

THE FACULTY SENATE

THURSDAY, FEBRUARY 15, 2007

2:30 - 5:00 P.M.

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

This is a meeting of the Faculty Senate. There are 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. FACULTY CONSULTATIVE COMMITTEE REPORT
(5 minutes)**

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

**3. EDUCATIONAL POLICY COMMITTEE
Student Learning Outcomes
Discussion by the Twin Cities Delegation of the Faculty Senate
(30 minutes)**

FOR INFORMATION:

This item is for discussion at this meeting and will be an action item at the April 5 meeting.

MOTION FOR DISCUSSION:

That the Twin Cities Delegation of the Faculty Senate:

-- adopts as University policy the following Undergraduate Student Learning Outcomes for the Twin Cities campus, and

--endorses these learning outcomes as the guiding principles for teaching and learning at all levels of curricular decision-making on the Twin Cities campus.

Undergraduate Student Learning Outcomes

At the time of receiving a bachelor's degree, a student:

--Can identify, define, and solve problems

--Can locate and critically evaluate information

--Has mastered a body of knowledge and a mode of inquiry

--Understands diverse philosophies and cultures within and across societies

- Can communicate effectively
- Understands the role of creativity, innovation, discovery, and expression across disciplines
- Has acquired skills for effective citizenship and life-long learning.

COMMENT:

The Senate Committee on Educational Policy (SCEP) has discussed these outcomes at several meetings over the last year and recommends to the Faculty Senate that it adopt them as policy for the Twin Cities campus.

The Faculty Consultative Committee reviewed the outcomes as well and concurs in the recommendation from SCEP.

**RICHARD MCCORMICK, CHAIR
EDUCATIONAL POLICY COMMITTEE**

**4. ACADEMIC FREEDOM AND TENURE COMMITTEE
Amendments to Faculty Tenure - Section 5.5, 7.11, 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/070215tenurelinenumber.pdf>

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

ITEM 1 FOR DISCUSSION:

SECTION 7.11 APPROVED BY THE ACADEMIC FREEDOM AND TENURE COMMITTEE 12/8/06 FOR INCLUSION AS PART OF THE PACKAGE OF TENURE CODE CHANGES TO BE BROUGHT TO THE FACULTY SENATE

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 develop 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) The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision.(fn Y) Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, and technology transfer will be taken into consideration in evaluating the candidate's satisfaction of criteria. Such contributions can involve scholarly research or other creative work, teaching, and service based on one's academic expertise. But the primary emphasis must be on demonstrated scholarly or other creative achievement and on teaching effectiveness, and service alone cannot qualify the candidate for 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 extension and outreach education, and 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" may be professional or institutional. Professional service, based on one's academic expertise, is that provided to the profession or to the local, state, national, or international community. Institutional service may be administrative, committee, and related contributions 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.

(fn Y) Indefinite tenure may be granted at any time the candidate has satisfied the requirements. A probationary appointment must be terminated when the appointee fails to satisfy the criteria in the last year of probationary service and may be terminated earlier if the appointee is not making satisfactory progress within that period toward meeting the criteria.

ITEM 2 FOR DISCUSSION:

SECTION 7.12 APPROVED BY THE ACADEMIC FREEDOM AND TENURE COMMITTEE 12/8/06 FOR INCLUSION AS PART OF THE PACKAGE OF TENURE CODE CHANGES TO BE BROUGHT TO THE FACULTY SENATE

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 as an appendix 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. The chair or head of 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.

ITEM 3 FOR DISCUSSION:

SECTION 9.2 APPROVED BY THE ACADEMIC FREEDOM AND TENURE COMMITTEE 12/8/06 FOR INCLUSION AS PART OF THE PACKAGE OF TENURE CODE CHANGES TO BE BROUGHT TO THE FACULTY SENATE (The Committee

recognizes that further changes may be made as a result of discussions at the Faculty Senate or Faculty Consultative Committee or as a result of other suggestions, but for now this Committee is setting it aside as at least temporarily finished.)

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, and (3) established the national or international reputation ordinarily resulting from such distinction and achievement.(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) The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, and technology transfer will be taken into consideration in evaluating the candidate's satisfaction of criteria; such contributions can involve scholarly research or other creative work, teaching, and discipline-related service.(fn Y) But the primary emphasis must be on demonstrated scholarly or other creative achievement and on teaching effectiveness, and service alone cannot qualify the candidate 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.

(fn Y) Not being promoted to the rank of professor will not in itself result in special-post-tenure review of a tenured associate professor.

ITEM 4 FOR DISCUSSION:

SECTION 5.5 APPROVED BY THE ACADEMIC FREEDOM AND TENURE COMMITTEE 12/8/06 FOR INCLUSION AS PART OF THE PACKAGE OF TENURE CODE CHANGES TO BE BROUGHT TO THE FACULTY SENATE (The Committee recognizes that further changes may be made as a result of discussions at the Faculty Senate or Faculty Consultative Committee or as a result of other suggestions, but for now this Committee is setting it aside as at least temporarily finished.)

