

UNIVERSITY OF MINNESOTA  
UNIVERSITY SENATE MINUTES  
FACULTY SENATE MINUTES  
STUDENT SENATE MINUTES  
FEBRUARY 20, 1992

The second meeting of the University Senate for 1991-92 was convened in 25 Law Building, Minneapolis campus, on Thursday, February 20, 1992, at 2:45 p.m. (immediately following the meeting of the Twin Cities Campus Assembly). Coordinate campuses were linked by telephone. Checking or signing the roll as present were 133 voting faculty/academic professional members, 46 voting student members, 1 ex officio member, and 16 nonmembers. President Nils Hasselmo presided.

**I. MINUTES FOR OCTOBER 31, 1991**

**Action**

**APPROVED**

**II. SENATE COMMITTEE ON COMMITTEES**

**Committees of the Senate, 1991-92**

**Action**

The following are additions to those listed in the October 31 Senate Minutes:

COMPUTING & INFORMATION SYSTEMS—Students: Carolyn Merit.

LIBRARY—Students: Terry Hoppenrath, Eric Stradle (UMD). Ex Officio: LeAnn Dean (UMM).

PHYSICAL PLANT & SPACE ALLOCATION—Students: Erik Jensen, Jennifer Kaley.

STUDENT AFFAIRS—Students: Michelle Englund, Sara Frovik, Jason Parker (UMM), Sarah Stai.

**Information**

ALL-UNIVERSITY HONORS—Faculty/PA: Paul Quie.

COMMITTEE ON COMMITTEES—Students: James Arcand (UMD), Erik Jensen.

CONSULTATIVE—Student: Denise Eloundou (UMW).

GEOFFREY MARUYAMA  
Chair

**APPROVED**

**III. SENATE CONSULTATIVE COMMITTEE  
SENATE COMMITTEE ON COMMITTEES**

**Services for the Handicapped Committee**

**Action**

**MOTION:**

To amend the Senate Bylaws, Article III, Section 12, to re-name the Services for the Handicapped Committee the Disabilities Issues Committee, as follows:

**12. SERVICES FOR THE HANDICAPPED COMMITTEE DISABILITIES ISSUES COMMITTEE**

The ~~Services for the Handicapped Committee~~ Disabilities Issues Committee shall be composed of at least 7 faculty/academic professional members, 2 students (at least one graduate and one undergraduate), 2 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.

**Duties and Responsibilities**

- a. To advise the president and administrative offices on University-wide issues relating to physical access, access to academic programs, and the structure of and provision for student services for the ~~handicapped~~ disabled.
- b. To review policies and practices in light of legal compliance aspects, deployment of resources, and effectiveness in meeting student needs, and to recommend changes.
- c. To educate the University community to the special concerns of its ~~handicapped~~ disabled members.
- d. To consult with the administrative committees providing coordination of programs and services.
- e. To bring concerns to the Senate, as appropriate.
- 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.

**COMMENT:**

The Consultative Committee and Committee on Committees agree with the recommendation that the Services for the Handicapped Committee's name be changed to the Disabilities Issues Committee to conform with the language in the disabilities policies and procedures that were approved by the Senate on April 18, 1991, and to more appropriately describe the committee's charge.

THOMAS SCOTT, Chair  
Senate Consultative Committee  
GEOFFREY MARUYAMA, Chair  
Senate Committee on Committees

**DISCUSSION:**

*Professor Geoffrey Maruyama presented the motion to re-name the Services for the Handicapped Committee. With no discussion, it was approved 119 to 0.*

**APPROVED**

**IV. SENATE CONSULTATIVE COMMITTEE  
SENATE EDUCATIONAL POLICY COMMITTEE  
Policy on Makeup Examinations for Legitimate Absences  
Action**

**MOTION:**

That the Senate endorse the Policy on Makeup Examinations for Legitimate Absences as presented below.

Policy on Makeup Examinations for Legitimate Absences

A student who is unable to take an examination owing to verified illness or absence on other legitimate account is entitled to take a make-up examination as soon as possible at a time mutually acceptable to the student and the instructor, and in accordance with any special terms that may be announced by the instructor at the beginning of the term. It is a student's responsibility to notify the instructor, as far in advance as possible, of a scheduled event requiring his or her participation and absence from class.

**COMMENT:**

This policy is intended to insure that students will be able expeditiously to make up examinations legitimately missed, with as little disruption of the pattern of other students' regular course work and as little inconvenience to the instructor as possible. Among activities justifying absence and warranting a make-up examination are those undertaken on behalf of the University (e.g., intercollegiate athletics, University band, and the like) or required by government agencies (e.g., subpoenas, jury duty, National Guard service, and the like). Except for the kinds of activity specified, for which accommodations *must* be made by the instructor, absences warranting special arrangements are at the instructor's discretion in the course concerned.

THOMAS SCOTT, Chair  
Senate Consultative Committee  
STANFORD LEHMBERG, Chair  
Senate Educational Policy Committee

**DISCUSSION:**

*Professor Stanford Lehmberg, Chair of the Senate Educational Policy Committee (SCEP), presented the motion proposing a University-wide Policy on Makeup Examinations for Legitimate Absences. He said SCEP drafted the policy after learning of a number of instances where students, who had to miss examinations because of duly scheduled and approved University events, had been denied the opportunity to make up the examinations by their instructors. The policy is intended to guarantee the rights of students to make up examinations for legitimate absences. Professor Lehmberg said it was the committee's intention that the word "examinations" apply to examinations such as the final, mid-quarter, or other large examinations, and not to quizzes which might be given with greater frequency.*

*A number of Senators raised questions concerning the meaning of "legitimate absences" and the extent to which it applies. Would it, for example, include observance of religious holidays? In order to give SCEP an opportunity to reconsider the wording of the policy, a motion to table until the next Senate meeting was moved, seconded, and approved.*

**TABLED**

**V. SENATE CONSULTATIVE COMMITTEE  
SENATE EDUCATIONAL POLICY COMMITTEE  
Policy on Scheduling of Final Examinations  
Action**

**MOTION:**

That the Senate endorse the Policy on Scheduling of Final Examinations as presented below.

