

# MEETING OF THE STUDENT SENATE

THURSDAY, DECEMBER 4, 2014

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

25 Mondale Hall--Twin Cities Campus  
105 Kiehle Hall--Crookston Campus  
173 Kirby Plaza--Duluth Campus  
7 Humanities and Fine Arts--Morris Campus  
Room 419—Rochester Campus

This is a meeting of the Student Senate. There are 52 voting members of the Student Senate. A simple majority must be present for a quorum. Most actions require only a simple majority for approval. Actions requiring special majorities for approval are noted under each of those items.

## 1. ADMINISTRATIVE RESPONSES TO SENATE ACTIONS Information

Amendments to the Administrative Policy: Evaluation of Teaching  
Approved by the: Student Senate May 16, 2014  
Administrative **PENDING**  
Response:

Resolution Against Gopher Athletics' Summer Student Season Ticket Bundling

Approved by the: Student Senate October 2, 2014

Administrative Response: Gopher athletics has put together a plan that addresses the concerns about student ticket packages that a group of students raised and this resolution addresses. In creating the multi-sport student season ticket packages, Gopher athletics tried an approach that would reward the most engaged students to allow them to attend multiple sports at a discounted rate. The idea of "bundling" actually originated in a study of ticketing practices produced by Carlson School of Management students two years ago. In that study, they found that students favored this multi-sport option. For 70 percent of the students who purchased men's hockey and football season tickets last year, this year's packaging of the season tickets saved them \$15. Nonetheless, the popularity of Gopher men's hockey resulted in a sell-out of these tickets during the time period of the multi-sport package sale, and so there was no opportunity for students to purchase a season ticket for just men's hockey. Such that hockey-only tickets are available to students, starting in the 2015-16 season, Gopher athletics will once again make single-sport season tickets available at the same time as multi-sport packages. In addition, Gopher athletics contacted all students who purchased any of the multi-sport packages for the current seasons to offer them a refund of the football portion of their package.

Resolution Calling on the Appropriate University Department to Install a Wheelchair/Bike Accessible Ramp

Approved by the Student Senate: October 2, 2014

Administrative Response: The University continually works to improve our environment for pedestrians and bicycles on campus and appreciates the campus

community's suggestions for how to improve safe movement and accessibility for all modes of transportation. University staff from Parking and Transportation Services, Disability Services, and Facilities Management, have reviewed the Student Senate resolution and the stairwell in question. As a result of the resolution, Facilities Management will make modifications to the railing on the stairwell to allow bikes to be walked up and down the stairs in the current center ramp. Riders will continue to need to dismount, but rather than lifting their bicycles up or down the stairs, they will be able to roll their bikes on the ramp while walking up or down the stairs. In addition, last year's comprehensive review regarding the placement of security cameras identified this location as a future camera site. As funds become available, cameras will be added to this area. The construction of a ramp that would serve the needs of bicycles and wheelchairs is not currently under consideration. A ramp that would meet ADA standards for slope would require a structure that exceeds what is reasonable at this time given the other points of accessibility for the building. If and when the University embarks on a major construction project for this area, we would consider how to improve accessibility at that time.

## **2. FACULTY SENATE UPDATE (5 minutes)**

### **For Information:**

The Faculty Senate represents the 4300 tenured and tenure-track employees at the University. Its 155 senators are elected from each college and campus, the same as for the Student Senate, and serve three-year terms. Its membership also includes the 12 voting members of the Faculty Consultative Committee and the President, who serves as chair of the body. Faculty senators are also members of the University Senate.

The Faculty Senate meets on the same days as the Student Senate, directly after the University Senate concludes, and meetings are open to the public.

## **3. P&A SENATE UPDATE (5 minutes)**

### **For Information:**

The P&A Senate represents the academic professional and administrators (P&A) class of 5400 non-unionized employees at the University. This class was started in 1980 and the governance body was formed as an advisory committee to the President. P&A have skills between civil service employees and faculty in jobs such as teachers, researchers, advisors, counselors, and extension service workers. Most people stay in this classification or move to a faculty position. P&A employee have some of the same benefits as faculty, but work on annually renewable contracts.

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

**4. CIVIL SERVICE SENATE UPDATE  
(5 minutes)**

**For Information:**

The Civil Service Senate represents the approximately 4300 employees in the civil service category, which includes accountants, scientists, executive assistants, and administrators. The classification was started in 1945 with the passage of the civil service rules by the Regents. In 1984 PELRA was passed which allowed for the creation of a bargaining unit separate from civil service employees.

