

CONSECUTIVE MEETINGS OF:

**THE UNIVERSITY SENATE
THE FACULTY SENATE**

THURSDAY, MAY 3, 2012

2:30 - 5:00 P.M.

**25 Mondale Hall--Twin Cities Campus
116 Kiehle Hall--Crookston Campus
173 Kirby Plaza--Duluth Campus
7 Humanities and Fine Arts Building--Morris Campus
Room 397--Rochester Campus
Southwest Research and Outreach Center**

This is a consecutive meeting of the University Senate and Faculty Senate. There are 239 voting members of the University Senate and 153 voting members of the Faculty Senate. A simple majority must be present for a quorum. Most actions require only a simple majority for approval. Actions requiring special majorities for approval are noted under each of those items.

**1. ADMINISTRATIVE RESPONSES TO SENATE ACTIONS
Information**

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

Administrative Policy on Admission for Master's and Doctoral Degrees
Approved by the: Faculty Senate March 1, 2012
Approved by the: Administration PENDING
Approved by the: Board of Regents – no action required

Administrative Policy on Post-baccalaureate Certificate Plans Approved by the Board of Regents
Approved by the: Faculty Senate March 1, 2012
Approved by the: Administration PENDING
Approved by the: Board of Regents – no action required

Administrative Policy on Readmission and Changes to Master's and Doctoral Degree Objectives
Approved by the: Faculty Senate March 1, 2012
Approved by the: Administration PENDING
Approved by the: Board of Regents – no action required

Interpretation of the Administrative Policy on Credit and Grade Point Requirements for an Undergraduate (Baccalaureate) Degree

Approved by the: Faculty Senate April 5, 2012
Approved by the: Administration PENDING
Approved by the: Board of Regents – no action required

Amendments to the Administrative Policy on High School Preparation Requirements for Undergraduates and Admissions for Undergraduates

Approved by the: Faculty Senate April 5, 2012
Approved by the: Administration PENDING
Approved by the: Board of Regents – no action required

Amendments to the Administrative Policy on Declaring an Undergraduate Major

Approved by the: Faculty Senate April 5, 2012
Approved by the: Administration PENDING
Approved by the: Board of Regents – no action required

Administrative Policy on Master's Degree: Performance Standards and Progress

Approved by the: Faculty Senate April 5, 2012
Approved by the: Administration PENDING
Approved by the: Board of Regents – no action required

Administrative Policy on Master's Degree: Completion

Approved by the: Faculty Senate April 5, 2012
Approved by the: Administration PENDING
Approved by the: Board of Regents – no action required

Administrative Policy on Doctoral Degree: Performance Standards and Progress

Approved by the: Faculty Senate April 5, 2012
Approved by the: Administration PENDING
Approved by the: Board of Regents – no action required

Administrative Policy on Doctoral Degree: Completion

Approved by the: Faculty Senate April 5, 2012
Approved by the: Administration PENDING
Approved by the: Board of Regents – no action required

2. LIBRARY COMMITTEE

Establishing an Open-Access Publishing Fund at the University of Minnesota Information for the University Senate

Scholarly publishing has long served to facilitate communication and collaboration among researchers and to disseminate ideas and knowledge. Providing open access to published research greatly increases the speed and efficiency of communication among researchers, and disseminates ideas far more widely than ever before – but embracing the advantages of new technologies also requires developing new approaches to key issues such as management of intellectual property rights and sustainable models.

Open Access Options

Researchers who wish to make their works openly accessible have an array of options. Some closely resemble long-established journal publishing processes; others are more innovative. Common open access options include:

- Authors retaining the right to distribute copies of their works online, via personal websites, institutional repositories, and/or subject-related repositories.

- Authors choosing to publish only in fully open access publications, in which all contents are freely publicly available.
- Authors publishing in a “closed-access” journal that allows individual articles to be made openly available (so-called “hybrid” open access).
-

Fully open access publications and hybrid publications are often supported through institutional funds via grants, hosting or service provision, membership fees, or subscriptions. But authors also often have to pay significant fees to make their works openly accessible in these venues. Individual authors’ access to funds that can be leveraged for open access fees varies widely, imposing unequal burdens on authors.

Open Access Funds at Other Institutions

Many leading institutions have addressed these challenges by creating funds to help authors meet the new costs of open access publishing. The sixteen signatories of the Compact for Open Access Publishing Equity (COPE), for example, have established “durable mechanisms for underwriting reasonable publication charges for articles written by [their] faculty.” Other institutions have developed their own policies and procedures.

Most institutional open access funds include principles and criteria related to:

- Eligible Submissions— which types of publications are eligible (hybrid/full OA; articles/monographs/data/proceedings)
- **Author eligibility** – which individuals are eligible to apply for funds
- **Effects of external fund availability (grants, etc.)**
- **Appropriate and sustainable administration of the open access fund**

Proposal

The Senate Library Committee proposes that University of Minnesota establish an institutional fund to underwrite University of Minnesota authors’ costs in making their published works openly accessible. The fund would be supported by both the Office of the Vice President for Research and the University Libraries, and would be overseen by a review panel comprised of sponsors and faculty, with a role of reviewing eligibility (not content). The fund would cover all scholars on all campuses.

We recommend the following standards and principles.

- Eligible submissions
 - Funds are available for peer-reviewed journal articles, scholarly monographs, conference proceedings, and data sets.
 - Funds may be used only to cover open access publication and submission fees.
 - Author fees for open access journals (as determined by listing in the Directory of Open Access Journals,¹ membership in the Open Access Scholarly Publishers Association, or adherence to Open Access Scholarly Publishers Association Code of Conduct)² will be covered in full. Author fees for “hybrid” journals will be covered up to 50%.
 - Funds may not be used for publications that do not make works fully openly available immediately upon publication.
- Author eligibility
 - All scholars (faculty, researchers, post-docs, graduate students, and staff) at the University of Minnesota may apply for funds for their publications that otherwise qualify.

¹ Directory of Open Access Journals <http://www.doaj.org/>

² Open Access Scholarly Publishers Association and Code of Conduct: <http://www.oaspa.org/>

- Authors receiving funds must deposit a copy of the publication in an approved open access repository, such as the University Digital Conservancy (the University of Minnesota's institutional repository.)
- In the case of joint authorship, support for author fees will be pro-rated based on the proportional contribution of the University of Minnesota.
- Effects of external fund availability (grants, etc.)
 - Authors with no external funding associated with the publication will be given priority, but authors who have external funding that cannot be used to underwrite open access fees will also be eligible. Fees occurring after the closure of a grant are eligible.
 - Authors who *could have* applied for grant coverage of open access fees but failed to do so will not usually be eligible for institutional open access support, unless their grant application was made before the institutional open access fund existed.

We recommend that the fund be piloted with no less than \$20,000 per year of available support to authors, and that funds be distributed on a rolling basis. The program's support levels and effectiveness should be evaluated as funds are exhausted or at the end of two years, whichever occurs sooner. OVPR and the University Libraries will partner to raise awareness of this new support for the wide dissemination of the research of University of Minnesota scholars.

Appendix: Further information

Article Processing Fees (from SPARC)

<http://www.arl.org/sparc/publisher/incomemodels/guide2-1.shtml>

This explains the different variations of article processing fees, the rationales for the fees and the transition for some publishers to the hybrid model.

Campus-based Open Access Publishing Funds (from SPARC)

<http://www.arl.org/sparc/openaccess/funds/>

This page includes the pdf of the guide "Campus-based Open Access Publishing Funds: A practical guide to design and implementation" by Greg Tananbaum (Feb 2010), as well as templates for FAQ and fund applications.

Compact for Open Access Publishing Equity (COPE) Overview:

<http://www.oacompact.org/>

List of signatories: <http://www.oacompact.org/signatories/>

OA Journal Funds (in the Open Access Directory)

http://oad.simmons.edu/oadwiki/OA_journal_funds

More comprehensive than the SPARC list, includes European and Canadian institutions and links to the web-sites for the funds.

**NEIL OLSZEWSKI, CHAIR
LIBRARY COMMITTEE**

**3. ADVISORY COMMITTEE ON ATHLETICS
Amendments to Athletic Policies
Information for the Twin Cities Delegation**

For Information:

According to the charge for the Advisory Committee on Athletics, "All policies formulated by the Advisory Committee on Athletics will be reported to the Twin Cities members of the Senate

Consultative Committee for action and to the Twin Cities Delegation for information after the Twin Cities members of the Senate Consultative Committee have acted. The Twin Cities Delegation has the authority to reverse or modify a decision by the Twin Cities members of the Senate Consultative Committee.”

The packet of policies is available on the web at:
http://www1.umn.edu/usenate/usenate/docs/120503aca_policies.pdf

Paper copies will not be provided at the meeting.

