

CONSECUTIVE MEETINGS OF:

**THE UNIVERSITY SENATE
THE FACULTY SENATE**

THURSDAY, MAY 5, 2011

2:30 - 5:00 P.M.

**Coffman Theatre--Twin Cities Campus
105 Kiehle Hall--Crookston Campus
173 Kirby Plaza--Duluth Campus
7 Humanities/Fine Arts Building--Morris Campus
Room 320--Rochester Campus
Southwest Research and Outreach Center**

This is a consecutive meeting of the University Senate and Faculty Senate. There are 252 voting members of the University Senate and 162 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

University Senate Constitution Amendment – P&A Senate
Approved by the: University Senate December 2, 2010
Approved by the: Administration January 27, 2011
Approved by the: Board of Regents March 10, 2011

Resolution on the Personal Floating Holiday
Approved by the: University Senate March 3, 2011
Approved by the: Administration PENDING
Approved by the: Board of Regents – no action required

University Senate Constitution Amendment – Civil Service Senate
Approved by the: University Senate March 31, 2011
Approved by the: Administration PENDING
Approved by the: Board of Regents PENDING

University Senate Rules Amendment – P&A Senate Rules
Approved by the: University Senate March 31, 2011
Approved by the: Administration – no action required
Approved by the: Board of Regents – no action required

Resolution on Equity during Budget Cuts
Approved by the: University Senate March 31, 2011
Approved by the: Administration – no action required
Approved by the: Board of Regents – no action required

Resolution on Space Management
Approved by the: University Senate March 31, 2011

Approved by the: Administration – no action required*
Approved by the: Board of Regents – no action required
* The administration is implementing the space management program and appreciates the support of the University Senate and the Finance and Planning Committee.

Policy on Individual Conflicts of Interest: Standards that Govern Those Involved in Clinical Health Care

Approved by the: University Senate April 14, 2011
Approved by the: Administration PENDING
Approved by the: Board of Regents – no action required

Statement on Access to HealthPartners Clinics

Approved by the: University Senate April 14, 2011
Approved by the: Administration – no action required
Approved by the: Board of Regents – no action required

Faculty Senate

Amendment to the Policy on Grading and Transcripts: Withdrawals and Repeating Courses

Approved by the: Faculty Senate September 30, 2010
Approved by the: Administration PENDING
Approved by the: Board of Regents – no action required

Amendment to the Regents Policy on Academic Freedom and Responsibility

Approved by the: Faculty Senate September 30, 2010
Approved by the: Administration PENDING*
Approved by the: Board of Regents PENDING
* President Bruininks is asking Senior Vice President and Provost Sullivan, executive officer responsible for the administration of these particular policies, to share and discuss the proposed amendments with the Board of Regents

Policy on Appointments to Graduate Examining Committees

Approved by the: Faculty Senate December 2, 2010
Approved by the: Administration PENDING
Approved by the: Board of Regents - no action required

Amendment to the Regents Policy: Faculty Tenure

Approved by the: Faculty Senate December 2, 2010
Approved by the: Administration PENDING*
Approved by the: Board of Regents PENDING
* President Bruininks is asking Senior Vice President and Provost Sullivan, executive officer responsible for the administration of these particular policies, to share and discuss the proposed amendments with the Board of Regents

Amendment to the Regents Policy: Code of Conduct

Approved by the: Faculty Senate December 2, 2010
Approved by the: Administration PENDING
Approved by the: Board of Regents PENDING

Amendment to the Regents Policy: Faculty Tenure

Approved by the: Faculty Senate February 24, 2011

Approved by the: Administration PENDING
Approved by the: Board of Regents PENDING

Amendment to the Syllabi Policy

Approved by the: Faculty Senate February 24, 2011
Approved by the: Administration PENDING
Approved by the: Board of Regents – no action required

Amendment to the Policy on Class Scheduling for Undergraduate and Graduate Classes

Approved by the: Faculty Senate February 24, 2011
Approved by the: Administration PENDING
Approved by the: Board of Regents – no action required

Resolution on Faculty Support for Inclusion of University Governance Activities in P&A and CS Annual Reviews

Approved by the: Faculty Senate February 24, 2011
Approved by the: Administration PENDING
Approved by the: Board of Regents – no action required

2015-16 Morris, Rochester, and Twin Cities Calendars

Approved by the: Faculty Senate March 31, 2011
Approved by the: Administration PENDING
Approved by the: Board of Regents – no action required

Policy on Departmental Exams for Proficiency or Credit for Undergraduate Students

Approved by the: Faculty Senate March 31, 2011
Approved by the: Administration PENDING
Approved by the: Board of Regents – no action required

Policy on Credit for Nationally-Recognized Exams for Undergraduate Students

Approved by the: Faculty Senate March 31, 2011
Approved by the: Administration PENDING
Approved by the: Board of Regents – no action required

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

FOR INFORMATION:

The Policy on Grading and Transcripts requires that "data on the mean grade point average by designator and course level, on the percentage of As awarded by course level, and on overall collegiate grade point averages will be prepared for grades awarded each Fall Semester...for all undergraduate students...[and] reported annually to the Faculty Senate."

**3. CLERK OF THE SENATE REPORT
Faculty Consultative Committee Election Results
Information for the Faculty Senate**

FOR INFORMATION:

In the recent election to fill Twin Cities vacancies on the Faculty Consultative Committee, Professors Avner Ben-Ner, Walter Jacobs, Elaine Tyler May, and James Pacala were elected to three-year terms (July 1, 2011 through June 30, 2014).

**STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE**

**4. CLERK OF THE SENATE REPORT
Electronic Vote Results
Information for the University Senate**

FOR INFORMATION:

Following the March 31, 2011, University Senate meeting, an electronic vote was taken to pass the proposed Senate constitution regarding a Civil Service Senate. At the end of the three working day voting period, 200 votes in favor, 1 opposed, and 2 abstentions were received. This motion was approved. The approved Senate Constitution will now be presented to the President and the Board of Regents for approval.

**STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE**

**5. ACADEMIC FREEDOM AND TENURE COMMITTEE
FACULTY AFFAIRS COMMITTEE
STUDENT SENATE CONSULTATIVE COMMITTEE
Statement on Change in the Non-Renewal Provisions for P&A Staff
Information for the Faculty Senate**

FOR INFORMATION:

Statement on Change in the Non-Renewal Provisions for P&A Staff

The Senate Committee on Academic Freedom and Tenure has taken note of the proposed reduction in the length of notice for non-renewal for Academic Professional and Administrative (P&A) employees. The current policy calls for a notice period of 12 months for employees with 11+ years of consecutive service, 6 months for those with 6-10 years of service, 3 months for those with 2-5 years, and 1 month for those with one year of service. The proposed policy calls for 6 months notice for those with 6+ years of consecutive service, 3 months for those with 3-5 years, 1 month for those with 1-2 years, and reasonable notice (2 weeks minimum) for those with less than 1 year of service. In addition, part-time P&A employees would only be entitled to two weeks' notice under the proposal.

We are very concerned about the implications of these proposed changes for the academic freedom of P&A staff. The Board of Regents' policy on Academic Freedom and Responsibility

guarantees academic freedom to all members of the University community. We have discussed a number of times, however, the practical limit of this guarantee on staff members (and contract faculty members) who have annually-renewable appointments: Those whose continued employment at the University depends on the approbation of their superiors on a year-to-year basis could be at risk if, in fully exercising their academic freedom, they put themselves at odds with their superior. To shorten the notice period for P&A staff, and to reduce it to two weeks for part-time P&A staff, in our judgment, puts them at even greater risk. With a year's notice for long-term employees, they have at least some insurance (12 months' salary) against finding themselves unexpectedly on the job market as a result of exercising their academic freedom. To shorten that notice period will make P&A staff even more unlikely to exercise the academic freedom the Board of Regents has guaranteed.

We recommend that the University not change the notice provision for P&A staff. We recognize that P&A staff may be terminated for misfeasance or malfeasance and are subject to normal annual performance reviews. But we believe that this change, which may be motivated by the financial situation of the University, conflicts with the fundamental value of academic freedom and should not be adopted.

Adopted unanimously by the Academic Freedom and Tenure Committee, April 8, 2011.
Endorsed unanimously by the Faculty Affairs Committee, April 12, 2011; and the Student Senate Consultative Committee, April 21, 2011.

**BARBARA ELLIOTT, CO-CHAIR
ACADEMIC FREEDOM AND TENURE COMMITTEE**

**KAREN MIKSCH, CO-CHAIR
ACADEMIC FREEDOM AND TENURE COMMITTEE**

**GEORGE SHEETS, CHAIR
FACULTY AFFAIRS COMMITTEE**

**AARON CARLSON, CHAIR
STUDENT SENATE CONSULTATIVE COMMITTEE**

**6. COUNCIL OF ACADEMIC PROFESSIONALS AND ADMINISTRATORS
Statement on Changes to the Policy on Non-Renewal of Appointment for
Academic Professional and Administrative (P&A) Employees
Information for the University Senate**

FOR INFORMATION:

Statement on Changes to the Policy on Non-Renewal of Appointment for
Academic Professional and Administrative (P&A) Employees

The Council of Academic Professionals and Administrators (CAPA) requests that the Office of Human Resources retain the 12-month notification period for all currently employed P&A staff. Revised notice periods, as currently proposed, should apply only to new P&A hires.

COMMENT:

These proposed changes are not in the University's best interests for the following reasons.

A. Current P&A staff were hired under a policy providing up to a 12-month notification period in return for extended service to the University. The majority of P&A staff receive one year, annually renewable contracts. Many of these long term employees have elected to make the University their career home, in part based on the security provided by an extended notification period. Reduction of this notification period is perceived as an act of bad faith by the University and a clear indication that P&A years of service have little value to the administration.

B. Changing this policy will negatively impact hiring and retention of exceptional P&A staff, which does not align with University's often stated strategic positioning tenet to reward and retain exceptional staff.

C. P&A staff with teaching responsibilities will be particularly disadvantaged by this modification. This proposed change creates a situation in which they could potentially receive a non-renewal notice mid-academic year – too far into the academic hiring cycle for the following academic year – which will negatively affect their ability to search for other academic positions. For those P&A with instructional responsibilities loss of the 12-month notification period will have a serious impact.

D. Given the broad array of classifications within the P&A employment group, it is clear that many of these positions require unique skills and training. While these skills and training serve the University well, their very specificity make it more difficult for an individual to market them outside their current positions. The 12-month notification is essential for staff in these positions because it provides them the opportunity to find comparable employment with reduced risk of financial difficulties. These P&A employees have given the University their most formative, creative and saleable years. Reducing their notification sends a clear message regarding the value the University places on their contributions.

E. Changes to the University's contribution level to the faculty/P&A retirement plan are currently under discussion. The most widely discussed option would be implemented for new University faculty and staff while current employees would not be affected. **If this model can be implemented distinctly for retirement benefits, why can the same model not be used for the non-renewal policy?**

OHR should not consider just this policy, but rather conduct a review of the entire compensation package for P&A staff (e.g. the waiting period for eligibility for the retirement plan, vacation accrual, and the severance package procedures).

