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May 4, 1993

President Nils Hasselmo
President's Office
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Professor Mario Bognanno, Chair
Faculty Consultative Committee
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Dear President Hasselmo and Professor Bognanno:

With this letter we submit the report of the task force on supercomputing that you appointed on March 4, 1993. You asked that we try to answer four questions arising from the informal proposal that the University Foundation purchase the University's equity interest in the Minnesota Supercomputer Center, Inc. In addition to responding to those four questions, we were presented with a number of issues and have concluded that it is critical they be addressed as soon as possible if the health of the supercomputing enterprise at the University is to be retained and improved.

The body of the report, and its appendices, explain how we conducted our business and with whom we spoke. The task force held 11 meetings and spent many hours attempting to integrate and make sense of all that we heard. The recommendations that emerged from those discussions and meetings, in brief, are as follows:

1. The University should not sell its interest in the Center to the University of Minnesota Foundation. It should, instead, strengthen the relationship it has with the Center.
2. A joint Institute/Center Steering Committee responsible to the Center Board of Directors and the University Board of Regents for defining and overseeing Institute/Center interaction should be formed immediately.
3. The President of the University should recommend to the Board of Regents individuals to replace the two Senior Vice Presidents on the Center Board of Directors. These individuals should be interested in and knowledgeable about academic supercomputing.
4. The Center must be held accountable to the University by requiring that it annually provide a full confidential disclosure of its financial and programmatic activities to the Chair and Vice Chair of the Board of Regents and to any other individual Regent who might request it.

5. The Legislative Auditor must be invited to complete his full financial audit of the Center.
6. The President of the University should insist that an external review of the management performance of the President of the Center be completed by September 1, 1993. Members of the review team should be from outside the University and the Center and should include experts in the management of large organizations or businesses, individuals knowledgeable of the needs of academic supercomputing users, and experts in advanced supercomputing technologies.

Our overriding objective, in making these recommendations, is to preserve and enhance the quality of supercomputing at the University of Minnesota. We hope that the University administration, and its governance system, are able to act expeditiously to implement our recommendations. We firmly believe, on the basis of the evidence presented to us, that if these recommendations--or steps similar in result--are not taken, the University runs the risk of losing one of its centers of excellence.

The report will be presented to the Faculty Consultative Committee on Thursday, May 6. We would welcome an opportunity to meet, at your convenience, to discuss the report.

With all good wishes,



Thomas E. Burk, Chair
Senate Committee on Computing and Information Systems
Task Force Co-Chair



Irwin Rubenstein, Chair
Senate Committee on Finance and Planning
Task Force Co-Chair

Report of the Task Force on Supercomputing

04 May 1993

Task Force Members

Thomas E. Burk, Co-Chair
Irwin Rubenstein, Co-Chair
Thomas W. Jones
V. Rama Murthy
Anton R. Potami
David J. Weiss
Donald R. Riley, *Ex Officio*
Michael O'Connor, *Ex Officio*
Gary Engstrand, Staff

Executive Summary

Recognizing a decade ago the need to maintain excellence in the increasingly important but capital intensive area of supercomputing, the University of Minnesota in cooperation with the University of Minnesota Foundation created a unique public-private partnership by establishing the company now known as Minnesota Supercomputer Center, Inc. (the Center). The Center was incorporated as a for-profit company to enable the University to establish a supercomputing program beyond its internal financial means through the sale of supercomputer services to commercial users. The intent in establishing the Center was to "acquire and utilize" supercomputer facilities for the benefit of the University's academic mission. In several ways that initiative has been successful. The Center now operates one of the most powerful collections of supercomputers in the world. Its existence at the University enabled the establishment of a successful academic supercomputing research institute (the Institute), and has attracted substantial non-state funding and other important supercomputer-related programs to the University.

Because the Center was established as a private company, the University's service relationship with it has been contractual. Controversies stemming from uncommon secrecy surrounding a new \$32 million contract approved by the Board of Regents in early 1992 led the State's Legislative Auditor to evaluate the relationship between the Center and the University. His audit report called for increased accountability in this relationship and better oversight by the University.

Consequent to that audit, the University was presented with an informal proposal by the Chairman of the Board of the Center that would involve sale of the University's equity interest in the Center to the University Foundation. The expressed intent of the proposal was to simplify the ownership relationship. This task force was asked to evaluate the likely consequences to the University from this sale with regard to questions of quantity and quality of service, receipt of fair value for past public investment, representation of its interests, and accountability by the University to the State.

Over the last two months the task force conducted an extensive range of hearings, interviews and other data gathering activities. In doing so, it found not a

single individual who unambiguously supported the proposed sale, nor could it find any evidence that the sale would benefit the University.

In the process of carrying out its investigations, the task force found that serious problems have existed for a number of years in the relationship between Institute faculty and the Center. These problems spring from divergent missions being pursued by the University academic community on the one hand and the management of the Center on the other. Despite the original intent to establish the Center for the benefit of the University's academic mission, top Center management has apparently placed University interests at a low priority. Policies and attitudes of the Center's management toward University researchers have reportedly discouraged initiatives to develop major research programs and to establish outreach from the University to private industry. The University computing community is frustrated by what it sees as a longstanding general lack of cooperation and understanding by the management of the Center of the distinct needs of supercomputing in an academic environment.

Our discussions with individuals within the University, representatives of the State Legislature, and the public made clear that the health of the Institute/Center relationship is the primary matter of concern, rather than specifics of ownership. Long-existing problems in this relationship, affirmed by the task force, must be addressed promptly and firmly by the administration of the University.

From our efforts to understand these associated histories and issues we offer the following recommendations, explained in our report, and urge that they be acted upon immediately.

- 1) The University should not sell its interest in the Center to the University of Minnesota Foundation. It should, instead, strengthen the relationship it has with the Center.
- 2) A joint Institute/Center Steering Committee responsible to the Center Board of Directors and the University Board of Regents for defining and overseeing Institute/Center interaction should be formed immediately.

- 3) The President of the University should recommend to the Board of Regents individuals to replace the two Senior Vice Presidents on the Center Board of Directors. These individuals should be interested in and knowledgeable about academic supercomputing.
- 4) The Center must be held accountable to the University by requiring that it annually provide a full confidential disclosure of its financial and programmatic activities to the Chair and Vice Chair of the Board of Regents and to any other individual Regent who might request it.
- 5) The Legislative Auditor must be invited to complete his full financial audit of the Center.
- 6) The President of the University should insist that an external review of the management performance of the President of the Center be completed by September 1, 1993. Members of the review team should be from outside the University and the Center and should include experts in the management of large organizations or businesses, individuals knowledgeable of the needs of academic supercomputing users, and experts in advanced supercomputing technologies.

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I. Background

The University of Minnesota is a world leader in supercomputing. We are now challenged more than ever before to maintain and enhance the quality of this program. Beginning as a technology used primarily by researchers in the physical sciences and engineering, high speed and large-memory-based computing (supercomputing) is becoming an essential tool in many disciplines. A dramatic increase in supercomputing applications has occurred in the past decade; good access to supercomputing is likely to be a central characteristic of universities that are identified as "first rank" in the next decade. Supercomputers enable the simulation of vital experiments that would be at best prohibitively expensive, or even impossible, to carry out directly. For example, supercomputers allow researchers to "build" engineering structures, model the earth's atmosphere and the sun, "construct" medically important molecules to see how they might work as drugs, or simulate the behavior of our State's economy.

The demands of cutting edge supercomputing can be best met by use of facilities close to the investigator, due to the need for rapid transfer of data and for close working relations between the researcher and technical personnel who know best how to make supercomputers perform at their limits. Effective supercomputing involves much more than mere access to machine time; it is inherently an activity pushing the bounds of technology.

Recognizing the importance of on-site supercomputing as well as its expense, the University in 1982, in cooperation with the University of Minnesota Foundation, formed a private, for profit company, the Minnesota Supercomputer Center, Inc. (MSCI, commonly termed Center in this report). In several respects, the resulting "public-private" partnership has been very successful.

The supercomputer facilities of the Center are among the best in the world. The presence of the Center and its excellent technical support staff at the University has been instrumental in recruiting top faculty talent, attracting and training graduate students and educating undergraduates, and enabling successful competition for a significant amount of non-state funds. The Army High Performance Computing Research Center (AHPARC), funded by a five year, \$67 million contract, is an

excellent example of the federal funding obtained due, in part, to the presence of the Center.

Approximately 650 University researchers currently obtain supercomputer services and use the facilities of the Center through an academic unit of the University, the Minnesota Supercomputer Institute (MSI, commonly termed Institute in this report). A limited number of faculty (now 32) who are major users of the Center are elected to be Fellows of the Institute. Last year, exclusive of the AHPCRC, faculty supercomputer-based research proposals to federal agencies brought \$18 million of non-state funds to the State, a significant contribution to Minnesota's economy. The presence of the Institute has spawned a wide range of research and educational activities, including an undergraduate internship program in supercomputing and a proposed Ph.D. program in Computational Science.

The Center's current business operation enjoys a significant contribution from the State and University (now \$8 million per year, exclusive of the AHPCRC), but also depends upon major support from commercial customers. Commercial business has undoubtedly led to an enhancement of the computational capacity of Center facilities. The success of this commercial venture notwithstanding, the primary purpose for the creation of the Center has been clearly stated. As noted in its State of Minnesota Articles of Incorporation, "The purpose for which this Corporation is formed is to engage in the acquisition of assets of all types, alone, or in association with others, and the utilization of such assets, by lease, purchase or otherwise, directly, or indirectly, primarily or secondarily for the benefit of or use by the Regents of the University of Minnesota" (Appendix A). Thus, the Center exists to support the teaching, research, and outreach missions of the University of Minnesota.

