

university of minnesota memo

To Penelope Krosch

From Martha Kvanbeck, U Senate

- For your information
- For your approval
- Per your request
- For your attention
- Note and file
- Note and return
- Note and forward
- Please advise
- Please reply
- Send copy
- Please see me

These items were handed out by the students at the University Senate meeting Feb. 14.

Date _____

University of Minnesota
BA Form 507

S92046



UNIVERSITY OF MINNESOTA

Office of the Clerk of the Senate
424 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455
(612) 373-2125

January 15, 1985

To: University Senate and Twin Cities Campus Assembly Members

From: Marilee Ward, Clerk of the Senate and Assembly

Your attention is called to the second meeting of the University Senate and the Twin Cities Campus Assembly for 1984-85 to be held on Thursday, February 14. The time is 3:15 p.m. for the Twin Cities Campus Assembly and 3:30 p.m. for the University Senate in 25 Law Building, West Bank, Minneapolis Campus. Coordinate campuses will be linked by telephone at the following locations at 3:30 p.m.:

Crookston, 305 Selvig Hall
Duluth, 502 Darland Administration Building
Morris, Behmler Hall Conference Room
Waseca, Learning Resources Center Conference Room

The agenda will appear in the Minnesota Daily of Thursday, February 7. Coordinate campus senators will receive copies by mail.

A period will be set aside for questions addressed to the President. You are invited to submit such questions in writing to me by Wednesday, February 6, at the latest.

If you are an academic professional, you should designate a faculty member from your unit to vote on "Action" items on the Faculty Senate agenda, if any.

If you are unable to attend, please designate an alternate and send his/her name to me, 424 Morrill Hall, prior to the beginning of the meeting. Alternates are entitled to vote and should be reminded of that fact.

Marilee Ward

Marilee Ward
Clerk of the Senate and Assembly

MOTIONS FOR CONSIDERATION
January 24, 1985

Motion 1

The Tenure Committee will move to recommend to the Regents the further amendment of the document before them, at section 2.1, page 1, lines 15-18, as follows:

15 2.1 Employment Contracts. These regulations GOVERN THE
15a RELATIONSHIP BETWEEN THE BOARD OF REGENTS AND EVERY FACULTY
15b MEMBER EMPLOYED BY THE UNIVERSITY OF MINNESOTA, EXCEPT AS
15c INCONSISTENT WITH THE PROVISIONS OF COLLECTIVE BARGAINING
15d AGREEMENTS. THESE REGULATIONS are part of the contract between the
16 Board of Regents and every faculty member employed by the University of
17 Minnesota, ~~except as superseded by the provisions~~ OUTSIDE of collective
18 bargaining UNITS ~~agreements.~~

Motion 2

The Tenure Committee will move to recommend to the Regents the further amendment of section 10.1, page 15, at lines 20-21, as follows:

18 10.1 Unrequested Leave of Absence for Disability. A faculty member who
19 is physically or mentally unable to perform reasonably assigned duties may be
20 placed on unrequested leave of absence. ~~The action may be taken only in~~
21 ~~accordance with the procedures established in this section.~~ The faculty member is
22 entitled to sick pay and disability insurance payments in accordance with
23 University policy. The faculty member has a right to return to the faculty upon
24 termination of the disability or upon cessation of disability payments.

Motion 3

The Tenure Committee will move to recommend to the Regents the further amendment of the document before them at section 16, page 30, lines 10-21, by dividing the section into four numbered sub-sections and by adding and deleting material, as follows:

SECTION 16. TENURE COMMITTEE

11 **16.1 MEMBERSHIP.** The Tenure Committee is composed of at least seven
12 members of the faculty and such other persons as the University Senate Bylaws
13 shall provide. The manner of appointment is governed by the University Senate
13a Bylaws.

13b **16.2 INTERPRETATIONS.** THE VICE PRESIDENT AND THE TENURE
13c COMMITTEE MAY PROPOSE FORMAL INTERPRETATIONS OF THESE
13d REGULATIONS, CONSISTENT WITH THEIR TERMS. SUCH INTERPRETATIONS
13e MUST BE REPORTED TO THE FACULTY SENATE AND THE BOARD OF
13f REGENTS. IF ADOPTED BY THE BOARD OF REGENTS, SUCH
13g INTERPRETATIONS WILL BE BINDING IN ALL CASES SUBSEQUENTLY ARISING.

13h **16.3 PROCEDURES.** THE VICE PRESIDENT AND THE TENURE
13i COMMITTEE MAY JOINTLY ADOPT THE PROCEDURES PROVIDED BY
13j SECTIONS 7.4 and 7.61. SUCH PROCEDURES MUST BE REPORTED TO THE
13L FACULTY SENATE AND THE BOARD OF REGENTS BEFORE THEY GO INTO
13m EFFECT.

14 **16.4 ADDITIONAL FUNCTIONS.** The Tenure Committee ALSO advises the
14a University AND MAKES RECOMMENDATIONS concerning THE interpretation and
15 amendment of these regulations, but SUCH ADVICE AND RECOMMENDATIONS
15a ARE NOT BINDING ON THE JUDICIAL COMMITTEE ~~the Judicial Committee will~~
16 ~~exercise its independent judgment about the meaning of these regulations in the~~
17 ~~review of cases before it.~~

18 ~~Interpretations which the Tenure Committee or the Judicial Committee~~
19 ~~decides may be of interest to the faculty generally, will be published as provided in~~
20 ~~Section 18. The Faculty Senate will be informed of these interpretations in~~
21 ~~writing.~~

Motion 4

The Tenure Committee will move to recommend to the Regents the further amendment of the document before them at section 7.4, page 11, lines 3-6, as follows:

