

2019-20 UNIVERSITY OF MINNESOTA

University Senate Minutes: No. 1

Faculty Senate Minutes: No. 51

Thursday, November 7, 2019

2:30 - 5:00 P.M.

The first meeting of the University Senate and the Faculty Senate for 2019-20 was convened at 2:30 p.m. in 125 Willey Hall on November 7, 2019. System campuses were linked by videoconference. Checking or signing the roll as present were 18 academic professional members, 11 civil service members, 106 faculty/academic professional members, and 31 student members. President Joan Gabel presided.

Professor Carol Chomsky, vice chair, University and Faculty Senate, called the meeting to order at 2.30 p.m.

1. Introduction of President Joan T.A. Gabel

Professor Carol Chomsky, vice chair, Faculty Senate

Professor Chomsky introduced President Joan T.A. Gabel, noting that Gabel brings valuable experience as a professor, department director, dean, provost, and parent of children attending college to the role of president. Chomsky said that Gabel's leadership style emphasizes collaboration; she has an informed vision about what it means to lead a complex educational institution, but is also committed to learning about the goals of the institution.

2. President's Report

President Joan T.A. Gabel

President Gabel gave the following report:

Thank you, I'm so pleased to be with you. Since 1912, this body has provided one the strongest shared governance systems in the nation. This is the 50-year anniversary of students joining the University Senate in 1969. And I am proud to serve as senate chair and to work with you to advance a better University for everyone.

Thank you to Professors Amy Pittenger and Carol Chomsky for your leadership, as well as to all the University Senate officers and staff.

What an exciting and rewarding start. We got started on July 1. I've met with local, state, and federal officials, the U of M's philanthropic community, leaders of business and industry, and supporters across the Twin Cities and Greater Minnesota. I've attended my first Minnesota State Fair. I've recorded leadership podcasts...enjoyed my first homecoming...cheered on the Gophers football team to an 8-0 start...and attended my daughter's wedding in Seattle!

I've visited Greater Minnesota – from Alexandria to Kenyon to Worthington...visiting favorite pastimes, like county fairs and local attractions.

On September 20, I was inaugurated as the only the 17th President of the University of Minnesota—a history that stretches nearly 170 years. That means a lot....I am also honored to serve as the University's first woman president.

I was also pleased to visit Duluth, Morris, and Rochester, and I just got back this morning from Crookston, my final inauguration visit.

To a person, those I've spoken to conveyed their passion and love for the U. I met a 5th generation Gopher at homecoming. I've also experienced how high quality and world class the U is and how it embraces its sense of place. It's a place where you can have an impact... where you can feel the good work that it does...how that work creates on-going opportunities...and how it supports Minnesotans. And I am so proud to be a part of it.

In this spirit, I'm excited to lead the U into the future. I am committed to a vision for the U that leaves us standing alone among our peers.

SYSTEM STRATEGIC PLAN

This effort does not begin from a standing start.

It builds off of the conversation started by Rebecca Ropers (who was FCC chair right before starting this work) and others a few years ago that led to a strategic framework, established strategic intentions, and consulted widely.

This next phase seeks to reframe the strategic intentions as broad commitments—and they will define what the U will do as a system. They are:

Student Success: Meeting all students where they are and maximizing their skills, potential, and wellbeing in a rapidly changing world.

Discovery, Innovation & Impact: Channeling curiosity and investing in discovery to cultivate possibility, innovate solutions, and elevate Minnesota and society as a whole.

MNtersections (Health, Food & Environment): Improving the health of people and places at the intersection of our system strengths and opportunities inspired by Minnesota and impacting the world.

Community & Belonging: Fostering a welcoming community that values belonging, equity, diversity, and dignity in people and ideas.

Fiscal Stewardship: Stewarding resources that promote access, efficiency, transparency, and collaboration through meaningful partnerships with the state, students, families, and partners.

The goal is to formally present the Commitments at the December Board of Regents meeting. We will consult widely in this work—with faculty, staff, and students, as well as with alumni supporters and partners in the legislature and around the state. I sent out a link from the initiatives tab on my presidential homepage, for individuals to provide input about the commitments electronically (the first on Sept 17; the second on Oct 9). I welcome all your feedback through the link on my presidential homepage.

After articulating the system commitments, we will turn to fulfilling them based on this feedback and consultation. Accordingly, I will be charging senior leaders to develop working groups to establish objectives, goals, and tactics that are specific, measurable, and action-oriented to align with the commitments. Senior leaders will present these goals and objectives to the Board during spring 2020.

