

July 24, 1996

TO: AHC FCC Members
Judith Garrard, Chair
Muriel Bebeau
Peter Bitterman
Sheila Corcoran-Perry
Daniel Feeney
Cynthia Gross
Frederic Hafferty
David Hamilton

FROM: Vickie Courtney

RE: Faculty Governance

At the meeting on July 11, several questions were raised regarding faculty governance within your school/unit. To get a better idea of how each school/unit governance structure operates, please respond to the following questions:

1. Do you have a constitution? If so, does it include a faculty governance structure?
2. Are there elected FCC members at the school/unit level?
3. Are you members of the school/unit policy council?
 - a. Who sets the agenda for the school/unit policy council meetings?
 - b. Who is responsible for the minutes?
4. Do you have school/unit-wide faculty meetings? If so, how often?
 - a. Who sets the agenda for the school/unit-wide faculty meetings?
 - b. Who is responsible for the minutes?
5. Do the University senators of your school/unit meet as a group?
 - a. Who sets the agenda for the senators meeting?
 - b. Who is responsible for the minutes?
6. Do the school/unit FCC members and the University senators of your school/unit meet as a group?
7. Is there an elected faculty representative for non tenured faculty?

Also, I am sending to you via mail, the list of AHC Senators.

Thank you.

*****Received: from mhub1.tc.umn.edu by mailbox.ma
Return-Path: <gross002@maroon.tc.umn.edu>
Received: from maroon.tc.umn.edu by mhub1.tc.umn.edu; Mon, 29 Jul 96 16:00:29 -0
Received: from Pharmacy-fastpath-126.hsci.umn.edu by maroon.tc.umn.edu; Mon, 29
From: "Cynthia.R.Gross-1" <gross002@maroon.tc.umn.edu>
Reply-To: "Cynthia.R.Gross-1" <gross002@maroon.tc.umn.edu>
To: courtney, Judith M Garrard <jgarrard@maroon.tc.umn.edu>
Subject: Faculty Governance: Response for Pharmacy
Message-Id: <31fd266d3230514@mhub1.tc.umn.edu>
Date: Mon, 29 Jul 96 16:00:29 -0500

To: Vickie Courtney
Judith Garrard

From: Cynthia Gross

Re: Faculty Governance: Response for Pharmacy

July 29, 1996

1. Do you have a constitution? If so, does it include a faculty governance structure?

The college of Pharmacy has a Constitution and Bylaws. It will undergo revision soon to reflect the new COP organizational structure.

2. Are there elected FCC members at the school/unit level?

The COP elects two University Senate representatives for all- University participation. The closest thing at the college level would probably be the elected members of the COP Executive Committee in the new organization.

3. Are you the members of the school/unit policy council?

Unsure what this means. The College of Pharmacy has the following

Executive Committee-Deans and 2 at large members, elected
Admissions
Academic Standing
Scholarship Fellowships and Award
Honors Oversight
Educational Policy
General Research Support
Promotion, Tenure and Reappointment
Constitution and Bylaws

a. Who sets the agenda for the school/unit policy counsel meetings?

Assuming this means Executive Committee -- the Dean with input from Exec Committee members.

b. Who is responsible for the minutes?

The Dean's assistant takes/writes the Minutes. The Dean (or president o in the Dean's absence) approves the Minutes before they are distributed. Committee members may correct/amend the Minutes before they are approved

4. Do you have school/unit-wide faculty meetings? If so, how often?

Yes. According to the Constitution and bylaws, the faculty will meet at twice a year. In the past several years faculty have usually met 6-8 times a year.

a. Who sets the agenda for the school/unit-wide faculty meetings?

The Dean is responsible for sending out the agenda. Anyone can for the agenda -- items typically come from the standing committees (Admissions, EPC, P&T)

b. Who is responsible for the minutes?

The Dean's Assistant takes/writes the minutes. The Dean (or president o in the Dean's absence) approves the Minutes before they are approved.

5. Do the University senators of your school/unit meet as a group?

We have 2 senators and they talk over issues, but do not have formal The Senators automatically are on every agenda for the faculty meetings on COP agendas.

a. Who sets the agenda for the senators meeting? N/A

b. Who is responsible for the minutes? N/A

6. Do the school/unit FCC members and the University senators of your school/unit meet as a group? NO

7. Is there an elected faculty representative for non tenured faculty?

No. Faculty representatives are elected at large presumably to represen the faculty.

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Received: from mhub2.tc.umn.edu by mailbox.mail.umn.edu; Wed, 31 Jul 96 10:34:02
Return-Path: <corco001@maroon.tc.umn.edu>
Received: from maroon.tc.umn.edu by mhub2.tc.umn.edu; Wed, 31 Jul 96 11:23:14 -0
Received: from x14-18.ejack.umn.edu by maroon.tc.umn.edu; Wed, 31 Jul 96 11:23:1
To: courtney
From: "sheila corcoran-perry" <corco001@maroon.tc.umn.edu>
Subject: RE: Request for Info Regarding Faculty Governance
Date: Wed, 31 Jul 1996 12:14:29
X-Tick-Nemesis: The Idea Men
Mime-Version: 1.0
Content-Type: text/plain; charset="us-ascii"
Message-Id: <31ff887259f7006@mhub2.tc.umn.edu>

1. Yes, we have a constitution
Yes, it does include faculty governance structure
2. School of Nursing Consultative Committee members are elected.
3. I am a member of the School Consultative Committee and I chair the
School General Assembly

The chair sets the agenda and is responsible for reviewing the minutes - although I believe the Dean has traditionally "seen" the minutes before they go to the chair (the Dean's secretary has traditionally served as secretary for the Assembly and the Consultative Committee.)

4. We have School wide General Assembly meetings at least quarterly.
The chair, a faculty member, sets the agenda and is responsible for minutes.
5. Our two school Senators do not formally meet, but do so informally as the need arises and as they perceive that faculty input is needed
6. Senators meet with the Consultative Committee only when requested to do so. At each General Assembly meeting, Senators are requested to provide updates on Senate activities.
7. No, there is no elected faculty rep for non-tenured faculty

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Received: from mhub0.tc.umn.edu by mailbox.mail.umn.edu; Fri, 26 Jul 96 16:07:07
Return-Path: <jgarrard@maroon.tc.umn.edu>
Received: from maroon.tc.umn.edu by mhub0.tc.umn.edu; Fri, 26 Jul 96 16:56:33 -0
Received: from x244-58.hsr.umn.edu by maroon.tc.umn.edu; Fri, 26 Jul 96 16:56:32
From: "Judith Garrard" <jgarrard@maroon.tc.umn.edu>
Reply-To: "Judith Garrard" <jgarrard@maroon.tc.umn.edu>
To: courtney
Subject: No Subject
Message-Id: <31f93f1174ed706@mhub0.tc.umn.edu>
Date: Fri, 26 Jul 96 16:56:33 -0500

To: Vickie
>From Judy Garrard

MY ANSWERS ARE IN CAPS.

1. Do you have a constitution? If so, does it include a faculty governance structure?

YES, AND IT DOES INCLUDE A FAUCLTY GOVERNANCE STRUCTURE.

2. Are there elected FCC members at the school/unit level?

YES

3. Are you members of the school/unit policy council?

YES

a. Who sets the agenda for the school/unit policy council meetings?

THE DEAN, BUT SHE'S VERY CAREFUL TO ASK ALL MEMBERS FOR ADDITIONAL AGNEDA ITEMS

b. Who is responsible for the minutes?

DEANS SECRETARY

4. Do you have school/unit-wide faculty meetings? If so, how often?

YES, QUARTERLY

a. Who sets the agenda for the school/unit-wide faculty meetings?

DEAN AND FACULTY

b. Who is responsible for the minutes?

DEAN'S SECRETARY

5. Do the University senators of your school/unit meet as a group?

YES

a. Who sets the agenda for the senators meeting?

INFORMAL, THERE IS NO SET AGENDA

b. Who is responsible for the minutes?

WE DON'T HAVE MINUTES

6. Do the school/unit FCC members and the University senators of your school/unit meet as a group?

YES, WE HAVE THIS YEAR

7. Is there an elected faculty representative for non tenured faculty?

NO, I DON'T THINK SO.

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University Senate

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August 1, 1996

TO: AHC FCC Members
FROM: Vickie Courtney
RE: Materials from Meetings on August 1

Please find enclosed a memo from Carole Bland to the QRTC Tenure and Governance Committee and a draft of the AHC Senate Constitution and Bylaws. This was discussed at the meeting today with the QRTC but was not distributed. The student piece is also attached. For those of you who were unable to attend the meeting with the QRTC, the working draft of the outline of key aspects of rationale, constitution, and bylaws was distributed and discussed as well as the memo to Carole Bland and Stan Erlandsen (enclosed to those who were not present).

Also enclosed (for those not present) is a document regarding the consultative process for development of AHC strategic goals and initiatives presented to the committee by Provost Cerra. As you see from his memo, he would like feedback, concerns, and recommendations from the AHC FCC and would like to have a meeting with you the first week of September. I am in the process of setting that up.

Thanks and if you have a questions, you may call me (5-4805) or email (courtney@mailbox.mail.umn.edu).

Enclosures

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July 15, 1996

TO: QRTC Tenure and Governance Committee

FROM: Carole Bland

RR: Draft of AHC Senate Constitution and Bylaws

Enclosed is a draft of the AHC Senate Constitution and Bylaws for discussion at our Thursday Meeting. As the subcommittee on governance discussed the characteristics we thought made an effective senate, we found we basically described what exists in the University Senate. Thus, we took the University Senate Constitution and Bylaws document and modified it to create the AHC Senate document attached. Much thanks goes to Phyllis, Dick Poppele, and Mike for their work on this document. Please read the enclosed and be prepared to discuss it.

In addition to details throughout the document, there are several overarching issues that we should address.

1. Who is defined as a faculty member and thus eligible to serve on the faculty AHC? As you know, the university senate recognizes only faculty on regular tracks. Professional Academics are also eligible if they have been at the University for 5 years. Phyllis points out that we have many faculty on other tracks and that we may want to include them in the senate.
2. How large of a senate do we want? What formula makes sense for electing faculty to the AHC senate. Phyllis questions if the 1 per 20 formula of the University senate is appropriate. That formula results in 40 some senators from the AHC.

I suggest that we not only use the University formula but in fact have the senators elected to the University-wide senate also serve as the senators of the AHC. In that way, we link the two governing bodies and make the role of senator more meaningful. However, it also increases the number of meetings the senators would be expected to attend.

This would also result in the Twin Cities Medical School having the majority of the members in the AHC senate. This does, however, reflect the difference in numbers of faculty in the AHC schools. The Provostal Consultative Committee of 8, on the other hand, has one member per school, except 2 from the Twin Cities Medical School. Thus, between the Senate and the Provostal Committee we have, perhaps, a balanced representative system

similar to a house of representative and a senate. In addition, some of the proposed committees of the AHC senate, e.g., Educational Policy, have requirements for representatives from each college.

3. We have a similar question regarding number and membership on the committees.

4. Do we have the right standing committees? Dick has added a clinical committee and deleted others whose areas are perhaps best addressed by University-wide committees.

5. How do we want to include students? Paralleling the University model on this feature seems a bit much. That is, the University senate has a separate student senate, faculty senate, and then a combined senate with each of these have their own set of committees. I met with student representatives on Saturday to talk with them about this: Jeannine Pluhar (Pharmacy) and Katherine James (Veterinary Medicine). They suggest that since there is a separate Student Provostal Consultative Committee that can address unique student concerns and that provides student access to the Provost that we combine the students and faculty into one senate. They plan to use the University student senators as the senators for the AHC senate. The students I met with on Saturday will participate in our meeting on Thursday and will be offering suggestions for handling section referring to students.

6. Finally, we need to identify the process for gathering input from other constituencies on the design of the governance system. Groups that come to mind are: the Provost, The Deans, the University Senate consultative committee, The AHC consultative committee, AHC senators, and College senates.

I look forward to hearing from you next week and to seeing you on Thursday.

P.S. To Dick Poppele, Phyllis, and Mike, Please use this as the attached document to look at for Thursday. This version is considerably cleaned up from the one I sent you last week (e.g., removed duplicated sections), has changes you guys suggested as well as changes based on my meeting with the students, and new language for the consultative committees.

ACADEMIC HEALTH CENTER SENATE CONSTITUTION, BYLAWS, AND RULES

QRTC Committee on Tenure and Governance

Draft July 15, 1996¹

NOTE TO QRTC SUBCOMMITTEE OF T & G ON GOVERNANCE: THROUGHOUT THIS DOCUMENT MY COMMENTS ARE IN CAPS. PHYLLIS' ARE IN ITALICS. CJB

¹ Only constitution and Bylaws in this draft. Rules not yet written

ACADEMIC HEALTH CENTER SENATE

RATIONALE FOR ACADEMIC HEALTH CENTER SENATE

University governance as a joint effort of governing board members, administrators, faculty members, students and staff has a long history. Writers attribute this form of governance to the unique nature of Universities. Although Universities share much in common with other organizations in industry, business, or government, they also have certain critical distinguishing characteristics that affect their decision processes, and, thus the shape of their governance structure. The most distinctive characteristics include: vague and ambiguous goals; clients who have highly varied needs and demand input into decision making processes; and a highly skilled professional staff to meet client needs.

How does a University work when its goals are unclear, its service is directed to demanding clients, and it can not use routinized methods or standardized technology to meet client needs? Rather than subdividing complicated tasks into a routine set of procedures that can be handled by less skilled workers, universities use professionals to perform a broad range of complex tasks. However, professionals demand autonomy in their work, bring a strong set of professional values to the organization, demand peer evaluation, and expect a voice in the direction and procedures of their organization. As a result, a purely bureaucratic structure does not work with colleges and universities, especially not in 'multiversities' which have multiple goals and are dominated by highly trained, entrepreneurial, forceful faculty members. Rather, a form of joint decision making has evolved that seems to serve best the unique characteristics of a University. Governance through joint decision making was outlined best in the Statement on Government of Colleges and Universities (1967) written by three groups: 1) American Association of University Professors, 2) American Council on Education and 3) the Association of Governing Boards of Universities and Colleges. It is based on the premise that...

'The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students and others. This relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort. Joint effort in an academic institution will take a variety of forms appropriate to the kinds of situations encountered. In some instances, an initial exploration or recommendation will be made by the president with consideration by the faculty at a later stage; in other instances, a first and essentially definitive recommendation will be made by the faculty, subject to the endorsement of the president and the governing board. In still others, a substantive contribution can be made when student leaders are responsibly involved in the process.' (p 158)

This document further defines the joint decision making process by suggesting that there are areas in which the governing board, president, provost, or faculty, respectively, have primary responsibility. For example, faculty are typically described as having primary responsibility in areas such as:

'...curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational processes. On these matters it is suggested that the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty.' (p 161)

The governance system should acknowledge and delineate these areas of primary responsibility for the initiation and formulation of policy or action, and it should also ensure an effective communication between faculty and administration at each level of the process. Policy formulation and decision making by the faculty are basically "bottom-up" processes, while administrative decisions are basically "top-down". The communication between faculty and administration should provide for checks and

balances and ensure efficient governance in both types of decision process.

