

MEETING OF THE STUDENT SENATE

THURSDAY, SEPTEMBER 29, 2005

11:30 A.M. - 1:30 P.M.

**165 Peik Hall--Twin Cities Campus
106 Sahlstrom Conference Center--Crookston Campus
173 Kirby Plaza--Duluth Campus
7 Humanities and Fine Arts--Morris Campus**

This is a meeting of the Student Senate. There are 33 voting members of the Student Senate. A simple majority must be present for a quorum. Most actions require only a simple majority for approval. Actions requiring special majorities for approval are noted under each of those items.

**1. ADMINISTRATIVE RESPONSES TO SENATE ACTIONS
Information**

Resolution on Shared Governance

- Approved by the: Student Senate April 7, 2005
- Approved by the: Administration - *See comment
- Approved by the: Board of Regents - no action required

* I agree that students should be included at the table when critical University issues are being discussed – they are and they will continue to be. Currently, students are represented on the Board of Regents and the University Senate, University leaders and I meet frequently with student governing groups and other student representatives, and we are appointing students to the strategic positioning task forces. I have also discussed the need for continued student involvement with Jerry Rinehart, vice provost for student affairs, who continues to work with students on this issue.

Resolution on Student Sit-ins

- Approved by the: Student Senate May 5, 2005
- Approved by the: Administration – *See comment
- Approved by the: Board of Regents – no action required

* I recognize and honor a student's first amendment rights to participate in non-violent, peaceful sit-ins that conform to the reasonable time, place, and manner restrictions allowed by the first amendment.

**2. STUDENT SENATE/ STUDENT SENATE
CONSULTATIVE COMMITTEE CHAIR REPORT
(5 minutes)**

**3. ASSEMBLY/ASSOCIATION UPDATES
(5 minutes)**

**MOTION A
Consent Agenda
Action**

(2 minutes)

Agenda Items 4. and 5. are considered to be non-controversial or “housekeeping” in nature and are offered as a “Consent Agenda” to be taken up as a single item with one vote. Any item will be taken up separately at the request of a senator. (A simple majority is required for approval.)

**4. MINUTES FOR APRIL 7, 2005 AND MAY 5, 2005
Action**

MOTION:

To approve the Student Senate minutes, which are available on the Web at the following URLs. A simple majority is required for approval.

<http://www1.umn.edu/usenate/ssen/050407stu.html>
<http://www1.umn.edu/usenate/ssen/050505stu.html>

**STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE**

**5. COMMITTEE ON COMMITTEES
2005-06 Committees of the Student Senate**

Student Senate committee memberships for 2005-06:

STUDENT AFFAIRS - Students: Matt Painschab (chair), Jenn Funke, Maria McRae, 6 to be named. **Faculty/PA:** Iraj Bashiri, Jean-Marie Del-Santo, Carolyn Nayematsu, Kathleen Roufs, Janet Schottel, 1 to be named. **Alumni:** 1 to be named. **Civil Service:** 1 to be named. **Ex Officio:** Kendre Turonie, Amelious Whyte.

FOR INFORMATION:

ACADEMIC HEALTH CENTER STUDENT CONSULTATIVE - Students: To be named (chair), Geoff Archibald, Larissa Denker, Autumn Erwin, Laura Hubbard, Alexis Joye, Jeremy Olsen, Shawn Peterka, Katherine Peterson, Jeff Pinnow, Alex Rydell, Joseph Steingraeber, 5 to be named. **Ex Officio:** Barbara Brandt.

STUDENT COMMITTEE ON COMMITTEES - Students: To be named (chair), Joshua Beiningen, Garret Groves, Rick Orr, Timothy Tangen, 3 to be named.

**KATHRYN HANNA, CHAIR
COMMITTEE ON COMMITTEES**

END OF MOTION A

**6. STUDENT SENATE RULES AMENDMENT
Ex Officio Membership
Action
(5 minutes)**

MOTION:

To amend Article VI, Section 1 of the Student Senate Rules as follows (language to be added is underlined; language to be deleted is ~~struck out~~). As an amendment to the Student Senate Rules, the motion requires a simple majority vote.

ARTICLE VI. RULES FOR COMMITTEES OF THE STUDENT SENATE (Changes to this article are subject to vote only by the Student Senate)

1. Ex Officio Members of Student Senate Committees

Ex officio representation is accorded because of, or by virtue of, a specified office. An ex officio member has rights of full participation except voting privileges unless otherwise indicated. Ex officio administrative members shall be appointed from each of the offices as specified in the following provisions and shall have the authority to designate someone to attend meetings in their place. Committee chairs or members who serve ex officio on other committees may designate another representative from their committees to attend in their place.

- ~~Student Affairs--~~Office of Senior Vice President for Academic Affairs and Provost (two representatives, including one from the Office of Student Affairs and the Coordinator for Student and Community Relations); ~~Office of the Vice President for University Relations~~

...

COMMENT:

This amendment reflects a department realignment.

**JOSHUA BREYFOGLE, CHAIR
STUDENT SENATE CONSULTATIVE COMMITTEE**

7. 2005-06 SENATE AGENDA ITEMS

**Discussion
(10 minutes)**

**8. ELECTION OF 2005-06 TWIN CITIES UNDERGRADUATE
COMMITTEE ON COMMITTEES MEMBER**

**Election by 2005-06 Twin Cities Undergraduate Senators Only
(10 minutes)**

9. OLD BUSINESS

10. NEW BUSINESS

11. ADJOURNMENT

CONCURRENT MEETING OF:

**THE UNIVERSITY SENATE
THE FACULTY SENATE**

THURSDAY, SEPTEMBER 29, 2005

2:30 - 5:00 P.M.

**25 Mondale Hall--Twin Cities Campus
308 Selvig Hall--Crookston Campus
Kirby Student Center Garden Room--Duluth Campus
Prairie Lounge--Morris Campus**

This is a concurrent meeting of the University Senate and Faculty Senate. There are 250 voting members of the University Senate and 166 voting members of the Faculty Senate. A simple majority must be present for a quorum. Most actions require only a simple majority for approval. Actions requiring special majorities for approval are noted under each of those items.

**1. ADMINISTRATIVE RESPONSES TO SENATE ACTIONS
Information**

University Senate

Resolution on Strategic Planning

Approved by the: University Senate April 28, 2005

Approved by the: Administration - *See comment

Approved by the: Board of Regents - no action required

* I appreciate your input and participation in the strategic planning process and the depth and breadth of your thoughtful resolution. I have taken into account the ideas contained in the resolution as the implementation phase is being planned, and will continue to work in partnership with both faculty and student leaders on strategic positioning implementation.

Resolution on Library Funding

Approved by the: University Senate April 28, 2005

Approved by the: Administration - *See comment

Approved by the: Board of Regents - no action required

* I wholeheartedly agree that the library is a critical resource for the University and we are moving forward to increase our investment in this area. Specifically, we allocated significant new money for FY06 and we intend to allocate more in FY07. For example, for FY06, we allocated \$2M for collections and acquisitions, \$475K for SMART Commons, \$700K to cover compensation increases, and \$468K for a market compensation program for the libraries. For FY07, preliminary discussions include an additional \$1.5M for collections and acquisitions.

Resolution on Academic Freedom

Approved by the: University Senate April 28, 2005

Approved by the: Administration - *See comment

Approved by the: Board of Regents - no action required

* I continue to support the principles of the academic freedom resolution, and in fact appointed an academic freedom task force that produced a very

strong paper in support of academic freedom. The paper is now posted on the Provost's web site and continues to be referenced and implemented by the University's leadership. The report also will be provided to the Faculty Culture strategic positioning task force.

Faculty Senate

Resolution on the Faculty Waiting Period

Approved by the: Faculty Senate March 3, 2005

Approved by the: Administration – *See comment

Approved by the: Board of Regents – no action required

* The president charged the vice president for human resources over the summer to outline the costs involved in different options for eliminating or reducing the time associated with the waiting period for the FRP, and asked for her recommendation of the best option or range of alternatives for the University.

Resolution on Exit Interviews for Faculty

Approved by the: Faculty Senate April 7, 2005

Approved by the: Administration – *See comment

Approved by the: Board of Regents – no action required

* I support the principle of this resolution, and by way of this memorandum am charging Vice President Carol Carrier to partner with the Senate Committee on Faculty Affairs to develop the most appropriate implementation strategy or strategies.

Resolution on Tuition Benefits

Approved by the: Faculty Senate April 7, 2005

Approved by the: Administration – *See comment

Approved by the: Board of Regents – no action required

* I support competitive benefits for University employees, but first have a responsibility to examine the financial implications of implementation. By way of this memorandum, I am charging Vice Presidents Carol Carrier, Richard Pfitzenreuter, and others they deem necessary to develop a cost-benefit analysis of the proposal for my review.

2. CLERK OF THE SENATE REPORT Committee on Committees Election Results Information for the Faculty Senate

FOR INFORMATION:

In the recent election to fill Twin Cities vacancies on the Committee on Committees, Professors Perry Leo and Carl Rosen were elected to three-year terms (July 1, 2005 through June 30, 2008).

**STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE**

3. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY

FACULTY/ACADEMIC PROFESSIONALS/STAFF

Jacob E. Bearman
Professor
Public Health
1915 – 2005

Caron Carlberg
Engineer
Physical Plant
1913 – 2005

Evelyn Deno
Professor
Educational Psychology
1911 – 2005

James L. Donahue
Associate Professor
Dentistry
1923 – 2005

Rakel L. Erickson
Professor
Education - Duluth
1912 – 2005

William Fenster
Professor
International Agriculture
1935 – 2005

Rebecca L. Foss
Academic Professor
Sustainable Building Research
1951 – 2005

George D. Freier
Professor
Physics & Astronomy
1915 – 2005

Joan Gordon
Professor
Food Science and Nutrition
1923 – 2005

Henry L. Hansen
Professor
Natural Resources
1912 – 2005

Robert L. Jevne
Professor
Wilson Library
1918 – 2005

Miles S. Kersten
Professor
Civil and Mineral Engineering
1913 – 2005

William H. Knobloch
Professor
Ophthalmology
1926 – 2005

Anatoly Larkin
Professor
Physics & Astronomy
1932 – 2005

Roger A. Larson
Professor
General College
1931 – 2005

Adrian R.M. Lauritzen
Professor
Music
1907 – 2005

Ernest B. Lee
Professor
Electrical & Computer Engineering
1932 – 2005

Arthur Naftalin
Professor
Public Affairs
1917 – 2005

George A. Nash
Professor
Athletics
1915 – 2005

Robert E. Nylund
Professor
Horticultural Science
1916 – 2005

William C. Rogers
Professor
World Affairs Center
1919 – 2005

Leonard M. Schuman
Professor
Epidemiology

1913 – 2005

Burrell W. Shippee
Professor
Center for Urban and Regional Affairs
1916 – 2005

James Stochl
Professor
Mathematics Education
1931 – 2005

Patricia Turner
Associate Professor
Wilson Library
1928 – 2005

STUDENTS

Hassan Abdi
College of Continuing Education

Shannon L. Arvis
College of Liberal Arts

Bryan H. Benson
College of Liberal Arts

Kevin J. Boe
University of Minnesota – Crookston

Charles C. Cook
Graduate School

Christopher R. Hager
College of Liberal Arts

Kelly J. Thompson
College of Liberal Arts

4. INFORMATION TECHNOLOGIES COMMITTEE Resolution on the New Financial System Information for the University Senate

We commend the colleges for the careful way in which they have handled technology fees, including the regular determination of priorities, setting of fees, and appropriate expenditures. We note the careful inclusion of students in planning and decision-making and urge that feedback about the outcome of technology fees be assured. We also suggest that each college establish a clear point of contact for student, faculty, and staff questions about the application of technology fees. We recommend that the University central administration continue to monitor technology fees for changes and share findings with the Senate Committee on Information Technology for review at least every two years.

Approved May 3, 2005

ANDY LOPEZ, CHAIR
INFORMATION TECHNOLOGIES COMMITTEE

5. SOCIAL CONCERNS COMMITTEE
Regents Policy on Investment Social Concerns
Information for the University Senate

This policy describes the role of the Social Concerns Committee and the president of the University of Minnesota (University) in advising the Board of Regents (Board) regarding socially responsible investments.

Subd. 1. Guiding Principle. The Board, while recognizing its fiduciary responsibilities, encourages the University to be socially responsible regarding its investments.

Subd. 2. Delegation of Authority. The president or delegate, as a result of Board policies, the body of trust law, and the constitution and laws of the United States and the State of Minnesota, shall be held to strict standards of propriety, fiduciary responsibility, and compliance with law in the management of the assets held in trust for the University.

Consistent with these responsibilities and obligations, the president or delegate, in consultation with the Social Concerns Committee of the University Senate, shall provide guidance to the Board in effectively implementing socially responsible policies regarding investments.

Subd. 3. Social Concerns Committee Responsibilities.

The Social Concerns Committee (Committee) shall have the following responsibilities :

(a) Identification of Issues. The Committee shall consider which shareholder resolutions are of concern to the University by

- interacting regularly with the University community and campus advocacy groups;
- monitoring current events regarding socially responsible investment activity; and
- maintaining a diverse membership as determined by the University Senate.

(b) Recommendations. The Committee shall recommend

- resolutions on specific issues that the University, as a shareholder, would place before affected companies and
- restrictive investment policies or positive social investment policies.

Subd 4. Reporting Requirements. The Committee shall monitor the effectiveness of actions regarding shareholder resolutions or social investment policies and report annually to the president its recommendations and votes regarding social investments.

Supersedes: Voting University-Owned Stock dated February 13, 1976; and University Policy on Shareholder Resolutions dated December 9, 1983.

Approved May 6, 2005

KENNETH HELLER, CHAIR
SOCIAL CONCERNS COMMITTEE

6. FINANCE AND PLANNING COMMITTEE
Resolution on the New Financial System
Information for the University and Faculty Senates

The Senate Committee on Finance and Planning is pleased with the Phase Two plans for the financial system replacement project, but is extremely concerned that a lack of unit-level participants threatens to undermine the quality of a system that is key to our research mission and operations.

While we recognize that some units may feel that their benefit for participation does not justify the effort involved, we see this as a classic public goods problem—one where rational local decision-making can lead to results detrimental to all.

Accordingly, we strongly urge the President to act quickly to encourage greater unit-level participation, through whatever appropriate means necessary. We also ask that the Executive Steering Committee for the project provide a report that summarizes the time commitment by unit and that the report be shared throughout the University to encourage all units to contribute to the project.

Approved August 9, 2005

FRED MORRISON, CHAIR
FINANCE AND PLANNING COMMITTEE

7. EDUCATIONAL POLICY COMMITTEE
Interpretation of the Undergraduate Residency Credit Requirements Policy
Information for the Faculty Senate

The Senate Committee on Educational Policy made the following interpretation of the Undergraduate Residency Credit Requirements Policy, minimum University credits for undergraduate degrees. The current language of the policy reads as follows (adopted spring, 2005):

- (1) To be eligible for a University of Minnesota undergraduate degree, a student must present at least 30 semester credits awarded by the University of Minnesota campus from which he or she is seeking to graduate.
- (2) Students must complete at least half of upper division major work on the campus from which they are seeking to graduate.
- (3) At least 15 credits of the last 30 credits earned prior to the awarding of a University degree must be awarded by the University of Minnesota campus from which a student is seeking to graduate.
- (4) For students who seek an academic minor, to be eligible for record of a minor on the University of Minnesota transcript, students must take at least three upper division credits in the minor field at the campus from which they will receive their degree.

A student's college or campus may, under extraordinary circumstances, waive the requirements in sections 2, 3, and 4, above, but not section 1.

All credit awarded by the University, regardless of the type of instruction, shall count toward the credit requirements for the degree.

Interpretation by the Senate Committee on Educational Policy: This policy, revised in the spring of 2005, will apply to incoming students beginning in the fall of 2005.

COMMENT:

The Senate Committee on Educational Policy does not believe that this policy change, as with any changes that affect students who are already part-way through their education at the University, should apply retroactively. The question has arisen; this interpretation simply clarifies that the policy applies prospectively.

**RICHARD MCCORMICK, CHAIR
EDUCATIONAL POLICY COMMITTEE**

8. INTRODUCTIONS

**Dean, Graduate School; Interim Dean, General College
(10 minutes)**

**9. SENATE/FACULTY CONSULTATIVE COMMITTEE REPORT
(5 minutes)**

**MOTION A
Consent Agenda
Action by the University Senate
(2 minutes)**

Agenda Items 10. and 11. are considered to be non-controversial or “housekeeping” in nature and are offered as a “Consent Agenda” to be taken up as a single item with one vote. Any item will be taken up separately at the request of a senator. (A simple majority is required for approval.)

10. MINUTES FOR APRIL 28, 2005

MOTION:

To approve the University Senate, Faculty Senate, and Twin Cities Campus Assembly minutes, which are available on the Web at the following URL. A simple majority is required for approval.

<http://www1.umn.edu/usenate/usen/050428sen.html>

**STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE**

**11. COMMITTEE ON COMMITTEES
2005-06 Committees of the University Senate and Faculty Senate**

University Senate committee memberships for 2005-06:

DISABILITIES ISSUES - Faculty: Patrick McNamara (chair), Tammy Berberi, Marilyn Bruin, James Gambucci, Maria Gini, Kathryn Kohnert, David Marks, Frank Symons. **Academic Professionals:** Norma Gutierrez Shanesy, Carol Rachac. **Civil Service:** Elizabeth Madson, Maureen McManus. **Students:** Rachel Garaghty, 1 to be named. **Ex Officio:** Bobbi Cordano, Julie Sweitzer.

EQUITY, ACCESS, AND DIVERSITY - Faculty: Naomi Scheman (chair), Benjamin Clarke, Jennifer Gunn, Ruth-Ellen Joeres, Amy Kaminsky, Joo-inn Lee, Margaret Moss, Joanna O'Connell, Lee Penn. **Academic Professionals:** Jeff Bieganeck, Patricia Jones-Whyte. **Students:** 6 to be named. **Civil Service:** Audrey Boyle, Don Cavalier. **Ex Officio:** B. David Galt, Geoffrey Maruyama, Julie Sweitzer, Claire Walter-Marchetti.

FINANCE AND PLANNING - Faculty: Fred Morrison (chair), Charles Campbell, Joseph Konstan, Michael Korth, Ian Macmillan, Judith Martin, Timothy Nantell, Justin Revenaugh, Karen Seashore, Kathryn van den Bosch, Warren Warwick. **Academic Professionals:** Thomas Klein, Sue Van Voorhis. **Civil Service:** Rose Blixt, Kathryn Olson. **Students:** Kendal Beer, 3 to be named. **Ex Officio:** Calvin Alexander, Arthur Erdman, Daniel Feeney, Steve Fitzgerald, Lincoln Kallsen, Kathleen O'Brien, Richard Pfitzenreuter, Charles Speaks, Thomas Stinton, Alfred Sullivan, Michael Volna.

