

MEETING OF THE STUDENT SENATE

THURSDAY, MARCH 1, 2012

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

25 Mondale Hall--Twin Cities Campus
116 Kiehle Hall--Crookston Campus
173 Kirby Plaza--Duluth Campus
7 Humanities and Fine Arts--Morris Campus
Room 388—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. ADMINISTRATIVE RESPONSES TO SENATE ACTIONS Information

Resolution on Bicycles and Pedestrian Concerns

Approved by the: Student Senate December 1, 2011

Approved by the: Administration - no action required*

Approved by the: Board of Regents - no action required

* The safety of the University Community is of utmost importance. The University administration recognizes that during this year, safety has been challenged by the construction throughout campus and the need for pedestrians, bicyclists, cars, trucks, and buses to adjust to new routes. The Twin Cities Campus Master Plan prioritizes transportation modes in the following manner: pedestrians, bicycles, buses, and finally automobile traffic. It is with this priority order in mind that the University made several changes to enhance safety in preparation for the 2011-2012 academic year: 1) striped new bike lanes on Pleasant Street, Harvard Street, and the approaches to the east side of the Washington Avenue Bridge; 2) created bike boxes at intersections on Pleasant Street; 3) marked the southernmost sidewalk across Northrop Mall for bike traffic; 4) developed the Oak Street Bike Center; 5) worked with the City of Minneapolis on bike and traffic safety enhancements near campus; 6) initiated the *Safety is Easy - The Pavement is Hard* public awareness and education campaign; 7) created new bike route maps for on-line and published in the Minnesota Daily; and 8) stepped up enforcement of pedestrian, bike, and automobile traffic violations.

The University administration recognizes that we have the opportunity over the winter to fine tune and improve our efforts at enhancing pedestrian and bicycle safety. Staff have identified areas where we will enhance bicycle route signage and striping – both permanent and construction route detours – in order to ensure bicycle routes are clearly identified. Signs also will be placed in the larger bike parking areas alerting cyclists that all campus sidewalks are dismount zones unless otherwise marked. University of Minnesota Police will continue enforcement efforts (not only bicycle enforcement, but also jaywalking, and vehicular safety), but also will task their bike monitors with distributing rewards to cyclists who practice safe biking habits. In order to be successful, the University needs the help and

assistance of its student leaders. To change the culture, student leaders must play a key role in setting the example for the community and encouraging their friends and classmates engage in safe behaviors. We look forward to working with the Student Senate on this extremely important issue and welcome other specific suggestions for how we can continue to enhance safety on campus.

2. P&A SENATE UPDATE (5 minutes)

For Information:

The P&A Senate represents the academic professional and administrators (P&A) class of 5400 non-unionized employees at the University. This class was started in 1980 and the governance body was formed as an advisory committee to the President. 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 employee have some of the same benefits as faculty, but work on annually renewable contracts.

The P&A Senate meets from 9:30-11:30 am the first Friday of most months and meetings are open to the public. The P&A Senate consists of 40 representatives from campus units and colleges and has four subcommittees: Benefits and Compensation, Communications, Outreach, and Professional Development and Recognition.

3. CIVIL SERVICE SENATE UPDATE (5 minutes)

For Information:

The Civil Service Senate represents the approximately 4300 employees in the civil service 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.

The Civil Service Senate is composed of 50 elected members. The body elects a vice chair each year, with the vice chair becoming next year's chair. The Civil Service Senate meets twice per year.

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

5. ASSEMBLY/ASSOCIATION UPDATES (5 minutes)

6. MINUTES FOR DECEMBER 1, 2011

**Action
(2 minutes)**

MOTION:

To approve the Student Senate minutes, which are available on the Web at the following URL:

<http://www1.umn.edu/usenate/ssenate/111201stu.html>

**STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE**

**7. RESOLUTION IN OPPOSITION TO THE PROPOSED
CONSTITUTIONAL AMENDMENT THAT DEFINES MARRIAGE
AS BETWEEN ONE MAN AND ONE WOMAN**

**Action
(15 minutes)**

**RESOLUTION IN OPPOSITION TO THE PROPOSED CONSTITUTIONAL
AMENDMENT THAT DEFINES MARRIAGE AS BETWEEN ONE MAN AND ONE
WOMAN**

On November 6, 2012, the people of Minnesota will be voting on whether or not to amend the state constitution to “provide that only a union of one man and one woman shall be valid or recognized as a marriage in Minnesota.”¹ Because the approval of such a provision would directly discriminate against (and thus perpetuate the stigmatization of) those who identify with the Gay, Lesbian, Bisexual and Transgender (GLBT) community by depriving them of the same rights and recognition under state law as heterosexual couples, the Student Senate of the University of Minnesota believes it must take a stance on the proposed amendment. In making its decision, the body has considered three points:

- (1) The mission statement of the University of Minnesota, which states that in the exchange of ideas it is imperative to “provide an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance”²; and,
- (2) The responsibility of the Student Senate is to deal “with any issue that affects the academic mission of the University or general welfare of ... students” while still working “for the betterment of the University as a whole”³; and, lastly,
- (3) GLBT students who are denied the full rights and recognition by state law that heterosexual couples enjoy are more likely to leave the state upon completion of their degree. As each student’s education through the University represents a significant investment in Minnesota’s future by the state itself, we believe the state has a vested interest in retaining those it has helped educate.

For these reasons, the Student Senate of the University of Minnesota believes the amendment is neither in the best interest of the University of Minnesota nor its students, and the Student Senate therefore rejects it. In addition, this body urges citizens – students and non – to stand with the GLBT community and vote against the proposed constitutional amendment.

¹ <http://www.leg.state.mn.us/lrl/mngov/constitutionalamendments.aspx>

² <http://www1.umn.edu/twincities/history-mission/index.html>

³ *University of Minnesota Student Senate Constitution.*

**JOSHUA PRESTON, VICE CHAIR
STUDENT SENATE CONSULTATIVE COMMITTEE**

**8. ELECTION OF 2011-12 STUDENT SENATE/
STUDENT SENATE CONSULTATIVE COMMITTEE CHAIR**

**Action
(10 minutes)**

9. OLD BUSINESS

10. NEW BUSINESS

**11. RESOLUTION CALLING FOR INCREASED TRANSPARENCY
IN COLLEGIATE FEES PROCESSES**

**Action by the Twin Cities Campus Student Assembly
(10 minutes)**

**RESOLUTION CALLING FOR INCREASED TRANSPARENCY
IN COLLEGIATE FEES PROCESSES**

WHEREAS, all students must pay mandatory collegiate fees that are to pay for ‘...“goods and services that directly benefit students but that are not part of actual classroom instruction”. Allowable goods and services include advising, career services, computer labs, special equipment, orientation activities and other goods or activities intended to enhance the student experience outside of actual classroom instruction.’ ; and

WHEREAS, collegiate fees continue to increase each year, with an average increase of 38.8% in Fiscal Year 12, with limited explanation as to the reasons for the dramatic increase.