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

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

**6. STUDENT SENATE/ STUDENT SENATE  
CONSULTATIVE COMMITTEE CHAIR REPORT  
(5 minutes)**

**7. MINUTES FOR OCTOBER 2, 2014  
Action  
(2 minutes)**

**MOTION:**

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

<http://www1.umn.edu/usenate/ssenate/minutes/141002stu.pdf>

**BECKY YUST, CLERK  
UNIVERSITY SENATE**

**8. ENTERPRISE SYSTEM UPGRADE PROGRAM UPDATE  
Discussion  
(20 minutes)**

**9. LETTER TO FACULTY AND UNIVERSITY LEADERSHIP REGARDING  
MIDTERM EVALUATIONS  
Action  
(10 minutes)**

**MOTION:**

To approve the following letter.

## **LETTER TO FACULTY AND UNIVERSITY LEADERSHIP REGARDING MIDTERM EVALUATIONS**

**Audience:** Professors and Administrators

**Ask:** To begin doing midterm course evaluations

**Long term goal:** Having midterm course evaluations be the norm for professors and providing the infrastructure needed to make the information useful

Dear Professor/Dean,

On behalf of the Minnesota Student Association and the Student Senate, we write to you today and ask you to consider implementing midterm course evaluations.

Midterm evaluations have been implemented at other institutions. George Mason University requires midterm course evaluations for all 100 and 200 level courses. The University of Chicago, Princeton University, Florida State University, and Washington University in St. Louis strongly recommend course evaluations and encourage professors to administer them between the fourth and eighth weeks of class.[1]

We support the implementation of midterm course evaluations at the University of Minnesota for several reasons. These evaluations would allow students to provide feedback to their instructor regarding their strengths and weaknesses. This would give faculty a unique opportunity to gauge the effectiveness of their curriculum and teaching style and give students a chance to reflect on how their own strategies in class have affected their learning successes. Ideally, by incorporating feedback provided by midterm evaluations, professors can raise their end-of-year evaluation scores and provide more impactful instruction to students.

To help support you in making this a reality, we request that deans and administrators do all in their power to facilitate these evaluations. We recommend that administrators create example evaluations to distribute to faculty. Additionally, we support and want to work collaboratively to create a system that compiles this information, similar to the College of Veterinary Medicine's model [2].

Because of the positive impact midterm evaluation can have on student outcomes and quality of instruction, we of the Minnesota Student Association strongly encourage University of Minnesota administrators, deans and faculty to begin implementation and promotion of midterm evaluations.

We look forward to collaborating on this further,

Joelle Stangler, Student Body President, and the members of the Minnesota Student Association  
Valkyrie Jensen, Student Senate Chair, and the members of the University Student Senate

[1] <http://teachingcenter.wustl.edu/strategies/Pages/midterm-evaluations.aspx#.VGKMXPnF-Sp>

[2] <http://www.cvm.umn.edu/facstaff/resources/CVMTeachingAcademy/home.html>

**VALKYRIE JENSEN, CHAIR  
STUDENT SENATE CONSULTATIVE COMMITTEE**

### **10. RESOLUTION SUPPORTING A TUITION FREEZE OR FALL FOR ALL IN-STATE STUDENTS**

**Action  
(10 minutes)**

**MOTION:**

To approve the following resolution:

**RESOLUTION SUPPORTING A TUITION FREEZE OR FALL  
FOR ALL IN-STATE STUDENTS**

**WHEREAS**, historically the people of the State of Minnesota and the State Legislature have dedicated support to the University of Minnesota to provide widespread, inexpensive higher education, believing that access to affordable education is the great equalizing mechanism of society and that increased investment in higher education leads to increased economic opportunity and prosperity for the State;

**WHEREAS**, the wisdom of the last generations has proved true and exalted Minnesota to high ranks in educational and economic achievement;

**WHEREAS**, increased tuition and fees impede the University of Minnesota's ability to provide a high-quality education to all students, especially those from lesser-off socioeconomic situations;

**WHEREAS**, student debt has risen to its highest level ever, burdening students with such incredible loans that they postpone independent home ownership, investments in new business ideas and inventions, graduate and professional education, savings for retirement, and starting a family—all indicators of future economic prosperity;

**WHEREAS**, Minnesotans, in particular, face greater student debt than most other US citizens, and "Minnesota ranks fifth in the nation for student debt, and fourth for its proportion of students shouldering college debt loads;" (Randy Furst, Minnesota Ranks High in Student Debt, National Study Shows, *Star Tribune*, Nov. 13, 2014)

**WHEREAS**, while higher education is a private benefit to individual students, it is also a public good to the state;

**WHEREAS**, the current balance between requiring students to "pay their own way" and partially supporting higher education through state funding is currently uneven and places too great a burden on students, thus threatening the future economic good of the State;

**WHEREAS**, on average, every dollar spent on higher education is paid back four-fold in long-term economic prosperity for the nation, and every dollar spent by the Minnesota State Legislature equates to about thirteen dollars in economic benefit to the State;

**WHEREAS**, "States can build a strong foundation for economic success and shared prosperity by investing in education," and "Providing expanded access to high quality education will not only expand economic opportunity for residents, but also likely do more to strengthen the overall state economy than *anything else* a state government can do" (Economic Policy Institute);

