

**CONSECUTIVE MEETINGS OF:**

**THE UNIVERSITY SENATE  
THE FACULTY SENATE**

**THURSDAY, NOVEMBER 30, 2006**

**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 consecutive meeting of the University Senate and Faculty Senate. There are 247 voting members of the University Senate and 163 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**

Statement on the Food and Beverage RFP

Approved by the: University Senate September 28, 2006

Approved by the: Administration PENDING

Approved by the: Board of Regents - no action required

**2. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY**

**FACULTY/ACADEMIC PROFESSIONALS/STAFF**

John F. Anderson  
Professor  
Veterinary Medicine  
1932 – 2006

Jill Barnum  
Professor  
Post-Secondary Teaching and Learning  
1947 – 2006

Sylvan Burgstahler  
Professor  
Science and Engineering – Duluth  
1928 – 2006

David C. Lykken  
Professor  
Psychology  
1928 – 2006

Grace C. Peterson  
Professor  
Mathematical Science  
1914 – 2006

Eduard Stadelmann  
Professor  
Horticultural Science  
1920 – 2006

Conrad Straub  
Professor  
Environmental Health  
1916 – 2006

Harry C. Walker, Jr.  
Associate Professor  
Radiology  
1924 – 2006

### **STUDENTS**

Thomas M. Boucher  
University of Minnesota – Crookston

Abigail Jennings  
University of Minnesota – Crookston

Laural A. Capistran Murphy  
University of Minnesota – Crookston

### **3. INTRODUCTIONS**

**Dean Darlyne Bailey, College of Education and Human Development;  
Dean Allen Levine, College of Food, Agricultural, and Natural Resource Sciences  
(10 minutes)**

### **4. SENATE CONSULTATIVE COMMITTEE REPORT (5 minutes)**

### **5. UNIVERSITY SENATE RULES AMENDMENT Action by the University Senate (5 minutes)**

#### **MOTION:**

To amend Article II, Section 2.b and 2.c of the University Senate Rules as follows (language to be added is underlined, language to be deleted is ~~struck out~~). As an amendment to the University Senate Rules, the motion requires a simple majority.

**ARTICLE II. RULES FOR COMMITTEES OF THE UNIVERSITY SENATE (Changes to this article are subject to vote only by the University Senate)**

...

**2. Terms of Membership, Chairing of Committees, and Removal of Members for Absences**

...

b. Student appointments to committees of the University Senate shall be made for terms of ~~one~~ two years. Student members of committees must be registered for at least six credits for each semester in the academic year. Graduate students who have completed course work and are not required to maintain continuous registration during interim periods of study in preparation for written and oral examinations must be certified by the individual department director of graduate studies.

c. Terms of committee service begin July 1 and terminate June 30. No non-student member is eligible to serve more than two consecutive full three-year terms on any one committee, and shall be eligible for reappointment only after a one-year interval of nonmembership on that committee. No student member is eligible to serve more than ~~four~~ two consecutive ~~one~~ two-year terms on any one committee. No committee member is eligible to serve on more than two committees of the University Senate, the Faculty Senate, or the Student Senate at a time. These rotation procedures and limitations do not apply to ex officio representatives.

...

**COMMENT:**

Last year a concern was raised about continuity of student membership on committees. The Student Committee on Committees discussed the issue and determined that it would be appropriate to assign students to two-year terms on committees, and therefore only have half rotate off each year. This amendment modifies the typical student committee appointment and student term limits.

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

**6. UNIVERSITY SENATE BYLAWS AMENDMENT  
Action by the University Senate  
(5 minutes)**

**MOTION:**

To amend Article II, Section 5 (C) of the University Senate Bylaws as follows (language to be added is underlined). As an amendment to the University Senate Bylaws, the motion requires either a majority of all voting members of the University Senate (124) 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.

**ARTICLE II. COMMITTEES OF THE UNIVERSITY SENATE (Changes to this article are subject to vote only by the University Senate)**

...

## 5. University Senate Committee Charges

...

### C. DISABILITIES ISSUES COMMITTEE

The Disabilities Issues Committee recommends University policies, procedures, programs, and services concerning faculty/academic professionals, students, and staff, and guests of the University with disabilities.

#### Membership

The Disabilities Issues Committee shall be composed of at least 7 faculty members, 2 academic professional members, 2 students (at least one graduate and one undergraduate), 2 civil service staff members, and ex officio representation as specified by vote of the Senate. Faculty, academic professional, and student members shall be nominated by the Committee on Committees with the approval of the Senate. Civil service members shall be appointed by the Civil Service Committee.

#### Duties and Responsibilities

- a. To advise the president and administrative offices, including the Disability Services Office and the University ADA Coordinator, on policies, programs, and services for students, and employees, and guests of the University.
- b. To promote compliance with laws relating to students, and staff, and guests of the University with disabilities.
- c. To review policies and practices in light of legal compliance aspects, deployment of resources, and effectiveness in meeting the needs of the University community, and to recommend changes.
- d. To inform the University community to the special concerns of its members with disabilities and of the available resources.
- e. To recommend to the University Senate and the Senate Consultative Committee resolutions, actions or policies as it deems appropriate.

#### COMMENT:

Disabilities Issues members agreed that aside from serving the University community, the committee also serves the broader community, guests who visit the campuses and University websites, that the committee should be attentive to access issues for them as well, and that this should be explicitly reflected in the charge.

[This proposed amendment was approved by the Committee on Committees, November 14, 2006.]

**PATRICK MCNAMARA, CHAIR  
DISABILITIES ISSUES COMMITTEE**

**7. 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). As an amendment to the University Senate Bylaws, the motion requires either a majority of all voting members of the University Senate (124) 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.

**ARTICLE II. COMMITTEES OF THE UNIVERSITY SENATE (Changes to this article are subject to vote only by the University Senate)**

...

**5. University Senate Committee Charges**

...

**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. All policies formulated by the Advisory Committee on Athletics will be reported to the Senate Consultative Committee for action and to the University Senate for information after the Senate Consultative Committee has acted. The University Senate has the authority to reverse or modify a decision by the Senate Consultative Committee.

...

**COMMENT:**

Up until the revision of the Senate constitution in 2005, the two athletics committees both recommended policy to the Assembly Steering Committee (the Twin Cities subset of the Senate Consultative Committee, under the structure when there were two governing bodies, the University Senate and the Twin Cities Campus Assembly). The Steering Committee approved the policies (or not), and then reported its action to the Assembly. When the constitution and bylaws were revised, this language was inadvertently dropped.

The logic of that reporting and approving relationship remains the same: there are policies that the Advisory Committee on Athletics (ACA) is responsible for, some of which are quite detailed and arcane. These policies come up for revision periodically and new policies are established from time to time. It would be a considerable demand on the time of the University Senate to have to consider each of these policies every time an amendment is needed.

The Senate Consultative Committee recommends that the University Senate approve this change in the bylaws, reverting to the practice in place before 2005.

**CAROL CHOMSKY, CHAIR  
SENATE CONSULTATIVE COMMITTEE**

**8. UNIVERSITY SENATE BYLAWS AMENDMENT  
Action by the University Senate  
(5 minutes)**

**MOTION:**

To amend Article II, Section 2.a of the University Senate Bylaws as follows (language to be added is underlined). As an amendment to the University Senate Bylaws, the motion requires either a majority of all voting members of the University Senate (124) 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.

**ARTICLE II. COMMITTEES OF THE UNIVERSITY SENATE (Changes to this article are subject to vote only by the University Senate)**

...

**2. Eligibility for Membership**

a. Only individuals eligible to vote in Senate elections are eligible to serve on University Senate committees or to serve as chair of University Senate committees, except that no individual holding a position carrying as any part of its title President, vice president, chancellor, provost, executive director, counsel, attorney, controller, or chief of staff may serve as a voting member of a University Senate committee, nor may the University Librarian or anyone who is a dean. Individuals with less than a one-third time appointment as assistant or associate dean shall be eligible to serve as a voting member and chair of a University Senate committee. Faculty members whose appointment responsibilities are primarily faculty but who incidentally have an administrative title and responsibilities within an academic department or its equivalent are eligible to serve as voting members and chairs of University Senate committees. Alumni members are not subject to the eligibility rule of this section. An individual serving as a voting member of a University Senate committee who is appointed to a position which would bar them from service as a voting member on the committee shall resign from that committee. If the individual is appointed only to an interim or acting position, the chair of the Senate Consultative Committee may, with the consent of the Senate Consultative Committee, waive the requirement that the individual resign from the committee.

...

**COMMENT:**

On occasion Senate committee members are appointed on an interim or acting basis to administrative positions, the occupants of which are barred from voting membership on committees by Article II(2)(s) of the University Senate bylaws. Sometimes these interim or acting appointments are short-term and the position can vary in level. As a general rule, the Senate Consultative Committee believes that individuals appointed to such administrative positions should step aside, but that there should be exceptions allowed. (In one recent case, for example, one Senate committee member was appointed interim associate dean in his college; the committee chair and committee members, however, very much wished him to remain on the committee and voted unanimously that he should do so.) If this bylaw amendment is approved,

the following guidelines will govern the action of the SCC chair or vice chair when the question arises.

Note: In the guidelines that follow, the amended bylaw is repeated because, for administrative purposes, the guidelines would be maintained as a separate document for use by (both FCC and) SCC. The redundancy is intentional.

### Guidelines for Senate Committee Members Who Receive Interim Administrative Appointments

The Bylaws of the Faculty and University Senate provide that "no individual holding a position carrying as any part of its title President, vice president, chancellor, provost, executive director, dean, counsel, attorney, controller, or chief of staff may serve as a voting member of a [Faculty or University] Senate committee, nor may the University Librarian or anyone who is a dean. Individuals with less than a one-third time appointment as assistant or associate dean shall be eligible to serve as a voting member and chair of a [Faculty or University] Senate committee. Individuals whose appointment responsibilities are primarily faculty but who incidentally have an administrative title and responsibilities within an academic department or its equivalent are eligible to serve as voting members and chairs of [Faculty or University] Senate committees. An individual serving as a voting member of a Faculty Senate committee who is appointed to a position which would bar them from service as a voting member on the committee shall resign from that committee. If the individual is appointed only to an interim or acting position, the chair of the [Faculty or Senate Consultative Committee, as appropriate,] may, with the consent of the [Faculty/Senate Consultative Committee, as appropriate,] waive the requirement that the individual resign from the committee."

On occasion, individuals serving on or chairing Senate committees or subcommittees will be appointed, on an interim or acting basis, to an administrative post whose occupant would, under Faculty and University Senate bylaws, be barred from continuing committee service. The following guidelines apply in those instances:

1. The general assumption is that the individual will resign from the Senate committee, whether serving as chair or committee member.

2. At the request of the committee chair (or another committee member if the individual given the interim administrative appointment is the committee chair), or on the initiative of the Faculty Consultative Committee (FCC) or Senate Consultative Committee (SCC), the FCC/SCC chair may waive the requirement that the committee member resign from the committee. (In the absence of the FCC/SCC chair, the FCC vice chair may issue the waiver.) The FCC/SCC chair should consider the following factors in deciding whether to waive the requirement:

- Whether the individual given the interim appointment is a candidate for the permanent position (if not, the waiver request should be viewed more favorably);
- If the interim appointment is for a short period of time (if so, the waiver request should be viewed more favorably);
- The level of the interim appointment (e.g., vice president versus associate dean; the "lower" the level, the more favorable should be the view of the request for waiver);
- The opinion of the chair of the committee in question.

3. While it is possible that an individual with an interim administrative appointment might be permitted to continue to serve as a committee chair, normally it would be expected, even if

the individual remains on the committee, that he or she would step down as chair for the duration of the interim administrative appointment. The FCC/SCC chair may, however, overrule this expectation as well.

4. Before notifying the committee chair or the faculty member in question,
  - (a) the FCC/SCC chair will notify the FCC/SCC of his or her decision to grant or deny the waiver, and
  - (b) FCC/SCC by majority vote may overrule the decision of the chair to grant or deny the waiver request.

**CAROL CHOMSKY, CHAIR  
SENATE CONSULTATIVE COMMITTEE**

**9. FACULTY AFFAIRS COMMITTEE  
Statement on Tuition Benefits  
Action by the University Senate  
(10 minutes)**

**MOTION:**

To approve the following statement:

Statement on Tuition Benefits for Dependents of University Employees

The Senate Committee on Faculty Affairs is disappointed and puzzled by the President's reaction to the recommendation from the Faculty Senate that the University offer a tuition benefit to the dependents of University employees. We offer the following observations.

