2017-18 UNIVERSITY OF MINNESOTA

University Senate Minutes: No. 2
Faculty Senate Minutes: No. 2

March 1, 2018
2:30 - 4:30 p.m.

The second meeting of the University Senate and Faculty Senate for 2017-18 was convened in Coffman Theater on Thursday, March 1, 2017, at 2:30 p.m., as a joint meeting of the two bodies. System campuses were linked by videoconference. Checking or signing the roll as present were 15 academic professional members, 11 civil service members, 100 faculty/academic professional members, and 33 student members. Professor Cathy French, vice chair, Faculty Senate, presided.

1. Administrative Response to Senate Actions (*Information for the University/Faculty Senate*)

None.

2. Tribute to Deceased Members of the University Community

Faculty/Staff

Angela Cortese
Teaching Specialist
Pharmacology
College of Pharmacy
1982 - 2017

Sara DeHart
Associate Professor
School of Nursing
1931 - 2017

Krystin Engstrand
Executive Office and Administrative Specialist
Office of the Vice President for Research
1984 - 2017

Robert Gulliver
Professor
Mathematics
College of Science and Engineering
1945 - 2017

Richard Horberg
Professor
Writing Studies
College of Liberal Arts
1926 - 2017

Barney Klamecki
Professor
Mechanical Engineering
College of Science and Engineering
1943 - 2017

Ming Lu
Researcher
Center for Magnetic Resonance Research
Medical School
1978 - 2017

Steven Mielke
Researcher
Chemistry
College of Science and Engineering
1962 - 2017

Marion Namenwirth
Researcher
Department of Pediatrics
Medical School
1939 - 2017

Harold Nast
Library Assistant
University Libraries
1944 - 2017

Helen Roemhild-Wilke
Administrative Associate
Neuroscience Administration
Medical School
1956 - 2017

Leon Satkowski
Professor
School of Architecture
College of Design

1947 - 2017

Amras Tamminen
Professor
Psychology
College of Education and Human Service Professions
University of Minnesota Duluth
1916 - 2017

Dale Tyus
Building and Grounds Worker
Facilities Management
1956 - 2017

Students
Brennan Gaeth
Law School

Kayla Hodapp
College of Science and Engineering

Phanny Phay
College of Continuing and Professional Studies

Amber Lynn Schiller
University of Minnesota Crookston

3. Minutes for November 9, 2017 ***(Action by the University/Faculty Senate)***
Professor Robert Goldstein, clerk, University/Faculty Senate

Motion: To approve the University/Faculty Senate minutes from November 9, 2017.

Approved.

4. Morris Academic Calendars ***(Action by the Faculty Senate)***
Professor Jennifer Goodnough, chair, Senate Committee on Educational Policy

Motion: To approve the following academic calendars (approved by SCEP on January 24, 2018).

Note: *The 2018-19 calendar was approved by the Faculty Senate in December 2014, but has been amended to include the March 22 floating holiday.*

2018-2019 UNIVERSITY OF MINNESOTA - MORRIS CALENDAR

Fall Semester 2018 (73 class days)

August 20	Monday	Faculty Return
August 26-28	Sun.-Tues.	New Student Orientation
August 29	Wednesday	Classes begin
September 3	Monday	Labor Day holiday
October 19	Friday	First half semester Classes end
October 22-23	Mon.-Tues.	Fall Break (no classes)
October 24	Wednesday	Second half semester Classes begin
November 22-23	Thurs.-Fri.	Thanksgiving Holiday and floating holiday
December 14	Friday	Last day of instruction
December 15-17	Sat.-Mon.	Study days
December 18-21	Tues.-Fri.	Final examinations

Spring Semester 2019 (74 class days)

January 21	Monday	MLK Holiday
January 22	Tuesday	Classes begin
March 15	Friday	First half semester Classes end
March 18-22	Mon-Fri.	Spring Break
March 22	Friday	Floating Holiday
March 25	Monday	Second half semester Classes begin
May 10	Friday	Last day of instruction
May 11-13	Sat.-Mon.	Study days
May 14-17	Tues.-Fri.	Final examinations
May 18	Saturday	Commencement

May Session 2019 (14 class days)

May 20	Monday	May session begins
May 27	Monday	Memorial Day holiday
June 7	Friday	May session ends

Summer Session 2019

May 28-June 28		Summer Session I (24 class days)
May 27	Monday	Memorial Day holiday
July 1-August 2		Summer Session II (24 class days)
July 4, 2019	Thursday	Independence Day holiday

2018-2019 Holidays (Total: 11)

July 4, 2018	Wednesday	Independence Day Holiday
September 3	Monday	Labor Day Holiday
November 22	Thursday	Thanksgiving Day Holiday
November 23	Friday	Floating holiday
December 24	Monday	Floating holiday
December 25	Tuesday	Christmas Holiday
December 31	Monday	Floating holiday
January 1, 2019	Tuesday	New Year's Day Holiday
January 21	Monday	Martin Luther King Jr. Day
March 22	Friday	Floating holiday
May 27	Monday	Memorial Day Holiday

2019-2020 UNIVERSITY OF MINNESOTA - MORRIS CALENDAR

Fall Semester 2019 (73 class days)

August 19	Monday	Faculty Return
August 24-27	Sat.-Tues.	New Student Orientation
August 28	Wednesday	Classes begin
September 2	Monday	Labor Day holiday
October 18	Friday	First half semester Classes end
October 21-22	Mon.-Tues.	Fall Break (no classes)
October 23	Wednesday	Second half semester Classes begin
November 28-29	Thurs.-Fri.	Thanksgiving Holiday and floating holiday
December 13	Friday	Last day of instruction
December 14-16	Sat.-Mon.	Study days
December 17-20	Tues.-Fri.	Final examinations

Spring Semester 2020 (74 class days)

January 20	Monday	MLK Holiday
January 21	Tuesday	Classes begin
March 13	Friday	First half semester Classes end
March 16-20	Mon-Fri.	Spring Break
March 20	Friday	Floating Holiday
March 23	Monday	Second half semester Classes begin
May 8	Friday	Last day of instruction
May 9-11	Sat.-Mon.	Study days
May 12-15	Tues.-Fri.	Final examinations
May 16	Saturday	Commencement

May Session 2020 (14 class days)

May 18	Monday	May session begins
May 25	Monday	Memorial Day holiday
June 5	Friday	May session ends

Summer Session 2020

May 26-June 26	Summer Session I (24 class days)

May 25	Monday	Memorial Day holiday
June 29-July 31		Summer Session II (24 class days)
July 3, 2020	Friday	Independence Day holiday

2019-2020 Holidays (Total: 11)

July 4, 2019	Thursday	Independence Day Holiday
September 2	Monday	Labor Day Holiday
November 28	Thursday	Thanksgiving Day Holiday
November 29	Friday	Floating holiday
December 24	Tuesday	Floating holiday
December 25	Wednesday	Christmas Holiday
December 31	Tuesday	Floating holiday
January 1, 2020	Wednesday	New Year's Day Holiday
January 20	Monday	Martin Luther King Jr. Day
March 20	Friday	Floating holiday
May 25	Monday	Memorial Day Holiday

2020-2021 UNIVERSITY OF MINNESOTA, MORRIS CALENDAR

Fall Semester 2020 (73 class days)

August 17	Monday	Faculty return
August 22-25	Sat.-Tues.	New Student Orientation
August 26	Wednesday	Classes begin
September 7	Monday	Labor Day holiday
October 16	Friday	First half semester Classes end
October 19-20	Mon.-Tues.	Fall Break (no classes)
October 21	Wednesday	Second half semester Classes begin
November 26-27	Thurs.-Fri.	Thanksgiving Holiday and floating holiday
December 11	Friday	Last day of instruction
December 12-14	Sat.-Mon.	Study days
December 15-18	Tues.-Fri.	Final examinations

Spring Semester 2021 (74 class days)

January 18	Monday	MLK Holiday
January 19	Tuesday	Classes Begin
March 12	Friday	First half semester Classes end
March 15-19	Mon.-Fri.	Spring Break (no classes)
March 19	Friday	Floating holiday
March 22	Monday	Second half semester Classes begin
May 7	Friday	Last day of instruction
May 8-10	Sat.-Mon.	Study days
May 11-14	Tues.-Fri.	Final examinations
May 15	Saturday	Commencement

May Session 2021 (14 class days)

May 17	Monday	May session begins
May 31	Monday	Memorial Day Holiday
June 4	Friday	May session ends

Summer Session 2021

May 24-June 25		Summer Session I (24 class days)
May 31	Monday	Memorial Day Holiday
June 28-July 30		Summer Session II (24 class days)
July 5, 2021	Monday	Independence Day Holiday