**WHEREAS**, a thriving, educated future requires not only graduates with Bachelor degrees, but also professionals with Master and Doctorate degrees, who will provide most of Minnesota's medical, legal, science, business, engineering, education, and other important services;

**WHEREAS**, the vast majority of in-state students at the University of Minnesota, at both the undergraduate and graduate/professional levels, stay in Minnesota and contribute back to the economy, but the majority of out-of-state students do not stay;

***THEREFORE, BE IT***

**RESOLVED**, that the Student Senate, which has the sole responsibility of representing all 52,000+ students at the University of Minnesota's campuses, requests all decision-makers to achieve a freeze or fall in tuition for all in-state undergraduate, graduate, and professional students and a freeze or fall in all fees for all students;

**RESOLVED**, that the Student Senate implores the Minnesota State Legislature and Governor Mark Dayton to invest in future economic prosperity for the people of Minnesota by providing public funding for a freeze or fall in tuition and fees for all in-state undergraduate, graduate, and professional students;

**RESOLVED**, that the Student Senate requests the President of the University of Minnesota, along with all deans, provosts, administrators, and other executives, to implement a freeze or fall in tuition for all in-state students, at any level, and a freeze or fall in all fees for all students for the school years 2015-2016 and 2016-2017;

**FURTHER RESOLVED**, that the Student Senate requests the President to also consider a freeze or fall in general administrative spending, especially in regards to executive compensation for the school years 2015-2016 and 2016-2017;

**FURTHER RESOLVED**, that the Student Senate requests all deans, provosts, directors, and department heads to realize a freeze or fall in college fees, transportation fees, facilities fees, and all other fees assessed on all students or any subset of students for the school years 2015-2016 and 2016-2017;

**RESOLVED**, that the Student Senate instructs the Student Services Fee Committee, both its Administrative and Student Group Committees, to work together to bring about a student services fee freeze or fall for the school years 2015-2016 and 2016-2017; and

**KYLE KROLL  
SENATOR**

**11. RESOLUTION APPROVING THE GRADUATE STUDENT  
BILL OF RIGHTS AND RESPONSIBILITIES**

**Action  
(15 minutes)**

**MOTION:**

To approve the following resolution:

**RESOLUTION APPROVING THE GRADUATE STUDENT  
BILL OF RIGHTS AND RESPONSIBILITIES**

**WHEREAS**, graduate students (designated as "GRD", as defined by the University of Minnesota) at the University of Minnesota are involved in every aspect of the institution's daily operations: as students, employees, junior colleagues, and members of the university community;

**WHEREAS**, a key aspect of graduate education is the process of transition from students to scholars in training to junior scholars;

**WHEREAS**, however, graduate students are first and foremost students, and they have the right to expect that their responsibilities in other roles will be respected, with those associated with being students taking precedence;

**WHEREAS**, a number of policies currently exist at the university to protect graduate students but are not easily accessible;

**WHEREAS**, graduate students and faculty are generally not aware of the specific policies;

**WHEREAS**, Minnesotans, in particular, face greater student debt than most other US citizens, and “Minnesota ranks fifth in the nation for student debt, and fourth for its proportion of students shouldering college debt loads;” (Randy Furst, Minnesota Ranks High in Student Debt, National Study Shows, *Star Tribune*, Nov. 13, 2014);

**WHEREAS**, there are significant discrepancies in how these policies are applied between departments and colleges;

**WHEREAS**, the Graduate Student Bill of Rights and Responsibilities does not explicitly create new policy, rather it highlights existing University policies in a single document and delineates a standard set of appropriate norms to guide graduate student conduct and treatment;

**WHEREAS**, many colleges and universities throughout the United States have either approved or are in the process of approving a codified version of these rights and policies into a single, coherent document, often a Graduate Student Bill of Rights and Responsibilities, including other Big Ten universities such as Indiana University, Ohio State University, Pennsylvania State University, Purdue University, University of Illinois, University of Iowa, University of Michigan, and University of Nebraska;

**WHEREAS**, the “Mission” of the Graduate School at the University of Minnesota is to “ensure quality in graduate education, advocate for the academic and professional development of graduate students, advance intellectual communication and scholarship across disciplines, and promote cultural diversity, scholarly integrity, and inclusivity”;

**WHEREAS**, the Council of Graduate Students (COGS), the student organization that represents, advocates for, informs, facilitates communications among, and supports graduate students, approved the current version of the Graduate Student Bill of Rights and Responsibilities, and COGS has instructed the Bill of Rights subcommittee to solicit feedback, support, and approval from a number of university committees and to revise the document as necessary on December 1, 2014;

***THEREFORE, BE IT***

**RESOLVED**, that the Student Senate, which has the responsibility of representing all 13,000+ graduate students (GRD) at the University of Minnesota, passes this Resolution supporting the adoption of the current Graduate Student Bill of Rights and Responsibilities across the University system.