**VIRGINIA ZUIKER, CHAIR
ADVISORY COMMITTEE ON ATHLETICS**

4. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY

FACULTY/ACADEMIC PROFESSIONALS/STAFF

Patricia Anderson
Staff
Facilities Management
1943 – 2012

John Arnold
Professor
Veterinary Medicine
1911 – 2012

Arthur Ballet
Staff
Theatre Arts and Dance
1924 – 2012

Lois Beck
Assistant Professor
St. Paul Library
1921 – 2012

Jane Bennett
Staff
University of Minnesota Duluth
1914 – 2012

Istvan Bodnar
Lecturer
Degree Programs
1937 – 2012

Lloyd Brandt
Building and Grounds Worker
Residential Life
1920 – 2012

Betty Brecto

Professor
Business Services – University of Minnesota Crookston
1926 – 2011

Sinattha Chan
Staff
Nutrition
1939 – 2011

William Cochrane
Staff
Applied Economics
1914 – 2012

Kim Coffee
Staff
Extension Services
1979 – 2012

David Cooper
Staff
Extension Services
1954 – 2011

William Cromwell
Professor
North Central Experiment Station
1923 – 2012

Carol Daly
Academic Professional
Continuing Education
1941 – 2012

Gary DeCramer
Staff
Public Affairs
1944 – 2012

Richard Difabio
Professor
Physical Medicine and Rehabilitation
1952 – 2011

LeRoy Dilley
Staff
Rosemount Research Center
1926 – 2012

Mavis Dion
Staff
UMHC Hospital
1944 – 2012

Jeanne Dougherty
Staff
Physical Plant
1924 – 2012

Sayed El-Kandelgy
Staff
Animal Science
1935 – 2012

Harold Fahl
Staff
Facilities – University of Minnesota Morris
1928 – 2011

Sally Flax
Staff
International Studies
1925 – 2011

Carol M. Frenz
Staff
Campus Mail
1943 – 2011

John Getrick
Pipe Fitter
Physical Plant
1928 – 2011

Marilyn Gorlin
Staff
Education
1925 – 2011

Velvl Greene
Professor
Public Health 1928 – 2011

Terry Halverson
Staff
University of Minnesota Duluth
1947 – 2012

Delbert M. Hanson
Staff
Scientific Apparatus Services
1928 – 2012

Robert Hendricks
Assistant Professor
Institutional Reporting
1938 – 2012

Harold Herlofsky
Staff
Media Resources
1929 – 2012

Mavis Huddle
Staff
Extension Services
1934 – 2011

Donald Hunninglake
Professor
Pharmacology
1934 – 2012

Margaret J. Jahr
Staff
Food Services – University of Minnesota Duluth
1921 – 2011

Harold Johnson
Staff
Printing
1926 – 2011

Roger Johnson
Staff
Accounting
1930 – 2012

Bertram Kern
Staff
Facilities Management
1941 – 2012

Virginia Kivits
Staff
General College
1912 – 2012

Linda Kleinsasser
Staff
Research
1946 – 2011

Frank Kotula
Staff
Scientific Apparatus Services
1926 – 2012

Sander Latts
Professor
General College
1935 – 2012

Patricia Lenhardt
Staff
Center for Reading Research
1955 – 2010

James Malosky
Staff
University of Minnesota Duluth
1928 – 2011

Francis Mayer
Staff
Facilities Management
1949 – 2011

Jane M. McBurney
Staff
Interior Design and Planning
1931-2011

Michael Metz
Lecturer
Family Social Science
1944 – 2012

Thomas Moran
Staff
Facilities Management
1964 – 2012

William Morton
Staff
Hormel Institute
1934 – 2011

Kathleen Mullen
Staff
Medicine
1947 – 2011

Trayce Nagel
Staff
Academic Health Center
1962 – 2012

Robert Nygren
Staff
UMHC Hospital
1954 – 2011

Margaret O'Connors
Staff
Coffman Food Service

1923 – 2012

George Ogbonna
Staff
St. Anthony Falls Laboratory
1956 – 2011

Mary Ann Olson
Staff
National Health Professions Placement Network
1933 – 2012

Harvey Patzwald
Staff
Minnesota Union Administration
1922 – 2011

Gertrude Peplinski
Staff
University of Minnesota Duluth
1924 – 2012

Victor Perman
Professor
Veterinary Medicine
1926 – 2011

Berton Pfeifer
Staff
Lake Itasca Forest and Biology Station
1915 – 2012

Armand Renaud
Professor
French and Italian
1918 – 2012

Donald Reynolds
Staff
Coffman Maintenance
1936 – 2011

June Rogier
Assistant Professor
University Library
1921 – 2011

Maria Rose
Nurse
Physical Medicine and Rehabilitation
1923 – 2012

Genevieve Schuster
Staff

Pediatrics
1923 – 2011

Doroteo Sicoc, Jr.
Staff
Environmental Services
1928 – 2011

Virginia Tombers
Staff
Hospital Word Processing
1921 – 2012

Linda Ulland
Staff
Extension Services
1946 – 2011

Frank Unger
Professor
Medical School
1922 – 2012

Dewayne Vick
Staff
Physical Plant Operations
1927 – 2009

Lawrence Weaver
Dean
Pharmacy
1924 – 2011

Theresa White
Staff
Bookstore
1931 – 2012

Alice Wilcox
Associate Professor
Humanities and Social Science Library
1925 – 2012

Virginia Williams
Staff
Provost
1939 – 2011

Veronica Wood-Bartlett
Associate Professor
Humanities – University of Minnesota Morris
1914 – 2012

Lynda Young

Staff
Dental Hygiene
1950 – 2012

Mary Zumberge
Staff
Engineering
1922 – 2012

STUDENTS

Sara A. Genrich
College of Liberal Arts

Gary Tinsley
College of Education and Human Development

5. INTRODUCTION

Scott Studham, Vice President and Chief Information Officer
(5 minutes)

6. SENATE CONSULTATIVE COMMITTEE REPORT

(5 minutes)

7. MINUTES FOR APRIL 5, 2012

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/minutes/120405.pdf>

STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE

8. SENATE CONSULTATIVE COMMITTEE

Procedure on Hiring Senior Administrators: Senate Committee Involvement
Action by the University Senate
(5 minutes)

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

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

When hiring senior administrators, the appointing authority will involve Senate committees in forming search committees and in interviewing finalists, as more fully described below. The appointing authority will contact the chair of the Senate Consultative Committee (SCC), who will coordinate the involvement of other committees as appropriate.

Administrative Positions Covered and Associated Senate Committees

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

President**	Faculty Consultative Committee (FCC), Student Senate Consultative Committee (SSCC)
Senior Vice President for Academic Affairs and Provost	FCC, SSCC , Educational Policy
Senior Vice President for the Academic Health Center	FCC, SSCC
Senior Vice President for <u>System Academic Administration, University of Minnesota System</u>	FCC, SSCC
Vice President for Research	FCC , Research
Vice President and Chief Financial Officer	FCC, SSCC , Finance and Planning
Director <u>Special Assistant to the President for, Government Relations</u>	FCC, SSCC
Vice President and Chief of Staff, President's Office	FCC, SSCC
Vice President and Chief Information Officer	FCC, SSCC , Information Technologies, Library
Vice President for Human Resources	FCC , Faculty Affairs
Vice President for Equity and Diversity	FCC, SSCC , Equity, Access, and Diversity
Vice President for University Services	FCC, SSCC , Finance and Planning
Chancellor (not Crookston or Duluth)	FCC, SSCC

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

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

Senate Committee Participation in the Appointment of Search Committees

~~Members and chairs~~ Non-administration members of search committees for the specified positions will be chosen by the appointing authority after consultation with ~~appropriate Senate committees as described in this section~~ the chair of the Senate Consultative Committee (SCC).

A. The appointing authority will ask the chairs of ~~the specified committees~~ SCC to submit, by a specified date, nominations of faculty, P&A, civil service staff members, or students, as appropriate, to serve on the search committee. The appointing authority will identify

~~the number of individuals in each category expected to serve on the search committee. Nominees need not be members of the specified committee.~~ The number of individuals nominated should be greater than the number of ~~faculty members or students~~ expected to serve on the search committee (perhaps twice as many), in order to provide the appointing authority flexibility in the choices. The appointing authority will select the ~~student and faculty~~ members of the search committee from among those nominated or will ~~explain any deviation to the Senate committee~~ consult with the SCC chair about alternative choices. ~~The relevant Senate committee(s) may nominate additional individuals (who are not faculty or students) for the appointing authority to consider for search committee membership.~~

- B. ~~The Senate committee(s)~~ SCC chair will ordinarily be given at least two weeks notice of the need for nominees to the search committee.
- C. If the ~~Senate committees are~~ SCC chair is unable to provide nominations by the date specified, the appointment authority may appoint the search committee without Senate committee consultation.

Senate Committee Participation in Interviews of Finalists

~~Members Representatives of the specified Senate committees~~ Faculty, Student, P&A, and Civil Service Consultative Committees and the members of the designated additional committees will be given an opportunity to attend an interview with each finalist. Interviews ~~with committees~~ will be scheduled irrespective of the scope of the search (full, limited, or non-competitive appointment); in the case of non-competitive appointments, ~~the committee there~~ will be given the an opportunity to interview the finalist before the position is offered to the finalist.

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

The ~~Senate committee~~ SCC chair will be supplied, in advance of the interview, copies of the position description and the curriculum vita of each finalist, for distribution to governance participants.

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

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

If the ~~FCC or SSCC~~ SCC chair determines that other Senate ~~C~~ committees should participate be represented in interviews with finalists, ~~FCC or SSCC~~ he or she may delegate responsibility for participating in interviews to other committees of the Senate identifying individuals to such other committees. ~~FCC~~ If the Faculty Consultative Committee is identified, it may invite other faculty members, including past members of FCC, to participate in the interview process. ~~SSCC may designate student representatives other than SSCC members to participate in the interview process.~~ ~~FCC and SSCC may also designate additional committees to participate in any~~

interviews The same is true for the P&A, Civil Service, and Student Senate Consultative Committees and their respective constituencies.