**SARAH WALDEMAR, CHAIR
COUNCIL OF ACADEMIC PROFESSIONALS AND ADMINISTRATORS**

7. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY

FACULTY/ACADEMIC PROFESSIONALS/STAFF

Doris Benson
Staff
Computing Services – University of Minnesota Morris
1932 – 2011

John B. Carlson
Professor
Biology

1926 – 2011

Roger S. Jones
Professor
Physics and Astronomy
1934 – 2011

Richard D. Kimpston
Professor
Curriculum and Instruction
1928 – 2011

Philip Lundberg
Staff
Networking and Telecommunication Services
1951 – 2011

Thomas Proehl
Professor
Theatre Arts and Dance
1964 – 2011

Leo J. Raskind
Professor
Law School
1919 – 2011

Murray Warmath
Head Coach
Men's Intercollegiate Athletics
1912 – 2011

STUDENTS

Kimberly Yeong Sil Hull
College of Liberal Arts

Benjamin V. Van Handel
College of Liberal Arts

8. SENATE CONSULTATIVE COMMITTEE REPORT FACULTY CONSULTATIVE COMMITTEE REPORT (5 minutes)

9. MINUTES FOR MARCH 31, 2011 AND APRIL 14, 2011 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.

<http://www1.umn.edu/usenate/usen/110331sen.html>
<http://www1.umn.edu/usenate/usen/110414sen.html>

**STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE**

**10. EQUITY, ACCESS, AND DIVERSITY COMMITTEE
SOCIAL CONCERNS COMMITTEE
STUDENT AFFAIRS COMMITTEE**
**Supporting the Efforts of the Work Group Promoting Academic Civility
in Graduate and Professional Education
Action by the University Senate
(5 minutes)**

MOTION:

To approve the following resolution:

**Supporting the Efforts of the Work Group Promoting Academic Civility
in Graduate and Professional Education**

The University Senate supports the Academic Civility Work Group, which envisions “a university culture that fosters academic excellence and promotes civil and respectful relationships through effective prevention of, and response to hostile, offensive, or intimidating behavior.”

The University Senate encourages the continued growth of a respectful culture for graduate and professional students by addressing University faculty and staff attitudes and behaviors in a systemic way through the following actions:

1. Faculty and staff are encouraged to support the Academic Civility Initiative by providing a positive, supportive, and constructive working and learning environment, and by responding to reported instances of hostile, intimidating, or offensive behavior in a timely and respectful manner.
2. Units and departments should adapt and use materials developed by the Work Group that support best practices of advising and mentoring. Link to materials: <http://www.sos.umn.edu/stafffaculty/advisingmentoring.html>
3. A comprehensive review should be conducted of the research and surveys (e.g., the 2007 and 2011 SCRC surveys, “Pulse” survey, exit interviews, COGS survey, and institutional research) to provide additional analysis of these data and possible direction for further efforts to create a culture of mutual responsibility and respect.

COMMENT:

Academic civility is an essential "best practice" for successful graduate and professional programs. The Student Conflict Resolution Center's (SCRC) 2007 Graduate Student Experience Survey made visible behavior incompatible with academic civility at the University of Minnesota. Academic incivility can be defined as hostile, intimidating or offensive behavior by faculty, staff, or students within the institution, to the extent that it interferes with the ability to work or study, and carries high costs to affected individuals and the institution. This survey, administered by the Office of Measurement Services, showed that approximately one third of survey respondents had experienced or observed academic incivility. A summary of survey

results may be found at:
http://www.sos.umn.edu/staffaculty/Survey_Summary_AcadInc_UMNTC.pdf

Following the dissemination of survey results a Work Group for Academic Civility, comprised of faculty, staff, and students, was formed in 2008 to develop a model to promote civil and respectful relationships through effective prevention of, and response to hostile, offensive, or intimidating behavior.

The Work Group has prepared useful materials that identify strategies for addressing incivility and support effective and respectful advising relationships. These are being distributed to interested departments and units where they are customized to meet departmental needs. An effective and respectful student-adviser relationship is a critical factor in the success of graduate and professional students, fosters academic excellence, and embodies academic civility. To see membership and materials developed by the Work Group go to: http://www.sos.umn.edu/staffaculty/academic_civility.html.

The Senate Committee on Equity, Access, and Diversity, the Social Concerns Committee, and the Student Affairs Committee support the efforts of the Work Group Promoting Academic Civility.

Approved by the Social Concerns Committee October 25, 2010; Student Affairs Committee March 9, 2011; the Equity, Access, and Diversity Committee March 21, 2011; and the Graduate and Professional Student Assembly April 20, 2011.

**IRENE DURANCZYK, CHAIR
EQUITY, ACCESS, AND DIVERSITY COMMITTEE**

**TIMOTHY SHELDON, CHAIR
SOCIAL CONCERNS COMMITTEE**

**SILVIA CANELON, CO-CHAIR
STUDENT AFFAIRS COMMITTEE**

**JOYCE HOLL, CO-CHAIR
STUDENT AFFAIRS COMMITTEE**

**11. SENATE CONSULTATIVE COMMITTEE
Policy on Hiring Senior Administrators: Senate Committee Involvement
Action by the University Senate
(5 minutes)**

MOTION:

To amend the Policy on Hiring Senior Administrators: Senate Committee Involvement as follows (language to be deleted is ~~struck out~~; new language is underlined):

Hiring Senior Administrators: Senate Committee Involvement (Twin Cities, Morris, Rochester)

Related Policy: Recruitment and Selection of Faculty and Academic Professional and Administrative Employees

When hiring senior administrators, the appointing authority will involve Senate committees in forming search committees and in interviewing finalists.

Administrative Positions Covered and Associated Senate Committees

A. The following list specifies the positions to which this process applies and the Senate committees that are to be involved in the search process.

President**	Faculty Consultative Committee (FCC), Student Senate Consultative Committee (SSCC), <u>P&A Consultative Committee (PACC)</u> , <u>Civil Service Consultative Committee (CSCC)</u>
Senior Vice President for Academic Affairs and Provost	FCC, <u>PACC</u> , SSCC, Educational Policy
Senior Vice President for System Academic Administration	FCC, <u>PACC</u> , SSCC
Senior Vice President for the Academic Health Center	FCC, <u>PACC</u> , SSCC
Vice President for Research	FCC, <u>PACC</u> , Research
Vice President and Chief Financial Officer	FCC, <u>PACC</u> , SSCC, Finance and Planning
Vice President for University Relations	FCC, <u>PACC</u> , SSCC
Vice President and Chief of Staff	FCC, SSCC
Vice President and Chief Information Officer	FCC, <u>PACC</u> , SSCC, Information Technologies, Library
Vice President for Human Resources	FCC, <u>PACC</u> , Faculty Affairs
Vice President for Equity and Diversity	FCC, <u>PACC</u> , SSCC, Equity, Access, and Diversity
Vice President for University Services	FCC, <u>PACC</u> , SSCC, Finance and Planning
Chancellor (not Crookston or Duluth)	FCC, <u>PACC</u> , SSCC
Vice Provost and Dean of Graduate Education	FCC, <u>PACC</u> , GAPSA , <u>SSCC</u> , Educational Policy, Research

Vice Provost and Dean of Undergraduate Education	FCC, <u>PACC</u> , SSCC, Educational Policy
Vice Provost for Faculty and Academic Affairs	FCC, <u>PACC</u> , Faculty Affairs, Academic Freedom and Tenure
Vice Provost for Student Affairs	<u>PACC</u> , <u>SSCC</u> , Student Affairs
Assistant/Associate Vice President, Sponsored Projects Administration	Research
Associate Vice President Audits	Finance and Planning
General Counsel	FCC, <u>PACC</u> , SSCC, Judicial
University Librarian	Library, <u>PACC</u>
Director of Equal Opportunity and Affirmative Action	FCC, <u>PACC</u> , SSCC, Equity, Access, and Diversity
President and CEO, University of Minnesota Foundation	FCC, <u>PACC</u> , Finance and Planning
Director, Intercollegiate Athletics (Twin Cities campus)	FCC, <u>PACC</u> , SSCC, Advisory Committee on Athletics, Faculty Academic Oversight Committee for Intercollegiate Athletics

- B. For any other senior administrator positions for which a search committee will be established, the appointing authority should inform the chairs of FCC, PACC, CSCC, and SSCC of the pending search and provide opportunity for the committees to participate as described if they choose to do so.

Senate Committee Participation in the Appointment of Search Committees

Members and chairs of search committees for the specified positions will be chosen by the appointing authority after consultation with appropriate Senate committees as described in this section.

- A. The appointing authority will ask the chairs of the specified committees to submit, by a specified date, nominations of faculty members or students, as appropriate, to serve on the search committee. Nominees need not be members of the specified committee. The number of individuals nominated should be greater than the number of faculty members or students expected to serve on the search committee (perhaps twice as many), in order to provide the appointing authority flexibility in the choices. The appointing authority will select the student and faculty members of the search committee from among those nominated or will explain any deviation to the Senate committee. The relevant Senate committee(s) may nominate additional individuals (who are not faculty or students) for the appointing authority to consider for search committee membership.
- B. The Senate committee(s) will ordinarily be given at least two weeks notice of the need for nominees to the search committee.

- C. If the Senate committees are unable to provide nominations by the date specified, the appointment authority may appoint the search committee without Senate committee consultation.

Senate Committee Participation in Interviews of Finalists

Members of the specified Senate committees will be given an opportunity to attend an interview with each finalist. Interviews with committees will be scheduled irrespective of the scope of the search (full, limited, or non-competitive appointment); in the case of non-competitive appointments, the committee will be given the opportunity to interview the finalist before the position is offered to the finalist.

Interviews may be arranged for committee members alone or in conjunction with others, but will be separate from any public presentation by the finalist. When more than one committee is appropriately involved in finalist interviews, a joint session may be scheduled.

The Senate committee will be supplied, in advance of the interview, copies of the position description and the curriculum vita of each finalist.

The Senate committee will provide its comments as quickly as possible to the appointing authority. The committee's views will be submitted as a single document, prepared by the chair or his or her designee, and may include minority views. Committee members may also submit individual comments.

It is understood that committee interviews, especially during the summer or when scheduled on short notice, may involve less than a majority of committee members and there may not be consistent representation for all the finalists for the position. The hiring process should not be slowed or hindered by the possible unavailability of committee members.

If the FCC, PACC, CSCC, or SSCC determines that Senate Committees should participate in interviews with finalists, FCC, PACC, CSCC, or SSCC may delegate responsibility for participating in interviews to other committees of the Senate. FCC may invite other faculty members, including past members of FCC, to participate in the interview process. PACC may invite other P&A employees to participate in the interview process. CSCC may invite other civil service employees to participate in the interview process. SSCC may ~~designate~~ invite other students representatives other than SSCC members to participate in the interview process. FCC, PACC, CSCC, and SSCC may also designate additional committees to participate in any interviews.

LEGISLATIVE HISTORY

The protocol was adopted by the Senate on February 18, 1993, as part of a consent package, without debate, and approved by the administration on April 26, 1993.

Revised Fall, 1998, to reflect changes in the University's administrative organization and titles of senior officers.

*In the parlance of the categorization of administrative appointees at the time this protocol is written, it covers class numbers 9301-9305, 9314, 9316, 9321-9328, and a few of the individuals in class 9330.

**The selection of the University President is the legal responsibility of the Board of Regents and the search committee for this office is the members of the Board. The Board of Regents has

customarily consulted the Senate Consultative Committee regarding the search and included faculty, staff, and student representation on a search advisory committee.

COMMENT:

These changes reflect the addition of the Civil Service Consultative Committee and the P&A Consultative Committee to the Senate governance structure.

**KATHRYN VANDENBOSCH, CHAIR
SENATE CONSULTATIVE COMMITTEE**

**12. CLASSROOM ADVISORY SUBCOMMITTEE
EDUCATIONAL POLICY COMMITTEE
Statement on Funding for Classroom Facilities and Technologies
Action by the Twin Cities Delegation
(5 minutes)**

MOTION:

To approve the following statement:

STATEMENT ON FUNDING FOR CLASSROOM FACILITIES AND TECHNOLOGIES

Classroom facilities and technologies require periodic maintenance and replacement, and identification of and planning for lifecycle costs is a fiscally prudent approach to management of classroom facilities and technology infrastructure.

We note with great concern that classroom upgrade work continues to be funded primarily with one-time funds (e.g., capital projects like STSS). The recurring lifecycle costs for these classrooms have not been funded. We are, however, accruing these costs. Given the importance of general-purpose classrooms, we cannot continue to defer these costs without jeopardizing our teaching and learning mission.

