

Minutes\*

**Senate Consultative Committee  
Thursday, March 14, 2013  
3:00 – 4:30  
Room 300 Morrill Hall**

- Present: Sally Gregory Kohlstedt (chair), Avner Ben-Ner, Peter Bitterman, James Cloyd, Nicole Conti, Chris Cramer, Ann Hagen, Joe Inhofer, Russell Luepker, Adam Matula, Alon McCormick, Cynthia Murdoch, Amy Olson, James Pacala, Jeff Ratliff-Crain, Rebecca Ropers-Huilman, Moshe Volovik
- Absent: Ben Baglio, Brandon Breuer, Will Durfee, Nancy Ehlke, Gyaltsso Gurung, Michael Hancher, Elaine Tyler May, Thomas Sondreal, Richard Ziegler
- Guests: Stacy Doepner-Hove (chair, Faculty Committee on Committees); Brittany Edwards (Graduate and Professional Student Assembly); Chancellor Jacqueline Johnston (University of Minnesota Morris)
- Others: none

[In these minutes: (1) report from the Committee on Committees; (2) resolution on open access textbooks; (3) discussion with Morris Chancellor Johnson; (4) University Senate docket]

**1. Report from the Committee on Committees**

Professor Kohlstedt convened the meeting at 3:00 and welcomed Ms. Doepner-Hove to present the report of the Committee on Committees following its review of certain committees last year.

Ms. Doepner-Hove noted that this is the second year of what will be an annual process of reviewing committees, a responsibility added to the charge to the Committee on Committees. Over a five-year period, they will review all senate committees in order to help them; they look at the charge, talk with the chairs, and have Committee on Committees members attend meetings of the committee being reviewed. The Committee on Committees offered three general comments following its first year of reviews. (1) The need for technology that makes it possible for representatives from the other campuses to attend meetings effectively without traveling to the Twin Cities campus. (2) The need to decide where e-learning fits in the senate committee structure (it may require a new or ad hoc committee or it should be referred to standing committees. (3) They encourage communication among committee chairs so that they can coordinate the discussion of issues; the biannual meeting of committee chairs is very helpful.

As for the committees they reviewed, there were no major issues and they are working well, Ms. Doepner-Hove said. The Council on Liberal Education requested small changes in the language of its charge; the Committees on Faculty Affairs and on Research asked for a postdoc member; the Committee on Academic Freedom and Tenure asked for two graduate students as members. The Committee on

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Committees has endorsed all of the requests. It also urged that the Senate Judicial Committee have broad representation, with all colleges represented.

Professor Kohlstedt thanked Ms. Doepner-Hove for her report.

## **2. Resolution on Open Access Textbooks**

Professor Kohlstedt turned to Mr. Matula to introduce the resolution on open access textbooks.

Mr. Matula explained that the resolution came to the Student Senate Consultative Committee from the Graduate and Professional Student Assembly; he reviewed the language.

### **RESOLUTION ON OPEN ACCESS TEXTBOOKS**

Recent data suggest that as many as 7 of 10 University of Minnesota students indicate that high textbook costs prevent them from purchasing all of the textbooks required for their academic career. Many textbooks currently used may not be fully adapted to the specific content of the course in which they are used and could benefit from adaption, which is difficult in the status quo because of the lack of flexibility in book licenses. This body has considered three primary points in making a recommendation on this topic:

- (1) Open-access, e-books have the potential to save students money, reduce weight carried by students, and increase the relevance of materials to their coursework.
- (2) In many cases print copies of electronic books can be obtained for little additional cost.
- (3) The University of Minnesota has invested in a platform for the review and evaluation of Open Textbooks by faculty members at open.umn.edu.

The Student Senate believes students stand to benefit greatly from increased adoption of open source textbooks in U of M classes, and believes that high quality information should be made available to as many individuals as possible.

Therefore the Student Senate encourages the University administration to continue to evaluate Open-access textbooks and encourages faculty to fully consider open-access resources for their classes.

Ms. Edwards referred to legislation being considered by the Minnesota House, which includes creating a council on open access, and pointed out that it would have no say about the faculty at the University must do. Are there faculty concerns about it? Professor Kohlstedt observed that the Committee is being asked to endorse the resolution, not the legislation. One question she has heard is whether there is need for such a council; it could create a cumbersome layer. Cannot the University count on the campuses to do what is appropriate? It is not intended to create a barrier, Ms. Edwards responded; it would provide funding for training so faculty members are aware of open access texts and the idea is to push forward the practice in a thoughtful way.