**FOR INFORMATION:**

Below is the text of the Graduate Student Bill of Rights and Responsibilities:

## **Graduate Student Bill of Rights and Responsibilities**

Preamble: At the University of Minnesota, graduate students touch on every aspect of the institution's daily operations: as students, employees, junior colleagues, and members of the university community. Across these various roles, graduate students have the right to expect that their responsibilities in other roles will be respected. For the purposes of this document, the term “graduate student” is used to represent all Master’s and Doctoral students who are under the purview of the Graduate School.

A key aspect of graduate education is the process of transition from students to scholars in training to junior scholars. However, graduate students are students, first and foremost. A number of policies (<http://www.grad.umn.edu/about/policiesgovernance>) currently exist at the university to protect graduate students. The purposes of the following sections is to explicate policies relevant to graduate student education, address areas where current policy is lacking, and serve as a reference tool for University students, faculty, and staff.

### **Article I. Graduate Students as Students**

#### **Section 1.01 Graduate students have the right to the best education available.**

- (a) Graduate students have the right to know all degree requirements upon enrolling at the University, and these should be communicated clearly and in writing.
- (b) Graduate students also have the right to consultation on changes in degree requirements, and to receive notification of these changes in a timely manner, defined as a reasonable opportunity to discuss as a group, in writing, prior to their implementation. In situations in which changes represent an unreasonable burden upon students in process, programs should offer some procedure to allow those graduate students to request evaluation under previous standards.
- (c) Programs should make a good faith effort to provide prospective students with the best data available regarding the general experience of graduate students in that particular program, including but not limited to:
  - (i) *a generic degree progress plan and average time to degree;*
  - (ii) *the availability of required courses as described by semester, especially those only offered during certain semesters and those offered on an irregular basis;*
  - (iii) *the expected total cost of study over a student’s expected tenure, including any other financial disclosures;*
  - (iv) *an explicit discussion of any potential financial burden that the student may incur, including the amount of guaranteed funding, the duration of guaranteed funding, the potential loan burden, and the availability of fellowships, grants and other awards;*
  - (v) *a commitment to help students find and apply for funding; and,*
  - (vi) *the general placement outcomes of past program graduates, in accordance with and as a complement to the Graduate Program Goals (<http://grad.umn.edu/goals/>).*

- (d) Required courses should be offered as often as possible, with sufficient student demand, and their availability should be communicated clearly. For example, requiring students to take an additional year of classes in order to satisfy a program requirement because of a lack of availability is a violation of this right.
- (e) Graduate students have the right to enroll in classes offered by other relevant departments and should be allowed by their home department, provided space is available and they meet the prerequisites.

**Section 1.02 Graduate students have the right to knowledgeable and responsible advising.**

- (a) Graduate students have the right to a constructive relationship with their advisor in accordance with the resources made available by the Graduate School (<http://www.gradvising.umn.edu/for-students.html>).
- (b) Graduate students have the right to time and attention from faculty members serving as their advisors (<http://wbt.umn.edu/pdf/SUCCESSMentors.pdf>).
- (c) Graduate students have the right to academic and professional advice from their advisor that is in the best academic and professional interest of the student.
- (d) Graduate students have the right to have their time and dignity respected by their advisor and committee, and, when necessary, to pursue the appropriate channels for grievances (<http://wbt.umn.edu/pdf/Advising and Mentoring-Worst Practices.pdf>).
- (e) Graduate students have the right to a reasonable procedure for changing advisors without fear of retaliation.

**Section 1.03 Graduate students have the right to pursue excellent research.**

- (a) Graduate students have the right to access to resources and training in regard to ethical research conduct, the appropriate use of equipment or software, and to navigate the appropriate boards and committees that govern research (IRB, IACUC, IBC, etc.), if applicable.
- (b) Graduate students have the right to a fair procedure when seeking research in a USDOS Travel Warning Country, especially in review of the student's ITRAAC form.
- (c) Graduate students have the right to an open discussion of who will pay for any travel associated with their research, including the availability of fellowships, grants and other awards.
- (d) Graduate students have the right to work and do research in a safe environment, as defined by the standards set by the U.S. Occupational Safety & Health Administration (<https://www.osha.gov/law-regs.html>).

**Section 1.04 Graduate students have the right to excellent training for both academic and non-academic careers.**

- (a) Graduate students have a right to pursue non-academic career focuses without fear of discrimination in evaluation, the availability of resources, receipt of supportive references, research and publication opportunities, or other bases.

- (b) Whether at the university, college or department level, graduate students should be provided appropriate resources to assist them in pursuing non-academic careers should they choose to explore non-academic career options. Programs and the university should be prepared to assist graduate students in locating these resources.

