

**MEETING OF THE STUDENT SENATE**

**THURSDAY, FEBRUARY 26, 2004**

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

**25 Mondale Hall--Twin Cities Campus  
308 Selvig Hall--Crookston Campus  
Kirby Student Center Garden Room--Duluth Campus  
Behmler Hall Conference Room--Morris Campus**

This is a meeting of the Student Senate. There are 48 voting members of the Student Senate. A simple majority must be present for a quorum. Most actions require only a simple majority for approval. Actions requiring special majorities for approval are noted under each of those items.

**1. ANNOUNCEMENTS  
(2 minutes)**

**2. MINUTES FOR DECEMBER 4, 2003  
Action  
(2 minutes)**

**MOTION:**

To approve the Student Senate minutes, which are available on the Web at the following URLs. A simple majority is required for approval.

<http://www1.umn.edu/usenate/ssen/031204stu.html>

**STUART GOLDSTEIN, CLERK  
UNIVERSITY SENATE/  
TWIN CITIES CAMPUS ASSEMBLY**

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

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

**5. REPORT FROM THE STUDENT AFFAIRS COMMITTEE  
(5 minutes)**

**6. STUDENT LOBBYING EFFORT  
Discussion  
(30 minutes)**

Michael Dean, Grassroots Coordinator from University Relations, will be the invited guest.

**7. LATE-NIGHT PROGRAMMING**

**Discussion  
(15 minutes)**

Shelly Nelson, Late-night Programming Director with the Twin Cities Student Unions, and Erik Stromstead, Late-night Programming Director for Duluth, will be the invited guests.

**8. PROPOSED UNIVERSITY SENATE REORGANIZATION -**

**Discussion  
(15 minutes)**

**9. OLD BUSINESS**

**10. NEW BUSINESS**

**11. ADJOURNMENT**

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# Late Night Programming

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February 26, 2004

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# What is Late Night

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- ◆ Weekends until 2 a.m.
- ◆ Diverse programs for diverse students
- ◆ Low or no cost

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# Student Life at the “U”

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- ◆ Students are creatures of the night
- ◆ Diverse campus
- ◆ Big cities...a need for safety

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# Goals

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- ◆ To provide opportunities to build a sense of community and setting for social interaction for diverse student populations during weekend nights
- ◆ To provide a hands on opportunity for student development through utilizing students as planners and event coordinators

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# Goals

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- ◆ To provide students with a low-cost alternative to other social events
- ◆ To provide a safer, more enjoyable campus environment for students to live, work, and study

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# Potential Outcomes at the U of M

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- ◆ Positive sense of community among a diverse population of students
- ◆ Safer campus for students to live, work and study
- ◆ Opportunity for students to manage stress in a positive and healthy manner
- ◆ Engage students in a variety of fun activities and programs that meet their needs



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# Overview of Late Night Program

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- ◆ 10 p.m. – 2 a.m. every Friday and Saturday evening
- ◆ Late Night shuttles available
- ◆ Free parking
- ◆ Food offered at discounted prices

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# Types of Activities

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- ◆ Films
- ◆ Board games and cards
- ◆ Creative Crafts
- ◆ Dances and dance lessons
- ◆ Hypnotists and mentalists

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# Spring 2004 Late Night Previews

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- ◆ Saturday, March 27
- ◆ Friday, April 23
- ◆ Thursday, April 29

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# Types of Activities

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- ◆ Comedy Nights
- ◆ Music: Late Night performance stage, open mic, bands, karaoke, etc.
- ◆ Interactive/virtual reality activities
- ◆ Game shows
- ◆ Student organization showcases

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# Late Night Involvement Opportunities

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- ◆ Become a Late Night Student Coordinator
- ◆ Join the Late Night planning committee
- ◆ Plan a student organization showcase

## Major Questions

### Policy on Use of Royalty Income for Technology Commercialization

Funding of these "support vehicles" uses funds that the Vice President for Research can use to fund the research and teaching mission within the University. How will this affect funding from the Vice President's office for University research and teaching?

How will decisions be made on what to fund and what not to fund? What metrics will be used to make these decisions? What benchmarks or measures will be used to assess the success of this program?

How does the University insulate itself from the non-profits it funds? The U runs the risk of any potential "problems/scandals" associated with the non-profit entity being linked to the U, e.g., a non-profit entity providing support to a company that clones embryonic stem cells. How does the University manage this risk?

