

**2012-13 UNIVERSITY OF MINNESOTA**

**FEBRUARY 28, 2013**

**UNIVERSITY SENATE MINUTES: No. 3  
FACULTY SENATE MINUTES: No. 3**

The third meeting of the University Senate and Faculty Senate for 2012-13 was convened in Coffman Theater on Thursday, February 28, 2013, at 2:31 p.m., as a joint meeting of the two bodies. Coordinate campuses were linked by ITV. Checking or signing the roll as present were 19 academic professional members, 19 civil service members, 119 faculty/academic professional members, and 22 student members. Vice Chair Russell Luepker presided.

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

**UNIVERSITY SENATE**

Procedure on Hiring Senior Administrators: Senate Committee Involvement  
Approved by the: University Senate May 3, 2012  
Approved by the: Administration PENDING  
Approved by the: Board of Regents – no action required

**2. ADVISORY COMMITTEE ON ATHLETICS  
FACULTY ACADEMIC OVERSIGHT COMMITTEE ON INTERCOLLEGIATE  
ATHLETICS  
SENATE CONSULTATIVE COMMITTEE  
Statement on Conference Expansion  
Information for the University Senate**

**FOR INFORMATION:**

January 25, 2013

Dear President Kaler:

We were pleased to have the opportunity to hear you address issues regarding the expansion of the Big Ten Conference at the FCC meeting on December 6, which ACA and FAOCIA were invited to attend. After that meeting, the ACA met and decided that it wanted to make an official statement about expansion and the criteria that are important to them for you to consider should further expansion occur. We thought it would be important to have such statement come from both ACA and FAOCIA. It is below.

The statement will be sent to FCC/SCC and then on to the University Senate for information. Let us know if you have any questions or concerns.

**Statement on Conference Expansion**

The Advisory Committee on Athletics (ACA) and the Faculty Academic Oversight Committee on Intercollegiate Athletics (FAOCIA) understand there is a strong possibility of further expansion of the Big Ten Conference and that there may be no time for campuses to consult.

Given that possibility, we believe these issues should be considered carefully before a decision is made about extending an invitation to an institution to join the Big Ten Conference:

*1. A new institution must match the academic emphasis of the Big Ten.*

It is imperative that the academic standards and credentials of an institution reflect the academic quality of the University of Minnesota and members of the Committee on Institutional Cooperation (CIC).

Institutions under consideration should:

- Be Associate of American Universities (AAU) members
- Place a strong emphasis on academic excellence
- Have robust research and scholarship programs
- Demonstrate strong graduation rates

*2. A new institution must match the athletic culture of the Big Ten.*

Institutions under consideration should:

- Value student-athlete welfare above athletic success
- Maintain high Academic Progress Rates (APRs) throughout all athletic programs
- Have a culture of compliance and a vigorous Athletic Compliance Office
- Provide strong academic support to student-athletes
- Demonstrate a commitment to institutional control as described in the Freeh Report and is being considered by the Big Ten

*3. Financial benefits of expansion proposals should be conservatively evaluated.*

- Potential benefits should be rigorously scrutinized by independent experts
- Financial benefits should not jeopardize the education of student-athletes – for example, increasing travel days for student-athletes from expanding mid-week games at the behest of television networks

*4. Equity and diversity – An institution considered for expansion should match the University of Minnesota’s commitment to diversity and to equity for women and to non-revenue sports.*

*5. The wellbeing of student-athletes should be a primary consideration.* Even minor points can have large effects. For example, a small increase in flight duration can necessitate an earlier departure, resulting in more missed classes.

*6. Consult as broadly as possible before agreeing to expansion.* Given the complex impacts of expansion, the President should make use of those faculty and staff with extensive experience with Athletics, including members of the Athletics Department and the relevant governance committees.

[This statement was approved by the Advisory Committee on Athletics and the Faculty Academic Oversight Committee on Intercollegiate Athletics on January 25, 2013, and the Senate Consultative Committee on February 14, 2013.]

**PAUL SILICIANO, CHAIR  
ADVISORY COMMITTEE ON ATHLETICS**

**SUSAN MEYER GOLDSTEIN, CHAIR  
FACULTY ACADEMIC OVERSIGHT COMMITTEE  
ON INTERCOLLEGIATE ATHLETICS**

**SALLY GREGORY KOHLSTEDT, CHAIR  
SENATE CONSULTATIVE COMMITTEE**

**3. SENATE CONSULTATIVE COMMITTEE  
Ex Officio Members on Committees  
Information for the University Senate**

**FOR INFORMATION:**

According to the charge to the Senate Consultative Committee, it has the authority "[t]o make editorial changes in University Senate policies and documents (including the constitution, bylaws, and rules) to reflect changes in titles of administrative offices or officers; the changes will be reported to the University Senate for information."

The Senate Consultative Committee voted in February 2013, to approve the following changes to the University Senate Rules, Article II, Section 1 (language to be added is underlined; language to be deleted is ~~struck out~~):

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

**1. Ex Officio Members of University Senate Committees**

...

- **Advisory Committee on Athletics**--Director of Intercollegiate Athletics; Director of Academic Counseling; Director of Athletic Compliance

- **All-University Honors**--Office of the Senior Vice President for Academic Affairs and Provost; ~~Office of the Vice President for University Relations (two representatives, including one from Alumni Relations);~~ Office of the President (three representatives, including one from Alumni Relations and one from the Office of Development); Office of the Chancellor – Duluth; Office of the Chancellor - Crookston

- **Disabilities Issues**--Office of the Senior Vice President for Academic Affairs and Provost (the University ADA coordinator); ~~Office of the Vice President~~ for Equity and Diversity (Disability Services)

- **Equity, Access, and Diversity**-- ~~Office of the Vice President~~ for Equity and Diversity (two representatives, including one from the ~~Office of the Vice President and Vice Provost for Equity and Diversity and one from the~~ Office of Equal Opportunity and Affirmative Action); representative from the Women's Faculty Cabinet

...

- **Social Concerns**--Office of the Vice President for Budget and Finance (Office of Investments and Banking); Office of the Senior Vice President for Academic Affairs and Provost (Office of Student Affairs); ~~Office of the Vice President~~ for Equity and Diversity (Office of Equal Opportunity and Affirmative Action)

...

