

1999-00

**UNIVERSITY OF MINNESOTA  
UNIVERSITY SENATE MINUTES  
FACULTY SENATE MINUTES  
STUDENT SENATE MINUTES**

No. 3

**UNIVERSITY SENATE MINUTES  
FEBRUARY 24, 2000**

The third meeting of the University Senate for 1999-00 was convened in 25 Law Building, Minneapolis campus, on Thursday, February 24, 2000, at 2:08 p.m., as a joint meeting of the University Senate, Faculty Senate, and Twin Cities Campus Assembly. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 113 voting faculty/academic professional members, 37 voting student members, 1 ex officio member, and 9 nonmembers.

**1. ANNOUNCEMENTS**

Professor Roberta Humphreys convened the meeting and announced that President Yudof would not be able to chair the meeting so she, Vice Chair of the University and Faculty Senates, and Barbara Van Drasek, Vice Chair of the Twin Cities Campus Assembly, would be jointly chairing today's meeting.

Professor Humphreys announced that at 3:15 p.m., items 23 Athletic Bylaws, 24 Report from the Senate Committee on Student Academic Integrity, and 25 Policy on Class Notes on the Web, would be considered. After these three items, the Senate will return to the regular agenda.

**2. MINUTES FOR DECEMBER 2, 1999  
Action by All Bodies**

The University Senate, Faculty Senate, and Twin Cities Campus Assembly minutes are available on the Web at the following URLs:

[http://www1.umn.edu/usenate/u\\_senate/991202sen.html](http://www1.umn.edu/usenate/u_senate/991202sen.html)  
[http://www1.umn.edu/usenate/faculty\\_senate/991202fac.html](http://www1.umn.edu/usenate/faculty_senate/991202fac.html)  
<http://www1.umn.edu/usenate/tcca/991202tcca.min>

**DISCUSSION:**

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

**APPROVED**

**3. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY**

The Senate rose to pay tribute to the following members of the University Community. Memorials appear in an appendix to these minutes.

**FACULTY/ACADEMIC PROFESSIONALS**

Donald M. Barnes  
Professor

Vet Medicine  
1921-2000

David W. French  
Professor  
Plant Pathology  
1921-2000

Nelson D. Goldberg  
Professor  
Biochemistry  
1931-1999

Tom B. Jones  
Regents' Professor  
History  
1909-1999

G. Gordon Kingsley  
Professor  
General College  
1914-1999

Eugene L. Mather  
Professor  
Geography  
1918-1999

William A. McDonald  
Regents' Professor  
Classics  
1913-2000

Theron O. Odlaug  
Professor  
Biology – UMD  
1911-2000

Richard O. Sielaff  
Professor  
Management Studies – UMD  
1915-1999

### **STUDENTS**

Michael Andretti  
College of Liberal Arts

Robert Lee  
Carlson School of Management

Elizabeth Nauer  
College of Liberal Arts

KiAnn Rivas  
General College

Joseph Sitarz  
College of Liberal Arts

Thomas Toland  
Institute of Technology

#### **4. ADMINISTRATIVE RESPONSES TO SENATE AND ASSEMBLY ACTIONS**

##### **University Senate**

Education in the Responsible Conduct of Sponsored Research and Grants Management Policy  
(<http://www1.umn.edu/usenate/policies/grantsmgmt.html>)

Approved by the: University Senate April 22, 1999  
Administration May 1999  
Board of Regents – no action required

Principal Investigator Eligibility on Sponsored Projects Policy  
(<http://www1.umn.edu/usenate/policies/princinvestcp.html>)

Approved by the: University Senate April 22, 1999  
Administration July 1999  
Board of Regents November 10, 1999

#### **5. SENATE/FACULTY CONSULTATIVE COMMITTEE REPORT**

Professor Fred Morrison, Chair of the Senate Consultative Committee (SCC), reported that SCC has been busy with various issues such as the budget, athletics, and educational policy. Many of these issues have been included on today's agenda. Under New Business, a resolution on research violence and an item from the Social Concerns Committee will also be considered.

During the past month, the Exceptional Status by the NIH was lifted and expanded authorities for the researchers working on federal grants were restored. Much of this work was facilitated by a joint faculty-administrative task force, in particular, Professor Morrison recognized the special contributions of Professor David Hamilton. One week ago, the Faculty Consultative Committee (FCC) passed a resolution in appreciation of the efforts of all those involved in changing the University's status. He then made a motion to extend a special thanks to those who worked to restore the NIH status and in particular, Professor David Hamilton.

A vote was taken and the motion was approved.

A round of applause was then given to Professor Hamilton and those who worked with him.

#### **6. FACULTY ASSEMBLY STEERING COMMITTEE Nominating Committee, Committee on Committees Action by the TC Faculty Assembly**

##### **MOTION:**

To approve the following membership of a Nominating Committee to select Twin Cities faculty/academic professional candidates to stand for election to the Senate/Assembly

Committee on Committees: John Beatty (Chair), Mary Dempsey, John Eyler, Allen Isaacman, Toni McNaron, and Deon Stuthman.

**COMMENT:**

The Nominating Committee is responsible for identifying Twin Cities faculty and academic professionals interested and willing to stand for election to the Senate/Assembly Committee on Committees, and will present a slate of candidates to the Assembly at its next meeting. If approved, the Faculty Assembly will elect two faculty/academic professionals to serve 3-year terms on the Committee on Committees.

FRED MORRISON, Chair  
FACULTY ASSEMBLY STEERING COMMITTEE

**DISCUSSION:**

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

**APPROVED**

**7. NOMINATING COMMITTEE FOR THE  
TWIN CITIES ASSEMBLY STEERING COMMITTEE  
Slate of Candidates  
Action by the TC Faculty Assembly and UMD Faculty Senators**

**MOTION:**

To approve the following six names to stand for election to the Senate Consultative Committee/Assembly Steering Committee, from which three are to be elected by mail ballot by the Twin Cities and non-represented UMD faculty: Muriel Bebeau, Terence Collins, Daniel Feeney, Joseph Konstan, Burton Shapiro, and Billie Wahlstrom. A simple majority is required for approval.

**FOR INFORMATION:**

The Nominating Committee, appointed by the Twin Cities Campus Assembly at its December 2, 1999, meeting to name candidates to fill by the election process three 2000-03 Twin Cities/UMD faculty positions on the Senate Consultative/Assembly Steering Committee, presents the following six names, from which three are to be elected by mail ballot by the Twin Cities and non-represented UMD faculty:

**MURIEL BEBEAU:** 1979\*, Professor of Preventative Sciences, School of Dentistry. University Senate member: 1993-96. Committee participation (past and present): Senate Judicial Committee, Senate Committee on Committees, Academic Health Center Faculty Consultative Committee (Chair), Biomedical Ethics Education Committee, Ethics Advisory Board for CLA, American Educational Research Association Awards Committee (Chair), Academic Health Center Strategic Facility Plan Steering Committee, Bush Faculty Development Program recipient, School of Dentistry Educational Policy Committee (Chair), School of Dentistry Faculty Affairs Committee, School of Dentistry Review Committee (Chair), Search Committee for School of Dentistry Dean

**TERENCE COLLINS:** 1976\*, Director of Academic Affairs and Curriculum and Professor in General College. University Senate member: 1980-83, 1984-87. Committee participation (past

and present): Senate Disabilities Issues Committee (Chair), All-University Advisory Committee on Composition, All-University Task Force on Coordination of Writing Instruction, General College Faculty Committee (Chair), General College Policy and Planning Committee (Chair), Center for Interdisciplinary Study of Writing Policy Council (Chair), University Non-Health Sciences Tenure and Promotion Review Committee (Chair), Graduate School Faculty Summer Research Award Committee, Bush Faculty Development Program on Excellence and Diversity in Teaching (Co-Director)

**DANIEL FEENEY:** 1978\*, Professor of Small Animal Clinical Sciences, College of Veterinary Medicine. University Senate member: 1983-86, 1987-90, 1991-94, 1995-98, 1999-02. Committee participation (past and present): AHC Faculty Consultative Committee, AHC Finance and Planning Committee (Chair), Faculty Consultative Committee (Ex Ofc), Senate Physical Plant and Space Allocation Committee, Senate Finance and Planning Facilities Management Subcommittee, Senate Faculty Affairs Committee (Chair), SCFA Tenure Subcommittee, SCFA Non-Retirement Benefits Subcommittee, SCFA Retirement Subcommittee (Chair), Senate Research Committee, CVM Curriculum Committee (Chair), CVM Pew Steering Committee, SACS Merit Review Committee, CVM Faculty Council (Chair), Collegiate Promotion and Tenure Committee, Health Sciences Policy & Review Council, University Grievance Board, University Grievance Officer, Graduate School-wide Committee to Review Graduate Program, University Working Group on Human Resources

**JOSEPH KONSTON:** 1992\*, Associate Professor of Computer Science and Engineering, Institute of Technology. University Senate member: NONE. Committee participation (past and present): Department Advisory Committee, Department Computing Committee (Chair), Department Search Committees (Chair), Graduate Studies for Software Engineering Director, CS&E Department Head Search Committee, Digital Technology Center "Blue Chip" Position in Design Committee, DTC "Blue Chip" Position in Computer Science and Engineering Committee, Joint Computer Science/Psychology faculty position Search Committee, IT Instructional Computing Committee, Digital Technology Summit Organizing Committee (Track Chair), Faculty One-Stop Committee, Bush Faculty Development Program, Student ACM Chapter Advisor, President's Distinguished Faculty Mentorship Program, Minority Scholars Development Program, ACM/SIGCHI Executive Committee, Twin Cities Chapter of SIGCHI (President), ACM Lecturer

**BURTON SHAPIRO:** 1966\*, Professor of Oral Sciences, School of Dentistry; Institute of Human Genetics, Medical School. University Senate member: 1990-93. Committee participation (past and present): Faculty Consultative Committee, Senate Finance & Planning Committee (Chair), Ad Hoc Committee to Examine Future Role of Human Genetics (Chair), Searle Scholars Program Selection Committee, Health Sciences Research Advisory Committee (Medical/Cancer Fund), Campus Fulbright Committee, Task Force on Doctoral Programs (Chair), CLA Center for Comparative Thought, Intercollegiate Task Force to Review Biochemistry Programs (Chair), Human Genetics Task Force (Chair), Committee on the University of Minnesota Press, Biomedical Science Research Screening Committee, Ad Hoc Committee on U of M Press Future, Search Committee for University Press Director (Chair), Senior Vice President for Finance and Operations Search Committee, Ad Hoc Committee on Intercollegiate Athletics (Chair), Institutional Review Board: Human Subjects Committee

**BILLIE WAHLSTROM:** 1989\*, Professor of Rhetoric, College of Agricultural, Food, & Environmental Sciences. University Senate member: 1995-98. Committee participation (past and present): Council on Liberal Education, Senate Judicial Committee, University Grievance, Graduate Research Advisory Committee, McKnight Land Grant Professorship Committee, University Computer/Telecommunications Committees, CIC Taskforce on Learning Technologies, Women's Studies Personnel Committees, Policy Board for the Center for Interdisciplinary Studies of Writing, College Promotion and Tenure committee, College

Leadership Council, COAFES Technology Committee (Chair), Department Curriculum and Policy Committee

The Assembly Steering Committee serves as the executive committee of the Twin Cities Campus Assembly and forms the Twin Cities membership of the Senate Consultative Committee. Senate and Assembly legislation has merged the Twin Cities faculty and non-represented UMD faculty for purposes of Senate Consultative/Assembly Steering Committee elections. Should a non-represented UMD faculty member be elected, that individual will be a member of the Senate and Faculty Senate Consultative Committees, but shall not be a member of the Assembly Steering Committee.

Additional nominations, certified as willing to stand for election, may be made by (1) petition of 12 voting members of the faculties, provided that the petition is in the hands of the Clerk of the Twin Cities Campus Assembly the day before the Twin Cities Campus Assembly meeting, and (2) nominations on the floor of the Assembly. The faculty representatives of the Twin Cities Campus Assembly shall reduce by vote the slate to twice the number to be elected.

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

Linda Brady, College of Agricultural, Food, and Environmental Sciences  
Joseph Massey, College of Natural Resources  
Fred Morrison, Law School  
V. Rama Murthy, Institute of Technology  
Paula Rabinowitz, College of Liberal Arts

The terms of Mary Dempsey (Medical School), David Hamilton (Medical School), and Mary Jo Kane (College of Education and Human Development) expire at the end of the academic year.

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\*Date of initial appointment at the University.

John Beatty, Chair  
Mary Dempsey  
John Eyler  
Allen Isaacman  
Toni McNaron  
Deon Stuthman

**DISCUSSION:**

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

**APPROVED**

**8. NOMINATING COMMITTEE FOR THE ACADEMIC HEALTH CENTER  
PROVOSTAL FACULTY CONSULTATIVE COMMITTEE  
Slate of Candidates  
Action by the TC Faculty Assembly and UMD Faculty Senators**

**MOTION:**

To approve the following six names to stand for election to the Academic Health Center Faculty Consultative Committee, from which three are to be elected by mail ballot by the faculty from the Medical School-Clinical Sciences, School of Nursing, and School of Public Health: Susan

Berry, Lisa Brosseau, Denis Clohisy, Laura Duckett, Jean Forster, and Christine Mueller. A simple majority is required for approval.

### **FOR INFORMATION:**

The Nominating Committee, appointed by the Twin Cities Campus Assembly at its December 2, 1999, meeting, to name candidates to fill by the election process, three 1999-01 faculty positions (one each from the Medical School-Clinical Sciences, School of Nursing, and School of Public Health) on the Academic Health Center Faculty Consultative Committee, presents the following six names, from which one from each college is to be elected by mail ballot by the Medical School-Clinical Sciences, School of Nursing, and School of Public Health faculty.

### **MEDICAL SCHOOL-CLINICAL SCIENCES**

**SUSAN BERRY:** 1984\*, Professor of Pediatrics, Ophthalmology, and GCD, Medical School. University Senate member: 1997-00. Committee participation (past and present): AHC Committee on Committees, M.D./Ph.D. Steering Committee, Medical School Promotions and Tenure Committee, Medical School Dean's Faculty Advisory Council (Chair), University Committee on the Use of Human Subjects in Research (Chair), University Biomedical Research Advisory Committee (Chair), Search Committee for University of Minnesota Assistant VP/Associate Dean for Research, Search Committee for Director of Biomedical Ethics Center (Chair), Medical School Educational Policy Committee, Medical School Dean's Taskforce Research Workgroup, Clinical Research Taskforce (Chair), Medical School Administrative/Financial Restructuring Taskforce, MCB Building Research Taskforce, Medical School Committee on Committees

**DENIS CLOHISY:** 1991\*, Associate Professor of Orthopedic Surgery, Medical School. University Senate member: 1998-01. Committee participation (past and present): Dean's Advisory Committee, Graduate Medical Education Committee (Chair), Medical School Education Council Finance & Effort Committee, Cancer Center Clinical Trials Scientific Review & Monitoring Committee, Medical School Research Work Group, NIH Clinical Sciences Special Emphasis Panel (ZRG4-GRM), NIH/NIAMS Long-Range Planning Meeting, Orthopedic Research & Education Foundation Peer Review Committee, American Orthopedic Association, Musculoskeletal Tumor Society, Children's' Cancer Group, Orthopedic Research Society, American Academy of Orthopedic Surgeons, American Board of Orthopedic Surgeons, American Society of Bone and Mineral Research, American Society of Cell Biology, Minnesota Orthopedic Society Board of Directors

### **SCHOOL OF NURSING**

**LAURA DUCKETT:** 1977\*, Associate Professor, School of Nursing. University Senate member: NONE. Committee participation (past and present): School of Nursing Consultative Committee (Chair), AHC Reengineering Phase II Education and Curriculum Team, AHC Diversity Task Force Faculty Subcommittee, AHC Intercollegiate Primary Care Education Council Ethics Subcommittee, AHC Research Associate Deans/Directors Group, Bush Foundation Faculty Development Program for Excellence and Diversity in Teaching

**CHRISTINE MUELLER:** 1994\*, Associate Professor, School of Nursing. University Senate member: NONE. Committee participation (past and present): AHC Executive Committee for Strategic Planning, AHC Intercollegiate Primary Care Education Council (Co-chair), Search Committee for AHC Assistant Vice President for Education, AHC Educational Service Organization Planning Workgroup, Executive Committee for Center on Nursing Research of Elders, AHC Rural Health School Curriculum Committee, MN Colleagues in Caring State Health Policy Workgroup, MN Colleagues in Caring Workforce Data Workgroup, University of

MN/MnSCU Nursing Pharmacology Distance Learning Steering Committee, Department of Human Service Long-term Care Advisory Committee, Minnesota Nurses Association Long-term Care Taskforce, Minnesota Nurses Association Nursing Informatics Resource Committee, Health Care Financing Administration (HCFA) Technical Expert Panel on Accuracy of the Minimum Data Set for Nursing Homes, Review Board for the American Nurses Credentialing Center Nursing Home, Magnet Recognition Program, HCFA Skilled Nursing Facility-Prospective Payment System Quality Medical Review Project

## **SCHOOL OF PUBLIC HEALTH**

**LISA BROSSEAU:** 1991\*, Associate Professor of Environmental and Occupational Health, School of Public Health. University Senate member: 1997-99. Committee participation (past and present): SPH Research Committee (Chair), SPH Appointments, Promotion and Tenure Policy Committee, Department Student Admissions Committee, Department Faculty Advisory Committee, Department Teaching Committee (Chair), Department Laboratory Committee, American Industrial Hygiene Association (Chair), American National Standards Institute, American Conference of Governmental Industrial Hygienists (Chair), American Association for Aerosol Research, American Society of Heating, Refrigerating and Air Conditioning Engineers, American Public Health Association

**JEAN FORSTER:** 1988\*, Professor of Epidemiology, School of Public Health. University Senate member: 1995-98. Committee participation (past and present): AHC Faculty Affairs Committee, SPH Faculty Consultative Committee, SPH Grievance Committee, SPH Educational Policy Committee (Chair), SPH Policy Council, U of MN Commission on Women, Campus Safety and Security Committee, Sexual Harassment Board, AAUP Executive Board, AHC Tobacco Advisory Committee

The Academic Health Center Provostal Faculty Consultative Committee serves as the executive committee of the Academic Health Center Faculty Assembly and reports to the Twin Cities Campus Assembly.

Additional nominations, certified as willing to stand for election, may be made by (1) petition of 12 voting members of the faculties, provided that the petition is in the hands of the Clerk of the Twin Cities Campus Assembly the day before the Twin Cities Campus Assembly meeting, and (2) nominations on the floor of the Assembly. The faculty representatives of the Twin Cities Campus Assembly and UMD Faculty Senators shall reduce by vote the slate to twice the number to be elected.

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

Muriel Bebeau, School of Dentistry  
James Boulger, UMD School of Medicine  
Robert Miller, Medical School-Basic Sciences  
Stephanie Valberg, College of Veterinary Medicine  
Timothy Wiedmann, College of Pharmacy

The terms of Patricia Ferrieri (Medical School), Judith Garrard (School of Public Health), and Kathleen Krichbaum (School of Nursing) expire at the end of the academic year.

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\*Date of initial appointment at the University.

John Beatty, Chair  
Mary Dempsey  
John Eyler

Allen Isaacman  
Toni McNaron  
Deon Stuthman

**DISCUSSION:**

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

**APPROVED**

**9. GRIEVANCE ADVISORY COMMITTEE  
Five-Year Review and Proposed Amendments to the Grievance Procedure  
Action by the University Senate**

**MOTION:**

To approve the proposed amendments to the Grievance Procedure. A simple majority is required for approval.

**COMMENT:**

Related information was distributed under separate cover to senators via campus/US mail prior to the meeting.

LAURA COOPER, Chair  
GRIEVANCE ADVISORY COMMITTEE

**DISCUSSION:**

Professor Laura Cooper, Chair of Grievance Advisory Committee, said that when the Regents adopted the Grievance Policy, they mandated there be a five-year review. The review has been conducted and a set of proposals were created and circulated to relevant employee constituencies. The general findings of the report were that no significant changes were needed but that a number of minor procedural adjustments were in order. One change was the inclusion of the right of a emeritus professor to pursue a grievance under the policy. Another is the introduction of an assurance of non-retaliation for persons pursuing grievances under the policy. Lastly, persons making claims of sexual harassment may choose to pursue those claims under the Grievance Policy or under the procedures of the Office of Equal Opportunity and Affirmative Action.

A senator then commented that he is in support of these changes which have arisen from actual cases and have resulted in adjustments made by the Grievance Office. In addition to the inclusion of emeriti in this policy, a new draft of the Retiree's Bill of Rights, now as a policy, will be before the Senate in April. He hoped that the Senate will provide enthusiastic support since the policy will, no doubt, meet resistance at another level.

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

**APPROVED**

**10. SENATE RESEARCH COMMITTEE  
Resolution on the Responsible and Ethical Conduct of Research and Scholarship**

## **Action by the University Senate**

### **MOTION:**

To approve the following resolution. A simple majority is required for approval.

