

2013-14 UNIVERSITY OF MINNESOTA

MARCH 6, 2014

UNIVERSITY SENATE MINUTES: No. 2

FACULTY SENATE MINUTES: No. 3

STUDENT SENATE MINUTES: No. 3

The second meeting of the University Senate and the third meeting of the Faculty Senate for 2013-14 was convened in Coffman Theater on Thursday, March 6, 2014, at 2:32 p.m., as a joint meeting of the two bodies. Coordinate campuses were linked by ITV. Checking or signing the roll as present were 22 academic professional members, 17 civil service members, 123 faculty/academic professional members, and 26 student members. Senate Vice Chair Eva von Dassow presided.

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**

Recommended Guidelines for Evaluating Competitive Faculty Applications for University Funded Sabbatical Supplements

Approved by the: Faculty Senate October 3, 2013

Approved by the: Administration **PENDING**

Approved by the: Board of Regents - no response required

Recommended Guidelines for Evaluating Competitive Faculty Applications for University Funded Sabbatical Supplements

Approved by the: Faculty Senate October 3, 2013

Approved by the: Administration **PENDING**

Approved by the: Board of Regents - no response required

Resolution on Issues arising from the CAFÉ Study and the suicide of Dan Markingson

Approved by the: Faculty Senate December 5, 2013

Approved by the: Administration **PENDING**

Approved by the: Board of Regents – no response required

Amendments to the Board of Regents Policy: Commercialization of Intellectual Property

Approved by the: Faculty Senate December 5, 2013

Approved by the: Administration February 2014

Approved by the: Board of Regents February 14, 2014

2. FACULTY CONSULTATIVE COMMITTEE
Administrative Policy on Syllabus Requirements:
Twin Cities, Crookston, Morris, Rochester
Information for the Faculty Senate

FOR INFORMATION:

According to the charge to the Faculty Consultative Committee, it has the authority "[t]o act on behalf of the Faculty Senate when a decision is required prior to the next scheduled meeting of the Faculty Senate and when a decision is required when it would not be possible to convene a special meeting of the Faculty Senate in a timely fashion; such actions will be reported to the Faculty Senate at its next meeting and the Faculty Senate may then overrule the Faculty Consultative Committee."

The Faculty Consultative Committee voted unanimously on January 23, 2014, to approve the following change to the Administrative Policy on Syllabus Requirements (language to be added is underlined; language to be deleted is ~~struck out~~):

Syllabus Requirements: Twin Cities, Crookston, Morris, Rochester

...

B. Syllabus Requirements – Policy Statements

Instructors must have as part of the syllabus copies of, references to, or statements on the following and are encouraged to discuss elements of the policies particularly applicable to their course (see Appendix - *Recommended Policy Statements for Syllabi*):

1. Grade definitions from the Administrative Policy: *Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester.*
2. Scholastic Dishonesty (see Board of Regents Policy: *Student Conduct Code* and the Administrative Policy: *Teaching and Learning: Instructor and Unit Responsibilities: Twin Cities, Morris, Rochester*).
3. Administrative Policy: *Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester*
4. Board of Regents Policy: *Student Conduct Code*; Administrative Policy: *Teaching and Learning: Student Responsibilities (Twin Cities, Crookston, Morris, Rochester)*
5. Board of Regents Policy: *Sexual Harassment*
6. Board of Regents Policy: *Equity, Diversity, Equal Employment Opportunity, and Affirmative Action*
7. Statement on disability accommodations.
- ~~7~~8. Statement about the availability of mental health and stress management services.
- ~~8~~9. Board of Regents Policy: *Academic Freedom and Responsibility*

The Office of the Senior Vice President for Academic Affairs and Provost will prepare electronic copies of these policy statements for instructors to incorporate into syllabi. Instructors are encouraged to provide paper copies of these policies to classes with first-year students.

COMMENT:

When the Faculty Senate took up the syllabus policy in February 2009 (for discussion), as part of a broad revision of educational policies, the version before the Faculty Senate included the reference to disabilities. When the final version was brought to the Faculty Senate for action in April 2009, the provision about disabilities services had mysteriously disappeared. When apprised of this omission in early January 2014, FCC voted unanimously and without debate to correct what was a clerical error five years earlier.

**WILLIAM DURFEE, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

3. FACULTY CONSULTATIVE COMMITTEE REPORT

Professor Will Durfee, Chair of the Faculty Consultative Committee (FCC), stated that the Special Committee on Graduate Education (SCGE), jointly charged by the Provost and FCC, and chaired by Professor Scott Lanyon, was given a short timeline to tackle significant issues in graduate education, including financing, the graduate student experience and program quality, enrollment management and the visibility and quality of graduate education. That 36 distinguished faculty, students and staff would unhesitatingly volunteer their services to be on this committee is strong evidence of the importance of graduate education.

On December 17, 2013, the committee delivered their final report, which sets the stage with insightful comments on the state of graduate education at the University and offers a comprehensive slate of recommendations to strengthen the research capacity of the University and its ability to train the next generation of scholars and leaders.

FCC joins all University stakeholders in expressing its thanks and gratitude to the members of the committee, and in particular to the subcommittee chairs, Professors Wayne Gladfelter, George Heimpel, Karen Ho and Carissa Schively Slotterback, for working rapidly yet thoughtfully to bring graduate education to center stage.

The next step is a phase of examining the report, and hearing input from the community about its recommendations. Professor Lanyon has and will continue to brief faculty governance committees and other groups. The intent is to get as much input as possible from all corners. The purpose, however, is not to end with discussion, but rather to end with action. Some of the recommendations made by the committee could be acted upon in the near future while others require more analysis, particularly those changes that impact the budget.

With Provost Hansen, Vice Provost McMaster and CLA Director of Undergraduate Studies Windsor, FCC had a vigorous discussion of the upcoming university accreditation and the use of student learning outcomes for the assessment of our undergraduate programs. These are important, multi-faceted issues. Later this spring, FCC will have an equally engaging discussion of the current undergraduate liberal education requirements with the goal of determining if their implementation is advancing the academic mission of the university.

FCC had considerable discussion last fall on the review of clinical research involving adult participants with diminished functional abilities. The result was the December 5 Faculty Senate resolution requesting an external review. The process conducting the review is under way. Request for proposal (RFP) for External Review of Clinical Research on Human Subjects was issued by the University on February 13 with a closing date of March 7. The RFP follows the principles of what President Kaler expressed in his January 24 charge memo to Vice President Herman that members of faculty governance have seen. The RFP states that the review panel's final report should be delivered on or near July 1, 2014.

Professor Durfee, as chair of FCC, and Professor Maria Gini as Chair of Senate Research Committee have been involved in reviewing the language of the RFP to ensure it meets the spirit and letter of the Faculty Senate resolution; and they will be involved in the contractor selection process, as well as in other parts of the process as needed.

Looking ahead, at the May Faculty Senate meeting, senators will be asked to discuss and vote on a revision to the student rating of teaching questions and process of releasing some of the questions to students. This was discussed at the December Faculty Senate, and based on

comments, some changes were made. A close-to-final version is now being vetted by various governance committees.

This week, Gary Engstrand, Secretary to the Faculty, announced that as of March 24 he will be moving to a new position at the University, special assistant to Dean Jean Quam in the College of Education and Human Development, working on special projects for the Dean. This is a terrific change for Gary and one that he jumped at when the opportunity arose. Gary has worked with faculty for 26 years. To put that into perspective, today marks his 200th Senate meeting, if you include his service as a student senator. Gary's knowledge of trends in higher education, coupled with his incredible institutional memory keeps faculty governance from re-inventing the wheel. For those in faculty governance, Gary is a valued and respected colleague. He provides guidance on how to handle a difficult faculty member or to provide insight into and context behind an administrative decision. He knows when to guide and when to step back. Faculty Governance will miss him terribly, but are assured that the amazing Senate staff will continue to provide marvelous support to the Senate and its committees.

4. 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 2014-17. First pair: Professors Colin Campbell and Bevan Yueh; Second Pair: Professors Jigna Desai and David Marks; Third Pair: Professors Dale Carpenter and Tasoulla Hadjiyanni. A simple majority is required for approval.

FIRST PAIR

COLIN CAMPBELL: 1992*, Associate Professor of Pharmacology, Medical School. University Senate member: 2009-15. Senate Committee participation (past and present): AHC Faculty Consultative, 2008-13, Chair: 2010-12; Consultative, Ex Officio: 2010-12.

BEVAN YUEH: 2007*, Professor of Otolaryngology, Medical School. University Senate member: None. Senate Committee participation (past and present): None.

SECOND PAIR

JIGNA DESAI: 1998*, Associate Professor of Gender, Women, and Sexuality Studies, College of Liberal Arts. University Senate member: 2003-04. Senate Committee participation (past and present): Consultative, 2013-14.

MICHAEL D. MARKS: 1993*, Professor of Plant Biology, College of Biological Sciences. University Senate member: None. Senate Committee participation (past and present): Disabilities Issues, 2004-05, 2006-07.

THIRD PAIR

DALE CARPENTER: 2000*, Professor of Law, Law School. University Senate member: 2003-07. Senate Committee participation (past and present): Tenure Subcommittee, 2001-05.

TASOULLA HADJIYANNI: 1992*, Associate Professor of Design, Housing and Apparel, College of Design. University Senate member: None. Senate Committee participation (past and present): None.

*Date of initial appointment at the University.

Full information on each candidate, as it will appear on the ballot, is available at: <http://www1.umn.edu/usenate/fsenate/docs/14fccballot.pdf>

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

Members with terms continuing at least through next year are:

- James Cloyd, College of Pharmacy
- Sally Gregory Kohlstedt, College of Science and Engineering (Replaced for 2013-14 by Jigna Desai due to interim administrative appointment)
- Karen Mesce, College of Food, Agricultural, and Natural Resource Sciences
- Rebecca Ropers-Huilman, College of Education and Human Development
- Christopher Uggen, College of Liberal Arts
- Jean Wyman, School of Nursing

The terms of Avner Ben-Ner (Carlson School of Management), James Pacala (Medical School), and Elaine Tyler May (College of Liberal Arts) expire at the end of the academic year.

**EVA VON DASSOW, CHAIR
NOMINATING SUBCOMMITTEE**

DISCUSSION:

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

APPROVED

**5. FACULTY SENATE BYLAW AMENDMENT
Faculty Consultative Committee
Action**

MOTION:

To amend Article IV, Section 5(H) of the Faculty Senate Bylaws as follows (new language is underlined). As an amendment to the Faculty Senate Bylaws, this motion requires either a majority of all voting members of the Faculty Senate (84) 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 item is being presented.