Are there better ways to use U licensing revenues to foster transition of University intellectual property to products rather than through funding non-profit corporations to encourage, promote and assist in the commercialization of U intellectual property?

## Reorganization of the Senate

### Principles

1. Increase the representation in the University Senate to include all the professional/administrative and civil service staff so that it truly represents all employees and students who have a stake in the welfare of the institution. [The only internal group not represented will be those employees in bargaining units, because state law makes such representation legally problematic.]
2. Each group--faculty, students, professional/administrative staff, civil service staff--retains its identity, autonomy, and responsibility for making recommendations in certain areas. The University Senate, with its expanded membership, does not dictate to any group what it should do or say; the expanded University Senate will permit all groups to express views on matters of joint concern.
3. While the reorganization allows groups to express their independent voice to the administration (as has been the case for the professional/administrative staff and the civil service staff through their respective organizations), it also provides for clarifying the voice of the faculty and the students, whose views have sometimes been submerged in the actions of the University Senate.
4. The number of seats allocated to faculty and students will decrease in order to accommodate new representation from professional/administrative and civil service staff; this reduction is necessary in order to prevent the University Senate from growing to an unmanageable size. All colleges and campuses, however, will be guaranteed a minimum of two faculty and two student seats in the University, Faculty, and Student senates.
5. The responsibility for dealing with Twin Cities campus matters will be located in the Twin Cities Delegation, a body of the University Senate to which Senate committees, or the University Senate itself, may refer matters of concern only to the Twin Cities. The Twin Cities Delegation will not, however, be a separate body with its own constitution, bylaws, and rules. There will be corresponding bodies within the framework of the Faculty Senate and the Student Senate.