THEREFORE, BE IT RESOLVED, The Twin Cities Campus Student Assembly, joins with the Council of Graduate Students and the Graduate and Professional Student Assembly, to respectfully request that the collegiate units explain the striking increase in fees charged by some colleges. And

BE IT FURTHER RESOLVED, that one graduate and/or professional student representative and one undergraduate student representative be present at future meetings of each respective college to discuss alteration to the fee assessment process, and how the fees collected are spent by each college. And

BE IT FURTHER RESOLVED, that should future increases in collegiate fees occur, colleges notify students as soon as the final decision has been made.

**ADAM MATULA, CHAIR
STUDENT SENATE CONSULTATIVE COMMITTEE**

12. ADJOURNMENT

CONSECUTIVE MEETINGS OF:

**THE FACULTY SENATE
THE UNIVERSITY SENATE**

THURSDAY, MARCH 1, 2012

2:30 - 5:00 P.M.

**Coffman Theatre--Twin Cities Campus
101 Dowell Hall--Crookston Campus
173 Kirby Plaza--Duluth Campus
Studio A Humanities and Fine Arts Bldg--Morris Campus
Room 419--Rochester Campus
Southwest Research and Outreach Center**

This is a consecutive meeting of the University Senate and Faculty Senate. There are 250 voting members of the University Senate and 156 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. ACADEMIC FREEDOM AND TENURE COMMITTEE
FACULTY CONSULTATIVE COMMITTEE**

**Statement of Appreciation for Senior Vice President and Provost E. Thomas Sullivan
Information for the Faculty Senate**

Statement of Appreciation for Senior Vice President for Academic Affairs
and Provost E. Thomas Sullivan

The Academic Freedom and Tenure Committee expresses its deep appreciation to Tom Sullivan for his seven years of leadership as Senior Vice President for Academic Affairs and Provost at the University of Minnesota. We commend his consistent efforts to strengthen academic freedom at the University, his tireless support of faculty governance, and his constant efforts to strengthen the academic base that sustains the tenure policy as a cornerstone of the University. We welcome him back to the faculty as a colleague and thank him for his abiding dedication to the University.

Adopted unanimously December 16, 2011

Endorsed unanimously by the Faculty Consultative Committee December 20, 2011

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

**CHRISTINE MARRAN, CO-CHAIR
ACADEMIC FREEDOM AND TENURE COMMITTEE**

**CHRISTOPHER CRAMER, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

2. RESEARCH COMMITTEE

**Statement on the Value and Measurement of Scholarship at the University of Minnesota
Whether or Not Externally Funded**

Information for the Faculty Senate

The Value and Measurement of Scholarship at the University of Minnesota Whether or Not Externally Funded

Faculty productivity at the University. The academic productivity of the University's faculty contributes substantially to the community, the state, the nation, and the world. The University's tri-fold mission—research, teaching, and service—guides faculty work. All of us are expected to generate and advance new ideas and creative work that can lead to new therapies, innovations in economic and business sectors, better understandings of human behavior, improvements in methods of interaction with our environment and the global world, and other societal advances. Teaching and research are in synergy at the University; achievement in one promotes achievement in the other. Together they constitute proven means of yielding graduates with the knowledge and tools for innovation in the work place, professionals who can effectively respond to human needs, and scholars who quicken the pace of discovery. Why are we able to deliver on our mission? Our faculties are researchers, working artists, authors, and leaders who are actively engaged in expanding the boundaries of their respective fields. The goals of education are not merely the acquisition of knowledge but also the learned ability to discover and create new knowledge. In other words, experienced researchers and students they educate drive discovery. Our goal is to convert students from consumers of knowledge to generators of knowledge.

The productivity of all faculty members at the University has value, whether externally funded or not. The U.S. research enterprise has grown rapidly since World War II to become the most creative and productive research enterprise in the history of humankind. This enterprise, facilitated in part by sponsored research that supports the creativity of individual investigators, has helped develop medical and scientific innovations that save lives and provide employment. But equating innovations with sponsored funding is misguided; it is not money alone but ideas that expand the boundaries of both the arts and sciences. This rapid advancement of the enterprise has also been driven by scholars with little more than access to a good library and pen and pencil. Those in the humanities and arts operate with little financial support yet their scholarly work—symphonies, books, performances, and exhibits, to name a few—has a dramatic impact on our students, our communities, and culture as a whole.

Productivity is rigorously evaluated. University faculties have a tradition of and continuously benefit from highly critical local, national, and international review. University policy requires that colleges annually review all faculty, tenured or not. Evaluations focus on scholarly productivity, quality of teaching, and breadth and reach of service. Scholarly outputs, such as articles, books, presentations, patents, and various art forms, are forms of faculty productivity, externally funded or not. To gain tenure, scholars must submit their work for review by experts from other universities who must judge the national and international impact of the scholarship and magnitude of contribution to the arts and sciences. After tenure, professors continue to have annual evaluations of the quality of their work.

Productivity at this University has never been greater in both quantity and quality. The bar is higher to reach tenure than in the 1980s and 90s, and an effective process for post-tenure review is in place at the University of Minnesota to ensure continuing faculty productivity. In addition, the rigor in measuring educational success has also dramatically increased and improved. The intensity and quality of faculty evaluations by their students and peers have become mandatory and more effective. Students have more contact with professors; new and more effective teaching methods are practiced, and internet-based classroom management systems have created more transparency and given more control to students.

At a time in the U.S. when all enterprises must assure the impact and quality of investment, externally funded or not, the University of Minnesota has in place a diverse array of methods for

ongoing measurement of our capacity and our progress in assuring value and fulfilling the University's mission.

COMMENT:

The Faculty Consultative Committee requested the Senate Research Committee to prepare a statement on the value of scholarship irrespective of whether it receives external support.

Adopted unanimously January 25, 2012.

**LINDA BEARINGER, CHAIR
RESEARCH COMMITTEE**

3. FACULTY AFFAIRS COMMITTEE

Amendments to the Board of Regents Policy on Faculty Emeriti, Administrative Policy on The Title of Emeritus/Emerita for Retired Faculty, and the Administrative Procedure on Conferring the Title of Faculty Emeriti/Emeritae Information for the Faculty Senate

**BOARD OF REGENTS POLICY
FACULTY EMERITI**

...

SECTION III. FACULTY EMERITUS TITLE.

Subd. 1. Title. In recognition of years of valued service and contribution to the institution, the University awards the title *emeritus* to a faculty member who meets the standards of a faculty emeritus as defined in this policy. The emeritus title will be of the rank held by the faculty member at the time of retirement. Granting the title does not provide employment status or employee rights.

Subd. 2. Special Circumstances. Under special circumstances, the following may apply:

(a) On the recommendation of the president, the Board of Regents may award the title of *emeritus* to a faculty member not meeting the definition, or make a promotion in the emeritus rank.

