

Minutes*

**Senate Consultative Committee
Thursday, February 17, 2011
3:00 – 4:30
Room 238A Morrill Hall**

Present: Kathryn VandenBosch (chair), Aaron Carlson, Nancy Carpenter, Shawn Curley, Bree Dalager, Marti Hope Gonzales, Michael Hancher, Russell Luepker, Jonathan Lundberg, Jan McCulloch, Michael Oakes, Steven Pearthree, Francis Strahan, Sarah Waldemar

Absent: Nick Bergantine, Peter Bitterman, Thomas Brothen, Don Cavalier, Christopher Cramer, Carol Chomsky, Nancy Ehlke, Thomas Haarstick, Jeffrey Kahn, Luke Nichols, Terrance Paape

Guests: Chancellor Stephen Lehmkuhle (University of Minnesota Rochester); Professor Irene Duranczyk (Chair, Committee on Equity, Access, and Diversity)

Others: none

[In these minutes: (1) update on the U of M Rochester; (2) docket for March 3 senate meeting; (3) resolution on equity during budget cuts]

1. Update on the University of Minnesota, Rochester

Professor VandenBosch convened the meeting at 3:05 and welcomed Chancellor Lehmkuhle to provide an update on the Rochester campus (UMR).

Chancellor Lehmkuhle began by telling the Committee that they are creating four academic programs at UMR, likely to be the only four programs they will have for a long time. UMR is a niche campus focused on the health sciences at the undergraduate level. UMR has two baccalaureate degrees, the Bachelor of Science in the Health Sciences (a freshman-admitting program) and the Bachelor of Science in the Health Professions (a junior-admitting transfer program).

The programs create a common experience for students interested in the health sciences and provide a springboard for health-sciences professional education or graduate education. They are creating an education for jobs in emerging areas, so the programs are flexible at the end after two years of a set curriculum. All students take organic chemistry, statistics and other math courses, and have a strong humanities program interlaced through all four years. They do not have departments or colleges; there are 10 tenure-track faculty members who are all in the Center for Learning Innovation, and all (philosophy, sociology, biology, etc.) jointly design the curriculum. The third year is more differentiated (e.g., for allied health programs, graduate school), and the fourth year has a capstone experience and internships aligned with the student's career direction.

* 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 represents the views of, nor are they binding on, the Senate, the Administration, or the Board of Regents.

They are in their second year of operation, Chancellor Lehmkuhle related. They admitted 50 students last year and 100 this year; they will admit 150 next year, and the goal is to admit 250 freshmen per year on a permanent basis, so the total enrollment in the program will be about 1000 undergraduates.

Of their students, about 80% live more than 50 miles away and come from Wisconsin and the Dakotas and beyond as well as from Minnesota. So they have to create housing options, but UMR will not have its own residence halls.

The Bachelor of Science in the Health Professions is being offered in partnership with Mayo and the students are jointly admitted to UMR and the Mayo School of the Health Sciences. There are five certificate programs that provide the student the certificate necessary to practice in one of the five fields (respiratory care, radiography, radiation therapy, echocardiography, and sonography), and the students will have a Bachelor of Science degree. This program will have about 140 students when fully implemented.

The other two programs are graduate programs in Biomedical Informatics and Computational Biology that belong in the Graduate School and are offered in partnership with Mayo, the Hormel Institute, the University, and IBM. UMR is the administrative home. They have 45 faculty affiliated with the program. There are 33 students in the program, half of whom are Masters students and half of whom are Ph.D. students, and one-half reside on the Twin Cities campus and the other half in Rochester.

They are now serving about 520 students at the Rochester site. Dr. Lehmkuhle said about 150 students are enrolled in the two undergraduate programs in the health sciences and health professions, and about 350 additional students in programs offered in partnership with Nursing, Occupational Technology, Clinical Laboratory Sciences, and other programs from the Twin Cities and Duluth campuses. In the Clinical Lab Science and the Occupational Therapy programs, about half of the students are located in Twin Cities and the other half in Rochester. This is a tremendous way to leverage faculty resources. The Duluth campus also has an MBA program; the School of Public Health and the School of Social Work also offer programs through UMR. Their overall strategy is to invest UMR resources in health-sciences programs and offer other programs in partnership with other institutions. Over the next 5-10 years, they anticipate UMR will grow to about 1200-1400 students, depending on the size of the partnership programs.

