BYLAW & RULES AMENDMENTS: FACULTY AFFAIRS COMMITTEE Reported for Action by the Faculty Senate (10 minutes)**

The following Bylaw amendment would provide for graduate assistant representation on the Senate Committee on Faculty Affairs:

Amend the Senate Bylaws, Article III, Section 6 to read: (addition underscored)

6. Faculty Affairs

... shall be composed of at least 10 members of the faculty, one graduate assistant, and such ex officio representation as may be specified in the Rules of the Senate.

Amend the Rules, U1.4.6, to add one graduate assistant to the membership of the Faculty Affairs Committee.

*Approved*

#### **CONSTITUTIONAL & BYLAW AMENDMENTS: PARLIAMENTARIAN**

##### **Reported for Action by the University Senate (10 minutes)**

The following Constitution and Bylaw amendments would provide authority for the parliamentarian of the University Senate:

Amend the Senate Constitution, Article III, Section 6, to read: (addition underscored)

6. University Senate Officers

... The President, with the consent of the Senate, shall appoint a clerk and a parliamentarian of the Senate (~~, who need not be a member of the Senate and~~) (nonmembers of the Senate) whose duties shall be prescribed in the Bylaws.

Amend the Senate Bylaws, Article I: (add Section 9)

9. The parliamentarian shall advise the presiding officer or, upon request, any member of the Senate on matters pertaining to parliamentary procedure. Parliamentary authority for the Senate shall be *Robert's Rules of Order Revised*, provided said *Rules* are not in conflict with the Senate Constitution, Bylaws, or special Rules.

**MARIO F. BOGNANNO**  
Chairman

The constitutional amendment was approved, 143 to 0. This was not the required two-thirds for approval and, therefore, requires a second vote at the next regular or special meeting. Presentation of the bylaw amendment was postponed until the constitutional amendment is approved.

#### **V. REPORT OF THE UNIVERSITY APPEALS COMMITTEE ON ACADEMIC FREEDOM AND RESPONSIBILITY**

##### **SENATE STATEMENT ON ACADEMIC FREEDOM AND RESPONSIBILITY (30 minutes)**

###### **1. Reported for Information**

In April, 1974, the University Senate approved a statement requiring all units of the University to establish procedures according to certain standard guidelines. In a survey of academic freedom and responsibility grievance committees and procedures, the UACAFR has discovered several confusions and problems not foreseen by the 1974 document. Most prominent among them are the following:

1. Academic freedom and responsibility grievance committees must have faculty, student, and civil service representatives elected by their peers. It is usually easy to hold elections to determine the faculty membership. Some units have expressed unwillingness to have civil service representation on committees dealing with matters of academic freedom and responsibility, and hence are not in full compliance with the Senate policy. However, resistance to such representation seems to be diminishing. Several units have reported difficulty in identifying and/or locating the appropriate student groups in order to hold the requisite election.

2. Some confusion exists over which kinds of grievances should be taken where. The University has procedures under the Student Conduct Code, Civil Service Rules, Judicial Committee, and Tenure and Promotion Committee for dealing with several sorts of grievances. These are described in the Senate Statement of 1974 and elsewhere. Whenever remedy for a grievance involves an individual's being separated from the University, a hearing before an Academic Freedom and Responsibility Committee is not appropriate.

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3. If appears that the majority of grievances before academic freedom and responsibility grievance committees at the departmental level concerns grade complaints.

4. In smaller units, it often turns out that full compliance would necessitate each member of the unit also being a member of the academic freedom and responsibility grievance committee.

5. According to the 1974 policy, administrators may not serve on academic freedom and responsibility grievance committees or as unit grievance review officers. While the former is wise, in some cases, e.g., the Graduate School or Twin Cities Campus, it is unreasonable to expect anyone but an administrator to have adequate knowledge or staff support for coordinating efforts in a great variety of units.

### 2. Reported for Action

The Committee recommends that the following revisions be made in the Senate Statement on Academic Freedom and Responsibility, adopted April 18, 1974.

1. Revise IIIA, paragraph 1 as follows: (additions underscored)

There shall exist in each department and other academic unit (division, school, institute, college, campus) a standing committee to act upon grievances initiated within the unit or appealed from a subordinate unit. Units within a College may, with the approval of the Grievance Review officer of that college, join together for the purpose of forming a grievance committee. Membership shall include, wherever possible, adequate representation from faculty, students, and civil service to be elected by their peers (cf. III C). Normally the representative student group within a unit will be asked to elect student representative(s) to the grievance committee. Where no such student groups exist or where holding elections is difficult, a unit may ask the student government or its college of the Student Campus Assembly to appoint student member(s) to its grievance committee. Unit administrators shall be ineligible for membership. Committee members who are involved in a grievance must disqualify themselves, and appropriate mechanisms shall be designed for the temporary replacement of disqualified members. Each committee shall elect from among its members a chairperson, who shall be empowered to receive statements of grievance from the Grievance Review officer (cf. IVB), call committee meetings, and maintain complete records of committee activities including members present, summary of discussion, disposition and recommendations (cf. IVB), transmit those records to the appropriate parties (cf. IVB), and accept written appeals (cf. IVC).

Approved

2. Revise IIIB, paragraph 1: (delete section that is within parentheses)

Each college, ~~institute~~, and campus shall have a Grievance Review Officer who shall be selected in a manner determined by the head of the unit. Such Grievance Review Officer shall not be a member of any grievance committee (and shall not hold a position which is primarily administrative).

Not Approved

A suggestion to delete the word "institute" in the first sentence was approved.

**MARCIA M. EATON**  
Chairperson

## VI. REPORT OF THE SENATE COMMITTEE ON FACULTY AFFAIRS

### 1. Reported for Action (30 minutes)

#### FACULTY COMPENSATION

Please see Senate Minutes, November 18, 1976, item IX, Report of SCFA, B. A PHILOSOPHY FOR FACULTY COMPENSATION.

**RECOMMENDATION:** That the Senate approve transmission of the draft document "A Philosophy for Faculty Compensation" to the President and his staff for reaction.

**COMMENT:** At the November 18, 1976, meeting of the Senate, the Senate Committee on Faculty Affairs brought to the Senate for information a draft of the document titled "A Philosophy for Faculty Compensation." The Committee proposed to forward the document to the President for his perusal and action with the Senate's concurrence.

After the SCFA recommendations were approved for transmission to the President and his staff, two Senators, towards the end of the meeting, raised questions concerning the subject matter of the recommendations and the ruling of the Parliamentarian on the procedure that led to the passage of the recommendation. In reply to the Senators, Professor Zaidi made three points: (1) The SCFA recommendation contained a philosophy of compensation for all faculty rather than the philosophy for the determination of the individual faculty salaries; (2) SCFA spent over a year in developing this philosophy and voted to include it in its Spring 1976 Newsletter, SCFA Reports, so that all the faculty members could have an opportunity to comment on it before it was transmitted to the Central Administration for its reaction; (3) SCFA will be pleased to bring it back to the Senate after it has received comments from the President and his staff.

Since SCFA has invested considerable time in the development of this philosophy and since SCFA does not wish the authorization for its basic recommendation to be in a state of legal limbo, the Committee has decided to resubmit this item for action by the Faculty Senate on March 3, 1977.

Approved

### 2. Reported for Information

#### VOLUNTARY EARLY RETIREMENT

SCFA is pleased to inform the members of the Senate that the Board of Regents at their December 10, 1976, meeting approved a VOLUNTARY Early Retirement Plan. The Board of Regents has extended the provisions of the 50% minimum benefit plan to those who select voluntarily the age 62-64 early retirement option, to be effective for retirements on or after June 30, 1977. While the present approval is for 3 years, each year the Regents will be asked to extend the plan for one additional year in order to facilitate advance planning by the faculty members.

The formula for retirement at ages 62-64 is the same as for retirement at ages 65-68, except that years of service are counted to age 65 rather than to the date of early retirement.

A faculty member's election to take advantage of the early retirement option requires the recommendation of the Department Head, Dean and Academic Vice President and the approval of the President and Board of Regents.

If faculty members have any questions concerning this VOLUNTARY Early Retirement Plan, PLEASE REFER THEM TO EMPLOYEE BENEFITS, Telephone (612) 373-2115.

Accepted

**MAHMOOD A. ZAIDI**  
Chairperson

## VII. QUESTIONS TO ADMINISTRATORS

Are rumors that there are five WATS lines at the University true and, if so, are costs as reported accurate?

**SAM KRISLOV**  
Professor of Political Science

A response to this question will be made at the next meeting of the Senate.

## VIII. OLD BUSINESS

None.

## IX. NEW BUSINESS

### REPORT OF THE SENATE COMMITTEE ON RESOURCES AND PLANNING Reported for Information ENROLLMENT STUDY

The Senate Committee on Resources and Planning announces that it is in the process of studying the policy issues involved in rising and falling enrollments. We welcome any information or comments that the University community wishes to submit. These should be sent by March 28 to SCRAP, Leon Green, Chairperson, 127 Vincent Hall, Minneapolis campus. (Some background documents are available at that address.)

**LEON GREEN**  
Chairperson

## X. TRIBUTE TO DECEASED FACULTY MEMBERS

**NAOMI C. CHASE**  
1909-1976

Dr. Naomi C. Chase, professor of education, died December 17 1976, in Minneapolis, Minnesota, at the age of 67.

Dr. Chase, born in Bellingham, Washington, August 24, 1909, received her baccalaureate degree with a major in English education from Western Washington State College. Following more than 20 years of professional service as an elementary school classroom teacher, laboratory school demonstration teacher, and public school curriculum consultant, she came to the University of Minnesota to accept a position as coordinator of student teaching for the elementary education program and to pursue graduate study. She earned the master of arts degree in 1952 and the Ph.D. degree in 1958, majoring in education. Dr. Chase was first appointed to the faculty of the University of Minnesota in 1950, and she served with distinction as a member of the faculty until the time of her death.

Dr. Chase's primary interest concerned children's language development in general and their development in expository and creative writing specifically. This interest was reflected in her professional publications and in the leadership she gave to a highly successful series of summer institutes on creative writing for and by children.

She was active in a number of professional organizations and held elected positions of director-at-large and membership on the Elementary Section Committee of the National Council of Teachers of English. She also provided leadership to the Conference on English Education and the Minnesota Council of Teachers of English.

Dr. Chase was a dedicated and effective teacher, a friend and adviser to hundreds of undergraduate and graduate students in English education and elementary education, and a well-liked and respected colleague of those who shared her professional life.

**DR. HERSHEL R. GILES**  
1910-1976

Dr. Hershel R. Giles, associate professor emeritus in the School of Physical Education, Recreation, and School Health Education, died July 29, 1976, at his home in Stuart, Florida.

Dr. Giles was born in Rose Hill, Virginia, on June 15, 1910. He received the A.B. degree from Centre College in 1935 and the M.A. degree from the University of Kentucky in 1940. He received his doctorate from Indiana University in 1954. Dr. Giles was appointed as an assistant professor in 1948 and was promoted to associate professor in 1954. Dr. Giles retired from the University in 1972. His career included 7 years of coaching and teaching at the secondary school level, 5 years as a Naval officer, and 2 years as director of recreation for the state of Kentucky. He served as president of the Minnesota Park and Recreation Association in 1955-56.

Dr. Giles is survived by his mother, Mrs. Maggie Giles, and a sister and brother, all of Harlan, Kentucky.

**RICHARD K. HUMPHREY**  
1904-1975

Richard K. Humphrey, associate professor emeritus in Continuing Education and Extension, died suddenly in his home in St. Paul on November 28, 1975, at the age of 71.

Professor Humphrey, or Kay as he was known by all his friends and colleagues, was born in Jenkintown, Pennsylvania, on November 15, 1904. He received his baccalaureate degree with a major in psychology from Princeton University in 1927. In his early years he held various management and administrative positions in business and industry as well as in the public sector prior to and following his move to St. Paul in 1930. In 1942 he established his own management consulting practice, which he pursued until 1960.

Kay first became associated with the University of Minnesota in 1944 when he began teaching evening classes in business in the Twin Cities. He continued to do so for 15 years, later teaching in Duluth and still later teaching management courses in the Institute of Technology. In 1960 he was appointed assistant professor and program director in the Center for Continuation Study (now Nolte Center for Continuing Education), and he was advanced in rank to associate professor in 1962. In 1966 he was named assistant director of the Civil Defense Program, a position he held until 1968 when he became the director of the St. Paul Extension Center. He retired in 1973.