Thus, areas of primary responsibility do not imply sole responsibility. In fact, more recent writings on University governance have argued against trying to assign certain decision areas to faculty and others to administration. These authors acknowledge that it certainly makes sense to have faculty be primarily responsible in their areas of expertise, e.g. curriculum and research, but they note that it is equally important that faculty participate in resource allocation decisions. Budgetary decisions ultimately affect academic areas in which faculty have a large degree of responsibility (e.g., Dimond, 1991).

RATIONALE FOR ACADEMIC HEALTH CENTER GOVERNANCE

How does a University or provostal area efficiently and effectively govern itself through including all its constituencies in 'joint decision making' as described above? In fact, most Universities and Colleges do this with varying structures and varying success. However, in a study of four campuses on the sharing of authority, The University of Minnesota was described as having an effectively functioning joint-participation model (McConnell, 1977). The joint participation model involves frequent and meaningful collaboration among administration, Regents, faculty, P&A staff, civil service and collective bargaining units at the University of Minnesota. It is the University Senate that provides the mechanism for faculty, student and some P & A staff to participate in University-wide joint governance. SIMILARLY, THE ACADEMIC HEALTH CENTER SENATE WILL SERVE THESE ROLES FOR THIS PROVOSTAL AREA.

The basic structure of the University Senate -- AND THE ACADEMIC HEALTH CENTER SENATE -- includes an elected body to consult with and recommend policy and actions to the President (FOR THE AHC, THE PROVOST) of the University. The Senate functions through its standing committees which deal with specific areas of the educational, research and personnel areas of University OR PROVOST activity. The relationship is similar to that of a national or state government between the executive branch and legislative branch. In addition the university has a grievance structure that serves the role of the judicial branch. The same basic structure as the University Senate also functions at the collegiate level with college assemblies that consult with and recommend policy and action to the deans. This organization is primarily concerned with policies and decisions that affect the operation and mission of the college.

Thus, the proposal for an AHC Senate is partially modeled on the University of Minnesota Senate and on writings about effective University governance (see references). It is proposed to serve the same consultation and policy recommendation functions for issues that affect the mission of the AHC. The proposal outlined below describes the proposed AHC Senate, including its: relationship to other governing bodies; characteristics; committee structure; functions and membership.

BENEFITS OF AHC JOINT GOVERNANCE

Joint governance of the AHC by administrators, faculty members, students, and staff has the following benefits:

1. It marshals the brain power of all constituencies to arrive at optimal decisions for the complex problems of the AHC. Having an effective senate spreads the work of administration. The AHC has a considerable brain trust in its faculty members. Putting these people to work in developing policies for the AHC or in providing consultation allows administrators both to access this brain trust and to spread some of the work of administration.

2. It builds ownership for decisions and recommendations among the faculty staff, and students, and enfranchises them.
3. It provides a communication mechanism for faculty, staff, students, and administrators.
4. It increases leadership capacity. In recent history there are examples of University Administrators who developed many of their leadership skills and broader understandings through their senate work. For example, Mario Bognanno, Associate to the President, Phil Shively, Provost of Arts, Sciences, and Engineering, Mark Brenner, Vice President of Research; all in their faculty roles previously served as chairs of the Senate Consultative Committee. Also, when the Law school needed an interim dean they turned to Fred Morrison who has served many times in the University Senate, particularly in the tenure subcommittee and the senate judicial committee. Also, Karen Seashore-Lewis, another former chair of the Senate Consultative Committee, is now an associate dean in the college of education. There are other examples of leaders who develop many of their skills through their work in the senate and who have taken these skills to other positions, such as Shirley Clark, who served as our Interim Vice President for Academic Affairs and who now is the Vice President for Academic Affairs in the Oregon State University System. Finally, and most importantly, senate governance builds leadership skills and broad understandings among faculty, staff, and students that serve them well in these roles, or in national associations, or in community outreach, and so on. **PARTICIPATION BY STUDENTS SIMILARLY BUILDS THEIR LEADERSHIP CAPACITY.**
5. Finally, a strong faculty/STUDENT consultation system can strengthen the hand of administrators when they speak with other authorities such as Regents, funding agencies, or legislators.

PURPOSE OF THE ACADEMIC HEALTH CENTER SENATE

The Academic Health Center (AHC) Senate will provide a mechanism for faculty, staff, and students to participate in the joint governance of the AHC. The primary purposes of the Senate will serve in the joint governance of the AHC are three:

- 1) to recommend policies and actions to administration.
- 2) to provide consultation to administration.
- 3) **TO PROVIDE A MECHANISM FOR FACULTY, STAFF, AND STUDENTS TO COLLABORATIVELY DEVELOP POLICIES, POSITIONS, AND ACTIONS.**

Policy recommendation will come from the AHC Senate as a whole, but this group is much too large to serve in a consultant role. However, the policies it recommends will be developed by appropriate AHC committees, which, as explained below, will usually involve joint work by senators and administrators. Consultation will be the primary function of most AHC senate committees, particularly the provostal senate consultative committee. In general it is anticipated that some AHC policy and action decisions will be made primarily by the Provost in a "top-down" process, while others will involve the faculty in a "bottom-up" process.

An example of how decision-making might work in the "bottom-up" mode is illustrated by issues related to educational policy:

The initiation of curricular changes and the development and implementation of educational policy is primarily a faculty function. Education and curricular issues or objectives may also emerge from AHC long-range planning as a result of the strategic planning process. The faculty at the departmental and collegiate levels would be primarily involved in the implementation of these AHC

objectives. Issues that involve coordination across colleges (e.g. semester conversion, or service courses) would be brought to an AHC senate committee. However there would be administrative involvement at each level to ensure compatibility with available resources, since mission objectives must also be compatible with budgetary objectives.

An example of how the system might work in the "top-down" mode is given by the decision-making for primarily budgetary issues:

Basic budgetary objectives and proposals are established administratively at the Provost level. These issues may also emerge from the planning process, and they are also a part of an annual administrative cycle. The priorities inherent in budgetary proposals must be subject to appropriate faculty review to ensure their compatibility with mission objectives. For example, a proposal concerning overall salary levels could impact seriously on plans to recruit new faculty or implement a new educational program. This review might lead to a final agreement at the AHC senate level, but it would also involve affected faculty at collegiate and departmental levels VIA THEIR REPRESENTATIVES ON AHC COMMITTEES (SUCH AS FACULTY AFFAIRS, FINANCE, CONSULTATIVE) AND ON THE SENATE. The point is that budgetary decisions must be made on more than just budgetary considerations.

ACADEMIC HEALTH CENTER SENATE CONSTITUTION

ARTICLE I. GENERAL POWERS

1. Distribution of Powers Delegated by the Board of Regents

Consistent with actions and policies by the regents of the University of Minnesota, all matters relating to the educational and administrative affairs of the University are herein committed to the president, the University Senate, and the several faculties. THE UNIVERSITY SENATE HAS THE POWER TO RECOGNIZE CAMPUS ASSEMBLIES [AND PROVOSTAL SENATES] AS OFFICIAL CAMPUS LEGISLATIVE AND POLICY-MAKING BODIES AND, UPON SO DOING, SUCH ORGANIZATION SHALL HAVE ALL POWERS PERMITTED THE CAMPUS [PROVOSTAL] ASSEMBLY IN THE UNIVERSTIY SENATE CONSTITUTION AND BYLAWS.--TAKEN FROM PAGE TWO OF THE SENATE CONSTITUTION.

ARTICLE II. PRESIDENT OF THE UNIVERSITY

1. Position and Authority OF THE PRESIDENT

The president of the University shall be the representative of the regents, the University Senate, the faculties, and the students, and the chief executive officer of the University. The president shall have general administrative authority over University affairs. The president may suspend action taken by any senate, by any campus assembly, by any college faculty, or by any student constituency and ask for a reconsideration of such action. If the president and a senate, a campus assembly, a college faculty, or a student constituency do not reach agreement on the action, the question may be appealed to the regents by the president, or by any senate, or any campus assembly, or college faculty, or student constituency. The president, as chief executive officer of the University, shall have final authority to make budgetary recommendations to the regents. However, in view of the necessary weighing of educational policies and objectives involved, the president shall consult with and ask for the recommendations of other academic officers and the Senate Consultative Committee concerning such budgetary recommendations as materially affect the University as a whole.

2. POSITION AND AUTHORITY OF THE PROVOST OF THE ACADEMIC HEALTH CENTER

THE PROVOST OF THE ACADEMIC HEALTH CENTER HOLDS THE SAME POSITION AND AUTHORITY IN RELATION TO THE HEALTH CENTER AS THE DESCRIBED ABOVE FOR THE PRESIDENT IN RELATION TO THE UNIVERSITY AS A WHOLE.

Colleagues: My assignment was to adapt Articles III, V and VII of the University Senate document for our use in the AHC. My adaptation follows, with comments either explaining the changes I made or raising issues for discussion.

Phyllis

ARTICLE III. AHC SENATE

1. Membership

The AHC Senate shall be composed of the following voting members: (a) the provost of the Academic Health Center; (b) members of the [STUDENT AND FACULTY] Provostal Consultative Committee; and (c) the elected faculty, academic professional, civil service [I WOULD REMOVE CIVIL SERVICE] and student representatives of the AHC's constituent colleges and schools TO THE UNIVERSITY-WIDE SENATE. Academic officers with class titles 9302-9329 shall serve as ex officio nonvoting members.

Do we need/ want to parallel the whole University structure -- i.e., Faculty senate, Student senate etc. in addition to the AHC senate and the school-specific structures? Seems like a lot of governance. In my revisions of this section, I worked on the assumption that we would not also have an overall AHC faculty senate and student senate, in addition to the AHC senate and all of the individual college governance bodies. It seems like too many levels of governance. What is lacking, then, is some linkage between the AHC Senate and the specific college governance structures, both faculty and student.

Could we turn the new provostial advisory council into a structure equivalent to the SCC and automatically include them in the Senate? [YES]

Why not include civil service along with other classes of employees? I don't see why they should be omitted, but there are some issues surrounding bargaining unit employees and their participation in governance. [DO NOT INCLUDE - THESE EMPLOYEES HAVE OTHER MECHANISMS FOR PARTICIPATION.]

Class title 9302-9329 includes Deans, Associate Deans and Assistant Deans; it would presumably also include vice-provosts etc. I think this language would include the new vice-provost positions as ex officio Senate members. I don't have a problem with that, as long as they are not voting members.

2. Powers in General

The AHC Senate shall have general legislative authority over educational matters concerning more than one school or college within the Academic Health Center, but not over the internal affairs of a single school or college, except where these materially affect the interests of the AHC as a whole or the interests of other colleges or schools. THESE INCLUDE BUT ARE NOT LIMITED TO POLICIES CONCERNING CURRICULUM, FACULTY APPOINTMENT AND MATTERS WITHIN THE JURISDICTION OF FACULTY AFFAIRS, AND MATTER WITHIN THE JURISDICTION OF CLINICAL AFFAIRS.

This wording which assigns authority only over "educational matters" is taken directly from the University Senate document. I am not fully convinced it captures the breadth of powers one might want to assign to the Senate, but I don't have any substitute language to offer.

3. Allocation of Functions and Powers

[I wasn't sure how the parallel section should read: it depends on whether we want to specify a structure that includes a student senate. If we don't do that, we may not need this section at all.] I AGREE WITH PHYLLIS THAT DEPENDING ON HOW THE STUDENTS ARE INCLUDED IN GOVERNANCE WE MAY NOT NEED THE FOLLOWING SECTION. BUT I PUT IT BACK IN FOR NOW SO THAT THE READER WOULD KNOW WHAT WAS REMOVED. THE REMOVED SECTION IS ALL THE

FOLLOWING UP TO 4. ELECTION OF AHC SENATE MEMBERS.

- a. The University Senate shall perform all functions and exercise all powers described in Section 2 of this article which are not specifically delegated to the Faculty Senate or to the Student Senate.
- b. Upon recommendation of the Senate Consultative Committee, the University Senate may delegate particular functions for exclusive action by either the Faculty Senate or the Student Senate.
- c. In general, functions allocated to the Student Senate shall include but not be limited to matters in the area of student government, student organizations, and student publications.
- d. In general, functions allocated to the Faculty Senate shall include but not be limited to accreditation, designation and granting of University honors, policies concerning faculty appointment and tenure, and matters within the jurisdiction of the Faculty Affairs and Judicial Committees.
- e. In case of disagreement by the Faculty Consultative Committee or the Student Consultative Committee with a decision of the Senate Consultative Committee concerning the allocation of functions, either committee may refer the matter to the University Senate for resolution.

4. Election of AHC Senate Members

a. IF WE GO WITH MY SUGGESTION OF USING UNIVERSITY-WIDE AHC SENATORS, WE REMOVE THIS SECTION UP TO 5. REMOVAL FOR NEGLECT OF MEETINGS. The elected representatives of the faculty and academic professionals [this refers to academic professionals as defined by the Board of Regents --"Academic professionals generally parallel disciplinary faculty in having the requisite preparation and specialized knowledge in an academic discipline or field on which practice is based and in exercising independent judgment. These individuals are not engaged in full-time teaching and scholarly work, as are faculty, but rather are assigned to duties enhancing the research, teaching, and service functions of the University..."] to the University Senate shall be chosen by secret ballot by the faculty and academic professionals of the several institutes, colleges, or schools of collegiate rank. The faculty and academic professionals of each of these collegiate units shall include professors, associate professors, assistant professors, or instructors on full-time appointments and campus-based academic professionals holding continuous and probationary appointments. Also included are campus-based academic professionals with fixed term or annual appointments having completed five years of service at the University.

These faculty and academic professionals shall jointly elect from their rank (professors, associate professors, assistant professors, instructors, and academic professionals) one AHC Senate member for the initial twenty of their members or any fraction of that number holding such rank and one additional Senate member for each additional twenty of the members or major fraction thereof. Units having more than six faculty/academic professional representatives to the AHC Senate may choose to restructure themselves into smaller constituencies for voting purposes. For the purpose of electing representatives to the Senate, the members of each faculty holding the rank of instructor (including research fellows) and above shall be eligible to vote. Academic professionals eligible to serve in the Senate shall be eligible to vote.

In re-writing this section, I took out all of the references to only counting "regular" faculty and just said faculty. I think we still need to examine this issue. The AHC has many faculty who have been here for years and are an integral part of the educational and research mission -- but who aren't "regular"

faculty, in the tenure code sense of the word. Somehow we need to account for and include people in these groups of faculty -- they make up a numerically and academically important part of the AHC. We may want to define faculty in terms of percent effort with the University, for example, in order not to over-weigh the votes of people who are part-time or hold primary appointments elsewhere.

Also, we may want to re-think the one representative to twenty faculty members ratio, which is what the University Senate uses-- how big a senate do we want? What is the optimal size?

b. The elected representatives of the students to the AHC Senate shall be chosen by secret ballot by the student constituency enrolled in the several colleges or schools as specified in the bylaws. There shall be one student member for each initial NNN full-time students or fraction thereof in each student constituency plus one additional student senator for each additional NNN full-time students or major fraction thereof in such constituency.

It's not clear to me how many student representatives the various units should have. One per thousand students enrolled (which is the rule in the University Senate document) is too low for use in our situation; most of our schools are small.

Full-time students in each institute, college, or school shall be eligible to vote and to serve on the Senate. Each institute, college, or school shall establish its own procedures to determine qualification as a full-time student.