Despite important successes, recent events have brought to light long-standing problems in the relationship between the University and the Center. In part, these difficulties result from conflicts between the Center's efforts to conduct itself strictly as an independent company with the University as "one customer," and the University's efforts to carry out its academic mission. The management of the Center sees its mission to be primarily driven by the need to make a profit. In contrast, the University community, many in the public, and members of the State Legislature see closer attention to the originally stated purpose of the Center to be a requirement for continued public support.

In March, 1992, the State of Minnesota Legislative Audit Commission directed James Nobles, Legislative Auditor, to evaluate the relationship between the University of Minnesota and the Center. This audit resulted in part from a \$32 million, four-year contract approved by the University Board of Regents in February 1992. The contract was controversial because the Center was unwilling to provide information about the services it would be providing the University for these funds; their unwillingness stems from concerns about relations with commercial customers. The Auditor's report in October 1992 concluded that "the University has not achieved an adequate level of accountability in the way it has organized its supercomputer services" (p. 47). This lack of accountability is a result of the "extraordinary level of secrecy, which prevents the Board of Regents, the Legislature, and other key decision makers from acquiring adequate information about what the University is spending and obtaining in return" (Auditor's summary 10/1/92). The Auditor furthermore recommended that the University not end its association with the Center, but that "if the University is to continue its relationship with the Minnesota Supercomputer Center, there needs to be more openness and better oversight by the University" (Auditor's letter to Regents 9/29/92).

In the fall of 1992, Mr. Stephen R. Pflaum, Chair of the Center's Board of Directors, made an informal proposal designed to address the issue of the University purchasing services from a company which it partially owns. At present the University owns 10% of the Center's common stock shares along with \$4.5 million in preferred stock. The University of Minnesota Foundation owns 90% of the Center's common stock and thereby currently is the owner of the major portion of the assets of the Center. The proposal Mr. Pflaum forwarded was that the University sell its preferred stock plus accrued interest and its small amount of common stock to the Foundation. The value of the 10% of the Center's common stock to be sold would be determined by a brokerage house. The Center would then repurchase and retire the University's preferred and common stock over a period of 10 to 12 years. At the conclusion of these purchases the Foundation would own all of the outstanding common stock and would be the sole owner of the Center.

On March 4, 1993, President Nils Hasselmo and Professor Mario F. Bognanno, Chair of the Senate Consultative Committee, appointed a task force to consider the proposal and to advise them on what the University should do

(Appendix A). The task force is led by Dr. Thomas E. Burk, Chair, Senate Committee on Computing and Information Systems, and Dr. Irwin Rubenstein, Chair, Senate Committee on Finance and Planning, as co-chairs; other task force members are: Dr. Thomas W. Jones, Astronomy, Minnesota Supercomputer Institute Fellow; Mr. Anton R. Potami, Associate Vice President, ORTTA; Dr. V. Rama Murthy, Geology and Geophysics; and Dr. David J. Weiss, Psychology, Chair of the College of Liberal Arts Computing Committee. Dr. Donald R. Riley, Acting Associate Provost, Computing and Information Services, and Mr. Michael O'Connor, Acting Assistant Vice President, Finance and Operations are *ex officio* members of the task force.

The task force has completed its exploration of the ramifications of the proposal and its implications for the University. To consult with the University community, the task force held a series of meetings (Appendix B) with the individuals involved in supercomputing at the University, the Institute, and the Center, as well as the broader University community and representatives of State government.

II. Task Force Response to Questions Addressed to It

The task force was asked to address the following questions. Our answers follow each of the questions:

1. How will the quality and quantity of supercomputing service the University receives from MSCI change under the proposed new relationship?

The task force concluded that the sale outlined in the proposal would not lead to improvements in service received by the University; rather, existing tensions and service problems would almost certainly be exacerbated. Furthermore, the competitive advantage enjoyed by the University through ownership of the Center would be lost.

The basis for this conclusion comes from the special requirements of University researchers. Academic supercomputing is a rapidly changing research activity that demands novel approaches, as opposed to production computing based on packaged services. A purely arms-length, business relationship with a company that sees as its primary mission the sale of packaged services is not compatible with the University's supercomputing requirements. Sale of the University's interest in the Center would not enable the University to "shop around" for best service; to suppose that the University could fulfill all its supercomputing needs through a contract with a remote computing center is unrealistic.

All of those in the University community who spoke with us said that past decisions and attitudes of management at the Center have seriously limited the ability of University researchers to make effective use of an outstanding supercomputer facility and excellent technical staff. Many in that community spoke of the absence of a cooperative attitude in the top management of the Center. Considerable effort has been required of University officials, over the years, to obtain services for its researchers comparable to those provided the Center's commercial customers. Researchers felt that their efforts to work with

the Center to foster strong working relationships between the University and private industry were frequently thwarted.

The universal opinion of the Fellows of the Institute and a number of others who spoke to us was that the proposed new relationship would further weaken their association with the Center since the University would no longer be part owner of the Center. The quality and quantity of service the University receives, correspondingly, could only be diminished.

2. Under the terms of the relationship is the University getting a fair value for its past investment in MSCI?

The task force concluded that the widely-perceived answer to this question is a definite "no."

The State and the University have infused tens of millions of dollars into the Center. While many of these funds were used to purchase supercomputing services, the task force found that the redemption of the University's common stock would not represent a "fair" price for the Center in the view of a number of legislators, members of the University community, or the general public. Beyond monetary considerations, many University faculty feel the sale would reduce the Center's academic value; this significant, though intangible, value that results from having the Center associated with the University would be adversely affected.

3. What management/governance structure should the University put in place to ensure that its interests are appropriately represented under the new relationship?

The task force believes that the present management/ governance structure ill serves the University community's desire to maximize effectively faculty, student, and staff use of the supercomputer facilities of the Center. Selling the University's share would only exacerbate this situation by weakening the University's role. Later in

the report we recommend changes in structure and process to enhance the participation and role of the University, thereby to ensure that the research, teaching, and outreach missions of the University are best served.

4. With respect to obtaining supercomputing services, will the University be sufficiently accountable to the State under the new relationship?

The University's accountability to the State would decrease under the conditions of the proposed sale. The Center would be freed of the dictates of the University since the University would no longer be an owner. Nothing about the proposed new relationship would reduce the present secrecy that surrounds the Center, which is the main contributor to the problem of accountability. The letter sent to the task force by Mr. Pflaum (Appendix A) states that the sale is not intended to address the issue of accountability.

RECOMMENDATION 1

The University should not sell its interest in the Center to the University of Minnesota Foundation. It should, instead, strengthen the relationship it has with the Center, as described in the remainder of this report.

III. Issues, Discussion, and Additional Recommendations

Although the task force's primary charge was to address the four questions related to the proposal, during the conduct of our work we sought and were offered considerable, more general information pertinent to supercomputing at the University. From discussions with the principals involved and deliberations among ourselves, the task force has identified critical problems that place this valuable enterprise at risk. These problems need to be addressed if the University is to maintain its excellence in supercomputing. If these problems are not addressed, and addressed promptly, the University will likely not be a significant player in supercomputing into the next century and will have lost a true center of excellence.

The following issues, for the most part, relate to the manner in which the University and the Center maintain their relationship. The overwhelming sentiment expressed by representatives of the State Legislature, as well as the majority of the University community, was a deep concern over the health of that relationship. Concerns over ownership were of secondary importance.

A. Institute/Center Cooperation: The presence of the Center at the University has had positive impacts on supercomputing research at the University. Several nationally and internationally renowned research programs are in place that require the computing capability of the Center. This capability has fostered both undergraduate and graduate education in important ways, and has enhanced the ability of the University to contribute to the State's economy. While a majority of the researchers involved in supercomputing programs are satisfied with the computing power the Center provides, they are at the same time frustrated by the feeling that current Center management has not allowed the potential of this world-class facility to be fully realized.

A large number of specific areas where essential cooperation is lacking were brought to the attention of the task force. We outline some of the more important ones as a means to identify the nature of existing problems and to introduce a recommended way to deal with them.

Conduct of cutting edge research in any discipline requires the existence of special circumstances. For supercomputing-based research this includes on-site access

to state-of-the-art equipment and associated support staff. Opportunities to attempt demanding computations requiring special access to machines are also important. Barriers, both physical and administrative, have been erected by the Center, reducing the delivery of service that would enable ground-breaking research at the University. The application of these policies over the years has substantially discouraged University researchers from attempting "grand challenge" class computational research, despite the major impact and significant funding those efforts would bring. Others feel, even so, that researchers should have been more aggressive in organizing to capture available "grand challenge" grant opportunities.

Center management has often responded slowly or reluctantly to support needs expressed by individual researchers or University officials. This has even occurred where the needs have been represented by the Institute as essential to researchers, and have involved basic issues related to the contract between the University and the Center. University researchers feel that their efforts to work with the Center staff to develop or foster working relationships with private industry counterparts have been forestalled by Center management. On the other hand, the task force's impression is that staff at the Center provide the best possible service within the constraints placed upon them by management.

The President of the Center has indicated to the task force that the Center's responsibility, as far as the University is concerned, is to provide researchers access to the most advanced machines available. Yet, University researchers have generally been excluded from long range planning activities at the Center; University researcher needs are not appropriately represented in major decisions about future purchases of supercomputers or machine use. There have been instances where researchers were informed only on very short notice that computers central to their research were to be removed or that new, and sometimes unexpected, machines would be available. This makes it extremely difficult to plan future research programs and seek necessary support for the programs.