2020-2021 Holidays (Total: 11) – Pending approval

July 3, 2020	Friday	Independence Day Holiday
September 7	Monday	Labor Day Holiday
November 26	Thursday	Thanksgiving Day Holiday
November 27	Friday	Floating holiday
December 24	Thursday	Floating holiday
December 25	Friday	Christmas Holiday
December 31	Thursday	Floating holiday
January 1, 2021	Friday	New Year's Day Holiday
January 18	Monday	Martin Luther King Jr. Holiday
March 19	Friday	Floating holiday
May 31	Monday	Memorial Day Holiday

2021-2022 UNIVERSITY OF MINNESOTA, MORRIS CALENDAR

Fall Semester 2021 (73 class days)

August 16	Monday	Faculty return
August 21-24	Sat.-Tues.	New Student Orientation
August 25	Wednesday	Classes begin
September 6	Monday	Labor Day holiday
October 15	Friday	First half semester Classes end
October 18-19	Mon.-Tues.	Fall Break (no classes)
October 20	Wednesday	Second half semester Classes begin
November 25-26	Thurs.-Fri.	Thanksgiving Holiday and floating holiday
December 10	Friday	Last day of instruction
December 11-13	Sat.-Mon.	Study days
December 14-17	Tues.-Fri.	Final examinations

Spring Semester 2022 (74 class days)

January 17	Monday	MLK Holiday
January 18	Tuesday	Classes Begin
March 11	Friday	First half semester Classes end
March 14-18	Mon.-Fri.	Spring Break (no classes)
March 18	Friday	Floating holiday
March 21	Monday	Second half semester Classes begin
May 6	Friday	Last day of instruction
May 7-9	Sat.-Mon.	Study days
May 10-13	Tues.-Fri.	Final examinations
May 14	Saturday	Commencement

May Session 2022 (14 class days)

May 16	Monday	May session begins
May 30	Monday	Memorial Day Holiday
June 3	Friday	May session ends

Summer Session 2022

May 23-June 24		Summer Session I (24 class days)
May 30	Monday	Memorial Day Holiday
June 27-July 29		Summer Session II (24 class days)
July 4, 2022	Monday	Independence Day Holiday

2021-2022 Holidays (Total: 11) - pending approval

July 5, 2021	Monday	Independence Day Holiday
September 6	Monday	Labor Day Holiday
November 25	Thursday	Thanksgiving Day Holiday
November 26	Friday	Floating holiday
December 23	Thursday	Floating holiday
December 24	Friday	Christmas Holiday
December 30	Thursday	Floating holiday
December 31	Friday	New Year's Holiday
January 17	Monday	Martin Luther King Jr. Holiday
March 18	Friday	Floating holiday
May 30	Monday	Memorial Day Holiday

Approved.

5. Faculty/Senate Consultative Committee Report

Professor Joseph A. Konstan, chair, Faculty/Senate Consultative Committees

Professor Joseph Konstan, chair, Faculty/Senate Consultative Committees, reported that since the November 2017 University/Faculty Senate meeting, the Senate Consultative Committee had touched on issues including the proposed new Administrative Policy: *Parental Leave for Employees,* making it easier for staff to move between Civil Service and P&A employee groups, and campus child care. The Faculty Consultative Committee (FCC) also discussed parental leave and campus child care. In addition, the FCC had conversations with President Eric Kaler and Executive Vice President and Provost Hanson, and participated in discussions on free speech, the Grand Challenges curriculum, athletics, risks and threats to the University, and the capital request.

6. Letter on Child Development Center Closure *(Information for the University Senate)*

Ian Ringgenberg, chair, P&A Senate

February 9, 2018

To: President Eric Kaler
Executive Vice President and Provost Karen Hanson

Senior Vice President, Finance and Operations, Brian Burnett
Dean, College of Education and Human Development, Jean Quam

In recent weeks, the senators and elected officers of the Academic Professional and Administrative (P&A) Senate have received an unprecedented number of emails from our constituents expressing concern over the decision of the College of Education and Human Development (CEHD) to close the University of Minnesota Child Development Center (UMCDC). From conversations with our constituents, discussions with stakeholders, and investigations into the decision, we do not believe that closure of the Child Development Center is in the University's best interest, nor has the process leading to this decision been compatible with the University's values and standard decision-making processes. We make the following statement to oppose the closure of UMCDC, both in support of parent-employees and as stakeholders in a supportive campus climate.

The decision to close UMCDC was made without consultation of the elected governance bodies of the University of Minnesota. Dean Quam of CEHD stated in her Thursday, January 25th, 2018, meeting with parents that the decision to close UMCDC was reached only after a nearly decade-long conversation with central administration on the future of the program. Dean Quam also made clear that the administration did not wish to reconstitute the UMCDC outside of CEHD. We are aware of no instance during that time in which stakeholders outside of high-level administrators were included on the decision-making process. While each unit within the University has its own autonomy, the decision to close UMCDC clearly has impacts on the broader campus community and must therefore be treated as a broader campus conversation. The way this decision was reached did not allow for the sort of creative problem solving and collaborative efforts that we wish to be known for at the University of Minnesota.

Closure of the UMCDC, with an RFP to follow, would violate the University's commitment to the staff and culture of the UMCDC. The exceptional reputation of the UMCDC is due to the wonderful employees who have dedicated years to educating the children of our University community. Per CEHD's external review of its child care services, research, and training capacity, 75% of the University of Minnesota students enrolled in the early childhood teacher certification program complete their early childhood practicum placements in UMCDC classrooms. The UMCDC has literally been preparing the future early childhood teaching workforce in the region. No Request For Proposal targeting corporate childcare providers will be able to replicate the training, experience, and understanding of University of Minnesota values that the current staff and students already bring. Furthermore, current UMCDC employees will not be able to wait for the outcome of an RFP to begin looking for jobs. Likely, some of them will leave for new opportunities before the 18-month closure is complete. With them, we lose valuable members of our community with years of service to the University, not to mention the disruption and pain this causes in their lives. This loss is the unnecessary result of the current plan to close the UMCDC, only to outsource its role in our University and bring in new employees in their place.

Finding childcare is a major point of stress for members of our community; we should move forward, not backward, on this issue. We have heard from those who would lose childcare from UMCDC closing. We have also heard from those who have sought childcare elsewhere, either due to a lack of access, affordability, or a better fit for their family. All of these voices have affirmed that finding childcare is a major financial, emotional, and logistical stressor in the lives of employees with young children—stress that falls disproportionately on women. Providing on-campus options for childcare is the norm among our peer institutions. Remaining competitive for top-quality staff and faculty will require expansion of these services. The UMCDC has a reputation for high quality, evidence-based child development in an environment that supports a family-friendly workplace. Closing it would be a significant setback to the childcare options

available to our employees. We should instead seek to expand affordable, accessible, high-quality childcare to more members of our community—staff, faculty, and students.

Recommendations for path forward
We are grateful to Provost Hanson for convening an advisory group to ensure a more inclusive process in future decision-making regarding childcare on campus. However, even the most collaborative RFP process will not be responsive to the concerns of parent-employees and UMCDC stakeholders—we must address the fundamental question of whether or not the UMCDC needs to close at all. So far, that question has not been brought to University governance, nor to the parents, employees, and families who depend on UMCDC. We call on President Kaler, Provost Hanson, and Dean Quam to allow the faculty and staff of the University of Minnesota to do what we do best—find creative solutions to improve our community, together. **We want immediate action to suspend the closure of the UMCDC, and an inclusive system-wide discussion of how high-quality childcare can be made accessible to all community members of the University of Minnesota.**

Thank you,
Ian M. Ringgenberg, Chair
On behalf of the P&A Senate

7. Statement on Decision to Close the Child Development Center (*Information for the Faculty Senate*)

Professor Robert Kudrle, chair, Senate Committee on Faculty Affairs

SCFA Statement on Decision to Close the Child Development Center (CDC)

The Senate Committee on Faculty Affairs (SCFA) regards the closing of the Child Development Center (CDC) as a threat both to the University's ability to provide a critical service for many in our community and to our future ability to increase excellence and diversity across faculty, students, and staff. We regard it as essential that the University present a satisfactory alternative, probably under its own auspices with campus level supervision, before the closing of the CDC in June of 2019, so an essential service can be provided without interruption. Part of the charge of those seeking that alternative should be to assess the appropriate scale of the University's resource commitment to high quality child care with a clear recognition that, however excellent, CDC had a modest capacity relative to community demand.

Unanimously approved by SCFA on 1/30/18.