**SALLY GREGORY KOHLSTEDT, CHAIR  
SENATE CONSULTATIVE COMMITTEE**

#### **4. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY**

##### **FACULTY/ACADEMIC PROFESSIONALS/STAFF**

Virginia Aldag  
Instructor  
Education – University of Minnesota Duluth  
1950 – 2012

Stowe Badenoch  
Lecturer  
Degree and Credit Programs  
1938 – 2012

Dennis Borman  
Stores Specialist  
Facilities Management  
1945 – 2012

Margaret E. Carlsen  
Senior Food Service Worker  
Food Service – University of Minnesota Morris  
1939 – 2012

Nicki Crick  
Professor  
Child Development  
1958 – 2012

William DeJohn  
Program Director  
Minitex  
1940 – 2012

Caryl J. DeYoung  
Community Health Assistant  
Epidemiology  
1931 – 2012

Richard Estensen  
Professor  
Lab Medicine and Pathology  
1934 – 2012

Thomas Fiola  
Mechanic  
Facilities Management  
1951 – 2012

Roger Fischer  
Professor  
History – University of Minnesota Duluth  
1939 – 2012

Anita Folch  
Physical Therapist  
University Hospital  
1937 – 2012

Gregory Germaine  
Professor  
Diagnostic and Biological Sciences  
1941 – 2013

Larry Gruenwald  
Art Museum Preparator  
Museum – University of Minnesota Duluth  
1939 – 2012

Allan G. Haflund  
Mechanic  
Facilities Management  
1947 – 2012

Bonnie Houg  
Community Program Specialist  
General Internal Medicine  
1955 – 2013

Karis Hughes  
Junior Scientist  
Medicine  
1974 – 2009

Charles Huver  
Associate Professor  
Bell Museum of Natural History  
1933 – 2012

James Jentoft  
Building and Grounds Worker  
Facilities Management – University of Minnesota Duluth  
1974 – 2012

Robert Johnson  
Assistant Professor  
Liberal Arts and Education – University of Minnesota Crookston  
1937 – 2012

Roxanne Juvland  
Building and Grounds Worker  
Auxiliary Services  
1965 – 2012

Delores Knutson  
Senior Building and Grounds Worker  
Itasca Biology Station  
1942 – 2013

Clinton Kolaski  
Associate Professor  
Math and Statistics – University of Minnesota Duluth  
1938 – 2012

Norma Liboon  
Principal Administrative Specialist  
History  
1942 – 2012

Bernard Lindgren  
Professor  
Statistics  
1924 – 2012

Chun Jo Liu  
Professor  
Linguistics  
1922 – 2012

Herbert Mohring  
Professor  
Economics  
1928 – 2012

Barbara E. Murphy  
Building and Grounds Worker  
Auxiliary Services  
1939 - 2012

John Ohlfest  
Associate Professor  
Pediatrics  
1977 – 2013

Sonja Olson  
Teaching Specialist  
Continuing Education – University of Minnesota Duluth  
1958 – 2012

Erik Peterson  
Building and Grounds Worker  
Facilities Management – University of Minnesota Duluth  
1971 – 2012

Ernest Retzel  
Senior Research Associate  
Research Informatics  
1949 – 2012

Ivan Ross  
Professor  
Marketing

1940 – 2012

Milan Samshal  
Building and Grounds Worker  
Northwest Research and Outreach Center  
1931 – 2012

Christine Sathers  
Building and Grounds Worker  
Facilities Management – University of Minnesota Duluth  
1948 – 2012

Sharon Satterfield  
Associate Professor  
Family Medicine and Community Health  
1944 – 2012

Harlan Smith  
Professor  
Economics  
1914 – 2013

Michael Speight  
Assistant to  
Student Finance  
1962 – 2012

Elizabeth Sundheim  
Staff  
Bookstore  
1917 – 2012

Ruth Thomas  
Professor  
Curriculum and Instruction  
1943 – 2013

Hugh Thompson  
Physician  
Boynton Health Services  
1915 – 2013

Anne T. Truax  
Associate to  
Organizational Leadership and Policy Development  
1925 – 2012

Thomas Waters  
Professor  
Fisheries, Wildlife and Conservation Biology  
1926 – 2012

Ralph Williams  
Associate Professor

Humanities – University of Minnesota Morris  
1916 – 2013

Marcy Zachmeierruh  
Program Associate  
Global Studies and Strategy Alliance  
1958 – 2012

### **STUDENTS**

Matthew D. Challou  
College of Science and Engineering

Ernest Collins  
University of Minnesota Crookston

Hannah Gamble  
College of Continuing Education

Alexandra McHale  
College of Liberal Arts, University of Minnesota Duluth

Michael Powell  
College of Liberal Arts

### **5. MINUTES FOR DECEMBER 6, 2012 Action by the University Senate**

#### **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/121206sen.pdf>

**STUART GOLDSTEIN, CLERK  
UNIVERSITY SENATE**

#### **DISCUSSION:**

With no discussion, a vote was taken and the motion was approved.

**APPROVED**

### **6. INTRODUCTIONS**

**Norwood Teague, Director of Intercollegiate Athletics – Twin Cities  
Pam Wheelock, Vice President for University Services  
Brian Herman, Vice President for Research**

Norwood Teague, Vice President Pamela Wheelock, and Vice President Herman were introduced to the Senate.



## **7. SENATE CONSULTATIVE COMMITTEE REPORT**

Professor Sally Gregory Kohlstedt, Chair of the Senate Consultative Committee (SCC), stated that SCC met twice since the last University Senate meeting. In January, Vice President Wheelock joined the meeting to discuss the parameters of the revised alcohol policy, which SCC then endorsed. At that meeting the *Wall Street Journal* article and job family study was also discussed. Human Resources will be invited to a future meeting to address these topics and answer questions.

In trying to meet with each chancellor, the SCC held a lunch with Chancellor Wood from Crookston. Much of the conversation focused on what the other campuses could learn from Crookston regarding online teaching and learning.

At the February meeting, modifications to the Conflict of Interest policy were endorsed and the Big Ten expansion was discussed, including standards for future expansions.

## **8. UNIVERSITY SENATE OLD BUSINESS**

**NONE**

## **9. UNIVERSITY SENATE NEW BUSINESS**

**NONE**

## **10. UNIVERSITY SENATE RECESS**

The University Senate recessed at 2:53 pm.

## **11. 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 January 2013

Approved by the: Board of Regents – no action required

Administrative Policy on Faculty Development Leaves

Approved by the: Faculty Senate December 6, 2012

Approved by the: Administration January 2013

Approved by the: Board of Regents – no action required

**12. FACULTY CONSULTATIVE COMMITTEE**  
**Ex Officio Members on Committees**  
**Information for the Faculty Senate**

**FOR INFORMATION:**

According to the charge to the Faculty Consultative Committee, it has the authority "[t]o make editorial changes in Faculty Senate policies and documents (including the constitution, bylaws, and rules) to reflect changes in titles of administrative offices or officers; the changes will be reported to the Faculty Senate for information."