WHEREAS the responsible and ethical conduct of research and scholarship is of prime importance in a research university such as the University of Minnesota, and to society at large; and

WHEREAS issues of ethics and responsible conduct are often complex and subtle, so as to require the sorts of explicit consideration and discussion that constitute formal training; and

WHEREAS some issues of ethics and responsible conduct are discipline-specific, while others have broad implications across all scholarly areas and can serve as a focus for all-University discussion and communication between disciplines;

THEREFORE be it resolved that:

The faculty, students, and staff of the University of Minnesota support a University-wide program of education and training in the responsible and ethical conduct of research and scholarship, with the following roles for members of the University community:

The Graduate School and Office of the Vice President for Research should continue with its efforts to establish a program to address current and continuing needs for education in the responsible conduct of research and scholarship.

Each graduate program should provide an ongoing educational program which should include - as appropriate to the discipline - such topics as research using human subjects, research using animals, authorship, plagiarism, confidentiality of privileged communications in peer review, data management, funding and fiscal responsibility, social responsibility and whistle-blowing, environmental health and safety, intellectual property, and conflict of interest; and should certify student participation in the educational program.

Department chairs/heads and deans should encourage, support, and attest to appropriate education in proper conduct of research by departmental personnel.

Individual faculty - as principal investigators, research directors, and mentors - should encourage their students and other research personnel to participate in such educational programs.

Students and other researchers should carry out their research in a responsible manner, and should participate in educational programs on responsible conduct of research provided by their program and/or department.

LEONARD KUHI, Chair  
SENATE RESEARCH COMMITTEE

### **DISCUSSION:**

Professor Len Kuhl, Chair of the Research Committee, reminded senators that earlier they passed a resolution recognizing the enormous efforts, lead by Professor David Hamilton, to revamp the way that research at the University is managed. Because the University was not conducting research properly, the University lost expanded authorities and was placed on Exceptional Status by the NIH. This resolution recognizes that everyone has to do their part in making this new

system work by asking and encouraging faculty, students, and staff to participate and supporting the training and educational programs that have been established for faculty and staff as well as graduate students participating in research.

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

**APPROVED**

**11. SENATE FINANCE AND PLANNING COMMITTEE**  
**Parking and Transportation Policies**  
**Information and Discussion for the Twin Cities Campus Assembly**

**FOR INFORMATION AND DISCUSSION:**

February 9, 2000

Professor Fred Morrison, Chair  
Senate Consultative Committee  
Law School  
285 Law Center

Dear Fred:

At its meeting on February 8, those members of the Finance and Planning Committee who were present (there were only four of us, because it was a special meeting called on short notice) heard a presentation from Bob Baker on new Parking and Transportation policies. The policies, and changes, were recommended by a 9-member task force that included two faculty/PA (Jean Montgomery from Theater and Jane Phillips from CBS) and two students.

One of the policies recommended by the task force was this:

"Parking fees are priced to cover all services offered by Parking and Transportation Services, including all capital, operational, and administrative costs; transportation and transit related costs that reduce the need for parking; and related on-campus safety and security costs. Parking revenues will not be designated for projects unrelated or marginally related to parking, transit, or transportation."

In the document we received, the last sentence had a strike-out line through it, which Mr. Baker explained to us meant that Vice President Kruse did not accept that part of the recommended policy, and he is the one who finally signs off on the policies, after they have been reviewed by the President's Executive Committee. Vice President Kruse believes that the University should have more flexibility in the use of parking revenues. Mr. Baker told us that Vice President Kruse was aware that he--Mr. Baker--would be presenting this document, with the strike-out, to the Committee, and that he--Vice President Kruse--believed that both positions should be made known.

Those of us at the meeting recalled that it has long been the view of the Finance and Planning Committee (and, I believe, the Consultative Committee) that parking revenues should not be diverted to non-parking costs. We voted unanimously that the strike-out should be deleted and the language as recommended by the task force should be University policy.

I informed Mr. Baker that I would forward to you, and to Vice President Kruse, the action taken by the Committee. Although our numbers were small, I am certain that we reflected the views of the larger group, if its past position is any guide.

I trust you will dispose of our resolution as you deem appropriate.

Cordially,  
Charles E. Speaks  
Chair pro tem

cc: Vice President Eric Kruse  
Mr. Bob Baker  
The Senate Committee on Finance and Planning

STEPHEN GUDEMAN, Chair  
SENATE FINANCE AND PLANNING COMMITTEE

### **DISCUSSION:**

Professor Fred Morrison, chair of the Senate Consultative Committee, said that this item raises the question of whether revenues from parking and transportation sources should be used for other University purposes. In the past, the University policy was clearly changed to say that parking and transportation revenues would be used solely for parking and transportation expenditures. The current proposal is to delete this provision from the policy. Since there will be substantial costs in the parking system itself, the transfer of funds out of the parking system seems problematic. This is being presented to draw senators attention and receive comments.

## **12. SENATE EDUCATIONAL POLICY COMMITTEE** **International Activities and Exchanges** **Action by the University Senate**

### **MOTION:**

To approve the following policy. A simple majority is required for approval.

### **INTERNATIONAL ACTIVITIES AND EXCHANGES**

#### **INTRODUCTION**

International activities and academic mobility occur without formal linkages and exchanges, and they are encouraged wherever those relationships fulfill the University's mission of teaching, research and service. In most instances, such activities are undertaken as a regular part of University activity, and individuals participating in them are guided by the normal standards of academic behavior.

There are many ways in which cooperation between individuals and units of the University of Minnesota and foreign academic institutions can take place. One form of cooperation is the exchange agreement, under which both formal, university-to-university agreements comprising faculty, student and research collaboration as well as less formal departmental or collegiate activities are proposed.

A university-wide exchange agreement is an enabling document providing for mutual benefits and reciprocal obligations, but it is not tied to specification of the involvement of particular

numbers of persons or resources. Individual members of the University community and units of the University are free to enter into exchange agreements, provided that the individuals or units involved explicitly indicate that they are not representing a wider university community. No agreement precludes a similar arrangement with any other institution.

Most successful faculty exchanges are driven by common academic interests between one department or college and a counterpart at a foreign university. University-wide exchanges entail an institution-wide commitment and should not be undertaken without assessment of the need, scope and funding for such an agreement. The Office of International Programs (OIP) acts as a clearinghouse and registry for exchange agreements, and can advise regarding existing agreements and strategies for developing relationships.

International activities also occur in ways that do not involve exchange agreements. Such activities could include contracts with agencies or universities or contracts or agreements that sponsor foreign students to study at the University of Minnesota. These activities are not considered to be exchange agreements although they promote international exchange at large.

## PRINCIPLES GOVERNING EXCHANGE AGREEMENTS

General University policies and rules of conduct apply to all students, faculty, and staff while participating in a University exchange program. Both institutions involved should subscribe to the principle of academic freedom.

While all exchanges are begun with the expectation that there will be continuing interest on the part of both institutions, all agreements should include a provision for review, for continuation or closure, every three to five years.

Many exchanges operate under a principle of reciprocity. For faculty exchanges, this means that small, informal exchanges need not require external funding. Although there may be no cash outlay other than travel support, the in-kind contributions of office space and administrative support should be considered. For some student exchanges, the reciprocity principle involves each student paying the tuition of the home university. This tuition is "banked" to pay the tuition of the incoming international student. Because of the financial implications of an imbalance created by lack of student demand, there should be a clear and continuing need for any bilateral exchange program.

## TYPES AND DEFINITIONS OF EXCHANGES

There are many kinds of projects, linkages and relationships that define the international character of the University. Although the term "exchange" is used to define a variety of international connections, the University of Minnesota identifies three types of exchanges: comprehensive university-wide exchanges, faculty exchanges, and student exchanges. (Student exchanges are a subset of a larger study abroad program at the University of Minnesota. Most students going abroad select an organized program rather than a reciprocal exchange.)

## PROCEDURES

### *Comprehensive All-University Exchanges*

All-University exchange agreements should be proposed only when the purposes of the agreement cannot be satisfactorily carried out under the purview of a particular college or unit. Several historical relationships are currently maintained, and from time to time, new agreements are signed to meet larger institutional goals. For example, the president may sign a general, comprehensive agreement that includes faculty, students, research and information exchange.

Such agreements allow for individuals and departments to connect with counterparts abroad, but do not force participation of an individual, department or college. These types of agreements are usually drafted as general establishing documents that permit interested units to develop detailed academic collaborations and projects.

#### *Faculty Exchanges (not part of all-university agreements)*

Faculty exchanges should be made at the level of the responsible University unit. There should be a legitimate area of common academic and scholarly concern, and the agreement should be demonstrated to be mutually beneficial. The agreement cannot obligate individual participation, and University resources committed under the agreement should be limited to those approved by the units involved in the agreement. At the department level, exchanges may include participation of faculty, research collaboration or information exchange. In addition, they may include informal participation of both undergraduate and graduate students.

Initially it is important to address academic benefits to the University of Minnesota and identify the home and partner institution's strengths relative to the proposed exchange. The linkage should fit within the mission of the University and offer a comparative advantage in relationship to any existing exchange programs.

Planning and matching interests with the foreign institution, or unit of such an institution, is the most important step in establishing a relationship. Exchanges should match at the appropriate institutional level; that is, departments and colleges should assess participant expectations in both institutions to ensure that the University of Minnesota's interest in a particular academic department or unit, is matched appropriately by the foreign institution.

Developing and maintaining an institutional relationship beyond individual academic interests and connections requires planning and commitment by the department or college initiating the exchange. Meeting the expectations of both exchange institutions requires an ongoing commitment of financial and human resources. If the proposed exchange is intended at the department or college level, the chair or dean should be the final approving authority for any resources committed or agreements made on behalf of the department or college. The Office of International Programs can provide sample agreements to serve as guides. OIP Staff is also available to review draft agreements.

In some cases, to meet legal requirements or leverage funds, the foreign institution may request a presidential signature from University of Minnesota, even though the exchange is based within a department or college. This is an appropriate request and OIP can facilitate a presidential signature.

Once finalized or signed, all agreements should be registered with OIP for inclusion in the University's international exchange database. Small ad hoc agreements and exchanges need not be elaborately documented on paper. However, the use of tested guidelines for planning exchanges are useful for even the smallest continuing collaboration.

#### *Reciprocal Student Exchanges*

*All-University student exchanges.* Although each campus of the University of Minnesota may establish its own exchange agreements, student exchanges open to all University students are administered by The Global Campus, a unit of OIP. The Global Campus negotiates agreements, organizes programs, and provides advising and academic services for students who wish to earn credit on an exchange program. Because of the large number of sites already available for reciprocal student exchanges and other study abroad opportunities, The Global Campus is not actively seeking to establish new university-wide student exchange agreements.

*Unit-specific student exchanges.* The Global Campus can offer guidelines, services and cost comparisons to departments and colleges that want to encourage study abroad experiences by promoting participation in international programs. Many existing opportunities can be tailored to the specific academic interests of departments. Developing a new exchange program should only be considered after reviewing currently available options, including other sorts of study abroad programs, with The Global Campus.

*Graduate-student exchanges.* Graduate student exchanges have no central administrative home, but may be organized by individual departments or colleges. The Office of International Programs can assist departments in developing such relationships.

**THE OFFICE OF INTERNATIONAL PROGRAMS**

The Office of International Programs acts as a registry and clearinghouse for exchange agreements and provides assistance to faculty, departments and colleges in developing exchange relationships and agreements.

On an annual basis, the Office of International Programs will report to the Senate Committee on Educational Policy regarding international activities of the University. The report will include information on new exchange agreements, study abroad participation, as well as international priorities and strategies of the University. The report will be used to surface issues of concern and policy matters relevant to faculty involvement in the University's international programs. The Office of International Programs will also respond to specific SCEP requests for information.

JUDITH MARTIN, Chair  
EDUCATIONAL POLICY COMMITTEE

**DISCUSSION:**

Professor Judith Martin, Chair of the Educational Policy Committee (SCEP), said that this document makes Senate policy what practices already exist and makes it clear how future arrangements should progress.

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

**APPROVED**

**13. SENATE EDUCATIONAL POLICY COMMITTEE  
2001-02 University of Minnesota Calendar  
Action by the University Senate**

**MOTION:**

To approve the 2001-02 University of Minnesota Calendar. A simple majority is required for approval.

**UNIVERSITY OF MINNESOTA CALENDAR, 2001-02**

	<b>UMC</b>	<b>UMD</b>	<b>UMM</b>	<b>UMTC (inc</b>	<b>Law</b>	<b>TC Med</b>	<b>TC Dent</b>
--	------------	------------	------------	----------------------	------------	---------------	----------------

				<b>VetM)</b>			
<b>Fall Semester</b>							
First day class	Aug 28, Tue	Sep 4, Tue	Aug 27, Mon	Sep 4, Tue	Aug 27, Mon	Sep 4, Tue	Sep 4, Tue
Last day class	Dec 14, Fri	Dec 14, Fri	Dec 11, Tue	Dec 14, Fri	Dec 5, Wed	Dec 14, Fri	Dec 14, Fri
Study day(s)				Dec 15, Sat			
Finals	Dec 17-20, M-Th	Dec 17-21, M-F	Dec 12-15, W-S	Dec 17-22, M-S	Dec 10-20, M-Th	Dec 17-21, M-F	Dec 17-21, M-F
Holidays	Sep 3, Mon Oct 22, Mon Nov 22-23, Th-F Dec 25, Tue Jan 1, Tue	Sep 3, Mon Nov 22-23, Th-F Dec 25, Tue Jan 1, Tue	Sep 3, Mon Nov 22-23, Th-F Dec 24-25, T-W Dec 31-Jan 1, T-W	Sep 3, Mon Nov 22-23, Th-F Dec 25, Tue Jan 1, Tue	Sep 3, Mon Nov 22-23, Th-F Dec 25, Tue Jan 1, Tue	Sep 3, Mon Nov 22-23, Th-F Dec 25, Tue Jan 1, Tue	Sep 3, Mon Nov 22-23, Th-F Dec 25, Tue Jan 1, Tue
# instructional days	75	72	74	72			
Between session period	2 1/2 weeks	4 weeks	4 weeks	4 weeks			
<b>Spring Semester</b>							
First day class	Jan 9, Wed	Jan 22, Tue	Jan 14, Mon	Jan 22, Tue	Jan 7, Mon	Jan 14, Mon	Jan 14, Mon
Last day class	May 3, Fri	May 10, Fri	May 3, Fri	May 10, Fri	Apr 26, Fri	May 3, Fri	May 3, Fri
Study day(s)				May 11, Sat			
Finals	May 6-9, M-Th	May 13-17, M-F	May 6-9, M-Th	May 13-18, M-S	Apr 29-May 11, M-F	May 6-11, M-S	May 6-11, M-S
Break period	Mar 18-22, M-F	Mar 18-22, M-F	Mar 11-15, M-F	Mar 18-22, M-F	Mar 18-22, M-F		
Holidays	Jan 21, Mon April 1, Mon	Jan 21, Mon	Jan 21, Mon	Jan 21, Mon	Jan 21, Mon	Jan 21, Mon	Jan 21, Mon
# instructional days	75	74	74	74			
Between session period	None	None	None	1 week			
<b>Intersession</b>							
First day class	May 13, Mon	May 20, Mon	May 13, Mon	May 28, Tue			

Last day class/finals	May 31, Fri	Jun 6, Thu (Jun 7)	May 31, Fri	Jun 14, Fri			
Holidays	May 27, Mon	May 27, Mon	May 27, Mon	None			
Instructional days	14	13	14	14			
Between session period	1 week	None	Overlap	None			
<b>Summer Term</b>							
First day class	Jun 10, Mon	Jun 10, Mon	May 20, Tue	Jun 17, Tue	May 28, Tue	May 20, Mon	May 20, Mon
Last day 8 week session/(finals) Last day 10 week session	Aug 2, Fri	Aug 1, Thu (Aug 2)	Jul 12, Fri Jul 26, Fri	Aug 9, Fri			
Last day of summer term	Aug 2, Fri	Aug 2, Fri	Jul 26, Fri	Aug 23, Fri	Jul 26, Fri		Aug 9, Fri
Holidays	Jul 4, Thu	Jul 4, Thu	Jul 4, Thu (May 27)	Jul 4, Thu	May 27, Mon Jul 4, Thu	May 27, Mon Jul 4, Thu	May 27, Mon Jul 4, Thu
# instruction days/(10 week)	39 (49)	38 (48)	48 (48)	39 (49)			
Between session period	4 weeks	4 weeks	4 weeks	3 weeks			

**COMMENT:**

The calendars for the University of Minnesota-Morris and University of Minnesota-Duluth campuses are still under development and modifications may still be made to them after action has been taken upon this version. However, the calendars for the other campuses and units have been confirmed and will most likely not require further modifications.

JUDITH MARTIN, Chair  
EDUCATIONAL POLICY COMMITTEE

**DISCUSSION:**

Professor Judith Martin, Chair of the Educational Policy Committee (SCEP), said that this semester calendar has one change: spring break has been adjusted to allow for the possibility of equivalent terms in the first and second halves of the Spring Semester.

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

**APPROVED**

**14. SENATE EDUCATIONAL POLICY COMMITTEE  
Classroom Expectations Guidelines  
Information and Discussion for the University Senate**

## **FOR INFORMATION AND DISCUSSION:**

### Introduction

The Senate Committee on Educational Policy has received many comments, complaints, and suggestions over the years that relate to classrooms and teaching. We finally concluded that it would perhaps be useful to prepare a set of guidelines on classroom expectations that could routinely be distributed to faculty and students. At a minimum, we would likely urge that it be placed in a readily-accessible place on the University's web site.

We note explicitly that this document, if and when it is approved by the Senate, would NOT be POLICY; it would be, as the title indicates, GUIDELINES. The document is intended to identify good practice. It does not bind any faculty member or student; except in those instances where it makes reference to policies the Senate has approved, it is intended only to provide a set of modest principles and to serve as a helpful checklist.

The guidelines also set out expectations for the University and for departments/divisions. While not all of the standards may, at present, be met at all times (we recognize that may be an understatement), they set a standard to which we believe faculty and students should aspire--and which they should insist that their departments and the University aspire to as well.

This is a draft. We have not yet completed our own careful review of all of the provisions. We would, however, appreciate commentary and guidance from the members of the Senate, so that if time and the agenda permits, we can bring to the Senate in April a finished document that might meet your approval.

DRAFT

### Senate Committee on Educational Policy Classroom Expectations Guidelines

#### Preamble

All students at the University have the right to a civil, productive, and stimulating learning environment. In turn, instructors have a responsibility to nurture and maintain such an environment. Lively, even heated, discussion is not disruptive behavior. Both instructors and students have a fundamental obligation to respect the rights of each other and an equally fundamental obligation to respect the instructional setting as a place for courteous behavior.

Teaching and learning are vital to the mission of the University. The University believes teaching responsibilities to be of primary importance for its instructors (faculty, graduate teaching assistants, instructors, teaching specialists, etc.) such that performance by instructors shall be taken into consideration in determining salary increases, tenure, retention, and promotion.

#### I. Expectations of the University:

1. Provide clean and appropriate classrooms and facilities. People using the classrooms also have an obligation to help keep them clean and in order. See III(7) and IV(8).
2. Provide sufficient and suitable classroom, laboratory, and other instructional space.
3. Provide, in consultation with instructional staff, audio, visual, and technological equipment that is capable, current, and appropriate for classroom teaching and learning.

Equipment should be in good working order and be adequately maintained and adequately supplied. Operating instructions should be provided so those unfamiliar with the equipment can use it.

4. A telephone number should be posted in all classrooms for contacting appropriate personnel to report equipment malfunction or need for supplies.
5. To provide training that supports excellence in the classroom: that provides instructional improvement and effective classroom instruction, including the use of technology.

## II. Expectations of Departments/Divisions:

1. The course descriptions published in University catalogs and/or in the Course Guide must be consistent with the content of the actual course taught. Descriptions should make it clear that courses evolve, and content may vary somewhat with the individual instructor.
2. All instructors are encouraged to provide timely course descriptions for appropriate printed materials and web sites.
3. Courses must be offered on a schedule, or frequently enough, that permits students to graduate in a timely fashion. All departments are to have a four-year graduation plan in place; they need also to have course offerings that support it.
4. Classes must be offered at standard times. Abuse of standard class periods leads to inefficient use of classrooms and is disrespectful of students and faculty: students are forced to be late to other classes, and faculty access to classrooms they need is reduced. See <http://www1.umn.edu/usenate/policies/semclasses.html> (1(a)) and, for the Twin Cities, see <http://www1.umn.edu/usenate/policies/TCclassschedule.html>.
5. Any unclaimed final examinations or other major submitted student work should be retained by the department for at least one year so that they may be reviewed and/or claimed by students.
6. Departments must maintain records of grades in courses for a minimum of five years. Faculty leaving the University must give all grading records to the department.
7. Departments are to communicate with faculty about these expectations.
8. Departments should/must communicate with the appropriate administrative officer about problems in classrooms so the responsible party can solve the problems.

## III. Expectations of Instructors:

1. Instructors are responsible for clearly communicating the course objectives at the beginning of each course. Class activities should be directed toward the fulfillment of these objectives and student performance should be evaluated in relationship to these objectives. If an instructor changes the course requirements or materials, students should be given timely notice consistent with the magnitude of the change (e.g., a few days for an additional article to read; some weeks if a research paper is to be added). See also #9, following. No major change can be imposed after the second week of the semester (e.g., adding a research paper or major examination).