I took out a lot of language here defining full-time. Our various schools differ a bit on how this is treated and should probably each set their own rules for this. Also, the University Senate document differentiates undergraduate and graduate students; we have undergraduate, graduate and professional students with slightly different agendas. Do we need to differentiate these, in terms of their representation on the Senate?

c. Academic officers with class titles 9302-9329 shall not be eligible for election to the Senate as members of the faculties under "a" hereof.

This takes out the deans, provosts, vice-provosts etc. but leaves department chairs eligible to serve.

d. The Provostal Consultative Committee shall determine the school membership of any academic staff member or student for purposes of voting for members of and serving as a representative in the Senate.

This one doesn't work unless we decide we want to define a Senate Consultative Committee.

e. Elections to the Senate shall be held no later than the 20th day of May. One third, or as near to one third as arithmetically possible, of the faculty/academic professional representatives of each institute, college, or school shall be elected each year by each institute, college, or school.

All faculty/academic professional members elected to the Senate shall begin service on July 1 and shall serve for three years and/or until their successors shall be elected and qualified. Elected faculty/academic professional members of the Senate shall not serve more than four consecutive years, and shall be eligible for reelection only after a one-year interval of nonmembership in the Senate.

All student representatives shall be elected for one-year terms and may be re-elected. No student representative may serve more than three consecutive terms.

To continue to serve, a faculty/academic professional representative must be currently a

member of his or her faculty. To continue to serve, a student representative must continue to meet the requirements for election identified under "b" hereof.

Again, I took out language specifying "regular" faculty member, but we may want to substitute something about the percent of the appointment.

f. The faculty/academic professional and student constituencies of each college or school shall either elect a pool of alternate representatives or define the pool to be those eligible to vote for senators. The faculty/academic professionals and the students of each college or school shall specify one of these procedures for selecting a pool of alternates in their respective constitutions. If the alternates are to be elected, then the constitution of the institute, college, or school shall specify the number to be elected and their term in office, and they shall be elected at the same time and in the same manner as representatives. If a constitution does not exist or does not specify the method of selecting the pool of alternates, the student board or the faculty body of the unit shall determine which method shall be used.

A representative may designate anyone from the appropriate unit pool to serve as an alternate in the representative's absence by providing written notice to the clerk of the AHC Senate prior to the commencement of any meeting of the Senate.

5. Removal for Neglect of Meetings

a. A member of the AHC Senate shall be said to have neglected a meeting if the member does not attend and does not provide an alternate and does not notify the clerk, in writing, of the impending absence.

b. A member of the AHC Senate shall forfeit membership by neglecting three consecutive meetings.

This is changed from the University Senate procedures, which specify different rules for faculty and students.

c. The clerk of the Senate shall notify any member who will forfeit AHC Senate membership by neglecting the next meeting of the Senate.

d. The RESPECTIVE STUDENT OR FACULTY Provostal Consultative Committee shall determine the school membership of any academic staff member or student for purposes of voting for members of and serving as a representative in the Senate.

e. A member whose membership has been forfeited may appeal to the Provostal Consultative Committee for reinstatement.

Again, in (d) and (e) I just substituted the Provostal Consultative Committee for the SCC.

6. AHC Senate Officers

a. The provost of the AHC shall chair the AHC Senate. A vice chair shall be elected by the Senate at its first meeting the academic year from among its current members for a term of one year and shall be eligible for reelection. The provost, with the consent of the Senate, shall appoint a clerk and a parliamentarian of the Senate (non-members of the Senate), whose duties shall be prescribed in the Senate Bylaws.

Paragraphs b and c of this section describe the officers of the student senate and the faculty senate. The University document refers to the vice chair being elected "at the first meeting in the spring" but since the new members take office in July, I'm not sure I understand that logic. So I took it out.

7. AHC Senate Agenda and Minutes

The agenda of each AHC Senate meeting shall be distributed in advance to all Senate members, to all faculty/academic professional members entitled to vote for Senate members, to members of all committees of the Senate, and to the students and others in such manner as the Senate may direct. The minutes of Senate meetings shall be distributed in like manner. Matters under Senate jurisdiction, including proposed amendments to this Constitution or Bylaws, may be submitted by any committee of the Senate or any Senate member.

8. AHC Senate Meetings--Call--Quorum

The AHC Senate shall hold regular meetings, at least once in each quarter of the academic year, at a time and place determined by the provost. Special meetings of the AHC Senate may be held upon the call of the provost or upon request of the appropriate Consultative Committee, or upon written request of ten members of the Senate in question.

At any regular or special meeting of any Senate, a majority of its membership shall constitute a quorum. Any member of the faculty and any student or academic professional eligible to vote for senators may be admitted to AHC Senate meetings and shall be entitled to speak at the discretion of the Senate. Only elected Senate members (or their designated alternates) and, in the case of a tie, the presiding officer, shall be entitled to vote.

ARTICLE IV. COMMITTEES OF THE ACADEMIC HEALTH CENTER SENATE

The committees of the AHC Senate shall be (1) Senate committees and (2) Subcommittees of Senate committees. The Senate also may create Special committees.

1. Senate Committees

AN AHC Senate committee is any committee to which the AHC Senate delegates responsibilities in broad areas of AHC concern and whose reports are made directly to the AHC Senate. Membership of all Senate committees and procedures for electing or appointing members are described in the Bylaws. The AHC Senate by appropriate bylaws may create or terminate Senate committees vested with such responsibilities as the Senate has the power to confer.

2. Subcommittees of Senate Committees

Senate committees may appoint subcommittees as necessary to assist with their responsibilities. Membership of subcommittees need not be limited to members of the parent committee. Subcommittee memberships shall have approximately the same ratio of faculty/academic professionals, students, civil service, and alumni as the parent committee and shall include ex officio representation as appropriate. If an exception is necessary, the parent committee shall consult with the Committee on Committees. The Committee on Committees shall also serve as a resource for, or source of, subcommittee nominations and shall appoint members to standing subcommittees. Civil service and alumni shall be represented on subcommittees where appropriate.

3. Special Committees

Special committees may be created to study and make recommendations on special topics within the areas of concern to the AHC Senate. Special committees may be created or terminated either by the AHC Senate or by the AHC Consultative Committee. Whenever the task of a special committee falls within the duties and responsibilities of a committee of the AHC Senate, the special committee shall make interim and final reports to that committee. If the task assigned to the special committee does not fall within the duties and responsibilities of an existing committee of the Senate, the special committee shall make interim and final reports to the AHC Consultative Committee. The membership of a special committee shall consist of (a) representatives of the committee of the Senate to which it reports, and (b) such other members as the task of the special committee requires.

ARTICLE V. GOVERNMENT OF THE COLLEGES AND SCHOOLS

1. Composition

The government of each institute, college, or school of collegiate rank shall be vested in the president, provosts, deans, professors, associate professors, assistant professors (including research associates), and instructors (including research fellows) and student and other group representatives, if any. *Each department or division giving instruction in another institute, college, or school may be represented on the faculty of that institute, college, or school by one or more members.* Each institute, college, or school of collegiate rank shall determine its own governing rules and policies including methods of selecting faculty, student, and other group representatives, if any, for its government.

The italicized words above are ones that I questioned -- do we want to include those phrases?

2. Powers

Such government shall control the internal affairs and policies of its own institute, college, or school, including entrance requirements, curricula, instruction, examinations, grading, degrees, and academic disciplinary matters, except as provided in Article III, Section 2.

ARTICLE VII. JURISDICTIONAL QUESTIONS

1. Intercollege Controversies

Controversies arising between colleges or schools within the AHC may be presented, after mutual conference, to a special committee appointed by the provost and confirmed by the AHC Senate. If the special committee is unable to arrange a mutually agreeable solution to the problem in question, the matter shall be placed on the agenda of the next regular or special meeting of the AHC Senate for decision. The Senate's decision may be appealed to the provost.

2. Controversies Between the AHC Senate and Colleges or Schools

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

ARTICLE VIII. AMENDING PROCEDURE

An amendment to this Constitution shall be approved either by a two-thirds majority of all voting members of the AHC Senate at a regular or special meeting, or by a majority of all voting members of

the Senate at each of two meetings, the second of which shall be the next regular meeting; and provided the proposed amendment has been distributed, in writing, to the persons and in the manner provided in Article III, Section 7, for distribution of the Senate agenda, at least ten days prior to the date of the vote on the approval of the proposed amendment. An amendment shall be effective following approval by the AHC, University Senate and by the Board of Regents.

ARTICLE IX. BYLAWS

The AHC Senate may enact or amend its Bylaws by majority vote of the total membership of the Senate provided the proposed change has been submitted, in writing, to each member of the Senate at least ten days prior to the date of the vote on the approval of the proposed change.

ARTICLE X. EFFECTIVE DATE OF CONSTITUTION

This Constitution shall take effect following its approval by the Board of Regents.

DRAFT BYLAWS FOR ACADEMIC HEALTH CENTER SENATE TAKEN FROM THE CURRENT RULES OF THE CAMPUS ASSEMBLY AND UNIVERSITY SENATE. ALL MEMBERSHIP NUMBERS CURRENTLY = X

THE BYLAWS WERE REVISED FROM THE SENATE BYLAWS BY DICK. YOU WILL SEE IN HIS NOTE THAT FOLLOWS THAT HE LEFT OUT SOME OF THE COMMITTEES LISTED IN THAT DOCUMENT. I THINK HE LEFT OUT COMMITTEES WHOSE ISSUES ARE PROBABLY ALL APPROPRIATELY HANDLED AT THE UNIVERSITY SENATE LEVEL, E.G., ALL-UNIVERSITY HONORS COMMITTEE AND DISABILITIES ISSUES COMMITTEE. THE ONE COMMITTEE I WOULD SUGGEST WE PUT BACK IN IS COMPUTING AND INFORMATION SYSTEMS COMMITTEE. ALSO NOTE THAT DICK HAS PLACED AN X WHERE NUMBERS WOULD APPEAR PENDING OUR DISCUSSION OF HOW THE NUMBERS OF MEMBERS FOR EACH COMMITTEE WILL BE DECIDED. YOU MAY WISH TO LOOK BACK AT THE UNIVERSITY DOCUMENT TO SEE THE NUMBERS IN IT. FINALLY, DICK MADE QUITE SIGNIFICANT MODIFICATIONS IN THE DUTIES AND RESPONSIBILITIES OF THE COMMITTEES FROM WHAT IS IN THE SENATE DOCUMENT. I AGREE WITH HIS MODIFICATIONS, ACCEPT WHERE NOTED. BUT, YOU MAY WANT TO COMPARE THIS TO THE ORIGINAL DOCUMENT. THE FOLLOWING IS THE NOTE FROM DICK.

This is a draft for discussion. Some items are included only in outline, e.g. Clinical Affairs Committee, and others may need to be amended, redone, or we may want to recommend fewer committees or more.

ARTICLE I. ACADEMIC HEALTH CENTER SENATE MEMBERSHIP, ELECTIONS, AND OFFICERS

1. Voting Units

For the purpose of electing representatives and alternate representatives, if any, to the Academic Health Center Senate, qualified faculty members, academic professionals, and students shall vote as faculty/academic professional members or students within each of the following:

Dentistry, Medical School, Nursing, Pharmacy, Public Health, Mortuary Science, Veterinary Medicine, UMD Medical School, Biological Sciences, Graduate School (Interdisciplinary Graduate Programs). DICK HAS ADDED TO THIS LIST UNITS THAT ARE NOT RECOGNIZED AS SCHOOLS OR COLLEGES. I RECOMMEND THAT WE FOLLOW THE UNIVERSITY SENATE MODEL AND USE OUR 7 COLLEGES/SCHOOLS AS THE UNITS FROM WHICH MEMBERS ARE ELECTED. THOSE ARE MEDICINE (TC), MEDICINE (DULUTH), PHARMACY, NURSING, PUBLIC HEALTH, AND VET. MED.

2. Faculty/Academic Professional Elections

AGAIN, I RECOMMEND WE SIMPLY USE UNIVERSITY-WIDE ELECTED SENATORS. THUS, WE WOULD DELETE THE FOLLOWING AS WELL AS 3. STUDENT ELECTIONS, 4. AND 5. The elected representatives of the faculties shall be elected in accordance with the following procedures:

- a. Each spring before May 1, the clerk of the Academic Health Center Senate shall prepare for each

faculty/academic professional unit listed in Section 1 of this Article a list of all persons in that unit who, as of March 31, are entitled to vote for Senate members, and shall send the appropriate number of copies thereof to the administrative head of each unit.

b. Between May 1 and May 20, each unit listed in Section 1 of this Article shall conduct an election for Senate members and alternate members, if any. Each unit shall establish its own procedures for conducting its elections. The results of the elections shall be mailed to the clerk of the Senate not later than May 23.

c. The names of the Senate members and alternate members elected for the coming year shall be reported in the minutes of the last regular meeting of the current year.

3. Student Elections

The elected representatives of the students in the Academic Health Center shall be elected in accordance with the procedures set forth for the University Senate.

4. Vacancies

Faculty/academic professional and student vacancies in the Senate shall be filled in accordance with procedures determined by the constituencies of the relevant voting unit.

5. Non-Affiliation with a Voting Unit

Any person eligible to vote for members of the Senate under the provisions of Article III, Section 4, of the Senate Constitution, but not attached to any voting unit designated in Section 1 of this Article, may apply in writing to the Senate Consultative Committee I HAVE BEEN USING SENATE AND PROVOSTAL CONSULTATIVE COMMITTEE INTERCHANGEABLY. WHEN THE SEPARATE CONSULTATIVE COMMITTEES COME TOGETHER THEY ARE CALLED THE SENATE CONSULTATIVE COMMITTEE for a determination of his or her status for voting for members of the Senate. It shall be a duty of the Senate Consultative Committee to classify such a person with one of the voting units specified in Article I, Section 1, of these Bylaws.

6. Clerk

The clerk of each Senate shall be the custodian of its records, shall prepare and circulate the agenda and minutes of Senate meetings as directed by the appropriate Senate Consultative Committee, and shall perform such additional functions as shall be assigned to the clerk in the Bylaws, in the Rules, or by the Provost.

7. Parliamentarian

The parliamentarian shall advise the presiding officer or, upon request, any member of the Senate on matters pertaining to parliamentary procedure. Parliamentary authority for the Senate shall be Robert's Rules of Order Newly Revised, provided these rules are not in conflict with the Senate constitution or bylaws.

ARTICLE II. RULES FOR COMMITTEES OF THE ACADEMIC HEALTH CENTER SENATE

1. All committees of the Senate shall keep records of their meetings and proceedings. Copies of these records shall be placed on file with the clerk of the Senate and shall be available for inspection. Portions

of minutes that contain private data about individuals are accessible only to the subject of the data and to University employees whose work assignments reasonably require access to the information. In cases where provision has thus been made for confidential treatment of committee minutes, the committee involved shall prepare and file with the clerk of the Senate a version of the minutes of the committee meetings that contains all information other than detailed information about individuals. [Refer to Guidelines for University Senate Committee Minutes.]

