

CONSECUTIVE MEETINGS OF:

**THE UNIVERSITY SENATE
THE FACULTY SENATE**

THURSDAY, MAY 3, 2007

2:30 - 5:00 P.M.

**Coffman Theatre--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 242 voting members of the University Senate and 160 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

Sudan Position Statement

- Approved by the: University Senate April 5, 2007
- Approved by the: Administration April 16, 2007
- Approved by the: Board of Regents – no action required

Faculty Senate

2011-12 Morris and Twin Cities Calendars

- Approved by the: Faculty Senate April 5, 2007
- Approved by the: Administration April 16, 2007
- Approved by the: Board of Regents - no action required

Amendment to the Uniform Grading and Transcript Policy (C- grade equals S only for undergraduate students)

- Approved by the: Faculty Senate April 5, 2007
- Approved by the: Administration April 16, 2007
- Approved by the: Board of Regents - no action required

Amendments to *Faculty Tenure* Sections 1, 5.5, 7.11, 7.12, 13, 15, and 16 and new Section 9.2

- Approved by the: Faculty Senate April 5, 2007
- Approved by the: Administration April 16, 2007
- Approved by the: Board of Regents PENDING

2. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY

FACULTY/ACADEMIC PROFESSIONALS/STAFF

Stephen Chilton

Professor
Political Science – Duluth
1946 – 2007

Edith Hols
Professor
English – Duluth
1912 – 2007

Donovan A. Johnson
Professor
Center for Early Education Development
1910 – 2007

Jui S. Lee
Professor
Physiology
1913 – 2007

STUDENTS

Jaclyn K. Kobilka
College of Continuing Education

Eloma K. Lenya
College of Biological Sciences

Kyle L. Sharbonno
Institute of Technology

Melissa Speich
School of Public Health

3. EDUCATIONAL POLICY COMMITTEE Collection and Reporting of Grade Data and Syllabus Requirements Information for the University Senate

FOR INFORMATION:

On February 18, 1999, in adopting a policy on "Collection and Reporting of Grade Data and Syllabus Requirements," the Senate Committee on Educational Policy was required to provide to the Senate "data on the mean grade point average by designator and course level, on the percentage of As awarded by course level, and overall collegiate grade point averages . . . for grades awarded each Fall Semester." The policy also provides that "data should be reported for all undergraduate students."

COMMENT:

These data will be distributed at the meeting and are available on the web at:
<http://www.irr.umn.edu/grades/>.

RICHARD MCCORMICK, CHAIR

EDUCATIONAL POLICY COMMITTEE

4. INTRODUCTION

**Dean Alison Davis-Blake, Carlson School of Management
(5 minutes)**

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

**6. MINUTES FOR APRIL 5, 2007
Action by the University Senate
(2 minutes)**

MOTION:

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

<http://www1.umn.edu/usenate/usen/070405sen.html>

**STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE**

**7. UNIVERSITY SENATE RULES AMENDMENT
Coordinate Campus Term Limits
Action by the University Senate
(2 minutes)**

MOTION:

To amend Article II, Section 2 of the University Senate Rules as follows (language to be added is underlined): As an amendment to the University Senate Rules, the motion requires a simple majority for approval.

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

...

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 two consecutive 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.

d. Notwithstanding the preceding provisions, faculty, academic professionals, and civil service staff appointed to the four-year terms of membership on the Finance and Planning Committee shall be eligible to serve two consecutive four-year terms, for a total of eight years.

e. Notwithstanding Rule 2(c), the Senate Committee on Committees shall have authority to waive the term limit for faculty, academic professionals, civil service staff, and students from the coordinate campuses.

...

COMMENT:

The Faculty Committee on Committees received a request to exempt Morris faculty from committee term limits in cases where the faculty member currently serving wishes to continue, but has served the maximum of six years and there are no other faculty who wish to fill this vacancy. The Committee proposes this amendment to allow the Committee to waive term limits for all coordinate campus committee members on an individual basis.

**NAN KALKE, CHAIR
SENATE COMMITTEE ON COMMITTEES**

**8. SOCIAL CONCERNS COMMITTEE
Statement on the Rights of Foreign-born Residents of the United States
Action by the University Senate
(15 minutes)**

MOTION:

To approve the following statement.

Statement on the Rights of Foreign-born Residents of the United States

The Social Concerns Committee strongly encourages the University Senate to endorse the following statement:

The University Senate requests that the University of Minnesota join with other universities and human rights organizations to respond to the concerns of foreign-born students, faculty, and visiting scholars, regarding the Military Commissions Act.

Congress is now considering legislation to revise the Military Commissions Act and to restore the due process right of habeas corpus to detainees being held by the United States, and to make it clear that the federal government must comply with the Geneva Conventions. Without these reforms any foreign-born resident at the University, or in the United States is at risk of violation of his or her personal rights, with no recourse.

The University Senate asks that the President direct the University's legislative representative in Washington, D.C. to help support these important legislative initiatives. Further, we ask that the University of Minnesota work with other universities and human rights organizations across the nation to support needed legislative reforms to protect the rights of all residents of the United States.

COMMENT:

Last year, 2006 Cass Gilbert Visiting Professor Richard Kroeker, College of Architecture, spoke to President Bruininks about what the University was doing to protect his rights and the rights of other non-citizens, students, faculty, and visiting scholars in light of the Military Commissions Act. The President referred him to Regents Professor David Weissbrodt, Law School. Professor Weissbrodt directed the matter to the Senate Committee on Social Concerns, since it had been discussing the abrogation of rights of foreign-born residents in the United States.

A report issued in February by Minnesota Advocates for Human Rights states that “since 9/11 national security has often trumped other policy concerns and has justified legislation that puts at risk personal freedoms, the balance of governmental power, and the human rights of immigrants and refugees.” Most egregious is the Military Commissions Act, with its provisions that strip any non-citizen deemed an “enemy combatant” of the right to be heard in court to establish his or her innocence, regardless of how long the person is held without charge. The Constitutional Writ of habeas corpus is the foundation of our nation’s limits on arbitrary executive power over any person. Under the Military Commissions Act, even a detainee who is being subjected to torture would never be allowed to seek relief from any U.S. courts. There is no reason for this dangerously broad forfeiture of the traditional check of last resort on executive power. Denying access to the courts also signals to the world that our nation so fears our own independent judiciary that we must cut off all access to it.

The Social Concerns Committee believes that one of the great strengths of the University of Minnesota is its international character. We benefit greatly from the diversity of our faculty, staff and student body, and are proud to count over twelve hundred international scholars employed on the Twin Cities campus, and thirty-six hundred international students system-wide. Yet the well being of these individuals is jeopardized by a curtailment of the rights of foreign-born residents of the United States under the current federal administration.