2. Instructors are responsible for informing students in their classes of the methods to be used in determining course grades, i.e., evaluation criteria and the contribution of the final grade of each graded component.
3. Instructors are responsible for informing students of any requirements related to course attendance and participation.
4. Instructors are responsible for informing students of any special attendance requirements for each class taught. This includes, insofar as possible, specific dates, times, and places of additional outside-of-class work such as field trips, study sessions, or extra class meetings, and whether or not attendance at these additional activities will be reflected in the grade.
5. Instructors are responsible for evaluating and returning examinations and other student work with sufficient promptness to enhance the learning experience. Instructors should specify a time frame for retaining student work (e.g. homework, midterm exams, etc.) during the semester. Term papers and comparable projects are the property of students who prepare them; instructors who desire to retain a copy for their own files should state their intention to do so. (It is permissible for a faculty member not to return examinations, but students must then be permitted to review the exam in order to request clarification of a grade.) Instructors are strongly encouraged to provide sufficient graded feedback early in the term and before the deadline for withdrawing from classes to enable students to assess their progress in the course.
6. Instructors are expected to meet their classes at the scheduled times and be prepared for all class sessions. When instructors know in advance of conflicts with particular class dates, they are responsible for working with their unit to make appropriate alternate arrangements. Instructors are also expected to honor class periods; to consistently run longer than the class period is disrespectful or students who may have a class the next hour and it is disrespectful of faculty who are scheduled to teach in the room the next hour.

Instructors are also required to adhere to Senate policy concerning in-term and final exams: Exams during the term may NOT be offered outside of the regular class time unless there is notice in the class schedule. (See <http://www1.umn.edu/usenate/policies/semclasses.html>, Section 1(b).) Final examinations must be offered at the time established by the schedule (but can be changed if certain criteria are met) and it may not be offered during the term (e.g., the last day of classes). (See <http://www1.umn.edu/usenate/policies/semclasses.html>, Section 4, particularly (d), (e), and (f). See also Section 5 about students who are granted absence from a final exam.)

7. Instructors are expected to leave the classroom and its equipment in good order (e.g., clean the blackboards, chairs straightened, electronic equipment shut off). Students may be requested to help neaten and straighten a classroom and furniture. Keeping a classroom in good order includes taking away or disposing of everything one came in with, such as pop cans/bottles, food containers/wrappers, newspapers, etc.
8. Instructors are expected to schedule and keep a reasonable number of office hours for student conferences. Office hours should be scheduled at times convenient to both the students and instructors with the additional option of prearranged appointments for students when there are schedule conflicts. The minimum number of office hours is typically to be agreed upon by the teaching unit.

9. During the first class session of the term, instructors should:
- Introduce themselves and any teaching assistants
  - Provide a detailed written syllabus (if it is available on a web site, it must also be available to the class in a hard copy) containing, at a minimum, the following information:

About the Instructor:

Instructor's name  
Office location  
Office hours  
Phone number(s)  
Fax number  
Email address  
Preferred method of contact (phone, email, fax, etc.)

About the Course:

Course title  
Course designator  
Course number  
Number of credits  
Day, time, and place of class meetings  
Brief description of the course  
Required and recommended materials and the location of the materials  
Course goals, objectives, and expectations  
Course prerequisites  
Schedule of assignments, papers, projects, etc.  
Criteria for grading and grading standards (definition of grades)  
(see <http://www1.umn.edu/usenate/policies/gradingpolicy.html>)  
Make-up exam policy  
(see <http://www1.umn.edu/usenate/policies/semclasses.html>, Section 4 (d) to (f)  
for Senate policy on final examinations and Section 5 (b) concerning mandatory  
make-up exams for certain students)  
Senate student academic workload policy (see  
<http://www1.umn.edu/usenate/policies/grades&acadwork.html>, last paragraph)  
Statement on accommodations for students with disabilities (1)  
Statement on classroom conduct (2)  
Statement on academic misconduct (3)  
Statement regarding sexual harassment (4)

For sample statements that can be used on a syllabus, go to [www. \\_\\_\\_\\_\\_](http://www1.umn.edu/usenate/policies/grades&acadwork.html). Syllabi may also include this web site, rather than the statements. Note, however, that Senate policy requires on every syllabus language about the meaning of grades, student academic workload, and the penalty for cheating.

10. Instructors are obligated to report suspected academic misconduct to their department.
11. Instructors are obligated to take steps to have removed from class students who disrupt the educational process because of discourteous, threatening, harassing, or other aggressive behavior.

#### IV. Expectations of Students:

Students are responsible for being prepared to take the courses for which they register. They should not register for courses in which they lack the prerequisites. (Unless they have spoken with the instructor?)

Students are expected to carry on respectful and courteous interactions with instructors and with other students. Failure to do so may result in removal from the class and may lead to imposition of other sanctions by the University if disruptive behavior continues.

1. Students are responsible for all class meetings and materials, including any information contained in the syllabus. Students are expected to attend all meetings of their courses. They may be excused from class, however, to participate in religious observances and for approved University activities. Instructors must should? be notified at the beginning of the term about such planned absences. What about unplanned absences?

Students must attend the first class meeting of every course in which they are registered, unless they obtain approval from the instructor before the first meeting. Otherwise, they may lose their place in class to another student. (See <http://www1.umn.edu/usenate/policies/semclasses.html>, Section 3.)

2. Students are expected to do their own work. If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. (See <http://www.gen.umn.edu/courses/1137/conduct.html>, Subd 1, Scholastic Dishonesty, and <http://www1.umn.edu/usenate/policies/gradingpolicy.html>, Section II (2).)
3. Students are responsible for being on time and prepared for all class sessions.
4. Students are responsible for meeting all course requirements, observing all deadlines, examination times, and other course procedures.
5. Students are responsible for seeking help when needed.
6. Students who need special accommodations are responsible for working with the instructor at the beginning of the course, and with the relevant University offices.
7. Students may not make commercial use of their notes of lectures or University-provided materials without the express written consent of the instructor. Insert reference to Senate policy and web site, if one is adopted.
8. Students are responsible for helping straighten up a classroom at the end of a class period, if requested to do so by the instructor. Keeping a classroom in good order includes taking away or disposing of everything one came in with, such as pop cans/bottles, food containers/wrappers, newspapers, etc.

JUDITH MARTIN, Chair  
EDUCATIONAL POLICY COMMITTEE

#### **DISCUSSION:**

Professor Judith Martin, Chair of the Educational Policy Committee (SCEP), said that SCEP has been working intermittently throughout the year to compile a set of statements and understandings about classroom behavior for faculty and students. The committee was impelled

to begin these discussions by both faculty and student observations in classrooms. This policy is intended for discussion today and to receive sentiments from faculty and students on this effort.

A senator expressed concern over commercialization of class notes appearing in the policy, since it has not been discussed by the Senate.

**15. SENATE EDUCATIONAL POLICY COMMITTEE  
SENATE FINANCE AND PLANNING COMMITTEE  
Technological Upgrades for General Purpose Classrooms  
Information and Discussion for the University Senate**

**FOR INFORMATION AND DISCUSSION:**

The Senate Committee on Finance and Planning (on February 1) and the Senate Committee on Educational Policy (on February 9) heard a presentation about plans for significant technological upgrades for general purpose classrooms on the Twin Cities campus. The plan calls for significantly improving the instructional environment and for support for faculty in the classroom. It also requires a one-time expenditure of about \$7 million to upgrade classrooms and recurring expenditures of about \$1.3 million to keep them equipped and functioning.

The Assembly Committee on Educational Policy and the Senate Committee on Finance and Planning both unanimously endorsed the following resolution, which they present to the Assembly for information.

"The Committee receives enthusiastically and strongly endorses the recommendation for the general purpose classroom technology upgrade and urges it receive the highest priority for funding and implementation at the earliest possible date."

JUDITH MARTIN, Chair  
EDUCATIONAL POLICY COMMITTEE

STEPHEN GUDEMAN, Chair  
FINANCE AND PLANNING COMMITTEE

**DISCUSSION:**

Professor Judith Martin, Chair of the Educational Policy Committee (SCEP), said that this document outlines planning for technological upgrades in classrooms. A classroom advisory committee will be created so this document and feedback from the Senate will help this committee.

Q: What are the details of the expenditure?

A: A document is available with these details. The proposal came from work in the Subcommittee on Twin Cities Facilities and Support Services and a 1995 classroom study. The \$7 million would focus on classroom technologies, such as internet connections, projectors, and VCRs. This is the first step to having classrooms wireless with computer interactivity.

**16. ASSEMBLY EDUCATIONAL POLICY COMMITTEE  
Statement of Standard Undergraduate Academic Policies and Practices  
Action by the Twin Cities Campus Assembly**

**MOTION:**

To approve the following interpretation of the Statement of Standard Undergraduate Academic Policies and Practices, as follows (new language is underlined). A simple majority is required for approval.

Note: paragraph numbered 23 was narrative text contained in the document presented to the Assembly but was not acted on as policy. The paragraph beginning "All colleges and programs" is the Assembly policy.

23. Dean's List: There are various ways of recognizing high achievement on the Twin Cities campus. Most colleges and programs have a dean's list to recognize students at the end of each quarter. The dean's list system includes a quarterly transcript notation that recognizes high quarterly GPA. Not all colleges and programs have a dean's list and for those that do the required GPA varies. The College of Education and Human Development does not have a dean's list. It instead sends "good progress" letters to students completing 12 or more credits with a GPA of 3.75 or above. These letters, however, are not noted on a student's transcript.

All colleges and programs shall publish each term a dean's list, consisting of students who achieved a 3.67 GPA or higher and who completed a minimum of 12 credits (including College of Continuing Education credits) on the A-F grading system. There will be a transcript notation for each term that a student achieves the dean's list.

**COMMENT:**

The Assembly Committee on Educational Policy (ACEP) was recently asked, in connection with the dean's list, about a student who had completed 12 credits, of which 4 were on the S-N grading system and 8 were on the A-F system. The student had achieved the required 3.67 GPA; did he qualify for the dean's list?

ACEP proposes, in this amendment to the Statement of Standard Undergraduate Academic Policies and Practices, that a student be required to complete 12 credits on the A-F grading system before he or she qualifies for the dean's list. Absent such a provision, presumably a student could take a 1-credit course, earn an A, take 11 other credits and earn Ss, and qualify for the dean's list. This is not what ACEP had in mind when it recommended the original language to the Assembly.

ACEP recommends the Assembly approve this change.

JUDITH MARTIN, Chair  
EDUCATIONAL POLICY COMMITTEE

**DISCUSSION:**

Professor Judith Martin, Chair of the Educational Policy Committee (SCEP), said that this policy is for the Twin Cities Campus Assembly and clarifies that a student needs to have 12 credits on the A-F grading system to be eligible for the dean's list.

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

**APPROVED**

**17. SENATE EDUCATIONAL POLICY COMMITTEE**  
**Graduation Under the Quarter System Sunset Policy**  
**Action by the University Senate**

**MOTION:**

To adopt the following policy. A simple majority is required for approval.

Graduation Under the Quarter System Sunset Policy

1. Any student who elects to graduate under the quarter calendar system must do so by June 30, 2006, after which time all graduation and degree requirements must be met under the semester system.
2. A department may, with the consent of the dean, waive provision (1) of this policy.

**COMMENT:**

The Senate Committee on Educational Policy was recently advised that the Council of Undergraduate Deans did not believe a policy was required concerning students who began their University work under the quarter system but who did not finish before the conversion to semesters. The Committee, however, was aware from the experience of its own members that students on occasion come back years after beginning their college work to seek a degree. Rather than put colleges and departments in the position of having to deal with requests (and complaints) concerning graduating under requirements that may not have existed for a number of years, the Committee proposes a sunset clause: students may not graduate under quarter system requirements after June 30, 2006, without the consent of the department head and the dean of the college.

JUDITH MARTIN, Chair  
EDUCATIONAL POLICY COMMITTEE

**DISCUSSION:**

Professor Judith Martin, Chair of the Educational Policy Committee (SCEP), said that this policy is necessary because of the change from quarters to semesters and provides that students who began under the quarter system need to complete their degree by June of 2006. If students do not finish by this date, they must satisfy semester requirements.

Q: Does this policy apply to graduate students?

A: No, only undergraduate students.

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

**APPROVED**

**18. SENATE EDUCATIONAL POLICY COMMITTEE**  
**Uniform Grading and Transcript Policy**  
**Action by the University Senate**

**COMMENT:**

Parts A, B, and C will be taken up as a single item with one vote. The parts may be taken up separately at the request of a senator. A simple majority is required for approval.

**Part A:**

**MOTION:**

To amend Section IV (1) of the Uniform Grading and Transcript Policy, as follows (language to be deleted is ~~struck out~~; language to be added is underlined).

IV. OTHER PROVISIONS

1. In those instances when a college or campus permits a student to repeat a course, (a) all grades for the course shall appear on the official transcript, (b) the course credits may not be counted more than once toward degree and program requirements, and (c) only the last enrollment for the course shall count in the student's grade point average. When a student repeats a course in which the initial grade was D+ or lower, the most recent grade and credits count in GPA calculation and degree progress. When a student repeats a course in which the initial grade was a C- or higher, only the initial grade and credits count in GPA calculation and degree progress. The preceding sentence of this policy shall not apply to courses using the same number but where students study different content each term of enrollment; all such courses falling under this provision must be approved by the college.

....

**COMMENT:**

The Committee on Educational Policy (SCEP) has found that the current policy on repeating courses causes problems. In courses that are in high demand (e.g., math), students may repeat a course even though they obtained a passing grade the first time, but in retaking the course access to the course is denied to other students who have not taken it. There is also an element of unfairness in the current policy: only affluent students have the ability to pay tuition to retake a course to improve their grade.

**Part B:**

**MOTION:**

To amend Section IV (8) of the Uniform Grading and Transcript Policy, as follows (language to be added is underlined).

IV. OTHER PROVISIONS

....

8. A student shall have the right to petition the college scholastic committee or other appropriate body concerning any of the provisions of this policy. No student, however, may initiate an appeal of the grade earned in a course more than one calendar year after the grade was assigned.

**COMMENT:**

SCEP has heard tales, from time to time, of students who appealed a grade years after the course was taken, and sometimes after the instructor was retired or deceased. The Committee believes

that any student who takes issue with a grade he or she received in a course should raise the question reasonably soon after the grade was given. A year seems to be ample time for a student to appeal.

### **Part C:**

#### **MOTION:**

The Senate Committee on Educational Policy recommends the following interpretation of the UNIFORM GRADING AND TRANSCRIPT POLICY, as follows (the interpretation is underlined), and urges the Senate to approve it.

#### II. PERMANENT GRADES FOR ACADEMIC WORK

1. There are five permanent grades given for a single course for which credit shall be awarded, which will be entered on a student's official transcript. A-B-C-D-F grades including pluses and minuses, as follows, and carry the indicated grade points. The S grade shall not carry grade points but the credits shall count toward the student's degree program if allowed by the college, campus, or program.

These definitions apply to grades awarded to students who are not enrolled in graduate programs, but the grade points are the same no matter the level or course of enrollment.

Instructors are permitted to hold graduate and undergraduate students who are in the same class to different standards of academic performance and accomplishment. The syllabus must make clear what the different standards will be for the different groups of students who may be enrolled in the class.

#### **COMMENT:**

SCEP was recently informed that there is confusion, in at least some quarters, about whether it is legitimate for faculty to apply different standards of academic performance to graduate students and undergraduate students who are in the same class.

We were informed that the Graduate School has no policy on this question, but that informally it has always assumed graduate credits required more work than undergraduate credits and that it is only logical that graduate students in the same class with undergraduates would be held to a higher standard of performance (e.g., write an additional or longer or more sophisticated paper, score higher on examinations to receive the same grade as an undergraduate, read more, etc.).

At the same time, SCEP was informed by the General Counsel's office that such a differentiation needs to be made clear on the course syllabus so that students know what the expectations are and that there are different expectations for them, depending on their status as students. SCEP assumes that any faculty member will make standards clear to students as a matter of good educational practice, but for the sake of completeness and in order to respond to the advice from the General Counsel's office, includes the requirement in the revision.

SCEP recommends that the Senate approve this clarification.

JUDITH MARTIN, Chair  
EDUCATIONAL POLICY COMMITTEE

#### **DISCUSSION:**

Professor Judith Martin, Chair of the Educational Policy Committee (SCEP), said that Part A is an amendment to the provision dealing with repeating courses. There was discussion by the Council of Undergraduate Deans, which then brought this proposal to SCEP. The amendment provides that a student can only repeat a course for a higher grade if the initial grade in the course is lower than a C-.

A senator said that amendment as it now stands provides more privileges for students who do poorly in a class and therefore may lead to students failing classes just to be able to repeat them later. He then proposed a friendly amendment which read "...initial grade was a C- or higher, an average of the two course grades..."

Professor Martin said that SCEP would not accept this as a friendly amendment since one of the reasons for this change was the issue of course access.

Another senator agreed that this proposal seems to give an advantage to 'D' and 'F' students and provide more access to students with poorer grades.

A senator then commented that he was not in favor of this proposal since it could lead to an increase in incompletes.

Professor Martin said that this change was proposed after considering the appropriateness of students endlessly repeating a course to improve their grade point averages.

A senator then suggested imposing a limit on how many times a course can be repeated, such as only once.

Since the proposed amendment was not considered friendly by the committee, and it was not proposed 48 hours in advance, the rules need to be suspended to consider the amendment. The senator was then asked to restate his amendment, which read "When a student repeats a course in which the initial grade was D+ or lower, the most recent grade and credits count in GPA calculation and degree progress. When a student repeats a course in which the initial grade was a C- or higher, an average of the two course grades, up to two attempts, and credits from one course count in GPA calculation and degree progress." A motion to suspend the rules was made, a vote was taken, and the motion was approved. A time limit of five minutes was then placed on the discussion of the amendment.

A senator commented that two issues are being discussed, instruction and excessive course repeating. While GPA is an important number for students, there cannot be that many who would want to endlessly repeat a course. If students take a class a second time, then they should be given the second grade.

Another senator commented that even with this amendment, students still benefit from failing a course since then they do not have to average their two grades. Therefore, the amendment should be changed so that all students who repeat a course should have their two grades averaged.

Vice Provost Craig Swan then clarified that student can not just ask faculty members for an incomplete; extraordinary circumstances are necessary for Incompletes to be awarded.

A senator said that he are against the amendment because it is still unfair for the reason just stated by another senator. Limiting retakes to one per course would seem to be a better solution.

One senator said that competition can push students to retake a class in which they have earned a B+ because they want a slightly higher GPA.

Another senator said that any situation where a D+ is better than a C- is going to lead to negative behaviors from students.

A senator then noted that the Carlson School of Management has the average system in place and it seems to work well for the college.

A motion was then made to separate Part A refer it back to SCEP for further discussion. The proposed amendment was then withdrawn in light of the current motion. A vote was then taken on the motion to refer Part A back to SCEP and the motion was approved.

Professor Martin then said that Part B sets a deadline of one year for appealing course grades. Part C recognizes that these can be different academic standards for undergraduate and graduate students in the same class, which has never been formally recognized as a policy.

Q: Graduate students who take classes in their own major should be held to higher standards, but frequently graduate students need to take a course in a different department which is only tangentially related to their research. This change would discourage graduate student from taking classes outside of their major by establishing that they can be held to a higher standard, even though they might be less familiar with the course work. Could an instructor hold majors to a higher standard than non-majors?

A: The proposed policy does not say that instructors must have different standards, but that they may. Different standards are allowable as long as the instructor is clear about the standards for each student in the class on the syllabus.

A senator then requested that Parts B and C be voted on separately.

With no further discussion a vote was taken on Part B and the motion was approved. A vote was then taken on Part C and the motion was also approved.

**APPROVED**

## **19. UNIVERSITY SENATE BYLAWS AMENDMENTS**

### **Action by the University Senate**

#### **COMMENT:**

As an amendment to the bylaws, this motion requires either a majority of all voting members of the Senate at one regular or special meeting, or by a majority of all members of the Senate present and voting at each of two meetings. This is the first meeting at which this motion is being presented.

#### **MOTION:**

To amend the University Senate Bylaws, Article III, Section 5 as follows (new language is underlined):

#### **5. EDUCATIONAL POLICY COMMITTEE**

The Educational Policy Committee is concerned with all matters that influence the quality of education at the University. It deals primarily with those affairs which affect educational policy and procedures on a University-wide basis.

## Membership

....

## Duties and Responsibilities

- a. To consult with and advise the president and senior officers it determines appropriate on all matters of educational policy and to recommend to the Senate such policies on educational issues as it deems appropriate and necessary.

The committee shall have the authority to issue interpretations of Senate policies that it has previously introduced to the Senate and which the Senate and the administration have approved. Those interpretations shall be considered part of the policy once the interpretation has been reported for information at the next Senate meeting following committee approval of the interpretation and neither the Senate nor the president makes objection before or at that Senate meeting. The Senate may, by simple majority of those present and voting, vote not to approve the interpretation, in which case it is not part of the policy. If the president objects, the interpretation must be brought back at the following meeting for a vote by the Senate.

[Note: if the Senate approves this language, exactly parallel language will be considered to have been approved for the Assembly Committee on Educational Policy of the Twin Cities Campus Assembly and will be inserted in the Assembly bylaws.]