LEGISLATIVE HISTORY

The protocol was adopted by the Senate on February 18, 1993, as part of a consent package, without debate, and approved by the administration on April 26, 1993. Revised Fall, 1998, to reflect changes in the University's administrative organization and titles of senior officers.

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

**The selection of the University President is the legal responsibility of the Board of Regents and the search committee for this office is the members of the Board. The Board of Regents has customarily consulted the Senate Consultative Committee regarding the search and included faculty, staff, and student representation on a search advisory committee.

COMMENT:

The Senate Consultative Committee found that it was too complicated to ask central officers to consider which of a multitude of committees they should involve in searches. This revision provides that the chair of SCC will receive all requests for participation in searches and will consult with the different senate constituent groups with each search. This change is intended to simplify and streamline the process of consultation on and participation in searches.

**CHRISTOPHER CRAMER, CHAIR
SENATE CONSULTATIVE COMMITTEE**

9. EQUITY, ACCESS, AND DIVERSITY COMMITTEE Resolution Supporting the Martin Luther King, Jr. Community Service Pledge Drive Action (10 minutes)

MOTION:

The University Senate supports the Equity Access and Diversity Committee's (EAD) proposal to establish a Martin Luther King Jr. (MLK) Community Service Pledge Drive to honor the legacy of Dr. Martin Luther King, Jr.

COMMENT:

Earlier this academic year, the EAD proposed establishing the MLK Holiday as a "day on" rather than a "day off" whereby the University would encourage more members of the University community to engage in various community service activities. This proposal was submitted to the University's Public Engagement Council (PEC) for its review. While the PEC strongly supported the idea of encouraging more members of the University community to engage in community service, it identified a number of personnel, human resources, and financial issues that would make it difficult to operationalize a day of service during an official University holiday. In response, it was determined that the legacy of Dr. King would be honored with a *community service pledge drive* that would not limit community service to the holiday but rather would extend it throughout the spring semester.

The MLK holiday would serve as a launching date for a University-wide community service drive where members of the University community (faculty, staff, and students) would be invited and encouraged to pledge hours for service at community-based agencies. The pledge drive would be conducted in partnership with the United Negro College Fund/General Mills MLK Day Collaboration, and is endorsed by the University of Minnesota Public Engagement Council.

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

**10. SENATE CONSULTATIVE COMMITTEE
Resolution on the Proposed Minnesota Constitutional Amendment on Marriage
Action
(20 minutes)**

MOTION:

The University Senate of the University of Minnesota, composed of faculty, staff, and student representatives, opposes the amendment to the State of Minnesota's constitution to "provide that only a union of one man and one woman shall be valid or recognized as a marriage in Minnesota."¹ The adoption of such a provision would directly discriminate against (and thus perpetuate the stigmatization of) persons who identify with the Gay, Lesbian, Bisexual, and Transgender community, and by enshrining that deprivation of rights in the state constitution would make it unacceptably difficult for those individuals to achieve the same rights, freedoms, respect, legal protections, and legal opportunities as heterosexual couples. The amendment is detrimental to the interests of the University of Minnesota and its faculty, staff, and students. The Senate therefore:

1. Encourages all members of the University community to take a stance in opposition to the proposed constitutional amendment.
2. Encourages all members of the University community to engage in "teach in" activities to educate one another and the public on this issue.
3. Urges Minnesota citizens to reject deliberate and overt discrimination by voting against the proposed constitutional amendment.

COMMENT:

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 The Student Senate has already passed a similar resolution on the proposed amendment and Committees of the University Senate (Equity, Access, and Diversity, Social Concerns, and Senate Consultative) endorse its position and move the above resolution for the University Senate.

In making their decision, the committees considered:

(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 Board of Regents policy, which states, "[a]s a community of faculty, staff, and students engaged in research, scholarship, artistic activity, teaching and learning, or the activities that support them, the University seeks to foster an environment that is diverse, humane, and

hospitable. . . . The University shall establish and nurture an environment for faculty, staff, students, and visitors that actively acknowledges and values equity and diversity and is free from racism, sexism, ageism, homophobia, and other forms of prejudice, intolerance, or harassment.”³

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

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

3 http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html

**CHRISTOPHER CRAMER, CHAIR
SENATE CONSULTATIVE COMMITTEE**

**11. CLASSROOM ADVISORY SUBCOMMITTEE
Statement on Funding for Classroom Facilities and Technologies
Action by the University Senate
(5 minutes)**

MOTION:

To approve the following statement.

Statement on Funding for Classroom Facilities and Technologies

The Classroom Advisory Subcommittee (CAS) supports the Office of Classroom Management and its planning for lifecycle maintenance and renewal. CAS recommends no further cuts to the classroom lifecycle funds to maintain the basic-level of maintenance and renewal of classroom infrastructure. CAS furthermore recommends restoring funding to the FY08 levels by the 2016-17 biennium, in order to provide a quality standard for classroom facilities, technology and support that is appropriate for a major, nationally ranked university.

COMMENT:

Students and instructors deserve classroom space that contains technology that is working and furnishings that are not broken and are in reasonably good and safe condition.

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

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

Central classroom operational recurring funding levels had risen to 79% of requirements (FY08) then fell to 37% of lifecycle need with recurring cuts in FY09, 10, and 12. Concurrently, the amount of managed learning space grew with new buildings and the addition of student study space. Because of low funding levels and increased demand for resources, faculty and students will be required to use facilities and technologies that have outlived their planned lifespan. This will degrade the learning experience.

In addition to classroom responsibilities, OCM has been assigned the management and maintenance of over 29,000 square feet of student study space. These study spaces represent an additional \$2.4 million in OCM-managed assets. In January 2011, OCM received one-time funding for the update of multiple study spaces on the St. Paul campus but has not received funding for recurring maintenance and renewal requirements.

The following charts illustrate a problematic trend: OCM's funding is decreasing while assigned space and tech equipped rooms is increasing.

Recurring Funding	% Change	Square Footage w/Study Space	% Change
FY08 4,325,530		FY08 340,000	
FY09 4,221,824	-2.4%	FY09 355,800	4.6%
FY10 3,063,551	-27.4%	FY10 363,430	2.1%
FY11 3,048,664	-0.5%	FY11 374,714	3.1%
FY12 2,648,013	-13.1%	FY12 389,328	3.9%

The University of Minnesota invested in its learning spaces, but without recurring maintenance and renewal, at some point the technology, fixtures and furnishings will be inaccessible due to failure.

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

Project	Cost	Notes
20 Tech. Lifecycle Renewals	\$350k	Deferred technology updates to 20 Projection Capable Classrooms
Vincent Hall 16, EB	\$250k	Remove fixed seating; ADA, Fire/Safety, carpet & finish upgrade
Borlaug 335 & 365, St. Paul	\$475k	Replace 230 seats (no longer made); carpet & finish upgrades
Ruttan Hall B25/35/45, St. Paul	\$700k	Replace 445 seats (no longer made); carpet & finish upgrades
Keller 3111/3115/3125/3230, EB	\$925k	Replace 315 seats (no longer made); carpet & finish upgrades
TOTAL	\$2.7M	

At the end of March the Budget Office notified OCM that it would receive a nonrecurring post-budget O&M transfer of \$500,000 in FY13 to be used for the highest priority maintenance and renewal needs of classrooms and study spaces. OCM will also receive a \$2 million internal loan in FY13 for the upgrades in Keller, Borlaug and Vincent and for improvement of study space in Willey and Wilson Library. While this is welcome news in the short term for dealing with current maintenance and lifecycle replacement priorities, this loan will generate an annual payment obligation of \$277,000 beginning in FY14, thus further reducing available operating funds in FY14 and beyond.

Endorsed by the Educational Policy Committee, the Finance and Planning Committee, and the Senate Consultative Committee.

SUE WICK, CHAIR
CLASSROOM ADVISORY SUBCOMMITTEE

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

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

Questions to the President should be submitted in writing to the University Senate office no later than Tuesday, May 1, 2012. The President may also choose to take questions from the floor.

14. UNIVERSITY SENATE OLD BUSINESS

15. UNIVERSITY SENATE NEW BUSINESS

16. UNIVERSITY SENATE ADJOURNMENT

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

MEETING OF THE FACULTY SENATE

**17. FACULTY ACADEMIC OVERSIGHT COMMITTEE ON
INTERCOLLEGIATE ATHLETICS
Amendments to Athletic Policies
Information for the Faculty Senate**

The packet of policies is available on the web at:
http://www1.umn.edu/usenate/fsenate/docs/120503faocia_policies.pdf

Paper copies will not be provided at the meeting.

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

FOR INFORMATION:

In the recent election to fill Twin Cities vacancies on the Faculty Consultative Committee, Professors James Cloyd, Sally Gregory Kohlstedt, and Rebecca Ropers-Huilman were elected to three-year terms (July 1, 2012 through June 30, 2015).

**STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE**

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

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

**21. FACULTY CONSULTATIVE COMMITTEE
2011-12 Grade Data
Discussion by the Faculty Senate
(15 minutes)**

FOR INFORMATION:

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

These data are also available on the web at: <http://www.umreports.umn.edu>

SCEP Grading Distribution

Fall 2011

Data as of 1/27/2012

Campus	1000Level			2000Level			3000Level			4000Level			5000Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
UMNCR	3589	2.82	39.20%	1097	2.82	34.82%	2530	3.02	43.20%	291	3.14	52.58%			
UMNDL	21899	2.8	35.82%	7225	2.87	33.30%	11625	3.03	38.46%	5191	3.28	49.72%	676	3.24	49.41%
UMNMO	4546	2.99	41.00%	1489	3.02	37.47%	1604	3.17	43.77%	651	3.4	52.23%			
UMNTC	56019	3.07	43.26%	12181	3	38.11%	48355	3.19	44.49%	18282	3.23	45.76%	6350	3.27	50.41%

University of Minnesota, Crookston

Academic Group	1000Level			2000Level			3000Level			4000Level			5000Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
Acad Aff	3859	2.82	38.20%	1097	2.82	34.82%	2530	3.02	43.20%	291	3.14	52.58%			

University of Minnesota, Duluth

Academic Group	1000Level			2000Level			3000Level			4000Level			5000Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
Bus/Econ	863	3.1	42.41%	1399	2.73	26.52%	3010	2.81	26.71%	1012	3.01	30.43%			
Cont Ed				53	3.64	77.36%	46	3.7	76.09%						
DMED													35	3.03	42.86%
Ed/Hum Srv	2656	3.02	43.60%	1378	3.01	40.93%	3037	3.15	48.21%	1545	3.59	65.24%	55	3.49	65.45%
Fine Arts	3688	3.13	51.98%	646	3.27	48.45%	476	3.42	63.24%	541	3.62	78.00%	17	3.91	94.12%
Lib Arts	6644	2.83	29.80%	1062	2.95	33.52%	2973	3.09	37.07%	714	3.2	44.96%	221	3.44	55.66%
Pharmacy	74	3.01	51.35%												
Sci/Eng	6223	2.51	21.48%	2683	2.71	28.33%	1901	2.93	32.25%	1369	3.08	37.84%	346	3.07	41.62%
UMD-Acad A	26	3.73	100.00%				18	4	27.78%						
UMD-Stu Lf	1722	3.39	59.29%				159	3.99	92.45%						

University of Minnesota, Morris

Academic Group	1000Level			2000Level			3000Level			4000Level			5000Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
Acad Aff	161	3.12	41.61%	70	2.74	47.14%	110	3.22	33.64%						
Div Educ	477	3.53	39.20%	236	3.24	49.15%	78	3.81	62.82%	292	3.73	57.88%			
Humanities	1888	3.22	51.38%	418	3.16	37.32%	442	3.32	51.58%	62	3.41	50.00%			
Sci/Math	1006	2.73	26.94%	421	2.75	24.94%	288	3.07	39.93%	200	3.09	38.50%			
Social Sci	1014	2.92	36.39%	344	3.12	43.02%	686	3.07	39.80%	91	3.43	65.93%			

University of Minnesota, Twin Cities

Academic Group	1000Level			2000Level			3000Level			4000Level			5000Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
AHCS	103	3.44	59.22%				47	3.69	53.19%	476	3.12	28.99%	245	3.75	43.67%
CBS	2536	2.93	24.57%	1202	3.31	48.34%	1432	2.85	27.44%	1416	3.04	39.41%	58	3.35	50.00%
CCE	45	3.47	53.33%	20	0	0.00%	574	3.16	42.16%	555	3.28	51.89%	66	3.22	53.03%
CDSES	1184	3.11	40.96%	672	3.23	41.67%	1312	3.32	47.03%	1097	3.21	34.55%	76	3.38	48.68%
CFANS	2635	3.08	42.28%	852	3.38	58.22%	2439	3.25	52.32%	1134	3.32	46.91%	181	3.32	55.25%
CLA	23564	3.2	46.08%	325	3.44	54.15%	24409	3.21	47.30%	3989	3.27	49.61%	1902	3.38	58.89%
CSE	14498	2.74	29.48%	6238	2.84	31.92%	4125	2.89	31.59%	4482	3.03	38.38%	1878	3.06	38.92%
CSOM	483	3.07	28.36%	1298	2.92	29.04%	5365	3.18	29.60%	1943	3.41	45.24%	742	3.18	39.62%
Dent				66	3.06	30.30%	165	3.09	28.48%	75	3.36	5.33%			
EHD	7036	3.31	60.93%	671	3.22	52.16%	4370	3.37	53.11%	1810	3.33	53.04%	976	3.57	71.00%
Health Sci	434	3.67	79.49%	29	3.93	93.10%									
HSPA	135	3.63	79.26%				94	3.68	76.60%	96	3.63	71.88%	14	3.53	71.43%
Med	219	3.52	41.10%				1881	3.01	41.57%	173	3.49	55.49%	65	3.37	46.15%
Nursing	123	3.83	39.84%	158	3.36	52.53%	518	3.63	70.85%	873	3.66	73.20%	124	0	0.00%
Pharmacy	774	3.62	71.06%				50	3.49	68.00%	45	3.53	66.67%	20	3.55	75.00%
Pub Health	876	3.58	72.83%				582	3.26	54.12%						
SRVPAA				87	3.92	94.25%	116	3.86	90.52%						
Ugrd Ed Ad	403	3.83	68.98%	61	3.4	60.66%	160	3.7	61.25%	23	3.67	34.78%			
UMR Chance	938	2.95	32.09%	382	3.09	30.63%	223	3.27	35.43%						
VMed				120	2.63	20.83%									
VP Sys Adm	33	3.23	42.42%				493	3.55	61.26%	89	3.76	89.89%			

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

**CHRISTOPHER CRAMER, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

**22. COMMITTEE ON COMMITTEES
Slate of Faculty Candidates
Action by the Twin Cities Faculty Delegation and UMD Faculty Senators
(2 minutes)**

MOTION:

To approve the following people to serve on the Committee on Committees for a term of 2012-15. A simple majority is required for approval.

SHAWN CURLEY: Professor of Information and Decision Sciences, Carlson School of Management.

RON HADSALL: Professor of Information and Decision Sciences, Carlson School of Management.

JANE HOVLAND: Associate Professor of Behavioral Sciences, Medical School-Duluth Campus.

JOHN MATHESON: Professor of Law, Law School.

RICHARD MCCORMICK: Professor of Information and Decision Sciences, Carlson School of Management.

FOR INFORMATION:

Of the faculty/academic professional members, 1 shall be from the Morris campus and the remainder from the Twin Cities campus. All faculty members of the Committee shall be elected by the faculty members of the Senate from their respective campuses. The Twin Cities faculty members of the Faculty Committee on Committees shall be nominated by the current Twin Cities faculty members of the Faculty Committee on Committees and shall be selected so that the membership of the committee corresponds approximately with the number of tenured and tenure-track faculty in each college.

The current membership of the committee is available at:
<http://www1.umn.edu/usenate/committees/conc.html>

**JOANNA O'CONNELL, CHAIR
COMMITTEE ON COMMITTEES**

**23. FACULTY SENATE BYLAW AMENDMENT
Faculty Academic Oversight Committee on Intercollegiate Athletics Charge
Action by the Faculty Senate
(2 minutes)**

MOTION:

To amend Article IV, Section 5(E) 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 () at one regular or special meeting, or a majority of all voting members of the Faculty Senate present and voting at each of two meetings. This is the first meeting at which this motion is being presented.

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

...

5. Faculty Senate Committee Charges

...

E. FACULTY ACADEMIC OVERSIGHT COMMITTEE FOR INTERCOLLEGIATE ATHLETICS

The Faculty Academic Oversight Committee for Intercollegiate Athletics has responsibility for eligibility, compliance, and other issues relating to academic integrity of participants in the programs. This committee will work closely with the Provost, who as head of academic affairs is the senior administrative officer in charge of academic counseling programs for athletes. All policies formulated by the Faculty Academic Oversight Committee on Intercollegiate Athletics will be reported to the Faculty Consultative Committee for action and to the Faculty Senate for information after the Faculty Consultative Committee has acted. The Faculty Senate has the authority to reverse or modify a decision by the Faculty Consultative Committee.

...

COMMENT:

Up until the revision of the Senate constitution in 2005, the two athletics committees both recommended policy to the Assembly Steering Committee (the Twin Cities subset of the Senate Consultative Committee, under the structure when there were two governing bodies, the University Senate and the Twin Cities Campus Assembly). The Steering Committee approved the policies (or not), and then reported its action to the Assembly. When the constitution and bylaws were revised, this language was inadvertently dropped. The language was restored in the charge to the Advisory Committee on Athletics in 2006, but similar language was not proposed for the Faculty Academic Oversight Committee for Intercollegiate Athletics (FAOCIA).

The logic of that reporting and approving relationship remains the same: there are policies that the FAOCIA is responsible for, some of which are quite detailed and arcane. These policies come up for revision periodically and new policies are established from time to time. It would be a considerable demand on the time of the Faculty Senate to have to consider each of these policies every time an amendment is needed.

The Faculty Consultative Committee recommends that the Faculty Senate approve this change in the Bylaws, reverting to the practice in place before 2005.

