

## **2010-11 UNIVERSITY OF MINNESOTA**

**MAY 5, 2011**

### **UNIVERSITY SENATE MINUTES: No. 6 FACULTY SENATE MINUTES: No. 6 STUDENT SENATE MINUTES: No. 4**

The sixth meeting of the University Senate and the sixth meeting of the Faculty Senate for 2010-11 was convened in Coffman Theatre on Thursday, May 5, 2011, at 2:32 p.m., as a joint meeting of the two bodies. Coordinate campuses were linked by ITV. Checking or signing the roll as present were 22 academic professional members, 19 civil service members, 114 faculty/academic professional members, and 19 student members. President Bruininks presided.

#### **1. ADMINISTRATIVE RESPONSES TO SENATE ACTIONS Information**

##### **University Senate**

University Senate Constitution Amendment – P&A Senate  
Approved by the: University Senate December 2, 2010  
Approved by the: Administration January 27, 2011  
Approved by the: Board of Regents March 10, 2011

Resolution on the Personal Floating Holiday  
Approved by the: University Senate March 3, 2011  
Approved by the: Administration PENDING  
Approved by the: Board of Regents – no action required

University Senate Constitution Amendment – Civil Service Senate  
Approved by the: University Senate March 31, 2011  
Approved by the: Administration PENDING  
Approved by the: Board of Regents PENDING

University Senate Rules Amendment – P&A Senate Rules  
Approved by the: University Senate March 31, 2011  
Approved by the: Administration – no action required  
Approved by the: Board of Regents – no action required

Resolution on Equity during Budget Cuts  
Approved by the: University Senate March 31, 2011  
Approved by the: Administration – no action required  
Approved by the: Board of Regents – no action required

Resolution on Space Management  
Approved by the: University Senate March 31, 2011  
Approved by the: Administration – no action required\*  
Approved by the: Board of Regents – no action required  
\* The administration is implementing the space management program and appreciates the support of the University Senate and the Finance and Planning Committee.

Policy on Individual Conflicts of Interest: Standards that Govern Those Involved in Clinical

Health Care  
Approved by the: University Senate April 14, 2011  
Approved by the: Administration PENDING  
Approved by the: Board of Regents – no action required

Statement on Access to HealthPartners Clinics  
Approved by the: University Senate April 14, 2011  
Approved by the: Administration – no action required  
Approved by the: Board of Regents – no action required

## **Faculty Senate**

Amendment to the Policy on Grading and Transcripts: Withdrawals and Repeating Courses  
Approved by the: Faculty Senate September 30, 2010  
Approved by the: Administration PENDING  
Approved by the: Board of Regents – no action required

Amendment to the Regents Policy on Academic Freedom and Responsibility  
Approved by the: Faculty Senate September 30, 2010  
Approved by the: Administration PENDING\*  
Approved by the: Board of Regents PENDING  
\* President Bruininks is asking Senior Vice President and Provost Sullivan, executive officer responsible for the administration of these particular policies, to share and discuss the proposed amendments with the Board of Regents

Policy on Appointments to Graduate Examining Committees  
Approved by the: Faculty Senate December 2, 2010  
Approved by the: Administration PENDING  
Approved by the: Board of Regents - no action required

Amendment to the Regents Policy: Faculty Tenure  
Approved by the: Faculty Senate December 2, 2010  
Approved by the: Administration PENDING\*  
Approved by the: Board of Regents PENDING  
\* President Bruininks is asking Senior Vice President and Provost Sullivan, executive officer responsible for the administration of these particular policies, to share and discuss the proposed amendments with the Board of Regents

Amendment to the Regents Policy: Code of Conduct  
Approved by the: Faculty Senate December 2, 2010  
Approved by the: Administration PENDING  
Approved by the: Board of Regents PENDING

Amendment to the Regents Policy: Faculty Tenure  
Approved by the: Faculty Senate February 24, 2011  
Approved by the: Administration PENDING  
Approved by the: Board of Regents PENDING

Amendment to the Syllabi Policy  
Approved by the: Faculty Senate February 24, 2011  
Approved by the: Administration PENDING  
Approved by the: Board of Regents – no action required

Amendment to the Policy on Class Scheduling for Undergraduate and Graduate Classes  
Approved by the: Faculty Senate February 24, 2011  
Approved by the: Administration PENDING  
Approved by the: Board of Regents – no action required

Resolution on Faculty Support for Inclusion of University Governance Activities in P&A and CS Annual Reviews  
Approved by the: Faculty Senate February 24, 2011  
Approved by the: Administration PENDING  
Approved by the: Board of Regents – no action required

2015-16 Morris, Rochester, and Twin Cities Calendars  
Approved by the: Faculty Senate March 31, 2011  
Approved by the: Administration PENDING  
Approved by the: Board of Regents – no action required

Policy on Departmental Exams for Proficiency or Credit for Undergraduate Students  
Approved by the: Faculty Senate March 31, 2011  
Approved by the: Administration PENDING  
Approved by the: Board of Regents – no action required

Policy on Credit for Nationally-Recognized Exams for Undergraduate Students  
Approved by the: Faculty Senate March 31, 2011  
Approved by the: Administration PENDING  
Approved by the: Board of Regents – no action required

**2. EDUCATIONAL POLICY COMMITTEE**  
**Collection and Reporting of Grade Data and Syllabus Requirements**  
**Information for the University Senate**

**FOR INFORMATION:**

The Policy on Grading and Transcripts requires that "data on the mean grade point average by designator and course level, on the percentage of As awarded by course level, and on overall collegiate grade point averages will be prepared for grades awarded each Fall Semester...for all undergraduate students...[and] reported annually to the Faculty Senate."

**SCEP Grading Distribution**

Fall 2010

Data as of 1/28/2011

Campus	1000Level			2000Level			3000Level			4000Level			5000Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
UMNCR	3876	2.89	41.05%	846	2.79	36.41%	2344	3	45.39%	296	3.13	47.97%			
UMNDL	21897	2.81	36.81%	7445	2.82	32.05%	11031	3.01	37.60%	4684	3.23	48.61%	763	3.22	48.10%
UMNMO	4124	2.98	42.87%	1297	2.91	35.31%	1639	3.06	40.09%	547	3.35	53.38%			
UMNTC	55655	3.07	42.60%	11226	2.96	35.21%	48257	3.2	44.90%	17332	3.21	44.21%	6175	3.32	53.60%

**University of Minnesota, Crookston**

Academic Group	1000Level			2000Level			3000Level			4000Level			5000Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
Acad Aff	3876	2.89	41.05%	846	2.79	36.41%	2344	3	45.39%	296	3.13	47.97%			

**University of Minnesota, Duluth**

Academic Group	1000Level			2000Level			3000Level			4000Level			5000Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
Accad Supp	1514	3.44	61.23%				120	3.9	95.83%						
Bus/Econ	898	2.5	21.49%	1447	2.68	24.12%	2935	2.76	22.79%	933	2.96	28.51%			
Cont Ed				58	3.33	70.69%	23	3.43	65.22%						
Ed/Hum Srv	3018	3.08	48.31%	1550	3.03	43.23%	2964	3.16	48.62%	1307	3.55	60.98%	99	3.56	69.70%
Fine Arts	3614	3.13	51.99%	725	3.1	41.79%	494	3.13	49.39%	558	3.67	80.47%	17	3.35	76.47%
Lib Arts	7332	2.86	31.59%	1106	2.85	28.30%	2767	3.08	39.14%	703	3.03	38.98%	258	3.3	51.55%
Medicine													39	2.7	23.08%
Pharmacy	46	2.9	34.78%							12	3.92	91.67%			
Sci/Eng	5369	2.52	22.54%	2550	2.66	27.73%	1681	2.97	33.61%	1163	3.1	41.10%	344	3.12	41.28%
UMD-Acad A	100	3.3	56.00%				46	3.45	32.61%						

**University of Minnesota, Morris**

Academic Group	1000Level			2000Level			3000Level			4000Level			5000Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
Acad Aff	181	3.23	45.30%	66	2.92	34.85%	79	3.59	32.91%	27	3.68	81.48%			
Div Educ	472	3.7	43.64%	215	3.01	34.42%	115	3.37	35.65%	239	3.61	53.97%			
Humanities	1679	3.25	57.77%	339	3.21	47.20%	428	3.25	52.34%	70	3.43	62.86%			
Sci/Math	896	2.74	26.56%	502	2.8	32.27%	255	2.83	30.59%	138	3.24	43.48%			
Social Sci	896	2.75	30.36%	175	2.62	22.29%	762	2.99	37.80%	73	2.85	50.68%			

**University of Minnesota, Twin Cities**

Academic Group	1000Level			2000Level			3000Level			4000Level			5000Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
AHCS	126	3.29	46.03%				43	3.69	55.81%	570	3.12	24.91%	245	3.69	45.71%
Bell Mus															
CBS	2526	2.86	25.10%	1193	3.31	44.76%	1519	2.93	27.91%	1390	3	34.96%	53	3.34	43.40%
CCE	30	3.24	50.00%	31	3.85	29.03%	570	3.31	45.26%	550	3.27	51.45%	76	3.16	48.68%
CDES	1217	3.1	38.37%	571	3.26	40.98%	1249	3.22	45.64%	1042	3.28	38.39%	47	3.63	55.32%
CFANS	2779	3.07	39.40%	525	3.2	49.90%	2264	3.21	49.29%	1086	3.31	47.33%	151	3.33	57.62%
CLA	24057	3.19	46.27%	323	3.56	69.04%	24425	3.22	47.40%	3921	3.26	47.74%	1977	3.38	59.79%
CSE	13760	2.74	27.78%	5837	2.79	28.61%	4127	2.83	31.72%	4052	3.01	38.20%	1647	3.17	42.08%
CSOM	472	3.18	25.64%	1510	2.97	29.40%	5433	3.17	29.95%	1812	3.41	44.76%	670	3.15	35.52%
Dent				72	3.1	26.39%	150	3.05	39.33%	74	4	1.35%			
EHD	7246	3.36	62.42%	568	3.28	52.46%	4377	3.41	54.76%	1604	3.18	46.20%	1142	3.57	71.02%
Grad Schl															
Health Sci	397	3.67	82.62%	30	3.85	90.00%									
HSPA	328	3.07	39.94%				76	3.65	78.95%	98	3.54	58.16%	31	3.08	25.81%
Med	84	0	0.00%				1801	3.1	45.14%	182	3.47	56.59%	51	3.48	52.94%
Nursing	93	4	36.56%	84	3.54	70.24%	537	3.66	79.33%	666	3.63	72.52%	40	3.91	90.00%
Pharmacy	839	3.32	56.02%				81	3.46	60.49%	34	3.62	79.41%	35	3.52	62.86%
Pub Health	725	3.54	67.86%				657	3.08	45.51%						
SRVPAA				116	3.86	88.79%	89	3.77	84.27%						
Ugrd Ed Ad	246	3.77	57.72%	53	3.42	30.19%	191	3.51	63.35%	57	3.49	40.35%			
UMR Chance	670	2.99	30.45%	142	2.91	27.46%									
VMed				171	2.15	9.36%				33	3.03	33.33%			
VP Sys Adm	60	3.56	68.33%				659	3.64	69.95%	159	3.88	100.00%			

Note: Measures (GPA, Pct A's and Grades) for subjects with fewer than ten enrolled students are not displayed.

**COMMENT:**

These data are also available on the web at: <http://www.umreports.umn.edu>

**THOMAS BROTHEN, CHAIR  
EDUCATIONAL POLICY COMMITTEE**

**3. CLERK OF THE SENATE REPORT  
Faculty Consultative Committee Election Results  
Information for the Faculty Senate**

**FOR INFORMATION:**

In the recent election to fill Twin Cities vacancies on the Faculty Consultative Committee, Professors Avner Ben-Ner, Walter Jacobs, Elaine Tyler May, and James Pacala were elected to three-year terms (July 1, 2011 through June 30, 2014).

**STUART GOLDSTEIN, CLERK  
UNIVERSITY SENATE**

**4. CLERK OF THE SENATE REPORT  
Electronic Vote Results  
Information for the University Senate**

**FOR INFORMATION:**

Following the March 31, 2011, University Senate meeting, an electronic vote was taken to pass the proposed Senate constitution regarding a Civil Service Senate. At the end of the three working day voting period, 200 votes in favor, 1 opposed, and 2 abstentions were received. This motion was approved. The approved Senate Constitution will now be presented to the President and the Board of Regents for approval.

**STUART GOLDSTEIN, CLERK  
UNIVERSITY SENATE**

**5. ACADEMIC FREEDOM AND TENURE COMMITTEE  
FACULTY AFFAIRS COMMITTEE  
STUDENT SENATE CONSULTATIVE COMMITTEE  
Statement on Change in the Non-Renewal Provisions for P&A Staff  
Information for the Faculty Senate**

**FOR INFORMATION:**

Statement on Change in the Non-Renewal Provisions for P&A Staff

The Senate Committee on Academic Freedom and Tenure has taken note of the proposed reduction in the length of notice for non-renewal for Academic Professional and Administrative (P&A) employees. The current policy calls for a notice period of 12 months for employees with 11+ years of consecutive service, 6 months for those with 6-10 years of service, 3 months for those with 2-5 years, and 1 month for those with one year of service. The proposed policy calls for 6 months notice for those with 6+ years of consecutive service, 3 months for those with 3-5 years, 1 month for those with 1-2 years, and reasonable notice (2 weeks minimum) for those with less than 1 year of service. In addition, part-time P&A employees would only be entitled to two weeks' notice under the proposal.

We are very concerned about the implications of these proposed changes for the academic freedom of P&A staff. The Board of Regents' policy on Academic Freedom and Responsibility

guarantees academic freedom to all members of the University community. We have discussed a number of times, however, the practical limit of this guarantee on staff members (and contract faculty members) who have annually-renewable appointments: Those whose continued employment at the University depends on the approbation of their superiors on a year-to-year basis could be at risk if, in fully exercising their academic freedom, they put themselves at odds with their superior. To shorten the notice period for P&A staff, and to reduce it to two weeks for part-time P&A staff, in our judgment, puts them at even greater risk. With a year's notice for long-term employees, they have at least some insurance (12 months' salary) against finding themselves unexpectedly on the job market as a result of exercising their academic freedom. To shorten that notice period will make P&A staff even more unlikely to exercise the academic freedom the Board of Regents has guaranteed.

We recommend that the University not change the notice provision for P&A staff. We recognize that P&A staff may be terminated for misfeasance or malfeasance and are subject to normal annual performance reviews. But we believe that this change, which may be motivated by the financial situation of the University, conflicts with the fundamental value of academic freedom and should not be adopted.

Adopted unanimously by the Academic Freedom and Tenure Committee, April 8, 2011.  
Endorsed unanimously by the Faculty Affairs Committee, April 12, 2011; and the Student Senate Consultative Committee, April 21, 2011.

**BARBARA ELLIOTT, CO-CHAIR  
ACADEMIC FREEDOM AND TENURE COMMITTEE**

**KAREN MIKSCH, CO-CHAIR  
ACADEMIC FREEDOM AND TENURE COMMITTEE**

**GEORGE SHEETS, CHAIR  
FACULTY AFFAIRS COMMITTEE**

**AARON CARLSON, CHAIR  
STUDENT SENATE CONSULTATIVE COMMITTEE**

**6. COUNCIL OF ACADEMIC PROFESSIONALS AND ADMINISTRATORS  
Statement on Changes to the Policy on Non-Renewal of Appointment for  
Academic Professional and Administrative (P&A) Employees  
Information for the University Senate**

**FOR INFORMATION:**

Statement on Changes to the Policy on Non-Renewal of Appointment for  
Academic Professional and Administrative (P&A) Employees

The Council of Academic Professionals and Administrators (CAPA) requests that the Office of Human Resources retain the 12-month notification period for all currently employed P&A staff. Revised notice periods, as currently proposed, should apply only to new P&A hires.

**COMMENT:**

These proposed changes are not in the University's best interests for the following reasons.

A. Current P&A staff were hired under a policy providing up to a 12-month notification period in return for extended service to the University. The majority of P&A staff receive one year, annually renewable contracts. Many of these long term employees have elected to make the University their career home, in part based on the security provided by an extended notification period. Reduction of this notification period is perceived as an act of bad faith by the University and a clear indication that P&A years of service have little value to the administration.

B. Changing this policy will negatively impact hiring and retention of exceptional P&A staff, which does not align with University's often stated strategic positioning tenet to reward and retain exceptional staff.

C. P&A staff with teaching responsibilities will be particularly disadvantaged by this modification. This proposed change creates a situation in which they could potentially receive a non-renewal notice mid-academic year – too far into the academic hiring cycle for the following academic year – which will negatively affect their ability to search for other academic positions. For those P&A with instructional responsibilities loss of the 12-month notification period will have a serious impact.

D. Given the broad array of classifications within the P&A employment group, it is clear that many of these positions require unique skills and training. While these skills and training serve the University well, their very specificity make it more difficult for an individual to market them outside their current positions. The 12-month notification is essential for staff in these positions because it provides them the opportunity to find comparable employment with reduced risk of financial difficulties. These P&A employees have given the University their most formative, creative and saleable years. Reducing their notification sends a clear message regarding the value the University places on their contributions.

E. Changes to the University's contribution level to the faculty/P&A retirement plan are currently under discussion. The most widely discussed option would be implemented for new University faculty and staff while current employees would not be affected. **If this model can be implemented distinctly for retirement benefits, why can the same model not be used for the non-renewal policy?**

OHR should not consider just this policy, but rather conduct a review of the entire compensation package for P&A staff (e.g. the waiting period for eligibility for the retirement plan, vacation accrual, and the severance package procedures).

**SARAH WALDEMAR, CHAIR  
COUNCIL OF ACADEMIC PROFESSIONALS AND ADMINISTRATORS**

## **7. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY**

### **FACULTY/ACADEMIC PROFESSIONALS/STAFF**

Doris Benson  
Staff

Computing Services – University of Minnesota Morris  
1932 – 2011

John B. Carlson  
Professor  
Biology

1926 – 2011

Roger S. Jones  
Professor  
Physics and Astronomy  
1934 – 2011

Richard D. Kimpston  
Professor  
Curriculum and Instruction  
1928 – 2011

Philip Lundberg  
Staff  
Networking and Telecommunication Services  
1951 – 2011

Thomas Proehl  
Professor  
Theatre Arts and Dance  
1964 – 2011

Leo J. Raskind  
Professor  
Law School  
1919 – 2011

Murray Warmath  
Head Coach  
Men's Intercollegiate Athletics  
1912 – 2011

## **STUDENTS**

Kimberly Yeong Sil Hull  
College of Liberal Arts

Benjamin V. Van Handel  
College of Liberal Arts

## **8. SENATE CONSULTATIVE COMMITTEE REPORT FACULTY CONSULTATIVE COMMITTEE REPORT**

Professor Kathryn VandenBosch, Chair of the Senate Consultative Committee (SCC) and Faculty Consultative Committee (FCC), stated that she would be providing a combined report to provide time for other agenda items. Her last report was on March 31. Since that time much work has been done to ready items for today's agenda. The 2011-12 FCC/SCC vice chair was also elected. Walt Jacobs from African and African American Studies will be serving in this role.

The FCC has hosted recently-tenured faculty, non-Academic Health Center deans, and leadership of the local American Association of University Professors (AAUP) to hear about their priorities. Discussions have also been held regarding the net price calculator for the cost of

education, University athletics with the Advisory Committee on Athletics, and the Faculty Athletic Oversight Committee on Intercollegiate Athletics, metrics and the economic impact study with Peter Radcliffe, and conversations with the President and Provost.

As this is Professor VandenBosch's last address to the Senate she expressed gratitude for the experience and the many contributions of committee members, Senate staff, and visitors to the committee who have made this a gratifying, worthwhile experience. She is pleased to report that governance at the University is healthy and has high impact due to its good relationship with a broad constituency, including those represented by governance.

She has learned that an effective working relationship with administrators and regents is key. They do not set the agenda but a strong partnership enables governance to take on substantive University issues. This relationship has been carefully cultivated by her predecessors over more than a decade since the tenure wars.

Good governance, however, relies on the willingness to take on all kinds of topics, including difficult or controversial one, and to engage in open, thorough conversations even when consensus is not always possible. To be successful, these conversations must play out in an atmosphere of trust and mutual respect. She believes that these attributes describe governance at this institution.

She expressed thanks for the opportunity to serve and confidence in leaving the leadership of the committees to Drs. Cramer and Jacobs.

**9. MINUTES FOR MARCH 31, 2011 AND APRIL 14, 2011  
Action by the University Senate**

**MOTION:**

To approve the University Senate and Faculty Senate minutes, which are available on the Web at the following URL.

<http://www1.umn.edu/usenate/usen/110331sen.html>  
<http://www1.umn.edu/usenate/usen/110414sen.html>

**STUART GOLDSTEIN, CLERK  
UNIVERSITY SENATE**

**DISCUSSION:**

With no discussion, a vote was taken and the motion was approved.

**APPROVED**

**10. EQUITY, ACCESS, AND DIVERSITY COMMITTEE  
SOCIAL CONCERNS COMMITTEE  
STUDENT AFFAIRS COMMITTEE  
Supporting the Efforts of the Work Group Promoting Academic Civility  
in Graduate and Professional Education  
Action by the University Senate**

**MOTION:**

To approve the following resolution:

Supporting the Efforts of the Work Group Promoting Academic Civility  
in Graduate and Professional Education

The University Senate supports the Academic Civility Work Group, which envisions “a university culture that fosters academic excellence and promotes civil and respectful relationships through effective prevention of, and response to hostile, offensive, or intimidating behavior.”

The University Senate encourages the continued growth of a respectful culture for graduate and professional students by addressing University faculty and staff attitudes and behaviors in a systemic way through the following actions:

1. Faculty and staff are encouraged to support the Academic Civility Initiative by providing a positive, supportive, and constructive working and learning environment, and by responding to reported instances of hostile, intimidating, or offensive behavior in a timely and respectful manner.
2. Units and departments should adapt and use materials developed by the Work Group that support best practices of advising and mentoring. Link to materials: <http://www.sos.umn.edu/staffaculty/advisingmentoring.html>
3. A comprehensive review should be conducted of the research and surveys (e.g., the 2007 and 2011 SCRC surveys, “Pulse” survey, exit interviews, COGS survey, and institutional research) to provide additional analysis of these data and possible direction for further efforts to create a culture of mutual responsibility and respect.