1. The University is the outlier on the matter of tuition benefits for dependents if one compares it with other institutions in the state and in the Big Ten. MNSCU and the private institutions offer such benefits, as do seven of the eleven Big Ten schools. We are also well aware that members of the public are surprised to learn that University faculty and staff receive no break on tuition for their dependents.
2. We see the tuition benefit for dependents as one step toward the possibility of a tuition-reciprocity pact among employees of Big Ten or CIC schools. It is not possible to enter such a pact, should it be created, if the institution does not offer tuition benefits to its own employees.
3. Many of us on the Committee are aware of examples where a valued colleague has left the University, recruited away in part because our competitor was able to offer tuition benefits to his or her children/dependents. Adopting a tuition benefit would not only be a relatively inexpensive way to prevent the loss of at least some of the faculty who will help lead the University to the top three, but would also give us more leverage to recruit stellar faculty from private colleges and universities.
4. We remind the administration of the sophisticated study conducted by Professor Fossum and his colleagues a few years ago, which concluded that the cost of the tuition benefit would be outweighed by the cost to recruit and replace individuals who accept offers from other institutions because of the tuition benefit offered at the competing institution. A tuition benefit reduces employment costs by reducing employee turnover.

5. We are not persuaded by the argument that only 2% of University employees would use the benefit in any one year. We understand that half or more of the University's employees would make use of the benefit during their careers here. It seems to us unlikely that the administration would propose to drop faculty sabbaticals or phased retirement because only a tiny fraction of employees use the benefit in any one year.

6. The Committee continues to believe that a tuition benefit will improve the effectiveness, or at the very least the commitment, of its workforce.

7. We have been told that the question to be addressed, when allocation of resources is at stake, is where the University can get the greatest return on its investment. We accept that as a rational standard for making decisions. We suggest that the calculation would lead one to conclude that the modest amount of money required should be invested in a tuition benefit would generate a return, in employee morale, commitment, and retention, that is greater than many other investments might generate.

As we did last year, we again strongly recommend:

- that the children/dependents of all full-time University employees (as defined by the University) having accrued 5 or more years of uninterrupted University service be granted a 50% tuition reduction upon being regularly admitted to an approved undergraduate program leading to a bachelor's degree;
- that the tuition reduction apply for the first four years of a child/dependent's enrollment, during periods in which the child/dependent student is in good academic standing; and
- that the percentage of tuition covered by the benefit increase by 10% for each additional year of uninterrupted service through year 10.

Senate Committee on Faculty Affairs  
November 14, 2006

**GEOFFREY SIRC, CHAIR  
FACULTY AFFAIRS COMMITTEE**

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

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

Questions to the President should be submitted in writing to the University Senate office no later than Tuesday, November 28, 2006. The President may also choose to take questions from the floor.

**12. UNIVERSITY SENATE OLD BUSINESS**

**13. UNIVERSITY SENATE NEW BUSINESS**

## 14. UNIVERSITY SENATE ADJOURNMENT

---

**THIS CONCLUDES THE UNIVERSITY SENATE BUSINESS.  
THE SUBSEQUENT ITEMS ARE FACULTY SENATE BUSINESS ONLY.**

---

**MEETING OF THE FACULTY SENATE**

**15. FACULTY CONSULTATIVE COMMITTEE REPORT  
(5 minutes)**

**16. FACULTY LEGISLATIVE LIAISON UPDATE  
(5 minutes)**

**17. FACULTY SENATE RULES AMENDMENT  
Action by the Faculty Senate  
(5 minutes)**

**MOTION:**

To amend Article IV, Section 2.b and 2.c 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.

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

...

**2. Terms of Membership, Chairing of Committees, and Removal of Members for Absences**

...

b. Student appointments to committees of the Faculty Senate shall be made for terms of ~~one~~ two years. Student members of committees must be registered for at least six credits for each semester in the academic year. Graduate students who have completed course work and are not required to maintain continuous registration during interim periods of study in preparation for written and oral examinations must be certified by the individual department director of graduate studies.

c. Terms of committee service begin July 1 and terminate June 30. No non-student member is eligible to serve more than two consecutive full three-year terms on any one committee, and shall be eligible for reappointment only after a one-year interval of nonmembership on that committee. No student member is eligible to serve more than ~~four~~ two consecutive ~~one~~ two-year terms on any one committee. No committee member is eligible to serve on more than two committees of the University Senate, the Faculty Senate, or the Student Senate at a time. These rotation procedures and limitations do not apply to ex officio representatives.

...

**COMMENT:**

Last year a concern was raised about continuity of student membership on committees. The Student Committee on Committees discussed the issue and determined that it would be appropriate to assign students to two-year terms on committees, and therefore only have half

rotate off each year. This amendment modifies the typical student committee appointment and student term limits.

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

**18. EDUCATIONAL POLICY COMMITTEE  
Amendment to the Classroom Expectations Guidelines  
Action by the Faculty Senate  
(5 minutes)**

**MOTION:**

To amend the Classroom Expectation Guidelines as follows (new language is underlined):

**Classroom Expectation Guidelines**

...

**III. Expectations of Instructors:**

...

5. Instructors are responsible for evaluating and returning examinations and other student work with sufficient promptness to enhance the learning experience. Instructors should specify a time frame for retaining student work (e.g. homework, midterm exams, etc.) during the semester. Term papers and comparable projects are the property of students who prepare them; instructors who desire to retain a copy for their own files should state their intention to do so. (It is permissible for a faculty member not to return examinations, but students must then be permitted to review the exam in order to request clarification of a grade.) Instructors are strongly encouraged to provide sufficient graded feedback early in the term and before the deadline for withdrawing from classes to enable students to assess their progress in the course. Instructors are responsible for submitting examination answer sheets for scoring by the Office of Measurement Services (OMS) in a secure manner. Specifically, instructors or their designate (departmental office employee or teaching assistant) must submit exams personally or via campus courier to the OMS office, 103 U Stores Building, or to a drop location in 301 Eddy Hall or 130 Coffey Hall. Do not use campus mail.

...

**COMMENT:**

The Senate Committee on Educational Policy was advised by the Office of Measurement Services that occasionally faculty use campus mail to send exam answer sheets to OMS for scoring. This is not secure. OMS asked that this language be added to the Classroom Expectations Guidelines to clarify how to submit answer sheets.

**RICHARD MCCORMICK, CHAIR  
EDUCATIONAL POLICY COMMITTEE**

**19. ACADEMIC FREEDOM AND TENURE COMMITTEE  
Amendments to Faculty Tenure - Section 7.11 and Section 7.12**

**and new Section 9.2**  
**Discussion by the Faculty Senate**  
**(90 minutes)**

**FOR INFORMATION:**

A line-numbered PDF version of the current and proposed language is available on the web at: <http://www1.umn.edu/usenate/usen/061130tenurelinenumber.pdf>

A paper copy line-numbered version will also be available at the meeting.

**ITEM 1 FOR DISCUSSION:**

**7.11 General Criteria.** What the University of Minnesota seeks above all in its faculty members is intellectual distinction and academic integrity. The basis for awarding indefinite tenure to the candidates possessing these qualities is the determination that each candidate has established and is likely to continue to add to a distinguished record of academic achievement that is the foundation for a national or international reputation or both (fn X). This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service (fn 5). Interdisciplinary work, public engagement, international activities and initiatives, and technology transfer will be taken into consideration, when determined to be relevant by the department or equivalent academic unit, in evaluating the candidate's satisfaction of criteria; such contributions can involve scholarly research or other creative work, teaching, and discipline-related service.

Specific details on the nature and weight of these contributions in the individual academic unit are given in the statements required by subsection 7.12 ("Departmental Statement"), but the primary emphasis must be on demonstrated scholarly or other creative achievement and on teaching effectiveness. Service standing alone, without a distinguished record of teaching and scholarly research or other creative work, is an insufficient basis to award tenure. The awarding of indefinite tenure presupposes that the candidate's record shows strong promise of his or her achieving promotion to professor.

(fn X) "Academic achievement" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus.

(fn 5) The persons responsible and the process for making this determination are described in subsections 7.3 through 7.6.

"Scholarly research" must include significant publications, and, as appropriate, the development and dissemination by other means of new technology or scientific procedures resulting in innovative products, practices, and ideas of significance and value to society.

"Teaching" is not limited to classroom instruction. It includes other forms of communicating knowledge (to both registered University students and persons in the extended community) as well as supervising, mentoring, and advising students.

"Service" takes the form of (1) discipline-related service, which includes both service to the profession and outreach to the local, state, national, or international community based on one's academic expertise; and (2) institutional service, which includes administrative, committee, and related service to one's department or college, or the University. All faculty members are expected to engage in service activities, but only modest institutional service should be expected of probationary faculty.

## **ITEM 2 FOR DISCUSSION:**

**9.2 Criteria for Promotion to Professor.** The basis for promotion to the rank of professor is the determination that each candidate has (1) demonstrated the intellectual distinction and academic integrity expected of all faculty members, (2) added substantially to an already distinguished record of academic achievement,(fn X) and (3) established the national or international reputation ordinarily resulting from such distinction and achievement. This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service (fn 5). Interdisciplinary work, public engagement, international activities and initiatives, and technology transfer will be taken into consideration, when determined to be relevant by the department or equivalent academic unit, in evaluating the candidate's satisfaction of criteria; such contributions can involve scholarly research or other creative work, teaching, and discipline-related service.

Specific details on the nature and weight of these contributions in the individual academic unit are given in the statements required by subsection 7.12 ("Departmental Statement"), but the primary emphasis must be on demonstrated scholarly or other creative achievement and on teaching effectiveness. Service standing alone, without a distinguished record of research or other creative work and teaching as an associate professor, is an insufficient basis for promotion.

(fn X) "Academic achievement" includes teaching as well as research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus.

(fn 5) The persons responsible and the process for making this determination are described in subsections [to be supplied as equivalent to 7.3 through 7.6 for 7.11].

See the definitions of "scholarly research," "teaching," and "service" in footnote \_ , subsection 7.11. A greater contribution in the area of institutional service is expected of candidates for the rank of professor than was expected for the award of tenure.

## **ITEM 3 FOR DISCUSSION:**

**7.12 Departmental Statement (fn 1).** Each department or equivalent academic unit must have a document that specifies the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 7.11 ("General Criteria" for the awarding of indefinite tenure). The document must contain the text and footnotes of subsections 7.11 and 9.2 ("Criteria for Promotion to Professor") and must be consistent with the criteria given there but may exceed them. Each departmental statement must be approved by a faculty vote (including both tenured and probationary members), the dean, and other appropriate academic administrators, including the Provost and Senior Vice President for Academic Affairs. Each academic unit must provide each of its probationary faculty members with a copy of the Departmental Statement at the beginning of the probationary service.

(fn 1) "Departmental" refers to an academic department or its equivalent, such as division, institute, or unit.

**TOM CLAYTON, CHAIR  
ACADEMIC FREEDOM AND TENURE COMMITTEE**

**MEETING OF THE STUDENT SENATE**

**THURSDAY, NOVEMBER 30, 2006**

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

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

**3. COUNCIL OF ACADEMIC PROFESSIONALS AND ADMINISTRATORS UPDATE  
(5 minutes)**

**4. MINUTES FOR SEPTEMBER 28, 2006**

**MOTION:**

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

<http://www1.umn.edu/usenate/ssen/060928stu.html>

**STUART GOLDSTEIN, CLERK  
UNIVERSITY SENATE**

**5. STUDENT SENATE RULES AMENDMENT  
Action by the Student Senate  
(5 minutes)**

**MOTION:**

To amend Article VI, Section 2.b and 2.c 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.

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

...

## **2. Terms of Membership, Chairing of Committees, and Removal of Members for Absences**

...

b. Student appointments to committees of the Student Senate shall be made for terms of ~~one~~ two years. Student members of committees must be registered for at least six credits for each semester in the academic year. Graduate students who have completed course work and are not required to maintain continuous registration during interim periods of study in preparation for written and oral examinations must be certified by the individual department director of graduate studies.

c. Terms of committee service begin July 1 and terminate June 30. No non-student member is eligible to serve more than two consecutive full three-year terms on any one committee, and shall be eligible for reappointment only after a one-year interval of nonmembership on that committee. No student member is eligible to serve more than ~~four~~ two consecutive ~~one~~ two-year terms on any one committee. No committee member is eligible to serve on more than two committees of the University Senate, the Faculty Senate, or the Student Senate at a time. These rotation procedures and limitations do not apply to ex officio representatives.

...

### **COMMENT:**

Last year a concern was raised about continuity of student membership on committees. The Student Committee on Committees discussed the issue and determined that it would be appropriate to assign students to two-year terms on committees, and therefore only have half rotate off each year. This amendment modifies the typical student committee appointment and student term limits.