3 7.4 Procedures for Taking Formal Action. The academic unit must observe
4 UNIVERSITY procedures established by the Vice President upon recommendation of
5 the Tenure Committee. Before going into effect, these procedures must be
6 reported to the Faculty Senate. AS PROVIDED IN SECTION 16.3. These
6a procedures will provide that:

(remainder of text unchanged)

Motion 5

The Tenure Committee will move to recommend to the Regents the further amendment of the document before them at section 7.61, page 12, line 21, through page 13, line 5, to read as follows:

21 7.61 Procedures. The Vice President, with the approval of the Tenure
22 Committee, establishes general rules for such review. THE REVIEW MUST BE
22a CONDUCTED ACCORDING TO UNIVERSITY PROCEDURES, ESTABLISHED AS
22b PROVIDED IN SECTION 16.3. These PROCEDURES must provide for review and
23 recommendations by the head of the academic unit, by the dean of the collegiate
24 unit, by faculty committees at the collegiate or University level, and, when
25 appropriate, by other academic administrators. The review must be conducted on
26 the basis of the standards and criteria established by subsections 7.11 and 7.12 and
27 the applicable rules and procedures. The rules may permit an administrator to
28 refer the matter back to the unit for reconsideration, but if the administrator and
Page 13
1 the unit do not agree after such reconsideration, both the recommendation and the
2 administrator's comments must be sent forward for final administrative action. A
3 copy of each review or recommendation must be supplied to the faculty member.
4 The faculty member may comment thereon in writing to those who will review the
5 matter further.

Motion 6

The Tenure Committee will move to recommend to the Regents the further amendment of the document before them by altering the final paragraph of section 12.2, page 22, line 22-24, to read as follows:

22 IN ADDITION TO THE STEPS MENTIONED ABOVE, THE ~~The~~ University has
22a the right to offer inducements to faculty members voluntarily to change fields of
23 study ~~or to change place of employment~~ TO SEEK EMPLOYMENT ELSEWHERE, or
24 to accept early retirement.

Motions 7, 8, 9, and 10

All of these motions affect section 7.11, which is printed at pages 9-10 of the draft recommended by the Senate.

Motion 7 The Tenure Committee will move to recommend to the Regents the further amendment of section 7.11, page 10, lines 6-7, as shown below.

Motion 8 The Tenure Committee will move to recommend to the Regents the further amendment of page 9, line 13, through page 10, line 2a, and the further amendment of footnotes 5, 6, 7 thereto, as shown below.

Motion 9 The Tenure Committee will move to recommend to the Regents the further amendment of section 7.11, by adding a footnote 3A, in line 11f and by adding the text of that footnote in the margin, as shown below. (If this amendment is adopted, the Clerk is instructed to renumber this as subsequent footnotes in the final printing of the proposed document.)

Motion 10 President Kenneth Keller, IT, Professor Jack Merwin, Education, Professor Tom Clayton, CLA, and Professor Fred Morrison, Law, will move to recommend to the Regents the further amendment of section 7.11 by adding new material at the beginning of the section, and by amending line 11, as shown below. (The Tenure Committee reports this motion to the Faculty Senate without making any recommendations.)

11 7.11 General Criteria. THE BASIS FOR AWARDING INDEFINITE TENURE
11a IS THE DETERMINATION THAT THE ACHIEVEMENTS OF AN INDIVIDUAL HAVE
11b DEMONSTRATED THE INDIVIDUAL'S POTENTIAL TO CONTINUE TO
11c CONTRIBUTE SIGNIFICANTLY TO THE MISSION OF THE UNIVERSITY AND TO
11d ITS PROGRAMS OF TEACHING, RESEARCH, AND SERVICE OVER THE COURSE
11e OF THE FACULTY MEMBER'S ACADEMIC CAREER. The primary^{3a} criteria for
11f ~~awarding indefinite tenure~~ FOR DEMONSTRATING THIS POTENTIAL are
12 effectiveness in teaching⁴ and professional distinction in research;⁵ High quality
13 OUTSTANDING discipline-related service contributions⁶ may WILL also be taken
13a into account WHERE THEY ARE AN INTEGRAL PART OF THE MISSION OF THE
14 ACADEMIC UNIT. The relative importance of the criteria may vary in different
14a academic units. ~~Both of the two primary~~ BUT EACH OF THE criteria must be
15 considered in every decision,⁷ ~~but in some academic units, a faculty member will~~
16 ~~not be expected to have made significant service contributions during the~~
17 ~~probationary period.~~

Motion 10

(Motion 9
adds
note 3a)

Motion 8

18 The individual's PARTICIPATION IN THE GOVERNANCE OF THE
P.10
1 INSTITUTION AND OTHER SERVICES TO THE UNIVERSITY AND service to the
1a academic unit and ~~other service contributions to the University~~ MAY BE TAKEN
1b INTO CONSIDERATION ~~may also be relevant to a decision,~~ but are not in
2 themselves bases for awarding tenure.

3 Indefinite tenure may be granted at any time when the candidate has
4 satisfied the requirements. A probationary appointment must be terminated when
5 the appointee fails to satisfy the criteria in the last year of probationary service
6 and may be terminated earlier if it appears that the appointee ~~will not satisfy~~ IS
6a NOT MAKING SATISFACTORY PROGRESS TOWARD MEETING the criteria
7 within that period.

Motion 7

1 3A. CRITERIA OTHER THAN THOSE EXPRESSLY LISTED IN THIS
2 SENTENCE MUST BE EXPLICITLY STATED AND JUSTIFIED IN TERMS OF
3 THE MISSION OF THE UNIVERSITY. SUCH ADDITIONAL CRITERIA MAY
4 NOT IMPINGE UPON THE ACADEMIC FREEDOM OF THE PROBATIONARY
5 FACULTY MEMBER.

Motion 9

1 4. "Teaching" is not limited to credit-producing classroom instruction. It
2 encompasses other forms of communication of knowledge (both to students
3 registered in the University and to other persons in the community) as well as
4 the supervision or advising of individual graduate or undergraduate students.