The Director of the Institute is responsible for maintaining operational-level, administrative contact with the Center, including negotiating all service details not included in the contract. This places tremendous responsibility on the Director to resolve matters of concern to University researchers and to communicate the results of discussions and negotiations with the Center to these researchers. There currently

exists a "Joint Advisory Committee" consisting of middle management from the Center and representatives from the governance structure of the Institute. But this committee is very large (36 members) and has no authority to resolve issues or make plans. The President of the Center has voiced a concern to the task force that the present means of communicating with the University user community has been problematic from his perspective as well.

How could these difficulties arise? A fundamental problem is the absence of mechanisms to ensure that the Center is accountable for the outreach, teaching and research missions it is meant to help the University serve. Just as a great research library depends upon more than the books it contains—it can be truly great only if those books can be used creatively—so it is with a great computational research facility. The University community understands that commercial business by the Center is vital to the maintenance of a world class facility. But, mechanisms do not currently exist or are inadequate to ensure that the Center is responsive to the needs of University researchers.

RECOMMENDATION 2

A joint Institute/Center Steering Committee responsible to the Center Board of Directors and the University Board of Regents for defining and overseeing Institute/Center interaction should be formed immediately.

To be effective, the joint Institute/Center Steering Committee must be given full authority to generate and oversee policies regarding the interactions between the Center and the Institute. The steering committee should be charged with developing an unambiguous mission statement for supercomputing activities and supercomputing operations at the University and Center. The mission statement must effectively integrate supercomputing into the overall computing strategy of the University. That integration will require members of the steering committee to interact with the Information Technology Planning Process group. The steering committee should also outline and maintain plans and strategies to set criteria for identifying computational "grand challenge" grants to be sought, promote interactions with industry leading to technology transfer, and purchase of future supercomputing technologies. Finally, the steering committee should regularly seek independent examination of the Institute's

and Center's efforts; such an assessment must involve outside supercomputing experts of national prominence.

B. Center's Board of Directors: The Board of Directors is the governing body of the Center. It is accountable to its shareholders (the University and the Foundation) for the financial survival of the Center, BUT ALSO for ensuring that the Center is adequately fulfilling its mission with regard to the academic needs of the University. That is its mission, after all, as stated in the articles of incorporation and in its original agreement with its stockholders. The importance of that mission was made clear to the task force by nearly all groups from which it sought counsel.

The Board has been conscientious in attending to its financial role, and for this deserves thanks from the University. However, policies and mechanisms are not in place to ensure that the Board is equally attentive to the academic mission of the Center. This situation requires prompt and clear changes if the University is to be adequately served by the Center.

The University's representatives on the Board include the two Senior Vice Presidents, a Board of Regents appointee and a University Regents' Professor. The University Senior Vice Presidents' membership is problematic and generates perceptions of conflict of interest. In addition, their very heavy schedules make it virtually impossible for them to devote the time necessary to understand a complex technological enterprise. Having University representatives at such a high level also creates a huge gap between governance and the faculty and staff who are affected by their decisions. The recent appointment of a Regents' Professor to the Board is a positive step but does not go far enough. The University representatives should include other individuals who understand the special requirements of University supercomputing researchers.

The current role of the President of the Center on the Board, as a representative of the Foundation, also seems to be a conflict of interest, especially insofar as he participates in the evaluation of Center performance and financial behavior. The Legislative Auditor earlier criticized his selection as one of the University representatives on the board.

RECOMMENDATION 3

The President of the University should recommend to the Board of Regents individuals to replace the two Senior Vice Presidents on the Center Board of Directors. These individuals should be interested in and knowledgeable about academic supercomputing.

C. Dichotomy of Interests the Center Must Serve: Keeping supercomputing capability current is an expensive proposition, beyond what is reasonable for the University or State to support on its own. Selling services to commercial customers is a means of supplementing University and State funding for supercomputing. The Center was originally envisioned as an appropriate organizational structure for marketing that service. In fact, few would disagree that the Center has been successful in that sense.

When the Center was constituted, it was envisioned that this activity would be carried out primarily to benefit the mission of the University through the Institute. The distinctly different needs of the Center and the Institute have led to many of the existing conflicts identified during our investigations. A new balance that takes into account the different needs of these two entities must be promptly found and maintained.

In the past, performance of the Center has apparently been evaluated almost entirely on a financial basis. Financial viability is certainly necessary for the Center's survival. Still, the Center's only stockholders are the University and the Foundation. Neither of these two organizations has reason to expect more than that the Center protect their investment and provide the services to the University its teaching, research, and outreach missions require.

Insufficient consideration is given to evaluating the extent to which the needs of University faculty and students have been met. This evaluation must go beyond whether access to computing cycles as outlined in the contract are provided. Evidence for the perspective held by Center management is provided by the Annual Report by the Center to the Board of Regents on April 15, 1993, which mentioned only the finances and "level" of service units delivered, along with some commercial ventures

by the Center. No direct mention of cooperative relationships between the Center and the Institute, or joint ventures by the Center and the Institute with industry were made.

The handling of the contract between the University and the Center has also contributed to the problem. A long-term contract for academic supercomputing services cannot specify all that is required to define an ongoing working relationship. The need is to establish a means and a will to foster cooperation. The secrecy surrounding the contract adds further to the problem. That members of the Board of Regents were not privy to the instrument defining such a large expenditure is of legitimate concern to the state officials to whom the University is accountable.

RECOMMENDATION 4

The Center must be held accountable to the University by requiring that it annually provide a full confidential disclosure of its financial and programmatic activities to the Chair and Vice Chair of the Board of Regents and to any other individual Regent who might request it.

D. Accountability to the State: While the Center is legally separate from the University, considerable State funds have been channeled into the Center through special appropriations to the University. The University must be accountable to the State for those funds. While certain information concerning Center operations is clearly proprietary, including rates charged commercial customers and purchase agreements with equipment vendors, the Center cannot continue to stand in the way of the University's financial accountability to the State for funds the State has provided. The Auditor is bound by law to hold proprietary information confidential and has demonstrated that he does so in audits more sensitive than the one of the Center.

Accountability and control are linked. At present the University either does not have, or does not exercise, the control required to satisfy concerns over accountability. Regardless of the source of the problem, structural or personnel, the problem must be resolved.

Some argue that the University cannot exercise control due to its minority ownership interest in the Center. This argument falls short on two accounts. The Foundation's original 90% stock purchase for \$90 represents its total investment in the Center while the University has contributed tens of millions of dollars to the Center. And, second, the Foundation's sole purpose is to benefit the teaching, research, and outreach missions of the University. Neither owner of the Center benefits when the University is maligned for lack of accountability.

Given the importance of accountability, keeping the relationship between the Center and the University straightforward is paramount. Since the Center is separate from the University, the University, as pointed out by the Auditor, must be careful not to make inappropriate special arrangements for the Center that confuse the boundaries of the relationship and make accountability more difficult.

The task force acknowledges concerns expressed to it over the potential short term risks associated with a request for appropriate accountability from the Center. The Center has steadfastly maintained that public disclosure of even basic information about its services to the University would damage its business position. We are confident that mechanisms exist to protect genuine and necessary proprietary information of import to commercial customers of the Center, while allowing the University to demonstrate to its supporters that it is concerned about proper use of scarce public funds. The Audit report pointed out examples at other universities where similar situations had existed but were resolved, without major problems, in favor of accountability.

RECOMMENDATION 5

The Legislative Auditor must be invited to complete his full financial audit of the Center.

E. Center Management: As has been mentioned, current Center management has been effective in securing commercial supercomputing clients, recruiting an excellent support staff, and establishing a high quality supercomputing facility. However, that management has at the same time not acted as the friendly and supportive partner of the University that was originally envisioned.

The Center appears to be run as a highly secretive business venture, certainly more secretive than its competitors. While proprietary information must be respected, the culture of secrecy created by the Center appears to be extreme and is—and should be—unacceptable to the State Legislature and the University.

During its deliberations the task force was told repeatedly that current Center management has an unfavorable attitude, if not disdain, toward University researchers. Cooperation between Center staff and University users is not encouraged—and has reportedly been discouraged. Center management has reportedly competed against University units seeking participation in certain national initiatives.

The fostering of University/industry cooperation was one of the original objectives of establishing the Center. Center management policies and actions have precluded the development of this type of cooperation. Industry users are physically separated from their academic counterparts. Center support staff are reportedly discouraged from initiating or facilitating joint efforts between commercial and academic clients.

Problems with Center management are not new or isolated events. As long as six years ago the current President of the Center was threatened with removal by the University Board of Directors representative, who was serving as Chairman of the Board. An Institute evaluation committee pointed out severe problems in 1990. Yet management problems persist. University negotiations with Center management continue to be confrontational. The University community has lost trust in Center management. That the Center Board of Directors has recently issued a vote of confidence for its President based on the financial well-being of the Center (Appendix A), in no way changes the situation.

RECOMMENDATION 6

The President of the University should insist that an external review of the management performance of the President of the Center be completed by September 1, 1993. Members of the review team should be from outside the University and the Center and should include experts in the management of large organizations or businesses, individuals

knowledgeable of the needs of academic supercomputing users, and experts in advanced supercomputing technologies.