**COMMENT:**

Academic civility is an essential "best practice" for successful graduate and professional programs. The Student Conflict Resolution Center's (SCRC) 2007 Graduate Student Experience Survey made visible behavior incompatible with academic civility at the University of Minnesota. Academic incivility can be defined as hostile, intimidating or offensive behavior by faculty, staff, or students within the institution, to the extent that it interferes with the ability to work or study, and carries high costs to affected individuals and the institution. This survey, administered by the Office of Measurement Services, showed that approximately one third of survey respondents had experienced or observed academic incivility. A summary of survey results may be found at: [http://www.sos.umn.edu/staffaculty/Survey\\_Summary\\_AcadInc\\_UMNTC.pdf](http://www.sos.umn.edu/staffaculty/Survey_Summary_AcadInc_UMNTC.pdf)

Following the dissemination of survey results a Work Group for Academic Civility, comprised of faculty, staff, and students, was formed in 2008 to develop a model to promote civil and respectful relationships through effective prevention of, and response to hostile, offensive, or intimidating behavior.

The Work Group has prepared useful materials that identify strategies for addressing incivility and support effective and respectful advising relationships. These are being distributed to interested departments and units where they are customized to meet departmental needs. An effective and respectful student-adviser relationship is a critical factor in the success of graduate and professional students, fosters academic excellence, and embodies academic civility. To see membership and materials developed by the Work Group go to: [http://www.sos.umn.edu/staffaculty/academic\\_civility.html](http://www.sos.umn.edu/staffaculty/academic_civility.html).

The Senate Committee on Equity, Access, and Diversity, the Social Concerns Committee, and the Student Affairs Committee support the efforts of the Work Group Promoting Academic Civility.

Approved by the Social Concerns Committee October 25, 2010; Student Affairs Committee March 9, 2011; the Equity, Access, and Diversity Committee March 21, 2011; and the Graduate and Professional Student Assembly April 20, 2011.

**IRENE DURANCZYK, CHAIR  
EQUITY, ACCESS, AND DIVERSITY COMMITTEE**

**TIMOTHY SHELDON, CHAIR  
SOCIAL CONCERNS COMMITTEE**

**SILVIA CANELON, CO-CHAIR  
STUDENT AFFAIRS COMMITTEE**

**JOYCE HOLL, CO-CHAIR  
STUDENT AFFAIRS COMMITTEE**

**DISCUSSION:**

Professor Irene Duranczyk, Chair of the Equity, Access, and Diversity Committee (EAD), stated that Jan Morse, Director of the Student Conflict Resolution Center (SCRC), presented this topic to the committee in October 2009 and a first resolution was created in January 2010. The final version was approved by the Student Affairs Committee, Social Concerns Committee, Student Senate, Graduate and Professional Student Assembly, and the College of Education and Human Development Director of Graduate Studies.

Dr. Louis Ling, Associate Dean for Graduate Education in the Medical School, stated that this issue should not exist but since it does, it needs to be addressed. A repeat survey has been conducted and shows improvement but work is still needed and one-third of victims consider leaving the University. The University cannot continue to risk losing this talented pool of individuals.

Professor Kirsten Nelsen reported that the Academic of Distinguished Teachers is a partner in this work and highly endorses the resolution to establish best practices.

A senator noted that while the Council of Graduate Students did not officially endorse this resolution, they strongly support this approach and the work being done with SCRC.

Another senator asked that undergraduate advising be a future issue for discussion.

With no further discussion, a vote was taken and the motion was approved.

**APPROVED**

**11. SENATE CONSULTATIVE COMMITTEE  
Policy on Hiring Senior Administrators: Senate Committee Involvement  
Information for the University Senate**

**Hiring Senior Administrators: Senate Committee Involvement (Twin Cities, Morris, Rochester)**

**Related Policy:** [Recruitment and Selection of Faculty and Academic Professional and Administrative Employees](#)

When hiring senior administrators, the appointing authority will involve Senate committees in forming search committees and in interviewing finalists.

**Administrative Positions Covered and Associated Senate Committees**

- A. The following list specifies the positions to which this process applies and the Senate committees that are to be involved in the search process.

President**	Faculty Consultative Committee (FCC), Student Senate Consultative Committee (SSCC), <u>P&amp;A Consultative Committee (PACC)</u> , <u>Civil Service Consultative Committee (CSCC)</u>
Senior Vice President for Academic Affairs and Provost	FCC, <u>PACC</u> , SSCC, Educational Policy
Senior Vice President for System Academic Administration	FCC, <u>PACC</u> , SSCC
<del>Senior</del> Vice President for the Academic Health Center	FCC, <u>PACC</u> , SSCC
Vice President for Research	FCC, <u>PACC</u> , Research
Vice President and Chief Financial Officer	FCC, <u>PACC</u> , SSCC, Finance and Planning
Vice President for University Relations	FCC, <u>PACC</u> , SSCC
<del>Vice President and Chief of Staff</del>	<del>FCC, SSCC</del>
Vice President and Chief Information Officer	FCC, <u>PACC</u> , SSCC, Information Technologies, Library
Vice President for Human Resources	FCC, <u>PACC</u> , Faculty Affairs
Vice President for Equity and Diversity	FCC, <u>PACC</u> , SSCC, Equity, Access, and Diversity
Vice President for University Services	FCC, <u>PACC</u> , SSCC, Finance and Planning
Chancellor (not Crookston or	FCC, <u>PACC</u> , SSCC

Duluth)

Vice Provost and Dean of Graduate Education	FCC, <u>PACC</u> , <u>GAPSA</u> , <u>SSCC</u> , Educational Policy, Research
Vice Provost and Dean of Undergraduate Education	FCC, <u>PACC</u> , <u>SSCC</u> , Educational Policy
Vice Provost for Faculty and Academic Affairs	FCC, <u>PACC</u> , Faculty Affairs, Academic Freedom and Tenure
Vice Provost for Student Affairs	<u>PACC</u> , <u>SSCC</u> , Student Affairs
Assistant/Associate Vice President, Sponsored Projects Administration	Research
Associate Vice President Audits	Finance and Planning
General Counsel	FCC, <u>PACC</u> , <u>SSCC</u> , Judicial
University Librarian	Library, <u>PACC</u>
Director of Equal Opportunity and Affirmative Action	FCC, <u>PACC</u> , <u>SSCC</u> , Equity, Access, and Diversity
President and CEO, University of Minnesota Foundation	FCC, <u>PACC</u> , Finance and Planning
Director, Intercollegiate Athletics (Twin Cities campus)	FCC, <u>PACC</u> , <u>SSCC</u> , Advisory Committee on Athletics, Faculty Academic Oversight Committee for Intercollegiate Athletics

- B. For any other senior administrator positions for which a search committee will be established, the appointing authority should inform the chairs of FCC, PACC, CSCC, and SSCC of the pending search and provide opportunity for the committees to participate as described if they choose to do so.

### **Senate Committee Participation in the Appointment of Search Committees**

Members and chairs of search committees for the specified positions will be chosen by the appointing authority after consultation with appropriate Senate committees as described in this section.

- A. The appointing authority will ask the chairs of the specified committees to submit, by a specified date, nominations of faculty members or students, as appropriate, to serve on the search committee. Nominees need not be members of the specified committee. The number of individuals nominated should be greater than the number of faculty members or students expected to serve on the search committee (perhaps twice as many), in order to provide the appointing authority flexibility in the choices. The appointing authority will select the student and faculty members of the search committee from among those nominated or will explain any deviation to the Senate committee. The relevant Senate

committee(s) may nominate additional individuals (who are not faculty or students) for the appointing authority to consider for search committee membership.

- B. The Senate committee(s) will ordinarily be given at least two weeks notice of the need for nominees to the search committee.
- C. If the Senate committees are unable to provide nominations by the date specified, the appointment authority may appoint the search committee without Senate committee consultation.

### **Senate Committee Participation in Interviews of Finalists**

Members of the specified Senate committees will be given an opportunity to attend an interview with each finalist. Interviews with committees will be scheduled irrespective of the scope of the search (full, limited, or non-competitive appointment); in the case of non-competitive appointments, the committee will be given the opportunity to interview the finalist before the position is offered to the finalist.

Interviews may be arranged for committee members alone or in conjunction with others, but will be separate from any public presentation by the finalist. When more than one committee is appropriately involved in finalist interviews, a joint session may be scheduled.

The Senate committee will be supplied, in advance of the interview, copies of the position description and the curriculum vita of each finalist.

The Senate committee will provide its comments as quickly as possible to the appointing authority. The committee's views will be submitted as a single document, prepared by the chair or his or her designee, and may include minority views. Committee members may also submit individual comments.

It is understood that committee interviews, especially during the summer or when scheduled on short notice, may involve less than a majority of committee members and there may not be consistent representation for all the finalists for the position. The hiring process should not be slowed or hindered by the possible unavailability of committee members.

If the FCC, PACC, CSCC, or SSCC determines that Senate Committees should participate in interviews with finalists, FCC, PACC, CSCC, or SSCC may delegate responsibility for participating in interviews to other committees of the Senate. FCC may invite other faculty members, including past members of FCC, to participate in the interview process. PACC may invite other P&A employees to participate in the interview process. CSCC may invite other civil service employees to participate in the interview process. SSCC may designate invite other students representatives other than SSCC members to participate in the interview process. FCC, PACC, CSCC, and SSCC may also designate additional committees to participate in any interviews.

### **LEGISLATIVE HISTORY**

*The protocol was adopted by the Senate on February 18, 1993, as part of a consent package, without debate, and approved by the administration on April 26, 1993.*

*Revised Fall, 1998, to reflect changes in the University's administrative organization and titles of senior officers.*

\*In the parlance of the categorization of administrative appointees at the time this protocol is written, it covers class numbers 9301-9305, 9314, 9316, 9321-9328, and a few of the individuals in class 9330.

\*\*The selection of the University President is the legal responsibility of the Board of Regents and the search committee for this office is the members of the Board. The Board of Regents has customarily consulted the Senate Consultative Committee regarding the search and included faculty, staff, and student representation on a search advisory committee.

**COMMENT:**

These changes reflect the addition of the Civil Service Consultative Committee and the P&A Consultative Committee to the Senate governance structure.

**KATHRYN VANDENBOSCH, CHAIR  
SENATE CONSULTATIVE COMMITTEE**

**DISCUSSION:**

Professor Kathryn VandenBosch, Chair of the Senate Consultative Committee (SCC), noted that these changes are being presented today for information with the intent that the procedures will be brought to the University Senate next year for approval.

**12. CLASSROOM ADVISORY SUBCOMMITTEE  
EDUCATIONAL POLICY COMMITTEE  
Statement on Funding for Classroom Facilities and Technologies  
Action by the Twin Cities Delegation**

**MOTION:**

To approve the following statement:

**STATEMENT ON FUNDING FOR CLASSROOM FACILITIES AND TECHNOLOGIES**

Classroom facilities and technologies require periodic maintenance and replacement, and identification of and planning for lifecycle costs is a fiscally prudent approach to management of classroom facilities and technology infrastructure.

We note with great concern that classroom upgrade work continues to be funded primarily with one-time funds (e.g., capital projects like STSS). The recurring lifecycle costs for these classrooms have not been funded. We are, however, accruing these costs. Given the importance of general-purpose classrooms, we cannot continue to defer these costs without jeopardizing our teaching and learning mission.

Central classroom operational recurring funding levels had risen to 79% of requirements (FY08) then fell to 37% of lifecycle need with recurring cuts in FY10 & 12. At such low levels, faculty and students will be required to endure facilities and technologies that are substantially beyond their planned lifespan, and whose failure will result in degradation of the learning experience. The University of Minnesota invested in these spaces, but without maintenance and renewal, at some point the technology, fixtures and furnishings will be inaccessible due to failure.

Consider an instructor who comes to class prepared to utilize PowerPoint, a DVD, and material from the internet but who finds that one or more parts of the necessary technology are not functioning correctly and cannot be immediately fixed. Even though the frustrated instructor scrambles to make this class period as effective as possible, the educational experience may be diminished. While this scenario may occasionally occur even with the best facilities and support staff readily available, we are concerned that chronic underfunding of OCM will cause this to occur more often and seriously hamper effective course delivery. Students also deserve classroom space that contains furnishings that are not broken and are in reasonably good condition.

Given the budget reductions and future uncertainty, OCM has placed the following projects on hold:

Project	Cost	Notes
20 Tech. Lifecycle Renewals	\$350k	Deferred technology updates to 20 Projection Capable Classrooms
Blegen Hall - 3 <sup>rd</sup> floor, WB	\$400k	Remove fixed seating; ADA, Fire/Safety, carpet & finish upgrades
Borlaug 335 & 365, St. Paul	\$475k	Replace 230 seats (no longer supported); carpet & finish upgrades
Ruttan Hall B25/35/45, St. Paul	\$700k	Replace 445 seats (no longer supported); carpet & finish upgrades
Keller 3111/3115/3125/3230, EB	\$925k	Replace 315 seats (no longer supported); carpet & finish upgrades
<b>TOTAL</b>	<b>\$2.85M</b>	

The Classroom Advisory Subcommittee (CAS) recommends a minimum level of recurring funding at 50% of lifecycle requirement to maintain the basic-level of maintenance and renewal of classroom infrastructure. CAS furthermore recommends restoring funding to 80% of need by the 2014-15 biennium, in order to provide a quality standard for classroom facilities, technology and support that is appropriate for a major, nationally ranked university.

**SUSAN WICK, CHAIR  
CLASSROOM ADVISORY SUBCOMMITTEE**

**THOMAS BROTHEN, CHAIR  
EDUCATIONAL POLICY COMMITTEE**

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The Senate Committee on Finance and Planning endorses the last paragraph of the statement from the Classroom Advisory Committee and believes that funding for classroom facilities and technologies should be a high priority among the many priorities to be considered. The Committee expects to participate in discussions about allocation of resources among those priorities.

**DISCUSSION:**

With no discussion, a vote was taken and the motion was approved.

**APPROVED**

**13. ACADEMIC FREEDOM AND TENURE COMMITTEE**

## **Questions Regarding Academic Freedom Discussion by the Faculty Senate**

April 18, 2011

### **MEMORANDUM**

To: The Faculty Consultative Committee  
From: The Committee on Academic Freedom and Tenure  
Re: Responses to "Troubled Waters" Questions

### **Background**

In September 2010, a University vice president determined that a film, "Troubled Waters," (TW) that had been produced in the College of Food, Agriculture, Natural Resource Sciences as a sponsored project, was not appropriate for public release. Considerable controversy and discussion followed. In November 2010, the University's Faculty Consultative Committee (FCC) asked the Academic Freedom and Tenure committee (AF&T) to respond to six inquiries regarding how the TW experience should be considered in light of our understanding of Academic Freedom and Responsibility at the University of Minnesota. This report is submitted in response to FCC's request.

### **Definitions**

Academic freedom is recognized in the law as a subpart of the First Amendment that is special to the academy. The Board of Regents reaffirmed its policy on Academic Freedom and Responsibility (AF&R) in June 2009. The current policy, as recently amended by the Faculty Senate, provides:

- "**Academic freedom** is the freedom, without institutional discipline or restraint, to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, and to speak or write on matters of public concern as well as on matters related to professional duties and the functioning of the University."
- "**Academic responsibility** implies the faithful performance of professional duties and obligations, the recognition of the demands of the scholarly enterprise, and the candor to make it clear that when one is speaking on matters of public interest, one is not speaking for the institution."

In addition, these provisions are embedded in the tenure code and the University's Code of Conduct. Key language from the tenure code includes these statements that indicate the connection between tenure and academic freedom and responsibility:

- "Tenure is the keystone for academic freedom."
- "Both tenure and academic freedom are part of an implicit social compact."
- "In return, faculty have the responsibility of furthering the institution's programs of research, teaching, and service."

### **FCC QUESTIONS re: Academic Freedom and "Troubled Waters" Film**

**1. Under what circumstances does academic freedom extend to individuals beyond faculty, faculty-like staff, and other University employees who produce intellectual and artistic**

**content? Conversely, what personnel or functions of the University are not covered by academic freedom? In general, what are the limits to academic freedom?**

In the 2009 policy, the Board of Regents affirmed that the protections of academic freedom are accompanied by commensurate responsibilities. They are extended to all University employees who produce intellectual and artistic content as part of their employment; anyone (of any employment status or rank) who designs, creates, or discovers content as part of their University employment has academic freedom, accompanied by its responsibilities, including professors, museum directors, artists, etc.

Academic freedom and responsibility do NOT extend to employees who have been hired to complete the intellectual / artistic work of their supervisor. Anyone hired by someone to accomplish that person's design/plan/etc. is not extended academic freedom and responsibility; the creative effort and responsibility remain with the supervisor who is directing the employee's effort.

The limits of academic freedom have been defined by the United States Supreme Court, which has established that academic freedom is not a defense to an illegal act such as academic fraud, slander or defamation, obscenity, or the clear and present danger of bodily harm (as a result of one's speech).

**In the case of "Troubled Waters,"** a P&A staff member, using her own ingenuity, came up with a project, proposed it, earned grant support to complete it, worked on it, edited it, and also hired others to work with her on the project. The film was her intellectual product, a result of her curiosity and effort. None of the limits to academic freedom were present in the TW case. The staff person's creative work (the film's content) was protected by academic freedom.

**2. What is the understanding of academic freedom and responsibility as they apply to University administrators, only some of whom are tenured faculty members? What are the limitations of academic freedom that arise from their responsibilities as administrators?**

In recent years, the federal courts have established that administrators have limited academic freedom. The courts have recognized that administrators have the responsibility to engage in vigorous, robust discussion up to the point a decision is made; once the decision is made, administrators do not have a First Amendment right to criticize the decision, and they can be fired if they do so. These United States Supreme Court rulings are based on long-standing traditions. As a public employee in a position of authority, the administrator relinquishes certain free speech and academic freedom rights as part of the employment bargain. When we revised the Board of Regents' policy on Academic Freedom and Responsibility in 2009, we were aware of these court cases. We therefore included the following comment to the Board as part of the background discussion:

The Committee recognizes that freedom to speak about the affairs of the University without institutional discipline or restraint does not extend to those who hold senior administrative positions. The Committee understands that the Board of Regents and the President have the right to expect that senior officers and others in key administrative positions (for example, at the level of dean or above) and their immediate staff will support the University's mission and the policies, procedures, goals, and programs established and announced by the Board of Regents and the President, and will not publicly undermine them. This includes, for example, statements before the legislature, to the media, etc.

Some employees and faculty at the University have both administrative and creative / departmental positions. In cases where the person functions as an administrator, the person does

not have academic freedom for that work; however, when teaching and doing creative work within the person's discipline, they are protected by academic freedom.

**In the case of the "Troubled Waters" film**, a (former) University vice president (in her administrative role) asserted the film was not ready for public release. The record of events surrounding TW shows that the Vice President later apologized for going beyond her role and responsibilities with her actions. Prior to any decision, the Provost, as Chief Academic Officer, should have been consulted. Once consulted, the Provost determined that the film was protected by academic freedom and he immediately released the film.

**Recommendations:** To avoid this from happening again, **we recommend a change in both policy and procedure. Policy:** The Board of Regents delegates its responsibilities to the University administrators in "Delegations Documents." These documents need an additional sentence/section stating that if an administrator (including unit heads, directors, deans, and those in central administration) receives any question regarding any research, educational, or intellectual effort that include the slightest implication of academic freedom, the question should be referred to the Provost's office (or the Office of the General Counsel, as appropriate) for review and decision. This policy statement obligates **Procedural change**, as well, which is discussed in #5, below.

### **3. What measures, if any, should be taken to ensure that administrators and others who are not faculty members understand the meaning and implications of the policy on academic freedom and responsibility?**

As posed, this question implies that only administrators and non-faculty University employees can benefit from additional understanding of the AF&R policy. We submit that all employees can benefit from additional measures to enhance this understanding.

Currently, there is limited training about the meaning and implications of the AF&R policy. The Provost's office now leads the New Faculty Orientation and New Department Chairs' training sessions as they begin their positions; Human Resources administrators run other new-employee sessions. These are full-day orientations, and all employers are encouraged to send their new hires. At these sessions, senior administrators talk about the concept of a university.

**In the "Troubled Waters" experience**, there is a question whether the University Relations administrators involved in the decision making had adequate understanding of the AF&R policy. General Counsel Rotenberg's memo summarizing the events related that University Relations was contacted by the college and asked to review the film. The film was reviewed; it was thought controversial and in need of further discussion prior to release, and University Relations took the lead in seeking to have that happen, seemingly without recognizing the academic freedom dimensions of the issues that were being discussed.

#### **Recommendations:**

There is a need to do a better job in orienting all employees, regardless of their status and / or title, about academic freedom and responsibility, and how it is a core value of our University.

#### All New Employees

We recommend that academic freedom and responsibility be added to the orientation discussion of what a research university is, what a land-grant university is, and what employees of the University do. Employees need to be provided more information about the nature of a university, including an explanation of academic freedom and responsibility, as they are the basis of the

creative work accomplished at the University. These additions to the orientation can alert the employees to the job they are doing and enhance their pride in the University.

#### Deans and Senior Administrators

It is important that the current orientations and discussions with individuals in positions of authority continue, and that they are also educated on the limits to their authority. University administrators and staff need to know about, understand, and adhere to the policy and procedure statements (which we recommend be amended, see #2 and #5, here) regarding academic freedom and responsibility. In recent months, the Provost has met with the deans and all senior administrators, leading discussion and articulating the importance of academic freedom—and their roles and responsibilities with the issue. We recommend this become a routine topic for discussion at those orientation meetings and for sessions with experienced chairs, as well.