1 5. "Research" is not limited to the publication of scholarly articles
2 WORKS. It encompasses other activities such as artistic production.
3 INCLUDES ACTIVITIES WHICH LEAD TO THE PUBLIC AVAILABILITY OF
4 PRODUCTS OR PRACTICES WHICH HAVE A SIGNIFICANCE TO SOCIETY,
5 SUCH AS ARTISTIC PRODUCTION OR THE DEVELOPMENT OF NEW
6 TECHNOLOGY OR SCIENTIFIC PROCEDURES.

1 6. "Service" means high quality performance within the faculty member's
2 academic expertise and within the mission of the academic unit. ~~rendered to~~
3 ~~the community at large. As a criterion for faculty tenure, it does not~~
4 ~~include the rendering of routine professional services, even if these are~~
5 ~~within the faculty member's job description. It also does not include service~~
6 ~~in~~ PERFORMANCE OF quasi-administrative functions, such as service
7 MEMBERSHIP on faculty or Senate committees or other similar activities;
8 those activities are relevant only to the limited extent set forth in the
9 following paragraph.

Motion 8

10 WHERE SERVICE IS NOT AN INTEGRAL PART OF THE MISSION OF
11 THE ACADEMIC UNIT, A FACULTY MEMBER'S SERVICE MAY BE
12 CONSIDERED, BUT IS NOT A PREREQUISITE TO THE AWARDING OF
13 TENURE.

1 7. Because of the special mission of the Crookston and Waseca
2 CAMPUSES ~~faculty members these need show only effectiveness in teaching~~
3 ~~and~~ disciplined inquiry in their fields of endeavor MAY BE SUBSTITUTED
4 FOR RESEARCH IN APPRAISING FACULTY MEMBERS THERE.

5 Other exceptions may be made only in exceptional circumstances by
6 means of special contract, as provided in section 3.6.

Motion 11

The Senate Committee on Faculty Affairs will move to recommend to the Regents the further amendment of the document before them at Section 7.11, page 9, by adding the following footnote at the end of the new language of the first sentence as proposed in Motion 10:

1 FOR INTERPRETATION AND POSSIBLE APPLICATIONS, SEE THE
2 EXPLANATORY MEMORANDUM OF JANUARY 10, 1985, TO THE MEMBERS OF
3 THE FACULTY SENATE AND FACULTY MEMBERS OF THE UNIVERSITY.

REVISED MOTION 11

Jan. 24, 1985

The Senate Committee on Faculty Affairs will move to recommend to the Regents the further amendment of the document before them at Section 7.11, page 9, by adding Footnote 3B at the end of the first sentence:

For interpretation and possible applications, see the interpretative comment that will be provided in accordance with the provisions of Section 16.2.

COMMENT:

In order to arrive at a compromise between the Regents' views and those expressed by the Faculty Senate in 1984, the language now proposed for Section 7.11 is both more inclusive and less explicit about possible applications than was the case in the equivalent earlier text rejected by the Faculty Senate. The footnote proposed here directs attention to the amplification and clarification that will be provided in due course.

SECTION 7.11 as it would appear if amendments 7, 8, 9, and 10 were adopted

7.11 General criteria. The basis for awarding indefinite tenure is the determination that the achievements of an individual have demonstrated the individual's potential to continue to contribute significantly to the mission of the University and to its programs of teaching, research, and service over the course of the faculty member's academic career. The primary^{3A} criteria for demonstrating this potential are effectiveness in teaching⁴ and professional distinction in research⁵; outstanding discipline-related service contributions⁶ will also be taken into account where they are an integral part of the mission of the academic unit. The relative importance of the criteria may vary in different academic units, but each of the criteria must be considered in every decision.⁷

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

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

3A. Criteria other than those expressly listed in this sentence must be explicitly stated and justified in terms of the mission of the University. Such additional criteria may not impinge upon the academic freedom of the probationary faculty member.

Over —

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

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

6. "Service" means performance within the faculty member's academic expertise and within the mission of the academic unit. It does not include performance of quasi-administrative functions, such as membership on faculty or Senate committees or other similar activities; those activities are relevant only to the limited extent set forth in the following paragraph.

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

7. Because of the special mission of the Crookston and Waseca campuses, disciplined inquiry in their fields of endeavor may be substituted for research in appraising faculty members there.

Other exceptions may be made only in exceptional circumstances by means of a special contract, as provided in section 3.6.

Clarifications of Motions to be presented Jan. 24, 1985

Motion 1. For faculty members on the Twin Cities, Morris, and Crookston campuses, these Regulations will have a double effect when adopted. They will be both rules of the Board of Regents and part of the contract of employment.

For faculty members on the Duluth and Waseca campuses, where there is collective bargaining, the situation will be somewhat different. The Regulations will still be rules of the Board of Regents, for those matters which the Regents can unilaterally regulate. Matters covered by contract are, however, dealt with by the contract with the Bargaining Agent. That contract itself provides that University policies such as the Tenure Regulations will continue to be applicable, except where inconsistent with the provisions of the contract. Hence, many portions of these Regulations will apply on the two campuses, either because they are the subject of the unilateral authority of the Regents, or because they have been incorporated into the contract by reference.

Motion 9. The use of any additional criteria must be stated in the document which summarizes the action taken. If a department takes adverse action based on such criteria, the criteria should be stated expressly in the departmental statement required under Section 7.4(5). If a review committee or administrator takes such action, the basis should be articulated at the time of the action, as provided in Section 7.61 and 7.63.

Motion 10. The covering letter of January 10, 1985, showed the original language proposed by the Tenure Committee in December 1983, as the next-to-last paragraph of Section 7.11. It read:

Although the decision will be based primarily on the faculty member's qualifications, it may also be based upon program area needs and priorities of the academic unit.