**MANI SUBRAMANI, CHAIR
SOCIAL CONCERNS COMMITTEE**

**9. LIBRARY COMMITTEE
CIC Provosts' Statement on Publishing Agreements
Action by the University Senate
(15 minutes)**

MOTION:

To approve the following resolution.

CIC PROVOSTS' STATEMENT ON PUBLISHING AGREEMENTS

[For a fuller consideration of the issues addressed herein, see ‘Copyrights and the Paradox of Scholarly Publishing’ by R. Michael Tanner, Provost, University of Illinois at Chicago]

Publication is the lifeblood of a research university. It is incumbent upon faculty, campus administrators and librarians to ensure the free flow of scholarly information in fulfillment of our campus missions to advance the public good through research and education. Toward this end, our campuses are committed to supporting a sustainable publication process and a healthy publishing industry. The “information revolution” has greatly expanded the means for disseminating and utilizing scholarly discourse, but this opportunity for extending the reach and impact of our campuses is countered by social and economic conventions of some sectors of the publishing industry. Suitable publishing partners for academic enterprises should be

encouraging the widest possible dissemination of the academy's work, and the management of copyright should be directed to encouraging scholarly output rather than unnecessarily fettering its access and use. Without some important changes in publishing practices, authors and readers will continue to be frustrated by barriers to the free flow of information that is an essential characteristic of great research universities.

The CIC Provosts suggest that faculty authors consider a number of factors when choosing and interacting with publishers for their works. The goal of publication should be to encourage widespread dissemination and impact; the means for accomplishing this will necessarily depend on the nature of the work in question, the author's circumstances, available suitable outlets, and expectations in the author's field of inquiry. In general, we encourage authors to consider publishing strategies that will optimize short and long-term access to their work, taking into account such factors as affordability, efficient means for distribution, a secure third-party archiving strategy, and flexible management of rights.

Protecting intellectual property rights is a particularly important consideration, as many of our authors unwittingly sign away all control over their creative output. Toward this end, the CIC Provosts encourage contract language that ensures that academic authors retain certain rights that facilitate archiving, instructional use, and sharing with colleagues to advance discourse and discovery. Accompanying this document is a model CIC publishing addendum that affirms the rights of authors to share their work in a variety of circumstances, including posting versions of the work in institutional or disciplinary repositories. While the particular circumstances and terms governing publication will vary on a case by case basis, the underlying principle of encouraging access to the creative output of our campuses should inhere in all of our efforts.

The CIC Provosts recognize the complexity of the issues involved in publication, but are nonetheless committed to helping our faculty make the most of their work. For further discussion of these issues, or for help in assessing options for the publication of particular works, members of our faculty are encouraged to consult with academic deans, campus counsels, university librarians, or academic staff in the provosts' offices.

Endorsed by the Senate Library Committee April 18, 2007.

COMMENT:

The Senate Library Committee has reviewed the CIC Provosts' statement on Publishing Agreements and supports the principles it incorporates. The statement encourages authors to be thoughtful in selecting publishing outlets, recognizing potential restrictions that may fetter access to scholarship. The model publishing addendum and information about publisher policies will be made available by the University Libraries to assist authors in those choices.

The Committee recommends that the Senate support the CIC Provosts' statement.

**JOHN H. ANDERSON , CHAIR
LIBRARY COMMITTEE**

**10. EDUCATIONAL POLICY COMMITTEE
FACULTY CONSULTATIVE COMMITTEE
Student Learning Outcomes
Discussion by the Twin Cities Delegation of the University Senate
(15 minutes)**

Student Learning Outcomes

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, students:

- Can identify, define, and solve problems
- Can locate and critically evaluate information
- Have mastered a body of knowledge and a mode of inquiry
- Understands diverse philosophies and cultures within and across societies
- Can communicate effectively
- Understand the role of creativity, innovation, discovery, and expression across disciplines
- Have 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**

**CAROL CHOMSKY, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

**11. EDUCATIONAL POLICY COMMITTEE
SENATE CONSULTATIVE COMMITTEE
Student Development Outcomes
Action by the Twin Cities Delegation of the University Senate
(15 minutes)**

MOTION:

That the Twin Cities Delegation of the University Senate endorses the following development outcomes as guiding principles for undergraduate students in planning and reflecting upon their experiences within and beyond the classroom.

**University of Minnesota-Twin Cities Campus
Student Development Outcomes**

As they progress toward their degree, University of Minnesota undergraduates will develop and demonstrate the following characteristics:

- *Responsibility and Accountability* by making appropriate decisions on behavior and accepting the consequences of their actions.
- *Independence and Interdependence* by knowing when to collaborate or seek help and when to act on their own
- *Goal Orientation* by managing their energy and attention to achieve specific outcomes
- *Self-Awareness* by knowing their personal strengths and talents and acknowledging their shortcomings
- *Resilience* by recovering and learning from setbacks or disappointments
- *Appreciation of Differences* by recognizing the value of interacting with individuals with backgrounds and/or perspectives different from their own
- *Tolerance of Ambiguity* by demonstrating the ability to perform in complicated environments where clear cut answers or standard operating procedures are absent.

COMMENT:

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

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

**RICHARD MCCORMICK, CHAIR
EDUCATIONAL POLICY COMMITTEE**

**CAROL CHOMSKY, CHAIR
SENATE CONSULTATIVE COMMITTEE**

**12. RESOLUTION ON ADMISSION APPLICATION
Action by the University Senate
(15 minutes)**

MOTION:

To approve the following resolution.

**Mandatory Minimum Requirements for Admission Application
Ethnic Background Sections**

WHEREAS, the University of Minnesota recognizes that students learn best in a diverse educational environment¹; and

¹ University of Minnesota. Systemwide Academic Task Force on Diversity. Transforming the University: Report of the Systemwide Academic Task Force on Diversity. February 3, 2006. Retrieved October 31, 2006 from http://www1.umn.edu/systemwide/strategic_positioning/tf_final_reports/diversity_exec_summ.pdf

WHEREAS, the University of Minnesota is committed to fostering a uniform campus environment of inclusion, knowledge, and understanding in which faculty, staff, and students learn to value diversity and to respect individual differences that enrich the University community; and

WHEREAS, ethnic background questions based on ethno-geographic origin provide for a more inclusive and consistent level of generality which minimizes confusion in ethnic classification schemes; and

WHEREAS, setting mandatory minimum requirements for admissions applications while leaving individual programs, departments, schools, and colleges the ability to augment their applications with additional options² as they please allows for flexibility without compromising a base level of inclusiveness; and

WHEREAS, compliance at the University administrative level is essential for uniformity and ease of transition; therefore

BE IT RESOLVED, that the University Senate recommends that all programs, departments, schools, and colleges restructure their applications for admission to base any ethnic background questions on ethno-geographic origin, with the mandatory minimum requirements for the ethnic background question wording to include the following:

ETHNIC BACKGROUND (CHECK ALL THAT APPLY)³:

- American Indian/Alaskan Native
- Asian American/Pacific Islander
- Black/African American
- Hispanic/Latin American
- Middle Eastern American
- South Asian American
- White (non-Hispanic)⁴
- Other, please specify:⁵ _____

If you wish to self-identify further, please do so here _____

and therefore

² These are minimum requirements; each individual school or college is left with the discretion to add checkboxes as it sees fit—so long as subcategories of particular checkboxes are indicated as such. For example:

- Hispanic/Latin American
 - Puerto Rican American
 - Chicano/Mexican American

The process by which individual schools and colleges add such checkboxes to their applications shall be left unchanged by this resolution.