(b) The president, following notice to the faculty member and an opportunity to be heard on the issue, may withhold or withdraw the emeritus title in circumstances: (1) where a faculty member has retired during suspension or termination proceedings initiated under Board of Regents Policy: *Faculty Tenure*; or (2) where evidence presented to the president demonstrates that the faculty member has engaged in conduct that violates the standards of Board of Regents Policy: *Faculty Tenure*.

...

ADMINISTRATIVE POLICY: The Title of Emeritus/Emerita for Retired Faculty

...

CONTINUED RELATIONSHIP WITH THE UNIVERSITY

An academic department, service, or other administrative unit may enter into a volunteer or contractual agreement with a faculty member emeritus/emerita to provide services subject to terms of the contract and applicable laws and rules as referenced in Section VI of Board of Regents Policy: *Faculty Emeriti*.

WITHHOLDING OR WITHDRAWING THE EMERITUS/EMERITA TITLE

The president, following notice to the faculty member and an opportunity to be heard on the issue, may withhold or withdraw the emeritus/emerita title in circumstances: (1) where a faculty member has retired during suspension or termination proceedings initiated under Board of Regents Policy: Faculty Tenure or (2) where evidence presented to the president demonstrates that the faculty member has engaged in conduct that violates the standards of Board of Regents Policy: Faculty Tenure.

INFORMAL DISPUTE RESOLUTION

If a faculty member emeritus/emerita has a complaint arising under Board of Regents Policy: Faculty Emeriti and this administrative policy and procedures, it will be resolved by an informal process. The faculty member emeritus/emerita can request review by the administrative level above that of the administrator that caused the complaint (e.g., at the college/campus level when the dispute concerns a decision by a department chair/head). Requests for reviews are to be made in a timely manner. Decisions made to withhold or withdraw emeritus/emerita status made to the faculty member, following notice and an opportunity to be heard, are not subject to further review.

...

ADMINISTRATIVE PROCEDURE: Conferring the Title of Faculty Emeriti/Emeritae

...

WITHHOLDING OR WITHDRAWING EMERITUS/EMERITA TITLE

- The president receives a recommendation with evidence to either withhold or withdraw the emeritus/emerita title based on the particular circumstances.
- If the president, upon review of the recommendation, is considering withholding or withdrawing the title, the president provides to the faculty or retired member notice and an opportunity to be heard in accordance with Board of Regents Policy: Faculty Emeriti, Section III, Subd. 2(b),
- Following the faculty member's or retired faculty member's opportunity to be heard, the president makes a decision with regard to withholding or withdrawing the emeritus/emerita title.
- The president provides a written report to the faculty member explaining the decision.
- Should the emeritus/emerita title be withheld or withdrawn, the services and privileges accorded that title, beyond retired status, should not be provided.

COMMENT:

The Senate Committee on Faculty Affairs reviewed and endorsed these changes to the policy and procedures.

**GEORGE SHEETS, CHAIR
FACULTY AFFAIRS COMMITTEE**

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

**5. FACULTY LEGISLATIVE LIAISONS UPDATE
(5 minutes)**

**6. FACULTY SENATE BYLAW AMENDMENT
Adding Rochester as a Voting Unit
Action by the Faculty Senate
(5 minutes)**

MOTION:

To amend Article III, Section 1(a) of the Faculty Senate Bylaws as follows (language to be added is underlined). As an amendment to the Faculty Senate Bylaws, the motion requires either a majority of all voting members of the Faculty Senate (79) at one regular or special meeting, or a majority of all voting members of the Faculty Senate present and voting at each of two meetings. This is the first meeting at which this motion is being presented.

**ARTICLE III. FACULTY SENATE MEMBERSHIP, ELECTIONS, AND OFFICERS
(Changes to this article are subject to vote only by the Faculty Senate)**

1. Membership and Voting Units

a. For the purpose of electing representatives and alternate representatives, if any, to the Faculty Senate, qualified faculty members and qualified academic staff shall vote within each of the following units of the University, except as noted in section II(1)(b), below:

TWIN CITIES: Biological Sciences; Continuing Education; Dentistry; Design; Education and Human Development; Food, Agricultural, and Natural Resource Sciences; Law; Liberal Arts; Libraries; Management; Medical School; University of Minnesota Extension Service; Nursing; Pharmacy; Public Affairs; Public Health; Technology; Veterinary Medicine

CROOKSTON

DULUTH: Other [includes non-collective bargaining faculty/academic staff from UMD].

MORRIS

ROCHESTER

COMMENT:

The number of faculty and faculty-like P&A staff has reached the number stipulated in the constitution for membership in the Senate (10), so the Faculty Consultative Committee recommends adding Rochester to the list of units entitled to Senate membership. This does not change the total number of faculty senators (155).

**CHRISTOPHER CRAMER, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

**7. NOMINATING COMMITTEE FOR THE TWIN CITIES MEMBERS OF THE
FACULTY CONSULTATIVE COMMITTEE**

Slate of Candidates

**Action by the Twin Cities Faculty Delegation and UMD Faculty Senators
(2 minutes)**

MOTION:

To approve the following six people to stand for election to the Faculty Consultative Committee, from which one of each pair are to be elected by the Twin Cities and non-represented UMD faculty for a term of 2012-15. First pair: Professors James Cloyd and Paul Olin; Second Pair: Professors Scott McConnell and Rebecca Ropers-Huilman; Third Pair: Professors Brian Buhr and Sally Gregory Kohlstedt. A simple majority is required for approval.

FIRST PAIR

JAMES CLOYD: 1976*, Professor of Experimental and Clinical Pharmacology, College of Pharmacy. University Senate member: 2010-13. Senate Committee participation (past and present): None.

PAUL OLIN: 1984*, Associate Professor of Restorative Sciences, School of Dentistry. University Senate member: None. Senate Committee participation (past and present): AHC Faculty Consultative, 2006-12 (Vice Chair, 2010-12); AHC Finance and Planning, 2006-11 (Chair: 2007-11); Finance and Planning, Ex Officio, 2007-11.

SECOND PAIR

SCOTT MCCONNELL: 1986*, Professor of Educational Psychology, College Education and Human Development. University Senate member: 1996-98, 2002-05. Senate Committee participation (past and present): Faculty Consultative, Ex Officio: 2001-02; Research, 1997-2003 (Chair: 2001-02); Support Services, 1992-94.

REBECCA ROPERS-HUILMAN: 2007*, Professor of Organizational Leadership, Policy, and Development, College of Education and Human Development. University Senate member: None. Senate Committee participation (past and present): Faculty Affairs, 2009-10.

THIRD PAIR

BRIAN BUHR: 1992*, Professor of Applied Economics, College of Food, Agricultural, and Environmental Sciences. University Senate member: 2003-06. Senate Committee participation (past and present): None.

SALLY GREGORY KOHLSTEDT: 1989*, Professor of History of Science and Technology, College of Science and Engineering. University Senate member: 1995-1999, 2003-06, 2010-13. Senate Committee participation (past and present): Committee on Committees, 1997-2000; Faculty Consultative, Spring 2012; Council on Liberal Education, 2008-10.