2. Any committee of the Senate may be required, upon a majority vote of the members of the Senate present and voting, to report to the Senate at its next meeting.
3. An ex officio member of any committee of the Senate shall not be entitled to vote as a member of the committee, unless provided for in the Senate Constitution or Bylaws.
4. Faculty/academic professional appointments to committees of the Senate normally shall be made for terms of three years with appointments so adjusted that the terms of approximately one third of the members expire each year. Academic professionals eligible to vote may serve on all committees that report to the University Senate except the Consultative Committee. Student appointments to committees of the Senate shall be made for terms of one year. STUDENTS, YOU MAY WANT TO SUGGEST SOMETHING DIFFERENT.
5. Committees shall submit items for action simultaneously to the Senate Consultative Committee and to the clerk of the Senate at least ten days before the Senate agenda deadline.
6. Committees of the Senate shall have a policy of open meetings. Closed or executive sessions may be held only after approval by a two-thirds majority of the committee members present and voting and only when personnel matters are discussed, when quasi-judicial functions are carried out, or when closed sessions are required to protect the right of individuals. As an exception to this rule, the Senate Consultative Committee, the Faculty Consultative Committee, and the Student Senate Consultative Committee are granted the right to close a portion or all of a given meeting, after approval by two-thirds majority of their respective members present. The chair of each committee shall keep a list of all topics discussed in its closed meetings, make the list available upon request, and include the list in the annual report to the Senate.
7. Additional general rules for functions and operational procedures of all committees of the Senate shall be contained in the Rules of the Senate.

ARTICLE III. SENATE COMMITTEES

1. SENATE CONSULTATIVE /STEERING COMMITTEE

DICK, I PUT CONSULTATIVE BACK INTO THE TITLE OF THIS COMMITTEE. I THINK PEOPLE ARE USE TO THINKING OF IT AS A CONSULTATIVE COMMITTEE, ALTHOUGH YOU ARE CORRECT IT IS ALSO THE STEERING COMMITTEE OF THE SENATE.

Membership

THE UNIVERSITY SENATE HAS DETERMINED THE NUMBER OF ELECTED PEOPLE AND HOW THEY ARE ELECTED FOR ALL PROVOSTAL CONSULTATIVE COMMITTEE. THIS DOES NOT MEAN THAT WE CAN NOT ADD TO THIS COMMITTEE JUST AS DICK HAS BY PUTTING THE CHAIRS OF THE MAJOR STANDING COMMITTEES ON THE CONSULTATIVE COMMITTEE AS NON-VOTING MEMBERS. THIS IS ALSO THE PRACTICE OF AND WRITTEN INTO THE CONSTITUTION OF THE UNIVERSITY SENATE.

The Senate CONSULATATIVE/ Steering Committee shall be composed of 8 elected members of the faculty, x elected graduate/professional students, and the chair of the Senate. The faculty representatives shall serve as the Faculty Steering Committee; the student representatives and the chair of the Student Senate shall serve as the Student Steering Committee. [THE STUDENTS AND I ARE SUGGESTIONG THERE NOT BE A SEPARATE STUDENT SENATE. THUS, THE STEERING COMMITTEE OF THE SENATE SHOULD BE THE FACULTY CONSULTATIVE COMMITTEE.] THE CHAIR OF THE FACULTY CONSULTATIVE COMMITTEE, IN CONSULTATION WITH THE CHAIR OF THE STUDENT CONSULTATIVE COMMITTEE SHALL DETERMINE AGENDA ITEMS RELATED TO THE DUTIES AND RESPONSIBILITIES WHICH REQUIRE COMBINED OR SEPARATE CONSIDERATION BY THE RESPECTIVE CONSULTATIVE COMMITTEES.

Duties and Responsibilities

Consultative

- a. To meet with the Provost to discuss issues or policies of the Academic Health Center of concern to the faculty or to the students and, as appropriate, to make recommendations concerning such matters to the Senate.
- b. To initiate whatever studies it deems necessary and appropriate or to request such studies from the Provost or Vice Provosts or from committees of the Senate.
- c. To consult with the Provost or Vice Provosts on planning and on the annual budget and the biennial request.
- d. To receive from any faculty member, academic professional, or student notification of concerns which may require consultation with the Provost or Vice Provosts.
- E. TO ADVISE THE PROVOST ON PROCEDURES FOR MAKING MAJOR ADMINISTRATIVE APPOINTMENTS AND TO PARTICIPATE IN THE SELECTION PROCESS. [THIS IS IN THE U. SENATE DOC. AND I THINK WE SHOULD KEEP IT IN HERE. PARTICULARLY WITH ALL THE NEW APPOINTMENTS THE PROVOST IS PUTTING IN PLACE WITH VERY LITTLE INPUT FROM FACULTY AND THUS FAR NOT FOLLOWING ANY OF TYPICAL SEARCH AND HIRING PRACTICES.]

Steering

- a. To superintend and direct all committees of the Senate, which includes the authority to require that any committee of the Senate report on any matter within its jurisdiction within 30 days.
- b. To receive recommendations of any faculty member, academic professional, or student who wishes to present a proposal to the Senate and to refer or act upon such recommendations as it deems appropriate.
- c. To route to the appropriate body all documents, proposals, or papers on any matter pertaining to the affairs of the Senate.
- d. To convene on a regular basis the chairs of the major Senate committees as a coordinating committee to discuss and track agenda items.
- e. To serve as a coordinating body between the Provost and the Senate or a committee of the Senate.
- f. To prepare and distribute the agenda for each meeting of the Senate in accordance with the

Constitution, Bylaws, and Rules of the Senate.

- g. To recommend, with the approval of the Senate, such rules of procedure as are not provided in the Constitution or Bylaws.
- h. To keep the published Constitution, Bylaws, and Rules of the Senate up to date.

Executive

- a. To serve as a deliberative body of the Senate on all major items it deems necessary and appropriate.
- b. To act on behalf of the Senate when a decision is required prior to the next scheduled meeting of the Senate and when a decision is required when it would not be possible to convene a special meeting of the Senate in a timely fashion; such actions will be reported to the Senate at its next meeting and the Senate may then overrule the Steering Committee.
- c. To examine any action taken respecting the Allied Health Center by the Board of Regents, the central administration, or by another individual or body having any relationship with the University.
- d. To appoint or assist in appointing, when requested, members of non-Senate committees.
- e. To appoint special committees or subcommittees or to employ other devices which it deems necessary and appropriate.
- f. To report regularly on any matters which, in its judgment, should be brought to the attention of the Allied Health Center or specifically to the attention and consideration of the Senate.
- g. To dispose of business which appears to be not germane to the purposes of the Senate.
- h. To submit an annual report to the Senate.

2. FACULTY CONSULTATIVE/STEERING COMMITTEE

THE FOLLOWING IS TAKEN FROM THE RECENT AMENDMENTS TO THE UNIVERSITY CONSTITUTION REGARDING PROVOSTAL CONSULTATIVE COMMITTEES.

The provostal faculty consultative committee shall represent the faculty at large of the AHC and not the individual colleges, schools, or departments within the AHC.

Membership

The Provostal Faculty Consultative committee shall be composed as follows:

8 faculty members [2 from the medical school and 1 each from dentistry, nursing, pharmacy, public health, veterinary medicine, and the UMD school of medicine].

Members shall be nominated in accordance with procedures established for the procedures established for the Faculty Consultative Committee election and elected by college. Terms of office shall be three years with terms beginning July 1 and terminating June 30. No member is

eligible to serve more than two consecutive full terms. Elections shall be so adjusted that the terms of approximately one third of the members shall expire each year.

In case of a faculty vacancy, the remaining members of the Provostal Faculty consultative committee by majority votes shall fill the vacancy by interim appointment until the next general election. In the event of changes in collegiate structure, the Faculty Steering Committee shall be authorized to redistribute the membership within the FCC.

The FCC 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 separately, when necessary , to discuss with the Provost, or others, matters of concern to the faculty,
- b. To meet at least monthly to discuss matters of concern to the faculty,
- c. To meet regularly with the Provost and other academic officers to represent the viewpoints of the faculty,
- d. To meet periodically with the Faculty Senate Members of the Academic Health Center to facilitate communication with the faculty.
- e. To meet with the Faculty Consultative Committee/Twin Cities Campus Faculty Assembly Steering Committee at least annually,
- f. To report to the Faculty Assembly Steering Committee,
- g. To submit an annual report to the Faculty Assembly Steering Committee.

3. STUDENT CONSULTATIVE COMMITTEE

HERE WE NEED TO INSERT THE RECENT AMENDMENT TO THE SENATE CONSTITUTION ABOUT PROVOSTAL STUDENT CONSULTATIVE COMMITTEES. I DID NOT HAVE THAT HANDY. I WILL BRING IT TO OUR MEETING ON THURSDAY.

4. COMMITTEE ON COMMITTEES

The Committee on Committees appoints members of certain committees of the Academic Health Center Senate and advises the Senate Steering Committee on the committee structure of the Senate.

Membership

The Committee on Committees shall be composed of the elected faculty/academic professional and student representatives from the Academic Health Center. It shall be composed of x elected faculty/academic professional members and x students. Faculty/academic professional members must have served as members of the Senate within the last five years. [I SUGGEST -- COMPOSED OF 7 FACULTY, 1 ELECTED FROM EACH AHC COLLEGE AND 2 STUDENTS. 1 FROM

GRADUATE AND 1 FROM PROFESSIONAL.]

A special faculty/academic professional nominating committee, appointed by the Faculty Steering Committee and approved by the faculty/academic professional representatives of the Senate, shall nominate twice as many faculty/academic professional candidates for the committee as are to be elected each year. These candidates shall be announced prior to the last regular Senate meeting of the academic year. Additional nominations, certified as available, may be made by the petition of 12 faculty/academic professional representatives of the Senate, provided that the petition is in the hands of the clerk of the Senate the day before the Senate meeting. At the last regular Senate meeting of the academic year, the faculty/academic professional representatives of the Senate shall elect by secret ballot two members of the committee for three-year terms. No faculty/academic professional member is eligible to serve more than two consecutive full terms. In the case of a tie, the chair of the Senate shall cast the deciding vote.

The elected representatives of the students shall be elected by the Students, SENATE MEMBERS OF THE GRADUATE AND PROFESSIONAL STUDENT ASSEMBLY. Students shall serve a one-year term and are eligible for re-election.

Duties and Responsibilities

a. To forward annually to the Senate for approval names of faculty members, academic professionals, students, and chairs it recommends for appointment to those committees of the Senate specified in the Bylaws. The committee shall give consideration to 1) representation from the various units when appropriate; 2) the number of committees on which the faculty/academic professional or student member currently is serving; 3) the principle of rotation of committee assignments; 4) the recommendations of the respective committee chairs, faculty, academic professional, and student members; and 5) expressions of interest in committee service offered by faculty, academic professionals, and students. In addition, the committee shall select members of the Senate for committee membership when appropriate to encourage communication between the Senate and its committees. The committee also shall strive to assure full and adequate representation by race, sex, and academic rank in constituting committees.

Faculty/academic professional members shall furnish the full committee a slate of faculty/academic professional nominees, and student members shall furnish the full committee a slate of student nominees for review and recommendations.

- b. To solicit annually from each newly elected faculty/academic professional member of the Senate a list of Senate committees on which the member of the Senate is serving or has an interest in serving.
- c. To conduct a survey, at least every three years, of faculty/academic professional interest in serving on committees of the Senate and make a summary of this study available to the Senate.
- d. To request annually from deans, directors, and department heads a list of faculty/academic professional members who they believe have the requisite interest and experience to serve on specific committees.
- e. To review annually the committees of the Senate and recommend to the Senate Steering Committee any changes in committee structure, charge, or membership which it deems appropriate.
- f. To recommend to the Senate Steering Committee such actions or policies as it deems appropriate.
- g. To submit an annual report to the Senate.

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Preliminary Ideas from Student Leaders in GAPSA on the structure of the AHC Senate
Monday July 15, 1996

1. We favor the idea of one combined Senate for the AHC. Duplicating the separate and combined model of the U Senate would be complex, and we could identify no student needs that would not be met by a combined faculty/student AHC Senate and our current college board/assembly structure.
2. We believe that Senators elected from the AHC student constituencies that serve in the U-wide Senate and as Senators to GAPSA can also serve as AHC Senate student senators. We believe this will allow us to avoid a potentially serious communication breakdown that would occur between the AHC Senate, full U Senate, and GAPSA that would occur if these were different students. With only 1 student fulfilling both roles, AHC student input to the University as a whole should be improved.
3. The students now identified as Senators would seem to provide an appropriate number of students for a Senate of approximately 40-50 people total. Current student Senators for AHC are as follows:

Medical School	2	
Dentistry	1	
Nursing	1	(currently with MSA, but probably changing to GAPSA)
Pharmacy	1	
Public Health	1	
Vet. Med.	1	
Graduate	1	(COGS recently switched to elect its Senators along provostal lines, AHC has approx. 1000 graduate students)

With the exception of Nursing, which has a Senator thru MSA, all other AHC undergraduate students are represented through professional student college boards (and thus through GAPSA). Dental Hygiene is represented through the Dental School college board and its elected Senator. Medical Technology, Mortuary Science, OT & PT are represented through the Medical School college board. OT and PT are admitting their last undergraduate classes this year. In two years they will have only graduate students, represented by COGS. We don't believe they have enough students to raise the AHC graduate student numbers sufficiently to earn the AHC an additional graduate school Senator. In so far as we know, Duluth Medical students are represented in their campus assembly. We assume they are eligible to be elected as Senators in 1 of the slots allocated to Duluth in the U Senate. We doubt they now participate. We would assume 1 additional slot would be needed for them in the AHC Senate. This would bring the total for student senators to 9. We would also propose inclusion of language that would permit AHC students who are Senators by virtue of their appointment to University Senate SCC be ex-officio members of the AHC Senate in those years when that happens to occur.

4. As would be implied by #3 above, we believe a faculty/PA to student ratio of no more than 4 to 1 would be appropriate for the AHC Senate. Thus we favor 9 students and approximately 36 faculty/PA for a total senate of about 45 members.
5. We would like to propose that the AHC Senate have 2 Vice Chairs, one faculty and one student. The faculty member would lead and coordinate the efforts of the faculty/PA members and the student Vice Chair would lead and coordinate the efforts of the student members. These two people would lead the steering=consultative committee (the faculty member would chair the group's meetings) and would work together to set the agenda of the steering committee. These two people would also determine if issues arise where the

student contingent or faculty/PA contingent of the steering committee might more appropriately meet separately. We favor completely redoing the provostal consultative committee structure that was hastily thrown together this year. We favor a combined committee and will propose a specific composition after we outline our thoughts on a committee structure and composition.

6. The Committee on Committees structure has not worked well for students in the full U Senate. Students will probably be changing to an entirely different system next year. Students would prefer to delegate the assignment of committee appointments to GAPSA, who would work through its college boards to identify students for committees. The student Vice Chair could join a faculty Committee on Committees to provide input only for those meetings where committee chairs are being selected. With that exception, students would prefer to let the faculty select its committee members and would suspect the faculty might prefer to let the students do the same.

7. We would suggest that the AHC Senate have the following standing committees:

- Clinical Affairs
- Educational Policy
- Faculty Affairs
- Faculty C on C
- Finance and Planning
- Research and Graduate Education
- Student Affairs
- Tuition, Financial Aid, and Fees

We will comment on a suggested number of representatives and the rationale for our changes to the list in the draft.

Clinical Affairs: We think there should be 2 residents and 2 professional students on this committee assuming a total committee size of approximately 12.