At the May 3, 1984, meeting, this language was first amended (by Motion 57) to read:

Although the decision will be based primarily upon the faculty member's performance, the program area needs and priorities of the academic unit at the time of the decision may be considered in deciding whether to award tenure.

Then (by Motion 59) the whole paragraph was deleted.

Fred L. Morrison, Chr.
Tenure Committee

January 22, 1985



UNIVERSITY OF MINNESOTA

Office of the Clerk of the Senate
424 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455
(612) 373-2125

Jan. 29, 1985

To: University Senators

From: Marilee Ward, Clerk *lw.*

At the February 14 meeting of the University Senate, Faculty Senator Patricia Swan will present her motion with respect to Senate governance. Because it will be printed in the Minnesota Daily on February 7 as an item on the agenda and was sent to you before the November 15 meeting, I am not including it in this mailing. It is unchanged; only the comment has been revised.

However, there are two other proposed amendments to the Bylaws, and they are listed below in compliance with the Senate requirement for advance written notice of any proposed amendment to the Senate Bylaws. They will be presented by the Senate Consultative Committee.

MOTION: That the bylaws of the University Senate be amended as follows: Article III, Senate Committees, A. Consultative; Duties and Responsibilities, (2) Faculty Consultative Committee (first clause): "to meet separately, when necessary, to discuss with the president, or others, matters of ~~-primary-~~ concern to the faculty." and Article III, Senate Committees, A. Consultative; Duties and Responsibilities, (3) Student Consultative Committee (first clause): "to meet separately, when necessary, to discuss with the president, or others, matters of ~~-primary-~~ concern to the student body."

COMMENT: The Consultative Committee at its meeting of January 17 voted 15 to 0 with one abstention in favor of the above change. Members believe the two subgroups (Faculty Consultative Committee and Student Senate Consultative Committee) should not be constrained as to what they discuss with the president or with others.

A parallel motion will be presented to amend the Assembly Bylaws.

Jack Merwin, Chr.
Senate Consultative Committee
Assembly Steering Committee

UNIVERSITY OF MINNESOTA
THE SENATE
MINUTES

February 6, 1969

X. OLD BUSINESS

REPORT OF TASK FORCE ON STUDENT REPRESENTATION

Reported for Action

I. Introduction

The Task Force on Student Representation calls upon the University of Minnesota to commit itself to the principle of the widest possible participation of faculty, students, and administrators in University decision making.

In an institution which considers "the search for truth" its mission and exists within a society based on democratic principles, no one segment, or group of segments, should determine the institution's full potential for the attainment of truth.

The conception, shaping, and realization of an idea or an ideal must be the joint effort of the total community rather than isolated or separate elements of that community. We reject the concept that innovation, research, and creative thought are the exclusive domain of the instructor, the student, or the administrator.

The University must take as its model a partnership, a sharing of responsibility, rather than the fragmented power struggle represented by separatist walls protecting student power, faculty power, and administrative power.

A "community of scholars" cannot exist with groups claiming separate and absolute control over matters of mutual concern to the members of that community. Although the State of Minnesota through the University Charter has placed the ultimate authority for the University of Minnesota in the Board of Regents, the Regents themselves appropriately and necessarily have chosen to delegate many responsibilities to the President and the University Senate. The President and the Senate have been committed to wide participation in the decision-making processes of the University through many administrative and Senate committees. Faculty, administrators, and students have shared membership on Senate or administrative committees for over a half century. As the institution has developed, the range of committees and the number of persons involved in the deliberations of these committees have increased. Student representatives now number over 170 on various Senate and administrative committees on the various campuses. At least one Senate committee presently has a majority of student members.

While a responsible student voice is heard on these committees, the Senate has remained a faculty legislative body. Administrators are seated without vote. Students may enter the Senate for discussions only when their Senate subcommittee has an issue before the Senate. They cannot vote on the policy matters that their efforts have brought before the Senate.

The exclusion of some elements of the academic community from greater involvement in the establishment of policy governing that community is unnecessary and undesirable in the future of that institution. A blend of modern insights and ideas as well as continuity and stability of proven traditions is necessary for the continued dynamic development of the University.

Our institution must offer the opportunity to those capable men and women who are willing to accept responsible roles in the governance of modern higher education whether these persons are administrators, faculty, or students. The emphasis in the future should be upon shared functions and joint responsibility for the total enterprise.

If we have educated our young people, if we assume that they are now and are to continue to be responsible citizens in our democratic society, and if we believe that the principles of a democratic society extend to the academic community, we must recognize students as full partners, and not just consultants in that community.

The Task Force on Student Representation recommends that the next step in the steady progression toward a true University Senate, rather than a faculty Senate, be the incorporation of students as full participants in the Senate and Assemblies, as well as increased student membership in Senate and Assembly committees.

letters

MN Daily

2/14/85

AAUP responds

We applaud the efforts of professors Patricia Swan and John Turner to restore to the faculty their rights in University governance. We've been waiting a long time for the faculty to assert their rights.

But we're not convinced that the best way to do it is to take away student rights. We would agree that student participation has sometimes diluted faculty discussion of educational policy. But it has also contributed importantly to discussion of social and political concerns.

If the experience of the last decade and a half has fallen short of the idea of community, surely remedies less draconian than expulsion of the students should be tried. We tend to favor revising bylaws to make the faculty consultative committee—and hence the faculty senate—more effective.

So we urge the Senate to follow the lead of the Senate Consultative Committee in rejecting the Swan motion and recommending changes in Senate bylaws to remove constraints on the faculty and student consultative committees.