H. FACULTY CONSULTATIVE COMMITTEE

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Membership

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- The Nominating Subcommittee is responsible for identifying Twin Cities faculty candidates for the Faculty Consultative Committee. The Nominating Subcommittee shall consist of the Twin Cities voting members of the Faculty Consultative Committee (except the chair and vice chair), the chairs of Senate committees who are ex officio members of the Faculty Consultative Committee, and the immediate past voting members of the Faculty Consultative Committee. A faculty member must be eligible to serve on the Faculty Consultative Committee to serve on the Nominating Subcommittee. The Nominating Subcommittee shall elect a chair from among its members. The Nominating Subcommittee shall nominate twice as many faculty candidates for the Faculty Consultative Committee, who are confirmed as willing to serve, as are to be elected each year from the Twin Cities campus and from those faculty from the Duluth campus eligible to vote in Senate elections. To achieve balanced representation across the Twin Cities campus, the Nominating Subcommittee may choose to pair candidates. The final slate of candidates shall be announced in the Faculty Senate docket for a spring semester meeting. 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, conducted in accordance with the preceding paragraph of the Faculty Senate Bylaws.

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COMMENT:

Last year two of the faculty members who would normally be eligible to serve on the Nominating Subcommittee were appointed to administrative positions that would render them ineligible to serve on the Faculty Consultative Committee. Without any rule barring them from serving, they were invited to participate. Both indicated they believed it inappropriate for them to do so, given their new positions. The Faculty Consultative Committee concurs with their judgment and thus recommends the additional language concerning membership on the Nominating Subcommittee.

**EVA VON DASSOW, CHAIR
NOMINATING SUBCOMMITTEE**

DISCUSSION:

With no discussion, a vote was taken and the motion was approved with 99 votes in favor and one opposed.

APPROVED

**6. LIBRARY COMMITTEE
Administrative Policy on Open Access to Scholarly Articles
Administrative Procedure on Open Access to Scholarly Articles: Archiving or Waiving
Discussion**

Open Access to Scholarly Articles

POLICY STATEMENT

As a publicly funded land-grant institution, the University of Minnesota is committed to ensuring the greatest possible scholarly and public access to the research and scholarship produced by the University community. In addition to securing the public benefit of such access, this policy is intended to serve faculty interests by promoting greater reach and impact for articles, simplifying authors' retention of distribution rights, and aiding preservation.

Each faculty member grants to the University of Minnesota a shared, limited, right to make available his or her scholarly articles and to reproduce, display, and distribute those articles for the purpose of open access. More specifically, each faculty member grants to the University of Minnesota a nonexclusive, irrevocable, royalty-free, worldwide license to exercise such rights under copyright as are necessary to achieve the goals of open access, dissemination, and preservation, provided that the articles are not sold for profit, and to authorize others to do the same.

The author retains copyright ownership, unless that author chooses to transfer rights to other parties, such as a publisher. The University retains only the limited rights outlined above.

The policy applies to all scholarly articles authored or co-authored while the person is a member of the Faculty as defined in the Board of Regents Policy: Copyright, except for any articles completed before the adoption of this policy and any articles for which the author entered into an incompatible licensing or assignment agreement before the adoption of this policy.

The Provost or Provost's designate will waive application of the license for a particular article or delay access for a specified period of time upon express direction by a faculty member. Grant of such a waiver is mandatory, not at the discretion of any person or group. Waiver requests must be made in writing, or via a system (such as an online form) that may be made available for this specific purpose.

The Office of the Provost will be responsible for interpreting this policy, resolving any dispute concerning its interpretation and application, and recommending changes to the faculty from time to time. The policy will be reviewed after three years and a report presented to the faculty.

REASON FOR POLICY

The University's threefold mission of research and discovery, teaching and learning, and outreach and public service, includes a commitment to "making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world." <http://www1.umn.edu/twincities/history-mission/index.html> The Regent's Policy on Copyright also "encourages faculty and students to exercise their interests in ownership and use of their copyrighted works in a manner that provides the greatest possible scholarly and public access to their work."

PROCEDURES

- *Open Access to Scholarly Articles: Archiving or Waiving*

FORMS/INSTRUCTIONS

There are no forms associated with this policy.

ADDITIONAL CONTACTS

Subject	Contact	Phone	Fax/Email
Primary Contact(s)	Nancy Sims	612-624-1851	nasims@umn.edu

DEFINITIONS

Faculty

The Board of Regents Policy: Copyright states: "*Faculty* shall mean members of the faculty as defined by Board of Regents Policy: Employee Group Definitions, along with individuals who are not so defined but who are University employees holding faculty-like appointments (namely, University employees who teach or conduct research at the University with a level of responsibility and self-direction similar to that exercised and enjoyed by faculty in a similar activity). Postdoctoral fellows, researchers, and scholars shall have the same ownership rights as faculty and are covered under this policy."

Nonexclusive

Rights granted to the University under this policy are also retained by the author, *and* can be granted by the author to third parties.

Not Sold for Profit

Precludes for-profit sales, but could enable the bookstore, for example, to sell printed copies for the cost of reproduction.

Scholarly articles

"Scholarly articles" is intentionally not clearly bounded, due to the wide varieties of scholarly activity undertaken across many disciplines. Since both technologies and processes of publishing are evolving rapidly, examples of items that would be included and excluded from consideration will be maintained in the FAQ. Concerns about whether the policy applies to a particular work may be mitigated by the provision that the policy will be waived for any work at the request of the author.

RESPONSIBILITIES

Faculty and "faculty-like" employees

Manage the copyright in works they own under Board of Regents Policy: Copyright.

Office of the Senior Vice President for Academic Affairs and Provost

Interpret policy as necessary, resolve disputes as necessary, review policy regularly and recommend policy changes as necessary.

University Libraries

Implement services to support article processing and to communicate with authors about disposition of particular works as described in the attached *Procedures* document.

APPENDICES

There are no appendices associated with this policy.

FAQ

- [*Open Access to Scholarly Articles FAQ*](#)

RELATED INFORMATION

- Board of Regents Policy: *Copyright*
- Administrative Policy: *Copyright Ownership*

HISTORY

Text to be added

Administrative Procedure Open Access to Scholarly Articles: Archiving or Waiving

Self-Archiving Options

Authors affected by the policy *may* take action individually to make their work available to the public via the University Digital Conservancy or other non-profit open-access repositories. Examples of non-profit open-access repositories that would qualify under this policy include, but are not limited to: ArXiv.org, PubMedCentral (<https://www.ncbi.nlm.nih.gov/pmc/>).

However, authors affected by the policy are not required to take individual action to make their works available in a non-profit open-access repository. They may alternatively take advantage of the active support services provided by the University Libraries.

Automated Archiving Procedures

The University Libraries, at the direction of the Provost's Office, will provide active support services such as identification of eligible articles and communications with Faculty members about their options for achieving public access via the University of Minnesota Digital Conservancy or other non-profit open-access repositories. This process will include

communication with authors, including multiple opportunities for authors to choose *not* to share their works by requesting an automatic waiver.

Waiver Procedures

Any affected author may opt-out of the requirements of the Administrative Policy: Open Access to Scholarly Articles for a particular article at any time, for any reason.

The Provost's Office will make available contact information, an online form, and/or other options of communication for authors who wish to waive application of the license to a particular article.

Frequently Asked Questions document available at:
http://www1.umn.edu/usenate/fsenate/docs/scholarly_articles_faq.pdf

**JENNIFER ALEXANDER, CHAIR
LIBRARY COMMITTEE**

DISCUSSION:

Professor Jennifer Alexander, Chair of the Library Committee, noted that literature and research that is open access is freely available online for anyone to read. The proposed policy would allow the University to establish a system where future faculty articles will be collected and made freely available to anyone online. This proposed policy is the principle work of the Library Committee over the past three years.

The proposed policy recognizes the public benefit of broad and open access to work often only available to a few. This policy would be a strong statement that the University recognizes the obligation to the public as a land-grant institution with a mandate to make the knowledge created at the University accessible to the citizens of the state, nation, and world. The proposed policy is modeled after those created by faculty and in place at Harvard, MIT, and Duke.

Professor Alexander stated that the proposed policy gives the University a limited and shared license to make the scholarly articles of its faculty available to the world and to foster greater access to the wealth of knowledge produced here. The policy would limit the University's license to the goals of open access, dissemination, and preservation of faculty articles, and would automatically grant a waiver to any author, for any reason, who does not want his or her work to be made available under the policy.

She said that the policy does not allow the University to sell faculty articles for profit under any circumstance and it does not prevent authors from exercising their copyright ownership in whatever way they see fit, including signing any publication agreements. The policy also does not require faculty to publish in open access journals.

Professor Neil Olszewski, past Chair of the Library Committee, reviewed the timeline that this policy took over the last three years, including the formation of two subcommittees which worked on this issue and endorsement of the proposed policy by the Library Committee and the Faculty Consultative Committee (FCC). He thanked the subcommittee members and Nancy Sims as advisor for their work on this issue.

A senator said that while he supports the goals of this proposed policy, there are some parts that may not reach far enough and other parts that reach too far. The title says articles but he cannot

tell if this includes books. He does not believe that the form of the work should determine what is covered by the policy. He is also worried about authorizing others to have the same access rights. This would mean that the University has the right to allow anyone else to distribute this work and could cause significant trouble with many publishers. If the language stated that other distribution was limited to establishing other institutional repositories it might make it clearer. The details in this policy will matter, therefore he encouraged an open forum to gathering questions and concerns prior to seeking approval from the Faculty Senate. Lastly, he noted that this policy requires an immense infrastructure as the University currently has no idea as to how much is published by its faculty. Again, before a vote is taken, he would ask that infrastructure details, including cost and intrusiveness, be provided.

Another senator stated that currently if she wishes an article to be open access, she must pay a substantial sum to the publisher. Is there a means by which this will be facilitated or is there already a loophole in open access publishing?

A senator also noted that there are issues with many publishers when a faculty member tries to publish the information on his or her own website. Again, how can the University avoid this issue?

Professor Alexander addressed several of the questions that were asked. In regard to covering books, this topic is addressed in the frequently asked questions. If royalties are earned from any research, it would not be included; anything else could be added to the repository. Authorization would allow other open access repositories to search and have access to materials in the University's repository. Regarding infrastructure, there are two responses. The first is that the University needs to start somewhere and anticipates that materials would be added slowly at the beginning. Second, the University already has a digital conservancy which will be used for depositing open access research.

She noted that the policy does not require faculty to do anything with their work. Instead the University will develop a plan to search for faculty research to be added to the repository. The University currently allows faculty to make arrangements with publishers regarding copyright, and this policy would allow faculty to grant another limited license to the University to add work to the repository. She said that these efforts at other institutions have not caused pushback from publishers.

7. FACULTY SENATE OLD BUSINESS

NONE

8. FACULTY SENATE NEW BUSINESS

A senator noted that the resolution approved by the Faculty Senate in December was discussed at the February 20 Faculty Consultative Committee meeting. The Request for Proposal (RFP) closes tomorrow. Therefore when will these minutes be available?

9. FACULTY SENATE ADJOURNMENT

The Faculty Senate adjourned at 3:01 pm.

