

Faculty Consultative Committee (FCC)
February 27, 2020
Minutes of the Meeting

These minutes reflect discussion and debate at a meeting of a committee of the University of Minnesota Senate; none of the comments, conclusions, or actions reported in these minutes reflect the views of, nor are they binding on, the senate, the administration, or the Board of Regents.

[In these minutes: Conversation with Board of Regents Chair Kendall Powell and Brian Steeves, Executive Director and Corporate Secretary, Board of Regents Office; Contract-Term Faculty and P&A Teaching Specialist Task Force Update; Office for Conflict Resolution Update; Miscellaneous Committee Business]

PRESENT: Amy Pittenger (chair), Phil Buhlmann (vice chair), Mark Bee, Sheri Breen, Colleen Flaherty Manchester, Tabitha Grier-Reed, Michael Kyba, Lynn Lukkas, Peggy Nelson, Ned Patterson, John Deen, Les Drewes, Frank Gigler, Jennifer Goodnough, Jessica Larson, Julie Olson, Clifford Steer, Carol Chomsky

REGRETS: Rhonda Franklin, Rob Blair, Donna Spannaus-Martin

GUESTS: Kendall Powell, chair, Board of Regents; and Brian Steeves, executive director and corporate secretary, Board of Regents

OTHERS ATTENDING: Brianne Keeney, Office of the President; Professor Marcia Nichols, UMR

1. Conversation with Board of Regents Chair Kendall Powell and Brian Steeves, executive director and corporate secretary, Board of Regents Office: Professor Pittenger welcomed Chair of the Board of Regents Kendall Powell, and Brian Steeves, executive director and corporate secretary, Board of Regents Office, and called for a round of introductions. Following introductions, Regent Powell shared the Board's priorities for 2019 - 2020 academic year. The following priorities were highlighted:

- Develop a plan with quantifiable goals and timelines to grow the health sciences research portfolio and substantively develop the enterprise strategy for M Health Fairview.
- Develop strategies to grow the University's impact as a top 10 research institution while further incentivizing and promoting the impact of research that addresses the challenges and opportunities facing Minnesota.
- With expert external input, examine tuition and enrollment strategies to develop a specific, measurable, multi-year financial framework that sustains the University's excellence, manages affordability and student debt, and controls administrative costs.
- Clearly define, articulate, and promote the University's outreach mission, and develop a systemwide plan to guide and measure its impact.

- Deepen institutional understanding of pathways to greater faculty, staff, and student diversity and inclusion, and identify specific strategies across the University system.

After summarizing the BOR's priorities, Regent Powell commented on the progress/accomplishments that the University has made on the academic medicine side of the house, its research and outreach efforts, the headway it made related to increasing diversity as well as educating Board members on the University's budget and how the institution's financial model works. He added that other topics of discussion at BOR meetings have included the Systemwide Strategic Plan, a draft namings policy, and the capital budget.

Upon conclusion of his opening remarks, Regent Powell opened the floor for questions and comments, which included:

- In response to a question from Professor Patterson about graduate/professional student tuition and student loan debt, Regent Powell said while a lot of attention has been given to undergraduate tuition, in his opinion, more attention needs to be paid to graduate/professional student loan debt.
- Professor Olson commented on the School of Dentistry's out-of-state tuition, which is high, and, as a result, makes the University not competitive with its peers. In Regent Powell's opinion, how the University thinks about price, tuition and total revenue needs much more attention. A deeper and more sophisticated analysis of this issue needs to be conducted if the University is going to regain its competitiveness.
- Professor Drewes brought up the shortage of rural medicine (family practice) providers as well as the need for more Native American physicians. To meet these shortages, he noted that his unit has explored expanding the number of students it admits, but uncovered that the program cannot increase its capacity due to physical limitations of classroom sizes, etc. Does the BOR ever discuss the workforce need for rural medicine providers, and what steps should be taken to make it happen? Regent Powell said the Board is aware of the work the University does in this area and discusses these issues from time to time, but certainly not enough. In his opinion, anytime a capital investment that updates building and expands enrollment is a good investment. He added that the BOR would like to see more of these opportunities come before it. Professor Drewes suggested the University explore educational partnering with other health systems, particularly Essentia Health in Duluth. Professor Steer agreed and talked about the value and success of the [RPAP](#) (Rural Physicians Associate Program) program, which provides third-year University of Minnesota Medical School students a community-based educational experience caring for patients of all ages in rural Minnesota and parts of Wisconsin. He added that the State of Minnesota needs to invest more in this kind of programming to meet the rural health needs in Greater Minnesota. Regent Powell commented that this is an acute topic for the legislature and it is his understanding that there is bipartisan support for it.
- Professor Pittenger said when the University had an "Academic Health Center" it was in a better position to align its interprofessional education efforts with Fairview across the State of Minnesota. While Fairview Health is not the only academic health system, it is right here in front of us. Fairview is currently not set up to be a place of learning for health care teams. That said, there is a lot of opportunity in this area, and whatever the University's new health science structure is, it needs to be more intentional in its