Moreover, units across our university community who already have strategic plans in place or will be preparing ones that will describe how their work aligns with the commitments. For those with plans in place, the next step in the planning process will consist of an overlay or executive summary that highlights connectedness to the commitments.

In addition, I will provide Systemwide Strategic Planning updates to the Board of Regents at upcoming Board Meetings in December, February and March.

Ultimately, we intend to present the Systemwide Strategic Plan for BOR review and discussion at the May 2020 Board Meeting, with Board action on the plan during the June 2020 Board Meeting. Lastly, following this plan, and as a next step, we will initiate a process to review and refresh our Maroon/Gold measures likely at the Board of Regents retreat in July.

STUDENT MENTAL HEALTH

We need our best and brightest minds to focus on this issue because this is a national crisis, as you are well aware. We are clearly positioned to be leaders in the area of student mental health. I've charged Executive Vice President and Provost Karen Hanson, Chief Auditor Gail Klatt, and the Office of Student Affairs to complete a systemwide inventory of all activities, resources, and programs related to mental health so that we know where we stand, where are the gaps, and where to move forward. We will have updates on this work in January.

SEARCHES

Work is closing around our two senior-level searches, the Executive Vice President and Provost and Vice President for Human Resources. We're at the offer stage in this work, and your input and perspectives during these searches have been invaluable.

COMMUNITY AND BELONGING

At the October Board of Regents Meeting I presented next steps in our work towards a greater understanding of our complex institutional history. Last April, the Board charged the president with developing ongoing commemorations and educational activities that reflect our complex institutional history; and to recommend revisions to the Board of Regents Namings Policy. I'm committed to ensuring this work is done in a collaborative and consultative manner.

I have had conversations with multiple individuals, faculty, and students, and I met with members of the Task Force on Building Names and Institutional History to seek their advice and counsel about my suggested path to answering the Board's charge. I greatly welcomed the feedback, expertise, and engagement. We discussed the importance of internal and external consultation, contextualization, and the need to anchor this important work as an institutional commitment. I look forward to seeking continued input as this process develops, as well as consulting widely in the days ahead.

In December, and after broad consultation, I will present next steps for consideration towards amending the Board policy. We are establishing a high-profile event series that will engage University history through an exploration of contemporary social issues. The first is on November 14th—the Office of the President is co-sponsoring a talk by Christopher Lehman about his new book, *Slavery's Reach: Southern Slaveholders in the North Star State*. I recently attended his talk on October 15th at the Minnesota History Center in St. Paul.

We are working with faculty to grow capacity around courses to help tell University history across buildings and spaces. We are working with the Executive Vice President and Provost and Dean of Libraries to recommend a plan to better resource University Archives and Libraries. And we are exploring University history and/or University archives support. I will be providing more information about these important initiatives in the coming months.

In closing, it's great to be here with all of you. This year is an important year in our work, and I look forward to working with all of you in the days and months ahead. Thank you for everything you do for the University of Minnesota.

3. Questions to the President

President Joan T.A. Gabel

The president then opened the floor for questions. Scott Petty, student senator from the College of Food, Agricultural and Natural Resource Sciences, asked about the president's plan to have the new vice president for human resources report directly to her, and where internationalization of the University fell within the strategic plan. He explained that the graduate student population consists of about 30% international students, and that he has consistently heard comments from international graduate and professional students training to be staff and administrators in higher education that they are not having success when applying to positions at the University or at peer institutions. He wondered how many student services staff members at the University are former international students, noting that he had inquired with several colleges that had been hard pressed to name any.

The president remarked that she had never heard it articulated that way, but she does agree that University staff need to reflect the diversity of the community the University serves, as do faculty. She said that she hopes making the vice president for human resources a direct report will empower that individual to lean in to more of the techniques for hiring people from underrepresented backgrounds. All candidates for the position were asked about this issue, she added.