Educational Policy: Because of this committee's central interest to students, we would propose that this committee have a professional student co-chair. Bylaws would stipulate that this student must be a Senator (as is U Senate practice, general student members of committees need not be Senators). We would propose that 4 additional professional students be included. This assumes that all schools are represented by faculty members from each curriculum committee and perhaps a few at large members. We would assume a total committee size of perhaps 15.

Faculty Affairs: Analogous to SCFA, we propose this committee have one graduate student member (who must be a graduate assistant when appointed) and one professional student member.

Faculty C on C: Student Vice-Chair would join this committee when chair nominations are considered. Otherwise, we would prefer if the student could use a different system.

Finance and Planning: We think 1 graduate student and 1 professional student would be sufficient for this committee unless it is quite large.

Research and Graduate Education: We believe that educational policy issues for graduate students are sufficiently different to those of professional students so as to warrant considering their educational needs separately. We believe a committee that deals with both research issues and graduate education issues makes a good fit, rather like finance and

planning going together well. This does not imply that the committee would deal only with graduate education issues that concern research specifically; the committee should consider all aspects of graduate education. Again because the purview of this committee is of central importance to students, we believe the graduate student Senator should co-chair this committee. We think there should be 3 additional student members all graduate students. We would suggest that the Dean of the Graduate School/VP Research and the chair of the HS P&R council be ex-officio members. We would also suggest that issues relevant to Professional Masters programs, in that they are not research degrees, be considered by the Educational Policy committee along with the other professional programs.

Student Affairs: We believe this committee also warrants a student co-chair and a total membership where student members are equivalent in number to non-student members. We believe all 7 schools plus the graduate students should be represented. We would suggest that the student chair of CHIP be an ex-officio member.

Tuition, Financial Aid and Fees: After a lengthy discussion, we agreed that this committee should be a separate standing committee independent from Finance and Planning for several reasons. We believe that the tuition issues should be considered separately from the context of the entire budget. We think decisions about tuition rates should not always be dependent variables in a revenue equation that balances the budget. Instead we believe that the interrelated issues surrounding tuition, financial aid, and fees should be considered in their own right and, therefore, shape the rest of the budget discussion which follows. We also believe that the addition of this committee will facilitate the discussion of processes, for such things as financial aid and tuition remission for grad assistants, in addition to just dollars and policy. We also think this would offer the AHC a unique opportunity for discussions of how to increase available scholarship and financial aid moneys, discussions that have usually been relegated to ad hoc committees historically. This committee would also have a student co-chair in our model. We did consider that faculty might be reluctant to serve on a such a student issue centered committee. Representation by members of the administration could be considered in higher numbers than on most committees; however, we would be disappointed if there was not faculty interest in topics of such profound impact to students.

Steering/Consultative Committee: We would suggest that the 4 student co-chairs and the student Vice-Chair of the AHC Senate would serve as student members of the steering committee. All would necessarily be Senators since they would be selected from that group. Since leadership of committees should comprise a steering committee, we would suggest that faculty committee chairs also comprise the faculty side of the steering committee. In that there are 8 committees, it would possible to have all schools represented at the faculty level, provided committee chairs are selected with that in mind. We believe a committee of more than 12 or 13 total would be unwieldy. This structure is more heavily weighted toward faculty than is University SCC.

8. Once the numbers of students on the various committee had been decided we would develop a rotating priority system for appointment. Because student interest from each school would not be represented on each committee each year, we would design a system for taking turns. This is done now with student P&R chair representation on the Graduate School Executive Committee. We will design a similar system.

9. We would like to suggest that student senate positions be stipended. If students have commitments to U Senate meetings, AHC Senate meetings and GAPSA meetings they will need to forego a considerable number of potential employment hours. In order to make student leadership opportunities available to all, not just those with the good financial resources, stipends are important. Based on acceptable levels of attendance, we might

suggest a workload based system such as \$300 to Senators, \$400 to committee co-chairs, \$500 to the student Vice-chair of the AHC Senate. Such a plan would cost about \$3300 dollars, but we strongly believe it should be considered if participation is to be high and equal access.

10. We also discussed the problem that could arise for students should an issue arise that divides people strictly along faculty/PA versus student lines. Because the majority for faculty in the Senate is so lop-sided for faculty, the students would like to explore possible contingencies should an issue arise that divides the group. Although the decision on any issue would ultimately rest with the Provost, we would like to consider some system whereby the Senate might achieve a compromise without having to appeal to the higher power. One idea that we considered was a contingency such that any vote where all the students voted the same way and on the losing side of a vote, such actions would automatically be referred to a committee (perhaps a new one if it came from a committee in the first place) for further discussion and reconsideration prior to its being an officially recognized position of the AHC Senate. Other alternatives that would involve steering committee procedures might work as well.

Thank you for allowing us to offer these suggestions.

Susan Giovengo, SSCC, GAPSA
Jeannine Pluhar, SSCC, GAPSA
Sean Ohms Winnie, Legislative Liaison, GAPSA
Kathy James, Immediate past president, GAPSA

fetro001@maroon.tc.umn.edu)

The Structure and Org Team continues to work on a draft report for Dr. Cerra. The team met on July 18.

TENURE AND GOVERNANCE TEAM (Team Co-Leaders: Stan Erlandsen - stan@lenti.med.umn.edu and Carole Bland bland001@maroon.tc.umn.edu)

The Co-chairs of the QRTC committee met with Provost Cerra to review the committee's charge. The team is working on the following:

1. Initial considerations regarding an AHC faculty governance structure to work jointly with the provost's administrative structure e.g., Provost and senior administrators in governing the AHC. This includes the consideration of standing AHC Committees such as strategic planning and budget, educational policy, etc. It also includes reviewing current practices in faculty governance in each college and, as appropriate, establishing connections to the college faculty governance structures.
2. Review existing practices in order to create a draft for a post tenure faculty review policy, outlining both purposes and procedures for implementing the policy.
3. Review existing practices in order to create a draft for an administrator review policy, outlining both purposes and procedures for implementing the policy.
4. Consider the need for an ombudsmen position, and if appropriate, propose a policy for establishing such a position and procedures for implementation.
5. Review checks and balances between faculty recommendations on promotion and tenure and administrative decisions, and if appropriate, propose policies or procedures for improving these.

The committee has assigned members to work on each of these charges. These subcommittees have met and each reported once about their progress. Also, students from the elected representatives of the professional and graduate students in the AHC were asked to join the committee, specifically to work on including students in the faculty governance structure being developed.

John Fetrow was asked to attend this week's meeting, to describe the proposed administrative structure and to discuss with the committee how the faculty governance structure they are developing will work with the administrative

Draft

Working Draft

ACADEMIC HEALTH CENTER SENATE
Outline of Key Aspects of Rationale, Constitution, and Bylaws

RATIONALE FOR ACADEMIC HEALTH CENTER SENATE

Rationale. University governance as a joint effort of governing board members, administrators, faculty members, students and staff has a long history. Writers attribute this form of governance to the unique nature of Universities. Governance through joint decision making was outlined best in the Statement on Government of Colleges and Universities (1967) written by three groups: 1) American Association of University Professors, 2) American Council on Education and 3) the Association of Governing Boards of Universities and Colleges. It is based on the premise that...

'The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students and others. This relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort. Joint effort in an academic institution will take a variety of forms appropriate to the kinds of situations encountered. In some instances, an initial exploration or recommendation will be made by the president with consideration by the faculty at a later stage; in other instances, a first and essentially definitive recommendation will be made by the faculty, subject to the endorsement of the president and the governing board. In still others, a substantive contribution can be made when student leaders are responsibly involved in the process.' (p 158)

This document further defines the joint decision making process by suggesting that there are areas in which the governing board, president, provost, or faculty, respectively, have primary responsibility. For example, faculty are typically described as having primary responsibility in areas such as:

'...curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational processes. On these matters it is suggested that the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty.' (p 161)

The governance system should acknowledge and delineate these areas of primary responsibility for the initiation and formulation of policy or action, and it should also ensure an effective communication between faculty and administration at each level of the process. Policy formulation and decision making by the faculty are basically "bottom-up" processes, while administrative decisions are basically "top-down". The communication between faculty and administration should provide for checks and balances and ensure efficient governance in both types of decision process.

The basic structure of the University Senate -- AND THE ACADEMIC HEALTH CENTER SENATE -- includes an elected body to consult with and recommend policy and actions to the President (FOR THE AHC, THE PROVOST) of the University. The Senate functions through its standing committees which deal with specific areas of the educational, research and personnel areas of University OR PROVOST activity. The relationship is similar to that of a national or state government between the executive branch and legislative branch. In addition the university has a grievance structure that serves the role of the judicial branch. The same basic structure as the University Senate also functions at the collegiate level with college assemblies that consult with and recommend policy and action to the deans. This organization is primarily concerned with policies and decisions

Benefits of AHC Joint Governance.

1. It marshals the brain power of all constituencies to arrive at optimal decisions for the complex problems of the AHC
2. It builds ownership for decisions and recommendations among the faculty staff, and students, and enfranchises them.
3. It provides a communication mechanism for faculty, staff, students, and administrators.
4. It increases leadership capacity.
5. Finally, a strong faculty/STUDENT consultation system can strengthen the hand of administrators when they speak with other authorities such as Regents, funding agencies, or legislators.

Purpose of the Academic Health Center Senate. The Academic Health Center (AHC) Senate will provide a mechanism for faculty, staff, and students to participate in the joint governance of the AHC. The primary purposes of the Senate will serve in the joint governance of the AHC are three:

- 1) to recommend policies and actions to administration.
- 2) to provide consultation to administration.
- 3) TO PROVIDE A MECHANISM FOR FACULTY, STAFF, AND STUDENTS TO COLLABORATIVELY DEVELOP POLICIES, POSITIONS, AND ACTIONS

Policy recommendation will come from the AHC Senate as a whole, but this group is much too large to serve in a consultant role. However, the policies it recommends will be developed by appropriate AHC committees, which, as explained below, will usually involve joint work by senators and administrators. Consultation will be the primary function of most AHC senate

large to serve in a consultant role. However, the policies it recommends will be developed by appropriate AHC committees, which, as explained below, will usually involve joint work by senators and administrators. Consultation will be the primary function of most AHC senate committees, particularly the provostal senate consultative committee. In general it is anticipated that some AHC policy and action decisions will be made primarily by the Provost in a "top-down" process, while others will involve the faculty in a "bottom-up" process.

ACADEMIC HEALTH CENTER SENATE CONSTITUTION

ARTICLE I. GENERAL POWERS

1. Distribution of Powers Delegated by the Board of Regents

Consistent with actions and policies by the regents of the University of Minnesota, all matters relating to the educational and administrative affairs of the University are herein committed to the president, the University Senate, and the several faculties. THE UNIVERSITY SENATE HAS THE POWER TO RECOGNIZE CAMPUS ASSEMBLIES [AND PROVOSTAL SENATES] AS OFFICIAL CAMPUS LEGISLATIVE AND POLICY-MAKING BODIES AND, UPON SO DOING, SUCH ORGANIZATION SHALL HAVE ALL POWERS PERMITTED THE CAMPUS [PROVOSTAL] ASSEMBLY IN THE UNIVERSTIY SENATE CONSTITUTION AND BYLAWS.--TAKEN FROM PAGE TWO OF THE SENATE CONSTITUTION.

ARTICLE II. PRESIDENT OF THE UNIVERSITY

1. Position and Authority OF THE PRESIDENT

The president of the University shall be the representative of the regents, the University Senate, the faculties, and the students, and the chief executive officer of the University. The president shall have general administrative authority over University affairs. The president may suspend action taken by any senate, by any campus assembly, by any college faculty, or by any student constituency and ask for a reconsideration of such action. If the president and a senate, a campus assembly, a college faculty, or a student constituency do not reach agreement on the action, the question may be appealed to the regents by the president, or by any senate, or any campus assembly, or college faculty, or student constituency. The president, as chief executive officer of the University, shall have final authority to make budgetary recommendations to the regents. However, in view of the necessary weighing of educational policies and objectives involved, the president shall consult with and ask for the recommendations of other academic officers and the Senate Consultative Committee concerning such budgetary recommendations as materially affect the University as a whole.

2. POSITION AND AUTHORITY OF THE PROVOST OF THE ACADEMIC HEALTH CENTER

THE PROVOST OF THE ACADEMIC HEALTH CENTER HOLDS THE SAME POSITION AND AUTHORITY IN RELATION TO THE HEALTH CENTER AS THE DESCRIBED ABOVE FOR THE PRESIDENT IN RELATION TO THE UNIVERSITY AS A WHOLE.

ARTICLE III. AHC SENATE

1. Membership

The AHC Senate shall be composed of the following voting members: (a) the provost of the Academic Health Center; (b) members of the [STUDENT AND FACULTY] Provostal Consultative Committee; and (c) the elected faculty, academic professional, and student representatives of the AHC's constituent colleges and schools TO THE UNIVERSITY-WIDE SENATE. Academic officers with class titles 9302-9329 shall serve as ex officio nonvoting members. This would result in a total of 61 senators in the AHC senate (Dentistry-4F, 2s; Medical school-26F, 2S; Nursing-2R, 1S; Pharmacy-2F, 1S; Public Health, 4F, 1S; Veterinary Medicine 4F, 1S; UMD-Medicine-2F, 1S, and 8members of the PFCC.)

2. Powers in General

The AHC Senate shall have general legislative authority over educational matters concerning more than one school or college within the Academic Health Center, but not over the internal affairs of a single school or college, except where these materially affect the interests of the AHC as a whole or the interests of other colleges or schools. THESE INCLUDE BUT ARE NOT LIMITED TO POLICIES CONCERNING CURRICULUM, FACULTY APPOINTMENT AND MATTERS WITHIN THE JURISDICTION OF FACULTY AFFAIRS, AND MATTER WITHIN THE JURISDICTION OF CLINICAL AFFAIRS.

6. AHC Senate Officers

a. The provost of the AHC shall chair the AHC Senate. A vice chair shall be elected by the Senate at its first meeting the academic year from among its current members for a term of one year and shall be eligible for reelection. The provost, with the consent of the Senate, shall appoint a clerk and a parliamentarian of the Senate (non-members of the Senate), whose duties shall be prescribed in the Senate Bylaws.

ARTICLE IV. COMMITTEES OF THE ACADEMIC HEALTH CENTER SENATE

The committees of the AHC Senate shall be (1) Senate committees and (2) Subcommittees of Senate committees. The Senate also may create Special committees.

ARTICLE V. GOVERNMENT OF THE COLLEGES AND SCHOOLS

1. Composition

The government of each institute, college, or school of collegiate rank shall be vested in the president, provosts, deans, professors, associate professors, assistant professors (including research associates), and instructors (including research fellows) and student and other group representatives, if any. Each department or division giving instruction in another institute, college, or school may be represented on the faculty of that institute, college, or school by one or more members. Each institute, college, or school of collegiate rank shall determine its own governing rules and policies including methods of selecting faculty, student, and other group representatives, if any, for its government.

2. Powers

Such government shall control the internal affairs and policies of its own institute, college, or school, including entrance requirements, curricula, instruction, examinations, grading, degrees, and academic disciplinary matters, except as provided in Article III, Section 2.