IV. Conclusion

Forward thinking and creative actions by the University and the Foundation over a decade ago led to the establishment of the Center and Institute as two arms of a program that has made the University of Minnesota a major force in the growing field of supercomputing. Despite clear successes, policies and actions by top management of the Center, including a focus on acquisition of commercial business and development of a culture of extreme secrecy, have led to a number of difficulties for the University. Foremost among these difficulties are strained relations with the academic community and lack of appropriate accountability to the public. The ability of the University to take greatest advantage of its investment of money and faculty effort has also been adversely affected.

The task force examined a proposal from the Chairman of the Center Board of Directors to resolve some of these issues by increasing the separation between the University and the Center. Given the rapid and unpredictable pace and nature of supercomputer technology and research, the task force concluded that increased separation would not serve the best interests of the University. Means must be found for the University and the Center to work more cooperatively so that the University is adequately served and public investment has the desired impact. This point, above all others, was emphasized by nearly every voice the task force heard.

A lack of cooperation has persisted through time because inadequate attention has been paid to ensuring that the Center be accountable to the academic mission of the University. Despite the private, for-profit corporate status of the Center, its ownership rests entirely with the University and the Foundation, both of which exist to serve the people of Minnesota through higher education.

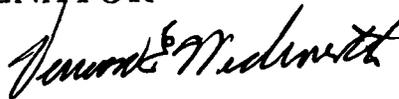
Considerable good has come from this enterprise, and the originally envisioned potential still exists. The importance of success to the University and the State is even greater now than it was ten years ago. The University must act at once to reaffirm the "partnership" intended when this unique relationship was initiated.

TO: PRESIDENT HASSELMO

9 May 1993

FR: VERNON E. WECKWERTH, SENATOR

RE: TQM-CQI



Since you previously mentioned TQM-CQI as a desirable approach to improve the organizational culture here and since nearly all organizations are moving rapidly into re-tooling themselves to serve their customers and mission (Ours is on the frontespiece of Northrup), please give us the specific enabling strategies and time frame for this to occur at the U.

If such are not yet available, please tell us as faculty when this will apply specifically to internal audit. Please include requirements for pre-existing competency and judgement for the audit staff, and what limitations are relevant for non-financially related audit investigation and "recommendations"?

Question to the President

President Hasselmo,

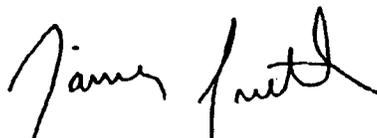
This question is in regard to student disciplinary procedures and hearings. For at least the past four years, there has appeared to be administrative paralysis in regards to complaints that the proceedings are unfair to accused students, and specifically, in addressing those concerns.

Despite a number of complaints from our office, (the *Student Advocate Service*) and from the clients that we represent, the status quo has remained the same. This would lead one to conclude that the University's judicial system is perfect and in no need of change. That being the case, would it be possible for an outside or independent review of the current disciplinary system to confirm or deny that a miscarriage of justice occurs for each and every student who is accused of violating the student conduct code and subsequently placed in the formal hearing process?

Sincerely,



Tim Wolf
Kyle Pennington
James Smith
SAS



A Resolution Regarding the Selection of Course Textbooks

Authored by Senate Committee on Disability Issues
Spring 1993

WHEREAS Some students have visual impairments, and cannot read text written in traditional format; and

WHEREAS Local conversion of texts to voice tapes or to braille is very expensive, and in some cases can not be done because of copyright infringement; and

WHEREAS Faculty and the University Administration is bound to provide reasonable accommodations for the needs of all students;

THEREFORE BE IT RESOLVED BY THE UNIVERSITY STUDENT SENATE THAT textbook publisher's willingness to make the text available in machine-readable formats, i.e. suitable for alternative outputs such as machine voice or braille printing, will be considered before the selection of a course textbook by the University of Minnesota.

UNIVERSITY OF MINNESOTA

FACT SHEET

Twin Cities Campus Smoke-Free Indoor Air Policy Proposal

■ Background:

- Smoking is widely recognized as the most important cause of preventable human disease, including lung cancer, heart disease, and emphysema. Breathing secondhand smoke can cause the same health problems in nonsmokers.
- The University's Duluth and Crookston campuses and many Twin Cities campus buildings already are smoke-free. The Morris campus is considering a smoke-free policy this fall.
- Senior Vice President for Academic Affairs Ettore Infante established the Twin Cities Campus Smoke-Free Indoor Air Committee in June 1992 to create a policy that would achieve a smoke-free indoor environment on campus. The committee forwarded its recommendations to Infante in September.

■ The recommendations:

- Prohibit smoking in all Twin Cities campus facilities by August 2, 1993. This applies to all University-owned buildings and vehicles and includes outdoor group seating facilities, like stadiums. It also includes all areas of residence halls except designated private residence rooms.
- Continue to permit outdoor smoking on campus, and provide adequate ashtrays.
- Provide informational sessions about the policy for the Twin Cities campus community and offer assistance to those who want to stop smoking.
- Make the University's Department of Environmental Health and Safety responsible for implementing the policy.

(over)

Fact Sheet
Smoke-Free Policy
Page 2

- Establish a Smoking Policy Review Committee to oversee and evaluate the policy and to help the Department of Environmental Health and Safety review complaints and concerns about it.

■ What happens now:

- Infante will discuss the recommendations with campus governance, staff, and student organizations, then take the recommendations to the Twin Cities Campus Assembly for approval.
- If the recommendations are approved, informational sessions and smoking-cessation classes will begin this winter.

■ Contacts:

- Ettore Infante, senior vice president for academic affairs and provost, 612-625-0051
- Marvalene Hughes, vice president for student affairs and chair of the Smoke-Free Committee, 612-624-3533
- Scott Elton, associate director of University Relations, 612-624-9044

*Carol - Call me on this**Karen B*

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Department of Family Practice and
Community Health
Medical SchoolBox 381 UMHC
6-240 Phillips-Wangensteen Building
516 Delaware Street S.E.
Minneapolis, MN 55455-0392
612-624-2622
Fax: 612-624-5930

May 17, 1993

To: Nils Hasselmo

From: Carole Bland for the Medical School Senators *Carole*

Re: Question for May 20, 1993 Senate Meeting on Practice Plans

Nils, the 27 Medical School senators meet the week before senate meetings to discuss issues being addressed in committees on which we might offer some input and to discuss agenda items on the upcoming Senate meeting in order to make more informed votes and contributions at the meeting. I chair this group.

At our meeting this morning, we talked about the recent request to the Medical School that practice plan agreements be developed for non-M.D. faculty as well as for M.D. faculty. As a result of that discussion, my colleagues asked me to forward to you the following question from the Medical School senators for the May 20, 1993 Senate meeting.

"The faculty of the Medical School have been asked to revise their practice plans. This request includes non-physician groups such as audiologists and clinical psychologists. Will, or have, other professional schools (e.g. Law, Education, I.T., Architecture, Business, Agriculture) also be required to develop faculty practice plans?"

Give me a call if you have any questions. I look forward to seeing you on Thursday at the Senate meeting.

P.S. Based on the discussion that prompted this question, I think there were two opposite motivations for asking you to address this publically. I thought knowing these motivations might be of help in preparing a response. First, some Medical School members feel they are being asked to jump hoops that are not asked of faculty in other schools and they want to point that out. At the same time, other medical faculty do not perceive they are being singled out on this issue. They believe that all of the colleges are trying to be clearer about how to handle monies made by faculty "practice". These faculty members want this belief to be publically affirmed for them and for their Medical School and University colleagues.

cc. Martha Kvanbeck

CJB:mt
Senate/H

University
Student Senate Operating Procedures

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University Student Senate Operating Procedures

Introduction:

Since the late 1970's, the Student Senate has considered the idea of establishing a document called a Student Senate Constitution. After the closing of the Waseca campus and the subsequent discussions and actions concerning the reallocation of senate seats and senate consultative committee seats, the need for a clear and concise document clarifying the operating procedures of the Student Senate and its relationship to the University governance system became obvious.

In 1991-1992, a subcommittee composed of David Lee, Tom Lopez, and Denise Tolbert was established and charged by the Student Senate Consultative Committee (SSCC) to examine the possibilities for clarifying the policy and procedures of the Student Senate, and its relationship to the University governance structure. This subcommittee proposed that a "constitution" be developed under the authority granted by the University Senate Constitution, Article I, section I of the rules which states "...Student Senate shall determine its own organization."

As a result, in 1992-1993 a second subcommittee was formed to act on this recommendation. The members of the second subcommittee were: Sonja Hoheisel, Tom Lopez, and Michael Whitt from Morris; Denise Tolbert, David Dahlgren, and Sandra Pham from the Twin Cities; Dan Sinclair and Love Goel from Duluth; Jamie Hodgson from Crookston; and June Nobbe as the working group consultant. This working group originally proposed that a "bylaws" approach be taken so as to not undermine the constitutionality of the University Senate Constitution. However, after much discussion it was determined that an "operating procedures" approach would more clearly describe the role of this document in relation to the University Senate Constitution.

The accompanying document entitled "Operating Procedures" is, at best, a clarifier of the Student Senate role within University governance. It does not separate the Student Senate's power or authority from the University Senate; rather, it should serve to clarify the Student Senate's role by stating in writing previous practices of the Senate and its officers.

Relation of this document to the University Senate:

Part One

Relation of this document to the University Senate:

In accordance with Article I of the University Senate Constitution, and consistent with the policies and actions by the University Senate, all matters relating to the governance of students are herein committed to the Student Senate. This document is subservient to the University Senate Constitution. No votes need to be taken on part one when updating part one of this document.