INFORMATION TECHNOLOGIES - Faculty: Andy Lopez (Chair), Christine Blue, David Demuth, Alan Ek, Douglas Ernie, Joan Hughes, Greg Laden, Stuart Speedie, Jim Waddell. **Academic Professionals:** Nancy Herther, Mark Sanders, John See, Dale Swanson. **Civil Service:** Deanette Schmidt. **Students:** Mahmoud Sadrai, 2 to be named. **Ex Officio:** Steve Cawley, Eric Celeste, Linda Jorn.

LIBRARY - Faculty/PA: Lael Gatewood (chair), John H. Anderson, David R. Brown, Elaine Challacombe, Juliette Cherbuliez, Jay Hatch, Lisa Norling, James Orf, Leon Satkowski, Otto Strack, Danielle Tisinger, Susan Wick. **Students:** 4 to be named. **Ex Officio:** Jonathan Binks, LeAnn Dean, Joan Howland, Wendy Lougee, Bill Sozansky, Jim Waddell, Owen Williams.

SOCIAL CONCERNS - Faculty: Kenneth Heller (chair), Katherine Fennelly, David Fox, Catherine Jordan, Julie Pelletier, Mani Subramani, 1 to be named. **Academic Professionals:** Joseph Marchesani, Jennifer Oliphant, Todd Tratz. **Civil Service:** Elizabeth Richardson, Benton Schnabel, to be named. **Alumni:** Peter Hiniker, Richard Lidstad Sandy Ulsaker Wiese. **Students:** Mira Reinberg, Samuel Stone, 5 to be named. **Ex Officio:** Gerald Rinehart, Greg Schooler, Julie Sweitzer.

STUDENT ACADEMIC INTEGRITY - Faculty/PA: Shawn Curley (chair), Sarah Angerman, Mark Bellcourt, Francisco Diez-Gonzalez, Linda Jones, Paul Myers, Robert Pepin, Micky Trent. **Students:** 5 to be named. **Ex Officio:** Sharon Dzik, Laura Coffin Koch.

STUDENT BEHAVIOR - Faculty/PA: Michael Rodriguez (chair), Jane Carlstrom, Patricia Fillipi, Lorraine Francis, Francis Harvey, Patricia Jones-Whyte, Michelle Koker, Nicole Letawsky-Shultz, Michael LuBrant, Nikolaos Papanikolopoulos, Paul Porter, Gretchen Zunkel. **Students:** Onyi Amajuoyi, Abby Bar-Lev, Rachel Long, Jennifer Schumann, Keeya Steel, at least 5 to be named. **Ex Officio:** Sharon Dzik.

FOR INFORMATION:

ALL-UNIVERSITY HONORS - Faculty: Laura Gurak (chair), Lois Heller, Allen Isaacman, Paul Magee, David Pui, Richard Richards, Ronald Sawchuk, Katherine Solomonson. **Academic Professionals:** Stacie Haugen, Jean Kucera. **Alumni:** Joel Bergstrom, David Hagford, Andrea

Hjelm, Todd Klingel, Juanita Luis. **Students:** Neil Shah, 2 to be named. **Ex Officio:** Gerald Fischer, Cheryl Jones, Jessica Mooney, Billie Wahlstrom.

SENATE COMMITTEE ON COMMITTEES - Faculty: Kathryn Hanna (chair), Carl Adams, Subir Banerjee, David Born, Anna Clark, Gordon Hirsch, Joan Howland, Tom Johnson, Mary Jo Kreitzer, Perry Leo, Jan McCullough, Carl Rosen, Cheryl Zimmerman. **Academic Professionals:** Randy Croce, Nan Kalke, Lynne Schuman, Kyla Wahlstrom. **Students:** To be named (chair), Joshua Beiningen, Garret Groves, Rick Orr, Timothy Tangen, 3 to be named.

SENATE CONSULTATIVE - Faculty: Jean Bauer (chair), Gary Balas, Nancy Carpenter, Daniel Feeney, Megan Gunnar, Mary Jo Kane, Scott Lanyon, Terry Roe, John L. Sullivan, Jennifer Windsor. **Academic Professionals:** Jacqueline Cottingham-Zierdt, Beth Emshoff. **Civil Service:** Matthew Bowers, Margaret Wolff. **Students:** Joshua Breyfogle (chair), Anthony Kouba, Timothy Tangen, Dion Turgeon, Jared Warren, 2 to be named. **Ex Officio:** Barbara Elliott, Marvin Marshak, Judith Martin, Fred Morrison.

KATHRYN HANNA, CHAIR
SENATE COMMITTEE ON COMMITTEES

END OF MOTION A

12. ADVISORY COMMITTEE ON ATHLETICS
University Senate Bylaws Amendment
Action by the University Senate
(5 minutes)

MOTION:

To amend Article II, Section 5(A) of the University Senate Bylaws as follows (language to be added is underlined; language to be deleted is ~~struck-out~~). As an amendment to the University Senate Bylaws, the motion requires either a majority of all voting members of the University Senate (126) at one regular or special meeting, or a majority of all members of the University Senate present and voting at each of two meetings. This is the first meeting at which this motion is being presented.

A. Advisory Committee on Athletics

The Advisory Committee on Athletics provides consultation and advice to the President, the senior administrator responsible for athletics, and the departments of intercollegiate athletics on policies and other major decisions.

Membership

The Advisory Committee on Athletics shall consist of the following voting members:

(1) a Chair, who must be a tenured faculty member, who holds no administrative appointment higher than department chair or head, appointed by the President after consultation with the Senate Consultative Committee, for a term of one year;

(2) four (4) members of the faculty or academic staff (at least two of whom shall be members of the tenured faculty), appointed by the President after consultation with the faculty members of the ~~Assembly Steering Committee~~ Senate Consultative Committee, for terms of three (3) years;

- (3) the Faculty Representatives to the NCAA;
- (4) the chair of the Faculty Academic Oversight Committee on Intercollegiate Athletics, or a member designated by that committee;
- (5) a dean, appointed by the President after consultation with the Twin Cities' deans, for a term of three (3) years, or another member of the tenured faculty;
- (6) four (4) students, two of whom will be appointed by the President after consultation with the student members of the ~~Assembly Steering Committee~~ Senate Consultative Committee for terms of one year, and two of whom will be selected by the representatives of students in the intercollegiate athletic programs for terms of one year;

...

COMMENT:

It has proven difficult for deans to attend the meetings of the Advisory Committee on Athletics. The Faculty Consultative Committee thus suggests allowing the President to appoint another tenured faculty member, in lieu of a dean, if no dean can be identified who is able regularly to attend the meetings of the committee.

(The other change reflects the fact that there is no Assembly Steering Committee after the reorganization of the Senate effective 2005-06.)

**JEAN BAUER, CHAIR
SENATE CONSULTATIVE COMMITTEE**

**13. PRESIDENT'S REPORT
(10 minutes)**

**14. QUESTIONS TO THE PRESIDENT
(10 minutes)**

Questions to the President should be submitted in writing to the University Senate office no later than Tuesday, September 27, 2005.

15. UNIVERSITY SENATE OLD BUSINESS

16. UNIVERSITY SENATE NEW BUSINESS

**MOTION B
Consent Agenda
Action by the Faculty Senate
(2 minutes)**

Agenda Items 17. and 18. are considered to be non-controversial or "housekeeping" in nature and are offered as a "Consent Agenda" to be taken up as a single item with one vote. Any item

will be taken up separately at the request of a senator. (A simple majority is required for approval.)

17. SENATE OFFICERS

The chair of the University Senate recommends the following officers for 2005-06:

Clerk – Professor Stuart Goldstein
Parliamentarian – Professor Guy Charles

18. COMMITTEE ON COMMITTEES 2005-06 Committees of the Faculty Senate

Faculty Senate committee memberships for 2005-06:

ACADEMIC FREEDOM AND TENURE - Faculty: William Durfee (chair), Tracey Anderson, Tom Clayton, Nancy Ehlke, John Mowitt, Ruth Okediji, G. Edward Schuh, Jennifer Westendorf, Jianyi Zhang. **Ex Officio:** Arlene Carney, Carol Carrier.

EDUCATIONAL POLICY - Faculty/PA: Richard McCormick (chair), William Bart, Vernon Cardwell, Shawn Curley, LeAnn Dean, James Leger, Claudia Neuhauser, Mary Ellen Shaw, Paul Siliciano, Donna Spannaus-Martin, Douglas Wangenstein, Joel Weinsheimer. **Students:** Christopher Pappas, Emily Ronning, 4 to be named. **Ex Officio:** Gail Dubrow, Craig Swan, 1 to be named.

FACULTY AFFAIRS - Faculty: Morris Kleiner (chair), Matthew Bribitzer-Stull, Vladimir Cherkassky, A. Saari Csallany, Janet Erickson, John Fossum, Patricia Frazier, Darwin Hendel, Steven McLoon, Roderick Squires, Oriol Valls, Larry Wallace, Timothy Wiedmann, Aks Zaheer, Virginia Zuiker. **Academic Professionals:** Jane Miller, Lori-Anne Williams. **Ex Officio:** Arlene Carney, Carol Carrier, Dann Chapman, William Durfee, Theodor Litman. **Students:** Kelly Risbey, 1 to be named.

JUDICIAL - Faculty: James Farr (chair), David Biesboer, Ernest Davenport, Amos Deinard, Bruce Downing, Jeanette Gundel, Roland Guyotte, Gordon Hirsch, Joan Howland, Diane Katsiaficas, Carol Klee, Alice Larson, Sanford Lipsky, Karin Musier-Forsyth, Michael Sadowsky, Tom Scott, Geoffrey Sirc, Clifford Steer, William Turner, Ann Waltner.