#### Current Employees

We are also aware that current University employees are not included in these orientation sessions since they are not new hires. There also needs to be ongoing education (perhaps through Responsible Conduct of Research and other in-service educational settings) to review the meaning and implications of academic freedom and responsibility in the University setting. One idea is to develop a one-page guide about the subject for the Provost's web page with links to the policy, procedures, and other resources. An "Academic Freedom and Responsibility" link could be added to the faculty and staff "one-stop" websites as well.

**4. When projects that involve the production of intellectual or artistic content are undertaken as works-for-hire or otherwise by non-University employees, or the products of such projects are expected to be copyrighted or otherwise owned by the University (which may imply approval or endorsement by the Board of Regents of the University), what does that mean for application of the policies of academic freedom and responsibility? What oversight by University faculty or administration, if any, is appropriate? What actions are appropriate if concerns arise about the connection of the project with the University? When the University holds the copyright to products, is there, or should there be, routinely a disclaimer stating that views do not represent those of the University, the Regents, the University administration or the faculty in general? If such a disclaimer is discretionary, who decides whether to include one, and on what basis?**

In general, when a University employer hires an employee to complete work as part of the employer's creative work ("works for hire"), academic freedom and responsibility extend to the creative leads on the project, but not to the others hired to work on the project. This applies when the employee is hired from an internal or external pool of applicants and regardless of where the funding originates. For example:

- When a graduate student or post-doc is working on another's creative work, it is a "work for hire," and the employer has AF&R but the student/post-doc, consistent with the agreement under which the student/post doc was hired, does not.
- When a student or post-doc is creating his/her own work, AF&R apply.
- Some creative work at the University is funded by external sources, awarded to the Board of Regents, and managed through grants and contracts; AF&R apply to the creative lead for the project. Those hired merely to assist the creative leads in the completion of the project do not have AF&R.
- AF&R in a "work for hire" should be clearly defined in the contracts and other documents that are signed in the hiring process.

When concerns regarding the connection of a funded project with the University are raised, systems exist to review those concerns (Sponsored Projects, IRB, animal safety, etc.); when the

issues of concern focus on academic freedom and responsibility, the Provost and Office of the General Counsel respond.

When something carries the Board of Regents' copyright, it is not determinative of academic freedom and responsibility. For example, several Law School journals carry the University copyright, but the scholarly work in the journals' articles is protected by the authors' academic freedom and responsibility. There is no disclaimer on those journals. The Board of Regents' Policy on Copyright states that, consistent with academic tradition, academic work (scholarly, pedagogical, or creative work) is owned by the faculty member who created the work. The only exceptions to this rule require a written agreement between the faculty member and the University. The Board of Regents' policy on Copyright is available at: <http://www1.umn.edu/regents/policies/academic/Copyright.html>

**In the case of “Troubled Waters,”** the Board of Regents copyright was on the film. The P&A staff member who came up with the idea for the film and provided the lead for the project was covered by AF&R. She also hired an artistic director (who was not protected by AF&R) to complete the funded work. The work was funded by a combination of a legislative grant and additional grants, which were managed through University offices. The lead person enjoyed both academic freedom in creating the work, and the responsibility to meet the grant requirements.

#### **Recommendations:**

Currently there is no policy at the University that requires all work with a Board of Regents copyright include a disclaimer. In the academy, it is understood that journals, books, creative work, and other forms of scholarship reflect the ideas of the University faculty or staff member who created the work, not the Board of Regents. It is the opinion of the AF&T Committee that requiring a disclaimer on some work that carries the Board of Regents copyright, but not all work, could send the wrong message. Rather, the Committee recommends that we continue with our current practice of not requiring a disclaimer.

#### **5. What procedures are in place to govern decisions about University products that are in a gray area, where it is not certain whether rights and responsibilities of academic freedom apply?**

There are no current administrative procedures that accompany the Board of Regents' policy on Academic Freedom and Responsibility, although the recognized and assumed procedure has been that any emerging issues are to be referred to and discussed with the Provost. In addition, according to the provisions of the tenure code, faculty members may file a case with the Judicial Committee if they believe their rights under the AF&R policy have been violated. P&A employees and staff may file a charge with the Office of Conflict Resolution.

**In the “Troubled Waters” experience** there may have been confusion regarding appropriate review of the film and decisions regarding its public release. When the TW events occurred, several of the senior administrators were out of town. In this case, clarity was missing among some administrators regarding roles and responsibilities of administrators in responding when issues of academic freedom and responsibility arise.

#### **Recommendation:**

A short set of administrative **Procedures attached to the Academic Freedom and Responsibility Policy** should be developed to provide guidance and specify the response when issues arise that involve academic freedom and responsibility in the future. The AF&T Committee will draft a short set of Procedures with the Provost's office.

**6. The decision to delay showing the film was based in part on concern over controversy that would ensue from its showing. Some controversy is to be expected in disseminating intellectual work products associated with the University, however. The critical question is what actions are appropriate in the face of expected controversy? What have we learned from this particular controversy over how better to handle such concerns?**

Expected controversy must not be a determining factor when disseminating intellectual and artistic work products from the University. The core work of the University is based in debate that results from doing cutting-edge work. Controversy must be expected, whether the controversy results from a challenging presentation, creation, or idea. The University's dissemination of controversial intellectual and artistic work products is protected by academic freedom. Preserving academic freedom should take precedence; it is just a question of how to handle the controversy.

**In the “Troubled Waters” experience**, the film was not released when a University vice president (whose job is to protect the University's name) perceived that the film would result in controversy and negative publicity for the University. Once that decision was made public, considerable controversy and negative publicity for the University resulted as a consequence of her decision. This controversy had an impact on employee and public trust in the University's commitment to AF&R, as well as its decision-making processes and its role in honoring funded commitments. When the film was ordered to be released and was released in the following weeks, an open panel discussion followed its initial presentation to encourage discussion of the challenging ideas presented in the film.

#### **Recommendations:**

As part of a University, we do need to expect controversy, and we need to have administrators who protect the core values of the University (not just protect the University from negative publicity). When circumstances raise academic freedom as among the relevant core values in a controversy, academic freedom must have priority. The Provost needs to be consulted in a timely way regarding resolution to the conflict (see Recommendations for changes to policy and procedure, #2 and #5, above).

Certain University administrators, such as those in University Relations and other offices, have the complex job of managing communications surrounding controversy. These administrators' decisions, and their communications that address controversial issues, must be guided by the core values and principles codified in University policies and procedures (and laws). As one of these essential core values, academic freedom explains, justifies, and enables us to see the value in diverse viewpoints expressed in University work products. Open dialog about the ideas through panel discussions with the audience (as was done in the TW experience) is a useful example of how these principles can be exercised in managing controversy.

**BARBARA ELLIOTT, CO-CHAIR  
ACADEMIC FREEDOM AND TENURE COMMITTEE**

**KAREN MIKSCH, CO-CHAIR  
ACADEMIC FREEDOM AND TENURE COMMITTEE**

#### **DISCUSSION:**

Professors Barbara Elliott and Karen Miksch, Co-Chairs of the Academic Freedom and Tenure Committee (AF&T), presented work done this year on the topic of academic freedom. The work started as a result of controversy around the *Troubled Waters* film that was delayed this fall. The film was created through the College of Food, Agricultural, and Natural Resource Sciences and

released with the University of Minnesota copyright. When questions were raised about its content and then delay, the topic of academic freedom was central to the discussions.

The topic was brought to the Faculty Consultative Committee, which then asked AF&T to answer six questions. The Regents, Policy on Academic Freedom and Responsibility and Code of Conduct provided groundwork for the committee and the answering of the questions. They then reviewed the six questions.

Question one was to determine who is covered by academic freedom. The committee determined that all employees who satisfy a set of criteria, but who do not work for hire, are covered by academic freedom.

Question two was to determine administrative limits. In 2009 the Regents' Policy on Academic Freedom and Responsibility was revised to clarify that all employees are covered. However, administrators' rights to speak are limited once an administrative or regental decision is made. "Administrators" in this case has been determined to be deans and above and associated positions (assistant dean, vice provost, etc).

Question three involved how to ensure that employees understand these policies. The committee is recommending that training be provided for all employees and administrators, both current and new.

Question four was how to deal with work for hire and copyright situations. Creative works are covered by the policies but copyright is not a determinative factor by itself. A disclaimer is used for copyrighted work but the committee would recommend against this practice.

Question five dealt with gray areas of this situation. The committee determined that any emerging issue should first be presented to the Provost. They also recommend that procedures be drafted to accompany the Regents' Policy. At the individual level, a person can file a complaint either with the Senate Judicial Committee (if a faculty member) or the Conflict Resolution Office (if an academic professional, civil service, or student employee).

Question six involved what has been learned from this situation. Academic freedom needs to be preserved as a core value of the University and as a public good. It should always be a priority even if controversy is expected. The committee recommends more open discussions to promote the concept.

The committee is working on a white paper on academic freedom that will be available next year.

Q: There is a question of academic freedom in a curatorial versus creative role. With *Troubled Waters*, there were two decision made. One was whether this film was withheld from release and the other was whether this film would be shown as part of a Bell Museum film series. Is the decision to show the film within the academic freedom of the person running the venue and not the speaker or the original author?

A: If the curator is the creative force, than academic freedom is involved.

Q: Are there no consequences for an associate dean who speaks against an administrative decision made by his or her direct supervisor?

A: Language from the original policy is in the report with reference to deans and above, and their immediate staff.

Q: How are graduate students treated as they are workers in training?

A: This issue was part of question five's emerging issues of how to make more people aware of the policy.

#### **14. SENATE CONSULTATIVE COMMITTEE Economic Impact Study Discussion by the University Senate**

As there was no presenter, this discussion was not held. Senators were urged to view the economic impact study at: [http://www1.umn.edu/usenate/usen/110311\\_eistoregents.pdf](http://www1.umn.edu/usenate/usen/110311_eistoregents.pdf)

#### **15. PRESIDENT'S REPORT**

President Bruininks started by noting that as this was his last report to the Senate, he wanted to take the opportunity to state what a rare privilege it was to preside over this body. When reflecting over his last nine years as president, he has had some of his finest moments with the Senate as it courageously addresses long-range challenges at the University. He has found all its debates inspiring and inclusive. Therefore he would like to express his profound thanks for being able to serve in this position.

The University is in a different situation than when he started nine years ago as it is now facing its deepest biennial budget reduction ever. This is also the third budget he has to recommend with over \$100 million in cuts. While there is economic stress in the short term, this situation will not influence the productivity and impact of University research.

President Bruininks stated that he recently appeared at the Higher Education Conference Committee, at which time he reminded them that the University has been cut twice in the last decade. While the University has expected reductions, these cuts have been too deep to sustain long-term quality in light of past cuts. The bill being discussed now is the most earmarked bill for the University in 40 years. He asked that any funding not be laced with research restrictions, such as the anti-cloning legislation being proposed.

He has sent letters to business leaders asking them to speak with their legislators in person and ask that restrictions not be placed on future funding and research for the University. Unfortunately he does not think that this situation will be resolved before he leaves office.

He is continuing to make changes now for the long-term health of the institution, including compensation for faculty and staff. His budget plan recommends a one-year wage and salary freeze, a reduction in the workforce through the retirement incentive option (RIO), a higher retirement contribution for new faculty and academic professionals, and health care changes that include increases to premiums, co-pays, and moving to one health plan administrator. Other cost savings will also be achieved through decommissioning buildings and changing procurement, technology, and energy costs.

He has proposed addressing the financial problems with two-thirds from internal budget cuts and reallocation and one-third from tuition so that the institution remains financially accessible and affordable for students. He is recommending that the Promise Scholarships be revised so that students' costs are more predictable and easier for students to manage. Current students will not see a drop in funding for this year and incoming students will now be provided with a four-year guarantee independent of family changes.

In closing he asked senators to continue speaking out about the importance of the University and advocating for its funding.

## **16. QUESTIONS TO THE PRESIDENT**

Q: The administration was willing to sign a Memorandum of Understanding (MOU) guaranteeing students participation in shared governance. Will this position be passed into President-designee Kaler?

A: He and President-designee Kaler believe in engaging students in consultation and there are benefits to the process by their participation, but he feels that some areas need limits. He is still willing to sign the MOU before he leaves office.

Q: How do classroom needs affect the decommissioning of buildings?

A: Some of the current buildings being decommissioned, such as Wesbrook, do not house any classrooms. Others, such as Norris Hall and Klaeber Court, house only a few classrooms. Classrooms will be protected and Classroom Management will work to resolve any future issues.

Q: What is the response to how can the University improve in the face of budget cuts?

A: The University takes pride in maintaining its excellence and this will only increase during budget cuts. It will continue to recruit and retain talented employees and students, and provide an economic stimulus for the state. If more state funding is lost, concrete examples need to be given such as crowded classes, limited enrollment and course access, denying access to Minnesota students, and an employee brain drain since once people leave they are not likely to return.

Senators then thanked the President for his work and visits outside the Twin Cities, in areas such as Morris, Crookston, Duluth, Rochester, and the Outreach Centers.

## **17. UNIVERSITY SENATE OLD BUSINESS**

**NONE**

## **18. UNIVERSITY SENATE NEW BUSINESS**

Devin Driscoll stated that the Council of Graduate Students presented their annual faculty award for work with graduate students. Of the 70 applicants, 13 were selected for the awards. The names are:

- Laura Bloomberg, Teaching Specialist, HHH School of Public Affairs
- Daniel Brewer, Professor, French and Italian, College of Liberal Arts
- Bradley Carlin, Professor Biostatistics, School of Public Health
- Colleen Fisher, Assistant Professor, Social Work, College of Education and Human Development
- Paul Garrett, Professor Mathematics, College of Science and Engineering
- Brian Goldberg, Associate Professor, English Language and Literature, College of Liberal Arts
- Michael Harwell, Professor Educational Psychology, College of Education and Human Development
- Carol Klee, Professor, Spanish and Portuguese, College of Liberal Arts

- Corey McGee, Instructor, Occupational Therapy, Academic Health Center
- Kristine Miller, Professor, Landscape Architecture, College of Design
- Debra Olson, Professor, Environmental Health Sciences, School of Public Health
- Jodi Sandfort, Associate Professor, HHH School of Public Affairs
- Thomas Wolfe, Associate Professor, History, College of Liberal Arts

Professor Kathryn VandenBosch, Chair of the Senate Consultative Committee (SCC), read the following statement that was approved by the SCC:

The Senate Consultative Committee, on behalf of the University Senate, expresses its deep appreciation to Robert Bruininks for his nine years of leadership as President of the University, which include his service as Chair of this body. We commend his 43 years of service to the University: as a faculty member, as department chair, as dean of the College of Education, as Provost, and, most recently, as President. We thank him for his unswerving dedication to advancing the teaching, research, and public engagement missions of the University. We welcome him back to the faculty as a colleague whose energy and commitment we will continue to value as the University moves forward under the leadership of the next administration.

The University Senate then gave a standing ovation to President Bruininks.

## **19. UNIVERSITY SENATE ADJOURNMENT**

The meeting was adjourned at 3:39 p.m.

## **20. FACULTY LEGISLATIVE LIAISONS UPDATE**

Professor Elizabeth Boyle, one of the Faculty Legislative Liaison along with Professor Caroline Hayes, said that they have been meeting with freshmen legislators to learn what the University and faculty do. During the session they testified six times and helped write targeted and personalized letters to legislators. Tuesday they were at a round table discussion along with the Faculty Consultative Committee leadership. During that discussion a College of Science and Engineering alumnus noted that he felt that the University was important enough to the state for businesses to testify at this event and tell the story that the faculty cannot.

President Bruininks then thanked Professors Boyle, Hayes, and Sampson for their representation of University interests and providing faculty testimony on many issues throughout their years as faculty legislative liaisons.

## **21. EDUCATIONAL POLICY COMMITTEE Amendments to the Policy on Teaching Awards Action by the Faculty Senate**

### **MOTION:**

To amend the Policy on Awards for Outstanding Contributions to Education Policy as follows (new language is underlined, language to be deleted is ~~struck out~~):

### **I. Horace T. Morse-Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education**

The Horace T. Morse-Minnesota Alumni Association Awards for Outstanding Contributions to Undergraduate Education are granted annually to faculty members and faculty-like P&A staff nominated by the colleges. The honor is awarded to exceptional candidates and reflects the University's emphasis on the importance of high quality undergraduate education. It also contributes to the improvement of undergraduate education at the University by publicizing the work of the award-winners to serve as a resource for all who teach at the University ~~the whole faculty~~.

## **II. Award for Outstanding Contributions to Graduate and Professional Education**

The Award for Outstanding Contributions to Post-Baccalaureate Graduate and Professional Education are granted annually to faculty members and faculty-like P&A staff nominated by the colleges. This award recognizes faculty and staff who engage post-baccalaureate, graduate, and professional students in a community of intellectual inquiry, who are significant mentors and role models for graduate and professional students, and who develop and promote activities which help students understand the larger context of their intended professions. The honor is awarded to exceptional candidates in recognition of outstanding performance in post-baccalaureate, graduate, and professional education in the following areas: excellence in instruction; involvement of students in research, scholarship and professional development; development of graduate or professional instructional programs; and advising and mentoring.

### **COMMENT:**

The Senate Committee on Educational Policy (SCEP) and the Faculty Consultative Committee recommend that qualified P&A staff be eligible for the Morse-Alumni and Graduate-Professional awards for contributions to education. Some of the funding for these awards comes from the Alumni Association; SCEP received assurances from Dr. Esten, President and CEO of the University of Minnesota Alumni Association, that the Association has no restrictions on eligibility for receipt of the funds.

We believe that these staff, who often spend their careers at the University and who can make significant contributions to education, should be eligible for the awards. We considered but rejected the idea that the University create a separate award for P&A staff because we thought it possible the separate award could be seen as second-class. We note that anyone—faculty or staff member—must have accumulated a considerable record of achievement before they will be considered seriously for one of these awards, and we are certain that departments will not go to the effort of compiling a dossier for anyone—again, faculty or staff member—unless they believe the person has a reasonable chance of receiving the award.

**THOMAS BROTHEN, CHAIR  
EDUCATIONAL POLICY COMMITTEE**

### **DISCUSSION:**

A senator commented that he was strongly in favor of this amendment as he felt that it is not who you are but what you do that should determine eligibility for these teachings awards.

With no further discussion, a vote was taken and the motion was approved.

**APPROVED**

**22. EDUCATIONAL POLICY COMMITTEE  
FACULTY CONSULTATIVE COMMITTEE  
Amendments to the Policy on High School Preparation Standards**

## Action by the Faculty Senate

### MOTION:

To amend the Policy on High School Preparation Requirements for Undergraduates: Twin Cities, Crookston, Morris, Rochester as follows (language to be added is underlined; language to be deleted is ~~struck out~~):

#### Policy on High School Preparation Requirements for Undergraduates: Twin Cities, Crookston, Morris, Rochester

These University undergraduate admission requirements were prepared and adopted in conjunction with the Minnesota State College and University system.

1. ENGLISH - Four years, including writing, literature, and speech. Within the writing component, students may elect work in composition, creative writing, journalism, or research writing. Literature may include both American and world literatures; speech may include both public speaking and debate.
2. MATHEMATICS - ~~Three~~ Four years ~~consisting of~~ including two years of algebra, one of which must be intermediate or advanced algebra, and one year of geometry.
3. SCIENCE - Three years, including at least one course each in the biological and physical sciences, and all three units to incorporate significant laboratory experience. The biological and physical science requirements would most commonly be met by courses in biology, chemistry, and physics. Other courses could include advanced biology, human anatomy and physiology, botany, zoology, geology, and advanced chemistry and physics.
4. SOCIAL STUDIES - Three years, including one year each of geography and American history. Geography need not always be taught as a full year course, and may in fact be incorporated in a significant way into other studies; transcripts should indicate specifically which courses meet the geography requirement.
5. WORLD LANGUAGE - Two years of a single second language. Language courses may include both those traditionally taught in high schools (for example, Spanish, French, German), as well as those less frequently taught.
6. ARTS - One year in the visual or performing arts. It is expected that all arts courses (including band and chorus) will include instruction in the history and critical interpretation of the art form. Courses in the arts should offer students the opportunity to experience the arts directly as creators/performers and as critical, informed observers.

Additional study in ~~mathematics and~~ science is highly recommended; some divisions in specific institutions require four years ~~of each~~ for admission.

### COMMENT:

The Senate Committee on Educational Policy has considered several times in recent years the idea that the mathematics requirement should be increased. It declined to make a recommendation to the Faculty Senate until the Provost's office had a plan to ensure that students would have the option of the fourth year available. Vice Provost McMaster has provided the Committee with such a plan, so it now recommends adoption of the new requirement.

The rationale for the change is this:

1. Math in college isn't just for math majors anymore. Because the world has gone quantitative, students in a broad array of other disciplines -- from business to history to health care -- either need to take college-level math at the University or must apply upper-level high school math to their college-level work.
2. Increasingly, freshman at the University of Minnesota already have completed four years of mathematics. Several colleges (Biological Sciences, Science and Engineering, and Carlson School of Management) already require 4 years of high school math. The percent of new entering freshmen having the 4<sup>th</sup> year of math varies among colleges, ranging from 81.4% to of 96.9%.
3. Working with Vice Provost Wahlstrom of Distributed Education, a series of on-line classes are being developed that will accommodate those students in high schools where a fourth year of mathematics is not offered. The expectation is that any class strong in quantitative methodology taken in the fourth year, such as statistics, a math-intensive science class, or economics, would count towards the 4<sup>th</sup>-year requirement, thus allowing for additional flexibility.
4. All basic undergraduate metrics (credits completed, GPA, first-year retention, and 4-year graduation rates) increase with those students who have had the 4<sup>th</sup> year of math.
5. When students lack the 4<sup>th</sup> year of mathematics, this means that they enter their fall semester as freshmen at the University having completed no or very little mathematics for two summers and an entire academic year. This time length of a break in mathematics study represents a significant problem for those students, because math skills can deteriorate quickly if not used.
6. A change in the preparation standard does not mean that the University would not admit a student who has completed only three years of math in high school, but it does mean that with all other things being equal, that student's application would not be as strong as the application of a student who completed four years of math while in high school.
7. The four years of high school math requirement would be implemented for the Fall 2015 new entering freshman class.