Central classroom operational recurring funding levels had risen to 79% of requirements (FY08) then fell to 37% of lifecycle need with recurring cuts in FY10 & 12. At such low levels, faculty and students will be required to endure facilities and technologies that are substantially beyond their planned lifespan, and whose failure will result in degradation of the learning experience. The University of Minnesota invested in these spaces, but without maintenance and renewal, at some point the technology, fixtures and furnishings will be inaccessible due to failure.

Consider an instructor who comes to class prepared to utilize PowerPoint, a DVD, and material from the internet but who finds that one or more parts of the necessary technology are not functioning correctly and cannot be immediately fixed. Even though the frustrated instructor scrambles to make this class period as effective as possible, the educational experience may be diminished. While this scenario may occasionally occur even with the best facilities and support staff readily available, we are concerned that chronic underfunding of OCM will cause this to occur more often and seriously hamper effective course delivery. Students also deserve classroom space that contains furnishings that are not broken and are in reasonably good condition.

Given the budget reductions and future uncertainty, OCM has placed the following projects on hold:

Project	Cost	Notes
20 Tech. Lifecycle Renewals	\$350k	Deferred technology updates to 20 Projection Capable Classrooms
Blegen Hall - 3 rd floor, WB	\$400k	Remove fixed seating; ADA, Fire/Safety, carpet & finish upgrades
Borlaug 335 & 365, St. Paul	\$475k	Replace 230 seats (no longer supported); carpet & finish upgrades
Ruttan Hall B25/35/45, St. Paul	\$700k	Replace 445 seats (no longer supported); carpet & finish upgrades
Keller 3111/3115/3125/3230, EB	\$925k	Replace 315 seats (no longer supported); carpet & finish upgrades
TOTAL	\$2.85M	

The Classroom Advisory Subcommittee (CAS) recommends a minimum level of recurring funding at 50% of lifecycle requirement to maintain the basic-level of maintenance and renewal of classroom infrastructure. CAS furthermore recommends restoring funding to 80% of need by the 2014-15 biennium, in order to provide a quality standard for classroom facilities, technology and support that is appropriate for a major, nationally ranked university.

**SUSAN WICK, CHAIR
CLASSROOM ADVISORY SUBCOMMITTEE**

**THOMAS BROTHEN, CHAIR
EDUCATIONAL POLICY COMMITTEE**

The Senate Committee on Finance and Planning endorses the last paragraph of the statement from the Classroom Advisory Committee and believes that funding for classroom facilities and technologies should be a high priority among the many priorities to be considered. The Committee expects to participate in discussions about allocation of resources among those priorities.

**13. ACADEMIC FREEDOM AND TENURE COMMITTEE
Questions Regarding Academic Freedom
Discussion by the Faculty Senate
(20 minutes)**

April 18, 2011

MEMORANDUM

To: The Faculty Consultative Committee
 From: The Committee on Academic Freedom and Tenure
 Re: Responses to "Troubled Waters" Questions

Background

In September 2010, a University vice president determined that a film, "Troubled Waters," (TW) that had been produced in the College of Food, Agriculture, Natural Resource Sciences as a sponsored project, was not appropriate for public release. Considerable controversy and

discussion followed. In November 2010, the University's Faculty Consultative Committee (FCC) asked the Academic Freedom and Tenure committee (AF&T) to respond to six inquiries regarding how the TW experience should be considered in light of our understanding of Academic Freedom and Responsibility at the University of Minnesota. This report is submitted in response to FCC's request.

Definitions

Academic freedom is recognized in the law as a subpart of the First Amendment that is special to the academy. The Board of Regents reaffirmed its policy on Academic Freedom and Responsibility (AF&R) in June 2009. The current policy, as recently amended by the Faculty Senate, provides:

- "Academic freedom is the freedom, without institutional discipline or restraint, to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, and to speak or write on matters of public concern as well as on matters related to professional duties and the functioning of the University."
- "Academic responsibility implies the faithful performance of professional duties and obligations, the recognition of the demands of the scholarly enterprise, and the candor to make it clear that when one is speaking on matters of public interest, one is not speaking for the institution."

In addition, these provisions are embedded in the tenure code and the University's Code of Conduct. Key language from the tenure code includes these statements that indicate the connection between tenure and academic freedom and responsibility:

- "Tenure is the keystone for academic freedom."
- "Both tenure and academic freedom are part of an implicit social compact."
- "In return, faculty have the responsibility of furthering the institution's programs of research, teaching, and service."

FCC QUESTIONS re: Academic Freedom and "Troubled Waters" Film

1. Under what circumstances does academic freedom extend to individuals beyond faculty, faculty-like staff, and other University employees who produce intellectual and artistic content? Conversely, what personnel or functions of the University are not covered by academic freedom? In general, what are the limits to academic freedom?

In the 2009 policy, the Board of Regents affirmed that the protections of academic freedom are accompanied by commensurate responsibilities. They are extended to all University employees who produce intellectual and artistic content as part of their employment; anyone (of any employment status or rank) who designs, creates, or discovers content as part of their University employment has academic freedom, accompanied by its responsibilities, including professors, museum directors, artists, etc.

Academic freedom and responsibility do NOT extend to employees who have been hired to complete the intellectual / artistic work of their supervisor. Anyone hired by someone to accomplish that person's design/plan/etc. is not extended academic freedom and responsibility; the creative effort and responsibility remain with the supervisor who is directing the employee's effort.

The limits of academic freedom have been defined by the United States Supreme Court, which has established that academic freedom is not a defense to an illegal act such as academic fraud,

slander or defamation, obscenity, or the clear and present danger of bodily harm (as a result of one's speech).

In the case of "Troubled Waters," a P&A staff member, using her own ingenuity, came up with a project, proposed it, earned grant support to complete it, worked on it, edited it, and also hired others to work with her on the project. The film was her intellectual product, a result of her curiosity and effort. None of the limits to academic freedom were present in the TW case. The staff person's creative work (the film's content) was protected by academic freedom.

2. What is the understanding of academic freedom and responsibility as they apply to University administrators, only some of whom are tenured faculty members? What are the limitations of academic freedom that arise from their responsibilities as administrators?

In recent years, the federal courts have established that administrators have limited academic freedom. The courts have recognized that administrators have the responsibility to engage in vigorous, robust discussion up to the point a decision is made; once the decision is made, administrators do not have a First Amendment right to criticize the decision, and they can be fired if they do so. These United States Supreme Court rulings are based on long-standing traditions. As a public employee in a position of authority, the administrator relinquishes certain free speech and academic freedom rights as part of the employment bargain. When we revised the Board of Regents' policy on Academic Freedom and Responsibility in 2009, we were aware of these court cases. We therefore included the following comment to the Board as part of the background discussion:

The Committee recognizes that freedom to speak about the affairs of the University without institutional discipline or restraint does not extend to those who hold senior administrative positions. The Committee understands that the Board of Regents and the President have the right to expect that senior officers and others in key administrative positions (for example, at the level of dean or above) and their immediate staff will support the University's mission and the policies, procedures, goals, and programs established and announced by the Board of Regents and the President, and will not publicly undermine them. This includes, for example, statements before the legislature, to the media, etc.

Some employees and faculty at the University have both administrative and creative / departmental positions. In cases where the person functions as an administrator, the person does not have academic freedom for that work; however, when teaching and doing creative work within the person's discipline, they are protected by academic freedom.

In the case of the "Troubled Waters" film, a (former) University vice president (in her administrative role) asserted the film was not ready for public release. The record of events surrounding TW shows that the Vice President later apologized for going beyond her role and responsibilities with her actions. Prior to any decision, the Provost, as Chief Academic Officer, should have been consulted. Once consulted, the Provost determined that the film was protected by academic freedom and he immediately released the film.

Recommendations: To avoid this from happening again, we recommend a change in both policy and procedure. **Policy:** The Board of Regents delegates its responsibilities to the University administrators in "Delegations Documents." These documents need an additional sentence/section stating that if an administrator (including unit heads, directors, deans, and those in central administration) receives any question regarding any research, educational, or intellectual effort that include the slightest implication of academic freedom, the question should be referred to the Provost's office (or the Office of the General Counsel, as appropriate) for

review and decision. This policy statement obligates **Procedural change**, as well, which is discussed in #5, below.

3. What measures, if any, should be taken to ensure that administrators and others who are not faculty members understand the meaning and implications of the policy on academic freedom and responsibility?

As posed, this question implies that only administrators and non-faculty University employees can benefit from additional understanding of the AF&R policy. We submit that all employees can benefit from additional measures to enhance this understanding.

Currently, there is limited training about the meaning and implications of the AF&R policy. The Provost's office now leads the New Faculty Orientation and New Department Chairs' training sessions as they begin their positions; Human Resources administrators run other new-employee sessions. These are full-day orientations, and all employers are encouraged to send their new hires. At these sessions, senior administrators talk about the concept of a university.

In the "Troubled Waters" experience, there is a question whether the University Relations administrators involved in the decision making had adequate understanding of the AF&R policy. General Counsel Rotenberg's memo summarizing the events related that University Relations was contacted by the college and asked to review the film. The film was reviewed; it was thought controversial and in need of further discussion prior to release, and University Relations took the lead in seeking to have that happen, seemingly without recognizing the academic freedom dimensions of the issues that were being discussed.

Recommendations:

There is a need to do a better job in orienting all employees, regardless of their status and / or title, about academic freedom and responsibility, and how it is a core value of our University.

All New Employees

We recommend that academic freedom and responsibility be added to the orientation discussion of what a research university is, what a land-grant university is, and what employees of the University do. Employees need to be provided more information about the nature of a university, including an explanation of academic freedom and responsibility, as they are the basis of the creative work accomplished at the University. These additions to the orientation can alert the employees to the job they are doing and enhance their pride in the University.

Deans and Senior Administrators

It is important that the current orientations and discussions with individuals in positions of authority continue, and that they are also educated on the limits to their authority. University administrators and staff need to know about, understand, and adhere to the policy and procedure statements (which we recommend be amended, see #2 and #5, here) regarding academic freedom and responsibility. In recent months, the Provost has met with the deans and all senior administrators, leading discussion and articulating the importance of academic freedom—and their roles and responsibilities with the issue. We recommend this become a routine topic for discussion at those orientation meetings and for sessions with experienced chairs, as well.

Current Employees

We are also aware that current University employees are not included in these orientation sessions since they are not new hires. There also needs to be ongoing education (perhaps through Responsible Conduct of Research and other in-service educational settings) to review the meaning and implications of academic freedom and responsibility in the University setting. One

idea is to develop a one-page guide about the subject for the Provost's web page with links to the policy, procedures, and other resources. An "Academic Freedom and Responsibility" link could be added to the faculty and staff "one-stop" websites as well.

4. When projects that involve the production of intellectual or artistic content are undertaken as works-for-hire or otherwise by non-University employees, or the products of such projects are expected to be copyrighted or otherwise owned by the University (which may imply approval or endorsement by the Board of Regents of the University), what does that mean for application of the policies of academic freedom and responsibility? What oversight by University faculty or administration, if any, is appropriate? What actions are appropriate if concerns arise about the connection of the project with the University? When the University holds the copyright to products, is there, or should there be, routinely a disclaimer stating that views do not represent those of the University, the Regents, the University administration or the faculty in general? If such a disclaimer is discretionary, who decides whether to include one, and on what basis?

In general, when a University employer hires an employee to complete work as part of the employer's creative work ("works for hire"), academic freedom and responsibility extend to the creative leads on the project, but not to the others hired to work on the project. This applies when the employee is hired from an internal or external pool of applicants and regardless of where the funding originates. For example:

- When a graduate student or post-doc is working on another's creative work, it is a "work for hire," and the employer has AF&R but the student/post-doc, consistent with the agreement under which the student/post doc was hired, does not.
- When a student or post-doc is creating his/her own work, AF&R apply.
- Some creative work at the University is funded by external sources, awarded to the Board of Regents, and managed through grants and contracts; AF&R apply to the creative lead for the project. Those hired merely to assist the creative leads in the completion of the project do not have AF&R.
- AF&R in a "work for hire" should be clearly defined in the contracts and other documents that are signed in the hiring process.