RESEARCH - Faculty: Steven Ruggles (chair), Diane Bartels, James Cotter, Christopher Cramer, Dan Dahlberg, Sharon Danes, Penny Edgell, Genevieve Escure, J. Stephen Gantt, Paul Johnson, James Luby, Maria Sera, Virginia Seybold, George Trachte, 1 to be named. **Academic Professionals:** Barbara Van Drasek, Jean Witson. **Civil Service:** Kathy Bowlin. **Students:** Michael Hughey, Ryan Lukas, 1 to be named. **Ex Officio:** Mark Ascerno, Richard Bianco, Arlene Carney, Robin Dittmann, Timothy Mulcahy, Mark Paller, Thomas Schumacher, Charles Spetland, Michael Volna.

FOR INFORMATION:

ACADEMIC HEALTH CENTER FACULTY CONSULTATIVE - Faculty: Kathleen Krichbaum (chair), Peter Davies, Stephen Ekker, Michael Georgieff, Lois Heller, John Himes, Brian Isetts, Marc Jenkins, Nelson Rhodus. **Ex Officio:** Dan Feeney.

ADVISORY COMMITTEE ON ATHLETICS - Faculty/PA: Melissa Avery (chair), Linda Brady, Doug Hartmann, Paul Iaizzo, Perry Leo, Laurie McLaughlin, Maria Sera, Richard

Weinberg, 1 to be named. **Civil Service:** Duane Nelson. **Alumni:** Lea Favor, Jerry Noyce. **Students:** Jonathan Loveall, Suzannah Mork, 2 to be named. **Ex Officio:** Frank Kara, Joel Maturi, Mark Nelson.

COUNCIL ON LIBERAL EDUCATION - Faculty: Michael Simmons (chair), Randal Barnes, Gordon Duke, Charles Fletcher, James Kakalios, Rebecca Krug, Amy Lee, Willard Miller, Sandra Peterson, Kathryn Sikkink, Nevin Young, 1 to be named. **Academic Professional:** Sally Lieberman. **Students:** 2 to be named.

FACULTY ACADEMIC OVERSIGHT ON INTERCOLLEGIATE ATHLETICS - Faculty: Perry Leo (chair), Melissa Avery, Andrea Berlin, Linda Brady, Thomas Brothen, John Remington, Mark Seeley, Richard Weinberg, Anthony Weinhaus. **Ex Officio:** Frank Kara, Mark Nelson.

FACULTY CONSULTATIVE - Faculty: Jean Bauer (chair), Gary Balas, Nancy Carpenter, Daniel Feeney, Megan Gunnar, Mary Jo Kane, Scott Lanyon, Terry Roe, John L. Sullivan, Jennifer Windsor. **Ex Officio:** Barbara Elliott, Morris Kleiner, Kathleen Krichbaum, Marvin Marshak, Judith Martin, Richard McCormick, Fred Morrison, Steven Ruggles, Martin Sampson.

NOMINATING - Faculty: To be named (chair), F. Ronald Akehurst, W. Andrew Collins, Catherine French, Gary Gardner, Judith Garrard, Jean Quam, Nelson Rhodus, Leslie Schiff, W. Phillips Shively. **Academic Professional:** Michael Darger, Mary Ellen Shaw.

**KATHRYN HANNA, CHAIR
FACULTY COMMITTEE ON COMMITTEES**

END OF MOTION A

**19. FACULTY ACADEMIC OVERSIGHT COMMITTEE
FOR INTERCOLLEGIATE ATHLETICS
Faculty Senate Bylaws Amendment
Action by the Faculty Senate
(5 minutes)**

MOTION:

To amend Article IV, Section 5(E) of the Faculty Senate Bylaws as follows (language to be added is underlined; language to be deleted is ~~struck out~~). As an amendment to the Faculty Senate Bylaws, the motion requires either a majority of all voting members of the Faculty Senate (134) at one regular or special meeting, or a majority of all members of the Faculty Senate present and voting at each of two meetings. This is the first meeting at which this motion is being presented.

E. FACULTY ACADEMIC OVERSIGHT COMMITTEE FOR INTERCOLLEGIATE ATHLETICS

The Faculty Academic Oversight Committee for Intercollegiate Athletics has responsibility for eligibility, compliance, and other issues relating to academic integrity of participants in the programs. This committee will work closely with the Provost, who as head of academic affairs is the senior administrative officer in charge of academic counseling programs for athletes.

Membership

The voting membership of this committee consists of six (6) members of the tenured faculty, plus the two (2) Faculty Representatives and the Chair of the Advisory Committee on Athletics. Since the purpose of this committee is to ensure that students who choose to participate in athletics have a full opportunity to pursue and complete their University studies, the primary qualification for appointment to this committee is a commitment to teaching students, rather than a special interest in athletics.

The ~~Assembly Steering Committee~~ Faculty Consultative Committee appoints six (6) members of the committee after consultation with the President. The Committee on Committees will provide a list of candidates for consideration. The appointments are subject to approval by the Twin Cities Faculty Delegation. The term of office is three (3) years; the initial terms will be arranged so that one-third of the terms expire each year. No one may serve more than six (6) consecutive years on the committee.

...

COMMENT:

The Assembly Steering Committee no longer exists. Inasmuch as this is a Faculty Senate committee, composed entirely of faculty, the Faculty Consultative Committee should make the appointments, subject to consultation with the President.

**JEAN BAUER, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

**20. FACULTY SENATE RULES AMENDMENT
Ex Officio Membership
Action by the Faculty Senate
(5 minutes)**

MOTION:

To amend Article IV, Section 1 of the Faculty Senate Rules as follows (language to be added is underlined; language to be deleted is ~~struck out~~). As an amendment to the Faculty Senate Rules, the motion requires a simple majority vote.

ARTICLE IV. RULES FOR COMMITTEES OF THE FACULTY SENATE (Changes to this article are subject to vote only by the Faculty Senate)

1. Ex Officio Members of Faculty Senate Committees

...

- Academic Freedom and Tenure--Chair of the Faculty Affairs Committee; Office of the Senior Vice President for Academic Affairs and Provost; Office of the Vice President for Human Resources

- Educational Policy--Office of the Senior Vice President for Academic Affairs and Provost (~~two representatives, including the~~ Vice Provost for Undergraduate Education); Dean of the Graduate School

...

- **Faculty Affairs**--Office of the Senior Vice President for Academic Affairs and Provost; representative of the University of Minnesota Retirees Association; Office of the Vice President for Human Resources (two representatives, including one from Employee Benefits); Chair of the Academic Freedom and Tenure Committee

...

- **Research**--Office of the Senior Vice President for Academic Affairs and Provost (two representatives, including the Director of Agricultural Experiment Stations); Office of the Vice President for Finance; Office of the Senior Vice President for Health Sciences; Vice President for Research; University Librarian; Director of Institutional Compliance; Assistant Vice President for Regulatory Affairs

...

COMMENT:

These amendments reflect committee and department names changes, and a reduction in ex officio representation on the Educational Policy Committee that was requested by the Office of the Senior Vice President for Academic Affairs and Provost.

**JEAN BAUER, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

**21. EDUCATIONAL POLICY COMMITTEE
Uniform Grading and Transcript Policy
Action by the Faculty Senate
(5 minutes)**

MOTION:

To amend Section III of the Uniform Grading and Transcript Policy as follows (language to be deleted is ~~struck out~~):

III. OTHER TRANSCRIPT SYMBOLS

1. There shall be a temporary symbol I, incomplete, awarded to indicate that the work of the course has not been completed.

The I shall be assigned at the discretion of the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an I requires a written agreement between the instructor and student specifying the time and manner in which the student will complete the course requirements. In no event may any such written agreement allow a period of longer than one year to complete the course requirements.

For graduate and professional students, an I is to remain on the transcript until changed by the instructor or department. For all other students, work to make up an I must be submitted within one year of the last day of final examinations of the term in which the I was given; if not submitted by that time, the I will automatically change to an F (if the student was registered on the A-F system) or an N (if the student was registered on the S-N system) for the course.¹

When an I is changed to another symbol, the I is removed from the record. Once an I has become an F or an N, under the provisions of the preceding paragraph, it may subsequently be converted to any other grade, upon petition by the instructor (or the department if the instructor is unavailable) to the college.

A student does not need to be registered at the University in order to complete the work necessary to convert an I to a grade with credit in the time and manner previously agreed upon between the student and the instructor.² The instructor is expected to turn in the new grade within four weeks of the date the work was submitted by the student.³

If a student graduates with an I on the transcript, the I will remain permanently an I. A student may petition his or her college, within a year of graduation, to complete the work in the course and receive a grade. The degree GPA would be frozen upon graduation but the cumulative GPA would reflect the change in GPA if a student chooses to complete the work and change I to a grade within a year of graduation.

Interpretation of Policy on Incompletes for Students Called to Active Military Duty - When appropriate, instructors may prefer to make arrangements for the student to take an incomplete. Senate policy requires that an incomplete be made up within one calendar year of the end of the term in which the incomplete is given. When students are called to active military duty, and reach agreement with their instructor(s) to take an incomplete, they will have up to one calendar year following their discharge from active duty to complete their incomplete(s).

¹ If an I changes automatically to an F or an N, the instructor has the discretion to reinstate the I for another year.