### **COMMENT:**

The Senate Committee on Educational Policy has recently been asked a number of questions about Senate policies which SCEP had earlier brought to the Senate and which had been approved by the Senate and the administration. Some of these questions really required an interpretation of existing policy, rather than an explicit amendment by the Senate.

Rather than assume that it HAD the authority to issue binding "interpretations" of educational policies, however, the Committee requests the Senate explicitly to grant it the authority to issue such interpretations. The Committee has no interest in making these interpretations quietly, or surreptitiously, so proposes that any interpretation would not become a binding part of the policy until after it had been presented for information to the Senate. If a simple majority of those present voted to disapprove the interpretation it would not become effective, at which point SCEP could either redraft it to meet whatever objections were voiced by the Senate or it could drop the matter. If the president objected to the interpretation, the matter would be held over to the next Senate meeting, at which time it would be brought up for a formal vote. We assume that any SCEP chair would withdraw and revise any interpretation were there serious objections made. We also assume that before any interpretation were issued the administrative office concerned with educational policy (which always has representatives on SCEP) would have a hand in drafting it, so would find it satisfactory and thus unlikely to provoke presidential disapproval.

This proposal is not intended to undermine the authority of the Senate, but rather to smooth the operation of the governance system. We are certain that if there were any doubt about whether a policy question were interpretation or a substantive amendment, SCEP would err on the side of calling it an amendment and bringing it to the Senate for action. At the same time, these questions of interpretation arise continually, and this seems to be a more efficient way to deal with them, in terms of the time of the Senate.

It is also be noted that this authority only extends to policies that SCEP has previously introduced to the Senate. We do not intend, nor do we propose the authority, to issue interpretations of policies or other documents brought to the Senate by any other committee.

JUDITH MARTIN, Chair  
EDUCATIONAL POLICY COMMITTEE

**DISCUSSION:**

With no discussion a vote was taken and the motion was approved with 121 in favor and none opposed.

**APPROVED**

**20. TWIN CITIES CAMPUS ASSEMBLY BYLAWS AMENDMENT**  
**Action by the Twin Cities Campus Assembly**

**COMMENT:**

As an amendment to the bylaws, this motion requires either a majority of all voting members of the Assembly at one regular or special meeting, or by a majority of all members of the Assembly present and voting at each of two meetings. This is the first meeting at which this motion is being presented.

**MOTION:**

To amend the Twin Cities Campus Assembly Bylaws, Article III, Section 6, as follows (language to be added is underlined; language to be deleted is ~~struck-out~~):

**~~6. PROVOSTAL~~ 1. ACADEMIC HEALTH CENTER STUDENT CONSULTATIVE COMMITTEES**

~~There shall be a Provostal Student Consultative Committee (PSCC) within each of the provostries on the Twin Cities Campus. Each PSCC~~ The Academic Health Center Student Consultative Committee (AHC SCC) shall represent the graduate, professional, and undergraduate students ~~of its respective provosty~~ and not the individual institutes, colleges, schools, or departments within the ~~provosty~~ Academic Health Center.

**Membership:**

The ~~Provostal~~ Academic Health Center Student Consultative Committees shall be composed as follows: of 8 student members [ 2 from the Medical School, and 1 each from Dentistry, Nursing, Pharmacy, Public Health, Veterinary Medicine, and UMD School of Medicine].

~~———— Academic Health Center: 8 student members~~

~~———— Arts, Sciences, and Engineering: 6 student members~~

~~———— Professional Studies: 8 student members~~

~~The members of each PSCC shall be evenly divided between graduate/professional and undergraduate students, except the Academic Health Center which shall have only one undergraduate member. Members shall be elected by their respective colleges. student~~

~~organizations (MSA and GAPSA). MSA and GAPSA shall also appoint alternates for students whose classroom responsibilities conflict with PSCC meeting times.~~

~~Each Provostal Student Consultative Committee~~ The Academic Health Center Student Consultative Committee shall elect its chair from amongst its members for a one year term of office. The chair shall be eligible for re-election to that position.

### **Duties and Responsibilities**

- a. To meet at least monthly to discuss matters of concern to students.
- b. To meet regularly with the ~~provost~~ Senior Vice President for the Health Sciences and other academic officers to represent the viewpoints of students.
- c. The chair ~~of each PSCC~~ shall meet each semester with the chair of the ~~respective Provostal AHC~~ Faculty Consultative Committee to discuss issues of concern to both faculty and students, and the two committees shall meet jointly as deemed necessary by the chairs.
- ~~d. To meet periodically with the Student Senate/Twin Cities Campus Student Assembly members from the respective provost AHC to facilitate communication with the students.~~
- e. To meet and report to ~~with~~ the Student Senate Consultative Committee/Twin Cities Campus Student Assembly Steering Committee each semester .
- ~~f. To report to the Student Senate Consultative Committee/Twin Cities Campus Student Assembly Steering Committee.~~
- g. To submit an annual report to the Twin Cities Campus ~~Student Assembly Steering Committee.~~

[Note: if the Assembly approves this amendment, the other sections in Article III will be renumbered since this section will become the first in the Article.]

### **COMMENT:**

When provostries were established on the Twin Cities campus, Provostal Student Consultative Committees (PSCCs) were created to serve as an advisory body to each provost. During this period, the only committee that met on a regular basis was the Academic Health Center Provostal Consultative Committee (AHC SCC). With the change in administrative structure, provostries are no longer units on the Twin Cities campus. Therefore, two of the PSCCs have no direct administrator to report to. The Student Senate Consultative Committee, after consultation with the AHC SCC, voted to eliminate these two non-functioning committees, and leave intact the AHC SCC.

JASON REED, Chair  
STUDENT SENATE CONSULTATIVE COMMITTEE

### **DISCUSSION:**

Mr. Jason Reed, Chair of the Student Senate Consultative Committee (SSCC), presented this motion to the Assembly on behalf of the committee.

Q: From the Bylaws, it appears that two committees are being removed. Will their function be reconstructed in another way or is the functionality being removed?

A: Since there are no longer provosts, the committees have no administrators to work with and therefore do not have a function. The Academic Health Center Student Consultative Committee has a function and works with the Senior Vice President for Health Sciences, so this committee is being retained.

With no further discussion a vote was taken and the motion was approved with 91 in favor and none opposed.

**APPROVED**

**21. TWIN CITIES CAMPUS ASSEMBLY CONSTITUTIONAL AMENDMENT**  
**Action by the Twin Cities Campus Assembly**

**COMMENT:**

As an amendment to the Constitution, this motion requires a 2/3 majority of all voting members (117) at this meeting for approval, or a majority (89) of all members at two successive meetings. This is the first meeting at which this motion is being presented.

**MOTION:**

To amend the Twin Cities Campus Assembly Constitution, Article III, Section 1, as follows (language to be deleted is ~~struck-out~~; language to be added is underlined):

*Twin Cities Campus Assembly Constitution - Article II. Twin Cities Campus Assembly*

1. Membership

The Assembly shall be composed of the following voting members: (a) the president of the University; (b) the Twin Cities campus members of the Senate Consultative Committee, who shall serve as ex officio voting members; and (c) the elected faculty, academic professional, and student representatives of the various institutes, colleges, and schools of collegiate rank, and the Graduate School. Only elected faculty/academic professional representatives or properly designated faculty/academic professional alternates shall serve as the Faculty Assembly; the elected student representatives shall serve on the Minnesota Student Association Forum, or the Graduate and Professional Student Assembly, as designated by the Student constituency in the electing college. Each member of the Assembly shall represent the Twin Cities campus as a whole. The Twin Cities campus deans, vice presidents, provosts, the University Librarian, and the General Counsel shall serve as ex officio nonvoting members. The student body presidents shall, if not otherwise elected, serve as ~~an~~ ex officio nonvoting members.

**COMMENT:**

In the course of reviewing a bylaw change for the Twin Cities Campus Assembly, it was discovered that the Twin Cities Campus Assembly constitution states that there is only one student body president who is an ex-officio member of the Assembly when, in fact, there is currently more than one. The Student Senate Consultative Committee recommends that the requirement be changed.

JASON REED, Chair

## STUDENT SENATE CONSULTATIVE COMMITTEE

### DISCUSSION:

With no discussion a vote was taken and with only 86 in favor and none opposed the motion was not approved since it required 117 votes in favor. The motion will return to the Assembly on April 20.

**NOT APPROVED**

### **22. SENATE/ASSEMBLY CONSTITUTIONAL AMENDMENT Action by the University Senate and Twin Cities Campus Assembly**

#### COMMENT:

As an amendment to the Constitution, this motion requires either a two-thirds majority of all voting members of the Senate/Assembly at a meeting, or by a majority of all voting members of the Senate/Assembly at each of two meetings. This is the second meeting at which the item is being presented. It requires a majority (100) of all voting members at this meeting for approval.

#### MOTION:

To amend the University Senate Constitution, Article III, Section 1, and Twin Cities Campus Assembly Constitution, Article II., Section 1, as follows (language to be added is underlined; language to be deleted is ~~struck-out~~):

University Senate Constitution - Article III. University Senate

##### 1. Membership

The University Senate shall be composed of the following voting members: (a) the president of the University; (b) members of the Senate Consultative Committee, who shall serve as ex officio voting members; and (c) the elected faculty, academic professional, and student representatives of the various institutes, colleges, and schools of collegiate rank, and the Graduate School. Only elected faculty or academic professional representatives or properly designated faculty and academic professional alternates shall serve as the Faculty Senate; the elected student representatives shall serve as the Student Senate. Each member of the University Senate shall represent the University as a whole. ~~Academic officers with class titles 9302-9329 shall serve as ex officio nonvoting members.~~ The deans, vice presidents, chancellors, provosts, the University Librarian, and the General Counsel shall serve as ex officio nonvoting members. Student body presidents of the Twin Cities, Duluth, Morris, and Crookston student bodies, and the president of the Graduate and Professional Student Assembly, shall, if not otherwise elected, serve as ex officio nonvoting members.

Twin Cities Campus Assembly Constitution - Article II. Twin Cities Campus Assembly

##### 1. Membership

The Assembly shall be composed of the following voting members: (a) the president of the University; (b) the Twin Cities campus members of the Senate Consultative Committee, who shall serve as ex officio voting members; and (c) the elected faculty, academic professional, and student representatives of the various institutes, colleges, and schools of collegiate rank, and the Graduate School. Only elected faculty/academic professional representatives or properly

designated faculty/academic professional alternates shall serve as the Faculty Assembly; the elected student representatives shall serve on the Minnesota Student Association Forum, or the Graduate and Professional Student Assembly, as designated by the Student constituency in the electing college. Each member of the Assembly shall represent the Twin Cities campus as a whole. ~~The Twin Cities campus academic officers with class titles 9302-9329 shall serve as ex officio nonvoting members.~~ The Twin Cities campus deans, vice presidents, provosts, the University Librarian, and the General Counsel shall serve as ex officio nonvoting members. The student body president shall, if not otherwise elected, serve as an ex officio nonvoting member.

[Note: The title "vice president" includes individuals with the term vice president, senior vice president, or executive vice president. It does not include associate vice president or assistant vice president.]

**COMMENT:**

There are two reasons the Senate Consultative Committee proposes this change. First, a constitution should not have a technical item such as appointment class numbers in it. Second, the individuals included in that list of class titles includes associate and assistant deans, associate and assistant vice chancellors and provosts, and so on; the number of ex officio members of the Senate/Assembly created by this language exceeds 100. Few of these people attend Senate/Assembly meetings; many be unaware that they have ex officio Senate/Assembly membership.

The Senate Consultative Committee believes that the ex officio members of the Senate/Assembly should be limited to the chief academic and administrative officers of the University, and that those individuals should be strongly encouraged to attend Senate/Assembly meetings and take part in the deliberations.

In order that the information about Senate/Assembly agenda items is effectively communicated throughout the institution, however, the Senate office will continue to distribute copies of Senate agendas to those individuals who have class titles 9302-9329.

FRED MORRISON, Chair  
SENATE CONSULTATIVE COMMITTEE

**DISCUSSION:**

With no discussion a vote was taken and the motion was approved with 109 in favor and none opposed.

**APPROVED**

**23. TWIN CITIES CAMPUS ASSEMBLY BYLAWS AMENDMENTS**  
**Action by the Twin Cities Campus Assembly**

**REPORT OF THE COMMITTEE:**

The Assembly Steering Committee submits to the Assembly the following resolution and proposed amendments to our by-laws. These will give operational effect to the general principles that the Senate and Assembly adopted at the December 2, 1999, meeting.

The existing mechanisms for oversight of the athletics departments were found wanting, both by the outside investigators into the recent scandal and by the Special Senate Committee on

Academic Integrity (the Clayton Committee). While we cannot promise that any particular change will prevent a repetition of recent events, we believe that these changes will be helpful in that regard.

The proposed by-law amendments would abolish the existing Assembly Committee on Intercollegiate Athletics. In its place two separate institutions would be created. One of these, the Faculty Academic Oversight Committee on Intercollegiate Athletics would have the duty of overseeing compliance with academic standing and academic integrity issues, as well as compliance issues. It would be composed exclusively of tenured faculty. We stress the need for faculty members to undertake this important task. The other committee, the Advisory Committee on Athletics, would advise the athletics departments on all other issues: equity, student welfare, financial and facilities matters. It would be composed of faculty, staff, students, and graduates of the University.

This dual committee structure is novel, but we believe that it is necessary to avoid a confusion of roles. The Faculty Oversight Committee is a regulatory body which is intended to ensure that students participating in these programs meet applicable standards and maintain academic integrity. This may necessitate a different relationship with the athletics departments than the Advisory Committee, whose purpose is to provide input from the broader University community into the policy decisions of the athletics departments. The separation of committees parallels the new separation of administrative responsibility between the Chief of Staff, who now supervises the athletics departments proper, and the Provost and General Counsel, who now supervise the academic counseling and compliance functions, respectively.

This structure recognizes the two departments of intercollegiate athletics for men and for women. It calls for the appointment of separate faculty representatives as has been the case in the past.

The changes would take effect when the Board of Regents completes necessary changes to its policies. The resolution also provides for transition to the new system.

We want to emphasize that virtually all of the coaches, students, and staff of the athletics departments were and are beyond reproach. Regulatory systems must be designed to deal with that tiny minority who abuse the trust placed in them. The previous oversight systems clearly failed to protect the University from serious damage. We believe that the proposed system will serve it better.

THE ASSEMBLY STEERING COMMITTEE  
Fred L. Morrison, Chair

**MOTION:**

To adopt the following resolution and amend the Twin Cities Campus Assembly Bylaws, Article III, Section 4. As an amendment to the bylaws, this motion requires either a majority of all voting members of the Assembly (89) at one regular or special meeting, or by a majority of all members of the Assembly present and voting at each of two meetings. This is the first meeting at which this motion is being presented.

**Resolution:**

RESOLVED,

1. The Assembly repeals Article III, section 4, of its by-laws.
2. The Assembly adopts the following text as Article III, sections 4, 4A, 4B, 4C, and 4D.

3. These above actions will take effect on July 1, 2000, to the extent consistent with Board of Regents policies.
4. In order to facilitate transition between the oversight systems, provisional appointments to the new committees may be made pending approval by the Regents. The committees may begin reviewing rules and policies, so that they can act promptly after the Board of Regents acts.
5. In the interim, the Assembly Committee on Intercollegiate Athletics will continue to function as the Assembly oversight body for athletics. The Committee on Committees will suspend making new appointments to that committee until the Regents have acted.
6. When these amendments take effect, the existing rules and policies of the Assembly Committee on Intercollegiate Athletics will remain in effect for six months, unless earlier repealed or modified by the appropriate successor committee. By the end of that time, the successor committees will either readopt them or adopt new rules and policies.

**Current Bylaws (to be deleted):**

**4. INTERCOLLEGIATE ATHLETICS COMMITTEE**

The Twin Cities Campus Assembly delegates to the Intercollegiate Athletics Committee faculty control of intercollegiate athletics. This delegation includes the formulation, adoption, and supervision of appropriate policy. The Twin Cities Faculty Assembly may only strike down a policy passed by the Intercollegiate Athletics Committee if the Steering Committee specifically singles out the policy after it has been passed, and brings it forward to the Faculty Assembly for specific debate and vote, with the motion framed as "Shall the Faculty Assembly disapprove of the following policy adopted by the Intercollegiate Athletics Committee: . . ."

**Membership**

The Intercollegiate Athletics Committee shall be composed of 8 faculty/academic professional members, including the 2 ex officio voting faculty representatives to the Big Ten and NCAA; 3 students; 3 alumni representatives of the University (2 of whom shall have voting privileges as determined by the committee each year); one civil service staff member; and other ex officio representation as specified by vote of the Assembly.

Faculty/academic professional and student members shall be nominated by the Committee on Committees with the approval of the Assembly. Faculty/academic professional members shall serve one term of three years that may be renewed by the Committee on Committees for one additional three-year term.

The faculty representatives shall be nominated according to procedures approved by the Intercollegiate Athletics Committee.

Alumni members shall be appointed by the president in consultation with the director of alumni relations and shall include one representative from each of the men's and women's athletic alumni groups.

The civil service member shall be appointed by the president in consultation with the Civil Service Committee.

**Chair**

The chair of the Intercollegiate Athletics Committee shall be a faculty member of the committee and shall have at least one year's experience as a committee member.

### Staff

The president shall ensure that the committee receives staffing and an office to hold its records. Such staffing shall consist of the appointment of a staff position responsible to the chair of the committee. Duties of the staff person shall be those ascribed by the committee in consultation with the president.

### **Duties and Responsibilities**

#### Policy-Setting

- a. To promote high standards in intercollegiate athletics; to ensure as much as possible that intercollegiate athletics do not interfere with the academic responsibilities of student-athletes and, when this cannot be completely accomplished, to ensure that student-athletes be given a fair opportunity to complete their education.
- b. To initiate, review, and vote on all legislative matters pertaining to rules and regulations; policies and procedures controlling the eligibility of students for participation in intercollegiate athletics; and such other policies and procedures as it deems necessary and appropriate to govern the conduct of intercollegiate athletics programs on the Twin Cities campus.
- c. To direct the faculty representatives for intercollegiate athletics with respect to positions on issues these faculty representatives consider at meetings of the Big Ten, NCAA, WCHA, and of any successor or other athletic governing organizations of which the University of Minnesota, Twin Cities, is a member, recognizing, however, the ultimate authority of the president to specify final directions to these representatives.
- d. To review and make recommendations to the president on the performance of the faculty representatives for intercollegiate athletics and to participate in the selection of faculty representatives when vacancies occur.
- e. To devise policies governing the granting of awards for student-athlete participation in the Twin Cities intercollegiate athletics programs.

#### Administrative

- a. To debate and approve or disapprove of any schedules of varsity and junior varsity events of the Twin Cities campus.
- b. To conduct on a team-by-team basis, an in-depth, annual review of the academic progress and performance of all Twin Cities campus student-athletes participating in intercollegiate athletics. This review will be conducted with the participation of the faculty members of the committee, the director of academic counseling for intercollegiate athletics, and with the coaches and their staffs, according to policy determined by the committee. Further, the reports which result from these academic audits shall be considered in the annual evaluations of all head coaches.
- c. To be given the opportunity to participate in the search for and evaluation of the intercollegiate athletic directors, the director of academic counseling for intercollegiate athletics, and the compliance officer when such searches or evaluations take place. In

addition, the committee shall be given the opportunity to participate in searches for all head coaches and such other administrators in the departments of athletics as may be prescribed by policy adopted by the committee.

### Judicial

- a. To determine the eligibility for participation in intercollegiate athletics of student-athletes who are alleged to have violated any rules of athletic governing organizations, and to determine, within the limits permitted by those rules, the appropriate sanction if it is determined that the violation(s) occurred.
- b. To retain final authority over the determination of eligibility of a student for participation in intercollegiate athletics irrespective of the cause or locus of any dispute which casts doubt on his or her eligibility.

### Advisory and Consulting

- a. To advise the president and central administration and the directors of intercollegiate athletics and the director of academic counseling for intercollegiate athletics on all policies affecting personnel, budget, and facilities relating to the intercollegiate athletic programs of the Twin Cities campus.
- b. To consult with the Recreational Sports Committee and other such committees concerning items of common concern.

### Reporting

- a. To make timely reports to the Twin Cities Campus Assembly and to the wider University community on items of importance with respect to its governance of intercollegiate athletics. Such reports shall consist of, but not be limited to, composite team statistics of semester grade reports for intercollegiate teams; reports on graduation rates of student-athletes by team and year; other data of relevance to the conduct of intercollegiate athletics on the Twin Cities campus, such as admissions qualifications of recruits by team, ethnic make-up of the body of student-athletes, and reports of discussions or essays which would be of interest to the Twin Cities Campus Assembly and to the wider University community.
- b. To ensure that the chair of the committee or his or her designee shall be present at the meetings of the Twin Cities Campus Assembly and shall be afforded time to report and shall be ready to respond to questions concerning published reports of the committee or other items of interest to Assembly members.
- c. To report all policy adoptions and changes to the Assembly Steering Committee.
- d. To submit an annual report to the Twin Cities Campus Assembly.