Policy on Scheduling of Final Examinations

There shall be no exceptions from the University final examination schedule except by concurrence of the department chair, the dean of the college concerned, and the University scheduling offices. **This prohibition precludes moving a final examina**

tion from a scheduled time to study day or to the last or earlier meetings of the class. All requests for adjustment of final examination hours should be made on the form provided by the scheduling offices and submitted at least a month before the beginning of the relevant examination period. Instructors requesting any variation from the official examination schedule must agree to give a make-up examination to any student having examination conflicts or three examinations in one calendar day because of the change in hours.

**COMMENT:**

The Senate Committee on Educational Policy has become aware that in some instances instructors schedule the final examination for a course on the last day of class, which deprives students of the last day of instruction and the preparation time permitted by Study Day. This policy affirms existing regulations, adopted in the 1960's, and elevates it to Senate policy.

THOMAS SCOTT, Chair  
Senate Consultative Committee

STANFORD LEHMBERG, Chair  
Senate Educational Policy Committee

**DISCUSSION:**

Professor Lehmborg presented the proposed Policy on Scheduling of Final Examinations. He said it was drafted by the Senate Educational Policy Committee (SCEP) after committee members were informed by a number of students that it had become common practice in some areas of the University for examinations to be moved to the last day of class. SCEP was concerned about students being deprived not only of their last day of instruction, but also the benefit of Study Day to prepare for the final examination. The proposed policy updates regulations adopted in the 1960s, and elevates it to Senate policy.

In response to a question about take-home examinations, Professor Lehmborg said it is his interpretation that take-home examinations should not be due until the time of the scheduled final exam so that students have the benefit of Study Day and the last day of class.

Another Senator expressed opposition to the motion, saying that decisions on scheduling of final examinations should be between the class and the instructor.

The motion, as presented, was then approved.

**APPROVED**

**VI. SENATE CONSULTATIVE COMMITTEE  
SENATE EDUCATIONAL POLICY COMMITTEE  
Policy Statement: Faculty Role in Advising  
Action**

**MOTION:**

That the Senate endorse the Policy Statement: Faculty Role in Advising, as presented below.

Policy Statement: Faculty Role in Advising

The faculty of the University is ultimately responsible and accountable for all academic aspects of the educational enterprise. Whereas teaching and research are readily recognized as major responsibilities of the faculty, the advising of students also clearly falls under faculty purview. Because of the variation of circumstances in the several colleges of this University, it is not feasible to define highly specific and inclusive faculty activities in advising. However, it is both feasible and appropriate to outline general principles to guide faculty involvement in advising.

Fundamentally, it is a faculty responsibility to define curriculum, the courses that enlighten and train the student in a specialty area as well as the collection of courses that provide the foundation and breadth of the liberal education. The faculty is also ultimately responsible for delivery of the curriculum to the students, not only in terms of the presentation of courses but also in terms of aiding students in determining which curriculum and/or which courses and experiences are most suitable for achieving each student's educational goals. The advising process assists students in determining their primary interests (choosing a major), aids in scheduling suitable courses and experiences to fulfill the expectation of the desired major, and may even extend to consideration of the suitability of training for postgraduate professional or employment opportunities.

**The faculty of every unit should corporately determine the mechanisms by which they will be involved in advising students and periodically review the effectiveness of that process. It should be a continuing objective for each unit to ensure that students have ready access to good advising.** In some units faculty may choose to be directly involved in advising individual students. In other units, aspects of the process may be delegated to appropriately trained and supervised professional, graduate students, or peer advisers.

In all cases, it remains a responsibility of the faculty to develop and define the curriculum and to supervise the process by which students are individually guided through their academic programs. The faculty of each unit corporately should be aware of the advising process and supportive of those persons directly involved in advising students. The faculty should encourage students to take advantage of opportunities to broaden, intensify, and integrate their educational experience, and generally ensure that students receive good advising in a timely fashion.

THOMAS SCOTT, Chair  
Senate Consultative Committee

STANFORD LEHMBERG, Chair  
Senate Educational Policy Committee

**DISCUSSION:**

*Professor Lehmborg presented the motion to endorse the Policy Statement: Faculty Role in Advising. He said a subcommittee to discuss and consider recommendations for improving advising was appointed last year by the Senate Educational Policy Committee (SCEP), acting in conjunction with Vice Provost Anne Hopkins. The subcommittee, chaired by Professor John Anderson, outlined in its report ways in which administrative improvements could be made in advising and enunciated the policy that faculty are ultimately responsible and accountable for advising. Given the diversity of the University, SCEP recognized that in many cases professional advisers, graduate students, and peer advisers are also involved in advising students. However, it agreed with the subcommittee that the faculty of each college has the ultimate responsibility for determining how advising is handled and assuring that it is of high quality.*

*The motion was unanimously approved, as presented.*

**APPROVED**

**VII. SENATE CONSULTATIVE COMMITTEE  
SENATE EDUCATIONAL POLICY COMMITTEE  
Policy on Athletic Events During Study Day and Finals Week  
For Information**

University Senate policy prohibits scheduling of events during Study Day and Finals Week in which the participation of students is required. The Senate Committee on Educational Policy (SCEP), charged with administration of the Senate policy, establishes the following policy with respect to athletic events.

In those instances where post-season competitive events occur during Study Day or Finals Week (either of Day School or of Extension Classes), the Senate Committee on Educational Policy will consider them approved (that is, without requiring explicit action on the part of the Committee) subject to the following conditions.

1. The event is in logical progression in the sport, leading from in-season competition to conference or regional championships and then to national championship competition; and
2. The coach or other staff member in the athletic program can demonstrate to the Director of Academic Counseling—Intercollegiate Athletics that satisfactory alternative academic arrangements have been made; and
3. The event is conducted under the aegis of the NCAA or the appropriate national sport governing body if it is not the NCAA.

The chair of SCEP will receive, on an annual basis, a report from the Director of Academic Counseling on the arrangements that are made pursuant to paragraph 2, above.

The Athletic Directors will report to SCEP annually, early in the Fall Quarter, on the number of student-athletes who missed any Study Day or any part of Final Examinations during the preceding year and on the academic performance of those student-athletes. These may be written reports.