In addition to the ten tenure-track faculty currently at UMR, Dr. Lehmkuhle said, they intend to hire two or three more next year. They also have eight instructors who are individually responsible for working directly with the students, and executing the learning experience developed by the tenure-track faculty. They hire the instructors needed based on the number of students and the nature of the learning experience created by the tenure-track faculty. The tenure-track faculty have complete control over the curriculum and the instructors are hired to deliver it. They are proud of the fact that they have an 85% success rate in organic chemistry the first year.

UMR is now located in the top two floors of a shopping mall, but it has a very different ambience from the retail space on the ground level. There are about 10 classrooms and four labs; they have learning labs similar to those in the Science Teaching and Student Services building that just opened on the Minneapolis campus. They will run out of space next year, and will have additional housing needs, but no additional state funds. They are doing a number of public-private partnerships, including leasing part of a new building that included city funding that will provide both educational and residential space. The

city funds help lower student and UMR rental costs, and the revenue from the building will help pay for back the city's investment and it will come to the University for future investment in facilities in Rochester. There are many visitors to Rochester because of Mayo Clinic, and consequently the City of Rochester, with population of about 100,000 people, has a larger tax base than most cities that size. The City has been willing to use sales tax money to invest in the University. UMR also has partnerships with the YMCA for recreational space, Olmstead Medical for student health coverage, and Mayo Clinic for cadaver experiences for students.

The financial model for UMR is based on about \$6 – 7 million allocated to it from the University. It is clear that the state funding will not increase (will likely decrease, as with all other units at the University), so all growth must be paid for through new tuition revenue. What makes this model work is that there are a lot of resources in downtown Rochester that they can leverage to create a campus experience—this campus could not work if built in an open field.

Ms. Dalager asked if the students are taught by the instructors or the tenure-track faculty. All the courses are taught by the faculty, Dr. Lehmkuhle said, but they are less lecture and more working-the-room by both faculty and instructors. In third- and fourth-year courses, they will probably bring in a few people from the Mayo Clinic, so there will be some adjunct faculty.

Professor Carpenter asked if UMR is looking for representation in University governance. They have one student, Dr. Lehmkuhle said; Ms. Waldemar and Mr. Strahan reported that UMR also has representation in P&A and civil service governance. Professor VandenBosch reported that she and Professors Nancy Ehlke and Caroline Hayes visited UMR and met with the tenure-track faculty; they talked about governance. It is necessary to figure out how to make the connection. Is there any "point person" for the faculty, she asked Dr. Lehmkuhle. There is not, he said, but he can ask someone. His challenge is that they are all junior (probationary) faculty members, so they are immersed in navigating all that junior faculty must do. Claudia Neuhauser, the vice chancellor, is thinking about the next hires, and they may bring in someone more senior.

Professor VandenBosch reported that they talked about what governance is and what would be of interest to them. Probably not a lot of committee work, but there are areas of governance that will be of interest to probationary faculty members, and the Committee needs to follow up to see if it can help them. The UMR faculty were very interested in the tenure process.

Professor Luepker observed that UMR has a small group of probationary, multi-disciplinary faculty; how does UMR plan to handle expectations to develop a scholarly career if someone is the only faculty member in his or her discipline? Their 7.12 statement provides that faculty members are evaluated on teaching and the scholarship of learning, Dr. Lehmkuhle responded. It is unlikely that UMR faculty will be primary investigators on disciplinary-based research, but they can collaborate with colleagues at Mayo and Hormel; their primary research focus is on student learning in their discipline and on the development of an integrated curriculum. They have an eight-year probationary period; they are starting a new institution and not all of the faculty yet have a research portfolio on student learning.

How is tuition set, Professor Luepker inquired? Does UMR track the Twin Cities tuition? They track Morris, Dr. Lehmkuhle said, although there are some differences. UMR has a flat tuition (it is the same for everyone, regardless of state of residence).