Kay Humphrey's contributions to the departments in which he served were solid and durable. The scrupulously detailed studies and reports that he prepared while in the Center for Continuation Study, for example, are still regarded as models of thoroughness and preciseness. Many of the organizational procedures he proposed, and which were subsequently implemented, are still in effect, testifying to the care

and devotion to detail that characterized his professional life. He is remembered by his colleagues not only as an analytical and perceptive thinker but also as an articulate writer and speaker, with an enviable mastery of words coupled with a keen sense of humor.

Though he belonged to a number of professional organizations, including A.A.U.P. and the National University Extension Association, Kay derived his greatest satisfaction serving as faculty adviser to the University Chapter of the Society for the Advancement of Management, a role he filled for over 10 years. He enjoyed his relationships with the student members, and there are many who will recall with gratitude the extra hours he devoted to that organization.

He is survived by his beloved wife Lucille, his daughter Gail Humphrey Fernald, and son David.

### WALTER McCLELLAN LAUER 1895-1976

Walter M. Lauer, professor emeritus of chemistry at the University of Minnesota, died suddenly of a heart attack in St. Paul, Minnesota, on November 11, 1976, at the age of 81.

He was born the son of Wesley McClellan and Mary Bott Lauer on July 18, 1895, in Thomasville, Pennsylvania. He attended Ursinus College in Collegeville, Pennsylvania, from 1909 to 1913, receiving his A.B. degree at the age of 17.

Lauer then moved to Minnesota and served as instructor of mathematics and physics at Dassel High School in Dassel, Minnesota, during the 1913-1914 school year. He began graduate work at the University of Minnesota and served as a graduate assistant in organic chemistry from 1914 to 1917. He received his M.S. degree with the guidance of Professor and Dean George B. Frankforter in June 1917. His M.S. thesis was entitled, "An Investigation of Wood Oil."

With the U.S. becoming involved in World War I, Lauer served from 1917 to 1919 as an inspector of powder and explosives for the U.S. Army Ordnance Department at several locations in Pennsylvania. He returned to the University of Minnesota briefly, as the Shevlin fellow, in January 1919. He then became a research chemist at the Jackson Laboratory of the duPont Dye Works for 18 months during 1919-20.

Lauer returned to the University of Minnesota as an instructor during the 1920-21 academic year and continued in that capacity for 5 years. During this time he completed the requirements for the Ph.D. degree, earning the degree in June 1924. He carried out his Ph.D. research with Professor William H. Hunter. His thesis was entitled "I. The Action of Bromine on the Sodium Salt of Tribromophenol. II. The Constitution of Tribromophenol Bromide and Its Congeners." A paper bearing the title of the second part was published in the *Journal of the American Chemical Society* in 1926.

On September 5, 1922, he married May Grabow, who had been the secretary to O. M. Leland, dean of the School of Chemistry.

In 1925 Walter Lauer was promoted to assistant professor. During his early years of postdoctoral research he adapted Nobel laureate Fritz Pregl's method of micro-combustion to provide semimicrocombustion methods for the determination of carbon and hydrogen (with Frank J. Dobrolvony) and nitrogen (with Conrad J. Sunde), which were published in the *Mikrochemie Pregl-Festschrift* in 1929. A semimicro procedure for organic analysis was needed in this country, where micro balances were not yet available, and the semimicro procedure was quickly adopted by Harvard, Illinois, and Maryland universities. The first semimicro organic analytical laboratories were soon established at these universities as well as at the University of Minnesota.

Also in the field of analytical chemistry, Dr. Lauer (in collaboration with Professor I. M. Kolthoff and Conrad J. Sunde) developed and published in 1929 the procedure

for use of dichlorofluorescein as an adsorption indicator in the titration of chloride ion with silver ion, a procedure that is still in wide use today.

In 1931-32 Dr. Lauer was on sabbatical leave in Germany, where he worked with Nobel laureate Heinrich Wieland in Munich, but also had contacts with Nobel laureates Hans Fischer and Richard Willstätter, and in Graz, Austria, with Pregl's laboratory. Following his stay there, he returned to Minnesota to set up one of the first organic microanalytical laboratories in this country.

As his national stature increased, Walter Lauer was promoted in 1935 to associate professor and in 1939 to full professor. During his middle years he was active as a consultant, serving with the 3M Company Central Research Laboratory from 1943 to 1948, with Abbott Laboratories from 1945 to 1952, as a member of the Organic Research Panel of the Office of Naval Research from 1946 to 1950, and with the Oak Ridge National Laboratory from 1950 to 1959. In 1944, during World War II, he served in the Antimalarial Program as a civilian investigator with the Committee on Medical Research of the Office of Scientific Research and Development. He served continuously as a member of the board of directors of the Hormel Institute in Austin, Minnesota, from its founding in 1942, until his retirement on June 15, 1964, and thereafter for a number of years as a consultant.

Dr. Lauer served the American Chemical Society as treasurer (1922), secretary (1934-36), chairman (1955-56), and councilor (1951-53, 1957-59), all of the Minnesota Section; as a member of the Executive Committee (1944-46 and 1952-53), as chairman (1953) of the Organic Division; and as a member of the Board of Editors of the *Journal of the American Chemical Society* (1950-1959). At the University of Minnesota he served on the (Alumni) Honors Committee (1955-1962), as a member of the University Senate (1960-1963), and as president of the Minnesota Chapter of Sigma Xi (1962-63).

In 1954 Walter Lauer held a Guggenheim fellowship for study at University College, London, with Dr. E. D. Hughes and Professor C. K. Ingold, and in 1959 he was on leave for a single quarter in Zurich, Amsterdam, London, and Stockholm. In December 1963 he traveled, on invitation, to Vienna to present a paper at the Symposium on Mass Isotope Effects in Chemistry and Biology sponsored by the International Union of Atomic Energy. In 1964, at the time of his retirement, he received the Distinguished Service Award from the University of Minnesota Chapter of Sigma Xi, and in 1972 he received the Outstanding Achievement Award of the University of Minnesota on the occasion of the dedication of Kolthoff and Smith Halls.

During his tenure on the staff of the University of Minnesota, Dr. Lauer published 70 chemical papers and patents. Besides the contributions to analytical chemistry made early in his career and described above, he developed (in collaboration with Dr. Harold E. Zaugg of the Abbott Laboratories) and reported in 1948 a modified and combined Grignard and quantitative hydrogenation apparatus, which has been widely used.

In the field of organic chemistry, Dr. Lauer's research covered a wide scope, including vinyl ethers and their rearrangement, work that served as the forerunner of the Boord-Swallen synthesis of olefins; the structure of sodium bisulfite addition compounds, work that laid the groundwork for an understanding of the Bucherer reaction; synthesis of unsaturated fatty acids and antimalarial drugs; and naturally occurring antioxidants. Particularly noteworthy was his series of 19 papers on the Claisen rearrangement of phenyl allyl ethers. In these papers Dr. Lauer and his students clearly defined the scope and limits of the rearrangement, and obtained valuable information as to its mechanism; in the same papers was reported the discovery of the abnormal Claisen rearrangement, which was illustrated with a number of significant and key examples.

Dr. Lauer always kept well abreast, both in his lectures and research, of new developments in organic chemistry. His series of eight papers concerning hydrogen isotope substitution and exchange in benzene ring derivatives, particularly the use of

electrophilic hydrogen isotope substitution as a measure of electron density in the aromatic ring, represented classical work in its field. Dr. Lauer's active interest in organic chemistry did not end with his formal retirement from teaching duties in 1964. He was always interested in the application of new physical methods to the problems of organic chemistry. Consequently, he was quick to appreciate the value of organic mass spectrometry. Shortly before retirement he became intensely interested in the subject and carried on that interest in his retirement through monthly consulting visits at the Hormel Institute.

Walter Lauer was a scholar and a gentleman. His researches were characterized by a high degree of thoroughness and ingenuity. Under his guidance countless undergraduates received training in organic chemistry, 11 students obtained M.S. degrees, 38 students obtained Ph.D. degrees, and 8 students received postdoctoral training. He had a distinguished record in organic chemical research and in devoted service to the chemical profession and to its national society. His quiet, patient, and understanding manner made him much admired among those who had the privilege of knowing him.

Walter Lauer's beloved first wife, May, died in 1971 after a lingering illness. In 1972 he married Kathryn Loftus, who had lost her husband also in 1971, and she brought much happiness and companionship to him in his later years. Dr. Lauer is survived by Kathryn, of St. Paul, and a daughter, Jeanne (Mrs. David R. Milton), of Houston, Texas; two grandchildren, Terry Jean of St. Paul and Scott of Austin, Texas; a brother, Luther M. Lauer, of Orchard Park, New York; a sister, Carrie (Mrs. Guy Preston), of Alexandria, Minnesota; a nephew, Donald Walker Lauer, of Bloomington, Indiana; and two nieces, Joan Lauer Hayes (Mrs. Gordon P. Hayes), of Bellingham, Washington, and Betty Preston, of Morehead City, North Carolina.

**CLAYTON O. ROST**  
1885-1976

Clayton O. Rost, professor emeritus of soil science and former head of the Department of Soil Science at the University of Minnesota, died on October 23, 1976, at Walnut Creek, California.

Dr. Rost was born on November 24, 1885, at Ord, Nebraska. He received the B.Sc. and M.A. degrees in chemistry and agricultural chemistry at the University of Nebraska (1911 and 1912) and the Ph.D. degree in soil chemistry at the University of Minnesota in 1918. He was a research assistant in agricultural chemistry at the Nebraska Agricultural Experiment Station in 1912-1913, instructor in soils and assistant soil chemist at the Minnesota Agricultural Experiment Station from 1913 to 1918, assistant professor in soils from 1918 to 1923, associate professor from 1923 to 1925, professor from 1925 to 1954, and head of the Department of Soil Science from 1942 to 1954, when he retired. At the University he taught beginning soils, soil fertility, and soil conservation.

Dr. Rost's research contributions and area of interest covered a number of soil areas. He published on the loess soils of Nebraska and the glacial drift and solonetz and peat soils of Minnesota. In soil chemistry, he conducted research on manganese, phosphorus, sulfur, potassium, base exchange, and pH in soils. In later years his interests were mainly in soil fertility, especially the effects of fertilizer materials and soil amendments on a number of major Minnesota crops including sugar beets, potatoes, tobacco, wheat, oats, barley, and alfalfa. Dr. Rost published over 50 scientific papers and bulletins.

Dr. Rost was active in a number of national societies and was a member of the American Chemical Society, American Association for the Advancement of Science, American Society of Agronomy (in which he became a fellow in 1947), Soil Science Society of America, and International Society of Soil Science. Honor and professional societies of which he was a member include Phi Beta Kappa, Sigma Xi, Alpha Zeta, Alpha Chi Sigma, Phi Lambda Upsilon, Gamma Alpha, and Gamma Sigma Delta.

Dr. Rost was a member of a distinguished group of scientists who made significant contributions to the agriculture of the Midwest during a time of great progress and change. He was respected by his students and colleagues for his scientific accomplishments, and all with whom he became associated recognized in him and liked him for the kind and courteous gentleman he truly was.

**DOROTHY D. SMITH**  
1897-1976

Present and past faculty members from the Department of Elementary Education at the University of Minnesota, Duluth, regret the recent passing of Dorothy D. Smith.

Faculty members who taught with Dorothy remember her as vibrant, enthusiastic, and an effective model for teachers in training. Personal remembrances by faculty members include Dorothy's interest in following the careers of her students even though they moved throughout the nation and her vital motivating force in improving rural education in Minnesota.

Students, friends, and colleagues join together in expressing sympathy to the family of Dorothy D. Smith. A dedicated educator has passed.

**XI. ADJOURNMENT**

**MARILEE WARD**  
Clerk of the Senate

**Appendix**  
**ABSTRACT OF DISCUSSION**

The meeting was called to order at 3:25 p.m. by C. Peter Magrath, president, in Nicholson Hall auditorium. The four coordinate campuses were linked by telephone. Minutes of the November 18 meeting were accepted, and membership changes on current year's committees were approved.

*International Exchange Agreements*—Anne Krueger, professor of economics and chair of the Council on International Education, presented a statement of policy and procedures with regard to proposals for all-University international exchange agreements. It included the principles governing the policy, criteria for reviewing them, and procedures for seeking approval. She pointed out that it also provided a safeguard against failure to meet the criteria through complaint to the council.

Hernan Vidal, professor of Spanish and Portuguese, urged modification. He contended that the principle that no criterion of political acceptability of a nation could be used because such consideration would place the University in the position of "approving" of that government was contradictory to the principle stating that parties to agreements should subscribe to the principle of academic freedom. He pointed out that there was a lack of definition of academic freedom and said that people in the host country should be protected as well as University people. He called the document insensitive to human rights. There were, he said, units at the University that wanted to promote an agreement with a Chilean institution, and he maintained there should be free participation in debate preceding any exchange agreements.