10. 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

11. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY

FACULTY/ACADEMIC PROFESSIONALS/STAFF

Kathleen Akerlindman
Nursing Professional
Boynton Health Service
1946 – 2013

Lois Baron
Office Assistant
Radio K
1934 – 2013

Harold Bernard
Employee Benefits Operations Manager
Human Resources
1927 – 2013

Donald Blocher
Lecturer
Educational Psychology
1928 – 2013

Marilyn Borkon
Executive Office and Administrative Specialist
Kinesiology
1926 – 2014

Joseph Buckley
Professor
Anesthesiology
1922 – 2013

Laurel Carroll
Administrative Professional
Undergraduate Education
1950 – 2013

Bertram Ellenbogen
Professor
Sociology
1917 – 2014

Robert Ellis
Professor Mathematics
1926 – 2013

Edward Fisher
Operations Supervisor
Facilities Management
1939 – 2013

Colleen Frey
Coordinator
Academic Assistance and Disability Services – University of Minnesota Morris
1955 – 2013

Carl Graffunder
Professor
Architecture
1919 – 2013

Stephen Granger
Special Assistant
Academic Affairs – University of Minnesota Morris
1932 – 2013

Janis Grava
Professor
Water, Soil, and Climate
1920 – 2013

Tanda Gretz
Student Support Services Assistant
Academic Support Resources
1962 – 2013

Keith Gunderson
Professor
Philosophy
1935 – 2013

Kaylie Hogue
Assistant Extension Professor
University of Minnesota Extension
1988 – 2013

Karl Iverson
Research Plot Technician
Southwest Research and Outreach Center
1981 – 2014

Wayne Johnson
Mechanic
Facilities Management
1954 – 2014

Nan Kahl
Staff
University Bookstore
1937 – 2013

Peter J. Kahn
Assistant Professor
Postsecondary Teaching and Learning Administration
1943 – 2014

Irvin Liener
Professor
Biochemistry, Molecular Biology, and Biophysics
1919 – 2013

Ruth Loewenson
Associate Professor
Neurology
1922 – 2013

Jerusha A. Lowe
Community Program Associate
West Central Extension Center
1972 – 2013

Eugene Merriweather
Building and Grounds Worker
Facilities Management
1939 – 2013

Shirley Moore
Professor
Child Development
1922 – 2013

Lewis Patterson
Principal Laboratory Machinist
Mechanical Engineering
1933 – 2013

Arvid Pearson
Professor
Sociology/Anthropology – University of Minnesota Duluth
1919 – 2013

Harvey Ramlow
Principal Engineer
Facilities Management
1934 – 2013

Mindy Rumbolz
Nurse
Emergency Medicine
1979 – 2013

Rolf E. Sartorius
Professor
Philosophy
1939 – 2014

Janet Sinner
Landscape Maintenance Supervisor
Arboretum
1952 – 2013

David Solberg
Carpenter
Plant Services – University of Minnesota Crookston
1940 – 2013

Francis Sorauf
Regents Professor
Political Science
1928 – 2013

William D. Spring
Professor
Humanities – University of Minnesota Morris
1925 – 2013

Gertrude Strinden
Assistant Professor
University of Minnesota Extension
1925 – 2013

Ruth Sundberg
Professor
Laboratory Medicine and Pathology
1915 – 2014

Micheline Taylor
Executive Administrative Specialist
Law School
1949 – 2013

Julie Tigges
Associate Department Director
Law School
1959 – 2013

D. Burnham Terrell
Professor
Philosophy
1923 – 2013

STUDENTS

Jacob Anderson

College of Liberal Arts

Jason Cains
University of Minnesota Morris

Andrew Chervenak
College of Science and Engineering

Caleb Dayton
College of Liberal Arts

Avidan Gross
College of Biological Sciences

Erin Hennes
College of Design

Ken Hoang
College of Liberal Arts

Nathaniel Kett
College of Science and Engineering

Wonju Kim
College of Science and Engineering

Kayla Koranda
College of Liberal Arts

Chantelle Kurtz
Humphrey School of Public Health

Lauren Li
College of Biological Sciences

David Lucas
Humphrey School of Public Affairs

Lindsey Mockerman
University of Minnesota Crookston

Timothy Ortyl
College of Liberal Arts

Mindy Rumbolz
College of Continuing Education

Anarae K. Schunk
College of Liberal Arts

Kosuke Shiraishi
College of Liberal Arts

Ian Turkula

**12. MINUTES FOR OCTOBER 3, 2013, AND DECEMBER 5, 2013
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/131003sen.pdf>
<http://www1.umn.edu/usenate/usenate/minutes/131205sen.pdf>

**BECKY YUST, CLERK
UNIVERSITY SENATE**

DISCUSSION:

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

APPROVED

13. INTRODUCTIONS

**Danita Brown Young, Vice Provost for Student Affairs
Katrice Albert, Vice President for Equity and Diversity**

Vice Provost Danita Brown Young and Vice President Katrice Albert were introduced to the Senate.

14. SENATE CONSULTATIVE COMMITTEE REPORT

Professor William Durfee, Chair of the Senate Consultative Committee (SCC), said that the committee was briefed in February on the work done by the Equity, Access and Diversity Committee (EAD) to examine how diversity is integrated into the undergraduate admissions process at the University. Diversity and admissions is in the national spotlight because of the Fisher v. University of Texas case recently heard at the Supreme Court.

The Committee on Committees has completed its initial review of SCC and its preliminary report provides important suggestions for what kinds of work SCC should be undertaking and how it should consider its agendas.

SCC will be hearing from Vice President Kathy Brown on the employee engagement survey. The response rate was remarkably high, including a 47% response rate by faculty. No matter how cynical one is about surveys, what really matters is the local-level discussions that are triggered by the survey results. For faculty and staff, the local unit or department is where they work, teach, and center their research. He urged everyone to participate fully because it is a chance to build on strengths and address any concerns that are barriers to a welcoming workplace that encourages quality and exceptional performance by faculty and staff.

15. UNIVERSITY SENATE OLD BUSINESS

NONE

16. UNIVERSITY SENATE NEW BUSINESS

NONE

17. UNIVERSITY SENATE RECESS

The University Senate recessed until 3:30 pm.

18. STATE OF THE UNIVERSITY ADDRESS

Our Grand Challenges

Good afternoon.

Poverty. Social inequality. Religious intolerance. World hunger. Climate change. Disease. Those are among the most serious and intractable problems we face. They are among some of the world's Grand Challenges.

Few organizations have the historic mission or the public charge to confront such challenges. Few institutions are allowed the intellectual freedom and curiosity to attack such problems from every angle—be it cultural understanding, public policy, historical perspective, or science. Few universities have the expertise across a range of disciplines, the resources, or the ambition to tackle these Grand Challenges.

But we do. And because we do, the State of the University of Minnesota is vibrant, it's filled with ideas, and fueled by boundless human energy. Our great University overflows with unique promise that drives the economy, culture, and innovation of the state of Minnesota.

The Grand Challenges are ours—all of ours to solve. And I want this University to be known as a leader—a leader—in meeting these challenges, in our teaching, our curriculum, and in research, and public engagement.

Students, faculty, staff, donors, community partners—no matter how different your perspective is, I believe together we will continue to move this University forward because we share a belief some principles.

I believe those principles to be:

- * A limitless ambition in all we do,
- * An intolerance for complacency in our workplace or our work,
- * Academic excellence and global impact,
- * And civic responsibility to be a guiding force to meet those Grand Challenges.

We have every right and many reasons to be proud of the University of Minnesota and to be excited about the future—from Duluth to Rochester and from Crookston to Morris and the Twin Cities. And I'm about to tell you why.

But, first, allow me to acknowledge some key members of the University community. I'd like to thank our Board of Regents for standing strong, accountable, and active in supporting the U and me as, for example, we partnered with the State of Minnesota to do many great things, including a two-year tuition freeze for Minnesota resident undergraduates.

Board Chair Rick Beeson, Regents Linda Cohen, Tom Devine, and Abdul Omari, would you please stand? Regent Patricia Simmons is watching from Rochester and Regent David McMillan in Duluth, thank you for joining us electronically. If you want to stand, you can do that, too! To all of our Regents who couldn't be here today, thank you for your thoughtful guidance and wisdom. I am lucky to have you as my bosses.

Leaders of the University Senate and the students, faculty, and staff in governance, thank you for joining us here today and for your service to the U. And thank you to the many students and faculty from UMD—sitting over here—who have travelled to the Twin Cities for Bulldog Day at the Capitol and for joining us today.

Also with us today are Minneapolis City Council member Andrew Johnson and representatives from Senator Franken's and Congressman Ellison's offices. Thank you for your support of the University, and for being our partner.

I'm also delighted to welcome a number of new members of our senior leadership team. Vice President for Equity and Diversity Katrice Albert, Vice Provost and Dean of Students Danita Brown Young, Medical School Dean and Vice President for Health Sciences Brooks Jackson, University of Minnesota Foundation CEO Kathy Schmidlkofer, and University of Minnesota Alumni Association CEO Lisa Lewis are here today. Would you all stand and let people see what you look like?

Since I became President 31 months ago, we've seen a really pretty remarkable rejuvenation in the University's senior leadership team, with three-quarters of our leaders either new to the U or their jobs. They bring fresh ideas, new energy, exceptional leadership, and, you should know, they bring lots of opinions about what we ought to do! We have a lot of work to do and we have a great team that does it—this team of senior leaders and a great team of deans.

Finally, I want to thank my wife, Karen Kaler of 34 years. She's been working on me, trying to make me a better person. Progress has been slow, but I keep trying!

Accomplishments

Two and a half years ago, in my inaugural address, I urged people to "pick up the pace." It raised a few eyebrows. It caused a little bit of squirming in seats. I'm happy to say it also triggered many nods of approval in many of you who had grown impatient with higher education's inertia, in general, and ours, in particular. Change may feel slow here, but we have picked up the pace, and I thank all of you.

For one, we have changed the nature of our conversation with state leaders and the citizens who elect them. The result is a solid reinvestment in this great University after nearly a decade of cutbacks. Besides achieving that historic tuition freeze, we infused new energy and resources into our research enterprise through the Minnesota Discovery, InnoVation and Economy initiative—or MnDRIVE—a four-legged research platform that seeks to solve some of our state's most pressing challenges, the Grand Challenges I talked about earlier.

Internally, we are making significant progress on Operational Excellence, one of my top priorities and something we work on everyday. Let me tell you, we are aggressively tackling administrative costs. A few months ago we pledged to redirect \$90 million from administrative costs over the next six years into the central mission. In this fiscal year alone, we've achieved cost savings by streamlining purchasing, conserving energy, and by increasing administrative efficiencies. We will hit our \$15 million goal this year, and will continue to do that into the future.

We have had many successes, and I urge you to read about them at Excellence.UMN.edu, and you can also make suggestions there for improvements for the University.

On another front, the Enterprise System Upgrade Program is changing work streams across the University in core administrative areas, including student services, human resources, and finance. I thank the entire ESUP team for its remarkable success around what is truly a complicated set of processes.