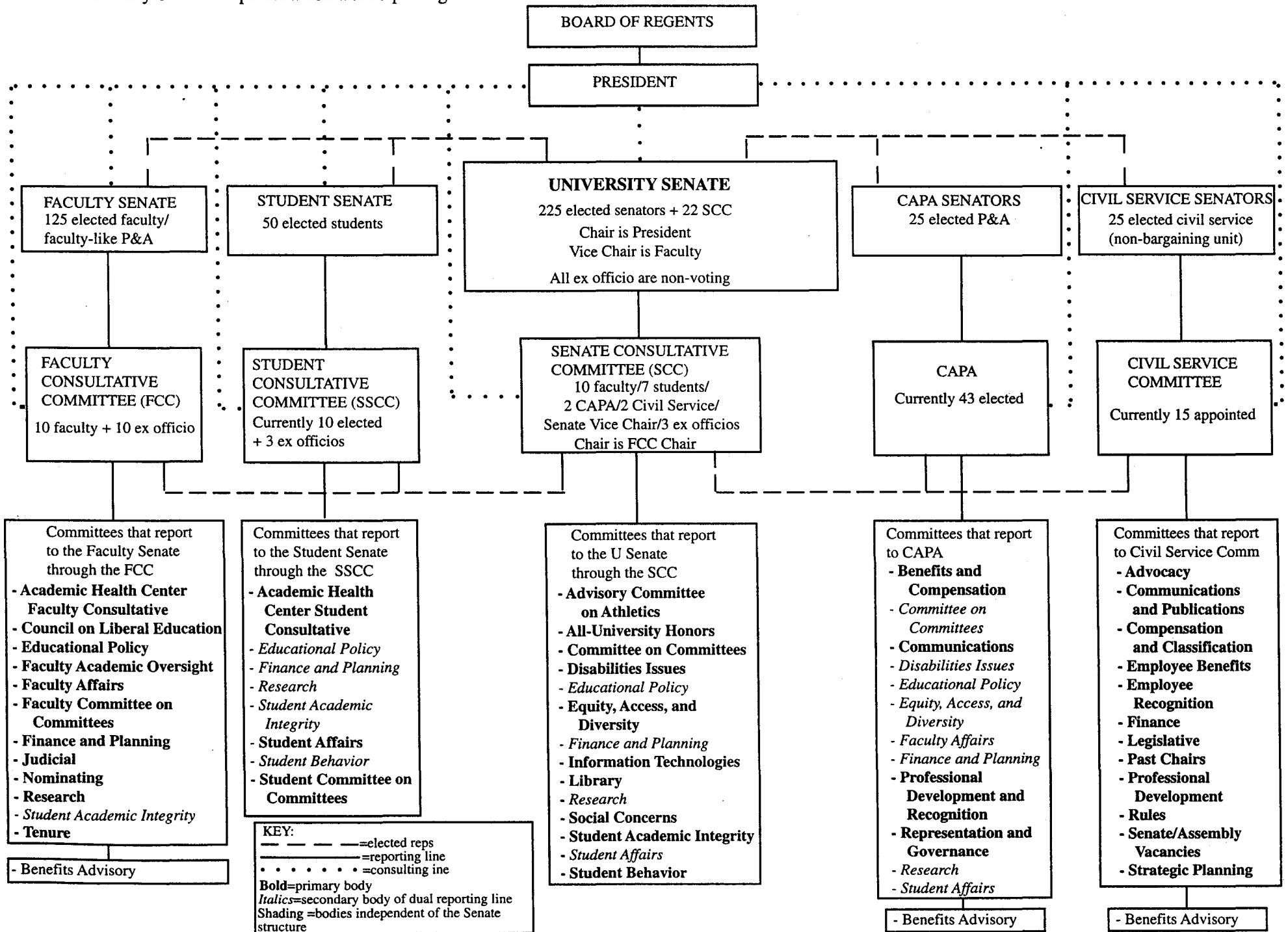
**CURRENT AND PROPOSED CHANGES IN SENATE SEATS BY COLLEGE**

	A	B	C	D	E	F	G	H	I	J	K	L
1	COLLEGE	NUMBER OF FACULTY/P&A ELIGIBLE	CURRENT NUMBER OF SENATORS (20-1 RATIO)	PROPOSED NUMBERS BASED ON FORMULA	PROPOSED NUMBERS GUARANTEEING 2 SEATS/COLLEGE	CHANGE (C-E)		NUMBER OF STUDENTS ELIGIBLE	CURRENT NUMBER OF SENATORS (1000-1 RATIO)	PROPOSED NUMBERS	PROPOSED NUMBERS GUARANTEEING 2 SEATS/COLLEGE	CHANGE (I-K)
2	AES	6	1	1	2	+1		---	---	---	---	---
3	COAFES	300	15	10	10	-5		956	1	1	2	+1
4	CALA	36	2	1	2	0		276	1	1	2	+1
5	CBS	109	5	4	4	-1		1180	1	1	2	+1
6	CCE	19	1	1	2	+1		1803	2	1	2	0
7	DENTISTRY	88	4	3	3	-1		425	1	1	2	+1
8	CEHD	175	9	6	6	-3		1960	2	1	2	0
9	GC	63	3	2	2	-1		1820	2	1	2	0
10	GRAD SCHL	---	---	---	---	---		6865	7	6	6	-1
11	HUM EC	86	4	3	3	-1		913	1	1	2	+1
12	LAW	58	3	2	2	-1		767	1	1	2	+1
13	CLA	657	33	22	22	-11		12269	12	12	12	0
14	LIBRARIES	85	4	3	3	-1		---	---	---	---	---
15	CSOM	138	7	5	5	-2		2927	3	2	2	-1
16	MED SCHL	697	35	24	24	-11		1491	1	1	2	+1
17	MN EXT SERV	47	2	1	2	0		---	---	---	---	---
18	NAT RES	64	3	2	2	-1		395	1	1	2	+1
19	NURSING	50	2	2	2	0		240	1	1	2	0
20	PHARMACY	50	2	2	2	0		411	1	1	2	0
21	PUB AFFRS	31	2	1	2	0		---	---	---	---	---
22	PUB HLTH	91	5	3	3	-2		337	1	1	2	+1
23	IT	433	22	15	15	-7		3816	4	3	3	-1
24	VET MED	112	6	4	4	-2		309	1	1	2	+1
25	UMC	64	3	2	2	-1		967	2	2	2	0
26	UMM	122	6	4	4	-2		1730	3	2	2	-1
27	UMD-BE	---	---	---	---	---		1555	2	1	2	0
28	UMD-EHSP	---	---	---	---	---		2033	2	2	2	0
29	UMD-FA	---	---	---	---	---		603	1	1	2	+1
30	UMD-LA	---	---	---	---	---		1879	2	1	2	0
31	UMD-MED	44	2	1	2	0		112	1	1	2	+1
32	UMD-OTHER	31	2	1	2	0		---	---	---	---	---
33	UMD-SE	---	---	---	---	---		2002	2	2	2	0
34												
35	<b>TOTALS:</b>	3656	183	125	132			50041	59	50	69	
36												
37												
38	<b>PROPOSED</b>	<b>SENATE TOTAL BASED ON A FORMULA = 248 (125 FACULTY + 50 STUDENTS + 22 SCC + 1 PRESIDENT + 25 P&amp;A + 25 CIVIL SERVICE)</b>										
39	<b>CURRENT</b>	Current Senate total = 263 (183 faculty + 59 students + 20 SCC + 1 President)										
40												
41	OPTION 1	Senate total guaranteeing 2 seats/college = 273 (132 faculty + 69 students + 21 SCC + 1 President + 25 P&A + 25 Civil Service)										
42	OPTION 2	Senate total based on current faculty & students, and adding 2 groups = 314 (183 faculty + 59 students + 21 SCC + 1 President + 25 P&A + 25 Civil Service)										