³ As an alternative to stating “Check all that apply,” an application may state “Check only one” as long as “Bi- or Multi- Racial” is added as an option.

⁴ The University of Minnesota Council of Academic Professionals and Administrators (CAPA) has determined, and the Student Senate has suggested, that this category be changed to “White/European American.” While Project: Check It supports this change, this resolution leaves the determination of whether to implement this alternative scheme to the individual schools and colleges. Each individual school and college wishing to implement this change must first ensure that such a change comports with the U.S. Department of Education guidelines and reporting requirements.

⁵ The “Other” category is highly recommended, but not mandatory. It is theoretically possible that an applicant may not “fit” into any of the above categories, but the extra burdens that an “Other” checkbox places on the University in terms of reporting requirements are not something that Project: Check It wants to impose.

BE IT FURTHER RESOLVED that the University shall exercise its right to augment the ethnic classifications mandated by any future resolution, proposal, or order from the U.S. Department of Education or similar governing body such that all categories stated above are included.⁶

and therefore

BE IT FURTHER RESOLVED that the PeopleSoft software used by the University for its faculty, staff, and students (for admissions and enrollment) be updated to reflect these changes when the federal reporting requirements are released, or for applications of the entering class of Fall 2009, whichever is sooner.

Approved February 8, 2007 by SSCC.
Approved April 5, 2007 by the Student Senate.

**MAHMOUD FADLALLAH, STUDENT SENATOR
BREE RICHARDS, VICE CHAIR
STUDENT SENATE CONSULTATIVE COMMITTEE/STUDENT SENATE**

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

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

Questions to the President should be submitted in writing to the University Senate office no later than Tuesday, May 1, 2007. The President may also choose to take questions from the floor.

15. UNIVERSITY SENATE OLD BUSINESS

16. UNIVERSITY SENATE NEW BUSINESS

17. UNIVERSITY SENATE ADJOURNMENT

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

⁶ Project: Check It recognizes that the U.S. Department of Education is in the process of undertaking similar revisions. We believe that these revisions are inadequate as they do not concentrate on making applications more inclusive; rather, they concentrate on making them more specific, particularly with respect to Hispanics. In doing so, the U.S. Department of Education is seeking to switch to a two-question system—one question specifically for Hispanics, and a second question for all other applicants. Should such a proposal pass and become the policy of the U.S. Department of Education, the University would be bound to comply; however, the University would retain its right to add on to the U.S. Department of Education's scheme, which this resolution requires that it do.

MEETING OF THE FACULTY SENATE

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

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

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

MOTION:

To amend Article IV, Section 2 of the Faculty Senate Rules as follows (language to be added is underlined). As an amendment to the Faculty Senate Rules, the motion requires a simple majority for approval.

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

...

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 two consecutive 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, and the Student Senate at a time. These rotation procedures and limitations do not apply to ex officio representatives.

d. Notwithstanding the preceding provisions, faculty, academic staff, and civil service staff appointed to the four-year terms of membership on the Finance and Planning Committee shall be eligible to serve two consecutive four-year terms, for a total of eight years.

e. Notwithstanding Rule 2(c), the Faculty Committee on Committees shall have authority to waive the term limit for faculty, academic professionals, civil service staff, and students from the coordinate campuses.

...

COMMENT:

The Faculty Committee on Committees received a request to exempt Morris faculty from committee term limits in cases where the faculty member currently serving wishes to continue, but has served the maximum of six years and there are no other faculty who wish to fill this

vacancy. The Committee proposes this amendment to allow the Committee to waive term limits for all coordinate campus committee members on an individual basis.

**NAN KALKE, CHAIR
FACULTY COMMITTEE ON COMMITTEES**

**21. ELECTION OF FACULTY SENATE VICE CHAIR
Action by the Faculty Senate
(2 minutes)**

The Faculty Consultative Committee nominates Professor Mary Jo Kane for the Faculty Senate Vice Chair position for the 2007-08 academic year. This person also serves as Vice Chair of the University Senate.

**22. REPORT OF THE NOMINATING COMMITTEE
FOR THE COMMITTEE ON COMMITTEES ELECTION
Action by TC Faculty and Academic Professional Members
(2 minutes)**

MOTION:

That the Twin Cities Campus Faculty Delegation confirm the reappointment of one faculty for an additional three year term on the Committee on Committees. A simple majority is required for approval.

MARY JO KREITZER: Associate Professor of Nursing, School of Nursing. University Senate member: None. Senate/Assembly Committee participation (past and present): Committee on Committees, 2004-07.

INFORMATION:

The Nominating Committee Bylaws specify that the it may present the name of an individual, eligible for re-election, to the Delegation for confirmation of reappointment without another candidate on the ballot to fill the position.

**CATHY FRENCH CHAIR
NOMINATING COMMITTEE**

**23. REPORT OF THE NOMINATING COMMITTEE
FOR THE COMMITTEE ON COMMITTEES ELECTION
Action by TC Faculty and Academic Professional Members
(2 minutes)**

MOTION:

That the Twin Cities Faculty Delegation approve the following slate of nominees to fill three 2007-10 Twin Cities faculty vacancies on the Committee on Committees. A simple majority is required for approval. Once the slate is approved, a ballot will be distributed for voting.

FIRST PAIR

GORDON ALEXANDER: Professor of Finance, Carlson School of Management. University Senate member: 1987-88. Senate/Assembly Committee participation (past and present): Retirement Subcommittee, 2002-10.

STEPHEN WEEKS: Associate Professor of Architecture, College of Design. University Senate member: 2006-08. Senate/Assembly Committee participation (past and present): Disabilities Issues, 1989-91; University College Assembly, 1991-92.

SECOND PAIR

MICHAEL HANCHER: Professor of English College of Liberal Arts. University Senate member: 1986-89, 1991-92, 1993-96, 2001-02, 2003-04. Senate/Assembly Committee participation (past and present): Library, 1991-95.