Post-season or other athletic events which are invitational in nature, rather than a natural progression to a championship, and which would take place during Study Day or Finals Week, require the specific approval of SCEP before participation may occur.

Subject only to the exception noted in this policy, no travel or competition is permitted from the period beginning with, and including, Study Day and ending with the last day of Final Examinations. Home events may be scheduled in the evening of the last day of Final Examinations if the examination schedule is concluded by 6:00 p.m.

**DISCUSSION:**

*Professor Lehmborg presented, for information, a clarification of the "Policy on Athletic Events During Study Day and Finals Week," which the Senate Educational Policy Committee is responsible for administering.*

**ACCEPTED**

**VIII. SENATE CONSULTATIVE COMMITTEE  
Faculty Consultative Committee Membership  
Action**

**MOTION:**

To amend the Senate Bylaws, Article III, Section 4, to change the representation of Duluth on the Faculty Consultative Committee, as follows:

**4. CONSULTATIVE COMMITTEES**

....

Faculty Consultative Committee

Membership

The faculty of the Twin Cities campus and those faculty members on the Duluth campus eligible to vote in elections for the Senate shall elect 7 8 members, and the faculties of the Crookston, Duluth, and Morris campuses shall each elect one faculty member.

—All members of the Faculty Consultative Committee...

—Each campus faculty. . .

—For the purposes of this section only, the faculty on the Duluth campus who are eligible to vote in Senate elections shall be considered a part of the Twin Cities campus: They shall be eligible (1) to vote in elections for the Faculty Consultative Committee and (2) for nomination and election to the Faculty Consultative Committee in accord with the provisions established by the Twin Cities Campus Assembly.

—Terms of office. . .

## COMMENT:

This amendment changes the designation of the seat previously identified specifically for Duluth on the Faculty Consultative Committee (FCC). The Senate Constitution specifies ten elected faculty on the FCC; but since the time that the Duluth faculty voted in favor of collective bargaining and the Board of Regents suspended the University Education Association's (UEA) participation in the Senate under the provisions of Minnesota's Public Employee Labor Relations Act, they have been unrepresented on FCC, and the faculty voting membership on FCC has been nine rather than ten.

There is one group of faculty on the Duluth campus which is not included in the bargaining unit, the Medical School, which currently has 38 faculty. They believe that one elected member from that faculty should hold the "Duluth" seat on FCC.

The FCC does not believe that one seat out of ten should be allocated specifically to the small number of faculty members in the Duluth Medical School. The FCC members from Crookston and Morris speak for the entire faculty, not only for their own campuses but the broader University as well. A representative from the Duluth Medical School would by State law, and the provisions of the collective bargaining agreement, be unable to represent the rest of the faculty at UMD.

Moreover, the Duluth Medical School does not report to the Chancellor of the Duluth campus; it reports to the Vice President for Health Sciences. To grant a seat to the faculty of the Duluth Medical School would, in effect, be allocating a seat specifically to the Health Sciences which would be held each year by a Duluth faculty member.

The original intent of the provision granting a seat to the Duluth campus (as to the Crookston and Morris campuses) was that the entire faculty on each campus would be represented. To grant a seat to the Duluth Medical School faculty clearly does not conform to the original (and still desirable) intent.

The FCC very much regrets the absence of representation from the entire faculty on the Duluth campus. Several efforts have been made to encourage such representation within the constraints imposed by State law and the provisions of the collective bargaining agreement with the UEA representing the Duluth faculty (except the Medical School faculty). Twice, legal opinions have concluded that participation by organized Duluth faculty in the Senate and its committees would be seriously restricted by the provisions of State law and the Collective Bargaining Agreement entered into between the University and the UEA.

More important, however, is the fact that participation by UEA members in the Senate and its committees could resume only after and as a result of a decision by the UEA that it wants to participate.

The FCC wrote to the President of the UEA in November 1991, as follows: "It is our view that it would be desirable to have the entire Duluth faculty represented on FCC. I know that my predecessors have made inquiries of the UEA about the possibility of such representation; in each instance, the UEA representative indicated they are satisfied with existing communication and consulting and saw no need for change. Before we proceed with resolving this issue, we would appreciate a statement of UEA's position on Duluth faculty representation on the Senate Consultative Committee/Faculty Consultative Committee (SCC/FCC)."

The President of the UEA in a letter to the FCC dated 3 December, 1991, responded as follows: "We still maintain that the status quo of no representation is fine. We are satisfied with the existing communication and consulting arrangements and see no need for change."

The proposed amendment provides that there will be eight seats on the FCC allocated to the combined ELIGIBLE faculties of the Twin Cities and Duluth campuses (the Morris and Crookston seats are unaffected). Any eligible member of the Duluth faculty could be nominated and elected to the FCC/SCC by the procedures that now exist for electing Twin Cities faculty representatives to the FCC/SCC and they will be eligible to serve on the Nominating Committee that selects candidates for the FCC.

The need for ten elected faculty members on FCC is related to the total membership on the SCC, where provisions specify that the faculty will have ten members and students nine. At present and since the early 1980's, the faculty and students each have had nine members on the SCC because of the vacant seat on the FCC. This amendment restores the intended balance between faculty and students on the SCC and provides the opportunity for representation on both bodies for those Duluth campus faculty who are not part of the collective bargaining unit. Duluth Medical School faculty will continue to elect representatives to the Senate.

If the time comes that the relationship with the organized Duluth faculty changes and they wish to have representation on the FCC and the legal issues can be worked out, an appropriate bylaw amendment will be proposed which will restore one seat to the Duluth faculty.