*Date of initial appointment at the University.

FOR INFORMATION:

The Faculty Consultative Committee serves as the executive committee of the Faculty Senate and forms the faculty membership of the Senate Consultative Committee. Senate legislation has merged the Twin Cities faculty and non-represented UMD faculty for purposes of Faculty Consultative Committee elections. Should a non-represented UMD faculty member be elected, that individual will be a member of the Senate and Faculty Consultative Committees.

Additional nominations of eligible faculty, confirmed as willing to serve, may be made by: (1) petition of 12 voting members of the Twin Cities faculty, provided that the petition is in the hands of the clerk of the Senate the day before the Faculty Senate meeting; (2) nomination on the floor of the Faculty Senate by members of the Twin Cities Faculty Delegation when the slate is presented. If the nominees are paired, any additional nomination shall specify against which pair the nominee will run. The clerk of the Senate shall present the slate to the Twin Cities Faculty Delegation for its approval. In the event there are additional nominations, the Twin Cities Faculty Delegation will reduce the slate to twice the number to be elected by voting by secret ballot. The slate as approved shall be presented to the faculty for an election

Currently serving with terms continuing at least through next year are:

- Avner Ben-Ner, Carlson School of Management
- Peter Bitterman, Medical School
- Nancy Ehlke, College of Agricultural, Food, and Natural Resource Sciences
- Walt Jacobs, College of Liberal Arts
- Elaine Tyler May, College of Liberal Arts
- James Pacala, Medical School

The terms of Christopher Cramer (College of Science and Engineering), Jan McCulloch (College of Education and Human Development), and Kathryn VandenBosch (College of Food, Agricultural, and Natural Resource Sciences) expire at the end of the academic year.

**CAROL CHOMSKY, CHAIR
NOMINATING SUBCOMMITTEE**

**8. EDUCATIONAL POLICY COMMITTEE
Administrative Policy on Readmission and Changes to Master's
or Doctoral Degree Objectives
Action by the Faculty Senate
(5 minutes)**

**ADMINISTRATIVE POLICY
Readmission and Changes to Master's or Doctoral Degree Objectives**

Policy Contents

- **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:

Dean Tsantir

POLICY STATEMENT

Graduate programs make all decisions about readmission, change of degree objective, or addition of degree objective. Programs have the discretion to require a full admissions application from a student requesting a new or additional degree objective.

I. Readmission

Students whose active student status has lapsed and who wish to resume graduate work must seek readmission to their graduate program. Readmission is not guaranteed, and colleges and programs may add conditions to the readmission (e.g., course grades older than a specified number of years may not be included in the degree plan).

II. Change or Addition of Degree Objective within the Same Program

Currently enrolled graduate students who wish to change or add a degree objective (e.g., add the doctoral degree in the same program in which they are completing a master's degree) must request the change or addition of degree objective. The student's graduate program must either approve or deny the request.

- If the change is to a lesser degree (e.g., to a master's degree from a doctoral degree) in the same program to which the student was admitted, the student must still request a change of degree objective (see Procedures for Readmission/Change or Addition of Degree Objective and Associated Requirements).

III. Change or Addition of Degree Objective within the Same College

Currently enrolled graduate students who wish to change to a different program, or add another degree objective in a different program, in the same college in which they are already enrolled must request a change of degree objective. The graduate program offering the new degree must either approve or deny the request. (see Procedures for Readmission/Change or Addition of Degree Objective and Associated Requirements).

IV. Change or Addition of Degree Objective in a Different College or Campus

Currently enrolled graduate students who wish to change to a different program in a different college, add a degree objective in a different college, or change their campus of enrollment must complete and submit an application for admission. The graduate program offering the new degree must either approve or deny the application.

V. Exceptions

This policy does not apply to 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.)

REASON FOR POLICY

Decisions on readmission, and the addition or change of a degree objective, should ensure that students admitted to a program have appropriate preparation for graduate work in a particular discipline and at the intended degree level.

PROCEDURES

- Use of the Central Application System for Admission, Readmission, and Changes to Master's or Doctoral Degree Objectives

FORMS/INSTRUCTIONS

Request for Exception: Use of the University's Central Graduate Admission Application System

University of Minnesota Central Graduate Admission Application System

ADDITIONAL CONTACTS

Subject	Contact	Phone	Fax/Email
Primary Contact(s)	Dean Tsantir	612-625-1303	tsan0006@umn.edu

DEFINITIONS

There are no definitions associated with this policy.

RESPONSIBILITIES**Colleges and Programs**

Publish the requirements for readmission, and to add or change a degree objective.

APPENDICES

Procedures for Readmission/Change or Addition of Degree Objective and Associated Requirements

FAQ**1. Is it possible to continue to a doctoral degree from a master's degree?**

Yes, if you have been accepted into the doctoral degree program. If you are a currently enrolled graduate student who wishes to add a degree objective, you must request the addition of the degree objective. It is up to your graduate program to approve or deny the request.

2. I've decided it is impossible for me to complete my doctoral degree and want to exit with a master's degree. Can I do this?

Yes, if you are a currently enrolled graduate student who wishes to change to a lesser degree (e.g., MA from PhD) in the same program to which you were admitted you must request a change of degree objective. It is up to your graduate program to approve or deny the request.

3. I need to leave my program unexpectedly. Will I have to apply for readmission when I return?

You may be eligible for a Leave of Absence. Students who suspend their studies using an approved Leave of Absence do NOT need to apply for readmission. Refer to the administrative policy *Leave of Absence and Reinstatement from a Leave: Graduate Students* to determine if your circumstances make you eligible for an approved leave. If you do not maintain active status and do not have an officially approved Leave of Absence, you will need to apply for readmission.

4. I was admitted for the doctoral degree in my program and want to earn a master's degree in my current program before I complete the doctoral degree. How do I do this?

Currently enrolled graduate students who want to complete the master's degree in the same program in which they are pursuing the doctoral degree must request the addition of a degree objective.

5. I would like to add an additional degree in another college. How do I do this?

Currently enrolled graduate students who wish to add another degree outside the program to which they were originally admitted, must submit a new application for admission for the new program. The new program must approve or deny the application.

6. I am planning to add a second degree objective. Who should I notify?

Students who are adding a second degree objective are encouraged to notify their advisor and the Director of Graduate Studies of their current program of their plans.

7. I am currently enrolled in a program that offers multiple tracks. My academic interests within my program have shifted and I'd like to switch tracks to better align with my scholarly interests. How do I change to a different track in my program?

To change or add a formal track (or subplan), you need to request the change from your program (see Procedures for Readmission/Change or Addition of Degree Objective and Associated Requirements). Your program must either approve or deny the request.

8. I did not enroll last semester and now I have to apply for readmission. Can I appeal the decision if my program does not readmit me?

Admission and readmission decisions by the graduate program are final. Students who believe that they became inactive (unenrolled) through error or misconduct on the part of the program may file a student academic complaint regarding the lapse in active status.

