

2001-02 UNIVERSITY OF MINNESOTA

OCTOBER 18, 2001

**UNIVERSITY SENATE MINUTES: No. 2
TWIN CITIES CAMPUS ASSEMBLY MINUTES: No. 2
FACULTY SENATE MINUTES: No. 2**

The second meeting of the University Senate, Twin Cities Campus Assembly, and Faculty Senate for 2001-02 was convened in 25 Mondale Hall, Minneapolis campus, on Thursday, October 18, 2001, at 2:32 p.m., as a joint meeting of the three bodies. Coordinate campuses were linked by telephone. Checking or signing the roll as present were 129 voting faculty/academic professional members and 33 voting student members. Vice Chair Marti Hope Gonzales presided.

1. ANNOUNCEMENTS

Professor Kimpton stated that today's musical prelude was performed by Immanuel Davis, Visiting Professor of Flute.

Professor Gonzales then noted that a reception will be held at the conclusion of the meeting outside of the Senate meeting room on the Twin Cities Campus.

2. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY

FACULTY/ACADEMIC PROFESSIONALS/STAFF

David J. Berg
Academic Professional
Office of Planning and Analysis
1930 – 2001

Elizabeth R. Brewer
Research Associate
Medical School
1914 – 2001

Allen W. Burton
Professor
Kinesiology
1953 – 2001

Kerry O'Keefe
Assistant Coach
Women's Athletics
1968 – 2001

STUDENTS

Heather C. Hunt
College of Liberal Arts

3. ADMINISTRATIVE RESPONSES TO SENATE AND ASSEMBLY ACTIONS Information

University Senate

Principles Governing Private Support of Research

Approved by the: University Senate September 20, 2001

Approved by the: Administration **PENDING**

Approved by the: Board of Regents **NOT YET SUBMITTED**

Policy on the Use of Controlled Substances in Research

Approved by the: University Senate September 20, 2001

Approved by the: Administration **PENDING**

Approved by the: Board of Regents **NOT YET SUBMITTED**

Faculty Senate

Faculty Retirement Plan Waiting Period

Approved by the: Faculty Senate September 20, 2001

Approved by the: Administration **PENDING**

Approved by the: Board of Regents **NOT YET SUBMITTED**

4. CLERK OF THE SENATE/ASSEMBLY REPORT Nominating Committee Election Results Information for the Faculty Senate

FOR INFORMATION:

In the recent election to fill vacancies on the Nominating Committee, the following faculty/academic professional members were elected:

Gerald Baldrige, Medical School
Charles Campbell, Institute of Technology
Vicki Glasgow, University Libraries
Roberta Humphreys, Institute of Technology
Patrice Morrow, College of Biological Sciences

Michael Murphy, College of Veterinary Medicine
 Jean Quam, College of Human Ecology
 W. Phillips Shively, College of Liberal Arts
 Carol Wells, Medical School

**CAROL WELLS, CLERK
 FACULTY SENATE**

5. SENATE/FACULTY CONSULTATIVE COMMITTEE REPORT

Professor Joe Massey, Chair of the Faculty Consultative Committee (FCC), thanked the flutist for today's music and noted that there will be another performance before the December 6 Senate meeting. He then said that FCC is conducting lunches with department chairs/heads. From these meetings, FCC will be looking at themes across the University.

**6. SENATE COMMITTEE ON EDUCATIONAL POLICY
 Morris Calendar Change
 Information for the University Senate**

MOTION:

To amend the 2001-02 University of Minnesota Calendar for the Morris Campus, as follows (language to be added is underlined; language to be deleted is ~~struck out~~):

UNIVERSITY OF MINNESOTA CALENDAR, 2001-02

	UMC	UMD	UMM	UMTC (inc VetM)	Law	TC Med	TC Dent
Fall Semester							
First day class	Aug 28, Tue	Sep 4, Tue	Aug 27, Mon	Sep 4, Tue	Aug 27, Mon	Sep 4, Tue	Sep 4, Tue
Last day class	Dec 14, Fri	Dec 14, Fri	Dec 11, Tue <u>Dec 13, Thurs</u>	Dec 14, Fri	Dec 5, Wed	Dec 14, Fri	Dec 14, Fri
Study day(s)			<u>Dec 14, Fri</u>	Dec 15, Sat			
Finals	Dec 17- 20, M-Th	Dec 17- 21, M-F	Dec 12- 15, W-S <u>Dec 17- 20, M-Th</u>	Dec 17- 22, M-S	Dec 10-20, M-Th	Dec 17- 21, M-F	Dec 17-21, M-F