THOMAS SCOTT, Chair  
Senate Consultative Committee

## DISCUSSION:

*Professor Norman Kerr, Vice Chair of the Senate Consultative Committee, presented the motion to change the representation of Duluth on the Faculty Consultative Committee (FCC). He explained that when the Duluth faculty (except the Medical School faculty) voted in favor of collective bargaining in the early 1980s, their membership in the University Senate was suspended under the provisions of Minnesota's Public Employee Labor Relations Act. As a result, the Duluth seat on the Faculty Consultative Committee has been vacant since that time. Members of the Duluth Medical School, who are not members of collective bargaining and are represented on the University Senate, have asked that they be allowed to fill the Duluth seat on the FCC. The FCC, recognizing that the Duluth Medical School faculty have become disenfranchised, recommend that they join with faculty members on the Twin Cities campus for purposes of electing and filling the vacant "Duluth" seat. Professor Kerr noted that the Duluth Medical School reports, not to the Chancellor at UMD, but to the Vice President for Health Sciences on the Twin Cities campus. In addition, he said, faculty who are elected to the FCC represent their total campus community and not individual departments or collegiate units. Because the majority of the Duluth faculty have elected to participate in collective bargaining, a representative on the FCC from the Duluth Medical School could only represent the Duluth Medical School and not his/her other Duluth constituents. Thus, he said, the joining of the Duluth Medical School faculty with the Twin Cities faculty seems logical until such time when the relationship with the organized Duluth faculty changes.*

*Professor Hafferty, faculty Senator from the Duluth Medical School, argued that the motion has, in effect, two parts. The first, he said, strips the Duluth campus of its seat on the FCC, and the second merges the voting rights of the Duluth Medical School with those of the Twin Cities for purpose of FCC elections. Professor Hafferty said the Duluth Medical School faculty voted unanimously to oppose the first part of the motion. They believe an essential ingredient in a system with multiple campuses, is the opportunity for all campuses to be able to meet and discuss issues with the President. Rather than eliminate the*

Duluth seat on the FCC, the Duluth Medical School faculty encourage the governance structure to undertake some creative measures to insure a way to include Duluth. With regard to merging the voting rights of the Duluth Medical School faculty with those of the Twin Cities, Professor Hafferty said, the Duluth Medical School faculty are very much a part of the Duluth campus community, teaching UMD undergraduate and graduate students, participating as full members on UMD committees, and in the UMD Senate, and they strongly oppose the idea of being merged with the Twin Cities campus.

The motion was then defeated 91 to 47, with one abstention.

NOT APPROVED

## IX. PRESIDENT'S REPORT

### DISCUSSION:

President Hasselmo began his remarks by expressing his pleasure at the return of the \$23 million in vetoed Special Appropriations. The restoration, he said, took place with the support of the Governor and the Legislature with virtual unanimity. It restores nineteen different Specials funded by the Legislature, all very important programs for the University and the State. He emphasized, however, that the University is still short \$27 million for this biennium as compared to the previous year. The \$27 million represents a cut in the operations and maintenance budget. In December, a budget plan was presented to the Board of Regents that addresses that particular shortfall and, in addition, makes it possible to provide a salary increase in the second year of the biennium. The budget plan contains arrangements for a five percent "pool" of funds for the second year of the biennium to be used for salary increases, with funding coming through reallocation and tuition increases.

The President said the University has stayed with the retrenchment and reallocation plan adopted by the Board of Regents in March 1991, whereby \$58 million is being reallocated in the University in no more than five years. This year's budget includes implementation of more than one-fifth of that \$58 million reallocation. This means a number of colleges received their first fifth or more of that particular reallocation. They include CLA, IT, UMM, and UMD. What may have obscured that positive development, the President said, is that in order to provide for a five percent salary pool for next year, it was necessary to ask units from across the University to make a partial contribution to that salary pool through internal reallocation, which amounted to three percent. This funding is now being reallocated within the various campuses and colleges. The additional funding necessary for the salary increase will come from the tuition increase.

President Hasselmo said there is concern about the future. The projected State shortfall for this biennium ranges from \$400-\$600 million. This means that, while we are still in the first year of the biennium, a number of State-funded activities may have their budgets cut for the second year of the biennium. The University, he said, is doing everything it can to argue for the retention of the base budget as it now stands. It would be devastating to the University to have an additional cut in the base budget given the very ambitious reallocation, restructuring, and budget-cutting agenda the University has adopted over the last eighteen months. In addition, the President said, information has been gathered concerning the economic impact of the University on the State because, while the primary function of the University is education and research, it is important to lay before the State the economic impact the University has on the State, especially in these difficult financial times. He encouraged all Senators to familiarize themselves with this information and to contact his office or University Relations for data sheets that provide some very interesting information about the University's impact on the State, on selected regions of the State, on the nation, and on the world.

Additionally, options are being considered for further adjustments in the University's budget. They include 1) a combination of further programmatic cuts and tuition increases, 2) program cuts without further tuition increases, and 3) a change in the funding formula, whereby the State would provide one-third of the cost of instruction, rather than two-thirds, and tuition would have to bear two-thirds of the cost. With regard to the last option, the President said tuition now covers more than one-third of instructional costs. Moreover, the University has gradually been pulled into a situation where tuition has had to carry a greater burden than was originally intended when the two-thirds/one-third formula was adopted.

The President next turned to the Supercomputer issue to clarify some possible misconceptions. He said the Center is a for-profit organization, wholly owned by the University of Minnesota and the U of M Foundation. One of its components of financing has been a contract with the Supercomputer Institute, which is an organization of several hundred University faculty members who do research supported by supercomputing. The \$8 million Legislative special is funding that goes to the Supercomputer Institute to buy services, at very competitive rates, for supercomputing. That is the only University contribution and there is no other subsidy at this time. The Supercomputer Center, the President said, sells its services in the private market and has been very successful in doing so. That is why it has been able to maintain and acquire cutting-edge supercomputing technology, very much to the benefit of the University of Minnesota. The President said, he believes the University now has approximately \$30 million in research contracts that are supported by the Supercomputer Center, and added that it would not be possible to have this if it did not operate and earn money in the private market. Because it is a for-profit corporation, certain proprietary matters must remain secret in order to maintain the Center's competitive position, and that, the President said, has caused some communication problems. No one likes secrecy, he said, but it's necessary to abide by that in order to maintain the Center's competitive advantage. To learn more about the Supercomputer Center, he encouraged Senators to contact his office or Provost Infante's office for a fact sheet on the Center.