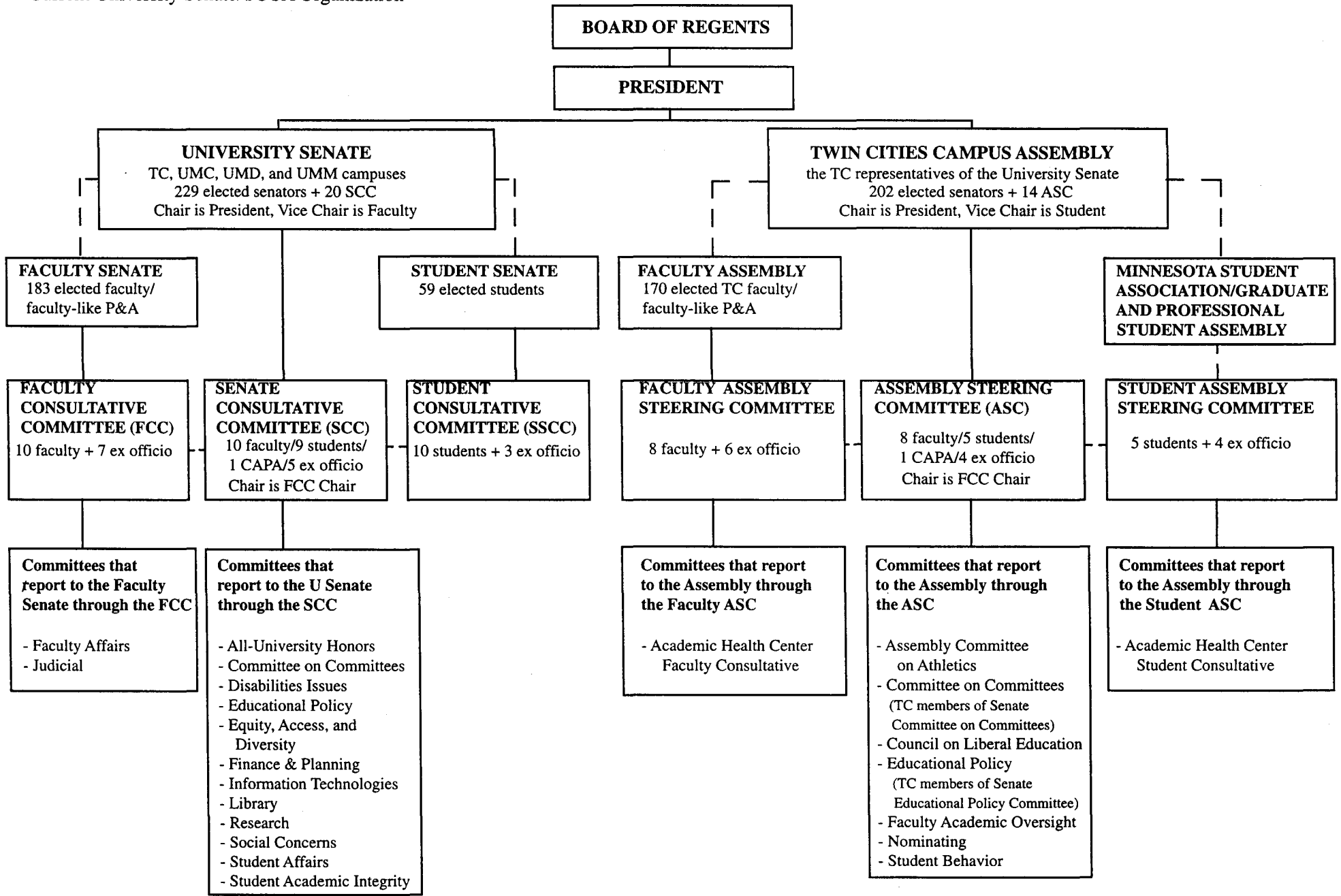


## **7. Twin Cities Delegation**

The Twin Cities members of the University Senate shall constitute the Twin Cities Delegation. The University Senate shall refer to the Twin Cities Delegation any matters which pertain only to the Twin Cities campus. Committees which deal only with matters that pertain to the Twin Cities campus shall report to the Twin Cities Delegation. The Twin Cities Delegation shall meet as needed to conduct business at the call of the President, the Senate Consultative Committee, or upon written request of ten members of the Twin Cities Delegation. The officers of the University Senate shall serve as the officers of the Twin Cities Delegation and all procedures and rules established in the constitution, bylaws, and rules for the University Senate shall apply to the Twin Cities Delegation as appropriate. When questions arise, the Senate Consultative Committee shall determine the application of the constitution, bylaws, and rules to the Twin Cities Delegation.



**UNIVERSITY OF MINNESOTA**



To: Members of the University Senate  
From: Margaret Kuchenreuther, Chair of the Social Concerns Committee  
RE: Ruling of the Senate Parliamentarian regarding continued Senate discussion of the Mt. Graham telescope project  
Date: February 25, 2004

By a unanimous vote at its meeting on February 23, the Social Concerns Committee has directed me to register its dissatisfaction with the advice of Senate Parliamentarian, Professor Guy Charles, to Faculty Consultative Committee Chair Judith Martin, against continued discussion of the Mt. Graham telescope project on the University Senate floor.

Professor Charles cites Article VII (2) of the Senate Constitution, ruling that the Mt. Graham debate is within the range of issues covered by this article and, thus, should be referred to the President, rather than discussed in the Senate:

*2. Controversies Between the University Senate and Institutes, Colleges and Schools*

*Controversies arising between the University Senate or its committees and a campus, institute, college, or school government or other division of the University shall be resolved by the president, after conference with representatives of the Senate and of the units in question.*

In an email message to the Research and Social Concerns Committee Chairs, dated February 18, Professor Judith Martin, Chair of the Faculty Consultative Committee, communicated this ruling and stated that she believes, "there has already been sufficient 'conference with representatives of the Senate and of the units in question,' so that the value of additional discussions is murky, particularly given that the Regents policy guiding this issue has already been adopted." She will report on this issue at the February 26 meeting of the Senate.