Holidays	Sep 3, Mon Oct 22, Mon Nov 22-23, Th-F Dec 25, Tue Jan 1, Tue	Sep 3, Mon Nov 22-23, Th-F Dec 25, Tue Jan 1, Tue	Sep 3, Mon, <u>Oct 15-16, M-T</u> , Nov 22-23, Th-F Dec 24-25, T-W Dec 31- Jan 1, T-W	Sep 3, Mon Nov 22-23, Th-F Dec 25, Tue Jan 1, Tue	Sep 3, Mon Nov 22-23, Th-F Dec 25, Tue Jan 1, Tue	Sep 3, Mon Nov 22-23, Th-F Dec 25, Tue Jan 1, Tue	Sep 3, Mon Nov 22-23, Th-F Dec 25, Tue Jan 1, Tue
# instructional days	75	72	74	72			
Between session period	2 1/2 weeks	4 weeks	4 weeks	4 weeks			
Spring Semester							
First day class	Jan 9, Wed	Jan 22, Tue	Jan 14, Mon	Jan 22, Tue	Jan 7, Mon	Jan 14, Mon	Jan 14, Mon
Last day class	May 3, Fri	May 10, Fri	May 3, Fri	May 10, Fri	Apr 26, Fri	May 3, Fri	May 3, Fri
Study day(s)			<u>May 4, Sat</u>	May 11, Sat			
Finals	May 6-9, M-Th	May 13-17, M-F	May 6-9, M-Th	May 13-18, M-S	Apr 29- May 11, M-F	May 6-11, M-S	May 6-11, M-S
Break period	Mar 18-22, M-F	Mar 18-22, M-F	Mar 11-15, M-F	Mar 18-22, M-F	Mar 18-22, M-F		
Holidays	Jan 21, Mon April 1, Mon	Jan 21, Mon	Jan 21, Mon	Jan 21, Mon	Jan 21, Mon	Jan, 21, Mon	Jan 21, Mon
# instructional days	75	74	74	74			
Between session period	None	None	None	1 week			
Intersession							
First day class	May 13, Mon	May 20, Mon	May 13, Mon	May 28, Tue			
Last day class/finals	May 31, Fri	Jun 6, Thu (Jun	May 31, Fri	Jun 14, Fri			

		7)					
Holidays	May 27, Mon	May 27, Mon	May 27, Mon	None			
Instructional days	14	13	14	14			
Between session period	1 week	None	Overlap	None			
Summer Term							
First day class	Jun 10, Mon	Jun 10, Mon	May 20, Tue	Jun 17, Tue	May 28, Tue	May 20, Mon	May 20, Mon
Last day 8 week session/(finals)	Aug 2, Fri	Aug 1, Thu	Jul 12, Fri	Aug 9, Fri			
Last day 10 week session		(Aug 2)	Jul 26, Fri				
Last day of summer term	Aug 2, Fri	Aug 2, Fri	Jul 26, Fri	Aug 23, Fri	Jul 26, Fri		Aug 9, Fri
Holidays	Jul 4, Thu	Jul 4, Thu	Jul 4, Thu (May 27)	Jul 4, Thu	May 27, Mon Jul 4, Thu	May 27, Mon Jul 4, Thu	May 27, Mon Jul 4, Thu
# instruction days/(10 week)	39 (49)	38 (48)	48 (48)	39 (49)			
Between session period	4 weeks	4 weeks	4 weeks	3 weeks			

COMMENT:

The Morris calendar as printed in the UMM Bulletin, listed on the UMM web-page, and, most importantly, the one which the campus is following is different from the one approved by the Committee on Educational Policy (SCEP) and the Senate in January 2000. It follows the same pattern as that approved by SCEP and the Senate for 2002-204 with the most distinctive feature being a two-day fall semester break in mid-October.

UMM amended its 2001-2002 calendar in fall 2000 when it developed its 2002-4 calendar but failed to forward those revisions to SCEP. This likely happened because of a staff turnover in the two offices that carry primary responsibility for developing the calendar, which meant that the need to forward an amended calendar for approval was overlooked. The one other complicating factor was semesters - following the first full year on semesters, the UMM faculty, staff and students decided that a fall semester break was essential, and wished to institute this as soon as possible, namely in 2001-2.

**WILBERT AHERN, CHAIR
SENATE COMMITTEE ON EDUCATIONAL POLICY**

CONSENT AGENDA A – RULES CHANGES
Action by All Bodies

Agenda Items 7. and 8. are considered to be non-controversial or “housekeeping” in nature 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. (A simple majority is required for approval.)

7. UNIVERSITY SENATE RULES AMENDMENT
Ex Officio Membership

MOTION:

To amend the University Senate Rules, Article III (2), as follows (language to be added is underlined; language to be deleted is ~~struck-out~~):

...

- ~~**Social Concerns**~~--Office of the Vice President for ~~Student Development~~ Campus Life; Office of the Treasurer (Asset Management); Office of the Executive Vice President and Provost (Office of Equal Employment Opportunity and Affirmative Action)

...

- ~~**Student Affairs**~~--Office of the Vice President for ~~Student Development~~ Campus Life

...

COMMENT:

This amendment adjusts the Ex Officio membership to reflect the changed name of the unit.

JOSEPH MASSEY, CHAIR
SENATE CONSULTATIVE COMMITTEE

8. TWIN CITIES CAMPUS ASSEMBLY RULES AMENDMENT
Committee Meeting Absence

MOTION:

To amend the Twin Cities Campus Assembly Rules, Article III (3), as follows (language to be added is underlined; language to be deleted is ~~struck-out~~):

3. Terms of Membership, Chairing of Committees, and Removal of Members for ~~neglect of~~ Meetings Absences

...

A member of a committee of the Assembly shall be said to have ~~neglected a meeting~~ been absent if the member does not attend a meeting for which notification was given, ~~and does not notify the chair of the impending absence~~. A non-student member of a committee of the Assembly shall forfeit membership ~~by neglecting if absent for~~ three consecutive meetings of the committee unless excused by majority vote of the committee, ~~for which notification was given~~. A student member of a committee of the Assembly shall forfeit membership ~~by neglecting if absent for~~ two meetings of the committee unless excused by majority vote of the committee, ~~for which notification was given~~. Summer meetings of a committee do not count in tallying consecutive absences from meetings. A member whose membership has been forfeited may appeal to the appropriate appointing authority for reinstatement.

...