Ms. Krueger responded that, if academic freedom in a country were made a criterion, there would be many cases where agreements could not be drawn up. She agreed that the issues were controversial, but said that the council felt the document was the best that could be agreed on.



John Wertz, professor of chemistry, disagreed with the provision barring consideration of political acceptability of the host nation, asking whether it would be reasonable to consider an agreement in Uganda. His move to delete the provision was seconded. Lawrence Goodman, professor of civil and mineral engineering, implored the Senate to strike the provision, citing a personal experience, when as a student he saw his institution represented in Germany in what appeared to be a position of support for the Nazi regime.

When a UMD senator challenged the validity of amending the report, Leon Green, professor of mathematics, moved that the rules be suspended to allow amendment. His motion was approved, and the Senate voted to eliminate the "political acceptability" principle. Gordon Kingston, acting dean of University College, urged the Senate to simultaneously delete the "academic freedom" principle to make the document consistent. However, the report, as amended, was then approved.

*Faculty Affairs Committee Addition*—Deon Stuthman, associate professor of agronomy and plant genetics and member of the Business and Rules Committee, introduced to the Faculty Senate a bylaw amendment to add a graduate assistant to the Faculty Affairs Committee. Mahmood Zaidi, professor in industrial relations and chairman of the committee, said his committee favored the proposal, and the amendment was approved, with the president ruling that the related rules amendment was included in the action.

*Authority of the Parliamentarian*—Mr. Stuthman proceeded to a constitutional amendment that he explained would legitimize the office of the parliamentarian. A UMD senator pointed out that, according to *Robert's Rules of Order*, the parliamentarian cannot be a senator, and with that change the amendment was approved, 143 to 0; Mr. Stuthman explained that had been the intent of the Business and Rules Committee. However, a second hearing was required, the president noted, because the necessary two-thirds approval was not achieved. Mr. Stuthman decided to carry over the related bylaw amendment until the second reading.

*Academic Freedom and Responsibility Statement*—Marcia Eaton, director of cross-disciplinary studies, reported that her committee had made a survey of grievance committees and procedures to be sure they were in compliance and was now proposing certain revisions. Sam Krislov, professor and head of political science, said the report shouldn't indicate that all grievance committees were to have faculty, student, and civil service representatives—that there were many grievance committees that did not. Ms. Eaton assured him that the statement was applicable only to academic freedom and responsibility grievance committees; the minutes would indicate that intent.

Fred Amram, professor and director of the Consolidated HELP Center and former chairman of the committee, opposed the move to permit a person whose position was primarily administrative to be a grievance review officer. He said the procedure was perceived as built on a peer structure, and he urged the Senate to reject the proposal.

Dean Crawford, professor of secondary education at UMD, asked how civil service persons were elected and indicated a problem in identifying peer groups. Ms. Eaton said her committee recognized the difficulties pointed out by Mr. Crawford but that it hoped each unit would find its own procedure for complying. The president asked whether she would consider further proposals on selection of civil service representatives. She said her committee would and indicated that, if a civil service person were involved in a grievance, a civil service representative would certainly be on the panel.

Willard Hartup, professor and director of child development, asked that "institute" be stricken from the statement, leaving "college" and "campus" as the appropriate designations. The president ruled that the change should be made.

The Senate then approved the proposal to permit units within a college to form a

grievance committee, as an aid to formation of committees in smaller units of the University. At the same time, it approved the proposal providing for student representation where no student groups exist by permitting the student government to appoint members to the grievance committees. However, it rejected the proposal to permit an administrator to serve as a grievance review officer.

*Faculty Compensation; Voluntary Early Retirement*—Mr. Zaidi, chairman of the Faculty Affairs Committee, recommended that the Senate approve sending to the president and his staff the statement of a philosophy for faculty compensation drawn up by his committee and presented to the Senate at its November meeting. His motion was approved without discussion. His statement on Regents' approval of a voluntary early retirement plan was presented for information.

*Campus WATS Line*—Mr. Krislov asked whether rumors that there were five WATS lines at the University were true and, if so, whether telephone costs as reported were accurate. The president said there would be a response at the next meeting.

*Enrollment-Related Issues*—The president read a statement from Leon Green, professor of mathematics and chairman of the Resources and Planning Committee, announcing that his committee was studying policy issues involved in enrollment trends and that it would welcome information or comments.

At 4:30 p.m., following a silent tribute to deceased colleagues, the meeting was adjourned.

**MARILEE WARD**  
**Abstractor**

# UNIVERSITY OF MINNESOTA

## SENATE MINUTES

March 2, 1978

The second meeting of the University Senate for the year 1977-78 was convened in the auditorium of Nicholson Hall on Thursday, March 2, 1978. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 131 voting members of the faculty, 44 voting members of the student body, 3 members of the Council of Academic Officers, and 13 nonmembers.

President C. Peter Magrath presided.

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

### MINUTES FOR NOVEMBER 17, 1977

Action (5 minutes)

*Approved*

#### I. SENATE AND UNIVERSITY COMMITTEES, 1978-79

Action (15 minutes)

SENATE JUDICIAL COMMITTEE: Jean Congdon, Gordon Heistad, Edith Hols, Jooinn Lee (UMM), H. E. Mason, Thomas Pearsall, Wayne Potratz, Peter Robinson, Vera Schletzer, William Schofield, Miriam Seltzer, James Turnure, Charles Wolfram.

*Approved*

#### II. SENATE AND UNIVERSITY COMMITTEES, 1977-78

Action (5 minutes)

UNIVERSITY COMMITTEE ON ALL-UNIVERSITY HONORS: Add Robert Odegard, ex officio

UNIVERSITY COMMITTEE ON BUSINESS AND RULES: Add Jim Clark and Michael Checky, students

SENATE COMMITTEE ON EDUCATIONAL POLICY: Add Scott Hall, UMD student, and Robert Stein, ex officio; delete Stan Kegler, ex officio

COUNCIL ON LIBERAL EDUCATION: Add Carol Boyer, student

SENATE COMMITTEE ON FACULTY AFFAIRS: William Boylan replaces Eugene Allen, who is on leave

SENATE COMMITTEE ON RESEARCH: Add Kenneth Reid, ex officio

UNIVERSITY COMMITTEE ON ANIMAL CARE: Larry Anderson, UMD, replaces Pershing Hofslund, UMD, who has resigned

SENATE COMMITTEE ON RESOURCES AND PLANNING: Add Robert Stein, ex officio; delete Stan Kegler, ex officio

SENATE COMMITTEE ON SOCIAL CONCERNS: Add Donald Biggs, ex officio; Patricia Williamson, Laverne Clegg, Susan Hunter Weir, civil service

#### Information

UNIVERSITY COMMITTEE ON USE OF HUMAN SUBJECTS IN RESEARCH: Thomas Hummel and Charles McKhann, Co-chairmen; Michael Nilan, student.

*Approved*

### III. UNIVERSITY COMMITTEE ON BUSINESS AND RULES (5 minutes)

#### CONSTITUTION AND BYLAWS AMENDMENTS

##### MOTION:

Amend the Senate Constitution, Article IV, Section 2, by adding "b. Termination of Standing Senate Committees. . . . Senate committees may be terminated by amendment of the bylaws."

Amend the Senate Constitution, Article IV, Section 3, by adding words enclosed in brackets, "a. Creation [and termination] of University Committees. . . . University committees may be established or terminated at any time by [a] majority vote [of the members] of the Senate [present and voting] upon resolution presented. Passage of bylaws is not required for the establishment or dissolution of University committees."

Amend the Senate Bylaws, Article II, Section 2, by adding words enclosed in brackets, "Any committee of the Senate may be required, upon [a] majority vote [of the members] of the Senate [present and voting], to report to that body at its next meeting, whether regular or special, on matters placed in charge of such committee."

Amend the Senate Bylaws, Article II, Section 4, by adding words enclosed in brackets, "...Amendments to the Rules shall be made by [a] majority vote [of the members] of the Senate [present and voting on] for matters pertaining to the Senate and by majority vote [of the members] of any campus assembly [present and voting on] for matters pertaining to that campus assembly."

The Handbook would be amended wherever clarification of "majority vote of the Senate" is needed.

*Approved*

#### ATTENDANCE RECORDS, UNIVERSITY SENATE

##### INFORMATION:

|                         | 1975-76 |          |       | 1976-77 |          |       |
|-------------------------|---------|----------|-------|---------|----------|-------|
|                         | Faculty | Students | Total | Faculty | Students | Total |
| Fall quarter            | 131     | 46       | 177   | 136     | 52       | 188   |
| Winter quarter          | 133     | 40       | 173   | 119     | 41       | 160   |
| Spring quarter—1        | 123     | 44       | 167   | 137     | 28       | 165   |
| Spring quarter—2        | 124     | 28       | 152   |         |          |       |
| Membership              | 162     | 76       | 238   | 162     | 83       | 245   |
| Average %<br>attendance | 79%     | 52%      | 70%   | 81%     | 49%      | 70%   |

Article III of the Senate Constitution with respect to "neglect of meetings" became effective during the 1975-76 academic year. The above tables for 1975-76 and 1976-77

show that the annual faculty attendance rate stood at 79% and 81%, respectively. By comparison, the 1974-75 rate was 75%. The student rate lags behind the faculty's, falling below 50% last year. It dropped to 46% fall quarter 1977, including the fact that 16 student senator vacancies existed.

**MARIO BOGNANNO**  
Chairman

### IV. SENATE COMMITTEE ON EDUCATIONAL POLICY (10 minutes)

#### UNIVERSITY COMMITTEE ON INTERNATIONAL EDUCATION

##### MOTION:

That the Council on International Education as constituted in the legislative action of 1973 should be disbanded, and in its place a University Committee on International Education should be established reporting to the Senate through the Senate Committee on Educational Policy. The charge given to the University Committee on International Education should be developed through consultation with the Chair and Acting Chairperson of the Council on International Education, a representative of the Office of International Programs, and such other representatives of groups with a major concern for international education in its broadest sense. The membership of the University Committee on International Education should be decided by the Senate Committee on Committees in the usual manner.

*Approved*

##### INFORMATION:

The report of the Council on International Education, International Education at the University of Minnesota: Its Dimensions, Structure, and Problems, (12 May 1977) has been submitted to and evaluated by SCEP amongst many interested committees, programs, and councils concerned with international education.

Six major recommendations have been identified by the Council on International Education in its report, and central administration has responded to each. The responses and the recommendations have been studied by SCEP. These are enumerated (a) through (f) below with each having been given unanimous support by SCEP.

- a. Strong steps should be taken to strengthen the coordinating functions of the Office of International Programs, especially with respect to other University offices and organizations dealing with international education. We feel that it would be more meaningful to employ the title "Office of International Education" than the title "Office of International Programs." We feel that consideration should also be given to centrally housing all of the offices dealing mainly with international education, so as to add to the visibility of this activity and to aid in coordination of work.
- b. A temporary "Coordinating Group" should be established with representation from the various offices and relevant committees involved in international education. A more permanent organization may ultimately be desirable.
- c. Initiatives concerning the employment of "internationally-oriented" faculty members should be left to departments.
- d. The views of Vice President Koffler in his memorandum of October 13 concerning the support of our international centers should also be supported. However, we encourage Central Administration to organize a comprehensive review of these Centers focusing on their functions and timeliness in the University.

- e. With respect to information-gathering-dissemination, we support the current efforts of the Office of International Programs. These efforts include surveying sources of grant support, information on faculty and staff activity in international education, and overseas employment opportunities. But we would remind Central Administration that budgetary support for these activities must, if anything, be increased, and not at the expense of other OIP activities.
- f. We recommend that the Council on International Education, as constituted in the legislation of 1973, be disbanded and that a University Committee on International Education be established reporting to the Senate through the Senate Committee on Educational Policy. We believe that this Committee should be slightly larger than the usual standing committee in order to reflect the breadth of its purview. The charge to the Committee should stress policy recommendation and review, not administration.