On a more positive note, the President said the University is on course and reaching goals that were established several years ago for undergraduate education. Improvement in preparation requirements has now led to a significant improvement in the background of students coming to the University. This fall, when those requirements went into effect, 96 percent of the students who came in as freshman had completed four years of English, 98 percent had completed three years of mathematics, 90 percent had completed three years of science, and 88 percent had completed the foreign language requirement that was introduced as a prerequisite. In addition, there has been an improvement in the retention rate between the freshman and sophomore year. The President was pleased to report that the total number of students of color has increased at the University, and in fact, on the Twin Cities campus, has exceeded the University's goal of ten percent. However, he said, Native Americans, African-Americans, and students of Chicano, Hispanic, and Latino backgrounds have not significantly increased. The increase has primarily been in the Asian student population. For those interested, an enrollment update is available either in the President's office or in Vice President Marvalene Hughes' office.

The President then updated the Senate on the ROTC issue, by saying communications with the Department of Defense are continuing and that he is pleased to report that discussions that were not taking place six months ago on this issue are occurring now. Whether this leads to the University's desired results, he cannot say. The University is attempting to lay the groundwork for changes and is pursuing every possible avenue. There are indications, however, that no changes will take place until after the 1992 election.

President Hasselmo concluded his remarks by announcing the continuing appointment of Dr. Ettore Infante as Senior Vice President for Academic Affairs, the appointment of Dr. Robert Anderson as Vice President for Health Sciences, the appointment of Mr. Mark Rotenberg as General Counsel, and the appointment of Dr. McKinley Boston as the Director of Men's Intercollegiate Athletics.

NILS HASSELMO  
President

## X. SENATE CONSULTATIVE COMMITTEE

### Report By The Chair

#### DISCUSSION:

Professor Thomas Scott, chair of the Senate Consultative Committee, took a moment to express appreciation to the many Senate and Assembly committee members who have worked so hard and diligently on the important issues facing the Senate and the University this year.

To update Senators on some of the committees activities, he said the Consultative Committee had been very active this year meeting with final candidates for top administrative positions, including the ones the President mentioned in his remarks. The Council on Liberal Education, which was established by the Twin Cities Campus Assembly in the fall, has now been appointed and is actively working under the leadership of Professor Richard Skaggs. An Ad Hoc Committee to Review the Grievance System has also been established under the able leadership of Professor Mario Bognanno. A subcommittee of the Senate Social Concerns Committee was formed to review problems, policies, and issues related to gays, lesbians, and bisexuals on campus. The Physical Plant and Space Allocation Committee, among others, is considering the very important issues related to steam providers. The Computing and Information Systems Committee, under the leadership of Professor George Wilcox, has been involved in numerous issues surrounding the organization of computer services and the Supercomputer Institute.

The Faculty Affairs Committee, chaired by Professor Avner Ben-Ner, has focused very closely on reviewing the Health Plans Task Force proposal, which recommends separating from the State's health plan and designing a University health plan. With regard to this, he said, the Faculty Consultative Committee, Senate Finance and Planning Committee, and the Senate Faculty Affairs Committee have all voted in opposition to the recommendation of the Task Force. He encouraged Senators, who each received a packet of materials in the mail on this issue, to contact either himself or Professor Ben-Ner with their comments, as central administration will be making a decision on this matter soon. Lastly, he said, the Finance and Planning Committee had been very active with a variety of issues, most importantly the University's budget.

THOMAS SCOTT  
Chair

## XI. QUESTIONS TO THE PRESIDENT

#### QUESTION:

The Legislature has, of course, restored \$23 million in state specials for certain University programs. These include, among others, the Talented Youth Math Program, James Ford Bell Museum, Women's Intercollegiate Athletics, Minnesota Geological Survey, and the Minnesota Supercomputer Institute. Many of these are valuable programs that serve our state in a variety of ways, but they are not generally related to the instruction of University students.

The administration has proposed that some of these programs be folded into the general O & M budget of the University.

- 1) What steps are being taken to ensure that items not related to the instruction of University students will be kept away from the instructional category? (That is, can we be confident that tuition will not be affected?)
- 2) Will the University's O & M funding be adjusted to compensate completely for the specials that will be folded?
- 3) A Jan. 9 letter from Vice President Infante's office states that "the folding of any Special into the O & M budget . . . must be a careful and deliberate action that involves appropriate deliberations within the University, with the Office of the Governor, and with the appropriate bodies of the Legislature." How will students be included in this process?

DAVID LEE  
Senate Consultative Committee

#### RESPONSE:

In response to the first question, President Hasselmo said the University does not intend to recommend that any Specials be folded into the instruction budget, thus there should be no impact on tuition. As to the second question about O & M funding, he said, if the Specials are folded in, they will be compensated for in the O & M budget. In answer to the third question on student participation in the decision-making process, President Hasselmo said, issues will be discussed through normal channels, which includes the Senate Consultative Committee and Senate Finance and Planning Committee, both of which have student representation. He then encouraged students with further concerns on this issue to communicate them to either Vice President Infante or himself.

## XII. EQUAL EMPLOYMENT OPPORTUNITY FOR WOMEN COMMITTEE

### Annual Report, 1990-1991

The Equal Employment Opportunity for Women Committee (EEOWC) became a regular Senate committee on January 1, 1991. Prior to that time, the committee existed pursuant to and only for the duration of the court decree in the case of Rajender v.



University of Minnesota. During the 1990-1991 academic year, the full committee met seven times, with several subcommittees meeting at numerous additional times.

During October, 1990, the committee worked with the Committee on Committees and the Faculty Consultative Committee to establish itself as a Senate committee. Changes were proposed in the committee's membership (expanding membership to include representation by two members of the academic professional staff and eliminating the provision for the election of two members from the plaintiff class) and the committee's duties and responsibilities were linked directly with the "Women Academic Employee Policy Statement" (approved by the Senate in April, 1990, and adopted by the Board of Regents in July, 1990) and with the University's Equal Opportunity Officer.

The first major task of the committee was to support the Rajender Salary Settlement Committee as it prepared its report for the Board of Regents in December, 1990. The EEOWC urged the Salary Settlement Committee to request regular, comprehensive reports of faculty salary data from the University and to include the EEOWC in any recommendations for improving the climate for women. The chair of the Salary Settlement Committee, Jennifer Sue Oatey, met with the EEOWC during February and discussed her committee's procedures, outcomes, and recommendations. The EEOWC voted unanimously to express its appreciation to the Salary Settlement Committee and vowed to monitor progress on the implementation of the committee's recommendations.