4. Tribute to Deceased Members of the University Community

Faculty/Staff

Donald Aronson
Professor
Institute of Technology
University of Minnesota Twin Cities
1929-2019

Richard Ashmun
Professor
College of Education and Human Development
University of Minnesota Twin Cities
1928-2019

Mary Baumhover
Executive Office and Administrative Specialist
School of Public Health
University of Minnesota Twin Cities
1944-2019

Peter Benjamin
Assistant Gardener
College of Food, Agricultural and Natural Resource Sciences
University of Minnesota Twin Cities
1956-2019

Scott Benson
Senior Radio/TV Broadcast Technician
Information Technology
University of Minnesota Twin Cities
1946-2019

Bradley Bombardier
Instructor
School of Fine Arts
University of Minnesota Duluth
1960-2019

Kristine Canfield
Food Service Worker
Auxiliary Services
University of Minnesota Twin Cities
1959-2019

Arlys Clements
Executive Office and Administrative Specialist
Medical School
University of Minnesota Twin Cities
1948-2019

Susan Crotty
Executive Office and Administrative Specialist
U of M Extension
University of Minnesota Twin Cities
1967-2019

William Cunningham
Professor
College of Biological Sciences
University of Minnesota Twin Cities
1937-2019

Jarrold Davis
Information Technology Manager
Carlson School of Management
University of Minnesota Twin Cities
1970-2019

Berneice Easterling
University of Minnesota Twin Cities
1933-2019

William Edson
Director
College of Education and Human Development
University of Minnesota Twin Cities
1914-2019

Robert Einsweiler
Professor
Humphrey Institute of Public Affairs
University of Minnesota Twin Cities

1929-2019

Naila Elliott
Finance Professional 1
Office of the Vice President for Research
University of Minnesota Twin Cities
1979-2019

Dorothy Fairbanks
Assistant Professor
School of Nursing
University of Minnesota Twin Cities
1930-2019

Stanley Finkelstein
Professor
Medical School
University of Minnesota Twin Cities
1941-2019

Erna Fishhaut
Coordinator
College of Education and Human Development
University of Minnesota Twin Cities
1930-2019

Robert Gardner
Assistant Professor
West Central ROC, Morris
College of Food, Agriculture, and Natural Resource Sciences
University of Minnesota Twin Cities
1979-2019

Donna Gauwitz
Senior Teaching Specialist
School of Nursing
University of Minnesota Twin Cities
1955-2019

David Giese
Professor
General College
University of Minnesota Twin Cities
1933-2019

Kiki Gore

Office Support Assistant
Boynton Health Service
University of Minnesota Twin Cities
1934-2019

Gerald Greupner
Admissions Associate
Undergraduate Education
University of Minnesota Twin Cities
1946-2019

Harold Ireton
Associate Professor
Medical School
University of Minnesota Twin Cities
1935-2019

Andrea Jacovitch
Program/Project Specialist
Carlson School of Management
University of Minnesota Twin Cities
1993-2019

Barry James
Professor
Swenson College of Science and Engineering
University of Minnesota Duluth
1942-2019

Curtis Jevne
Lab Animal Care Technician
Office of the Vice President for Research
University of Minnesota Twin Cities
1961-2019

Donald Johnson
Professor
College of Veterinary Medicine
University of Minnesota Twin Cities
1929-2019

Janet Johnson
Finance Professional 2
Carlson School of Management
University of Minnesota Twin Cities

1955-2019

Steven Johnson
Administrative Professional
University Relations
University of Minnesota Twin Cities
1949-2019

Jack Judy
Professor
Institute of Technology
University of Minnesota Twin Cities
1931-2019

Bernard Karon
Associate Professor
University Libraries
University of Minnesota Twin Cities
1942-2019

Philip Kragnes
Adaptive Technology Specialist
Office of Equity and Diversity
University of Minnesota Twin Cities
1965-2019

Tandyn Krenz
Academic Technologist 3
Information Technology
University of Minnesota Twin Cities
1970-2019

Craig Krueger
Farm Equipment Operator
Agriculture Experiment Station
University of Minnesota Twin Cities
1955-2019

Robert Kvavik
Associate Vice President
System Academic Administration
University of Minnesota Twin Cities
1942-2019

Sping Lin

Associate Professor
Medical School
University of Minnesota Twin Cities
1918-2019

Sanford Lipsky
Professor
College of Science and Engineering
University of Minnesota Twin Cities
1930-2019

May Lutfiyya
Researcher 7
Allied Health Center
University of Minnesota Twin Cities
1956-2019

Nancy McCulloh
Education Program Specialist
College of Education and Human Development
University of Minnesota Twin Cities
1953-2019

Wesley Miller
Professor
Medical School
University of Minnesota Twin Cities
1948-2019

Justus Naumann
Associate Professor
Carlson School of Management
University of Minnesota Twin Cities
1936-2019

Marilyn Nelson
Principal Office and Administrative Specialist
College of Science and Engineering
University of Minnesota Twin Cities
1945-2019

Gary Olin
Research Professional 4 Supervisor
College of Science and Engineering
University of Minnesota Twin Cities