**ROBERT BRASTED**  
Chairman

**V. SENATE COMMITTEE ON RESEARCH**  
(15 minutes)

**GRADUATE SCHOOL RESEARCH**

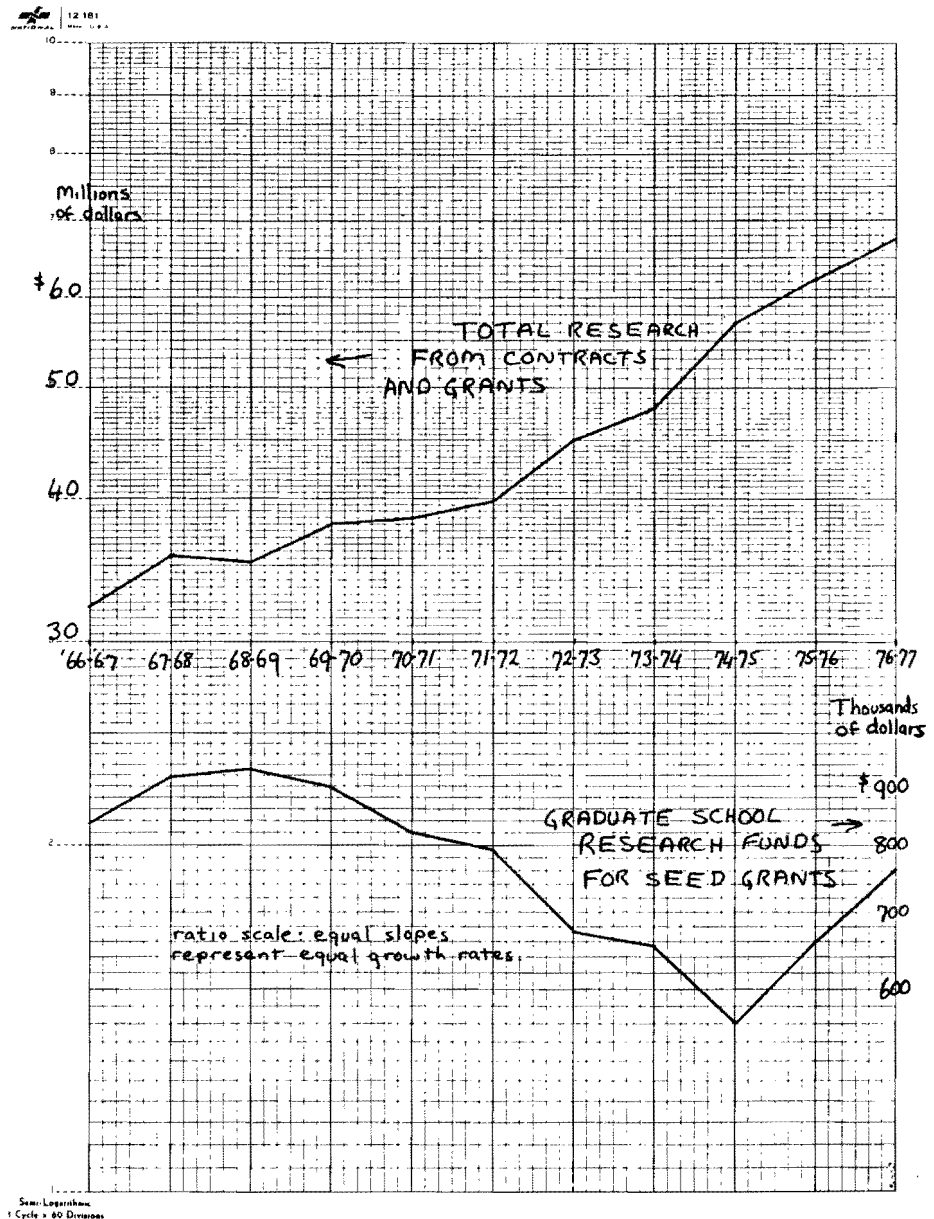
**MOTION:**

That the Senate approve the following resolution:  
 WHEREAS it is the sense of the Senate that the monies available for the Graduate School General Research Fund have been diminishing as a result of their fixed amount, for the past seven years, against an increasing rate of inflation, and  
 WHEREAS in years of retrenchment, the research opportunities for young faculty are declining, while the need for disciplined inquiry grows geometrically with the burgeoning knowledge base, and  
 WHEREAS it is part of the mission of the University to encourage disciplined inquiry for an increasingly complex society, and  
 WHEREAS it is the sense of the Senate that Graduate School Research funding acts as seed monies to increase external resources to the University,  
 THEREFORE, BE IT RESOLVED that to prevent further erosion of opportunities for Graduate Research, an increase in the Graduate School Research Fund budget be made, concomitant with a revised 1970 budget, in terms of 1978 economic conditions, so that the total level of support of the Legislative Special and the NIH Biomedical Sciences Support Grant and the O&M budget contribution be equivalent to that of 1970.

This item was withdrawn and deferred until a later meeting.

**INFORMATION:**

Predecessors and sources of the General Research Fund have been the General Agricultural Research and the Medical and Cancer Research Funds; the Legislative Special; the Minnesota Institute of Research; since the 1950's, a fixed amount from the overhead returns to the University regardless of the total return; and federal monies, including cost-of-education allowances from NDEA, NASA, and NSF programs and the NIH-PHS bio-sciences grant. Most of these funds disappeared by the early 1970's, during the same period in which federal research support was cut back generally and money for research equipment became scarce. During retrenchment and reallocation, other internal sources disappeared, including the Regents' Reserve; and every year inflation has eroded the real value of the dollars which do pass through this fund. (See graph below.)



March 2, 1977

The policies of the Advisory Committee are sent to the faculty each year to solicit applications. Faculty are eligible who have regular appointments and whose projects are truly research and not merely instructional. Proposals are judged on merit and need and the following priorities: 1) for new faculty members to aid in establishing a research program; 2) for major capital equipment that can be used cooperatively and will increase the likelihood of external funding; 3) matching funds for capital equipment; 4) for senior faculty moving into new areas of research; and 5) interim support. It is plain that the purchasing power of the GRF has greatly diminished, and that the University needs as never before to develop young researchers, to keep experimental capabilities reasonably up-to-date and to help senior faculty open up new project areas. The University has not maintained this fund as a constant fraction of total research expenditures. It was noted that applications have expanded even with guidelines well known to be stringently applied, and still only 191 out of 282 recent applications, 71%, were funded. It is important to have graduate fellowships to attract fine students, but these do not back faculty research and backing is needed to bring new fields, new faculty with otherwise limited entry into exploring in research. Ways must be found to retain this vitality, to provide opportunities for new research and the ability to run with ideas. This fund was to have created internal support for faculty, and will need to be augmented even to provide the same level of support. University business is connected to this investment, now; its other activities will parallel expected research funds in the future. Seed funds invested record returns tenfold. A college's pressure on funds is for teaching, but this causes this alternative use to be postponed or ignored. Seed money would make it possible to get federal support, to attract younger faculty in productive stages. We have spent this money in ways that pay back the state and have already increased outside funding.

**ROBERT J. GORLIN AND T. JOHN LEPP**  
Co-Chairmen

**VI. SENATE COMMITTEE ON RESOURCES AND PLANNING**  
(10 minutes)

**POLICY AGENDA RESOLUTION**

**MOTION:**

That the Policy Agenda resolution approved by the University Senate May 26, 1977, be amended to read as follows: (addition underlined, deletion crossed out)

"That the University Senate requests the President to submit, by ~~the first Senate meeting~~ September 1 of each academic year, a report giving a policy agenda for the University. This message should be brief and should include. . . ."

**LEON GREEN**  
Chairman

*Approved*

**VII. UNIVERSITY APPEALS COMMITTEE ON ACADEMIC FREEDOM & RESPONSIBILITY**  
(15 minutes)

*insert (3)*

**GRIEVANCE OFFICERS**

**MOTION:**

That the following revision be made in the Senate Statement on Academic Freedom and Responsibility, adopted April 18, 1974 (addition is enclosed in brackets):

"Such Grievance Review Officer shall not be a member of any grievance committee and [with the exception of the officers of the Graduate School, Continuing Education and Extension, and Central Administration.] shall not hold a position which is primarily administrative."

A friendly amendment to include addition of the words "officers of the" preceding the listing of the three divisions was accepted, and the motion as amended was approved.

**INFORMATION:**

At the Senate meeting of March 3, 1977, the University Appeals Committee on Academic Freedom and Responsibility recommended a number of revisions in the Senate Statement on Academic Freedom and Responsibility, adopted April 18, 1974. Among these was a proposal to remove the present restriction that a unit grievance officer "shall not hold a position which is primarily administrative" (III B, page 11, of Statement). The Senate by majority vote rejected this recommendation. The Committee concurs that, wherever possible, faculty members should serve as Grievance Review Officers. At the same time, the Committee recognizes that certain units, consisting entirely of personnel with primarily administrative assignments, find it impossible to comply. These units are the Graduate School, Continuing Education and Extension, and Central Administration.

**GERHARD H. WEISS**  
Chairman

**VIII. UNIVERSITY COMMITTEE ON BIENNIAL REQUEST AND BUDGET REVIEW**

**RESPONSIBILITIES AND ACTIVITIES OF UCRRBR**

**INFORMATION:**

In May 1974 the Committee on Committees appointed a Task Force "to direct its attention to the problems of the uncertainty of initiative and overlap of the scope and function . . . and to recommend changes in the membership or scope and function of the existing committees, or to recommend changes in the Senate committee structure itself."

One of the recommendations of the Task Force was the creation of the University Committee on Biennial Request and Budget Review, which would report to the Senate through the Consultative Committee, and whose purpose would be to ensure faculty-student input into legislative requests and budget review processes. In March of 1976 the Senate approved the addition of the University Committee on Biennial Request and Budget Review.

The composition of the committee is unusual. It consists of 11 members, 9 of whom would be designated by the committee which they represent: one faculty and one student each from the Consultative Committee, the Senate Committee on Educational Policy, the Senate Committee on Resources and Planning, and the Senate

Committee on Research; one faculty member from the Senate Committee on Faculty Affairs; and 2 at-large faculty members. During the discussion before Senate approval was passed, President Magrath, in response to a Senator's objection to the Committee, stated that the Committee would be "a significant committee which would present judgments and recommendations to administration in advance of the actual decision-making . . ."

The present Committee consists of:

**Faculty members**

Mahmood Zaidi (Chr.), Consultative Committee, 3-3827  
Carl Adams, at large, 3-4377  
Oswald Brownlee, at large, 3-5270  
Leonid Hurwicz, Faculty Affairs Committee, 3-4385 or 3-3690  
Ronald Phillips, Research Committee, 3-1386  
Richard Purple, Educational Policy Committee, 3-3084  
Donald Spring, Resources and Planning Committee and Coordinate Campuses, 1-589-2211, ext. 248

**Students**

Karen Dahl, Research Committee  
Harriet Lewis, Consultative Committee, 6-3644  
Mark Spartz, Educational Policy Committee, 379-0752  
Darlene Spruill, Resources and Planning Committee and Coordinate Campuses, 218-726-7178

The Committee has held several meetings since September, most of which have been devoted to clarification of its mission. The following Statement has been developed by the Committee. It has the approval of the Senate Consultative Committee, and President Magrath considers it "thoughtful and reasonable."

The following is the Statement of Responsibilities and Activities of the University Committee on Biennial Request and Budget Review:

The University Committee on Biennial Request and Budget Review (UCBRBR) has been in existence for approximately two years, during which time it has accumulated some experience in trying to determine and define its responsibilities and activities. During this period it has also maintained contact with the administration's Planning Council, which has itself undergone some alterations in its role. These alterations have affected the original parallelism between UCBRR and the Planning Council. In light of its experience and the changes in the administrative structure for short-run and long-run planning, the Committee now believes that it should state its view of its mode of operation.

**I. Responsibilities**

The Committee was established by the Senate to provide a means whereby the faculty and students would have greater access to budgetary decisions and greater opportunity to implement those decisions and recommendations of various Senate committees which have budgetary implications. The Committee views its primary responsibility as an advisory one to the Senate Consultative Committee and to the Senate. It also believes that its activities should be primarily restricted to considerations relating to the budget (the allocation of funds that have been made available to the University) and to the biennial request, rather than to the long-run goals and means for attaining the objectives of the University. UCBRR will analyze problems in the context of goals and objectives articulated by various Senate and administrative bodies.

The issues upon which the Committee should try to provide advice include those suggested by various Senate committees and by the University administration, as well as those raised by the Committee itself. The Committee should develop over time the procedures for collecting and handling issues from other Senate committees and from the central administration, but it may also find it appropriate to take the initiative in addressing questions related to the biennial request

proposals from the various colleges. It is assumed that both the administration and the Senate will aid the Committee in its analyses through providing needed information as well as expertise.

**II. Activities**

**A. The Long-Run Role of the Committee**

It is believed that the long-run role of the Committee would be primarily to provide advice relating to the biennial request and to the budget in the light of its understanding of the University's goals and priorities. The formulation of the biennial request begins nearly one year and a quarter before the appropriation is made by the state legislature. During the first seven months of this period, information is gathered from the various colleges and other units of the University and the administration assesses the overall prospects for state appropriations. During the subsequent eight month period the request is reviewed and presented to the state legislature. The appropriation usually is made near the end of the first half of the year and only a few months elapse until the process is repeated for an appropriation to be made two years later. During the period April through June of each year, funds expected to be available for the succeeding academic year are allocated. Thus the Committee hopes to have an opportunity to advise with respect to the biennial request whose cycle is completed every two years and with respect to the budget whose cycle occupies only one year.