**CHRISTOPHER CRAMER, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

**2016-17 Crookston and Duluth Calendars
Information for the Faculty Senate**

Crookston 2016-17

Fall Semester 2016 (75 class days)

August 23	Tuesday	Classes begin
September 5	Monday	Labor Day holiday
October 14	Friday	In-service (no classes)
November 24-25	Thurs.-Fri.	Thanksgiving holiday
December 9	Friday	Last day of instruction
December 12-15	Mon.-Thurs.	Final examinations
December 15	Thursday	End of the term

Spring Semester 2017 (73 class days)

January 9	Monday	Classes begin
January 16	Monday	MLK holiday
February 20	Monday	In-service (no classes)
March 13-17	Mon.-Fri.	Spring Break
April 14	Friday	Floating holiday (no classes)
May 1	Monday	Last day of instruction
May 2-5	Tues.-Fri.	Final examinations
May 5	Friday	End of the term
May 6	Saturday	Commencement

May Session 2017 (15 class days)

May 6	Monday	May session begins
May 27	Friday	May session ends

Summer Session 2017 (39 class days)

June 5	Monday	Classes begin
July 4	Tuesday	Independence Day holiday
July 28	Friday	8-wk summer session ends

Duluth 2016-17

Fall Semester 2016 (72 class days)

September 5	Monday	Labor Day holiday
September 6	Tuesday	Classes begin
November 24-25	Thurs.-Fri.	Thanksgiving holiday
December 16	Friday	Last day of instruction
December 17, 19-22	Sat., Mon.-Thurs.	Final examinations
December 22	Thursday	End of the term

Spring Semester 2017 (74 class days)

January 16	Monday	MLK holiday
January 17	Tuesday	Classes begin
March 13-17	Mon.-Fri.	Spring Break
May 5	Friday	Last day of instruction
May 8-12	Mon.-Fri.	Final examinations
May 11	Thursday	Grad Commencement
May 12	Friday	End of the term
May 13	Saturday	Undergrad Commencement

May Session 2017 (13 class days)

May 15	Monday	May session begins
May 29	Monday	Memorial Day holiday
June 2	Friday	Final examinations; End of May session

Summer Session 2017 (37 class days)

June 5	Monday	Classes begin
July 4	Tuesday	Independence Day holiday
July 28	Friday	Final examinations; End of Summer Session

**THOMAS BROTHEN, CHAIR
EDUCATIONAL POLICY COMMITTEE**

**25. EDUCATIONAL POLICY COMMITTEE
2016-17 Morris, Rochester, and Twin Cities Calendars
Action by the Faculty Senate
(2 minutes)**

Morris 2016-17

Fall Semester 2016 (73 class days)

August 24	Wednesday	Classes begin
September 5	Monday	Labor Day holiday
October 17-18	Mon.-Tues.	Fall Break (no classes)
November 24-25	Thurs.-Fri.	Thanksgiving holiday
December 9	Friday	Last day of instruction
December 12	Monday	Study day
December 13-16	Tues.-Fri.	Final examinations

Spring Semester 2017 (74 class days)

January 16	Monday	MLK holiday
January 17	Tuesday	Classes begin
March 13-17	Mon.-Fri.	Spring Break
May 5	Friday	Last day of instruction
May 8	Monday	Study day
May 9-12	Tues.-Fri.	Final examinations
May 13	Saturday	Commencement

May Session 2017 (14 class days)

May 29	Monday	May session begins
May 30	Monday	Memorial Day holiday
June 2	Friday	May session ends

Summer Session 2017

May 22-June 23	Summer session I (24 class days)	
May 29	Monday	Memorial Day holiday
June 26-July 28	Summer session II (24 class days)	
July 4	Tuesday	Independence Day holiday

Twin Cities and Rochester 2016-17

Fall Semester 2016 (70 class days)

September 5	Monday	Labor Day holiday
September 6	Tuesday	Classes begin
November 24-25	Thurs.-Fri.	Thanksgiving holiday
December 14	Wednesday	Last day of instruction
December 16-17, 19-22	Fri.-Sat., Mon.-Thurs.	Final examinations
December 15, 18	Thurs., Sun.	Study days
December 22	Thursday	End of the term

Spring Semester 2017 (74 class days)

January 16	Monday	MLK holiday
January 17	Tuesday	Classes begin
March 13-17	Mon.-Fri.	Spring Break
May 5	Friday	Last day of instruction
May 6-7	Sat.-Sun.	Study days
May 8-13	Mon.-Sat.	Final examinations
May 13	Saturday	End of the term

May Session 2017 (14 class days)

May 22	Monday	May session begins
May 29	Monday	Memorial Day holiday
June 9	Friday	May session ends

Summer Session 2017 (39 class days)

June 12	Monday	Classes begin
July 4	Tuesday	Independence Day holiday
August 4	Friday	8-wk summer session ends

**THOMAS BROTHEN, CHAIR
EDUCATIONAL POLICY COMMITTEE**

26. FACULTY CONSULTATIVE COMMITTEE

**Faculty Salary Gender Equity
Discussion by the Faculty Senate
(20 minutes)**

**Recommendations Regarding Faculty Salary Equity at the University of Minnesota
Women's Faculty Cabinet and University Senate Equity Access and Diversity Committee
Draft as of April 10, 2012**

Background

The Women's Faculty Cabinet (WFC) is a body of faculty women with an investment in an equitable and supportive culture for women faculty across all academic units at the University of Minnesota; the WFC acts as an advisory board to the Provost. The University Senate Equity, Access, and Diversity (EAD) Committee includes faculty, staff, and students who advise the President and administrative offices on the impact of University policies, programs and services on equal opportunity, affirmative action and diversity from a system perspective.

In light of recent reports on salary equity (conducted by the WFC and external consultant Dr. Murray Clayton) that found unexplained gender gaps in faculty salaries, the WFC and EAD

considered a variety of possible University responses. In part 1, we identify key principles for a thorough response that aims to address current inequities and minimize future concerns.

Parts 2-4 offer more detailed recommendations for monitoring salary equity by gender, identifying possible salary adjustments for faculty, providing training to department chairs/heads and deans, and. See parts 2-4. These recommendations primarily represent an endorsement of the suggestions laid out by Dr. Clayton in his December 26, 2011 report, with some additions that emerged in conversations about implementing these processes at University of Minnesota. The recommendations may not be implemented exactly as laid out here in each college/school, but we believe that modifications in process should be consistent with the key principles described in Part 1.

Part 1. Key principles for the University response

1. The salary equity reports should be taken as an opportunity to review decision-making criteria and processes and to increase the transparency of decision-making regarding salaries within departments and colleges/schools.
2. All units on the Twin Cities campus, including units within the health sciences, should participate in the salary review process with appropriate customization of procedures.
3. There should be a broad process of reviews of women's salaries initially, rather than only occurring if the faculty member comes forward with a request for an equity review.
4. Salary data should be analyzed by gender regularly, with reports available to the University community and public.

Part 2. Recommendations to the Provost's Office and Deans on oversight, training, and communications regarding faculty salary equity

1. The Provost's Office should work with the Office for Equity and Diversity and the Office of Human Resources to provide guidance and assistance to departments and colleges/schools regarding the establishment of salary review procedures.
2. The Provost's Office should lead on monitoring salary equity in the future and responding to issues uncovered in future analysis. This would involve:
 - Reviewing current data to determine which factors identified in Clayton 12/26/11 report are currently available in institutional records, whether retrospective data is available, and which factors might be incorporated into systems in the near future.
 - Preparing an annual report for the Twin Cities campus as a whole and also for each college/school separately that compares the following by gender and by race/ethnicity:
 - average starting salary of faculty;
 - average starting salary at each faculty rank;
 - number of faculty hired into each rank;
 - dollar value of "start-up" packages for faculty;
 - average percentage raise for faculty;
 - for faculty promoted in that year, average number of years to tenure and promotion and average number of years between promotion to Associate and promotion to Full Professor;
 - for each retention sought, the gender of the faculty member, the value of any salary increment, other support dollars, other conditions (e.g. provision of staff, lab space, etc.) in a University of Minnesota counter-offer and whether or not the retention bid was successful.
 - Reviewing college/school reports with Deans and college/school SEACs (see below).
 - Conducting a more comprehensive statistical analysis (similar to that conducted by Dr. Clayton in 2011) every 3 years.

- Creating a University website to serve as a repository of reports related to salary equity.
3. The Provost's Office should incorporate additional training related to salary equity into the existing leadership development provided to chairs/heads and provide similar training and support to members of SEACs (see below).
 4. Deans should require departments to describe their normal merit review process and salary decisions in explicit terms and share that information with faculty and the college/school SEAC in order to increase transparency and minimize inequities.
 5. Deans should discuss salary equity concerns and identify remedies from department chairs/heads annually.
 6. The Provost's Office should evaluate the sufficiency of the salary equity review processes, with consultation with the Office for Equity and Diversity, Office of Human Resources, Deans, and faculty, including the Women's Faculty Cabinet and the Faculty Senate, after two years.
 7. The Provost's Office should share salary equity review processes and reports with the coordinate campuses.
 8. The Provost's Office should identify funds for salary adjustments, with the expectation that colleges/schools will cost-share for the initial adjustments and colleges/schools will be responsible for more of the funds required for adjustments identified in future years.

