

SCC Meeting at Waseca  
April 19, 1979

AGENDA

1. Approval of Minutes March 23 and April 5
2. Report and discussion on the Select Report Subcommittee-Professor Spring  
*see 3-23-79*
3. Chairperson's Report
  - Information Items
  - Academic Staff Policies and Procedures (E Report) from Vice President Koffler, April 10, 1979.
4. Decision making involving Support Sciences: Ms. Kramer's letter of March 28, 1979 to Professor Spring - *see 3-23-79*
5. Update on Grievance Procedure
  - Letter of April 16, 1979 from Professor Marcia Eaton concerning the Report of the Ad Hoc Committee on Grievances.
6. Old Business
7. New Business

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UNIVERSITY OF MINNESOTA  
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#### MINUTES OF THE SENATE CONSULTATIVE COMMITTEE

The All University Senate Consultative Committee convened its fifteenth meeting of the academic year 1978-1979 at the Waseca campus on Thursday, April 19, 1979.

Members present included Professor George Blake, Mr. Steve Carlson, Mr. Jim Gelbmann, Professor Wendell Glick, Mr. Richard Kottke, Professor Betty Robinett, Ms. Liz Sands, Professor Vera Schletzer, Professor Don Spring, and Professor Mahmood Zaidi, Chairman.

The meeting was called to order by the Chairman at 10:30 a.m.

1. The minutes for March 23 were approved and the minutes for April 5 were approved with corrections. The name of Richard Rydberg had been inadvertently omitted from the list of those present.

2. Professor Spring, Chairman of the SCC Subcommittee Considering the Select Committee Report, opened the discussion of the Watson Committee Report. Professor Spring explained that the Senate had suggested that the SCC make recommendations based on the Watson Committee Report; and the subcommittee felt that since there had not been sufficient time for discussion of this matter with the SCC, it had been decided to devote this meeting to such discussion and to request additional material beforehand from other Senate and University committees.

Professor Spring stressed that the subcommittee did not wish to speak to reorganization of the central administration. Rather the major concern was to review the structure of the committee system and Senate organization. The subcommittee found that the major interest was, in Professor Spring's opinion, with having things work better and not with drastic alteration in the system. He went further to suggest that planning and consultation were central considerations in the minds of most reviewing the Watson report.

Professor Glick supported this point and added that we should avoid that which detracts from discussion of the central issues, planning and the primacy of academic affairs. Issues which limit discussion of these are peripheral and should be considered so.

After this introduction, Professor Spring asked if other members felt the direction taken by the subcommittee was appropriate. Professor Robinett indicated that she detected unease by faculty concerning the operation of the Senate and that her impression was that faculty wished that a "hard look" be taken at the Senate and committee structure and at how individuals are appointed. She stressed that she did not view SCC's role as necessarily offering a new structure but to identify what was not working and how to deal with the problem(s).

As a basis for discussion, Professor Robinett distributed a proposal prepared by Professor John Turner which outlined a Senate committee structure based on the centrality of academic affairs. (See attached.) The general opinion was that this proposal provided an excellent basis for discussion. Professor Robinett stressed the fact that any restructuring must relate to the mission of the University.

Mr. Kottke expressed two concerns: (1) that in any new system the students' ability to devote time to committee work be considered, and (2) that committees not be insulated from the Senate so that the Senate serves merely as a rubber stamp. In discussing the second point, it was suggested that Senators regularly be appointed to committees and that perhaps election to the Senate might mean that service on a committee would be expected. If such were to be the case, this would remove the power of appointment from the President, thereby requiring a constitutional change.

Professor Blake asked that the SCC encourage the Committee on Committees to continue to review present committees to see whether some should be abolished. In response, Professor Zaidi stated that this request had already been made, and he indicated that he will report to the SCC any answers he may receive.

Professor Blake raised the question whether all senators should be assigned to committees or alternatively whether committee members should be senators. Professor Blake asked that SCC (chairman) find out from the Senate Clerk how many senators are on committees and vice versa currently. In reference to this consideration, Professor Schletzer stated that there needs to be a more direct way to "get rid" of deadwood in the Senate and on committees.

The discussion moved to concern for the primacy of academic affairs in planning and the Senate structure. Professor Robinett posed the question of the role of the Office of the Vice President for Academic Affairs in any restructured plan. This brought a further consideration of how the Educational Policy Committee and the Resources and Planning Committee might be combined to assure optimum results in academic planning.

Continuing the discussion concerning academic primacy, Professor Glick stated that a review of the Office of the Vice-President of Academic Affairs be proposed and that SCC should ask the President to assert the need to review that office. Some committee members suggested that since a regular five-year review for the office comes within a year, that a special review not be initiated - rather, SCC should indicate to the President its concern for the effectiveness of the Academic Affairs Office and make clear the need for careful review of the office in the regular course of events.