8. Resolution Seeking a Commitment to High-Quality Campus Child Care (*Discussion by the University and Faculty Senate*)

Professor Joseph Konstan, chair, Faculty/Senate Consultative Committees

Professor Konstan informed senators that he had personally heard from a large number of people who were concerned about the decision to close the Child Development Center (UMCDC), and that in the interest of time, the Senate Consultative Committee had passed this resolution (text below) on behalf of the University Senate, with the caveat that it could overrule this decision. He referenced President Kaler's February 23, 2018, email to the community, announcing that the closure had been postponed until there is "an alternative, or alternatives, in place to allow for a smooth transition for children and, potentially, for staff." Konstan invited senators and attendees

to use this time to voice their concerns, share their vision of campus child care, etc., and emphasized that this would be the first of multiple opportunities for the community to weigh in on this issue. He then introduced Provost Hanson, who provided some background information on the decision and the process going forward.

Provost Hanson acknowledged that things had happened very quickly in regards to this decision, and expressed regret for the anxiety and turmoil it caused. She reaffirmed that the closure would be postponed, and said that the incident had elevated the systemwide conversation around campus child care, which she said is a positive thing. She explained that a committee was being formed to explore child care options on the Twin Cities campus specifically, but acknowledged that the issue needs to be addressed at the other campuses, as well. Professor Amy Pittenger, FCC member, and Professor Daniel Feeney, chair, Senate Committee on Finance and Planning, have been asked to co-chair this committee. Over a hundred people had volunteered for this committee, and about twenty people will be selected to serve on it. The provost said that she is working with the FCC and the SCC to make sure that the committee is representative of the University community. UMCDC staff, parents, faculty, students, staff, and faculty governance participants will all be represented. The selected members will be announced shortly, and the first meeting will be held in March. She encouraged people to connect with the members of this committee to share feedback and ideas. Several open forums will also be held, she said. She has also been in touch with the provosts of other Big 10 institutions to gather information about what other campuses are doing. She thanked people for their patience and engagement, and opened the floor for questions.

A College of Liberal Arts student senator, Charles Rank, asked why the decision to close the center was made. Provost Hanson said that the College of Education and Human development (CEHD) felt that providing child care to the campus was not central to its mission, and wanted to expand the Institute of Child Development. This created space needs that impacted the Shirley G. Moore Lab School, which impacted the space currently occupied by the UMCDC.

Jasmine Foo, a faculty member from the College of Science and Engineering, asked about resources committed to carrying out the committee's recommendations. The provost said that that will depend on what the recommendations are. Professor Foo followed up, asking whether there will be equal representation of mothers and fathers on the committee. The provost said they have been mindful of the gender balance, but she was not sure whether there would be an equal number of mothers and fathers. They are focusing on making sure the appropriate stakeholder groups are represented, she said.

Shantal Pai, chair, Student Senate Consultative Committee, referenced the recent change in the student service fee structure that reduced the amount of funding the student co-op child care centers received from student fees, resulting in higher costs at these facilities for student parents. Student parents, she said, were not aware this change was going to happen until it did. She urged the administration to keep student parents in mind in such discussions, and to make efforts to ensure that student parents know about the resources available to them, such as the Student Parent HELP Center.

Stephanie Heim, a faculty member from Extension, remarked upon the pattern of a lack of consultation around large decisions and asked whether the administration had reflected on this. Provost Hanson acknowledged that there will always be mistakes, but that learning from them is important. She said that this case was complicated, because the decision did not arise in a top-down way. One of the challenges of the amount of autonomy afforded the units, she said, is that people tend not to think of the University as a whole as much as they should.

In light of the fact that the UMCDC used to be managed under Auxiliary Services, but is now part of CEHD, Dan Mitchell, from the College of Science and Engineering, asked how the mechanics of building transfer work. Provost Hanson responded that the funding of buildings happen in many different ways. She explained that CEHD has been paying cost pool charges on the UMDCDC building, as they have been using it, but that ultimately all buildings belong to the University, not individual units.

Lauren Mitchell, president, Council of Graduate Students, said that not many graduate students use the UMCDC, but the issue of child care is important to graduate students. Many are of childbearing age, are living away from the support system of their families, and live on low incomes, all of which make it difficult to be a parent as a graduate student. She encouraged the administration to include graduate students in the conversation about campus child care.

Georgiana May, a faculty member from the College of Biological Sciences, opined that the RCM budget model results in so much decentralization that the "University" as an entity barely exists, and that faculty do not like this model. The provost agreed that this is a problem, and that a variety of initiatives are underway to address this. However, she said that she is not convinced that all problems can be attributed to the budget model. She said that the *sense* that it impedes things the University wants to encourage may be deeper than the impediments, but that these sentiments might be self-fulfilling.

Peter Snyder, faculty senator from the College of Food, Agricultural and Natural Resource Sciences, read the following statement:

> There are just a few points that I feel are worth sharing with everyone on the topic of the CDC.
>
> First off, I speak on behalf of a group of faculty, staff, and student parents of children currently enrolled at the CDC and the families of thousands of children who attended the UMCDC over its 45-year existence.
>
> It is worth noting, for me in particular, that my child is nearing the end of his time at the CDC and he will be heading off to kindergarten this fall. This decision seemingly impacts me personally very little. However, this is more than about the the 140 children and their families who will be impacted by this decision. This is about the greater university and providing opportunities for making the U a better place. The decision to close the Center puts our institution at risk.
>
> I'd like to make four points:
>
> **The UMCDC is a model of Excellence, but has insufficient capacity**
> The UMCDC has an excellent group of staff and students. The excellence of UMCDC's staff and educational program have long been critical in supporting and retaining the faculty (especially female faculty), staff, and graduate students it serves. It serves as a model program for high-quality early childhood education for the

state of MN as well as nationally, and it helps to train the Early Childhood Education (ECE) workforce serving the state.

However, the current capacity of the UMCDC is insufficient for the needs of the University. Contrary to Dean Quam's claims, there are not "over 400" daycare options for those parents impacted by this decision. Many of these only provide in-home care, are a long distance from the U of M campuses, or are not NAEYC accredited, meaning that the high quality of education that we have been provided by the excellent CDC staff will likely be unattainable. The Twin Cities has one of the nation's highest rates (80%) of dual-earner couples, resulting in widespread childcare shortages in the Metro area—particularly in the case of infant care. Currently UMN is near the bottom of the Big Ten in child care options and investment. Current administration decisions could solidify us at the bottom.

We see a great opportunity here to fill this demand for childcare while being a leader among our peer institutions.

The UMCDC should be ***expanded*** **not** ***closed***.

The UMCDC should be preserved under University administration, not a partnership with an external provider

Integration with the University's core missions of teaching and research is central to the exceptional quality of UMCDC. UMCDC employs a research-based curriculum that is continually refreshed through its close teaching/research interactions with UMN academic units. Documentation provided by Dean Quam at the recent Dean's Council Meeting downplayed this aspect of the UMCDC. UMCDC also contributes to core research and teaching missions of the University, through training experiences of undergraduate childhood education majors and pediatric residents of the Medical School, and by serving as a site for child development research. This is not just a daycare.

Based on our research, past experiences of peer institutions suggest that private sector partnerships may actually result in higher costs to University for lower quality care. *(e.g., Penn state proposed a corporate relationship with an existing center, but then changed their mind)*.

The UMCDC is NOT a subsidy, but an investment

Currently, UMCDC's tuition revenue actually exceeds its operating costs. The University should reframe the costs of expansion of the center as an investment:

- investment in valuable training and research opportunities for students and faculty at UMN
- investment in a statewide model for early childhood programs that will shore up the competitiveness of the state workforce for decades to come, and
- investment in a family-friendly resource that supports employee productivity and could be a key tool in recruitment/retention. Furthermore, faculty who don't have to worry about their childcare are more productive and can become better revenue generators for the University through ICR and SCH streams.

Furthermore, not only leaving the UMCDC open, but leaving it in its present location, would save the U money. A considerable expense will be incurred if the UMCDC will be repurposed for use by CEHD's Lab School. It has been estimated that this will cost over $2 million dollars to repurpose the building, which was specifically designed for use as a full-day daycare facility.

The decisions leading to the closing of the UMCDC

While this topic has been comprehensively discussed by the SCC and the FCC in their email of a week or two ago, it is worth reiterating. It was readily apparent to the UMCDC Parents Leadership Committee that little thought went into this decision and no research on impacts, benefits, and how we stand compared to peer institutions. This was apparent from discussions with Dean Quam, Vice Provost Ropers-Huilman, Provost Hanson, and President Kaler. How can so little information be used to make such a critical decision? We appreciate walking back the closing, however, still nothing is certain.