Committee members discussed the usefulness of a council and whether it would overlap or duplicate what is already being done in the colleges. Ms. Edwards said legislation promotes open textbooks and journals and the idea that public research should be open and accessible. Ms. Conti

explained that textbooks for core classes could be on the web and faculty members could use or adapt them—and bypass textbook companies. Professor Luepker asked where royalties for authors would come from. Ms. Edwards said that open access would provide access to what already exists, it would not seek new texts. Ms. Conti and Edwards said that in addition to support for the resolution, they would also like senate endorsement of the legislation.

The Committee concluded it was not prepared to vote on the proposed legislation but that it would endorse the resolution from the Student Senate Consultative Committee. Professor Kohlstedt said the legislation could be brought to the May meeting of the Senate. Professor Cramer said the Committee should support the resolution because it recognizes that faculty have the final say over choice of texts and it urges due diligence, although it does contain the annoying idea that everyone writing texts should work for free. The Committee voted 15-0 in favor of the resolution; two Committee members abstained. Professor Cramer noted that if they wished, advocates of support for the legislation could bring it up under New Business at the April 2 University Senate meeting.

### **3. Discussion with Chancellor Johnson**

Professor Kohlstedt welcomed Chancellor Johnson from the University of Minnesota-Morris to the meeting and noted that she is the 5th chancellor of the Morris campus—and the first woman. One goal of the Morris campus is to be energy self-sustaining, and Morris is well-respected among liberal-arts colleges. Chancellor Johnson was invited to meet with the Committee to increase communication and to help the Committee get to know more about the Morris campus, and to further opportunities for cooperation and collaboration across campuses, particularly with the Morris campus.

Chancellor Johnson thanked the Committee for the welcome and also thanked members of the Faculty Consultative Committee who visited the Morris campus last fall; she said it is important to have the connection with the Committee.

Chancellor Johnson said that the Morris campus differs from the Crookston and Duluth campuses in a number of ways, including the fact that the Morris faculty members are not unionized, so they participate regularly in the senate and serve on its committees. She noted that the discussion with the Twin Cities' campus students that preceded her remarks is a reminder of the importance of inclusivity and the complexity of participatory governance, something that is perhaps even more important on a campus as large as the Twin Cities. She said she is delighted to be a part of the University of Minnesota.

Chancellor Johnson provided a brief overview of the Morris campus for the benefit of those who have not visited it. Morris is the public liberal-arts college of the University, the only one designated as such in the state by the Council of Public Liberal Arts Colleges or COPLAC (there are obviously other schools with liberal-arts colleges); Morris is the "public private" in that it is like the excellent private liberal-arts colleges in the state, so it offers a residential undergraduate experience of unsurpassed quality. About half of the students live on campus, and because Morris is a small town, those who live off campus still live close by. Morris is selective and it is also the most diverse campus in the University system and in the state (22% of the students are students of color compared to 19% students of color on the Twin Cities campus; 28.7% of new high school students this fall were students of color). American Indians constitute 15% of the students; 28% of all American Indian students in Minnesota at baccalaureate institutions are on the Morris campus. The average ACT score of incoming students at Morris is about 25; about one-third of their students are first-generation college students. Morris was originally an

American Indian boarding school; eventually it was given to the University on the condition that American Indian students (who were otherwise admissible) attend tuition-free (Morris is one of two such institutions in the country). The campus is on the National Registry of Historic Districts and, like the Twin Cities campus, has a number of older buildings that badly need to be renovated. Morris was founded as a campus of the University in 1959 and opened in 1960.

Ms. Olson asked what percentage of the students is from Minnesota. About 85%, Chancellor Johnson said; of the rest, about one-half are international and one-half are from outside Minnesota. Local leaders believed that there should be a liberal-arts college that serves the area, and today about one-half of the students come from rural areas; the other half come from metropolitan areas. The campus has about 1900 students so the emphasis is on "community" and there are high levels of student participation in activities. The faculty are productive scholars and teachers and there are high expectations for research and scholarly production in the tenure process. About 60% of the students participate in undergraduate research or are mentored in artistic productions, activities that serve them well when they apply for jobs or for graduate or professional school. Morris just received a grant from the Howard Hughes Medical Institute to support students studying in science (these grants typically go to private liberal arts colleges), and a member of the geology faculty, James Cotter, recently received an NSF REU grant to support a national summer program for American Indian women students studying geology.

Professor Cloyd asked if Morris has any relationship with CLA on the Twin Cities campus. It has no formal relationship, Chancellor Johnson replied. She also explained that the relationship with the provost's office is in transition. They do not have connections with or benefits of programs in CLA or the provost's office. There has been little connection between Morris and CLA. Professor Ratliff-Crain said the relationship is random and individually-based, but there is nothing formal.