## **Article II. Graduate Students as Employees**

### **Section 2.01 Graduate student employees have the right to fair and equitable working conditions and benefits as established in the University's Graduate Assistant Employment Policy and its associated procedures (Calculating Graduate Assistant Tuition Benefits, Handling Graduate Assistant Performance Issues, Hiring Graduate Assistants, Obtaining Tuition Benefits for May and Summer Sessions/Terms).**

- (a) Departments should ensure that full-time graduate student should not have to seek additional work outside standard university paid positions (graduate instructor/teaching assistant/research assistant/graduate assistant) and under normal circumstances. Graduate students have the right to seek outside employment if they choose due to their particular circumstances. However, if required by the department or program to agree not to seek outside employment, it is the responsibility of the department or program to provide a stipend that is reasonable and adequate as a sole source of support for the entirety of the employment appointment.

### **Section 2.02 Graduate student employees have the right to a formal employment agreement.**

- (a) Graduate student employees have the right to terms and conditions of employment to be clearly communicated from their employing program prior to the first day of work.
- (b) Graduate student employees have the right to expect a clear articulation of their responsibilities as employees in writing prior to the first day of work.

### **Section 2.03 Graduate student employees have the right to training support as employees.**

- (a) Graduate student employees have a right to expect from their employing programs appropriate training as research assistants, graduate assistants, teaching assistants or graduate instructors both before and during the semester.
- (b) Graduate student employees have a right to the necessary resources needed to fulfill their roles as employees. These resources should be made available by their employing programs. These may include access to labs or research equipment, access to computer servers, access to needed data, the ability to print teaching materials, timely access to electronic resources such as Moodle or UMreports, and/or other appropriate tools necessary to complete expected duties.
- (c) Across all of their roles, graduate students have a right to regular, timely, objective, consistent, and impartial evaluation of their performance from their employing programs. As much of this evaluation as possible should be in writing, accessible to the student, and, where appropriate, confidentiality should be respected.

## **Article III. Graduate Students as Junior Colleagues**

### **Section 3.01 As junior colleagues, graduate students have a right to clear and direct discussions of the ownership of work product at the outset of any research project.**

**Section 3.02 Graduate students have a right to expect credit for their contributions in accordance with the standards of their field.**

**Section 3.03 Graduate students should be provided clear procedures to seek objective arbitration when necessary, without fear of retaliation, within their department or program of any disputes over standing.**

**Section 3.04 Graduate students have a right to expect that their potential vulnerability as junior colleagues will not be exploited.**

- (a) Graduate students have a right to participate in the University Community, at all levels, without fear of rebuke or retaliation.

#### **Article IV. Graduate Students as Members of the University Community**

**Section 4.01 Graduate students have a right to participate in all political and governance processes of the academic community without retribution.**

- (a) Graduate student government organizations at the program, department, school, and college levels are essential entities within the University Community, and these organizations have the right to consultation in all matters affecting graduate students.
- (b) Graduate students have a right to participate and to receive representation in the university governance structure and its committees. Furthermore, graduate students have the right to be represented within the joint governance structure of the University, including in the status of a non-voting member.
- (c) Graduate students have individual rights of personal conscience, freedom of expression, and political association. The University as an institution, colleges, and programs of employment and of academic membership have an obligation to respect and protect those rights.

**Section 4.02 Graduate students have right to academic freedom (<http://www.grad.umn.edu/about/policiesgovernance/academicfreedom/>). Academic freedom is defined by the Board of Regents as “the freedom, without institutional discipline or restraint, to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, and to speak or write on matters of public concern as well as on matters related to professional duties and the functioning of the University.” Graduate students have academic freedom rights as students and as employees – as researchers and as teachers.**

**Section 4.03 Graduate students have a right to an environment that is free from discrimination ([http://regents.umn.edu/sites/regents.umn.edu/files/policies/Code\\_of\\_Conduct.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Code_of_Conduct.pdf))**

**Section 4.04 Graduate students are protected under Title IX from discrimination on the basis of their actual or potential marital, family, or parental status (<https://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr106.html>).**

- (a) According to UMN policy, as employees of the university graduate students who meet eligibility requirements have the right to both paid and unpaid leave related to the birth or adoption of children. These requirements include that an employee be on at least a 20 hour a week appointment and have been employed by the university for at least 9 months (<http://policy.umn.edu/Policies/hr/Leaves/PARENTALLEAVE.html>).

- (b) As not all students meet the requirements of the university employee policy, non-qualifying students shall be protected under Title IX of the Education Amendments of 1972 and allowed up to the maximum leave for which they are eligible according to part 106.40 of the regulations.
- (c) Graduate students have the right to an open and honest discussion of their leave of absence options from their advisors, DGSs, and other university administrators to ensure that the leave is of adequate duration and does not jeopardize academic standing or current status of any held fellowship.