1966-2019

Hardin Olson
Assistant Professor
Medical School
University of Minnesota Twin Cities
1933-2019

Landis Olson
Maintenance Operations Mechanic
Auxiliary Services
University of Minnesota Twin Cities
1940-2019

Barbara Overlien
Community Nutrition Educator
U of M Extension
University of Minnesota Twin Cities
1939-2019

Edgar Persons
Professor
College of Education and Human Development
University of Minnesota Twin Cities
1931-2019

Peter Plagemann
Professor
Medical School
University of Minnesota Twin Cities
1928-2019

Robert Plunkett
Professor
Institute of Technology
University of Minnesota Twin Cities
1919-2019

Rita Rocheford
Delivery Service Driver
Academic Support Resources Classroom Technical Services
University of Minnesota Twin Cities
1951-2019

Leon Sabath

Professor
Medical School
University of Minnesota Twin Cities
1930-2019

Ignacio San Martin
Program Director
College of Design
University of Minnesota Twin Cities
1943-2019

Lynn Searcy
Lecturer
College of Education and Human Development
University of Minnesota Twin Cities
1950-2019

Mabel Schauland
Assistant Professor
College of Liberal Arts
University of Minnesota Duluth
1933-2019

Virginia Schmidgall
Building and Grounds Worker
Housing Administration
University of Minnesota Morris
1931-2019

Paul Schultz
Senior Food Service Worker
Auxiliary Services
University of Minnesota Twin Cities
1963-2019

Rozanne Severance
Academic Administrative
Center for Transportation Studies
University of Minnesota Twin Cities
1944-2019

Janet Shapiro
Community Program Specialist
School of Public Health
University of Minnesota Twin Cities

1933-2019

Harvey Sharpe
Professor
Medical School
University of Minnesota Twin Cities
1934-2019

Pauline Sharpe
Executive Office and Administrative Specialist
Medical School
University of Minnesota Twin Cities
1952-2019

John Sivertson
Associate Professor
Institute of Technology
University of Minnesota Twin Cities
1925-2019

Lawrence Smith
Professor
College of Food, Agricultural and Natural Resource Sciences
University of Minnesota Twin Cities
1930-2019

Thomas Smith
Building and Grounds Worker
Facilities Management
University of Minnesota Twin Cities
1949-2019

Oscar Snyder
Associate Professor
College of Food, Agricultural and Natural Resource Sciences
University of Minnesota Twin Cities
1930-2019

Hollis Solz
Patient Care Professional 2
Boynton Health Service
University of Minnesota Twin Cities
1949-2019

Ephraim Sparrow

Professor
College of Science and Engineering
University of Minnesota Twin Cities
1928-2019

Mindy Swan
Licensed Practical Nurse
Boynton Health Service
University of Minnesota Twin Cities
1977-2019

Gary Thomas
Associate Professor
College of Liberal Arts
University of Minnesota Twin Cities
1944-2019

Herbert Ward
Professor
Medical School
University of Minnesota Twin Cities
1948-2019

Esther Wattenberg
Professor
College of Education and Human Development
University of Minnesota Twin Cities
1921-2019

George Wright
Regents Professor
College of Liberal Arts
University of Minnesota Twin Cities
1925-2019

Students

Isak Aden
College of Continuing and Professional Studies
University of Minnesota Twin Cities

Alexander Bandt
Swenson College of Science and Engineering
University of Minnesota Duluth

Dylan Christy

College of Education and Human Development
University of Minnesota Twin Cities

Andrew Dennison
College of Science and Engineering
University of Minnesota Twin Cities

David Genereux
University of Minnesota Crookston

Morgan Johnson
University of Minnesota Crookston

Kyle Keane
College of Science and Engineering
University of Minnesota Twin Cities

Jake Lavoie
Labovitz School of Business and Economics
University of Minnesota Duluth

Jared Levy
College of Liberal Arts
University of Minnesota Twin Cities

Samuel Mills
College of Liberal Arts
University of Minnesota Twin Cities

Michael Mitty
College of Continuing and Professional Studies
University of Minnesota Twin Cities

Marissa Pederson
University of Minnesota Crookston

Nicholas Proios
College of Science and Engineering
University of Minnesota Twin Cities

Dhilan Vekaria
College of Food, Agricultural and Natural Resource Sciences
University of Minnesota Twin Cities