**B. The Short-Run Mode of Operation**

It is the Committee's belief that it should establish an ordering of issues based upon what it believes to be the concerns and preferences of the faculty and students represented by the Senate and to direct its efforts toward those issues highest in this order. However, the Committee should be free and willing to advise upon issues presented by the administration. The Committee's views would be relayed through the Senate Consultative Committee, and other Senate committees would be kept informed when particular issues impinge on their areas of concern. However, the Committee should be free to advise the administration in its capacity as a body of experts and without speaking for its constituency.

**C. Contacts with the Senate, Senate Committees, and the Central Administration**

If the Committee is to provide information on issues of interest to the faculty and student body, it obviously must find what the Senate groups consider to be important. Consequently, it is expected that the Senate and other Senate committees will maintain contact with the UCBRR, informing it of their interests. It is expected that the primary voice of the Senate will be the Senate Consultative Committee and that UCBRR's recommendations would be passed to the Consultative Committee. It might be advisable for the Committee to provide an annual report to the Senate summarizing its experience in the previous year.

In carrying out its responsibilities, the Committee perceives that it will be necessary to interact with a broad range of officers within the central administration. The Committee expects, of course, to work closely with persons or groups designated by the President to deal with various issues. It is our understanding that at present the Vice President for Finance has the responsibility for preparing the next biennial request and budget, and we expect to develop an effective working relationship with him.

It is also the Committee's expectation that the arrangements noted above, together with the machinery still to be put in place, will provide a basis for a smooth, continuous, and meaningful participation by the Committee in the budgetary process.

In addition to developing the foregoing Statement, UCBRR so far has taken the following two actions:

1. It has directed its chairman, Professor Zaidi, to probe the relationship with

other Senate committees in order to discover both (a) "significant budget implications of past recommendations" and (b) "an outline of any new budgetary issues." So far, we have received responses from the Educational Policy, Faculty Affairs, Social Concerns, Committees, Resources and Planning, Research, and Academic Standing and Relations Committees.

2. It has directed Professor Zaidi to request from the central administration (a) a brief written statement regarding the major issues (where there is still leeway for decision) confronting the University with regard to the biennial request and the budget for next year, and (b) information as to where the central administration presently is in the biennial request and next year's budget reviews and what the possibilities are for immediate input by UCBRBR regarding the process. We are presently awaiting a reply from Vice President Donald Brown on more specific points.

The Committee invites input from faculty members and students into the biennial request and budget review process. Please contact me or any of the Committee members. Our names and telephone numbers appear above.

**MAHMOOD A. ZAIDI**  
Chairperson

*Accepted*

## **IX. POLICY AGENDA FOR THE UNIVERSITY, 1977-78, BY THE PRESIDENT (25 minutes)**

Please bring your copy of the Policy Agenda which you received at the last Senate meeting or refer to your Senate minutes of November 17, 1977.

See the abstract for a summary of the discussion.

## **X. QUESTIONS TO THE PRESIDENT (20 minutes)**

1. Progress report: costs of administration
2. New administrative positions in University Libraries (comment) (Were they approved by SCEP and the Senate Library Committee?)
3. Is there something that senators can do to expedite the acceptance and use of the revised tenure code, on which we laboriously worked for months developing?

Clarence S. Carter  
Library Senator

4. The legislators mandated that the University report by a specified date on its progress toward equalization of salaries of faculty on coordinate campuses. According to the information available to me, which includes Vice President Koffler's memo of February 1977 on salaries and the August issue of the AAUP Bulletin, salaries at coordinate campuses appear more than equalized now when one takes into consideration differences in mission. At the assistant professor level, median salaries for 1976-77 at Duluth equal the all-University average and exceed those of CLA. At the associate professor level median salaries at Duluth are only \$241 less than those in CLA. At the full professor level, \$1000 separates median salaries for CLA and Duluth, and only \$1528 for IT and Duluth. These are salaries before equalization. Nationally, however, salaries at Ph.D. granting institutions are \$2000-4000 above those at M.S.

granting institutions. Since the legislators asked us only to report on progress (or justify decision), why are median salaries for comparable departments being fully equalized? Also, is it possible to have real merit, differences in mission, and marketplace considerations when the overriding philosophy appears to be equalization?

Louis E. Toth  
Professor, Chemical Engineering and  
Materials Science

5. The Subcommittee on Social Responsibility in Investments is making a report to the regents in March regarding appropriate University handling of its investments in South Africa. This report is being presented by the committee without ever having properly considered the alternative of divestiture. In order for this report to be properly acceptable and complete, it would seem to be necessary that this important alternative be given due consideration. As general administrative officer, how can you justify this procedure?

In response to a subcommittee resolution to put together a coalition of colleges and universities to present shareholder resolutions to companies doing business in South Africa who have not yet signed the Sullivan Principles urging those companies to sign, you sent a letter in October to 49 universities asking them to rally behind those principles and to contact Vice President Donald Brown to review the proposal further. Is the University's leadership a sincere effort to change the apartheid system, or is it merely a position behind which it can deal with student-faculty protests? Do the HEW guidelines prohibiting discrimination based on race affect the legality of University investments in South Africa?

Richard Cooke, Steve Carlson  
Student Senators

See the abstract for a summary of the discussion.

## **XI. OLD BUSINESS**

None.

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

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

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

## STUDENT ACCESS TO COMPUTER FACILITIES

### PROPOSAL I:

- I. That the lab rooms be kept open the full time and that the computer is available for time sharing. The terminals shall also be kept open.
- II. There should be a campus phone in every instructional lab.
- III. Posted in every time sharing lab, there should be the following:
  - A. Location of the other labs.
  - B. Name and phone number of supervisors in the other labs.
  - C. Description of the types of equipment in the other labs.
  - D. Room hours in the other labs.
  - E. Building hours of the other labs.
  - F. When the account passcard members will be changed.Outside of the room, there should be a display case. The display case should be set in such a position that it is readily observable by all students. The information that is posted in the room plus any other related material shall be posted in the case.

In the large keypunch room the same type of information shall be posted, and a display case shall also be set up in similar fashion.
- IV. A grievance procedure should be set up by the University Committee on Computer Facilities and U Computer Services to handle complaints concerning the breakdown of equipment, consultants, lab supervisors, and availability of reference manuals. A suggestion box should be set up for complaints and helpful suggestions.
- V. In large keypunch rooms, there should be at least one keypunch with a 3-minute limit. Keypunch rooms should stay open until midnight, or there should be enough keypunches available to meet the demand until midnight.
- VI. In the Timesharing Guide to Computing, UCC Instant, Student Guide to Better Computing, and for the New User: A Complete Guide, Other User-Related Manuals, the following information should be printed:
  - A. Location of rooms.
  - B. Name and phone number of supervisors.
  - C. Room and building hours.
  - D. Description of the types of equipment.A notice that the information may be out-of-date should also be included.
- VII. Recycling barrels for computer paper should be clearly marked.
- VIII. At remote sites, instructions on how to run the 1004, or remote sites, should be periodically updated to make clearer the operation of the remote site. Posted in the room should be the name and phone number of the supervisor. Posted outside the room should be the locations and phone numbers of the other remote sites.
- IX. The following guidelines should be added to policies for lab supervisors:
  - A. Computer services and departments should review lab supervisors quarterly. This process should be open for student input.
  - B. Departments should consider removal of lab supervisors if they are consistently delinquent in reporting broken equipment within 48 hours.
- X. The possibility of extending the CDC 6400 operation hours should be looked into.

- XI. The University should convert as quickly as feasible to 300 Baud ports. When Computer Services gets the Ten Decwriters, they should be put in buildings that are most accessible to students.
- XII. Wheelchair access to all computer facilities and equipment shall be maintained.
- XIII. Computer services should look into bolting the equipment to the floor (if it will help keep rooms open longer).
- XIV. Computer services should look into hiring work study students as consultants.

### PROPOSAL II:

Because of problems incurred by students, we, the members of student government, recommend that:

A users' committee be set up to determine policy and act as a liaison between Computer Services, users of the computer services, lab supervisors, and the University Committee on Computer Facilities. This committee should be composed of students and faculty members.

### PROPOSAL III:

In an attempt to distribute more equally *student access* to computer terminals, student government proposes that:

For easier access to computer terminals in Health Sciences Unit A, maps to the rooms should be readily available, and signs posted to direct students to the facilities.

**Tom Potter, University Resources Chair**  
**Alan Hovind, TCSA Member**

## XIII. TRIBUTE TO DECEASED FACULTY MEMBERS

ARTHUR E. HUTCHINS  
1897-1978

Arthur E. Hutchins, professor emeritus of horticulture in the Department of Horticultural Science and Landscape Architecture, died on January 30, 1978, in St. Paul, Minnesota.

Dr. Hutchins was born at Dickinson Center, New York, on March 20, 1897. His father died in 1902, and following the death of his mother in 1906 Arthur moved to Wadena, Minnesota, to live with an uncle and aunt, Dr. L. W. and Mrs. Alice I. (Hutchins) Babcock. He graduated from Wadena High School in 1916. In the spring of 1917, he enlisted in the U.S. Navy. He served for over 2 years on the troop transport vessel U.S.S. Madawaska, and was discharged in July 1919.

Dr. Hutchins entered the University of Minnesota in 1921 and earned his B.S. degree in 1925 with a major in horticulture (landscape gardening). After 3 years' experience in the landscape and nursery industry, he began graduate study in horticulture in the fall of 1928. He was made an instructor in the department in 1929, and received his Ph.D. in 1933. Dr. Hutchins retired in 1965, after 36 years as a teacher and researcher in vegetable crop culture, vegetable breeding, and genetics.

Dr. Hutchins made significant contributions to our knowledge of the genetics of squash and cucumbers through his research in the breeding and genetics of those crops. He developed the following squash cultivars: Kitchenette, New Brighton Hubbard, Rainbow, Greengold, Faribo Hybrid "R", Faribo Hybrid "G", and Northrup King Hybrid. He also developed the Midget, Mincu, Minnesota Dwarf XII, Faribo Hybrid "C", and Faribo Hybrid "D" cucumbers, the Minnoval eggplant, Faribo Hybrid



pepper, and the parsley cultivar: Minncurl. In addition to the above cultivars, Dr. Hutchins developed a number of male sterile and bush squash lines and dwarf or bush cucumber lines. Seeds of these lines have been deposited at the national seed storage center at Fort Collins, Colorado, and are available to plant breeders throughout the world.

Dr. Hutchins was a prolific writer. In addition to 40 scientific journal articles and experiment station bulletins, he wrote many popular articles and bulletins on the culture of vegetable crops and herbs, over 100 reports to growers on the results of vegetable variety trials, and numerous newspaper articles, extension news articles for the rural press, and over 80 magazine articles. In addition, Dr. Hutchins taught courses in vegetable crop production to agriculture students. During World War II, Dr. Hutchins took over large responsibilities in the leadership of the Victory Garden movement in the Twin City area and served as the University's representative on the Minneapolis Victory Garden Committee.

Dr. Hutchins was a member of Gamma Sigma Delta, Sigma Xi, Alpha Zeta, Gamma Alpha, the American Society for Horticultural Science (chairman of the Great Plains Section in 1950-51), Genetics Society of America, Minnesota Academy of Science, and the Minnesota Horticultural Society. He was very active in the latter organization, serving on many committees and acting as president in 1946-47. Because of his many contributions, Dr. Hutchins was made an honorary member of the Minneapolis Market Gardeners Association, was given the Minneapolis Star and Tribune Leadership Award, and was awarded an Honorary Life Membership in the Minnesota Horticultural Society.

Despite his seemingly endless list of professional activities, Dr. Hutchins was a devoted student of American history and was a member of both the Ramsey County and Minnesota Historical Societies. But his true love was Abraham Lincoln, and he amassed an excellent and extensive collection of books about the life and times of Lincoln.

"Hutch" will always be remembered by his colleagues, his former graduate students, and all others who knew him well as a warm and generous person to whom one could turn in time of trouble and get sympathy, wise advice, and even (as more than one former graduate student will attest) unstinting financial help if necessary. It was not surprising, therefore, to learn that he had arranged with his wife to contribute funds to initiate an Arthur E. Hutchins Scholarship in Horticultural Science at the University, to which his friends may contribute memorials.

Dr. Hutchins is survived by his wife, Winifred, a daughter, Virginia Swifka, two grandchildren, and a great grandson.