It was decided that based on this discussion, the subcommittee would present recommendations to the SCC as soon as possible.

The Chairman presented a report on the following matters:

- 1) A copy of the Report on E Appointments had been received by the chairman. Professor Robinett asked if this was to be received by all members. The Chairman indicated he would raise this question with the President,
- 2) Professor Zaidi reported that a letter had been received from Ms. Kaemmer of the University Press, who was concerned about a policy which limits competitive bidding on printing projects. Since Professor Keller has been interested in similar problems concerning the University policy of handling bids, it was suggested that this letter be forwarded to him for his comments. This matter should also be raised with the President at the SCC's next meeting with him.
- 3) The Chairman distributed a letter received from Professor Marcia Eaton in relation to the Ad Hoc Report on Grievance Procedures suggesting some changes in that document.
3. Old Business -- none.
4. New Business -- none.

The meeting was adjourned at 12:30.



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UNIVERSITY OF MINNESOTA

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April 11, 1979

Dr. Robert Stein  
Vice President for  
Administration and Planning  
200 Morrill Hall

Dear Bob:

This letter represents my attempt to get all of my reactions to the proposed college planning package down on paper in time for the consultative deadline. I have had the opportunity to react in some fashion to the document in the contexts of my membership on SCEP, UCRRR, and the Council, and it may well be that some of the comments following are reiterations of statements already made. Nevertheless, I hope that bringing them together here may make them more accessible to you and the Planning Council staff as the final version of the package is put together.

#### The Cover Letter

As I think our discussion at the last Council meeting reflected, we aren't clear on the point or method wherein dollar figures will be introduced into the planning iteration. I feel strongly that it would be a bad move to release the materials without settling the "when" question. A method can be worked out later; but if we don't make a strong statement that the process will be tied in to the budgeting process, in a tangible way, we jeopardize its credibility. Further, introduction at a later date (after colleges have started to draft their responses) might catch some units unawares - "You mean, our budget depends on this?", et cetera. I continue to be of the opinion that the right place to introduce bucks is at the colleges' second submission in Fall 1979.

Including the '75 mission statement might create the impression that this is what the end product of our effort will produce. Accordingly, it should be stated that it is not intended to be the same sort of thing (i.e., less amorphous & vague). I would also like to join the chorus of those who feel that the President would be advised to use more strong language than "hope to", referring to meetings with deans. Could the rough dates of these meetings be included in the timetable(s) provided with the data?



Vice President Stein  
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Page Two

The Draft Assumptions (Attachment 1)

There is a general scope problem with this paper, as written. In the first paragraph, CPM says that this is "in general terms, my view of the University..." If so, then it needs to be more specific, as I will argue below, lest the reader conclude that the President's view of the University is pretty slapdash. If it not intended as a comprehensive, albeit short, statement, then let's not make that claim. With regard to point (3) in the same paragraph, why are we including 'format' comments in an 'assumptions' document? The utility of this paper would be clearer to units and deans if it restricted itself to assumptions (IMGO & Ps), and the formatting stuff was pulled out and placed somewhere else.

Point 4 on page 3 intrigues me, but I will reserve comment on it until the final version is 'let' for consultation. A general comment: the prose of this letter needs semantic work. It flows like a glacier in January. I am sparing semantic revisions, in deference to better literary minds than mine. But I would suggest that this goes through a semantic clean-up before its final release.

I see that the author(s) are trying to elicit responses by the way questions are posed. But I wonder whether the bait is specific enough to get coherent, useful, and informed answers. For example: at the top of page 4, sure, we need to depart from the s/f formula. But to what? If an additional sentence, suggesting a few alternatives, could be added in, it might stimulate very informative speculation and reaction. Without spelling out some alternatives, the chance of response to the issue from the units decreases. Same comment applies to the third paragraph of "Inflation" (page 5): what is implied, but not stated, is that we have to make a choice in the near future between (a) living with SEE budgets six years behind inflation, or (b) retrenchment and discontinuation of programs in order to keep the remaining budgets up with prices. I doubt whether this issue will be addressed in the colleges' responses unless we lay it out in terms like those above. I might add that our once-touted 'excellence' drive would seem to prefer (b) above to (a), and that this issue would be well worth exploring with the colleges.

Returning to the question of proper content of this letter, there are a number of statements that I think are more matters of strategy and tactics, and not at all goals-objectives-&c. Examples: Last sentence under "Facilities", page 5; points 1 and 4 on page 7. I do not mean to suggest that these are inappropriate remarks, but rather that they are confusing when placed in the location they're in, alongside goals & objectives. A more task-oriented document would separate out these remarks.