Meanwhile, our new employee engagement initiative had a 57 percent response rate from all of you.

That's the highest response rate ever for a University employee survey. Overall, our employees are highly engaged—you believe in our mission and want to build a career here. But some faculty and staff are frustrated with obstacles in the way of doing their jobs. Some days, I'm one of those! As we move forward we will remove barriers, we'll improve productivity, and we'll enhance work environments across the University. Our goal is simple: to provide you the workplace environment that allows you to do your jobs even better than you already do.

We have many other examples of innovating and improving without adding costs. For instance, the new Center for Educational Innovation, which will do exactly what it says. And last month, we created the Office of University Economic Development, to better define our role as the state's economic engine and to reach out to partners in the business and entrepreneurial communities.

All of these changes—and many others—are driven by our mission to teach better, conduct research more freely, and to engage more effectively with our communities. What else have we accomplished? Lots and lots, and I'll give you just a few examples.

Very importantly, we broke ground on a new Ambulatory Care Clinic and entered into a new, enhanced partnership with Fairview Health Services that will mean, over time, an additional \$90 million will flow to our Medical School and improved patient care. That partnership will be called "University of Minnesota Health," and it will reflect the quality of care we deliver.

As our Extension continues its important work across the state, we have strengthened our relationship with the agriculture and agribusiness communities. We're intentionally supporting new synergies between CFANS and CBS.

Our students continue to be nationally recognized, such as Katrina Klett, who was awarded a coveted Truman Scholarship this year. It's an honor that recognizes a handful of undergraduates nationwide who are committed to being "change agents." Her spectacular achievement? Establishing beekeeping in five rural villages in western China, combining her language skills with her environmental science knowledge.

Katie is with us today, and I'd like to recognize her. Katie, would you please stand?

Our system campuses have raised their profiles and identity—all being recognized nationally for their distinctive characters. At Duluth, 22 students made history. They belonged to the first Master of Tribal Administration and Governance class, the only graduate degree program in the U.S. that trains people specifically in the best management practices for tribal governments.

We celebrated Rochester's first-ever graduating class, and the campus received national accolades in Forbes magazine—believe it or not!—for its innovative approach to teaching and tenure and its unique relationship with the city of Rochester. Crookston was again named to the President's Higher Education Community Service Honor Roll for 2013, and it was named by U.S. News as the No. 1 best public regional Midwest college. And Morris's commitment to sustainability and affordability landed it on the list of the Greenest Universities in the nation, and, just this week, was named by Kiplinger's as among the nation's best values for a college education.

We continue to see our faculty among the nation's most honored. For example, Jon Foley, director of our Institute on the Environment, won a 2014 Heinz Award, which brings with it a \$250,000 award for his pioneering work in understanding global ecosystems and land use. That's just one faculty honor that adds to a remarkable statistic from the last academic year: We at the University of Minnesota were the only institution in the country in having faculty elected to five of the academy's most prestigious societies:

- * the American Academy of Arts and Sciences,
- * the National Academy of Sciences,
- * the Institute of Medicine,
- * the National Academy of Engineering and
- * the American Philosophical Society.

I'd call that an academic quin-fecta, and only we achieved it.

Our Twin Cities College of Design established its "Degree in 3" pilot program, which I encouraged in my State of the University speech two years ago. It lets students earn their degrees in less time, enabling them to enter the workforce or pursue a graduate degree more quickly.

As I hope you know, increasing philanthropy is one of my top priorities to support students and faculty research. The generosity of friends of the University has been extremely encouraging this year. In a little over half of our fiscal year, we've raised nearly 80 percent of our goal, and we're likely headed for a record year by our University of Minnesota Foundation. Philanthropy is critical to supporting students and faculty research. And our Alumni Association is implementing its strategic plan to more fully engage all 440,000 alumni—like me and many of you—across the world to be stronger advocates for our students, for each other, and the U.

We are a month away from reopening Northrop, an iconic structure that stands as testament to our commitment to the arts, humanities, and interdisciplinary education. It's a gorgeous building.

So, we've accomplished much in the past year.

Let me turn now to graduate and professional education. We excel in undergraduate education across our system. But the signature of a research university is graduate education.

One of my first budget actions as president was to invest \$6 million over three years to Doctoral Dissertation Fellowships. That's been a success, and we've helped students complete their degrees more quickly and—I dare say—with higher quality. I am pleased to announce today that I will be renewing that support for an additional year, 2015. These are critically important fellowships for the next generation of world-class scholars, and I will make further investments consistent with the outcome of the strategic planning work.

The other pillar, of course, of post-baccalaureate education is professional education, and here the University stands alone in many disciplines in providing the state with trained professionals. Our AHC leads the way in interprofessional education for health care providers, where doctors, nurses, pharmacists, and others learn to work as a team to provide care. And our Law School impressively serves the common good in many ways, including the responding to the needs of Minnesota's diverse immigrant groups through its recently formed Center for New Americans. That was funded with a generous gift from the Robina Foundation.

But make no mistake. Professional schools face enormous challenges in maintaining excellence and affordability. And those challenges are among the most important we face as an institution. As we have done to support our undergraduates, we will lead in exploring opportunities to partner with the State of Minnesota to educate and retain these professionals, particularly in underserved areas of Minnesota.

Challenges

Which leads me to other challenges we face amid all that we've accomplished.

Last week, with the convening of the legislative session, we turned our attention to the Capitol seeking support from Minnesota lawmakers to upgrade our facilities so that students learn and faculty teach and research in facilities suitable for the 21st century. The request contains important funding for maintenance and renewal across the system, new buildings for science and teaching in Minneapolis, St. Paul, and Duluth, and a wellness center in Crookston. I urge all of you to take seriously—please—our roles as advocates for the University, and to raise your voices, and please be sure to join our Legislative Action Network.

Another urgent challenge is ensuring that our University population mirrors the racial and cultural diversity of our state and nation. Advancing equity and diversity is a priority of mine, but we need to do better. Too often, students of color come from families of limited means. Thus, a necessary step to increasing the number of students of color is to make the University more affordable.

This year we expanded the Presidents Emerging Scholars program that serves primarily first-generation and low-income students, and that's part of redoubling our efforts to recruit and enroll more diverse students.

We launched a new initiative—called Retaining All Our Students—to help ensure low-income students successfully transition from their first to second year of college. However, despite this work and our clear commitment, our record is poor on attracting and retaining students of color—particularly African American men. The number of African American students on our Twin Cities campus is fewer than 4 percent. And for African American men, it's even lower. We need to showcase the academic opportunities they can find here.

We also know that for many of our students of color on the Twin Cities campus, the environment could be more welcoming. Students have said they sometimes feel singled out as the only student of color in a class, and some feel profiled by others on campus because of their race. To more proactively address these issues, we recently convened senior leaders—from my office, Equity

and Diversity, the Provost's office, Human Resources, University Services, and Student Affairs—to develop new strategies to improve campus climate. Each system campus is also attentive to these issues. With our new Campus Climate Workgroup, I look forward to seeing new initiatives this spring and next fall and I am prepared to provide the resources this team needs to implement their plans.

Public safety

One especially big challenge we've faced this past fall on and around our Minneapolis campus is an increase in crime.

Over the past decade, public safety here has improved, with incidents dropping by half. However, this fall we saw an uptick in robberies, primarily in the neighborhoods near campus. Let me be clear, the numbers are relatively small, an increase of 7 incidents over an average of 27 during this period, with all but three of those total incidents occurring off campus.

We know that our students, their parents, legislators, and the public do not distinguish between on- or off-campus, and neither do I. We need to make sure our students are safe.

To that end, we've put into place an aggressive public safety initiative called Safe U. The Board of Regents supported our plan to reallocate \$4.1 million to add lights and security cameras, and secure buildings. We've hired more police officers and student Security Monitors and have funded overtime hours for our officers. And our partners in Minneapolis have added six additional officers, with a seventh to come soon, in the Second Precinct where many of our students live, and I am grateful for that. Our students have gotten deeply involved in addressing public safety, and I thank them.

Everyone who works, studies, lives or visits our Twin Cities campus—80,000 people every day—must feel safe and secure.

City strategy

This public safety challenge has underscored a pressing reality, and that is really a compelling need to be a more engaged institutional citizen and partner with the City of Minneapolis and our neighborhoods. For too long, we at the University have seemed not to care about development surrounding our Minneapolis campus, which I believe has attracted at least some of the crime we've experienced.

In the neighborhoods around campus, 7,000 new housing units have been added recently and another 7,000 are in the pipeline. That means a higher concentration of students living near campus than ever before. It means that the distinction between “on campus” and “off campus” has become blurred.

And these changes mean our neighborhoods have different needs today than in the past. For example, walkability, bikeability, and a range of amenities are important to neighborhood livability for our students and they need to be important to the institution. We must lead this dialogue and be more proactive, engaged, and thoughtful as a neighbor. Over the next few months, we will forge a new set of guiding principles for working with the City of Minneapolis and our neighborhoods. I expect to bring our new approach to the Board of Regents for their information in June.

The good news is that this stepped up relationship with our community dovetails perfectly with a key direction of our Strategic Planning process.

Strategic planning

And let me turn to that now. To complete Strategic Planning on our Twin Cities campus is a high priority for this year. It is a plan that will align and be integrated with the directions of our system campuses.

When we launched this effort last summer, I laid some foundational directions. First, I wanted this plan to be bold and focused, to be developed thoughtfully but in a timely fashion, and, most importantly, to be ambitious.

If it wasn't ambitious, then it wasn't going to be strategic enough for me. I must tell you, I am very pleased and excited about the direction the Strategic Plan is developing under Provost Hanson's leadership. For one, it has been faculty driven, and that's extremely important, but staff, student, and stakeholder voices are there, too, through membership in the Strategic Planning Workgroup, online surveys, a campus conversation, and focused discussions.

With the permission of the Workgroup, I'd like to share with you the directions in which we're headed.

The group has established a set of four strategic and overarching initiatives, strategies that will establish incentives to empower faculty and staff to excel at what they do every day.

These emerging initiatives are, I think, frankly, inspiring, and I want to spend some time on them with you.

The primary goal of the Strategic Plan is how I began these remarks: That we as a University become pre-eminent in solving the Grand Challenges of a diverse and changing world. To do that, we will hold ourselves and each other accountable, and we have to hold the bar high.

This is one of four emerging strategies: that we will support excellence and, with intention, reject complacency.

The University of Minnesota should not be a place to feel self-satisfied with the status quo. I don't think there's any room at all for contentment when we confront critical internal and external challenges.

The faculty and staff and students on the Workgroup who have driven this strategic planning process want us to be exceptional. I want us to be exceptional. And our community wants and demands that we be exceptional. So let's set—and then reach—that goal.