ARTICLE III. SENATE COMMITTEES

1. SENATE CONSULTATIVE /STEERING COMMITTEE

THE FOLLOWING IS TAKEN FROM THE RECENT AMENDMENTS TO THE UNIVERSITY CONSTITUTION REGARDING PROVOSTAL CONSULTATIVE COMMITTEES.

The provostal faculty consultative committee shall represent the faculty at large of the AHC and not the individual colleges, schools, or departments within the AHC.

Membership

The Provostal Faculty Consultative committee shall be composed as follows: 8 faculty members [2 from the medical school and 1 each from dentistry, nursing, pharmacy, public health, veterinary medicine, and the UMD school of medicine].

Members shall be nominated in accordance with procedures established for the procedures established for the Faculty Consultative Committee election and elected by college. Terms of office shall be three years with terms beginning July 1 and terminating June 30. No member is eligible to serve more than two consecutive full terms. Elections shall be so adjusted that the terms of approximately one third of the members shall expire each year.

In case of a faculty vacancy, the remaining members of the Provostal Faculty consultative committee by majority votes shall fill the vacancy by interim appointment until the next general election. In the event of changes in collegiate structure, the Faculty Steering Committee shall be authorized to redistribute the membership within the FCC.

The FCC 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.

WE ALSO SUGGEST THAT THE PCC HAVE AS NON-VOTING MEMBERS THE CHAIRS OF THE EDUCATIONAL POLICY COMMITTEE, THE FACULTY AFFAIRS COMMITTEE, AND THE FINANCE AND STRATEGIC PLANNING COMMITTEE.

WE AND THE STUDENTS ARE SUGGESTING THERE NOT BE A SEPARATE STUDENT SENATE. THUS, THE STEERING COMMITTEE OF THE SENATE SHOULD BE THE FACULTY CONSULTATIVE COMMITTEE. THE CHAIR OF THE FACULTY CONSULTATIVE COMMITTEE, IN CONSULTATION WITH THE CHAIR OF THE STUDENT CONSULTATIVE COMMITTEE SHALL DETERMINE AGENDA ITEMS RELATED TO THE DUTIES AND RESPONSIBILITIES WHICH REQUIRE COMBINED OR SEPARATE CONSIDERATION BY THE RESPECTIVE CONSULTATIVE COMMITTEES.

Duties and Responsibilities

Consultative

- a. To meet with the Provost to discuss issues or policies of the Academic Health Center of concern to the faculty or to the students and, as appropriate, to make recommendations concerning such matters to the Senate.
- b. To initiate whatever studies it deems necessary and appropriate or to request such studies from the Provost or Vice Provosts or from committees of the Senate.
- c. To consult with the Provost or Vice Provosts on planning and on the annual budget and the biennial request.
- d. To receive from any faculty member, academic professional, or student notification of concerns which may require consultation with the Provost or Vice Provosts.

E. TO ADVISE THE PROVOST ON PROCEDURES FOR MAKING MAJOR ADMINISTRATIVE APPOINTMENTS AND TO PARTICIPATE IN THE SELECTION PROCESS. [THIS IS IN THE U. SENATE DOC. AND I THINK WE SHOULD KEEP IT IN HERE. PARTICULARLY WITH ALL THE NEW APPOINTMENTS THE PROVOST IS PUTTING IN PLACE WITH VERY LITTLE INPUT FROM FACULTY AND THUS FAR NOT FOLLOWING ANY OF TYPICAL SEARCH AND HIRING PRACTICES.]

Steering

- a. To superintend and direct all committees of the Senate, which includes the authority to require that any committee of the Senate report on any matter within its jurisdiction within 30 days.

- b. To receive recommendations of any faculty member, academic professional, or student who wishes to present a proposal to the Senate and to refer or act upon such recommendations as it deems appropriate.
- c. To route to the appropriate body all documents, proposals, or papers on any matter pertaining to the affairs of the Senate.
- d. To convene on a regular basis the chairs of the major Senate committees as a coordinating committee to discuss and track agenda items.
- e. To serve as a coordinating body between the Provost and the Senate or a committee of the Senate.
- f. To prepare and distribute the agenda for each meeting of the Senate in accordance with the Constitution, Bylaws, and Rules of the Senate.
- g. To recommend, with the approval of the Senate, such rules of procedure as are not provided in the Constitution or Bylaws.
- h. To keep the published Constitution, Bylaws, and Rules of the Senate up to date.

Executive

- a. To serve as a deliberative body of the Senate on all major items it deems necessary and appropriate.
- b. To act on behalf of the Senate when a decision is required prior to the next scheduled meeting of the Senate and when a decision is required when it would not be possible to convene a special meeting of the Senate in a timely fashion; such actions will be reported to the Senate at its next meeting and the Senate may then overrule the Steering Committee.
- c. To examine any action taken respecting the Academic Health Center by the Board of Regents, the central administration, or by another individual or body having any relationship with the University.
- d. To appoint or assist in appointing, when requested, members of non-Senate committees.
- e. To appoint special committees or subcommittees or to employ other devices which it deems necessary and appropriate.
- f. To report regularly on any matters which, in its judgment, should be brought to the attention of the Academic Health Center or specifically to the attention and consideration of the Senate.

- g. To dispose of business which appears to be not germane to the purposes of the Senate.
- h. To submit an annual report to the Senate.

THE FOLLOWING ARE THE DUTIES AND RESPONSIBILITIES FOR THE PCC INCLUDED IN THE AMENDMENT THAT ESTABLISHED

Duties and Responsibilities

- a. To meet separately, when necessary , to discuss with the Provost, or others, matters of concern to the faculty,
- b. To meet at least monthly to discuss matters of concern to the faculty,
- c. To meet regularly with the Provost and other academic officers to represent the viewpoints of the faculty,
- d. To meet periodically with the Faculty Senate Members of the Academic Health Center to facilitate communication with the faculty.
- e. To meet with the Faculty Consultative Committee/Twin Cities Campus Faculty Assembly Steering Committee at least annually,
- f. To report to the Faculty Assembly Steering Committee,
- g. To submit an annual report to the Faculty Assembly Steering Committee.

3. STUDENT CONSULTATIVE COMMITTEE

HERE WE NEED TO INSERT THE RECENT AMENDMENT TO THE SENATE CONSTITUTION ABOUT PROVOSTAL STUDENT CONSULTATIVE COMMITTEES.

4. COMMITTEE ON COMMITTEES

The Committee on Committees appoints members of certain committees of the Academic Health Center Senate and advises the Senate Steering Committee on the committee structure of the Senate.

Membership

The Committee on Committees shall be composed of the elected faculty/academic professional and student representatives from the Academic Health Center. It shall be composed of x elected faculty/academic professional members and x students. Faculty/academic professional members

must have served as members of the Senate within the last five years. [I SUGGEST -- COMPOSED OF 7 FACULTY, 1 ELECTED FROM EACH AHC COLLEGE AND 2 STUDENTS, 1 FROM GRADUATE AND 1 FROM PROFESSIONAL.]

A special faculty/academic professional nominating committee, appointed by the Faculty Steering Committee and approved by the faculty/academic professional representatives of the Senate, shall nominate twice as many faculty/academic professional candidates for the committee as are to be elected each year. These candidates shall be announced prior to the last regular Senate meeting of the academic year. Additional nominations, certified as available, may be made by the petition of 12 faculty/academic professional representatives of the Senate, provided that the petition is in the hands of the clerk of the Senate the day before the Senate meeting. At the last regular Senate meeting of the academic year, the faculty/academic professional representatives of the Senate shall elect by secret ballot two members of the committee for three-year terms. No faculty/academic professional member is eligible to serve more than two consecutive full terms. In the case of a tie, the chair of the Senate shall cast the deciding vote.

The elected representatives of the students shall be elected by the Students, SENATE MEMBERS OF THE GRADUATE AND PROFESSIONAL STUDENT ASSEMBLY. Students shall serve a one-year term and are eligible for re-election.

Duties and Responsibilities

a. To forward annually to the Senate for approval names of faculty members, academic professionals, students, and chairs it recommends for appointment to those committees of the Senate specified in the Bylaws. The committee shall give consideration to 1) representation from the various units when appropriate; 2) the number of committees on which the faculty/academic professional or student member currently is serving; 3) the principle of rotation of committee assignments; 4) the recommendations of the respective committee chairs, faculty, academic professional, and student members; and 5) expressions of interest in committee service offered by faculty, academic professionals, and students. In addition, the committee shall select members of the Senate for committee membership when appropriate to encourage communication between the Senate and its committees. The committee also shall strive to assure full and adequate representation by race, sex, and academic rank in constituting committees.

Faculty/academic professional members shall furnish the full committee a slate of faculty/academic professional nominees, and student members shall furnish the full committee a slate of student nominees for review and recommendations.

b. To solicit annually from each newly elected faculty/academic professional member of the Senate a list of Senate committees on which the member of the Senate is serving or has an interest in serving.

c. To conduct a survey, at least every three years, of faculty/academic professional interest in

serving on committees of the Senate and make a summary of this study available to the Senate.

d. To request annually from deans, directors, and department heads a list of faculty/academic professional members who they believe have the requisite interest and experience to serve on specific committees.

e. To review annually the committees of the Senate and recommend to the Senate Steering Committee any changes in committee structure, charge, or membership which it deems appropriate.

f. To recommend to the Senate Steering Committee such actions or policies as it deems appropriate.

g. To submit an annual report to the Senate.

5. EDUCATIONAL POLICY COMMITTEE

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

Membership

The Educational Policy Committee shall be composed of 3 faculty/academic professional and 3 student representatives from the ACADEMIC Health Center and ex officio representation from the Vice Provost for Education. Members shall be nominated by the Committee on Committees with the approval of the Senate. IN ADDITION, THE CHAIRS OF THE EDUCATIONAL POLICY COMMITTEES OF THE COLLEGES/SCHOOLS OF THE ACADEMIC HEALTH CENTER WILL SERVE AS VOTING MEMBERS ON THIS COMMITTEE. [IN STAN AND MY MEETING WITH THE PROVOST, WE DISCUSSED THE NEED TO CONNECT THE COLLEGE SENATES WITH THE AHC SENATE, WHEN APPROPRIATE. THIS COMMITTEE PARTICULARLY SEEMS APPROPRIATE TO CONNECT WITH THE COLLEGE COUNTERPART. THERE MAY BE OTHER COMMITTEES THAT SHOULD SIMILARLY CONNECT.] The chair of the committee shall serve as an ex officio, nonvoting member of the Senate CONSULTATIVE/Steering Committee.

Duties and Responsibilities

a. To consult with and advise the Provost and Vice Provosts on all matters of educational policy and to recommend to the Senate such policies on educational issues as it deems appropriate and necessary.

b. To set the academic calendar of the ACADEMIC Health Center with the approval of the

Senate.

- c. To recommend to the Senate Steering Committee such actions or policies as it deems appropriate.
- d. To submit an annual report to the Senate.
- e. To receive reports on the quality and effectiveness of undergraduate education, GRADUATE AND PROFESSIONAL EDUCATION and to foster improvement of teaching effectiveness and faculty evaluation and recognition of excellent teaching.

6. FINANCE AND PLANNING COMMITTEE

The Finance and Planning Committee serves as the consultative body to the Provost and Vice Provosts on all major issues of budget and planning, including the capital request.

It shall have a permanent subcommittee on facilities management composed of x faculty/academic professional members (at least one of whom shall be an academic professional), x students, one civil service staff member, and ex officio representation from the Office of the Provost and Vice Provost for Finance and Operations (2 representatives); Office of the Vice President, Student Affairs (Scheduling Office). At least two of the members of the Facilities Management Subcommittee, one of whom shall be the chair, shall serve as voting members of the Finance and Planning Committee.

Membership

The Finance and Planning Committee shall be composed of x faculty/academic professional members, x students, x civil service staff members, and ex officio representation as specified by vote of the Senate. Faculty/academic professional and student members shall be nominated by the Committee on Committees with the approval of the Senate. Civil service members shall be appointed by the president in consultation with the Civil Service Committee. All terms (except student terms) shall be for four years. The chairs (or their designee) of the Research Committee and Clinical Affairs Committee shall serve as ex officio, nonvoting members of the committee. (The representatives from the Facilities Management Subcommittee may be included in the preceding numbers in this paragraph, or may be appointed to the committee in addition to those individuals.) THE CHAIR OF THE COMMITTEE SHALL SERVE AS AN EX OFFICIO, NONVOTING MEMBER OF THE AHC SENATE CONSULTATIVE/STEERING COMMITTEE.

Duties and Responsibilities

- a. To consult with and advise the Provost and Vice Provosts on the development of the biennial request and the annual budget and to Review the implementation of the annual budget.

- b. To consult with and advise the Provost and Vice Provosts on the financial aspects of all major proposals and policy initiatives.
- c. To consult with and advise the Provost and Vice Provosts on planning.
- d. To participate in the development and review of all physical facilities planning.
- e. To advise the Provost and Vice Provosts on questions of space allocation not restricted to the internal concerns of individual colleges and to monitor the consistency of physical plant and space allocation decisions with the Academic Health Center mission and educational policy.
- f. To recommend to the Senate Consultative Committee such actions or policies as it deems appropriate.
- g. To submit an annual report to the Senate.

7. RESEARCH COMMITTEE

The Research Committee represents the interests of faculty, academic professionals, students, and civil service staff in research and support for research at the Academic Health Center.

Membership

The Research Committee shall be composed of x faculty/academic professional members, x students, one civil service staff member, and ex officio representation from the Vice Provost for Research. Faculty/academic professional and student members shall be nominated by the Committee on Committees with the approval of the Senate. The civil service staff member shall be appointed by the PROVOST in consultation with the Civil Service Committee. The chair (or his/her designee) shall serve as an ex officio nonvoting member of the Finance and Planning Committee.

Duties and Responsibilities

- a. To recommend to the Senate Consultative Committee such policies as it deems necessary and appropriate with respect to research activities, facilities, personnel, and patents.
- b. To consult with and advise the Provost and Vice Provosts on the stimulation of and support for research activities.
- c. To consult with and advise the Provost and Vice Provosts on matters dealing with the ethical conduct of research.
- d. To appoint one of its members to serve on any administrative committee appointed to deal

with animal care and one of its members to serve on any administrative committee appointed to deal with the use of human subjects in research. These representatives shall ensure that policy questions generated by these committees shall be referred to the Senate through the Research Committee.

e. To submit an annual report to the Senate.

8. CLINICAL AFFAIRS COMMITTEE

The Clinical Affairs Committee represents the interests of faculty, academic professionals, students, and civil service staff in clinical activities that support the missions of the Academic Health Center.

Membership

The CLINICAL AFFAIRS Committee shall be composed of x faculty/academic professional members from the clinical services, x faculty/academic professional members from the basic sciences, x students, one civil service staff member, and ex officio representation from the Vice Provost for Clinical Affairs. Faculty/academic professional and student members shall be nominated by the Committee on Committees with the approval of the Senate. The civil service staff member shall be appointed by the PROVOST in consultation with the Civil Service Committee. The chair (or his/her designee) shall serve as an ex officio nonvoting member of the Finance and Planning Committee.

Duties and Responsibilities

- a. To recommend to the Senate Consultative Committee such policies as it deems necessary and appropriate with respect to the conduct and scope of clinical activities on a Health-Center wide basis.
- b. To consult with and advise the Provost and Vice Provosts on the support for clinical activities.