General Powers: (Article III, section 2; University Senate Constitution)

The Student Senate has general legislative authority over educational matters concerning more than one campus or the University as a whole, but not over the internal affairs of a single campus, college, or school, except where these materially affect the interests of the University as a whole or the interests of other campuses, institutes, colleges, or schools. The minimum requirements for a liberal education, for example, are matters that materially affect the interests of the University as a whole. The power to enact regulations for the governing of students in those relations with the University which affect the University as a whole.

Allocation of Powers: (Article III, section 3; University Senate Constitution)

The allocation of powers for the Student Senate are described within the first paragraph of this section which are not specifically delegated to subordinate units. The allocation of functions which are not specifically delegated to subordinate units are, upon recommendation, of the Student Consultative Committee, the Student Senate may delegate particular functions for exclusive action by the Student Senate or subordinate bodies. In general, functions allocated to the Student Senate shall include but not be limited to matters in the area of student government, student organizations, and student publications.

Election of Members: (Article III, section 4 University Senate Constitution)

As described by the University Senate Constitution, elections of University Student Senate members shall be elected in accordance with the following procedures:

1. Between March 1 and May 20 of each year, each unit listed in section 2 of this section shall conduct an election of Student Senate members and alternate members, if any. Each unit shall establish its own procedures, in accordance with the constitution, for conducting its elections and for determining the number of students who are qualified to vote and hold office. The results of the elections shall be mailed to the clerk of the Senate not later than May 23.

2. The names of the Senate members and alternate members elected for the coming year shall be reported in the minutes of the last regular meeting of the current year.

Elections: (Article III, section 4: University Senate Constitution)

As described by the University Senate Constitution, the elected student representatives of the students to the University Senate shall be chosen by:

1. Secret ballot by the student constituency enrolled in the several institutes, colleges, or schools as specified in the bylaws of the University Senate. There shall be one student member for each member for each initial 1,000 full-time students or a fraction thereof in each student constituency plus one additional student senator student senator for each additional 1,000 full-time students or major fraction thereof in such constituency.
2. At Morris and Crookston there shall be two student senators for each initial 1,000 full-time students or a fraction thereof in each student constituency plus one additional student senator for each additional 1,000 full-time students or major fraction thereof in such constituency.
3. Any student who has twenty-four credits in residence at the University and at the time of voting is carrying at least nine credits in his or her institute, college, or school shall be eligible for election as a student representative to the University Senate.
4. Graduate School students shall be eligible for election if they have nine credits in residence at the University and are full-time students at the time of voting or are certified as the equivalent of full-time students by the Graduate School.
5. Continuing Education and Extension students shall be eligible for election if they have earned twelve credits in residence during the previous five years and are carrying three credits at the time of voting.
6. Students who are eligible for election shall be eligible to vote.
7. The Student Consultative Committee shall determine the school membership of any student for purposes of voting for members of and serving as a representative in the Student Senate.

Elections to the Student Senate shall be held no later than the 20th day of May. All student representatives shall begin service on July 1 and shall be elected for one-year terms and may be eligible for re-election. No student can serve more than three consecutive terms. To continue serve, a student representative must continue to meet the requirements for election identified under the previous section.

The student constituencies of each institute, college, or school shall either elect a pool of alternate representatives or define the pool to be those eligible to vote for senators. The students of each institute, college, or school shall specify one of these procedures for selecting a pool of alternates in their respective constitutions. If the alternates are to be elected, then the constitution of the institute, college, or school shall specify the number to be elected and their term in office, and they shall be elected at the same time and in the same manner as representatives. If a constitution does not exist or does not specify the method of selecting the pool of alternates, the student board of the unit shall determine which method shall be used.

A representative may designate anyone from the appropriate unit pool to serve as an alternate in the representative's absence by providing written notice to the clerk of the Student Senate prior to the commencement of any meeting of the Student Senate.

Membership: (Article I, section 1, University Senate Bylaws)

Concerning the membership of the Student Senate, the Student Senate shall be composed of :

1. the Chair, Vice Chair, the Student Senate Consultative Committee, who shall serve as ex-officio voting members.
2. student representatives of the various institutes, colleges, and schools of collegiate rank, and the Graduate School. Each member of the Student Senate shall represent the University as a whole. Student body presidents of the Twin Cities, Duluth, Morris, and Crookston student bodies, and the president of the Graduate and Professional Student Assembly, shall, if otherwise elected, serve as ex officio nonvoting members.
3. for the purpose of electing representatives and alternates representatives, if any, to the Student Senate, qualified students shall vote within each of the following units of the University:
 - a.) Crookston (25)
 - b.) Duluth: (26) Business and Economics, (27) Education and Human Service Professions, (28) Fine Arts, (29) Liberal Arts, (30) Medicine, (31) Other [includes non-collective bargaining faculty/academic professionals from UMD]; (32) Science and Engineering.
 - c.) Morris (33)
 - d.) Twin Cities: (1) Agricultural Experimental Station, (2) Agriculture, (3) Architecture and Landscape Architecture, (4) Biological Sciences, (5) Continuing Education and Extension, (6) Dentistry, (7) Education, (8) General College, (9) Graduate School,

(10) Human Ecology, (11) Law, (12) Liberal Arts, (13) Libraries, (14) Management, (15) Medical School, (16) Minnesota Extension Service, (17) Natural Resources, (18) Nursing, (19) Pharmacy, (20) Public Affairs, (21) Public Health, (22) Technology, (23) University College, (24) Veterinary Medicine.

Any person eligible to vote for members of the Student Senate under the provisions of Article III, section B of the University Senate Constitution, but not attached to any voting unit designated in the above section, may apply in writing to the Student Consultative Committee for determination of his/her status for voting for members of the Student Senate. It shall be a duty of the Student Consultative Committee to classify such a person with one of the voting units specified above.

Removal, Neglect of Meetings: (Article III, section 5: University Senate Constitution)

A member of the Student Senate shall be said to have neglected a meeting if the member does not attend and does not provide an alternate or does not notify the clerk of the Student Senate of the impending absence.

A member of the Student Senate shall forfeit membership if the member neglects one meeting of the Student Senate.

A member of the Student Senate who holds membership in a student assembly by virtue of holding membership in the Student Senate shall forfeit Student Senate membership if membership in the other body is forfeited by failure to satisfy attendance criteria specified in the constitution or bylaws of the body.

A member whose membership has been forfeited may appeal to the Student Consultative Committee for reinstatement.

Vacancies: (Article I, section 4: University Senate Bylaws)

Vacancies in the Student Senate shall be filled in accordance with procedures determined by the constituencies of the relevant voting unit.

(Article III, section 6: University Senate Constitution)

The officers of the Student Senate shall be a Chair, Vice Chair, a Clerk, and a Treasurer.

The Chair and the Vice Chair shall be elected by the Student Senate at its last regularly scheduled spring quarter meeting from the members of the Student Senate. The Chair and the Vice Chair shall not be from the same campus. In the event that no one is nominated for the Vice Chair position from a separate campus, the position will be open to all qualified members of the Student Senate. Terms of office shall be July 1 to June 30, and the person holding office is eligible for reelection.

The Chair, with the consent of the Student Senate, shall appoint a clerk and a parliamentarian of the Senate (non-members of the Student Senate), whose duties shall be prescribed in the University Senate Bylaws.

Officers:(Article II of the University Senate Constitution)

The Chair of the Student Senate shall be the Chief Executive Officer of the Student Senate. The Chair:

1. shall have general administrative authority over Student Senate affairs.
2. shall have the authority to suspend action taken by the Student Senate, or by any student constituency through the Student Senate and refer such action for reconsideration to the Student Consultative Committee. If the Chair and a senate, a campus assembly, or a student constituency do not reach agreement on the action, the question may be appealed to the University Senate by the Chair or student constituency.
3. the Chair, as Chief Executive Officer of the Student Senate, shall have final authority to make budgetary recommendations to the Student Senate. However, in view of the necessary weighing of educational policies and objectives involved, the Chair shall consult with and ask for the recommendations of the Student Consultative Committee concerning such budgetary recommendations as materially affect the Student Senate as a whole.
4. The duties of the Chair are:
 - a. to be the official spokesperson of the Student Senate;
 - b. to set the Student Senate agenda, to be approved by the S student Consultative Committee;
 - c. to organize and chair the Student Lobby Advisory Committee(SLAC); and
 - d. to serve as the University's representative on the Student Advisory Council (SAC).
 - e. shall have the power to delegate duties and responsibilities as required.
5. The duties of the Vice Chair are:
 - a. to assume the duties of the Chair in the event of an absence or incapacity of the Chair; and
 - b. to assume responsibilities delegated by the Chair.

The Clerk of the Student Senate shall be appointed by the Chair subject to the approval of the Student Senate. The duties of the Clerk:

1. be custodian of its records;
2. prepare and circulate the agenda and minutes of Student Senate meetings as directed by the Student Consultative Committee.
3. shall perform such additional functions as shall be assigned to the clerk in the University Senate Bylaws.
4. to obtain after convenient intervals but at least once annually from the Office of Registration and Records or other official sources a complete list of those registered students who have died during the preceding interval. The Clerk shall include the names of these students in the agenda of the University Senate for recognition of it.

The Treasurer of the Student Senate shall be appointed by the Chair subject to the approval of the Student Senate. The duties of the Treasurer shall be:

1. chief budget officer of the Student Senate.
2. chair the budget subcommittee of the Student Senate.