#### LAVERNE F. SNOXELL 1914-1977

Professor Laverne F. Snoxell, affectionately known as "Snox" by most of his administrative and faculty colleagues, came to the University of Minnesota in 1953 as an assistant professor of psychology and the director of the Special Counseling Office. He attained the rank of associate professor of psychology in 1957 and professor of psychology in 1973. In June 1977, he was given additional responsibilities when he was appointed special assistant to the vice president of student affairs.

Throughout his career at Minnesota, Professor Snoxell assisted in teaching various student personnel courses, advised numerous graduate students, and published scholarly articles in his field, but he will be best remembered for his work in the administration of student discipline at the University.

No aspect of student life has changed more rapidly or more drastically over the past 25 years as has student discipline. The philosophy of *in loco parentis*, which had guided the institutional relationship to the student since the early nineteenth century, was disavowed by American higher education in the late sixties. Without an articulated philosophy to replace it and with the social unrest caused by issues of race and the

Vietnam War, the nation's campuses were faced with unparalleled disruption and violence.

Professor Snoxell's office was in the center of that maelstrom. With a characteristic concern for the protection of individual rights and a strong attention to conceptual thoroughness and procedural detail, he was instrumental in reworking old policies and forging new ones to help ease the institutional and societal tensions. While other institutions were constantly in the courts to argue the fairness of their policies or the legality of their procedures, thus sapping institutional energy and community support, Minnesota's policies and procedures went virtually unchallenged in the courts. Without diminishing the contribution of many other senior administrators, faculty members, and students, a large share of credit for this laudable record belongs to Professor Snoxell.

As an educator and counselor, the effects of Professor Snoxell's work on the thousands of students he saw over the years cannot be calculated. He worked with students that had broken every rule, every regulation, and every law that could be imagined. His concerns, however, were never merely punitive as he struggled with students on an informal basis to find the motives behind their behavior so that emerging patterns could be broken early with minimal negative consequences to the individuals and the community. A recidivist rate of no more than 4 percent for any year of his 24-year directorship represents only one indicator of his success. The real legacy he left, even though its impact will never be precisely known, is the productive lives of those many students who moved from maladaptive personal and societal patterns toward lives of heightened self-consciousness through his skillful intervention.

For nearly 25 years Professor Snoxell persevered and prospered in a position that, by its nature and function and due in no small part to the competence and professionalism of the man himself, drew little attention and even less public praise. Yet for his work as a teacher, scholar, counselor, and administrator, all members of the University community owe him a lasting debt of gratitude. His presence and his work will be greatly missed.

#### XIV. ADJOURNMENT

**MARILEE WARD**  
Clerk of the Senate

## Appendix ABSTRACT OF DISCUSSION

The March 2 meeting of the University Senate was called to order by President C. Peter Magrath at 3:25 p.m. in the Nicholson Hall auditorium. Duluth, Morris, and Waseca were linked by phone; Crookston members attended in person. The minutes of the November 17 meeting were approved.

*Senate Vice Chairman*—The president asked for unanimous consent to authorize him to appoint an acting vice chairman of the Senate to serve spring quarter in place of Robert Holt, who will be on leave. He said he would consult with the Senate Consultative Committee before making the appointment. There was no objection.

*Constitution and Bylaw Amendments*—Mario Bognanno, professor of industrial relations and chairman of the Business and Rules Committee, called attention to the interval provided later in the agenda for discussion of topics of general interest. He explained that it should be treated as an opportunity to share concerns, ideas, and suggestions that could then be sent to the Consultative Committee, another Senate committee, or to the Senate itself for action. He then introduced two amendments each to the Constitution and Bylaws that, he said, clarified the termination procedure for committees of the Senate by indicating that a majority vote was sufficient. All four passed without dissent, 163 to 0.

*Committee Memberships*—Members for the Judicial Committee for next year and membership changes for the other committees for the current year were approved.

*International Education Committee*—Robert Brasted, professor of chemistry and chairman of the Educational Policy Committee, brought some good news and bad news: abolish one committee, create another. His committee, he explained, had studied the Council on International Education thoroughly last year and decided that its charge was unworkable. Its proposal was for a University Committee on International Education to report to the Senate through his committee. Mahmood Zaidi, professor of industrial relations, asked about its size; Mr. Brasted replied that his committee had confidence in the Committee on Committees; the president advised SCEP to consult with the Committee on Committees. Charles Wolfram, professor of law and Committee on Committees member, asked whether it could be considered a subcommittee; Mr. Brasted answered that it should be a University committee. The motion was then approved.

*Graduate School Research*—The item was withdrawn from the agenda by the committee chairman.

*Policy Agenda*—Leon Green, professor of mathematics and chairman of the Resources and Planning Committee, moved for approval of a resolution to request the annual policy agenda from the president by September 1, instead of the first Senate meeting, for reasons that he said were evident. His motion was approved without discussion.

*Grievance Officers*—Gerhard Weiss, professor of German and chairman of the Appeals Committee on Academic Freedom and Responsibility, asked for approval of a motion to permit three units of the University to use persons as grievance officers who could have administrative responsibilities. He explained that the issue was serious and that the Senate would recall that it had voted down the broad proposal to permit grievance officers to have administrative duties, but it had been found that in the case of the units mentioned it was extremely difficult to appoint a faculty member to serve and they were presently "living in sin." He explained that it was understood that they would not be involved in adjudication but would serve purely as facilitating officers. His motion was approved with the addition of the word "officers" to specify individuals.

*Activities of the Biennial Request and Budget Review Committee (UCBRBR)*—Mahmood Zaidi, professor of industrial relations and chairman of the committee, presented the agenda material for information with the addition of two updated items. His committee, he said, had requested of all Senate committees a list of their recommendations that would have budget implications for the next biennium. In addition, it had asked the president's office to keep the committee informed of its agenda and whether there was time to influence decisions. Vice President Donald Brown had responded, he said, giving deadlines for the committee's response. He said the success of the effort would depend on how the committee's efforts were acknowledged by all parties, faculty members, students, and administrators.

Jim Clark, student, asked about the relationship of Mr. Zaidi's committee to the role of the Planning Council. President Magrath responded that a major problem was getting adequate consultation on the biennial request, but there had been improvement through UCBRR and the Consultative Committee. The Planning Council, he explained, was a group whose mission was more conceptual in nature—the long-range arm, so to speak.

Patricia Swan, professor of food science and nutrition, asked whether UCBRR had discussed the recent retrenchment plans with the central officers. Mr. Zaidi described what had taken place: Four persons from the Senate Consultative Committee had formed an ad hoc committee to meet with the president, and that group was meeting the day that the story appeared in the *Minnesota Daily* reporting the retrenchment. The group had also met again with the president to talk further about the consulting process itself, he said. It shared its concern with the president, and they agreed to work toward an ideal procedure. Leonid Hurwicz, regent's professor of economics and UCBRR member, acknowledged that it was a difficult period for everyone, but felt strongly that mutual input was desirable and was hopeful that that would be the case when he became a member of the committee. He said he was extremely disturbed by the sequence of events that followed because UCBRR had not been warned of the retrenchment proposal. He said the impact was so serious that no stone should have been left unturned to find a solution. Later events showed that the figures quoted were not as final as was implied in the *Daily*, he said, but it seemed to him that the flexibility was being allowed only to deans of the units. He said that membership in UCBRR implied that a faculty member had a chance for input in the budgetary process, but events had cast doubts on the truth of that assumption. He recognized that the administration was under severe time pressure, but his principal concerns were both procedural and substantive. He felt the situation went beyond the ordinary exhortation of the necessity for better consulting, and that what was needed by UCBRR were time schedules and data base materials. He urged that consideration be given not just to the formal aspects, but to the spirit in which consultation was conducted. He was concerned, he said, that the situation the University was in now was induced by the way the cuts had been made. The President said he shared the professor's concerns and added that his comments were very much to the mark. He acknowledged that there were timetable problems and accepted the responsibility for them, but he felt at the same time that some input that he had been able to get had had an effect.

*Policy Agenda, 1977-78*—The president reminded the Senate that he had invited them at the last meeting to respond to the policy agenda after they had had an opportunity to review it. Leon Green, professor of mathematics and chairman of the Resources and Planning Committee, explained that senators should discuss the agenda among themselves and that his committee would take special note of that dialogue. Also, he urged senators to respond to it by writing the clerk of the senate, who would keep in touch with him. Robert Hexter, professor of chemistry, pointed out that there was a huge amount of work outlined in the agenda and asked whether there was any timetable for completion of items. The president responded that there were target dates for some items and some were ongoing. The Planning Council, he said, was working effectively and he would also look to Robert Stein, vice president for administration and planning, to set some schedules. On priorities, he said the Planning Council and some Senate committees would be setting those.

Steve Carlson, student, asked what the enrollment changes were that were referred to in the document. The president said that if enrollment could be predicted accurately life would be a lot easier, but that the administration and committees would be dealing with concepts rather than count. When Mr. Carlson asked him what changes he could foresee, the president said that the assumption most people had was that enrollment would increase moderately by 1980-81 and decrease during the 80s.

Phyllis Freier, professor of physics, asked how evening school course offerings could be incorporated into day school departments. The president explained that Al Linck, associate vice president for academic affairs, was chairing a task force that had made some preliminary recommendations to bring such classes into the mainstream. Mr. Linck added that the report had gone to almost all major committees, the coordinate campuses, and collegiate units. He said he wanted it discussed at the college level and would send a copy to anyone requesting it.

Harriet Lewis, student member of the Consultative Committee, observed that graduate students were tired of taking the brunt of every retrenchment. Thomas Bacig, associate professor of English, UMD, asked what was meant by the item calling for definition of scope of employment of faculty members. The president said it covered a whole range of issues and a whole range of questions that could wind up in litigation, questions of insurability of faculty members and their educational role. Mr. Bacig said that the legislature was greatly concerned about consulting, and he hoped that it would be explored carefully.

A Continuing Education and Extension student senator spoke out for her constituency, calling attention first to the poor attendance record of CEE student senators because of their schedules. She asserted that, in the face of growing interest in CEE courses, cuts were being made in graduate offerings, lights, and library hours, for example, that greatly affected that division. She called for a complete turnaround, indicating that CEE does not want to be incorporated into day school. She called it a big, broad division where the future of the University lies, and she urged the University not to be afraid to take chances and to think creatively.

Mr. Green said he solicited written comments on the practice of relating budgets to enrollment and urged senators to think about alternatives.

President Magrath reported further on the retrenchment move. He had received a recommendation from two vice presidents, he said, that the retrenchment procedure be reexamined. As a result of the reexamination there was modest relief for some Twin Cities units.

*Questions to the President*—The president continued a response he had made at the last Senate meeting on the costs of administration. First, he said, any strict comparison of administrative and faculty positions or costs was conceptually unsound and could be very misleading, and comparison of increases could be equally susceptible to misinterpretation or misleading conclusions. First, he said, organizational structures had changed as had accounting procedures, such as a "folding in" by the legislature of 11 state specials, a process where the salaries of administrators of those items were simply added to the operating and maintenance budget for the University. Second, position titles had changed over the past several years, with the result that it seemed that such personnel changes were being made; in reality, it was the result of a different accounting measure, as between civil service and administrative personnel. Third, there were a number of temporary "soft funded" appointments that were changed to "hard funding," so that they appeared in the budget books for the first time for both faculty and administration. Fourth, he called attention to the rather favorable salary increases enjoyed by civil service employees, indicating that the portion of such personnel in administrative and service units was much higher than that in departmental units. There were, in addition, some factors that resulted in an actual increase in the administrative complement, such as the explosion of external demands placed on the University by the state and federal government. He mentioned civil rights, affirmative action, OSHA, privacy legislation, human and animal subjects rules, collective bargaining, student aid programs, and other forms

of reporting compliance. He said, however, that the University would continue to try to get funding for positions to accommodate the additional load. The other factor, he said, was the expansion in enrollment over the past 4 years.

The president then proceeded to draw a few comparisons regarding the past 4 years. The first showed that the ratio of administrators to faculty had increased from 2.9 percent to 4.7 percent. A breakdown of that increase indicated that the vast majority of the new positions were not added at the central administration level, which showed 4, but were concentrated in the colleges across the system, particularly on the Twin Cities campus with 44 (excluding the Health Sciences) and the Health Sciences with eight. Duluth and Morris accounted for 16. He emphasized that, because of the reclassification of positions and reallocation, it was virtually impossible to trace positions individually, using as an example administrators in the Twin Cities non-Health Sciences colleges, where it seemed likely that many of the persons now identified as administrators were performing those functions in 1974. He then proceeded to a comparison with other institutions, indicating he would share with the Senate the comparison currently being compiled by the Association of American Universities that he mentioned at the last Senate meeting. He revealed some figures for eight other major institutions that showed the University as average in its support of administrative personnel, the range being 0.6 to 2.0 percent, with the University tied for third at 1.5 percent. In the area of fiscal operations, the range was 0.7 to 5.0 percent, he said, and the University ranked seventh at 1.0 percent.