RAY WAKEFIELD: Associate Professor of German, Scandinavian and Dutch, College of Liberal Arts. University Senate member: 1998-2001, 2006-09. Senate/Assembly Committee participation (past and present): Library, 2000-04 (Chair, 2003-04); Student Affairs, 2001-02.

THIRD PAIR

ROBERT MCMASTER: Professor of Geography, College of Liberal Arts. University Senate member: 2005-08. Senate/Assembly Committee participation (past and present): Council on Liberal Education, 2001-04, 2005-08; Information Technologies, 2000-02; Library, 1991-93, 1995-98 (Chair, 1995-96).

TO BE DETERMINED:

FOR INFORMATION:

The Faculty Senate Bylaws specify that the Twin Cities Faculty Delegation shall elect by written ballot faculty/academic professional members to fill vacancies on the Committee on Committees from a slate of candidates provided by the Nominating Committee. Other candidates may be nominated by petition of 12 members of the Twin Cities Faculty Delegation. Petitions to nominate candidates not on the slate must be in the hands of the Clerk on the day before the meeting at which the election is to be conducted. The elected Twin Cities faculty members of the committee whose term continue at least through 2007-08 are:

Robert Gehrz, Institute of Technology
Priscilla Gibson, College of Education and Human Development
Joan Howland, Law School
Perry Leo, Institute of Technology
J. Michael Oakes, School of Public Health
Carl Rosen, College of Agricultural, Food, and Environmental Sciences
Tom Scott, HHH Institute of Public Affairs

**CATHY FRENCH CHAIR
NOMINATING COMMITTEE**

**24. REPORT OF THE FACULTY CONSULTATIVE COMMITTEE
FOR THE NOMINATING COMMITTEE ELECTION
Action by TC Faculty and Academic Professional Members
(2 minutes)**

MOTION:

That the Twin Cities Campus Faculty Delegation confirm the reappointment of two faculty for additional three year terms on the Nominating Committee. A simple majority is required for approval.

DANIEL FEENEY: Professor of Small Animal Clinical Sciences, College of Veterinary Medicine. University Senate member: 1983-96, 1987-90, 1991-94, 1995-98, 1999-2000, 2006-09. Senate/Assembly Committee participation (past and present): AHC Faculty Consultative, 1996-98 (Ex Officio, 1998-1998-2002, 2003-07); AHC Finance and Planning, 1997-2007 (Chair, 1998-2002, 2003-07); Consultative, 2000-2006 (Chair, 2002-03; Ex Officio 1994-97); Facilities Management, 1984-85; Faculty Affairs, 1989-92, 1994-97, 1999-2002 (Chair, 1994-97); Finance and Planning (Ex Officio, 2003-07); Nominating, 2006-07; Research, 1992-94; Retirement, 2002-09 (Chair, 2004-07).

MINDY KURZER: Professor of Food Science and Nutrition, College of Food, Agricultural, and Natural Resource Sciences. University Senate member: 2001-04. Senate/Assembly Committee participation (past and present): Equal Employment Opportunity for Women, 1997-2000 (Chair, 1997-99); Nominating, 2006-07; University College Assembly, 1991-92.

INFORMATION:

The Nominating Committee Bylaws specify that the Faculty Consultative Committee may present the names of individuals, eligible for re-election, to the Delegation for confirmation of reappointment without another candidate on the ballot to fill the position.

**CAROL CHOMSKY, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

**25. REPORT OF THE FACULTY CONSULTATIVE COMMITTEE
FOR THE NOMINATING COMMITTEE ELECTION
Action by TC Faculty and Academic Professional Members
(2 minutes)**

MOTION:

That the Twin Cities Faculty Delegation approve the following slate of nominees to fill one 2007-08, three 2007-09, and two 2007-10 Twin Cities faculty vacancies on the Nominating Committee. A simple majority is required for approval. Once the slate is approved, a ballot will be distributed for voting.

[The slate of nominees will be available at the meeting.]

FOR INFORMATION:

The Faculty Senate Bylaws specify that the Twin Cities Faculty Delegation shall elect by written ballot faculty to fill vacancies on the Nominating Committee from a slate of candidates provided by the Faculty Consultative Committee. Other candidates may be nominated by petition of 12 members of the Twin Cities Faculty Delegation. Petitions to nominate candidates not on the slate must be in the hands of the Clerk on the day before the meeting at which the election is to be conducted. The elected Twin Cities faculty members of the committee whose term continue at least through 2007-08 are:

Catherine French, Institute of Technology
Susan Berry, Medical School

**CAROL CHOMSKY, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

**26. FACULTY SENATE CONSTITUTIONAL AMENDMENT
Definition of Faculty and Faculty-like Academic Professional
Action by the Faculty Senate
(5 minutes)**

MOTION:

To amend Article IV, Section 2 of the Faculty Senate Constitution as follows (language to be added is underlined; language to be deleted is ~~struck-out~~). As an amendment to the Faculty Senate Constitution, the motion requires either a two-thirds majority of all voting members of the Faculty Senate (107) at one regular or special meeting, or a majority of all voting members of the Faculty Senate (81) at each of two meetings. This is the first meeting at which this motion is being presented.

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

...

2. Membership

...

c. For the purposes of this constitution, the bylaws, and the rules, ~~faculty shall include professors, associate professors, assistant professors, research associates, instructors, and research fellows on full-time appointments holding a regular appointment as defined in the Regents' Policy "Faculty Tenure."~~ "Full-time appointments" are defined for this constitution to require the same time commitment of faculty and qualified academic staff. the term "faculty" shall include (1) individuals who hold full-time regular appointments as defined in the Regents' Policy "Faculty Tenure," and (2) individuals who hold full-time multi-year or annually renewable term appointments as defined in the Regents' Policy "Faculty Tenure" and who have completed three years of service at the University.

d. For the purposes of this constitution, the bylaws, and the rules, ~~the term "qualified academic staff" shall be interpreted to mean academic professionals and administrators eligible for election to the Faculty Senate and eligible for appointment to Faculty Senate committees. In order to qualify for election to the Faculty Senate, an academic professional or administrator must meet the definition established by the Board of Regents: "Academic professionals generally parallel disciplinary faculty in having the requisite preparation and specialized knowledge in an academic discipline or field on which practice is based and in exercising independent professional judgment. These individuals may be engaged in teaching, research, and service, as are faculty[.]" Qualified academic staff are those in collegiate units or other campus based staff holding continuous and probationary appointments or qualified campus based academic staff with fixed term or annual appointments having completed five years of service at the University. The term "academic staff" shall be interpreted to mean academic professionals and administrators eligible for election to the University Senate (but not the Faculty Senate) and eligible for appointment to all other committees of the senates. Qualified academic staff are also~~

~~eligible to serve on all other committees and in the University Senate as well as in the Faculty Senate and on committees requiring eligibility for Faculty Senate membership.~~ mean individuals who (1) hold full-time appointments as academic professionals, (2) have faculty-like responsibilities with a primary focus on teaching or research, and (3) have probationary/continuous appointments or have completed five years of service at the University.

e. For the purposes of this constitution, the bylaws, and the rules, "full-time appointments" are defined as requiring at least 67% time.

e f. The manner in which faculty and qualified academic staff are elected to the Faculty Senate shall be prescribed in the bylaws.