The Parliamentarian shall advise the presiding officer or, upon request, any member of the Student Senate on matters pertaining to parliamentary procedure. Parliamentary authority for the Student Senate shall be *Robert's Rules of Order Newly Revised*, provided these *Rules* are not in conflict with the Student Senate Operating Procedures.

Committees: (Article IV; University Senate Constitution)

Committee (s) of the Student Senate shall be defined as any to which the Student Senate delegates responsibilities in broad areas of student and University concern and whose reports are made directly to the Student Senate. Membership of all Student Senate committees and procedures for electing or appointing members are described in the membership section of this preamble.

The Student Senate by appropriate bylaws may create or terminate Student Senate committees vested with such responsibilities as the Student Senate has the power to confer.

The Student Senate also may create Special committees. The Student Senate committees may appoint subcommittees as necessary to assist with their responsibilities. Membership of subcommittees need not be limited to members of the parent committee and shall include ex officio representation as appropriate. If an exception is necessary, the parent committee shall consult with the Committee on Committees (ConC) and ConC shall also serve as a resource for, or source of, subcommittee nominations and shall appoint members to standing subcommittees.

Special committees may be created to:

1. study and make recommendations on special topics within the areas of concern to the Student Senate.
2. special committees may be created or terminated either by the Student Senate or by the Student Consultative Committee.
3. Whenever the task of a special committee falls within the duties and responsibilities of a committee of the Student Senate, the special committee shall make interim and final reports to that committee. If the task assigned to the special committee does not fall within the duties and responsibilities of an existing committee of the Student Senate, the special committee shall make interim and final reports to the Student Consultative Committee.
4. the membership of a special committee shall consist of representatives of the committee of the Student Senate to which it reports, and such other members as the task of the special committee requires.

TITLE Student Senate Operations:

- A. The Student Senate shall hold regular meetings, at least once in each quarter of the quarter of the academic year, at a time and place determined by the Chair.
- B. At any regular meeting of any Student Senate, a majority of its presently seated membership shall constitute a quorum.
- C. Any member eligible to vote for senators may be admitted to Student Senate meetings and shall be entitled to speak at the discretion of the Student Senate. Only elected Student Senate members (or their designated alternates), Student Consultative Committee members, and, in the case of a tie, the presiding officer, shall be eligible to vote for senators may be admitted to Student Senate meetings and shall be entitled to speak at the discretion of the Student Senate. Only elected student members (or their designated alternates) shall be entitled to vote.
- D. The agenda of each Student Senate meeting shall be distributed in advance to all Student Senate members, to members of all committees of the Senate, and to the students and others in such manner as the Student Senate may direct.
- E. Matters under Student Senate jurisdiction, including proposed amendments to these Bylaws, may be submitted by any committee of the Student Senate or any Student Senate member.

TITLE II. Rules of the Student Senate:

- A. The Student Senate may within determine its own organization, create committees whose membership need not be limited to members of the Student Senate, and adopt procedural rules for the conduct of its business.
- B. A Chair and Vice-Chair shall be elected by the Senate at its last meeting in the spring of the academic year from among its members for a term of one year. The vice chair shall serve as chair in the absence of the chair and shall serve as a member for a term of one year. The vice chair shall serve as chair in the absence of the chair and shall serve as a member of the Student Consultative Committee. Term of office shall be July to June 30, and the person holding the office is eligible for re-election.
- C. The Student Consultative Committee shall serve as the Executive Committee of the Student Senate. The Student Consultative Committee shall periodically review the officer positions of the student senate.
- D. Student Senate meetings shall be held at least:
 - 1. quarterly during the academic year to consider University-wide policies and issues.
 - 2. the Student Senate may be convened for special session upon the call of the Chair or upon request of the appropriate Consultative Committee,

or upon written request of ten members of the Student Senate as submitted to the chair, the chair shall convene the Student Senate.

3. Senators shall be given notice of the special session by the clerk of the Student Senate at the earliest possible date and not less than five working days before the meeting.
4. Only subjects specifically listed on the proposal agenda for any special session may be considered at that meeting.

[*As stated in several places, Robert's Rules of Order Newly Revised governs the Senate committees and may be suspended only by a two-thirds majority vote of those present and voting. However, in some few procedural matters, namely those listed under Standing Rules of the Student Senate and Rules for Committees of the Student Senate simply repeat provisions of the Bylaws, however, the Bylaws shall prevail.]

- E. The Student Consultative Committee shall plan the agenda for any meeting of the Student Senate. The agenda shall:
 1. be prepared finally and distributed by the clerk of the Student Senate.
 2. consists of items submitted for Student Senate consideration by any Senate, campus assembly, or by any committee of the Student Senate or campus assemblies.
 3. be at the discretion of the Student Consultative Committee, the Clerk of the Student Senate may be instructed to include additional items on the agenda for any regular meeting of that body. Items for docket must be delivered to the clerk no later than two weeks prior to the date of each meeting. All items should be double spaced to facilitate printing.
- F. Amendments to the Rules shall be made by:
 1. a majority vote of the members of the Senate present and voting at any meeting of the Student Senate for matters pertaining to the Student Senate, or;
 2. by majority vote of the members of the Student Senate and voting at any meeting of the Student Senate for matters pertaining to the Student Senate. However, the Rules cannot be amendment motion must be undertaken.

TITLE III. Rules for Committee(s) of the Student Senate:

- A. All committees of the Student Senate shall keep records of their meetings and proceedings. Copies of these records shall be placed on file with the clerk of the Student Senate and shall be available for inspection by members of the Senate or by others at the discretion of the Student Consultative Committee.

- B. At the Discretion of the Student Consultative Committee, committee minutes which contain detailed information about individuals may be deposited only with the chair of the Student Senate and shall be open to inspection only by persons authorized in writing by the chair of the Student Consultative Committee.
- C. In cases where provision has thus been made for confidential minutes, the committee involved shall prepare and file with the Clerk of the Student Senate a version of the minutes of the committee meetings that contains all information other than detailed information about individuals.
- D. Any committee of the Student Senate may be required, upon a majority vote of the member of the Student Senate present and voting, to report to the Student Senate at the Student Senate at its next meeting.
- E. An *ex officio* member of any committee of the Student Senate shall not be entitled to vote as a member of the committee, unless provided for in the Student Senate Bylaws.
- F. Student appointments to committees of the Student Senate shall not be entitled to both as a member of the committee, unless provided for in the Student Senate shall be made for terms of one year (see Rules Article III, Section 3, for student eligibility rules).
- G. Committees shall submit items for action simultaneously to the Student Consultative Committee and to the clerk of the Student Senate at least ten working days before the Student Senate agenda deadline.
- H. Committees of the Student Senate shall have a policy of open meetings. Closed or executive sessions may be held only after approval by a two-thirds majority of the committee members present and voting and only when personnel matters are discussed, when quasi-judicial functions are carried out, or when closed sessions are required to protect the right of individuals. As an exception to this rule, the Student Consultative Committee and the Student Consultative Committee are granted the right to close a portion or all of a given meeting, after approval by two-thirds majority of their respective members present. The chair of each committee shall keep a list of all topics discussed in its closed meeting, make the list available upon request and include the list in the annual report to the Senate. Meeting shall normally be listed in the respective campus newspapers.
- I. Additional general rules for functions and operational procedures of all committees of the Student Senate shall be contained in the Standing Rules of the Student Senate.
- J. The committee(s) of the Student Senate shall be:
 - 1. Subcommittees of the Student Senate
 - 2. Special committees created Subcommittees of Student Senate .

3. Student Senate committees, Subcommittees of Student Senate Committees, and Special committees are described in Title VII of this document.

K. Membership rules.

1. Student appointments to committees of the Senate shall be made for terms of one year.
2. No committee member is eligible to serve on more than two committees of the Senate at a time.
3. These rotation procedures and limitations do not apply to ex-officio representatives.
4. Chair appointments are for one-year terms, but chairs may be re-appointed. An individual may chair only one committee of the Senate at a time. Terms of committee service begin July 1 and terminate June 30.
5. A member of a committee of the Student Senate shall be said to have neglected a meeting if the member does not attend and does not notify the chair of the impending absence. A member of a committee of the Senate shall forfeit membership by neglecting two consecutive meetings of the committee for which notification was given. A student member whose membership has been forfeited may appeal to the Student Committee on Committees for reinstatement.

L. Procedures for Committee(s) of the Student Senate.

1. Parliamentary authority for committees of the Senate shall be Robert's Rules of Order Newly Revised provided these Rules are not in conflict with the Student Senate or Bylaws.
2. A quorum shall be a majority of the members.
3. Ex-officio representation is representation because of , or by virtue of, specified office. Ex officio members of committees of the Senate are appointed by the administrative office which they represent. An ex officio member is accorded rights of full participation except voting privileges unless otherwise indicated.

TITLE IV. Standing Rules of the Student Senate:

A. Standing membership rules.

1. The meeting room shall provide a clear and definite area reserved for senators, and no non-senator (except authorized alternate) shall have access to this area without explicit permission from the Chair. Senators and authorize alternates shall be identified in order to permit their seating to ensure accurate voting.
2. A majority of the presently seated membership shall constitute a quorum except where otherwise specified within these bylaws.
3. In deliberations, priority of recognition shall be given to senators over non-senators; speakers who have not spoken over those who have; alternation of pro and con on a specific issue.

4. Any senator, upon recognition from the chair, may yield time in debate to a non-senator.
5. In the event that a senator has yielded time to a non-senator, both shall be considered to have spoken.
6. Speaker shall be limited to three minutes each time they are recognized.