### General

Notwithstanding any other provisions to the contrary in these bylaws, to promulgate any such policies and to take any such actions that it deems necessary and appropriate to ensure that intercollegiate athletics are conducted in a fashion suitable for the students, faculty, and staff of the University of Minnesota, for the University of Minnesota generally, and for the people of the State of Minnesota. It is to be understood that this is a plenary grant of authority subject only to

review by the Faculty Assembly and to the final responsibility of the president and the regents for the governance of the University.

**Proposed Bylaws (to be added):**

**4. INTERCOLLEGIATE ATHLETICS**

The overall philosophy and policy relating to intercollegiate athletics is established by the Board of Regents policy on Intercollegiate Athletics Philosophy: Twin Cities Campus. That policy recognizes that

Participation in intercollegiate athletics at the University of Minnesota is a valuable opportunity for all student-athletes to supplement their education through sports. The purpose should always be to provide the highest potential for amateur athletic excellence within the University's educational framework. (Board Policy, Sec. I)

It stresses that the welfare of the students in the program takes precedence over other considerations:

The primary purpose of the University's intercollegiate athletics program is to serve the wellbeing of students. Thus, the University will provide student participants with sound academic counseling and opportunities to develop an academic program with the ultimate goal of attaining a degree. In addition, the University will provide personal guidance and counseling, realistic career planning, and the best possible facilities, training, coaching, administration, and practice and competition conditions available to help participants develop as responsible and healthy individuals. (Id., Sec. III, subd. 2)

and

The University's commitment to the wellbeing of the individual student participant, to academic standards, and to the integrity of the University itself shall at all times take precedence over the need to produce revenue. (Id., Sec. I, para. 5)

The Policy emphasizes the importance of equal opportunity, student involvement, community outreach, and ethical integrity. (Sec. II). It emphasizes that

Students who participate in intercollegiate competition must meet all appropriate academic standards for admission to the University and for continued progress after beginning an academic program. A student's academic work takes precedence over athletic activity. (Id., Sec., III, subd. 4)

The Regents Policy declares that all aspects of the programs will be administered by central administration, the athletic directors, and the coaches, with direct oversight and involvement by the faculty representatives through an Assembly committee. (Sec. III, subd. 10, para. 2), but also provides that a committee of this Assembly is responsible for the formulation of all policy on intercollegiate athletics within the policies provided by the Board. (Sec. III, subd. 13.)

To carry out these responsibilities delegated to it by the Board of Regents, the Assembly establishes the following agencies:

- The Faculty Academic Oversight Committee for Intercollegiate Athletics, composed of faculty, has responsibility for academic progress and academic integrity in the athletic programs, and for monitoring eligibility and compliance issues. (See by-law 4A.)

- The Advisory Committee on Athletics, composed of students, alumni, and faculty and other employees of the University, advises the President, the responsible vice presidents, and the athletics departments on other issues, including the achievement of equity, budget and facilities issues. (See by-law 4B.)
- Faculty Representatives will represent the University in external governing organizations and will perform other duties assigned in these by-laws. (See by-law 4C.)

Each of these agencies reports to the Assembly through the Assembly Steering Committee.

#### **4A. FACULTY ACADEMIC OVERSIGHT COMMITTEE FOR INTERCOLLEGIATE ATHLETICS**

The Faculty Academic Oversight Committee for Intercollegiate Athletics has responsibility for eligibility, compliance, and other issues relating to academic integrity of participants in the programs. This committee will work closely with the Provost, who as head of academic affairs is the senior administrative officer in charge of academic counseling programs for athletes.

##### Membership

The voting membership of this committee consists of six (6) members of the tenured faculty, plus the two (2) Faculty Representatives and the Chair of the Advisory Committee on Athletics. Since the purpose of this committee is to ensure that students who choose to participate in athletics have a full opportunity to pursue and complete their University studies, the primary qualification for appointment to this committee is a commitment to teaching students, rather than a special interest in athletics.

The Assembly Steering Committee appoints six (6) members of the committee after consultation with the President. The Committee on Committees will provide a list of candidates for consideration. The appointments are subject to approval by the Faculty Assembly. The term of office is three (3) years; the initial terms will be arranged so that one-third of the terms expire each year. No one may serve more than six (6) consecutive years on the committee.

The Assembly Steering Committee designates the chair and vice chair of the committee.

The Director of Academic Counseling and the Director of Compliance are ex officio members, without vote. The Committee will hold at least one meeting each semester without the presence of the ex officio members.

The committee will consult regularly with the athletic directors and will meet at least once each semester with them to discuss programs and policies for ensuring academic performance and compliance with all standards. It will meet at least once each semester with each of the athletic directors separately to review the academic performance of the teams within that department, the support given to academic performance by each of the departments, coaches and teams, and to make recommendations in this regard.

The committee will meet regularly with the Provost or a representative of the Provost's office.

##### Duties

The Faculty Academic Oversight Committee for Intercollegiate Athletics has the following responsibilities:

(A) In cooperation with the office of the Provost, the committee will oversee certification of the eligibility of students who participate in varsity athletics programs, in accordance with the standards of the NCAA and other external organizations.

(B) The committee will establish University academic standards for participation in varsity athletics, including minimum grade point average and progress toward degree. These standards must meet and may exceed the standards established by the NCAA and other external organizations and are in addition to the academic standards established by the college in which each student is enrolled. The committee will see that students are informed of these standards, are warned if they are not making reasonable progress, and are declared ineligible if they fail to meet them.

(C) With the assistance of the office of the Provost, the committee will conduct regular reviews of the grade average and progress of each student. It will also regularly evaluate the performance of each team in achieving the academic goals of student participants, and will advise the directors of athletics concerning the performance of coaches in support of these goals. It will also advise the senior administrator responsible for athletics, the Provost, the President, and the Assembly Steering Committee regarding the support for academic achievement shown by each of the teams and departments.

(D) The committee may establish scheduling standards limiting the days in any term that a student may be absent to participate in athletic events. It will review every schedule for conformity to these standards. In unusual cases, the committee may grant exceptions to that rule. All violations of these rules and all exceptions granted to them shall be reported immediately to the senior administrator, the Provost, the President, and the Assembly Steering Committee.

(E) The committee will advise the Director of Academic Counseling regarding matters within the authority of that office.

(F) The committee will receive a report from the Director of Compliance at least once each semester regarding significant compliance concerns coming to the attention of that office. It will also refer any compliance matters that come to its attention to the Director of Compliance. It will report any concerns about compliance issues to the relevant athletic director, the senior administrator supervising compliance, the President, and the Assembly Steering Committee. It will advise the Director of Compliance regarding matters within the authority of that office.

(G) The committee (or a representative) will participate in searches for the Directors of Athletics, of Academic Counseling and of Compliance, and in searches for major coaching positions, and in any periodic comprehensive performance review of these positions, paying particular attention to the qualifications of candidates in the fields of academic performance and compliance.

(H) The committee will advise and consult with the athletics departments to ensure that those participating in or employed by the athletics programs observe required standards of compliance and academic integrity, and will make such reports and recommendations as may be necessary.

(I) The committee will advise the President and the faculty representatives regarding positions the University should take on proposed NCAA or other external rules relating to academic performance, eligibility, or compliance.

(J) The committee will perform such other functions as the Assembly may assign.

In evaluating individual or team records, the committee may act as a whole or by subcommittee.

Because the committee primarily considers matters that are private or personal data under the laws governing data privacy, its meetings are closed unless it otherwise directs.

The committee makes an annual written report to the Assembly, with statistics on a team-by-team basis demonstrating the academic performance and progress of students participating in varsity athletics. It also gives a general review of compliance issues. The committee also reports to the Assembly Steering Committee at least once each semester; this report shall be in writing, but shall also be presented in person by the Chair and an appropriate delegation.

At least once a year, the voting members of the Committee will meet privately with the President to give their candid evaluation of the performance of the departments and teams in achieving academic performance and rules compliance. The voting members of the committee may also at any time request a private meeting with the President and/or with the Assembly Steering Committee to discuss any matters of concern to them. The ex officio members shall not attend such meetings, unless requested to do so by vote of the committee.

The Senate Office will provide staff assistance for the committee. The Provost will, in consultation with the Committee, provide adequate staff assistance drawn from the office of the Registrar, the advising offices of colleges, and other administrative offices and assist in the preparation, presentation and evaluation of student records. The athletics departments and academic counseling and compliance offices will provide information requested by the committee.

No appointed member of the committee may accept any tickets, team travel, or other benefit or favor from the athletics departments except as specifically authorized by the President and the Assembly Steering Committee.

The committee deals with eligibility and compliance issues established by the University and by the NCAA and external organizations. It does not review the decisions of coaches imposing sanctions on athletes for violating team rules.

#### **4B. ADVISORY COMMITTEE ON ATHLETICS**

The Advisory Committee on Athletics provides consultation and advice to the President, the senior administrator responsible for athletics, and the departments of intercollegiate athletics on policies and other major decisions.

##### **Membership**

The Advisory Committee on Athletics shall consist of the following voting members:

(1) a Chair, who must be a tenured faculty member, who holds no administrative appointment higher than department chair or head, appointed by the President after consultation with the Assembly Steering Committee, for a term of three (3) years;

(2) four (4) members of the faculty or academic staff (at least two of whom shall be members of the tenured faculty), appointed by the President after consultation with the faculty members of the Assembly Steering Committee, for terms of three (3) years;

(3) the Faculty Representatives to the NCAA;

(4) the chair of the Faculty Academic Oversight Committee on Intercollegiate Athletics, or a member designated by that committee;

(5) a dean, appointed by the President after consultation with the Twin Cities' deans, for a term of three (3) years;

(6) four (4) students, two of whom will be appointed by the President after consultation with the student members of the Assembly Steering Committee, for terms of one year, and two of whom will be selected by the representatives of students in the intercollegiate athletic programs for terms of one year;

(7) two graduates of the University, appointed by the President after appropriate consultation for terms of three (3) years;

(8) one University civil service employee, appointed by the President after consultation with the Civil Service Committee for a term of three (3) years.

The appointments are subject to approval by the Assembly. The President designates a vice chair from among the other tenured faculty members of the committee. No one, other than the faculty representatives, may serve more than six (6) consecutive years on this committee. Initial appointments will be arranged to provide for partial replacement of the committee each year.

The directors of intercollegiate athletics, the director of academic counseling and the director of compliance shall serve as non-voting ex officio members.

#### Duties

The Advisory Committee on Athletics will advise and consult with the President, the responsible senior administrators, and the athletic directors on policies and major decisions relating to intercollegiate athletics at the University. Regents' policy delegates immediate administration of the athletics departments to the President, the central administration, and the athletic directors; this committee has no direct role in the day-to-day management of the departments. These by-laws delegate responsibility for academic and compliance issues to the Faculty Oversight Committee; this committee has no involvement in those issues.

The committee has the following responsibilities:

(A) The committee will advise the athletic directors regarding policies and major decisions relating to their programs and operations, except for matters within the authority of the Faculty Academic Oversight Committee on Intercollegiate Athletics.

(B) When requested by the Faculty Academic Oversight Committee on Intercollegiate Athletics, the committee will assist that committee in carrying out its responsibilities.

(C) The committee will advise and consult on issues of equity and student welfare.

(D) The committee will advise and consult regarding the finances of the athletics departments.

(E) The committee will advise and consult regarding the physical facilities and services and their use.

(F) The committee (or its representative) will participate in searches for the directors of intercollegiate athletics and for major coaching appointments and for directors of academic counseling and compliance and will participate in any periodic comprehensive performance reviews of those positions.

(G) The committee will advise the President and the faculty representatives regarding the positions that should be taken on behalf of the University in the NCAA and in other external bodies.

(H) The committee will advise and consult regarding the activities of booster clubs and other support organizations.

(I) The committee will perform such other functions as the Assembly may assign.

The committee makes an annual written report to the Assembly. It reports to the Assembly Steering Committee at least once each semester, in writing, but this report will also be presented by the Chair and a suitable delegation.

At least once a year, the voting members of the Committee will meet privately with the President to give their candid evaluation of the management of the departments. The voting members of the committee may also request a private meeting with the President and/or with the Assembly Steering Committee to discuss any matters of concern to them. The ex officio members shall not attend such meetings, unless requested to do so by vote of the committee.

The Senate Office will provide staff assistance for the committee.

#### **4C. FACULTY ATHLETICS REPRESENTATIVES**

The Faculty Athletics Representatives will serve as the University's delegates to NCAA, Big 10, WCHA and other external organizations. The representatives also will perform certain functions prescribed in the rules of those organizations, in these by-laws, and as delegated by the President or the Assembly. The authority of the representatives does not displace any of the authority granted to the two committees above. The Faculty Athletic Representatives are appointed by the President in consultation with the Assembly Steering Committee. Before making an appointment the President will give an opportunity for interested faculty members to apply. The President will also solicit nominations from the Faculty Academic Oversight Committee and the Advisory Committee on Athletics.

A faculty athletics representative must be a member of the regular faculty who holds permanent tenure, and may not hold an administrative office higher than that of a department head or chair. The faculty athletics representatives will serve at the pleasure of the President for a three (3) year term. No one may serve more than six (6) consecutive years in this office.

The President, in consultation with the Assembly Steering Committee, after receiving the view of the Faculty Academic Oversight Committee and the Advisory Committee on Athletics, will determine the position the University will take regarding proposed changes in NCAA and other external rules. The faculty representatives will faithfully represent this position.

The Faculty Academic Oversight Committee has primary responsibility for all eligibility and compliance issues. If the rules of any external organization require a faculty representative to make a decision or recommendation on any matter relating to eligibility or compliance, the representative will first refer the matter to the Faculty Academic Oversight Committee and will faithfully carry out its recommendation.

The faculty athletics representatives will report to the Assembly annually in writing. They report to the Assembly Steering Committee orally and in writing at least once each semester.

#### **4D. COORDINATION OF OVERSIGHT**

The Chairs of the Faculty Academic Oversight Committee and the Advisory Committee on Athletics and the faculty representative(s) will meet periodically with the President, the Provost, the senior administrator responsible for athletics, and the Chair of the Assembly Steering Committee to coordinate their activities.

FRED MORRISON, Chair  
ASSEMBLY STEERING COMMITTEE

### **DISCUSSION:**

Professor Fred Morrison, Chair of the Senate Consultative Committee (SCC), said that the Twin Cities Campus Assembly, at its December meeting, considered the outcome of the investigations of the men's athletic department. At that meeting, a resolution was adopted to split the oversight authority between a Faculty Oversight Committee and an Advisory Committee on Athletics.

The Faculty Oversight Committee is to be charged with the oversight of academic performance of athletes in the intercollegiate athletics programs and compliance with rules. The Advisory Committee on Athletics is a committee to cooperate and work with the athletic departments and the administration on the multitude of issues that arise in athletics.

For these committees to function properly, the University needs to lay out separate roles and responsibilities. The role of faculty is to determine academic standards and progress as recommended by the Shapiro and Student Academic Integrity Committees. Athletic departments have an important role in the University, which is why a second committee is being created, to advise, help, and assist these departments.

This new structure will be beneficial for maintaining the appropriate compliance. The University cannot promise that this will work, but something different must be tried.

Q: How often has this model been used at other institutions? If this model is new, why was it chosen?

A: This model is entirely new. One reason that it was chosen is that some institutions have athletics boards that are composed solely of faculty and which seem to have a stronger control over the academic life of athletes. At the University, there are other groups, such as students and alumni, who are legitimately interested in the athletic programs as well. In order to balance these interests, two separate committees have been created.

With no further discussion a vote was taken and the motion was approved with 98 in favor and 1 opposed.

**APPROVED**

## **24. SPECIAL SENATE COMMITTEE ON STUDENT ACADEMIC INTEGRITY Information and Discussion for the University Senate and Twin Cities Campus Assembly**

### **DISCUSSION:**

Regents Professor Tom Clayton, Chair of the Student Academic Integrity Committee (SAIC), said that most of the work is done and the end is in sight. The seven members of the SAIC have been working hard on Parts 1 and 2 of its charge, which asked the committee to identify

academic honesty standards clearly and to recommend effective measures to bring about compliance.

The committee started by asking what the University needs to do, why the University needs to do it, and how the University can do it best. There have been lots of reports and some research on cheating across the country, but exactly how much cheating takes places will never be fully known.

Information from anonymous questionnaires indicates most students are aware of cheating in high school, take cheating seriously, and want the University to take whatever steps necessary to prevent cheating. The SAIC assumed that some cheating occurs at the University, probably more than has been recorded.

The committee has not recommended that a policing organization be established but rather that the University be made safe for academic integrity. More important than capturing cheaters is a focus on preventing cheating so that students who do not cheat can receive the benefit of their work without having it compromised because standards are corrupted by cheaters.

The formal report will include a preamble, which is in draft format, a segment on prevention, and lastly detection and penalties. Under the prevention section, the committee will recommend creation of web sites and materials to send to students who are applying to the University, a statement of principles, a declaration of academic integrity to be signed upon entering the University, and a statement regarding academic integrity to appear on all blue books. Recommendations have also been drafted on how faculty can prevent cheating in their courses.

Another recommendation from the committee will be that an academic integrity officer and office, with an advisory committee, be created. If the office is established, all matters concerning academic integrity will be referred to one central location.

Under the first charge, four questions were asked of the committee and some answers are now available. For the first question, "should a uniform University-wide policy be adopted?", the committee answered "yes", with scope for unit variation. Some smaller units at the University already have honor codes and the committee does not want the units to be forced to drop these codes. What the committee proposes is a code of integrity, not an honor code.

Regarding the second question, "should a uniform policy apply to all students at the University equally or are there circumstances requiring special policies for some groups?", the tentative answer is "yes". Smaller and culturally homogeneous academic units are entitled to conform to the firm but flexible University policy in their own terms by the unit-specific honor codes already in place.

For question three, "should more explicit standards be adopted regarding plagiarism and the use of materials obtained from other sources and services, such as the internet?", the committee responded yes and no. The standards being recommended apply to any kind of cheating. To attempt to spell out the numerous ways that technology can be used to cheat would be a waste of time and resources since the method of cheating is immaterial to the act of cheating itself.

In regards to question four, "how should these policies be communicated to students?", the committee recommends various means from notice in application materials to annual or semestral e-mail reminders. The committee does not envision daily reminders, yet students need to know from the time they arrive at the University that academic integrity is important and they are expected to contribute to it.

Professor Fred Morrison then thanked the committee for their hard work and said that written materials will be before the Senate at the April meeting for debate and approval.

TOM CLAYTON, Chair  
SPECIAL SENATE COMMITTEE ON  
STUDENT ACADEMIC INTEGRITY

**25. SENATE EDUCATIONAL POLICY COMMITTEE**  
**Policy on Use of Class Notes for Commercial Purposes**  
**Action by the University Senate**

**MOTION:**

To approve the following policy. A simple majority is required for approval.

**Policy on Use of Class Notes for Commercial Purposes**

Preamble

The faculty of the University of Minnesota encourage students to take notes in their classes, laboratories, and the many and diverse other instructional settings in which they participate as they pursue their education at the University. Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience.

It is recognized that sharing of notes among classmates occurs occasionally, especially among friends if one misses a class or if there is a shared academic project or other legitimate collaboration among students in a class. The faculty also recognize that collaborative note-sharing and discussion helps students learn.

However, the organization, preparation, and presentation of materials in a class or other instruction setting represents the intellectual effort of the faculty or instructor. Faculty have an interest in protecting this intellectual effort and in assuring the accuracy of any public representations of their course lectures. The sale or broad dissemination for commercial purposes of class notes by students without faculty permission violates these interests and is considered an offense against the academic community.

Regulations

1. Students may not distribute class notes, handouts, or other instructor-provided materials for commercial purposes, through the Internet, or for any reason other than personal study among classmates enrolled in the course, without the express written consent of the instructor.
2. The provisions of this policy are enforceable as University rules under the University of Minnesota Statement of Standards of Student Conduct, and violations may result in warning, required compliance, confiscation, probation, suspension, or expulsion.
3. If the faculty of a department or collegiate unit, as a group, or individual faculty in a particular course, have assented to or authorized distribution of class notes, such practices do not violate this policy.
4. This policy is effective Fall Semester 2000.

NOTE: Any faculty member/instructor who intends to file a complaint against a student for violating the provisions of this policy is more likely to be successful if there is a clear statement on the syllabus that notifies students of the provisions of this policy. The simplest way to provide such notice to students would be to incorporate the first two numbered items of the policy on the syllabus.

**COMMENT:**

The Senate Committee on Educational Policy (SCEP) has been made aware of various entrepreneurial organizations that hire students to take notes in classes (typically large lecture classes) and then post the notes on a web site for other students to use. A number of institutions have taken steps to stop the practice. SCEP believes that such a practice is both unethical and educationally unsound, so proposes this policy to the Senate.

While SCEP is reluctant to recommend yet additional required language for a course syllabus, the Committee was advised that if students are not given adequate notice of the existence of the policy, it is unlikely that a complaint against them would be successful if there were no notice on the syllabus. So, the Committee does not REQUIRE that notice of this policy be placed on syllabi, but cautions faculty that if they wish to prevent notes taken in their classes from being distributed on the Internet or in other ways, they should include adequate notice on their syllabus.