² ~~An I will be converted automatically to an F or an N even if a student graduates: if a student receives an I in a course, but he or she graduates (that is, has enough credits without the course in which the I was received) before the year has run, and the student does not make up the work, the I will convert to an F or an N after the degree has been granted.~~

³ This may mean that there would be, temporarily, an F or an N on the transcript: if the student waits until the last week or so to turn in the work required to make up the I, and the instructor uses all or nearly all of the four weeks allowed to grade the work, the one-year period will lapse and the I will be changed to an F, until the instructor changes the grade.

COMMENT:

At present the language of the sixth paragraph under III (1) and footnote 2 in the fifth paragraph are in conflict. Presumably either an I converts to an F or it does not; the current policy says both that it does and it does not. The Senate Committee on Educational Policy recommends that the Faculty Senate advise the administration to change the policy so that if a student graduates with an I, the I remains on the transcript (subject to the petition provision in paragraph 6, which is already part of the policy). This adheres to the general policy that a transcript is "frozen" at the time a student graduates and may not be changed thereafter.

**RICHARD MCCORMICK, CHAIR
EDUCATIONAL POLICY COMMITTEE**

**22. EDUCATIONAL POLICY COMMITTEE
Uniform Grading and Transcript Policy
Action by the Faculty Senate
(5 minutes)**

MOTION:

To amend Section IV of the Uniform Grading and Transcript Policy as follows (new language is underlined; language to be deleted is ~~struck out~~):

IV. OTHER PROVISIONS

1. When a student graduates, no further changes to his or her transcript will be made (to that portion of the transcript related to the program from which the student graduated) except as expressly allowed under the provisions of this policy.

~~1.~~ 2. An undergraduate student may repeat a course once. When a student repeats a course, (a) both grades for the course shall appear on the official transcript, (b) the course credits may not be counted more than once toward degree and program requirements, and (c) only the last enrollment for the course shall count in the student's grade point average. The preceding sentence of this policy shall not apply to courses using the same number but where students study different content each term of enrollment; all such courses falling under this provision must be approved by the college. If an undergraduate student repeats a course after his/her degree has been awarded, the original course grade will not be excluded from the degree GPA nor will the new grade be included in the degree GPA, as provided in Section IV (1) of this policy. When students enrolled in the Graduate School repeat a course, provisions (a) and (b) apply but not (c); both grades for the course shall be counted in the student's grade point average.

[re-number following sections of the policy]

COMMENT:

The Senate Committee on Educational Policy (SCEP) has been informed by the Registrar that students who have graduated wish to repeat a course that they took prior to graduation and have the second grade count in their degree GPA. It has been long-standing policy that once a student graduates, his or her transcript is "frozen" for that degree or program and no further changes will be made. This language is intended to clarify that policy.

**RICHARD MCCORMICK, CHAIR
EDUCATIONAL POLICY COMMITTEE**

23. EDUCATIONAL POLICY COMMITTEE Uniform Grading and Transcript Policy Action by the Faculty Senate (5 minutes)

MOTION:

To amend Section II and Section IV of the Uniform Grading and Transcript Policy as follows (new language is underlined; language to be deleted is ~~struck out~~):

II. PERMANENT GRADES FOR ACADEMIC WORK

There are five permanent grades given for a single course for which credit shall be awarded, which will be entered on a student's official transcript: A-B-C-D-S grades including pluses and minuses, as follows, and carry the indicated grade points. The S grade shall not carry grade points but the credits shall count toward the student's degree program if allowed by the college, campus, or program.

...

In connection with all symbols of achievement, ~~and especially for the S~~, instructors shall define for a class, at one of its earliest meetings and as explicitly as possible, the performance that will be necessary to earn each. ~~(subject to the provision in this policy that the amount and quality of work required for an S may not be less than that required for a C-). [In any class, instructors have the right to set the level of performance required for an S at any level. They may not set it at less than a C-.]~~ The performance required for an S shall be the same as that required for a C-.

...

IV. OTHER PROVISIONS

...

The course syllabus for every course which enrolls undergraduates shall include the definitions of grades set out in Section II (1) of this policy, as follows, and shall also include the workload expectations set forth in the Senate Policy Statement on Class Hour-Credit Ratio, as follows.

A - achievement that is outstanding relative to the level necessary to meet course requirements.

B - achievement that is significantly above the level necessary to meet course requirements.

C - achievement that meets the course requirements in every respect.

D - achievement that is worthy of credit even though it fails to meet fully the course requirements.

S - achievement that is satisfactory, which is equivalent to a C- or better ~~(achievement required for an S is at the discretion of the instructor but may be no lower than equivalent to a C-)~~

...

COMMENT:

The Senate Committee on Educational Policy was recently informed that a student complained because he enrolled for a course and would have received a C+ if he had enrolled for the course on the A-F grading system; since he had enrolled on the S-N system, however, and the instructor set the level for an S equal to a B-, the student received an N. The course was critical to the student's ability to graduate and he felt it was not fair that he would have been able to graduate had he taken the course A-F.

The Committee also understands that in the case of the Duluth campus, faculty members do not know which students are enrolled A-F and which S-N; the Duluth faculty award letter grades and the computer changes them to S or N, as appropriate.

While the Committee is not recommending (at this point) that the faculty not know whether students are registered A-F or S-N, it does believe that provisions allowing instructors to set a higher level of performance for an S than a C-, which would be sufficient for degree credit, is inappropriate and leads to unfair results. The Committee thus recommends deleting provisions in the grading policy that permit such discretion; the policy, as amended, would require that class work meeting the requirement for a C- would also constitute an S.

**RICHARD MCCORMICK, CHAIR
EDUCATIONAL POLICY COMMITTEE**

**24. RESEARCH COMMITTEE
Regents Policy on Openness in Research
Action by the Faculty Senate**

(15 minutes)

MOTION:

To approve the Regents Policy on Openness in Research.

UNIVERSITY OF MINNESOTA BOARD OF REGENTS POLICY

Academic

Adopted: July 10, 1969

Amended: October 8, 1971, to be determined

OPENNESS IN RESEARCH

SECTION I. SCOPE. This policy applies to research conducted at the University of Minnesota (University) by University faculty, staff, students, visiting researchers, and volunteers, except as provided in Section II.

SECTION II. EXCLUSIONS.

This policy shall not apply when:

(a) the research is performed by faculty members on leave from the University, by faculty members serving as consultants, or by faculty members working off-site through another organization; or

(b) the research involves services performed as an external sale,

provided that the results of such services either may be published freely in the aggregate or may be used to guide the design of broader research activities.

SECTION III. GUIDING PRINCIPLES.

The mission of the University is to generate and disseminate knowledge. Essential to this mission are the fundamental principles of open scholarly exchange and academic freedom. Absent compelling reasons, the University shall not accept restrictions on the dissemination of the results of University research. The University cooperates with research sponsors in the orderly publication of research results, subject to appropriate restrictions on the use of publications or of the University's name for commercial purposes.

SECTION IV. ACCEPTANCE OF RESEARCH AGREEMENTS.

The following provisions shall govern the acceptance of research grants and contracts by the University:

Subd. 1. Disclosure of the Research Relationship. The University shall not accept support from any source for research under a contract or grant that prohibits the disclosure of:

(a) the existence of the contract or grant;

(b) the identity of the sponsor or the grantor and, if a subcontract is involved, the identity of the prime contractor if the results of the research must be reported to the sponsor, grantor, or prime contractor; and

(c) the purpose and scope of the proposed research in sufficient detail to permit informal discussion concerning the wisdom of such research within the University and to inform colleagues in immediate and related disciplines of the nature and importance of the potential contribution to the disciplines involved.

Subd. 2. Open Dissemination of Research Results. The University shall not accept support for any research under a contract or grant, if the contract or grant limits the full and prompt public dissemination of results or specifically permits the retroactive classification of results as nonpublic, except for reasons found compelling through a review process specified in administrative procedures.

Subd. 3. Retroactive Restrictions on Research Results. If a sponsor imposes restrictions on disclosure of research results after the research has begun, the University shall reevaluate whether to continue the work. In the reevaluation, the University shall apply provisions of this policy and a review process specified in the administrative procedures.

Subd. 4. Use of Facilities. University facilities shall not be available for research that violates this policy. Any exceptions shall be considered through the review procedure specified in administrative procedures.

SECTION V. PUBLICATION

The following provisions shall govern the publication of research results:

Subd. 1. University's Right to Publish. The University reserves the right to publish and present research results, individually and in collaboration with other researchers. When a research sponsor requests prior review, the University shall provide an opportunity for review of the manuscript or presentation materials and will consider suggested modifications prior to publication.

Subd. 2. Attribution. Publications by the University shall properly acknowledge the financial support and other contributions of research sponsors.

Subd. 3. Brand and Trade Names. Publication and presentation of research results by either the University or the sponsor shall not include commercial brands or trade names unless such brand or trade name is essential to the description of the research.

Subd. 4. Publicity. Research grants and contracts may provide that University researchers must obtain prior written approval from the sponsor for any prepublication publicity regarding the research results.

Subd. 5. Authorization for Research Sponsor to Publish. If the University elects not to publish research results, the research sponsor may, with the consent of the University, publish them.

SECTION VI. USE OF UNIVERSITY NAME

The name of the University shall not be used in any way by research sponsors for advertising purposes.

This policy supercedes the Regents' policies on *Publication of Investigation Results* and *Research Secrecy*.

COMMENT:

The Senate Research Committee recommends that the Faculty Senate approve the revised Regents' policy governing secrecy in research. There are no significant policy changes; this is largely a matter of re-formatting to align the policy with other regental policies. As Board policies have come up for review, in the normal cycle, procedural elements have been removed from policies and placed in administrative policies. This policy revision does that as well.