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

## **6. CELL PHONE/PDA RECYCLING Discussion about Project Re-cell (20 minutes)**

### What is Project Re-Cell:

1. E-waste in the form of cell phones, PDAs, etc. is a major pollution problem for our water tables (because many get dumped into our landfills);
2. When I say many, I'm talking, at minimum, 50 million of these things that "turn over" each year, with less than 5% of the no-longer-used models collected for refurbishment or recycling;
3. Obviously, the U of M has tens of thousands of students who do cell phone plan "turn over" on a regular basis;

4. By putting out collection boxes for those old phones (for example, in student unions and dorms) you not only do the environment a favor, but...you get money back for those you collect (see attached price list for examples);
5. Project Re-Cell also collects PDAs and accessories like chargers and cables;
6. This money can then go to any U of M program/ nonprofit organization you want.

Other Information:

1. Phones that are refurbished/resold...have their memory chips erased;
2. Phones that cannot be refurbished...are worth \$.95 per scrap metal pound;
3. Project Re-Cell will inventory everything that's collected so you have records of what comes in and what we pay;
4. Project Re-Cell supplies the collection boxes (12" x 12" x 12" with a slot in the top for security/easy drop-in);
5. Project Re-Cell supplies the mailing labels; and
6. Project Re-Cell even pays for shipping them to our Idaho headquarters. (Translate: There's absolutely no cost to the U of M.)

So what would the University need to do?

- Say yes (make the decision to try this out);
- Identify the best locations for collection boxes to be placed;
- Once they arrive, put them out;
- Maybe do a little PR stuff re: letting students know you've started a cell phone/PDA recycling program;
- Have someone check the boxes periodically and when they're full: secure the contents (newspaper topping), tape them up, and either call me...or fill out a simple "Request for UPS Pick Up" form on our website (takes about five minutes). Within 24-48 hours a truck comes by...at the location of your choice. And three to four weeks later, a check is cut and sent your way.

[For more information, go to: <http://www.projectrecell.com/index.html>]

**7. ELECTION OF 2006-07 STUDENT SENATE/  
STUDENT SENATE CONSULTATIVE COMMITTEE CHAIR  
Election by 2006-07 Senators Only  
(15 minutes)**

**8. UNIVERSITY'S SUSTAINABILITY REPORT  
Discussion with Leslie Krueger of University Services  
(12:30-1:00 pm)**

The University's recent Sustainability Report is available on the web at:  
<http://www.uservices.umn.edu/sustainableU/Sustainability&U.pdf>

**9. OLD BUSINESS**

**10. NEW BUSINESS**

**11. ADJOURNMENT**

**19. ACADEMIC FREEDOM AND TENURE COMMITTEE**  
**Amendments to Faculty Tenure - Section 7.11 and Section 7.12**  
**and new Section 9.2**  
**Discussion by the Faculty Senate**  
**(90 minutes)**

**ITEM 1 FOR DISCUSSION:**

**[Section 7.11 draft 11-20-06]**

1  
2  
3 **7.11 General Criteria.** What the University of Minnesota seeks above all in its faculty  
4 members is intellectual distinction and academic integrity. The basis for awarding indefinite  
5 tenure to the candidates possessing these qualities is the determination that each candidate has  
6 established and is likely to continue to add to a distinguished record of academic achievement  
7 that is the foundation for a national or international reputation or both (fn X). This determination  
8 is reached through a qualitative evaluation of the candidate's record of scholarly research or other  
9 creative work, teaching, and service (fn 5). Interdisciplinary work, public engagement,  
10 international activities and initiatives, and technology transfer will be taken into consideration,  
11 when determined to be relevant by the department or equivalent academic unit, in evaluating the  
12 candidate's satisfaction of criteria; such contributions can involve scholarly research or other  
13 creative work, teaching, and discipline-related service.

14  
15 Specific details on the nature and weight of these contributions in the individual academic unit  
16 are given in the statements required by subsection 7.12 ("Departmental Statement"), but the  
17 primary emphasis must be on demonstrated scholarly or other creative achievement and on  
18 teaching effectiveness. Service standing alone, without a distinguished record of teaching and  
19 scholarly research or other creative work, is an insufficient basis to award tenure. The awarding  
20 of indefinite tenure presupposes that the candidate's record shows strong promise of his or her  
21 achieving promotion to professor.

22  
23 (fn X) "Academic achievement" includes teaching as well as scholarly research and other  
24 creative work. The definition and relative weight of the factors may vary with the mission of the  
25 individual campus.

26  
27 (fn 5) The persons responsible and the process for making this determination are described in  
28 subsections 7.3 through 7.6.

29  
30 "Scholarly research" must include significant publications, and, as appropriate, the development  
31 and dissemination by other means of new technology or scientific procedures resulting in  
32 innovative products, practices, and ideas of significance and value to society.

33  
34 "Teaching" is not limited to classroom instruction. It includes other forms of communicating  
35 knowledge (to both registered University students and persons in the extended community) as  
36 well as supervising, mentoring, and advising students.

37  
38 "Service" takes the form of (1) discipline-related service, which includes both service to the  
39 profession and outreach to the local, state, national, or international community based on one's  
40 academic expertise; and (2) institutional service, which includes administrative, committee, and  
41 related service to one's department or college, or the University. All faculty members are

42 expected to engage in service activities, but only modest institutional service should be expected  
43 of probationary faculty.

1 [Section 7.11 of the current tenure code]  
2

3 **7.11 General Criteria.** The basis for awarding indefinite tenure is the determination that the  
4 achievements of an individual have demonstrated the individual's potential to continue to  
5 contribute significantly to the mission of the University[3] and to its programs of teaching,  
6 research, and service over the course of the faculty member's academic career.[4] The primary[5]  
7 criteria for demonstrating this potential are effectiveness in teaching[6] and professional  
8 distinction in research,[7] outstanding discipline-related service contributions[8] will also be  
9 taken into account where they are an integral part of the mission of the academic unit. The  
10 relative importance of the criteria may vary in different academic units, but each of the criteria  
11 must be considered in every decision.[9]  
12

13 [3] The mission of the University includes, where appropriate, outreach activity that extends a  
14 faculty member's teaching, research and service beyond the campus or to nontraditional groups  
15 of students and citizens. Not every faculty member will have outreach responsibilities.

16 [4] For interpretation and possible applications, see the interpretative comment that will be  
17 provided in accordance with the provisions of subsection 16.2.

18 [5] Criteria other than those expressly listed in this sentence must be explicitly stated and  
19 justified in terms of the mission of the University. Such additional criteria may not impinge upon  
20 the academic freedom of the probationary faculty member.

21 [6] "Teaching" is not limited to credit-producing classroom instruction. It encompasses other  
22 forms of communication of knowledge (both to students registered in the University and to other  
23 persons in the community) as well as the supervision or advising of individual graduate or  
24 undergraduate students.

25 [7] "Research" is not limited to the publication of scholarly works. It includes activities which  
26 lead to the public availability of products or practices which have a significance to society, such  
27 as artistic production or the development of new technology or scientific procedures.

28 [8] "Service" means performance within the faculty member's academic expertise and the  
29 mission of the academic unit. It does not include performance of quasi-administrative functions  
30 such as membership on faculty or senate committees or other similar activities; those activities  
31 are relevant only to the limited extent set forth in the following paragraph of the text.

32 Where service is not an integral part of the mission of the academic unit, a faculty member's  
33 service may be considered, but is not a prerequisite to the awarding of tenure.

34 Other exceptions may be made only in exceptional circumstances by means of special contract,  
35 as provided in subsection 3.6.

36 The individual's participation in the governance of the institution and other services to the  
37 University and service to the academic unit may be taken into consideration, but are not in  
38 themselves bases for awarding tenure.

39 [9] Indefinite tenure may be granted at any time when the candidate has satisfied the  
40 requirements. A probationary appointment must be terminated when the appointee fails to satisfy  
41 the criteria in the last year of probationary service and may be terminated earlier if it appears that  
42 the appointee is not making satisfactory progress toward meeting the criteria within that period.

**ITEM 2 FOR DISCUSSION:**

1 [Section 9.2 draft 11-20-06]  
2

3 **9.2 Criteria for Promotion to Professor.** The basis for promotion to the rank of professor is  
4 the determination that each candidate has (1) demonstrated the intellectual distinction and  
5 academic integrity expected of all faculty members, (2) added substantially to an already  
6 distinguished record of academic achievement,(fn X) and (3) established the national or  
7 international reputation ordinarily resulting from such distinction and achievement. This  
8 determination is reached through a qualitative evaluation of the candidate's record of scholarly  
9 research or other creative work, teaching, and service (fn 5). Interdisciplinary work, public  
10 engagement, international activities and initiatives, and technology transfer will be taken into  
11 consideration, when determined to be relevant by the department or equivalent academic unit, in  
12 evaluating the candidate's satisfaction of criteria; such contributions can involve scholarly  
13 research or other creative work, teaching, and discipline-related service.  
14

15 Specific details on the nature and weight of these contributions in the individual academic unit  
16 are given in the statements required by subsection 7.12 ("Departmental Statement"), but the  
17 primary emphasis must be on demonstrated scholarly or other creative achievement and on  
18 teaching effectiveness. Service standing alone, without a distinguished record of research or  
19 other creative work and teaching as an associate professor, is an insufficient basis for promotion.  
20

21 (fn X) "Academic achievement" includes teaching as well as research and other creative work.  
22 The definition and relative weight of the factors may vary with the mission of the individual  
23 campus.  
24

25 (fn 5) The persons responsible and the process for making this determination are described in  
26 subsections [to be supplied as equivalent to 7.3 through 7.6 for 7.11].  
27

28 See the definitions of "scholarly research," "teaching," and "service" in footnote \_\_, subsection  
29 7.11. A greater contribution in the area of institutional service is expected of candidates for the  
30 rank of professor than was expected for the award of tenure.

### ITEM 3 FOR DISCUSSION:

1 **[Section 7.12 draft 11-20-06]**

2 **7.12 Departmental Statement (fn 1).** Each department or equivalent academic unit must have a  
3 document that specifies the indices and standards that will be used to determine whether  
4 candidates meet the threshold criteria of subsection 7.11 ("General Criteria" for the awarding of  
5 indefinite tenure). The document must contain the text and footnotes of subsections 7.11 and 9.2  
6 ("Criteria for Promotion to Professor") and must be consistent with the criteria given there but  
7 may exceed them. Each departmental statement must be approved by a faculty vote (including  
8 both tenured and probationary members), the dean, and other appropriate academic  
9 administrators, including the Provost and Senior Vice President for Academic Affairs. Each  
10 academic unit must provide each of its probationary faculty members with a copy of the  
11 Departmental Statement at the beginning of the probationary service.  
12 (fn 1) "Departmental" refers to an academic department or its equivalent, such as division,  
13 institute, or unit.

1 **[Section 7.12 of the current tenure code]**

2  
3 **7.12 Departmental Statement.** Each academic unit must have a document that articulates with  
4 reasonable specificity the indices and standards which will be used to evaluate whether  
5 candidates meet the criteria of subsection 7.11. The document must comply with those standards,  
6 but should make their application more specific. Each such document is subject to review by the  
7 dean or other appropriate academic administrator and by the senior academic administrator and  
8 by the senior vice president for academic affairs. Each academic unit must provide each  
9 probationary faculty member with a copy of the document at the beginning of the probationary  
10 service.



UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS POLICY

Page 1 of 2

Administrative  
SUSTAINABILITY AND ENERGY EFFICIENCY  
Adopted: July 9, 2004  
Supersedes: (See end of policy)

**SUSTAINABILITY AND ENERGY EFFICIENCY**

**SECTION I. COMMITMENT.**

Sustainability is a continuous effort integrating environmental, social, and economic goals through design, planning, and operational organization to meet current needs without compromising the ability of future generations to meet their own needs. Sustainability requires the collective actions of the University of Minnesota (University) community and shall be guided by the balanced use of all resources, within budgetary constraints. The University is committed to incorporating sustainability into its teaching, research, and outreach and the operations that support them.

**SECTION II. GUIDING PRINCIPLES.**

**Subd. 1. Leadership.** Through excellence in environmental education, research, outreach, and stewardship, the University shall strive to be a world leader by promoting and demonstrating sustainability and energy efficiency and by producing leaders and informed citizens.

**Subd. 2. Modeling.** The University shall strive to be a model in the application of sustainability principles to guide campus operations by:

- (a) meeting and aspiring to exceed all applicable regulatory requirements;
- (b) preventing pollution at its source;
- (c) reducing emissions to the environment; and
- (d) encouraging the use of a life-cycle cost framework.

**Subd. 3. Operational Improvements.** The University shall undertake a continuous improvement process that seeks to meet the operational performance targets, goals, and objectives designed to achieve sustainability.