Rejecting complacency, however, will only get us part of the way there. Another strategy, therefore, is to recruit and retain field-shaping researchers and teachers. There is no great university without world-renowned faculty, with the highest recognition and whose creative work defines their field. But we also must face a reality. Forty-one percent of our faculty members on the Twin Cities campus are 55 or older. I'm one of them! What that means is that in the next decade or so, we could be saying goodbye to many of our most valued and productive colleagues.

While their loss will be real, it is also a wonderful opportunity for renewal. We need to be proactive about attracting faculty of the future and be mindful that the world's best young scholars will only come to a university that is vibrant, cutting edge, and diverse. So we are committed to hiring, welcoming, nurturing, and promoting the best faculty—faculty who will lead this institution into the future.

The third emerging strategy for the Strategic Planning Group is to ensure that the Twin Cities campus embraces what the Workgroup is calling “a culture of permeability.” I don’t really like that, so I call it leveraging our location. The Twin Cities campus is in the 16th largest metro area in the nation, with one of the country’s best economies, in a region regularly considered the healthiest to live, in a place with 19 Fortune 500 company headquarters, in a theater, arts, and culture mecca, and with one of the world’s great rivers flowing—most of the year!—the entire length of the country. This is an incredible place to live. This is an incredible institution. Better leveraging our location simply makes sense, for both us and our community.

Pragmatically, it means, among other things: more internships and eventual employment for our students, and even more research to tackle the state’s and metro area’s achievement, employment, and opportunity gaps.

At its core, this institution seeks to educate, cultivate, and empower leaders to create institutional and societal change. In order to do that, our curriculum must change. I believe we should lead in developing courses and degree programs that equip our students to tackle the Grand Challenges that rarely fall in a single discipline.

So, let me tell you a story about what could happen here in the future.

Grand Challenges

A young woman grows up in Wayzata, surrounded by neighbors in banking, finance, and management.

She thinks she wants to follow in her parents’ footsteps and lead a company. She is a really good student, so she’s admitted to the U and the Carlson School, but among her freshman classes is English 1401-W, “Literatures of the Third World.” In this class, she is introduced to authors she didn’t know, stories she’d never heard, and ideas she’d never considered.

Something clicks. She’s realizing she really must improve her writing, all the while learning about ways of knowing and being that she had never considered. She’s learning that being a business leader isn’t just about balance sheets and income statements. It’s also about clear communication, critical thinking, leadership, and curiosity.

And she discovers that—even more deeply in her sophomore year—when she takes a class at the Carlson School called Management 1005, “Corporate Responsibility and Ethics.” She is assigned the essay question—and this is not imaginary, but an assignment in 1005 this very spring—“Copper Nickel Mining in Northeastern Minnesota.” Topical. She becomes fascinated by the ethical issues that impact job creation, the environment, human rights, and regional economic development.

She talks to her Carlson professor. “I want to be a business leader,” she says, “but these courses have made me want to work through the connections between environmental issues and the economy. How do I pursue that?”

“A-ha,” says the professor. “You can now take one of our Grand Challenges minors, which intentionally explores these and related issues.”

So, the point is we must encourage students, and create ways for students to become experts in the disciplines of their college, but to cut across disciplines and recognize the skills needed to tackle these Grand Challenges.

She sees a Grand Challenge across disciplines, across colleges. Multiply that story by 7,500 graduates a year, and you have a measure of the impact this great university can have on the state and nation. So that is the evolving vision for a new Grand Challenges curriculum, and that is how our Twin Cities campus Strategic Planning process is unfolding. And I thank the Workgroup members for their exceptional work so far.

They're not done ... yet. A final plan should be in place by the end of September and then the real fun begins as we implement it. But this is bold. This is relevant. This is invigorating, and a plan to enhance critical thinking and engaged learning and research that our graduates—and their future employers—are seeking.

So let me close with this thought. As we continue to change and evolve, we must not ignore the lasting legacy this University owns across the state and around the world. We should celebrate the incredible potential we hold in our hands because of this coalition of scholars, community leaders, and the thousands of young people with dreams and solutions who have come before us. I want this University to have a Grand Ambition and apply that against our many Grand Challenges.

Let's do that work together.

Thank you.

19. QUESTIONS TO THE PRESIDENT

Professor Will Durfee, Chair of the Faculty Consultative Committee, conducted the interview with President Kaler.

Durfee: Thank you, Dr. Kaler, for a stimulating, thought-provoking talk. We'll start with some of the questions that we received online, but, in the meantime, you can continue to use that Twitter hashtag or the online form, or here at Coffman, even if you don't have a card, you can scribble on a paper and runners will be coming up and down the aisles to gather your questions.

So we'll start with student questions and, in fact, with the online ones, the majority of the people asking questions were students. We have exceptional students with exceptional questions. And several students submitted versions of this question, which is: How are students being assured that they're getting the best possible education? And within that—that's a general question we'd like for you to answer, but, for example: Does the University limit the number of adjunct professors and is there T.A. training available to enhance their teaching? So you could just talk about our undergraduate students and how they're getting the best possible education?

Kaler: Sure. So, I think they're probably getting the best possible education as an outcome of lots of different things. I think when you're in a class and you're in a class with other smart students, you learn better. This University is on a steady trajectory to bring better students. When I talk to alumni groups, we talk about the fact we're making their degree more valuable every year and they tell me they probably could get in now and I usually don't agree with them. So smart students. And then what happens in terms of our faculty. We have a great faculty, deeply engaged in education. You mentioned adjuncts. We actually have in terms of classic adjunct faculty a much smaller percentage than most of our peers, but we do bring adjuncts in and they bring incredible value, they come from the business world or from the design world or the art world. They bring a real experience that our students grow in. Our T.A.s are obviously an important part of that process, too. We have a center for teaching that conducts T.A. training. I visited the Physics Department a week or two ago and I was really impressed with the amount of training they put in training physics T.A.s, with a particular focus for those for whom English is a

second language. So I think the structure for a good T.A. opportunity is there. And finally, it's the place in which you do your learning, such as our ability to create a Science Teaching and Student Services Building that really is state-of-the-art in bringing groups together. I visited some of the facilities in the journalism school, Journalism and Mass Communications, they like the whole title, very impressive. So we have great facilities, great faculty, good students. Each one of those can be improved, and that's what we're trying to do everyday, but I think the overall package is compelling.

Durfee: Just to follow up on an issue that's related, which students are concerned with: Is it possible to make public the posting of teaching a resource to students to select classes?

Kaler: You know, I've had some conversation with the Senate and other faculty groups about that. I'm a huge fan of that. I think the more information a student has in terms of the faculty member's approach, the faculty member's way of working, as well as the content of what's in the course, the more the student knows, the better the student is going to be able to make a decision whether that class is really going to fit with the way they learn and with what they need to know. So I'm a big fan. And I would like everything to be as open and transparent as it could be. I do get some pushback in terms of personnel information, and I guess I can understand that, but I'm firmly on the side of making this as open as we possibly can, and I think there's some activity working through various portions of student and faculty governance to make that happen.

Durfee: All right. Change of topics, this is from a faculty member from the Twin Cities who wanted to know: Is it a priority to restore the Medical School to a national ranking? And if so, what is the plan and time frame for this to occur?

Kaler: Where is [Medical School Dean] Brooks [Jackson]? [Laughter] No pressure. Yeah. It absolutely is. It's—I say this a lot, there's not a great research university that has a medical school—that doesn't have a great medical school. It's really central to what we do. It's 50% of our research activity, give or take. It's a huge statement about an institution in terms of the quality of its medical school. The school now is nationally ranked, just not ranked as highly as we would like it to be, it's in the mid to high 20s in terms of N.I.H. funding, and Brooks is here from Johns Hopkins Universities, arguably one of the best medical schools in the country, and head of the department of pathology there, the number one department of pathology, and I think he was attracted here because of the challenge that we face. But we also have enormous resources to put against that challenge. There's not a lot of places that have a Biomedical Discovery District that's as impressive and new as ours. We have a great partner now in Fairview Health Services, so that our clinical activities for our doctors can be improved. We have a governor in the state of Minnesota who talks about the importance of our medical school in nearly every talk he gives, and we can align legislative activity behind that. It's really important. I think we have the right person here to lead us and we're going to put alignment and resources around that and move it. I can't give you a date certain. I also don't know when we're going to go to the Rose Bowl but we are going to get some things done.

Durfee: There were many questions, in fact, one of the most popular topics were questions pertaining to sustainability and these questions came from students, from staff and from several campuses, so I'm going to ask you, in three parts, and the first one is: In what ways will the University move forward with sustainability when it comes to energy use and use of sustainably grown foods on its campuses?

Kaler: So, this also ties in, of course, to the Grand Challenge theme that I mentioned in my prepared remarks. Pam Wheelock, our vice president for University Services, is working diligently with her team to drive more sustainability and particularly energy savings into our facilities. We're moving from coal-fired power plants to gas-fired power plants in the next

several years as we build a new plant on the Twin Cities campus. Our campus at Morris is, as I mentioned, an absolute champion in sustainability with terrific examples and real living laboratories of where this can move forward. We've signed the President's Climate Pledge in terms of reducing our carbon footprint over time. Lots of individual activities, but coordinated with a view to making our campuses across the state more sustainable. In terms of locally-sourced food, we do have a student group on the Twin Cities campus that's come to talk to me, and those are conversations going on with our Aramark partners in food service. Again, it makes a ton of sense to do. The only touchy point, I think, is doing it in a way that maintains our cost structure to be as economical as possible because what you pay for that food matters, too. I think there's probably a win-win out there and I know we have people working on it.

Durfee: Staying on that topic of food, and shifting over a little bit to the research side: How do we connect our internal sustainability efforts with external partners? For example, can we engage and enhance our partnerships with Minnesota's food industry leaders on the one and sustainable farmers, health professionals and community leaders on the other hand, to bring about your vision of positioning Minnesota as what you have called the Silicon Valley of food.

Kaler: That is a completely doable thing. One of the activities we engaged in as we were exploring a merger of CFANS and CBS was stakeholder conversations with agribusiness and agriculture leaders around the state. They're hugely supportive of the "U," they understand the value that we bring both in terms of production agriculture and food animal production. We need them and they need us, and so I think the ability to convene discussions to knit that community together and leverage where we are are right there for our taking. We'll have new deans in the College of Biological Sciences and CFANS, those searches will start up very soon. And those two people will have chief responsibility for making those connections work, but there is a lot of opportunity there and it's just a matter of getting the right people in those two dean leadership positions in the driving forward.

Durfee: You mentioned administrative cost savings in your talk and we had a question from a staff member on the Twin Cities campus who asks: Will the ongoing cuts to administration be determined at the unit, college or university levels, and what types of cuts are they likely to be?