5.5 Exception for New Parent or Caregiver, or for Personal Medical Reasons. The maximum period of probationary service will be extended by one year at a time at the request of a probationary faculty member:

1. on the occasion of the birth of that faculty member's child or adoptive/foster placement of a child with that faculty member; or
2. when the faculty member is a major caregiver for a family member[2] who has an extended serious illness, injury, or debilitating condition. A faculty member may use this provision no more than two times; or

3. when the faculty member has an extended serious illness, injury, or debilitating condition.

The request for extension must be made in writing within one year of the events giving rise to the claim and no later than June 30 preceding the year a final decision would otherwise be made on an appointment with indefinite tenure for that faculty member.

[2] The term "family member" is meant to include a relative, a marital partner, a domestic partner, or an adoptive/foster child.

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

5. FACULTY SENATE OLD BUSINESS

6. FACULTY SENATE NEW BUSINESS

7. FACULTY SENATE ADJOURNMENT

4. ACADEMIC FREEDOM AND TENURE COMMITTEE
Amendments to Faculty Tenure - Sections 5.5, 7.11, 7.12
and new Section 9.2
Discussion by the Faculty Senate
(90 minutes)

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 develop 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) The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision.(fn Y). Demonstrated scholarly or other creative achievement and teaching effectiveness must be given primary emphasis; service alone cannot qualify the candidate for tenure. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, other special kinds of professional activity, and extraordinary abilities and contributions by the candidate should be considered when applicable. 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.

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"Teaching" is not limited to classroom instruction. It includes extension and outreach education, and 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" may be professional or institutional. Professional service, based on one's academic expertise, is that provided to the profession or to the local, state, national, or international community. Institutional service may be administrative, committee, and related contributions 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.

(fn Y) Indefinite tenure may be granted at any time the candidate has satisfied the requirements. A probationary appointment must be terminated when the appointee fails to satisfy the criteria in

44 the last year of probationary service and may be terminated earlier if the appointee is not making
45 satisfactory progress within that period toward meeting the criteria.
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48 **ITEM 2 FOR DISCUSSION:**
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50 **7.12 Departmental Statement** (fn 1). Each department or equivalent academic unit must have a
51 document that specifies (1) the indices and standards that will be used to determine whether
52 candidates meet the threshold criteria of subsection 7.11 ("General Criteria" for the awarding of
53 indefinite tenure) and (2) the indices and standards that will be used to determine whether
54 candidates meet the threshold criteria of subsection 9.2 ("Criteria for Promotion to Professor").
55 The document must contain as an appendix the text and footnotes of subsections 7.11 and 9.2
56 and must be consistent with the criteria given there but may exceed them. Each departmental
57 statement must be approved by a faculty vote (including both tenured and probationary
58 members), the dean, and other appropriate academic administrators, including the Senior Vice
59 President for Academic Affairs and Provost. The chair or head of each academic unit must
60 provide each of its probationary faculty members with a copy of the Departmental Statement at
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93 professor than was expected for the award of tenure.
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1. on the occasion of the birth of that faculty member's child or adoptive/foster placement of a child with that faculty member; or
2. when the faculty member is a major caregiver for a family member (fn 2) who has an extended serious illness, injury, or debilitating condition. A faculty member may use this provision no more than two times; or
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(fn 2) The term "family member" is meant to include a relative, a marital partner, a domestic partner, or an adoptive/foster child.

FACULTY AFFAIRS COMMITTEE
Statement on Faculty Salaries
Action by the Faculty Senate
(5 minutes)

The Faculty Senate expresses its deep concern about the Governor's recent decision not to request funding for general faculty and staff compensation in the 2007-2009 biennial budget. This decision is short-sighted and fails to recognize the critical connection between faculty and staff salaries and excellence in higher education. The faculty of the University of Minnesota consistently rank lower than peer institutions, most often in the bottom fifth, on surveys of faculty salaries at Top 30 research institutions. It is time to leave the cellar.

This disparity in our salaries, compared to peer institutions, has been noted before in Senate statements, as has the University's status as a prime intellectual, scientific, economic, and civic engine of the state, and the devastating effects this disparity causes in matters of recruitment, retention, and general morale for faculty and staff.

Now, however, the University has launched an ambitious goal to take its place among the top three public research institutions in the world. Correlational studies between faculty salaries and institutional rankings show that this goal cannot be met if faculty salaries stay low. Nor can it achieve its goals, and continue to provide benefits to the state if its staff salaries are not competitive.

While we appreciate the money the Governor has recommended for "Competitive Compensation," we are unable to sit silently and watch as the University's request for general salary funds is struck from its budget request. We call upon the Governor to reconsider his penny-wise logic and give the University the full support needed in helping us achieve great things for the citizens of Minnesota.

Approved by the Faculty Affairs Committee February 15, 2007
Endorsed by the Faculty Consultative Committee, February 15, 2007.