Early in 1991, the committee considered how the University's restructuring and reallocation process would affect the status of female faculty and professional and administrative staff. Receiving particular attention were the procedures developed for limited searches and internal transfers of employees, services available from the University's Career Transition Program, and a more formal proposal for tracking the "environmental impact" of reallocation.

The project that the committee worked on for most of the year and throughout the summer was connected to two related issues proposed by the Faculty Consultative Committee: (1) parental leave and (2) the tenure code and its relation to the primary caregiver in a family. The committee examined the comprehensiveness of the University's current policy on Parental Leaves for Academic Employees in two ways: by comparing it with the policies of peer institutions and by considering whether there were foreseeable circumstances that the policy did not address. Eventually the committee recognized that the University's policies are reasonably complete and generous and that what is needed is not a change in policy, but improvements in the ways that the current policy is communicated to University faculty and professional and administrative staff. The committee decided to prepare several question-answer brochure-type documents that could be distributed to male and female employees, so that they can know their rights, and to managers, so that they can properly advise their employees. The committee also decided that faculty and staff need strategies as well as information. During the 1991-92 academic year, the committee plans to arrange workshops for interested University employees.

Throughout the year, the committee continued to receive and monitor reports on the "Hire Activity By Colleges for Faculty" and to be involved in the review of non-competitive appointments.

Committee membership changed throughout the year, because of changes in the nature of the committee as of January 1, 1991, and because of policies adopted by the Committee on Committees, but special thanks need to be extended to *ex officio* assistance from Carol Carrier, Ann Bailly, and Pat Mullen. Becky Swanson Kroll has been appointed as Chair of the Committee for 1991-92.

LAURIE S. HAYES  
Chair

ACCEPTED

### XIII. OLD BUSINESS

NONE

### XIV. NEW BUSINESS

NONE

### XV. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY

#### FACULTY MEMBERS

**ALAN E. TRELOAR**

**1902-1991**

Alan Edward Treloar, former professor and head of the division of biostatistics in the University of Minnesota School of Public Health, died November 18, 1991 in Walnut Creek, California at the age of 89.

Treloar was born September 27, 1902 in Alphington, Victoria, Australia. He received a bachelor of science degree in agriculture from Sydney University in 1925 and then came to the University of Minnesota as a graduate student in agricultural biochemistry and biometry, receiving both his master's and doctoral degrees from the University. In 1930 Treloar, upon the unexpected death of the pioneer biometrician Professor J. Arthur Harris, was appointed head of the biometry program then located within the botany department. In 1938, after a year's study at the Johns Hopkins School of Hygiene and Public Health, he began the teaching program in biostatistics in the department of preventive medicine and public health in the Medical School and with the creation of the School of Public Health in 1944 he was appointed head of the newly created biostatistics division within the School. He was promoted to associate professor in 1939 and professor in 1947. In 1956 he resigned from the faculty to become director of research for the American Hospital Association in Chicago. From 1959 until 1974 Treloar held positions at the National Institutes of Health in Bethesda, Maryland, first as chief of the statistics and analysis branch in the division of research grants, then as special assistant to the director of the National Institute of Neurological Diseases and Blindness and finally as head of the reproduction anthropometry section in the National Institute of Child Health and Human Development.

He taught biostatistical methods to students in public health, medicine and many other fields of study and was the author of several textbooks. His "Elements of Statistical Reasoning" published in 1939 was used throughout the world. He took pride not only in presenting quantitative concepts with clarity but in using the English language with both precision and flourish.



Upon retirement from the government, he returned to Minnesota and continued to direct a research program in menstruation and reproduction history that he had begun in 1934 in collaboration with the student health service. Data collection for this project included annual reporting from several thousand women who attended the University of Minnesota. In 1977 he moved to North Carolina and continued his research work there. In 1982 he moved to Sun City, Arizona where he lived until two years ago when he entered a nursing home near San Francisco, the home of his daughter Harriette. He is survived by his wife, Dorothy of Concord, California and two other daughters, Anne Glenister of North Liberty, Iowa and Lyn Adams of Fairfax, Virginia.

The family requests that memorials be used to support the continuation of the menstruation and reproduction research work and sent to Friends of Tremin Trust, % Mary Lynne Clark, Director of Development, College of Nursing, University of Utah, 25 South Medical Drive, Salt Lake City, Utah 84112.

### **ARLEY D. WALDO 1937-1991**

Arley D. Waldo, professor of agriculture and applied economics at the University of Minnesota College of Agriculture for 28 years, died at his St. Paul home Tuesday, October 1, of cancer. He was 56.

Arley was raised in DeWitt, Neb., where he played several high school sports and received numerous awards from the Future Farmers of America and 4-H. He received his bachelor's degree from the University of Nebraska, and his master's and doctorate degrees from Michigan State University. Arley taught at the University of Connecticut until 1963, when he joined the faculty at the University of Minnesota. He was well-known throughout the state for seminars on state and local taxes and finance that were offered through the Minnesota Extension Service. He also taught in the areas of public policy and taxation.

Arley is survived by his wife, Susan; a son, Andrew of Minneapolis; a daughter, Skye of St. Paul; his parents, Beulah and Willard of DeWitt; and a sister and brother, Willa Cammack and Max, both of DeWitt. Memorials are preferred to Waite Library, Department of Agricultural and Applied Economics.

#### **Memorial by James P. Houck—**

"When I think about all of the people that I have known for more than 20 years, there are very few for whom I can recall the exact moment we met. I suspect that the same is true for everyone in this room. But my first encounter with Arley Waldo is crystal clear in my memory. It occurred on August 16 or 17 in 1965. The occasion was my first faculty meeting in the conference room of old Haecker Hall on the St. Paul Campus. As we milled around before the meeting began, Arley came up to me with his hand outstretched and a big smile on his face saying 'It's time that we met!'

"Now, a bit more than 26 years after that greeting, I regret that 'it's time that we part.' But that warm and welcoming moment will always remain strong in my heart. Today I have no neat eulogy of Arley's life nor a glib summary of this good man's accomplishments. But I do have some impressions and some thoughts that crowd my mind as I reflect upon the 26 years that I was privileged to have known Arley Waldo as a friend and as a University colleague.