Kaler: So the answer to the first question is yes. We are going to look university-wide. We are going to look unit-wide and we're going to look in subunits. We're doing that using the budget by identifying administrative costs in each unit's budget and targeting reductions in those. We're not being particularly specific about what you do at a unit level, but we're trying to be very open and responsive when people come with ideas about how they could do their work better and how we can take cost out of what we do. At a central level, we are providing infrastructure. I mentioned the Enterprise System Upgrade, which, believe it or not, will allow us to do our work much more efficiently and effectively. That enterprise-wide activity that is being led out of OIT, around help desk consolidation and to be able to provide more back-room support so that it doesn't have to be distributed among units, again, reflects cost savings in those units. Administrative activity is marbled throughout the institution so it's not possible to just whack off a chunk and say you're done. It has to be done organically, and when I talk to P&A and Civil Service groups and other staff gatherings, I ask for people to be proactive in thinking about what you could do that would make your job easier, more effective, and, as you think about what you're doing in your job, are you sure that everything you're doing is absolutely something that has to get done? We do have cases, I'm sure, where people are filling out forms that are handed to somebody else and somebody puts them in a filing cabinet and we're done, and we really need to stop doing that to the greatest degree possible. But only the people engaged in that transaction understand what it really does, so it's all about trying to be operationally effective and efficient in what we do so that we can move those dollars into our primary research, teaching and outreach roles. And so I'll take this opportunity to ask the community to look at our website, make suggestions, and then follow up, engage your supervisor in a conversation about, you

know, I don't quite know why I'm doing this. Is this really still important to do? The answer might well be, "No," and you can go do something that's more interesting and of higher value.

Durfee: And just related to this, this is a comment that came in from a Minnesota Student Association rep over Twitter who suggests that there be a student services section added to the excellence.umn.edu site because they have a lot of ideas.

Kaler: And we will do that. I like ideas.

Durfee: Okay. Let's turn to everyone's favorite topic, which is tuition, and there were many questions from students about tuition. We just got one over the Wwitter feed: How likely is a tuition freeze 2.0? Earlier we had questions generally along the lines of, "Will students see changes to in-state tuition in the near future, and what's is the long-term plan for tuition costs?"

Kaler: We achieved the tuition freeze for this biennium as a consequence of a series of pretty detailed conversations with legislators about the need to invest in the 'U,' and about what we could do in response to additional state aid. Those conversations are being geared up again right now. It's too early to say where we'll go. This will be the next budget cycle in which it's decided for the next biennium. But everybody I talk to has— including myself — has a very keen interest in minimizing tuition increases for our undergraduate population, and zero is a pretty minimal increase. On the graduate and professional school front, we do have our challenges there, too, as I alluded to in my prepared remarks. We're not in a sustainable path where we're graduating health care professionals with \$200,000, \$150,000, \$250,000 in debt. It steers them away from primary care slots if they're docs, it puts our veterinary students in a very difficult financial situation. And so we need to get after that.

Now, I'll tell you, the politics of doing it at the undergraduate level was much easier, much more transparent and obvious that it's a public good. There is a little more resistance to that conversation at the professional level, but we're going to have it and as you know, I'm an optimist so I think we'll get some progress.

Durfee: This was one from a staff member on the Twin Cities campus who asked: What will the role be of the arts and humanities at the University as we go forward? Emphasis in resources seems to be going to engineering and the sciences. Does this mean that the humanities are headed for a downward spiral when it comes to resource allocations?

Kaler: You know, I get that question a lot because, I guess, I'm an engineer. I talk about the value of liberal arts education and the humanities nearly every chance I get. I'm engaged in conversations with faculty in the humanities. I joined the Board of the Guthrie Theater because I want to understand how we interact with the broader community in the arts and theater. Right now, in our building cycle, we are talking about science buildings but we're doing that as we come off a cycle where we completed Folwell Hall and Northrop, which are big physical space investments in the arts and humanities. We are not stepping away from the humanities. This is a great institution, a great university, and at the core of an American education college experience is a grounding in the liberal arts and the humanities. So, I need to understand a little bit more why people seem to believe this because it's not true.

Durfee: Okay, I've got two questions from students from the University of Minnesota Duluth. Do you want the easy one first or do you want the hard one first?

Kaler: Let's get the hard one, we don't want to run out of time.

Durfee: Okay. What do you think is the biggest issue facing students post-graduation?

Kaler: That's an interesting question. You know, I'm tempted to give you the trite answers which you can all think of, but I don't think that's it. I think it is probably finding the path through your life that is right for you, finding the right job, finding the right career, finding a way to follow your passion, finding a partner to do that with. Those are challenges, and if you can get those right, the more trite issues of finding a job and paying debt I think will go away.

Durfee: OK. The other question from a student at the University of Minnesota Duluth: "You have office hours for students on the Twin Cities campus. Can you do something similar at other campuses?"

Kaler: I do. That is an easy question. In fact, I had office hours in Duluth not last time I was up but the time before, and I've had them at Morris and Crookston. So when I visit those system campuses, I do have office hours and that young person needs to sign up the next time I'm in Duluth. And they're great, by the way. Do you have office hours, Will?

Durfee: I do, yes. [Laughter.] I'm not as popular as you so not as many people show up.

Kaler: You might be surprised.

Durfee: How will the University proactively attract world-class faculty?

Kaler: By having world-class faculty, by having leadership commitment to growing world-class programs, by having world-class facilities in which they work, and the ability to attract world-class graduate students. Now, again, that's a little bit of a trite answer but what it says is that if we're planful and mindful about where we make investments and we build on our strengths, and the Medical School is a great example, we will build preeminent programs. We have preeminent programs. It's not like we have to stop being bad at something. We actually can build upon good elements and be mindful about the areas in which we build and we will attract world-class faculty to join the world-class faculty we already have.

Durfee: There's been a lot of discussion about the value of college education and, so, when a parent asks, "What's the value of a college degree?" how do you respond?

Kaler: Well, it depends on how long I'm going to have for the conversation with that person, actually, so I'll give you the short version. You sure would rather try life with a college degree than without a college degree. I mean, the numbers are there in terms of enhanced lifetime earnings, but it's also an enhanced lifetime for most of our graduates. They've made connections, they've grown, been exposed to people and cultures that they didn't know a single thing about when they were in high school, so the opportunity for personal growth, the opportunity to acquire a set of skills and then specific skills in a field is pretty valuable, and when you line that up against the economic outcome, I think it makes a very strong case.

Durfee: There were several questions from students about the cost of textbooks, and this particular one comes from a student from Crookston, asking if it would be possible for the University of Minnesota system to purchase textbooks and resell them at cost to students to help cut the cost of attending school.

Kaler: The short answer is, "No." The longer answer is that our book store runs at a very modest margin, and that reflects the facts that we buy books from publishers, there are shipping charges and there is a cost to maintaining the facility where we sell them. But they're not a profit center for us. So if we were to sell them to students at cost, then somebody else would have to absorb the shipping and distribution costs and that would go back into the other side of the ledger and line up against the state support number or a tuition number. So there's no particular place in the budget balance sheet to hide that cost but we try to make it as small as possible. I am very

frustrated with where we are on textbook prices. I just think it's wrong for these to cost so much, and particularly for new editions to come out with some rapidity and then to be adopted, which means you can't use the text book your older sister used three years ago. You have to buy a new one. It's a very touchy point for me. Makes me mad.

Durfee: This is a question from a transfer student who asks, "What programs are in place to help transition transfer students who are new to campus and to ensure our retention and success?"

Kaler: That's a great question because we haven't, in the past, done as good a job with that as we should. And Bob McMaster's shop on the Twin Cities campus has put a lot of effort into creating an enhanced orientation experience for transfer students, better transfer advising and a variety of other support systems around there. So I think we're better than we used to be but it's an important question because we, frankly, give a lot of attention to our first-time, first-year students in orientation and moving them in and making the residents' hall experience better, but it's sometimes true that a transfer student, you show up, congratulations, figure it out. We need to do better on that and we are doing better on that.

Durfee: This is a bit of a logistics question from a faculty member on the Crookston campus. "Would it be possible to set up a system that would allow prospective students rejected from their first choice to be automatically considered for their second choice within the University of Minnesota system?"

Kaler: One of the good outcomes of our reorganization of the system so that the chancellors now report directly to me — and the vice presidents have clearly articulated system responsibilities — is that we're having that conversation right now. We've had a meeting of admissions folks from all of our system campuses and we're in the process of figuring out how to make exactly that happen, because it's very clear that we're not optimizing the experience of a student in the University of Minnesota system. It's far too specific campus-based and we need to have that exchange of applicants and communication about what's available in other campuses on the system, if the one you have applied to turns out to be not the right fit.

Durfee: And we've got time for the last question, which is related to the system question and in your remarks about the strategic plan and new curriculum and Grand Challenges, and I'm wondering if you could make some statements of how that will enhance the connections between the University of Minnesota Twin Cities and the other four campuses.

Kaler: I think that's a great opportunity. I mentioned this — this is a little inside baseball — but this is a Twin Cities strategic plan, and we're going to get this finished and then integrate with the plans that are either exiting—newly existing or in progress in the system campuses, and that's going to create huge opportunities. Sustainability is the easiest one, right? So you could have a program on the Twin Cities with a really good component and parallel interaction with what goes on in Morris. You could have a program around water, water resources, water availability that partners with the Great Lakes Observatory in Duluth. We could have something to do with mining here in terms of a material science issue and NNRI in terms of real experience in taconite. And I could go on and on, so there is a lot of opportunities, health sciences with Rochester and the Twin Cities, ag education and Crookston and St. Paul, so really huge opportunities. And frankly, that's one thing that we haven't really taken as much advantage of as we should. This is a great University of Minnesota system and each campus has its distinctive role to play, and its distinctive place in the community, but it's an eco system that we should use much more effectively. American Indian studies another great example. I could go on but I won't.

Durfee: Well, our time is at an end. There is an opportunity to further interact with Dr. Kaler at the reception just outside this hall. Please join me in thanking Dr. Kaler.

Kaler: Thank you.

20. UNIVERSITY SENATE ADJOURNMENT

The University Senate adjourned at 4:30 pm.

**Rebecca Hippert
Abstractor**

2013-14 UNIVERSITY OF MINNESOTA

MARCH 6, 2014

STUDENT SENATE MINUTES: No. 3

The third meeting of the Student Senate for 2013-14 was convened in Coffman Theater on Thursday, March 6, 2014, at 11:32 a.m. Coordinate campuses were linked by ITV. Checking or signing the roll as present were 32 student members. Chair Prahith Chakka presided.

1. ADMINISTRATIVE RESPONSES TO SENATE ACTIONS Information

Resolution on Affordable Education

Approved by the: Student Senate December 5, 2013
Approved by the: Administration **PENDING**
Approved by the: Board of Regents - no action required

Resolution on Professional School Student Tuition Structure

Approved by the: Student Senate December 5, 2013
Approved by the: Administration **PENDING**
Approved by the: Board of Regents - no action required

Resolution on providing Gender-Neutral Housing at each campus

Approved by the: Student Senate December 5, 2013
Approved by the: Administration **PENDING**
Approved by the: Board of Regents - no action required

Resolution on Conflict Minerals: buying and selling of conflict-free electronics

Approved by the: Student Senate December 5, 2013
Approved by the: Administration **PENDING**
Approved by the: Board of Regents - no action required

2. P&A SENATE UPDATE

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.