**Subd. 4. Energy Efficiency.** The University shall undertake a process to increase energy efficiency, reduce dependence on non-renewable energy, and encourage the development of energy alternatives through research and innovation.



UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS POLICY

Page 2 of 2

Administrative  
SUSTAINABILITY AND ENERGY EFFICIENCY  
Adopted: July 9, 2004  
Supersedes: (See end of policy)

**Subd. 5. Research.** The University shall (a) promote innovative, high visibility research projects focused on sustainability and energy efficiency to inform campus operations as a whole as well as the broader community; and (b) promote collaborative projects that include faculty research undertaken in partnership with operations staff, students, public entities, community organizations, and industry.

**Subd. 6. Education and Outreach.** The University shall promote educational and outreach activities that are linked to operational improvements and innovation principles.

**SECTION III. IMPLEMENTATION.**

**Subd. 1. Administration.** The University shall have sustainability goals that inform administrative policies and procedures in the areas of planning, decision-making, execution, assessment, reporting, and alignment. These policies and procedures shall rely on scientific analysis and support the efforts described in subds. 2-4 of this section.

**Subd. 2. Operations.** Each University campus shall develop specific sustainability objectives and targets in the areas of:

- (a) physical planning and development, including buildings and infrastructure;
- (b) operations;
- (c) transportation;
- (d) purchasing; and
- (e) waste management and abatement.

**Subd. 3. Accountability.** The president or delegate shall develop indicators and measures of success in the implementation of the principles outlined in this policy in consultation with appropriate faculty, staff, students, and experts in the broader community.

**Subd. 4. Reporting.** The president or delegate shall report to the Board annually on progress toward established targets and standards, using this information to identify opportunities for subsequent improvement.

SUPERSEDES: POLLUTION PREVENTION AND WASTE ABATEMENT DATED JUNE 12, 1992.

UNIVERSITY OF MINNESOTA

# Sustainability

*“Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”*

*—World Commission on Environment and Development*

## AND U



# Table of Contents

Working Towards Sustainability ■.....	■ p.3
Background ■.....	■ p.4
Research, Teaching and Outreach ■.....	■ p.5
Operations ■.....	■
Energy ■.....	■ p.16
Materials, Recycling and Disposal ■.....	■ p.18
Transportation ■.....	■ p.22
Campus Services ■.....	■ p.23
Additional Resources	
University of Minnesota Green Campus Resources ■.....	■ p.24
Community Organizations and Resources ■.....	■ p.24
Green Products/Purchasing ■.....	■ p.25
Higher Education/Campus Environmental Programs ■.....	■ p.25
Notes ■.....	■ p.26

The term  
**sustainability**  
expresses the human  
desire for an  
**environment**  
that can provide for our  
needs now and for  
**future** generations.  
— US Forestry Service

# Working Towards Sustainability

Under the leadership of President Robert H. Bruininks, the University of Minnesota has seen increasing commitment to sustainability. Reaching into all areas of campus activity, from teaching and research to waste management, building design, and purchasing decisions, the University is taking bold strides toward creating a sustainable campus.

Among the President's commitments to building a sustainable University:

- Funding for the Presidential Initiative on Environment and Renewable Energy, which will implement recommendations from the Commission on Environmental Science and Policy (2002). These are efforts largely aimed at "tying together" the multitude of environmental and energy related work happening at the University.
- The Initiative on Renewable Energy and the Environment (IREE) is funded in part by Xcel Energy under a mandate from the legislature. This work includes clusters of scholarly activity around:
  - o Hydrogen fuel cells;
  - o Bioenergy and bioproducts;
  - o Policy, economics and ecosystems; and
  - o Conservation and efficient energy systems.
- A research and demonstration project aimed at integrating sustainable practices and energy conservation across the full range of University activities. The project will involve applied sustainable resource applications at the University—including renewable energy projects at the Twin Cities, Morris and Duluth campuses.
- The President has directed University Services, led by vice president Kathleen O'Brien, and the Provost's Office, led

by executive associate vice president Alfred D. Sullivan, to provide leadership in proposing a Sustainability Policy to the Board of Regents in June, 2004.

With over 60,000 students, over 3,000 faculty (and an additional 13,500 researchers, instructors, and staff), and over half a billion dollars in research funding, the vast array of the University of Minnesota's sustainability efforts cannot be fully accounted in this overview document. Instead, we attempt to introduce the scope and depth of sustainability research, environmental teaching, and statewide outreach that will protect our resources and provide a rich environment for the people of Minnesota far into the future.

This publication is an overview of the University of Minnesota's efforts in sustainability as they relate to our mission (research, teaching, and outreach) and our operations.

*"[There are} environmental risks that are coming to a head [that} will determine...whether there are humans left 50 years from now."*

*— Jared Diamond  
UCLA physiologist and Pulitzer Prize-winning author*

# Background

Sustainability efforts have been part of University of Minnesota programming for many years. Academically, the University has shown great strength in programs focusing on the environment. In 1967, the College of Biological Sciences established the Department of Ecology and Behavioral Biology (later the Department of Ecology, Evolution and Biological Behavior), which included groundbreaking research such as David Tilman's work at Cedar Creek Natural History Area on the impact of biodiversity on grassland productivity and Eville Gorham's work on the impact of acid rain on lakes and streams.<sup>1</sup>

Over time, sustainability has become a touchstone in many areas of the University of Minnesota. The College of Architecture and Landscape Architecture (CALA), the College of Agriculture, Food, and Environmental Science (COAFES), the College of Biological Sciences (CBS), the College of Human Ecology (CHE), the College of Liberal Arts (CLA), and the College of Natural Resources (CNR) all have courses, research, and programming related to sustainability efforts, as do several departments within the University's Academic Health Center (AHC).

Several departments and graduate programs are highly ranked (top fifteen) at the national level by the National Research Council, including Evolution, Ecology, and Behavior (CBS)<sup>2</sup>, Geography<sup>3</sup>, and the School of Public Health<sup>4</sup>. Institutionally, successful interdisciplinary graduate programs such as Conservation Biology and Water Resources Sciences reflect the benefits gained when

disparate environmental approaches are integrated across campus. Interdisciplinary centers also assemble faculty from diverse programs to engage in research, teaching, and outreach. Examples include the Institute for Social, Economic, and Ecological Sustainability, the Water Resources Center, the Environmental Resources Spatial Analysis Center, and the Natural Resources Research Institute.

In 2002, the Commission on Environmental Science and Policy produced a report that became the basis for creating a University-wide Sustainability Policy. Led by Dr. Alfred D. Sullivan, former dean of the College of Natural Resources and now executive associate vice president, a team of deans, key research faculty, and staff explored the vital academic resources available for addressing issues of sustainability.

#### Information above from:

1. Lehmborg, Stanford and Ann Pflaum. *The University of Minnesota, 1945-2000*. Regents of the University of Minnesota, 2001.
2. *Research-Doctorate Programs in the U.S.*, National Research Council, 1995.
3. *Research-Doctorate Programs in the U.S.*, National Research Council, 1995.
4. *America's Best Graduate Schools 2005.*, US News and World Report, April 2004

# Research and Teaching & Service

*Whether a student takes a course in soil science or obtains a Food Safety degree, the ability to learn about the history of sustainability, current issues, and to develop potential solutions abound in hundreds of courses across all of the University of Minnesota campuses. Below are some of the specialized teaching and research centers, outreach programs, and partnerships that complement formal academic training in sustainability at the University of Minnesota.*

## Architecture Building Roof - Photovoltaic System

In 2002, Xcel Energy provided the University with a 15-kilowatt photovoltaic solar collector system which is installed on the roof of the Ralph Rapson Hall for the College of Architecture and Landscape Architecture. The demonstration project will include 72 panels that will provide electric power for the building. A kiosk in the building will display the energy from the collectors as it is generated. This project uses the sun to generate electrical energy with no pollution. The project also recycled 10-year-old panels in perfect working order that were no longer needed by the Science Museum of Minnesota.

<http://www1.umn.edu/urelate/newsservice/newsreleases/0206xcel.html>

## Beautiful U Day

Beautiful U Day is an annual initiative celebrating the University of Minnesota's natural resources, buildings, and grounds. A tradition since 1997, Beautiful U Day combines hands-on beautification efforts with academic forums to celebrate the Twin Cities campus and acknowledge our responsibility to maintain our physical and natural resources. Beautiful U Day has supported many projects and events over the past six years in the interest of sustainability.



These include:

- Campus Sustainability Workshop (2003). Panelists included administrators and faculty who have been instrumental in campus sustainability efforts. In addition to a policy discussion, the workshop explored various sustainability initiatives across the University. A final report was developed by the Campus Sustainability Network and presented to the president's office. A smaller Sustainability Forum was offered in 2004.
- Building Clean Out Program (1997-present). Campus building occupants are given the opportunity to remove items from attics, basements and storerooms, and Facilities Management will dispose of them appropriately. The program, which collected more than 790 tons of unwanted material from campus buildings in each year 1997-1999, was a great success. In an effort to continue the successful program and to accommodate the high volume, the program is now scheduled for specific buildings and areas of campus at different times during the year.
- Storm Drain Stenciling (2004) - Over 40 volunteers spread out across the St. Paul campus to stencil warnings near all storm drains that materials dumped into these drains empty into the Sarita Wetlands. Stencil artist Scott Stulen's design evokes the natural rhythms of the Sarita wetland, and features ducks and grasses.
- Paint-the-Bridge (2004). A donation from The Sherwin-Williams Paint Company allowed nearly 300 volunteers to paint the Washington Avenue Bridge with recycled paint.

<http://www.uservices.umn.edu/BeautifulU>

# Research and Teaching & Service

## **BRiDGe - Building Research Data Group**

This project, developed by the Center for Sustainable Building Research (CSBR) at the University of Minnesota, is the first step in creating a constantly evolving knowledge base for building projects and a feedback loop from actual project experience back to decision makers, owners, designers, researchers, and students.

The Minnesota State Colleges and Universities (MNSCU) System, the University of Minnesota, and Minnesota state agencies build and remodel dozens of major facilities every year. This knowledge base documents these projects in a shared database so agencies can learn from each other's experience and improve on building methods. The goal is to provide high performance buildings that represent the best investment of state money over the lifecycle of each project. In addition to documenting the building design, the database will include information on the building delivery process, initial and operating costs, sustainable design strategies, improved workplace strategies, successes and failures, and lessons learned.

Post Occupancy Evaluations (POEs) are being conducted that focus on building energy consumption, occupant satisfaction, design and construction process, sustainable strategies employed, and materials, systems and details, and are the source of information for the knowledge base.

As the first phase of developing the BRiDGe database, CSBR has completed post occupancy evaluations of three libraries: James W. Miller Learning Resource Center at St. Cloud State University, Winona State University Learning Resource Center and University of Minnesota Duluth Library. Information was collected on the overall building, spatial layout, furnishings, acoustics, lighting, HVAC systems, and information technology. The study also provides information on general performance, energy efficiency, maintainability, flexibility and other issues.

<http://www.csbr.umn.edu/bridge>

## **Center for Continuing Education**

The University of Minnesota Center for Continuing Education, formerly known as the Institute for Sustainable Natural Resources, was created to be a world-class continuing education program and a resource network to bring current research, new technologies, and state-of-the-art practices to resource professionals who will face tomorrow's resource challenges. The institute grew out of the Sustainable Forest Resources Act of 1995, which developed principles for the sustainable management, use, and protection of Minnesota's forest resources. The act recognizes continuing education as one important component of this mission. The University of Minnesota's College of Natural Resources provided matching funds and the institute was born. The center provides continuing education opportunities: skill building and special topics information for foresters and other resource professionals, as well as forest-related education opportunities pertaining to fisheries biology, wildlife biology, park resource management, and other fields. The center emphasizes an integrated systems approach—designing educational programs based on the understanding that natural resource management is part of an interdependent system. Social, economic, and ecological values must work together to sustain healthy, productive ecosystems.

<http://www.cnr.umn.edu/CCE>

## **Center for Environmental Education**

This University of Minnesota, Duluth program is recognized among Outdoor & Environmental Education professionals as one of the leading schools in the Midwest to receive an education in Environmental Education. Approaches include training in formal education (pre-K to 12) or non-formal (e.g. nature centers, State & National parks, or collegiate outdoor programs.)

<http://www.d.umn.edu/ceed/>

# Research and Teaching & Service

## Center for Sustainable Building Research

The Center for Sustainable Building Research (CSBR), established as an official unit within the College of Architecture and Landscape Architecture (CALA) in 2001, conducts building research within CALA. CSBR is a place for organizing and effectively increasing the research and outreach missions of the college, as well as working with other units to enhance CALA's teaching mission.