When concerns regarding the connection of a funded project with the University are raised, systems exist to review those concerns (Sponsored Projects, IRB, animal safety, etc.); when the issues of concern focus on academic freedom and responsibility, the Provost and Office of the General Counsel respond.

When something carries the Board of Regents' copyright, it is not determinative of academic freedom and responsibility. For example, several Law School journals carry the University copyright, but the scholarly work in the journals' articles is protected by the authors' academic freedom and responsibility. There is no disclaimer on those journals. The Board of Regents' Policy on Copyright states that, consistent with academic tradition, academic work (scholarly, pedagogical, or creative work) is owned by the faculty member who created the work. The only exceptions to this rule require a written agreement between the faculty member and the University. The Board of Regents' policy on Copyright is available at: <http://www1.umn.edu/regents/policies/academic/Copyright.html>

In the case of "Troubled Waters," the Board of Regents copyright was on the film. The P&A staff member who came up with the idea for the film and provided the lead for the project was covered by AF&R. She also hired an artistic director (who was not protected by AF&R) to complete the funded work. The work was funded by a combination of a legislative grant and additional grants, which were managed through University offices. The lead person enjoyed both academic freedom in creating the work, and the responsibility to meet the grant requirements.

Recommendations:

Currently there is no policy at the University that requires all work with a Board of Regents copyright include a disclaimer. In the academy, it is understood that journals, books, creative work, and other forms of scholarship reflect the ideas of the University faculty or staff member who created the work, not the Board of Regents. It is the opinion of the AF&T Committee that requiring a disclaimer on some work that carries the Board of Regents copyright, but not all work, could send the wrong message. Rather, the Committee recommends that we continue with our current practice of not requiring a disclaimer.

5. What procedures are in place to govern decisions about University products that are in a gray area, where it is not certain whether rights and responsibilities of academic freedom apply?

There are no current administrative procedures that accompany the Board of Regents' policy on Academic Freedom and Responsibility, although the recognized and assumed procedure has been that any emerging issues are to be referred to and discussed with the Provost. In addition, according to the provisions of the tenure code, faculty members may file a case with the Judicial Committee if they believe their rights under the AF&R policy have been violated. P&A employees and staff may file a charge with the Office of Conflict Resolution.

In the "Troubled Waters" experience there may have been confusion regarding appropriate review of the film and decisions regarding its public release. When the TW events occurred, several of the senior administrators were out of town. In this case, clarity was missing among some administrators regarding roles and responsibilities of administrators in responding when issues of academic freedom and responsibility arise.

Recommendation:

A short set of administrative **Procedures attached to the Academic Freedom and Responsibility Policy** should be developed to provide guidance and specify the response when issues arise that involve academic freedom and responsibility in the future. The AF&T Committee will draft a short set of Procedures with the Provost's office.

6. The decision to delay showing the film was based in part on concern over controversy that would ensue from its showing. Some controversy is to be expected in disseminating intellectual work products associated with the University, however. The critical question is what actions are appropriate in the face of expected controversy? What have we learned from this particular controversy over how better to handle such concerns?

Expected controversy must not be a determining factor when disseminating intellectual and artistic work products from the University. The core work of the University is based in debate that results from doing cutting-edge work. Controversy must be expected, whether the controversy results from a challenging presentation, creation, or idea. The University's dissemination of controversial intellectual and artistic work products is protected by academic freedom. Preserving academic freedom should take precedence; it is just a question of how to handle the controversy.

In the "Troubled Waters" experience, the film was not released when a University vice president (whose job is to protect the University's name) perceived that the film would result in controversy and negative publicity for the University. Once that decision was made public, considerable controversy and negative publicity for the University resulted as a consequence of her decision. This controversy had an impact on employee and public trust in the University's

commitment to AF&R, as well as its decision-making processes and its role in honoring funded commitments. When the film was ordered to be released and was released in the following weeks, an open panel discussion followed its initial presentation to encourage discussion of the challenging ideas presented in the film.

Recommendations:

As part of a University, we do need to expect controversy, and we need to have administrators who protect the core values of the University (not just protect the University from negative publicity). When circumstances raise academic freedom as among the relevant core values in a controversy, academic freedom must have priority. The Provost needs to be consulted in a timely way regarding resolution to the conflict (see Recommendations for changes to policy and procedure, #2 and #5, above).

Certain University administrators, such as those in University Relations and other offices, have the complex job of managing communications surrounding controversy. These administrators' decisions, and their communications that address controversial issues, must be guided by the core values and principles codified in University policies and procedures (and laws). As one of these essential core values, academic freedom explains, justifies, and enables us to see the value in diverse viewpoints expressed in University work products. Open dialog about the ideas through panel discussions with the audience (as was done in the TW experience) is a useful example of how these principles can be exercised in managing controversy.

**BARBARA ELLIOTT, CO-CHAIR
ACADEMIC FREEDOM AND TENURE COMMITTEE**

**KAREN MIKSCH, CO-CHAIR
ACADEMIC FREEDOM AND TENURE COMMITTEE**

**14. SENATE CONSULTATIVE COMMITTEE
Economic Impact Study
Discussion by the University Senate
(30 minutes)**

A PDF on the economic impact study, which will frame this discussion, is available at:
http://www1.umn.edu/usenate/usen/110311_eistoregents.pdf

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

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

Questions to the President should be submitted in writing to the University Senate office no later than Tuesday, May 3, 2011. The President may also choose to take questions from the floor.

17. UNIVERSITY SENATE OLD BUSINESS

18. UNIVERSITY SENATE NEW BUSINESS

19. UNIVERSITY SENATE ADJOURNMENT

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

MEETING OF THE FACULTY SENATE

20. FACULTY LEGISLATIVE LIAISONS UPDATE (5 minutes)

21. EDUCATIONAL POLICY COMMITTEE Amendments to the Policy on Teaching Awards Action by the Faculty Senate (5 minutes)

MOTION:

To amend the Policy on Awards for Outstanding Contributions to Education Policy as follows (new language is underlined, language to be deleted is ~~struck out~~):

I. Horace T. Morse-Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education

The Horace T. Morse-Minnesota Alumni Association Awards for Outstanding Contributions to Undergraduate Education are granted annually to faculty members and faculty-like P&A staff nominated by the colleges. The honor is awarded to exceptional candidates and reflects the University's emphasis on the importance of high quality undergraduate education. It also contributes to the improvement of undergraduate education at the University by publicizing the work of the award-winners to serve as a resource for all who teach at the University ~~the whole faculty~~.

II. Award for Outstanding Contributions to Graduate and Professional Education

The Award for Outstanding Contributions to Post-Baccalaureate Graduate and Professional Education are granted annually to faculty members and faculty-like P&A staff nominated by the colleges. This award recognizes faculty and staff who engage post-baccalaureate, graduate, and professional students in a community of intellectual inquiry, who are significant mentors and role models for graduate and professional students, and who develop and promote activities which help students understand the larger context of their intended professions. The honor is awarded to exceptional candidates in recognition of outstanding performance in post-baccalaureate, graduate, and professional education in the following areas: excellence in instruction; involvement of students in research, scholarship and professional development; development of graduate or professional instructional programs; and advising and mentoring.

COMMENT:

The Senate Committee on Educational Policy (SCEP) and the Faculty Consultative Committee recommend that qualified P&A staff be eligible for the Morse-Alumni and Graduate-Professional awards for contributions to education. Some of the funding for these awards comes from the Alumni Association; SCEP received assurances from Dr. Esten, President and CEO of the University of Minnesota Alumni Association, that the Association has no restrictions on eligibility for receipt of the funds.

We believe that these staff, who often spend their careers at the University and who can make significant contributions to education, should be eligible for the awards. We considered but rejected the idea that the University create a separate award for P&A staff because we thought it possible the separate award could be seen as second-class. We note that anyone—faculty or staff member—must have accumulated a considerable record of achievement before they will be

considered seriously for one of these awards, and we are certain that departments will not go to the effort of compiling a dossier for anyone—again, faculty or staff member—unless they believe the person has a reasonable chance of receiving the award.

**THOMAS BROTHEN, CHAIR
EDUCATIONAL POLICY COMMITTEE**

**22. EDUCATIONAL POLICY COMMITTEE
FACULTY CONSULTATIVE COMMITTEE
Amendments to the Policy on High School Preparation Standards
Action by the Faculty Senate
(5 minutes)**

MOTION:

To amend the Policy on High School Preparation Requirements for Undergraduates: Twin Cities, Crookston, Morris, Rochester as follows (language to be added is underlined; language to be deleted is ~~struck out~~):

**Policy on High School Preparation Requirements for Undergraduates:
Twin Cities, Crookston, Morris, Rochester**

These University undergraduate admission requirements were prepared and adopted in conjunction with the Minnesota State College and University system.

1. ENGLISH - Four years, including writing, literature, and speech. Within the writing component, students may elect work in composition, creative writing, journalism, or research writing. Literature may include both American and world literatures; speech may include both public speaking and debate.
2. MATHEMATICS - ~~Three~~ Four years ~~consisting of~~ including two years of algebra, one of which must be intermediate or advanced algebra, and one year of geometry.
3. SCIENCE - Three years, including at least one course each in the biological and physical sciences, and all three units to incorporate significant laboratory experience. The biological and physical science requirements would most commonly be met by courses in biology, chemistry, and physics. Other courses could include advanced biology, human anatomy and physiology, botany, zoology, geology, and advanced chemistry and physics.
4. SOCIAL STUDIES - Three years, including one year each of geography and American history. Geography need not always be taught as a full year course, and may in fact be incorporated in a significant way into other studies; transcripts should indicate specifically which courses meet the geography requirement.
5. WORLD LANGUAGE - Two years of a single second language. Language courses may include both those traditionally taught in high schools (for example, Spanish, French, German), as well as those less frequently taught.
6. ARTS - One year in the visual or performing arts. It is expected that all arts courses (including band and chorus) will include instruction in the history and critical interpretation of the art form. Courses in the arts should offer students the opportunity to experience the arts directly as creators/performers and as critical, informed observers.

Additional study in ~~mathematics and~~ science is highly recommended; some divisions in specific institutions require four years ~~of each~~ for admission.

COMMENT:

The Senate Committee on Educational Policy has considered several times in recent years the idea that the mathematics requirement should be increased. It declined to make a recommendation to the Faculty Senate until the Provost's office had a plan to ensure that students would have the option of the fourth year available. Vice Provost McMaster has provided the Committee with such a plan, so it now recommends adoption of the new requirement.

The rationale for the change is this:

1. Math in college isn't just for math majors anymore. Because the world has gone quantitative, students in a broad array of other disciplines -- from business to history to health care -- either need to take college-level math at the University or must apply upper-level high school math to their college-level work.
2. Increasingly, freshman at the University of Minnesota already have completed four years of mathematics. Several colleges (Biological Sciences, Science and Engineering, and Carlson School of Management) already require 4 years of high school math. The percent of new entering freshmen having the 4th year of math varies among colleges, ranging from 81.4% to of 96.9%.
3. Working with Vice Provost Wahlstrom of Distributed Education, a series of on-line classes are being developed that will accommodate those students in high schools where a fourth year of mathematics is not offered. The expectation is that any class strong in quantitative methodology taken in the fourth year, such as statistics, a math-intensive science class, or economics, would count towards the 4th-year requirement, thus allowing for additional flexibility.
4. All basic undergraduate metrics (credits completed, GPA, first-year retention, and 4-year graduation rates) increase with those students who have had the 4th year of math.
5. When students lack the 4th year of mathematics, this means that they enter their fall semester as freshmen at the University having completed no or very little mathematics for two summers and an entire academic year. This time length of a break in mathematics study represents a significant problem for those students, because math skills can deteriorate quickly if not used.
6. A change in the preparation standard does not mean that the University would not admit a student who has completed only three years of math in high school, but it does mean that with all other things being equal, that student's application would not be as strong as the application of a student who completed four years of math while in high school.
7. The four years of high school math requirement would be implemented for the Fall 2015 new entering freshman class.