JUDITH MARTIN, Chair  
EDUCATIONAL POLICY COMMITTEE

**DISCUSSION:**

Professor Judith Martin, Chair of the Educational Policy Committee (SCEP), said that this document is an attempt to create a policy that will protect the intellectual property of faculty as they teach their courses. A solicitation was made during the Fall Semester regarding students being paid to post notes on the web. It is the sense of most faculty that they expect students in class to take notes, and while faculty encourage students to share their notes with other students, students are not expected to sell those notes to others. This policy only prohibits the commercialization of class notes.

A senator commented that after reviewing this proposal, some parts seemed to be fine while others were outrageous. In terms of what can be regulated, handouts and web postings from a faculty could be copyrightable material. In regards to the notes that a student takes in class, by prohibiting what a student can do with them seems like a violation of free speech and the principles of academic freedom, which extend to students as well as faculty. While students have been selling notes for 30 years, most students know better than to rely on another student's notes to understand a class. The policy appears to be of marginal legality which could be challenged in court.

Another senator stated that if faculty feel that this is such a problem they can post their own notes on the web to avoid this conflict. Having a University policy is unconstitutional and an overreaction to a small problem.

A senator then said that he agreed with the past comments since it is a violation of the first amendment to prohibit the flow of information. Students also realize that they need to take the notes themselves if they wish to learn anything in the class.

A senator then compared class notes to retelling a story. In the storytelling profession, it is considered improper to retell a story without permission. The same standard should hold true for

class notes. Since the University is in a capitalistic society, perhaps a faculty member should receive a percentage of the money that a student is paid.

Professor Martin then said that this policy was shown to the Office of the General Counsel, which did not believe that the policy was a violation of the First Amendment.

A senator then commented that if money is the real issue, there is nothing preventing faculty from selling the notes themselves.

Q: How much of what a faculty does in class is copyrightable?

A: The General Counsel said that if faculty tape their lectures, then the lectures are copyrightable.

A senator then commented that when a student sells notes, they are not being sold as the notes of a student at the University but as notes of the instructor and of the class. An instructor's name and class should not be attached to these notes. Also, if it is permissible for a student to take notes and distribute them for money, then can the same student record or videotape lectures for money? It is not proper for students to profit from the intellectual work that faculty put into their lectures.

Another senator said that when students enroll in a course, they are paying money to buy knowledge. They have that knowledge to use for the rest of their life. Where will the University draw the line regarding restrictions on what students can do with course knowledge? Students are not recovering the cost of enrolling in a class by selling their notes.

A senator stated that this policy is sending a message to students at the University. When a student learns in class, that knowledge is internalized and the student adds his or her own experiences to it. The students should then be able to take the knowledge and distribute it as they see fit.

Another senator noted that his worry is if notes on the web are wrong, and sold under the professor's name, then it appears that the professor is not teaching correctly.

A senator then commented that when someone does an oral history, they are required to get permission for the spoken words. Historians need to have them checked by the speakers, the speakers can make changes, and the speaker owns the words. A lecture is similar and should be awarded the same rights.

Q: What was this policy not proposed as a change to the Student Conduct Code?

A: The Student Conduct Code will be used for enforcement of this policy. Many policies lie outside of the code, such as the Sexual Harassment Policy, but are still punishable under the Student Conduct Code.

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

**APPROVED**

**26. STUDENT SENATE CONSULTATIVE COMMITTEE  
ASSEMBLY STUDENT STEERING COMMITTEE  
Resolution Regarding the Removal of the Graduation Proficiency Test for Second  
Languages as a Requirement of Graduation**

## **Action by the Twin Cities Campus Assembly**

### **MOTION:**

To approve the following resolution. A simple majority is required for approval.

**Whereas**, IT Students are required to take four semesters of calculus, and then are allowed to progress, as long as they have passed all of the calculus classes with a minimum C-, without being forced to test what knowledge they have accumulated. It is assumed that the faculty have taught the students what they needed to learn and it is assumed that the students have accumulated enough knowledge to proceed to the next level. Only the College of Liberal Arts requires any kind of a Graduation Proficiency Test.

**Whereas**, two years of class time should be enough of a time commitment for students.

**Whereas**, the University of Minnesota requires a two-year second language requirement for students who wish to receive a Bachelor of the Arts degree. Although eight of the eleven “Big Ten” institutions require two years of second language study, we are the only “Big Ten” institution to require a graduation proficiency exam after completion of the fourth semester of a second language.

**Whereas**, many students are anxious about standardized tests, which lowers their test scores.

**Whereas**, the final of each second language consists of oral, writing, grammar, and listening portions. These are the same portions that appear in the Graduation Proficiency Test.

**Whereas**, the final of the fourth semester of the second language IS a culmination of everything that a student has learned for two years. It is redundant to have students take another test to prove themselves.

**Whereas**, there should be a proficiency test for students who wish to test out of the requirement and for those who wish to say that they are “proficient” in a second language. In addition, many Law Schools require that its applicants are “proficient” in a second language, but, the number of students who need this type of “proficiency” are very small in numbers. Having this test as a requirement of graduation when the fourth semester final tests the same criteria is not a good use of funds, resources, and time.

**Whereas**, in theory, the test was designed to gauge a student’s knowledge regardless of where it was learned. If the test were to be incorporated into the fourth semester of the second language it would not seem to undercut any arguments in favor of this standard.

**Whereas**, currently the Graduation Proficiency Test is being administered during the fourth semester of the second language, which was tried under the previous quarter system. This arrangement was canceled during the quarter system because of several reasons:

- Due to the complex logistics of the four-part test, incorporating the GPT into the sixth quarter of instruction did not save administrative time.
- Approximately 10% of the 10-week instruction time was lost due to administering the GPT.
- Non-CLA students, who do not need the GPT to graduate, were disadvantaged by the loss of instruction time.
- Students’ stress levels were greatly heightened by the fact that testing had to be spread over a week’s time.

**Whereas**, having to pay for a test beyond the normal course requirements is not justified, especially not for the following reasons given by the Director of the CLA Testing Program.

*The first justification offered by the Director of the CLA Testing Program is:*

1. “**Students** were previously required only to sit through five or six quarters of a language class, while now they are held accountable for their language ability. They must produce and comprehend their chosen language at a determined level.”<sup>1</sup>

**Whereas**, students are already being held accountable by having to complete each individual class with a passing grade. If a student does not pass the class they cannot move on to the next level and if a student does not pass the fourth semester, the student does not graduate with a Bachelor of the Arts degree.

**Whereas**, as far as producing and comprehending at a determined level, it is up to the departments and faculty members to ensure that each individual student is at that determined level by the end of the semester.

*The second justification offered by the Director of the CLA Testing Program is:*

2. “**Instructors** could previously teach whatever they wanted, rather than teaching what the students needed to learn. It was typical to see a class focused on translating literature and reciting grammar rules. Instructors are now held accountable to provide students the opportunity to develop all of their language skills to the expected level of the GPT.”<sup>1</sup>

**Whereas**, this is a curriculum issue that needs to be decided upon in the departmental Faculty Consultative Committee. The students would hope that our instructors are teaching us what we need to learn.

**Whereas**, classes are not geared toward translating literature and reciting grammar rules; they are geared toward developing all language skills. You don’t need a Graduation Proficiency Test to maintain this level of teaching. It is up to the faculty members to maintain this level so that the students may pass the fourth semester final exam and course.

*The third justification offered by the Director of the CLA Testing Program is:*

3. “**Departments** were previously known simply to hand new TA's the textbook: "Here it is. End of new-teacher orientation." They are now held accountable for providing appropriate training and on-going support to instructors. Each language is also given a prescribed proficiency level for the graduation requirement, so that no language is ‘easier’ to get through than another.”<sup>1</sup>

**Whereas**, if this is the case, OBVIOUSLY there must have been some SERIOUS problems with orienting teaching assistants in the past. The students would hope that ALL departments and faculty members would help in providing the appropriate training and on-going support to instructors and teaching assistants.

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<sup>1</sup> <http://languagecenter.cla.umn.edu/lc/newsletter/pastissues/ss96/whygpt.html>

<sup>1</sup> <http://languagecenter.cla.umn.edu/lc/newsletter/pastissues/ss96/whygpt.html>

**Whereas**, as far as each language having a prescribed proficiency level, it should be up to each department to decide what that level is. You don't need a Graduation Proficiency Test to have a proscribed proficiency level. No language should be "easier" to get through than another. Each language is as difficult and requires as much time and effort as the next.

*The fourth justification offered by the Director of the CLA Testing Program is:*

4. "**Administrators** are held accountable to keep class sizes to a level appropriate for language learning."<sup>1</sup>

**Whereas**, administrators are mandated to make sure that every student has an equal opportunity to learn. Obviously in a second language a smaller class size is needed to insure that every student is getting the attention that they deserve.

**Whereas**, this resolution has an impact on the ability of students who are enrolled in colleges other than the College of Liberal Arts to pursue language study at the University of Minnesota.

**Therefore, Be It Resolved:**

(1) The Twin Cities Campus Assembly strongly urges that the University of Minnesota, especially the College of Liberal Arts, eliminate the Graduation Proficiency Test as a requirement of graduation for University of Minnesota students.

(2) The Twin Cities Campus Assembly strongly urges that the University of Minnesota, especially the College of Liberal Arts, retain a proficiency exam like the current Graduation Proficiency Test. This proficiency exam would be for students who wish to test out of the second language requirement, who wish to be "proficient," and for those who need to be proficient for other purposes, such as, but not limited to, admissions to various Law Schools.

(3) The Twin Cities Campus Assembly also strongly urges that the University of Minnesota, especially the College of Liberal Arts, require the fourth semester of a second language be the culmination of two years worth of learning and class time, which shall be the requirement of graduation with the exception of receiving a passing grade on the Proficiency Test beforehand.

**COMMENT:**

The Student Senate Consultative Committee does see the need for a Proficiency Test. The current Graduation Proficiency Test is useful as a measure of what a student has learned, and should be kept as is for students who wish to test out of the second language requirement and for other reasons as needed. However, we do feel that there is no need for this test to be a requirement of graduation when the final of the fourth semester of the second language has the exact same components, when Institute of Technology students who have to take four semesters of calculus do not have this GPT requirement, and when no other "Big Ten" school requires a Graduation Proficiency Test after the completion of four semesters of a second language. The Student Senate Consultative Committee recommends that this graduation requirement be changed.

JASON REED, Chair  
STUDENT SENATE CONSULTATIVE COMMITTEE/  
ASSEMBLY STUDENT STEERING COMMITTEE

## **DISCUSSION:**

Mr. Jason Reed, Chair of the Student Senate Consultative Committee (SSCC), said that the Graduation Proficiency Test (GPT) is a requirement of all B.A. students in the College of Liberal Arts. While the resolution was passed by the Student Senate earlier today, it only applies to one college at the University and therefore the motion was withdrawn.

**WITHDRAWN**

## **27. PRESIDENT'S REPORT**

Executive Vice President and Provost Robert Bruininks sent regrets that the President could not be in attendance and reported that the President is recovering well from his recent surgery.

He then congratulated the faculty and its leadership at the University, especially Professor Morrison, in confronting and resolving difficult issues surrounding the athletic situation. The Student Academic Integrity Committee has performed a marvelous service for the University and the policies being developed will work.

As of December 1, several key changes were made in the oversight of athletics. First, the Academic Counseling and Student Services Office moved to the Office of the Provost. It appears that the new arrangement will work to the benefit of student athletes and the University as a whole.

Dr. Bruininks also reported that Professor Warren Ibele agreed to chair the committee that sifted through the entire athletic violations report and referred the potential student and faculty misconduct cases to each college. Other committee members included Professor Marcia Eaton, Professor Rodney Smith, Professor Cathrine Wambach, Barbara Shiels, and Linda Ellinger. A report on each of these cases is due by June 1.

Another item being talked about is the University's budget. A Budget Management Task Force, chaired by CLA Dean Steven Rosenstone, has released a report, now on the web. It addresses some long-range structural issues in the management of University resources and makes a number of recommendations that will be influential now and in the future. One recommendation, which will be adopted, was to establish a joint faculty-administrative committee to provide regular oversight and advice on the budget.

Regarding the capital request, there is a difference of opinion between the University and the Governor. The request seems to be receiving a favorable review by members of the House and Senate. The University is optimistic that funding will be received for the primary items for each campus.

## **28. QUESTIONS TO THE PRESIDENT**

**NONE**

## **29. OLD BUSINESS**

**NONE**

## **30. NEW BUSINESS**

Professor George French, Chair of the Social Concerns Committee, presented, for information, a resolution on alcohol consumption as passed by the committee.

A senator commented on part of the resolution referring to student service fees not being used to purchase alcohol. This change should be determined by the Student Service Fees Committee, not the Senate.

Professor French said that he would address this point at the next Social Concerns Committee meeting.

Professor Fred Morrison, Chair of the Faculty Consultative Committee (FCC), then presented, for action, a resolution on research vandalism.

The Faculty Consultative Committee abhors the recent attacks on plant research on the St. Paul campus of the University of Minnesota. These attacks undermine the basic mission of the University and are a threat to the free inquiry that must be the hallmark of an institution of higher learning and of a free society. These attacks have also, at other times and places, have placed the lives of people in the research facilities in danger, sometimes life-threatening danger. The attacks are, in both a philosophical and a physical sense, an assault on the precepts that guide the life of a university.

The Faculty Consultative Committee, the Senate Research Committee, and the Academic Health Center Faculty Consultative Committee adopted the following resolution on April 7, 1999, following attacks on animal research laboratories in the Academic Health Center:

We are dismayed and alarmed at the recent acts of vandalism committed in University research facilities. These acts are a threat to academic freedom and to the integrity of the University. They reflect an anti-intellectualism and irrationality that is frightening. We are also saddened by the harm that such attacks have on research intended to advance human health.

We encourage the University administration and the civil authorities to take all necessary steps to identify and prosecute those who committed these acts of vandalism against University research facilities. We also extend our deep regrets and support to those faculty members, staff, and graduate students whose work has been affected, and ask that the administration provide resources to restore the records and facilities of those faculty members and graduate students.

The Faculty Consultative Committee repeats these sentiments and again urges the University administration and the civil authorities "to take all necessary steps to identify and prosecute those who committed these acts of vandalism against University research facilities." In addition, we ask that the administration pay closer attention to building security, access systems, and how the costs of security and systems are paid. We believe that consideration should be given to identifying security as a common good, rather than assessing individual departments that might be at increased risk of vandalism or violence.

We also again express our regrets and support to those whose research has been affected, and request that appropriate resources be made available to restore the research to the status quo ante to the maximum extent possible.

## **COMMENT**

The Faculty Consultative Committee believes this an appropriate response to the recent acts of vandalism and asks the University Senate to endorse this resolution. If it does so, the wording will be changed appropriately to reflect the fact that it is a Senate statement rather than an FCC statement.

Adopted unanimously February 17, 2000

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

**APPROVED**

### **31. ADJOURNMENT**

The meeting was adjourned at 4:15 p.m.

**Rebecca Hippert  
Abstractor**

**FEBRUARY 24, 2000**

The third meeting of the Faculty Senate for 1999-00 was convened in 25 Law Building, Minneapolis campus, on Thursday, February 24, 2000, at 2:08 p.m., as a joint meeting of the University Senate, Faculty Senate, and Twin Cities Campus Assembly. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 113 voting faculty/academic professional members, 1 ex officio member, and 9 nonmembers. Vice Chair Roberta Humphreys presided.

**1. ANNOUNCEMENTS  
(Senate Agenda Item 1)**

Professor Roberta Humphreys convened the meeting and announced that President Yudof would not be able to chair the meeting so she, Vice Chair of the University and Faculty Senates, and Barbara Van Drasek, Vice Chair of the Twin Cities Campus Assembly, would be jointly chairing today's meeting.

Professor Humphreys announced that at 3:15 p.m., items 23 Athletic Bylaws, 24 Report from the Senate Committee on Student Academic Integrity, and 25 Policy on Class Notes on the Web, would be considered. After these three items, the Senate will return to the regular agenda.

**2. MINUTES FOR DECEMBER 2, 1999  
Action by All Bodies  
(Senate Agenda Item 2)**

The University Senate, Faculty Senate, and Twin Cities Campus Assembly minutes are available on the Web at the following URLs:

[http://www1.umn.edu/usenate/u\\_senate/991202sen.html](http://www1.umn.edu/usenate/u_senate/991202sen.html)  
[http://www1.umn.edu/usenate/faculty\\_senate/991202fac.html](http://www1.umn.edu/usenate/faculty_senate/991202fac.html)  
<http://www1.umn.edu/usenate/tcca/991202tcca.min>

**DISCUSSION:**

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

**APPROVED****3. SENATE/FACULTY CONSULTATIVE COMMITTEE REPORT  
(Senate Agenda Item 5)**

Professor Fred Morrison, Chair of the Senate Consultative Committee (SCC), reported that SCC has been busy with various issues such as the budget, athletics, and educational policy. Many of these issues have been included on today's agenda. Under New Business, a resolution on research violence and an item from the Social Concerns Committee will also be considered.

During the past month, the Exceptional Status by the NIH was lifted and expanded authorities for the researchers working on federal grants were restored. Much of this work was facilitated by a

joint faculty-administrative task force, in particular, Professor Morrison recognized the special contributions of Professor David Hamilton. One week ago, the Faculty Consultative Committee (FCC) passed a resolution in appreciation of the efforts of all those involved in changing the University's status. He then made a motion to extend a special thanks to those who worked to restore the NIH status and in particular, Professor David Hamilton.

A vote was taken and the motion was approved.

A round of applause was then given to Professor Hamilton and those who worked with him.

**4. OLD BUSINESS**  
**(Senate Agenda Item 29)**

NONE

**5. NEW BUSINESS**  
**(Senate Agenda Item 30)**

NONE

**6. ADJOURNMENT**  
**(Senate Agenda Item 31)**

The meeting was adjourned at 4:15 p.m.

**Rebecca Hippert**  
**Abstractor**

**FEBRUARY 24, 2000**

The second meeting of the Student Senate for 1999-00 was convened in 25 Law Building, Minneapolis campus, on Thursday, February 24, 2000, at 11:37 a.m. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 38 voting student members, 1 ex officio member, and 4 non-members. Mr. Reid LeBeau, Student Senate Chair, presided.

**1. APPROVAL OF DECEMBER 2 STUDENT SENATE MINUTES**

The Student Senate minutes are available on the Web at the following URL:

[http://www1.umn.edu/usenate/student\\_senate/991202stu.html](http://www1.umn.edu/usenate/student_senate/991202stu.html)

**DISCUSSION:**

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

**APPROVED**

**2. ANNOUNCEMENTS**

A motion was made to suspend the rules to re-order the agenda. The motion was seconded, a vote was taken, and the motion was approved.

**3. STUDENT SENATE CONSULTATIVE COMMITTEE REPORT**

Jason Reed, Student Senate Consultative Committee (SSCC) Chair, reported that at the University Senate meeting later today there are several key issues that need student support. One is a change in the Uniform Grading Policy. Another is a policy regarding class notes on the web. While students can understand why faculty want this information protected, prohibition seems to be a violation of the First Amendment. A third item is a resolution on the Graduation Proficiency Test (GPT). It will be an action item at the Student Senate meeting, but will be removed from the Twin Cities Campus Assembly docket.

In addition to Senate action items, he recently attended a tuition advisory task force meeting. The administration is looking at a tuition increase between 3 - 6%. Most students at the meeting felt that a 3 - 4% increase would be adequate. He asked students to e-mail him with any comments which can then be presented at the next task force meeting.

**4. STUDENT SENATE CHAIR'S REPORT**

Reid LeBeau, Student Senate Chair, provided information on the Lobby Day. Morris brought 60 students, Duluth had five buses with over 200 students, Crookston provided another 30 students, and the Twin Cities delegation was comprised mainly of art and graduate/professional students. In meetings with the Speaker of the House and the Lieutenant Governor, students found a positive response to the University's request, especially in light of the low allotment from the Governor. For the Morris campus, Speaker Sviggum reacted positively to the Morris request

being included in the final budget proposal. In closing, Mr. LeBeau thanked all the people who made Lobby Day successful: Meggan Ellingboe, Marnie Ryan, John Cooney, the SLC Board of Governors, Gary Hedin, and Grame Allen.

## 5. STUDENT LEGISLATIVE COALITION UPDATE

The following report from the Student Legislative Coalition (SLC) was presented:

The Student Legislative Coalition's Lobby Day was yesterday, and it was successful. Around 400 students came and met with their legislators. The day was fairly efficient. Duluth had an outstanding turnout as well as Morris and Crookston. The Twin Cities will have to work harder next year, but a few excellent students came and "lobbied" for their buildings and staffed their project table. As far as SLC knows, this day was just as good as the Lobby Day two years ago. This day was a good step for the organization in revitalizing itself.

The next step for SLC this year is to follow up on its Lobby Day activities, to evaluate how Lobby Day went, and to plan a post-Lobby Day action strategy. We will compile feedback from students on how their meetings went with their legislators. We will also send thank you notes to legislators and participants. Postcards, letters and emails will continue to be sent out to legislators. The SLC's activities are not done just because Lobby Day is now done. Student involvement needs to remain strong.

In addition to following up on Lobby Day activities, Meggan Ellingboe will meet with Suzanne Pearl and Jenny Meslow, who runs the CHIP organization, to work with them in conducting a phonebank/postcard drive. John Cooney and Meggan will also meet with Board member Suzanne Drennon to talk about MPIRG's Legacy campaign. Perhaps, that is another student issue that is worth facilitating student involvement.