5. Faculty/Senate Consultative Committee Report

Professor Amy Pittenger, chair, Faculty/Senate Consultative Committees

Professor Amy Pittenger, chair, Faculty/Senate Consultative Committees, said that since detailed minutes for the Faculty Consultative Committee (FCC) and Senate Consultative Committee (SCC) are posted on the University Senate Office website, she would highlight just a few points. First, she noted that every year, the FCC holds a retreat in August to set its priorities for the year. This year, three priorities emerged: conceptualizing professional development for faculty and instructors around best practices for supporting students with mental health and other disabilities; tasking a subgroup to look at governance representation and academic freedom for P&A teaching specialists and lecturers and contract faculty; and establishing guidelines for faculty behavior. Pittenger added that the provost search was nearly at its end, emphasizing that the FCC spent a lot of time giving input on that search. Finally, she informed senators that a campus conversation intended to help understand, acknowledge, and engage with the Twin Cities campus's complicated history in terms of equity and inclusion would be held on November 14, 2019, from noon-1:30 p.m. She reported that information gathered at that meeting would be used to inform future decisions.

6. Minutes for May 2, 2019 (*Action by the University Senate*)

Professor Robert Goldstein, clerk, University Senate

Motion: To approve the University Senate and Faculty Senate minutes from the meeting on May 2, 2019.

Approved.

7. Administrative Responses to Senate Actions (*Information for the University and Faculty Senates*)

Faculty Senate

None pending.

University Senate

- [Resolution on Professional Development Around Best Practices for Disability Accommodations and Supporting Students with Disabilities:](#)

The administration appreciates the Senate's commitment to inclusive campus communities that allow students with apparent and non-apparent disabilities equitable access to resources that support academic success. The resolution accurately depicts the growing challenge faced by the University and its peer institutions nationwide in efforts to uphold our commitment to students and the diverse ways they learn and demonstrate that learning. These issues require broad involvement across a wide range of University stakeholders in order to further explore and identify ameliorative possibilities. To that end, the Executive Vice President and Provost will charge a task force to examine best practices for disability accommodations and supporting students with disabilities, including the consideration of mandatory professional development.

- [Lactation Support Policy Resolution:](#)

The administration appreciates the senate's resolution on lactation accommodations and its overall advocacy for lactation support at the University. The Office of Equal Opportunity and Affirmative Action (EOAA) is currently drafting a system-wide administrative policy setting forth the University's prohibition of discrimination based on protected identities. Among other things, this policy will prohibit discrimination based on pregnancy, childbirth and related medical conditions such as lactation. EOAA plans to draft a Frequently Asked Questions document that will accompany the policy, and that will provide more detailed guidance on how to implement required accommodations for lactation. EOAA plans to begin a robust consultation process on this draft policy over the next year, and has indicated that it will reach out to the Lactation Advocacy Committee (LAC) for feedback on the draft policy and FAQ on pregnancy and lactation.

Regarding lactation space, University Services has convened a cross-functional team tasked with developing a lactation spaces program. This team is actively developing space standards, identifying and prioritizing existing spaces for investment, and working to ensure the proposed program is aligned with federal and state law on this subject. In the course of their work, they will be engaging with the LAC at several touchpoints to get input and feedback. The team's work product will include a suggested timeline for investments, a recommendation on funding needed to implement the program, and plans for how best to make these spaces easily identified across the Twin Cities campus. It is anticipated that this team will continue to work throughout the fall 2019 semester.

With regard to a point-person on each campus, the Office of Human Resources (OHR) has created a knowledge article on lactation resources on the Twin Cities campus that is used by the general OHR call center contact line. This means that Twin Cities campus community members can call or email the OHR Contact Center (4-UOHR; 612-624-8647; 800-756-2363; ohr@umn.edu) with questions about lactation resources on campus, including space and other support.

Additionally, each system campus has a point of contact for lactation resources and a designated room, on campus:

UMN Crookston: Stacey Grunewald, RN, sgrunewa@umn.edu, lactation space in 145D SSC;

UMN Duluth: Women's Resource and Action Center, wrac@d.umn.edu, lactation spaces in Multicultural Center KSC 260 and Library Room 143;

UMN Morris: Angie Berlinger, aberling@morris.umn.edu, lactation space in Student Center Room 111;

UMN Rochester: UMR HR (umrhr@r.umn.edu), lactation space in University Square 308A, 318 Commons Room 205-1, and One Discovery Square Room 420.

UMN TC: Multiple locations; see [campus maps](#).

8. Senator Responsibilities (*Information for the University and Faculty Senates*)

Senators were asked to review the document delineating [senator responsibilities](#).