**THOMAS BROTHEN, CHAIR  
EDUCATIONAL POLICY COMMITTEE**

**KATHRYN VANDENBOSCH, CHAIR  
FACULTY CONSULTATIVE COMMITTEE**

**DISCUSSION:**

With no discussion, a vote was taken and the motion was approved.

**APPROVED**

**23. EDUCATIONAL POLICY COMMITTEE  
FACULTY CONSULTATIVE COMMITTEE  
Policy on Credit Requirements for Master's and Doctoral Degrees  
Action by the Faculty Senate**

## MOTION:

To approve the Administrative Policy on Credit Requirements for Master's and Doctoral Degrees.

### **Credit Requirements for Master's and Doctoral Degrees: Twin Cities, Rochester**

<b>Policy Contents</b> <ul style="list-style-type: none"><li>• <b>Policy Statement</b></li><li>• <b>Reason for Policy</b></li><li>• <b>Procedures</b></li><li>• <b>Forms/Instructions</b></li><li>• <b>Additional Contacts</b></li><li>• <b>Definitions</b></li><li>• <b>Responsibilities</b></li><li>• <b>Appendices</b></li><li>• <b>FAQ</b></li><li>• <b>Related Information</b></li><li>• <b>History</b></li></ul>	<b>Effective Date:</b> Month, YYYY <b>Last Updated:</b> Month, YYYY  <b>Responsible University Officer:</b> Sr. VP for Academic Affairs and Provost  <b>Policy Owner:</b> Vice Provost and Dean of Graduate Education  <b>Policy Contact:</b> <b>Belinda Cheung, Vicki Field</b>
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## POLICY STATEMENT

This policy governs the credit requirements for the following degrees:

- Master's Plan A degrees
- Master's Plan B degrees
- Master's Plan C degrees
- Doctoral degrees

### **1. Credit requirements for master's degrees**

- Master's degrees must consist of the following minimum credits:
  - Plan A degrees: 10 thesis credits and a minimum of 20 graduate-level course credits.
  - Plan B degrees: a minimum of 30 graduate-level course credits, including Plan B Project credits as defined by each college.
  - Plan C degrees: a minimum of 30 graduate-level course credits.
- No collegiate unit or program may require more than
  - 36 credits with a combination of course and thesis for a master's Plan A
  - 36 credits with a combination of course and Plan B project credits for a Plan B, and
  - 48 course credits for a master's Plan C.
- Thesis credits may be taken for the master's Plan A at any time during a student's degree program.
- A minimum of 6 credits is required for a master's level minor.

### **2. Credit requirements for doctoral degrees**

- Doctoral degrees must consist of a minimum of 48 credits: a minimum of 24 graduate-level course credits and a minimum of 24 thesis credits. Course credits are intended to provide doctoral students the necessary intellectual and professional foundation for their thesis projects, future career and professional activities.
- No collegiate unit or program may require more than 72 credits with a combination of course and thesis credits for the completion of the doctoral degree.

- c. Thesis credits may be taken at any time after admission to a doctoral program; programs have the discretion to determine when it is academically appropriate for students to take these credits.
- d. A minimum of 12 credits is required for a doctoral level minor.

### 3. Exceptions

Collegiate deans may request exceptions from the Provost to items 1b and 2b based on accreditation requirements, national standards of the field, interdisciplinary nature of the program or similar arguments.

#### EFFECTIVE DATE

New academic programs are subject to the above requirements. Colleges/departments must revise existing curriculum to comply with this policy by fall semester 2013, or obtain approval for exception (see 3 above).

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#### REASON FOR POLICY

This policy provides a framework for curriculum development that balances coursework, research training, and independent scholarly work.

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#### PROCEDURES

There are no procedures associated with this policy.

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#### FORMS/INSTRUCTIONS

There are no forms associated with this policy.

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#### ADDITIONAL CONTACTS

Subject	Contact	Phone	Fax/Email
<b>Primary Contact(s)</b>	<b>Belinda Cheung Vicki Field</b>	<b>612-625-6977 612-625-6532</b>	<u>Cheung002@umn.edu</u> <u>Field001@umn.edu</u>

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#### DEFINITIONS

Course credits – Course credits may include directed studies, lab rotations, internships, practica, and colloquia.

Master’s Plan A – Master’s degree programs that require a thesis for degree completion

Master’s Plan B – Master’s degree programs that substitute additional coursework and special projects for the thesis

Master’s Plan C – Master’s degree programs that are predominately coursework which provide an alternative structure for degree completion, such as a culminating experience in the form of a capstone course and/or paper

Plan B Project Credits – Credits taken by the students in relation to their Plan B project as part of the degree requirements

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## RESPONSIBILITIES

### **Colleges and Programs**

Restructure program requirements to conform to this policy by the effective date or petition for exception.

## APPENDICES

There are no appendices associated with this policy.

## RELATED INFORMATION

There is no related information associated with this policy.

## COMMENT:

This policy has been reviewed several times by the Senate Committee on Educational Policy and the Faculty Consultative Committee; both committees recommend the Faculty Senate adopt it.

**THOMAS BROTHEN, CHAIR  
EDUCATIONAL POLICY COMMITTEE**

**KATHRYN VANDENBOSCH, CHAIR  
FACULTY CONSULTATIVE COMMITTEE**

## DISCUSSION:

Q: What are the significant changes in this policy?

A: Changes include no more supporting field requirement, a provision for a maximum number of credits as well as exceptions, and registering thesis credits before any oral examination. These are being proposed due to the dramatic changes in graduate education.

A senator said that she sees the argument for these changes but one of the best parts of graduate education is when graduate students get to work with people outside of their home department. Interdisciplinary work should be included in graduate education and sets the University programs apart.

Another senator stated that the College of Liberal Arts is trying to maintain its interdisciplinary courses due to intellectual implications. If these courses are not required, funding for these courses will be harder and that will reduce class offerings.

A senator then suggested that programs be allowed to be decided if they maintain the supporting field requirement rather than it being a University mandate.

With no further discussion, a vote was taken and the motion was approved.

**APPROVED**

**24. EDUCATIONAL POLICY COMMITTEE  
FACULTY CONSULTATIVE COMMITTEE  
Policy on Leave of Absence and Reinstatement from a Leave: Graduate Students  
Action by the Faculty Senate**

**MOTION:**

To approve the Administrative Policy on Leave of Absence and Reinstatement from a Leave: Graduate Students.

**Leave of Absence and Reinstatement from a Leave:  
Graduate Students (Twin Cities, Rochester)**

<b>Policy Contents</b> <ul style="list-style-type: none"><li>• <b>Policy Statement</b></li><li>• <b>Reason for Policy</b></li><li>• <b>Procedures</b></li><li>• <b>Forms/Instructions</b></li><li>• <b>Additional Contacts</b></li><li>• <b>Definitions</b></li><li>• <b>Responsibilities</b></li><li>• <b>Appendices</b></li><li>• <b>FAQ</b></li><li>• <b>Related Information</b></li><li>• <b>History</b></li></ul>	<b>Effective Date:</b> Month, YYYY <b>Last Updated:</b> Month, YYYY  <b>Responsible University Officer:</b> Sr. VP for Academic Affairs and Provost  <b>Policy Owner:</b> Vice Provost and Dean of Graduate Education  <b>Policy Contact:</b> Karen Starry
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**POLICY STATEMENT**

Graduate students are expected to maintain active status through continuous registration from the time they matriculate until they graduate. Students who are not able to maintain active status are strongly encouraged to consult with their Director of Graduate Studies, advisor, and relevant offices to determine whether requesting a leave of absence is the most appropriate course of action. Students who do not have an approved leave of absence and are not continuously enrolled may experience negative consequences related to academic, visa, financial aid, and other student issues.

1. Students who experience circumstances that prevent them from maintaining active student status will ordinarily be granted college approval for a leave of absence upon request. Students must complete a leave of absence form that specifies the term(s) and year(s) of the leave.
2. An approved leave of absence may not exceed two academic years.
3. Students who do not obtain a college-approved leave of absence prior to interrupting their enrollment (excluding summer) may be terminated from their graduate program or held to new requirements if they are subsequently readmitted.
4. Students granted a leave of absence may not use University facilities or services available only to registered students.
5. The term(s) and year(s) of an approved leave of absence will not be counted toward time to degree .

6. Students who obtain a college-approved leave of absence in accordance with this policy are eligible for reinstatement provided they enroll no later than the term immediately following the expiration of the leave (excluding summer). Colleges may specify reasonable conditions for reinstatement to active status, whether the student returns early or at the expiration of the leave. Colleges may deny reinstatement to active status based on crimes or other serious misconduct occurring during the leave that would have been grounds for suspension or expulsion had the student engaged in the conduct while enrolled (see Board of Regents Policy: *Student Conduct Code*).
7. Students whose leave of absence has expired and who have not yet registered for the following term (excluding summer) will be placed on inactive status. Students who are placed on inactive status must apply for readmission.
8. Collegiate units may develop additional rules governing leaves of absence, as long as they are consistent with this policy.

### Documentation

Each college must establish and publicize its process for implementing this policy and must inform all entering students about it.

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### REASON FOR POLICY

Students may need to interrupt their enrollment for reasons they cannot control. Allowing students to take a leave of absence provides students the opportunity to return to the University under the rules and policies in effect when they left and without affecting their time to degree. It also allows the University the opportunity to counsel students about actions they must take to be reinstated upon the expiration of the leave.

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### PROCEDURES

There are no procedures related to this policy.

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### FORMS/INSTRUCTIONS

- Leave of Absence Form for Graduate Students
- Application for Reinstatement for Graduate Students

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### ADDITIONAL CONTACTS

Subject	Contact	Phone	Fax/Email
Primary Contact(s)	Karen Starry	612-625-2815	<a href="mailto:starry@umn.edu">starry@umn.edu</a>

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### DEFINITIONS

#### Continuous registration

Registration for every fall and spring semester. Required to maintain active status.

#### Graduate students

Students enrolled in post baccalaureate degree programs with the exception of “first professional” degrees.(The first professional degrees are: the J.D., M.D., Pharm.D., D.V.M., D.D.S, and L.L.M. degrees.)

**Active status**

Graduate students who register every fall and every spring (i.e., continuously registered) are considered active.

**Inactive status**

Graduate students who do not register every fall and spring and who have not been granted a formal leave of absence by their college will be placed on inactive status.

**Leave of absence**

A leave of absence refers to a process by which students obtain college approval to leave the University for a specified period of time (i.e., not register for fall/spring term[s]), but for no longer than two academic years.

**Matriculate**

Individuals matriculate upon their first registration as an admitted graduate student at the University.

**Reinstatement**

The process required for returning to the University after an approved leave of absence.

Students with a college-approved leave of absence are eligible for reinstatement if they notify their college via the appropriate reinstatement form prior to the term in which they intend to enroll, they enroll no later than the term immediately following the expired leave (excluding summer), and they return to the same major and degree objective.

**Readmission**

The process of reapplication to the University for admission. Readmission is required following a break in enrollment without an approved leave of absence, as well as after failure to return by the term immediately following an approved leave of absence (excluding summer).

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**RESPONSIBILITIES****College**

- Establish and publicize leave of absence policy and ensure that students are informed throughout their academic careers of the policy and consequences of inactive status.
- Inform students of potential conditions that may be imposed upon reinstatement at the end of an approved leave of absence.
- Help reinstate students at the end of an approved leave of absence.

**Graduate student**

- Talk with their advisor, Director of Graduate Studies, and other relevant offices (e.g., International Student and Scholar Services, Office of Student Finance, Graduate Assistant Employment).
- Submit the Leave of Absence Form for Graduate Students when planning a leave of absence. Submit the Application for Reinstatement for Graduate Students prior to intended term of return.

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**APPENDICES**

There are no appendices related to this policy.

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FAQ

- Leave of Absence Reinstatement FAQ

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RELATED INFORMATION

- Board of Regents Policy: *Student Conduct Code*
- Administrative Policy: *Family and Medical – FMLA Leave*
- Administrative Policy: *Grading and Transcripts Policy*
- Administrative Policy: *Military, Court Appearance, or Civic Duty Leaves*
- Administrative Policy: *Parental Leave for Academic Employees*
- Boynton Health Service
- Disability Services
- Graduate Assistant Employment
- International Student and Scholar Services
- Office of Student Health Benefits

**COMMENT:**

This policy has been reviewed several times by the Senate Committee on Educational Policy and the Faculty Consultative Committee; both committees recommend the Faculty Senate adopt it.

**THOMAS BROTHEN, CHAIR  
EDUCATIONAL POLICY COMMITTEE**

**KATHRYN VANDENBOSCH, CHAIR  
FACULTY CONSULTATIVE COMMITTEE**

**DISCUSSION:**

With no discussion, a vote was taken and the motion was approved.

**APPROVED**

**25. EDUCATIONAL POLICY COMMITTEE  
FACULTY CONSULTATIVE COMMITTEE  
Policy on Application of Graduate Credits to Degree Requirements  
Action by the Faculty Senate**

**MOTION:**

To approve the Administrative Policy on Application of Graduate Credits to Degree Requirements.

**Application of Graduate Credits to Degree Requirements: Twin Cities, Rochester**

**Policy Contents**

- **Policy Statement**
- **Reason for Policy**
- **Procedures**
- **Forms/Instructions**
- **Additional Contacts**
- **Definitions**
- **Responsibilities**
- **Appendices**
- **FAQ**
- **Related Information**

**Effective Date:** Month, YYYY**Last Updated:** Month, YYYY**Responsible University Officer:**

Sr. VP for Academic Affairs and Provost

**Policy Owner:**

Vice Provost and Dean of Graduate Education

**Policy Contact:**

Belinda Cheung, Vicki Field

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**POLICY STATEMENT**

This policy governs the application of graduate credit to satisfy the requirements for the following degrees:

- Master's Plan A degrees
- Master's Plan B degrees
- Master's Plan C degrees
- Doctoral degrees

**1. Applying credits from a baccalaureate degree**

Graduate credits taken before the award of a baccalaureate degree may not be counted toward a graduate degree.

**2. Credits-in-common**

- a. A maximum of eight graduate credits may be counted in common between two University master's degrees.
- b. Approved graduate credits may be counted in common between a University doctoral and master's degree.
- c. In the same program, Plan A thesis credits or Plan B Project credits can be counted only toward either the master's or the doctoral degree, but not both.

**3. Transferring graduate credits from outside the University**

Graduate credits earned at other accredited institutions may be transferred to master's or doctoral degree plans subject to approval by the University graduate program and the limits described below. In the case of a transfer from a non-United States institution, graduate credits to be transferred must have been earned in a program judged by the University graduate program to be comparable to a graduate degree program of a regionally accredited institution in the United States. Transfer of thesis credits is not allowed.

- a. **For master's degrees** – A minimum of 60% of total course credits (not including thesis credits) required for a specific master's degree must be taken at the University. In addition, a maximum of 12 graduate course credits taken as non-degree seeking or non-admitted status may be considered for transfer. Transfer of thesis credits is not allowed.
- b. **For doctoral degrees** – Individual programs may determine, on a case-by-case basis, how many transfer credits doctoral students may apply toward their degree

requirement. However, doctoral students must take a minimum of 12 course credits at the University. In addition, a maximum of 12 graduate course credits taken as non-degree seeking or non-admitted status may be considered for transfer. Transfer of thesis credits is not allowed.

#### 4. Transferring graduate credits from a University graduate program

- a. Graduate credits earned while enrolled in one University graduate program may be transferred to another University graduate program. The number of graduate credits accepted for transfer is determined by the graduate program to which the student is transferring. Master’s thesis credit (8777) cannot be applied toward the thesis credit requirement for the doctoral degree (8888) and *vice versa*.
- b. A maximum of 12 graduate course credits from other University registration categories, such as non-degree seeking or non-admitted students, may be considered for transfer once the student is admitted and enrolled in a graduate program.
- c. Graduate programs may accept University 4000-level course credits as graduate courses. A maximum of nine 4000-level course credits may be used to satisfy the doctoral or master’s course credit requirement, but graduate programs may impose a lower maximum.

#### Exceptions

For approved joint or dual degree programs, items 1, 2a, and 2b do not apply.

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#### REASON FOR POLICY

This policy provides the framework for applying graduate credits toward degree requirements under various scenarios. Graduate programs have the authority to accept or reject any graduate course credits that can be applied to a student’s current degree plan.

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#### PROCEDURES

There are no procedures related to this policy.

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#### FORMS/INSTRUCTIONS

There are no forms related to this policy.

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#### ADDITIONAL CONTACTS

Subject	Contact	Phone	Fax/Email
Primary Contact(s)	Belinda Cheung Vicki Field	612-625-6977 612-625-6532	<u>Cheung002@umn.edu</u> <u>Field001@umn.edu</u>

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#### DEFINITIONS

##### Master’s Plan A

Master’s degree programs that require a thesis for degree completion

##### Master’s Plan B

Master's degree programs that substitute additional coursework and special projects for the thesis

### **Master's Plan C**

Master's degree programs that are coursework only which provide an alternative structure for degree completion, such as a culminating experience in the form of a capstone course and/or paper

### **Plan B Project Credits**

Credits taken by the students in relation to their Plan B project as part of the degree requirements

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### RESPONSIBILITIES

There are no specified responsibilities for this policy.

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### APPENDICES

There are no appendices related to this policy.

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### FAQ

- 1. Can graduate credits taken toward the completion of a first professional degree (J.D., M.D., Pharm.D, D.V.M., D.D.S., or L.L.M.) count toward a University graduate program credit requirement?**

If the graduate credits are taken after the award of a post-baccalaureate degree, those credits may count toward the credit requirement of a University graduate program. The number of graduate credits accepted for transfer is determined by the graduate program to which the student is transferring.

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### RELATED INFORMATION

There is no related information for this policy

### **COMMENT:**

This policy has been reviewed several times by the Senate Committee on Educational Policy and the Faculty Consultative Committee; both committees recommend the Faculty Senate adopt it.

**THOMAS BROTHEN, CHAIR  
EDUCATIONAL POLICY COMMITTEE**

**KATHRYN VANDENBOSCH, CHAIR  
FACULTY CONSULTATIVE COMMITTEE**

### **DISCUSSION:**

A senator questioned the 12-credit limit for non-degree, non-admitted students. Many students start pursuing professional coursework and then later decide to receive a Master's or Ph.D. degree. It is a disservice to rule out these individuals.

Professor Nita Krevens, Chair of the Graduate Education Policy Committee, stated that these issues were discussed by the committee but there were important reasons for these changes. One is to protect programs. When non-degree students take one class at a time, there is an

expectation that they are part of a degree program even when they would not normally be qualified. This is unfair for the students since they are taking classes but not being provided with any advising and participation in any other areas of the degree program. After four courses, a student needs to apply and be accepted, even as a part-time student, or no longer take classes from the department.

A senator agreed with this change as this was once the situation in his department.

Another senator asked that the time be limited in the policy since courses taken many years ago should not count towards the four-credit limit.

A senator then said that credit transfer is already subject to program approval so it should not be University policy.

Q: How would this policy affect current students?

A: This is already the current policy and is enforced when matriculating.

Q: Will there be a review process for this policy?

A: All policies are periodically reviewed and there will be extra scrutiny during the first year.

Q: How are dual degree students affected?

A: They are an exception in the policy.

With no further discussion, a vote was taken and the motion was approved.

**APPROVED**

**26. EDUCATIONAL POLICY COMMITTEE  
FACULTY CONSULTATIVE COMMITTEE  
Policy on Appointments as Director of Graduate Studies  
Action by the Faculty Senate**

**MOTION:**

To approve the Administrative Policy on Appointments as Director of Graduate Studies.

**Appointments as Director of Graduate Studies: Twin Cities, Rochester**

**Policy Contents**

- **Policy Statement**
- **Reason for Policy**
- **Procedures**
- **Forms/Instructions**
- **Additional Contacts**
- **Definitions**
- **Responsibilities**
- **Appendices**
- **FAQ**
- **Related Information**
- **History**

**Effective Date:** Month, YYYY**Last Updated:** Month, YYYY**Responsible University Officer:**

Sr. VP for Academic Affairs and Provost

**Policy Owner:**

Vice Provost and Dean of Graduate Education

**Policy Contact:****Belinda Cheung, Vicki Field**

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**POLICY STATEMENT**

1. Every graduate program must have a director of graduate studies, appointed by the collegiate dean after consultation with program faculty.
2. A tenured or tenure-track faculty member with an earned doctorate or designated equivalent in an appropriate field from an accredited institution is eligible to serve as director of graduate studies.
  - a. Collegiate deans or their designated representatives at the collegiate level may, with the approval of the Provost or the Provost's designated representative, assign the role of director of graduate studies to an individual who is not otherwise eligible under this standard.
3. Collegiate units may develop additional criteria consistent with this policy.
4. Each college must have a set of publicly available written statement regarding the position of director of graduate studies, which will include:
  - a. A description of the director's responsibilities and reporting lines,
  - b. the standards for selection of the director,
  - c. the process for selecting the director and approving his or her appointment, including effective involvement of program faculty.
5. All interdisciplinary programs not housed within a single collegiate unit must specify in the program's Memorandum of Understanding which collegiate dean will appoint the director of graduate studies and what process will be used to nominate program faculty for the position.

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**REASON FOR POLICY**

A faculty director of graduate studies represents the program to faculty governance bodies, takes a leadership role in maintaining program quality and effectiveness, and communicates with collegiate deans and/or the Graduate School about the program's larger concerns. This policy does permit directors of graduate studies in large programs to delegate some or even most of their day-to-day administrative duties to a non-faculty assistant director.

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**PROCEDURES**

There are no procedures associated with this policy.

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**FORMS/INSTRUCTIONS**

There are no forms associated with this policy.

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**ADDITIONAL CONTACTS**

<b>Subject</b>	<b>Contact</b>	<b>Phone</b>	<b>Fax/Email</b>
<b>Primary Contact(s)</b>	<b>Belinda Cheung</b> <b>Vicki Field</b>	<b>612-625-6977</b> <b>612-625-6532</b>	<u><a href="mailto:Cheung002@umn.edu">Cheung002@umn.edu</a></u> <u><a href="mailto:Field001@umn.edu">Field001@umn.edu</a></u>

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**DEFINITIONS****Interdisciplinary Programs**

A curriculum offered by an organizational unit within the University integrating two or more distinct disciplines. Such programs may involve multiple departmental, collegiate units and/or campuses.