> Furthermore, a service that is critical to all U faculty, staff, and students should not be in the hands of a dean of a college. This underscores the importance of childcare being housed under the central administration rather than a college, which is more in line with Big Ten peer institutions—e.g., UW has an Office of Child Care and Family Resources with five on-campus centers.
>
> In closing we urge you to keep the UMCDC along with its exceptional staff, keep it in its specifically designed location, and work towards expanding it to offer more, not less, to U faculty, staff, and student parents. Thank you.

Professor Clement Pryke, senator from the College of Science and Engineering, asked to what extent the UMCDC's operations were covered by user fees. Professor Konstan said that as there is disagreement over the fee structures, subsidies, etc, the committee will look at that question and assess whether the center would be financially stable if it was in its own "home." Provost Hanson added that the decision to close the center was about space and mission, not money.

Sue Staats, faculty senator from CEHD, encouraged the administration to keep the unique challenges faced by single parents in mind during conversations about the future of child care on campus.

Ian Ringgenberg, chair, P&A Senate, said that he attended the meeting between Dean Jean Quam and the parents of children currently enrolled in the UMCDC, and said that she seemed to indicate that there was some political pressure to reduce "bloat" caused by staff providing services. He asked the provost how she views and/or experiences that pressure. Provost Hanson said that reading the *Star Tribune*, it is clear that there is a sense that administrative bloat is a problem at the University. However, she said, the question of whether child care is core to the University's mission is for the University community to decide, and to articulate that decision to the legislature.

With that, Professor French closed the discussion in the interest of time.

A Resolution of the University of Minnesota
Faculty Consultative Committee
and
Senate Consultative Committee

Seeking a Commitment to High-Quality Campus Child Care

> The recent announcement of the 2019 planned closure of the University of Minnesota Child Development Center (CDC) came as a surprise to most faculty, staff, and students. The center has a reputation for high quality child care, as evidenced by the significant demand for its services. It signals the University's commitment to supporting faculty, staff, and students raising young children, and serves as an important tool in supporting University parents, in recruitment and retention, and in fostering collaborations among faculty and staff. Furthermore, having high-quality campus child care is central to the University's commitment to gender equity and hiring and retaining more women faculty members.

Regardless of the reasons for CEHD's decision, we feel it is important to see a University-level commitment to providing quality campus child care, ideally in a form that can more effectively accommodate the demand present. We note that the majority of our peer and aspirational peer institutions made such commitments.

We also find unacceptable the complete lack of consultation with the governance system prior to making and announcing this decision. We recognize that the scope of the senate and its committees does not reach into the operations of colleges and system campuses. We reject, however, the notion that having a key service operated within a college obviates the need to consult on the proposed discontinuation of that service.

Specifically:

1. We condemn the lack of consultation prior to the decision to close CDC. We seek assurance that future decisions with a major impact system-wide or across the Twin Cities campus will receive substantive consultation, even when the responsible official is a dean or chancellor.

2. We lament that the manner in which the closure announcement was made, prior to having a process in place for designing a replacement solution, is demoralizing to the CDC community, including CDC staff and parents of children who are currently or were in the past part of the CDC community. The announcement threatens to dismantle those staff (as they are recruited away) before they have an opportunity to participate in the replacement, and threatens to undermine to potential succession of CDC by encouraging parents to remove their children if they are able to find alternative care. We ask the administration to take over operation of CDC centrally now, committing to continuing its operation until and unless a preferred replacement is in place. We also ask the administration to commit to reach out to the CDC leadership and staff to engage them in the process and to take steps as needed to prevent significant staff departures prior to the identification of a replacement child care solution.

3. We feel the announcements made so far fall short of articulating a University commitment to providing a quality child care solution. We believe that this is a high-priority service for the University to provide, and we seek a clear statement that the University is committed to providing such a service without interruption. This commitment should not be conditioned on the success of an RFP process.

4. We appreciate the Provost's commitment to an open process informed by an advisory committee including stakeholders and experts, and we pledge our cooperation in helping explore solutions that can both maintain quality and increase the scope of operation to serve more parents and children. We would emphasize the urgency of this task, and urge that the scope of this process include evaluating the option of maintaining and expanding the CDC (under University operation).

5. Finally, we recognize that these issues are specific to the Twin Cities campus, but we would reiterate our support for ensuring access to child care appropriate to each system campus, in consultation with the faculty, staff, and students of each campus.

9. P&A Senate Parental Leave Equity Statement (*Information for the University Senate*)

Ian Ringgenberg, chair, P&A Senate

P&A Senate Statement on Parental Leave Equity

The Board of Regents Policy: *Employee Work-Life and Personal Leaves* states that two of the principles of personal leave are:

(a) The University fosters a productive, healthy, and safe workplace that helps employees effectively integrate and manage their work and personal life responsibilities.

(b) The University provides leave opportunities that contribute to employee wellbeing, support family care concerns, align with legal requirements, and are appropriately benchmarked and consistent with peer institutions.

The P&A Senate acknowledges and appreciates the administration's decision to extend six weeks of paid parental leave to all birthing and non-birthing parents. This move aligns with the University's values as outlined in the Board of Regents policy and provides greater support and equity for all families.

**This statement succeeds an earlier Parental Leave Equity Resolution, which was passed at the P&A Senate and in several University and Faculty Senate committees prior to circulation of the draft Administrative Policy:* Parental Leave for Employees.

10. Proposed New Parental Leave Policy (*Information for the University Senate*)

Kathy Brown, vice president, Office for Human Resources

This policy will replace Administrative Policy: *Parental Leave for Academic Employees* and expands parental leave benefits to employees who are employed on 50% appointment or greater. The below language was approved by the President's Policy Committee for approval on March 2, 2018, and will be posted shortly for a 30-day comment period.

ADMINISTRATIVE POLICY

Parental Leave for Employees

Responsible University Officer: Vice President of Human Resources

Policy Owner: Senior Director of Total Compensation

Policy Contact: See Contacts Section

POLICY STATEMENT

The University provides parental leave for eligible employees related to the birth, adoption, or gestational surrogacy of children in accordance with Minnesota statutes and the provisions of this policy. Parental leave provided by this policy is available to employees who are employed on a 50% appointment or greater.

Upon request, eligible employees may take six weeks paid leave related to the birth, adoption, or gestational surrogacy of a child. The parental leave will begin at a time requested by the employee, although the leave may not begin more than two weeks prior to the due date or adoption event. For an employee who gives birth, the leave must begin no later than the birth or adoption event. For all other employees, the leave must begin no later than six weeks after the birth or adoption event. In the case where the child must remain in the hospital longer than the birth parent, the leave must begin no later than six weeks after the child leaves the hospital.

Employees must submit a request to use parental leave to the responsible administrator/supervisor at least four weeks in advance, except in unusual circumstances. This leave must be consecutive and without interruption and must be taken during the term of appointment.

Employees may be eligible for additional leaves under other applicable administrative policies, governing documents, or contracts. In all cases, paid leave must be taken in conjunction with and/or prior to unpaid leave, e.g. FMLA or discretionary leave. Where a relevant collective bargaining agreement (CBA) has a comparable provision that applies to the employee, the CBA takes precedent.

During the parental leave, medical coverage will continue to be available for the employee and any dependents under any group insurance policy, group subscriber contract, or health care plan in existence at the time of leave. While on paid leave, the continued coverage will be provided on the same basis as available to the employee during the course of employment. While on unpaid leave, the continued coverage will be available at the employee's expense.

REASON FOR POLICY

This policy implements Board of Regents Policy: *Employee Work-Life and Personal Leaves*. The University provides parental leave to eligible employees to permit time away from work related to the birth, adoption, or gestational surrogacy of a child.

PROCEDURES

There are no procedures associated with this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.

ADDITIONAL CONTACTS

Subject	Contact	Phone	Fax/Email
General Information or Procedural Assistance for employees	● Primary: Responsible administrator/ supervisor ● Secondary: Local campus, college, or administrative unit HR administrator ● Other (as needed): Office of Human Resources specialist or consultant	Office of Human Resources Specialist and Consultant List	Office of Human Resources Specialist and Consultant List

General Information or Procedural Assistance for graduate assistant or professionals-in-training employees	Graduate Assistant Employment and Services West Bank Office Building 1300 S 2nd St, Ste 545, Minneapolis, MN 55454	612-624-7070	612-625-9801 (fax) Email: gaesinfo@umn.edu
Document Processing	Office of Human Resources Contact Center	612-624-8647 (4-UOHR) 800-756-2363	ohr@umn.edu benefits@umn.edu

DEFINITIONS

Gestational Surrogacy
A surrogacy arrangement where the child is not biologically related to the surrogate, who is often referred to as a gestational carrier, undertaken on behalf of the intended parents. Under this policy, both the gestational carrier, and the intended parents would be eligible for paid parental leave.