COMMENT:

The current rule regarding attendance at meetings of Assembly committees differentiates between absence and regrets: if a member is absent (that is, did not notify the Senate office or the chair that he or she would not be at a meeting), he or she is said to have neglected a meeting. If, however, the individual provides notice in advance that he or she will be absent, the absence is NOT counted as neglect.

Several committee chairs have expressed frustration because, for example, individuals will be absent from two meetings, send regrets for a third, attend a meeting, send regrets for two more meetings, and so on. The problem is that irrespective of whether notice of the absence is provided, committees with members who are repeatedly absent, for whatever reason, are less able effectively to conduct their business. Assembly committees rely on participation and discussion from individuals across the University; when one or more individuals on a committee are consistently absent from meetings, the quality of discourse is reduced and the quality of the committee's work is affected.

The proposed change in the Assembly Rule provides that if a non-student committee member is absent for three consecutive meetings, no matter the reason, whether or not he or she provides notice of a pending absence he or she will be considered to have vacated the seat on the committee. The exception, "unless excused by majority vote of the committee," is intended to cover events such as someone having surgery and recovery, extended illness, extended jury duty, or other circumstances in which the individual perhaps had little or no control over the reasons for the extended absence. (For the majority of committees, which meet only once per month, one would have to be absent for a considerable period to miss three consecutive meetings.)

The possibility of appeal remains an option for any such individual. This change also does not affect the provisions covering faculty who go on leave for a semester or a year; they retain their membership and an interim appointment is made.

Note: the different provisions for students and non-students were incorporated into the Rules at

the request of the students; originally the three-consecutive-meetings rule applied to all committee members but a few years ago the students asked the Assembly for a more stringent rule.

**JOSEPH MASSEY, CHAIR
SENATE CONSULTATIVE COMMITTEE**

DISCUSSION:

With no discussion, a vote was taken and Consent Agenda A was approved.

APPROVED

END OF CONSENT AGENDA A

**CONSENT AGENDA B – BYLAWS CHANGES
Action by All Bodies**

Agenda Items 9. through 13. are considered to be non-controversial or “housekeeping” in nature 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.

COMMENT:

As an amendment to the Senate bylaws, a motion requires either a majority of all voting members of the Senate (112) at one regular or special meeting, or a majority of all members of the Senate present and voting at each of two meetings. As an amendment to the Assembly bylaws, a motion requires either a majority of all voting members of the Assembly (98) at one regular or special meeting, or a majority of all members of the Assembly present and voting at each of two meetings. This is the first meeting at which these motions are being presented.

**9. UNIVERSITY SENATE/TWIN CITIES CAMPUS ASSEMBLY
BYLAWS AMENDMENTS
Committee on Committees
Action by the University Senate and Twin Cities Campus Assembly**

MOTION:

Amend Article III (2) of the Senate Bylaws and Article III (2) of the Twin Cities Campus Assembly bylaws, as follows (new language is underlined, language to be deleted is ~~struck out~~):

Senate bylaw:

2. COMMITTEE ON COMMITTEES

Senate Committee on Committees

...

Membership

The Senate Committee on Committees shall be composed of ~~9 elected faculty/academic professional members,~~ 13 elected tenured or tenure-track faculty members, 2 elected academic professional members, 6 elected undergraduate students, and one elected graduate/professional student.

Of the faculty/academic professional members, ~~6~~ 12 shall be from the Twin Cities campus, ~~and.~~ There shall also be one member each from the Crookston, Duluth, and Morris campuses, ~~a~~ All faculty/academic professional members shall be elected for three-year terms by the faculty/academic professional members of the Senate from these respective campuses. ~~Faculty/academic professional members must have served as senators within the last ten years.~~ In case of a faculty/academic professional vacancy, the remaining faculty/academic professional members, by majority vote, shall fill the vacancy by interim appointment until the next general election.

...

Assembly bylaw:

2. COMMITTEE ON COMMITTEES

...

Membership

The Assembly Committee on Committees shall be composed of the elected Twin Cities faculty/academic professional and student representatives of the Senate Committee on Committees. It shall be composed of ~~6~~ 12 elected faculty/academic professional members and those students of the Senate Committee on Committees elected from the Twin Cities campus, but not exceeding four. ~~Faculty/academic professional members must have served as members of the Assembly within the last ten years.~~

Faculty/academic professional members shall be nominated and elected in accord with the provisions of Article III, Section 6 of the Twin Cities Campus Assembly bylaws.

The Nominating Committee is authorized to nominate candidates for the full membership of the Committee on Committees during Fall Semester, 2001, and return to the regular schedule of nominations during Spring Semester, 2001.

...

COMMENT:

The Faculty Assembly Steering Committee (the Twin Cities members of the Faculty Consultative Committee) believes that several changes in the structure of the (Twin Cities portion of the) Committee on Committees will enable it to perform its tasks more effectively.

First, we believe that the current composition of the (Twin Cities portion of the) Faculty Committee on Committees is too small. One representative from each of the coordinate campuses, who have between 30 and 120 faculty members, is adequate; for six faculty to have the responsibility for identifying colleagues from among the 2500 Twin Cities faculty is expecting too much. We thus propose that the Twin Cities membership should be broadened. We note, in this respect, that enlarging the Twin Cities membership will not mean coordinate campus faculty are not represented on Senate committees, many of which have explicit provisions for coordinate campus membership. The objective of this change is NOT to affect in any way coordinate campus membership but rather to broaden the reach of the Twin Cities portion of the Faculty Committee on Committees to ensure that nominees from all areas of the campus are considered.