Part 3. Recommended process for case-by-case salary assessments: Initial round of reviews

1. With the support and guidance from administration (as described in Part 2), departments should create Salary Equity Adjustment Committees (SEACs) to determine the size (if any) of the appropriate adjustment **for each female faculty member**.³ Departmental SEACs will be formed within large departments and by combining the task for 2-3 smaller departments. The SEAC should involve an uneven number of members, not less than three, and include tenured faculty and clinical faculty from the department(s) and one person from outside the department, normally a faculty member who is serving or recently served on the college/school SEAC.
2. Deans should create college/school SEACs to review the recommendations of departmental SEACs. These committees should be comprised of 5 tenured or clinical faculty members, at least 2 women, with input on membership from the Dean, WFC, FCC, and Provost's Office.
3. For units that are not departmentalized (e.g. Law), a single SEAC should be formed to determine appropriate adjustments. Members will be appointed in the same way as college/school SEACs. Smaller colleges or schools may cooperate with another school with similar faculty in these processes.
4. SEACs may "triage" salary reviews by first examining the full professors (where both reports found larger gender gaps) and then turning to associate and assistant professors in the following year or by using a regression model to identify and prioritize reviews of women faculty whose actual salary differs from the predicted salary by a certain amount. All women faculty should be reviewed within 2 years.
5. Departmental SEACs should make a recommendation for each eligible female faculty member by examining that person's record and those of three other faculty deemed to be comparable or nearly comparable. (See Clayton 12/26/11 report, page 3, for more detail on the comparison process).
6. Once departmental SEACs have determined any recommended adjustments, their recommendations and justifications should be forwarded to the college/school SEAC. Each faculty member reviewed should receive a copy of recommendations and

³ Transgender faculty who do not identify as female (including faculty who do not identify as male or female) are welcome to request a salary equity review as described in part 2.

justifications for her case. In addition, each faculty member reviewed should be told that she can make a counterproposal to the college/school SEAC.

7. College/school SEACs should review departmental recommendations and any counterproposals. College/school SEACs will affirm departmental recommendations or make a different recommendation, providing a justification based on the same comparison criteria.
8. Deans will receive departmental and college/school SEAC recommendations and take appropriate action. Faculty who were reviewed, but are dissatisfied with the action taken on their cases may appeal through normal University procedures.
9. The above processes should be conducted outside of usual annual salary adjustment reviews for merit.

Part 4. Recommended case-by-case salary assessments in future: Requested reviews

1. After the initial round of reviews, **any member of the faculty** may request a salary equity review from their departmental SEAC or from their college/school SEAC. Procedures for the review, justification, counterproposal, college/school SEAC recommendation to the Dean, and appeal will parallel those of the initial reviews of women faculty.
2. Chairs/heads and Deans should identify faculty whose salaries seem to be outliers in light of their performance and productivity and request an equity review on their behalf.

**CHRISTOPHER CRAMER, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

**27. EDUCATIONAL POLICY COMMITTEE
Administrative Policy on University-Administered
Graduate Student Fellowships and Traineeships
Action by the Faculty Senate
(10 minutes)**

Language will be distributed prior to the meeting.

**THOMAS BROTHEN, CHAIR
EDUCATIONAL POLICY COMMITTEE**

**28. FACULTY AFFAIRS COMMITTEE
Administrative Policy on Entrepreneurial Leaves
Action by the Faculty Senate
(10 minutes)**

Language will be distributed prior to the meeting.

**GEORGE SHEETS, CHAIR
FACULTY AFFAIRS COMMITTEE**

29. FACULTY SENATE OLD BUSINESS

30. FACULTY SENATE NEW BUSINESS

KEY POLICY ELEMENTS:



ADMINISTRATIVE POLICY

University-Administered Graduate Student Fellowships and Traineeships: Twin Cities and Rochester

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: Alison Skoberg

POLICY STATEMENT

Graduate student fellowships and traineeships are awarded on the basis of academic merit and provide actively enrolled students with the opportunity to pursue study, training and research. Fellowships carry no service obligations. Traineeships may carry service obligations.

I. Eligibility and Selection for Graduate Student Fellowships and Traineeships

- a) University of Minnesota (University) graduate students are eligible to hold a University-administered fellowship or traineeship if they are admitted to a University graduate program and are registered for the minimum number of credits required by the fellowship or traineeship for a particular term.
- b) All students who meet the eligibility criteria for a fellowship or traineeship must be considered for the fellowship or traineeship with in accordance with using a specified an established review and selection processes and criteria. Recipients of graduate student fellowships and traineeships must meet registration requirements and other terms and conditions of their award.
- c) University colleges and departments, or other University units as appropriate, must publicize the fellowships the unit offers on a regular basis.

II. General Requirements for Fellowship and Traineeship Recipients

- a) Recipients of graduate student fellowships and traineeships must meet registration requirements and other terms and conditions of their award.

- ~~b) Fellows or trainees who leave their graduate program before the end of a semester in which they hold a fellowship or traineeship may be required to re-pay all or a portion of the stipend for that term.~~

III.II. Fellowship and Traineeship Stipends and Benefits

- a) Ranges for graduate fellowship and traineeship stipends are established each fiscal year by the awarding collegiate unit, department, academic program, and/or external agency. These ranges must follow the rules and guidelines set by the sponsoring entity.
- b) The awarding collegiate unit, department, academic program, and/or external agency stipulates the benefits. These benefits must follow the rules and guidelines set by the sponsoring entity.
- c) Graduate students who hold fellowships or traineeships that are administered by the University and provide a stipend that is at least equal to a 25% graduate assistantship ~~are may be~~ eligible for resident tuition rates. Members of the student's immediate family ~~are may be~~ eligible for resident tuition rates, subject to acceptable documentation.
- d) Fellows and trainees are responsible for payment of charges not covered by the fellowship or traineeship (e.g., lab, installment, or late registration fees).
- ~~c) Fellows or trainees who leave their graduate program before the end of a semester in which they hold a fellowship or traineeship may be required to re-pay all or a portion of the stipend for that term.~~
- e)f) Fellowships and traineeships may be supplemented by other University-administered support (e.g., a graduate assistantship) unless restricted by the terms of the fellowship or traineeship.
- ~~f) University colleges and departments, or other University units as appropriate, must publicize the fellowships the unit offers on a regular basis.~~

IV.III. 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

This policy ensures consistent benefits for recipients of fellowships and traineeships administered by the University and aids the University in recruiting high-quality graduate students.

PROCEDURES

There are no procedures associated with this policy.

FORMS/INSTRUCTIONS

There are no forms or instructions associated with this policy.

ADDITIONAL CONTACTS

Subject	Contact	Phone	Fax/Email
Primary Contact(s)	Alison Skoberg	skobe001@umn.edu	612-625-9310

DEFINITIONS

Graduate Fellowship: a merit-based stipend award that an individual student wins competitively. The student applies (or is nominated) directly to the funding source.

~~**Note:** Fellowships offered through the Graduate School include full tuition and health insurance. Fellows may not hold more than a 25% assistantship, or its equivalent in other support, without a reduction in the fellowship stipend.~~

~~**Graduate Research-Traineeship:** is awarded competitively to a department or to a group of faculty members in a particular disciplinary or interdisciplinary area, the discipline having been specified in advance by the funding agency. The University department or faculty group awarded the training grant identifies the recipients from among its students interested in studying in the targeted field.~~

Service: work performed that is typically recognized by payment of a salary.

Stipend: a fixed sum of money primarily paid to cover living costs and educational expenses while the recipient is enrolled in an educational program.

Salary: a wage paid for work performed.

Immediate Family (for the purpose of qualifying for resident tuition rate): spouse/registered same-sex domestic partner, children, or legal ward living in the household.

RESPONSIBILITIES

Colleges

- Publicize the fellowships the college offers on a regular basis.
- Clearly stipulate the benefits provided by each fellowship offered by the college.
- Fairly consider all students who meet the eligibility criteria for a fellowship or traineeship.

Programs

- Publicize the fellowships the program offers on a regular basis.
- Clearly stipulate the benefits provided by each fellowship offered by the program.
- Fairly consider all students who meet the eligibility criteria for a fellowship or traineeship.

Students

- Meet all requirements, terms and conditions associated with their award.

APPENDICES

There are no appendices associated with this policy.

FAQ

1. What is the difference between a graduate fellowship and Graduate School fellowship?

A graduate fellowship, based on academic merit, is a non-service award given to a graduate student at the University of Minnesota.

A Graduate School Fellowship is a non-service award based on academic merit that is administered by the central Graduate School. Most fellowships offered through the Graduate School include full tuition and health insurance, and fellows may not hold more than a 25% assistantship, or its equivalent in other support, without a reduction in the fellowship stipend.

1.2. My fellowship application does not require me to provide information about my financial status. Why is that?

Fellowships are typically awarded based on academic merit, rather than financial need. Need-based awards may require the student to complete the Free Application for Federal Student Aid (FAFSA) to help determine the amount of financial aid a student may be

eligible for from a broad range of sources (e.g., federal and state grants, federally-subsidized student work-study, and/or loans).

2.3. What is the difference between a “fellowship” and a “scholarship”?

The two words are often used interchangeably. Fellowships usually provide support for post-baccalaureate education and are based on academic merit. Scholarships usually provide support for undergraduate education and are based on academic merit or financial need.

3.4. What is the difference between a “fellowship” and a “traineeship”?

A fellowship is a merit-based stipend award that an individual student wins competitively. The student applies (or is nominated) directly to the funding source. The competition can be national (e.g., the National Science Foundation Fellowship) or University-wide (e.g., the Graduate School Doctoral Dissertation Fellowship) or department wide (e.g., fellowships from department funds.) The stipend is set by the funding agency each fiscal year. It is a non-service award requiring that the student be actively enrolled in a graduate program. Depending on the source of funding, the fellowship may provide tuition and health benefits in addition to the stipend. (**Note:** Fellowships offered through the Graduate School may include full-tuition and health insurance. Fellows may not hold more than a 25% assistantship, or its equivalent in other support, without a reduction in the fellowship stipend.)