RELATED INFORMATION

Administrative Policy: *Leave of Absence and Reinstatement from a Leave: Graduate Students*

Administrative Policy: *Admission for Master's and Doctoral Degrees*

COMMENT:

This policy has been reviewed and endorsed by the Senate Committee on Educational Policy and by the Faculty Consultative Committee. They recommend the Faculty Senate approve it.

**THOMAS BROTHEN, CHAIR
EDUCATIONAL POLICY COMMITTEE**

**9. EDUCATIONAL POLICY COMMITTEE
Administrative Policy on Post-baccalaureate
Certificate Plans Approved by the Board of Regents
Action by the Faculty Senate
(5 minutes)**

**ADMINISTRATIVE POLICY
Post-baccalaureate Certificate Plans Approved by the Board of Regents**

Policy Contents

- **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:

Sr. VP for Academic Affairs and Provost

Policy Contact: Joseph Shultz

POLICY STATEMENT

This policy governs post-baccalaureate certificates approved by the Board of Regents. Such certificates may be offered by collegiate units to individuals who wish to enhance their knowledge, skills, and professional training.

I. Admission

Minimum admission requirements for post-baccalaureate certificates are the same as for master's and doctoral degrees. Admission is governed by the Administrative policy: *Admission for Master's and Doctoral Degrees*.

II. Program Requirements

Programs offering post-baccalaureate certificate plans must assure students receive graduate-level training. The minimal criteria are:

- a) Plans must consist of at least 12 semester course credits.

- b) All courses must be at the 4000 level or above. At least 50% of the certificate course credits must be at the 5000 level or above.
- c) Students must maintain at least a 2.800 GPA (on a 4.000 scale) for satisfactory progress.

Colleges and programs may specify additional or more stringent requirements. Colleges and graduate programs must publish these requirements and provide them to students upon matriculation.

III. Transfer of Credits

- a) Graduate course credits earned at other institutions may be transferred to University post-baccalaureate certificate plans subject to approval by the University graduate program. Such credits must have been earned at an accredited institution in the United States or at a non-U.S. institution judged by the graduate program to be comparable to a regionally accredited graduate program in the United States.
- b) At least 60% of the graduate course credits required for the certificate must be taken at the University.

IV. Credits in Common

A maximum of three graduate course credits may be counted in common between two University post-baccalaureate certificate plans.

V. Certificate Completion Timeline

All requirements for the certificate must be completed and the certificate awarded within five calendar years after initial enrollment. Colleges and programs may set more stringent time requirements and may allow students to petition for exceptions to the time limit.

REASON FOR POLICY

This policy provides a framework for offering post-baccalaureate education that is oriented primarily toward professional and skills development and that culminates in the award of a certificate.

PROCEDURES

There are no procedures related to this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.

ADDITIONAL CONTACTS

Subject	Contact	Phone	Fax/Email
Primary Contact(s)	Joseph Shultz	612-626-6544	shul0048@umn.edu

DEFINITIONS

Post-baccalaureate: Following the completion of undergraduate studies and the award of the undergraduate degree.

RESPONSIBILITIES

Colleges and Programs

Publish the requirements for post-baccalaureate certificate plans and provide them to students upon matriculation.

APPENDICES

There are no appendices related to this policy.

FAQ

1. How do I know if my post-baccalaureate certificate is governed by this policy?

Students should contact their post-baccalaureate certificate program in order to confirm whether their certificate is governed by this policy.

2. Will my post-baccalaureate certificate be recorded on my transcript?

Individual courses that you complete as part of your post-baccalaureate certificate will be recorded on your transcript. If your post-baccalaureate certificate has been officially approved by the Board of Regents, it will also be recorded on your transcript.

3. Can I include credits from my completed University post-baccalaureate certificate toward a subsequent University master's or doctoral degree?

Yes, credits from a completed post-baccalaureate certificate program may be counted toward a subsequent master's or doctoral degree. The number of credits that may be counted is at the discretion of the degree-granting program.

4. Can I include credits from my undergraduate degree toward a post-baccalaureate certificate?

In general, no. Credits taken prior to the award of a baccalaureate degree may not be counted toward a subsequent post-baccalaureate certificate, except under special circumstances. (See questions 5, 6 and 7).

5. I want to apply and begin a post-baccalaureate certificate program before I complete my undergraduate degree. Can I do this?

Yes, students from any University undergraduate program may apply to a graduate program when they have more than seven credits or two courses to complete for their baccalaureate degree (including grades of Incomplete); however, when they first enroll as a graduate student, they may have no more than seven credits or two courses to complete for their undergraduate degree.

This also applies to current University students in officially approved integrated bachelor's/post-baccalaureate certificate programs (programs that allow concurrent study toward a bachelor's degree and a post-baccalaureate certificate).

6. Can I be admitted to a post-baccalaureate certificate program that is linked to my undergraduate program while I still have more than one semester of undergraduate coursework remaining?

Yes, current University students in officially approved integrated bachelor's/post-baccalaureate certificate programs may be admitted to the post-baccalaureate certificate program prior to the award of the bachelor's degree if allowed under the admission requirements of the integrated program.

7. I want to pursue a post-baccalaureate certificate that is not an officially approved joint bachelor's/certificate program, and I want to take some of the graduate-level courses required for the post-baccalaureate certificate prior to the last term of my senior year. Can I use these credits toward my certificate?

Yes, you may count these graduate credits toward your certificate if your college seeks an exception to the requirement that a U.S. bachelor's degree or its foreign equivalent is required for admission.

RELATED INFORMATION

Adding, Changing, or Discontinuing Academic Plans

COMMENT:

This policy has been reviewed and endorsed by the Senate Committee on Educational Policy and by the Faculty Consultative Committee. They recommend the Faculty Senate approve it.

**THOMAS BROTHEN, CHAIR
EDUCATIONAL POLICY COMMITTEE**

10. EDUCATIONAL POLICY COMMITTEE Administrative Policy on Admission for Master's and Doctoral Degrees Action by the Faculty Senate (5 minutes)

ADMINISTRATIVE POLICY

Admission for Master's and Doctoral Degrees

Policy Contents

- 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: Dean Tsantir

POLICY STATEMENT

The University establishes minimum admission requirements for master's and doctoral degrees. Colleges and graduate programs may set additional or more stringent requirements (e.g., an undergraduate GPA standard). Colleges and graduate programs must publish and maintain their admission requirements.

Graduate programs make all admission decisions. Colleges issue the official confirmation of admission decisions to applicants.

I. General Admission Requirements for Degree Seeking Students

a) Applicants must hold a bachelor's degree from an accredited U.S. college or university or a comparable degree from a recognized college or university in another country.

i) Students from any University undergraduate program may be admitted and may matriculate in a graduate program while simultaneously completing their baccalaureate work, with the program's permission, if they have no more than seven semester credits or two courses remaining to complete their bachelor's degree (including liberal education and distribution requirements).