We also believe that the membership should not be restricted to individuals who have served in the Senate/Assembly in last 10 years. This has proven to be an unhelpful restriction; Senate/Assembly membership does not necessarily endow an individual with the knowledge most important to service on Committee on Committees: a wide range of contacts and colleagues both within and without his or her collegiate unit. There are a number of our colleagues who may not have served in the Senate/Assembly but who can identify faculty members who could provide able service on Senate or Assembly committees.

Third, we believe that there should be a proviso for explicit membership of P&A staff on the Committee on Committees. Right now there is none. Inasmuch as P&A staff are eligible for membership on most Senate and Assembly committees, it seems to us that they should have a hand in designating the individuals who will serve on the committees.

**JOSEPH MASSEY, CHAIR
SENATE CONSULTATIVE COMMITTEE**

10. TWIN CITIES CAMPUS ASSEMBLY BYLAWS AMENDMENT

Nominating Committee

Action by the Twin Cities Campus Assembly

MOTION:

To amend Article III (6) of the Assembly Bylaws, as follows (language to be deleted is ~~struck out~~):

6. NOMINATING COMMITTEE

...

Membership

The Nominating Committee shall consist of seven tenured or tenure-track faculty and two academic professional staff members. Both the faculty and the academic professional members ~~must have served in the Senate within the last ten years and~~ shall serve for three-year terms.

...

COMMENT:

The Senate Consultative Committee has found that the requirement that someone have served in the Senate in the last 10 years to be unhelpful. The comment is the same as the one for the agenda item dealing with the Committee on Committees (which also eliminates this stricture): "Senate/Assembly membership does not necessarily endow an individual with the knowledge most important to service on Committee on Committees: a wide range of contacts and colleagues both within and without his or her collegiate unit. There are a number of our colleagues who may not have served in the Senate/Assembly but who can identify faculty members who could provide able service on Senate or Assembly committees."

**JOSEPH MASSEY, CHAIR
FACULTY ASSEMBLY STEERING COMMITTEE**

11. TWIN CITIES CAMPUS ASSEMBLY BYLAWS AMENDMENT

College Name

Action by the Twin Cities Campus Assembly

MOTION:

Amend Article I (1) of the Twin Cities Campus Assembly Bylaws as follows (new language is underlined, language to be deleted is ~~struck out~~):

ARTICLE I. TWIN CITIES CAMPUS ASSEMBLY MEMBERSHIP, ELECTIONS, AND OFFICERS

1. Voting Units

...

(1) Agricultural Experiment Station, (2) Agricultural, Food, & Environmental Sciences, (3) Architecture and Landscape Architecture (4) Biological Sciences, (5) Dentistry, (6) Education & Human Development, (7) General College, (8) Graduate School, (9) Human Ecology, (10) Law, (11) Liberal Arts, (12) Libraries, (13) Management, (14) Medical School, (15) University of Minnesota Extension Service, (16) Natural Resources, (17) Nursing, (18) Pharmacy, (19) Public Affairs, (20) Public Health, (21) Technology, (22) ~~University~~ College of Continuing Education, (23) Veterinary Medicine.

...

COMMENT:

This amendment adjusts the Bylaws to reflect the changed name of the college.

**JOSEPH MASSEY, CHAIR
ASSEMBLY STEERING COMMITTEE**

**12. UNIVERSITY SENATE BYLAWS AMENDMENT
Closed Sessions
Action by the University Senate**

MOTION:

Amend Article II (6) of the Senate Bylaws as follows (new language is underlined):

ARTICLE II. RULES FOR COMMITTEES OF THE UNIVERSITY SENATE

...

6. Committees of the Senate shall have a policy of open meetings. Closed or executive sessions may be held only after approval by a two-thirds majority of the committee members present and voting and only when personnel matters are discussed, when quasi-judicial functions are carried out, or when closed sessions are required to protect the right of individuals. Under this rule, all regular sessions of the All-University Honors Committee and the Judicial Committee shall be considered closed or executive sessions. As an exception to this rule, the Senate Consultative Committee, the Faculty Consultative Committee, and the Student Senate Consultative Committee are granted the right to close a portion or all of a given meeting, after approval by two-thirds majority of their respective members present. The committee shall keep a list of all topics discussed in its closed meetings and incorporate that list in its minutes.

...

COMMENT:

This change puts in writing a practice that is already followed by the committee.

**JOSEPH MASSEY, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

**13. TWIN CITIES CAMPUS ASSEMBLY BYLAWS AMENDMENT
Closed Sessions
Action by the Twin Cities Campus Assembly**

MOTION:

Amend Article II (6) of the Twin Cities Campus Assembly Bylaws as follows (new language is underlined):

ARTICLE II. RULES FOR COMMITTEES OF THE TWIN CITIES CAMPUS ASSEMBLY

...

6. Committees of the Assembly shall have a policy of open meetings. Closed or executive sessions may be held only after approval by a two-thirds majority of the committee members present and voting and only when personnel matters are discussed, when quasi-judicial functions are carried out, or when closed sessions are required to protect the rights of individuals. Under this rule, all regular sessions of the Faculty Academic Oversight Committee on Intercollegiate Athletics shall be considered closed or executive sessions.

...

COMMENT:

This change puts in writing a practice that is already followed by the committee.

**JOSEPH MASSEY, CHAIR
FACULTY ASSEMBLY STEERING COMMITTEE**

DISCUSSION:

With no discussion, a vote was taken and Consent Agenda B was not approved with only 105 votes in favor and none opposed. The consent agenda items will be brought back to the December 6 meeting for approval.

NOT APPROVED

END OF CONSENT AGENDA B

**14. PRESIDENT'S STATE OF THE UNIVERSITY ADDRESS
AND COMMUNITY FORUM**

Good afternoon. It is a pleasure to share with you the state of the University of Minnesota.