The procedures that were part of the former policy, however, have been changed in the proposed administrative policy. In the current policy, requests for exceptions from the policy barring secrecy in research were first sent to the Senate Research Committee, then to the University Senate for a final recommendation to the President. The President made the decision whether or not to grant an exception. In the administrative policy, requests for exceptions go to the subcommittee on openness in research (which has been established by the Senate Research Committee). The subcommittee makes a recommendation to the Senate Research Committee, which in turn makes a recommendation to the Vice President for Research. The Vice President makes the final decision. (Obviously, in the nature of line responsibilities in the University, the President could reverse a decision of the Vice President for Research--just as the President can reverse the decision of any of the senior officers of the University.)

**STEVEN RUGGLES, CHAIR
RESEARCH COMMITTEE**

**25. EDUCATIONAL POLICY COMMITTEE
Policy on Student Evaluation of Instruction
Discussion by the Faculty Senate
(20 minutes)**

Draft Policy and Protocol on the Evaluation of Instruction
September 16, 2005

PREAMBLE

The University of Minnesota seeks to achieve instruction of the highest quality so that students learn to their maximum potential. The evaluation of instruction is one way to help ensure excellence in instruction, so the Faculty Senate adopts the following policy and protocol on evaluation of instruction.

There are at least three reasons to evaluate instruction: (1) to improve instruction, (2) to provide information for (a) salary and promotion decisions based on merit and (b) faculty tenure decisions, and (3) to assist students in course selection. This policy and protocol is intended to meet all three objectives. With respect to the second, the purpose of this policy and protocol is to define what shall constitute adequate documentation for student and peer review of faculty and instructional staff teaching contributions.¹

The required evaluation of teaching for tenure and promotion decisions must have two major components, peer review and student evaluation of teaching. Academic units must make provisions for peer review for faculty being considered for tenure, promotion, and salary increases, and for other instructional staff being considered for reappointment, promotion, and

¹ In this policy and protocol, the term "instructor" includes all who deliver instruction regardless of academic rank, appointment status, and so on. At some points in the policy, there will be a distinction between (1) tenured and tenure-track faculty, and (2) all others who deliver instruction; in the latter case, the language will refer to faculty and instructional staff.

salary increases. The peer review information for individuals is to be supplemented by information from student evaluations of all their courses.

Students must be made aware that their ratings will be used in making personnel decisions. A small number of questions, common to all courses throughout the University, will be used in the student evaluations of instruction. The use of common questions provides one means of making judgments on teaching effectiveness University-wide and allows calculation of statistical norms. This type of information can be used with other types to identify very good instructors who deserve rewards as well as instructors who may need assistance in improving their classroom effectiveness. This information does not have the resolution necessary to allow fine discrimination between instructors in intermediate categories. In addition to questions that request a numerical response, survey forms must include provisions for written comments by students.

POLICY

--Every course with a University course number shall be evaluated by the use of student rating forms every time it is offered, except that thesis-only credits, directed or independent study, internships, and classes with fewer than five students shall not be evaluated using such forms. **[Note: The Senate Committee on Educational Policy will appoint an ad hoc subcommittee to develop guidelines for departments to evaluate small classes, internships, directed/independent study, and so on. Those guidelines do not have to be in place to adopt this policy.]** A department that wishes permanently to exempt a course or courses from use of the standard student evaluation form must receive written approval from the Senate Committee on Educational Policy.²

Data and information from student evaluations shall not be used in isolation from peer evaluation and (for faculty) research and service in evaluating faculty and instructional staff.

The directions for students written on the student rating forms should stress the three purposes of the form: evaluation of instructors, improvement of teaching, and assistance to future students in selecting courses (the "student release" questions). The instructions should be written in a manner that will motivate students to complete the forms. The instructions should explain why demographic data are being collected.

--The student rating forms shall be anonymous.

--Students may not be required to fill in a student rating form for any course. This provision applies to all courses at the University, including multiple-instructor courses that are otherwise covered by a different evaluation protocol.

-- No incentives may be given for filling in a student rating form. Instructors are not to know who filled out a form and who did not.³

--The teaching performance of all instructors, regardless of their academic rank or tenure status, is subject to evaluation. This policy and protocol applies to all instructors regardless of whether

² This policy and protocol shall apply to student evaluation of courses having no more than two instructors. Units whose curricula feature courses with more than two instructors shall develop their own procedures for student evaluation of such courses and shall be reported to the dean of the college or other appropriate campus academic officer. These procedures for multi-instructor course evaluations shall be made available to all instructors in the unit.

³ For extra credit (such as points) to be awarded for filling out the form, the instructor must know who did and did not fill out the forms. It is not permissible for the instructor to have this information.

they are tenure-track/tenured, term/P&A, or adjunct faculty or hold any other kind of teaching appointment at the University. Specific provisions are noted for tenured and tenure-track faculty.

--Personnel decisions (e.g., merit and salary reviews, promotion, tenure for tenure-track faculty) for all faculty and instructional staff whose salary is based in any part on teaching shall include review by appropriate department, college, and University officers, as set forth in pertinent rules and policies, all numeric data from the teaching evaluation forms from their courses.

--For tenured and tenure-track faculty, faculty peers must evaluate course objectives and syllabi, handouts, assignments and tests, theses and dissertations, and examples of graded student work in order to measure their quality and appropriateness. Faculty and instructional staff must do the same for all other instructors who are not tenured or tenure-track faculty. Peers must also assess the instructor's knowledge of the subject matter, contributions to departmental teaching efforts, and any other teaching contributions, such as development of new courses or innovative instructional materials, authorship of texts or laboratory manuals, or publications on discipline-specific teaching techniques. Peer review could also include assessment of student performance on certification exams (if appropriate to the discipline), survey of the extent of mentoring and participation in other activities related to instruction, or assessment of an instructor's classroom performance via personal visit or videotaping of the class.⁴

--The information collected pursuant to this policy to evaluate teaching effectiveness for personnel decisions remains confidential.⁵ The results must be shared with the faculty member being reviewed. Access to information on a specific instructor must be restricted to those responsible for decisions on reappointment (where applicable), promotion, tenure (where applicable), and salary adjustments.

--Faculty must always be allowed to respond to student rating results when those results are used for performance evaluation; faculty members must be permitted to add written comments to their files

--All student evaluation data used in personnel decisions must be accompanied by the response rates for the data.⁶

--Responsibility for implementing the provisions of this policy and protocol rests with the Senior Vice President for Academic Affairs and Provost, the Senior Vice President for the Health Sciences, deans and department heads, all of whom must clearly convey to faculty the emphasis being placed on teaching in decisions regarding promotion, tenure, and merit-pay increases.

--Department heads and chairs should be evaluated in part on the extent to which they effectively implement this policy and protocol.

PROTOCOL

--Department heads and tenure and promotion review committees will be provided with comprehensive information on the interpretation and use of student rating data (including

⁴ It is to a faculty member's benefit to prepare and regularly update a teaching portfolio that contains materials that will be considered during his/her evaluation. This policy is not meant to exclude continued use of other mechanisms for peer review that may already be in place in academic units, such as classroom visitation.

⁵ As required by Minnesota state law at the time this policy is adopted.

⁶ The Senate Committee on Educational Policy is concerned about the very low response rates when students are asked to fill out evaluation forms on the web, outside of class.

questions of reliability and validity) in making personnel decisions, and information on practices of peer evaluation of instruction.⁷

--The student rating form shall contain the following questions, with the verbal anchors as identified:

How would you rate the instructor's overall teaching ability?

1 2 3 4 5 6 7
Very Poor Satisfactory Exceptional

How would you rate the instructor's knowledge of the subject matter?

1 2 3 4 5 6 7
Very Poor Satisfactory Exceptional

How would you rate the instructor's respect and concern for students?

1 2 3 4 5 6 7
Very Poor Satisfactory Exceptional

How much would you say you learned in this course?

1 2 3 4 5 6 7
Almost Nothing Amount Expected An Exceptional Amount

--All student rating forms shall have spaces for two questions permitting open-ended comments: "Describe things about the course that you found helpful" and "What suggestions do you have for improving the course?"

ALTERNATIVE ONE:

--All written comments on student evaluation forms shall be provided only to the instructor, after data processing by the designated unit on the campus. The evaluation form shall include the following statement: "All written comments will be provided only to the instructor. If you have a complaint about the instructor, you should contact _____."⁸

ALTERNATIVE TWO:

--The disposition of written comments on student evaluation forms shall be decided by each college or campus.

Faculty and departments are free to add additional open-ended questions to the required form, but such questions will be in addition to rather than replace the required questions.

--Directions given on student evaluation questionnaires will include the following statement:

"Your responses to this questionnaire are important because they will be used in tenure, promotion and salary decisions for your instructor. Your thoughtful written comments are especially requested, and may help your instructor improve future course offerings. The results of this evaluation (including the evaluation forms) will not be returned to the instructor until after the final grades are submitted for this course." [Suggestion has been made to list these points in bullet form.]

⁷ Responsibility for providing this information rests with the Senior Vice President for Academic Affairs and Provost, the chancellors, and the deans. Training for new department heads/chairs and for deans should include this information as well.

⁸ Students will thus understand that if they write comments that insult the instructor, the department will not see the comments. There are ways other than anonymous comments on forms that students can make their dissatisfaction known to the department or college

--The evaluation form will ask for information on the student's major, gpa and class year, as well as whether or not the course is in the student's major and whether the course is required or elective for the student. There will also be a request, marked optional, for information on the student's age, gender, and race or ethnicity. [Note: Information about the class size and type (lab, lecture, seminar, etc.) will be included, but this information will be compiled elsewhere.]⁹

--The following question shall be included in the demographic section of the student evaluation form. The data from this question shall be linked to specific building and room numbers and the summary data by room number shall be provided to the chief academic officer and appropriate classroom management office on each campus to help guide decisions on facilities resource allocation.¹⁰ [It has been suggested the information should be collected, but not in a demographic section.]