**THOMAS BROTHEN, CHAIR
EDUCATIONAL POLICY COMMITTEE**

**KATHRYN VANDENBOSCH, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

**23. EDUCATIONAL POLICY COMMITTEE
FACULTY CONSULTATIVE COMMITTEE**
Policy on Credit Requirements for Master's and Doctoral Degrees
Action by the Faculty Senate
(10 minutes)

MOTION:

To approve the Administrative Policy on Credit Requirements for Master's and Doctoral Degrees.

Credit Requirements for Master's and Doctoral Degrees: Twin Cities, Rochester

Policy Contents <ul style="list-style-type: none">• Policy Statement• Reason for Policy• Procedures• Forms/Instructions• Additional Contacts• Definitions• Responsibilities• Appendices• FAQ• Related Information• History	Effective Date: Month, YYYY Last Updated: Month, YYYY Responsible University Officer: Sr. VP for Academic Affairs and Provost Policy Owner: Vice Provost and Dean of Graduate Education Policy Contact: Belinda Greung, Wick Field
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POLICY STATEMENT

This policy governs the credit requirements for the following degrees:

- Master's Plan A degrees
- Master's Plan B degrees
- Master's Plan C degrees
- Doctoral degrees

1. Credit requirements for master's degrees

- a. Master's degrees must consist of the following minimum credits:
 - i. Plan A degrees: 10 thesis credits and a minimum of 20 graduate-level course credits.
 - ii. Plan B degrees: a minimum of 30 graduate-level course credits, including Plan B Project credits as defined by each college.
 - iii. Plan C degrees: a minimum of 30 graduate-level course credits.
- b. No collegiate unit or program may require more than
 - i. 36 credits with a combination of course and thesis for a master's Plan A
 - ii. 36 credits with a combination of course and Plan B project credits for a Plan B, and
 - iii. 48 course credits for a master's Plan C.
- c. Thesis credits may be taken for the master's Plan A at any time during a student's degree program.
- d. A minimum of 6 credits is required for a master's level minor.

2. Credit requirements for doctoral degrees

- a. Doctoral degrees must consist of a minimum of 48 credits: a minimum of 24 graduate-level course credits and a minimum of 24 thesis credits. Course credits are intended to provide doctoral students the necessary intellectual and professional foundation for their thesis projects, future career and professional activities.
- b. No collegiate unit or program may require more than 72 credits with a combination of course and thesis credits for the completion of the doctoral degree.
- c. Thesis credits may be taken at any time after admission to a doctoral program; programs have the discretion to determine when it is academically appropriate for students to take these credits.
- d. A minimum of 12 credits is required for a doctoral level minor.

3. Exceptions

Collegiate deans may request exceptions from the Provost to items 1b and 2b based on accreditation requirements, national standards of the field, interdisciplinary nature of the program or similar arguments.

EFFECTIVE DATE

New academic programs are subject to the above requirements. Colleges/departments must revise existing curriculum to comply with this policy by fall semester 2013, or obtain approval for exception (see 3 above).

REASON FOR POLICY

This policy provides a framework for curriculum development that balances coursework, research training, and independent scholarly work.

PROCEDURES

There are no procedures associated with this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.

ADDITIONAL CONTACTS

Role	Name	Phone	Email
Primary Contact(s)	Belinda Cheung Vicki Field	612-625-6977 612-625-6532	<u>Cheung002@umn.edu</u> <u>Field001@umn.edu</u>

DEFINITIONS

Course credits – Course credits may include directed studies, lab rotations, internships, practica, and colloquia.

Master’s Plan A – Master’s degree programs that require a thesis for degree completion

Master’s Plan B – Master’s degree programs that substitute additional coursework and special projects for the thesis

Master's Plan C – Master's degree programs that are predominately coursework which provide an alternative structure for degree completion, such as a culminating experience in the form of a capstone course and/or paper

Plan B Project Credits – Credits taken by the students in relation to their Plan B project as part of the degree requirements

RESPONSIBILITIES

Colleges and Programs

Restructure program requirements to conform to this policy by the effective date or petition for exception.

APPENDICES

There are no appendices associated with this policy.

RELATED INFORMATION

There is no related information associated with this policy.

COMMENT:

This policy has been reviewed several times by the Senate Committee on Educational Policy and the Faculty Consultative Committee; both committees recommend the Faculty Senate adopt it.

**THOMAS BROTHEN, CHAIR
EDUCATIONAL POLICY COMMITTEE**

**KATHRYN VANDENBOSCH, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

**24. EDUCATIONAL POLICY COMMITTEE
FACULTY CONSULTATIVE COMMITTEE
Policy on Leave of Absence and Reinstatement from a Leave: Graduate Students
Action by the Faculty Senate
(10 minutes)**

MOTION:

To approve the Administrative Policy on Leave of Absence and Reinstatement from a Leave: Graduate Students.

**Leave of Absence and Reinstatement from a Leave:
Graduate Students (Twin Cities, Rochester)**

Policy Contents <ul style="list-style-type: none"> • Policy Statement • Reason for Policy • Procedures • Forms/Instructions • Additional Contacts • Definitions • Responsibilities • Appendices • FAQ • Related Information • History 	Effective Date: Month, YYYY Last Updated: Month, YYYY Responsible University Officer: Sr. VP for Academic Affairs and Provost Policy Owner: Vice Provost and Dean of Graduate Education Policy Contact: Karen Stairy
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POLICY STATEMENT

Graduate students are expected to maintain active status through continuous registration from the time they matriculate until they graduate. Students who are not able to maintain active status are strongly encouraged to consult with their Director of Graduate Studies, advisor, and relevant offices to determine whether requesting a leave of absence is the most appropriate course of action. Students who do not have an approved leave of absence and are not continuously enrolled may experience negative consequences related to academic, visa, financial aid, and other student issues.

1. Students who experience circumstances that prevent them from maintaining active student status will ordinarily be granted college approval for a leave of absence upon request. Students must complete a leave of absence form that specifies the term(s) and year(s) of the leave.
2. An approved leave of absence may not exceed two academic years.
3. Students who do not obtain a college-approved leave of absence prior to interrupting their enrollment (excluding summer) may be terminated from their graduate program or held to new requirements if they are subsequently readmitted.
4. Students granted a leave of absence may not use University facilities or services available only to registered students.
5. The term(s) and year(s) of an approved leave of absence will not be counted toward time to degree .
6. Students who obtain a college-approved leave of absence in accordance with this policy are eligible for reinstatement provided they enroll no later than the term immediately following the expiration of the leave (excluding summer). Colleges may specify reasonable conditions for reinstatement to active status, whether the student returns early or at the expiration of the leave. Colleges may deny reinstatement to active status based on crimes or other serious misconduct occurring during the leave that would have been grounds for suspension or expulsion had the student engaged in the conduct while enrolled (see Board of Regents Policy: *Student Conduct Code*).
7. Students whose leave of absence has expired and who have not yet registered for the following term (excluding summer) will be placed on inactive status. Students who are placed on inactive status must apply for readmission.

8. Collegiate units may develop additional rules governing leaves of absence, as long as they are consistent with this policy.

Documentation

Each college must establish and publicize its process for implementing this policy and must inform all entering students about it.

REASON FOR POLICY

Students may need to interrupt their enrollment for reasons they cannot control. Allowing students to take a leave of absence provides students the opportunity to return to the University under the rules and policies in effect when they left and without affecting their time to degree. It also allows the University the opportunity to counsel students about actions they must take to be reinstated upon the expiration of the leave.

PROCEDURES

There are no procedures related to this policy.

FORMS/INSTRUCTIONS

- Leave of Absence Form for Graduate Students
- Application for Reinstatement for Graduate Students

ADDITIONAL CONTACTS

Subject	Contact	Phone	Email
Primary Contact(s)	Karen Starry	612-625-2815	starry@umn.edu

DEFINITIONS

Continuous registration

Registration for every fall and spring semester. Required to maintain active status.

Graduate students

Students enrolled in post baccalaureate degree programs with the exception of "first professional" degrees. (The first professional degrees are: the J.D., M.D., Pharm.D., D.V.M., D.D.S, and L.L.M. degrees.)

Active status

Graduate students who register every fall and every spring (i.e., continuously registered) are considered active.

Inactive status

Graduate students who do not register every fall and spring and who have not been granted a formal leave of absence by their college will be placed on inactive status.

Leave of absence

A leave of absence refers to a process by which students obtain college approval to leave the University for a specified period of time (i.e., not register for fall/spring term[s]), but for no longer than two academic years.

Matriculate

Individuals matriculate upon their first registration as an admitted graduate student at the University.

Reinstatement

The process required for returning to the University after an approved leave of absence.

Students with a college-approved leave of absence are eligible for reinstatement if they notify their college via the appropriate reinstatement form prior to the term in which they intend to enroll, they enroll no later than the term immediately following the expired leave (excluding summer), and they return to the same major and degree objective.

Readmission

The process of reapplication to the University for admission. Readmission is required following a break in enrollment without an approved leave of absence, as well as after failure to return by the term immediately following an approved leave of absence (excluding summer).

RESPONSIBILITIES

College

- Establish and publicize leave of absence policy and ensure that students are informed throughout their academic careers of the policy and consequences of inactive status.
- Inform students of potential conditions that may be imposed upon reinstatement at the end of an approved leave of absence.
- Help reinstate students at the end of an approved leave of absence.

Graduate student

- Talk with their advisor, Director of Graduate Studies, and other relevant offices (e.g., International Student and Scholar Services, Office of Student Finance, Graduate Assistant Employment).
- Submit the Leave of Absence Form for Graduate Students when planning a leave of absence. Submit the Application for Reinstatement for Graduate Students prior to intended term of return.

APPENDICES

There are no appendices related to this policy.

FAQ

- Leave of Absence Reinstatement FAQ

RELATED INFORMATION

- Board of Regents Policy: *Student Conduct Code*
- Administrative Policy: *Family and Medical – FMLA Leave*
- Administrative Policy: *Grading and Transcripts Policy*
- Administrative Policy: *Military, Court Appearance, or Civic Duty Leaves*
- Administrative Policy: *Parental Leave for Academic Employees*
- *Boynnton Health Service*
- *Disability Services*

- Graduate Assistant Employment
- International Student and Scholar Services
- Office of Student Health Benefits

COMMENT:

This policy has been reviewed several times by the Senate Committee on Educational Policy and the Faculty Consultative Committee; both committees recommend the Faculty Senate adopt it.

**THOMAS BROTHEN, CHAIR
EDUCATIONAL POLICY COMMITTEE**

**KATHRYN VANDENBOSCH, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

**25. EDUCATIONAL POLICY COMMITTEE
FACULTY CONSULTATIVE COMMITTEE
Policy on Application of Graduate Credits to Degree Requirements
Action by the Faculty Senate
(10 minutes)**

MOTION:

To approve the Administrative Policy on Application of Graduate Credits to Degree Requirements.

Application of Graduate Credits to Degree Requirements: Twin Cities, Rochester

Policy Contents <ul style="list-style-type: none"> • Policy Statement • Reason for Policy • Procedures • Forms/Instructions • Additional Contacts • Definitions • Responsibilities • Appendices • FAQ • Related Information 	Effective Date: Month, YYYY Last Updated: Month, YYYY Responsible University Officer: Sr. VP for Academic Affairs and Provost Policy Owner: Vice Provost and Dean of Graduate Education Policy Contact: Belinda Cheung, Vicki Field
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POLICY STATEMENT

This policy governs the application of graduate credit to satisfy the requirements for the following degrees:

- Master's Plan A degrees
- Master's Plan B degrees
- Master's Plan C degrees
- Doctoral degrees

1. Applying credits from a baccalaureate degree

Graduate credits taken before the award of a baccalaureate degree may not be counted toward a graduate degree.

2. Credits-in-common

- a. A maximum of eight graduate credits may be counted in common between two University master's degrees.
- b. Approved graduate credits may be counted in common between a University doctoral and master's degree in the same program. Plan A thesis credits or Plan B Project credits can be counted only toward either the master's or the doctoral degree, but not both.