If the student does not complete the work for the baccalaureate degree by the end of the second term of enrollment in the graduate program, a hold is placed on the student's graduate registration until the graduate program determines that the student has completed the baccalaureate degree.

ii) Current University students in officially approved integrated bachelor's/master's degree programs may be admitted to the master's program prior to the award of the bachelor's degree if allowed under the admission requirements of the integrated program.

b) International applicants must meet English language proficiency requirements specified by each program and college. Colleges and programs must publish and maintain their requirements.

International applicants who have completed 24 quarter credits/16 semester credits within the past 24 months in residence as a full-time student at an accredited U.S. college or university or University-approved foreign country or institution are exempt from demonstrating language proficiency or meeting proficiency standards.

c) Applicants must provide unofficial transcripts from all post-secondary institutions attended. If they are admitted, applicants must provide official transcripts, as specified by the program, before they register and enroll at the University.

II. Conditional Admission

Applicants may be admitted contingent upon satisfying specific requirements (conditional admission). Graduate programs that choose to admit applicants conditionally must ensure that these requirements are communicated in the notification of admission. A timeframe for satisfying the requirements must be specified. If the specified requirements are not satisfied before the expiration of the timeframe, admission is revoked.

III. Admission for Graduate Professional Development

Colleges and graduate programs may offer admission for graduate professional development to applicants who wish to enroll in a graduate program but who may not wish to complete a graduate degree. Applicants for graduate professional development must apply and be admitted

to the college and program in which they plan to pursue coursework. Applicants for graduate professional development must meet the admission requirements specified in I.a., b. and c.

IV. Concurrent or Sequential Graduate Degrees

Applicants who wish to pursue degrees concurrently in different graduate programs and/or different colleges must apply and be admitted to each college and program in which they plan to pursue a degree.

Applicants who have already been awarded a University graduate degree or a post-baccalaureate certificate and are seeking to obtain an additional degree must apply and meet the admissions criteria for their new graduate program and/or degree objective.

V. Deferred Admission

Admitted applicants may request, from the graduate program, a deferral of their admission to graduate study for up to one full academic year without re-applying. If the deferral is approved and matriculation does not occur within the one-year period, the applicant must re-apply.

VI. Acceptance of Financial Support

In the event that a college or graduate program offers an applicant financial support, the student may not be compelled by the college or graduate program to accept the financial support offer prior to April 15 of the year of admission. [Council of Graduate Schools' Resolution Regarding Graduate Scholars, Fellows, Trainees, and Assistants]

VII. University Employees

In order to protect against potential conflict of interest, University employees holding academic appointments above the rank of instructor or research fellow must obtain permission from their college and supervisor or department chair to accept an offer of admission to pursue a University master's or doctoral degree in the same field, or a closely related field, in which they are also employed.

VIII. Exceptions

- a) Graduate programs may request exceptions to I.a. from their collegiate dean, or the unit's chief academic officer (or designee).
- b) This policy does not apply to 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.)

REASON FOR POLICY

The University's admission standards are highly selective and competitive, and reflect the institution's identity as a leading public and land grant research university. Decisions on admission should ensure that students admitted to a program have appropriate preparation for graduate work in a particular discipline and at the intended degree level.

PROCEDURES

- Use of the Central Application System for Admission, Readmission, and Changes to Master's or Doctoral Degree Objectives

FORMS/INSTRUCTIONS

Request for Exception: Use of the University's Central Graduate Admission Application System for Admission and Readmission and Changes to Master's or Doctoral Degree Objectives

University of Minnesota Central Graduate Admission Application System

ADDITIONAL CONTACTS

Subject	Contact	Phone	Fax/Email
Primary Contact(s)	Dean Tsantir	612-625-1303	tsan0006@umn.edu

DEFINITIONS

Recognized college or university: A college or university in another country that is comparable to a regionally accredited U.S. college or university. This information is published and updated by organizations such as NAFSA (National Association for Foreign Student Affairs) and AACRAO (American Association of Collegiate Registrars and Admissions Officers) and is available through the University's graduate admissions office.

RESPONSIBILITIES**Colleges**

- Publish and maintain admission requirements.
- Issue the official confirmation of admission.
- Ensure that all information relevant to enrollment (e.g., legal, terms of financial support, if awarded) is communicated to the student in the collegiate confirmation of admission.
- Review letters generated by the University's central graduate admission application system and letters sent by graduate programs to ensure conformity with collegiate policy and University policy governing financial support.
- Request exceptions from the Senior Vice President for Academic Affairs and Provost (or designee) to the requirement to use the University's central graduate admission application system for reasons such as accreditation requirements or national admissions practices.

Programs

- Publish and maintain admission requirements.
- Provide timely communication with applicants throughout the admissions process.
- Request exceptions from their collegiate dean, or the unit's chief academic officer (or designee) to the requirement that applicants hold a bachelor's degree from an accredited U.S. college or university or an equivalent degree from a recognized college or university in another country.

APPENDICES

Template Form: Request for Exception: U.S. Bachelor's or Equivalent Degree Admission Requirement

FAQ

Students

1. I would like to apply to a graduate program, but I currently have more than seven credits to complete for my bachelor's degree. If I wait to apply, I will miss the application deadline for my preferred first term of enrollment as a graduate student. Can I apply anyway?

Yes. You may apply to a graduate program when you have more than seven credits or two courses to complete for your baccalaureate degree (including grades of Incomplete); however, when you first enroll as a graduate student, you may have no more than seven credits or two courses to complete for your undergraduate degree.

2. I applied to begin my graduate program in the fall and now I need to defer my admission for one year. Is my original application still valid for the following fall?

Yes. You must request the deferral from the graduate program. If the program approves your request, you may defer your admission for up to one full academic year—from entry in fall of one year to entry in fall of the following year (e.g., from Fall 2012 to Fall 2013). If you do not matriculate within the one-year period, you must re-apply and pay a new application fee. Please note that you may NOT defer for more than one academic year (e.g. from Fall 2012 to Spring 2014) and that any financial offer you receive with your initial admission offer may not carry over to the new entry date.

3. I have been admitted to pursue two degrees simultaneously in different colleges. Do I need to defer my admission in one?

Yes. Students can only be registered in one college at a time. Prior to registering for the first time, you will need to notify both programs/colleges of your plans to enroll initially in one college and to request from the other program and college a change of status to pursue concurrent degrees. Your decision may have implications for fellowships and other forms of graduate student support. Students are thus encouraged to notify programs/colleges early of their plans. For some officially approved joint or dual degree programs, initial registration in one college is required, and the student does not have the option to choose. If you are admitted to pursue two degrees simultaneously in the same college, you should also notify both programs of the program in which you plan to register initially.

4. I have been admitted to take graduate courses as a Graduate Professional Development (GPD) student. Do I have to register every term?

Yes, students admitted for Graduate Professional Development status must adhere to the same registration requirements as other admitted students and must register in the fall and spring semesters. Registration during the summer is not required.