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**RESPONSIBILITIES****Collegiate Units**

Provide orientation for new Directors of graduate Studies, where possible.

**Director of Graduate Studies**

Serves as the administrative supervisor and coordinator of graduate studies within a program; together with the department chair, shares responsibility for guiding and improving graduate education within the program(s) under his or her jurisdiction. The DGS serves as a unique liaison among the graduate student body, the graduate faculty, the collegiate unit, and the Graduate School administration.

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**APPENDICES****Typical Roles and Responsibilities of the DGS****RELATED INFORMATION**

There is no related information associated with this policy.

**COMMENT:**

This policy has been reviewed several times by the Senate Committee on Educational Policy and the Faculty Consultative Committee; both committees recommend the Faculty Senate adopt it.

**THOMAS BROTHEN, CHAIR**  
**EDUCATIONAL POLICY COMMITTEE**

**KATHRYN VANDENBOSCH, CHAIR**  
**FACULTY CONSULTATIVE COMMITTEE**

**DISCUSSION:**

With no discussion, a vote was taken and the motion was approved.

**APPROVED**

**27. FACULTY SENATE OLD BUSINESS**

**NONE**

**28. FACULTY SENATE NEW BUSINESS**

**NONE**

**29. FACULTY SENATE ADJOURNMENT**

The meeting was adjourned at 4:45 p.m.

**Rebecca Hippert  
Abstractor**

## **2010-11 UNIVERSITY OF MINNESOTA**

**MAY 5, 2011**

### **STUDENT SENATE MINUTES: No. 4**

The fourth meeting of the Student Senate for 2010-11 was convened in Coffman Theatre on Thursday, May 5, 2011, at 11:36 a.m. Coordinate campuses were linked by ITV. Checking or signing the roll as present were 17 student members. Chair Aaron Carlson presided.

#### **1. STUDENT SENATE/ STUDENT SENATE CONSULTATIVE COMMITTEE CHAIR REPORT**

Aaron Carlson, Student Senate and Student Senate Consultative Committee (SSCC) Chair, said that SSCC approved the statement from the Academic Freedom and Tenure Committee regarding proposed changes to the non-renewal policy for academic professionals. If senators have any questions, they should talk with Steve Pearthree, Vice Chair of the Council of Academic Professionals and Administrators (CAPA).

Shared governance issues will be addressed by a working committee within Student Affairs this summer. The Student Legislative Coalition is still continuing to form. Topics such as differential tuition and student release questions will continue to be addressed by SSCC next year.

He then thanked SSCC Vice Chair Mark Privratsky, SSCC members, and Student Affairs Committee Chairs Silvia Canelon and Joyce Holl, for their hard work this year.

#### **2. COUNCIL OF ACADEMIC PROFESSIONALS AND ADMINISTRATORS UPDATE**

##### **For Information:**

Council of Academic Professionals and Administrators (CAPA) represents the professional class of 5200 non-unionized employees at the University. This class was started in 1980 and CAPA was formed as an advisory committee to the President. Academic professionals (P&A) have skills between civil service employees and faculty in jobs such as teachers, researchers, advisors, counselors, and extension service workers. Most people stay in this classification or move to a faculty position. P&A employees have some of the same benefits as faculty, but work on annually renewable contracts.

CAPA meets from 9:30-11:30 am the third Friday of each and meetings are open to the public. CAPA consists of 40 representatives from campus units and colleges and has four committees: Benefits and Compensation, Representation and Governance, Professional Development and Recognition, and Communications. More information is available at: <http://capa.umn.edu>

##### **Discussion:**

Steven Pearthree, Vice Chair of the Council of Academic Professionals and Administrators (CAPA), said that on July 1, CAPA will become the P&A Senate and he will be serving as its chair. President Bruininks met with the Executive Committee on April 20. P&A thanked him for his support of P&A during his tenure and for providing P&A a seat at the table and a voice on issues.

The Academic Freedom and Tenure Committee approved a statement regarding proposed changes to the non-renewal policy for academic professionals. One change would shorten the notice period from 12 months to six months and is a concern for long-time employees.

The Faculty Senate will be voting today to amend the teaching awards policy to allow P&A to be eligible to be nominated and receive the Morse Alumni and Graduate Teaching awards.

Each year CAPA presents its Outstanding Unit Award to a University department for their exemplary support of P&A employees. This year's winning unit was Academic Support Resources.

The P&A Senate wants to continue to build student relations next year. He wished students well on their finals and best wishes if they are graduating.

### **3. CIVIL SERVICE COMMITTEE UPDATE**

#### **For Information:**

The Civil Service Committee (CSC) represents the approximately 5000 employees in this category which includes accountants, scientists, executive assistants, and administrators. The classification was started in 1945 with the passage of the civil service rules by the Regents. In 1984 PELRA was passed which allowed for the creation of a bargaining unit separate from civil service employees.

CSC is composed of fifteen members and several alternates. The committee elects a chair and chair-elect each year. The chair-elect serves as the vice chair. Members are selected by a committee and appointed by the President to three-year terms. CSC meets the fourth Thursday of each month from 9:00 am - 12:00 pm. More information is available at: <http://www1.umn.edu/csc/>

#### **Discussion:**

Frank Strahan, Chair of the Civil Service Committee (CSC), thanked Aaron Carlson for his work this year. CSC will be transitioning to a Civil Service Senate after Regents approval in June. His group will continue to be involved in changes to benefits and increasing state funding for the University.

### **4. SUSTAINABILITY EFFORTS AT TWIN CITIES AND MORRIS**

#### **Discussion**

#### **DISCUSSION:**

Mike Berthelsen, Associate Vice President for Facilities Management, joined the meeting to discuss sustainability efforts for the Twin Cities campus. He serves as co-chair of the Twin Cities Sustainability Committee, along with Professor Emily Hoover. The President signed the President's Climate Commitment, out of which campus climate action plans were created and will be updated every two years. He presented information regarding current campus emission sources and short-term and long-term aspects of the climate action plan.

Troy Goodnough, Morris Campus Sustainability Coordinator, began by thanking the Student Senate for adding this topic to its agenda. His campus uses a variety of sustainability efforts

including a biomass plant run on soybeans to heat, cool, and generate electricity, solar, and wind turbines. He was told this week that the campus is now off the grid for energy use and is also able to contribute energy to the city. These efforts have put extra funds into the local community as well.

He said that the Regents adopted a sustainability policy in 2004, a University-wide group was formed, and each campus now has a sustainability coordinator. Students at his campus have created a culture for these efforts and help promote the change.

Q: How have Morris students led initiatives on the campus?

A: Students have been integral to these efforts as changes do not take place overnight and therefore require years of students to be involved. The first request was wind energy in the Student Center. This form of energy would cost more so the students came up with ways to save money from other sources to pay for the wind energy. Students have also lead the campus recycling efforts for years as well as the use of local products. A student coalition on composting was also created in collaboration with the campus Facilities Management.

Q: Does the switch to green energy from coal have increased costs?

A: The first wind turbine at Morris cost \$2 million in 2005 and will take 10 years to recoup this cost. But after five years, the campus is already saving money and reducing its carbon footprint. Some projects have a higher upfront cost than others. Fossil fuel costs also depend on the rate being charged for the fuels as these costs can fluctuate greatly between years. A Twin Cities initiative has been recommissioning buildings to be more energy efficient.

A student questioned whether tuition has increased due to state disinvestments or the increased usage of more costly green fuels.

Q: In what ways do green fuel choices affect student life on each campus?

A: Utilities are the biggest area impacted by green fuel usage. The Education and Research Subcommittee is working on making sustainability a greater part of the research and educational missions of the University. Student engagement is targeted on Beautiful U Day as well as through campaigns such as It All Adds Up which held an energy-saving campaign between residence halls.

Q: Are you supportive of the Sustainability Legacy Fund (SLF)?

A: Twin Cities students have talked with the Sustainability Committee and they are supportive of funding for research and programs. The timing is hard however since it adds another cost to a student's education. The financial tradeoffs need to be examined.

Q: How is funding determined for the SLF?

A: A student fee would create an internal pool of funds for upfront costs to sustainability efforts. The fund would be paid-back over a longer period. These grants would make some projects doable that are not now able to be funded.

Q: What are the space limitations in the Twin Cities?

A: Wind and geothermal efforts required more space than it is possible in the Twin Cities. The Sustainability Committee needs to find the right option at the right time and place as logistics are always changing.

## 5. RESOLUTION TO CREATE A SUSTAINABLE LEGACY FUND

### Discussion

**Concerning**, the undergraduate student support for the establishment of the Sustainable Legacy Fund (SLF),

**Whereas**, on July 9th, 2004 the Board of Regents recognized that “sustainability is a continuous effort integrating environmental, social, and economic goals through design, planning, and operational organization to meet current needs without compromising the ability of future generations to meet their own needs”; and,

**Whereas**, the University of Minnesota Twin Cities is committed to reaching climate neutrality by 2050, as formally pledged by the signing of the American College and University Presidents’ Climate Commitment and the release of a Climate Action Plan in recognition of the serious threat of global climate change; and,

**Whereas**, the Sustainable Legacy Fund would provide funding to achieve significant progress towards climate neutrality and an environmentally sustainable University; and,

**Whereas**, sustainability projects save the University money through reduced energy costs in the long term; and,

**Whereas**, over eighty other schools nationwide have already established funds with a focus on sustainability, and Minnesota refuses to be left behind by other leading American universities; and,

**Whereas**, the University, as a premier research institution, is devoted to leading the state of Minnesota and the nation towards a sustainable future in energy and the economy.

**May it be Resolved**, the University Student Senate supports the creation of the Sustainable Legacy Fund, a revolving loan fund for projects that foster environmental sustainability at the U, especially those with a quantifiable cost savings or financial benefit; and be it further,

**Resolved**, the fund would be administered by a governing committee with a student majority, empowering students to take an active role in enhancing sustainability on campus; and be it further,

**Resolved**, a committee would be established of students, faculty, and staff to oversee the fund, review grant applications, make funding decisions, and hold grant recipients accountable; and be it further,

**Resolved**, that applicants must demonstrate ways in which they will increase awareness of their projects in the campus community, create leadership opportunities for University students, and appropriately leverage faculty support and expertise; and be it further,

**Resolved**, that a temporary fee assessed to all students would provide the initial funding for the revolving loan fund, until project revenues repaid to the fund are sufficient to make it self-sustaining; and be it further,

**Resolved**, that groups proposing projects must have at least one student member and one faculty or staff member; and be it further,

**Resolved**, that the money is strictly reserved for campus projects that directly benefit the U and its students; and be it further,

**Resolved**, that SLF would enable projects with larger up-front investments than could be supported with existing funds, thanks to the inherent payback period flexibility associated with the fund.

**COMMENT:**

This resolution was presented to the Student Senate Consultative Committee by the Sustainable Legacy Coalition. It is presented at today's meeting for discussion and may be for action at a later meeting. It seeks to propagate student involvement in environmental sustainability efforts in pecuniary and physical resources.

**AARON CARLSON, CHAIR  
STUDENT SENATE CONSULTATIVE COMMITTEE**

**DISCUSSION:**

This item was tabled.

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**MOTION A  
Consent Agenda  
Action**

Agenda Items 6. and 7. are both Bylaw amendments and are offered as a "Consent Agenda" to be taken up as a single item with one vote. Any item will be taken up separately at the request of a senator. As an amendment to the Student Senate Bylaws, the motion requires either a majority of all voting members of the Student Senate (23) at one regular or special meeting, or a majority of all voting members of the Student Senate present and voting at each of two meetings. This is the first meeting at which this motion is being presented.

**6. STUDENT SENATE BYLAW AMENDMENTS  
Student Senate Eligibility**

**MOTION:**

To amend Article V, Section 4 of the Student Senate Bylaws as follows (new language is underlined; language to be deleted is ~~struck out~~).

**ARTICLE V. STUDENT SENATE MEMBERSHIP, ELECTIONS, AND OFFICERS  
(Changes to this article are subject to vote only by the Student Senate)**

...

**2. Election of Members**

**a. Eligibility**

a. Only All degree-seeking students carrying at least two thirds the number of credits required for full time student status as defined by the Office of the Registrar for their college of enrollment shall be eligible to vote and to be elected to the Student Senate.

~~b. To be eligible for election to the Student Senate, a student must have earned the required number of credits in residence at the University, as described below:~~

~~(1) Graduate School students carrying one credit ABD (all but dissertation) at the time of voting or who are certified as the equivalent of full-time students by the Graduate School shall be eligible for election.~~

~~(2) All other students shall be eligible for election if they have earned within the past semester and are currently carrying at least two-thirds the number of credits required for full-time student status as defined by the Office of the Registrar for their college of enrollment.~~

c. To continue to serve in the Student Senate, a student representative must continue to meet the requirements for eligibility identified under "b a" hereof.

## **b. Elections**

Eligible students elect from their ranks 50 Student Senate members, who shall be distributed among the colleges and campuses in proportion to the number of students in those units. Each college shall be guaranteed one student senator. Morris and Crookston will be guaranteed a minimum of two student senators.

### **1. Coordinate Campuses**

a. Between February 1 and April 30 of each year, Crookston, Duluth, Morris, and Rochester as listed in Section 1 of this Article shall conduct an election for Student Senate members and alternate members, if any. Each unit shall establish its own procedures, in accordance with the constitution, for conducting its elections. ~~If the alternates are to be elected, then the constitution of the institute, college, school or other unit shall specify the number to be elected and their term in office, and they shall be elected at the same time and in the same manner as senators.~~ The results of the elections shall be mailed to the Clerk of the Senate not later than May 5.

~~b. Eligible students elect from their ranks 50 Student Senate members, who shall be distributed among the colleges and campuses in proportion to the number of students in those units. Each college shall be guaranteed one student senator. Morris and Crookston will be guaranteed a minimum of two student senators.~~

~~c. The elected representatives of the students to the Student Senate shall be chosen by secret ballot by the student constituency enrolled in the institutes, colleges, or schools as specified in the Bylaws. Only full-time students in each institute, college, or school shall be eligible to vote. Each institute, college, or school shall establish its own procedures to determine qualifications of those students eligible to vote.~~

~~d. The student board of each institute, college, school, or other representative unit shall determine if a pool of alternate senators shall be elected or define the pool to be all eligible students in the institute, college, or school. If the alternates are to be elected, then the constitution of the institute, college, school or other unit shall specify the number to be elected and their term in office, and they shall be elected at the same time and in the same manner as senators.~~

be. A senator may designate anyone from the appropriate unit pool to serve as an alternate in the senator's absence by providing notice to the Clerk of the Senate prior to the commencement of any meeting of the University or Student Senate.

cf. All members elected to the Student Senate shall begin service on July 1 and shall serve for one year. Elected members of the Student Senate shall not serve more than four one-year terms, or any part thereof, in any six year period.

## 2. Twin Cities

a. Between February 1 and August 10 of each year, Twin Cities units as listed in Section 1 of this Article shall conduct an election for Student Senate members and alternate members, if any, for the following year. Each unit shall establish its own procedures, in accordance with the constitution, for conducting its elections. If the alternates are to be elected, then the constitution of the institute, college, school or other unit shall specify the number to be elected and their term in office, and they shall be elected at the same time and in the same manner as senators. The results of the elections shall be mailed to the Clerk of the Senate not later than August 15.

~~b. Between February 1 and August 10 of each year, the elected representatives of the students to the Student Senate for the following year shall be chosen by secret ballot by the student constituency enrolled in the institutes, colleges, or schools as specified in the Bylaws. Only full-time students in each institute, college, or school shall be eligible to vote. Each institute, college, or school shall establish its own procedures to determine qualifications of those students eligible to vote.~~

~~c. Between February 1 and August 10 of each year, the student board of each institute, college, school, or other representative unit shall determine if for the following year a pool of alternate senators shall be elected or define the pool to be all eligible students in the institute, college, or school.~~

bd. After August 15 of each year and for the current year, any open Student Senate members and alternate members from Twin Cities units as listed in Section 1 of this Article shall be filled by the Student Senate Consultative Committee with approval of the Student Senate. The Student Senate Consultative Committee shall establish its own procedures, in accordance with the constitution, for conducting elections.

~~e. Eligible students elect from their ranks 50 Student Senate members, who shall be distributed among the colleges and campuses in proportion to the number of students in those units. Each college shall be guaranteed one student senator.~~

cf. A senator may designate anyone from the appropriate unit pool to serve as an alternate in the senator's absence by providing notice to the Clerk of the Senate prior to the commencement of any meeting of the University or Student Senate.

dg. All members elected to the Student Senate shall begin service on July 1 and shall serve for one year. Elected members of the Student Senate shall not serve more than four one-year terms, or any part thereof, in any six year period.

...

### COMMENT:

The only actual change from these amendments is that it allows for the increase in the base of eligible students for representation. The current language has not allowed for participation by part-time students. This amendments will allow part time undergraduates, graduates, and professional students to serve as senators. If approved today, it will be effective for the 2011-12 year.

**AARON CARLSON, CHAIR  
STUDENT SENATE CONSULTATIVE COMMITTEE**

**7. STUDENT SENATE BYLAW AMENDMENTS  
Student Senate Consultative Committee Membership**

**MOTION:**

To amend Article V, Section 4 of the Student Senate Bylaws as follows (new language is underlined; language to be deleted is ~~struck out~~).

**D. STUDENT CONSULTATIVE COMMITTEE**

The Student Consultative Committee shall represent the students at large and not the individual campuses, institutes, colleges, schools, or departments of the University.

The Student Consultative Committee shall serve as the consulting body to the president and as the executive committee of the Student Senate.

**Membership**

The Student Consultative Committee shall be composed of:

- one student from the Crookston campus
- one student from the Duluth campus
- one student from the Morris campus
- one student from the Rochester campus
- ~~five~~ four students from the Twin Cities campus, as follows:
  - ~~In 2004-05, and every other year thereafter, there shall be three~~  
~~undergraduate students and two graduate/professional students. In~~  
~~2005-06, and every other year thereafter, there shall be four undergraduate~~  
~~students and one graduate/professional student.~~
  - two graduate/professional students
  - two undergraduate students
- the chair and vice chair of the Student Senate

Student members shall be elected and/or appointed in accordance with procedures determined by the respective campuses' student constituencies, subject to the following provision: at the time of their election, Twin Cities undergraduate students shall be members of the University Senate. A student member will relinquish their seat in the University Senate upon election to the Student Senate Consultative Committee.

Student vacancies shall be filled in accordance with procedures determined by the respective campuses for the balance of any unexpired term until the next regular election.

The chair of the Student Senate shall also serve as the chair of the Student Consultative Committee. The vice chair of the Student Senate shall also serve as the vice chair of the Student Consultative Committee. Chair and vice chair elections should be subject to the following provisions:

- If either the chair or vice chair has already been elected to the Student Consultative Committee as a regular member, he or she must concede his or her prior position to another student, to be chosen as soon as possible by the appropriate student constituency.

- The chair and vice chair shall not be from the same campus. In the event that no one is nominated for the vice chair position from a separate campus, the position will be open to all qualified members of the Student Senate.
- The chair of the Student Senate shall be elected by the Student Senate in accordance with the Senate Constitution, Article 5, Section 3 (a).
- The vice chair of the Student Senate shall be elected by the Student Consultative Committee in accordance with the Senate Constitution, Article 5, Section 3 (a).
- The chair and vice chair are eligible for re-election to these positions.

The seven members who serve on the Senate Consultative Committee shall be composed of:

- one student from the Crookston campus
- one student from the Duluth campus
- one student from the Morris campus
- one student from the Rochester campus
- ~~three~~ two students from the Twin Cities campus, as follows:  
~~In 2004-05, and every other year thereafter, there shall be one undergraduate student and two graduate/professional students. In 2005-06, and every other year thereafter, there shall be two undergraduate students and one graduate/professional student. The undergraduate students shall be elected by the committee from the eligible members.~~  
- one graduate/professional student  
- one undergraduate student
- the chair Student Senate

...

**COMMENT:**

This amendment is designed to apportion one seat of the Student Senate Consultative Committee to a Rochester delegate and stabilize the number of Twin Cities undergraduate and graduate/professional student seats each year. This action is intended to increase the flow of communication and spread of best practices to and from the new Rochester Campus Assembly. If approved today, it will be effective for the 2011-12 year.

**AARON CARLSON, CHAIR  
STUDENT SENATE CONSULTATIVE COMMITTEE**

**DISCUSSION:**

With no discussion, a vote was taken and the motion was not approved with only 16 votes in favor and 2 opposed. An electronic vote will be taken.

**NOT APPROVED**

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**END OF MOTION A**

**8. ELECTION OF 2011-12 STUDENT SENATE/  
STUDENT SENATE CONSULTATIVE COMMITTEE CHAIR  
Election by 2011-12 Senators Only**

Quorum was not present for this election.

**9. ELECTION OF 2011-12 TWIN CITIES MEMBERS OF THE  
STUDENT SENATE NOMINATING COMMITTEE  
Election by 2011-12 Twin Cities Senators Only  
[One Twin Cities undergraduate senator and  
one Twin Cities graduate/professional senator]**

Quorum was not present for this election.

**10. ELECTION OF 2011-12 TWIN CITIES UNDERGRADUATE  
COMMITTEE ON COMMITTEES MEMBER  
Election by 2011-12 Twin Cities Undergraduate Senators Only**

Quorum was not present for this election.

**11. APPOINTMENT OF 2011-12 STUDENT SENATE MENTORS**

**FOR INFORMATION:**

Whereas, many issues in Student Government take more than one year to fully complete; and

Whereas, each year many new Student Senators spend a great deal of time learning the University's intricate governance system; therefore be it

Resolved, the Student Senate Chair appoints at least three Student Senators by May 15 each year to serve as mentors to new Student Senators; be it further

Resolved, the appointed Student Senate Mentors can be either a returning Senator or an exiting Senator that will be a student through the following fall semester.