Board members Ben Bowman and Hillary Walters, along with Meggan, have left for Michigan to attend the ABTS conference. The three are hoping to come back with some new insights and ideas.

## 6. CAMPUS/COLLEGE REPORTS

**Crookston** - Kevin Poppel reported that the Lobby Day went well for the campus.

**Duluth - Business and Economics** - Travis Amiot reported that he had met with the Dean that morning. The college might be accredited by the International Association for Management Education. This is a very vigorous process and the only other college in Minnesota with this accreditation is the Carlson School of Management. For Fall 2000, applications have increased by 40%. If these students all accept, this could lead to problems in upper division classes in the next few years and increased selectivity.

**Duluth - Education and Human Services** - No report

**Duluth - Fine Arts** - No report

**Duluth- Liberal Arts** - Kelly Pestorius had met with the Dean, Linda Krug, on February 22 and stated that new minors will be available in the Fall of 2000 in journalism, information design and technology, American Indian tribal government, and cultural studies. The laptop pilot program will include Sociology next Fall, as the program already operates in accounting, early childhood, and theatre design. For the program, 30 students have the use of a laptop for the school year and take six classes together which specifically involve use of the laptops. The program has been a success. There are three new faculty hires and four more are pending, which is in addition to the ten faculty members hired last year. CLA's early alert system, which targets first-year students, has faculty members notify the student and the CLA Student Affairs Office if

a student falls below a 'C' average. The program has been working well and will continue. A CLA Dean's Advisory Group, which would consist of two students from each CLA department and would meet monthly, is also being considered as a way for the Dean to get direct feedback from the students. Future goals for the college include undergraduate research, informing students what can be done with a liberal arts degree, and scholarships from a \$1 million endowment with two \$1000 scholarships being awarded this summer as well as department scholarships.

**Duluth - Medical School** - No report

**Duluth - Science and Engineering** - Amber Benning talked with Dean Sabra Anderson about the new Chemistry Building to be constructed in two years. The college is also hiring a new dean, by the end of March, with the current process down to six finalists. An early alert system is also being implementing similar to CLA. Department heads are also looking at the technology fee.

**Morris** - reported that Lobby Day went well and Samuel Schuman has been named the permanent new chancellor after serving in an interim capacity since 1998.

**Minnesota Student Association** - Patrick Peterson stated that one success this year has been the 10<sup>th</sup> Avenue Bridge Circulator, which ran last Fall and has continued this Spring. MSA has also handed out over \$20,000 in DEF grants, which are small grants for non-fee receiving groups which host events on campus that increase diversity awareness. A Bookstore Student Advisory Committee is also hoping to be established so that students have a voice in where money is being spent. MSA also stopped a \$10 add/drop fee for Fall Semester. Currently, MSA is working with other student groups to develop connections while Coffman Union is under construction.

**Agricultural, Food, and Environmental Sciences** - Wyatt Johnson said that the funding request for a new Microbiology and Plant Genomics Building has been well received. Two events will also be sponsored by the board this spring: an open forum and luncheon with alumni who are in CEO positions to learn about business opportunities to facilitate their education and an all-college dance this spring.

**Architecture and Landscape Architecture** - Mike Sweeney reported that the board is starting elections for 2000-01. A new B.S. degree is also being offered as well as a design minor in conjunction with the College of Human Ecology. The College is preparing to move into temporary space for 18 months while the new wing of the building is constructed. All architecture students are behind the art students in their push for a new building, since it only took a decade for the CALA to receive its funding for renovations.

**Biological Sciences** - No report

**College of Continuing Education** - No report

**Education and Human Development** - No report

**General College** - No report

**Human Ecology** - Jessica Vettrus reported that the board is working closely with the Interim Dean; a permanent Dean will begin in July. A Dean's Forum was held at the beginning of February for all students which led to several task forces to address needs of the college. The college is also celebrating its 100-year anniversary. A birthday party was held two weeks ago with several donors and an event will also be held at the Gateway Center.

**Liberal Arts** - Chris Heino said that the board has been active in its student outreach. Time has also been spent talking with the deans, especially with the change to semesters and the May intersession. A dean's list will also be published following the summer session.

**Carlson School of Management** - Percy Chaby reported that the college has seven-week classes which has raised problems with students loads and combinations of classes. Surveys are being completed to help in the redesign of some of the courses. The board has worked on an event system for the building which will be operational next year. Paintings and a television are future additions to the student lounge. Transportation has also put in steps by the Cedar Bus stop for Carlson students. Senior exit surveys are also being conducted for feedback on how students have done at the school and what they thought of their education.

**Natural Resources** - Kathrine Halbach stated that their board is trying to get more involved with the campus as a whole. Inter-college collaboration is also taking place. Future plans include a

dean's forum, community connections through outreach and education, and a college newsletter by the students.

**Institute of Technology** - Adam Lynch said that the student board would like to apologize for its past senators, who were recently removed for not fulfilling their duties. This past Fall, the first annual student/faculty dinner was held and was a great success. IT week is being planned, including a bar-b-que. Professor awards, nominated and granted by the students, will also be awarded soon. Corporate tours will also be held. Two IT students are heading to a conference in Indiana at the end of March. This year, IT fees were also allocated through the Council of College Boards instead of MSA, and IT preferred this method.

**Graduate and Professional Student Assembly** - Ben Solomon said that GAPSA is keeping tabs on the fees process this year and has established an ad hoc committee with MSA to look at the entire fees process. Cultural center representatives have also been included at GAPSA meetings to increase graduate and professional student participation in these groups.

**Dentistry** - No report

**Education and Human Development** - No report

**Council of Graduate Students** - Mike Pawson reported that bids are now being accepted for health insurance for teaching and research assistants for next year. Surveys are being conducted to see what features students do and do not like and what should be included in the new plan. COGS has been looking to increase outreach in programming by sponsoring a series of professional development seminars which have been well received.

**Law** - No report

**Carlson School of Management** - No report

**Medical School** - Emily Irwin said that the student council tries to act as a liaison between students, faculty, and administration. The council worked to establish a student representative on the curriculum committee and hosted a Medical School ball at the Gateway Center. The council also tries to organize the various Medical School student organizations by requesting annual budgets and then distributing funds as well as monthly grants. The Vault, a Medical School student newsletter, is also produced by the council.

**Nursing** - No report

**Pharmacy** - No report

**Veterinary Medicine** - No report

## 7. TWIN CITIES ASSEMBLY BYLAWS AMENDMENT Information

### FOR INFORMATION:

The Twin Cities Campus Assembly will act upon the following proposed amendment at the February 24 Assembly meeting. The proposed amendments are to the Twin Cities Campus Assembly Bylaws, Article III, Section 6. Language to be added is underlined; language to be deleted is ~~struck-out~~:

### ~~6. PROVOSTAL~~ 1. ACADEMIC HEALTH CENTER STUDENT CONSULTATIVE COMMITTEES

~~There shall be a Provostal Student Consultative Committee (PSCC) within each of the provostries on the Twin Cities Campus. Each PSCC~~ The Academic Health Center Student Consultative Committee (AHC SCC) shall represent the graduate, professional, and undergraduate students ~~of its respective provosty~~ and not the individual institutes, colleges, schools, or departments within the ~~provosty~~ Academic Health Center.

### Membership:

The ~~Provostal~~ Academic Health Center Student Consultative Committees shall be composed as follows: of 8 student members [ 2 from the Medical School, and 1 each from Dentistry, Nursing, Pharmacy, Public Health, Veterinary Medicine, and UMD School of Medicine].

~~———— Academic Health Center: 8 student members~~

~~———— Arts, Sciences, and Engineering: 6 student members~~

~~———— Professional Studies: 8 student members~~

~~The members of each PSCC shall be evenly divided between graduate/professional and undergraduate students, except the Academic Health Center which shall have only one undergraduate member. Members shall be elected by their respective colleges, student organizations (MSA and GAPSA). MSA and GAPSA shall also appoint alternates for students whose classroom responsibilities conflict with PSCC meeting times.~~

~~Each Provostal Student Consultative Committee~~ The Academic Health Center Student Consultative Committee shall elect its chair from amongst its members for a one year term of office. The chair shall be eligible for re-election to that position.

### **Duties and Responsibilities**

- a. To meet at least monthly to discuss matters of concern to students.
- b. To meet regularly with the ~~provost~~ Senior Vice President for the Health Sciences and other academic officers to represent the viewpoints of students.
- c. The chair ~~of each PSCC~~ shall meet each semester with the chair of the ~~respective Provostal AHC~~ Faculty Consultative Committee to discuss issues of concern to both faculty and students, and the two committees shall meet jointly as deemed necessary by the chairs.
- ~~d. To meet periodically with the Student Senate/Twin Cities Campus Student Assembly members from the respective provost AHC to facilitate communication with the students.~~
- e. To meet and report to ~~with~~ the Student Senate Consultative Committee/Twin Cities Campus Student Assembly Steering Committee each semester .
- ~~f. To report to the Student Senate Consultative Committee/Twin Cities Campus Student Assembly Steering Committee.~~
- g. To submit an annual report to the Twin Cities Campus ~~Student Assembly Steering Committee.~~

[Note: if the Assembly approves this amendment, the other sections in Article III will be renumbered since this section will become the first in the Article.]

### **COMMENT:**

When provostries were established on the Twin Cities campus, Provostal Student Consultative Committees (PSCCs) were created to serve as an advisory body to each provost. During this period, the only committee that met on a regular basis was the Academic Health Center Provostal Consultative Committee (AHC SCC). With the change in administrative structure, provostries

are no longer units on the Twin Cities campus. Therefore, two of the PSCCs have no direct administrator to report to. The Student Senate Consultative Committee, after consultation with the AHC SCC, voted to eliminate these two non-functioning committees, and leave intact the AHC SCC.

JASON REED, Chair  
STUDENT SENATE CONSULTATIVE COMMITTEE

## **8. TWIN CITIES ASSEMBLY BYLAWS AMENDMENT Information**

### **FOR INFORMATION:**

The Twin Cities Campus Assembly will act upon the following proposed amendment at the February 24 Assembly meeting. The proposed amendments are to the Twin Cities Campus Assembly Constitution, Article III, Section 1. Language to be added is underlined; language to be deleted is ~~struck out~~.

As an amendment to the Constitution, this motion requires a 2/3 majority of all voting members (117) at the Assembly meeting for approval, or a majority (89) of all members at two successive meetings. This will be the first meeting at which this motion is being presented.

*Twin Cities Campus Assembly Constitution - Article II. Twin Cities Campus Assembly*

### 1. Membership

The Assembly shall be composed of the following voting members: (a) the president of the University; (b) the Twin Cities campus members of the Senate Consultative Committee, who shall serve as ex officio voting members; and (c) the elected faculty, academic professional, and student representatives of the various institutes, colleges, and schools of collegiate rank, and the Graduate School. Only elected faculty/academic professional representatives or properly designated faculty/academic professional alternates shall serve as the Faculty Assembly; the elected student representatives shall serve on the Minnesota Student Association Forum, or the Graduate and Professional Student Assembly, as designated by the Student constituency in the electing college. Each member of the Assembly shall represent the Twin Cities campus as a whole. The Twin Cities campus deans, vice presidents, provosts, the University Librarian, and the General Counsel shall serve as ex officio nonvoting members. The student body presidents shall, if not otherwise elected, serve as ~~an~~ ex officio nonvoting members.

### **COMMENT:**

In the course of reviewing a bylaw change for the Twin Cities Campus Assembly, it was discovered that the Twin Cities Campus Assembly constitution states that there is only one student body president that is an ex-officio member of the Assembly when, in fact, there is currently more than one. The Student Senate Consultative Committee recommends that the requirement be changed.

JASON REED, Chair  
STUDENT SENATE CONSULTATIVE COMMITTEE

## **9. STUDENT LEGISLATIVE COALITION RESOLUTION Information**

### **SLC Resolution**

Whereas, the Student Legislative Coalition is the officially recognized lobbying group for students at the University of Minnesota; and

Whereas, the efforts of the Student Legislative Coalition enhance the lives of the students at all campuses of the University as well the broader University community; and

Whereas, the Student Legislative Coalition works closely with Institutional Relations, Government Relations, and the Office for Student Development, all of which are housed in Morrill Hall; and

Whereas, the current staff of the Student Legislative Coalition includes an Executive Director, two Student Lobbyists, a Media Relations person, as well as numerous student workers and interns; and

Whereas, the current housing for the Student Legislative Coalition amounts to one office and a hallway located in Northrop Auditorium;

Therefore, be it resolved, that the Student Senate Consultative Committee recommends that the Student Legislative Coalition be moved to Morrill Hall to be in closer contact with the above mentioned departments

Be it further resolved, that adequate space in Morrill Hall be found to include one office for the Executive Director and two offices for the Lobbyists, Media Relations person, student workers, and interns, as well as space for a copy machine and six file cabinets.

#### **COMMENT:**

Because of the importance of the Student Legislative Coalition (SLC) to the students, as well as the University as a whole, the Student Senate Consultative Committee passed this resolution to try and find more accommodating space for the SLC, either in Morrill Hall or somewhere else on campus.

JASON REED, Chair  
STUDENT SENATE CONSULTATIVE COMMITTEE

### **10. STUDENT SENATE CONSULTATIVE COMMITTEE ASSEMBLY STUDENT STEERING COMMITTEE Resolution Regarding the Removal of the Graduation Proficiency Test for Second Languages as a Requirement of Graduation Action**

#### **MOTION:**

To approve the following resolution. A simple majority is required for approval.

**Whereas**, IT Students are required to take four semesters of calculus, and then are allowed to progress, as long as they have passed all of the calculus classes with a minimum C-, without being forced to test what knowledge they have accumulated. It is assumed that the faculty have taught the students what they needed to learn and it is assumed that the students have

accumulated enough knowledge to proceed to the next level. Only the College of Liberal Arts requires any kind of a Graduation Proficiency Test.

**Whereas**, two years of class time should be enough of a time commitment for students.

**Whereas**, the University of Minnesota requires a two-year second language requirement for students who wish to receive a Bachelor of the Arts degree. Although eight of the eleven “Big Ten” institutions require two years of second language study, we are the only “Big Ten” institution to require a graduation proficiency exam after completion of the fourth semester of a second language.

**Whereas**, many students are anxious about standardized tests, which lowers their test scores.

**Whereas**, the final of each second language consists of oral, writing, grammar, and listening portions. These are the same portions that appear in the Graduation Proficiency Test.

**Whereas**, the final of the fourth semester of the second language IS a culmination of everything that a student has learned for two years. It is redundant to have students take another test to prove themselves.

**Whereas**, there should be a proficiency test for students who wish to test out of the requirement and for those who wish to say that they are “proficient” in a second language. In addition, many Law Schools require that its applicants are “proficient” in a second language, but, the number of students who need this type of “proficiency” are very small in numbers. Having this test as a requirement of graduation when the fourth semester final tests the same criteria is not a good use of funds, resources, and time.

**Whereas**, in theory, the test was designed to gauge a student’s knowledge regardless of where it was learned. If the test were to be incorporated into the fourth semester of the second language it would not seem to undercut any arguments in favor of this standard.

**Whereas**, currently the Graduation Proficiency Test is being administered during the fourth semester of the second language, which was tried under the previous quarter system. This arrangement was canceled during the quarter system because of several reasons:

- Due to the complex logistics of the four-part test, incorporating the GPT into the sixth quarter of instruction did not save administrative time.
- Approximately 10% of the 10-week instruction time was lost due to administering the GPT.
- Non-CLA students, who do not need the GPT to graduate, were disadvantaged by the loss of instruction time.
- Students’ stress levels were greatly heightened by the fact that testing had to be spread over a week’s time.

**Whereas**, having to pay for a test beyond the normal course requirements is not justified, especially not for the following reasons given by the Director of the CLA Testing Program.

*The first justification offered by the Director of the CLA Testing Program is:*

1. “**Students** were previously required only to sit through five or six quarters of a language class, while now they are held accountable for their language ability. They must produce and comprehend their chosen language at a determined level.”<sup>1</sup>

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<sup>1</sup> <http://languagecenter.cla.umn.edu/lc/newsletter/pastissues/ss96/whygpt.html>

**Whereas**, students are already being held accountable by having to complete each individual class with a passing grade. If a student does not pass the class they cannot move on to the next level and if a student does not pass the fourth semester, the student does not graduate with a Bachelor of the Arts degree.

**Whereas**, as far as producing and comprehending at a determined level, it is up to the departments and faculty members to ensure that each individual student is at that determined level by the end of the semester.

**The second justification offered by the Director of the CLA Testing Program is:**

2. “**Instructors** could previously teach whatever they wanted, rather than teaching what the students needed to learn. It was typical to see a class focused on translating literature and reciting grammar rules. Instructors are now held accountable to provide students the opportunity to develop all of their language skills to the expected level of the GPT.”<sup>1</sup>

**Whereas**, this is a curriculum issue that needs to be decided upon in the departmental Faculty Consultative Committee. The students would hope that our instructors are teaching us what we need to learn.

**Whereas**, classes are not geared toward translating literature and reciting grammar rules; they are geared toward developing all language skills. You don’t need a Graduation Proficiency Test to maintain this level of teaching. It is up to the faculty members to maintain this level so that the students may pass the fourth semester final exam and course.

*The third justification offered by the Director of the CLA Testing Program is:*

3. “**Departments** were previously known simply to hand new TA's the textbook: "Here it is. End of new-teacher orientation." They are now held accountable for providing appropriate training and on-going support to instructors. Each language is also given a prescribed proficiency level for the graduation requirement, so that no language is ‘easier’ to get through than another.”

**Whereas**, if this is the case, OBVIOUSLY there must have been some SERIOUS problems with orienting teaching assistants in the past. The students would hope that ALL departments and faculty members would help in providing the appropriate training and on-going support to instructors and teaching assistants.

**Whereas**, as far as each language having a prescribed proficiency level, it should be up to each department to decide what that level is. You don’t need a Graduation Proficiency Test to have a proscribed proficiency level. No language should be “easier” to get through than another. Each language is as difficult and requires as much time and effort as the next.

*The fourth justification offered by the Director of the CLA Testing Program is:*

4. “**Administrators** are held accountable to keep class sizes to a level appropriate for language learning.”<sup>1</sup>

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<sup>1</sup> <http://languagecenter.cla.umn.edu/lc/newsletter/pastissues/ss96/whygpt.html>

**Whereas,** administrators are mandated to make sure that every student has an equal opportunity to learn. Obviously in a second language a smaller class size is needed to insure that every student is getting the attention that they deserve.

**Whereas,** this resolution has an impact on the ability of students who are enrolled in colleges other than the College of Liberal Arts to pursue language study at the University of Minnesota.

**Therefore, Be It Resolved:**

(1) The Twin Cities Campus Assembly strongly urges that the University of Minnesota, especially the College of Liberal Arts, eliminate the Graduation Proficiency Test as a requirement of graduation for University of Minnesota students.

(2) The Twin Cities Campus Assembly strongly urges that the University of Minnesota, especially the College of Liberal Arts, retain a proficiency exam like the current Graduation Proficiency Test. This proficiency exam would be for students who wish to test out of the second language requirement, who wish to be “proficient,” and for those who need to be proficient for other purposes, such as, but not limited to, admissions to various Law Schools.

(3) The Twin Cities Campus Assembly also strongly urges that the University of Minnesota, especially the College of Liberal Arts, require the fourth semester of a second language be the culmination of two years worth of learning and class time, which shall be the requirement of graduation with the exception of receiving a passing grade on the Proficiency Test beforehand.

**COMMENT:**

The Student Senate Consultative Committee does see the need for a Proficiency Test. The current Graduation Proficiency Test is useful as a measure of what a student has learned, and should be kept as is for students who wish to test out of the second language requirement and for other reasons as needed. However, we do feel that there is no need for this test to be a requirement of graduation when the final of the fourth semester of the second language has the exact same components, when Institute of Technology students who have to take four semesters of calculus do not have this GPT requirement, and when no other “Big Ten” school requires a Graduation Proficiency Test after the completion of four semesters of a second language. The Student Senate Consultative Committee recommends that this graduation requirement be changed.

JASON REED, Chair  
STUDENT SENATE CONSULTATIVE COMMITTEE/  
ASSEMBLY STUDENT STEERING COMMITTEE

**DISCUSSION:**

Jason Reed, Student Senate Consultative Committee Chair (SSCC), said that this resolution asks that the Graduation Proficiency Test (GPT) be removed as a requirement for graduation. After reading the resolution, the floor was opened for comments.

A senator commented that tests of this kind should be kept by the University and the evidence presented seems to make a compelling argument for IT students to take a GPT in calculus as well. Just because a student has taken a class it does not mean that they have learned anything. Tests of this kind keep instructors and students accountable to make sure that knowledge has been learned. If standardized tests are eliminated, then are these next?

Another student commented that the comparison to calculus is not the same since IT students will use calculus in every class. Therefore, if a student does not know calculus, they will fail their classes.

With no further discussion, a vote was taken and the motion was approved with 18 in favor and 4 opposed.