Andrea Hinding
President, Twin Cities AAUP
Robert E. Sloan
Vice President, Twin Cities AAUP
Burnham Terrell
Committee A Chair, Twin Cities AAUP

Page 6

2/14/85

George Hage
Executive Secretary, State AAUP

Student rep's voice

The minutes from the Feb. 6, 1969 University Senate state: *If we have educated our young people, if we assume that they are now and are to continue to be responsible citizens in our democratic society, and if we believe that the principles of a democratic society extend to the academic community, we must recognize students as full partners, and not just consultants in that community.*

The issues of the 1980s before the University Senate—sexual harassment, tenure code, financial aid, tuition, the search for a new University president, and programmatic changes—directly affect students. Yet Professor Swan is quoted in the most recent issue of the Chronicle of Higher Education (Feb. 13) as saying, "I honestly don't see it (the expulsion of students from the Senate) as any kind of loss to students."

No loss to students? Students would lose 88 votes in the University Senate and their representation on the Senate Consultative Committee.

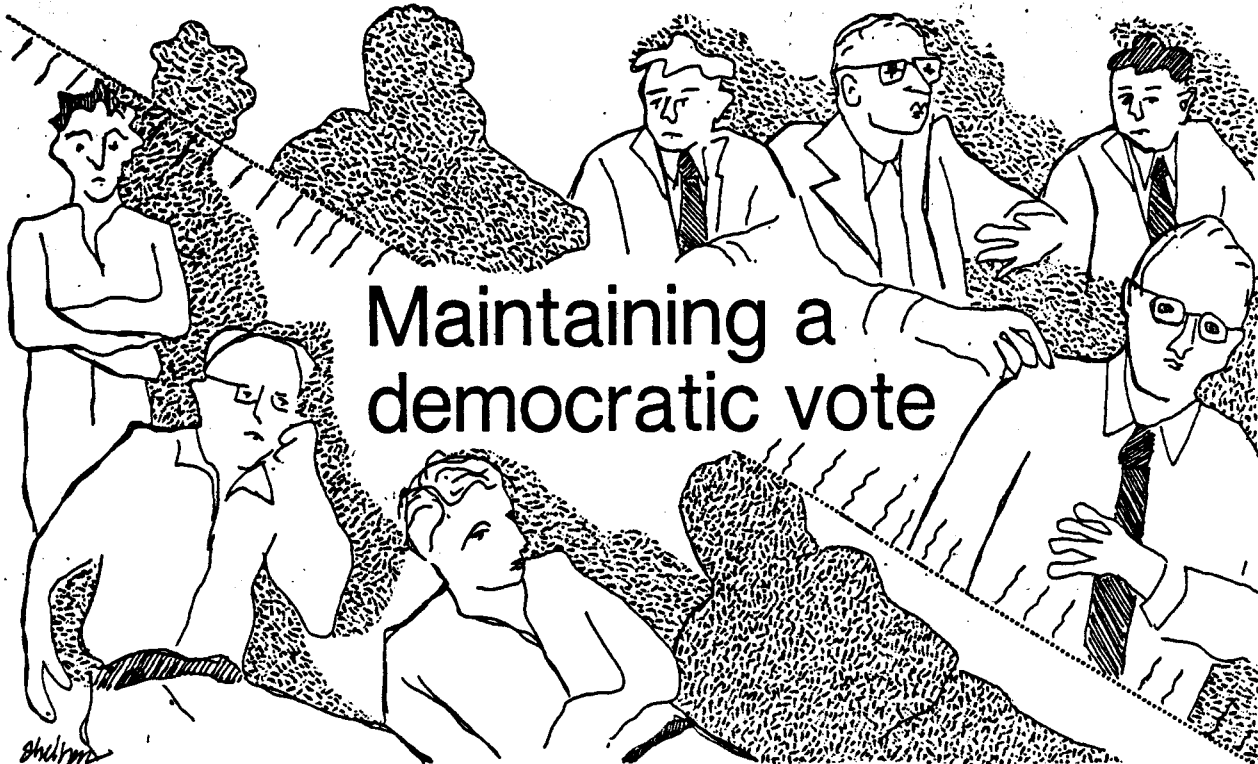
The student representatives to the Board of Regents agree with Professor Giffmor's statement at the Nov. 15 Senate meeting: "What is being proposed here is major surgery," and Professor Sorauf's reference to the Swan motion as a

"draconian solution."

Faculty and student representation has provided student representatives to the regents with valuable insights and perspectives on major issues as the discussions are filtered back through student senators. We hope this flow of information will continue.

As stated in the 1969 rationale for including students in the Senate, we heartily endorse the following concept: *Our institution must offer the opportunity to those capable men and women who are willing to accept responsible roles in the governance of modern higher education, whether those persons are administrators, faculty, or students. The emphasis in the future should be upon shared functions and joint responsibility for the total enterprise.*

Liz Kranz
Office of Student Representatives
to the Board of Regents



Maintaining a democratic vote

By Jacqueline Jodl and Cathleen Birk

Tomorrow in Law 25, the University Senate must make a crucial decision to maintain the existing governance structure or to eliminate student participation in the senate.

On Feb. 6, 1969, in the "Report of the Task Force on Student Representation," the University Senate "called upon the University of Minnesota to commit itself to the principle of the widest possible participation of faculty, students, and administrators in University decision making. . . . A 'community of scholars' cannot exist with groups claiming separate and absolute control over matters of mutual concern to the members of that community." The following essay is a critical response to professors Patricia Swan and John Turner's article, "Unifying the faculty voice" (Daily Feb. 7, 1985). It is our intent to respond in terms of the principle stated above, not in terms of power.

The governance structure
Professors Swan and Turner state, "Prior to 1969, the University had a Faculty Senate with virtually unlimited jurisdiction. The faculty were beholden to no one for the agendas. . . ." Professors Turner and Swan reminisce about the days of University governance when the senate represented only a single constituency—the faculty. Their description of the past governance structure is somewhat embellished by senate data. According to senate attendance figures, faculty attendance fluctuated between 46 and 60 percent, between 1962 and 1969, lower than the student attendance rate of the past five years.