Approved by the Student Senate Consultative Committee on April 17, 2003

**DISCUSSION:**

Aaron Carlson, Luke Nichols, and Joshua Preston agreed to serve as 2011-12 Student Senate Mentors.

**12. STUDENT SENATE STIPENDS  
Action**

**FOR INFORMATION:**

The Student Consultative Committee, less its stipend-receiving members, shall review the performance of duties of all stipend-receiving members and vote on the approval, reduction, or withholding of the portion of their stipends allocated for spring semester. A two-thirds affirmative vote by the Student Consultative Committee is required for modification of stipend disbursement.

The Student Consultative Committee recommendation shall be presented to the Student Senate for approval at or before the Student Senate's last regular meeting of spring semester. Stipend

receiving persons have a right to answer questions about or speak regarding the Student Consultative Committee's findings at this meeting if they so chose. A two-thirds vote of the Student Senate is required to modify the Student Consultative Committee recommendation.

**MOTION:**

The Student Senate Stipend Review Committee has reviewed the performance of the following stipend-receiving students: Aaron Carlson, SSCC/Student Senate Chair; and, Mark Privratsky, SSCC/Student Senate Vice Chair. The recommendation from the committee is that:

- Aaron Carlson receive \$500.00 of the \$500.00 spring semester portion of his stipend
- Mark Privratsky receive \$50.00 of the \$125.00 spring semester portion of his stipend

**COMMENT:**

The Review Committee felt that while Aaron Carlson fulfilled the duties associated with his position and therefore should receive the full spring semester portion of his stipend, Mark Privratsky has not fulfilled his duties as liaison to the Civil Service Committee or the Council of Academic Professionals and Administrators and therefore his stipend has been reduced.

**JONATHAN LUNDBERG, CHAIR  
STUDENT SENATE STIPEND REVIEW COMMITTEE**

**DISCUSSION:**

With no discussion a vote was taken and the motion was approved.

**APPROVED**

**13. EQUITY, ACCESS, AND DIVERSITY COMMITTEE  
SOCIAL CONCERNS COMMITTEE  
STUDENT AFFAIRS COMMITTEE  
Supporting the Efforts of the Work Group Promoting Academic Civility  
in Graduate and Professional Education  
Action by the University Senate**

**MOTION:**

To approve the following resolution:

Supporting the Efforts of the Work Group Promoting Academic Civility  
in Graduate and Professional Education

The University Senate supports the Academic Civility Work Group, which envisions “a university culture that fosters academic excellence and promotes civil and respectful relationships through effective prevention of, and response to hostile, offensive, or intimidating behavior.”

The University Senate encourages the continued growth of a respectful culture for graduate and professional students by addressing University faculty and staff attitudes and behaviors in a systemic way through the following actions:

4. Faculty and staff are encouraged to support the Academic Civility Initiative by providing a positive, supportive, and constructive working and learning environment, and by

responding to reported instances of hostile, intimidating, or offensive behavior in a timely and respectful manner.

5. Units and departments should adapt and use materials developed by the Work Group that support best practices of advising and mentoring. Link to materials: <http://www.sos.umn.edu/staffaculty/advisingmentoring.html>
6. A comprehensive review should be conducted of the research and surveys (e.g., the 2007 and 2011 SCRC surveys, "Pulse" survey, exit interviews, COGS survey, and institutional research) to provide additional analysis of these data and possible direction for further efforts to create a culture of mutual responsibility and respect.

#### **COMMENT:**

Academic civility is an essential "best practice" for successful graduate and professional programs. The Student Conflict Resolution Center's (SCRC) 2007 Graduate Student Experience Survey made visible behavior incompatible with academic civility at the University of Minnesota. Academic incivility can be defined as hostile, intimidating or offensive behavior by faculty, staff, or students within the institution, to the extent that it interferes with the ability to work or study, and carries high costs to affected individuals and the institution. This survey, administered by the Office of Measurement Services, showed that approximately one third of survey respondents had experienced or observed academic incivility. A summary of survey results may be found at: [http://www.sos.umn.edu/staffaculty/Survey\\_Summary\\_AcadInc\\_UMNTC.pdf](http://www.sos.umn.edu/staffaculty/Survey_Summary_AcadInc_UMNTC.pdf)

Following the dissemination of survey results a Work Group for Academic Civility, comprised of faculty, staff, and students, was formed in 2008 to develop a model to promote civil and respectful relationships through effective prevention of, and response to hostile, offensive, or intimidating behavior.

The Work Group has prepared useful materials that identify strategies for addressing incivility and support effective and respectful advising relationships. These are being distributed to interested departments and units where they are customized to meet departmental needs. An effective and respectful student-adviser relationship is a critical factor in the success of graduate and professional students, fosters academic excellence, and embodies academic civility. To see membership and materials developed by the Work Group go to: [http://www.sos.umn.edu/staffaculty/academic\\_civility.html](http://www.sos.umn.edu/staffaculty/academic_civility.html).

The Senate Committee on Equity, Access, and Diversity, the Social Concerns Committee, and the Student Affairs Committee support the efforts of the Work Group Promoting Academic Civility.

Approved by the Social Concerns Committee October 25, 2010; Student Affairs Committee March 9, 2011; the Equity, Access, and Diversity Committee March 21, 2011; and the Graduate and Professional Student Assembly April 20, 2011.

**IRENE DURANCZYK, CHAIR  
EQUITY, ACCESS, AND DIVERSITY COMMITTEE**

**TIMOTHY SHELDON, CHAIR  
SOCIAL CONCERNS COMMITTEE**

**SILVIA CANELON, CO-CHAIR  
STUDENT AFFAIRS COMMITTEE**

**JOYCE HOLL, CO-CHAIR**

## **STUDENT AFFAIRS COMMITTEE**

### **DISCUSSION:**

Aaron Carlson, Student Senate and Student Senate Consultative Committee (SSCC) Chair, said that this item was discussed by the Senate Consultative Committee and is on the University Senate agenda for action later today. He felt that it was important for the Student Senate to also weigh in on the issues of graduate students being treated in a hostile manner by faculty.

A senator stated that the Council of Graduate Students (COGS) appreciates the efforts being made on this issue and are in full support of this resolution. Academic civility is part of the large discussion of the Graduate School transition. He urged support for its approval.

Another senator noted that the Graduate and Professional Student Assembly (GAPSA) unanimously supported this resolution.

With no further discussion a vote was taken and the motion was approved.

**APPROVED**

### **14. STUDENT SENATE ELECTIONS Best Practices and Issues Discussion**

#### **DISCUSSION:**

Mark Privratsky gave a presentation on Student Senate best practices and issues. He stated that this was an issue for the Student Senate Consultative Committee (SSCC) this year. He gathered data from many colleges and campuses on how they conduct elections. He was then able to determine some best practices as well as issues in common between areas.

A senator stated that while he appreciates the report and the opportunity to participate in the governance structure, he feels that the All-Campus Election Commission procedures and actions are flawed and that more outreach is needed to each of the college boards to promote these efforts.

Another senator said that a benefit of a small campus is the close relationship with faculty and staff senators. He encouraged everyone to connect with faculty and staff that are also involved in governance.

A senator then noted that Graduate School senators are elected from the general assembly members so they already have a higher level of involvement in governance.

Another senator stated that there is a lack of grassroots governance support and engagement of college boards in the Twin Cities. When a college board actively discusses and promotes elections, they can be competitive and create a closer link with the students that are being represented.

### **15. STUDENT AFFAIRS COMMITTEE Statement Supporting the Comprehensive Waiver for the Student Health Benefit Discussion**

## Statement Supporting the Comprehensive Waiver for the Student Health Benefit Plan

The Student Affairs Committee (SCSA) supports Boynton's implementation of a comprehensive waiver. The Student Health Benefit Plan (SHBP) provides excellent benefits at affordable rates. The SHBP is already above the requirements set by the federal Accountable Care Act health care reform standards. Other than employer-subsidized plans, there is no equivalent plan in costs and benefits available. Implementing the comprehensive waiver will strengthen the SHBP by covering more students, improving the risk pool and quality of the plan, and reducing overall costs.

Implementing the comprehensive waiver will also strengthen the existing institutional mandate that all students have health insurance because it reinforces the SHBP as the default health insurance plan. The comprehensive waiver is already in place for students receiving insurance through the Academic Health Center health benefit plan, and has been successful.

The comprehensive waiver will also specifically benefit students by eliminating inequities in coverage thereby reducing student services fees needed to cover students with high deductible plans. Most importantly, it will cover the eight to ten percent of students who currently have no health insurance.

### **COMMENT:**

Carl Anderson, Interim Director of Boynton Health Services, and Susann Jackson, Director of Student Health Benefits, presented to the Senate Committee on Student Affairs at its February 9, 2011 meeting. They updated the committee on the impact of the changes in the federal health care legislation on student health benefits and student service fees. Key points of their presentation follow:

- The philosophy of Boynton Health Services (Boynton) is to reduce students' out of pocket fees such as deductibles, co-insurance and co-payments in order to eliminate financial barriers to receiving care. When there are co-pays and other up front costs, students defer their care for chronic conditions.
- Insurance is billed first for services at Boynton and then student service fees are used to cover the deductibles, coinsurance, and copayments. The fees allow for year round coverage so that students do not defer care for chronic conditions.
- Under health care reform, insurance premiums and deductibles will rise because the federal law requires reforms such as eliminating preexisting-condition exclusions, lifting caps, and covering preventive services.
- This will result in a decrease in third-party insurance payments to Boynton, and increase in costs to the Student Health Benefit Plan (SHBP).
- Other aspects of the federal health care reform law such as the requirements to eliminate limits on essential primary care and provide immunizations will also cause cost increases to the SHBP.
- After reviewing several options for managing the projected cost increases to the SHBP, Boynton determined that the best option for students was to institute a comprehensive waiver. This is a method of enforcing the institutional mandate that all students have health insurance by requiring students to provide a certificate of coverage proving insurance. Students who do not provide a certificate of coverage for an insurance plan that is either a United States-based employer-sponsored group health plan (with a deductible of less than or equal to \$1,000), or the University sponsored Graduate Assistant Health Plan (GAHP), will be automatically enrolled in the SHBP.

Approved by the Senate Committee on Student Affairs on April 2011

**SILVIA CANELON, CO-CHAIR**

## **STUDENT AFFAIRS COMMITTEE**

### **JOYCE HOLL, CO-CHAIR STUDENT AFFAIRS COMMITTEE**

#### **COMMENT:**

The recommendation of a student health insurance hard waiver was referred from the Student Affairs Committee to the Student Senate Consultative Committee. It is presented for discussion with possible action on a later date.

#### **DISCUSSION:**

Silvia Canelon, Co-Chair of the Students Affairs Committee (SCSA), stated that the issue of a student health insurance hard waiver was brought to the committee for discussion in November and February. This statement, which reinforces an institutional mandate that all students have health insurance, was then approved on April 13.

Sue Jackson, Director of Student Health Insurance, stated that the University is considering a comprehensive waiver in response to health care reform legislation. The University has required insurance coverage since the mid-70s but nine percent of students still do not have insurance coverage. Many other students have a high deductible plan that provides a false sense of security.

The Student Health Plan costs \$155.00 per month and has no deductible when care is provided at Boynton and pays 20 percent of costs outside Boynton with the \$2000 deductible. The University's health insurance can be included in the costs when determining financial aid.

The Academic Health Center moved to a restrictive waiver process five years ago. Self-reporting of insurance is not allowed. Instead an insurance certificate is required to receive a two-year waiver. Waivers can be provided for US-based, employer-sponsored group plans and graduate assistant plans.

Q: Are military plans eligible for the waiver?

A: Yes since it is an employer-sponsored plan.

Q: Would student service fees subsidize higher cost plans?

A: More students are changing to higher deductible plans and currently student service fees are charged the difference. All students are subsidizing students with high deductible plans which is a strain on student fees. Boynton is always mindful of using fee dollars and has a limit on how much of its services can be covered by fees. Due to the health reform laws changes are being made including removing limits on usage outside Boynton and adding immunization coverage. These changes only amount to a two percent increase in the plan cost.

Q: How will coordinate campus students be handled?

A: The insurance provider, Blue Cross/Blue Shield, is the outside provider and has a network throughout the state therefore access outside the Twin Cities is not an issue.

A senator said that Council of Graduate Students (COGS) had concerns about this change since most graduate students are no longer covered by their parents. After a meeting with Boynton,

they now understand the reasons for the changes and appreciate Boynton's efforts to provide education on the proposed changes.

Q: Is there an appeal process for individuals plans?

A: Once the standard is established, there will be limits as to what is accepted and therefore few appeals.

Q: If a student can receive a cheaper insurance plan from another source, why will they be forced to also buy student health insurance?

A: The University is trying to help students by limiting high deductible plans since it is seeing more students with high health care bills due to one health care incident that is not adequately covered by their insurance.

## **16. OLD BUSINESS**

**NONE**

## **17. NEW BUSINESS**

Devin Driscoll stated that the Council of Graduate Students presented their annual faculty award for work with graduate students. Of the 70 applicants, 13 were selected for the awards. The names are:

- Laura Bloomberg, Teaching Specialist, HHH School of Public Affairs
- Daniel Brewer, Professor, French and Italian, College of Liberal Arts
- Bradley Carlin, Professor Biostatistics, School of Public Health
- Colleen Fisher, Assistant Professor, Social Work, College of Education and Human Development
- Paul Garrett, Professor Mathematics, College of Science and Engineering
- Brian Goldberg, Associate Professor, English Language and Literature, College of Liberal Arts
- Michael Harwell, Professor Educational Psychology, College of Education and Human Development
- Carol Klee, Professor, Spanish and Portuguese, College of Liberal Arts
- Corey McGee, Instructor, Occupational Therapy, Academic Health Center
- Kristine Miller, Professor, Landscape Architecture, College of Design
- Debra Olson, Professor, Environmental Health Sciences, School of Public Health
- Jodi Sandfort, Associate Professor, HHH School of Public Affairs
- Thomas Wolfe, Associate Professor, History, College of Liberal Arts

## **18. ADJOURNMENT**

The meeting was adjourned at 1:23 p.m.

**Rebecca Hippert  
Abstractor**

## APPENDIX A MEMORIAL STATEMENTS

Harvey L. Adey

The Department of Theatre Arts and Dance lost a long-time colleague, director, and friend when Professor Emeritus Lee Adey died September 9 at the age of 82 after a long illness. Adey graduated from Allegheny College in 1952 with a degree in theatre arts and came to the University of Minnesota in fall of 1952 to serve as interim scene designer and technical director. Not content to stay strictly on the technical side of theatre, he was immediately cast in a major role in the University Theatre's production of *The Witchfinders*. In spring of 1953, he directed his first University Theatre production, *The Pied Piper of Hamelin*, for the Young People's University Theatre. After stateside service in the Army he returned in the summer of 1956 to direct *The Fourposter*, and completed his masters degree the following academic year. While a student, he won the Outstanding Actor award in 1956 for his role of Edgar in Frank Whiting's second production of *King Lear* with Joseph Catmull. After a brief teaching and acting hiatus in New York, he returned to the University in 1959 and as an Instructor in Theatre Arts and the Technical Director of the University Theatre. In 1962 he became an Assistant Professor and teamed up with long-time colleague and scene designer Wendell Josal on numerous productions over the next 14 years. Both were heavily involved in the interior renovation of the original Minnesota Centennial Showboat when it arrived in 1957.

Adey continued acting, appearing in the first play colleague Charles Nolte ever directed – Nolte's own play *Alexander's Death* on the Scott Hall stage in summer of 1963. Though working in the technical side of theatre, Lee's passion was directing and he continued to direct the occasional production for the University Theatre as scheduling permitted. In 1967 the Peppermint Tent children's theatre was established on the Mississippi River bank just north of the old Showboat landing -- Lee coordinated and directed the first two shows, *Daniel Boone* and *Androcles and the Lion*. That year he was also promoted to Associate Professor. Upon the retirement of Whiting, Lee took over the directing program for the department, teaching several courses and directing at least one production a year until his retirement in 1996. His final directing project for the University Theatre was Preston Jones' *The Last Meeting of the Knights of the White Magnolia* in the Kilburn Arena Theatre in Rarig Center. He returned to the University Theatre stage in 1999 as guest actor in Stephen Kane's production of *The Dybbuk*.

Lee directed 34 productions for the University Theatre over his 37-year career as a faculty member. Wendell Josal, colleague and friend for over 50 years, deemed Lee a man of many talents – “one month he would be intensely teaching young actors and directors at the U; the next he might be playing Jesse James in a Stagecoach production. He was a wonderful person, very popular with the students.”

In addition to his career at the University, Lee also served as the Artistic Director of the Paul Bunyan Playhouse in Bemidji, MN, for many years. In 1971 he succeeded Robert Moulton as Vice-President and Artistic Director of the Stagecoach Players in Shakopee. For the next 9 years he and Wendell Josal again teamed up to produce melodramas with musical olios in the opera house of the Stagecoach complex. Many University students spent summers working either at the Stagecoach or on the Centennial Showboat under the guidance of Lee and other professional directors, going on to outstanding careers in the performing arts.

A memorial service was held in September aboard the Minnesota Centennial Showboat. The Lee Adey Memorial Fund for Theatre Arts has been established through the University Foundation in tribute and memory of a unique and gifted teacher, director, colleague, and friend.

### Lloyd O. Bakke

Lloyd O. Bakke died December 16, 2010 at the age of 84, in Coon Rapids, Minnesota. Preceded in death by parents, Jacob and Agnes Bakke; brothers, Vernon and Orville and niece, Kelly. Survived by wife, Lorraine; children, Norman Gerard and Karen (Lorin) Maenke; 3 grandchildren; 7 great-grandchildren; sister, Marlene (Robert) Pfromer; sister-in-law, Shirley Bakke; nieces, nephews and cousins. Memorial service was held Wednesday December 22, 2010 at United Church of Christ in New Brighton, Minnesota.

Lloyd was a part-time staff member for the University of Minnesota Bookstores from December 1988 until he retired in 2006. He began work at the East Bank Bookstore in Williamson Hall and made the transition to the Coffman Union store in 2003.

Thousands of students benefited over the years from Lloyd's patient and enthusiastic assistance in the textbook stacks finding the right books for their courses. Lloyd was a pleasure to work with. He set the standard for great customer service in the years he worked at the bookstore.

He was missed greatly when he retired. For several years after his retirement we enjoyed his and Lorraine's frequent visits back to the bookstore.

### Paul F. Barbara

Chemistry Professor Paul F. Barbara, 57, one of The University of Texas at Austin's most prominent scientists, died on Oct. 31 due to complications following cardiac arrest.

Barbara held the Richard J. V. Johnson Welch Regents' Chair in Chemistry. He received many awards and accolades throughout his career, beginning with a Presidential Young Investigator Award in 1984. In 2009, he was awarded the E. Bright Wilson Award in Spectroscopy by the American Chemical Society, recognizing his innovative experimental probes of the dynamics of chemical processes. In 2006, Barbara was elected to the National Academy of Sciences, the most prestigious association of scientists in the nation. For 15 years he was senior editor for one of the premier chemistry journals, *Accounts of Chemical Research*.

Barbara's recent research probed the molecular arrangement of individual polymer molecules in order to understand how this structure affects the molecular behavior in complex environments, such as plastic solar cells. Earlier work in his labs involved ultrafast measurements to study how electrons exchange between molecules and move through liquids. During his career, he published more than 200 influential and widely cited journal articles. He was also a mentor to more than 100 graduate students and postdoctoral research fellows. Thirty-four are now professors at universities in the United States, Asia and Europe.

Barbara was a campus leader in stimulating collaborative research efforts. In 2000, he founded the university's Center for Nano and Molecular Science and Technology, which grew from a grassroots faculty effort to become a cornerstone of nanoscience research for the university's science and engineering community. Barbara steered the campaign for a central nanoscience facility on campus, leading in 2006 to the \$37 million Nano Science and Technology building (now the Larry R. Faulkner Nano Science and Technology Building). This building houses more than \$17 million in scientific equipment that is used in the research by more than 300 students and faculty each year.

In 2009 the U.S. Department of Energy awarded \$13 million to a team of university faculty led by Barbara to study the fundamental chemical processes that limit the efficiency of plastic solar

cell materials. This award represents the largest single program at The University of Texas at Austin to be funded by the American Recovery and Reinvestment Act.

“This is a terrible loss for the College of Natural Sciences, the university and for me personally,” said Mary Ann Rankin, dean of the College of Natural Sciences. “Paul was a brilliant scientist and visionary leader and was tireless in pursuit of resources and talent for our nanoscience program. He leaves a large group of students, staff, postdoctoral associates and faculty colleagues behind who were expecting to work with him for years to come. I count myself among those who relied on Paul for advice and leadership. We have lost our guiding star and a great friend.”

Barbara grew up in New York City and received his bachelor of science degree in chemistry at Hofstra University in 1974. He completed his doctor’s degree at Brown University in 1978, and pursued postdoctoral studies at Bell Laboratories until 1980. Prior to joining The University of Texas at Austin Department of Chemistry and Biochemistry in 1998, Barbara was a faculty member for 18 years at the University of Minnesota, where he was named 3M-Alumni Distinguished Professor of Chemistry.

Barbara is survived by his wife Sharon, son Jason, daughter Juliet, three grandchildren, his brother and sister.

#### Richards Behrens

Dr. Richard Behrens, Emeritus professor at the University of Minnesota, Department of Agronomy and Plant Genetics, died on November 11, 2010. He was born on November 14, 1921 in Zenda, Wisconsin and grew up on his family's farm. In 1941 he enlisted in the Army Air Corps. From 1942-45 he served as a bomber pilot in the 766 Squadron, 461st Group, flying 38 bombing missions out of Italy. After the war, he completed his BS, MS and PhD degrees in agronomy and plant physiology at the University of Wisconsin in Madison. Richard initiated his research studies in 1952 as a plant physiologist in the Agricultural Research Service of the US Dept. of Agriculture. In 1958, he became the first full-time weed scientist at the University of Minnesota, devoting his efforts to teaching and research until he retired in 1986. He served as the president of the Weed Society of America and the Southern Weed Conference. A research range at the University of Minnesota Research Station in Crookston, MN was named after Richard in 1989. In 2004, the U of M Landscape Arboretum dedicated a weed exhibition in its demonstration gardens in the name of the Richard Behrens' family.