...

COMMENT:

The Faculty Consultative Committee has been aware that there is a lack of clarity in the current constitutional provisions governing eligibility for the Faculty Senate. This proposal is an attempt to make the provisions clearer. It also corrects a problem: at present faculty-like P&A staff are eligible for the Faculty Senate but contract/term faculty are not. This proposal makes both groups eligible.

The amendment makes contract/term faculty with three years of service at the University eligible for Faculty Senate election and service. The amendment also modifies the definition of eligible P&A staff to conform with current understandings and practice. Academic professionals (but not professional administrators) who have faculty-like responsibilities in teaching or research (or both) will be eligible for they are in a continuous appointment track (this is a small category) or if they have completed five years of service at the University. As is the current practice, departments and colleges will be expected to help identify which individuals in their units fit within the Senate Constitution definition.

In both categories ("faculty" and "qualified academic staff"), only those holding full-time appointments are eligible. The amendment defines full-time as requiring a minimum of 67% time.

**CAROL CHOMSKY, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

27. FACULTY SENATE BYLAW AMENDMENT Faculty Consultative Committee Charge Action by the Faculty Senate (5 minutes)

MOTION:

To amend Article IV, Section 5(H) of the Faculty Senate Bylaws as follows (language to be added is underlined). As an amendment to the Faculty Senate Bylaws, the motion requires either a majority of all voting members of the Faculty Senate (81) at one regular or special meeting, or a majority of all voting 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)

...

5. Faculty Senate Committee Charges

...

H. FACULTY CONSULTATIVE COMMITTEE

...

Membership

The tenured and tenure-track faculty of the Twin Cities campus and those tenured and tenure-track faculty members on the Duluth campus eligible to vote in elections for the Senate shall elect 9 members, and the tenured and tenure-track faculty of the Morris campus shall elect one faculty member. Faculty members shall be nominated and elected by procedures established by each campus faculty, subject to the following provisions:

...

COMMENT:

The previous agenda item contains an amendment to make contract/term faculty eligible to serve in the Faculty Senate and vote for Faculty Senators. This bylaw revision retains the current practice of having only tenured and tenure-track faculty vote for the election of FCC members. While the Senate is representative of all faculty and faculty-like individuals, the FCC is the Executive Committee for the Senate and appropriately represents the ultimate responsibility of the tenured and tenure-track faculty for governance as established in the 2005 Academic Unit Governance policy.

(See: <http://www.fpd.finop.umn.edu/groups/senate/documents/policy/acadgovpol.html>)

**CAROL CHOMSKY, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

**28. EDUCATIONAL POLICY COMMITTEE
FACULTY CONSULTATIVE COMMITTEE
Student Learning Outcomes
Action by the Twin Cities Delegation of the University Senate
(20 minutes)**

MOTION:

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, students:

- Can identify, define, and solve problems
- Can locate and critically evaluate information
- Have mastered a body of knowledge and a mode of inquiry
- Understands diverse philosophies and cultures within and across societies
- Can communicate effectively
- Understand the role of creativity, innovation, discovery, and expression across disciplines
- Have 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**

**CAROL CHOMSKY, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

29. FACULTY SENATE OLD BUSINESS

30. FACULTY SENATE NEW BUSINESS

31. FACULTY SENATE ADJOURNMENT

MOTION:

That the Twin Cities Delegation of the University Senate endorses the following development outcomes as guiding principles for undergraduate students in planning and reflecting upon their experiences within and beyond the classroom.

**University of Minnesota-Twin Cities Campus
Student Development Outcomes**

As they progress toward their degree, University of Minnesota undergraduates will develop and demonstrate the following characteristics:

- *Responsibility and Accountability* by making appropriate decisions on behavior and accepting the consequences of their actions.
- *Independence and Interdependence* by knowing when to collaborate or seek help and when to act on their own
- *Goal Orientation* by managing their energy and attention to achieve specific outcomes
- *Self Awareness* by knowing their personal strengths and talents and acknowledging their shortcomings
- *Resilience* by recovering and learning from setbacks or disappointments
- *Appreciation of Differences* by recognizing the value of interacting with individuals with backgrounds and/or perspectives different from their own
- *Tolerance of Ambiguity* by demonstrating the ability to perform in complicated environments where clear cut answers or standard operating procedures are absent.

Student Learning Outcomes:

Identify, define, and solve problems

Locate and evaluate information critically

Mastered a body of knowledge and a mode of inquiry

Understand diverse philosophies and cultures within and across societies

Communicate effectively

Understand the role of creativity, innovation, discovery, and expression across disciplines

Skills for effective citizenship and life-long learning

Student Development Outcomes:

Responsibility & Accountability

Independence and Interdependence

Goal Orientation

Self-Awareness

Resilience

Appreciation of Differences

Tolerance of Ambiguity

MEETING OF THE STUDENT SENATE

THURSDAY, MAY 3, 2007

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

Studio C, Rarig Center--Twin Cities Campus
106 Sahlstrom Conference Center--Crookston Campus
173 Kirby Plaza--Duluth Campus
7 Humanities and Fine Arts--Morris Campus

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

1. STUDENT DEVELOPMENT OUTCOMES

Discussion
(15 minutes)

University of Minnesota-Twin Cities Campus
Student Development Outcomes

As they progress toward their degree, University of Minnesota undergraduates will develop and demonstrate the following characteristics:

- *Responsibility and Accountability* by making appropriate decisions on behavior and accepting the consequences of their actions.
- *Independence and Interdependence* by knowing when to collaborate or seek help and when to act on their own
- *Goal Orientation* by managing their energy and attention to achieve specific outcomes
- *Self-Awareness* by knowing their personal strengths and talents and acknowledging their shortcomings
- *Resilience* by recovering and learning from setbacks or disappointments
- *Appreciation of Differences* by recognizing the value of interacting with individuals with backgrounds and/or perspectives different from their own
- *Tolerance of Ambiguity* by demonstrating the ability to perform in complicated environments where clear cut answers or standard operating procedures are absent.