**Section 4.05 Graduate students have the right to be free from coercion from their advisors, DGSs or other university administrators or staff in matters of taking a leave of absence and in filling out the proper documentation (<http://www.policy.umn.edu/Policies/hr/Leaves/FMLA.html> ; <http://www.policy.umn.edu/Policies/Education/Education/GRADSTUDENTLEAVE.html> ).**

**Section 4.06 Graduate students have the right to redress in regard to concerns brought under the Articles of this Bill of Rights and Responsibilities.**

- (a) Graduate students also have the right to be informed regarding the resolution of any formal or informal conflict resolution.

#### **Article V. Graduate Student Responsibilities**

**Section 5.01 In conjunction with the aforementioned rights as students, UMN Graduate students have the responsibility to respect and uphold all relevant University policies regarding professional conduct as outlined by the Student Code of Conduct ([http://regents.umn.edu/sites/regents.umn.edu/files/policies/Code\\_of\\_Conduct.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Code_of_Conduct.pdf)).**

- (a) Graduate students have the responsibility to respect and uphold all of the aforementioned rights of other fellow graduate students including, but not limited to, the responsibility to conduct themselves, in all educational and professional activities, in a manner appropriate of an academic colleague.
- (b) Graduate students have the responsibility to not discriminate against students, faculty, staff, or administrators on the basis of race, color, sex, religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran.
- (c) Graduate students have the responsibility to provide accurate and honest reporting of research results and to uphold ethical norms in research methodology and scholarship.
- (d) Graduate students are expected to report suspected Violations to supervisors or other University officials.
- (e) Graduate students have the responsibility to maintain open channels of communication with their advisors, DGS, and/or other relevant administrators and staff.

**ROBERT STEWART, MEMBER  
STUDENT SENATE CONSULTATIVE COMMITTEE**

**12. OLD BUSINESS**

**13. NEW BUSINESS**

**14. ADJOURNMENT**



## MEETING OF THE FACULTY SENATE

THURSDAY, DECEMBER 4, 2014

2:30 - 5:00 P.M.

25 Mondale Hall--Twin Cities Campus  
105 Kiehle Hall--Crookston Campus  
173 Kirby Plaza--Duluth Campus  
7 Humanities/Fine Arts Building--Morris Campus  
Room 419--Rochester Campus

This is a meeting of the Faculty Senate. There are 167 voting members of the Faculty Senate. A simple majority must be present for a quorum. Most actions require only a simple majority for approval. Actions requiring special majorities for approval are noted under each of those items.

### 1. ADMINISTRATIVE RESPONSES TO SENATE ACTIONS Information

#### FACULTY SENATE

Administrative Policy on Open Access to Scholarly Articles

Approved by the: Faculty Senate May 1, 2014

Administrative Response: Approved September 2014

Amendments to the Administrative Policy: Grading and Transcripts

Approved by the: Faculty Senate May 1, 2014

Administrative Response: May 2014

Amendments to the Administrative Policy: Makeup Work for Legitimate Absences

Approved by the: Faculty Senate May 1, 2014

Administrative Response: June 2014

Amendments to the Administrative Policy: Evaluation of Teaching

Approved by the: Faculty Senate May 1, 2014

Administrative Response: **PENDING**

Resolution on Faculty Caregiver Support

Approved by the: Faculty Senate May 1, 2014

Administrative Response: The University administration acknowledges the challenges for all University employees in providing care for not only children, but also dependent adults. The resolution correctly points out that women faculty with children may experience career disadvantages due to childcare obligations. As is the case with all programmatic efforts, the University continually assesses how it does in offering services compared to peer organizations. While childcare is not treated as a standard employee benefit, the University does offer support services for faculty and staff caregivers, including a dependent daycare flexible spending account. Information on University support for childcare can be found at: <http://www1.umn.edu/ohr/wellness/plcc/childcare/>.

The University is housed in a major metropolitan area with

numerous options for childcare. The University's approach has been, and will continue to be, that it is the responsibility of employees to arrange for childcare services. The University's Child Development Center (CDC) is simply a University-operated option in which employees may choose to enroll their children. The University has evaluated the option of expanding the CDC, but found it cost prohibitive. As with all operational units, the University will continue to assess the CDC and the services it provides.

The University will encourage academic units to emphasize a culture of understanding regarding the challenges associated with balancing caregiver responsibilities and work obligations such as meetings and events. In particular, the administration will continue to emphasize the policies and procedures regarding extension of the probationary period for pre-tenure faculty.

Reduced appointments may, under special circumstances, be useful to accommodate faculty caregiver support needs. It must be remembered, however, that reductions in full-time appointments may be contingent on some faculty members' ability to endure a reduction in salary, and this will vary with personal and family circumstances. In addition, agreements to reduce full-time appointments often require complex reassessment of faculty workload and arrangements involving others to cover teaching and other needs in the unit.