Preceded in death by his daughter, Sharon; his parents and his brothers, Eugene and Harry. Richard is survived by his wife, Anne; daughter, Kathleen; "sons", Dana Wheelock and Ron Soukup; and siblings, Harriet and Elwyn.

A memorial service was held on Saturday, November 27, at Centennial United Method Church, in Roseville, with a gathering of family and friends at the church. Memorials preferred to the U of M Landscape Arboretum or Centennial United Methodist Church.

#### Samuel Burke

Professor Samuel Burke, who died on October 9 aged 104, was one of very few Indians to become a senior official in the Indian Civil Service under the British Raj; following Partition, he helped to set up the Foreign Office in Pakistan and became an ambassador for the country, serving in 11 different capitals.

After retirement from the diplomatic service he became an academic in the United States, publishing a number of books on the history of India and the politics of Pakistan.

Samuel Martin Burke was born on July 3 1906 at Martinpur, a small Christian village near Faisalabad in what is now Pakistan. His father was the headmaster of a school and wrote poems under the pseudonym Burq (“lightning” in Urdu), which was adopted as the family’s surname. Exceptionally bright, Samuel took a first class degree in History and a masters at the Government College of Lahore before passing the Indian Civil Service (ICS) exams in 1931.

He rose to be a High Court judge and, in the closing phase of British rule in India, served as chairman of the three-man election petitions committee for the Punjab, set up to consider appeals against the results of the general election of December 1945, which had pitted the Congress Party, supporting a united India, against the Muslim League, campaigning for an independent Pakistan.

The commission had been appointed on the recommendation of the then prime minister of the Punjab, Sir Khizer Hayat Khan, whose Unionist Party was propped up by the Congress Party, and was thus regarded with suspicion by the Muslim League. But Burke did not hesitate to give judgments in favour of the League where he felt they were warranted.

While the commission was still sitting, Indian political parties agreed to the formation of Pakistan, and a circular was sent to members of the ICS asking whether they wished to serve India or Pakistan or to retire. Burke felt that the only way he could assure leaders of all the political parties of his continued impartiality was to make it plain that he was not interested in government service in either country. Accordingly, he became the only Asian civil servant who decided to retire on August 15 1947.

By this time, however, his reputation was such that he was invited by both Congress and the League to come out of retirement. Since he had been born in what became Pakistan, he decided to serve in Pakistan.

The West Pakistan government offered him a ministry to represent the Christian minority, but he chose to join the newly-created Foreign Service. He was given charge of the two most important portfolios: India (with which innumerable partition disputes were in progress), and the United Nations (where the Kashmir dispute was being debated in 1948).

His first appointment abroad was in 1949 as counsellor to the High Commission in London. At a time when Pakistan was still wrestling with matters arising from Independence this was the country’s largest foreign mission. In 1952, he was transferred to Washington as counsellor, but was soon promoted to the rank of minister.

Because of recurrent crises with India, Pakistan had decided to request military assistance from the United States, and to earn American goodwill Burke and his English-born wife Louise undertook nationwide speaking tours, his own Christian faith helping to undermine negative stereotypes about his country. His efforts soon began to bear fruit. In the food crisis of 1953, America promptly shipped a large quantity of wheat to Pakistan as a gift.

After Washington, he served as Chargé d’Affaires in Rio de Janeiro, and as Deputy High Commissioner in London. He then became the first Christian head of a Pakistani diplomatic mission, as Minister to Sweden, Norway, Finland and Denmark from 1953 to 1956. When the Commonwealth heads of mission in Stockholm gave a reception during a state visit of the Queen, they chose Burke to escort her during her walkabout.

After a spell in south-east Asia as first resident ambassador to Thailand, Burke was appointed to

his final diplomatic posting, as High Commissioner in Canada from 1959 to 1961, when he signed an agreement for the peaceful uses of atomic energy which enabled Pakistan to purchase uranium from Canada.

Burke retired from Pakistan's Foreign Service to take up a new chair in South Asian Studies created for him at the University of Minnesota.

His books include Foreign Policy of Pakistan, and he also advised on the compilation of A Historical Atlas of South Asia.

Burke continued to write after he and his wife moved to England. Akbar the Greatest Mogul, published in India, won a commendation from Prime Minister Rajiv Gandhi. With Salim Al-Din Quraishi, he also wrote Bahadur Shah, the Last Mogul Emperor of India; The British Raj in India; and Quaid-i-Azam Mohammad Ali Jinnah, His Personality and His Politics, in which he argued that, contrary to received wisdom, it was Gandhi, not Jinnah, who introduced religion into Indian politics and ultimately drove Muslims and Hindus apart. Burke was appointed to the Sitara-e-Pakistan, Pakistan's highest honour, by President Ayub Khan.

He was predeceased by his wife, whom he married in 1933, and by a daughter. Three other daughters survive him.

Richard Flesvig, Jr.

The Supercomputing Institute in the Office of the Vice President for Research lost a valued staff member and a dear friend when Rich Flesvig passed away on September 30, 2010 at the age of 39. Rich had been with the Supercomputing Institute since November 2001 and had led the MSI Windows-Mac team for seven years.

Rich was born on October 28th, 1970 in Springfield, IL. He was an Eagle Scout and graduate of Rosemount High School. He went on to graduate with honors from Purdue University with a degree in Economics and then received his MBA from the Carlson School of Management. In college he was the National President of the Lutheran Student Movement and was both a member and a former council member of Gloria Dei Lutheran Church in St. Paul, MN.

Rich's willingness to help others, specifically with any computer need, will always be remembered. He loved spending time with his family and was extremely proud of his children, Madeline and Peter. Devoted husband to Michelle, his high school sweetheart, he was a gentle man with a huge heart who was loved and admired by many people. He loved baseball, the outdoors, literature, technology, writing, used bookstores, Frango mints, Swedish fish, music, Macs and iPhones, the Chicago White Sox, the Minnesota Twins, the Gophers, and Purdue. More than all of these, though, he loved every moment shared with family and friends and all the journeys and travels they experienced together.

Rich was a valued and well-liked staff member who played a key role in the Super-computing Institute's development over the last nine years. He will be greatly missed.

Dorothy E. Greb

Dorothy Greb passed away on January 8, 2011 at the age of 95. Dorothy was a graduate of the Univ. of Minnesota and retired from the Univ. of Minnesota after a lifelong career as a social worker. Dorothy was hired September 1, 1945 at Boynton Health Service as an *Assistant Professor, Psychiatric Social Worker*. She retired July 1, 1981 after 35 years. Dorothy was

dedicated to her job and represented the field of Social Work with honor. She was committed to the students and very understanding of their individual issues.

She was preceded in death by husband, Fred; sister, Isabel Farnham; parents, Dr. Frank and Pearl Smith. Survived by niece, Jane Purinton (David); nephews, James Farnham (Linda) and Steven Farnham (Sharon); and 15 grandnieces and nephews.

#### Leonard Hertz

Leonard Hertz worked at the University of Minnesota as a Professor in the Department of Horticultural Science. He began his career at the U in 1967 and retired in 1991. His research centered on cultural and chemical weed control methods for vegetable and fruit crops, and assisting growers in choosing methods for use in controlling complexes of weeds affecting fruit and vegetable crop production. His primary crops were apples and strawberries. Dr. Hertz received his Ph.D. in Agronomy from the University of Wisconsin in 1956. Prior to taking his position at the University of Minnesota he worked at Kansas State University as a research leader, and at Niagara Chemical Division in the Research and Development department. He was also a WWII Army Veteran, serving from 1942-1945.

Dr. Hertz was survived by his wife of 60 years, Lorraine; children, Linda Hertz, Richard (Kathleen), Jeffrey (Connie) and Kenneth (Valerie); 10 grandchildren; brother-in-law, James Stark; niece and nephew.

#### Young J. Kim

Young J. Kim died of colon cancer on December 27, 2010 at the age of 50. Young attended the Daegu Polytechnic College from 1980 – 1982, receiving her Korean Dietitian license. She also attended the University of Minnesota in 2003 and 2006, taking non-degree nutrition courses. Young worked for University Dining Services as a cook at Panda at Coffman Memorial Union. Before coming to the University in July of 2008, Young worked as a cook for 25 years throughout the twin cities. She was a member of the Dietary Managers Association and the American Dietetic Association.

Young was a huge asset to the Coffman Union foodservice team. She excelled in her position at Coffman, developing into a strong leader. During her time at the University, Young impressed her co-workers with her ability to make a heavy workload seem light. She always had an infectious smile and a positive attitude.

Young is survived by two young sons. Even though Young was with University Dining Services for a short period of time, she will be missed by her fellow co-workers and managers.

#### Richard D. Kimpston

Richard D. Kimpston, age 82, passed away March 23, 2011. Professor Emeritus of the Department of Curriculum and Instruction, he worked at the University for 27 years (1966-1993) as an accomplished researcher, teacher, and writer in the field of curriculum development. He was a United States Marine from 1946 to 1950. He is survived by wife, Anmarye; daughters, Karol (Jeff) Saunders, Kristen (David) Lundeen; grandchildren, Andy, Robby and Nate Saunders, Brita and Mitchell Lundeen.

### Jean A. Langowski

Jean Ann Wnuk Langowski, Principal Collections Representative, passed away December 24, 2010 at the age of 64 from a long, courageous battle with cancer.

Jean worked in Academic Support Resources in the Student Loans unit for over 27 years, leaving her position in 2003. She was very energetic, always striving to do the best she could for the office, students, and the University. She had a great wit about her and kept the office laughing during stressful times. Jean kept the office together through her integrity, humility, and party planning skills. She never forgot someone's birthday, which kept morale high in the office. Jean was a fighter. She received numerous diagnoses that gave her little time to survive; however, she continued to beat the odds. Because of her will to live, she survived 7 years beyond what the doctors had told and continued to enjoy friends, family, and travel.

Jean started at the University during the "punch card" era for data entry. Staff were given address labels for each month indicating who was delinquent on their student loans, recording every contact and collection method. Then, the office moved to the "green screen" system when data sheets were completed for data entry operators. Finally, the office advanced to a system called LMS that allowed for real-time information. Also, part of Jean's position was to disburse financial aid checks in the Armory or the Great Hall in Coffman. This was a very paper-intensive process compared with today's direct deposit.

Jean Langowski was a phenomenal, dedicated University employee. We will truly miss her.

### Allen Larson

The Department of Electrical and Computer Engineering lost a friend and colleague, when Allen "Jim" Larson staff member, died at the age of 84. What he couldn't express through words, he expressed through his actions.

Larson proudly served in World War II and Korea, and retired from the U.S. Navy in 1961.

In 1961, he joined the staff of the University of Minnesota, Electrical Engineering Department. Serving in the Electronics Shop for thirty years, he retired in 1991.

Larson was preceded in death by his wife, Jean. He is survived by his children, Connie (Jeff) Buzzelli, Jackie (Gordon) Larson-Knott, Steve (Gail) Larson, Carolyn (James) Romach, Kim (Joe) Peichel; 12 grandchildren, 8 great-grandchildren; sister, Laura May (Bob) Olson; sister-in-law, Bunny Larson, nieces, nephews, other family and many friends.

### Dorian J. Lind

Dorian (Dori) Lind, died on September 3 at age 61 in her home in Oak Grove. Born in Iron Mountain, Michigan, Dori later moved to Minnesota where she graduated from the University with a degree in social work. Dori worked for the University of Minnesota Extension for close to 20 years as a nutrition education assistant in Anoka and Washington Counties. Dori taught nutrition in the "Simply Good Eating" program, a signature curriculum in Extension's Center for Family Development that teaches families the information and skills to maintain healthy diets. Dori also worked in Early Childhood Family Education classes and home visited the families in the metro area over many years. She truly loved her work of teaching nutrition and helping new arrivals become familiar with life in the United States.

Co-workers described working with Dori, “There was something special about Dori. Her tenderness and caring was felt in how she approached life and how she treated everyone she met.” “I can't help but think she was an angel among us... She was always so positive, dedicated and fun.” “Dori was the rarest of the rare, and a joy to all the students in the Fridley Transition program. She connected with students on such a profound and kind level. All of our students felt so cared about and nurtured by her.” “Dori brought cheer and smiles whenever we met.”

Dori loved being outdoors, traveling and discovering the world. She made friends wherever she went, including Europe, Israel, Singapore, Japan and here in the states. Dori loved her friendships with people a world away, understanding and appreciating how they enriched her life. She also enjoyed going to the ocean and backpacking in the mountains.

If there could be a tag line for a person, Dori's might say, “*Giving. Loving. Selfless. Beautiful. Goofy. Adventurous. Friend.*” She is survived by her husband Rich of 40 years and children Mandy (Ben) Van Santen and Erik (Mallory Heath); brother Dave (Gayleen) Satterlund and sister Debby (Chris) Warne.

#### Philip Lindberg

Philip O. Lindberg, Network Support Engineer in the Office of Information Technology (OIT) passed away suddenly March 21, 2011. He was 59.

A Minnesota native, Phil worked as a Network Support Engineer. His contributions to the University over the past 27 years were too numerous to mention. He implemented, maintained, and performed work on all aspects of the University of Minnesota Twin Cities networking systems. From data communications in the 80s supporting many student and academic computer centers and labs; to the current campus wide network system, Gopher GigaNet. He was dedicated and always exhibited a strong work ethic, a positive attitude and an overall drive to do the very best for customers and the University.

Regarded by his colleagues as a great team member who was driven to getting work done, Phil stayed passionate about completing projects and tasks until the end. He was appreciated by all team members he worked with, and constantly drove for a no-nonsense work ethic that motivated all who worked with him.

Phil's work ethic continued to be true even in the light of health issues. Phil was a fighter and continued to fight his health issues and maintain his positive attitude and desire to work hard. Phil was in complete support of the University of Minnesota. He achieved his Bachelor of Science degree from the University in 1974. He loved getting up each day and going to work to do his job. Not only an University alumni, he was also a longtime Gopher football enthusiast and season ticket holder.

Phil was loved by all who had the pleasure of knowing him. He truly enjoyed fishing, his lake cabin, and especially his family and grandchildren. He will be greatly missed.

Beloved husband of 33 years to wife, Julie; loving son of Fillmore; spectacular father of loving children—daughter Jessica (Todd) Crotty; and sons David (Norine) and Jacob; beautiful granddaughters, Kylie and Jayden Crotty; loving sister Sharyl; nephews, aunts, uncles, cousins, very special dear friends and neighbors and caring co-workers. Preceded in death by mother, Doris.

[Http://www.legacy.com/obituaries/startribune/obituary.aspx?page=lifestory&pid=149574408.](http://www.legacy.com/obituaries/startribune/obituary.aspx?page=lifestory&pid=149574408)

### John C. Manning

Professor Emeritus John Manning died on Sept 6, 2010, at the age of 80. He was a world-renowned expert on reading education in the Department of Curriculum and Instruction in the College of Education and Human Development for more than three decades, retiring in 2005. A popular personality on campus, he was also a visiting professor and lecturer at more than 300 major colleges and universities and served as consultant to more than 500 national agencies, state departments of education, and major urban and local community school districts. He was well known for his commitment to working with students and teachers in the Minneapolis Public Schools and for his efforts in some of the poorest communities in the United States, including his work for the Mississippi State Literacy Initiative.

In 1985 John was elected president of the International Reading Association (IRA) and was recognized as the association's outstanding teacher educator in reading in 1987. He received the association's lifetime achievement award in April 2010 and was a benefactor to IRA through a fund that supports the annual IRA John Chorlton Manning Public School Service Award.

He is survived by his fiancée and longtime friend Verla Klassen; his children Lisa, of Fall River, Mass., Katharine, of Boston, and Jay, of Centreville, Va.; three grandchildren, and siblings Mary, of Fall River; Wendy King of Falmouth, Mass.; Connie Arnoe of Westport, Mass., and James, of Tiverton, R.I..

### Joseph Michela

Joseph Patrick Michela, 60, Director of Auxiliary Services at the Duluth Campus, died unexpectedly at home on Saturday, November 6, 2010.

Joe enrolled as a freshman at the University of Minnesota Duluth in the Fall 1968 and never left UMD. He loved living in the residence halls and lived life to the fullest in college, playing on several broomball, bowling, touch football and softball teams. He was a member and President of Alpha Phi Omega, national service fraternity. After graduation he was hired as the Custodial Supervisor for the University Housing Dept. He was named Director of Housing in 1976. Additional responsibilities were added in 1983 when he became UMD's first-ever Director of Auxiliary Services.

As Director of Auxiliary Services, he was initially responsible for several University departments, but as Joe's ability to simultaneously manage multiple tasks emerged, additional duties were added to his list of responsibilities, including Housing, Food & Vending Services, Trademark Licensing, University Stores, Printing Services, UPass Program, Parking Services and the U Card Office. Many on-campus residence hall and apartment construction projects were managed by Joe. Another addition to Griggs Hall is currently under construction and plans have just been discussed to expand the Dining Center. Kirby Plaza, including the DTA Transit Hub, were among his recent and greatest sources of pride.

Joe's professional career found him making presentations at national meetings of the innovative ideas he pioneered on campus, including the Senior Summer Rental Program, the Kirby Plaza Bus Hub construction project and revamping of several Auxiliary Services departments.

A memorial scholarship has been established in Joe's name. Contributions may be sent to the UMD Development Office.

### Gordon L. Moseng

Gordy was a dedicated employee who brought a positive attitude to work every day. Hired in April of 1992, he completed his daily tasks thoroughly and built strong relationships with his customers and other employees. As a team player, Gordy always willingly assisted in taking on extra duties as a situation might require. He took great pride in his job and being a part of the University community. He will be missed.

### George K. Olson

Professor Emeritus George K. Olson died on Sept 24, 2010, at the age of 90. He was born Feb. 29, 1920, in Baldwin, WI to Charles and Hilda Olson. He earned a B.A. from the University of Minnesota and an M.A. from Columbia University. He served as a U.S. Army Medic with the 31st combat engineers during WWII and participated in the D-Day Landing on Omaha Beach in the liberation of France. Among other decorations, he was awarded the Légion D'Honneur, France's highest medal for military valor.

Following the war and graduate school, he had a long career teaching art history, archeology, and art education at Florida Southern College and then, beginning in 1948, at the University of Minnesota. He retired in 1983. E. Gladys Olson, his wife for 38 years died in 1994. He is survived by his son, Jon; daughter, Britt (Christopher) Dougall; three grandchildren; and one great-granddaughter.

### Nancy Jo Peterson

Nancy Peterson passed away on February 25, 2011 at the age of 56 from cancer.

Nancy Peterson, Classroom and Scheduling manager within Academic Support Resources a unit in the Office of Undergraduate Education, began her career in Campus Mail before taking job in the Registration Center and finally settling in the Classroom and Scheduling unit.

Nancy had the perfect traits for this demanding, stressful position and her presence is already missed by many around the institution. The most important trait was her ability to handle extreme pressure while still maintaining sanity and diplomacy. Nancy was a pro. She saw scheduling as a jigsaw puzzle and was able to maneuver several pieces at once, rearranging them so they fit together to satisfy the majority. Another key trait was her awesome sense of humor and quick wit while working with all the guilty parties and determining the “course” of action needed for resolution. Her infectious smile and laugh made people realize she was just trying to assist in the most difficult of situations. Nancy touched many around the institution in the most positive way. Her karma was radiant and she helped make people’s jobs and lives easier.

She developed efficient processes and automated where possible. Throughout the years, Nancy changed titles and increased her responsibilities in the office. In 1995 – 96, she implemented automated classroom and event scheduling across the campus. She worked hard to make the implementation as painless as possible for instructors. As the classroom supply decreased, she continued to try and make the accommodations as pleasing as possible for instructors. Her integrity was widely recognized across the campus.

Even when Nancy came down with her illness, she continued to excel in her position. And when given her lifespan potential, she set a goal of living the full 5 years out of the two to five she was given. Even though this changed, her attitude was unbelievable as she moved to the next phase of her life. In her 27 years of service, Nancy has touched many around the University community

by providing excellent classroom service. She was genuine and was truly a great individual that always thought of others before herself.

#### David R. Plath

Dave Plath died on December 11, 2010 at the age of 61. Dave was born and raised near Jackson, MN, he attended the University of Minnesota and retired after 35 years of employment with the University as the Meat Science Lab Supervisor. As manager of the Meat Science Lab in the Department of Animal Science for 35 years prior to his retirement, Dave supported many University research, teaching and extension programs in collaboration with CFANS, CVM and AHC faculty, staff and students. Dave was well known across the St. Paul Campus for his friendly nature, helpful hand, and his catering service to many departmental and college functions. Dave's passions included his family, gardening, cooking, the AGR Fraternity, and Twins Baseball. He will be deeply missed by everyone who knew him.

He was preceded in death by parents, Robert and Edna; sister, Mary Corley and 2 nephews, Gary Von Ohlen and Ronald. Survived by his wife of 37 years, Mary; daughters, Erin, Andrea (Sam) and Katie (Andy); sister, Joanne Von Ohlen (Gil); father-in-law and mother-in-law, Don and Arlene Nielsen, and many other relatives and friends.

#### Vickie Roberts

Vickie Roberts passed away on February 12, 2011 at the age of 62. She had a long and courageous battle against breast cancer.

Vickie Roberts, Director of Academic Records within Academic Support Resources a unit of the Office of Undergraduate Education, began her career as Senior Clerk Typist in Continuing Education before accepting a position as the Academic Record Unit Director in 1998. Under her direction, the unit has successfully expanded its mission and created efficiencies that have saved students and staff time, allowed the office to function more smoothly and delivered great service to our customers until she retired in 2008.

The success of the unit is a direct result of Vickie's hard work and guidance. The positive attitude and commitment to serving our students, staff and faculty has been instrumental in our successes over the past years. Vickie's leadership initiated policy enhancements and process reforms within the colleges to better serve students.

The University of Minnesota is a richer, brighter, more collaborative and service-oriented place because of the hard work and dedication that Vickie provided during her tenure at the institution. She provided over 40 years of valuable insight for tens of thousands of students, faculty, and staff.