"It is probably true that over those 26 years I ate more lunches with Arley Waldo than with any other person in my whole life. We were both regulars, very regulars, at that noon-time immovable feast of agricultural economists that continues daily in the Cherrywood Dining Room of the St. Paul Student Center. As many of us know, Arley was a loyal and most congenial member of that group, exchanging political observations, campus gossip, sports wisdom, and a thousand other ideas, great and small over endless bowls of chili and cauliflower cheese soup. For lunch table bores like myself, Arley was the most valuable commodity, a gracious and interested listener. And for his own part, he was always a good conversationalist without the urge to monopolize. Now that he is gone, I feel most privileged in having shared his company and his thoughts so regularly for so long.

"In all those years, at that lunch table or elsewhere, I can truly say to you that I never heard Arley utter a cruel or angry word about anyone—exasperation, maybe, but gratuitous bitterness, never. And this despite the difficulties and troubles that dogged him over the years. He was a kind and gentle man.

"I am surely no psychologist, but I saw Arley as a rather shy and introspective person. A generally quiet, thoughtful soul. Someone a bit suspicious of his own strengths. A perfectionist. An introvert in an extrovert's job.

"Arley was a devoted supporter of the department's Waite Library over the years. He worked year in and year out to make it one of the finest facilities of its kind in the country, and in the world. This devotion reflected his love of good writing, powerful thoughts, strange words, odd and unconventional ideas, and he seemed to revel in the ironies of life. He wrote his own stuff carefully, with pride and the perfectionist's gimlet eye.

"Around the department I always thought of Arley as a cooperator, a team member. He was always a willing worker in the tangle of our endless committees, a reliable and careful partner in deliberations great and small. Out in the state of Minnesota, Arley was very well known and much admired for his presentations and background analyses of state and local public finance matters. His personnel file is full of letters of support and appreciation for his work from people all over Minnesota.

"Arley was one of the first and most enthusiastic adopters of computer technology among our staff members, young and not-so-young alike. For reasons I cannot quite put my finger on, I found his zeal in this regard somewhat anomalous. But there it was. He used computers, printers, hardware, software, and he loved them all. This passion was, perhaps, a surface indicator of the complexity of this man, a man that I think we all may have known much too little.

"One person who did know and love Arley Waldo deeply is Susan, his wife. I know that all of us are moved and deeply impressed by the strength of their relationship, especially as it was shown in Susan's remarkable capacity to stand by and care for Arley in recent weeks even in the midst of her own great difficulties. Our sympathy and warm wishes go out to her, to Arley's children, Andrew and Skye, to his parents, Beulah and Willard Waldo, and to all of the other members of that family.

"Finally, I think I reflect the thoughts of many when I say that I have scarcely ever admired someone as much as I admired Arley as he faced the cruel inevitability of his last weeks and days with us. In that bitter time, he bid us all farewell with great strength, dignity and class. May we all be able to summon even a small measure of his courage when we need it."

### **XVI. ADJOURNMENT**

*The meeting was adjourned at 4:15 p.m.*

**MARTHA KVANBECK  
ABSTRACTOR**

The second meeting of the Faculty Senate for 1991-92 was convened in 25 Law Building, Minneapolis campus, on Thursday, February 20, 1992, at 4:15 p.m. (immediately following the University Senate meeting). Coordinate campuses were linked by telephone. Checking or signing the roll as present were 133 voting faculty members. President Nils Hasselmo presided.

### I. MINUTES FOR OCTOBER 31, 1991

Action

APPROVED

### II. FACULTY CONSULTATIVE COMMITTEE FACULTY AFFAIRS COMMITTEE

#### Policy on Taking a Department into Receivership

Action

#### MOTION:

That the Faculty Senate endorse the Policy on Taking a Department Into Receivership as presented below.

#### Policy on Taking a Department into Receivership

Taking a Department into Receivership is defined as an administrative process in which the dean of a college or unit appoints temporary additional faculty or a chair or both from *outside* the faculty of the department for the purpose of restoring order in a department. Deans are encouraged and expected to anticipate problems in a department and to exhaust all routes to restore order by internal reorganization of the department or other solutions short of receivership. In the rare and unusual instance that a department is ungovernable or its affairs are continually unmanageable or it is inexorably headed in either or both these directions, it is the responsibility of the dean of the college or unit to take remedial action, i.e., receivership. Before taking the department into receivership, the dean will consult with the Consultative Committee of the college or unit, the Senate Faculty Consultative Committee, and the provost (academic vice-president). Approval of the provost is required for actions by the dean, such as appointment of an outside temporary chair and, if appropriate, outside interim faculty to the department. These appointees have full voting rights (e.g., on matters of educational policy, promotion and tenure), but their terms are limited to one year, or at the most, two years. During the receivership process, the dean and the provost are also required to protect the tenure rights of the departmental faculty according to the Regulations on Faculty Tenure. As a mechanism to implement this policy on receivership, the constitution of each unit or college should contain a section which states in appropriate language the essence of the policy.

*Footnote:* This policy does not bear on the process of *ordinary* appointment of department chairs or faculty members, nor is it intended for use to eliminate departments or for making other changes in academic organization.

#### COMMENT:

The Tenure Subcommittee was requested by the Faculty Consultative Committee during the 1990-91 academic year to consider the question of what procedures should be followed in order to place a department "in receivership." The Tenure Subcommittee contacted numerous faculty and administrators with knowledge or opinions regarding this matter. The following is a summary of the comments received and on which the Subcommittee based its recommendations.

There is a need for a broad policy (or guidelines) regarding "receivership." The policy does not require changes in the Tenure Regulations. The problems that arise when "receivership" is considered are primarily of an administrative nature. The policy, however, should have sufficient safeguards to protect faculty tenure rights. As a mechanism to implement the policy, the constitution of each unit should contain a section stating in appropriate language the essence of the policy.

The Faculty Affairs Committee and the Faculty Consultative Committee have approved the policy as presented.