[**Standing Rules of the Student Senate may be suspended by simple majority vote. Rules of Order (Robert's Rules Newly Revised) may be suspended by a two-thirds majority vote.]

B. Standing rules for Committees of the Student Senate are as follows:

1. The member of a committee presenting an item on the docket who is not a member of the Student Senate shall be extended all privileges associated with participation. These include making motions in areas related to the committee report. Such a person shall not be extended the privilege of voting.
2. Members of committees of the Senate who are not members of the Senate shall have the privilege of voting.
3. The usual rules of germaneness and decorum shall apply to both senators and nonsenators.

C. Standing Rules for Senate Operation:

1. The time limits specified on the agenda are the maximum time for debate or discussion. A motion to extend the limits of debate may be proposed on any agenda item.
2. No amendment of a motion appearing in the printed docket shall be in order unless it has been submitted in writing to the clerk of the Senate and to the chair of the committee presenting the motion at least 48 hours prior to the meeting at which it is presented.
3. An item of new business presented at a meeting of the Student Senate by an individual member shall be referred to the Student Consultative Committee for consideration and presentation at the next regular meeting of the Student Senate; but such an item of business may be considered and voted on at the meeting at which it is introduced by a two-thirds majority vote of the members of the Senate present and voting on a motion for immediate consideration (not debatable).
4. An item on the agenda for information may be sent back to the committee reporting it, for presentation as an item for action at a later meeting, by a simple majority vote of the members of the Student

Senate present and voting; it may be considered for action at the meeting at which it is reported for information by a two-thirds majority vote of the members of the Student Senate present and voting on a proposal for immediate consideration as an item for action.

5. The motion to table shall be debatable.
6. In the case of a tie vote, the chair shall be entitled to vote.

TITLE V. Jurisdictional Question:

- A. Controversies arising between students representatives of institutes, colleges, and/or schools of collegiate rank may be presented, after mutual conference, to a special committee appointed by the Chair and confirmed by the Student Senate. If the special committee is unable to arrange a mutually agreeable solution to the problem in question, the matter shall be placed on the agenda of the next regular or special meeting of the University Senate for decision. The Senate's decision may be appealed to the Chair.
- B. Controversies arising between the Student Senate or its committees and a campus, institute, college, or school government or other division of the University shall be resolved by the Chair, after conference with representatives of the Student Senate and of the units in question.

TITLE VI. Amending Procedures:

- A. An amendment to these bylaws shall be approved either by a two-third majority of all voting members of the Student Senate at a regular or special meeting or by a majority of all voting members of the Student Senate at each of the two meetings, the second of which shall be the next regular meeting; and provided the proposed amendment has been distributed, in writing, to the persons and in the manner provided in Article III, Section 7, for distribution of the Student Senate agenda, at least ten days prior to the date of the vote on the approval of the proposed amendment. An amendment shall be effective following approval by the Student Senate.

TITLE VII. Effective Date of this Document:

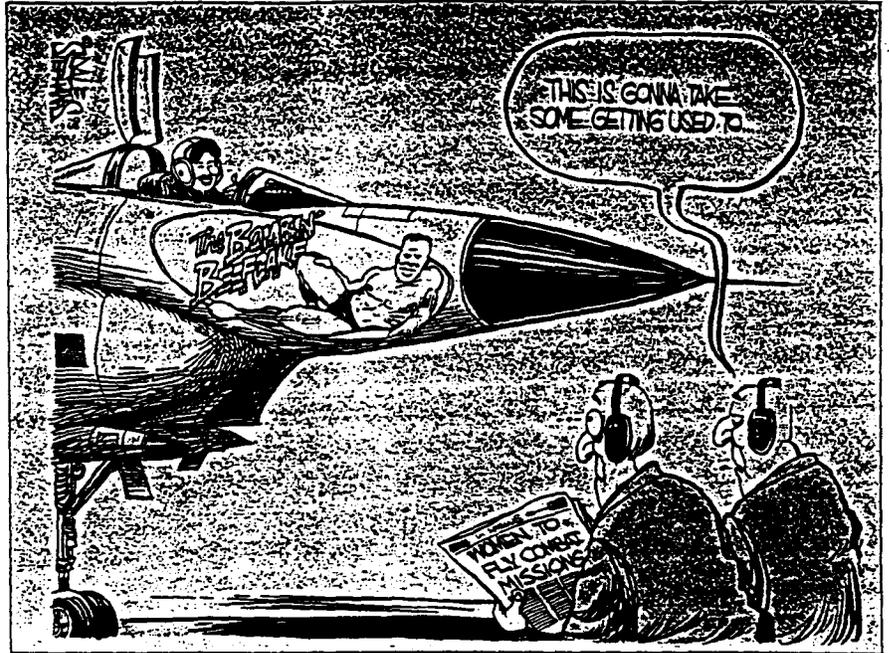
These bylaws shall take effect following its approval by the Student Senate. Amendment to these bylaws shall be approved either by a two-thirds majority of all voting members of the Student Senate at a regular or special meeting,

Overheard

I don't think I've ever felt so lonely."
 Attorney General JANET RENO, telling the House Judiciary Committee about her decision to bring the siege of the Branch Davidian compound in Waco to an end

Couldn't you pipe in C-Span?"
 Rep. BARNEY FRANK, a member of the House Judiciary Committee, when told of Reno's wish for a sleeping gas that could have knocked out the occupants of the Waco compound for 10 hours

Are you kidding? Everything I touch is controversial."
 Former vice president DAN QUAYLE, when asked whether his upcoming memoirs will spark a scandal



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If you steal from us we take your picture and we beat you."
 Sign in a Bronx, N.Y., supermarket where a woman was reportedly lashed several times with an electrical cord after being accused of stealing a box of Pampers

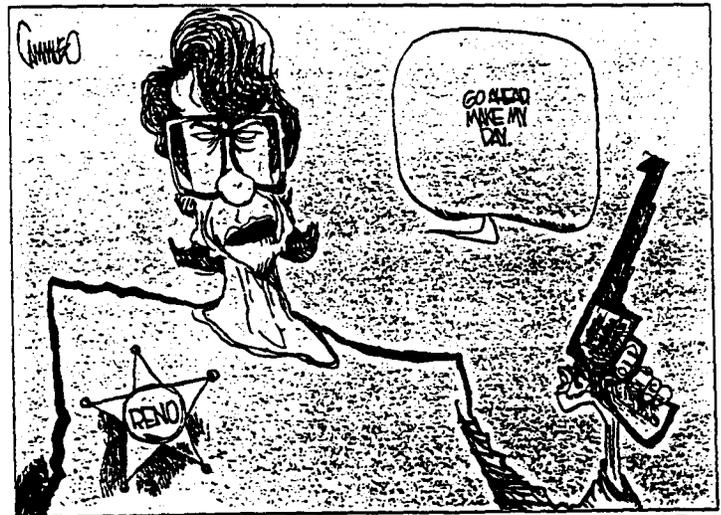
We tell him that it sounds distinguished."
 Neurologist MAJAZ MOONIS's words of comfort for a 46-year-old Massachusetts man, one of the few known sufferers of foreign-accent syndrome, who began speaking with a French accent after a car accident

Don't panic if you find a strange woman in your house."
 DAVID LETTERMAN's advice to Conan O'Brien, who takes over Letterman's job at NBC in August

There's nothing like this in Ohio."
 Junior-high student ASHLEY SPEAR, whose class trip to Washington, D.C., coincided with the national march by hundreds of thousands of gay activists

Other than hockey, it's the only thing in the world we Canadians influence a lot."
 Gen. LEW MACKENZIE, former commander of the United Nations forces in Sarajevo, on the frequent deployment of Canadian troops on U.N. peacekeeping missions

Sleep around all you want but don't get married."
 Wisconsin lawyer DEBRA KOENIG's career advice to a class of seventh-grade girls on America's first national Take Our Daughters to Work Day. She later apologized.



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Revised 1995-96 Twin Cities Campus Calendar for Item II. on the Twin Cities Campus Assembly Agenda:

mem
D65

**II. ASSEMBLY STEERING COMMITTEE
EDUCATIONAL POLICY COMMITTEE
Twin Cities Campus Calendar, 1995-96**

Fall Quarter, 1995 (50*)

September 21	Thursday	Fall Quarter classes begin
November 23-24	Thursday-Friday	Thanksgiving holiday - no classes
December 1	Friday	Last day of instruction
December 2-3	Saturday-Sunday	Study days
December 4-9	Monday-Saturday	Final examinations

Winter Quarter, 1996 (49*)

January 2	Tuesday	Winter Quarter classes begin
January 15	Monday	Martin Luther King Holiday - no classes
March XX	Tuesday	Precinct Caucus Night
March 11	Monday	Last day of instruction
March 12-16	Tuesday-Saturday	Final examinations
March 18-22	Monday-Friday	Spring Break

Spring Quarter, 1996 (49*)

March 25	Monday	Spring Quarter classes begin
May 27	Monday	Memorial Day holiday - no classes
May 31	Friday	Last day of instruction
June 1-2	Saturday-Sunday	Study days
June 3-8	Monday-Saturday	Final examinations

Summer Session I, 1996 (25*)

June 10	Monday (Tentative)	First CEE Summer Session classes begin
June 11	Tuesday	First summer session classes begin
July 4	Thursday	Independence Day holiday
July 16	Tuesday	Last day of instruction/final exams

Summer Session II, 1996 (25*)

July 18	Thursday	Second summer session classes begin
August 21	Wednesday	Last day of instruction/final exams

* = number of instruction days

1995-96 HOLIDAYS (TOTAL: 11)

July 4, 1995	Tuesday	Independence Day
September 4	Monday	Labor Day
November 23	Thursday	Thanksgiving
**November 24	Friday	Floating Holiday
December 25	Monday	Christmas
**December 26	Tuesday	Floating Holiday
January 1, 1996	Monday	New Year's Day
January 15	Monday	Martin Luther King Day
**March 22	Friday	Floating Holiday
May 27	Monday	Memorial Day
**(Unassigned)	(One personal floating holiday)	

**Applies to civil service and non-academic bargaining unit employees

24 March 1993

Question to the President for April 1 University Senate Meeting

From: Anne Sales
GAPSA Rep to Senate Consultative Committee

The Governor's budget proposal articulates a philosophy of funding for higher education which is significantly different from that understood in previous years. In addition to recommending a lower level of funding than the University has requested, the Governor's proposal promotes the privatization of public higher education, recommends that funding be attached to the student rather than the institution, and proposes the elimination of state subsidies for professional education, particularly targeted at certain groups in this instance, but broadly applicable to students pursuing degrees that could be considered professional.