Swan and Turner claim that the current structure, which includes students "confuses faculty" and "has not improved the operation of the senate." We empathize with their confusion, but we also realize that the purpose of representative democracy is to represent the entire community in the fairest manner possible, even if efficiency is sacrificed. Swan and Turner claim that student senators and student consultative committee members are appointed. This statement is misleading. In the case of a student vacancy, elected student college boards elect students to fill vacancies and the nine members of the Student Consultative Committee are elected by their peers—the Student Senate.

Swan and Turner also pointed out that the senate, comprised solely of faculty, "had no difficulty defining its jurisdiction or setting its agendas." This is not surprising since the former senate, as the only legislative body,

Jacqueline Jodl is the student body president for the Twin Cities campus. Cathleen Birk is a member of the Student Consultative Committee.

had jurisdiction over all issues: faculty issues, student issues, or both. The current senate provides for a structure in which issues of primary concern to faculty or students, respectively, are referred to the appropriate legislative body. The tenure debates are an excellent example of the current structure working effectively.

Changes in governance: implications
Swan and Turner point to two changes in the University Senate which have had a major impact on University governance. The first, the planning process, gave decision making to central administration and collegiate units resulting in a de-emphasized role for the University Senate. The second, the advent of collective bargaining on the Duluth and Waseca campuses, removed the Duluth and Waseca faculty (not students) from the senate. The senate, therefore, is not a University-wide representation of the faculty. In theory, the Swan motion is an attempt to regain lost faculty power resulting from these changes by eliminating students from the senate. In practice, the Swan motion would result in faculty members from three campuses—Twin Cities, Morris, and Crookston—making policy for the entire University community. It is ironic that Swan and Turner accuse the current governance system of being an "isolated and parochial system for examining ideas and policies—without a communal faculty body."

Swan and Turner even suggest that their utopia of a University Senate may not be used effectively but is needed in the event of a crisis. ". . . It is still better to have a clear-cut faculty assembly and not use it effectively than to need such a structure and not have it when crises arise."

They go on to claim that eliminating the student representation would not disenfranchise students, especially since students have "ever-access" to the administration and Board of Regents. Even with breakfast meetings with the president, student representatives to the Board of Regents, and a student regent, their collective influence pales in comparison to the senate, which carries tremendous weight by virtue of what it is—a forum for dialogue between the various constituencies of the University community. Students need these points of access to authority since they do not have the same opportunity faculty have to establish informal ties with the regents and administrators through years of professional and social association. If both professor Swan and a student telephoned interim President Keller and/or Regent Lauris Krenik, whose call would be returned first? From our experience, we would guess that it would not be the student's.

Problems of student representation
The suggestion that the primary purpose of

student participation in governance is to provide students with "experience in organization and leadership" indicates a fundamental misconception of the relationship between the parties involved. Students have a right to participate in policy decisions which shape their educational experiences. The suggestion that students can only contribute to policy debates "on issues pertaining to the student experience" establishes standards for participation in representative government which are impossible to attain. Indeed, the latter suggestion obviates representative government, for which senator can be an expert in all areas! The University is a community and all areas of concern are of importance to all of its members.

The claim that students are unable to fill our available positions is incorrect. Recent statistics from the clerk of the senate indicate that over 90 percent of the student committee positions were filled during the past five years. Furthermore, Swan and Turner fail to mention that the 44 student senate vacancies in June, 1984 reflect, in part, fall election dates for the Crookston and Waseca campuses.

Students have never claimed to be without fault. We do have problems with participation and attendance. Should the senate deal with these problems by disenfranchising students or by suggesting constructive measures aimed to correct these problems? Imagine the implications on the national level if we disenfranchised certain segments of our society who do not exercise their right to vote. Long before the Swan motion to oust students from the senate, efforts were underway to improve student performance. These efforts include an extensive orientation program, a paid part-time staff person to monitor student attendance, and increased recruitment efforts. Swan and Turner state, "the valiant efforts of the (current student) leaders . . . have put student government above its customary level." We thank them for their vote of confidence, but these improvements are not part of a cycle. Rather, they represent a trend in student government as initiatives mentioned above begin to make an impact.

Swan and Turner assert, "Unless we want a legislative body made up largely of single-

issue interest groups, we must consider the matter of representation." It is true that students have an interest in issues of broader implication than the University community. Students as a group also may have a commonality of issues with respect to the operation of the University. Can and should the faculty be expected to adequately represent student concerns?

Swan and Turner and a past student body president contend that we cannot be truly representative of the student body because of the low student voter turnout rate. More important is that all students have the opportunity to vote. This right to vote should not be based on whether it is exercised.

Student representation and faculty governance

The tenure debates prove that faculty clearly are able to effectively debate and discuss issues which are of direct concern to them, regardless of the complicated governance structure. But Swan and Turner assert, "Debates of that quality across college lines hardly ever take place in the University Senate." This statement suggests that poor student performance prevents faculty from conducting substantive debates. This is their most obvious flaw in reasoning. If students do not participate, as Swan and Turner claim, how can they simultaneously hinder faculty discussion and debate?

Swan and Turner claim that unstable student membership prevents the faculty from amending the constitution. On the contrary, the senate does not require a two-thirds majority to amend the constitution. The constitution also can be amended by simple majority vote of senators at two consecutive meetings. This change was made specifically to guard against the problems of absenteeism, and it has functioned successfully in the past.

If faculty and students maintain the current governance structure, they are reaffirming their commitment to the principle of the widest possible participation of faculty, students, and administrators in University decision making. We agree with Swan and Turner that it is crucial this issue is resolved before the new president takes office.

Speak Up!

Don't just sit there, say something! The Daily opinion page is a forum for readers' ideas and comments. If you have a opinion, no permission; write it down and send it in. We're willing to print most opinions even if we don't agree.