The Faculty Consultative Committee voted in February 2013, to approve the following changes to the Faculty Senate Rules, Article II, Section 1 (language to be added is underlined; language to be deleted is ~~struck out~~):

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

**1. Ex Officio Members of Faculty Senate Committees**

...

- **Educational Policy**--Office of the Senior Vice President for Academic Affairs and Provost (two representatives, Vice Provost and Dean for Undergraduate Education; Vice Provost and Dean for Graduate Education); Office of the ~~Senior~~-Vice President for Health Sciences

...

- **Research**--Office of the Senior Vice President for Academic Affairs and Provost (~~two~~ representatives, including the ; Director of the Agricultural Experiment Station); Office of the Vice President for Budget and Finance; Office of the ~~Senior~~-Vice President for Health Sciences; Vice President for Research (two representatives); University Librarian; Director of Institutional Compliance

...

**SALLY GREGORY KOHLSTEDT, CHAIR**  
**FACULTY CONSULTATIVE COMMITTEE**

**13. ACADEMIC FREEDOM AND TENURE COMMITTEE**  
**JUDICIAL COMMITTEE**  
**Amendments to the Faculty Senate Judicial Committee Rules of Procedure**  
**Information for the Faculty Senate**

Rules 16.3 of the Board of Regents Policy: *Faculty Tenure* provides that: *The senior vice president for academic affairs and provost and the Tenure Committee may ... jointly approve the procedures proposed by the Judicial Committee under Section 13.2. Such procedures must be reported to the Faculty Senate and the Board of Regents before they go into effect.*

To prepare to present the Senate Judicial Committee Rules of Procedures to the Board of Regents, the rules of procedure were revised in their entirety by the Senate Judicial Committee.

The Senate Judicial Committee Rules of Procedures govern how the Senate Judicial Committee hears individual cases. The Senate Judicial Committee systematically reviewed its Rules of Procedures in concert with the changes to the Board of Regents Policy: *Faculty Tenure* and the Administrative Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty to confirm compliance with both documents.

There are only a few significant changes:

- Clarification of some definitions, jurisdiction in Rule 8, and provisional relief in Rule 9.
- Removal of the Motion to Dismiss from Rule 10.

These revisions has been accepted by the Senate Judicial Committee and jointly approved by the Senior Vice President for Academic Affairs and Provost and the Academic Freedom and Tenure Committee. They are now presented to the Faculty Senate for information.

The revised Rules are available on the web at:  
<http://www1.umn.edu/usenate/judicial/13revisedsjrules.pdf>

**CARL BRANDT, CO-CHAIR  
ACADEMIC FREEDOM AND TENURE COMMITTEE**

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

**BRIAN HORGAN, CHAIR  
JUDICIAL COMMITTEE**

**14. EDUCATIONAL POLICY COMMITTEE  
Letter to Vice Provost McMaster regarding Grading  
Information for the Faculty Senate**

**FOR INFORMATION:**

February 2013

Dear Vice Provost McMaster:

In the summer of 2011, Professor Christopher Cramer, then chair of the FCC, asked SCEP to initiate a discussion of grading practices and to investigate the possibility of including information on student transcripts about the “context” of grades. SCEP spent over a year investigating and discussing several options that could provide additional information about grades in context and will provide FCC with an annotated list of these options soon. Meanwhile, SCEP members agree with Professor Cramer that more attention should be given to grading practices and to encouraging high standards for the A grade. We therefore recommend the following administrative practices for your consideration:

1. **Confirm the role of faculty oversight of courses, grading, and the curriculum:** The faculty is responsible for assigning grades in their courses. They are responsible for making sure that their grades accurately assess student performance and are based on the standards of their unit and discipline. The faculty of a unit has oversight of the curriculum. In order to perform this duty effectively, faculty should periodically review grade distributions for courses offered by the unit. This information is useful in curriculum planning and advising students.

2. **Clarify the role of collegiate and department administrators in the oversight of grading:** Information about grades in courses is available to faculty on the umreports website. Associate Deans for Undergraduate Education should retrieve reports on the grade distributions for units in their colleges at the end of each semester. The distributions should be reviewed with each Department Chair and/or Director of Undergraduate Studies. The Department Chairs and/or Directors of Undergraduate Studies should retrieve the grade distributions for all sections of courses in their programs at the end of each semester. Department level administrators should discuss with faculty courses in which grades deviate significantly from either grades in similar courses or a statistically normal distribution, and courses in which grades differ greatly among sections.
3. **Protect the quality of undergraduate education and the students' educational experience by encouraging new instructor training mentoring, and dialogue:** While assigning grades is an instructor responsibility, new instructors may not have received training or mentoring on the processes of creating effective assignments and creating rubrics for grading them. New instructors may also not be aware of the typical competencies of students at various stages in their educations or may not appreciate why truly outstanding students deserve to be awarded a higher grade than students who simply met the course requirements. Directing new instructors to training before the term starts, providing them with mentoring during their first term, and engaging them in dialogue with experienced instructors will help instructors grade effectively.
4. **Require undergraduate programs to answer questions about the units' grading practices as part of departmental/unit reviews. These questions might include:**
  - a. How are student grades related to the achievement of learning outcomes? Does the undergraduate program offer any courses with an A-F grading system that could be better served by being offered S-N?
  - b. What standards are used to assign A grades? Units should refer to the Senate policy on permanent grades for academic work: <http://www.policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>
  - c. To what extent are grades consistent across sections of courses? Do inconsistencies reflect different student competencies or different grading practices?
  - d. How often do faculty participate in training to design effective assignments and give students useful feedback? How is that training delivered?
  - e. How do faculty share expectations about the level of skill development they expect students to achieve at various stages of their development?
  - f. What support is available for students enrolled in courses that have high potential for DFW grades?
  - g. Given that students' perceptions of grading practices may have a considerable effect on their evaluation of courses and instructors, how do departments take this effect into account in evaluating the performance of instructors? What measures do departments take in order to ensure that instructors, especially those on contingent or probationary appointments, feel free to assign grades according to the standards articulated in Senate policy?

**ALON MCCORMICK, CHAIR  
EDUCATIONAL POLICY COMMITTEE**

## **15. FACULTY CONSULTATIVE COMMITTEE REPORT**

Professor Sally Gregory Kohlstedt, Chair of the Faculty Consultative Committee (FCC), said that since the December Faculty Senate meeting, the FCC has met six times and has engaged in campus-wide meetings with various faculty groups to help determine faculty concerns for spring semester. In the past few months, FCC has met with President Kaler, Provost Hanson, Vice President Studham, Vice Provost McMaster, Vice Provost Schroeder, and the Associate Deans for academic affairs in the College of Liberal Arts, the College of Science and Engineering, and the Medical School. Topics that have been discussed include eLearning, special post-tenure review, undergraduate admissions, and graduate student support.