interprofessional education efforts. Professor Steer added that healthcare is a money driven professional, and this is something the state needs to understand. It is incumbent on the State of Minnesota to invest in the health care of its citizens irrespective if there is a financial return on its dollar - the return on the money it spends is the health of its citizens. In Professor Steer's opinion, Fairview will not be opening clinics in rural Minnesota, but it could be Mayo. Professor Nelson commented that in her opinion the University overlooks some of the partnering opportunities that exist not only in the metropolitan area, but across the state. What is the University doing in terms of industry partnerships, etc.? Regent Powell said there is high interest on the part of the University to develop these opportunities. He added that Minnesota is a global center for medical technology development, which the University needs to further tap into.

- Professor Buhlmann said there is an effort underway to get faculty to appeal to their legislators to financially support the University. That said, should the University's industry partners also be asked to message legislators on behalf of the University? Regent Powell agreed, and added that he believes the business community is highly supportive of higher education, in general, and the University of Minnesota. Having said that, while advocating for the University is not an area where industry has typically played a big role, the University should do more to engage businesses in advocating for the University of Minnesota. Mr. Steeves added that the idea of the legislature giving the University money for general funding is unlikely. In his opinion, the legislature is interested in investing in something specific; if they are going to invest in the University they want to do so in a targeted way. Both the market of students and policy makers are willing to pay different amounts for different things/outcomes. As a result, the University should think more differentially in terms of how it markets its activities that will benefit the state. In order to make this happen, the University will need to become less siloed in order to provide comprehensive solutions to the problems that the state and industry brings to it.
- Regarding the issue of administrative costs, said Professor Flaherty Manchester, does the BOR use a minimized cost strategy? If administrative costs are being cut (staff being laid off) under the assumption that the work will go just away that is simply not true. The work will end up being off-loaded onto faculty whose salaries are often higher. In response, Regent Powell said that, in his opinion, an institution the size of the University needs to constantly be looking at ways to be more efficient. This means looking at ways to get the same outcomes while costing less. For example, maybe there are administrative responsibilities that can be done centrally versus being distributed across the University. The University is a big, complex place that uses a lot of different processes, and he believes it is the University's responsibility to continuously look for ways to operate more efficiently. Professor Kyba agreed with Professor Flaherty Manchester, and shared an example to make his point. While he acknowledged the issue of bloated administrative costs a few years back, he wondered whether this issue has resolved itself to a degree and questioned if some of the stringent policies that were put in place to address the situation could be lessened. Regent Powell said this will continue to be an issue, and, as a result, the University will have to continue to be vigilant about minding its costs and being as efficient as possible.
- Professor Grier-Reed mentioned a book she is reading, [*The New Education*](#) by Cathy Davidson, that talks about how and why universities need to reimagine themselves for the

21st century given the current higher education structure is very outdated. In her opinion, higher education is struggling to reorient itself to 21st century challenges. Therefore, she thinks it would behoove the University to have a futures initiative/orientation. Regent Powell agreed that the University needs a strategy framework that looks and thinks about what the world will look like in the future.