RESPONSIBILITIES

Employee
Request leave in advance, except in unusual circumstances.

Responsible Administrator/Supervisor

- Respond to parental leave request.
- Provide additional information with regard to the FMLA leave Administrative Policy: *Family and Medical - FMLA Leave* and other available leave options per administrative policy, governing rules, or collective bargaining agreement.
- Ensure that parental leave is documented in the Human Resources Management System (HRMS).

APPENDICES

There are no appendices associated with this policy.

FAQ

1. **Can an employee take six weeks of paid medical leave for physical recovery from the birth and then, after the medical leave, take an additional six weeks of paid parental leave?**

   No. An employee cannot take more than a total of six weeks paid medical and parental leave combined in connection with the birth of a child, unless they qualify for additional time under paid medical leave for physical recovery.

2. **Is paid leave extended when a holiday occurs during parental leave?**

The parental leave policy language refers to weeks leave with pay, rather than work days leave with pay. Thus, no additional paid days are added when a holiday occurs.

3. **How are appointments during summer session and for extension classes counted towards eligibility?**

   Summer session appointments will be counted at the percentage time for the dates shown on the employee's appointment or, if pay is hourly, on the actual hours paid. Appointments in extension classes paid on a credit hour basis will be counted as 30 hours per term for each credit taught. Noncredit courses will be counted on the basis of ten contact hours in the classroom per credit. Short-term conferences, seminars, workshops, or independent study activities are not counted.

4. **Are sperm donors covered by this policy?**

   No, unless the sperm donor is also an intended parent of the child.

RELATED INFORMATION

- Employee Contracts and Governing Documents
- Board of Regents Policy: *Employee Work-Life and Personal Leaves*
- Administrative Policy: *Unpaid Personal Leave for Faculty and Academic Professional and Administrative Employees*
- Administrative Policy: *Family & Medical – FMLA Leave*
- Administrative Policy: Paid Medical Leave and Disability Benefits for Faculty and Academic Professional and Administrative Professional and Administrative Employees

11. Resolution on U.S. House Tax Proposal (*Information for the Faculty Senate*)

Professor Joseph Konstan, chair, Faculty Consultative Committee

Resolution from the Faculty Consultative Committee at the University of Minnesota

Graduate education is a critical function of America's universities, powering our nation's research, discovery, and creativity while providing in-depth education to prepare students for leadership positions in industry, research, teaching, and public service. Graduate education also generally involves substantial financial sacrifice for the students -- even those fortunate enough to obtain fellowships or assistantships spend years living on very modest wages as they continue their schooling. One of the most significant ways in which universities can help mitigate this burden is through waivers of tuition.

Accordingly, we are extremely concerned by the current US House tax proposal to make tuition remission as part of assistantships taxable to the student receiving them. Such a step will reduce the accessibility of graduate education, in turn reducing the nation's historic commitment to upward mobility, reducing diversity among graduate students, and diminishing the nation's highly skilled workforce and leadership in industry, research, discovery, and creativity. Such a tax is counterproductive and undermines our competitiveness.

The University of Minnesota's Faculty Consultative Committee, therefore, strongly opposes this proposed tax change and urges Minnesota's congressional delegation to oppose it.

Adopted unanimously by FCC on 11/9/2017.

12. Crookston Academic Calendars (*Information for the Faculty Senate*)

Professor Jennifer Goodnough, chair, Senate Committee on Educational Policy

University of Minnesota, Crookston
Academic Calendar 2021-22

Fall Semester 2021 (75 class days)

August 16	Monday	Start of 9-month appointments
August 24	Tuesday	Classes begin
September 6	Monday	Labor Day holiday
October 29	Friday	Professional Development Day (No classes)
November 25-26	Thursday-Friday	Thanksgiving holiday
December 10	Friday	Last day of instruction
December 13-16	Mon-Tue-Wed-Thu	Final examinations
December 16	Thursday	End of the term
OTHER HOLIDAYS:		
December 23, 24	*Thursday, Friday*	*Floating Holiday / Christmas*
December 30, 31	*Thursday, Friday*	*Floating Holiday / New Years*

Spring Semester 2022 (73 class days)

January 10	Monday	Classes begin
January 17	Monday	Martin Luther King holiday
March 14-18	Monday-Friday	Spring Break (No classes)
April 15	Friday	Floating holiday
April 18	Monday	Professional Development Day (No classes)
May 2	Monday	Last day of instruction
May 3-6	Tue-Wed-Thu-Fri	Final examinations
May 6	Friday	End of the term
May 7	Saturday	Commencement

May Session 2022 (15 class days)

May 9	Monday	May Session begins
May 15	Sunday	End of 9-month appointments
May 27	Friday	May Session ends
OTHER HOLIDAYS:		
May 30	*Monday*	*Memorial Day*

Summer Session 2021 (39 class days)

June 6	Monday	Classes begin
July 4	Monday	Independence Day holiday
July 29	Friday	8-week summer term ends

13. University/Faculty Senate Old Business

14. University/Faculty Senate New Business

15. State of the University Address

Professor Konstan introduced President Kaler, and the president gave his State of the University Address. The text was as follows:

As I near the end of my seventh year as president, I reflect on a past year of challenges and successes of our University. Ahead, as always, I see a year of promise and opportunity.
But right now, we are wrestling with a handful of tricky issues and those, frankly, are at the heart of the state of our University today. More than ever, all around us, we live with tensions. We're struggling with differing views and sensibilities on free speech and expression. We're regularly responding to the uncertain politics of Washington—particularly as it applies to our international

students and our Dreamers. We're fighting back—as is the rest of the nation—against the national and campus-wide sexual misconduct crisis. We're developing a systemwide strategic plan that will guide us as we make tough decisions that could have real impact on our budget for years to come. And we're in transition as we address new opportunities in our approach to academic medicine and training.

There are many challenges on our plates, and none of them is easy. At times like these, we especially need to take a breath and recognize the enormous successes of this University, and the honor we share together as we advance its cause.

In our world today, and in our country, there may be no greater force for good, for equality, and for hope and progress as our great research universities of America, and the University of Minnesota is a flagship of that fleet. Please, don't forget that.

Before I dive into all of our tough issues, let me acknowledge the presence of two members of our Board of Regents with us. Thank you Regents Linda Cohen and Michael Hsu for your leadership and your attendance today. And Regent Tom Anderson is with us remotely, watching from our Morris campus. Greetings, Regent Anderson. UMD Chancellor Lynn Black is with us here in the Twin Cities and Chancellors Michelle Behr, Lori Carrell and Mary Holz-Clause are watching in Morris, Rochester and Crookston. We're joined by many senior leaders, including Executive Vice President and Provost Karen Hanson.

Let me start with some good news.

According to the Center for Measuring University Performance, our Twin Cities campus is one of only eight public institutions in the nation that is in the top group in all nine categories they measure—from research dollars to incoming students test scores to philanthropic gifts to the quality of our faculty. I said at my inauguration in 2011 that I wanted to be mentioned in the same conversation with Berkeley, Michigan and North Carolina and, by just about every measure, we can be—we should be, as the Center agrees.

Meanwhile, from Morris to Duluth and from Crookston to Rochester, our campuses are producing Fulbright award-nominees, Olympians—10 recent gold medalists—, agriculture science national champs, and well-prepared undergraduates becoming highly qualified medical students. Our faculty continues to shine on all of our campuses, publications abound, and discoveries are creating a record number of startups annually—18, last year, by the way, and others, recently, have been named among the best university startups in the nation. Our 26,000 full-time employees are more engaged than ever, and our union contracts are settled, and I appreciate that and all the work that you do.

I also truly appreciate and am energized by the role we play in Minnesota and American culture when, during the course of my work, I engage in significant ways with leaders of peer institutions. The most significant this year has been our involvement with the American Talent Initiative, or ATI. ATI is a group of universities—now 84 strong—who have six-year graduation rates of 70% or more. On our Twin Cities campus, we're actually closing in on that figure in our *four*-year rate. More importantly, the ATI schools have pledged to increase the graduation rates of Pell-eligible and middle income students to match those of all students.

The long-term goal is clear: We collectively want to graduate 50,000 more students from low- and middle-income groups each year than we do now. Goals like these put into focus why many of us—I hope you, certainly me—chose to make higher education our life's work.

First, is the call to make a difference. Our civilization, over thousands of years, discovered, refined, destroyed, penalized, ignored, exiled, rescued, developed, and, ultimately, embraced facts and ideas. The good part of that sequence—discovered, refined, rescued, developed, and embraced—has occurred at universities since the 16th century, for about 500 years.