Research areas include sustainable design, energy-efficient buildings, windows and glazing research, building design process and evaluation, human factors, and building science. There is much support for sustainable building research projects and this group is sponsored by the United States Department of Energy and state agencies such as the Minnesota Departments of Natural Resources and Transportation and the Office of Environmental Assistance. Other sponsors include building industry sources such as Aspen Research Corporation.

<http://www.csbr.umn.edu>

## Center for Urban Ecosystems and Sustainability - CUES

The Center for Urban Ecosystems and Sustainability (CUES) was created in 1995 with a grant from the Minnesota Extension Service. CUES is an interdisciplinary program with participants from the Colleges of Agriculture, Food, and Environmental Sciences; Biological Sciences; Natural Resources; and Landscape Architecture. The mission of CUES is to educate landscape managers and urban residents about ways to embrace environmental stewardship by practicing sustainable management. A landscape managed through sustainable methods requires low inputs of labor, fertilizers, herbicides, insecticides, and fungicides. Excessive use

of these chemicals can pollute surface and ground water and disturb natural ecosystem processes.

Sustainable management embraces four major principles: 1) conserving bio-diversity: 2) restoring native vegetation: 3) promoting nutrient recycling through composting: 4) using integrated pest management to control insects and diseases.

<http://www.entomology.umn.edu/cues>

## Center for Water and the Environment

Scientists at this center within the Natural Resources Research Institute focus on environmental research and resource management for lakes, streams, rivers, northern forests, and the Great Lakes. The Center is committed to understanding problems that impede environmentally sound development of the economy. It also provides basic environmental information essential to safe, sustainable natural resource development. Center faculty and staff seek to: 1) understand the ecological structure and function of surface waters; 2) understand how ecosystem management, natural forest succession, and climate change influence the productivity of northern forest ecosystems; 3) understand the fate and effects of human-made and naturally occurring chemicals in the environment; and 4) create computer models to understand and predict chemical behavior, moose foraging habits, and sediment and nutrient accumulations. The Center is part of the Sea Grant program at Duluth. The Center has completed more than \$13 million in Great Lakes research projects over the past 12 years, including ecological indicators, decision support systems, and contaminants.

# Research and Teaching & Service

## Consortium on Law and Values in Health, Environment, and the Life Sciences

This initiative deepens the University's commitment to the Consortium on Law and Values in Health, Environment, and the Life Sciences. The consortium was founded in 2000 to respond to the most challenging legal and ethical questions of the 21st century, questions posed by biomedicine and the life sciences. These are questions that require a new kind of cross-disciplinary work fully marrying legal, ethical, and scientific expertise. The consortium leverages the University's strengths in the life sciences, humanities, law, bioethics, and public policy to do cutting-edge work on the societal implications of the life sciences.

<http://www.lifesci.consortium.umn.edu/index.php>

## Ecological Footprint

The Sustainable Campus Initiative undertook an environmental assessment of the Twin Cities Campus. This project originally began as an ecological footprint, which is an accounting tool for ecological resources. Categories of consumption are translated to area of productive land required to provide resources and assimilate waste products. This interdisciplinary project worked with students to collect some data on the environmental impacts of the university, in areas such as energy, water, waste, grounds, and environmental policy.

<http://www.cnr.umn.edu/sci/>

## greening the U

greening the U aims to bring the University of Minnesota's diverse sustainability endeavors into focus, resulting in a single accessible and visually-appealing Knowledge Map that charts the people and places involved in sustainable design at the University of Minnesota Twin Cities campus. The Green Knowledge Map will show the locations of buildings and landscapes where environmental initiatives are taking place and the personnel responsible. greening the U will make connections between many disciplines at the university, engaging students, staff and faculty in issues of campus sustainability. It is intended to serve as a model to encourage future "greening" efforts both on campus and throughout the region. This project is led by two fellows at the Design Institute: Sarah Birtles and Virajita Singh, adjunct faculty in the College of Architecture and Landscape Architecture and its Center for Sustainable Building Research.

<http://design.umn.edu/go/project/GREENU02>

## Green Knowledge Map

Seeing Green: University of Minnesota Green Map is a Knowledge Map of sustainable design on the Twin Cities Campus. Funded by the University's Design Institute, it began with the question 'How 'green' is the U?' It was made to celebrate sustainable design, architecture and landscape architecture initiatives at the University of Minnesota, identifying 21 examples from around the Twin Cities campuses, with the goal of encouraging future 'greening efforts' at the U, and serving as a model for sustainable design in the region. This mapping project recognizes the many enthusiastic, but isolated, efforts to ensure a sustainable future at the University.

<http://www.csbr.umn.edu/greenmap.html>

# Research and Teaching & Service

## Initiative on Renewable Energy and the Environment

Perhaps the most critical global challenge for the 21st century is maintaining a healthy, productive environment that will continue to support life in the face of an increasing world population, energy shortages, shrinking freshwater supplies, destruction of natural habitats, and declining genetic diversity. Integrating all we know – from scientific, economic, social, and spiritual perspectives – is key to understanding and resolving these issues. The initiative will begin with three major projects. The first will build on recommendations of the University's Commission on Environmental Science and Policy, appointed by then Provost Robert Bruininks, to create an integrated, transparent approach to the environment at the University of Minnesota. The second will focus research and technology transfer on renewable energy with funding from Xcel Energy under a mandate from the legislature through the Prairie Island Bill. The third will be aimed at integrating sustainable practices and energy conservation across the full range of University activities under the leadership of the Office of University Services.

<http://www.iree.umn.edu>

## Institute for Social, Economic and Ecological Sustainability - ISEES

LYO  
ISEES

The Institute for Social, Economic, and Ecological Sustainability (ISEES) was initiated by the Department of Fisheries and Wildlife in the College of Natural Resources in July 1996 to strengthen the University of Minnesota's capacity to analyze sustainability issues and recommend options for moving toward sustainability. For development to be sustainable it must integrate environmental stewardship, economic development, and the well-being of all people; not just for today but for countless generations

to come. The ISEES vision is that educating current and future generations about the importance of pollution prevention, resource conservation, and sustainability is one of the most important thrusts in developing a sustainable world. ISEES brings together people from the natural and social sciences and sustainability practitioners to analyze issues and recommend options for moving toward sustainability. ISEES supports trans-disciplinary research and education on sustainable environments ranging from the urban community and watershed, to the regional and global scale. Through seminars, workshops, and annual publication competition, connections are made between the natural and social sciences and between scholars and practitioners. Contemporary research questions and societal debates about sustainability revolve around a number of rich and interconnected themes. To address these themes, the research, education, and outreach goals of ISEES include

- Generating a new trans-disciplinary synthesis of concepts and methods for research on sustainability issues;
- Understanding forces influencing sustainability on local, regional, and global scales;
- Developing and evaluating techniques for assessing conditions for sustainability;
- Generating policy options for moving communities toward sustainable conditions;
- Facilitating information exchange between scholars, practitioners, and citizens.

<http://www.fw.umn.edu/ISEES>

## Large Lakes Observatory

The observatory's mission is to conduct basic research on Lake Superior and other large lakes worldwide; investigate the impact on their ecosystems of physical, chemical, geological, and biological processes; and use research to develop sound public policy for

# Research and Teaching & Service

protecting these fresh water resources. Faculty, staff, and students conduct research on Lake Superior using advanced scientific instrumentation on the UMD-owned and operated research vessel, the Blue Heron.

<http://www.d.umn.edu/llo/>

## Liberal Education Environmental Requirements

The University of Minnesota's liberal education requirements includes the environment as one of four designated themes focusing on issues that are important to the University, the nation, and the world. The theme states: "Knowledge of the interaction and interdependence of the biophysical systems of the natural environment and human and social cultural systems." Students entering the University since the fall 1994-95 academic year are required to take at least one course that satisfies the environment theme. Currently, 108 Twin Cities campus courses fulfill this requirement. This gives faculty from all across the University the opportunity to teach environmental literacy and provides many options for students to learn about the environment.

Environmental theme: <http://www.onestop.umn.edu/registrar/libed>

## University of Minnesota Extension Service

The University of Minnesota Extension Service is the major educational outreach arm of the University of Minnesota, connecting University research with Minnesota communities. Campus-based extension specialists and researchers work with county-based extension educators to deliver educational programs through print, in-person, and electronic means. Programs range from water quality to sustainable agriculture, from urban horticulture to youth development, from natural resource management to tourism development.

Environment and natural resource educators and specialists develop and implement a broad range of programs with information on shore land issues, agricultural systems, residential systems, forestry/wood products. These programs provide information on all aspects of environment and natural resource management, from water quality, forestry and wood products, solid waste and waste water management, to indoor environmental issues such as air quality, radon, housing materials, and systems.

<http://www.extension.umn.edu/>

## Minnesota Institute for Sustainable Agriculture

The Minnesota Institute for Sustainable Agriculture (MISA) is a unique partnership between the College of Agricultural, Food, and Environmental Sciences at the University of Minnesota and the Sustainers' Coalition, a group of individuals and nonprofit organizations. MISA's purpose is to bring together the diverse interests of the agricultural community with interests from across the University community in a cooperative effort to develop and promote sustainable agriculture in Minnesota and beyond. The long-term goals of sustainable agriculture are to satisfy personal, family, and community needs for health, safety, food, and happiness; to enhance finite soil, water, air, and other resources; and to be profitable. In any given situation, the most sustainable choice is the one where the net effects come closest to meeting all three goals.

<http://www.misa.umn.edu>

## Minnesota Sustainable Design Guide

The Minnesota Sustainable Design Guide educates and assists architects, building owners, occupants, educators, students, and the

# Research and Teaching & Service

general public about sustainable building design. This design tool can be used to overlay environmental issues on the design, construction, and operation of both new and renovated facilities. It can set sustainable design priorities and goals; develop appropriate sustainable design strategies for a particular project; and determine performance measures to guide the design and decision-making process. It can also organize and structure environmental concerns during design, construction, and operations phases.

The goals of the Minnesota Sustainable Design Guide are to:

- educate designers, building owners, operations staff, and occupants about the concepts, goals, and significance of sustainable design;
- develop an orderly decision-making process with measurable outcomes along with a database of decisions and outcomes;
- provide flexibility in the way priorities are set and outcomes are measured within the system, so it can be adapted for different clients or agencies, regions, and building types;
- organize information in a hierarchy that permits users to easily understand the sustainable design process;
- create a system that can easily grow and change as more experience and new information becomes available.

<http://www.sustainabledesignguide.umn.edu>

## Minnesota Technical Assistance Program - MnTAP

Established in 1984, the Minnesota Technical Assistance Program (MnTAP) is a grant program at the U of M School of Public Health, funded by the Minnesota Office of Environmental Assistance. The program helps Minnesota businesses protect the environment and stay competitive by providing practical alternatives to prevent pollution of our land, air and water. By reducing waste and increasing efficiency, we can save on disposal and raw material costs, decrease regulatory

compliance burden and make working conditions healthier and safer for our employees. MnTAP provides technical assistance to Minnesota businesses through the following services:

- telephone assistance
- site visits
- intern programs
- presentations and workshops
- technical publications
- library, and
- materials exchange.

MnTAP has already had quite an impact on the environment. Over the last year site visits by MnTAP have reduced more than 3.58 million pounds of waste and emissions, and saved over \$1.4 million in raw material and disposal costs. In the last five years MnTAP has responded to over 6,100 requests for assistance and site visits. Over the last five years MnTAP intern projects have helped companies cut about 5.3 million pounds of waste and emissions, and save over \$3.53 million in disposal and raw material costs.

<http://www.mntap.umn.edu>

## Natural Resources (NatR) Program

Concern for and management of natural resources is becoming more important each day as a result of increasing human populations and limited natural resources and habitats. Natural resource managers help balance the needs of people with the ability of ecosystems to support soil, water, forests, wildlife, fish, and recreational resources.

The University of Minnesota, Crookston's Natural Resources program (also known as the "NatR" program) provides an integrated approach to soil and water conservation, wildlife and fisheries management, forestry, and recreation. This combination enables graduates to work

# Research and Teaching & Service

with a variety of resources and people and to build a career tailored to their interests.

<http://www.crk.umn.edu/academics/NatR/index.htm>

## Precision Agriculture Center

The University of Minnesota established the Precision Agriculture Center in 1995 to foster the use of site-specific management techniques through collaborative research, education, and outreach programs. The center's greatest contribution will be its legacy of practitioners, researchers and educators. Currently the center is developing an undergraduate minor in precision agriculture and also a graduate program. Both efforts will emphasize multidisciplinary instruction in spatial and temporal variability, management, engineering, and environment protection. Research projects and internships with farmers and agribusiness will give students the practical experience and relationships they need for future success. The outreach program partners with industry, farmers, and academics to develop content for training modules. Present areas of emphasis include yield map interpretation, intensive soil sampling methods, on farm experiment design, and precision farming profitability studies.