How would you rate the physical environment in which you take this class, especially the classroom facilities, including the effect of the environment on your ability to see, hear, concentrate, and participate?

1	2	3	4	5	6	7
Very Poor		Satisfactory			Exceptional	

-- The instructions on the evaluation forms shall state that harassing comments or comments on irrelevant factors are not helpful for evaluation of instruction. Faculty should be provided with guidelines on how to process and interpret open-ended student comments, particularly those that are inappropriate.

-- Administering student evaluations will be the responsibility of each instructional unit. Student evaluations used in promotion and salary decisions will be administered at the beginning of a class period, during the last two weeks of instruction for the term. The instructor may give instructions but must not be present while the forms are being completed and collected. The evaluations will be handed out, completed, and collected without the instructor being present. Once collected, evaluations will be put in a sealed envelope or box. It is suggested that a student be asked to hand out and collect the forms. Each instructional unit shall develop its own practices for ensuring that the completed forms are delivered to the appropriate office. If the forms are delivered to the department office, the department should deliver the envelopes to the data processing center without opening the envelopes. The instructor must never touch or see completed forms until after grades are turned in.

--Each campus will determine the appropriate manner of administering and evaluating student evaluation forms. To facilitate tabulation of the results of standardized questions on the student evaluation forms, each campus administration will provide the instructor and the unit chair/head with a summary of the data; the original questionnaires will be returned to the instructor. This summary will include appropriate statistical characterization of the responses to each question and, where a statistically meaningful data base exists, comparison to the responses for the same question on a campus, college, department, and program basis. To make comparative analysis more meaningful, there will also be comparisons on the basis of class type (e.g., large lecture, small discussion, laboratory, upper or lower division, elective, needed to meet university or

⁹ Age/gender/ethnicity information shall be requested because the information obtained can be useful to instructors in demonstrating how different groups respond to his/her teaching; problems with different race/gender/age groups can be identified and addressed. Other personal information--class year, GPA, major, and whether the class was elective or required -- will be requested (not marked optional) because these factors have been shown in prior research to have an effect on student evaluations.

¹⁰ Variants of this question should be developed for classes that use multiple rooms, for field study class, for on-line classes, and for other classes that differ from the lecture-in-one-room format.

major requirements). As resources permit, other types of statistical processing and comparisons may be added at the request of faculty or instructional units.

-- Every instructional unit shall have a policy on peer review of faculty and instructional staff teaching efforts and contributions to teaching, both for purposes of promotion decisions and for teaching-based salary increases. Each unit shall determine what documentation will be used for peer review, and (for faculty) how to evaluate theses and dissertations as well as (for all instructors) samples of graded student work. The documentation is to be used as a basis for evaluating the instructor's knowledge of the subject matter as well as the quality of the instructor's instructional activities. Each unit shall determine who shall have access to the documentation for purposes of peer review, and which materials will be retained for future reference.

The documentation shall reflect what each unit determines to be an appropriately cumulative record of the instructor's contributions to the instructional mission of the University. It is the responsibility of the instructor to update the documentation regularly. It is the responsibility of the unit to retain appropriate portions of this material, including cumulative summaries of student evaluations of the instructor's courses. Each unit shall assume responsibility for maintaining the confidentiality of commentaries or conclusions based on the contents of the documentation.

The documentation for each instructor shall contain an appropriately cumulative listing of courses taught by the instructor, a comprehensive syllabus for each course, and examples of exams, assignments and handouts prepared by the instructor. Units may also wish to include, where appropriate, a listing of undergraduate and graduate students undertaking independent study under the supervision of the instructor, information about student performance on certification exams, and a listing of other activities that pertain to the teaching mission of the unit (e.g. participation in teaching-related committee work or curriculum development, publication of textbooks or study guides, participation in educational development programs, etc.) Documentation may also include a one- to-two page self-assessment of the instructor's teaching strengths and weaknesses. Instructors have the option of adding any other materials they believe are indicative of their contributions to teaching.

--Instructors are encouraged to adopt a mid-semester course evaluation process so that the course can be improved as it is delivered.

--The student evaluation form shall also include the following questions, the responses to which shall, with the consent of the instructor, be made available to students.¹¹ The responses to these questions may not be used in any reappointment, promotion, salary, or (for tenure-track faculty) tenure decisions.

[NOTE: The Senate has delegated to the Senate Committee on Educational Policy final authority to approve new questions to be used; they will be inserted here.]

--In addition to the questions required by the preceding sections of this policy, a question bank will be provided for the student evaluation process.¹² The questions would be supplemental to the required questions, would be selected by the instructor, and would be used primarily for improving teaching. Because the supplemental questions from the question bank are to be used for improving teaching, summary results should go to the instructor only. Use of supplemental questions from the question bank is optional. Provision will be made for instructors, should they choose, to add a reasonable number of custom questions that are not included in the bank.

¹¹ On the web, for instance.

¹² The University administration will provide the question bank on a website.

Departments or schools may also require questions from the question bank or from other sources to be used on all forms used in their area. These additional required questions could be used either for evaluation of instructors or for improving teaching, courses or programs. If for the evaluation of instructors, summary results should go to the department. If for improvement of teaching, courses, or programs, summary results should go to the instructor only if the results are to be used by the instructor, or to curriculum committees if the results are to be used for program improvements. Data from questions that are to be used only for improving teaching should not be released by the University to anyone other than the instructor . Data from questions that are to be used for program improvements may be released to department heads and curriculum committees. [LANGUAGE TO BE INCLUDED AT THE END OF THIS PARAGRAPH IF OPTION ONE IN THE PROTOCOL IS ADOPTED: As with the standard forms, written comments are to be provided only to the instructor. The student evaluation form shall notify students that department heads will not see any written comments. (See footnote 8.)]

--Departments shall develop and make available to instructors a written policy that defines (1) which data from student rating forms will be used for personnel decisions and available to department heads and committees charged with reviewing instructor performance, and (2) which data will be made available to curriculum committees for improving courses and programs. (It is assumed that all information from the four required questions will be used for personnel decisions; the written policy required by this section refers to any additional questions that a unit may require on the evaluation forms.)

--Department and college administrators should be held accountable for timely assessment of the evaluative materials assembled for each faculty member. However, for peer review of the documentation for the purpose of promotion or of teaching-related merit pay increases, the faculty in each unit should be free to decide whether they want their dean or head or chair to take responsibility for assessing the quality of teaching, on the basis of the materials, or whether they prefer that the evaluation be done by an advisory group from within the unit or college.

--Each semester, an appropriate University administrator should send a message to every instructor who is receiving data from a course evaluation with a request to make the release questions available to students.¹³

When adopted, this policy and protocol replaces all earlier policies, protocols, and questions approved by the University or Faculty Senates.

26. FACULTY SENATE OLD BUSINESS

27. FACULTY SENATE NEW BUSINESS

FOR INFORMATION:

¹³ Reminders each semester coupled with a very easy method to grant permission should increase the number of instructors who choose to release their data. The course release information should be cataloged by course along with instructor and should have a link at the entry for the course in the on-line Course Guide. This will make it easier for students to find information about a course

An item of new business needs to receive a two-thirds majority vote of those present and voting to be considered and voted on at the meeting at which it was introduced. If two-thirds majority vote is not reached, the item will be referred to the Faculty Consultative Committee.

MOTION:

To amend Section 22 of the Statement of Standard Undergraduate Academic Policies and Practices – Twin Cities as follows (new language is underlined; language to be deleted is ~~struck out~~):

STANDARD UNDERGRADUATE ACADEMIC POLICIES AND PRACTICES

...

22. Academic Probation:

~~Students who are not making satisfactory academic progress are initially placed on probation and may eventually be suspended. Most colleges have agreed to move to the "P" system. This is a probationary system that includes three holds: P1 (warning), P2 (contract), and P3 (suspension). There is some variation in how colleges use the "P" system, in part because of how they monitor academic progress. Some colleges and programs do not use the "P" system and continue to use old N holds or their own college specific holds. Some colleges and programs do not use holds when a student is placed on probation or suspended. University College does not currently recognize the holds put on suspended students.~~

~~SCEP concluded that the three step probationary system was too complicated, and recommends instead the following simplified academic probation system.~~

~~All colleges and programs shall use the following probationary system. A student will be placed on probation if either the term or the cumulative GPA is below 2.0. A student remains on probation until both the term and the cumulative GPA is 2.0 or above. A student remains on probation if the term GPA is below 2.0, irrespective of whether the cumulative GPA is above 2.0. A student is suspended if, while on probation, the cumulative GPA is (or goes) below 2.0 and the term GPA is below 2.0 for two consecutive semesters.~~

~~A student on probation will have a hold placed on his or her record and must see an adviser in order to register and will be issued an override from the adviser in order to register at the queued time. A student on probation must complete a contract for academic performance, developed by the college of enrollment, and will not be allowed to register for subsequent terms unless the student's academic adviser and college office are satisfied that satisfactory academic progress is being made. If the student meets the terms of the contract, and the term and cumulative GPA are at least 2.00, the student will be removed from probation. If the contract goals are met but the cumulative GPA is still less than 2.00, the student will remain on probation. If goals are not met, the student will be suspended.~~

~~When suspended, a student is no longer in the program and cannot register for University courses for one full academic year. University College recognizes the probationary holds and does not allow students to register without the approval of their college. Following the suspension period, a student must petition the college to return according to a defined collegiate petition process. Students who are out for a longer period of time (i.e., three or more semesters) must follow the same procedures.~~

~~Upon return to the unit after petitioning to reenter, all units shall use a hold and contract for the purpose of monitoring the student's performance. If the student does not successfully complete~~

~~the contract, he/she shall be suspended again, but then shall be required to reapply for admission, rather than petition to reenter.~~

~~Students may appeal suspension decisions to the college's Student Scholastic Standing Committee (SSSC). Re-admission after a year's suspension is not automatic. To be readmitted, a student must petition the SSSC in writing and show evidence of changes in circumstances that demonstrate that the student will succeed in an academic program.~~

All colleges and programs shall use the following probationary system. A student will be placed on probation (and will remain on probation) if either the term or the cumulative GPA is below 2.00. A student on probation will have a hold placed on his or her record and must see an adviser in order to register. A student is suspended if a) at the end of the probation term (semester), both the term and the cumulative GPA are below 2.00, or b) the conditions of an academic contract are not fulfilled. A suspension is effective on the first day of the next fall or spring term.