Discussion:

Katherine Cramer, Vice Chair of the P&A Senate, said that the P&A Senate has been working on employment issues related to a *Wall Street Journal* article last year and the Job Family Study being done by the Office of Human Resources. They are also monitoring a requirement by the University to have merit pay for all employees and results from the recent employee engagement survey. At the last P&A Senate meeting, an update was provided on the Enterprise System Upgrade Program (ESUP) and the legislative bonding bill. Tomorrow's P&A Senate meeting will feature discussions with President Kaler and Vice President Katrice Albert.

3. CIVIL SERVICE SENATE UPDATE

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 three times per year.

Discussion:

No report.

4. STUDENT SENATE/ STUDENT SENATE CONSULTATIVE COMMITTEE CHAIR REPORT

Prahith Chakka, Student Senate and Student Senate Consultative Committee (SSCC) Chair, said that his meeting with all senators, individually or in small groups, have been going well. He will prepare a report for next year. Today's University Senate meeting contains the President's State of the University Address, so all senators should be present.

5. ASSEMBLY/ASSOCIATION UPDATES

Crookston – no report

Duluth – no report

Morris – Ben Baglio said that MSCA elections end tomorrow. Technology fee allocations were just completed for the year.

Rochester – no report.

Graduate and Professional Student Assembly – Andrew McNally stated that GAPSA is holding a forum on open access at the end of the month and is developing a program for MOOCs. It is still working on a report on the sustainability of higher education. It is considering changes in the bylaws and budget processes to ensure transparency and more input

into the budget request.

Minnesota Student Association - Ryan Olson said that MSA is again offering a free tax-preparation service, VTAP, to help students prepare their taxes. March 27 is Support the U Day, so all students should be encouraged to participate. Other items from MSA are participating in the reworking of the Student Release Questions as part of the Evaluation of Teaching Policy and a blog contest on student debt to hear how it is affecting students. The first week in April is Big Ten on the Hill so members from MSA will be traveling to Washington D.C. to impact federal legislation and meet with Minnesota delegates.

**6. MINUTES FOR DECEMBER 5, 2013
Action**

MOTION:

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

<http://www1.umn.edu/usenate/ssenate/minutes/131205stu.pdf>

**BECKY YUST, CLERK
UNIVERSITY SENATE**

DISCUSSION:

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

APPROVED

**7. STUDENT SENATE BYLAW AMENDMENT
Student Senate Membership**

MOTION:

To amend Article V, Section 2(b) of the Student Senate Bylaws as follows (language to be added is underlined). As an amendment to the Student Senate Bylaws, this motion requires either a majority of all voting members of the Student Senate (28) 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 it is being presented.

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

1. Membership

For the purpose of electing representatives and alternate representatives, if any, to the Student Senate, qualified students shall vote within each of the following units of the University:

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

CROOKSTON

DULUTH: Business and Economics; Education and Human Service Professions; Fine Arts; Liberal Arts; Science and Engineering;

MORRIS

ROCHESTER

The elected members of the Student Senate shall be members of the University Senate.

...

2. Election of Members

...

b. Elections

Eligible students elect from their ranks 50 Student Senate members, who shall be distributed among the colleges and campuses in proportion to the number of students in those units. Each college shall be guaranteed one student senator. Morris and Crookston will be guaranteed a minimum of two student senators. Twin Cities colleges with one seat may be filled by an undergraduate, graduate, or professional student in that college. Twin Cities colleges with more than one seat will allocate seats according to the distribution of undergraduate and graduate/professional students in the college. Senate seat distribution will be presented to the Student Consultative Committee each year before the start of elections.

...

COMMENT:

Starting in 2014-15, all students within a Twin Cities college will be able to run for and be elected to Student Senate seats for that college. This amendment is meant to maintain a balance between undergraduate and graduate/professional students representing each college and not allow all seats to be filled by one segment of the college's student population.

As noted in the amendment, the specific allocation between undergraduate and graduate/professional students in each college will be based on the number of students enrolled each fall semester. These numbers will be reported to the Student Consultative Committee on an annual basis.

**ANDREW MCNALLY, MEMBER
STUDENT SENATE CONSULTATIVE COMMITTEE**

DISCUSSION:

Andrew McNally said that at the end of the last academic year the Student Senate approved a Bylaw change to eliminate the Graduate School as a separate voting unit and allocate graduate/professional students to each of the colleges. A consequence of this change is that it has undergraduate and graduate/professional students competing for the same Senate seats. A result could be that there are no graduate/professional students elected in some of the colleges.

This amendment proportionately allocates seats for graduate/professional in all Twin Cities colleges with more than one senator to elect.

Q: How will this change affect the College of Continuing Education?

A: There is only one seat in this college, so all students would compete for this one seat.

Q: Is this change intended to affect this year's elections?

A: Yes.

Q: Have these changes been provided to the All-Campus Election Commission (ACEC) so that students who have filed can be informed?

A: ACEC has not been informed of this change as it has not yet been approved.

Q: If few graduate or professional students have filed with ACEC, would this change extend the deadline for filing?

A: No since students could run as a write-in during the spring elections. Otherwise any unfilled seats would be advertised to students in the fall for filling prior to the first meeting.

A senator proposed a friendly amendment to allow the current system to be extended for another year, allowing the graduate and professional student boards to fill their seats while undergraduate seats are filled through ACEC.

Prahith Chakka announced that there is no way to extend the previous election process for another year as the Graduate School is no longer a recognized unit and seats have already been allocated to each college for the next academic year.

A motion was then made to table this item until the next Student Senate meeting. With no further discussion a vote was taken and this motion was approved.

TABLED

8. STUDENT SENATE BYLAW AMENDMENT Student Consultative Committee Membership

MOTION:

To amend Article VI, Section 5(D) of the Student Senate Bylaws as follows (language to be added is underlined). As an amendment to the Student Senate Bylaws, this motion requires either a majority of all voting members of the Student Senate (28) 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 it is being presented.

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

...

D. STUDENT CONSULTATIVE COMMITTEE

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

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

Membership

The Student Consultative Committee shall be composed of:

- one student from the Crookston campus
- one student from the Duluth campus
- one student from the Morris campus
- one student from the Rochester campus
- four students from the Twin Cities campus, as follows:
 - two graduate/professional students
 - two undergraduate students
- the chair and vice chair of the Student Senate

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

Graduate and professional student representatives shall be elected by the graduate and professional student senators at a special spring semester session of the Student Senate attended only by student senators elected for the following year.

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

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

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

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

- one student from the Crookston campus
- one student from the Duluth campus
- one student from the Morris campus
- one student from the Rochester campus
- two students from the Twin Cities campus, as follows:
 - one graduate/professional student
 - one undergraduate student
- the chair of the Student Senate

The Student Consultative Committee will vote to determine which Twin Cities campus students will serve on the Senate Consultative Committee.

...

COMMENT:

With the Council of Graduate Students' decision to leave the Graduate and Professional Student Assembly (GAPSA) beginning in July 2014, GAPSA will no longer represent all Twin Cities graduate students. In addition, no process for the election of graduate and professional SSCC members has been established within GAPSA. Whereas in the Minnesota Student Association (MSA) the SSCC members are elected, in GAPSA they are appointed by the President. The proposed change would make the process for selecting SSCC members more democratic.

**ANDREW MCNALLY, MEMBER
STUDENT SENATE CONSULTATIVE COMMITTEE**

DISCUSSION:

Andrew McNally said that this amendment is meant to set a democratic process for the selection of the two graduate/professional members who serve on the Student Senate Consultative Committee (SSCC).

Q: How is the last phrase in this motion a change? Is this not the current practice?

A: This has been the practice for the undergraduate student who serves on the Senate Consultative Committee (SCC), but not the graduate/professional student. This language also formalizes a committee practice.

Q: How does this motion change GAPSA's representation on the SSCC?

A: Currently the two graduate/professional representatives are appointed by the GAPSA President. This change will allow them to be elected by the graduate/professional student senators.

With no further discussion a vote was taken and the motion was not approved with only 26 in favor and none opposed. This motion will be sent to an electronic vote.

NOT APPROVED

**9. RESOLUTION SUPPORTING THE AFFORDABLE COLLEGE TEXTBOOK ACT
Action**

MOTION:

To approve the following resolution:

Resolution Supporting the Affordable College Textbook Act

WHEREAS on April 4, 2013, the Student Senate passed the *Resolution on Open Access Textbooks*, to encourage the adoption of Open Source Textbooks at the University of Minnesota,

WHEREAS according to a Government Accountability Office (GAO) report, the cost of textbooks rose 82 percent between 2002 and 2012; and

WHEREAS while the average University of Minnesota student spends over \$1,000 each year on textbooks and course materials, the use of open textbooks reduces course material costs for students by 80 percent, and in some cases eliminates it entirely, and

WHEREAS the availability of textbooks in digital format can generate significant savings for students without preventing the purchase of textbooks in hardcopy; and

WHEREAS access to high quality academic and scholarly information should be made affordable for as many individuals as possible in order to combat rising costs of tuition and student housing nationwide which may be detrimentally impacting the utilization of educational materials; and

WHEREAS the Affordable College Textbook Act ([S.1704 / H.R. 3538](#)) will make textbooks more affordable and accessible through the expansion of open educational resources; and

WHEREAS the Affordable College Textbook Act would:

- Implement a competitive grant program through the Department of Education, allowing higher education institutions to launch pilot programs that use open educational resources to reduce the cost of textbooks for students; and
- Allow colleges, faculty, and students from around the country to freely access the materials developed or improved through the grants; and
- Require the recipients of grants to evaluate the impact of their respective pilot programs and submit a plan for spreading the materials to other institutions.

WHEREAS the College of Education and Human Development's Open Textbook Catalog has made the University of Minnesota a leader in embracing open education, and

WHEREAS the 2013-2014 Minnesota Student Legislative Coalition Legislative Platform includes support of the Affordable College Textbook Act, and

THEREFORE, BE IT RESOLVED that the Student Senate supports the Affordable College Textbook Act and;

BE IT FURTHER RESOLVED that the Student Senate will encourage the further evaluation of Open Textbooks by University faculty to most adequately consider their potential use in some instances as replacements for more expensive course materials and;

BE IT FURTHER RESOLVED that the Student Senate will collaborate with the Minnesota Student Legislation Coalition for the passage of the Affordable College Textbook Act.