COMMENT:

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

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

**RICHARD MCCORMICK, CHAIR
EDUCATIONAL POLICY COMMITTEE**

**PROFESSOR CAROL CHOMSKY, CHAIR
SENATE CONSULTATIVE COMMITTEE**

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

**3. CIVIL SERVICE COMMITTEE UPDATE
(5 minutes)**

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

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

6. MINUTES FOR APRIL 5, 2007

MOTION:

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

<http://www1.umn.edu/usenate/ssen/070405stu.html>

**STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE**

**7. STUDENT SENATE RULES AMENDMENT
Coordinate Campus Term Limits
Action by the Student Senate
(5 minutes)**

MOTION:

To amend Article VI, Section 2 of the Student Senate Rules as follows (language to be added is underlined). As an amendment to the Student Senate Rules, the motion requires a simple majority for approval.

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

...

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 two consecutive 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.

d. Notwithstanding Rule 2(c), the Student Committee on Committees shall have authority to waive the term limit for faculty, academic professionals, civil service staff, and students from the coordinate campuses.

...

COMMENT:

The Faculty Committee on Committees received a request to exempt Morris faculty from committee term limits in cases where the faculty member currently serving wishes to continue, but has served the maximum of six years and there are no other faculty who wish to fill this vacancy. The Committee proposes this amendment to allow the Committee to waive term limits for all coordinate campus committee members on an individual basis.

**NAN KALKE, CHAIR
SENATE COMMITTEE ON COMMITTEES**

8. STUDENT SENATE STIPENDS

**Action
(5 minutes)**

MOTION:

The Student Senate Stipend Review Committee has reviewed the performance of the following stipend-receiving students: Maria McRae, Student Affairs Committee Chair; Daniel Moore, SSSC/Student Senate Chair; and, Bree Richards, SSSC/Student Senate Vice Chair. The recommendation from the committee is that:

- Maria McRae receive \$530.00 of the \$530.00 spring semester portion of her stipend
- Daniel Moore receive \$1325.00 of the \$1325.00 spring semester portion of his stipend
- Bree Richards receive \$795.00 of the \$795.00 spring semester portion of her stipend

COMMENT:

The Review Committee felt that all three students fulfilled the duties associated with their positions and therefore should receive the full spring semester portion of their respective stipends.

**KRISTEN DENZER, CHAIR
STUDENT SENATE STIPEND REVIEW COMMITTEE**

**9. ELECTION OF 2007-08 STUDENT SENATE/
STUDENT SENATE CONSULTATIVE COMMITTEE CHAIR
Election by 2007-08 Senators Only
(15 minutes)**

10. ELECTION OF 2007-08 TWIN CITIES UNDERGRADUATE

COMMITTEE ON COMMITTEES MEMBERS
Election by 2007-08 Twin Cities Undergraduate Senators Only
(5 minutes)

11. CENTRAL CORRIDOR
Discussion
(15 minutes)

12. OLD BUSINESS

13. NEW BUSINESS

14. ADJOURNMENT

3. CIVIL SERVICE COMMITTEE UPDATE

CIVIL SERVICE COMMITTEE REPORT FROM PEG WOLFF, CHAIR

--The Search committee has forwarded their recommendations for new Civil Service Committee members to President Bruininks. He will make his appointments and inform new members within the next couple of weeks.

--Civil Service Senate elections are currently underway.

--We are following, and attending meetings, regarding the Minnesota State Retirement System of which civil service staff at the university are a part.

--Work is in progress on shoring up language to clarify the job evaluation appeals process for civil service staff.

--We continue to work on a variety of staff advocacy issues.

-- We are working with the Office of Human Resources to finalize changes to the Civil Service Rules book so that the changes can be presented to the Regents for final approval.



Prompt Path: Academic Year

SCEP Grading Distribution
by Campus
 Fall 2006

Report Run Date: Wednesday, 4/25/2007

Data as of 1/26/2007

Campus	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
<u>UMNCR</u>	2941	2.71	35.23%	586	2.48	28.33%	1478	2.99	44.86%	232	3.27	49.14%	17	3.36	76.47%
<u>UMNDL</u>	20841	2.73	34.05%	6169	2.78	29.08%	9747	3.01	37.50%	3933	3.23	48.64%	773	3.19	48.64%
<u>UMNMO</u>	3704	3.03	43.93%	1061	2.94	39.68%	1427	3.18	45.83%	698	3.49	53.01%			
<u>UMNTC</u>	53256	3.02	38.84%	8423	2.84	32.40%	41815	3.14	42.67%	15627	3.18	42.80%	5955	3.32	51.77%

Note: Measures (GPA, Pct A's and Grades) for subjects with fewer than ten enrolled students are not displayed.



Prompt Path: Academic Year

SCEP Grading Distribution
by Academic Group
 Fall 2006
 University of Minnesota, Crookston

Report Run Date: Wednesday, 4/25/2007

Data as of 1/26/2007

[Back to Report by Campus](#)

	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
Academic Group	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
<u>Acad Aff</u>	2941	2.71	35.23%	586	2.48	28.33%	1478	2.99	44.86%	232	3.27	49.14%	17	3.36	76.47%

Note: Measures (GPA, Pct A's and Grades) for subjects with fewer than ten enrolled students are not displayed.



Prompt Path: Academic Year

**SCEP Grading Distribution
by Academic Group**

Report Run Date: Wednesday, 4/25/2007

Data as of 1/26/2007

Fall 2006

[Back to Report by Campus](#)

University of Minnesota, Duluth

	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
Academic Group	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
<u>Accad Supp</u>	1202	3.42	57.74%				92	3.94	96.74%						
<u>Bus/Econ</u>	1004	2.72	28.19%	1397	2.69	21.26%	2322	2.76	21.83%	953	3.00	26.34%			
<u>Cont Ed</u>															
<u>Ed/Hum Srv</u>	2758	2.96	43.29%	1096	2.93	38.50%	3035	3.10	45.60%	939	3.57	68.80%	162	3.53	71.60%
<u>Fine Arts</u>	3569	2.96	45.17%	640	2.89	33.13%	543	3.28	61.14%	474	3.55	74.47%	11	3.67	72.73%
<u>Lib Arts</u>	7338	2.76	29.22%	1290	2.88	32.64%	2690	3.10	40.37%	563	3.29	51.51%	265	3.23	43.02%
<u>Medicine</u>													58	2.76	31.03%
<u>Pharmacy</u>	13	3.72	69.23%												
<u>Sci/Eng</u>	4954	2.48	23.35%	1738	2.61	25.26%	1061	2.86	24.22%	1001	3.04	37.16%	275	3.09	43.27%

Note: Measures (GPA, Pct A's and Grades) for subjects with fewer than ten enrolled students are not displayed.