The Social Concerns Committee believes that cutting off debate using such a procedural mechanism is arbitrary and suppresses constructive discussion of an issue that is of continuing concern to the University community, as well as to the broader community. We cite the following evidence in support of our position:

- The Social Concerns resolution has prompted on-going and useful discussions between the Astronomy Department and the Department Of American Indian Studies about the issues surrounding Mt. Graham.
- Widespread community interest in this issue is apparent. It is confirmed, for example, by two successful motions to extend time for debate on this issue at the October 2003 meeting of the University Senate.
- President Bruininks, himself, acknowledged the value of "serious and reasoned discussion" among faculty colleagues in response to a question at the end of the

October Senate meeting about continued dialog on this issue, commenting, "If you can't talk about these issues here, I don't know where you can in our society."

- Further evidence of community support is the recent Statement of Support for the Senate Social Concerns Committee Regarding the Mount Graham Telescope Project, issued on February 4, 2004, by the Diversity Committee of the College of Education and Human Development. This statement can be found at the following URL: <http://intranet.education.umn.edu/diversity/mtgraham.asp>
- The Parliamentarian's ruling has already stifled meaningful discussion about this topic in the Research Committee. At the direction of the FCC, the Research Committee and the Social Concerns Committee were to work together in discussion of the Mt. Graham issue and to prepare one or more resolutions for debate at the March 2004 Senate meeting. Members of the Astronomy Department, the Department of American Indian Studies and the Social Concerns Committee made presentations to the Research Committee at its February 9 meeting (available in the Research Committee minutes at: <http://www1.umn.edu/usenate/research/04-02-09.html>). However, because of time constraints, discussion by the Research Committee was delayed until its February 23 meeting. Communication of the Parliamentarian's advice on February 18 led to cancellation of deliberations in the Research Committee. Thus, the Research Committee has not had an opportunity to determine its position based upon the body of evidence presented.
- The University's involvement in the Mt. Graham telescope project continues to provoke opposition from the San Carlos and White Mountain Apache tribes in Arizona, as evidenced by a December 17, 2003 resolution by the White Mountain Apache in opposition to the project.