The center also hosts the International Conference on Precision Agriculture, in cooperation with the Minnesota Extension Service. The biennial Conference attracts more than 650 academics and industry representatives from 20 countries who share findings and preview technology.

<http://precision.agri.umn.edu/index.htm>

## Regional Sustainable Development Partnerships

The Regional Sustainable Development Partnerships work to sustain Minnesota's natural resource-based communities and industries by addressing community-identified agriculture, natural resources, and tourism issues in partnership with the University of Minnesota. Three core goals shape the work of the Regional Partnerships, and form the basis on which we evaluate our effectiveness. These goals are:

1. to build and strengthen effective relationships between citizens, communities, and their University of Minnesota;
2. to promote active citizen leadership in strengthening the long-term social, economic, and environmental health of greater Minnesota; and
3. to invest in research, education and outreach projects that advance the understanding and achievement of regional sustainability.

Funded by the Minnesota Legislature through appropriations made in 1997 and 1999, Regional Partnerships have been established in Northwest, Northeast, Central, West Central, and Southeast Minnesota. Additional Partnerships are anticipated in the future.

Each Regional Partnership has a board made up of citizens with backgrounds and interests in agriculture, natural resources, tourism, and sustainability as well as University faculty and staff from a wide range of departments. A Statewide Coordinating Committee composed of staff and citizens from each region, at-large citizen representatives, and representatives of the three Partnership colleges provides leadership for the program's coordinated efforts. To date, the Regional Partnerships have funded over 182 projects for a total of approximately \$3,000,000.

The five regions are also currently collaborating on three major Community/University Ventures. These Ventures represent thematic clusters of projects that have emerged from the five regions. The Ventures will bring together networks of partners inside and outside

# Research and Teaching & Service

of the University to facilitate future program development in three key areas identified by the citizens of the five regions. Our three Community/University Ventures are: Energy Self Reliance, Local Food Economies, and Appreciating Rural Assets.

<http://www.regionalpartnerships.umn.edu/about.html>

## Renewable Energy Project at Morris

The University of Minnesota Renewable Energy Center at Morris itself will be made up integrated renewable energy components which will be incorporated into the West Central Regional Outreach Center and the University of Minnesota Morris (UMM) with additional opportunities in the Morris Public School System, the City of Morris, Diversified Energy Company (DENCO, the local farmer-owned ethanol plant), and Riverview Dairy. The Center is being developed at a size and scope that can have a meaningful and true impact on the citizens of Minnesota. The Renewable Energy Systems that make up the Center will be research and demonstration platforms. The Center will be unique in that the energy produced will be integrated into production systems on the campuses and in the community. Applied technologies and functioning systems will provide the means for the University to do meaningful research and gain experience and wisdom that can be passed on to the industry, communities, and individuals. The University of Minnesota will lead by example.

The core renewable energy systems being developed are:

1. A Hybrid Wind Energy and Biofuel Generator System with Wind Energy, Hydrogen, and Biofuel Research Capabilities.
2. A Biomass District Heating and Cooling System with Combined Heat and Power.
3. A University of Minnesota Scale-Up Biorefinery to move the most promising biorefining technologies from the lab into reality.

## Research and Outreach Centers (ROCs)

Strategically located throughout Minnesota are key units of the College of Agricultural, Food, and Environmental Sciences that extend its research to all regions of the state. The ROCs conduct site-specific, coordinated research and outreach programs in cooperation with several colleges and departments within the University of Minnesota. The ROCs take advantage of their unique geographical locations to conduct interdisciplinary research, to engage in teaching, and to transfer research-based knowledge to citizens. The ROCs are also linked to the University of Minnesota Extension Service and to regional Extension educators. The six ROCs are:

- North Central ROC, Grand Rapids
- Northwest ROC, Crookston
- Southern ROC, Waseca
- Southwest ROC, Lamberton
- UMore Park, Rosemount
- West Central ROC, Morris

<http://www.coafes.umn.edu/rocs>

## Sarita Wetland Restoration Project

The Sarita Wetland, located on the campus in St. Paul, is the remnant of former Lake Sarita. The goal of the wetland restoration project is to improve water quality by creating infiltration basins and rain gardens and restoring native plants to the wetland area, to improve the wildlife habitat, and to use the wetland area for education and research. In conjunction with a planned building project, the intent is also to implement innovative storm-water management techniques on a substantial part of the campus. When the project is finished, there will be a restored wetland and urban stream with a variety of habitats, research sites, an educational trail, and research plots and innovative

# Research and Teaching & Service

storm-water management sites in the upland areas of campus.



This effort is the first time academic and operational departments at the University have collaborated on a project of this magnitude. The restoration began in September 2000 with a kickoff event as part of Beautiful U Day. More than 80 students, staff, faculty, alumni, and community

members picked up garbage and started building a wood chip trail. Student class projects are building the basis for the restoration planning, along with individual students and student groups.

<http://www.cnr.umn.edu/sci/>

<http://www.cnr.umn.edu/>

## Seagrant Program

The University of Minnesota Sea Grant College Program's mission is to enhance the state's coastal environment and economy through high-quality research and public education programs. Housed through the University of Minnesota, Duluth, the Seagrant program is part of a network linked by the National Sea Grant College Program, which supports 30 similar programs in coastal states throughout the United States and Puerto Rico. It receives its support from the National Oceanic and Atmospheric Administration's Office of Oceanic and Atmospheric Research, the University of Minnesota, other agencies within the federal government, industry, and the people of Minnesota.

<http://www.seagrant.umn.edu>

## Sustainable Campus Initiative

A Sustainable Campus Initiative Committee, formed in 2000, includes staff, faculty, and students. The committee hosts and facilitates discussions that will lead to innovative partnerships between the operational and academic elements of the University. The results will be a more environmentally sustainable campus and a process to use the campus and its physical facilities as a tool for environmental learning.

Through continued student involvement and hands-on projects, the hope of the initiative is to engage students to be active citizens of the University and, at the same time, increase teaching opportunities and achieve a more environmentally sustainable campus. One of the pilot projects is the Sarita wetland restoration on the Twin Cities campus. The wetland restoration began with a cleanup during Beautiful U Day in September 2000. Implementation of the restoration began in the spring of 2001 and has continued through the last three years. On September 25, 2001, students, faculty, staff and community volunteers built the first rain garden on the University campus as a part of Beautiful U Day 2001. The rain garden reduces the stormwater and runoff pollution that flows to the Sarita wetland and eventually to the Mississippi River. The rain garden project was developed out of a student research paper done for a water quality class. More rain gardens and other pollution preventing landscape stormwater management projects will be championed by the Committee as future new construction and building renovation projects provide opportunities to change the landscaping of the campus.

<http://www.cnr.umn.edu/sci>

<http://www.nwf.org/campusecology>

<http://www.stormwatercenter.net>

# Research and Teaching & Service

## Sustainable Lawn Care Information Series

Sustainable Lawn Care Information Series, was developed by SULIS to assist homeowners in creating a sustainable lawn. According to one estimate, 40 million acres of land is devoted to turfgrass in the United States with nearly 75 percent in home lawns and more than 30 billion dollars spent on annual lawn maintenance.

It is no wonder that the large amount of resources allocated to lawn care and the impact that they have on the environment has called the sustainability of lawns into question. This critical attention has challenged lawn managers and turfgrass research programs across the country to develop and work toward more sustainable, lower input turf/lawn ecosystems. While SULIS defines sustainability in a general way, sustainability as it relates to lawns can be defined as a lawn area that requires few material inputs while having a positive impact on the environment. Creating and maintaining a more sustainable lawn begins with proper selection of the best adapted grass species and varieties. Proper site preparation, lawn installation, and appropriate follow-up care will help reduce the need for inputs of the established lawn.

<http://www.sustland.umn.edu/maint>

## Sustainable Urban Landscape Information Series - SULIS

Millions of dollars are spent each year designing, implementing, and maintaining urban landscapes. Long-term problems are caused when these processes are not carried out properly and many of these problems can be avoided or reduced by utilizing sustainable landscape practices. A landscape developed with sustainable practices will improve the environment by conserving

**SULIS**

resources and reducing chemical applications. A sustainable landscape will also reduce labor inputs making it less expensive to implement and maintain.

This site offers a detailed guide to designing, creating, and maintaining sustainable urban landscapes. Aimed at both the public and the horticulture and landscape industry, the site is composed of four main sections. The first, design, takes users on a detailed trip through envisioning, planning, and designing landscapes that are cost-effective, visually pleasing, and easy on the environment. The next section is plant selection which gives the basics of selecting plants for landscapes and includes an excellent plant-selection database, with detailed information and photos of more than 1,200 plants. The implementation section covers preparation, planting, installation, and construction of urban landscapes, with several illustrated how-to projects. The final section, maintenance, offers a comprehensive guide to lawn care, with additional features on tree, shrub, and plant care planned for the future.

The goal of SULIS is to provide sustainable landscape information to the public and to the horticulture/landscape industry. By utilizing SULIS concepts, homeowners, business owners and related industry personnel will be able to create outdoor spaces that are functional, maintainable, environmentally sound, cost effective and aesthetically pleasing.

<http://www.sustland.umn.edu>



## PROPOSAL

The University of Minnesota actively engage in cell phone, PDA and accessories (rechargers, cell phone batteries, PDA cables) collection on all of its campuses as a way to:

1. Offer a convenient venue for students and employees to dispose of e-waste in an environmentally-responsible manner; and
2. Raise funds for a variety of campus programs and/or organizations with zero financial investment (no-cost fundraising).

.....

### 1. The Problem:

"Although the exact number of...cell phones discarded every year is unknown, the potential volume based on purchases and product retirement is enormous...the estimated 175 million cell phone subscribers in the U.S. retire more than 100 million cell phones per year."

"If one assumes only 25% of these...products are disposed of (conservative estimates), Americans are sending more than 25 million cell phones to landfills and incinerators each year."

"Short of their redesign to eliminate toxic constituents (a long-term goal), the near-term solution is the creation of wide-spread, well-publicized programs to keep them from the waste stream by collection, reuse and recycling."

INFORM Reports, Spring/Summer 2005

*INFORM, Inc. is an independent research organization that examines the effects of business practices on the environment and on human health. Their goal is to identify ways of doing business that ensure environmentally sustainable economic growth. Their reports are used by government, industry, and environmental leaders around the world.*

### 2. The Opportunity:

By establishing key collection points across its campuses, the University of Minnesota takes the lead in the "reuse and recycling" of cell phones, PDAs and accessories among academic institutions in the United States. By doing so, it:

- Promotes sustainable living among its students and employees via a practical, convenient approach to e-waste disposal
- Establishes itself as a community leader by taking responsibility for – and action toward – the specific problem of cell phone and PDA collection/reuse/recycling
- Generates additional (residual) funding for campus programs and/or organizations

### 3. The "How":

- a. Commit to offering such a program for as short or long a period as you choose
- b. Identify a core group of people who will oversee the program's implementation:
  - 1.) Decide on the best (secure) locations to place collection boxes
  - 2.) Place them
  - 3.) Copy, laminate, and post collection notices on those boxes

- 4.) Periodically check to see whether or not they're full
- 5.) When full:
  - a.) Secure contents (stuff the top with newspaper)
  - b.) Tape for shipment
  - c.) Call/email Barbyrah\* with the following information: box location (pick-up address), number of boxes, approximate weight of boxes
  - d.) Put out new box(es) (which will be available to you at the time of shipment)
- c. Publicize your effort via:
  - 1.) Student newspaper
  - 2.) University/local cable stations
  - 3.) Informational flyer postings (could be done by senate members and others across the campus and/or in dorm areas)
  - 4.) Other: \_\_\_\_\_

#### 4. My Role:

- a. To assist with any part of program implementation, including box placement, flyer posting, press release writing, etc;
- b. To supply you with the collection boxes/flyer templates you need, at the time you need (at no cost to you);
- c. To make sure Project RE-cell's records (of shipment, contents, and payment information) are accurate and up-to-date for your viewing;
- d. To brainstorm solutions to problems that may arise along with way;
- e. To help critique/evaluate any aspect of the program and its effectiveness on your campus and make changes when requested;
- f. To act as moral support for all who decide to participate in this effort;
- g. Other: \_\_\_\_\_

#### About "Project RE-cell" ([www.ProjectREcell.com](http://www.ProjectREcell.com))

- Founded by two guys from Idaho (who used to work in a cell phone retail store!)
- Been around for almost two years, with most of that time focused on collection efforts in Idaho
- National expansion has just begun in the last three-four months
- Our firm commitment:
  - \* Adherence to "Zero Landfill" Policy (GRC Wireless Recycling, Miramar, FL)
  - \* Erasure of memory on all refurbished phones
  - \* Refurbished phones *sold in U.S. only* (most developing countries do not have collection programs in place at this time)
  - \* Competitive pricing (see current price list for details)
  - \* Individualized assistance by a consultant who will work with you to guarantee success
  - \* Complete freedom for you to choose: where, when, and how long (no contracts, no minimums, etc.)