From meetings with Twin Cities department chairs, high on the list of concerns was graduate education, including constrained enrollments in some departments and colleges, the level of financial support for students funded by teaching assistantships and fellowships, the structural problems of rising tuition and benefit costs, and the related challenges for faculty with outside grants and stretched teaching assistantship dollars. These are not new issues, but in conversations Provost Hanson and Dean Schroeder brought the particulars of current concerns up to date. Dean Schroeder provided data on enrollment patterns, comparative levels of support across departments, and information on patterns of support in CIC institutions. He reported that the transition of some functions to the colleges is now essentially complete. Both the chairs and the administration discussed the problem of employment of Ph.D.s across the country that may justify shifting enrollments, but there was agreement that reductions need to be carefully planned with the good of departments and students in mind.

More recently, FCC met with a group of associate professors, tenured three years ago, to hear their perceptions about their relatively new status. Articles in the *Chronicle of Higher Education* noted that across the country associate professors have the lowest career satisfaction and that many feel that they have become a "sandwich generation." The group concurred that while assistant professors are protected from certain responsibilities and full professors had comfortably reached a plateau, associate professors confronted significant new expectations for leadership and service, were pushed to adapt the newest innovations in education, and were expected to maintain the same or higher levels of productivity. Several of the attendees had embraced new administrative or service responsibilities but also expressed concern about adequate recognition for such contributions. FCC also learned that this is also the cohort in their third year and thus facing the recently announced fourth-year review, which had taken some by surprise. FCC relayed that the policy had been recommended by the Academic Freedom and Tenure Committee (AF&T) two years ago as a mechanism to be sure that associate professors were being mentored in ways to position themselves for advancement to full professor and made it clear this is not equivalent to special post-tenure review. AF&T spoke this week with Vice Provost Carney and again expressed their support of the policy. They will be writing a statement to that effect.

The Library Committee brought a proposal in the fall, recommending consideration of a policy on open access of faculty publications using the University's Digital Conservancy. The arguments in favor of such a policy relate to the problem of access to the most recent scholarly publications in much of the world, including faculty and students at institutions in this country which do not have extensive journal contracts. But some members expressed concern about the income for smaller journals, and others worried about the time it would take to comply with a policy on article submission. As FCC learned about how this policy had been implemented at MIT, Stanford, and Harvard (as well as a number of other universities), it asked the Library Committee to modify their proposal in such a way that there were fewer burdens on faculty and to clarify the mechanism for opting out. This issue will be brought to the Faculty Senate for action at a later meeting.

Finally, FCC unanimously elected Professor William Durfee, currently chair of the Finance and Planning Committee and thus an ex officio member of the FCC, to serve as FCC chair for next year.

## **16. FACULTY LEGISLATIVE LIAISONS UPDATE**

Professor Buhr, one of the Faculty Legislative Liaisons along with Professor George Sheets, stated that they have spent time with Government Relations staff to understand the full University request and how budget cuts affect faculty, staff, and students. They have then used this information in meetings with legislators and their staff, and when attending higher education and bonding bill hearings. They also arranged for mechanical engineering faculty to attend the House bonding bill hearing to discuss HEAPR funding.

His observations from this session are that the legislature is concerned with affordability, access, and gaps in preparatory education, workforce and economic development, administrative overhead at the University, MOOCs, and unspent University cash reserves. Most legislators have been receptive to the University's proposal.

Besides funding requests, the legislature is also discussing open access to digital resources for students and in-state tuition for unlawful immigrants.

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

### **Slate of Candidates**

### **Action by the Twin Cities Faculty Delegation and UMD Faculty Senators**

#### **MOTION:**

To approve the following six people to stand for election to the Faculty Consultative Committee, from which one of each pair are to be elected by the Twin Cities and non-represented UMD faculty for a term of 2013-16. First pair: Professors David Andow and Karen Mecse; Second Pair: Professors Jigna Desai and Christopher Uggen; Third Pair: Professor David Ingbar and Jean Wyman. A simple majority is required for approval.

#### FIRST PAIR

**DAVID ANDOW:** 1984\*, Professor of Entomology, College of Food, Agricultural, and Natural Resource Sciences. University Senate member: None. Senate Committee participation (past and present): Judicial, 2007-13.

**KAREN MESCE:** 1988\*, Professor of Entomology, College of Food, Agricultural, and Natural Resource Sciences. University Senate member: 2009-10. Senate Committee participation (past and present): None.

#### SECOND PAIR

**JIGNA DESAI:** 1992\*, Associate Professor of Gender, Women, and Sexuality Studies, College of Liberal Arts. University Senate member: 2003-04. Senate Committee participation (past and present): None.

**CHRISTOPHER UGGEN:** 1995\*, Professor of Sociology, College of Liberal Arts. University Senate member: 2010-13. Senate Committee participation (past and present): None.

#### THIRD PAIR

**DAVID INGBAR:** 1991\*, Professor of Medicine, Medical School. University Senate member: 1995-98, 2000-06, 2007-13. Senate Committee participation (past and present): None.

**JEAN WYMAN:** 1997\*, Professor of Nursing, School of Nursing. University Senate member: None. Senate Committee participation (past and present): None.

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\*Date of initial appointment at the University.

**FOR INFORMATION:**

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

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

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

- Avner Ben-Ner, Carlson School of Management
- James Cloyd, College of Pharmacy
- Sally Gregory Kohlstedt, College of Science and Engineering
- Elaine Tyler May, College of Liberal Arts
- James Pacala, Medical School
- Rebecca Ropers-Huilman, College of Education and Human Development

The terms of Peter Bitterman (Medical School), Nancy Ehlke (College of Food, Agricultural, and Natural Resource Sciences), and Walt Jacobs (College of Liberal Arts) expire at the end of the academic year.

**RUSSELL LUEPKER, CHAIR  
NOMINATING SUBCOMMITTEE**

**DISCUSSION:**

A senator asked that more information on candidates be provided next year before a vote is taken on the slate of candidates.

With no further discussion, a vote was taken and the motion was approved.

**APPROVED**

**18. FACULTY SENATE OLD BUSINESS**

NONE

## 19. FACULTY SENATE NEW BUSINESS

NONE

## 20. FACULTY SENATE ADJOURNMENT

The Faculty Senate adjourned at 3:12 pm.

## 21. UNIVERSITY SENATE RECONVENE

The University Senate reconvened at 3:30 pm.

## 22. STATE OF THE UNIVERSITY ADDRESS

Good afternoon.

I'll start with the obvious; we are in the midst of the perfect storm around higher education.