Traineeships are awarded competitively to a department or to a group of faculty members in a particular disciplinary or interdisciplinary area, the discipline having been specified in advance by the funding agency. The University department or faculty group awarded the training grant identifies the recipients from among its students interested in studying in the targeted field. The agency invites proposals for the support and graduate level training of future scholars, scientists or engineers, in specific areas of interest. The training grant usually provides tuition and health insurance in addition to the trainee stipend.

4.5. I have received a University-administered fellowship from my department and am also receiving federal grant funds for my graduate education. Can I use both the fellowship and my federal funds for educational costs in the same term?

Accepting additional financial support while already receiving another form(s) of financial aid may require that you reduce or pay back some of the funds from other sources. You should check with all of the sources from which you expect to receive funding in the same term to determine what restrictions or conditions, if any, there are on your acceptance of the funds.

5.6. I have received a University-administered fellowship and also have a graduate assistantship. Can I receive funds from both the fellowship and assistantship in the same term?

Some University-administered fellowships allow the recipient to receive additional funding up to the equivalent of a 25% graduate assistantship in the same term. Examples of such fellowships are the Doctoral Dissertation Fellowship, the Interdisciplinary Doctoral Fellowship, and the DOVE Fellowship. You should check with the source of your fellowship to determine what restrictions or conditions, if any, there are on your receipt of graduate assistantship, or other, support while you hold a fellowship.

7. If my fellowship covers tuition, does it also cover fees?

You should check with the source of your fellowship. Fees can represent a substantial sum each semester, and students should plan carefully when accepting an award.

8. If my fellowship covers tuition, does it also cover health insurance?

Check with the course of your fellowship to see if health insurance is covered.

6.9. Do I have to pay taxes on my University-administered fellowship?

University-administered fellowships ~~may be~~ are subject to federal and state taxes. You should check with the source of your fellowship to determine whether you must report your stipend for tax purposes.

7.10. Our graduate program has offered a first-year fellowship to an outstanding applicant and we would like to encourage the student to accept our offer by February 1. Can we expect the student to commit to our program by this date?

No. Students are under no obligation to respond to offers of financial support prior to April 15; earlier deadlines for acceptance of such offers violate the intent of the Council of Graduate Schools' Resolution Regarding Graduate Scholars, Fellows, Trainees and Assistants (http://www.cgsnet.org/ckfinder/userfiles/files/CGS_Resolution.pdf). In those instances in which a student accepts an offer before April 15, and subsequently desires to withdraw that acceptance, the student may submit in writing a resignation of the appointment at any time through April 15.

8.11. I have a University-administered fellowship but will graduate two months before the end of the spring semester. I received my stipend at the beginning of the term. Do I need to pay back some or all of the stipend?

It is unlikely that you would be required to pay back some of the stipend if you graduate early, but you should check with the source of your fellowship.

9.12. I have a University-administered fellowship and need to take a leave of absence in the middle of the fall semester. I received my stipend at the beginning of the term. Do I need to pay back some or all of the stipend? If I return for the spring semester, can receive the fellowship for that term?

You should check with the source of your fellowship.

10.13. I have a University-administered fellowship and my spouse would like to enroll in University courses. Does my resident rate tuition benefit also extend to my spouse?

Possibly. Graduate students who hold fellowships or traineeships that are administered by the University and provide a stipend that is at least equal to a 25% graduate assistantship may be eligible for resident tuition rates. Members of the student's immediate family may also be eligible for resident tuition rates, ~~subject to acceptable documentation.~~ "Immediate family members" include spouse/registered same-sex domestic partner, children, or legal wards living in the household. "Acceptable documentation" includes a marriage license (in English or an English translation), a birth certificate, registered same-sex domestic partnership documentation, or a visa. See *Administrative Policy: Resident Tuition Rate* for more information.

14. I have received an Interdisciplinary Doctoral Fellowship and am also in a joint degree program that combines a first-professional degree and the Ph.D. degree. If the college of my first professional degree requires me to register in that college for one or both semesters of the academic year, how will this affect my IDF?

You need to register in the college of your Ph.D. program during the fall and spring semesters in which you hold the IDF or a Doctoral Dissertation Fellowship (DDF).

15. What does it mean to "publicize" fellowship opportunities?

"Publicize" means that the college or graduate program offering the fellowship must include reference to the fellowship—including eligibility requirements and the selection process and criteria—on relevant websites and/or in the program handbook.

16. What does “using an established review and selection processes and criteria” mean?

An established process is one that has been decided by the graduate program faculty and is consistently followed—e.g., a process in which awards are reviewed and decided by a regularly appointed faculty committee that reports to the program faculty.

RELATED INFORMATION

Board of Regents Policy: Tuition and Fees

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

Administrative Policy: Resident Tuition Rate

MEETING OF THE STUDENT SENATE

THURSDAY, MAY 3, 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 Building--Morris Campus
Room 388--Rochester Campus**

This is a meeting of the Student Senate. There are 39 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. 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.

2. 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.

3. STUDENT SENATE/ STUDENT SENATE

**CONSULTATIVE COMMITTEE CHAIR REPORT
(5 minutes)**

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

**5. MINUTES FOR APRIL 5, 2012
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/minutes/120405stu.pdf>

**STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE**

**6. 2012 COUNCIL OF GRADUATE STUDENTS
OUTSTANDING FACULTY AWARD WINNERS
Information**

For Information:

Ruth G. Shaw	EEB	CBS
Adrian D. Hegeman	Horticultural Sciences, Plant Biology, Microbial and Plant Genomics Institute	CBS/CFANS
Frank J. Symons	Educational Psychology	CEHD
Stephen Smith	CNES	CLA
Valerie Tiberius	Philosophy	CLA
John Robert Warren	Sociology	CLA
Carl Elliott	Bioethics	Medical School
Deborah Levison	Public Affairs	Public Affairs
Mark A. Pereira	Epidemiology and Community Health	Public Health
Chris H. Kim	Electrical and Computer Engineering	CSE

**7. STUDENT SENATE BYLAW AMENDMENTS
Student Committee on Committees Membership
Action
(5 minutes)**

MOTION:

To amend Article II, Section 5(H) of the University Senate Bylaws and Article VI, Section 5(C) of the Student Senate Bylaws as follows (new language is underlined; language to be deleted is ~~struck-out~~). As an amendment to the Student Senate Bylaws, the motion requires either a majority of all voting members of the Student Senate (20) at one regular or special meeting, or a

majority of all voting members of the Student Senate present and voting at each of two meetings. This is the first meeting at which this motion is being presented.

ARTICLE II. COMMITTEES OF THE UNIVERSITY SENATE (Changes to this article are subject to vote only by the University Senate)

...

5. University Senate Committee Charges

...

H. SENATE COMMITTEE ON COMMITTEES

...

Senate Committee on Committees

The Senate Committee on Committees appoints members of certain committees of the University Senate and advises the Senate Consultative Committee on the committee structure of the University Senate.

Membership

The Senate Committee on Committees shall be composed of at least 13 and no more than 15 elected tenured or tenure-track faculty members of the Faculty Committee on Committees, at least 2 and no more than 4 elected academic professional members of the Faculty Committee on Committees, ~~6~~ 5 elected ~~undergraduate~~ students of the Student Committee on Committees, ~~and one elected graduate/professional student of the Student Committee on Committees.~~

The chair of the Faculty Committee on Committees shall serve as the chair of the Senate Committee on Committees.

Duties and Responsibilities

- a. To forward annually to the University Senate for approval names of faculty members, academic professionals, undergraduate students, graduate/professional students, and chairs it recommends for appointment to those committees of the University Senate specified in the Bylaws of the University Senate. The committee shall give consideration to 1) representation from the various campuses and units when appropriate; 2) the number of committees on which the faculty/academic professional, undergraduate student or graduate/professional student member currently is serving; 3) the principle of rotation of committee assignments; 4) the recommendations of the respective committee chairs, faculty, academic professional, undergraduate student and graduate/professional student members; and 5) expressions of interest in committee service offered by faculty, academic professionals, undergraduate students and graduate/professional students. In addition, the committee shall select senators for committee membership when appropriate to encourage communication between the University Senate and its committees. The committee also shall strive to assure full and adequate representation by race, sex, and academic rank in constituting committees.
- b. To meet during the fall semester with committee chairs, on a rotating basis determined by the committee, to review with each committee chair the charge to the committee and how well it has been functioning, and pursuant to these discussions, to make recommendations

to the Senate Consultative Committee about any changes in committee structure, charge, or membership which it deems appropriate.

- c. To review and forward as appropriate to the University Senate any proposed changes to the charge, membership, or ex officio members for committees of the University Senate prior to approval from the University Senate.

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ARTICLE VI. COMMITTEES OF THE STUDENT SENATE (Changes to this article are subject to vote only by the Student Senate)

...

5. Student Senate Committee Charges

...

C. STUDENT COMMITTEE ON COMMITTEES

The Student Committee on Committees appoints students members of certain committees of the University Senate, Faculty Senate, and Student Senate, and advises the Student Consultative Committee on the committee structure of the Student Senate.

Membership

The Senate Committee on Committees shall be composed of ~~6~~ 5 elected ~~undergraduate~~ students and ~~one elected graduate/professional student~~.