For the past few months, I have been musing about the future of the public research university. You may recall that I have made the case that declining state support for institutions like the U is a national, long-term trend. State dollars make up a smaller portion of our budget today than they did 20 or 30 years ago, and we are now a smaller slice of the state's budget.

I certainly do not have all the answers regarding the changing relationship between states and their flagship universities, and I look forward to partnering with the regents, faculty, staff, students, and the people of Minnesota to address these matters.

That said, the most important implications I have drawn to date are these.

- Students will pay a larger and larger share of the cost of their education at these institutions.
- Public research universities that are unable to raise tuition will, over time, drop from the top ranks of their peer institutions.
- Universities like ours will have to make much more deliberate decisions about how to support functions that do not generate tuition revenue, or that do not receive sufficient earmarked funds from the state.
- Private support will be increasingly important to the success of public research universities as we seek to leverage our resources.
- The biggest challenges will be maintaining land-grant traditions and closing the gap in faculty salaries between public and private universities.

While we may lament some of these implications—particularly tuition increases—I believe that we, as an institution, are in a good position to take advantage of the changing circumstances in which we find ourselves.

As I told the regents last week, we are enjoying a great deal of momentum at the University today. Nearly all meaningful indicators of this University's performance are up. We have a long way to go in some areas, particularly in faculty salaries and graduation rates, and we are only recently out of the trough in others, but our long-term trajectory is onward and upward. As the educator John Gardner once said, "the only stability possible is stability in motion."

Today we have that stability; we have that motion. We are fiscally solvent. We have raised tuition; we have scaled back on some aspirations without abandoning them; and we have pruned our budgets in ways that do not compromise quality or service. We have made strategic investments in key academic priorities. And, most importantly, we have begun to restore our reputation as a national leader, particularly in such fields as medical science, social sciences, computer science, and biology.

A recent study by the University of Florida, one which was highly quantitative, ranked our Twin Cities campus as one of the top three public universities in the country. That's a testament to the reorganization and reinvention of our institution, but mainly it is a reflection of the hard work of our faculty. Instead of discouragement or resignation, the faculty responded to the tough times of the early 1990s—which we are just now recovering from—with increased productivity in terms of research grants and teaching. These efforts are reflected in improved student satisfaction ratings since the beginning of the decade.

And the momentum is not just on our Twin Cities campus.

At the University of Minnesota, Crookston, faculty are actively taking part in a program to enhance student learning with funding from the Bush Foundation. Crookston is also raising admission standards—it is no longer an open admissions institution. Their achievements in integrating technology with learning were recognized this year when they received the Pioneer Award from the Fourth Annual Conference on Ubiquitous Computing, and the *Wall Street Journal* described Crookston as "the college of the future—today."

The University of Minnesota, Duluth, is bursting at the seams with a record enrollment of 9,400 students, including 250 Best of Class scholars. Through the Best of Class Scholarship and other merit scholarships, UMD is not only keeping northeastern Minnesota's best students there, but it is also attracting top students from all over the state. UMD's undergraduate research program received recognition in "Academic Excellence: The Sourcebook." And, of course, UMD women's hockey team won the NCAA Division I first national championship! Go Bulldogs!

The University of Minnesota, Morris, also experienced a 5 percent growth in enrollment, and its students remain among our most satisfied, giving high marks to the overall quality of their academic programs, the quality of instruction, and availability of their instructors. Students aren't the only ones who have taken notice; the popular—although not always popular with me—*U.S. News & World Report* survey ranked Morris fifth on a list of "top publics" in a category comprising 218 of America's best public and private liberal arts colleges. UMM is the only public liberal arts college in the Midwest to be included in the national liberal arts college category.

At the University of Minnesota, Rochester, we've developed a new degree program in manufacturing technology to help high-tech manufacturing and other businesses in the area. UMR also collaborated with the School of Public Health and the Mayo Medical School to offer a master of public health program to Mayo medical students. In the near future, an executive M.P.H. and a certificate in public health will also be available, a timely development in light of recent tragedies.

And it's not just about teaching our students and doing our research—it's also about our outreach into the community, especially in the light of the events of September 11 and its aftermath.

- From our renowned public health experts at our Academic Health Center (AHC), who have shared their knowledge about bioterrorism with the state, the country, and the world;
- to the grief therapists and researchers who flew to New York to counsel the families of victims of the World Trade Center collapse;
- to University professors from disciplines as diverse as English, economics, history, geography, and Afro and African American studies who have held teach-ins, public forums, and discussions on campus. (Some of our experts on the politics and history in the Middle East have even met "on background" with entire local news staffs to help journalists improve their coverage of the Middle East);
- to the University of Minnesota Extension Service, which has set up Web sites to provide information on everything from talking to children about terrorism to issues related to infectious diseases like anthrax;
- to our students, who have organized vigils, prayer services, and rallies to support each other and the nation and to demonstrate support for victims of the terrorist attacks;
- and to our staff, who have organized button sales and blood drives to benefit victims of terrorism, and who have reacted with calm and composure to the possible dangers.

In sum, I am quite proud of the reaction of our University community in these difficult times. In turn, you have the University's commitment to keep you informed of any significant events. Our response will continue to be measured and reasonable. Faculty, staff, and students will receive an

e-mail from me to this effect within the next day.

As I will return to near the end of this presentation, we are a thriving and dynamic institution, but the public's memory is long and perceptions are hard to change. I have no hesitation in saying that the popular perception has yet to catch up with the reality of this University.