Like all land-grant, top-tier public research universities, at the University of Minnesota, the economic crisis fueled severe budget cuts and drove tuition increases and, consequently, student debt. The scarcity of jobs for some college graduates—here and nationally—has also driven heightened public angst and demagoguery about the value of a college education.

But, to me, even in the face of these very real concerns, much of the public conversation about higher education feels a little bit like a knee-jerk reaction, or worse. As you know, all sorts of ideas are flying around to allegedly improve higher education.

For example, in December, Florida's governor suggested that students should pay more for an English degree than to earn an engineering degree. Here's the theory behind that, as best as I understand it: His state aims to encourage more students to study engineering (for example) because humanities and liberal arts graduates simply won't bring as much "strategic" value to employers. Similarly, a member of Congress recently proposed to cut federal funding for the social sciences.

These proposals are nonsense.

Every day, Minnesota CEOs tell me that they need college graduates who are critical thinkers, clear writers, and are multilingual. To compete in an increasingly diverse state and rapidly changing economy, employers need to hire young people who can:

- communicate well,
- work effectively in groups and across cultures,
- have global experience, and
- who can bring an interdisciplinary perspective to solving critically important problems.

It's easy to toss out so-called "bold ideas." And—don't get me wrong—we need bold ideas. We need to embrace change, reward innovation, and try new teaching and research models.



But we need ideas that work for the University of Minnesota, and for our state. We need to embrace the change in a Minnesota Way. No state has quite as distinctive a culture of innovation as we do, no comparable responsible business leadership, and no historic commitment to education as strong as ours. Historically, Minnesota has been a leader of reform. In that, we can claim a certain humble kind of above-average exceptionalism.

From farmer cooperatives in the late 1800s, to ensuring health care for the working poor in the early 1990s, to delivering the nation's highest voter turnout year after year after year, Minnesota has led, not lagged.

And this University also has a rich history of doing things the Minnesota Way. This year, we're celebrating 100 years of shared governance and 150 years of our great land-grant mission. From American studies, to economic theory, to informatics, to open heart surgery, and yes, even chemical engineering, we've broken new frontiers in the disciplines.

By bringing civility to the political arena at the Humphrey School, or preparing tribal leaders through the University of Minnesota Duluth's unique master's program, or starting an innovative new campus in Rochester, we are responsive to the needs of the people of Minnesota.

So, as we face our future—next year, next decade, and next century—I want us to meet it not by willy nilly chasing every new idea. I want us to move into the future on the path that's right for us, with the common good of the state and our students as priorities.

I'll talk in a few minutes about elements of our University's way forward, and the directions and work that I think we need to do together. But, first, I'd like to acknowledge Regents Cohen and Beeson. Thank you for being here.

Regent McMillan, thanks for watching with our students at UMD. Regent Simmons, thank you for watching at UMR. Thank you all for your support, which I deeply appreciate.

To our faculty and staff across all of our campuses, from Morris to Duluth, from Crookston to Rochester, thank you for joining in today, and for your important and hard work over the past year.

To our students, thank you for bringing such energy to this University, and to me.

Which leads to this personal note. Following these remarks, I will take questions, and already some have been submitted online. To submit questions, you can go to Twitter and direct them to #UMNSOTU.

But I want to jump the gun a bit because one question particularly struck me. Someone asked, in part, and I'll quote: "At a time when it is not easy to find good news about higher education, where can we find inspiration?... Put another way, 'What inspires you to come to work every day?'"

Well, first, I do like coming to work. In fact, I love to come to work. I like it because I truly believe in the mission of this great University. Our ability to change lives and make the world better is amazing.

Maybe that sounds a little trite, but it is something that holds me in awe, and I hope it does you, too. I can't imagine more important work, and I feel privileged to have the job that I have.

But I also love this job because this University is complex, dynamic, and filled with challenges, every day, every hour. I'm an engineer, and I like to solve problems. And I like to be around smart people. I get to do these things every day.

When I see the ideal University of Minnesota, I see a place of great hope, great opportunity, and great achievement. It is a place that should be accessible, but one where excellence is the mark.

It should be a place that is a pathway to a better life for our students, but also one where the best students in Minnesota come and are challenged, and where the best faculty and staff want to be. And that goal brings me to work every day.

By all measures, this is a great university, one of the nation's best, and an incredible place and community, whether that community is in Crookston or Duluth, Morris or Rochester, or right here in the Twin Cities. Across the board, we have remarkable, world-class excellence.

I know, we're not perfect, but our flaws are not fatal, and the state of the University of Minnesota is strong. We've accomplished much together in the past year.

A commitment to affordability and access for our students—combined with excellence in what we do—continues to be my highest set of priorities.

As you know, in our budget request we've proposed to renew our partnership with the state for a two-year freeze on tuition for Minnesota resident undergraduates on all of our campuses. I'll remind you that last year, we adopted the smallest percentage tuition increase in a dozen years. I won't be speaking much about our legislative request today, but—believe me—we are fighting hard for that zero tuition increase right now.

Put simply, we need to keep the public in public higher education.

We need the citizens of our state to renew their partnership with us in a way that helps drive Minnesota's prosperity.

In return, we must—we must—demonstrate the exceptional and irreplaceable value the people of Minnesota get from that investment. That includes investing in cutting-edge research, which drives Minnesota's innovation and discovery culture, and economy.

Our MnDRIVE proposal to advance innovations in food, water quality, robotics, and brain disorders focuses on the needs of our citizens, our business community, and on the emergence and growth of new industries.

Minnesotans simply cannot afford NOT to invest in research and innovation.

This morning the state's budget forecast was released and the shortfall is now less than expected, which is good news and encouraging for higher education.

In addition to advancing our twin goals of excellence and access, we've achieved a great deal in the past year and I want to walk you through some of them.

I said I wanted us to establish entrepreneurial leaves for faculty, and the Regents have approved that.

I proposed making better use of our facilities and our faculty capacity on the Twin Cities campus during the summer, and we recently announced a pilot program in the College of Design.

I encouraged us to bring our expertise and our research capability to the forefront to help close Minnesota's achievement gap for our youngest citizens. We've done that by asking our College of Education and Human Development and the new Campbell Leadership Chair Professor, Michael Rodriguez, to help coordinate and lead this work across the University and with our communities.

In the Twin Cities, a group of civic and business leaders launched Generation Next, a broad-based partnership to tackle the achievement and opportunity gap. And I'm pleased to represent the University's commitment as co-chair of that initiative.

To drive our diversity agenda, I committed to maintaining leadership of the Office for Equity and Diversity at a vice presidential level. We are delighted that Katrice Albert, who is currently at Louisiana State University, will join us later this year.