Help

Prompt Path: Academic Year**SCEP Grading Distribution**

Report Run Date: Wednesday, 4/25/2007

by Academic Group

Data as of 1/26/2007

Fall 2006

University of Minnesota, Morris

[Back to Report by Campus](#)

	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
Academic Group	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
<u>Acad Aff</u>	505	3.16	43.96%	37	3.40	48.65%	90	3.49	30.00%						
<u>Elm/Sec Ed</u>	318	3.59	35.53%	148	3.14	39.19%	79	3.64	53.16%	420	3.68	53.33%			
<u>Humanities</u>	1266	3.18	55.61%	369	3.14	50.14%	379	3.24	50.66%	46	3.25	32.61%			
<u>Sci/Math</u>	765	2.72	28.50%	346	2.76	32.66%	170	2.83	33.53%	158	3.14	46.20%			
<u>Social Sci</u>	850	3.08	43.53%	161	2.70	29.19%	709	3.19	47.39%	67	3.68	79.10%			

Note: Measures (GPA, Pct A's and Grades) for subjects with fewer than ten enrolled students are not displayed.

Prompt Path: Academic Year**SCEP Grading Distribution
by Academic Group**

Fall 2006

University of Minnesota, Twin Cities

Report Run Date: Wednesday, 4/25/2007

Data as of 1/26/2007

[Back to Report by Campus](#)

Academic Group	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
<u>AHCS</u>	110	3.30	54.55%												
<u>Bell Mus</u>															
<u>CBS</u>	2374	2.75	22.54%	475	2.95	41.05%	1282	2.93	33.00%	1277	2.84	30.54%	94	3.23	41.49%
<u>CCE</u>	29	3.11	31.03%	42	3.27	14.29%	414	3.36	49.76%	543	3.30	50.46%			
<u>CDES</u>	1030	2.92	27.38%	383	3.27	39.16%	888	3.16	36.94%	1045	3.19	35.12%	171	3.38	45.61%
<u>CFANS</u>	3356	3.05	36.95%	243	3.02	40.74%	2335	3.20	45.57%	983	3.30	46.59%	158	3.21	40.51%
<u>CLA</u>	25456	3.18	43.81%	549	3.18	54.10%	23507	3.17	45.45%	3739	3.21	47.02%	1711	3.32	55.06%
<u>CSOM</u>	548	3.89	15.15%	962	2.85	30.77%	4140	3.16	35.19%	1567	3.38	48.69%	473	3.16	40.17%
<u>Dent</u>				88	3.20	31.82%	123	3.14	49.59%	98	3.23	51.02%			
<u>EHD</u>	6548	2.99	48.53%	544	3.09	38.79%	3031	3.27	43.42%	1245	3.13	44.18%	1827	3.53	62.89%
<u>Health Sci</u>	65	3.69	81.54%										134	3.51	48.51%
<u>HIPA</u>	67	3.61	77.61%				44	3.39	61.36%	71	3.72	78.87%	19	3.16	31.58%
<u>IT</u>	12216	2.71	26.31%	4794	2.74	28.68%	3243	2.82	29.20%	3683	3.02	36.60%	1173	3.17	42.80%
<u>Med</u>	122	2.60	5.74%				1571	3.07	39.34%	400	2.89	25.75%	116	3.27	10.34%
<u>Nursing</u>	99	4.00	16.16%	132	3.09	36.36%	263	3.73	82.89%	899	3.56	59.40%	11	3.83	36.36%
<u>Pharmacy</u>	636	3.46	69.03%				51	3.22	39.22%				51	2.73	39.22%
<u>Pub Health</u>	293	3.38	64.85%				457	2.99	43.11%						
<u>SRVPAA</u>	240	3.77	58.75%	27	2.85	11.11%	85	3.67	55.29%	54	3.76	55.56%			
<u>Stdnt Dev</u>							12	4.00	100.00%						
<u>VMed</u>	16	0.00	0.00%	184	2.43	11.41%				23	2.96	30.43%			
<u>VP Sys Adm</u>	51	3.48	66.67%				369	3.51	58.54%						

Note: Measures (GPA, Pct A's and Grades) for subjects with fewer than ten enrolled students are not displayed.

16. UNIVERSITY SENATE NEW BUSINESS

MOTION:

To approve the following statement.

The University Senate supports the passage and enactment of the Minnesota Dream Act.

COMMENT:

The Minnesota Dream Act would help open the doors to higher education for more resident students of color. Under the current system, undocumented Minnesota students are hindered from enrolling in post-secondary institutions because they must pay out-of-state tuition, even though many of these young people have lived nearly their entire lives in the state.

If the Minnesota Dream Act becomes law, all students who meet the following requirements would be allowed to pay in-state-tuition rates at Minnesota public colleges and universities:

- graduated from a Minnesota high school or attained an equivalent certificate (GED)
- resided in the state of Minnesota for at least three years
- been accepted to a Minnesota public college or university
- (if applicable) have filed an affidavit to regularize their immigration status as soon as they are able to do so

This legislation has received wide bipartisan support. Both the House and the Senate have voted to include the Minnesota Dream Act in their versions of the Higher Education Omnibus bill. Currently, a conference committee is discussing the details of the final joint bill. I ask for endorsement of this proposal, as it embodies the Senate's principles of encouraging academic excellence and expanding equitable access to the University.

RANDY CROCE, SENATOR

30. FACULTY SENATE NEW BUSINESS

MOTION:

To approve the following statement.

Statement on Child Care for Dependents of University Employees Faculty Affairs Committee

In December, 2003, the Senate Committee on Faculty Affairs received from one of its subcommittees a report on child care at the University (especially the Twin Cities). The gist of that report was that the University should increase the availability of on-campus child care for faculty, staff, and students. The report noted a number of important factors about child care and reported that there was an 18- to 24-month waiting period for the University's child-care center.

Professor Judith Martin, then chair of the Faculty Consultative Committee, transmitted the subcommittee report to the President in February, 2004, and urged that the University "identify funding to help alleviate the shortage of high-quality child care for University faculty, staff, and students." One suggestion Professor Martin made was that the University of Minnesota Foundation should be asked to consider fund-raising for construction of additional child-care sites on the Twin Cities campus.

The problem is not a lack of child-care facilities. The problem is a lack of high-quality child-care facilities.

We do not believe the University has made any progress on increasing child-care facilities on the Twin Cities campus. We believe that it should do so very soon if it is to achieve the goal of becoming a top-three public research university. Achieving that goal will be accomplished in significant part through the recruitment of stellar faculty, staff, and (probably of most concern for this purpose) graduate students.

It is unlikely the University will soon be able to compete on salaries, compared to the top 20 or 30 research universities, so it must be in a position to compete in other ways by providing benefits that prospective faculty, staff, and students will find attractive. It is our view that one of the benefits that will be most attractive is child care that is close and high-quality. As the subcommittee wrote in 2003, "the reality is that employees will virtually always place their child care responsibilities above their responsibilities in the workplace."

We recommend that the Faculty Senate request the President make this a high priority as he considers the capital budget and fund-raising.

Adopted unanimously by the Senate Committee on Faculty Affairs April 24, 2007.