9. FACULTY AFFAIRS COMMITTEE

The Faculty Affairs Committee is concerned with policies and procedures that influence the personal and professional welfare of the faculty and academic professional staff.

Membership

The Faculty Affairs Committee shall be composed of at least x members of the faculty, one member of the academic professional staff, one graduate assistant and one undergraduate student, and ex officio representation from the Provost. Members shall be nominated by the Committee on Committees with the approval of the Senate. The chair (or his/her designee) shall serve as an ex

officio nonvoting member of the AHC Consultative Committee.

Duties and Responsibilities

- a. To examine all policies and procedures of the Academic Health Center which influence the professional and personal welfare of the faculty and academic professional staff, and to recommend improvements in the design and implementation of faculty and academic professional personnel policies.
- b. To recommend to the Senate additions to and modifications and interpretations of the rules and procedures of the Academic Health Center regarding faculty tenure. **THESE RECOMMENDATIONS WOULD BE REFERRED TO THE UNIVERSITY-WIDE SENATE FACULTY AFFAIRS COMMITTEE.**
- c. To examine and propose Academic Health Center policies and programs associated with faculty and academic professional staff development.
- d. To monitor any legislation and other policies affecting faculty and academic professional welfare including such matters as tenure and promotion, salary and benefits, and faculty and academic professional staff development.
- e. To recommend to the Faculty Consultative Committee such actions or policies as it deems appropriate.
- f. To submit an annual report to the Senate.

10. **STUDENT AFFAIRS COMMITTEE**

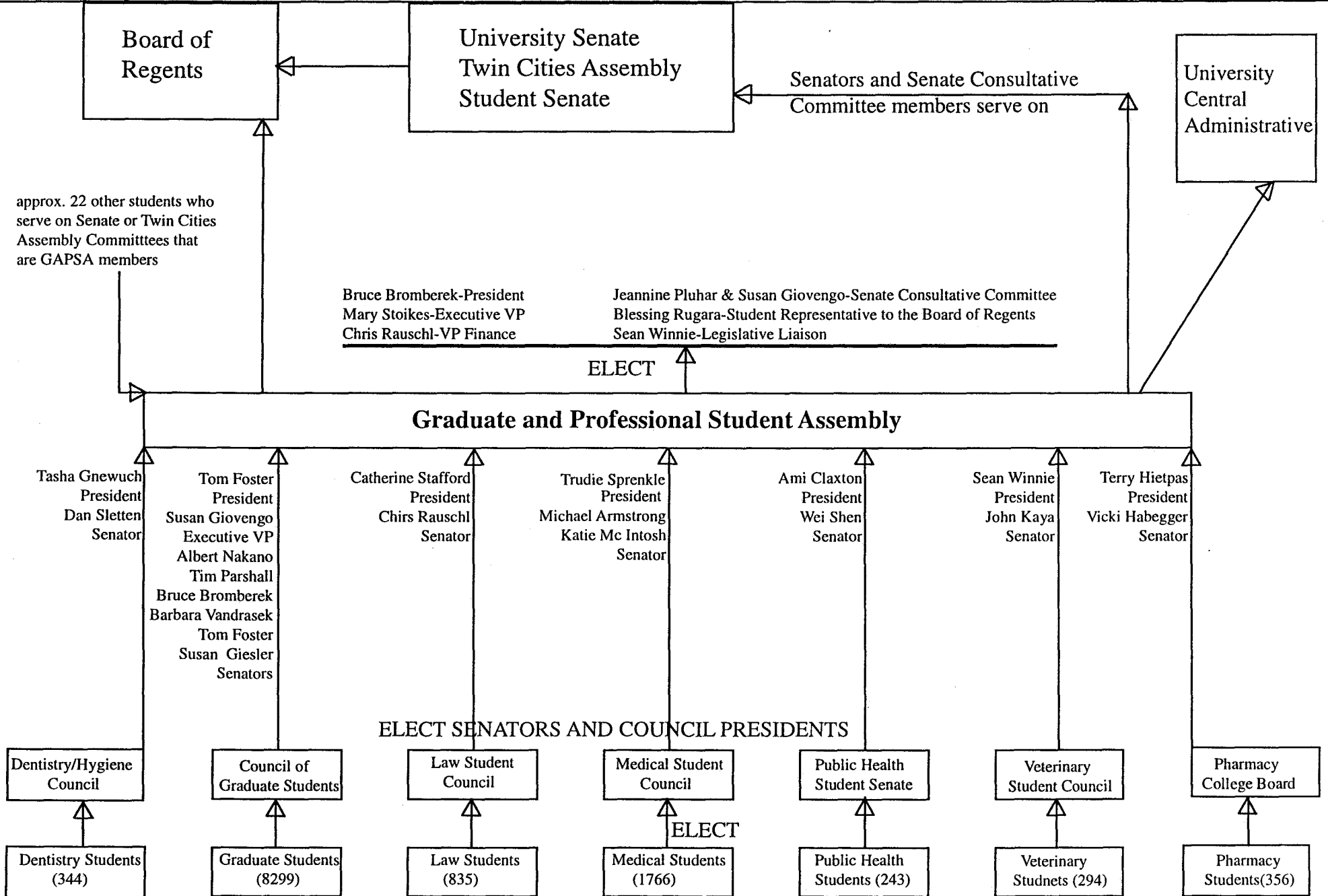
The Student Affairs Committee is concerned with all issues dealing with the social welfare of students at the University of Minnesota, including services such as the operation of student/staff health service facilities, and special needs pertaining to international students.

Membership

The Student Affairs Committee shall be composed of x faculty/academic professional members, x students, one civil service staff member, one alumni representative, and ex officio representation as specified by vote of the Senate. Student members shall exceed by at least one the total of other voting members. Faculty/academic professional and student members shall be nominated by the Committee on Committees with the approval of the Senate. The civil service member shall be appointed by the PROVOST in consultation with the Civil Service Committee. The alumni member shall be appointed by the Provost in consultation with the director of alumni relations.

Duties and Responsibilities

- a. To formulate and recommend to the Senate policies pertaining to all student affairs in the Academic Health Center.
- b. To recommend to the Senate Consultative Committee such actions or policies as it deems appropriate.
- c. To submit an annual report to the Senate.



UNIVERSITY OF MINNESOTA

University Senate

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May 21, 1997

Professor Judith Garrard
Institute for Health Services Research
Box 729 Mayo

Dear Judy,

I understand the Academic Health Center (AHC) may be interested in asking the Senate Office to provide staff assistance for the governance structure currently being organized in the AHC, and that you would like an estimate of the expected costs for such support.

The following estimate is based on a 50 percent time executive assistant who would serve as staff to the AHC-Faculty Consultative Committee and whose duties would include such things as organizing and scheduling meetings, developing agendas, preparing reports and minutes, conducting research, drafting legislation, etc. The estimate is also based on a meeting schedule that includes 2-3 AHC-FCC meetings per month and quarterly Assembly meetings. It does not include support for additional committees that may be established under the Assembly structure. Such support would require further discussion and funding.

Staff Support

50 percent time Executive Assistant (salary and fringe) \$27,000

Supplies and Operating Expenses

includes such items as: duplicating, mailings, supplies, telephone/teleconferencing charges, election costs, equipment (including equipment maintenance and replacement), refreshments, and student employee assistance

8,500

Travel for UMD representatives

4,000

TOTAL

\$39,500

Because of the uncertainties associated with any new organization, an initial budget would need to be reviewed at the end of the first academic year and adjusted, as necessary. If you would like us to consider such an arrangement with the AHC, Judy, please give me a call at 625-0310.

Sincerely,



Martha Kvanbeek
Administrative Director and
Clerk of the Senate

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May 23, 1997

To: Frank Cerra, Provost, Academic Health Center
From: Vickie Courtney, Executive Assistant, University Senate
Re: Per our discussion

I'm enclosing a 1993 memo regarding allocation of funds for selected senate committee chairs. If you have any questions, you may call me at 625-4805.

Thank you.

January 14, 1993

MEMORANDUM

To: Mike Bognanno, Chair
Faculty Consultative Committee

From: Judith Garrard (Chair)
Shirley Zimmerman
Jim Tracy

Re: FCC Ad Hoc Subcommittee on Allocation of Funds for Selected Senate Chairs

Purpose

This is a report by the subcommittee regarding allocation of Funds for Selected Senate Chairs.

Background Information

Approximately 4-5 years ago, Senate Rule 6, paragraph 3 was passed regarding support for SCC chairs:

"Central administration should fund released time for the faculty chairs of the Consultative, Judicial, Educational Policy, Finance and Planning, and Faculty Affairs Committees and initially it should be equivalent to one course of teaching each year (except for the Consultative Committee, which is currently by arrangement). If the chair is a student, the student should receive compensation. This policy shall be reviewed by the Senate Consultative Committee at the end of the 1989-90 year."

There is no record of the policy having been reviewed by the SCC in either 1989-90 or 1990-91.

In November, 1992, FCC Chair, Mario Bognanno, appointed a subcommittee "to recommend a policy or parameters that should be followed in the use of Senate funds allocated to committee chairs."

Currently, the funds available are the following: the FCC chair is allocated 25% of his/her salary and fringe benefits on a B-base appointment basis and each of the other chairs is allocated \$5000. These funds are paid to the academic units of the designated chairs by the Office of Academic Affairs and are not part of the budget allocation to the SCC.

Survey of Former SCC Chairs

In preparation for developing this report, background information was gathered from current and former FCC chairs (Tom Scott, Tom Clayton, Avner Ben-Ner, David Ward, Irwin Rubenstein, Stanford Lehmborg, Burt Shapiro, and Amos Deinard) regarding their use of the funds. Their comments can be summarized as follows:

One chair did not know of the availability of the funds at all and two others became aware of the funds in the second year of their two-year chairmanships. The other chairs apparently were aware of the funding.

Of the seven chairs who knew of the funds, three used them for course-buyout, three chairs used the funds

for other university-related expenses (e.g., purchase of equipment, research and teaching assistant time, contribution to general departmental expenses), and one chair did not use the funds at all.

The sentiment of the former chairs was that future chairs should have discretionary use of the funds. Several made the case that course-buyout is not always feasible or even desired. The philosophy, they recommended, should be that the funds should be made available to assist and compensate for the considerable amount of time required to chair these committees and only the individual recipient can determine what buys him/her that flexibility.

Recommendations

The Subcommittee recommends the following regarding compensation for chairing FCC or designated FCC committees:

1. **Notification of Fund Availability.** A faculty member being recruited to chair one of the designated committees should be informed of the availability of these funds when he/she is being recruited for the chairmanship. This should be communicated by the Chair of the Committee on Committees; however, the responsibility for notifying the Office of Academic Affairs regarding the allocation of these funds should be that of the chair of FCC. The allocation of funds should be made at the beginning of the Committee Chair's appointment.
 - a. In the event that a Committee Chair resigns or shares the chairmanship with another individual, the funds should be allocated proportionately.
 - b. If a chair is a student, the same amount should be allocated to the student.
2. **Flexibility of Funds.** The chair of each of the designated committees should have flexibility in the use of the funds and may use them in any manner consistent with University policy. For example, the funds can be used for course buyout, for summer salary (for B-base appointments), for university equipment, teaching or research assistants, for university related travel, for salary augmentation, and for other types of university related expenses.

A student can use the funds as either personal compensation (e.g., in lieu of time available for an extra curricular job) or for university related expenses. The technical aspects of obtaining the funds would need to be arranged with central administration.
3. **Future Reviews.** The FCC should review this policy and survey former chairs regarding (1) notification of the availability of funds and (2) actual use and usefulness and problems associated with this funding. We recommend that this review be done every three years, beginning in 1997-98.

University Senate

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July 12, 1996

To: Daniel Feeney, Chair, Faculty Affairs Committee

From: Martha Kvanbeck, Administrative Director, University Senate



Re: Support of University Governance

In February 1992 the University Senate approved a recommendation from the Senate Consultative Committee to provide an annual allocation of \$5,000 for the support of selected committee chairs, including the Senate Faculty Affairs Committee. The Senate further approved the recommendation that:

"The chair of each of the designated committees should have flexibility in the use of the funds and may use them in any manner consistent with University policy. For example, the funds can be used for course buyout, for summer salary (for B-base appointments), for University equipment, teaching or research assistants, for University related travel, for salary augmentation, and for other types of University related expenses."

Consistent with this policy, I have transferred \$5,000 to the Department of Small Animal Clinical Sciences for your use as chair of the Senate Faculty Affairs Committee this year. If you have not already done so, it would be appropriate to discuss with Dean Thawley and/or Professor Klausner your preference for use of these funds.

If you have any questions, I can be reached at 625-0310. Thank you.

c: Dean David Thawley
Professor Jeffrey Klausner, Small Animal Clinical Sciences
Ms. Lori Schultz

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January 24, 1997

TO: Members of the AHCFC
FROM: Vickie Courtney
RE: Membership Terms

In response to your questions yesterday about your term of office on the AHCFC, I have put together a few documents that might help clarify things.

- 1. Memo dated Jan. 3, 1997 from the PFCC Nominating Committee;**
- 2. The Senate Motion creating the nominating committee; and,**
- 3. A letter dated April 4, 1996 describing the process and indicating your term.**

Your terms are:

Judith Garrard	1996-98
Muriel Bebeau	1996-99
Daniel Feeny	1996-98
David Hamilton	1996-99
Peter Bitterman	1996-98
Cynthia Gross	1996-97
Sheila Corcoran-Perry	1996-99
Frederic Hafferty	1996-97

Hope this is helpful.

***** CALL FOR FACULTY NOMINATIONS TO THE ***
ACADEMIC HEALTH CENTER PROVOSTAL FACULTY CONSULTATIVE COMMITTEE**

**[Please note this is a separate request from the call for nominations
for the Senate Consultative Committee]**

January 3, 1997

To: College of Pharmacy Faculty
From: PFCC Nominating Committee
Re: Call for Nominations - Deadline January 21

Last year, the Twin Cities Campus Assembly approved a motion to establish a faculty consultative committee in each provosty on the Twin Cities Campus to serve as a consulting and advisory body to the provost and other academic officers, representing the viewpoints of the faculty. The Academic Health Center Provostal Faculty Consultative Committee (AHC-PFCC) is composed of 8 faculty (2 from the Medical School and 1 each from Dentistry, Nursing, Pharmacy, Public Health, Veterinary Medicine, and the UMD School of Medicine). Terms of membership are generally three years, but were staggered at the committee's inception last year. While members are elected by college, "each PFCC is elected to represent the faculty at large of its respective provosty and not the individual institutes, colleges, schools, or departments within the provosty." Nominees should be from your college but have a broad perspective on University affairs and an understanding of the issues affecting the AHC.

AHC faculty whose terms of office continue beyond the current academic year are:

Muriel Bebeau (Dentistry)	Daniel Feeney (Vet Med)
Peter Bitterman (Medicine)	Judith Garrard (Public Health)
Sheila Corcoran Perry (Nursing)	David Hamilton (Med Sch)

Faculty members whose terms expire in June (and are eligible for re-election) are:

Cynthia Gross (Pharmacy)	Frederic Hafferty (UMD/Med)
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The Nominating Committee invites and urges you to participate in the election process by nominating yourself or faculty colleagues for this most important committee in provostal governance.