This year, we opened Huntley House, a first-of-its-kind, living-learning experience for African-American men on the Twin Cities campus.

I set aside funds last year to hire faculty, filling some of the positions left open during the years of severe budget reductions and to meet strategic goals. The hiring pace in CLA is the highest it's been since 2007. To date, we have hired 92 full-time faculty members system-wide, 65 of which are tenure or tenure track.

To advance teaching and learning, I vowed to invest in eLearning.

As you might remember, our Crookston campus was a pioneer in distance learning and the first in the country to supply laptops to our students way back in 1993. But in the 21st century, we need to drive a modern and coherent strategy to bring technology to the classroom, to modernize our distance offerings, and test new models, including Massive Open Online Courses, or MOOCs.

We announced last week our partnership with Coursera, which offers exciting possibilities. In CEHD, we're pioneering the use of iPads to enhance teaching and learning. What we learn there will inform the strategy for other colleges. These are just the first steps in the development of a comprehensive eLearning strategy being led by Provost Hanson.

I think it's clear that the question and the challenge of the time is how eLearning—and other innovations that we can imagine or dream about—will impact what we do in the classroom. MOOCs are a tactic—one tactic—and likely an important tactic. However, they are not in and of themselves the silver bullet for achieving cost savings, access, or academic excellence.

Carlson School Dean Sri Zaheer spoke eloquently on this topic, calling MOOCs and other trendy techniques the "Big Mac" of higher education. That is, a product that is brought to scale quickly to meet a need.

But, she asks—and I'll quote: "What nourishment are you missing out on when you get the Big Mac instead of the three-course meal?"

To me, there is a big and important difference between the fast food option and what Dean Zaheer calls the slow food approach. In the slow food model, the chefs—our faculty—still use all the digital technologies available, but we retain the master teacher, who, face-to-face, can inspire our students even as our students learn together.

Even with MOOCS, instructors will not become obsolete. Most importantly, I want this first step with Coursera to galvanize our creativity and to enable you, our faculty, staff, and students to bring your ideas for using eLearning on all of our campuses.

On other accomplishments, after 75 years, we merged the University of Minnesota Foundation and the Minnesota Medical Foundation to better serve our donors, who contributed nearly a quarter-billion dollars to the University last year.

We are in demand. We have more than 42,000 applicants to our Twin Cities campus, a record, and applications are up over all of our campuses.

Our first-year retention statistics are excellent system-wide, and have now reached 91 percent on our Twin Cities campus.

Our four-year graduation rates are up on all of our campuses. It seems to me we must be doing something right.

This past year, we made great progress on Operational Excellence. I just know that Op Ex is nearly everyone's favorite topic, and, but I am going to talk about it again!

I think this is exciting, and I know it is fundamentally important and necessary for our future. It is our way of doing business—to reduce costs and improve efficiency in our University.

It is not only that students, parents, and Minnesotans who support this University are demanding it. It's the right thing to do.

We need to drive administrative costs down and demonstrate exceptional stewardship of our precious resources: state and tuition dollars, and federal and private grant funding.

When we're able to do that we are able to invest more in our core mission: teaching, research, and public engagement. We are better able to support you: our students, our faculty, and our staff.

We've done a lot, but we must—and we will—do more.

Right now we are in the midst of analyzing our organizational structure to learn if and how we can be more efficient.

The Libraries have already completed a similar analysis with tremendous impact: By examining each job, the Libraries were able to reduce by 43 percent the number of supervisors with fewer than five direct reports. They achieved a 22 percent reduction in the number of supervisors overall, enabling them to direct their work full-time to delivering their mission.

At the same time, they implemented an intensive manager training program to improve operations and align people and resources with current priorities. If the Libraries can have such a positive impact with 272 employees, I think the opportunity system-wide for 19,000 employees is pretty substantial.

When we receive the results of our current analysis, any decisions that we make about our organizational structure will be thoughtful, transparent, and they will be fair.

We are also benchmarking ourselves in the key operational areas: finance, human resources, information technology, and purchasing because we want to see how our practices and costs stack up against peer institutions.

To give an example, in our Office of Information Technology, our partnership with Google and server consolidation initiatives have resulted in \$15 million a year in cost savings. With these savings, Vice President Scott Studham has been able to invest an additional \$3 million in academic technology support for faculty projects like MOOCs, and to help faculty integrate new technologies into their courses.

We eliminated the Offices of Academic Administration and Bursar, reducing our annual costs by \$2.2 million, while also tightening the reporting lines of our system-wide chancellors to me.

We've looked across the country at what others are doing. And, as what should be the Minnesota Way, we're out ahead on this, too.

The University of Texas at Austin, a great public university, recently released a report called "Smarter Systems For a Greater UT." We read that report with interest.

Their cost-saving initiatives include: energy savings and sustainability.

We've been working on that for years, with our Morris campus a national leader. And we've been saving almost \$6 million annually through energy conservation and by closing unused buildings on the Twin Cities campus.

UT wants to improve its technology commercialization operation to generate additional income.

We've done that. The U is now a leader in tech commercialization, our MN-IP intellectual property program has been a success, and we were recognized by the U.S. Department of Commerce and the White House last year.

UT wants to consolidate reporting lines and services in human resources and information technology, among other things.

We're already doing that.

So, we're executing Operational Excellence thoughtfully, but at a pace that I like.

Finally, I think we've made great progress forging the future of the Academic Health Center.

Last year in my State of the University address, I said we would complete an external review of the AHC to increase its national prominence, strengthen our health sciences, and move the Medical School forward.

We did that.

The review was helpful, and a faculty-led Medical School strategic planning effort is under way. This plan is designed to set priorities, achieve better alignment across departments, and give the Medical School the guiding "north star" that its faculty and staff desires.

Vice president for health sciences and dean of the Medical School Aaron Friedman has decided to step down at the end of the calendar year, and I thank him very much for his tremendous service.

This is a critical role and that person is an important member of my senior leadership team. We have launched the search for Dr. Friedman's successor. And you should know I am seeking an

exceptional leader with a vision to ensure the University of Minnesota is a leader locally, nationally, and globally in meeting the challenges of our changing healthcare environment.

While none of us knows for sure how healthcare reform will change our current system, there is strong consensus about a few things:

- First, keeping people healthy will be more important than ever.
- Care will more often be provided in community settings by teams of healthcare professionals.
- Health systems almost certainly will consolidate and high-end care will similarly consolidate at regional or national centers of excellence.
- Basic and clinical research will be employed to drive optimal outcomes.
- And finally, health care will be more consumer and patient centric.

Now, if you look into this future, you can see that the University of Minnesota's Academic Health Center is poised to meet this challenge.