The Federal government has recently issued new uniform guidance that allows for the use of sponsored funds to support some caregiver expenses related to faculty travel. The administration is examining the guidelines to determine if University policies and procedures need to be revised and will explore the possibility of allowing University-managed funds to be used for caregiver expenses related to professional activities. There are several issues to be considered, most significantly the tax implications of potential policy revisions.

## **2. STATEMENT ON PROFESSOR GARY BALAS Information**

It is with great sadness that the Faculty Consultative Committee recognizes the untimely death of a wonderful colleague, Professor Gary Balas. Professor Balas was a Distinguished McKnight University Professor, the head of Aerospace Engineering and Mechanics, and a deep and energetic contributor to faculty governance, including serving as chair of the Faculty Consultative Committee. He will be missed.

**REBECCA ROPERS-HUILMAN, CHAIR  
FACULTY CONSULTATIVE COMMITTEE**

## **3. EDUCATIONAL POLICY COMMITTEE Amendment to the Administrative Policy on Credit and Grade Point Requirements for an Undergraduate (Baccalaureate) Degree**

## Information

The Educational Policy Committee approved the following amendment to the Administrative Policy on Credit and Grade Point Requirements for an Undergraduate (Baccalaureate) Degree at its November 5 meeting. This amendment is included for information.

### AMENDMENT TO THE ADMINISTRATIVE POLICY ON CREDIT AND GRADE POINT REQUIREMENTS FOR AN UNDERGRADUATE (BACCALAUREATE) DEGREE

#### POLICY STATEMENT

...

[Twin Cities and Rochester only] D grades are not permitted in major, or minor, or certificate courses. Required courses for the major, or minor, or undergraduate certificate in which a student receives a D grade (with or without plus or minus) do not count toward satisfying the major, or minor, or certificate requirements (including transfer courses). All other courses, including courses in the major or minor field that are not required to complete the major or minor, will count toward a degree if the student earns a D or better.

...

The full policy is available at:

<http://policy.umn.edu/Policies/Education/Education/BACREDITREQ.html>

SUE WICK, CHAIR  
EDUCATIONAL POLICY COMMITTEE

#### 4. FACULTY CONSULTATIVE COMMITTEE REPORT (10 minutes)

#### 5. FACULTY LEGISLATIVE LIAISON UPDATE (5 minutes)

#### 6. EDUCATIONAL POLICY COMMITTEE 2018-19 Crookston and Duluth Calendars Information

##### Crookston 2018-19

##### Fall Semester 2018 (75 class days)

August 21	Tuesday	Classes begin
September 3	Monday	Labor Day holiday
October 26	Friday	Professional Development (no classes)
November 22-23	Thurs.-Fri.	Thanksgiving holiday
December 7	Friday	Last day of instruction
December 10-13	Mon.-Thurs.	Final examinations
December 13	Thursday	End of the term

**Spring Semester 2019 (73 class days)**

January 7	Monday	Classes begin
January 21	Monday	MLK holiday
February 18	Monday	Professional Development (no classes)
March 18-22	Mon.-Fri.	Spring Break
April 19	Friday	Floating holiday (no classes)
April 29	Monday	Last day of instruction
April 30-May 3	Tues.-Fri.	Final examinations
May 3	Friday	End of the term
May 4	Saturday	Commencement

**May Session 2019 (15 class days)**

May 6	Monday	May session begins
May 24	Friday	May session ends

**Summer Session 2019 (39 class days)**

June 3	Monday	Classes begin
July 4	Thursday	Independence Day holiday
July 26	Friday	8-wk summer session ends

**Duluth 2018-19****Fall Semester 2018 (70 class days)**

August 27	Monday	Classes begin
September 3	Monday	Labor Day holiday
October 25-26	Thurs.-Fri.	Fall break (no classes)
November 22-23	Thurs.-Fri.	Thanksgiving holiday
December 7	Friday	Last day of instruction
December 10-14	Mon.-Fri.	Final examinations
December 14	Friday	End of the term

**Spring Semester 2019 (72 class days)**

January 16	Wednesday	Classes begin
January 21	Monday	MLK holiday
March 11-15	Mon.-Fri.	Spring Break
May 3	Friday	Last day of instruction
May 6-10	Mon.-Fri.	Final examinations
May 10	Friday	End of the term
May 11	Saturday	Commencement

**May Session 2019 (18 class days)**

May 13	Monday	May session begins
May 27	Monday	Memorial Day holiday
June 7	Friday	Final examinations; End of May session

**Summer Session 2019 (37 class days)**

June 10	Monday	Classes begin
July 4	Thursday	Independence Day holiday
July 5	Friday	Floating holiday (no classes)
August 2	Friday	Final examinations; End of Summer Session

**SUE WICK, CHAIR  
EDUCATIONAL POLICY COMMITTEE**

**7. EDUCATIONAL POLICY COMMITTEE  
2018-19 Morris, Rochester, and Twin Cities Calendars  
Action  
(20 minutes)**

**MOTION:**

To approve the 2018-19 Morris, Twin Cities, and Rochester calendars.