Keep articles around 1,000 words—the shorter the better. Be witty, clear, and concise. Include an address and phone. We reserve the right to edit for grammar and to reject poorly written articles.

Send opinions to Murphy Hall, East Bank. Or give us a call: 373-9738.

letters

U Senate

One can be sure of one thing after reading the opinion piece by Professors Turner and Swan (opinions, "Unifying the faculty voice," Feb. 7): They are committed to destroying representational democracy at the University.

They say the faculty does not have a forum in which their voice can be heard by the administration, since their positions are diluted by the students with whom they share the University Senate. For some reason these students inhibit faculty from carrying on their grand discussion the "way it used to be" before students had any rights on campus.

Turner and Swan are further concerned about the problem of low student participation in the Senate and some University committees. They cite attendance figures, and clearly there is a problem, but does it require student exclusion as the solution?

Furthermore, they say that it is difficult for elected students to attempt to represent the "official student position" since only 7 percent of the student population bothers to vote. This is a dangerous argument. If they truly believe this argument, I am waiting for their proposal to abolish the federal elections, for clearly President Reagan has no mandate when only 50 percent of the nation votes.

If there is a problem with the faculty's having a voice within the University, then let us look for a solution to accomplish this, and not the draconian and elitist proposal by Turner and Swan. If there is a problem with student participation in student governance, then let us find ways to encourage students to get involved, not penalize us for non-participation.

The University community should challenge students to participate, for with participation comes learning and experience. This is why MPIRG urges that the Swan-Turner resolution be defeated so that some constructive discussion can begin on increasing student and faculty participation in the University governance.

Jeff Frey
Chair, MPIRG/UMTC Local Board

To have a voice

As the executive offices representing sororities and fraternities on this campus (2,500 students), we hope the Faculty Senate will consider the ramifications of removing students from the University Senate, as proposed by Professors Turner and Swan (opinions, "Unifying the faculty voice," Feb. 7).

As an integral part of the University community, students are entitled to involvement in the discussion of University-wide concerns. Mutually arrived-at solutions to mutual concerns are a better solution than the Swan-Turner proposal, which nullifies student input in an effort to strengthen the faculty voice.

We feel the Swan-Turner proposal is an inappropriate solution and hope the Senate will carefully weigh the consequences of voting for this proposal.

Collette Kaercher
Panhellenic Council president
Christopher Schenk
Interfraternity Council president

SENATE CONSULTATIVE COMMITTEE

For Period 5 January 1984 to 31 May 1985

Issues/Resolutions/Reports discussed that were of major concern to students:

1. Report of Task Force on Quality Graduate Education and Research.
2. Sexual Harassment Policy and Procedures.
3. Relations between Student and Faculty Governance structures.
4. Handling of recommendations from task force reports to administration with respect to Senate participation on policy issues - (policy statement made at earlier meeting - 2/2/84).
5. Principles for International Educational Exchange.
6. International Education Structure at the University.
7. Revised by-laws for the Student Senate.
8. Report of the Task Force on the Undergraduate Experience (entire meeting).
9. Building excellence (Professor Howe's proposal).
10. Recruiting outstanding students.
11. Report of the Task Force on the International Character of the University.
12. Discussion of the function/ing of the Senate and Assembly Committee on Student Academic Support Services.
13. Andersen Commission Report on the Future of Post-Secondary Education in Minnesota (State commission, not University commission).
14. Budget Executive Structure.
15. Discussion (with Vice President Keller) on football coach and related issues.
16. Discussion (with Vice President Keller) on Institutional Planning Statement.
17. Discussion (with Vice President Keller) on Budget Principles, Graduate Stipends, and Tuition.
18. Selection of questions for President at Senate meetings.
19. Closed meeting rules.

Constructive Ways to Improve Student Participation

In a discussion of student leaders a number of suggestions were made about ways to improve student participation in the University Senate. Here is a listing of those suggestions without any evaluation. An evaluation and brief discussion will follow on ways that were deemed more feasible.

- Phone Trees
- Assigning one student in each committee to be coordinator for that committee (would follow-up on attendance, etc.)
- Better orientation
- Data file to give background for each specific committee
- Improve recruitment
- Prioritize committees and concentrate most on high priority committees
- Making elections more participatory:
 - . do during registration
 - . give out ballots in class
 - . put ballots in registration materials
 - . allow more advertising on campus
 - . add exciting referendum to ballot
- Overlap membership (outgoing members help incoming)
- Circulation of committee materials in advance of meetings
- Inclusion of students in scheduling of meeting times
- Keeping records of mishaps to study patterns
- Monitor attendance
- Increase staff time of committee on committees with eye toward students

All of these ideas boil down to four categories:

- 1) better recruitment
- 2) better orientation
- 3) follow-up
- 4) improve elections

The first three are within our ability to do this year. The fourth however will require changes that would require more time than is available this year. It is beyond this particular discussion and should be looked into in some depth by the Senate, MSA, All-Campus Elections Commission, and all other (about 30) student organizations who elect their members in all-campus elections.

- 1) Better Recruitment. During the 1984-85 academic year, committees of the University Senate and TCSA have been at least 95% filled. This is far better than previous years. This means that over 160 students are serving on committees. In light of the fact that over 50,000 students on five campuses are being represented, this is a small number. Quality students must be chosen for the positions. Last year the student part of the Committee on Committees was budgetted for \$1000 as compared with \$0 the year before. This change accounts

for much of the improvement of its recruiting. With consistent funding in the future, recruitment can remain a strong point.

2) Orientation

In order to make the chosen student effective in their positions, orientations are necessary. Although an attempt was made last year it was not a complete success because of how participation on the part of the chairs of the Senate and Assembly committees involved.

Much background information was needed for each of the 38 committees concerned. The amount of clerical work to maintain such files is great, making it a burden for students on Committee on Committees who organize this.