Already, 70 percent of all the health sciences professionals working in this state are University graduates, and that will grow as our Rochester campus continues its unique role of preparing a new breed of health professionals. UMR will graduate its first class this spring.

The University has one of the most comprehensive academic health centers in the nation. With six health sciences schools, we're already training students to all work in medical teams that include physicians, pharmacists, nurses, and dentists, and to integrate traditional and holistic healing. We are leaders in interprofessional education with the only national center tackling that challenge. Our researchers and physicians are already bringing the latest in medical science to the bedside.

To advance this vision, our conversations with our partner, Fairview, continue. We want to forge a shared vision and create a truly integrated pre-eminent health system. We're working hard to make that to happen.

So, we've done a lot together this past year. It's been a very good year, and I thank you for the work that's enabled all we've done.

Now, let me talk for a little bit about where I'd like to see us go in the next 12 months. In July I will have completed two years at the University, believe it or not. The majority of a new senior leadership team will be in place, and we will know where our state allocation sits. I believe the time will be ripe later this year to develop a new strategic plan to guide the next generation of decisions.

The planning will have at least three components:

- examining our classroom and other teaching,
- our research endeavors, and
- how we deliver our mission to Minnesota and the world beyond.

I expect the plan to guide priority setting and create greater alignment and accountability across the University system. I want a process that is transparent and engaging to create a shared purpose, but I want to avoid being bogged down by excessive processes. It is not going to take us a year, and we're not going to form a hundred committees.

Over the next few months, I will work with my senior management team and governance to develop the planning process with a goal of launching in the fall.

Let me turn to graduate education.

I know that it is imperative that we maintain excellence in our graduate programs.

I came here as a graduate student and I am not about to be the president who lets our graduate programs slip away. We need strong, competitively funded programs to attract the best graduate students in the world to Minnesota.

Provost Hanson is partnering with deans and faculty leaders on the Twin Cities campus to devise a long-term, sustainable plan for recruitment of the very best graduate and professional students. As a first step, we are increasing funding for graduate fellowships this year. We've reallocated more than \$750,000 to Ph.D. fellowship funding. It's not enough, but it's a start in the right direction, and it builds on my commitment last year of additional doctoral dissertation fellowships.

Three years ago, as you know, we embarked on an experiment to change the way we managed our graduate programs. We gave the colleges resources, authority, and local control. We've learned a lot over the past three years. Now, I think it's time to take a look at what has worked—and perhaps has not worked—and to make recommendations for improvements.

It's time for what I've started to call "Graduate School 2.0." I am asking Provost Hanson and Vice Provost and Dean of the Graduate School Henning Schroeder to bring me recommendations in the fall to sharpen our focus on graduate education.

Meanwhile, on the research front, when I talk with faculty I consistently hear that we make it difficult, if not impossible, to do the kind of interdisciplinary work that defines the cutting edge in most fields and that is critical to solving most of today's problems. When I report that to the deans, they tell me that we can do it, but maybe the budget model gets in the way. Whatever the barriers are to interdisciplinary research, they need to go away.

Our new vice president for research Brian Herman has begun a strategic planning process for his office, and he wants to promote collaboration between researchers in all disciplines and to increase public-private partnerships. Of course, I strongly support that.

So today I am asking Provost Hanson and Vice President Herman to develop recommendations for facilitating more interdisciplinary teaching and interdisciplinary research.

Now, you know I've been on a quest to "free" our organization from unnecessary administrative burden—those that we impose on ourselves because we have a low tolerance for risk, or because we're afraid a misdeed of two decades ago will reappear again.

I expect and insist we will always meet our legal and regulatory obligations. At the same time, however, we must continue to recalibrate our risk tolerance. That means we must look at our own internal policies and ask the question—do they meet—or do they exceed—our legal or regulatory requirements?

If they are excessively burdensome, going beyond what the feds or other entities require us to do, we should change them...or at least make a conscious decision not to!

Today, I'm asking each vice president and each policy owner to review their policies through this lens of risk recalibration. I expect this will lead to substantial simplification in transactional activities for faculty and staff, and until we drive substantial simplification, we aren't going to stop pushing on this issue.

Just as tuition is the key topic to our students, and interdisciplinary approaches are important to our faculty, I hear from employees what's critical and crucial for them. I hear that they want to

be more fully engaged. They want a clearer career path. They want meaningful evaluations and career guidance.

That's why I'm pleased today to announce that we will soon roll out a comprehensive employee engagement strategy. This is a best practice used in many effective organizations. Engaged employees make for a better University, and we will improve what we do.

Finally, while I try my best to get out and meet students on a regular basis, sometimes that's hard to do. I miss being around students. I get great energy from them, and I want to see more of them. It's important to know their concerns and I feed off of their wonderful curiosity.

So, I'm going to start holding office hours for students on all of our campuses. As my schedule allows, they will occur monthly on our Twin Cities campus, and I have plans to visit the Crookston, Duluth, and Morris campuses in the coming months.

I will meet with students during my days there. I look forward to those conversations.

In closing, earlier this month, I was at the Capitol in St. Paul to testify before the Senate Higher Education Committee. I was joined by three students, four faculty members, and a business leader from Minnesota.

The students, with their energy and optimism, told the senators of their dreams, and how the University has helped them to achieve them.

The faculty members spoke of their discoveries and, with excitement, about what's next on the University's innovation agenda.

The business leader detailed to the Senate panel with passion and compelling facts how important our graduates and our research are to his industry, and others.

Here's what I saw:

When we display the energy of our students, the genius of our faculty, and the impact on the state's prosperity; when we fight for this University, we can help to put an end to the negative nonsensical narrative that higher education is somehow losing its worth.

In fact, our value—and our Return On Investment—is greater than ever.

The tenets of our Minnesota traditions—of serving the common good in a socially responsible way—are more important than ever. The exceptional Minnesota Way must guide us on a smart and steady road.

With what we do here now, we can ensure that the state and the University of Minnesota remain vibrant, relevant, efficient, global, and diverse into next year, and into the next decade.

In our own way, we all must fight for that.

Thank you.

### **23. QUESTIONS TO THE PRESIDENT**

Q: Diversity is a challenging issue. In today's speech you mentioned the new Vice President for Equity and Diversity and special programs currently taking place. A faculty member asked if the



University, as a public institution, can maintain its claim to excellence if it serves a population that does not reflect the larger society.

A: The University has to reflect the racial and ethnic makeup of the state. As I continue to state, the University cannot be excellent without being diverse. This includes different ways of thinking, knowing, and doing being brought together to learn from one another. 22 percent of the student population is now non-white so some progress has been made, but there are areas of enormous need and opportunity, such as the African American and African American male populations. I am looking forward to the Vice President driving diversity programs and engagement with my full support and as much involvement as I can give.