Today I'd like to give you some tangible illustrations of our momentum.

We have 60 percent more applications than in 1995.

We're attracting better qualified students. Our freshmen have had better and better class rank and rising ACT scores. At the same time, we are continuing our commitment to General College on the Twin Cities campus.

We have higher enrollment—we're nearly back to levels we had in the late 1980s. The preferences of applicants and students are the clearest form of accountability in today's higher education environment.

Across all our campuses, enrollment of students of color is on the rise. This reflects the changes in our population at large, but it also reflects the University's priority in attracting and retaining a diverse student body.

And what can we say about students once they have arrived and enrolled?

They are carrying heavier academic schedules; they are, more and more, living on campus; they are increasingly satisfied; and they are graduating sooner. They are receiving better services, e.g., paperless financial aid packaging, one-stop online services, and the like. And we should recognize the increasing proportion of our students pursuing graduate and professional education—nearly 50 percent of all degrees granted each year on our Twin Cities campus are graduate or first professional degrees.

As you can see:

- After a sharp rise and decline due to semester conversion, the number of credit hours students are taking has rebounded on the Twin Cities campus.
- We've had a remarkably successful conversion to semesters.
- And these upturns are a sign that more and more students are planning on graduating in four or five years.

Fewer students—at the Twin Cities campus in particular—are living at home with their parents.

- We are no longer a commuter campus.
- Only 14 percent live at home with their parents today, versus over 40 percent in 1971.
- This is another point where popular myths of yesterday bump up against today's reality.

We would like to meet the high demand for on-campus housing, because students who live on campus do better academically, they graduate at better rates, and they thrive in a strong 24-hour community. We have great examples of just this kind of community at the Morris and Crookston

campuses.

We have doubled the amount of Twin Cities campus and near-campus housing over the last 10 years, largely between 1997 and 2001.

- Prior to completion of Wilkins Hall in 1996, the last residence hall built was Middlebrook, built in 1969, 27 years earlier.
- We've made a concerted effort for our freshmen—you can see here the 70 percent living in residence halls today—but there is still unmet demand after freshman year.
- There is lots of room for improvement—81 percent of Twin Cities undergraduates still live off campus. That compares favorably with some peer institutions, but not with others: the University of Texas has 85 percent living off campus, but the University of Michigan has only 63 percent living off campus.
- We are also building residence halls on our other campuses: at UMD, 252 new beds are under construction; At UMC, 44 new beds were added in 1997, with 80 now under construction.

The bottom line is that on all of our campuses, but particularly on the Twin Cities campus, we are trying to shift the dominant culture, to create a more cohesive academic community. The end result will be a better overall learning experience for our students. To paraphrase John Dewey, any education worth having as preparation for the future must be worthwhile in the here and now. And students are responding....

Overall, student satisfaction is stable or slightly improving at Crookston, Morris, and Duluth, as it is among our graduate and professional students.

- The levels of satisfaction are high on all of our campuses—between 4 and 5 on a 6-point scale—but the goal is continuous improvement toward a perfect 6.
- Student satisfaction was on the rise among Twin Cities students from 1991 to 1999, but it dipped slightly in 2001. That's understandable and a testament to how tolerant our students are—given that their library and student union were closed; we switched to semesters; we had major new construction; and we had problems with registration and financial aid.
- We think we're back on the right track, but if satisfaction rates don't recover, that may be cause for concern.

Although four-year and five-year graduation rates are still totally unsatisfactory, the trend is generally upward. (Crookston is a recent convert to four-year status, so it is not included in these statistics.)

- We will continue to work with students who have special financial and other needs that keep them from taking a full credit load, but we would like to see these students become the exception. Our academic expectations for most students should rise.
- I believe that innovations like convocation, more student housing, Incentives for Managed Growth, and freshman seminars all help to drive graduation rates up.
- We are vetting new ideas with faculty, undergraduate deans, and the provost's office to help reduce the number of students taking part-time credit loads, in a fair way.

Increasingly, we are meeting the demands of the workforce in the information age through graduate and professional education.

- Our Twin Cities campus grants more master's degrees than any of our peer institutions.

- We grant nearly a third more of these degrees than we did in 1992.
- Ninety-five percent of Twin Cities master's degrees are awarded to working professionals in education, business administration, engineering, public health, social work, nursing, and the biological and medical sciences.

So, we've rounded the corner in our primary university functions: we have a larger student body; we have improved satisfaction; we attract a higher caliber of student; we've improved graduation rates; and we are meeting the state's need for graduate and professional education. And we've done it—not by choice—with fewer faculty and relatively flat staff levels. So you can also look at these achievements as a demonstration of increased efficiency.

Research productivity at all campuses has skyrocketed even while faculty numbers have dropped.

- We brought in twice as many research dollars in 2001 as in 1986, in inflation-adjusted dollars.
- The number of research proposals from faculty at all campuses has also risen, from 2,800 in 1992 to more than 4,600 in 2001.
- Thanks to recent state funding and the compact process, faculty numbers are rebounding.
- We've had 163 new hires to date, with roughly 60 of them in the academic initiative areas.
- Also, we've improved commercialization of technology. We had \$16.8 million in royalties and fees in 2001 versus \$5 million just four years earlier. These dollars are being reinvested in research and graduate students.

The Medical School is a special case. It had the most acute faculty diminution in the 1990s, but it too is on an upward slope, with new hires and improved efficiency.

- The Medical School, along with the School of Dentistry and College of Veterinary Medicine are the quintessential public goods; they could never break even by charging tuition alone.
- The Medical School rebound is being made possible by a historic decision by the state of Minnesota—its legislature and governor—to help us regain our national prominence in medicine and related fields through the creation of a large endowment fund.