Nominations should be made in writing or by phone, citing the nominees' qualifications, to Martha Kvanbeck, Senate Office, 427 Morrill Hall, 100 Church Street SE, Mpls. 55455, (612) 625-9369, FAX: (612) 626-1609, senate@mailbox.mail.umn.edu, by JANUARY 21.

If you have any questions or wish further information, you may contact any one of the following Nominating Committee members:

- Amy Alving, Aerospace Eng & Mech, 625-6694, (fax) 626-1558, alving@aem.umn.edu
- Dorothy Anderson, Forest Resources, 624-2721, (fax) 625-5212, danderson@forestry.umn.edu
- Catherine French, Civil Engineering, 625-3877, (fax) 626-7750, fgd6450@maroon.tc.umn.edu
- Margaret Hostetter, Pediatrics, 624-1112, (fax) 624-8927, hoste001@maroon.tc.umn.edu
- Lance Neckar, Landscape Arch, 625-6596, (fax) 625-7525, mecha001@maroon.tc.umn.edu
- Dan Panshin, MN Ext Service, 624-1773, (fax) 625-3746, dpanshin@mes.umn.edu
- Gail Peterson, Psychology, 625-2863, (fax) 626-2079, peter004@maroon.tc.umn.edu
- Irwin Rubenstein (chair), Plant Biology, 624-0774, (fax) 625-1738, irwin@molbio.cbs.umn.edu
- Burton Shapiro, Oral Sciences, 624-3991, (fax) 626-2651, burt@mailbox.mail.umn.edu
- Kendall Wallace, UMD/Med, 218-726-8899, (fax) 218-726-8014, kwallace@d.umn.edu
- Cheryl Zimmerman, Pharmaceutics, 624-4611, (fax) 626-2125, zimme005@maroon.tc.umn.edu

Again, nominations must be received by **TUESDAY, JANUARY 21**. You may use the form below to submit your nominations or contact the Senate Office as indicated on the reverse side.

**NOMINATIONS FOR THE ACADEMIC HEALTH CENTER
PROVOSTAL FACULTY CONSULTATIVE COMMITTEE**

NOMINATOR: _____

Nominee's Name: _____ **Rank:** _____

Department: _____ **College:** _____

Service and Qualifications: _____

Nominee's Name: _____ **Rank:** _____

Department: _____ **College:** _____

Service and Qualifications: _____

Send form to: Martha Kvanbeck, Senate Office, 427 Morrill Hall, 100 Church Street SE, Mpls, MN 55455,
FAX: (612)626-1609, senate@mailbox.mail.umn.edu

Earnest Davenport, Nancy Enike, Charles Flanery, Jeanette Gunde, Sheryl Nerstead, Jane Phillips, Louis Pignolet, Oliver Williams. **Students:** John Carey, Debashis Chowdhury, Jonathan Gutzler, April Isola, David Khemakhem, Joe Larson, Laura Linquist, Runninghorse Livingston, Jennifer Meyer, Michael Nelson, Nancy Netz, Jeffrey Olson, Jessie Ross, Debi Springer, Laura Taken, Amanda Tripler. **Ex Officio:** Betty Hackett.

INFORMATION:

ACADEMIC HEALTH CENTER PROVOSTAL FACULTY CONSULTATIVE - Faculty: Judith Garrard (chair), Muriel Bebeau, Peter Bitterman, Sheila Corcoran-Perry, Daniel Feeney, Cynthia Gross, Frederic Hafferty, David Hamilton.

ACADEMIC HEALTH CENTER PROVOSTAL STUDENT CONSULTATIVE - Students: Michael Armstrong, Tom Caravello, Ami Claxton, Vicki Habegger, Katie McIntosh, Albert Nakano, Sean Ohmswimmie, 1 to be named.

ARTS, SCIENCES, AND ENGINEERING PROVOSTAL FACULTY CONSULTATIVE - Faculty: D. Fennell Evans (chair), Thomas Brothen, Charles Campbell, John Howe, Roberta Humphreys, Paul Magee, Toni McNarron.

ARTS, SCIENCES, AND ENGINEERING PROVOSTAL STUDENT CONSULTATIVE - Students: Bruce Bromberek, Susan Daniels, Katie Moriarty, Tim Parshall, Patrick Pederson, Sonya Schober, Barbara Van Drasek.

COMMITTEE ON COMMITTEES - Faculty/PA: M. Janice Hogan (chair), Ann Burkhart, Martin Dworkin, Emily Hoover, Carol Miller, V.R. Murthy. **Students: 6 to be named**

PROFESSIONAL STUDIES PROVOSTAL FACULTY CONSULTATIVE - Faculty: Mary Jo Kane (chair), Avner Ben-Ner, John Bryson, Carol Chomsky, Joanne Eicher, Emily Hoover, David Nelson, James Perry, Julia Robinson.

PROFESSIONAL STUDIES PROVOSTAL STUDENT CONSULTATIVE - Students: Tom Foster, Steve Lensing, J.P. Maier, Chris Rauschl, 4 to be named.

STEERING - Faculty: Virginia Gray (chair), Carl Adams, Carole Bland, Victor Bloomfield (vice chair), Sara Evans, Russell Hobbie, Michael Steffes, Matthew Tirrell. **Students:** Jesse Bergland, Susan Giovengo, Amy Merti, Jarad Niemi, Jeannine Pluhar, Mary Jane Sommerville.

M. JANICE HOGAN, Chair

II. EDUCATIONAL POLICY COMMITTEE

Twin Cities Undergraduate Course and Curriculum Committee

Action (15 minutes)

MOTION:

To amend Article III of the Bylaws of the Twin Cities Campus Assembly to add a new Bylaw 9, as follows:

ARTICLE III. TWIN CITIES CAMPUS ASSEMBLY COMMITTEES

.....

9. UNDERGRADUATE COURSE AND CURRICULUM COMMITTEE

The Undergraduate Course and Curriculum Committee shall establish guidelines and procedures, within the framework of the educational policies adopted by the Senate and Twin Cities Assembly, to review all undergraduate course proposals that have been approved by the appropriate college curriculum committee in order to consider factors that would affect curriculum and policies across collegiate units and across the campus as a whole.

that such a committee should be established.

Following comments at the Assembly meeting of May 2, ACEP revised the charge to the committee and now presents it for action by the Assembly.

(1) All courses proposed for the semester system should be reviewed to ensure adherence to the Semester Conversion Standards, other Senate policies, and to guard as much as possible against course duplication and overlap.

(2) The committee would review majors and programs for semester system implementation.

(3) The committee would establish guidelines for use by the college curriculum committees in the approval of semester courses.

(4) Once semester courses have been established, the committee would be responsible for adjudicating disputes between colleges about curriculum and course offerings when brought forth by collegiate units.

(5) The committee will NOT duplicate the work of college curriculum committees, nor would it, except in rare instances, review the substantive content of courses. (For example, an exception might be when two colleges appear to be offering courses with the same content.)

(6) This proposal goes beyond the impending change to semesters. It responds to issues of the University's financial environment and the belief of ACEP that the Twin Cities campus needs to be financially responsible. This issue has been raised by the Steering Committee on RCM in its identification of the need to "establish or assign to a permanent academic committee the responsibility to monitor the consequences of the proposed changes to program offerings, research and curriculum of the institution."

The temporary funding for the chair's position, staff and general support, and summer salary supplements for (1997) for the membership, will be provided by central administration.

Laura Coffin Koch, Chair

III. FACULTY COMMITTEE ON COMMITTEES

Nominating Committee, Faculty Consultative Committees

Action by the Faculty Assembly and UMD Faculty Senators

(5 minutes)

MOTION:

That the Faculty Assembly and UMD faculty senators approve the following individuals to serve as the Nominating Committee to name candidates to fill, by the election process, 1997-2000 Twin Cities and UMD-School of Medicine faculty vacancies on the Senate/Faculty Consultative Committee; Academic Health Center Provostal Faculty Consultative Committee; Arts, Sciences, and Engineering Provostal Faculty Consultative Committee; and Professional Studies Provostal Faculty Consultative Committee: Amy Alving, Dorothy Anderson, Catherine French, Margaret Hostetter, Lance Neckar, Dan Panshin, Gail Peterson, Irwin Rubenstein (chair), Burton Shapiro, Kendall Wallace, Cheryl Zimmerman.

COMMENT:

The Twin Cities Campus Assembly Bylaws requires ratification of the Nominating Committee by the Faculty Assembly and UMD faculty senators.

M. JANICE HOGAN, Chair

*****Received: from mhub1.tc.umn.edu by mailbox.ma
Return-Path: <gross002@maroon.tc.umn.edu>
Received: from maroon.tc.umn.edu by mhub1.tc.umn.edu; Mon, 29 Jul 96 16:00:29 -0
Received: from Pharmacy-fastpath-126.hsci.umn.edu by maroon.tc.umn.edu; Mon, 29
From: "Cynthia.R.Gross-1" <gross002@maroon.tc.umn.edu>
Reply-To: "Cynthia.R.Gross-1" <gross002@maroon.tc.umn.edu>
To: courtney, Judith M Garrard <jgarrard@maroon.tc.umn.edu>
Subject: Faculty Governance: Response for Pharmacy
Message-Id: <31fd266d3230514@mhub1.tc.umn.edu>
Date: Mon, 29 Jul 96 16:00:29 -0500

To: Vickie Courtney
Judith Garrard

From: Cynthia Gross

Re: Faculty Governance: Response for Pharmacy

July 29, 1996

1. Do you have a constitution? If so, does it include a faculty governance structure?

The college of Pharmacy has a Constitution and Bylaws. It will undergo revision soon to reflect the new COP organizational structure.

2. Are there elected FCC members at the school/unit level?

The COP elects two University Senate representatives for all- University participation. The closest thing at the college level would probably be the elected members of the COP Executive Committee in the new organization.

3. Are you the members of the school/unit policy council?

Unsure what this means. The College of Pharmacy has the following

- Executive Committee-Deans and 2 at large members, elected
- Admissions
- Academic Standing
- Scholarship Fellowships and Award
- Honors Oversight
- Educational Policy
- General Research Support
- Promotion, Tenure and Reappointment
- Constitution and Bylaws

a. Who sets the agenda for the school/unit policy counsel meetings?

Assuming this means Executive Committee -- the Dean with input from Exec Committee members.

b. Who is responsible for the minutes?

The Dean's assistant takes/writes the Minutes. The Dean (or president o in the Dean's absence) approves the Minutes before they are distributed. Committee members may correct/amend the Minutes before they are approved

4. Do you have school/unit-wide faculty meetings? If so, how often?

Yes. According to the Constitution and bylaws, the faculty will meet at twice a year. In the past several years faculty have usually met 6-8 times a year.

a. Who sets the agenda for the school/unit-wide faculty meetings?

The Dean is responsible for sending out the agenda. Anyone can for the agenda -- items typically come from the standing committees (Admissions, EPC, P&T)

b. Who is responsible for the minutes?

The Dean's Assistant takes/writes the minutes. The Dean (or president o in the Dean's absence) approves the Minutes before they are approved.

5. Do the University senators of your school/unit meet as a group?

We have 2 senators and they talk over issues, but do not have formal The Senators automatically are on every agenda for the faculty meetings on COP agendas.

a. Who sets the agenda for the senators meeting? N/A

b. Who is responsible for the minutes? N/A

6. Do the school/unit FCC members and the University senators of your school/unit meet as a group? NO

7. Is there an elected faculty representative for non tenured faculty?

No. Faculty representatives are elected at large presumably to represen the faculty.

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Received: from mhuh2.tc.umn.edu by mailbox.mail.umn.edu; Wed, 31 Jul 96 10:34:02
Return-Path: <corco001@maroon.tc.umn.edu>
Received: from maroon.tc.umn.edu by mhuh2.tc.umn.edu; Wed, 31 Jul 96 11:23:14 -0
Received: from x14-18.ejack.umn.edu by maroon.tc.umn.edu; Wed, 31 Jul 96 11:23:1
To: courtney
From: "sheila corcoran-perry" <corco001@maroon.tc.umn.edu>
Subject: RE: Request for Info Regarding Faculty Governance
Date: Wed, 31 Jul 1996 12:14:29
X-Tick-Nemesis: The Idea Men
Mime-Version: 1.0
Content-Type: text/plain; charset="us-ascii"
Message-Id: <31ff887259f7006@mhuh2.tc.umn.edu>

1. Yes, we have a constitution
Yes, it does include faculty governance structure
2. School of Nursing Consultative Committee members are elected.
3. I am a member of the School Consultative Committee and I chair the School General Assembly

The chair sets the agenda and is responsible for reviewing the minutes - although I believe the Dean has traditionally "seen" the minutes before they go to the chair (the Dean's secretary has traditionally served as secretary for the Assembly and the Consultative Committee.)
4. We have School wide General Assembly meetings at least quarterly. The chair, a faculty member, sets the agenda and is responsible for minutes.
5. Our two school Senators do not formally meet, but do so informally as the need arises and as they perceive that faculty input is needed
6. Senators meet with the Consultative Committee only when requested to do so. At each General Assembly meeting, Senators are requested to provide updates on Senate activities.
7. No, there is no elected faculty rep for non-tenured faculty

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Received: from mhub0.tc.umn.edu by mailbox.mail.umn.edu; Fri, 26 Jul 96 16:07:07
Return-Path: <jgarrard@maroon.tc.umn.edu>
Received: from maroon.tc.umn.edu by mhub0.tc.umn.edu; Fri, 26 Jul 96 16:56:33 -0
Received: from x244-58.hsr.umn.edu by maroon.tc.umn.edu; Fri, 26 Jul 96 16:56:32
From: "Judith Garrard" <jgarrard@maroon.tc.umn.edu>
Reply-To: "Judith Garrard" <jgarrard@maroon.tc.umn.edu>
To: courtney
Subject: No Subject
Message-Id: <31f93f1174ed706@mhub0.tc.umn.edu>
Date: Fri, 26 Jul 96 16:56:33 -0500

To: Vickie
>From Judy Garrard

MY ANSWERS ARE IN CAPS.

1. Do you have a constitution? If so, does it include a faculty governance structure?

YES, AND IT DOES INCLUDE A FAUCLTY GOVERNANCE STRUCTURE.

2. Are there elected FCC members at the school/unit level?

YES

3. Are you members of the school/unit policy council?

YES

a. Who sets the agenda for the school/unit policy council meetings?

THE DEAN, BUT SHE'S VERY CAREFUL TO ASK ALL MEMBERS FOR ADDITIONAL AGNEDA ITEMS

b. Who is responsible for the minutes?

DEANS SECRETARY

4. Do you have school/unit-wide faculty meetings? If so, how often?

YES, QUARTERLY

a. Who sets the agenda for the school/unit-wide faculty meetings?

DEAN AND FACULTY

b. Who is responsible for the minutes?

DEAN'S SECRETARY

5. Do the University senators of your school/unit meet as a group?

YES

a. Who sets the agenda for the senators meeting?

INFORMAL, THERE IS NO SET AGENDA

b. Who is responsible for the minutes?

WE DON'T HAVE MINUTES

6. Do the school/unit FCC members and the University senators of your school/unit meet as a group?

YES, WE HAVE THIS YEAR

7. Is there an elected faculty representative for non tenured faculty?

NO, I DON'T THINK SO.

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