Reference: Executive Director of Ronald McDonald House in Boise, Idaho:  
Mindy Plumlee: #208-336-5478

#### Project RE-cell's founders:

Mike Green: cell #208-761-8817  
Brent Seamons cell #208-850-0119



*\* You may also choose to fill out our quick "Request for UPS Pick Up" form, found on our website, if more convenient.*

**A. Regarding the sale of refurbished phones to developing countries:**

**“Cell phone collection and reuse programs must take physical or fiscal responsibility for the cell phones they export. Responsibility for cell phones when they become waste is crucial because nearly two-thirds of used phones are sold abroad for reuse or recycling. They often go to developing countries where there is little or no infrastructure for proper handling of them at end of life.”**

**B. Regarding lost revenues to nonprofits by failure to implement collection programs:**

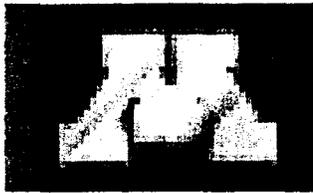
**“Since 1999...collection programs studied have donated \$6.5 million -- from the sale of refurbished phones and recyclable materials -- to charities. Uncollected used cell phones represent lost potential revenue for both collection programs and the many charities that receive donations from them.”**

**C. At this time there is no way to “track” what happens to phones currently collected by wireless companies, or even other collection programs (which leads to the following recommendation):**

**“Mandated public reporting on the collection and end use of refurbished phones and recyclable materials would provide valuable information allowing government officials and the public to track the effectiveness of cell phone collection and reuse programs.”**

**ADDITIONAL RECOMMENDATIONS Made by INFORM:**

- **Programs need to offer convenient, permanent drop-off sites.** High-traffic locations within communities, such as shopping malls, supermarkets, banks, and post offices could be drop-off sites.
- **Temporary drives must be replaced by permanent collection systems.** Especially in the case of ubiquitous retail locations like RadioShack (a Donate a Phone program partner), which has about 7100 stores nationwide, on-going collections could make a real difference in recovery rates.
- **Programs need to be broadly and aggressively publicized.** Wireless providers and the cell phone collection programs themselves need to leverage advertising and public relations to spread the word about the importance of cell phone reuse and recycling. Ad campaigns and expanded media coverage would increase public awareness of the programs and highlight their value



**UNIVERSITY OF MINNESOTA**

**DONATE YOUR CELL PHONES and PDAs  
HERE...**

**and your accessories, too!**

**The U of M has teamed up  
with Project RE-cell to  
collect cell phones, PDAs,  
and accessories.**

**All proceeds received by  
the University will go to  
campus-wide recycling  
efforts.**

**We greatly appreciate your  
donation and support!**

*Cell phones are toxic waste -  
just one device in a landfill can  
contaminate over 150,000 gallons  
of ground water, equivalent to  
2.4 million cups of coffee or tea!*



[www.ProjectREcell.com](http://www.ProjectREcell.com)

## Project RE-cell Price List Sept 2006

### Audiovox/UT Starcom

CDM 105	\$12.00
CDM 120	\$12.00
CDM 180	\$8.00
CDM 220	\$24.00
CDM 7000	\$12.00
CDM 7075	\$24.00
CDM 7900	\$1.00
CDM 8200	\$1.00
CDM 8300	\$1.00
CDM 8400	\$2.00
CDM 8410	\$5.00
CDM 8425	\$4.00
CDM 8450	\$5.00
CDM 8455	\$6.00
CDM 8500	\$5.00
CDM 8600	\$10.00
CDM 8610	\$4.00
CDM 8615	\$4.00
CDM 8900	\$10.00
CDM 8910	\$11.00
CDM 8912	\$11.00
CDM 8920	\$6.00
CDM 8910-sp	\$5.00
CDM 8915	\$7.00
CDM 8930	\$17.00
CDM 8940	\$31.00
CDM 8945	\$34.00
CDM 9500	\$8.00
CDM 9600	\$10.00
CDM 9900	\$21.00
CDM 9950	\$14.00
PM 8920	\$7.00
PPC 4100	\$27.00
PPC 5050	\$27.00
PPC 6600	\$27.00
PPC 6601	\$27.00
PPC 6700	\$135.00
SMT 5500	\$27.00
SMT 5600	\$27.00
THERA 2032	\$13.00
XV6600	\$4.00
XV6700	\$135.00
3320 aircard	\$3.00
5740 aircard	\$23.00

### Blackberry (RIM)

5790	\$4.00
5810	\$4.00
6120	\$4.00
6210	\$10.00
6220	\$10.00

### Kyocera

### Blackberry (RIM)

6230	\$10.00
6280	\$20.00
6510	\$20.00
6710	\$20.00
6750	\$20.00
7100g	\$29.00
7100i	\$29.00
7100t	\$29.00
7100x	\$20.00
7100r	\$20.00
7100v	\$20.00
7105T	\$56.00
7130c	\$56.00
7130e	\$56.00
7210	\$20.00
7230	\$20.00
7250	\$20.00
7280	\$20.00
7290	\$20.00
7510	\$20.00
7520	\$20.00
7730	\$20.00
7750	\$20.00
7780	\$20.00
8100	\$43.00
8700c	\$78.00
8703e	\$78.00

### Danger

Sidekick 3	\$45.00
Sidekick 2	\$33.00
Sidekick	\$20.00

### Firefly

Firefly	\$10.00
---------	---------

### Handspring / Treo

Treo 180	\$2.00
Treo 270	\$4.00
Treo 300	\$5.00
Treo 600	\$35.00
treo 650	\$52.00
treo 700w	\$98.00
treo 700p	\$78.00

### HP

IPAQ hw6515	\$168.00
-------------	----------

### HTC

T-mobile SDA	\$88.00
T-mobile MDA	\$156.00

### LG

### HTC

Cingular 2125	\$88.00
Cingular 3125	\$122.00
Cingular 8125	\$156.00

### i-Mate

Jam	\$112.00
Jasjar	\$74.00
SP3i	\$65.00

### Innostream

Inno 30	\$12.00
Inno 55	\$14.00
Inno 89	\$16.00
Inno 90	\$18.00
Inno 98	\$22.00

### Kyocera

3225	\$4.00
3245	\$4.00
3250	\$10.00
5135	\$4.00
7135	\$5.00
candid	\$42.00
dorado	\$16.00
k9	\$1.00
k132	\$23.00
k480	\$2.00
k490	\$2.00
k404	\$2.00
k790	\$34.00
k800	\$34.00
ke413	\$3.00
ke414	\$2.00
ke414c	\$2.00
ke424c	\$3.00
ke433	\$3.00
koi	\$61.00
kpc650 Aircard	\$61.00
kx1	\$5.00
kx1v	\$15.00
kx2	\$5.00
kx5	\$5.00
kx9	\$5.00
kx16	\$13.00
kx12	\$12.00
kx18	\$5.00
kx414	\$3.00
kx424	\$3.00
kx433	\$3.00
kx434	\$2.00
kx440	\$10.00

### Motorola



<b>Motorola</b>		<b>Motorola</b>		<b>Nokia</b>	
i90	\$2.00	V365	\$34.00	3220	\$16.00
i95CL	\$4.00	V400	\$12.00	3230	\$43.00
i920	\$66.00	V500	\$16.00	3300	\$8.00
i930	\$78.00	V501	\$16.00	3310	\$8.00
KRZR K1	\$186.00	V505	\$14.00	3395	\$5.00
L2	\$34.00	V525	\$18.00	3520	\$4.00
PEBL	\$56.00	V540	\$16.00	3585	\$3.00
Q	\$19.00	V535	\$16.00	3585i	\$3.00
ROKR E1	\$44.00	V545	\$16.00	3586	\$3.00
SLVR L7	\$45.00	V547	\$16.00	3586i	\$3.00
T300P	\$10.00	V550	\$16.00	3587i	\$3.00
T720	\$3.00	V551	\$18.00	3588i	\$4.00
T720	\$3.00	v557	\$20.00	3589i	\$10.00
T720G	\$4.00	V555	\$16.00	3590	\$2.00
T720Q	\$3.00	V600	\$14.00	3595	\$2.00
T720I	\$7.00	V635	\$40.00	3600	\$15.00
T720IQ	\$3.00	V620	\$16.00	3620	\$14.00
T721G	\$3.00	v690	\$16.00	3650	\$15.00
T722I	\$3.00	v710	\$29.00	3660	\$13.00
T725	\$3.00	v750	\$16.00	5100	\$18.00
T725E	\$3.00	v810	\$19.00	5140	\$23.00
T730	\$4.00	V878	\$16.00	6010	\$5.00
T730C	\$4.00	V1050	\$44.00	6015i	\$7.00
T731	\$10.00	W315	\$34.00	6016i	\$10.00
V3 (RAZR)	\$50.00			6020	\$5.00
V3c	\$55.00	<b>NEC</b>		6021	\$5.00
V3i	\$55.00	232	\$11.00	6060	\$5.00
V60G	\$2.00	515	\$9.00	6061	\$22.00
V60s	\$2.00	525	\$11.00	6085	\$56.00
V60p	\$4.00	535	\$20.00	6100	\$12.00
V66	\$3.00			6101	\$24.00
V70	\$7.00	<b>Neonode</b>		6102	\$24.00
V80	\$13.00	N1	\$18.00	6102i	\$34.00
V171	\$4.00			6103	\$34.00
V176	\$33.00	<b>Nokia</b>		6111	\$18.00
V180	\$10.00	1100	\$1.00	6170	\$37.00
V186	\$7.00	1110	\$1.00	6200	\$8.00
V188	\$10.00	1600	\$1.00	6215i	\$34.00
V195	\$21.00	2125	\$10.00	6225	\$7.00
V220	\$12.00	2128i	\$5.00	6230	\$22.00
V235	\$13.00	2270	\$1.00	6230i	\$27.00
V260	\$15.00	2285	\$4.00	6235	\$18.00
V262	\$18.00	2365i	\$78.00	6235i	\$18.00
V265	\$20.00	2366i	\$78.00	6236i	\$26.00
v266	\$45.00	2650	\$78.00	6255i	\$34.00
v276	\$23.00	3100	\$4.00	6260	\$11.00
V280	\$56.00	3120	\$5.00	6270	\$11.00
V300	\$13.00	3128	\$9.00	6280	\$11.00
V325	\$47.00	3200	\$11.00	6340	\$5.00
V330	\$24.00	3205	\$12.00	6340i	\$1.00
V360	\$34.00	3210	\$8.00	6370	\$3.00