Therefore, the Social Concerns Committee urges Senators to overrule this parliamentary decision to the full Senate tomorrow under New Business. We believe that it is appropriate and extremely valuable for the Senate to weigh both the social costs and research benefits of the University's involvement in this project because it is a forum that involves the whole University community.

cc:

President Robert Bruininks  
Faculty Consultative Committee  
Senate Research Committee  
Senate Committee on Equity, Access and Diversity  
Senate Committee on Social Concerns  
Professor Guy Charles, Senate Parliamentarian  
Professor Patricia Albers, American Indian Studies Department  
Professor Leonard Kuhl, Astronomy Department  
Professor Lawrence Rudnick, Astronomy Department  
Professor Tim Lensmire, College of Education and Human Development  
Dr. Sherri Turner, College of Education and Human Development

## STATEMENT ON UNIVERSITY RESEARCH

Senate Research Committee  
University of Minnesota Senate

The Senate Research Committee of the University of Minnesota Senate urges the Minnesota legislature to respect the freedom of research and scholarship at one of the nation's great research universities and to take no action that would limit public funding for the University on account of stem cell research or any other legal research directions the faculty choose. We are deeply troubled by the possibility that the state legislature, or any other political body, might limit the research topics the faculty of the University are allowed to pursue. We recall with concern the case of Galileo, not the first and certainly not the last person whose research was condemned by the primary political authority of the time because it was ideologically unacceptable. That example has repeated itself throughout the history of higher education. We fear that research topics in addition to stem cell research could fall under the political microscope once the precedent is set.

We support the University's policies governing the conduct of research in general and the additional safeguards established for stem-cell research in particular, which have emerged after careful thought, considerable discussion, and conscientious review by the appropriate faculty committees. The primary principle at stake is that it is the University's faculty that drives its research mission. In the case of stem cell research, appropriate policies have been put in place to ensure that this research is conducted with care and without the use of public funds. If any proposed research is legal and the University has the capacity and the appropriate oversight mechanisms in place to conduct it, then the faculty have the authority to pursue it. The University does not and must not restrict faculty research; moreover, it would be inappropriate for any other agency to do so.

We believe that controversial research is best conducted at a public university. The research occurs in full view of the public, with appropriate regulatory controls and safeguards, and the results are available to all. It is at universities, institutions that foster debate and deliberation, that discussion about difficult ethical and medical issues take place. There are approximately 1,000 researchers at the University of Minnesota involved in research that can be advanced by use of stem cells. If the legislature adopts restrictive legislation, we worry--indeed, we predict--that the University will see the exodus of a considerable number of its premier scholars from many areas of medical research. The state's aspirations in the biomedical sciences will likely have been dealt a blow from which they will not recover. At the same time, however, the state will most assuredly allow the use of the results of stem cell research to save the lives of its citizens; restricting or prohibiting stem cell research simply means treatments and cures derived from stem cell research will not be developed in Minnesota.

Academic freedom is indispensable to the mission of higher education. Only with a commitment to it--vigorously practiced within academic institutions and supported broadly throughout society and by government--can the objectives be met of extending the reach of knowledge, solving problems facing the planet, and preparing individuals for productive and ethical lives.

Adopted unanimously February 25, 2004

DRAFT invited article for Academe, April, 2004  
Gary Engstrand

The University of Minnesota, like most of its peer institutions, has a University Senate. At Minnesota, the University Senate is comprised of two subordinate bodies, the Faculty Senate and the Student Senate. Each can and does take action on its own, but most major items of business are taken up by the University Senate and, with a few exceptions, the actions of both of the subordinate bodies are subject to final action by the University Senate, the parent body. The only two groups represented in the Senate, however, are the faculty and the students (and a few professional staff who carry out faculty-like responsibilities). (The exceptions are matters related to faculty tenure and judicial proceedings related to claims about tenure--but even that exception is carved out in the University Senate constitution, so could be changed.)

In the fall of 2002, the University of Minnesota was one of several institutions that Professor William Tierney visited as part of a study of faculty governance in American higher education. After his visit, he sent a memo to this author summarizing his impressions of governance at Minnesota. In that memo he wrote that "the fastest growing group in academe is academic staff. We have very little research about them, and our collective understanding of their needs and desires are anecdotal. . . . We need to think more clearly about what issues pertain to the entire community so that multiple constituencies are involved, and what issues are best left to the faculty because they fall within a clearly academic domain." Tierney went on to say that he believed Minnesota has "one of the best-structured faculty governance bodies in the country" and that perhaps because it "functions so well, you might consider focusing on this topic and be a leader once again for the rest of us."