Mr. Carlson asked about the development of a sense of community. The Twin Cities campus creates it through the dorms and the freshman experience. He wondered how this would work when they will have 250 freshmen per year but housing for only 130. They will have 208 rooms in the new facility, but that will not fulfill all their needs, Dr. Lehmkuhle said.

They are pleased with the overall student experience at UMR; one hears a lot about teamwork in the health professions these days, and they do a lot of teamwork in their classes. They have a cohort model, so students all take the same classes. He said he sees students in the building and hears that they are very tight-knit. Most live near the campus. Their retention and success rate will depend on creating an attractive student experience, and the students do not just go to class and then leave. Professor VandenBosch recalled hearing a number of students greet the Chancellor by name and noted that he has them to dinner in small groups. UMR will not have the same graduation rates as the Twin Cities and Morris campuses, Dr. Lehmkuhle said, because it is a narrowly-focused curriculum. They try to serve the full range of health-professions careers, but some students may learn that they do not want to go into a health profession. Where UMR adds value because it is a niche program that adds to the workforce of the state.

Ms. Waldemar inquired if they recruit faculty differently and if they worry about retention because it is a different kind of role. They have not had a problem, Dr. Lehmkuhle said. They have had 50-60 applicants in each pool, and the candidates are strong and excited about the opportunity to do something different. They will probably lose some faculty members, he said, and he does not know if all of them will achieve tenure (although he hopes that they do).

Mr. Strahan asked what Dr. Lehmkuhle expects the graduation rate to be. That is connected to recruiting and they are still looking at it, Dr. Lehmkuhle said. Last year they retained 67% of the class from freshman to sophomore; this year the figure was 97% from fall to spring. Their success is related to getting students who have a passion to be in a health-sciences area; it is fine for students to change their minds within the health-sciences fields, but if they decide they want to be in some other field, then UMR is not the school they should be at. They would like the graduation rate to be 60%; he said that UMR will not embarrass the University with its graduation rate.

Ms. Dalager asked about the advising structure. They have student coaches, Dr. Lehmkuhle said, because they see the students as emerging adults. The coursework is rigid, so that is not where they need conversations; it is more a matter of interacting with the faculty, being sure the students are successful, and being active about attending to them. They would like to have one coach per 50 students but will probably have to go with a 75:1 ratio. The coaches stay with their students all the way through the program—they play a role similar to an adviser. Many of the students start at UMR wanting to go to medical school, and then over time they learn that there are many other significant careers in the health professions. The student coach helps them with this growing process.

Professor Carpenter asked what qualifications they look for in instructors and student coaches. Most of the instructors are Ph.D.s, Dr. Lehmkuhle said, and some have MAs in writing. The coaches would have the same qualifications as an adviser. The instructors are on contracts, Professor Luepker asked? They are full time and year-to-year, Dr. Lehmkuhle said; they would like to create a career path for them and to offer contracts that are a little longer. They are P&A staff.

Professor VandenBosch reported that their interactions with the UMR faculty were delightful because these are high-energy people with a lot of eagerness who want to interact with other faculty members. She asked Dr. Lehmkuhle if he had any ideas about how the Committee could be helpful in building bridges. Dr. Lehmkuhle said they had created a mentoring network with Twin Cities faculty—but it didn't work. He and Dr. Neuhauser are thinking about connections and would welcome ideas from the Committee.

Professor VandenBosch thanked Chancellor Lehmkuhle for joining the meeting and promised to have him back in the future.

2. Docket for March 3 University Senate Meeting

Professor VandenBosch explained that the docket for the University Senate meeting on March 3 will be short because the President will also be giving his State of the University address at the meeting. She reviewed the three items of business (a resolution on the floating holiday for P&A staff, a change in the conflict-resolution policy capping the University's commitment to paying for an arbitrator, and a bylaw change providing that the Committee on Committees will review on a regular rotation, on a cycle it determines, the membership and functioning of committees).