Professor Kohlstedt noted that this culture needs to be built by everyone who works and is educated here.

President Kaler replied that engagement is also needed earlier in the process to maintain a higher education pipeline. The achievement gap for K-12 students needs to be closed. He has put his time towards these efforts.

Q: A group who submitted many questions were University staff. They noted that there is much attention being paid to administrative costs, restructuring of job categories, and an analysis of spans and layers. They are concerned about the impact of potential changes from these efforts. As funds move from administrative to the academic side, will there be safeguards to ensure that these funding shifts do not all come at the expense of support staff with increased responsibility moved to academic staff?

A: Change can be a frightening prospect for many people and staff in Human Resources are working to communicate what these changes are about and to be transparent about what is being done. The University does not have a choice but to analyze what it does and align these efforts to be as efficient and effective as possible. This can make people uncomfortable, but these changes will be made fairly and be transparent. At the end, the University will be a better organization and employees will find it easier to do their work, make a contribution, and help the University move forward. The process will result in career paths that are clear and fair. The job family study is foundational to an organization since an employee hired to do a job in one place, should be compensated equally to someone doing the same job in another place. Work expectation and career trajectory should also be equivalent. If this is not in place, then there is built-in unfairness in the system.

Q: You have said that attending Gopher sporting events is an important way to build a vibrant University community. Do you have a similar view of the performing arts?

A: I have a similar view of the performing arts. My wife and I have a busy schedule but we look forward to these events as well. There are terrific art and music opportunities across the campuses and I encourage everyone to take advantage of those. I admit to being a college sports fan, but arts events are just as important.

Q: Is the controversy following "The Big O" seminar going to stop you from holding educational events on subjects that may be viewed as taboo even if the subject matter is essential to individual health and well-being? Why do University funds support these events instead of meaningful education

A: Fundamentally, I support the tenets of academic freedom, and that applies to that particular seminar. Faculty can propose topics that make people uncomfortable and provide a different way of thinking, and the University needs to be the place to hold these events, so no, they will not stop.

Q: How can the University more fully acknowledge the great things being done by undergraduate students?

A: Undergraduate success is energizing and uplifting for people to hear. The University is driving its communications to be bigger, more comprehensive, and better all the time. But there needs to be better ways to feed those successes to communications for publicizing, as this is where the breakdown occurs.

Q: What do you plan on doing to make the University more affordable for undergraduate students?

A: Affordability and accessibility are priorities of mine. However there are real costs that drive higher education, and these costs increase faster than the consumer price index (CPI) due to the costs associated with recruiting and retaining the best faculty and researchers, leading technology needs, and the number of people needed to support education. Tuition cannot be held flat unless the state becomes a significant partner, but the University can control some of its own cost drivers. Another factor is philanthropy. Last year the University gave away \$210 million in scholarship aid to help low and middle-class families.

Q: How can students be encouraged to be global citizens and community volunteers?

A: Scholarship support for study abroad is very important. Some programs now have a requirement for study abroad, but the University needs to make sure that they are educational and cost effective when they are required. This is a priority that corporations recognize when they are recruiting graduates.

Q: All the world's great institutions are dominant in both the sciences and humanities. Yet, your initiatives focus entirely on STEM fields. What is your vision of the role of the humanities in preserving the University's status as a leading research institution?

A: The liberal arts and humanities play a central role in defining civilization and this needs to be invested in and protected. Faculty in these areas need to open doors so students can experience these fields. It is true that the national and state conversation focuses on STEM, but the University's MnDRIVE proposal is meant to be broad and hit many areas of campus. For example, a conversation of food availability immediately leads to policy issues and the psychology, sociology, and political science of these elements. To be able to communicate and understand origins of the current situation, history and philosophy is key. I see this as a continuum of intellectual activity that embraces the humanities and brings them into relevant conversation. I want to see humanities brought more to the forefront.

Professor Kohlstedt is eager to see what integration can be done with state funding as that will be critical.

President Kaler noted that MnDRIVE will allow for special applications and opportunities, and allow state funds to leverage other funding sources.

Q: Given that tolerance for risk is ultimately set by the Regents, what can the Office of the President accomplish?

A: The Regents provide a governance role for the University and one of their most important jobs is to hire a President. My role is to manage the institution and bring forward ideas on how this management will occur. My process is to look at risk recalibrations to Regents and administrative policies.

Q: Are you committed to finding more ways to support the international students on campus, and fully take advantage of the resources and knowledge they bring to our campus?

A: This University as well as other institutions do not fully integrate international students into the broad community in a permanent way, so the University needs to ensure they are not just hanging out with other international students. While integration is helpful for international students, it provides a tremendous opportunity for Minnesota students and provides enrichment on both sides.

Q: What are the plans for revenue generated by having the Vikings play on campus?

A: A contract has not been signed yet, but the stadium is managed as part of the athletics budget so any revenue will go to that unit. However, those funds will provide other benefits to students.

Q: Graduate students face many issues regarding funding and job prospects. What steps can the University take to address financial challenges for all graduate students?

A: This is the critical question of today and is not unique to Minnesota. The University's ability to attract and enable the best students depends on factors such as cost and quality of a program. With funds decreasing, a discussion will need to be held soon regarding which programs to invest in and which to conclude. This will be a painful discussion but it is also not wise to let the entire program of graduate education erode.

Professor Kohlstedt noted that a strategic plan was being discussed and this would need to be one component.

President Kaler stated that there are a very high number of graduate programs at the University, which leads to discussions of refocusing, combining, and reallocation.

Q: An experiment is taking place for a three-semester calendar. What are your thoughts beyond this pilot program?

A: I am a fan of a three-semester calendar as it provides great opportunity. There are also many challenges around faculty allocation and financial aid, which is the reason for the experiment. As students look for ways to minimize their debt and shorten their time to degree, and better building usage is sought, there will be more movement in this area. As this issue was discussed over the last year, the barriers were larger than what I anticipated so any change will be made in a smart and effective way. In visiting with Trustees from Indiana, I found out that they exacted a lower tuition for summer classes to encourage more registrations.

Q: If everyone is supposed to be involved in moving the University forward, how can students best support your efforts and assist in demonstrating your top priorities and objectives?

A: Students and their families need to contact their elected officials, tell their story, and state that an investment in the University is a powerful investment in the future of the state. Within the University, students should give their best effort and challenge the status quo to make the University better.

## **24. UNIVERSITY SENATE ADJOURNMENT**

The University Senate adjourned at 4:30 pm.

**Rebecca Hippert  
Abstractor**