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Page Three

Regarding the "Staffing" paragraph (page 6), I think that a slightly more solid (provoking?) statement of the issues would elicit more useful responses. It ought to be possible to do so without coming down irrevocably on one side or the other, for example:

" One of our objectives over the next decade should be to preserve the protection of the Tenure Code. Yet, the declining resources situation will force us to face some hard decisions in order to preserve the University's ability to respond to changes in demand and curricula. How should we deal as an institution with retirement policy? Ought some specific provisions for retraining and transfer for faculty in departments in danger of discontinuation be discussed?"

Same content, different form. I recognize the difficulty in choosing the appropriate level of confrontativeness for this document; I guess my personal choice would be a little further out on the limb from the present draft, but not as far out as the President's original draft.

The lists on pages 7 and 8 don't hang together well. In addition to the comments made above, I see the following difficulties:

- (point 2, page 7) How about "We need to define our concept of 'core curricula' as a useful and operable construct for decision making."?
- (point 7, page 8) What in heaven does this say? If the point is that there ought to be a difference in mission between grad and undergrad programs, fine, but the last two sentences confuse it, and belong in a separate point.
- (point 9, page 8) Does this suggest centralization? Decentralization? More money? Even at expense of academic expenses? At least, these questions should be asked in the document. "How are we going to do it?", rather than, "Oh, gee we should do it somehow."
- (points 10, 11, 12) These three goals are so specific, yet noncentral, that they raise an odd sort of feeling about the focus and scope of the planning effort. It must be remembered that this letter will serve as an example of the desired submissions. If we don't at least mention key issues head-on, you can bet that the colleges won't, either.

Vice President Stein  
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Page Four

Attachment 2

Is the author of point (V) serious? This reminds me of the old saw about a philosophy oral that goes like this: "Define the universe. Give three examples."

Attachment 3

The footnote at the bottom of page 2 suggests that colleges may use "any process". If this includes Deans' fiat, I disagree emphatically. I intend to inform the college student governing boards of the planning process and its progress, and I expect my faculty colleagues will act in a similar fashion. Accordingly, I hope that, when these faculty and student constituents to the process knock on the door, it will not be locked. May I suggest a stronger statement in favor of consultation?

Page 12 - the examples are poor, and would best be elft out. Their main deficiency is (again) the mix of process matters in with content matters.

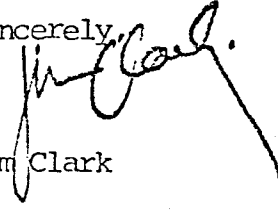
Attachment 4

I gather this is Dave Preston's submission. One comment: if the answer to question #1 is "no", then questions #2 through #10 are meaningless. Could the queries be reworded to avoid this problem?

A final comment: I feel it appropriate to invoke the Law of Morrison, which asserts the implausibility of requiring an answer to a question (in this case 8 pages long) to be shorter than the question itself (11 pages, here, not counting examples). The ratio might be more fair if inverted.

My sincere congratulations to Dick Caldecott and Rick Heydinger for the obvious effort which has gone into this project so far.

Sincerely,

  
Jim Clark

cc: Dean Richard Caldecott  
Dr. Rick Heydinger  
Professor Fred Morrison  
Professor Mahmood Zaidi  
Professor Don Browne  
Dr. Jim Borgestad



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April 16, 1979

Professor Mahmood Zaidi, Chairman  
Consultative Committee

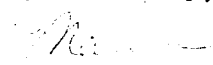
Dear Mahmood,

Paul Murphy and I, as co-chairpersons of AAUP's Committee A on Academic Freedom have studied the Report of the Ad hoc Committee on Grievance, and Shirley Clark suggested that we share our thoughts about it with your committee. In general, we believe the report is quite a good one. Our questions and criticism are as follows:

1. On page 23, Rule 2, (c) stipulates that there be a verbatim quotation of that part of the Academic Freedom and Responsibility Policy alleged to be violated or breached. We believe this is a bit strong. Often grievors, particularly students, have a feeling that "something's wrong somewhere" without being able to find a verbatim statement anywhere of what's been violated or breached.
2. p. 24, first paragraph under (e). The "30-day" requirement is a difficult one. Suppose a student is given a grade on December 15, but does not receive or pick up his or her grades for a couple of months (not unheard of) after that? When does one begin counting?
3. p. 27, (d). We feel very strongly that the right to an attorney stipulation should be accepted only in the University provides faculty with attorneys.
4. p. 32, paragraph 2. It is not clear whether this is a requirement of simply a suggestion. There are real jurisdictional problems here which such a statement only exacerbates.
5. p. 37, line 13. Before any consideration is given to abolishing completely the Academic Freedom and Responsibility procedure it must be clear what would be put in its stead. Is the (one) idea that the whole matter "go ad hoc"?

We hope your committee will consider these questions.

Very sincerely,

  
Marcia M. Eaton

cc. Shirley Clark