- Professor Grier-Reed asked Regent Powell to talk more about the BOR's discussions about diversity, particularly as it relates to faculty diversity. What are the conversations like about the culture of the institution at the BOR level? Regent Powell said that over the years the BOR has had numerous discussions about diversity. The University is making progress in building a diverse student body. The BOR recognizes that faculty diversity has been and continues to be a challenge for the University. Future conversations will need to be about the barriers to increasing faculty diversity and steps the University should take to address this issue. Professor Grier-Reed added that the building renaming conversations are intertwined with the diversity issue. In general, said Regent Powell, many companies are focused on and committed to increasing the diversity of their employee base, but this takes time. This is a long journey that needs to start now and will require innovative thinking. Piggybacking on this issue, said Professor Pittenger, there is the notion that there is not a pipeline of qualified candidates for higher education, which she questions. While there needs to be continued intentional efforts to encourage learners from underrepresented communities to pursue graduate and research degrees, if one looks at scientists in corporations, it seems like people are making a decision not to go into academia for a variety of reasons; it is not necessarily that there is not a pool of qualified candidates and we shouldn't use that as an excuse. Professor Grier-Reed said in her opinion the culture question is connected to being competitive. The culture question is really important; therefore, as the BOR talks about diverse representation she hopes they talk about the importance of having a culture that values diversity because the University has work to do on this front. Tensions can arise when there is an unwelcoming environment. In terms of the building naming discussions, this is a reflection of having a more diverse student body who wants to be represented. In response, Regent Powell agreed that corporations decided long ago that their economic success depended on having lots of diversity in order to serve their consumers. That said, in some ways the business sector may be ahead of higher education.
- Professor Breen proposed that in order to retain faculty, the University should recognize that their connections to the internal and external community do not fall neatly into the categories used for promotion and tenure. She said her unit is looking at its 7.12 statement to figure out ways the work faculty do with the community can count in promotion and tenure decisions. On a semi-related note, the land acknowledgement statement is another really important way in which both the University's outreach to Native American communities and how it thinks about creating a culture of retention of faculty and a welcoming place really matter. While this is not exactly a faculty diversity issue, it impacts faculty diversity. She added that in her opinion diversity and outreach issues are tied together in many ways.

In light of time, Professor Pittenger thanked Regent Powell and Mr. Steeves for attending today's meeting. In turn, Regent Powell thanked members for giving him the opportunity to meet with the committee.

2. Contract-Term Faculty and P&A Teaching Specialist Task Force update: Professor Pittenger called on Professor Patterson, chair, Contract-Term Faculty and P&A Teaching Specialist Task Force, to provide the FCC with a status update on the progress of the task force. Professor Patterson explained that the University's categorization and treatment of term/contract faculty varies widely across the institution. The task force is currently considering either conducting a survey or hosting a forum related to the challenges faced by contract/term faculty across the University, but before making a decision about which approach to take, the task force wants to identify desired outcomes to determine what option will give them the results they are looking for. The task force, said Professor Patterson, is still in the process collecting data in order to know how to proceed.

Professor Deen observed that he is seeing migration from both the P&A and faculty ranks to contract/term positions, and he believes this could be because contract/term faculty have less protections than tenured and tenure-track faculty. Other members chimed in to share how their respective colleges use and treat contract/term faculty.

The task force, said Professor Patterson, is working on developing recommendations around contract/term faculty governance participation, representation, etc. and hopes to have these completed by the end of the academic year. He added that at this time the task force's efforts will focus on full-time contract/term faculty with at least 9-month appointments.

Professor Deen commented that a number of universities are moving contract/term faculty under the jurisdiction of the provost's office for matters related to advancement, and promotion. That said, he would like the task force to think about making this one of their recommendations, particularly because collegiate definitions vary so widely. There should be some commonality in terms of what is expected for promotion across the entire system.

Professor Pittenger said undoubtedly there are units at the University that use best practices as it relates to the treatment of their contract faculty, e.g., units that support and value these individuals, which need to be broadly shared.

Professor Pittenger thanked Professor Patterson for the update, and said the committee looks forward to another update once further progress has been made.

3. Office for Conflict Resolution update: Professor Pittenger welcomed Tamar Gronvall, director, Office for Conflict Resolution (OCR), and called for a round of introductions. Following introductions, Ms. Gronvall shared information about her background and why she was drawn to the position as OCR director.

Next, Ms. Gronvall explained that OCR serves non-bargaining unit faculty on all five campuses. She added that OCR has jurisdiction over minor discipline, which is provided for under Section

10 of the Board of Regents policy *Faculty Tenure*. She then proceeded to highlight the services offered by OCR and elaborated a bit on each of these:

- Informal assistance, e.g., confidential consultations and facilitated dialogues & mediations dealing with disagreements about annual reviews, performance or pay disagreements, discipline as a result of an Equal Opportunity and Affirmative Action (EOAA) investigation, etc.
- Formal assistance, e.g., the University's formal grievance process (a peer hearing panel process). Time limits apply to the formal assistance services.
- Teaching and training - Conflict Resolution 101 training (1.5 hours) and Success Signals, a communication style training that lasts longer and has a cost associated with it.