Faculty/Staff

1. How can my program know if a degree granted by a foreign institution is considered comparable to a bachelor's degree from an accredited U.S. college or university?

Foreign degree and institution information is available through the University's graduate admissions office and is published and updated by organizations such as NAFSA (National Association of International Educators) and AACRAO (American Association of Collegiate Registrars and Admissions Officers).

2. How can my program know what are reasonable standards for English language proficiency?

The graduate admissions office maintains a web site that lists operational standards for the most common English language tests.

3. How can a program determine whether or not credits earned by an international applicant from a foreign institution fulfill the requirement for exemption from the English language proficiency requirement?

Programs should refer to the approved list of English-speaking countries and universities to determine whether such credits fulfill the requirement.

4. Are there additional English language proficiency requirements for international students whose native language is not English and who will serve as teaching assistants (TAs) for University of Minnesota courses?

Yes. TAs who are not native English speakers may need to meet additional English language proficiency requirements as specified in the Administrative Policy: *Language Proficiency Requirements for Teaching Assistants*.

5. My graduate program has admitted a student for Graduate Professional Development. How long may the GPD student remain in the program?

If the student is a domestic student, the graduate program determines how long the student may continue to take courses as a GPD student. Ideally, the period for which the student may remain a GPD student should be clearly stated in the letter of admission.

If the student is an international student, the period for which the student may remain a GPD student is in part determined by federal visa regulations and SEVIS requirements. International students admitted to GPD are given an I-20 for one year and must be admitted to a degree program if they wish to continue their advanced education at the University after the one-year period.

6. May a graduate program extend the hold placed on a graduate student's registration if the student is a University undergraduate student, was admitted without the bachelor's degree, and does not complete it by the end of the second term of registration as a graduate student?

Yes, Graduate programs have the discretion to extend the hold based on the student's circumstances, or to terminate the student from the program based on the student's non-completion of the baccalaureate degree within the stipulated period.

7. Why do academic employees with appointments above the rank of instructor or research fellow require permission to enroll in a University master's or doctoral program?

Academic employees above the rank of instructor or research fellow who have responsibility for teaching, advising or supervising graduate students by virtue of their employment can be placed

in a conflict of interest situation if they pursue a master's or doctoral degree in the same field, or a closely related field, in which they are also employed. In this circumstance, employee involvement in the student-related activities of the graduate program in which they are also a student should be limited to matters of general administrative and educational policy and should not extend to consideration of applications, petitions, or evaluations that relate to the employment status or academic work of individual students, or to the setting of student examinations, for example.

Additional information on University standards for code of conduct can be found in Regent's Policy: Code of Conduct. Section III, Subd. 8 below refers specifically to the expectation to avoid conflicts of interest and commitment.

"Avoid Conflicts of Interest and Commitment. Community members have an obligation to be objective and impartial in making decisions on behalf of the University. To ensure this objectivity, community members are expected to:

- avoid actual individual or institutional conflicts of interest;
- disclose potential conflicts of interest and adhere to any management plans created to eliminate any conflicts of interest; and
- ensure personal relationships do not interfere with objective judgment in decisions affecting University employment or the academic progress of a community member."

Individuals may also consult with the Student Conflict Resolution Center for advice on how to prevent and avoid situations that may result in a conflict of interest resulting from employee involvement in the student-related activities of the graduate program in which they are also a student.

RELATED INFORMATION

AACRAO (American Association of Collegiate Registrars and Admissions Officers)

Council of Graduate Schools' Resolution Regarding Graduate Scholars, Fellows, Trainees, and Assistants

List of English-speaking countries and universities exempted from English proficiency testing.

NAFSA (National Association of International Educators)

Office of Human Resources Academic Job Codes and Titles

COMMENT:

This policy has been reviewed and endorsed by the Senate Committee on Educational Policy and by the Faculty Consultative Committee. They recommend the Faculty Senate approve it.

**THOMAS BROTHEN, CHAIR
EDUCATIONAL POLICY COMMITTEE**

11. FACULTY SENATE OLD BUSINESS

12. FACULTY SENATE NEW BUSINESS

13. FACULTY SENATE ADJOURNMENT

ITEMS 14. THROUGH 27. ARE UNIVERSITY SENATE BUSINESS ONLY.

MEETING OF THE UNIVERSITY SENATE

14. ADMINISTRATIVE RESPONSES TO SENATE ACTIONS Information

UNIVERSITY SENATE

Resolution on the Personal Floating Holiday

Approved by the: University Senate March 3, 2011

Approved by the: Administration February 16, 2012*

Approved by the: Board of Regents – no action required

* After careful consideration of the senate resolution, I am pleased to approve this request and have asked Vice President for Human Resources Kathryn Brown to move forward on policy amendments for implementation effective July 1, 2012.

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

Approved by the: University Senate May 5, 2011

Approved by the: Administration – no action required*

Approved by the: Board of Regents – no action required

* In agreement with the resolution.

Administrative Policy on Outside Consulting and Other Professional Commitments

Approved by the: University Senate December 1, 2011

Approved by the: Administration February 16, 2012

Approved by the: Board of Regents – no action required

FACULTY SENATE

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

Amendments to the Policy on Teaching Awards

Approved by the: Faculty Senate May 5, 2011

Approved by the: Administration PENDING

Approved by the: Board of Regents – no action required

Reduction in Liberal Education Theme Requirement

Approved by the: Faculty Senate December 1, 2011

Approved by the: Administration December 2, 2011

Approved by the: Board of Regents – no action required

15. SENATE CONSULTATIVE COMMITTEE Statement on Salary Instructions Information for the University Senate

Statement on Salary Instructions

The Senate Consultative Committee (SCC) commends the thoughtful discussions in the Senate Committee on Faculty Affairs (SCFA) and the Senate Committee on Finance and Planning (SCFP) pertaining to salary instructions to units for the next fiscal year. Cogent arguments were made with respect to the importance of a salary increase system that is based on merit, but also advancing the notion that merit can encompass everyday contributions, sustained loyally in the face of diminishing resources, increased workloads, and salary freezes.

Considering the various options discussed by the committees, SCC recommends to the administration that a tangible proportion of recurring funds for salary increases be distributed in a progressive fashion (e.g., as a constant dollar amount for low-income employees that decreases ultimately to zero with increasing salary), with the remainder being dedicated to pay increases based solely on merit criteria. Such an approach addresses the disproportionate impact that recent increases in employee-paid health insurance costs had on the lowest paid members of the University workforce, while preserving an emphasis on merit-based compensation for those at the other end of the earnings spectrum.

Additionally, unit heads evaluating merit should ensure that the time window for their evaluations includes not only the most recent year, but also any relevant preceding periods during which funds for merit-based salary increases were not available.

Adopted without dissent January 23, 2012.