And we remain the place where civilization can find its best self—where people of all ages can come to learn and grow, and where all ideas can take root, and be made stronger by the challenge of other ideas. Universities create great promise for many, but there remain huge obstacles and headwinds against our success, and this is why our partnership in the Talent Initiative is so important.

The challenges are surely many. First, is simply the rapid evolution into a global knowledge economy driven by technology. New jobs now require analytical skills, which is why we cannot and are not abandoning the study of what makes us human. Universities, I have often said, are both the cradles and carriers of civilization. In this world of technology it is more important than ever to treasure and grow our knowledge of art, history, culture and people so we retain what makes us... us.

And that's why I support the work underway to determine what changes are needed—after 25 years—to our existing Liberal Education requirements. I look forward to seeing the specific recommendations of a redesign committee, led by former FCC Chair Sally Kohlstedt, which should go to the Faculty Senate this fall. The goal, of course, is always to provide our 21st century Twin Cities undergraduate students with the knowledge, skills, and values to be successful in their personal and professional lives, and as global citizens.

The second challenge to our talent initiative is the information overload everyone in this room feels. I'm told 92% of teens are online daily, and 24% of teens are online "almost constantly," and some of them might even live in homes with you. That can't be good, and the need for us to teach our students how to curate information and how to discern real facts from "fake news" has never been more urgent.

Third, the current distrust of nearly all large institutions is corrosive. A 2017 Gallup poll showed that among all major institutions—from organized religion to the Supreme Court to Congress—only three garnered more than 50% of substantial trust: the military, small business, and the police. And, unfortunately, I'm sure that 50% of residents in many communities don't trust the police. As for us in higher education, depending on which poll you read, we're not real popular, either.

There are other challenges, including the changes in demographics, but the ending message is clear. We have to redouble our efforts to produce more educated people.

And the reasons the Talent Initiative is so important are that college graduates are:

- More likely to experience upward economic mobility
- Contribute to the tax base
- Strengthen local economies
- Engage in their communities
- Improve public health and
- Send their own children to college, enabling multi-generational upward mobility.

We here at the University have made great strides on advancing the successes of Pell-eligible and low-income students. Right now, our four-year graduation rate for low-income students is 60%, about eight points behind our overall four-year Twin Cities rate. Just ten years ago, Pell Grant students graduated at a rate of 35%. 35 to 60. That's real progress.

We've invested in the President's Emerging Scholars and the Promise Scholarships, which means that 95% of students from Minnesota families making $50,000 a year or less can attend the University tuition free on the strength of federal, state and our own gift aid. And we're still building our CORE program, which stands for Community Outreach, Retention and Engagement. We're targeting high-achievement students of color as they transition to middle school and onto high school. We've got to improve the college awareness, the awareness of the University of Minnesota preparation of those students with the goal of making them our students one day.

This is important to remember amid all the tension, all the mistrust, all the attacks on higher education: we help to drive social mobility in our state and our nation. We're not perfect, we have lots of work to do, but we're improving, and that's very important to me.

Free Speech

Those sorts of goals and aspirations lift us up. Hot button issues challenge us, even threaten us. Perhaps, *the* hottest and highest percolating issue on campuses in Minnesota and elsewhere is the role of free speech. We live in a time of deep division in our nation, our state and on our campuses.

But we at the University live and work in an institution where opposing points of views, skepticism, and disagreements are part of the educational experience. We have to grapple with and find ways to manage the differences of opinion. We must dedicate ourselves to promoting free speech while still fostering a campus climate that supports equity, diversity and inclusion. This, of course, includes a diversity of thought and the ability to learn how to disagree with each other with civility.

Just last Monday, a conservative political commentator and writer spoke on our campus. What people say on our campus and what people want to hear on our campus is not up to me. Our registered student groups—which run the political and cultural gamut—can invite speakers of their choice, as is our policy.

As an academic institution, we expect, we encourage and we promote all kinds of ideas. That's the business we're in. Our University's guiding principles say, in part—and I quote—, "We strive to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity and cooperation."

As a community, we had an opportunity to put those principles into practice Monday evening and, all things considered, I think we did a respectable job. While some disagreed with the speaker's message, he was able to speak and deliver his point of view in a safe environment. Others, with very different points of view, organized their own forum that day and it, too, was conducted in a safe setting.

Let's just review what the First Amendment of the United States Constitution actually says: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

The fact is, freedom of speech might not be as popular as you would think when that particular thing is violently offensive to you. So—in exercising my own free speech—I've said this before, and let me repeat and be clear: When it comes to hate, when it comes to racism or anti-Semitism or Islamophobia or homophobia, I oppose it and I condemn it.

At the same time, I subscribe to the principles made real by our Bias Response and Referral Network, which states—and I quote—that the "University is committed to safeguarding the free expression rights of all University community members, even if the expression is biased, hateful, and contrary to University values of equity and diversity." The principles go on to recognize that "biased and hateful expression causes harm and fractures in our campus community that must be addressed."

That's our struggle and our task to balance because, due in large part to our public mission and support, our bedrock assumption is that ideas are tested in the crucible of free exchange. As our interim vice president for Equity and Diversity Michael Goh told the Board of Regents last month—channeling educator Parker J. Palmer—we must hold our tension in life-giving ways. That's sometimes difficult, and it's not in style these days. It's hard to feel empathetic or open-minded when you feel marginalized, and it's absolutely true that there are many communities on our campuses who have for too long felt marginalized. We are working hard to make our campus more welcoming and respectful for everyone. We surely have work to do.

DACA

Let me turn now to another tension that centers on the very unsettled issue around DACA, or the Deferred Action for Childhood Arrivals, which was set to expire next week.

The United States Supreme Court on Monday declined to hear the Trump Administration's appeal of lower court rulings. That means, for now, DACA remains in place and the government must continue to accept renewal applications.

Ever since the threat of the end of the DACA program was raised last September, I have stood with other higher education and business leaders in urging our elected officials to resolve the issue and to protect our students and faculty. I've written op-eds and made repeated statements supporting our Dreamers and stating the obvious: the elimination of DACA would potentially remove 6,000-plus individuals who are vital to the Minnesota workforce and our communities, and likely a couple hundred of our students. Our Immigration Response Team maintains an active and informative website.

From the U.S. Chamber of Commerce to Bernie Sanders, there is widespread support for Dreamers. Seventy-nine percent of Americans support Dreamers. I don't think you can get 79% of Americans to agree that today is March 1st!

Let's see how these court cases play out and Congressional negotiations unfold, but be assured, the University of Minnesota will do all it can to protect our Dreamers and, of course, the Minnesota Dream Act remains a state law that was adopted by the Board of Regents as the official policy for the University system. Students who meet the law's criteria will continue to receive in-state tuition and can apply for financial aid.

Legislative Request

These sorts of conflicts, this sort of battleground on campus, feeds into and serves as a backdrop to increasingly troubling attitudes toward higher education. This informs us as we approach our legislative agenda this spring.

Frankly, there are a few in the Legislature and some of our citizens who believe that we are metrocentric, that we're elitist, and we're too liberal. To me, excellence does not equal elitism. As for our metrocentricity, our statewide presence and impact is indisputable. We have campuses, research centers, health care affiliations, Extension, and alumni in all 87 counties. Seventy-one percent of our undergraduate students across our five campuses are Minnesotans. Even as the number of Greater Minnesota high school graduates has declined, we've maintained our percentage of first-year students from Greater Minnesota on our Twin Cities campus.In Crookston alone, the presence of our campus and its jobs means nearly $64 million in annual economic impact. In Duluth, the University means nearly 5,000 jobs. In Morris, our campus generates about $5 million in state and local taxes. In Rochester, the economic impact is $30 million annually. As for the intellectual, cultural and scientific impact that our students and faculty bring to those communities: that's priceless.

We need to tell those stories to our legislators and our neighbors as we bring our bonding request to the Capitol and as we're seeking to renew some 19th century facilities for 21st century teaching, learning and research. We have 110- and 129-year-old classroom buildings that need restrooms and wiring and elevators to improve their energy efficiency, their accessibility, their reliability and safety. We have as much as $4 billion in deferred maintenance across our system. Half of the buildings on this Twin Cities campus are more than 50 years old. We've got to tell our stories because we need to have facilities that match our excellence.

Statewide Strategic Plan

And, believe me, I've got some stories to tell.

In many ways these stories link our legislative request to the extraordinary amount of work underway on a Systemwide Strategic Plan. This is a priority of the Board of Regents and our senior leadership team. Everyone in our University community needs to pay attention to this work because it will likely substantially drive our 2019 Biennial Budget request to the Legislature. It may inform decisions about priorities and, so, what we might stop funding. We must examine how we can use all of our best resources and how we can most efficiently be the stewards of public and tuition dollars. After this process is completed, we want everyone to be able to understand our budget by examining our Systemwide Strategic Plan, a plan that will clearly identify where we should invest and where we should stand down.