Reference links:

- Link to bill text: [S.1704 / H.R. 3538](#)

- Advocacy resources from the Scholarly Publishing and Academic Resources Coalition: <http://spare.arl.org/advocacy/national/act>
- Textbook costs statistic- Onestop- http://onestop.umn.edu/finances/costs_and_tuition/cost_of_attendance/?year=2013-14&residency=resident&program=undergrad&CSOM=false

Campus	Undergraduate Average Textbook Cost Annually	Graduate Average Textbook Cost Annually
Crookston	\$1,000	N/A
Duluth	Please refer to this document: http://www.d.umn.edu/onestop/student-finances/tuition-fees/cost-of-attendance/chart.html	Also listed in previously mentioned document
Morris	\$1,000	N/A
Rochester	\$1,000	N/A
Twin Cities	\$1,000	See Table Below
College (Twin Cities)		Graduate and Professional Average Textbook Cost Annually
The Graduate School		\$1,000
Architecture and Landscape Architecture		\$1,000
Carlson School of Management		\$1,000
Dentistry		\$7,726
Education and Human Development Master's Degree		\$1,000
Law School		\$1,666
Medical School		· \$1,400
· 1 st and 2 nd years		· \$1,032
· 3 rd and 4 th years		· \$700
· 1 st year Summer		· \$516
· 2 nd and 3 rd year Summer		
Occupational Therapy		\$1,000
Pharmacy		\$1,656
Veterinary Medicine		\$1,588

**RYLEE AHNEN, MEMBER
STUDENT SENATE CONSULTATIVE COMMITTEE**

DISCUSSION:

Ryan Olson said that this resolution is supporting the Affordable College Textbook Act which is a bill written by Senator Franken. The idea is that it would create a competitive grant program for institutions to explore the creation of open access resources or study the effectiveness of open access resources.

A senator stated that she was very surprised to read that textbooks for Dentistry are seven times the cost of other professional programs.

Q: Do Dentistry costs include hands on materials?

A: No it is just academic materials such as textbooks.

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

APPROVED

**10. RESOLUTION SUPPORTING THE EXEMPTION OF STATE STUDENT LOAN PROGRAMS FROM THE FEDERAL PREFERRED LENDER REQUIREMENTS
Action**

MOTION:

To approve the following resolution:

Resolution Supporting the Exemption of State Student Loan Programs from the Federal Preferred Lender Requirements

WHEREAS the Higher Education Opportunity Act of 2008 (34 CFR 682.212 and 682.401(HEOA)) requires postsecondary institutions to follow arduous procedures before they can provide guidance or information to students and parents on non-federal loan options; and

WHEREAS unnecessary barriers to providing low interest rate loans have been faced by state and non-profit lenders, such as the MN SELF Loan administered by the MN Office for Higher Education; and

WHEREAS the Coalition of State Education Loan Programs (“Coalition”) is comprised of fourteen States, including Minnesota, and

WHEREAS the preferred lender requirements have impaired the ability of institutions to provide parents and students with critical information and guidance regarding non-federal loans; and

WHEREAS the preferred lender regulations have led to a decline in the number of students using Coalition members’ state-based loans, even while some state-based loan programs offer better terms and interest rates than federal loan programs; and

WHEREAS education loan programs offered by Coalition members have many of the following consumer-friendly attributes:

- Fixed interest rates – Fixed rates remove the uncertainty associated with variable rate loans, allowing for better financial planning.
- School certification required – Certification provides a vital check to ensure students are borrowing responsibly and loan amounts do not exceed cost of attendance.
- Applicants are informed of the availability of federal and state grants and federal loans –

Before borrowing, students are informed of the availability of programs which may provide less expensive financing.

- Consistent interest rates regardless of institution type – No variation in loan cost for 2-year, 4-year, public or private institutions.

THEREFORE, BE IT RESOLVED that the Student Senate supports providing state-based lenders with a statutory exemption from the requirements of the preferred lender provisions of the HEOA, and

BE IT FURTHER RESOLVED that the Student Senate will collaborate with the Minnesota Student Legislation Coalition to advocate for the enactment of this change.

Reference Links:

View supporting information [here](#).

<http://msa.umn.edu/wp-content/uploads/2012/09/Coalition-of-State-Education-Loan-Programs-Letter.pdf>

MN SELF Loan information [here](#).

<http://www.selfloan.state.mn.us/selfFAQ.cfm>

**RYLEE AHNEN, MEMBER
STUDENT SENATE CONSULTATIVE COMMITTEE**

DISCUSSION:

Ryan Olson said that according to federal regulations certain loans cannot be advertised to students by the University. This regulation was meant to prevent advertising for private loans. However the regulation has grouped state loans with private loans. This is a disadvantage to students since the state has a great loan program, Minnesota SELF loan, which offers low interest rates to students, yet students cannot be told about the program by the University. This resolution asks that the federal regulation be changed to exclude state loans so that they can be advertised.

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

APPROVED

**11. RESOLUTION ON PREFERRED NAME POLICIES
Action**

MOTION:

To approve the following resolution:

Resolution on Preferred Name Policies

Whereas, The University of Minnesota policy on equity, diversity, equal opportunity and affirmative action states it shall “provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression”; and

Whereas, The policy further states that the University shall “promote and support equity and diversity through its academic programs, its employment policies and practices, its delivery of

services, and purchase of goods, materials, and services for its programs and facilities from businesses of the diverse communities it serves”; and

Whereas, The current “Name Change Request” form and policy implementation does not reflect equity and diversity for University students who have a preferred name; and

Whereas, The current “Name Change Request” form only allows a name change when an individual’s legal name has also been changed on their Social Security or passport/Visa; and

Whereas, The University of Minnesota “Name Change Request” form does not always consistently change a student’s name on reflected on class rosters, Gmail, OneStop, and UMN databases accessed by different student resource groups; and

Whereas, Students encounter situations in which their birth or legal name is verbalized, rather than their changed/preferred name; and

Whereas, In places where a student’s legal/birth name is recorded, there is no indication of a changed/preferred name; and

Whereas, This is problematic for large populations of international and multicultural students and students of the LGBTQ community for whom names are an issue of their identity/identities; therefore be it

Resolved, That the Student Senate urges the University to ensure that the name change record is updated on all University of Minnesota databases and class rosters; and be it further

Resolved, That the Student Senate urges that by Fall 2014, all University of Minnesota students have the option of listing their preferred name in the University-wide databases so that the preferred name is listed along with the legal/original name; and be it further

Resolved, That the Student Senate urges that by Fall 2014, University staff and administration policy will clearly state that when students’ names are being verbalized out loud, particularly in class-settings, that the preferred name be used; and be it further that

Resolved, That the Student Senate urges that by Fall 2014, students be made well-aware that their listed preferred name will be the name being used in all cases of their names being verbalized.

**RYAN OLSON, MEMBER
STUDENT SENATE CONSULTATIVE COMMITTEE**

DISCUSSION:

Abeer Syedah said that this resolution is asking that the current policy on preferred name be revamped. Students can now change their name on campus, however these changes are applied inconsistently on different campus documents when name changes should show on all records associated with that student.

A senator said that this change is important for student safety and comfort in classes. The current policy leads to awkward or difficult moments for national as well as international students.

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

**12. RESOLUTION ON CAMPUS OPEN SPACES
Action**

MOTION:

To approve the following resolution:

Resolution on Campus Open Spaces

Whereas, The Strategic Objectives for the Office of Student Affairs for the Twin Cities campus clearly states that it promotes “a University Community/Culture Focus on Student Health, Wellness, and Success”; and

Whereas, The University of Minnesota lacks quiet open spaces on all banks and campuses for the use of contemplation, meditation, and reflection for students, staff, and faculty; and

Whereas, The University has set precedent for these spaces and has supported designated facilities for various population necessities, including Social Concerns Committee’s Resolution to Implement Lactation Support Action; and

Whereas, University of Minnesota’s students, staff, faculty, and administrators do not currently have designated spaces on any campus for proper retreat, reflection, peace, and/or meditation; and

Whereas, This is inhibiting students, staff, faculty, and administrators who need a clean and peaceful place to carry out their prayers, or other religious needs; and

Whereas, This is also problematic for students, staff, faculty, and administrators whose emotional needs require personal retreat during busy and active college days; and

Whereas, A properly designed relaxation and retreat space on campus has been shown to be popular and well-received with other student bodies, such as those at Edinburgh University; therefore be it that

Resolved, The Student Senate urges no-cost, clean, and safe spaces on each system campus and East Bank, West Bank, and St. Paul for the Twin Cities campus be designed to encourage peaceful student, staff, faculty, and administrator reflection, meditation, and relaxation; and be it further that

Resolved, The space will be open at all regular University operating hours for students to utilize for their personal wellness.

**RYAN OLSON, MEMBER
STUDENT SENATE CONSULTATIVE COMMITTEE**

DISCUSSION:

Abeer Syedah said that this resolution seeks to create free, open spaces on each system campus and each bank for the Twin Cities campus. There are some rooms available now, but they are difficult to use and are not well-marked or advertised. The purpose of the proposed spaces is to make it open for meditation, reflection, and spiritual and emotional well-being. Some current

Muslim students have to travel to and from rooms on the East Bank from either West Bank or St. Paul in order to pray. Instead, all students should be able to fulfill their needs on the campus or bank where they are taking their classes.

A senator said that the same effort is currently underway at Morris.

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

APPROVED

13. OLD BUSINESS

NONE

14. NEW BUSINESS

A senator asked if the Chair would call a special session of the Student Senate be held to discuss Item 7 from this agenda so that action can be taken prior to the start of the ACEC election process and the April Student Senate meeting. Otherwise nine additional senators could join him to ask that a special session of the Student Senate be held.

Prahith Chakka declined to call a special meeting and instead asked if 10 senators were interested in calling a special session.

A senator spoke that she would not ask for a special session as she did not believe that the Bylaws should be amended during this election cycle.

Another senator expressed concern that graduate/professional students would be disenfranchised for the next year even if this Bylaw amendment is passed prior to this year's elections.

Q: Does proportional representation currently exist in the Senate Bylaws?

A: No.

Q: Were undergraduate students informed that some portion of seats in some colleges would be reserved for graduate/professional students?

A: This communication could not take place until the Bylaw amendment was approved.

A senator said that in previous years, including this academic year, undergraduate students were elected to all seats in most colleges as graduate students were all represented through the Graduate School and professional students were chosen through their student councils. Last spring, the Graduate School was removed as a voting unit as graduate students were no longer enrolled through that unit. This change means that undergraduate, graduate, and professional students will be in the same election pool in each college, thereby competing for the same seats.

Another senator expressed concern that some undergraduate students might have filed with the assumption that they would be guaranteed a seat and now will be told that there are less seats available. She asked that proportional representation not be implemented for this year.

A senator asked if ACEC can be contacted first to determine if these changes can be made before a vote is taken.

Another senator was uneasy about having this item sent to an electronic vote without allowing for additional information and discussion.

Prahith Chakka determined that discussion on Item 7 would be held at the March 13 SSCC meeting which is scheduled to begin at 1:00 pm in 300 Morrill Hall. All senators are welcome to attend the meeting in person or participate via phone. Background on this amendment will be emailed to all senators prior to the SSCC meeting. After that meeting, the Bylaw amendment will be sent to an electronic vote so that action can be taken prior to the start of the ACEC elections.

15. ADJOURNMENT

The meeting was adjourned at 12:28 pm.

Rebecca Hippert
Abstractor