Colleges may also require students on probation to complete a contract for academic performance developed by the college of enrollment. Students will be given an override for the probation hold to enable them to register when they have met with an adviser and, if a contract is required, when the student's academic adviser and college office are satisfied that the conditions of the contract have been met. The academic contract may include GPA expectations more rigorous than the 2.00 term and cumulative GPA minimum standard, where programmatically warranted and where clearly communicated to the student. If the student meets the conditions of the contract, and the term and cumulative GPA are at least 2.00, the student will be removed from probation. If the contract conditions are met but the cumulative GPA is still less than 2.00, the student will remain on probation. If the conditions are not met, the student will be suspended.

When suspended, a student is no longer in the program and cannot register for University courses for at least one full academic year. All colleges at the University recognize the probationary holds and do not allow students, including non-degree seeking, with these holds to register without the approval of the college placing the hold. Students may appeal suspension decisions or petition for re-admission in writing to the college's Student Scholastic Standing Committee (SSSC) according to a defined collegiate petition process. Re-admission after a period of suspension is not automatic. To be re-admitted, a student must show evidence of changes in circumstances that demonstrate that the student will succeed in an academic program.

Upon return to the college after petitioning to reenter, students will be placed on probation, and all colleges shall use a probation hold and contract for the purpose of monitoring the student's performance. If the student does not successfully complete the contract, he or she shall be suspended again, but then shall be required to reapply for admission, rather than petition to reenter.

Reviewed by the Council of Undergraduate Deans on April 21, 2005, and by the Educational Policy Committee on May 4, 2005. Suggested revisions made by the College Student Affairs Administrators on May 18, 2005.

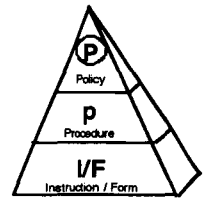
**RICHARD MCCORMICK, CHAIR
EDUCATIONAL POLICY COMMITTEE**

28. ADJOURNMENT

Information for Item , "Regents Policy on Openness in Research" on the September 29, 2005, Senate agenda



Openness in Research



POLICY X.X.X

Volume

Effective Month Year

The following are responsible for the accuracy of the information contained in this document

Responsible University Officer
Vice President for Research

Responsible Office
Sponsored Projects Administration

Policy Statement

All research conducted at the University of Minnesota by University faculty, staff, students, visiting researchers, and volunteers must conform to the Regents' policy on *Openness in Research*.

University researchers may conduct restricted research only in accordance with applicable federal regulations, Regents' policies and University policies and procedures.

The University accepts "proprietary" research agreements that do not restrict who can work on the project or do not request unreasonable publication delays. Agreements containing other restrictions fall under the definition of "restricted" research.

"Restricted" research agreements, such as research that is labeled by the sponsor as "sensitive but unclassified," must be reviewed and approved by faculty and institutional officials in accordance with the *Openness in Research* procedures.

Reason for Policy

An open teaching and research environment is fundamental for the free exchange of ideas throughout the University community. Restrictions on who can work on a project and how the results can be disseminated violate this principle. They also may exclude the work from consideration as "fundamental research" in regard to export controls. However, there may be situations when the University must have flexibility to depart from this standard in order to serve a public interest. This policy clarifies the circumstances in which certain restrictions in a research agreement can be accepted by the University while still preserving the principle of open research. It also outlines the process for a researcher to use to

request an exemption from this standard and provides guidance for University faculty and staff to use in evaluating these requests.

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Who Should Know This Policy

- | | |
|--|--|
| ✓ - President | - Area Manager |
| ✓ - Provost / Chancellor | - Other Accounting / Finance Personnel |
| ✓ - Vice President / Vice Chancellor | - Certified Approvers |
| ✓ - Dean | - All Employees |
| ✓ - Director / Department Head / Chair | - Other Groups |
| ✓ - Principal Investigator | _____ |
| ✓ - Faculty | _____ |
| - Resource Responsibility Center Mgr. | _____ |

Related Information

- [Council on Governmental Relations \(COGR\): Export Controls and Universities: Information and Case Studies](#)
- [Association of American Universities: Export Controls](#)
- [Massachusetts Institute of Technology: Export Controls](#)
- [University of Maryland: Export Control Guidance](#)

- Pennsylvania State University Policy on Patents and Copyrights and Compliance with Federal Export Regulations
- Lawrence Berkeley National Lab: Export Control Manual

Contacts

Subject	Contact	Telephone	FAX/Internet
Policy	Director of Sponsored Projects Administration	(612) 624-5066	(612) 624-4843

History

Effective: To be determined

Exclusions

The policy does not apply and an exemption is not needed for:

- Research by faculty members on leave from the University, serving as consultants, or working off-site through another organization; or
- Research that involves services performed as an external sale, provided that the results of such services may be published freely in the aggregate or may be used to guide the design of broader research activities.

Note: Clinical trials *are* subject to this policy.

Definitions

Deemed Export.

“Deemed” exports are transfers of controlled technology to foreign persons, usually in the U.S., where the transfer is regulated because the transfer is “deemed” to be to the country where the person is a resident or a citizen. For example, transfer of infrared camera technology to an Indian national in the U.S. may be regulated as if the transfer of the technology was made to the Indian national in India. The transfer is thus “deemed” to be to India even though all activities would take place in the U.S.

Fundamental Research.

“Fundamental research’ means basic and applied research in science and engineering, the results of which ordinarily are published and shared broadly within the scientific community, as distinguished from proprietary research and from industrial development, design, production, and product utilization, the results of which ordinarily are restricted for proprietary or national security reasons.

Open Research Subcommittee:

A subcommittee of the Senate Research Committee that considers requests for exemptions to the Openness in Research policy. The Subcommittee consists of five faculty members, one professional and administrative staff member involved in research, and one student. Three of the faculty, the staff member, and the student are appointed by the Senate Research Committee. The other two faculty members are appointed by the Committee on Committees. The chair is a faculty member, designated by the chair of the Senate Research Committee. Ex officio members include representatives from the Office of the General Counsel and from the Office of the Vice President for Research.

Proprietary research:

Proprietary research is industrially-sponsored research that uses the sponsor’s proprietary information or results in intellectual property for which the sponsor has an option to an exclusive license. These sponsors often request restrictions on who can discuss the research and under what circumstances. They also may prohibit publication of confidential company information or ask the researcher to delay publication of research results so that they can review the material for proprietary information or take steps to secure intellectual property rights to possible inventions.

Restricted research:

Restricted research is research that is restricted in who can work on the project or how and when the researchers can discuss the results of the project.

Responsibilities

Principal Investigator

Decide whether to refuse the contract or request an exemption from the Openness in Research Policy. Initiate the exemption request. If requested, participate in discussions with the Senate Research Committee and Open Research Subcommittee. Send statement to Vice President for Research to support or rebut Faculty Senate Research Committee’s recommendation.

Faculty Senate Research Committee

Chair: Facilitate process of review by full committee and by subcommittee. Complete the Committee’s section of the exemption request. Send the exemption request to other Senate committees as appropriate. Provide annual executive summary of exemption requests to the full Faculty Senate.

Committee: Consider requests for exemptions from the Openness in Research Policy.

Faculty Senate Open Research Subcommittee

Consider requests for exemptions from the Openness in Research Policy and forward to full Senate Research Committee.

Office of the General Counsel (OGC)

Assist with contract negotiations. Provide advice to the principal investigator regarding process and implications of requesting an exemption. Complete the OGC's section of the exemption request.

Sponsored Projects Administration (SPA)

Grant administrators: Review the Request for Proposal/Application, draft research agreement or draft Material Transfer Agreement for troublesome clauses. Determine whether the research is proprietary or restricted. Working with the Office of the General Counsel, conduct contract negotiations with sponsors. Inform the principal investigator about the open research policy.

Director: Provide advice to the principal investigator regarding process and implications of requesting an exemption. Complete SPA's section of the exemption request. Participate in discussions with the Senate Research Committee and Open Research Subcommittee.

Vice President for Research

Approve or deny requests for exemptions. Track requests for exemptions and provide annual reports to the Chair of the Faculty Senate Research Committee.

Procedures

In support of this policy, the following procedures are included:

Reviewing Requests for Exemptions to the Openness in Research Policy

Appendices

In support of this policy, the following appendices are included:

Guidelines for Reviewing Requests to Accept Restricted Research Agreements
Flowchart on the Process for Considering Restricted Research Exemption

Forms

In support of this policy, the following forms are included:

Request for Exemption to Openness in Research Policy