Another item held over from the last meeting was the question of two new administrative positions for the libraries and whether they had been approved by the Library and the Educational Policy Committees. Peter Roll, special assistant, academic administration, identified the positions as being in the Institute of Technology and Walter libraries, two of the five major libraries of the University. He said the purpose was to provide a level of attention to the problems and needs of those libraries enjoyed by the other major divisions and to strengthen the overall administration and management capabilities of the system. Funding was obtained by realigning other portions of the library administration and was not derived from the operations staff or the miscellaneous help budget that supports library hours, he explained. At the same time these positions were established, it was decided that library hours could be lengthened. Deans, the Senate Library Committee, the library staff, and the vice president for academic affairs were consulted on the move.

A third query dealt with the possibility of expediting the acceptance and use of the revised tenure code worked out by the faculty in 1973. The president said he recognized the frustration of the faculty in awaiting resolution of the collective bargaining election, but that changes could not be put into effect without appearing to change the terms of employment, so his answer was a reluctant "no."

The next question involved the recent legislative mandate for equalization of faculty salaries on the coordinate campuses and called attention to merit, mission, and the marketplace as other important considerations. The president said that in trying to follow the intent of the legislative rider several analytical approaches were followed to generate new internal and external data that matched areas of study, ranks, and age groups. The final report, which he said was discussed with the Consultative Committee and the Council of Academic Officers, stated that an unequivocal case could not be made for the existence of salary inequities at Duluth and Morris. It did indicate, he added, that if the funds could be provided in the amounts of \$180,000 for Duluth and \$30,000 for Morris, those campuses could be assisted in attaining a significantly more competitive position among comparable nondoctoral institutions. However, it recommended that such funds should be allocated on the basis of individual merit, so the median salaries from department to department would not necessarily be fully equalized. The president concluded by saying that he wanted to put the issue to rest once and for all so that solution of those compelling problems faced in common as a University could be addressed—that absolute equalization was not desirable or possible. Professor Toth acknowledged that his questions had been answered but said he disagreed with the president on the matter.

The final question came from two student senators, Richard Cooke and Steve Carlson. It called attention to the report going to the regents in March regarding University handling of its investments in South Africa and pointed out that the Subcommittee on Social Responsibility in Investments had not considered the alternative of divestiture when it passed its resolution urging a coalition of colleges and universities to present shareholder resolutions to companies doing business in South Africa to sign the Sullivan Principles in an effort to change the apartheid policies of the present government there. The students asked whether the role of leadership the president was assuming by initiating letters to those institutions was sincere or merely an effort to deal with campus protests, and they asked whether United States government guidelines prohibiting discrimination based on race affected the legality of University investments there. The president responded by saying that he understood that the subcommittee had discussed the possibility of recommending sale of University-owned stocks but had voted against it. Since then, he said, the subcommittee had heard discussion and hearings on the strategy of divestiture and had agreed to have a special subcommittee discussion on it next month so that it would be better prepared on the issue than when the vote was taken. He felt the conduct of the subcommittee had been appropriate, since divestiture by the University would be a strategy that could be taken without reference to a time frame, whereas the recommendations on voting shareholder proxies, with which the subcommittee had been concerning itself, had had time limits imposed on them. He pointed out that the administration and the subcommittee had spent a great deal of time preparing and presenting the University's shareholder resolution to 14 companies and in carrying on discussions leading to the adoption by 10 of those companies of the Sullivan Principles, and he called it the outgrowth of a sincere belief that getting the companies to cooperate could ameliorate the effects of apartheid in South Africa. He explained that, in soliciting support for a coalition of institutions, he had spoken of student disruptions, but that the main thrust was for other institutions to take the offensive rather than merely react. As to the HEW guidelines, he said that they referred to people the University directly affects, such as employees and students, and not to investments. Mr. Carlson said he hoped the letter would not be construed as merely a reaction to student disruptions.

*Student Access to Computer Facilities*—Tom Potter, student, presented two proposals for improving student access to computer facilities. He explained that hearings had been held and that he hoped the Senate would act on its recommendations. The president said he felt it would be appropriate to refer those proposals to the University Committee on Computing Facilities and said he would like to follow through to ensure that a recommendation be made to the Senate. Mr. Potter pointed out that one of the proposals suggested that a users' committee be set up that would act as a liaison for computer services, users, staff members, and the Computer Committee. He said the important thing was the length of time that the labs were open and warned that improvement would mean more money, a point known to the Educational Policy and the Biennial Request and Budget Review committees.

*Biennial Request*—The president then commented on the preparation of the biennial request for the legislature. He said he understood the concern of students about tuition and the faculty about budget cuts. He said he was an optimistic individual with a profound feeling of caring. He said his judgments would be made on a University-wide basis and that they might be fallible. He recognized the severe fiscal problems being suffered in some areas, and said he would work with the Senate and the rest of the University community so special attention could be brought to bear on those areas.

Robert Holt, professor of political science and vice chairman of the Senate, turned the attention of the Senate to the president's forthcoming marriage, offering him heartiest congratulations amid applause. The Senate then rose in silent tribute to deceased colleagues, and the meeting was adjourned at 5:30 p.m.

**MARILEE WARD**  
**Abstractor**

SENATE STATEMENT ON  
ACADEMIC FREEDOM AND RESPONSIBILITY

Adopted: April 18, 1974  
Amended: March 3, 1977 and March 2, 1978

The University Senate mandated the University Appeals Committee on Academic Freedom and Responsibility (UACAFR) to fulfill three functions: "1) To make recommendations to the President on appeals relating to questions of academic freedom and responsibility which have been filed with the president's office and referred to the committee; 2) to determine the routing of appeals on academic freedom and responsibility for cases not covered by existing policies of the Senate; and 3) to review policies and practices relating to appeals procedures on academic freedom and responsibility and to recommend changes which may be indicated." (Senate Minutes, March 11, 1971) The Committee has concentrated on the second and third charges, because the president's office has not referred specific cases to the committee.

An examination of the labyrinth of grievance appeals mechanisms reveals that present procedures are unreasonably vague and confusing to persons who desire to file grievances. To eliminate this confusion the committee is making several recommendations based on the assumption that any grievance procedure must conform to the principles of fairness, simplicity, and accessibility. FAIRNESS means that the complainant and respondent are entitled to due process of law in the adjudication of grievances. SIMPLICITY means that the system of appeals must be as simple as such due process and the University's structure will allow. ACCESSIBILITY means that all complainants will have full and speedy access to grievance mechanisms, including adequate appeals, and that they will be able to secure adequate information and assistance.

In this report the committee will seek 1) to define academic freedom and

responsibility in a way that will delimit the kinds of grievances falling under this rubric, 2) to clarify the routing of grievances and appeals concerning academic freedom and responsibility, 3) to propose general guidelines for the structure and implementation of grievance procedures, 4) to propose general principles for the resolution of grievances, and 5) to make specific recommendations for implementation.

#### DEFINITIONS

##### Academic Unit

Every unit of the University, such as a department, which is given the responsibility to initiate the hiring, promotion, and termination of employment of faculty members and every grouping of such units, such as a college, which is given the responsibility to review their initial recommendations. Unless the context of these regulations otherwise requires the term, "academic unit" refers to the initiating unit.

##### Civil Service Employee

Anyone who holds a Civil Service Appointment with the University at the time of the alleged infraction.

##### Complainant

The party or parties (students, civil service employees, and faculty) alleging a violation of academic freedom or charging the respondent with failure to meet academic responsibility.

##### Disposition

The outcome of any proceeding, formal or informal, including the report made by the Grievance Committee at the end of formal grievance proceedings. Such report shall include members present, summary of discussion, the committee's decision as to whether the grievance is valid, the reasons for the decision, and recommendations to the appropriate administrator on the actions, if any, to be taken. The outcome

existing after all appeals are exhausted, or after both parties forgo further appeals, is the final disposition.

Faculty Member

Anyone who holds any type of Academic Appointment with the University at the time of the alleged infraction.

Formal Grievance

The filing of a written statement of grievance as defined in Article IV, Section B, regarding academic freedom and/or academic responsibility. (Note: The Faculty Tenure Code proposes "complaints committees" to deal with academic employment grievances. These "complaints committees" are not to be confused with the "grievance committees" proposed in this report.)

Grievance

The contention by a member of the University community that one's academic freedom has been denied or that another member of the University community has not fulfilled one's academic responsibilities. (For a definition of academic freedom and responsibility, see Article I.)

Record

The file of all documents and evidence resulting from a particular grievance. This record shall be maintained by the University Grievance Review Officer.

Respondent

The person(s) or unit(s) against which a formal grievance has been filed.

Student

Anyone who has or had a currently paid fee statement at the time of the alleged infraction.

Unit Administrator

Deans, Directors, Department Heads, or other Executive Officers.

## I. ACADEMIC FREEDOM AND RESPONSIBILITY: DEFINITION AND SCOPE

The formulation of a comprehensive, unambiguous, and satisfactory, definition of academic freedom is difficult. The basic interests to be protected and the relationships of those with whom the definition is concerned, however, can be stipulated in general terms. The statement of McMurrin in the *ENCYCLOPEDIA OF EDUCATIONAL RESEARCH* phrases the concept in the affirmative: "Conceived positively, academic freedom is the encouragement to adventurous, creative, and innovative thought, the condition and inspiration for genuine intellectual and artistic achievement."<sup>1</sup> The continued necessity to defend the concept of academic freedom has brought forth more familiar definitions embodying those terms: "The central concern of academic freedom is the promotion of the common good by ensuring absence of, or protection against, external and institutional influences that may inhibit scholarly freedom to speak, expound, and disseminate ideas."<sup>2</sup>

In 1963 the Regents of the University of Minnesota stated without equivocation, "...the only atmosphere in which a university can fulfill its assigned role is the atmosphere of freedom...the student and professor must live in an atmosphere where questioning is encouraged, where every alternative can be explored, where their free minds may be allowed to test the validity of each idea, and where they feel free to follow wherever truth may lead."<sup>3</sup> It is generally accepted that academic freedom includes the freedom to research, teach, publish, and learn without inhibition by external influence, within or without the institution. As such, it forms an extension of the minimum protection guaranteed in the Bill of Rights and is considered the basis for the system of academic tenure. The University Senate of the University of Minnesota in 1970 adopted a statement on academic freedom and responsibility which gave new breadth to the concept by removing from its definition the emphasis on the protection of the rights of academic faculty and



extending this concept to include the entire academic community: "Academic freedom consists in the unfettered exercise of scholarship. The faculty and students are obligated to help protect academic freedom and to help provide the conditions in which academic responsibility can prevail."<sup>4</sup> The benefits of academic freedom accrue to all who pursue or facilitate scholarly endeavors. Included within this class is the entire academic community: administrators, civil service employees, faculty, and students.

The statement of the University Senate also stipulated that the responsibility for the maintenance of academic freedom falls on every member of the academic community: "Academic responsibility involves the entire learning community---the administrator in the service of faculty and students, and the scholarly enterprise; the faculty member in the pursuit of learning and in the service of his students and society; the student in his quest for understanding and development." To that statement should be added, "The civil service employee in service to and support of scholarly activity." A heavy burden or responsibility falls upon the faculty, who must maintain high ethical and professional standards. By the same token, the student body must maintain standards conducive to a climate fostering academic pursuits. The faculty, students, administration, and civil service employees have heretofore acted independently in their concern for academic freedom and responsibility. However, there is no clearly defined mechanism for the resolution of grievances arising from the interference with or abridgement of scholarly freedom to seek, expound, and disseminate ideas.

## II. GRIEVANCE PROCEDURES RELATING TO ACADEMIC FREEDOM AND RESPONSIBILITY JURISDICTION

In order to define precisely those grievances subject to the recommendations in this report, it is useful to review the existing grievance systems in the University.

A. Civil Service Grievance Procedure

The Civil Service Grievance Procedure provides a means for full-time and part-time civil service employees to seek redress of employment grievances.

There is an exception to this rule. Full-time or part-time employees who are also students may have a grievance which relates to both their student status and civil service status. In order to determine whether or not that grievance should be handled through the Civil Service Grievance Procedure, it is necessary to examine the remedy sought. If that remedy primarily affects the employment relationship, the Civil Service Grievance Procedure should be used. If the remedy sought primarily affects the student's academic status, the grievance should be referred to the grievance committee established pursuant to the recommendations of this report.