Tierney's comments struck a chord with the faculty leadership at Minnesota, for at least two reasons. First, the University (like most institutions of higher education in the US) had gone through a bruising budget process; the available evidence suggests Minnesota took the largest cut of any public university in the country (\$185 million for the 2003-05 biennium). Second, the Faculty Senate had adopted a policy asserting the primacy of the faculty in department decision-making (subject to the final authority of the Board of Regents and the authority they delegated to the University's officers). The initial proposals had upset the professional and administrative staff, many of whom teach and do research and assist in many ways in carrying out the University's mission; they felt that their autonomy and integrity was being questioned and threatened by the faculty. The faculty leadership negotiated with the leadership of the professional staff and arrived at a policy that carried the endorsement of the professional staff. In the process, when the deep differences between the two groups were resolved reasonably amicably, both realized that it would be helpful for the two groups to talk in the future about items of common concern.

When the budget cuts came close on the heels of the policy discussion, the faculty realized that the professional staff and the civil service staff were as deeply affected as the faculty and students. At a time when the institution was under great stress, the faculty (and the other groups) perceived the potential for internal divisions that could have torn the University apart (e.g., tuition increases could divide students from all employees, the differential impact of increases in health care benefits could divide the staff from the faculty, reductions in staff could alienate the professional and civil service staff). The faculty, and I think the other groups as well, realized that there was need for a place for representatives of all groups to talk to one another in order to try to head off splits that would only harm everyone's interest (e.g., divisions that would be noted by the legislature and the public). Professor Tierney's request thus came at a propitious time and the faculty leadership jumped on it.

There was also a third reason that emerged in the course of the discussions. The body as currently constituted, said the lead faculty member, is not truly a "university" senate, but it frequently deals with issues that touch on most members of the University community, even if indirectly. That is, apart from the budget cuts and attendant pressures on all units, there are issues (e.g., athletics, equity/access/diversity, disabilities access, the libraries, information technology) that affect all groups. In an institution (fiscal year 2002) that has over 60,000 students at all levels, over 9,000 civil service staff, nearly 4,000 professional/administrative staff, and about 2,700 tenured and tenure-track faculty, the name itself suddenly came to be seen as inaccurate, if nothing else.

At the direction of the faculty leadership, the Senate staff developed a proposal to expand the University Senate to include both professional/administrative staff and civil service staff. The only group that would not be granted representation in the reconstituted University Senate would be those employees covered by collective bargaining arrangements (e.g., the trades), because Minnesota law is written in such a way that including unionized employees could provoke charges of unfair labor practices.

The proposal that was developed effected change in two ways. One was simply at the structural level: the membership categories of the University Senate are proposed to be rearranged so that all of the major groups at the University are represented. More importantly, the change in membership would permit all groups to participate in discussions of issues that affect them or that affect the University as a whole.

The faculty leaders convened a series of meetings with the leaders of the other staff groups and the students to discuss expansion of the University Senate. The staff groups responded with considerable interest; the students were supportive but more wary because the proposal as it was presented required a reduction in the number of student positions in the University Senate from 59 to 50; it also required a reduction in faculty positions from about 175 to 125.

One of the immediate problems to be dealt with was the size of the body. At approximately 250 members already (the membership fluctuates because the number depends on the number of faculty and students eligible to vote for Senators), to add more members would create a body of unwieldy size. Minnesota already has probably the largest Senate of all the Big Ten schools, or certainly among the largest. The faculty thus proposed moving from a 1-senator-per-20-faculty/1-senator-per-1000-students method of calculating membership to a fixed number (like the U.S. House of Representatives, fixed at 435 seats). Originally the faculty proposed 35 representatives each for the professional staff and the civil service staff. The civil service representatives, however, said they would have trouble filling that many seats and preferred that the number be reduced to 25. The professional staff said that in order to assist in keeping the size of the reorganized Senate to a reasonable size, they also would be willing to settle for 25 seats. The numbers that finally shook out were 125 faculty, 50 students, and 25 each from the professional and civil service staffs. (There would be 20 additional members from the executive committee, to be composed of 10 faculty, 6 students, and 2 each from the professional and civil service staffs.) The final total is similar to the existing University Senate and the faculty hold a slight majority (135 out of 245 seats).