THOMAS SCOTT, Chair  
Faculty Consultative Committee

AVNER BEN-NER, Chair  
Faculty Affairs Committee

#### DISCUSSION:

Professor Mary Dempsey presented the motion asking the Senate to approve a Policy on Taking a Department into Receivership. She said the Tenure Subcommittee, which she chaired, had been asked by the Faculty Consultative Committee (FCC) to review the issue and make appropriate recommendations. To gather as much information as possible, numerous faculty and administrators with experience in this area were contacted. The Tenure Subcommittee and its parent committee, the Faculty Affairs Committee, agreed that a policy should be developed, that it should be an administrative concern, and that faculty tenure rights should be protected.

Professor Craig Swan expressed concern that the proposed policy would establish a precedent with regard to the scope and activities of the Faculty Consultative Committee that he thinks is inappropriate. He said the Faculty Consultative Committee should be concerned with issues of importance to the University as a whole and not to individual departments or colleges. Receivership, he said, should be the responsibility of a college faculty and the college dean. Moreover, he expressed concern about the centralization of power at the expense of collegiate authority and suggested a more appropriate approach would be to strengthen the responsibilities of collegiate structures.

In response, Professor Scott said there currently is no other mechanism in place at the University where faculty can discuss with administrators what the potential consequences might be for a faculty in a unit that is about to undergo receivership, and that FCC seemed the appropriate body for this task. In addition, he said, involvement by the Faculty Consultative Committee early on in the process might result in the avoidance of grievances later on.

*Professor Ben-Ner, chair of the Senate Faculty Affairs Committee (SCFA), said SCFA felt it would be to everyone's advantage to make the process of receivership more public and transparent, and bringing the matter to the Faculty Consultative Committee would serve that purpose.*

*The motion was then approved.*

**APPROVED**

### **III. OLD BUSINESS**

#### **DISCUSSION:**

*Professor Scott expressed appreciation to Professor James Connolly for serving as parliamentarian at the meeting, and said he had agreed to serve at the April and May meetings also.*

### **IV. NEW BUSINESS**

**NONE**

### **V. ADJOURNMENT**

*The meeting was adjourned at 4:30 p.m.*

**MARTHA KVANBECK  
ABTRACTOR**

The second meeting of the Student Senate for 1991-92 was convened in 25 Law Building, Minneapolis campus, on Thursday, February 20, 1992, at 4:30 p.m. (immediately following the Faculty Senate meeting). Coordinate campuses were linked by telephone. Checking or signing the roll as present were 46 voting student members. Tom Lopez presided.

### I. APPROVAL OF AGENDA

APPROVED

### II. APPROVAL OF MINUTES FOR OCTOBER 31, 1991

APPROVED

### III. REPORT OF STUDENT SENATE CHAIR

#### DISCUSSION:

Tom Lopez, Student Senate Chair, welcomed Twin Cities and coordinate campus Senators to the meeting. As Chair, he encouraged members to call or write him with comments or concerns. In addition, he urged members to attend all the Senate meetings and to keep an ongoing communication with members of the various Senate and Assembly committees in order to stay abreast of issues.

### IV. REPORT OF STUDENT SENATE CONSULTATIVE COMMITTEE CHAIR

#### DISCUSSION:

Christine VeLure, Chair of the Student Senate Consultative Committee (SSCC), presented her report. The SSCC, she said, is working on developing a policy handbook for students, is consulting with others about the student services fee, and is considering a number of Student Senate issues, including the possibility of developing its own Constitution, Bylaws, and Rules. Additionally, the committee is considering whether to address the issue of a smoke-free campus. At this time, Duluth is the only campus that is smoke-free. To determine the level of interest in this issue, Ms. VeLure asked Senators to discuss the matter with as many students as possible and provide feedback to her or any other member of the SSCC. Lastly, she encouraged students from all campuses to bring ideas and issues to the SSCC.

### V. REPORT OF STUDENT COMMITTEE ON COMMITTEES

#### DISCUSSION:

James Arcand, Chair of the Student Committee on Committees, said the committee is anticipating an active spring quarter during which time it will be recruiting and nominating students for 1992-93 committee memberships. David Ness, a member of the committee, added that the full Committee is currently reviewing the role of the Physical Plant and Space Allocation Subcommittee and ex officio membership on committees.

### VI. SAC AND HECB REPORT

#### DISCUSSION:

Michael Handberg reported that during the first half of 1991-92 SAC has been discussing the possible ramifications of the "Merger" Bill. In addition, he expects discussions to begin on the recently introduced "Waldorf" Bill, which relates to changes in the student support funding formula.

One Senator said he was very concerned about the "Waldorf" Bill's potential to increase tuition and encouraged Senators to learn more about the Bill and share the information with others.

When asked what involvement the outstate campuses have in SAC and HECB decisions, Mr. Handberg replied that whenever decisions are to be made that would affect coordinate campus students, he would consult with student leaders from the appropriate campuses.

### VII. LOBBY DAY 1992

#### Information

#### DISCUSSION:

Mr. Lopez announced that Lobby Day is tentatively scheduled for April 1, 1992.

### VIII. STUDENT BEHAVIOR CODE

#### Discussion

#### DISCUSSION:

Ms. Denise Tolbert, member, Student Senate Consultative Committee, said it is her understanding that Vice President Marvalene Hughes is establishing a Task Force to review the Student Conduct Code and that she will be in a better position to report on it at the next Student Senate meeting. Two areas the Task Force will be looking at, she said, are procedures for enforcing the Code and dual membership.

### IX. OLD BUSINESS

NONE

## **X. NEW BUSINESS**

### **DISCUSSION:**

*Mr. David Lee reported that at the next University Senate meeting an Energy and Environmental Policy, drafted by MSA, will be on the agenda. The purpose of the document, he said, is to establish University guidelines and policies in this area. He encouraged interested Senators to contact Mr. Aric Nissen with comments or concerns about the policy.*

*One Senator asked about the University's alcohol policy and suggested that it be reviewed by the University Senate.*

*Mr. Handberg reported that a document on teaching evaluation and peer review will also be brought to the Senate spring quarter. He encouraged Senators to attend meetings and participate in discussions on this important issue.*

## **XI. ADJOURNMENT**

*The meeting was adjourned at 5:30 p.m.*

**MARTHA KVANBECK  
ABTRACTOR**