B. Student Conduct Code

In 1970, the Board of Regents of the University approved a comprehensive Student Conduct Code establishing "offenses against the academic community." The Code defined the following disciplinary offenses: (See the Student Conduct Code<sup>5</sup> for the definitions)

1. Scholastic dishonesty
2. Furnishing false information
3. Identification and compliance
4. Misuse of privileges and identification
5. University facilities
6. Disorderly conduct on the campus
7. Theft and property damage
8. University rules
9. Weapons on campus
10. Disruptive demonstrations
11. Keys

12. Violation of federal or state law of special relevance to the University
13. Sound amplification
14. Disruptive noise
15. Attempt to injure or defraud
16. Disruption of University events
17. Persistent violations

It is obvious that many offenses falling within the provisions of the Student Conduct Code represent a breach of academic freedom or responsibility. The Board of Regents has also adopted Procedures for Disciplinary Proceedings to enforce the Student Conduct Code. A campus committee on student behavior, composed of students, faculty and staff, has been established to hear complaints against and appeals by students. Dispositions made by the Campus Committee on Student Behavior may be appealed to the President. Presumably, the President might refer any such appeal involving questions of academic freedom and/or responsibility to the University Appeals Committee on Academic Freedom and Responsibility pursuant to the first charge to this committee.

The Senate should make only one change in the procedure for enforcement of the Student Conduct Code. A student should have the right to appeal a disposition of the Campus Committee on Student Behavior directly to the University Appeals Committee on Academic Freedom and Responsibility if, in the judgment of the University Appeals Committee on Academic Freedom and Responsibility, the matter concerns academic freedom and/or responsibility. This would modify the discretion presently in the president's office to refer an appeal to the University Appeals Committee on Academic Freedom and Responsibility. Because the President may make the ultimate disposition of the grievance, the President should not be involved in the appeals procedure until the final step.

C. Judicial Committee

Article III, section 7, of the Bylaws of the University Senate provide for the establishment of a Judicial Committee. The Faculty Tenure Regulations, currently being revised, set forth the jurisdiction of the Judicial Committee. As provided in the proposed Faculty Tenure Regulations, the Judicial Committee would have jurisdiction over the following cases:

1. Section 13: Review of administrative decision denying renewal of a regular probationary appointment (review limited to specific grounds).
2. Section 14: Review of denial of new appointment of faculty member holding non-regular appointment which is to terminate (review limited to specific grounds).
3. Section 15: Review of termination or suspension of any appointment with continuous tenure, or of any other appointment, before the end of its specified term, because of demonstrably bona fide financial exigency caused by a drastic revision in the University budget (review limited to specific grounds).
4. Section 16: Review of termination or suspension of any appointment with continuous tenure, or of any other appointment before the end of its specified term, for cause related to the fitness of the faculty member as a teacher, scholar, and colleague.
5. Section 17: Review (after exhaustion of procedures of Faculty Complaints Committee) of complaints by faculty members against the University or its academic administrators regarding matters affecting them other than those relating to the termination or suspension of appointments. The proposed regulations continue: "Complaints may involve such matters as promotion; salary; the assignment of teaching, research, or public service duties; or the assignment of space or other facilities." Furthermore, the proposed regulations

provide that Section 17 shall not "apply to complaints by students or faculty members alleging violation of the principles set forth in the Statement on Academic Freedom and Responsibility adopted by the University Senate, December 17, 1970." The comment to this section of the proposed regulation states: "The procedure established here is exclusively for complaints by faculty members against official action of the University."

#### D. Faculty Complaints Committee

Section 17 of the proposed Faculty Tenure Regulations provides for the establishment of Faculty Complaints Committees. As indicated in the immediately preceding section (II C 5), Section 17 is directed at "complaints by faculty members against the University or its academic administrators." It does not apply to "complaints by students or faculty members against other students or faculty members." (Pending final adoption of the proposed revisions to the regulations concerning faculty tenure, faculty employment grievances should be processed under the President's memorandum of July 31, 1973.)

#### E. Grievance Procedures Relating to Academic Freedom and Responsibility

A review of the existing grievance systems in the University discloses:

1. A Civil Service Grievance Procedure for employment grievances by civil service employees of the University;
2. a Student Conduct Code Disciplinary Procedure for most complaints by the University regarding student behavior; and
3. proposed Faculty Tenure regulations for employment complaints by faculty against the University or its academic administrators.

The grievances not covered by other existing procedures of the University and subject to the jurisdiction of the Grievance Committees established hereunder are the following:

- a. academic freedom and responsibility grievances brought by students, faculty members, and/or civil service employees against other students, faculty members

and/or civil service employees;

- b. academic freedom and responsibility grievances brought by students, faculty members and/or civil service employees against University academic administrators;
- c. discrimination grievances brought by undergraduate academic employees against supervisors or academic administrators (but only when it has not been possible to channel payment of such employment through civil service); and
- d. other grievances not falling within any other existing grievance system in the University. In view of the broad definition of academic freedom and responsibility discussed earlier, it is appropriate to include within the jurisdiction of these committees any grievances not covered by any other existing grievance system.

### III. GRIEVANCE PROCEDURES RELATING TO ACADEMIC FREEDOM AND RESPONSIBILITY:

#### STRUCTURE AND IMPLEMENTATION

##### A. Grievance Committees

There shall exist in each department and other academic unit (division, school, institute, college, campus) a standing committee to act upon grievances initiated within the unit or appealed from a subordinate unit. *Units within a College may, with the approval of the Grievance Review Officer of that College, join together for the purpose of forming a grievance committee.\** Membership shall include, wherever possible, adequate representation from faculty, students, and civil service to be elected by their peers (cf. IIIC). *Normally the representative student group within a unit will be asked to elect student representative(s) to the grievance committee. Where no such student groups exist or where holding elections is difficult, a unit may ask the student government or its college of the Student Campus Assembly to appoint student member(s) to its grievance committee.\** Unit administrators shall be ineligible for membership. Committee members who are involved in a grievance must

\* Approved by the University Senate March 3, 1977.

disqualify themselves, and appropriate mechanisms shall be designed for the temporary replacement of disqualified members. Each committee shall elect from among its members a chairperson, who shall be empowered to receive statements of grievance from the Grievance Review Officer (cf. IVB), call committee meetings, and maintain complete records of committee activities including members present, summary of discussion, disposition and recommendations (cf. IVB), transmit those records to the appropriate parties (cf. IVB), and accept written appeals (cf. IVC).

#### B. Grievance Review Officers

Each college, institute, and campus shall have a Grievance Review Officer who shall be selected in a manner determined by the head of the unit. Such Grievance Review Officer shall not be a member of any grievance committee and, *with the exception of the officers of the Graduate School, Continuing Education and Extension, and Central Administration,\** shall not hold a position which is primarily administrative. The principal responsibility of the officer shall be to monitor all grievance procedures within the jurisdiction of the unit to insure that the rights of complainant and respondent are respected. Any Grievance Review Officer may transfer a grievance proceeding from the jurisdiction of an academic unit to that of the next higher unit, if in his/her discretion it is necessary to achieve a fair and impartial disposition. The Grievance Review Officer shall also transmit any written appeal of a disposition and the record of the grievance proceeding to the chairperson of the appropriate unit (cf. IVC). The Grievance Review Officer shall transmit to the University Grievance Office summaries of grievance proceedings from the academic unit and any subordinate unit.

In the event that the Grievance Review Officer in any of his/her capacities in the academic community is involved in a grievance, the University Grievance Officer shall act in his/her place.

\* Approved by the University Senate March 2, 1978.

C. Implementation of Grievance Procedures

Each department or other academic unit shall transmit to the University Appeals Committee on Academic Freedom and Responsibility for its review a statement describing the implementation of grievance procedures for that unit.\* Plans for implementation must include input from faculty, students, civil service employees, and administrators. The statement should reflect the principles of fairness, simplicity, and accessibility, and the procedures must insure that:

1. The rights of complainants and respondents are guaranteed;
2. The grievance committee, wherever possible, includes peer representation;
3. Grievances are dealt with as expeditiously as possible. Specifically, a written grievance statement initiating either informal or formal procedures must be filed with the appropriate office within 120 days after the occurrence of the alleged grievance. Upon commencement of formal grievance procedures, the respondent must file a written response within 30 days after receipt by him/her of the formal grievance statement. An appeal must be filed within 90 days of a written disposition of a grievance and a response must be filed within 30 days; and
4. The grievance committee is given adequate clerical support.

All statements of unit grievance procedures will be reviewed by the University Appeals Committee on Academic Freedom and Responsibility for compliance.

IV. GENERAL PROCEDURES RELATING TO ACADEMIC FREEDOM AND RESPONSIBILITY: GENERAL PRINCIPLES

A. Informal resolution

It is hoped that, whenever possible, grievances will be resolved through

\*In preparing hearing procedures, units may request technical assistance from the University Appeals Committee on Academic Freedom and Responsibility.



informal negotiation between the persons involved, possibly with the informal assistance of other persons within the unit. At the initiation of informal procedures the complainants, at their discretion, may transmit a sealed statement of the grievance to the unit Grievance Review Officer. In such cases, the envelope containing the statement should bear only the name and address of the complainant and the date. The envelope shall remain unopened until a formal statement of grievance is filed or a countercharge is filed against the complainant. If at any time before a formal, unsealed statement is filed, the complainant requests the envelope's return, the Grievance Review Officer shall comply. If on the thirtieth day from the submission of the sealed envelope, no new statement had been filed, and the complainant has not requested the envelope's return, it shall be returned immediately.

B. Formal Grievance Procedure

If any party to the informal negotiations is not satisfied with the disposition and wishes to pursue the grievance, a formal statement must be filed with the Grievance Review Officer. It shall consist of a full, written statement of the grievance and a description of any attempt at informal negotiation. It may include the sealed envelope, at the discretion of the complainant. Copies of this statement shall be provided without delay to all parties by the Grievance Review Officer, who shall then act as a third party to monitor the grievance proceeding. The Grievance Committee chairperson shall then call and conduct meetings to determine a disposition of the grievance in accordance with the procedures established by the academic unit. The disposition and recommendations of the grievance made by the Grievance Committee shall be transmitted in writing by the chairperson to the complainant, respondent, head of the academic unit, and the Grievance Review Officer (cf. IIIA).

### C. Appeals

If either party to the grievance is dissatisfied with the disposition, a written appeal may be filed with the committee chairperson and Grievance Review Officer. The appeal must state what change in disposition it seeks, whether it be 1) a reversal of the disposition, 2) a change in the recommendations for action, or 3) both the above steps. The Grievance Review Officer shall be responsible for transmitting all written documents pertaining to the grievance to the chairperson of the appeals committee at the next higher academic level and to the Grievance Review Officer at that level, wherever appropriate. The procedure outlined in the above paragraph shall be followed. Ordinarily, the complainant or respondent shall be given the right to one appeal. If, however, an academic unit creates both departmental and divisional grievance committees within a single college or campus, the complainant or respondent shall be entitled to appeal to both a divisional and a collegiate or campus appeals committee. The University Appeals Committee on Academic Freedom and Responsibility will exercise discretionary review of any appeal beyond the campus or collegiate level.

### V. RECOMMENDATIONS

The following highlight some of the important points of this report:

#### A. Recommendation 1

All academic units shall submit written statements of their grievance procedures to the University Appeals Committee on Academic Freedom and Responsibility. Any statement not approved by the committee shall require further revision by the academic unit and subsequent review by the University Appeals Committee on Academic Freedom and Responsibility. Immediately upon the approval of the statement, the academic unit shall establish a grievance committee to implement the procedures outlined in the statement.

B. Recommendation 2

In order to provide complainants with adequate information and assistance, the University must publish and disseminate a description of all University grievance procedures.

C. Recommendation 3

Each college, institute, and/or campus shall appoint a Grievance Review Officer to provide assistance for complaints and to insure that the rights of complainants and respondents are respected. These officers shall file written summaries of all grievances and their dispositions with the University Grievance Officer.

D. Recommendation 4

On the basis of its findings, in each grievance proceeding, the grievance-appeal committee shall make recommendations to the unit administrator for action.

E. Recommendation 5

Civil Service employees, whenever possible, shall be included on all grievance committees. Their rights and responsibilities with respect to academic freedom shall be governed by these grievance procedures.

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<sup>1</sup>S. McMurrin, "Academic Freedom," in Encyclopedia of Educational Research (4th ed.) New York: MacMillan Co., 1969, p. 2.

<sup>2</sup>"Report of the University of Utah Commission to Study Tenure," AAUP Bulletin, Autumn, 1971, p. 421.

<sup>3</sup>Statement of the Regents of the University of Minnesota, issued December 14, 1963.

<sup>4</sup>Statement adopted by the University Senate, December 17, 1970.

<sup>5</sup>STUDENT CONDUCT CODE, A statement of standards of student conduct enforceable by University agencies, July, 1970.