**Morris 2018-19**

**Fall Semester 2018 (73 class days)**

August 29	Wednesday	Classes begin
September 3	Monday	Labor Day holiday
October 22-23	Mon.-Tues.	Fall break (no classes)
November 22-23	Thurs.-Fri.	Thanksgiving holiday
December 14	Friday	Last day of instruction
December 17	Monday	Study day
December 18-21	Tues.-Fri.	Final examinations
December 21	Friday	End of the term

**Spring Semester 2019 (74 class days)**

January 21	Monday	MLK holiday
January 22	Tuesday	Classes begin
March 18-22	Mon.-Fri.	Spring Break
May 10	Friday	Last day of instruction
May 13	Monday	Study day
May 14-17	Tues.-Fri.	Final examinations
May 17	Friday	End of the term
May 18	Saturday	Commencement

**May Session 2018 (14 class days)**

May 20	Monday	May session begins
May 27	Monday	Memorial Day holiday
May 7	Friday	May session ends

**Summer Session 2018**

May 28-June 28	Summer session I (24 class days)	
May 27	Monday	Memorial Day holiday
July 1-August 2	Summer session II (24 class days)	
July 4	Thursday	Independence Day holiday

**Twin Cities and Rochester 2018-19**

**Fall Semester 2018 (70 class days)**

September 3	Monday	Labor Day holiday
September 4	Tuesday	Classes begin
November 22-23	Thurs.-Fri.	Thanksgiving holiday
December 12	Wednesday	Last day of instruction

December 13, 16	Thurs., Sun.	Study days
December 14-15, 17-20	Fri.-Sat., Mon.-Thurs.	Final examinations
December 20	Thursday	End of the term

**Spring Semester 2019 (70 class days)**

January 21	Monday	MLK holiday
January 22	Tuesday	Classes begin
March 18-22	Mon.-Fri.	Spring Break
May 6	Monday	Last day of instruction
May 7-8, 12	Tues.-Wed., Sun.	Study days
May 9-11, 13-15	Thurs.-Sat., Mon.-Wed.	Final examinations
May 15	Wednesday	End of the term

**May Session 2019 (14 class days)**

May 20	Monday	May session begins
May 27	Monday	Memorial Day holiday
June 7	Friday	May session ends

**Summer Session 2019 (39 class days)**

June 10	Monday	Classes begin
July 4	Thursday	Independence Day holiday
August 2	Friday	8-wk summer session ends

**COMMENT:**

The Educational Policy Committee (SCEP) is charged with recommending calendars four years in advance of the current academic year. When SCEP considered the 2018-19 Twin Cities and Rochester calendar last spring, it was asked to consider how summer session might start sooner. A subcommittee was formed to work on this topic over the summer. A survey was conducted of faculty, students, and student service professionals. The questions were:

- Should spring semester start before MLK?
- Should the number of instruction days in fall semester (70) and spring semester (74) be equalized?
- Should the week between the end of spring semester and the start of May session be maintained?

The survey also asked for feedback on each question.

After reviewing the results, the subcommittee recommended a reduction in the instruction days for spring semester and possibly starting classes before MLK in 2018-19 only as this is the year when MLK falls on the latest possible date in January.

SCEP discussed the proposals and suggested that another survey be conducted with more specific questions being asked:

- Should the academic calendar be changed so that spring semester has the same number of instructional days (70) as fall semester or a slight reduction in the number of instructional days (72)?
- In this one year, should spring semester start one week early (Monday, January 14) so that classes end on Friday, May 3 instead of Friday, May 10?

With almost 600 responses, the results (available at: [https://docs.google.com/document/d/11J-HdGQ5calL3rUHDXu\\_U4bx7wPfc\\_O0gHIJDs-AUjA/edit?usp=sharing](https://docs.google.com/document/d/11J-HdGQ5calL3rUHDXu_U4bx7wPfc_O0gHIJDs-AUjA/edit?usp=sharing)) showed that there is strong support for shortening spring semester and not starting classes before MLK. Over 50 percent of the responses to the first question voted for a 70 day spring semester. The most cited reasons were consistency between semesters and providing two weekday study days to students.

Based on the information that it received from the survey, SCEP is recommending that the 2018-19 academic calendar for the Twin Cities and Rochester have a 70-day spring semester.

**SUE WICK, CHAIR  
EDUCATIONAL POLICY COMMITTEE**

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

**9. QUESTIONS TO THE PRESIDENT  
(15 minutes)**

Questions to the President should be submitted in writing to the University Senate office no later than Tuesday, December 2, 2014. The President may also choose to take questions from the floor.

**10. FACULTY SENATE OLD BUSINESS**

**11. FACULTY SENATE NEW BUSINESS**

**12. FACULTY SENATE ADJOURNMENT**