3. Resolution on Equity During Budget Cuts

Professor VandenBosch welcomed Professor Duranczyk to the meeting to present a resolution concerning equity in salary reductions; the resolution has been adopted by the Senate Committee on Equity, Access, and Diversity and is to be placed on the University Senate docket for action. The draft resolution read as follows (between the * * *):

* * *

WHEREAS: The administration asked the Faculty Senate to vote its assent to the temporary reduction of faculty salaries for fiscal year 2010-2011, while also proposing to reduce the compensation of other employees of the University, in accord with Section 4.5 of the Regents' Policy on Faculty Tenure;

WHEREAS: The reduction of faculty salaries was approved by the Faculty Senate (1.15% for the salaries of all faculty and P&A employees, 2.3% for academic and administrative officers, and a three day furlough for staff) and is projected to yield savings of \$18.5 million;

WHEREAS: In a comparable situation of economic duress, in 1932, the Regents of the University of Minnesota imposed a salary cut on a sliding scale, reducing all salaries above certain thresholds and imposing no reduction on salaries below a certain threshold;

WHEREAS: The imposition of a salary reduction on a sliding scale, down to zero for salaries below a certain threshold, would readily achieve or exceed the savings projected to be achieved through the minuscule reduction of faculty salaries currently proposed.

BE IT RESOLVED: That in the future that the Senate advocate for a progressive scale so that employees that garner the highest wages at the institution are more proportionally affected for the

short term and employees making less than 200% of the U.S. poverty level are not asked again to help balance the University budget in these economic times. The request for reduction in employee salaries must be based on principles of protecting living wages and social justice.

COMMENT:

We appreciated the administration's revised proposal as an effort to respond to concerns faculty have expressed about equity in dealing with the University's financial troubles. Nevertheless, we are disappointed with the administration's uniform pay cuts since this is inherently regressive in its disproportionate effect on lower income members of the university community. With this resolution, we offer an alternate proposal with two primary aims. First, we seek to distribute the burden of salary reductions in an equitable and progressive way across the faculty. Second, we seek to establish a model that protects employees who lack the privilege of tenure, who are the lowest paid and most vulnerable members of our community from any salary reduction, job loss, or layoffs at all. A 1.15% pay cut seems to be a relatively small amount, but we know that such a cut represents a far greater portion of expendable income for someone earning \$45,000, than it does for someone earning \$200,000.

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The point of the resolution, Professor Duranczyk explained, is to ask the Senate to advocate for a progressive scale so that employees with higher wages would take a larger reduction in salary, if reductions are to be made again. They recommend that employees who make less than 200% of the U.S. poverty guidelines be exempt from salary reductions; in Minnesota, that number would be \$44,000 for a family of four.

Ms. Dalager inquired why 200%. Because a number of federal programs go to 200%, Professor Duranczyk said; they know that others go as high as 400%, but they believe 200% to be reasonable. Ms. Dalager cited her own experience with Hennepin County, which uses 300% for the housing program she has volunteered with. This refers to an employee's salary, not total household income, Professor VandenBosch asked? It does, Professor Duranczyk said.

Professor Hancher said the wording of the resolution presupposes there will be future salary reductions. At present there is no indication there will be, so the resolution should not take it for granted. It is not inevitable.

Ms. Waldemar noted that for P&A staff, one must be at a certain salary level before qualifying for the Faculty Retirement Plan. There are a number of P&A staff with low salaries, so this resolution crosses all employee groups. That may need clarification.

Professor Curley said it is hard to argue with the basic idea. He said it is not clear, however, that the actions last year did NOT take into account issues of fairness and social justice, as the resolution seeks. The criticism may not be appropriate. One could also trust the Senate and faculty leadership to think about wages and social justice. Why tell a future Senate what it must do; it can be assumed it would do so on its own. They believe they are giving additional support to the Faculty Senate for moving in the direction of progressive salary reductions.

Professor McCulloch said she believed most people would be glad to have something like this in writing that speaks to equity and social justice, but it may be painful to dredge up what happened in the past. She suggested removing the judgmental language and that about events that have taken place. It was agreed that Professor Duranczyk would work with Committee members to revise the statement.

Professor VandenBosch thanked Professor Duranczyk for joining the meeting, and adjourned it at 3:15.

-- Gary Engstrand

University of Minnesota