Other information shared by Ms. Gronvall about OCR included:

- Managers/supervisors are expected to participate in facilitated dialogues & mediations, and co-workers are encouraged to do so, but not required.
- OCR is an independent and neutral office, which means it does not represent a particular person, but rather it advocates for a fair process.
- OCR is located on the West Bank.

Currently, said Ms. Gronvall, OCR is looking for faculty to volunteer to serve as hearing officers and panelists. She explained a little bit about the difference between these two volunteer opportunities.

Upon conclusion of her presentation, Ms. Gronvall distributed a pamphlet about OCR, and encouraged those interested in learning more about OCR to visit its website -

<https://ocr.umn.edu/>. Ms. Gronvall then opened the floor for questions/comments:

- Often faculty do not know where to go to address climate issues, said Professor Flaherty Manchester. Should faculty go to EOAA or go to OCR? The person can do both, said Ms. Gronvall. A big distinction between OCR and EOAA, is that OCR is not an official reporting or investigative body. OCR is a place for people who are not only in a state of crisis but a place for people who are not sure how they want to proceed with their situation.
- What is involved in being a hearing officer or panelist, asked Professor Steer? Ms. Gronvall briefly highlighted the responsibilities entailed with each of these positions.
- Do faculty who opt for the formal assistance process usually bring an advisor with them, asked Professor Chomsky? Ms. Gronvall said that people who choose to use the formal assistance service are welcome to bring an advisor with them if they so choose.
- Professor Drewes said while he likes the idea of OCR being a systemwide office, periodically OCR should visit the system campuses and schedule appointments so that employees who would like to meet face-to-face have the opportunity to do so. Ms. Gronvall agreed with Professor Drewes. She explained that while OCR is a very small office, her goal is to visit all the campuses at least once before the end of July 2020, and at least once or twice a year thereafter.

Hearing no further questions, Ms. Gronvall turned members' attention to the *Conflict Resolution for Faculty, P&A, Civil Service, and Student Employees* policy and the *Comprehensive Review*

or *Change Request* administrative policy, which were sent out along with the agenda. Ms. Gronvall said neither policy had extensive changes. Professor Gigler commented that he appreciated the explanation of the policy changes outlined in the *Comprehensive Review or Change Request* administrative policy, and thinks this should be used as a best practice model for other policy reviews.

Ms. Gronvall said if members have questions/concerns about the changes that were made to the policies to let her know after today's meeting.

Professor Pittenger thanked Ms. Gronvall for meeting with the FCC.

4. Miscellaneous committee business: Professor Pittenger said the BOR policy, *Faculty Tenure*, is formatted very differently (out of date) compared to other BOR policies. That said, the Board Office has requested that the *Faculty Tenure* policy be put in the same format as other BOR policies. A draft of this newly formatted policy, said Professor Pittenger, is now available and can be sent out for the FCC for review. Professor Pittenger said in her review of the policy, nothing whatsoever has changed - not even a comma. The newly formatted policy will be posted to the BOR website on March 16th.

Professor Chomsky said she assumes no changes were made to the policy, but suggested using the "Read Out Loud" computer feature to easily verify this. Also, she wondered whether faculty should be notified of the format change or not. Professor Gigler suggested making sure the original policy is archived somewhere in the event that someone in the future questions whether changes were made when the policy was reformatted. Professor Pittenger said that she would talk with Brian Steeves to ensure that the original policy is archived. Professor Flaherty Manchester said while she agrees it is not necessary to notify all faculty of the format change, she suggested notifying those people who frequently look at the policy, e.g., department heads/chairs, associate deans, so they are not surprised.

5. Adjournment: Hearing no further business, Professor Pittenger announced that immediately following today's FCC meeting that the FCC Nominating Subcommittee would meet to work on identifying faculty to ask to stand for election to serve on the FCC. Professor Pittenger then adjourned the meeting.

Renee Dempsey
University Senate Office