We're looking closely at all five of our campuses and identifying common areas of strength while highlighting the unique nature of each. It's imperative that we all think about ourselves as a system of complementary campuses.

Of course, our Twin Cities campus is the state's largest and the only comprehensive research institution. We continue to make our mark around our research and our Grand Challenges initiative. Very shortly, Provost Hanson will be announcing Phase Three of our successful Grand Challenges Research Initiative, which is identifying ways to enhance interdisciplinary scholarship to reposition our University as a real leader in addressing the most pressing societal challenges.

The areas of focus for Phase Three are:

- Feeding the World Sustainably,
- Advancing Health Through Tailored Solutions, and
- Enhancing Community and Individual Capacity for a Changing World.

In the first two phases, nearly 400 faculty, students and external partners, representing 15 Twin Cities colleges, have produced exceptional interdisciplinary research.

Four Students

It is our students who are also guideposts along the way of this statewide strategic planning work. Let me tell you about four of them and about how they personify their campuses and help to assemble a collage of our entire system.

Take Amber Oesterich, a University of Minnesota Crookston junior. She lives in the Twin Cities but is one of our many online students at UMC. Amber started her college career in New York City and didn't like the residential student life, came back home, got a job at IKEA and pondered her next move. She'd never heard of UMC, but knew that an online education was for her.

Today, she's 24 years old, a full-time forklift operator at IKEA, a shift manager at Papa John's, and a UMC international business major. I do not know when she sleeps!

Amber says the traditional student lifestyle doesn't work for her, but, in many ways, she's living that student's life, learning to manage her time, regularly in touch with faculty—if electronically—and readying this spring for a study abroad session in South Africa. After she graduates in 2019, she wants to take that international business degree and— guess what?—work for IKEA—in Sweden. Amber's success is a testament to the opportunities that Crookston offers in our system.

Consider Linnea Kingbird-Martini, a University of Minnesota Morris junior. Linnea is a member of the Red Lake Band of Chippewa Indians and picked Morris over other options because of the campus's remarkable connections to Native people, dating back to its founding. As it is for all Indigenous students at Morris, her tuition was waived, but not the rigor of her classes, her time spent on the soccer team for the Cougars, or her commitment to undergraduate research as a McNair Scholar. A psychology major, she's already published as a summer intern through the Center for Homicide Research here in the Twin Cities. And she's looking at pursuing a Ph.D.—we hope here on our Twin Cities campus—with the goal of fighting suicide in the Native community. Linnea says Morris is "homey and high-quality," and what's more comforting than that for a college student?

And then there's Trevor Winger, a UMD junior. Trevor grew up in Mountain Iron on Minnesota's Iron Range. He thought he'd become a physics major at UMD, but instead, with the mentorship of UMD faculty, one of his passions is now linguistics, and one of his inspirations was a Ph.D. dissertation written by a scholar here on the Twin Cities campus. So, he turned his research toward understanding the regional grammar of Iron Rangers. Trevor has been conducting research as an undergraduate on the grammar of Iron Rangers. Some people think they have an accent!

Trevor says that interests him because of who he is and where he came from but also because, fundamentally, as Trevor puts it, the way we speak reflects on what it means to be human. Trevor has taken his interests beyond language. He's also a computer science major at UMD because, in his view, the ability to use science and technology to empower people in disadvantaged situations—with, say, communications disorders—is the true interdisciplinary beauty of being human. UMD, with its range of offerings, but its manageable size, allows students like Trevor to go in any direction they please.

Which leads to Hawa Ali, a first-year student in our Medical School here on the Twin Cities campus. Hawa is a graduate of the University of Minnesota Rochester, which, of course,

advertises itself as offering unparalleled education in the health sciences, including an integrated, hands-on curriculum, and personalized attention. For Hawa, UMR truly delivered on its promise. A native of Somalia, Hawa came to the United States and to Rochester when she was 10. She always had a sense that some sort of health profession was in her future. The size of UMR, the accessibility to her professors and the health sciences environment that makes the Rochester community so special encouraged her to stay in her hometown for college. When she first entered UMR she didn't have the confidence to believe she could become a physician.

But UMR's selling points—small classes, engaged professors, a tight-knit community—proved true and she emerged more than ready to be accepted at a handful of medical schools. What truly inspired her was the UMR campus, which is in the heart of one of the world's most famous and dynamic health care communities. "You see people walking on the street that you aspire to be like," she said. And now she's training to be a doctor in the Twin Cities, home to the nation's largest Somali community, a community whose health care she wants to advance. Her aspirations are reaching reality.

Through those students we see our University of Minnesota system today. It embraces online education and the needs of students who want to break the mold. It embraces the liberal arts and the culture of Minnesota and students with interdisciplinary fervor. It embraces a tradition of educating Native American students like few other universities do across the country. And it embraces our commitment to new Americans who get their undergraduate and professional degrees at our University, and who continue to make Minnesota and this country strong. Amber, Linnea, Trevor and Hawa demonstrate that each campus can learn from one another to ensure a powerful system for all of Minnesota and Minnesotans.

Health Sciences

Those students are today's shining stories. Some of our University's most lasting and pioneering stories have come through our health sciences. You know some of them.

First successful open heart surgery. Invention of the portable pacemaker. Breakthroughs in HIV drug invention. A nation leading commitment to interprofessional education among all of our health sciences schools and colleges. And the list goes on…

But for too long, the organizational structure around academic medicine and training—around clinical medicine here—has been dysfunctional. Today we are seeking pathways to remarkably improved clinical relationships that will also enhance our research and patient care. As you know, our conversations with Fairview Health Services continue. With various partners, we can be a powerful force, but we will not continue with a status quo focused on conflict and internal

struggle. The history of our relationships will not determine the future, and any partnership going forward must value the strengths we bring to it.

We have tremendous assets and an extraordinary history and tradition, and must continue to work towards a better future. That future involves structures with academic leadership integrated throughout. And at the end of the day, the unmovable fact is that University of Minnesota Physicians, as the clinical practice of the Medical School, must remain strong and intact. I know that Dean Jakub Tolar, a remarkable leader, is a champion for that point of view. This is essential for us to fulfill our land-grant mission to provide the highest level of health care to Minnesotans. I am hopeful that we can successfully navigate those pathways in the near future.

Sexual Misconduct Initiative

Finally, let me turn to a public health issue, and that's our critically important Initiative to Prevent Sexual Misconduct. If for nothing else, as president I hope to be remembered for paving the groundwork for a deep and lasting culture change around sexual misconduct across our campuses.

As we all know, from the studios of Hollywood to the corridors of the nation's Capitol, we have a sexual misconduct crisis in our nation. Remarkably, some don't believe that.

But according to a recent Minnesota Poll, 63% of all women in our state say they've been victims of sexual harassment. And, in a survey three years ago, nearly one in four of our female students said they'd been victims of sexual assault. And men are sexually assaulted and harassed, too.

That's why I launched the President's Initiative to Prevent Sexual Misconduct last year and charged the dean of our School of Public Health, John Finnegan, to lead the effort to combat this public health crisis. Together with his co-lead, Associate Professor Karen Miksch, their team will help us see what success will look like as we in this community of nearly 100,000 people on five campuses work on a long-term solution.

We can, we must and we will do better because each incident of sexual assault, harassment, relationship violence, and stalking is one too many. We fail when there are victims of sexual misconduct and when we don't work as hard as possible to support them and provide continuous and required training to all of our students, faculty and staff. Dean Finnegan's public health approach is to go upstream and diagnose the root causes of sexual misconduct and seek ways to prevent it.

There are hurdles. First, we are remarkably big and, so, fragmented with a diversity of personalities, places of origin, ages and norms that come to us. And, secondly, the excellent work of scholars, counselors and health care experts across our system is rarely coordinated.
We need to bring all of this together to create pathways to the preventative measures we all seek, and to root out the causes of sexual misconduct and be rid of them.

Vigilance is necessary and not only because there are personal consequences for victims, survivors and even for perpetrators. It's also because our institution is in the crosshairs of funders, donors and lawmakers. Just last month, the National Science Foundation announced it is now requiring grantees to report instances of sexual harassment by Principal Investigators, co-PI's or any other grant personnel. We anticipate similar requirements from other funders.
If you haven't already, you will be receiving notification soon about the required training. I've taken the online training and it's very good, emphasizing how to intervene as a bystander to harassment and how to interact with victims. An early compliance group of 1,500, including regents, senior leaders, deans, and faculty leadership have achieved a completion rate of 99.4%. I think I've got nine people I've got to track down.