Now, as I have mentioned, we are headed in the right direction in many areas, but we are by no means where we want to be.

That is particularly true in the area of faculty salaries.

- We are not the only institution facing this problem. Private colleges and universities continue to increase faculty compensation above inflation and above the rate that public universities have.
- When I have spoken about the challenges facing the public research university, this is a part of what I'm getting at—a gap in salaries that rose, in adjusted dollars, from \$4,000 in 1968 to nearly \$20,000 in 1998. As I have mentioned, paying competitive salaries to our faculty and staff is one of the central struggles we face on all of our campuses.
- In faculty salaries, we have made some modest gains, but when you compare all our campuses to all their cohort institutions (as defined by the American Association of University Professors), we have basically remained at the same place on the ladder for this past year. However, even some public institutions are pulling ahead of us.
- Ultimately, our efforts to improve the University will stall out, come to naught, without competitive salaries.

Except for a couple of years at the end of the 1990s, our successes came about in an era where state funding did not keep pace with inflation.

- This is another indication of improved efficiency at the University.
- We have adapted to and even thrived in the changing funding environment.
- And, I have to note that tuition has made up the shortfall this year.

The turnarounds we've experienced in all these areas have gained notice among our donors. Through their generosity, we are tantalizingly close to our Campaign Minnesota goal of \$1.3 billion.

- Private giving is up nearly four-fold in 15 years.
- Private giving will be increasingly important to public research universities as state funding remains relatively flat for the foreseeable future.
- And private giving is another form of accountability in which we have done well.

I know this has been a long presentation, and I've thrown a lot of numbers around. Those of you who know me know that I appreciate a quantitative approach to problems. Indeed, some have accused me of living by George Bernard Shaw's words: "The mark of a truly educated man is to be deeply moved by statistics."

But facts and figures rarely penetrate the public's imagination the way we would like them to. Where they do, too often, the arts and humanities are ignored and the glories of a liberal education are belittled. For too many people in our wider community, their perception of the University of Minnesota is outdated and reflective of our institution 10, 15, or 20 years ago, whereas today's reality is one of momentum and increased productivity.

I think it is the duty of the faculty and the greater University community to help the public's perception catch up with today's University, just as it is for the public to let us know where we can improve. So, we must take these facts and weave them with the many examples of success we have to create new stories—ones that will replace the urban legends that too frequently surround us. We need to demonstrate how recent investments in faculty and in buildings are paying off, and how our current capital request to the legislature will keep our momentum going.

That is my challenge to you here today, to those listening on all our campuses, and to our wider University family. As Lincoln said in his debate with Douglas, "In this and like communities, public sentiment is everything. With public sentiment nothing can fail; without it, nothing can succeed."

To me, what it boils down to is that the U of M is in a very good, stable place from which we—as regents, students, faculty, and staff—can make long-term plans and decisions. We have many areas of potential improvement, but I think we need to recognize that we have the luxury of "getting it right," of thinking things through. As a university we can capitalize on the momentum we have today to create an even better university tomorrow.

Thank you.

15. QUESTIONS TO THE PRESIDENT

Q: In February of 2000, amendments to the Grievance Policy were sent to you for review. What is the status of these amendments?

A: One of the amendments, to include emeriti faculty under coverage of the policy, has necessitated further discussion. A response will be sent shortly to interested parties.

Q: Rochester thanks the University for the support it has given the campus in its first years of existence. In terms of national ratings, the campus takes great pride as a public research institution, but would like to know if the University can also be referred to as a public/academic institution?

A: The University should not worry about rankings, but instead hire a first-class faculty which provides a first-class education to its students.

Q: How can the University help Morris make a case to the public that a liberal arts education is appropriate at a flagship University?

A: At a recent dinner with three CEOs, he asked what type of undergraduate education they had received. All were from a liberal arts background, and thought that they were more effective in their business jobs because they learned to read, analyze, and communicate. Different bodies, though, are more interested with research dollars and licensing fees. He agreed that he must keep articulating the benefit from a liberal arts degree, and reminding people that these graduates do well in their future pursuits.

Q: Concerning the new University Fee, how is it being used and when can students expect to see its benefits?

A: Part of the fee pays for system administration, part pays for general maintenance, and part is allocated to the compact pool for instruction. In general, the fee covers overhead costs, which the legislature and the units do not want to pay, and allows central administration to fund University priorities.

Q: Numerous references have been made in terms of appealing to outside funding sources and corporations. Are you worried about the affect this may have on academic freedom for faculty members and their research?

A: He is worried about this issue, but there are rules in place to prevent conflicts of interests and missions between the University and outside sources. The University must remain prudent about all relationships which it enters into and any gifts which it receives. Funding from federal and state governments may also carry the same concerns and needs to be watched carefully. Vice President Maziar is acutely aware of these problems and works to prevent any erosion of academic freedom at the University.

Q: Thank you President Yudof and the rest of the campuses for your support in past legislative requests. What can be expected this year?

A: The outlook this year has created worrying and puzzlement, although the President does not attempt to predict Minnesota politics. There may be a rescission of funds due to fewer tax dollars being available. With regard to the bonding bill, the University receives 15-18% of the funds allocated by the state, so any cuts can have an effect on what the University receives. If less funds are available, the bonding bill might be smaller, although a higher bonding builds puts money back into the economy over a 20-year cycle. Additionally, the new space attracts new research dollars which again are pumped into the state's economy.