Once a data file is established, maintenance is not as great, but it may take a while for the system to get into place.

To address this problem, a part-time clerical worker for the students of Committee on Committees may be needed.

3) Follow-up

Students graduate, move, get their phones disconnected on occasion, and are often generally hard to contact. Sometimes students do not receive meeting notices and sometimes they simply do not attend meetings. The greatest problem is trying to figure out which of these events has occurred.

By calling committee chairs from time to time, looking at minutes from their meeting (i.e. the list of members present), by contacting students on the committees occasionally, and by keeping current address data on involved students, the figuring would become much easier. Knowing what the problem is is half the solution. Students could be notified, meeting times could be adjusted, and delinquent committee members could be replaced.

Again, this would take someone and time to accomplish. Initial contacts would need to be made with all of these groups, but maintenance would be much easier. Again, an obvious part of this solution is a part-time clerical worker for the students of Committee on Committees. Another part of the solution would be to ask each committee to choose a student to be responsible for the attendance and participation of students on that committee. This would reduce some of the burden placed on Committee on Committees.

Conclusion: From the discussion of student leaders and this coalition, it has become apparent that two main categories of resources need to be supplied by the Senate/Assembly for improvement of student participation.

as compared with the year before. This change accounts

- 1) Resources needed to hire part-time clerical workers.
- 2) Limited time and effort by committee chairs to participate in Spring Orientation of new committee members and to provide background information necessary for that orientation.

The rest will require organization and coordination by student leaders. Neither can do the job alone - working together is the only way.

MEMORANDUM

DATE: April 17, 1985

TO: Members of the plaintiff class in *Rajender vs the University of Minnesota*

FROM: The Office of the Special Masters and members of the Committee on Equal Employment Opportunity for Women (EEOW)

RE: Nominations for Election to the EEOW Committee

In 1978, following eleven weeks of trial in the sex discrimination case of *Rajender vs. the University of Minnesota*, the University entered into a Consent Decree which permanently enjoined it from discrimination against women on the basis of sex with respect to the terms and conditions of employment. The decree also provided a mechanism for the resolution of individual claims of injury due to sex discrimination in the University's practices, policies or procedures. Finally, the Consent Decree mandated the establishment of a Committee on Equal Employment Opportunity for Women with the following charge:

The Committee shall recommend policies which would guarantee equal employment opportunity for women in the faculty of the University. It shall review the University's progress in implementing the terms of the decree in *Rajender vs. University of Minnesota* and shall consult with the University Equal Opportunity Officer and the President concerning any problem areas in this regard. It shall propose approaches for assuring that the University has an active affirmative action program for women in all of its academic units. It may examine policies of the University to determine whether they would have a disparate impact on women, and may make recommendations to the University administration or to the University Senate, if they do. The Committee shall advise the University administration, but does not itself have administrative authority.

The Consent Decree stipulates that the committee will be composed of seven voting members of the faculty, two ex officio members (representing the Office of the Vice President for Academic Affairs and the Equal Opportunity/Affirmative Action Office) and two members to be elected by the plaintiff class pursuant to a procedure designated by court appointed special Masters. Presently, the two elected committee members are Professors Charlotte Striebel (Mathematics) and her alternate Miriam Cohn (Social Work) and Suzanna Sherry (Law School) and her alternate Patricia Faunce (Psychology and Women's Studies). The term of office of Professors Striebel and Cohn will end in July, 1985. The purpose of this communication is to invite nominations of candidates to fill these vacancies on the Committee in a manner designated by the Special Masters.

The procedure so designated is as follows. Any member of the plaintiff class may submit nominations. Nominees for this position must be women who are full-time, regular or nonregular faculty members of the University of Minnesota.

For purposes of the Consent Decree, full-time regular and nonregular faculty include persons with appointments at 67% or more time in the ranks of Full Professor, Associate Professor, Assistant Professor, Instructor, Research Associate, Research Fellow and Regents' Professor. (Class codes 9401 through 9410)

The Consent Decree stipulates that all committee members shall reflect the special interests of women as well as the general interest of the University in the pursuit of excellence in teaching and research. In addition, persons elected through this process should have demonstrated knowledge and interest in issues of particular concern to claimants and potential claimants.

As a member of the plaintiff class, you are invited to submit nominations to be placed on the ballot. Each nomination should include the nominee's name, position, department, and a short statement of her qualifications and how she has demonstrated knowledge and interest in claimants. Persons may nominate themselves if they wish. Alternates and former committee members are eligible for election. All nominations must be signed to ensure that nominators are members of the plaintiff class.

Each person nominated will be contacted by a representative of the EEO committee and asked if she would be willing to serve for a two-year term, if elected. All nominees willing to serve will be placed on a ballot for a mailing in May on which you may indicate, by check, two choices from among the candidates. The candidate with the highest number of checks will be elected to the committee and the candidate with the second highest number will be the alternate. If ties for those positions occur, a run-off election will be held.

Nominations must be returned no later than May 3, 1985, to the Special Masters, P.O. Box 2070, Loop Station, Mpls., MN 55402.

Office of Special Masters

Honorable Leonard Lindquist
Honorable Viola Kanatz
Honorable Sue Stingley

EEO Committee Members

Charlotte Striebel, Mathematics
Katherine Benson, Psychology
Morris Campus
Warren MacKenzie, Studio Arts
Susan Olson, Political Science
Dorothy Loeffler, Educational Psych.
Sheila Corcoran, Nursing
Suzanna Sherry, Law
Betty Robinett, (ex-officio), Assistant
Vice President for Academic Affairs
Patricia Mullen, (ex officio), Director
Office of Equal Opportunity and
Affirmative Action

Alternates

Miriam Cohn, Social Work
Patricia Faunce, Psychology and Women's
Studies