**APPROVED**

## **11. DISCUSSION WITH STUDENT REGENT JESSICA PHILLIPS**

Jessica Phillips, Student Regent, introduced herself, the role she serves, and discussed issues before the Board of Regents. She is a 1997 graduate of the University of Minnesota - Morris and is looking to apply to the MBA program in the Carlson School of Management. Currently, she is a music buyer with Best Buy.

In college she was active in student governance and served as the Student Representative to the Regents from Morris and as the chair of this group. She was then nominated for the student seat on the Board. In the last few years, the term 'student seat' has been dropped because there is no difference between the seat that she or the other Board members hold. Each member is elected for the same term and has the same voting rights. This was a good decision by Minnesota, since in other states, such as Wisconsin, students serve shorter terms or are not eligible to vote on certain issues.

The Student Representatives to Regents are named from each campus or student organization. These students serve as liaisons between the Board and student groups. This is a critical function since the Board members need to hear what is happening on each campus and what the student needs are. As the Student Regent, she must take into account the University as a whole and not one campus in particular.

The Board has a set of subcommittees: Facilities, Finance and Operations, Educational Planning and Policy, Audit, Litigation Review, and Faculty, Staff, and Student Affairs. Ms. Phillips sits on the Educational Planning and Policy Committee, but serves as the chair of the Facilities Subcommittee, which sent a \$134-million request to the legislature with projects that link to key academic priorities across the campuses.

She spoke before the Senate Higher Education Committee, which seems to support the request. However, the Governor's initial bonding bill was low for the University as was the overall bonding package. Legislators might add cash to the bill instead of bonds, which would help the University. Key priorities include health, safety and accessibility, finishing the Molecular and Cellular Biology Building, a new Art Building, and the Plant Genomics Building. The coordinate campus projects, Music Performance Lab, the second phase of the Morris Science Project, and the Kiehl Building, are receiving strong support from legislators throughout the state. The Governor's bill neglected these campuses and legislators understand that those projects support key projects on each campus.

Another issue has been the sale of alcohol at Northrop Auditorium, which led to the most contentious and non-unanimous vote. She supported the change since it is an opportunity to create revenue to restore Northrop, it allows Northrop to compete with other facilities, it treats adults as adults, whether on campus or not, and offers an opportunity to teach responsible drinking.

Lastly is the Coffman renovation. She would like to know how the displacement has affected students and if the new facility is working for student organizations.

Q: What is the Regents' stance on notification of under-age drinking violations?

A: The current Regents policy only permits contact if the violation has put the student in a life-or-death situation. Since the committee it was discussed in meets at the same time as the Facilities Committee, she was not able to hear the discussion, but nothing has been brought to the full Board yet. She hopes that the policy is not changed.

A senator commented on the Coffman relocation by noting that while the space is nice, it is on the end of campus so traffic has been reduced. It is hard to know what the long-term effect of this will be on student organizations.

Q: The University is considering a large tuition hike. What are your feelings on this?

A: Her stance has always been to keep tuition increases as low as possible and to the rate of inflation. Also, she is not supportive of fees to replace tuition increases. Without seeing the budget, it is hard to say who is sharing the cost, how high are the cost increases of education, and why would a 5% increase be necessary.

A senator then commented that there is nowhere for students to study with Coffman closed and construction on campus, such as Walter Library.

Regent Phillips said that she would bring these comments back to the deans and administrators to start discussions. She then asked what student organizations are doing to find space.

A senator then said that before student organizations had space in Coffman so it was convenient for members and helped to recruit new members. Now there are fewer spaces that are open at night and many times security and locked doors prohibit meetings for members as well as drop-ins. It does not appear that research was conducted as to what times of the day students are using facilities.

Regent Phillips said that in a past classroom study, mid-day was the busiest time. Perhaps these classrooms would be available after hours.

Another senator commented that when scheduling rooms, 6 p.m. times are not available so groups need to meet at 4 p.m. Also, the Gateway Center can not be used by most student organizations because room fees are too high. Student organizations need free rooms to use.

Q: At Morris, on-campus jobs pay only \$6.18 per hour. Many students feel that this is inadequate to pay for their education, and have made the administration aware of their sentiments. How can the Regents work to increase these wages?

A: These sentiments will be relayed to Chancellor Schuman as well as central administration.

Q: With the opposition from the legislature and the Governor to the capital request, how do the Regents feel about other fundraising strategies that the University has underway? Should the University continue to pursue corporate naming-rights on University buildings?

A: A picture book of the University's request which highlights each piece of the request also shows how much money has been raised by the University to contribute to that building. In many cases, funds are being raised in addition to what is being requested. In terms of corporate namings, it is not an automatic approval once a company provides funds for the University.

Each request is reviewed on a case-by-case basis to make sure that the gift matches the academic planning of the University. The capital campaign has been very successful thus far, and at this rate it will help the University attain some of its goals. The University cannot count on just the state or gifts. Part of this campaign is to reinvest in human capital, since faculty are the foundation of any university.

In closing, she said that she can be contacted at any time, with questions or comments, at [Jessica.Phillips@bestbuy.com](mailto:Jessica.Phillips@bestbuy.com).

## **12. OLD BUSINESS**

**NONE**

## **13. NEW BUSINESS**

Reid LeBeau presented a Resolution on Lobby Day to thank the Student Legislative Coalition on behalf of the Student Senate. Items of New Business are referred back to committee or need a two-thirds majority to be considered at the meeting at which they are presented. A motion was made to consider the resolution, a vote was taken and the motion was approved. Reid LeBeau then amended the resolution to include Gary Hedin and Grame Allen, Lobby Day chairs and read it to the Student Senate.

The Student Senate would like to extend great thanks and appreciation to the Student Legislative Coalition (SLC) for their hard work in preparation for and during the University Lobby Day on February 23. In particular, the Student Senate would like to recognize the efforts of Marney Ryan, SLC Executive Director, John Cooney and Meggan Ellingboe, Student Lobbyists, all SLC student interns, Gary Hedin and Grame Allen, Lobby Day chairs, and members of the SLC Board of Governors.

A vote was then taken on the amended resolution and the motion was approved.

## **14. ADJOURNMENT**

The meeting was adjourned at 12:55 p.m.

**Rebecca Hippert  
Abstractor**

**APPENDIX A  
MEMORIAL STATEMENTS**

**FACULTY**

Donald McLeod Barnes  
1921-2000

Donald McLeod Barnes 78, died January 29, 2000, at Riverwood Medical Center, Aitkin, Minnesota. He was born September 25, 1921 in New Lisbon, Wisconsin to Alfred and Mae Barnes. He grew up in the north central Wisconsin town of Rib Lake, where he graduated from high school in 1939. While studying at the University of Wisconsin in Madison, he met Sarabeth Taylor of LaGrande, Oregon. They married in Rosendale, Wisconsin on June 12, 1949 and dairy-farmed while he continued his studies.

He attended veterinary school at the University of Minnesota in St. Paul, earning his Doctor of Veterinary Medicine degree in 1955 and his Ph.D. in 1963. He worked in the state of Minnesota's Veterinary Diagnostic Laboratory, which is located on the University's St. Paul Campus. He was a board-certified veterinary pathologist. For three decades he studied and taught students how to recognize diseases of livestock and wildlife. He determined causes of death for animals that Minnesota veterinarians submitted to the lab. He was a member of the American Veterinary medical Association, the Minnesota Veterinary Medical Association and the Association of Veterinary Laboratory Diagnosticians.

He retired from the University in 1992 as a Full Professor and pursued his hobbies, which were trees and cows. He bought land between Aitkin and Garrison in 1973, choosing it for its tall white pines. He and Sarabeth planted many more trees there and built a retirement home. He was an avid dairy farmer and they began dairy farming again in 1994 with a small herd of registered Jersey cows. They celebrated their fiftieth anniversary last June.

A memorial service was held at Aitkin United Methodist Church on Saturday, February 5, 2000.

Along with Sarabeth, he is survived by son, Daniel Barnes and daughter-in-law Elaine Wilson of Minneapolis; daughter, Cathy Barnes and son-in-law, Don Pate of Eugene, Oregon; grandsons, Cory Pate Barnes and Leighton Pate Barnes, both of Eugene; brother and sister-in-law, Robert and Jeanette Barnes of Martin, Tennessee; and sister and brother-in-law, June and Charles Stimm of Lake Forest, California. He is also survived by the tens of thousands of pine trees that he and Sarabeth planted over the years and by the herd of 23 Jersey cows in the barn when he died.

David W. French  
1921-2000

David W. French died January 11, 2000, in St Paul, Minnesota from complications of pneumonia. He is survived by his wife, Audrey and two sons, Robert of Spokane, Washington and Jon of St. Paul, Minnesota.

David French was born in Mason City, Iowa on November 10, 1921. He received his primary and secondary education in the public schools at Niagara Falls, NY and received his BS degree in 1943 from the University of Minnesota. He completed graduate studies in the Departments of Plant Pathology and Forestry at the University of Minnesota obtaining his MS degree in 1949 and Ph.D. in 1952. French served in the U.S. Army from 1943 to 1946 and was a captain when discharged. In 1950, he started his career as an instructor in the Department of Plant Pathology at the University of Minnesota becoming a full professor in 1963. During his tenure as professor, he held an adjunct appointment in the Department of Forest Resources, served 10 years as the

associate director and superintendent of the University's Lake Itasca Forestry and Biological Station and was assistant head and head of the Department of Plant Pathology for 12 years. French retired as Professor Emeritus in 1992.

David French was world renowned for his teaching and research in forest pathology and wood products pathology. His research in elucidating the biology and control of Dutch elm disease and oak wilt had tremendous impact in the State of Minnesota and the nation. The control programs he initiated were successful and his guidelines are still being followed allowing Minnesota communities to continue to enjoy millions of elm and oak trees. He is often referred to as the father of urban forestry in Minnesota. His other investigations on forest tree diseases and deterioration of wood products led to more than 200 publications in scientific journals. His pioneering efforts in these fields helped establish and develop forest pathology research in the United States. French was also a skilled educator and taught more than 5000 undergraduate students over the years. He was especially successful as an advisor and mentor of graduate students. Seventeen former students are leaders in academic departments in as many universities and eight serve the U.S. or Canadian Forest Services.

His awards and recognitions include the Award of Merit from Gamma Sigma Delta, Certificate of Recognition from the University Institute of Agriculture, Forestry and Home Economics, Charter Treasurer Recognition from the American Phytopathological Society Foundation, Distinguished Service Award from the Minnesota Society of Arboriculture and Fellow of the American Phytopathological Society.

To recognize the accomplishments of David French and his 40 years of service to the University of Minnesota, the Department of Plant Pathology in cooperation with the Department of Forest Resources has established an Endowed Chair in Urban Tree Health to continue the legacy of this remarkable scientist. Contributions to this fund can be made to the Development Office, College of Agriculture, Food and Environmental Sciences, 277 Coffey Hall, University of Minnesota, St. Paul, MN 55108.

Tom Bard Jones  
1909-1999

Tom Bard Jones was born on June 21, 1909 in Dunkirk, New York. He fondly recalled growing up in the golden age of the American small town. As a youth he attended several Chautauqua meetings where he learned the art of rhetoric, which he later would apply in the classroom, from listening to speakers including William Jennings Bryan. He began his studies in ancient history at the University of Michigan where he earned the bachelors degree in 1931. He remained at Michigan for graduate work earning his masters in 1932 and Ph.D. in 1934 under Arthur Boak. After graduation Mr. Jones took several jobs through Depression era government projects including one in which he claimed to have founded and presided over a university. Having decided against an administrative career he applied for various positions in higher education, choosing to come to the University of Minnesota in 1935 over a promising offer from Huron College in South Dakota. After wartime service in the United States Navy (1942-1946), he returned to Minnesota where he was promoted to Professor in 1949. Mr. Jones was honored with a Regents Professorship in 1970, and became Regents Professor Emeritus in 1977.

Mr. Jones' scholarly output included more than a dozen books, twenty-five articles, and more than fifty book reviews. Though he came to ancient Near Eastern studies through his training in the classical world, he was equally at home in the history of science, Latin American history, and numismatics. He contributed articles to three different encyclopedias, but as ancient history editor he wrote 291 articles, many of which are still in print, for the 1948 edition of Collier's Encyclopedia. He also edited Twayne's Rulers and Statesmen of the World Series. In 1967 Mr. Jones accepted a term on the editorial review board of the American Historical Review.

Mr. Jones regularly taught huge lecture sections in ancient history, sometimes exceeding 500 students. He was a polished speaker, delivering set piece lectures designed to arouse interest in ancient history, educate, and to entertain. He would lecture from bell to bell, bringing together all sorts of seemingly unrelated material. He liked to conclude his lectures by showing how one could draw an unexpected conclusion just as the bell would ring. He also taught courses in Greek, Roman, and ancient Near Eastern history. Besides his undergraduate lecture courses, he offered regular seminars on Sumerian and Assyrian administrative texts, numismatics, decipherment, papyrology, and epigraphy. He even taught valuable seminars on how to teach undergraduate ancient history courses. He won University teaching awards, chaired more than thirty Ph.D. committees, dozens of M.A. committees, and several dozen of his students continue to promulgate his legacy in universities around the nation.

On the occasion of his retirement, his students Ronald Sack and Marvin Powell presented him with a festschrift volume in his honor. On the occasion of his seventy-fifth birthday several of his students and colleagues honored him with a conference in Minneapolis.

In the learned societies, Mr. Jones was president of the Mid-West branch of the American Oriental Society in 1959. He was a fellow of the American Numismatic Society, a lecturer for the Archaeological Institute of America, and a member of the American Historical Society.

Tom Bard Jones died on December 6, 1999 at the age of ninety years from lung cancer and several other chronic ailments. He contributed scholarship to many fields, taught thousands of students, and was honorable in all of his professional dealings. He was a model academic, and his presence on God's earth will be missed.

Eugene L. "Cotton" Mather  
1918-1999

Eugene L. "Cotton" Mather, 81, internationally distinguished geographer, died December 25, 1999, at La Posada Hospice in Las Cruces, NM. He will be remembered for his zestful teaching, his enthusiastic enjoyment of field research, his interest in collecting art of the Southwest, especially Indian pottery and weaving, and for his extensive and wide-ranging geographic publications. In all these callings, he was a popular raconteur.

Dr. Mather was born in Cedar County, IA, January 3, 1918. The son of Anders Vetti and Alleda (Zwickey) Mather, he married Julia Marie Eiler, December 23, 1944. He studied at the University of Iowa, 1935-39, completed his BA in 1940 and an MS in 1941 from the University of Illinois at Champaign-Urbana, and was granted a Ph.D. from the University of Wisconsin, Madison, in 1951.

Cotton Mather's professional career as a geographer spanned more than 55 years—four in World War II service, 14 in visiting professorships in the U.S., Canada and overseas, and over a quarter century with the Department of Geography at the University of Minnesota.

During World War II, Dr. Mather was an editor for the Army Map Service, a research analyst on Japan and the Philippines for the Office of Strategic Services (OSS), and a lecturer for the Army Specialized Training Program, Washington, D.C., 1942-44. He served as an instructor at the University of Wisconsin, Madison, 1945-46; and was associate professor of geography at the University of Georgia, Athens, 1947-57. From 1957-1985, he taught geography at the University of Minnesota-Minneapolis, and also served as head of the department, which he then converted into a rotating chairmanship.

For several years beginning in 1961, Mather organized the annual Big Ten Faculty Field Seminars to develop innovative field research techniques, and he regularly offered the Graduate Field Seminars in the Southwest and Midwest in which a whole generation of American geographers cut their teeth in field research.

As visiting professor, Dr. Mather lectured at numerous universities including the Universities of British Columbia, Toronto, Wisconsin, Florida, Kentucky, Hawaii, the National Taiwan University in Taipei, as well as at Northwestern University in Evanston, IL, Florida State, Agra University (India) and New Mexico State University.

Dr. Mather demonstrated the world's first portable television unit before college and university audiences throughout the late 1930s. He was co-founder and president of America's oldest county geographical society, the Pierce County Geography Society, WI, 1962-84, and owned and operated one of the Middle West's most renowned galleries of vernacular art at Prescott WI, in the 1970s to 1984. He was the first person to map the Sand Hills of the Great Plains, and his maps were referred to for many years by the USGS because of their accuracy.

After retirement in 1985, Dr. and Mrs. Mather moved to Mesilla, NM, where he established the New Mexico Geographical Society and served as president, 1985-99. Cotton Mather was one of the world's leading field geographers. He set a standard leading geographical field trips. In 1952, for the 17<sup>th</sup> International Geographical Congress, he co-led with Dr. John Fraser Hart a 10-day tour through southeastern U.S. He served as chair of the Field Trips Committee for the 27<sup>th</sup> International Geographical Congress held in Washington, D.C. in 1992. He led numerous field trips through Minnesota, Wisconsin, Kentucky, the Great Plains, the Southwest, Mexico, Guatemala, and Costa Rica. His worldwide field research ranged from the High Himalaya and lofty Andes to the solitude of the High Arctic around the North Pole. He was a former fellow of the Explorers Club in recognition of his Mount Everest expedition with Dr. P.P. Karan, famed Himalayan scholar.

Cotton Mather was a member of the Association of American Geographers, and Fellow of the Royal Geographical Society in Great Britain. In his post-retirement years, he taught at four American and overseas universities, lectured with Georgetown University's Foreign Affairs Program on the Royal Viking Line, was on the board of the Center for American Places, and led field trips in the American Southwest for the National Geographic Society. He received numerous awards including those from the Association of American Geographers (1954) and the Ford Foundation (1964 & 1965). A Festschrift in his honor was published in the *Journal of Cultural Geography* (Fall-Winter, 1984).

Until his illness in autumn 1999, Cotton maintained a full schedule of overseas travels in Europe (Britain, France, Germany, Italy, Norway, Sweden, Denmark, Finland and the Czech Republic), Asia/Pacific Rim (Thailand, Sri Lanka, Hong Kong, Japan, Indonesia, the Philippines and Australia), research, writing, and lectures at institutions such as the School of Oriental and African Studies, London (1997), Hiroshima University, Japan (1998), University of Kentucky (1999) and Western Michigan University (1999).

His publications (as author and co-author) include *Southeastern Guidebook* (1952) for the 17<sup>th</sup> annual meeting of the International Geographical Congress (IGC); *St. Croix Border County* (1968); *Kentucky: A Regional Geography* (1973); *Upper Coulee Country* (1975); *Atlas of Kentucky* (award-winning, 1977); *Prairie Border Country* (1980); *India: Cultural Patterns and Processes* (1982); *Kentucky and the Development of American Geography* (1983); *Beyond the Great Divide* (1992) for the 27<sup>th</sup> IGC; *Registered Places of New Mexico* (1995); *Japanese Cities* (1997); *Japanese Landscapes* (1998); and three forthcoming books: *Leaders in American Geography II*, *Two European Village Landscapes*, and *J.B. Jackson's Landscapes and Sketches*.

In addition, Cotton Mather wrote or contributed to more than thirty articles relating to rural, cultural and regional geography and the geography of the vernacular arts.

Cotton Mather is survived by his wife, Julia of Mesilla, NM; one son, Cotton V. Mather of Minneapolis, MN; one daughter, J'lee Mather of River Falls, WI; a brother, Anders Mather of West Liberty, IA; three grandchildren; a great-grandchild; and a niece and nephew.

Memorial contributions may be sent to the Cotton Mather Scholarship Fund, c/o IHSF, PO Box 36, Mesilla Park, NM 88047, for the support of geographical students to be selected by the New Mexico Geographical Society.

Richard O. Sielaff  
1915-1999

Dr. Richard O. Sielaff, 84, of Duluth died November 20, 1999 in Park Point Manor. He was born June 21, 1915 in Miles City, Montana, educated in Billings, and moved to Minneapolis. He attended the University of Minnesota, earning his undergraduate and graduate degrees there. After teaching for four years at Hamline University, he joined the University of Minnesota Duluth in 1947 and taught there until his retirement in 1985. He served in many administrative capacities while at UMD, including head of the Department of Business and Economics, director of graduate studies for the School of Business and Economics, and chairman of the Social Sciences Division for the campus.

Dick was a stalwart who toiled at UMD for nearly forty years, cutting across the decades of the 40s, 50s, 60s, 70s, and 80s. On the professional side, Dick had many admirable traits:

- He was a devoted University servant, never turning down a request to fill a role, and often volunteering to serve on a committee.
- He seldom fell prey to the pettiness that sometimes afflicts others.
- He strove hard to adapt himself to the rapidly-changing times and emerging academic expectations, and he prided himself on successfully presenting professional papers or serving as a valued consultant to local businesses.
- He took a strong interest in the long-term success of the School and campus, and he loved teaching and interacting with students.

On the personal side, Professor Sielaff never uttered a disparaging word about a student; he was polite, accepting, attentive, courteous, supportive, sympathetic to their needs, and always encouraging their progress. Furthermore, he treated his colleagues with an equal amount of gentlemanly honor. Dr. Sielaff was almost indefatigable, using his tremendous energy to maintain a high level of professional activity well into his 80's. He enjoyed interacting with colleagues, and relished a good laugh over a funny story or hearing a report on current events in the SBE.

The faculty at UMD will all miss Dick Sielaff from this day forward--but we will also remember him fondly as a devoted teacher, aspiring writer, conscientious administrator, professional colleague, true gentleman, professor emeritus, and a kindly, honorable, and good-natured friend.