~~Of the undergraduate student members, 3 shall be elected from the Twin Cities campus, and one each from the Crookston, Duluth, and Morris campuses. The Twin Cities undergraduate members shall be elected by the Twin Cities undergraduate Student Senate members from among their number. The graduate/professional student shall be elected by the graduate and professional Student Senate members from among their number. Crookston, Duluth, and Morris members shall be elected by their campus assemblies. Elections shall be held during spring semester. Any student committee position that cannot be filled by October 1 will become a Student Senate at large position and may be filled by the Student Consultative Committee on an interim basis until the next general election.~~

Of the 5 student members, three shall be elected by the Student Consultative Committee from among their members. Of these three members, at least one must be from the Twin Cities and at least one must be from a coordinate campus. This election will take place at the May Student Consultative Committee meeting. The remaining two members shall be elected from among the student senators by the Student Senate at their final meeting of the academic year. One seat is designated for a coordinate campus student senator and the second seat is designated for a Twin Cities student senator. If quorum is not present at the final Student Senate meeting, nominations will be sought and the election will be conducted by the Student Consultative Committee.

Student vacancies shall be filled in accordance with the preceding procedures for the balance of any unexpired term ~~until the next general election~~.

The Student Committee on Committees shall elect its chair from amongst its members for a one-year term of office. The chair is eligible for re-election to that position

Duties and Responsibilities

- a. To forward annually to the Student Senate for approval names of undergraduate students, graduate/professional students, and chairs it recommends for appointment to those committees of the Student Senate specified in the Bylaws of the Student Senate. The committee shall give consideration to 1) representation from the various campuses and units when appropriate; 2) the number of committees on which the undergraduate student or graduate/professional student member currently is serving; 3) the recommendations of the respective committee chairs, faculty, academic professional, undergraduate student and graduate/professional student members, and the presidents of the respective student associations; and 4) expressions of interest in committee service offered by undergraduate students and graduate/professional students. In addition, the committee shall select student senators for committee membership when appropriate to encourage communication between the Student Senate and the committees and shall strive to assure full and adequate representation by race, gender, and class rank in constituting committees.
- b. To solicit annually from ~~each newly elected member of the Student Senate~~ all students a list of Senate committees ~~on which the senator is serving or~~ in which the student has an interest in serving.
- c. To review periodically the committees of the Student Senate and recommend to the Student Consultative Committee any changes in committee structure, charge, or membership which it deems appropriate.
- d. To review and forward as appropriate to the Student Senate any proposed changes to the charge, membership, or ex officio members for committees of the Student Senate prior to approval from the Student Senate.
- e. To recommend to the Senate Committee on Committees, the Faculty Committee on Committees, the Student Consultative Committee, and the Senate Consultative Committee such actions or policies as it deems appropriate.

...

COMMENT:

The Student Committee on Committees (SCOC), met in March to discuss the annual student committee appointment process as some committee chairs were asking for student committee member appointments to be made in spring or early September, instead of late October-mid November. This would allow all student members to attend the first committee meeting in the fall when planning for the year takes place.

When discussing this issue, SCOC members also discussed the membership/attendance issues that prohibit the functioning of the body or the implementation of an earlier appointment process. For this year, only Twin Cities undergraduates and the Morris representative have been appointed. This has been a pattern for the committee for over five years. Also, the Twin Cities members were not elected until October of this year as there was not quorum at the final Student Senate meeting of the previous academic year.

As most of the work of the committee should be scheduled in September so all students are appointed to Senate committees by the time these committees begin meeting, this timeline is difficult to follow when most SCOC members are not appointed/elected in the spring.

Therefore members are proposing that the membership of SCOC be more closely tied to that of the Student Consultative Committee (SSCC) and that appointments of the final SCOC members not wait until fall semester as is the current practice. The proposal also allows SSCC to elect nominated student senators if quorum does not exist at the final Student Senate meeting in the spring.

**JONATHAN COLEMAN, MEMBER
STUDENT COMMITTEE ON COMMITTEES**

**8. RESOLUTION ON EXCUSED ABSENCE FOR ELECTION DAY VOTING
Action
(10 minutes)**

MOTION:

To approve the following resolution.

Resolution on Excused Absence for Election Day Voting

The University of Minnesota Student Senate recommends to the President that the University revise its policy¹ regarding legitimate absences to include voting in local, state, or national elections as a legitimate absence for which students will not be penalized.

COMMENT:

The Senate Committee on Student Affairs (SCSA) moves the above resolution for the Student Senate. The SCSA believes that voting is a basic right guaranteed to voting-age students at the University of Minnesota; and many students encounter difficulties in scheduling time for voting due to constraints including commuting, and academic and extracurricular commitments.

The Minnesota Public Interest Research Group reports that not having sufficient time to vote is the top reason students give for failing to vote. Revising the University's policy would help ensure students have the time to exercise this basic civil duty and would increase the number of students participating in the democratic process.

Moreover, Minnesota State Statute Section 204C.04² gives every employee who is eligible to vote the right to "be absent from work for the time necessary to appear at the employee's polling place, cast a ballot, and return to work on the day of that election, without penalty or deduction from salary or wages because of the absence." The SCSA believes students should be accorded a similar right to vote without risk of academic penalty.

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

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

¹ <http://www.policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>

² <https://www.revisor.mn.gov/statutes/?id=204c.04>

9. RESOLUTION SUPPORTING THE REAL FOOD CHALLENGE

**Action
(10 minutes)**

Language will be distributed prior to the meeting.

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

10. RESOLUTION ON STUDENT ADVISING

**Action
(10 minutes)**

MOTION:

To approve the following resolution.

Resolution on Academic Advising

The Student Senate recommends that the President and the Board of Regents consider the data gathered by the University of Minnesota Duluth Task Force on Advising to help them implement standardized advising expectations and procedures for student advising on all campuses.

COMMENT:

The University of Minnesota Duluth (UMD) Task Force on Advising was charged with the responsibility of analyzing the current advising process at UMD and then putting forth recommendations as to what would be the best way to resolve the issues. This process took place from October 30, 2009 to March 10, 2010. The research was extensive and comprehensive. Because this is a developing issue on the Duluth campus it was brought to the Student Senate to find out if it was an issue on other campuses as well. The following statements are not all of the material gathered from the task force but rather a few highlights that should be taken into consideration:

- Advising goals are not clearly articulated nor assessed to determine how well they support students' transition to college, degree progress, attainment of education and career goals, and satisfaction.
- Some students perceive their advisors as not caring about their individual progress and educational goals.
- Some students do not take full advantage of their advisee-advisor relationship or are ill prepared to benefit from meetings with their advisors.
- Some faculty may not invest time and effort in their advising role because it is not valued within tenure, promotion, and merit reviews, or because of lack of time, given other responsibilities, to devote to advising.
- Expectations for collaboration are not clearly communicated from administration.
- Institutional expectations of advising are not explicit.
- A significant percentage of students report dissatisfaction with advising indicating that it does not meet their expectations.
- Primary advisor tools (e.g. APAS and Graduation Planner) lack data integrity due to inaccuracies in PCAS and ECAS

**HARRISON DEFRIES, MEMBER
STUDENT SENATE CONSULTATIVE COMMITTEE**

**11. APPOINTMENT OF 2012-13 STUDENT SENATE MENTORS
(5 minutes)**

FOR INFORMATION:

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

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

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

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

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

**12. ELECTION OF 2012-13 STUDENT SENATE/
STUDENT SENATE CONSULTATIVE COMMITTEE CHAIR
Election by 2012-13 Senators Only
(10 minutes)**

**13. ELECTION OF TWO 2012-13 COMMITTEE ON COMMITTEES MEMBERS
Election by 2012-13 Senators Only
[One coordinate campus senator and one Twin Cities senator]
(5 minutes)**

**14. ELECTION OF 2012-13 TWIN CITIES MEMBERS OF THE
STUDENT SENATE NOMINATING COMMITTEE
Election by 2012-13 Twin Cities Senators Only
[One Twin Cities undergraduate senator and
one Twin Cities graduate/professional senator]
(5 minutes)**

15. OLD BUSINESS

16. NEW BUSINESS

17. ADJOURNMENT

9. RESOLUTION SUPPORTING THE REAL FOOD CHALLENGE

Action
(10 minutes)

MOTION:

To approve the following resolution:

RESOLUTION SUPPORTING THE REAL FOOD CHALLENGE

Because the University of Minnesota has led the way in educating the public on the ways in which it understand food systems, the Student Senate believes that the administration of the University of Minnesota should consider the feasibility of signing on to the *Real Food Campus Commitment* through the Real Food Challenge (<http://realfoodchallenge.org/commitment>).

As per the *Campus Commitment*, the Student Senate believes that the University of Minnesota should:

- “Commit to annually increasing procurement of ‘real food’ – defined as local/community-based, fair, ecologically sound, and/or humane ... so as to meet or exceed 20% of food purchases by 2020.”
- “Commit to establishing a transparent reporting system ... to assess food procurement and commit to compiling these assessment results in an *annual progress report*.”
- “Commit to forming a *food systems working group* ... responsible for developing and coordinating the implementation of an official *real food policy* and *multi-year action plan*.”
- “Commit to making the *real food policy*, *multi-year action plan* and *annual progress reports* publicly available online and through the Real Food Challenge.”
- “Commit to increasing awareness about ecologically sustainable, humane and socially equitable food systems on campus through co-curricular activities, cafeteria-based education and other appropriate means.”

JOSHUA PRESTON, CHAIR
STUDENT SENATE CONSULTATIVE COMMITTEE