Stopping sexual misconduct on our campuses begins with every one of us, and our challenge is to become a community where sexual assault and harassment aren't tolerated and where those who would attempt it find the community united to stop it.

With that in mind, I'm very thankful for the support from faculty leaders and the senate as we required training for all faculty and staff system-wide. I also have asked our chancellors in Crookston, Duluth, Morris and Rochester to identify similar programs or recommendations that are appropriate to the needs of their campuses. They are each advancing similar Initiatives, and will be part of a system-wide conference here on the Twin Cities campus next Tuesday.

A second phase, now under development, will consist of department-level training, and it will provide opportunities for more in-depth discussion. Work around the public awareness campaign is underway and that campaign will be launched soon. I just can't emphasize enough how important this work is to me, to our entire senior leadership team, and to the health, safety, and wellbeing of our University of Minnesota community.

Closing

Let me close with where I began. From free speech, to immigration, to sexual misconduct, there is tension in our country and it's on our campuses. Please take those tensions for what they are, while realizing the life changing opportunities you give each day to our students, our patients, and to each other.

Yes, we have some tough issues and we have our differences. And, yes, from time to time, we make our mistakes. But always remember that the great University of Minnesota—that is, all of us—we have the power to drive what is good and important for our communities, for our state and our nation.

When I come to work every day, I, for one, don't ever forget that. Thank you.

16. Questions to the President

Professor Konstan selected questions both from the online form and from the live audience.

Several students wrote in online to ask whether the University would commit to vetting potential faculty members (both regular and adjunct) for evidence of sexual misconduct, and to not hiring those with a history of it. President Kaler said yes, and explained that the University performs background checks on all new employees. It would be difficult to make a blanket rule on how that affects a hiring decision, but he is comfortable with a very high bar on that issue, he said. "These are not people we want in our community."

A student noted that there is a new policy requiring employees to report instances of sexual misconduct, and asked why there isn't a similar policy on racial misconduct. President Kaler said that while there is no specific way to report incidents of bias and/or racism, mechanisms for doing so are available and include through the Bias Response and Referral Network, the Office of Equal Opportunity and Affirmative Action, etc.

Several faculty from the Duluth campus wrote in pointing out that Duluth faculty are underpaid in relation to their peer institutions, but they see the administration making an effort to bring administrators up to market pay. They asked the president to comment on that. He said that the pay increases for employees were 2% across the board at all campuses last year; it is important to him that pay increases be equitable. The budget challenges in Duluth continue to be a struggle, he said, and Chancellor Black has done a good job managing those challenges. He added that as the University continues to advocate for funding from the state and look at ways to be more efficient as a system so that areas that need more attention can get more attention, Duluth is on the front page of those conversations.

A Rochester student submitted a question asking about the future of Greek life at the U of MN, given the national climate. Specifically, he asked, what is the administration doing to keep Greek life vibrant at the University of Minnesota? The president answered that the University has invested some effort in growing the Greek life population on the Twin Cities campus. While unfortunately, Greek life has a reputation for not being a very healthy lifestyle, he said, the outcome of members of Greek life communities after they leave the University is pretty good and constitutes a net positive. There was a task force on Greek life about 5-6 years ago to discuss this issue. The two new chapter houses built as part of the 17th Ave dormitories provide seeding space for new fraternities and sororities, and the fraction of our students who participate in Greek life has increased over the last five years.

A Twin Cities student asked what progress has been made on greening campus, such as putting in green roofs, etc. President Kaler said that the University has made good progress on that; the single biggest investment the University has made is the combined steam and power plant that just opened recently. It burns natural gas in what is effectively a jet engine that came off of a DC-10, so it's a big jet engine that produces heat and steam and is highly thermodynamically efficient. The University also requested two hundred million dollars in HEAPR funds for roofs and windows and tuck cleaning—things that protect the building envelope, and therefore reduce the amount of utilities they need, which reduces the amount of fuel that they burn. The University is also part of a solar farm, so a portion of the campus's electricity can come from solar when the sun is out. Green roofs have some ecological advantages, he said, but they're frequently more difficult to maintain, and they don't last as long and are not as impervious as a regular roof, which is important in Minnesota weather.

A student said he appreciated that student concerns were heard regarding the proposed changes to the *Student Conduct Code* and that the Board of Regents' vote was pushed back, but said that some students still have concerns, and feel that the communication around these proposed changes was handled very poorly. He asked what is being done to address this in the future. President Kaler said that the administration does make mistakes, and that was one of them. The policy had been circulated to stakeholder groups in the past and was mostly finished, he explained; the changes in question were added at the last minute, and they were substantial enough that they should have been recirculated through the consultation process. The provost and others are organizing a way for the community to give input about these potential changes. The goal of the changes was to allow the administration to address misconduct that arises from part of the culture of a social organization, said Kaler, but the administration did not consider that it could potentially be used to quash protest. That was not the intent at all.

A faculty member from the Medical School wrote that he is embarrassed by all the media coverage around sexual misconduct in athletics and Greek life, and troubled by the frequent notifications around crime on or near campus. He asked what is being done to address sexual misconduct in the student body; specifically, will students receive training as a part of this new initiative? The president said that student-athletes and Greek life are in a very bright spotlight, which causes any misbehavior to be elevated to a public level. He said that there's little that he can do about that, but that student-athletes receive and will continue to receive a considerable amount of training around sexual misconduct and bystander intervention. On safety, compared to the other large institutions in metro areas, he said, the University's crime statistics are not out of line with its peers.

A student senator asked how the president would handle the Minnesota Student Association vote on divesting from Israel. The president said that he is loathe to interfere with the operations of undergraduate student governance. It is important that student leaders be allowed to have the vigorous, fact-based debate that this issue calls for, he added.

The president of AFSCME local 3937, which represents the teachers at the UMCDC, asked why the UMCDC should be closed, when it proves that the University of Minnesota can change the world, starting with our youngest humans. The president apologized for how the process was

handled and the discomfort and anxiety it caused. He said the administration has heard the complaints, and he has asked the provost and Dean Quam to delay the closing until there can be a robust and inclusive conversation about what child care and early childhood education should look like at the University. The UMCDC is an important organization, he acknowledged, but it only serves 114 families out of 26,000 employees, and it is not scalable in a way that is economical to serve the needs of the campus community. He said that campus child care is an institutional question, not a college responsibility.

A student asked what the administration is doing to make sure that all voices, including conservative voices, can be heard on campus in order to maintain fair and equitable input across the political spectrum. The president said that he feels the answer to bad speech is more speech; having intense and uncomfortable conversations—in an environment where safety can be protected—is important. He gave the example of the recent Ben Shapiro speech that happened on the St. Paul campus—Mr. Shapiro was allowed to speak at a venue where the University felt it could guarantee his safety and the safety of the University community, and the event concluded without incident.

A Morris student wrote in, asking why Native students do not have their own resource center on the Morris campus, given that 20% of the student body is Native. The president said that he had not heard that idea before. He said it seemed like a good idea to him, and that if it is a priority for the Morris community, the chancellor should advance the proposal.

Several staff members wrote similar questions about the president's priority of reducing operating costs and improving the excellence of the University's operations. They asked, other than money, how the administration is measuring success in this regard, and now that the $90 million reduction in operating costs has almost been achieved, will there be some breathing room in terms of budget? President Kaler said that there is one more year to go before the $90 million reduction goal is achieved, but that he understands that it puts pressure on departments. He said that funds from the state legislature are likely to be modest in the foreseeable future, and often targeted around specific initiatives, and that he is committed to minimizing tuition increases for Minnesota undergraduate students; therefore it is important not to let up on the goal to maximize efficiency. Operational excellence is measured through the Employee Engagement survey, feedback from employees through supervision, customer satisfaction, etc.

An employee of the UMCDC asked whether the president could give the employees there assurance that their jobs would be protected when a plan for the UMCDC or its replacement is in place. The president said that he appreciated the question and apologized for the uncertainty, but said that he could not offer an ironclad guarantee. However, he said, he imagined that there will be more, not less, opportunity for employment in this field when the future options emerge, and that current UMCDC employees would likely be prime candidates for employment in that space.

Several people wrote in asking why the University hosted Super Bowl events. President Kaler said that as a member of the broader Twin Cities community, the University felt the responsibility to offer its facilities to support these events. He added that the University netted a few hundred thousand dollars from these events; nothing was paid for by University funds.

With this, Professor Konstan thanked the president and concluded the question and answer period.

17. University/Faculty Senate Adjournment
Professor French adjourned the meeting at 4:38 p.m.