3. Transferring graduate credits from outside the University

Graduate credits earned at other accredited institutions may be transferred to master's or doctoral degree plans subject to approval by the University graduate program and the limits described below. In the case of a transfer from a non-United States institution, graduate credits to be transferred must have been earned in a program judged by the University graduate program to be comparable to a graduate degree program of a regionally accredited institution in the United States. Transfer of thesis credits is not allowed.

- a. **For master's degrees** – A minimum of 60% of total course credits (not including thesis credits) required for a specific master's degree must be taken at the University. In addition, a maximum of 12 graduate course credits taken as non-degree seeking or non-admitted status may be considered for transfer. Transfer of thesis credits is not allowed.
- b. **For doctoral degrees** – Individual programs may determine, on a case-by-case basis, how many transfer credits doctoral students may apply toward their degree requirement. However, doctoral students must take a minimum of 12 course credits at the University. In addition, a maximum of 12 graduate course credits taken as non-degree seeking or non-admitted status may be considered for transfer. Transfer of thesis credits is not allowed.

4. Transferring graduate credits from a University graduate program

- a. Graduate credits earned while enrolled in one University graduate program may be transferred to another University graduate program. The number of graduate credits accepted for transfer is determined by the graduate program to which the student is transferring. Master's thesis credit (8777) cannot be applied toward the thesis credit requirement for the doctoral degree (8888) and *vice versa*.
- b. A maximum of 12 graduate course credits from other University registration categories, such as non-degree seeking or non-admitted students, may be considered for transfer once the student is admitted and enrolled in a graduate program.
- c. Graduate programs may accept University 4000-level course credits as graduate courses. A maximum of nine 4000-level course credits may be used to satisfy the doctoral or master's course credit requirement, but graduate programs may impose a lower maximum.

Exceptions

For approved joint or dual degree programs, items 1, 2a, and 2b do not apply.

REASON FOR POLICY

This policy provides the framework for applying graduate credits toward degree requirements under various scenarios. Graduate programs have the authority to accept or reject any graduate course credits that can be applied to a student's current degree plan.

PROCEDURES

There are no procedures related to this policy.

FORMS/INSTRUCTIONS

There are no forms related to this policy.

ADDITIONAL CONTACTS

Subject	Contact	Phone	Day/Email
Primary Contact(s)	Belinda Cheung Vicki Field	612-625-6977 612-625-6532	Cheung002@umn.edu Field001@umn.edu

DEFINITIONS

Master's Plan A

Master's degree programs that require a thesis for degree completion

Master's Plan B

Master's degree programs that substitute additional coursework and special projects for the thesis

Master's Plan C

Master's degree programs that are coursework only which provide an alternative structure for degree completion, such as a culminating experience in the form of a capstone course and/or paper

Plan B Project Credits

Credits taken by the students in relation to their Plan B project as part of the degree requirements

RESPONSIBILITIES

There are no specified responsibilities for this policy.

APPENDICES

There are no appendices related to this policy.

FAQ

1. Can graduate credits taken toward the completion of a first professional degree (J.D., M.D., Pharm.D, D.V.M., D.D.S., or L.L.M.) count toward a University graduate program credit requirement?

If the graduate credits are taken after the award of a post-baccalaureate degree, those credits may count toward the credit requirement of a University graduate program. The number of graduate credits accepted for transfer is determined by the graduate program to which the student is transferring.

RELATED INFORMATION

There is no related information for this policy

COMMENT:

This policy has been reviewed several times by the Senate Committee on Educational Policy and the Faculty Consultative Committee; both committees recommend the Faculty Senate adopt it.

**THOMAS BROTHEN, CHAIR
EDUCATIONAL POLICY COMMITTEE**

**KATHRYN VANDENBOSCH, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

**26. EDUCATIONAL POLICY COMMITTEE
FACULTY CONSULTATIVE COMMITTEE
Policy on Appointments as Director of Graduate Studies
Action by the Faculty Senate
(10 minutes)**

MOTION:

To approve the Administrative Policy on Appointments as Director of Graduate Studies.

Appointments as Director of Graduate Studies: Twin Cities, Rochester

Policy Contents <ul style="list-style-type: none">• Policy Statement• Reason for Policy• Procedures• Forms/Instructions• Additional Contacts• Definition• Responsibility• Funding• Policy/Contact• Related Administrative• History	Effective Date: Month, YYYY Last Updated: Month, YYYY Responsible University Officer: Sr. VP for Academic Affairs and Provost Policy Owner: Vice Provost and Dean of Graduate Education Policy Contact: Belinda Winters, 612.625.6100
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POLICY STATEMENT

1. Every graduate program must have a director of graduate studies, appointed by the collegiate dean after consultation with program faculty.
2. A tenured or tenure-track faculty member with an earned doctorate or designated equivalent in an appropriate field from an accredited institution is eligible to serve as director of graduate studies.

- a. Collegiate deans or their designated representatives at the collegiate level may, with the approval of the Provost or the Provost's designated representative, assign the role of director of graduate studies to an individual who is not otherwise eligible under this standard.
3. Collegiate units may develop additional criteria consistent with this policy.
 4. Each college must have a set of publicly available written statement regarding the position of director of graduate studies, which will include:
 - a. A description of the director's responsibilities and reporting lines,
 - b. the standards for selection of the director,
 - c. the process for selecting the director and approving his or her appointment, including effective involvement of program faculty.
 5. All interdisciplinary programs not housed within a single collegiate unit must specify in the program's Memorandum of Understanding which collegiate dean will appoint the director of graduate studies and what process will be used to nominate program faculty for the position.

REASON FOR POLICY

A faculty director of graduate studies represents the program to faculty governance bodies, takes a leadership role in maintaining program quality and effectiveness, and communicates with collegiate deans and/or the Graduate School about the program's larger concerns. This policy does permit directors of graduate studies in large programs to delegate some or even most of their day-to-day administrative duties to a non-faculty assistant director.

PROCEDURES

There are no procedures associated with this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.

ADDITIONAL CONTACTS

Signature	Name	Phone	Email
Primary Contact(s)	Belinda Cheung Vicki Field	612-625-6977 612-625-6532	Cheung002@umn.edu Field001@umn.edu

DEFINITIONS

Interdisciplinary Programs

A curriculum offered by an organizational unit within the University that is formed to promote interdisciplinary studies or initiatives. These centers may also be known as consortia, institutes, initiatives, programs, etc. This policy uses the term "centers" to refer to all of these alternatives.

RESPONSIBILITIES

Collegiate Units

Provide orientation for new Directors of graduate Studies, where possible.

Director of Graduate Studies

Serves as the administrative supervisor and coordinator of graduate studies within a program ; together with the department chair, shares responsibility for guiding and improving graduate education within the program(s) under his or her jurisdiction. The DGS serves as a unique liaison among the graduate student body, the graduate faculty, and the Graduate School administration.

APPENDICES

Typical Roles and Responsibilities of the DGS

RELATED INFORMATION

There is no related information associated with this policy.

COMMENT:

This policy has been reviewed several times by the Senate Committee on Educational Policy and the Faculty Consultative Committee; both committees recommend the Faculty Senate adopt it.

**THOMAS BROTHEN, CHAIR
EDUCATIONAL POLICY COMMITTEE**

**KATHRYN VANDENBOSCH, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

27. FACULTY SENATE OLD BUSINESS

28. FACULTY SENATE NEW BUSINESS

29. FACULTY SENATE ADJOURNMENT

MEETING OF THE STUDENT SENATE

THURSDAY, MAY 5, 2011

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

**Coffman Theatre--Twin Cities Campus
105 Kiehle Hall--Crookston Campus
173 Kirby Plaza--Duluth Campus
7 Humanities and Fine Arts Building--Morris Campus
Room 322--Rochester Campus**

This is a meeting of the Student Senate. There are 45 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 (4 minutes)

2. COUNCIL OF ACADEMIC PROFESSIONALS AND ADMINISTRATORS UPDATE (4 minutes)

For Information:

Council of Academic Professionals and Administrators (CAPA) represents the professional class of 5200 non-unionized employees at the University. This class was started in 1980 and CAPA was formed as an advisory committee to the President. Academic professionals (P&A) have skills between civil service employees and faculty in jobs such as teachers, researchers, advisors, counselors, and extension service workers. Most people stay in this classification or move to a faculty position. P&A employees have some of the same benefits as faculty, but work on annually renewable contracts.

CAPA meets from 9:30-11:30 am the third Friday of each and meetings are open to the public. CAPA consists of 40 representatives from campus units and colleges and has four committees: Benefits and Compensation, Representation and Governance, Professional Development and Recognition, and Communications. More information is available at: <http://capa.umn.edu>

3. CIVIL SERVICE COMMITTEE UPDATE (4 minutes)

For Information:

The Civil Service Committee (CSC) represents the approximately 5000 employees in this category which includes accountants, scientists, executive assistants, and administrators. The classification was started in 1945 with the passage of the civil service rules by the Regents. In 1984 PELRA was passed which allowed for the creation of a bargaining unit separate from civil service employees.

CSC is composed of fifteen members and several alternates. The committee elects a chair and chair-elect each year. The chair-elect serves as the vice chair. Members are selected by a committee and appointed by the President to three-year terms. CSC meets the fourth Thursday of each month from 9:00 am - 12:00 pm. More information is available at: <http://www1.umn.edu/csc/>

4. SUSTAINABILITY EFFORTS AT TWIN CITIES AND MORRIS

**Discussion
(30 minutes)**

5. RESOLUTION TO CREATE A SUSTAINABLE LEGACY FUND

**Discussion
(15 minutes)**

Concerning, the undergraduate student support for the establishment of the Sustainable Legacy Fund (SLF),

Whereas, on July 9th, 2004 the Board of Regents recognized that “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”; and,

Whereas, the University of Minnesota Twin Cities is committed to reaching climate neutrality by 2050, as formally pledged by the signing of the American College and University Presidents’ Climate Commitment and the release of a Climate Action Plan in recognition of the serious threat of global climate change; and,

Whereas, the Sustainable Legacy Fund would provide funding to achieve significant progress towards climate neutrality and an environmentally sustainable University; and,

Whereas, sustainability projects save the University money through reduced energy costs in the long term; and,

Whereas, over eighty other schools nationwide have already established funds with a focus on sustainability, and Minnesota refuses to be left behind by other leading American universities; and,

Whereas, the University, as a premier research institution, is devoted to leading the state of Minnesota and the nation towards a sustainable future in energy and the economy.

May it be Resolved, the University Student Senate supports the creation of the Sustainable Legacy Fund, a revolving loan fund for projects that foster environmental sustainability at the U, especially those with a quantifiable cost savings or financial benefit; and be it further,

Resolved, the fund would be administered by a governing committee with a student majority, empowering students to take an active role in enhancing sustainability on campus; and be it further,

Resolved, a committee would be established of students, faculty, and staff to oversee the fund, review grant applications, make funding decisions, and hold grant recipients accountable; and be it further,

Resolved, that applicants must demonstrate ways in which they will increase awareness of their projects in the campus community, create leadership opportunities for University students, and appropriately leverage faculty support and expertise; and be it further,

Resolved, that a temporary fee assessed to all students would provide the initial funding for the revolving loan fund, until project revenues repaid to the fund are sufficient to make it self-sustaining; and be it further,

Resolved, that groups proposing projects must have at least one student member and one faculty or staff member; and be it further,

Resolved, that the money is strictly reserved for campus projects that directly benefit the U and its students; and be it further,

Resolved, that SLF would enable projects with larger up-front investments than could be supported with existing funds, thanks to the inherent payback period flexibility associated with the fund.

COMMENT:

This resolution was presented to the Student Senate Consultative Committee by the Sustainable Legacy Coalition. It is presented at today's meeting for discussion and may be for action at a later meeting. It seeks to propagate student involvement in environmental sustainability efforts in pecuniary and physical resources.