<b>Nokia</b>		<b>Pantech</b>		<b>Samung</b>	
6385	\$8.00	pn-210	\$10.00	SGH 9510	\$6.00
6560	\$10.00	pn-215	\$22.00	SGH A640	\$6.00
6585	\$13.00	pn-218	\$22.00	SGH C100	\$5.00
6590	\$4.00	pn-320	\$34.00	SGH C110	\$5.00
6590i	\$4.00	pn-3200	\$34.00	SGH C207	\$10.00
6600	\$32.00	pn-8300 (helio)	\$43.00	SGH C225	\$4.00
6610	\$11.00	pg-c120	\$32.00	SGH C417	\$34.00
6620	\$33.00	pg-c300	\$34.00	SGH D100	\$5.00
6630	\$5.00	pg-8000	\$54.00	SGH D307	\$88.00
6651	\$7.00			SGH D357	\$33.00
6670	\$42.00	<b>Samung</b>		SGH D407	\$34.00
6680	\$72.00	A900 (Blade)	\$69.00	SGH D410	\$21.00
6682	\$36.00	E635	\$15.00	SGH D415	\$30.00
6800	\$20.00	E730	\$8.00	SGH D500	\$51.00
6810	\$8.00	i730	\$120.00	SGH D700	\$36.00
6820	\$18.00	IP A790	\$198.00	SGH D807	\$54.00
7200	\$14.00	MM A700	\$34.00	SGH D900	\$54.00
7210	\$5.00	MM A800	\$128.00	SGH E100	\$8.00
7250	\$14.00	MM A880	\$67.00	SGH E105	\$10.00
7250i	\$14.00	MM A920	\$47.00	SGH E315	\$20.00
7260	\$36.00	PM-A840	\$20.00	SGH E316	\$19.00
7270	\$36.00	RL-760	\$5.00	SGH E317	\$22.00
7280	\$53.00	SCH A220	\$1.00	SGH E335	\$18.00
7600	\$36.00	SCH A310	\$8.00	SGH E400	\$16.00
7610	\$43.00	SCH A530	\$13.00	SGH E530	\$60.00
7700	\$44.00	SCH A570	\$15.00	SGH E600	\$16.00
7710	\$36.00	SCH A595	\$6.00	SGH E610	\$16.00
8210	\$4.00	SCH A603	\$14.00	SGH E630	\$16.00
8270	\$5.00	SCH A610	\$16.00	SGH E640	\$16.00
8290	\$5.00	SCH A630	\$18.00	SGH E700	\$16.00
8390	\$2.00	SCH A645	\$22.00	SGH E715	\$17.00
8860	\$4.00	SCH A650	\$11.00	SGH E720	\$16.00
8800	\$8.00	SCH A670	\$17.00	SGH E800	\$23.00
8890	\$20.00	SCH A685	\$14.00	SGH I250	\$16.00
9290	\$23.00	SCH A690	\$16.00	SGH I505	\$16.00
9300	\$83.00	SCH A770	\$15.00	SGH I530	\$16.00
9500	\$36.00	SCH A790	\$46.00	SGH I700	\$16.00
N70	\$80.00	SCH A850	\$26.00	SGH N105	\$1.00
N90	\$160.00	SCH A870	\$34.00	SGH N625	\$4.00
N91	\$72.00	SCH A890	\$38.00	SGH P100	\$11.00
VI 3155i	\$17.00	SCH A930	\$54.00	SGH P107	\$18.00
ngage	\$17.00	SCH A950	\$82.00	SGH P207	\$35.00
n gage qd	\$17.00	SCH A970	\$109.00	SGH P400	\$8.00
<b>Panasonic</b>		SCH a990	\$186.00	SGH P500	\$6.00
EB G51	\$6.00	SCH I600	\$161.00	SGH P705	\$12.00
EB G60	\$8.00	SCH I730	\$134.00	SGH P710	\$14.00
EBX70	\$11.00	SCH N150	\$1.00	SGH P716	\$14.00
GD55	\$8.00	SCH N330	\$32.00	SGH P730	\$15.00
GU87	\$14.00	SCH N370	\$1.00	SGH P735	\$42.00
X70	\$16.00	SCH T300	\$4.00	SGH P777	\$39.00
X300	\$20.00	SCH U420	\$34.00	SGH Q105	\$1.00

**Samung**

SGH R225	\$1.00
SGH S105	\$6.00
SGH S200	\$5.00
SGH S300	\$13.00
SGH S307	\$11.00
SGH S500	\$5.00
SGH T200	\$4.00
SGH t209	\$12.00
SGH T309	\$34.00
SGH T319	\$34.00
SGH T509	\$34.00
SGH T519	\$34.00
SGH T609	\$54.00
SGH T619	\$54.00
SGH T629	\$54.00
SGH T710	\$87.00
SGH T809	\$108.00
SGH V100	\$4.00
SGH V200	\$7.00
SGH V205	\$16.00
SGH V206	\$6.00
SGH X100	\$6.00
SGH X105	\$5.00
SGH X400	\$6.00
SGH X426	\$8.00
SGH X427	\$9.00
SGH X427M	\$9.00
SGH X430	\$6.00
SGH X450	\$6.00
SGH X475	\$17.00
SGH X480	\$6.00
SGH X495	\$20.00
SGH X497	\$13.00
SGH X600	\$6.00
SGH Z105	\$11.00
SGH ZX20	\$34.00
SP-I600	\$70.00
SPH A250	\$4.00
SPH A400	\$5.00
SPH A420	\$16.00
SPH A460	\$6.00
SPH A500	\$9.00
SPH A520	\$10.00
SPH A540	\$11.00
SPH A560	\$11.00
SPH A580	\$22.00
SPH A600	\$19.00
SPH A620	\$11.00
SPH A640	\$13.00
SPH A660	\$10.00
SPH A680	\$20.00

**Samung**

SPH A740	\$16.00
SPH A760	\$16.00
SPH A800	\$128.00
SPH A820	\$14.00
SPH A840	\$20.00
SPH a880	\$67.00
SPH A920	\$68.00
SPH A940	\$130.00
SPH I300	\$16.00
SPH I330	\$16.00
SPH i500	\$27.00
SPH i550	\$16.00
SPH i700	\$16.00
SPH N200	\$1.00
SPH N240	\$1.00
SPH N270	\$99.00
SPH N290	\$9.00
SPH N300	\$1.00
SPH N400	\$7.00
SPH S100	\$4.00
STH A325	\$5.00
V I660	\$14.00
VGA 1000	\$17.00
VM A680	\$20.00

**Sanyo**

4700	\$1.00
MM 5600	\$43.00
MM 7400	\$33.00
mm 7500	\$65.00
MM 8300	\$14.00
MM 9000	\$83.00
PM 8200	\$19.00
RL 2000	\$14.00
RL 2500	\$12.00
RL 4920	\$12.00
RL 4930	\$13.00
RL 7300	\$27.00
SCP 200	\$4.00
SCP-2400	\$12.00
SCP 3100	\$24.00
SCP 4700	\$3.00
SCP 4900	\$4.00
SCP 5000	\$7.00
SCP 5150	\$6.00
SCP 5300	\$12.00
SCP 5400	\$8.00
SCP 5500	\$20.00
SCP 6000	\$7.00
SCP 6200	\$6.00
SCP 6400	\$13.00

**Sanyo**

SCP 6600	\$34.00
SCP 7200	\$12.00
SCP 7300	\$21.00
SCP 8100	\$11.00
SCP 8200	\$11.00
SCP 8400	\$34.00
VI 2300	\$14.00
VM 4500	\$36.00

**Sendo**

X	\$12.00
m551	\$8.00
S-251	\$6.00
Z100	\$22.00

**Sharp**

GX 10	\$5.00
GX 15	\$5.00
GX 20	\$5.00
GX 25	\$5.00
TM100	\$7.00
TM150	\$14.00
Z 800	\$13.00

**Siemens**

A55	\$2.00
A56	\$1.00
A56I	\$2.00
A57	\$4.00
A60	\$4.00
A65	\$4.00
C55	\$4.00
C56	\$1.00
C60	\$4.00
C61	\$2.00
C62	\$2.00
C65	\$4.00
C66	\$4.00
CF62	\$5.00
CF63	\$11.00
CT56	\$3.00
CT66	\$4.00
CV65	\$4.00
CX66	\$4.00
CX70	\$13.00
CX75	\$20.00
M46	\$1.00
M55	\$6.00
M56	\$2.00
M65	\$8.00
MC60	\$8.00

**Siemens**

S40	\$1.00
S55	\$4.00
S56	\$3.00
S65	\$6.00
S66	\$6.00
SF65	\$6.00
SK65	\$6.00
SL55	\$6.00
SL56	\$4.00
SL65	\$8.00
ST65	\$6.00
ST60	\$16.00
SX1	\$26.00
SX56	\$27.00
SX66	\$72.00
U10	\$18.00
U15	\$18.00

**Sony Ericsson**

W600i	\$36.00
W800i	\$54.00
Z1010	\$25.00
Z200	\$5.00
Z500a	\$10.00
Z520a	\$22.00
z525a	\$34.00
Z600	\$24.00

**Sony Ericsson**

GC89	\$38.00
J300a	\$7.00
K500I	\$20.00
K700I	\$24.00
P800	\$29.00
P900	\$50.00
P910A	\$81.00
S700	\$62.00
S710A	\$43.00
T106	\$1.00
T200	\$3.00
T206	\$1.00
T226	\$2.00
T237	\$2.00
T290	\$5.00
T300	\$5.00
T306	\$2.00
T310	\$4.00
T316	\$5.00
T600	\$5.00
T606	\$5.00
T608	\$17.00
T610	\$11.00
T616	\$11.00
T630	\$12.00
T637	\$12.00
T66	\$4.00
T68	\$2.00
T68I	\$2.00
T68M	\$2.00
V800	\$50.00

**8. UNIVERSITY SENATE BYLAWS AMENDMENT**  
**Action by the University Senate**  
**(5 minutes)**

**REVISED MOTION:**

To amend Article II, Section 2.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 (124) 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.

**ARTICLE II. COMMITTEES OF THE UNIVERSITY SENATE (Changes to this article are subject to vote only by the University Senate)**

...

**2. Eligibility for Membership**

a. Only individuals eligible to vote in Senate elections are eligible to serve on University Senate committees or to serve as chair of University Senate committees, except that no individual holding a position carrying as any part of its title President, vice president, chancellor, provost, executive director, counsel, ~~attorney~~, controller, or chief of staff may serve as a voting member of a University Senate committee, nor may the University Librarian or anyone who is a dean. Individuals with less than a one-third time appointment as assistant or associate dean shall be eligible to serve as a voting member and chair of a University Senate committee. Faculty members whose appointment responsibilities are primarily faculty but who incidentally have an administrative title and responsibilities within an academic department or its equivalent are eligible to serve as voting members and chairs of University Senate committees. Alumni members are not subject to the eligibility rule of this section: An individual serving as a voting member of a University Senate committee who is appointed to a position which would bar them from service as a voting member on the committee shall resign from that committee. If the individual is appointed only to an interim or acting position, the chair of the Senate Consultative Committee may, with the consent of the Senate Consultative Committee, waive the requirement that the individual resign from the committee.

...

**REVISED COMMENT:**

The Senate Consultative Committee was made aware of the inclusion of the title "attorney" in the bylaw listing individuals with titles that disqualify them for membership on University Senate committees. The same language appears in the Faculty Senate bylaw. The Senate Consultative Committee and the Faculty Consultative Committee recommend deletion of "attorney" from the list.

The intent when including this title was to ensure that attorneys in the Office of the General Counsel did not serve on committees because of considerable potential for a conflict of interest. All of the lawyers in the Office of the General Counsel hold some version of the title of "counsel," and are thus barred from committee membership by inclusion of that title in the

bylaws. There are employees who hold the title of "attorney," however, who should not be disqualified from committee service, such as clinical instructors in the Law School and lawyers who work for the student legal service offices, because there is no inherent conflict of interest in their work and committee service.

The Senate Consultative Committee and Faculty Consultative Committee thus recommend to the University Senate and the Faculty Senate that the bylaws be amended accordingly.

**CAROL CHOMSKY, CHAIR  
SENATE CONSULTATIVE COMMITTEE**

**21. FACULTY SENATE NEW BUSINESS**  
**Faculty Senate Bylaws Amendment**  
**Action by the Faculty Senate**  
**(5 minutes)**

**MOTION:**

To amend Article IV, Section 2.a 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 (82) 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.

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

...

**2. Eligibility for Membership**

a. Only individuals eligible to vote in Senate elections are eligible to serve on University Senate committees or to serve as chair of University Senate committees, except that no individual holding a position carrying as any part of its title President, vice president, chancellor, provost, executive director, counsel, ~~attorney~~, controller, or chief of staff may serve as a voting member of a University Senate committee, nor may the University Librarian or anyone who is a dean. Individuals with less than a one-third time appointment as assistant or associate dean shall be eligible to serve as a voting member and chair of a University Senate committee. Faculty members whose appointment responsibilities are primarily faculty but who incidentally have an administrative title and responsibilities within an academic department or its equivalent are eligible to serve as voting members and chairs of University Senate committees. Alumni members are not subject to the eligibility rule of this section. An individual serving as a voting member of a Faculty Senate committee who is appointed to a position which would bar them from service as a voting member on the committee shall resign from that committee. If the individual is appointed only to an interim or acting position, the chair of the Faculty Consultative Committee may, with the consent of the Faculty Consultative Committee, waive the requirement that the individual resign from the committee.

...

**COMMENT:**

The Senate Consultative Committee was made aware of the inclusion of the title "attorney" in the bylaw listing individuals with titles that disqualify them for membership on University Senate committees. The same language appears in the Faculty Senate bylaw. The Senate Consultative Committee and the Faculty Consultative Committee recommend deletion of "attorney" from the list.

The intent when including this title was to ensure that attorneys in the Office of the General Counsel did not serve on committees because of considerable potential for a conflict of interest. All of the lawyers in the Office of the General Counsel hold some version of the title of "counsel," and are thus barred from committee membership by inclusion of that title in the

bylaws. There are employees who hold the title of "attorney," however, who should not be disqualified from committee service, such as clinical instructors in the Law School and lawyers who work for the student legal service offices, because there is no inherent conflict of interest in their work and committee service.

The Senate Consultative Committee and Faculty Consultative Committee thus recommend to the University Senate and the Faculty Senate that the bylaws be amended accordingly.

**CAROL CHOMSKY, CHAIR  
SENATE CONSULTATIVE COMMITTEE**