9. Senate Research Committee Letter on Research Priorities

Professor Julie Olson, chair, Senate Research Committee

The Senate Research Committee sent a [letter](#) to President Gabel on its perspective on the 2019 transition in leadership.

10. Senate Academic Freedom and Tenure Committee Statement on Reproductive Services Fellowship (*Information for the Faculty Senate*)

Professor Jessica Larson, chair, Academic Freedom and Tenure Committee

The Academic Freedom and Tenure Committee approved a [statement](#) on the reproductive services fellowship that was delayed in May 2018.

11. 2023-24 Twin Cities/Rochester Academic Calendar (*Action by the Faculty Senate*)

Professor Jennifer Goodnough, chair, Senate Committee on Educational Policy

Motion: To approve the proposed Twin Cities/Rochester academic calendar for 2023-24:

2023-24 University of Minnesota Twin Cities and Rochester Calendar

Fall Semester 2023 (70 class days)

September 4	Monday	Labor Day holiday
September 5	Tuesday	Classes begin
November 23-24	Thurs.-Fri.	Thanksgiving holiday
December 13	Wednesday	Last day of instruction
December 14	Thursday	Study day
December 17	Sunday	Study day
December 15-16, 18-21	Fri.-Sat.,	Final exams
December 21	Mon.-Thurs. Thursday	End of term

Spring Semester 2024 (70 class days)

January 15	Monday	MLK holiday
January 16	Tuesday	Classes begin
March 4-8	Mon.-Fri.	Spring Break

April 29	Monday	Last day of instruction
April 30, May 1, 5	Tues., Wed., Sun.	Study days
May 2-4, 6-8	Thurs.-Sat., Mon.-Wed.	Final exams
May 8	Wednesday	End of the term

May Session 2024 (14 class days)

May 13	Monday	May session begins
May 27	Monday	Memorial Day holiday
May 31	Friday	May session ends

Summer Session 2024 (39 class days)

June 3	Monday	Classes begin
July 4	Tuesday	Independence Day holiday
July 26	Friday	8-week summer session ends

Comments: The Senate Committee on Educational Policy reviewed and approved the calendar on September 12, 2019.

Approved.

12. Action on Proposed Administrative Policy: *Faculty Development Leaves (Action by the Faculty Senate)*

Rebecca Ropers, vice provost, Faculty and Academic Affairs

Motion: To approve the [proposed revisions](#) to the policy.

Comments: Revisions to this policy were previously discussed at the Faculty Senate meeting on November 1, 2018. The discussion is summarized in the [minutes](#) from that meeting.

Rebecca Ropers, vice provost, Faculty and Academic Affairs, explained that supporting faculty is one of the most important investments the University can make, as the faculty carries out the core mission. Ensuring that faculty are supported allows the University to thrive, she said, emphasizing that the Administrative Policy: *Faculty Development Leaves* addresses one of the ways the University supports faculty. By way of background, Ropers noted that revisions to the policy have been under discussion for many years. Under the current policy, some faculty are unable to take advantage of development leaves or sabbaticals because of financial reasons, or because their college does not utilize the single semester leave. Furthermore, she said, some newly hired faculty assumed that the policy would mirror those of other institutions, and were surprised to learn that it did not. Ropers said that she had brought proposed revisions to the Faculty Senate one year ago, and although the revisions proposed at that time had strong support from the FCC and the Senate Committee on Faculty Affairs (SCFA), there was heated discussion at the meeting of the Faculty Senate. Three perspectives surfaced at that meeting: the faculty felt

strongly that the single semester leave should continue to be explicitly described in the policy because these leaves benefit junior faculty in particular; they wanted to keep the language about faculty being entitled to development leaves; and they wanted colleges to be able to offer single semester sabbaticals at 100% pay. Ropers noted that the conversation from that meeting ultimately made the policy stronger.

As a result, said Ropers, the single semester leave remains an option, but utilization is capped at 4% of the faculty in each college/campus at a time. The language around entitlement remains the same as the current policy. The proposed changes are as follows:

- Makes it clear that colleges can provide single semester sabbaticals at 100% pay
- Requires that each college create a plan for how they will implement the revised policy
- Clarifies the role of the support fund

Ropers said that usage of the support fund will likely increase, due to the greater need to fund teaching replacement if more faculty are taking development leaves. She also noted that there will be a transition period of approximately three years to implement the policy changes.