Please articulate the position of the administration of the University with respect to these issues raised by the Governor's proposals:

- Using market analysis to determine the price of tuition in targeted programs.
- The privatization of public higher education.
- Attaching funding to the student rather than the institution.

INFORMATION FOR ITEM VI OF THE UNIVERSITY SENATE DOCKET

The following is the policy on contact hours and credits adopted by the University Senate on November 16, 1989, upon recommendation of the Senate Committee on Educational Policy and the Senate Consultative Committee:

MOTION:

That the following policy statement with respect to the class hour-credit ratio be approved:

It shall be the policy of the University of Minnesota that there generally be a one-to-one ratio between the number of credits awarded for completion of a course and the number of hours per week that the course meets. In the case of laboratory courses, it is understood that one laboratory meeting per week shall be the approximate equivalent of one credit. This general policy explicitly recognizes that there are sound pedagogical reasons why some courses and some subjects may deviate from the one-to-one standard; this policy does not bar such variations.

In the event that an extra hour is added to courses which presently carry one credit more than the number of contact hours, consideration should be given to using this additional period for non-traditional activities, such as small group discussions, the use of guest speakers, or engagement in field work. In addition consideration should be given, in the structuring and timing of class meetings, to the patterns of student employment (for example, M-W rather than MTWF).

COMMENT:

The following comments were printed when this proposal was discussed at the May 18 [1989] meeting of the University Senate:

The Senate Committee on Educational Policy (SCEP) has discussed at length the proposal that there be a University policy which requires that the number of instructional hours in the classroom per week in a course be equal to the number of credits awarded for that course. With the full recognition of the need for judicious exceptions to this general policy, SCEP is persuaded that the one-to-one ratio is a reasonable and important standard for establishing credit value and in-class time, subject to the following observations.

Although evidence and recall about the change, in 1972, from a three-credit module to the four-credit module are both scarce, it is the view of SCEP that the original expectations embodied in the change have not universally been met. In the judgment of SCEP, the addition of the fourth credit to many courses should have been accompanied by an additional contact hour in the course, although it should have been an hour which would have promoted small-group discussion, or which would have entailed the use of guest speakers or engagement in field work—an activity, in other words, which departed from the norm of the lecture by the faculty member. What appears to have occurred, instead, is "credit/inflation": Three-credit courses became four-credit courses without any accompanying changes in the structure or requirements of the course.

A study of current practice across the University reveals general observance of the 1:1 guideline by most colleges, but this does not appear to be the case in some units and in some individual courses. While recognizing that some of the differences (some requiring less, some requiring more, class time per credit given) may result from well-reasoned pedagogical perspectives, others, as noted, appear to have little justification.

SCEP recommends that steps be taken by curricular units to observe the one-to-one ratio as basic policy regarding credit and classroom instruction, but makes the recommendation with two significant caveats. First, the committee does not believe there should be wholesale reversion from a four-credit to a three-credit module (in those instances where four credits are given for classes which meet three hours per week); instead, there should be thoughtful action on the part of the faculty to enhance the quality and diversity of the delivery of course content by careful addition, where appropriate, of an additional contact hour of the nature described in the second paragraph above. Second, the committee calls for

consideration of the pattern of student employment and its possible effect on the ability of students to attend a class four times per week rather than three (or five times per week rather than four) attention should be given to the possibility of scheduling classes in blocks of two hours on a Monday-Wednesday, Tuesday-Thursday, or Wednesday-Friday schedule rather than M-T-W-F or M-W-Th-F. Care must be given, in other words, to the factors which should be considered as realignment with the one-to-one ratio is sought.

SCEP also agrees that attention and support should be given to making exceptions to this guideline in deference to types of instruction which do not fall within the logic of this formula. College and department curriculum committees would appear to be the principal and logical decision-making bodies with respect to the application of the guideline; they also appear to be the groups most able to certify adherence or wise variance from the guideline. Overall administration of the policy should be under the direction of the Vice President for Academic Affairs.

SCEP recommends, finally, that the adjustments required to observe the University-wide policy be begun immediately and be completed expeditiously, perhaps in most cases by the end of the 1991-92 academic year.

WARREN IBELE, Chair, Consultative Committee
JOHN CLARK, Chair, Educational Policy Committee

Approved

DISCUSSION (as recorded in Senate minutes)

Class hours-credit ratio policy statement. Mr. Clark said that almost two years had elapsed since his committee began the discussion of class hours and credits with the objective of developing a general policy. The result, he said, grew from strong suggestions from the faculty, students, and administrators, although there was not unanimous agreement on every item. He said it was useful, solid and workable. It also grew from comparisons with other Big Ten and comparable institutions and was interrelated with other Senate actions, such as the 50-minute hour, teaching awards, the all-University honors and large class programs. He said it is needed as a general guide for judgments about credits and meeting times, and he emphasized that it is permissive in deference to sound, pedagogical reasons for different bases for assigning credits—not a lock-step program. He noted that colleges are recognized as the locale where decisions are made. The committee believes, he said, that it has met as many of the concerns as possible. Admittedly, it may not be perfect but it is a carefully considered general policy statement and would contribute modestly to the improvement of undergraduate education, he concluded.

Mr. Boland asked whether the document was simply a repeat of the 1972 statement. Mr. Clark said an effort was made to correct the shortcomings of the earlier document by more closely recognizing instructional needs. His attention was called to the fact that there was no distinction between short and long labs; he responded that the policy could be as flexible as the instructor wants to make it in adjusting meeting periods.

Norman Kerr, professor of genetics and cell biology, said he understood that the existing policy which says there should be three hours of total effort per week per credit would not be changed, that the statement was addressing a more specific problem, so that those who teach laboratory courses and students doing independent study and research would continue to be guided by the policy which in general terms calls for 30 hours of effort per credit over a quarter. Julia Robinson, associate professor of architecture, asserted that the statement was in fact a way of dealing with the room scheduling operation, and the School of Architecture would have a constant problem of having to go back to Room Scheduling every quarter to argue that their courses are exceptions. Mr. Clark assured her that once a course module was established there should not be a problem. Ms. Robinson maintained that scheduling would be done on the basis of credits rather than any other consideration. She said the system was working fine now and should not be changed. Mr. Clark said that most courses do conform to the policy now; however, there are some that give four credits but meet only three times a week and that arrangement should be examined.

Constance Sullivan, associate professor of Spanish and Portuguese, looked at the proposal from the standpoint of working conditions for certain disciplinary areas. The faculty in her department teach four-credit courses and meet three times a week, she said. She claimed that a change would ruin her research, and she wondered how lock-step it would have to be for those lecture courses where the outside learning that the students do is based on reading, not on her precious words. Mr. Clark said his committee had been leaning over backwards to say that the policy is not lock-step. Ms. Sullivan said she was talking about an ignored part of the UM—the study of the humanities, where there are no laboratories or teaching assistants to lead small discussion groups and where working conditions, which are already worse than for any other unit, would be even worse. She hoped the humanities could be exempt. Mr. Ibele said he had chaired the committee that studied the four-credit module at the students' request. Students in 1972, he said, typically were taking five courses of three credits each, and their characterization of the educational experience was that it was fragmented. He said that in an ideal world at that time they would probably have elected to go to three five-credit courses; the four-credit module was a compromise. He said the current proposal would redress the unevenness which some units chose to follow—in some instances that meant simply giving four credits with no additional educational value for what had been a three-credit course. He called that unconscionable. He said it breaks the contract made with the student which the faculty enters into for a certain amount of contact with the student. He called the proposal one of the first steps, along with the 50-minute hour, to be taken to build quality into the educational program within the terms of the Regents' enrollment resolution. Roland Guyotte, associate professor of social studies, Morris, commended Mr. Clark for his work, but disagreed with Mr. Ibele that the policy is a necessary first step, contending that by itself it would not guarantee improvement.

A division of the house was called for following the voice vote on the Twin Cities campus, and the motion was approved 118 to 41.

Steve Boland (later in the meeting) said students are expected to take 15 credits a quarter in order to graduate in four years with 180 credits, yet there are no five-credit offerings above the 1000 level. He pointed out that it is difficult to enroll in a fourth class, not only due to work constraints, but involvement in other activities and family life. He hoped someone would consider expanding the availability of five-credit classes. Recognizing that the faculty would need to spend more time for a five-credit course, he suggested they could teach two classes a quarter instead of three. Also, he thought there were many classes where students would like to study more in depth.