**AARON CARLSON, CHAIR
STUDENT SENATE CONSULTATIVE COMMITTEE**

**MOTION A
Consent Agenda
Action
(5 minutes)**

Agenda Items 6. and 7. are both Bylaw amendments and are offered as a "Consent Agenda" to be taken up as a single item with one vote. Any item will be taken up separately at the request of a senator. As an amendment to the Student Senate Bylaws, the motion requires either a majority of all voting members of the Student Senate (23) at one regular or special meeting, or a majority of all voting members of the Student Senate present and voting at each of two meetings. This is the first meeting at which this motion is being presented.

**6. STUDENT SENATE BYLAW AMENDMENTS
Student Senate Eligibility**

MOTION:

To amend Article V, Section 4 of the Student Senate Bylaws as follows (new language is underlined; language to be deleted is ~~struck out~~).

**ARTICLE V. STUDENT SENATE MEMBERSHIP, ELECTIONS, AND OFFICERS
(Changes to this article are subject to vote only by the Student Senate)**

...

2. Election of Members

a. Eligibility

~~a. Only All degree-seeking students carrying at least two thirds the number of credits required for full-time student status as defined by the Office of the Registrar for their college of enrollment shall be eligible to vote and to be elected to the Student Senate.~~

~~b. To be eligible for election to the Student Senate, a student must have earned the required number of credits in residence at the University, as described below:~~

~~(1) Graduate School students carrying one credit ABD (all but dissertation) at the time of voting or who are certified as the equivalent of full-time students by the Graduate School shall be eligible for election.~~

~~(2) All other students shall be eligible for election if they have earned within the past semester and are currently carrying at least two thirds the number of credits required for full-time student status as defined by the Office of the Registrar for their college of enrollment.~~

~~c. To continue to serve in the Student Senate, a student representative must continue to meet the requirements for eligibility identified under "b a" hereof.~~

b. Elections

Eligible students elect from their ranks 50 Student Senate members, who shall be distributed among the colleges and campuses in proportion to the number of students in those units. Each college shall be guaranteed one student senator. Morris and Crookston will be guaranteed a minimum of two student senators.

1. Coordinate Campuses

~~a. Between February 1 and April 30 of each year, Crookston, Duluth, Morris, and Rochester as listed in Section 1 of this Article shall conduct an election for Student Senate members and alternate members, if any. Each unit shall establish its own procedures, in accordance with the constitution, for conducting its elections. If the alternates are to be elected, then the constitution of the institute, college, school or other unit shall specify the number to be elected and their term in office, and they shall be elected at the same time and in the same manner as senators. The results of the elections shall be mailed to the Clerk of the Senate not later than May 5.~~

~~b. Eligible students elect from their ranks 50 Student Senate members, who shall be distributed among the colleges and campuses in proportion to the number of students in those units. Each college shall be guaranteed one student senator. Morris and Crookston will be guaranteed a minimum of two student senators.~~

~~c. The elected representatives of the students to the Student Senate shall be chosen by secret ballot by the student constituency enrolled in the institutes, colleges, or schools as specified in the Bylaws. Only full-time students in each institute, college, or school shall be eligible to vote. Each institute, college, or school shall establish its own procedures to determine qualifications of those students eligible to vote.~~

~~d. The student board of each institute, college, school, or other representative unit shall determine if a pool of alternate senators shall be elected or define the pool to be all eligible students in the institute, college, or school. If the alternates are to be elected, then the~~

~~constitution of the institute, college, school or other unit shall specify the number to be elected and their term in office, and they shall be elected at the same time and in the same manner as senators.~~

b. A senator may designate anyone from the appropriate unit pool to serve as an alternate in the senator's absence by providing notice to the Clerk of the Senate prior to the commencement of any meeting of the University or Student Senate.

cf. All members elected to the Student Senate shall begin service on July 1 and shall serve for one year. Elected members of the Student Senate shall not serve more than four one-year terms, or any part thereof, in any six year period.

2. Twin Cities

a. Between February 1 and August 10 of each year, Twin Cities units as listed in Section 1 of this Article shall conduct an election for Student Senate members and alternate members, if any, for the following year. Each unit shall establish its own procedures, in accordance with the constitution, for conducting its elections. If the alternates are to be elected, then the constitution of the institute, college, school or other unit shall specify the number to be elected and their term in office, and they shall be elected at the same time and in the same manner as senators. The results of the elections shall be mailed to the Clerk of the Senate not later than August 15.

~~b. Between February 1 and August 10 of each year, the elected representatives of the students to the Student Senate for the following year shall be chosen by secret ballot by the student constituency enrolled in the institutes, colleges, or schools as specified in the Bylaws. Only full-time students in each institute, college, or school shall be eligible to vote. Each institute, college, or school shall establish its own procedures to determine qualifications of those students eligible to vote.~~

~~c. Between February 1 and August 10 of each year, the student board of each institute, college, school, or other representative unit shall determine if for the following year a pool of alternate senators shall be elected or define the pool to be all eligible students in the institute, college, or school.~~

bd. After August 15 of each year and for the current year, any open Student Senate members and alternate members from Twin Cities units as listed in Section 1 of this Article shall be filled by the Student Senate Consultative Committee with approval of the Student Senate. The Student Senate Consultative Committee shall establish its own procedures, in accordance with the constitution, for conducting elections.

~~e. Eligible students elect from their ranks 50 Student Senate members, who shall be distributed among the colleges and campuses in proportion to the number of students in those units. Each college shall be guaranteed one student senator.~~

cf. A senator may designate anyone from the appropriate unit pool to serve as an alternate in the senator's absence by providing notice to the Clerk of the Senate prior to the commencement of any meeting of the University or Student Senate.

dg. All members elected to the Student Senate shall begin service on July 1 and shall serve for one year. Elected members of the Student Senate shall not serve more than four one-year terms, or any part thereof, in any six year period.

...

COMMENT:

The only actual change from these amendments is that it allows for the increase in the base of eligible students for representation. The current language has not allowed for participation by part-time students. This amendments will allow part time undergraduates, graduates, and professional students to serve as senators. If approved today, it will be effective for the 2011-12 year.

**AARON CARLSON, CHAIR
STUDENT SENATE CONSULTATIVE COMMITTEE**

**7. STUDENT SENATE BYLAW AMENDMENTS
Student Senate Consultative Committee Membership**

MOTION:

To amend Article V, Section 4 of the Student Senate Bylaws as follows (new language is underlined; language to be deleted is ~~struck-out~~).

D. STUDENT CONSULTATIVE COMMITTEE

The Student Consultative Committee shall represent the students at large and not the individual campuses, institutes, colleges, schools, or departments of the University.

The Student Consultative Committee shall serve as the consulting body to the president and as the executive committee of the Student Senate.

Membership

The Student Consultative Committee shall be composed of:

- one student from the Crookston campus
- one student from the Duluth campus
- one student from the Morris campus
- one student from the Rochester campus
- ~~five~~ four students from the Twin Cities campus, as follows:
 - ~~In 2004-05, and every other year thereafter, there shall be three~~
 - ~~undergraduate students and two graduate/professional students. In~~
 - ~~2005-06, and every other year thereafter, there shall be four undergraduate~~
 - ~~students and one graduate/professional student.~~
 - two graduate/professional students
 - two undergraduate students
- the chair and vice chair of the Student Senate

Student members shall be elected and/or appointed in accordance with procedures determined by the respective campuses' student constituencies, subject to the following provision: at the time of their election, Twin Cities undergraduate students shall be members of the University Senate. A student member will relinquish their seat in the University Senate upon election to the Student Senate Consultative Committee.

Student vacancies shall be filled in accordance with procedures determined by the respective campuses for the balance of any unexpired term until the next regular election.

The chair of the Student Senate shall also serve as the chair of the Student Consultative Committee. The vice chair of the Student Senate shall also serve as the vice chair of the Student Consultative Committee. Chair and vice chair elections should be subject to the following provisions:

- If either the chair or vice chair has already been elected to the Student Consultative Committee as a regular member, he or she must concede his or her prior position to another student, to be chosen as soon as possible by the appropriate student constituency.
- The chair and vice chair shall not be from the same campus. In the event that no one is nominated for the vice chair position from a separate campus, the position will be open to all qualified members of the Student Senate.
- The chair of the Student Senate shall be elected by the Student Senate in accordance with the Senate Constitution, Article 5, Section 3 (a).
- The vice chair of the Student Senate shall be elected by the Student Consultative Committee in accordance with the Senate Constitution, Article 5, Section 3 (a).
- The chair and vice chair are eligible for re-election to these positions.

The seven members who serve on the Senate Consultative Committee shall be composed of:

- one student from the Crookston campus
- one student from the Duluth campus
- one student from the Morris campus
- one student from the Rochester campus

- ~~three~~ two students from the Twin Cities campus, as follows:

~~In 2004-05, and every other year thereafter, there shall be one undergraduate student and two graduate/professional students. In 2005-06, and every other year thereafter, there shall be two undergraduate students and one graduate/professional student. The undergraduate students shall be elected by the committee from the eligible members.~~

- one graduate/professional student
- one undergraduate student
- the chair Student Senate

...

COMMENT:

This amendment is designed to apportion one seat of the Student Senate Consultative Committee to a Rochester delegate and stabilize the number of Twin Cities undergraduate and graduate/professional student seats each year. This action is intended to increase the flow of communication and spread of best practices to and from the new Rochester Campus Assembly. If approved today, it will be effective for the 2011-12 year.

**AARON CARLSON, CHAIR
STUDENT SENATE CONSULTATIVE COMMITTEE**

END OF MOTION A

**8. ELECTION OF 2011-12 STUDENT SENATE/
STUDENT SENATE CONSULTATIVE COMMITTEE CHAIR
Election by 2011-12 Senators Only
(10 minutes)**

**9. ELECTION OF 2011-12 TWIN CITIES MEMBERS OF THE
STUDENT SENATE NOMINATING COMMITTEE**

**Election by 2011-12 Twin Cities Senators Only
[One Twin Cities undergraduate senator and
one Twin Cities graduate/professional senator]
(5 minutes)**

**10. ELECTION OF 2011-12 TWIN CITIES UNDERGRADUATE
COMMITTEE ON COMMITTEES MEMBER**

**Election by 2011-12 Twin Cities Undergraduate Senators Only
(5 minutes)**

**11. APPOINTMENT OF 2011-12 STUDENT SENATE MENTORS
(5 minutes)**

FOR INFORMATION:

Whereas, many issues in Student Government take more than one year to fully complete; and

Whereas, each year many new Student Senators spend a great deal of time learning the University's intricate governance system; therefore be it

Resolved, the Student Senate Chair appoints at least three Student Senators by May 15 each year to serve as mentors to new Student Senators; be it further

Resolved, the appointed Student Senate Mentors can be either a returning Senator or an exiting Senator that will be a student through the following fall semester.

Approved by the Student Senate Consultative Committee on April 17, 2003

12. STUDENT SENATE STIPENDS

**Action
(5 minutes)**

FOR INFORMATION:

The Student Consultative Committee, less its stipend-receiving members, shall review the performance of duties of all stipend-receiving members and vote on the approval, reduction, or withholding of the portion of their stipends allocated for spring semester. A two-thirds affirmative vote by the Student Consultative Committee is required for modification of stipend disbursement.

The Student Consultative Committee recommendation shall be presented to the Student Senate for approval at or before the Student Senate's last regular meeting of spring semester. Stipend receiving persons have a right to answer questions about or speak regarding the Student Consultative Committee's findings at this meeting if they so chose. A two-thirds vote of the Student Senate is required to modify the Student Consultative Committee recommendation.