Mary MacCarthy, a P&A senator from University of Minnesota Technology Commercialization, noted that that office is mentioned in the policy. She said that they are in the midst of hiring a new executive director, and because the policy includes entrepreneurial leaves, she requested that the office be given an opportunity to review the policy and make sure it aligns with the new director's priorities. Ropers clarified that that section of the policy remains unchanged, but agreed that it was an important point and said she would be happy to have those conversations.

Approved.

13. Update from Liberal Education Redesign Committee (*Discussion by the University and Faculty Senates*)

Professor Sally Kohlstedt, chair, Liberal Education Redesign Committee

In order to facilitate an inclusive discussion, the Senate Consultative Committee proposed the following special rules during this discussion:

- Anyone present may speak without being yielded time by a senator
- Each speaker is limited to two minutes each time they are recognized

A voice vote was held and the revised rules were approved.

Senators were provided with [reference materials](#) prior to the meeting.

Professor Sally Kohlstedt, chair, Liberal Education Redesign Committee, noted that the Liberal Education Redesign Committee (LERC) had contemplated current realities in higher education and thought about the University's mission as a land grant institution. The committee also looked at peer institutions and considered the makeup of the University of Minnesota Twin Cities student body: about 30% are transfer students, and many students arrive with credits from the

Post-Secondary Enrollment Option (PSEO), AP credits, etc.; the percentage of students who come in without any requirements fulfilled is relatively small. The LERC conducted considerable consultation with many stakeholders, including but not limited to the Minnesota Student Association (MSA), the Senate Committee on Educational Policy (SCEP), the FCC, the regents, the [Undergraduate Advisory Board](#) and the [Academic Advising Network](#). The LERC also held two faculty fora and gathered feedback from the University and Faculty Senates at a previous meeting, said Kohlstedt. She added that the LERC would meet the following week to review feedback from the present meeting.

Kohlstedt then explained a new element, “Fundamentals,” which appears in both proposals. This idea came from conversations with students, she said. Writing Intensive (WI) courses have permeated the curriculum and can be taken in many different fields and disciplines. Most students who graduate have more WI courses than required. The idea to infuse the curriculum with skills that are really essential seemed exciting, and students expressed a desire to know more about quantitative reasoning and ethics.

Next, Kohlstedt addressed the question of how courses would be reviewed for liberal education requirements. She noted that the current process with the Council on Liberal Education (CLE) has worked well in some ways, but faculty complain that it is slow. She described the following proposed changes to that process:

- To be a course of record for liberal education in any category, the teaching faculty must present a paragraph explaining how the course meets the description. There must also be a proposed syllabus with a statement for students pointing out how the course contributes to their liberal education.
- A newly constituted General Education Committee will be appointed with attention to areas of expertise and experience of members to allow proposed courses in the Disciplinary Inquiry and Fundamentals areas to be reviewed by small teams of faculty members. Each team should have at least two members from the appropriate disciplinary or fundamentals area. If issues arise, one of those faculty members should serve as liaison to talk with the course proposer. After further discussion, if required, the team’s recommendation is then sent to the full committee.
- Thematic Inquiry courses will be evaluated by faculty peers who have taught or intend to teach a particular theme. All faculty teaching thematic inquiry courses will participate in at least one discussion forum with others planning to teach that theme, albeit often from quite different perspectives. The purpose is to share syllabi, discuss sources and approaches to the material, and identify colleagues in order to create communities of scholars (Faculty Learning Communities) with similar teaching and perhaps research interests across the campus.

Kohlstedt then gave an overview of Plans A and D, noting that a goal of both plans is to provide a more clear, flexible, and straightforward set of requirements that invites exploration across the curriculum and focused attention to the central elements in each course. Distinctions between Plan A and Plan D include the following:

- Plan A emphasizes that courses in both Disciplinary Inquiry and Thematic Inquiry will be singly focused on their particular content and intention and deeply emphasize the new

definitions. Plan A requires that students take six Disciplinary Inquiry courses across the six areas of study. Students will also be required to take just one course in each of two Thematic Inquiry areas: 1) Diversity, Power, and Justice in the United States OR Global Perspective and 2) Environment and Sustainability OR Technology and Social Transformations. The Thematic Inquiry courses will not be linked to any disciplinary affiliation although they will likely be taught by faculty whose expertise is also in a discipline.

- Plan D requires that students take six Disciplinary Inquiry courses across six areas of study and complete four Thematic Inquiry courses across the four topical areas. This model presents Thematic Inquiry courses as among the most important courses that the University offers, in that they deal with critical issues and are places where many members of our faculty have considerable expertise. All four are central to creating informed future citizens. In order to develop a plan that is comprehensive and credit neutral for students in majors with high in-major credit requirements, Plan D allows for dual-certified though not triple-certified courses and acknowledges that many of faculty currently teach very successful dual-certified courses.