She was a selfless leader who brought together many outspoken staff around the University community to create consensus. With her quick wit and infectious personality, she moved the University forward in many ways. The implementation of PeopleSoft was more successful because of her stamina to create standard processes across the institution. Her dedication created many positive movements across the institution, allowing for more efficiencies and savings. She earned the respect of her colleagues through her honesty and integrity.

She will be remembered because of her dedication, service, and meritorious contributions to the University along with her joy and laughter.

### Betty Robinett

On January 13, 2011, Betty Robinett passed away at the age of 91. She earned both Bachelor and Master of Art degrees in Latin from Wayne State University in 1940 and 1941, and graduated as the first woman with a Ph. D. in Linguistics from the University of Michigan in 1951.

She joined the University of Minnesota in 1968 as a full professor, and she retired as Professor Emerita in Linguistics in 1988. An expert in the field of English as a Second Language (ESL), she published 16 books and edited volumes, and 26 publications and numerous conference proceedings. In addition, Professor Robinett helped to lead the University's new ESL program and she served as president of the national organization of Teachers of English to Speakers of Other Languages.

Throughout her career Betty Robinett steadfastly promoted opportunities for women. In 1988, she was awarded the University's Lillian H. Williams' Award, which recognizes "individuals within the University community who exemplify Lillian's spirit and commitment to equal opportunity and affirmative action." She traveled with the University's first delegation to the People's Republic of China in 1979, returning six times. She also actively supported the University's China Center.

Professor Robinett's service to the University included chair of the Faculty Consultative Committee (1977-78), and she also held the position of Assistant and then Associate Vice President for Academic Affairs in the Office of the Executive Vice President.

### Robert H. Schenkel III

Bob served Facilities Management and the University from 1988 through 1999. His tenure saw major changes in how FM delivers its services. Bob helped implement a restructure that moved FM from a Central Shops model into a geographically distributed zone structure which placed workers closer to their work and reduced travel time. He was among the first at the U to recognize the broad institutional risks posed by the campus' aging infrastructure. Using his training as an Electrical Engineer, Bob transformed this concern in a proactive plan to ensure long-term electrical service upgrades for campus including the Fourth Street and Fulton substations which provide redundancy and protect both research and University operations. While Bob worked well with a broad cross section of the University community from Deans to tradespersons, he was not afraid to make an unpopular decision, this willingness enabled him to become the Acting AVP for FM in 1996.

Bob also made significant contributions outside the U where he was active in Volunteers of America of Minnesota, Haiti Outreach and the Wayzata Community Church. His boyhood love of scouting led him to become an Eagle Scout as well as to dedicate countless hours to Boy Scout Troop 426.

### John Stecklein

Professor Emeritus John Stecklein died on Dec. 20, 2010, at the age of 87. He joined the faculty of the University of Minnesota in 1952 and retired in 1989. During that time, as an esteemed

member of the Department of Educational Psychology, John was listed among the top 32 people in higher education in the country. He was a pioneer in the field of institutional research and was instrumental in establishing the Association for Institutional Research (AIR), which has grown to international recognition. John helped define the field of institutional research through his work in the College of Education's Bureau of Institutional Research, formed in 1949. He was AIR's first president and AIR's highest award, the Distinguished Member Award, was changed to the John E. Stecklein Award in 2004. In his career he traveled extensively for the University and the Ford Foundation as an adviser for over 11 countries to develop programs of higher education.

John graduated from Whittier College in 1944 and obtained his master's degree in physics from Penn State University. He received his Ph.D. in math from the University of Wisconsin.

Until he lost his sight in 1995, one of his greatest joys was playing tennis. He also loved playing bridge, scrabble, and chess, and as a young teenager was an expert marbles player.

John was preceded in death by his son Ken. He is survived by his wife Helen; daughter-in-law Hilary and grandchildren Gordon and Graham; son Mark (Pat) and grandchildren Janelle, Paul, and Eric; son Robb (Linda) and grandchildren Jill, Lee, and Ross; daughter Beth True (Steve) and grandchildren Andy and Caroline; and brother Jim (Ann) and family of Whittier, California.

#### Sandra C. Streeter

The University Bookstores lost a dear friend and colleague on September 8, 2010. Sandy was a part of the bookstore team for 23 years, 1981-2004. She was the warehouse supervisor for the apparel and gifts departments. During her tenure there were many changes that occurred in the warehouse operation. Sandy was always receptive and open to the challenging changes that faced her area. She truly was an inspiration and will be dearly missed.

Sandy is survived by her husband John of 57 years; children, John Jr. and Jill; grandchildren Charles (Lisa), Jane (Jarvis), and James; great grandchild, Sawyer. Also survived by sister, Marilyn (Ed) Hendry; brothers, Clarence (Mary Ann), and David (Michelle); several nieces and nephews and dear friends.

#### Deon D. Stuthman

Dean Stuthman, age 70, of Roseville, MN. Deon died suddenly June 18, 2010, after a short, intense struggle with lung cancer. Born on a small farm in Stanton County, NE, to Albert and Elna Stuthman on May 7, 1940, Deon was a husband, father, grandfather, brother, uncle, scientist, philosopher, teacher, friend and mentor to many. He will be sorely missed by his wife of 48 years, Judy; daughters Debbie (Steven) Plager and Julie (Tim) Anderson; grandchildren Michael, Nicholas, Maren and Carina and many extended family members, long-time friends and professional colleagues.

As a scientist, Deon received his B.S. from the U of Nebraska-Lincoln; and his M.S. and Ph.D. from Purdue before being recruited to the U of M. He spent 42+ years as an oat breeder and professor in the Department of Agronomy and Plant Genetics. Deon advised more than 50 graduate students, was a past president of the Council for Agricultural Science and Technology, a fellow in the American Society of Agronomy, Crop Science Society of America, and the American Association for Advancement of Science, and had more than 100 professional publications to his credit.

As a philosopher, he cultivated relationships, laid deep roots in the community and was passionate about his many and varied interests. For 43+ years, he was a member of Grace University Lutheran Church and cheered on Golden Gopher athletes. He helped create the Vincent L. Hawkinson Foundation for Peace & Justice and is a former president of the Minnesota-Uruguay Partners of America.

Deon's wish that his body be donated to the U of M's Anatomy Bequest Program was honored. A memorial service was held Saturday, June 26, at Grace University Lutheran Church, in the midst of the U of M Minneapolis campus. Memorials preferred to Grace University Lutheran, CaringBridge, donor's choice, or the "Deon Stuthman Memorial Fund" in the Department of Agronomy and Plant Genetics at the University of Minnesota (online giving through the U of M Foundation: <http://agronomy.cfans.umn.edu/>).

### Edward Swanson

Edward Swanson died Dec. 10, 2010 after a brief illness.

Edward's long and significant career began at the Macalester College, his alma mater, with duties including cataloging and organizing the college archives. In 1968, he moved to the Minnesota Historical Society where he led the Newspaper, Processing, and Technical Services departments, culminating in the position of Coordinator of Library Cataloging and Principal Cataloger. During this time, he played a vital role as a Minnesota AACR2 Trainer, helping librarians throughout the state learn and understand the new cataloging rules. He not only provided in-person training, but authored and edited numerous manuals and other documentation to support cataloging including (with Nancy Olson) *The Complete Cataloging Reference Set: Collected Manuals of the Minnesota AACR2 Trainers*. Edward prepared curriculum and conducting training for the MN Opportunities for Technical Services Excellence (MOTSE), strengthening the cataloging knowledge of librarians and paraprofessionals throughout the state. He has also served as a long-time Name Authority Cooperative Program (NACO) trainer for the region and as the Minnesota NACO funnel. He retired from the Minnesota Historical Society after 32 years and then joined the staff at Minitex, University of Minnesota, in 2001 where he managed the contract cataloging service for nine years.

Edward was drawn to librarianship as a teenager and his contributions to the larger profession started just as early. He joined the Minnesota Library Association (MLA) when he was still in high school and became active in the MLA Technical Services Section almost immediately, ultimately serving as president of MLA. He received the MLA President's Award in 1981 and also received an MLA Centennial Medal. Edward played a leadership role in the state-wide shared integrated library system (MnSCU/PALS, and MnLINK) Cataloging User Groups and Database Quality Maintenance Task Forces, where his expertise in authority control and indexing were particularly valued.

On a national level, Edward became member of the American Library Association in 1962. He served the Association for Library Collections and Technical Services (ALCTS) in a variety of roles including the *Library Research and Technical Services (LRTS)* Editorial Board (for 15 years), ALCTS Board member and parliamentarian, ALCTS International Relations Committee, ALCTS Publications Committee, and many others. He indexed *LRTS* for decades, compiled the index for v. 1-25 in 1981, indexed the annual issues each year, and compiled the cumulative index to v. 1-50. He was a member and Chair of the ALA Committee on Cataloging: Description and Access and MARBI Committee. Edward received the 2007 ALCTS Presidential Citation recognizing his lifetime of service to ALCTS.

Edward's contributions were not been limited to the state and national level – he was also active in the International Federation of Library Associations and Institutions on a governing level and served on a number of cataloging-specific committees, including the Serials and other Continuing Resources Standing Committee.

Since Edward never liked to be without work and something intellectually stimulating, he was working toward a PhD at the University of Minnesota at the time of his death. After his second retirement from Minitex, he worked several hours a week on a Minitex project for the University of Minnesota Libraries (as part of an IMLS grant awarded to the University of Michigan Libraries) that reviewed digitized monographs scanned by Google and held in HathiTrust to make determinations regarding their copyright status.

Edward was the consummate cataloger and the epitome of a life-long learner. He had a wonderful, dry sense of humor which surfaced even during his duties as parliamentarian for the MN Library Association. His range of knowledge and willingness to share his expertise were extraordinary.

Carla Urban, Edward's colleague at Minitex, observed, "Edward Swanson's career was characterized by a true love and understanding of cataloging; dedication to sharing that knowledge with others, through training, one on-one consultations, and publication; and a commitment to the professional community and its activities. His generosity and dedication to colleagues and cataloging have been greatly appreciated."

#### Murray Warmath

Murray A. Warmath, head coach of the University of Minnesota football team from 1954 to 1971, died of natural causes on March 16, 2011, in Bloomington, Minnesota. He was 98 years old.

Coach Warmath was one of the greatest coaches in the history of Gopher sports. He led the Gophers to two Rose Bowls, at the conclusion of the 1960 and 1961 seasons, as well as a National Championship in 1960 and Big Ten titles in 1960 and 1967. Over the course of his career, he coached four All-American players, three Southeastern Conference (SEC) All-Conference players, and three players who were later inducted into the Pro Football Hall of Fame. In 1960, he was named National Football Coach of the Year by the National Sportscasters and Sportswriters Association.

Coach Warmath was widely esteemed not only for the national victories to which he coached his teams but for the doors he opened to African-American student-athletes through his recruitment and support. A leader among the nation's football coaches who helped to break down the color barrier at universities across the country, he was one of the first major college coaches to select several minority athletes in a single recruiting class, and his starting quarterback in 1960 was the country's first African-American All-American quarterback.

Football was a lifelong passion for Murray Warmath. He played high school football in Humboldt, Tennessee, and college football at the University of Tennessee. He served as an assistant coach for the University of Tennessee and Mississippi State University teams before coming to the University of Minnesota, and held a lifetime coaching record of 87-78-7. After retiring from the University, he returned to football in 1978-79 as the defensive line coach for the Minnesota Vikings, and scouted for the Vikings until the mid-1990s. He also remained involved with the Gophers, attending practices and games as recently as the 2010 season and serving as honorary co-chair of the effort to bring Gopher football back to campus.

Coach Warmath's devotion to his players won him their affection as well as their respect, and many remained friends with him throughout his life. He is also survived by his son, Murray Warmath Jr., M.D., and several grandchildren and great-grandchildren.

**APPENDIX B  
ATTENDANCE OF MEMBERS, 2010-11**

**FACULTY**

The Faculty Senate met 6 times during 2010-11.

	<b>Attended</b>	<b>Notified Clerk of Nonattendance or Alternate Attended</b>
Acton, Robert	3	3
Allen, Sharon	3	3
Anderson, Kristin	5	1
Arnold, Bill	5	1
Bache, Robert	1	4
Bakdash, Bashar	6	0
Bardwell, Vivian	4	1
Barnes, Randal	5	1
Bazargan, Kia	3	3
Beeman, William	4	2
Belani, Kumar	3	3
Berry, Susan	2	4
Bitterman, Peter	6	0
Bohjanen, Paul	5	1
Bond, Daniel	4	2
Boulger, James	3	2
Boyce, Kim	3	3
Boyd, John	4	0
Braun, Bruce	4	2
Brocato, Joseph	5	1
Brown, Robert	1	5
Bruininks, Robert	5	1
Buhlmann, Phil	6	0
Campbell, Colin	5	1
Campbell, Stephen	3	2
Carey, James	5	0
Carpenter, Nancy	5	1
Chervany, Norman	4	1
Chomsky, Carol	6	0
Churchill, Julie	2	4
Clark, Anna	5	1
Clayton, Tom	2	3
Cleary, Paul	6	0
Cloyd, James	3	3
Cohen, Jerry	5	1
Coulter, Jeffrey	5	1
Cramer, Christopher	6	0
Curley, Shawn	4	1
D'Amato, Anthony	5	1
Deane, Bradley	4	2
Dee, Jayne Hager	2	4

Duke, Gordon	5	0
Ehlke, Nancy	6	0
Federico, Christopher	5	1
Friedman-Shedlov, Lara	5	1
Fulkerson, Jayne	3	3
Gibson, Sue	6	0
Gonzales, Marti Hope	6	0
Gulliver, Robert	3	2
Gundel, Jeanette	4	1
Gupta, Kalpna	2	4
Hamamoto, Darryl	5	1
Hancher, Michael	6	0
Hancock, Jane	6	0
Hanna, Patrick	6	0
Heimdahl, Mats	5	1
Hellerstedt, Wendy	0	4
Hertz, Marshall	2	3
Hilbink, Lisa	6	0
Ho, Karen (apptd. 2/11)	1	4
Hogquist, Kristin	0	2
Horgan, Brian	4	2
Hunter, David	0	5
Ingbar, David	3	2
Kahn, Jeffrey	2	4
Kalambokidis, Laura	6	0
Kamenev, Alex	2	3
Kannan, Mathur (res. 2/11)	4	0
Kohlstedt, Sally Gregory	6	0
Konstan, Joseph	5	1
Kuchenreuther, Margaret	5	1
Kudrle, Robert	4	2
Kulacki, Frank	4	2
Lange, Carol	1	3
Largaespada, David	0	5
Leitner, Helga	0	6
Li, Perry	3	1
Lightfoot, Elizabeth	3	3
Lilyard, Caroline	5	1
Liu, Donald	5	1
Logie, John	5	1
Low, Walter	1	4
Luckhardt, Jerry	3	2
Luepker, Russell	4	1
Lukkas, Lynn	3	3
Maitland, Ian	3	3
Mann, Traci	3	3
Marczak, Mary	4	2
Marden, Albert	4	2
Martenson, Diana	5	1

Martin, Judith	5	1
Masten, Ann	4	2
McCulloch, Jan	6	0
McGuire, Lisa (apptd. 2/11)	4	2
McLoon, Linda	2	1
Mescher, Matthew	5	1
Miksch, Karen	4	2
Minicucci, Larissa (res. 2/11)	4	1
Morrison, Fred	2	3
Morrison, Robert	0	5
Munson, Benjamin	3	3
Murtaugh, Michael	2	4
Ng, Peh	6	0
Ngo, Bic	3	2
Noakes, Susan	1	4
Oakes, J. Michael	4	1
Orr, Harry (apptd. 2/11)	4	2
Osofsky, Hari	2	2
Osterholm, Michael	4	2
Ostrow, Steven	4	2
Pacala, James	4	1
Page, Michelle	4	2
Peden-McAlpine, Cynthia	4	2
Peterson, Sabrina	4	2
Phair, Craig	4	2
Poch, Robert	3	2
Porter, Mary	2	3
Prell, Riv-Ellen	4	2
Pyles, Lee	4	2
Ramachandran, Gurumurthy	4	1
Rayburn, Judy	5	1
Reichle, Joe	4	2
Reinders, Anke	6	0
Rhodus, Nelson	3	1
Ricketts, Richard	6	0
Robinson, Julia	3	3
Rodman, Gilbert	5	1
Rodriguez, Michael	4	2
Rose-Hellekant, Teresa	6	0
Rosen, Carl	5	1
Rosser, B.R.	3	2
Rothenberger, David (res. 3/11)	0	2
Sampson, Martin	5	1
Sands, Gary	4	2
Schneider, Ingrid	3	2
Schottel, Janet	6	0
Seidel, Robert (res. 2/11)	2	0
Sell, George	4	2
Shier, Thomas	6	0

Shimizu, Yoji	4	2
Sick, Brian	4	2
Siepmann, Ilja	5	1
Simon, Terrence	3	2
Simons, Andrew	4	2
Skillman, Evan	4	2
Skuza, Jennifer	3	3
Solheim, Catherine	4	2
Spivak, Marla	4	2
Stone, Melissa	5	1
Strock, Jeffrey	4	1
Strolovitch, Dara	1	4
Tarone, Elaine	3	3
Taussig, Karen-Sue	5	0
Thorpe, Suzanne	6	0
Tims, Albert	4	1
Torres, Sheila	2	4
VandenBosch, Kathryn	6	0
Vercellotti, Gregory	3	2
Wakefield, Ray	2	4
Wambach, Cathrine	5	1
Wangenstein, Douglas	4	2
Watson, Christopher	6	0
Xiong, Zha	4	2
Ziebarth, Ann	6	0

## STUDENTS

The Student Senate met 4 times during 2010-11.

(fm. = forfeiture of membership for nonattendance)

	<b>Attended</b>	<b>Notified Clerk of Nonattendance or Alternate Attended</b>
Ali, Hassan	1	1
Beauclair, Jade (apptd. 10/10)	2	0
Bergantine, Nick (apptd. 10/10)	0	3
Boateng, Maud	2	2
Brumm, Catherine	3	0
Canelon, Silvia (res. 12/10)	1	1
Carlson, Aaron	4	0
Cieslak, Jenna	3	1
Collins, Elizabeth	3	0
Dalager, Bree	3	1
Dalluge, Tracy	1	3
Davenport, Max (apptd. 10/10, fm. 3/11)	0	0
Defries, Harrison (apptd. 11/10)	2	0
Dorschner, Leah	2	2
Doyle, Evan (res. 2/11)	2	0
Driscoll, Devin	1	3

Enekwe, Theresa	0	4
Fairbanks, Ashley (apptd. 10/10)	2	0
Felts, Lucas	2	0
Friedland, Shawn	0	3
Grayson, Dasha (res. 4/11)	1	2
Grill, Alexander	3	1
Haarstick, Thomas	4	0
Hammerlund, Madeleine (apptd. 2/11)	2	0
Hanekom, Damian (apptd. 11/10, res. 2/11)	0	0
Himle, Lauren	4	0
Hoffmann, Melody	0	4
Inukai, Takayuki (apptd. 10/10)	2	1
Johnson, Aara	2	2
Kullmann, Brianna	0	2
Lundberg, Jonathan	2	1
Matula, Adam	4	0
Miller, Bronwyn (fm. 3/11)	0	1
Mohn, Becky	3	1
Nichols, Luke	4	0
Paape, Terrance (res. 2/11)	1	1
Preston, Joshua	3	0
Privratsky, Mark	4	0
Ritenour, Stephanie	4	0
Roban, Phil	2	2
Rounthwaite, Adair (apptd. 3/11)	1	0
Saab, Nick (fm. 12/10)	0	0
Schultz, Eric	1	2
Sellner, Wesley	4	0
Siddiqui, Erum	1	2
Spors, Danny	3	0
Starcevich, Jessica	2	2
Symons, Evan (res. 2/11)	2	0
Terrell, Ashley (apptd. 10/10)	2	0
Wagner, Anna	0	3
Woldt, Donavan	1	2
Worden, John	0	3
Yeske, Kimberly (apptd. 11/10)	0	0

## ACADEMIC PROFESSIONALS

The University Senate met 6 times during 2010-11.

	<b>Attended</b>	<b>Notified Clerk of Nonattendance or Alternate Attended</b>
Anderson, Neil D.	5	1
Borchert, John	1	3
Challacombe, Elaine	3	3
Craig, William	4	2
DeZelar-Tiedman, Christine	6	0
Dilworth, Stephanie	6	0
Doerr, Susan	3	3
Douma, Frank	6	0
Enrici, Pamela	6	0
Fulda, Henry	6	0
Gilbert, Scott (apptd. 10/10)	4	0
Haag, Shawn (res. 10/10)	0	1
Hagen, Ann	6	0
Hearn, Stephen	6	0
Jamsen, Kirsten	6	0
Jetter, Mary	5	0
Kurtti, Erling	5	1
Mullan, Caitrin	4	2
Pearthree, Steven	6	0
Roberts, William	6	0
Shamliyan, Tatyana	6	0
Simon, Kimberly	4	2
Swanson, Dale	6	0
Waldemar, Sarah	6	0
Wareham, Roger	5	1

## CIVIL SERVICE

The University Senate met 6 times during 2010-11.

	<b>Attended</b>	<b>Notified Clerk of Nonattendance or Alternate Attended</b>
Barsness, Josette	4	1
Cable-Morrison, Susan	4	2
Cavalier, Don	6	0
DeVriendt, Rod	6	0
Fedie, Elizabeth	2	4
Flynn, Everett	6	0
Fox, Robert	6	0
Kuhl, Richelle	6	0
Kurland, Jeffrey	6	0
Lantz, Caryn	5	1
Lintgen, Nick	3	3
Nielsen, Carol	4	1
Olson, Amy L.	5	0
Norton, Tim (res. 3/11)	2	1
Payne, Lori	4	2
Schloeder, Brian	6	0
Seeger, Paula	6	0
Strahan, Francis	6	0
Tool, Joanie	0	4
Wagner, Susan	4	2
Wallace, Terri	5	1
Zak, Robert	1	4