At the same time the faculty proposed to incorporate unrepresented groups in the University Senate, they also proposed to separate the Faculty and Student Senates from the authority of the University Senate, for two reasons. First, the faculty want to reassure the professional staff and the civil service staff that this proposal is not a "power grab." In such a large and complex organization, it should come as no surprise that the two non-faculty employee groups had over the years developed governance structures of their own to represent their interests to the administration. The faculty did not propose to tamper with those existing organizational arrangements that the two groups have (the Council of Academic Professionals and Administrators and the Civil Service Committee) and the reporting line both



have directly to the President. The faculty intended only that the University Senate be more representative, not that the employee groups (including the faculty themselves) would be subordinate to it.

Second, the faculty used the reorganization as an opportunity to clarify the reporting lines of major committees and of the three existing Senates. There have long been sub rosa concerns among many senior faculty that having committees such as educational policy, research, and finance and planning report through the UNIVERSITY Senate, rather than the FACULTY Senate, diluted the faculty voice on matters in which the faculty should have the predominant voice (e.g., grading policy, curriculum, research, and other areas). While the students and professional staff are represented at the committee level (students have approximately 1/3 of the seats on most committees, although attendance is a problem, and professional staff have two members on most committees), the major policy committees would report to the Faculty Senate, thus allowing the distinct faculty voice to prevail on issues of central faculty concern or issues at the core of the academic mission. And on committees that deal with issues of central concern to the faculty (the Tenure Committee, the Judicial Committee), only faculty members serve.

At the same time, in order to allay concerns that committees reporting to one Senate could trample on the interests of groups not in that Senate, the faculty proposed that certain committees have secondary reporting lines to other Senate bodies. This is intended to mean, in practice, for example, that the University Senate could call for a report or recommendations from a committee whose primary reporting line is to the Faculty Senate. Also in order to allay concerns of the other employee groups, there was no attempt to tamper with the existing committee structures that the professional and civil service staffs had already established.

The University, Faculty, and Student Senates would now exist as separate entities, each reporting to/advising the President, administration, and Board of Regents on matters of their choosing. The proposed charter of each Senate sets no significant limits on what they may discuss, so any of them can, in practice, take up any issue it wishes. In theory, the University Senate or the Student Senate could take up promotion and tenure, but that has never happened, even when the University went through a tortured debate over tenure in the mid-1990s. The other employee groups would be unlikely to support any University Senate action dealing with faculty employment because they would not want the precedent of it dealing with the terms and conditions of their employment.

Once the outlines of the proposal began to take shape, the Senate staff began the process of redrafting the constitution and bylaws. At the same time, the lead faculty member on the proposal explained it to the University Senate. As one can imagine, reaction was not universally positive, especially among the faculty. Two concerns arose immediately. First, there was the perception that the reduction of faculty seats would lead to a diminution of the faculty voice. While the senior faculty who developed the proposal were clear in their own minds that the reorganization not only extended the franchise but also sharpened the faculty voice--anyone who gave it any thought would realize that the elected faculty leadership, who are probably among the most protective of faculty prerogatives in institutional decision-making, would hardly propose a governance change that diluted the faculty voice. What was clear in their minds, however, was apparently not so clear to the faculty at large. Thus there will have to be extended discussions with the faculty.

Second, the small colleges expressed dismay that they would be reduced to one Senator (as a result of fixing the number of faculty Senators at 125, the seats had to be distributed proportionally, and some of the small colleges lost one of their two positions). This part of the debate reflects rather closely the debates in the constitutional convention in Philadelphia in 1787; the small states were not prepared to concede proportional representation as the sole criterion for membership in the new Congress.

At present the proposal has been circulated to the faculty Senators and is generating comments. At the request of one senior faculty member, the lead faculty on the proposal will have a meeting with the executive committee of the local chapter of the AAUP in order to be able to reassure the faculty that this does not represent a subversion of governance. The faculty working most intensively on the reorganization hope to bring it to the University Senate for final action by the end of the 2003-04 academic year. If the Senate approves it, then the constitutional changes must be approved by the University's Board of Regents. Technically, the proposal goes from the Senate to the President (who chairs the University and Faculty Senates), who then transmits it to the Board with his recommendation. That step in the process, however, is likely to be uncontroversial because both the University President and the Executive Vice President and Provost have expressed strong support for the reorganization. Whether there are minor details to quibble about remains to be seen.