**GEOFFREY SIRC, CHAIR
FACULTY AFFAIRS COMMITTEE**

Revised motion for Item 25. Report of the Faculty Consultative Committee for the Nominating Committee Election, on the May 3, 2007, Faculty Senate agenda

**25. REPORT OF THE FACULTY CONSULTATIVE COMMITTEE
FOR THE NOMINATING COMMITTEE ELECTION
Action by TC Faculty and Academic Professional Members
(2 minutes)**

MOTION:

That the Twin Cities Faculty Delegation approve the following slate of nominees to fill one 2007-08, three 2007-09, and one 2007-10 Twin Cities faculty vacancies on the Nominating Committee. A simple majority is required for approval. Once the slate is approved, a ballot will be distributed for voting.

FIRST PAIRING (Vote for two of the four candidates)

AMY KAMINSKY: Professor of Gender, Women, and Sexuality Studies, College of Liberal Arts. University Senate member: None. Senate/Assembly Committee participation (past and present): Equity, Access, and Diversity, 2003-04; Judicial, 1987-90.

MARY JO MAYNES: Professor of History, College of Liberal Arts. University Senate member: 1998-2000. Senate/Assembly Committee participation (past and present): None.

CHRISTOPHER UGGEN: Professor of Sociology, College of Liberal Arts. University Senate member: None. Senate/Assembly Committee participation (past and present): None.

KIRT WILSON: Associate Professor of Communication Studies, College of Liberal Arts. University Senate member: None. Senate/Assembly Committee participation (past and present): None.

SECOND PAIRING (Vote for two of the four candidates)

JEAN BAUER: Professor of Family Social Science, College of Education and Human Development. University Senate member: 1990-94. Senate/Assembly Committee participation (past and present): Committee on Committees, 2001-03; Consultative, 2003-06 (Chair, 2005-06; Ex Officio, 2006-07); Finance and Planning, 1997-2003; Judicial, 1991-97.

HELEN HANSEN: Associate Professor of Nursing, School of Nursing. University Senate member: 1980-83, 1999-2002, 2005-08. Senate/Assembly Committee participation (past and present): AHC Finance and Planning, 2006-09; Student Behavior, 1983-86.

MORRIS KLEINER: Professor of Public Affairs, HHH Center for Public Affairs. University Senate member: None. Senate/Assembly Committee participation (past and present): Consultative, (Ex Officio, 2004-06); Faculty Affairs, 1990-94, 2004-10 (Chair, 2004-06).

SCOTT LANYON: Professor of Bell Museum of Natural History, College of Biological Sciences. University Senate member: 1997-2000. Senate/Assembly Committee participation (past and present): Consultative, 2004-07, Nominating, 2002-03.

THIRD PAIRING (Vote for one of the two candidates)

ANN MASTEN: Professor of Child Development, College of Education and Human Development. University Senate member: 1991-94. Senate/Assembly Committee participation (past and present): None.

JOHN ROMANO: Professor of Educational Psychology, College of Education and Human Development. University Senate member:1997-00, 2006-09. Senate/Assembly Committee participation (past and present): Student Affairs, 1995-2000 (Chair, 1996-97).

FOR INFORMATION:

The Faculty Senate Bylaws specify that the Twin Cities Faculty Delegation shall elect by written ballot faculty to fill vacancies on the Nominating Committee from a slate of candidates provided by the Faculty Consultative Committee. Other candidates may be nominated by petition of 12 members of the Twin Cities Faculty Delegation. Petitions to nominate candidates not on the slate must be in the hands of the Clerk on the day before the meeting at which the election is to be conducted. The elected Twin Cities faculty members of the committee whose term continue at least through 2007-08 are:

Catherine French, Institute of Technology
Susan Berry, Medical School
Arthur Erdman, Institute of Technology
Leslie Schiff, Medical School

**CAROL CHOMSKY, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

Revised motion for Item 23. Report of the Nominating Committee for the Committee on Committees Election, on the May 3, 2007, Faculty Senate agenda

**23. REPORT OF THE NOMINATING COMMITTEE
FOR THE COMMITTEE ON COMMITTEES ELECTION
Action by TC Faculty and Academic Professional Members
(2 minutes)**

MOTION:

That the Twin Cities Faculty Delegation approve the following slate of nominees to fill three 2007-10 Twin Cities faculty vacancies on the Committee on Committees. A simple majority is required for approval. Once the slate is approved, a ballot will be distributed for voting.

FIRST PAIR

GORDON ALEXANDER: Professor of Finance, Carlson School of Management. University Senate member: 1987-88. Senate/Assembly Committee participation (past and present): Retirement Subcommittee, 2002-10.

STEPHEN WEEKS: Associate Professor of Architecture, College of Design. University Senate member: 2006-08. Senate/Assembly Committee participation (past and present): Disabilities Issues, 1989-91; University College Assembly, 1991-92.

SECOND PAIR

MICHAEL HANCHER: Professor of English College of Liberal Arts. University Senate member: 1986-89, 1991-92, 1993-96, 2001-02, 2003-04. Senate/Assembly Committee participation (past and present): Library, 1991-95.

RAY WAKEFIELD: Associate Professor of German, Scandinavian and Dutch, College of Liberal Arts. University Senate member: 1998-2001, 2006-09. Senate/Assembly Committee participation (past and present): Library, 2000-04 (Chair, 2003-04); Student Affairs, 2001-02.

THIRD PAIR

ROBERT MCMASTER: Professor of Geography, College of Liberal Arts. University Senate member: 2005-08. Senate/Assembly Committee participation (past and present): Council on Liberal Education, 2001-04, 2005-08; Information Technologies, 2000-02; Library, 1991-93, 1995-98 (Chair, 1995-96).

RIV-ELLEN PRELL: Professor of American Studies, College of Liberal Arts. University Senate member: 1985-88. Senate/Assembly Committee participation (past and present): Educational Policy, 1999-2000, 2001-02.

FOR INFORMATION:

The Faculty Senate Bylaws specify that the Twin Cities Faculty Delegation shall elect by written ballot faculty/academic professional members to fill vacancies on the Committee on Committees from a slate of candidates provided by the Nominating Committee. Other candidates may be nominated by petition of 12 members of the Twin Cities Faculty Delegation. Petitions to nominate candidates not on the slate must be in the hands of the Clerk on the day before the meeting at which the election is to be conducted. The elected Twin Cities faculty members of the committee whose term continue at least through 2007-08 are:

Robert Gehrz, Institute of Technology

Priscilla Gibson, College of Education and Human Development
Joan Howland, Law School
Perry Leo, Institute of Technology
J. Michael Oakes, School of Public Health
Carl Rosen, College of Agricultural, Food, and Environmental Sciences
Tom Scott, HHH Institute of Public Affairs

**CATHY FRENCH CHAIR
NOMINATING COMMITTEE**