MOTION:

The Student Senate Stipend Review Committee has reviewed the performance of the following stipend-receiving students: Aaron Carlson, SSCC/Student Senate Chair; and, Mark Privratsky, SSCC/Student Senate Vice Chair. The recommendation from the committee is that:

- Aaron Carlson receive \$500.00 of the \$500.00 spring semester portion of his stipend
- Mark Privratsky receive \$50.00 of the \$125.00 spring semester portion of his stipend

COMMENT:

The Review Committee felt that while Aaron Carlson fulfilled the duties associated with his position and therefore should receive the full spring semester portion of his stipend, Mark Privratsky has not fulfilled his duties as liaison to the Civil Service Committee or the Council of Academic Professionals and Administrators and therefore his stipend has been reduced.

**JONATHAN LUNDBERG, CHAIR
STUDENT SENATE STIPEND REVIEW COMMITTEE**

**13. EQUITY, ACCESS, AND DIVERSITY COMMITTEE
SOCIAL CONCERNS COMMITTEE
STUDENT AFFAIRS COMMITTEE
Supporting the Efforts of the Work Group Promoting Academic Civility
in Graduate and Professional Education
Action by the University Senate
(5 minutes)**

MOTION:

To approve the following resolution:

Supporting the Efforts of the Work Group Promoting Academic Civility
in Graduate and Professional Education

The University Senate supports the Academic Civility Work Group, which envisions “a university culture that fosters academic excellence and promotes civil and respectful relationships through effective prevention of, and response to hostile, offensive, or intimidating behavior.”

The University Senate encourages the continued growth of a respectful culture for graduate and professional students by addressing University faculty and staff attitudes and behaviors in a systemic way through the following actions:

- Faculty and staff are encouraged to support the Academic Civility Initiative by providing a positive, supportive, and constructive working and learning environment, and by responding to reported instances of hostile, intimidating, or offensive behavior in a timely and respectful manner.
- Units and departments should adapt and use materials developed by the Work Group that support best practices of advising and mentoring. Link to materials: <http://www.sos.umn.edu/staffaculty/advisingmentoring.html>
- A comprehensive review should be conducted of the research and surveys (e.g., the 2007 and 2011 SCRC surveys, “Pulse” survey, exit interviews, COGS survey, and institutional research) to provide additional analysis of these data and possible direction for further efforts to create a culture of mutual responsibility and respect.

COMMENT:

Academic civility is an essential "best practice" for successful graduate and professional programs. The Student Conflict Resolution Center's (SCRC) 2007 Graduate Student Experience Survey made visible behavior incompatible with academic civility at the University of Minnesota. Academic incivility can be defined as hostile, intimidating or offensive behavior by faculty, staff, or students within the institution, to the extent that it interferes with the ability to work or study, and carries high costs to affected individuals and the institution. This survey, administered by the Office of Measurement Services, showed that approximately one third of survey respondents had experienced or observed academic incivility. A summary of survey results may be found at: http://www.sos.umn.edu/staffaculty/Survey_Summary_AcadInc_UMNTC.pdf

Following the dissemination of survey results a Work Group for Academic Civility, comprised of faculty, staff, and students, was formed in 2008 to develop a model to promote civil and respectful relationships through effective prevention of, and response to hostile, offensive, or intimidating behavior.

The Work Group has prepared useful materials that identify strategies for addressing incivility and support effective and respectful advising relationships. These are being distributed to interested departments and units where they are customized to meet departmental needs. An effective and respectful student-adviser relationship is a critical factor in the success of graduate and professional students, fosters academic excellence, and embodies academic civility. To see membership and materials developed by the Work Group go to: http://www.sos.umn.edu/staffaculty/academic_civility.html.

The Senate Committee on Equity, Access, and Diversity, the Social Concerns Committee, and the Student Affairs Committee support the efforts of the Work Group Promoting Academic Civility.

Approved by the Social Concerns Committee October 25, 2010; Student Affairs Committee March 9, 2011; the Equity, Access, and Diversity Committee March 21, 2011; and the Graduate and Professional Student Assembly April 20, 2011.

**IRENE DURANCZYK, CHAIR
EQUITY, ACCESS, AND DIVERSITY COMMITTEE**

**TIMOTHY SHELDON, CHAIR
SOCIAL CONCERNS COMMITTEE**

**SILVIA CANELON, CO-CHAIR
STUDENT AFFAIRS COMMITTEE**

**JOYCE HOLL, CO-CHAIR
STUDENT AFFAIRS COMMITTEE**

14. STUDENT SENATE ELECTIONS

Best Practices and Issues

**Discussion
(15 minutes)**

15. STUDENT AFFAIRS COMMITTEE

**Statement Supporting the Comprehensive Waiver for the Student Health Benefit
Discussion**

(15 minutes)

Statement Supporting the Comprehensive Waiver for the Student Health Benefit Plan

The Student Affairs Committee (SCSA) supports Boynton's implementation of a comprehensive waiver. The Student Health Benefit Plan (SHBP) provides excellent benefits at affordable rates. The SHBP is already above the requirements set by the federal Accountable Care Act health care reform standards. Other than employer-subsidized plans, there is no equivalent plan in costs and benefits available. Implementing the comprehensive waiver will strengthen the SHBP by covering more students, improving the risk pool and quality of the plan, and reducing overall costs.

Implementing the comprehensive waiver will also strengthen the existing institutional mandate that all students have health insurance because it reinforces the SHBP as the default health insurance plan. The comprehensive waiver is already in place for students receiving insurance through the Academic Health Center health benefit plan, and has been successful.

The comprehensive waiver will also specifically benefit students by eliminating inequities in coverage thereby reducing student services fees needed to cover students with high deductible plans. Most importantly, it will cover the eight to ten percent of students who currently have no health insurance.

COMMENT:

Carl Anderson, Interim Director of Boynton Health Services, and Susann Jackson, Director of Student Health Benefits, presented to the Senate Committee on Student Affairs at its February 9, 2011 meeting. They updated the committee on the impact of the changes in the federal health care legislation on student health benefits and student service fees. Key points of their presentation follow:

- The philosophy of Boynton Health Services (Boynton) is to reduce students' out of pocket fees such as deductibles, co-insurance and co-payments in order to eliminate financial barriers to receiving care. When there are co-pays and other up front costs, students defer their care for chronic conditions.
- Insurance is billed first for services at Boynton and then student service fees are used to cover the deductibles, coinsurance, and copayments. The fees allow for year round coverage so that students do not defer care for chronic conditions.
- Under health care reform, insurance premiums and deductibles will rise because the federal law requires reforms such as eliminating preexisting-condition exclusions, lifting caps, and covering preventive services.
- This will result in a decrease in third-party insurance payments to Boynton, and increase in costs to the Student Health Benefit Plan (SHBP).
- Other aspects of the federal health care reform law such as the requirements to eliminate limits on essential primary care and provide immunizations will also cause cost increases to the SHBP.
- After reviewing several options for managing the projected cost increases to the SHBP, Boynton determined that the best option for students was to institute a comprehensive waiver. This is a method of enforcing the institutional mandate that all students have health insurance by requiring students to provide a certificate of coverage proving insurance. Students who do not provide a certificate of coverage for an insurance plan that is either a United States-based employer-sponsored group health plan (with a deductible of less than or equal to \$1,000), or the University sponsored Graduate Assistant Health Plan (GAHP), will be automatically enrolled in the SHBP.

Approved by the Senate Committee on Student Affairs on April 2011

**SILVIA CANELON, CO-CHAIR
STUDENT AFFAIRS COMMITTEE**

**JOYCE HOLL, CO-CHAIR
STUDENT AFFAIRS COMMITTEE**

COMMENT:

The recommendation of a student health insurance hard waiver was referred from the Student Affairs Committee to the Student Senate Consultative Committee. It is presented for discussion with possible action on a later date.

16. OLD BUSINESS

17. NEW BUSINESS

18. ADJOURNMENT

Provisional FAQs for Leave of Absence and Credit Requirement Policies

LEAVE OF ABSENCE: Frequently Asked Questions

1. Are students required to register during the period of an approved leave?

No. Students are not required to register at any time during the period of their college-approved leave of absence.

2. Are students required to pay tuition and fees while on a leave of absence?

No. Tuition and fees will not be charged for the period during which a student is on a college-approved leave of absence. However, students granted a leave of absence are not eligible for enrollment deferral for the repayment of government or private student loans.

3. Will the terms during which students are on a college-approved leave of absence be counted by their programs or colleges when evaluating degree progress expectations or degree completion deadlines?

No. A college-approved leave of absence is not counted toward a student's time to degree and does not require the student to make degree progress during the period of the leave.

4. May students continue to use research and other facilities during an approved leave?

No. During the period of an approved leave of absence, students may not use student amenities and services, laboratories, library databases, equipment, and other research facilities, nor may they use the services of faculty or administrative staff, except as may be needed to return to active status.

5. Are student's eligible to continue their coverage under the Graduate Assistant Health Plan (GAHP) or the Student Health Benefit Plan (SHBP)?

Eligibility for coverage on each program is contingent on student status. Students no longer eligible for the GAHP have the option of continuing coverage at their own expense for up to 18 months. Students enrolled in the SHBP have continuation options through Blue Cross and Blue Shield. Students should contact the Office of Student Health Benefits for specific details about continuation of coverage options for either program.

6. May international students take a leave of absence?

Yes. However, a leave of absence for international students is subject to SEVIS regulations and requires completion of additional forms. All international students considering a leave of absence must consult International Student and Scholar Services.

7. What is a unit's obligation to approve a student leave of absence?

Units should refer to other relevant University policies regarding leaves for University employees, including graduate assistants. If the student is not a University employee, units are encouraged to make reasonable efforts to accommodate requests for leaves related to illness, death, the birth or adoption of a child, or voluntary military service.

8. What is a unit's obligation to reinstate a student who has been on an approved leave of absence?

Units should make every effort to reinstate a student following a leave of absence and should provide appropriate advising to help reintegrate the student to the graduate program.

9. What happens to grades in a course if a leave of absence occurs during a semester?

If a student must take a leave of absence during the semester, the student would be dis-enrolled for that semester, would lose their tuition and fees for the term, and would not receive credit for their coursework. If the leave occurred near the end of the semester and the student met the conditions for receiving grades of Incomplete, the student might wish to take grades of Incomplete. The student would need to follow current policy for making up Incompletes. The leave of absence would not affect the timeframe allowed for making up "I" grades.

10. Can a student return from a leave of absence after a semester has already started?

In general, no; students may not return after the semester has started and should time their reinstatement accordingly. However, if circumstances preclude this and the student returns very early in the semester, reinstatement within the first two weeks of the semester may be possible if the student's adviser, DGS, and college agree.

11. How does a leave of absence work for a student who is in a dual (or joint) degree programs in different colleges?

If the student is pursuing two graduate degrees in two different colleges, the student will need to request a leave of absence from both colleges under the provisions of this policy. If the student is pursuing a graduate degree and a first professional degree (e.g., J.D. or M.D. degree), the student will need to request a leave of absence from his or her graduate college under the provisions of this policy and will also need to comply with the leave of absence policy stipulated by the college offering the first professional degree.

CREDIT REQUIREMENTS: Frequently Asked Questions

FREQUENTLY ASKED QUESTIONS

1. What is the difference between "required credits" and the "actual credits" taken by students?

Required credits are applied to all graduate students in the program. However, individual student circumstances, training and academic background may warrant additional coursework to address foundational deficits identified by the program. In addition, students may take non-required courses that are of interest to them. Therefore, the actual credits taken by the students may exceed the maximum outlined in the policy.

2. What about students who pursue minor(s)?

Credits taken toward fulfilling the requirement of minor(s) may be applied toward the credit requirement of the major program. Credits taken toward minor(s) that are not counted as credit requirement of the major program do not count as part of the minimum and maximum credit requirements.

3. Is there still a policy on the required supporting field?

No, this policy replaces the policy on the required supporting field. Programs can still require supporting field credits as part of their credit requirements as long as the curricula still conform to the minimum and maximum requirements outlined in this policy.

4. Why is the maximum credit for master's Plan C significantly higher than that for master's Plan A and Plan B?

Master's Plan C programs are predominantly coursework programs. The maximum of 48 credits is roughly equivalent to two years of full time coursework which reflects national standards and current practice at the University.