**CHRISTOPHER CRAMER, CHAIR
SENATE CONSULTATIVE COMMITTEE**

**16. FACULTY AFFAIRS COMMITTEE
Statement on Salary Increases for 2012-13
Information for the University Senate**

Statement on Salary Increases for 2012-13

The Faculty Senate Committee on Faculty Affairs recommends to the President of the University of Minnesota that any salary increase that is earmarked for faculty and P&A employees to take effect in FY2013 be divided into two components as follows: 50% in an across-the-board allotment of equal percentage to all, and 50% to be distributed on the basis of normal merit reviews. This recommendation is intended to apply only to the coming cycle of salary increases, not to any increases thereafter.

COMMENT

Historically, salary increases for faculty and P&A employees at non-bargaining unit campuses of the University of Minnesota have been awarded entirely on the basis of annual merit reviews. In view of the perennial challenge of competing to attract and retain productive faculty, the policy of tying salary increases to competitive merit evaluations is generally sensible. The past three years, however, have been unusual. Apart from promotion and retention cases, no raises at all were given in the first and third of those years and an across-the-board temporary pay cut of 1.15% was imposed in the second. Additionally, as of January 1 of this year, approximately \$12 million in the annual cost of health insurance has been shifted to employees in the form of higher premiums, higher co-pays, and reduced coverage.

After due deliberation, the Faculty Senate Committee on Faculty Affairs has concluded that this is a time when a partial across-the-board increase in salary for faculty and P&A employees is

warranted. This is an occasion when recognizing and rewarding the shared sacrifice and collective merit of an entire workforce, in preference to ignoring those contributions by considering them in themselves unworthy of even minimal monetary recognition, can be expected to promote collegiality and institutional engagement. After a period of substantial austerity, a partial across-the-board allotment will send a unifying message of appreciation to the entire workforce and take a small step towards making employees whole after their shared sacrifices.

Adopted unanimously January 4, 2012.

**GEORGE SHEETS, CHAIR
FACULTY AFFAIRS COMMITTEE**

**17. FINANCE AND PLANNING COMMITTEE
Statement on 2012 Salary Increases
Information for the University Senate**

Statement on 2012-13 Salary Increases

1. Salary increases should be based on merit;
2. Merit should be understood to include general support of the unit as well as outstanding performance; and
3. The period for calculating merit should be four years, back to the time of the last significant salary increase.

Adopted without dissent, with one abstention, January 17, 2012.

**RUSSELL LUEPKER, CHAIR
FINANCE AND PLANNING COMMITTEE**

**18. LIBRARY COMMITTEE
Letter to Members of the House Oversight and Government Reform Committee
expressing opposition to HR 3699, the Research Works Act
Information for the University Senate**

February X, 2012

Dear Members of the House Oversight and Government Reform Committee:

The undersigned organizations and institutions write to express our strong concerns with H.R. 3699, the Research Works Act, which has been referred to your Committee. This bill would impede public access to valuable research results from work funded by federal agencies.

Most immediately, H.R. 3699 would repeal the successful National Institutes of Health (NIH) Public Access Policy, which currently ensures that the public receives timely, free access to articles reporting on the results of our nation's \$29 billion annual investment in medical research. Besides cutting off access to this crucial information, the proposed bill would prohibit all other federal science agencies from enacting similar policies, unfairly restricting the public's ability to access the results of our collective investment in scientific research.

The current NIH policy, with its 12-month delay in public access, has a proven track record of delivering positive benefits to U.S. taxpayers, while holding the government accountable for public investment in scientific research. It provides access to more than a half million individual users each day, including health care professionals, patients, caregivers and their families. People rely on the accessibility of this information to improve their understanding of the medical conditions they are facing as well as their quality of care.

As of today, the PubMed Central database contains more than 115,000 articles on hypertension research, 150,000 on diabetes research, and more than 110,000 on heart disease research. U.S. citizens whose tax dollars underwrite this research, believe that crucial details of the most recent medical advancements in these areas should be available to them, and to the doctors and caregivers whose responsibilities are the health and long life of all Americans. Access to up-to-date, health-related information plays a crucial role in ensuring that patients are as educated as possible about their individual situations, including the latest therapies. PubMed Central ensures that access, after a 12-month delay, for patients, as well as students, physicians, and others who do not have ready access to the exclusive publications.

H.R. 3699 will affect access to not only these vital biomedical research results stemming from NIH funding, but also scientific research underwritten by **all** other federal agencies. Access to critical information on energy, economics, computational science, engineering and hundreds of other areas that directly impact the lives and well being of the public would be unduly limited by this proposed legislation.

Taxpayers fund research with the expectation that the resulting ideas and discoveries will propel science, stimulate the economy and improve the lives of all Americans. Public support for science is enhanced when the public can directly see the benefits from our investment in scientific research. Scientific progress depends on the broadest possible dissemination of knowledge, and the ability to build upon the work of others.

The NIH Public Access Policy is supported by the patient advocacy, higher education, library, and research communities – including dozens of Noble Prize winners – as a means to address the costly barriers that have impeded so many from accessing vital information, and as an opportunity for all communities to benefit from access to publicly funded information in an equitable, timely and affordable manner.

Given the success of the NIH policy and the potential for other similar programs, we urge your opposition to H.R. 3699, the Research Works Act. We look forward to working with you to ensure that the NIH Public Policy continues to serve science, the research community, and the public, and that similar policies can be enacted across other federal science agencies.

Sincerely,

COMMENT:

The Senate Library Committee signed the attached letter to Members of the House Oversight and Government Reform Committee expressing opposition to HR 3699, the Research Works Act. It joined the University of Minnesota, other universities, patient advocacy groups, library organizations, and others concerned about the bill.

**NEIL OLSZEWSKI, CHAIR
LIBRARY COMMITTEE**

19. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY

FACULTY/ACADEMIC PROFESSIONALS/STAFF

Vernon Opheim
Professor
Music – University of Minnesota Duluth
1931 – 2011

David A. Storvick
Professor
Mathematics
1929 – 2011

STUDENTS

David W. Bull
College of Liberal Arts

Daniel F. Fogg
College of Liberal Arts

William Harper
University of Minnesota – Duluth

Jeffrey A. Howell
College of Veterinary Medicine

David H. Karwoski
College of Education and Human Development

Andrew W. Knippel
Carlson School of Management

Jacob Nelson
School of Business and Economics – University of Minnesota Duluth

Rachel Sandell
College of Liberal Arts

Benjamin T. Schuster
College of Liberal Arts

20. INTRODUCTION

**Vice President for Health Sciences and Dean of the Medical School Aaron Friedman
(5 minutes)**

21. SENATE CONSULTATIVE COMMITTEE REPORT (5 minutes)

22. MINUTES FOR DECEMBER 1, 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/usenate/111201.pdf>

**STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE**

23. UNIVERSITY SENATE OLD BUSINESS

24. UNIVERSITY SENATE NEW BUSINESS

**25. STATE OF THE UNIVERSITY ADDRESS
(35 minutes)**

**26. QUESTIONS TO THE PRESIDENT
(25 minutes)**

27. UNIVERSITY SENATE ADJOURNMENT