At this point, the president opened up the floor for questions and comments. Many faculty members and students voiced support for Plan D. Reasons cited included the following:

- Double-certification allows students the flexibility to study other things such as languages, study abroad, and double majoring
- Opposition to the idea of allowing students to opt out of taking either Diversity, Power, and Justice in the United States or Global Perspectives
- Accreditation requirements in the College of Science and Engineering (CSE) results in great difficulty for students to fit all the requirements into a reasonable time to graduation; Plan A would add courses to some majors, thereby reducing flexibility and the ability to graduate on time
- Dislike of the idea that there cannot be double or triple-certification within the cores or themes if it makes sense (such as study abroad classes fulfilling Global Perspectives and another theme)
- Belief that the themes are the soul of the curriculum, and help students to understand 21st century struggles
- In some disciplines, combination of themes and cores is natural and it is not possible to separate them; therefore it seems strange not to give credit for all themes/cores covered in a course.
- Double-certification encourages interdisciplinary inquiry and looking at how disciplines interact

David Morse, faculty senator from CSE, said that his department has a four-year graduation plan that tells students exactly what courses they need to take and in what order. The current plan, or matrix, assumes that all requirements outside of science, technology, engineering, and math are satisfied in four courses, which means that students have to figure out how to satisfy the requirements, as opposed to which courses they're most interested in taking. Plan A increases the number of courses required, so most of his colleagues oppose it, he said; it is difficult to remove even one course from the matrix without redesigning the entire curriculum. He added that Plan D

involves fairly small changes, but it would make the matrixing problem worse. He suggested making a change in the science requirements—instead of requiring a physical science and a biological science course, simply require one science course and allow students to choose how to fulfill the requirement.

Matt Pappas, student senator from the College of Biological Sciences, said he is opposed to allowing students to choose between biological sciences and physical sciences, as proposed by Professor Morse. He also said that the decision should be based on the merits of the curriculum, not whether double-certification is allowed; if the number of credits is too high, he said, then the number of credits should be reduced.

Comments in support of Plan A cited the lack of standardization in Plan D, resulting in some students taking 24 credits while some take 42. The argument was that this produces equity issues, as lower income students who have to work have to rely more on double-certification, and therefore essentially learn less.

Chris Phalen, professor of economics and a member of the LERC, commented that no peer institutions have the complex system of matrixing and double-certification; he suggested that Plan A be revised so that the engineers can live with it.

Michael Gallope, College of Liberal Arts faculty member and one of the authors of Plan D, said that it is not true that no other universities have a system similar to Plan D, and named several that do.

Sue Staats, faculty senator from the College of Education and Human Development and LERC member, reminded people that maintaining the status quo is an option. She said that very few people have publicly supported Plan A.

Jerry Cohen, faculty senator from CFANS, said that he felt that neither proposal contains anything novel or new. He suggested that looking at the University's learning outcomes could be valuable in this process. He also noted that nothing in either proposal evaluates whether the University is meeting its obligation to prepare students to go out into society and understand their place therein. Too much is driven by turf and budgetary concerns, he said; it is more important to think about how best to educate.

Rose Vukevich, faculty senator from the College of Education and Human Development, asked what will happen to courses with current liberal education designations if Plan A is adopted. Kohlstedt said that the changes would be rolled out over the next three to five years, and during that time, faculty teaching double-certified courses would have to make a choice between the certifications (if plan A). She clarified that currently, courses are required to be recertified every five years. Students who are already at the University would have the option to use the old or new system, she added. Vukevich commented that nothing looks new or innovative in either plan.

Dave Andow, faculty senator from CFANS, agreed that the plans do not seem very different from the status quo, although he liked the Fundamentals. He added that implementing either new plan would be a lot of work, and the cost-benefit trade off does not seem worth it for such small changes. He also noted that neither plan addresses the issue of departmental silos.

Isaiah Ogren, ranking student senator, wondered what work the LERC has done to break down departmental silos. He noted that there is often intense competition between departments and colleges for enrollment. He also encouraged the administration to include students on the committee the next time liberal education requirements are reviewed. He also said that the same requirements need not apply to every undergraduate student.

14. Old Business

None

15. New Business

None

16. Adjournment

President Gabel adjourned the meeting at 4:28 p.m.

Amber Bathke
University Senate Office