Q: The events of September 11 have the potential of leading to policy changes that make it difficult for foreign students to obtain visas to study at the University. Fewer foreign students can have an impact on graduate programs and a negative impact on the overall diversity of the University. What do you see as happening?

A: He is not sure what will happen, but more moderation appears to be prevailing on Congress. He sent a letter to both senators and all members of Congress, noting that the University does want to cooperate in reasonable ways in terms of a security threat. He also said that the University does a better job of tracking its own students and informing the authorities of any problems with foreign students. He opposed any sustained moratorium on graduate students, stating it was a broad and hurtful measure which ignored the students who participate in graduate work and then fill job vacancies that are not otherwise being filled. The University values the diversity that its foreign students provide to campus, and any closing of its doors would be a violation of the University's history and tradition.

16. OLD BUSINESS

NONE

17. NEW BUSINESS

NONE

18. ADJOURNMENT

The meeting was adjourned at 3:55 p.m.

**Rebecca Hippert
Abstractor**

APPENDIX A

Allen Burton

Allen Burton, professor of kinesiology, died of cancer Sept. 6 at North Memorial Medical Center in Robbinsdale. He was 47. Burton joined the faculty in 1986. His major field of study was

developmental physical education and motor-skills assessment.

Burton graduated cum laude with a B.S. in kinesiology in 1976 and a master's in kinesiology in 1979 from the University of California, Los Angeles. He received a Ph.D. in physical education and human movement studies from the University of Oregon in 1984.

Throughout his career, Burton was recognized by students and colleagues for his generous manner and enthusiastic, creative approach to teaching. "Allen is what we describe as a triple threat: He was an excellent researcher, teacher, and committed to service. He had an incredible level of integrity," said Mike Wade, director of Kinesiology and Leisure Studies, in the *Star Tribune*, Sept. 9. Wade told the *Minnesota Daily* that Burton "was an incredible person, one of those guys who got along well with everybody."

Burton was recognized with a national research service award from the National Institute of Mental Health, Institute of Child Development, 1984–86. He received an award for research in mental retardation from the University's Institute for Disabilities Studies, 1988–89. In 1991, he was a research consortium fellow for the American Alliance for Health, Physical Education, Recreation, and Dance and received the college's award for distinguished teaching. For the *Adapted Physical Activity Quarterly*, Burton served as digest editor from 1990–96 and as associate editor starting in 1996. He became president of the North American Federation of Adapted Physical Activity in 2000.

In addition to his wife, Joanne, Burton is survived by his sons Eric, 15, and Mark, 12.

Richard R. Martin

Professor Emeritus Richard R. Martin, 70, died on October 26, 2001 in Tucson AZ. Martin (M.A., University of Iowa; Ph.D. University of Minnesota) was on the faculty of the Department of Communication Disorders from 1960 until his retirement in 1993. In the late 1960s, Dick initiated his programmatic research using operant conditioning principles that directly challenged popular theories of developmental stuttering that opened new avenues of research and treatment for fluency disorders. The pioneering experiments conducted by Dick and his colleagues were largely responsible for a shift toward direct treatment of stuttering in young children and greatly influenced contemporary therapy programs for children who stuttered. He served as Chair of the Department from 1974 through 1977, and he received the CLA Distinguished Teacher Award in 1979. In 1985 the American Speech-Language-Hearing Association, of which he was a Fellow, honored him with the Council of Editors Award for "meritorious articles published in the field of speech-language-and hearing." Martin served 10 years in the Air National Guard of Idaho, Iowa, and North Dakota, and reached the rank of Captain. He was on active duty with the 190th Fighter Interceptor Squadron of the Air National Guard of Idaho during the Korean conflict. He is survived by his wife of 47 years, Glenda; daughter, Corinne and husband Tom White; grandchildren, Avery and Campbell; son, Douglas and wife Julie Martin; and brother, John. Dick was preceded in death by son, Jeffrey Glen Martin. A celebration of his life will be held December 8, 2001 at 3 p.m. in the Student Center on the St. Paul Campus, University of Minnesota. Remembrances may be made to the Bryng Bryngelson Communication Disorders Research Fund, University of Minnesota, 115 Shevlin Hall, 164 Pillsbury Dr. SE, Mpls, MN

55455, or to the Library for Blind and Physically Handicapped, Gift Fund, PO Box 68, Faribault, MN 55021.

Kerry O'Keefe

Kerry O'Keefe, assistant rowing coach in the women's athletics department, died in Minneapolis on Sept. 23rd from cancer. She was 33 years old.

Kerry was the consummate coach; part teacher and part psychologist, she combined motivation and inspiration with a thorough knowledge of her craft. She was known in the rowing circles as an upbeat, friendly person who could be counted on to take a common-sense approach to issues surrounding the sport.

Upon graduation from Ohio State University in 1992 Kerry spent a number of years coaching rowing at the high school level before taking an internship in 1996-97 at Yale University. From there she coached one year each as an assistant at Ohio State and Notre Dame before spending the 1999-2000 academic year as the inaugural head coach at Southern Methodist University. Kerry left SMU to help start the rowing program at the University of Minnesota as she joined U of M head coach Wendy Davis, for whom she interned at Yale University.

In this last year of her life, Kerry learned how generous the people of Minnesota can be. The outpouring of love and support from the university and rowing communities was inspiring. Even as she realized she was losing her battle for life she commented numerous times that her year in Twin Cities was among the happiest of her life.

Kerry is survived by her mother Anna O'Keefe, her older sister and brother Kim Stewart and Roy Bailey, and her twin sister Karen O'Keefe.