Professor Kohlstedt recalled a discussion from the visit to the Morris campus about participation by Morris faculty in the Institute for Advanced Studies, which has made efforts to engage the Morris faculty. So there are pockets of outreach from the Twin Cities campus. Professor Ratliff-Crain said that is an excellent example of what can happen. Chancellor Johnson agreed that there are professional relationships between individual faculty members on the two campuses and noted that Morris faculty members have also been active in pursuing grants available through the University, such as the Imagine Fund. Those have provided an advantage in recruiting faculty members, and one of the benefits of being part of the University. They have also had tremendous support from the Office of the Vice President for Research; Vice President Mulcahy understood the mission of the campus and provided support for research.

It is an asset to be part of the University—and Morris is an asset for the University because of the national reputation it has earned for the University, Chancellor Johnson remarked. "The lights are on because the wind is blowing," she said; the campus obtains 70% of its electrical needs from the two wind turbines and uses a biomass burner to heat and cool the campus. It has reduced its reliance on natural gas and uses solar panels to heat the warm water swimming pool in the regional fitness center; it has also partnered with members of the White Earth community to develop an Anishinaabeg farm and garden curriculum. The campus takes full advantage of who they are and their history, she said; place matters. Students can come here and, at least on some days when they produce more electricity than they use, live off the grid.

Professor Luepker inquired how reporting to the provost is working, with the chancellors' reporting lines changed after the departure of Senior Vice President Jones. Chancellor Johnson noted that the chancellors do not report to the provost; they report directly to the president. She said the new relationship with the provost is going well; it is still a work in progress as they all figure out these new relationships and reporting structures in the absence of what had been a University system office under Dr. Jones' leadership. One indicator of their success will come in the budget process, since the chancellors will no longer have a seat at the decision-making table (which Jones had held) in terms of how resources are allocated. The chancellors have been meeting before each Regents' meeting and the president has started to join them, and they expect one-on-one meetings with him as well. This is not just about the chancellor reporting to the president, Dr. Johnson said, because the provost has different responsibilities since the elimination of the system office. The chancellors have begun productive conversations with the provost about this new relationship.

Professor Cramer noted that the colleges have a compact with the provost; did the other campuses in the past have a compact with Senior Vice President Jones' office? And now with the provost? Dr. Johnson said that Provost Hanson is coming to all of the coordinate campus compact meetings; Provost Sullivan usually sent a representative (because the campuses did not report to him). She noted that her understanding is that the compact is with the University system, and final budget allocations for all units come from the president after consulting with what has been known as "the budget five." The campuses do not have a "compact" with the provost, but the provost is a member of the budget five that makes recommendations regarding resource allocation.

Professor Kohlstedt said she assumed there would be greater links with Vice Provost McMaster and the other vice provosts. Chancellor Johnson said there has been one meeting with the vice chancellors for academic affairs and student affairs from all campuses and with the vice provosts in Academic Affairs. But the provost's role in promotion and tenure decisions and in moving curriculum proposals (for new programs or for program elimination) through the Regents' processes have been the primary connections between the Morris campus and the provost's office in the past.

Ms. Hagen reported that the P&A Senate, representing the P&A staff, has been worried about the debate about administrative costs and the "spans and layers" analysis. Is that an issue at Morris? Dr. Johnson said that in nearly all instances there are likely no more than three layers at Morris so that is not really an issue. The question of spans will be more interesting for them to examine. They do have cases where a supervisor has responsibility for only one or two people. They are interested in learning whether this analysis will reveal areas where they could increase their operational efficiency, but she is not sure that the analysis will apply in exactly the same way to the Morris campus as it does to the Twin Cities, for example. And, as with the Twin Cities, it is not as though administrators sit in their offices at Morris and direct other people to do things—they are all working themselves. It will be useful to go through the analysis but it is not clear that the same conclusions will be reached. Chancellor Johnson reiterated that she supports the goal of being operationally efficient. She noted, too, that Morris does not have the high salaries that have been the focus of the media—their problem is the opposite, their salaries are too low.

Professor Ratliff-Crain said he was glad to hear the nature of this discussion about spans and layers. He said he worried that the analysis could have a chilling effect on the Morris campus for people in jobs who have the responsibility of directors. Dr. Johnson said that they have been attentive to career tracks—trying to develop promotional tracks to retain highly talented and educated employees—because they are three hours from the Twin Cities in a small town but have a highly-educated workforce. They

are trying to identify ways that people (outside faculty ranks) can advance in their careers, and the spans and layers analysis could affect their ability to recruit staff.

Professor Kohlstedt thanked Chancellor Johnson for joining the meeting.

**4. University Senate Docket**

Professor Kohlstedt reviewed the contents of the University Senate docket for April 4; the Committee approved it unanimously. She adjourned the meeting at 4:05.

-- Gary Engstrand

University of Minnesota