The first meeting of the University Senate and the first meeting of the Faculty Senate for 2015-16 was convened in 25 Mondale Hall on Thursday, November 5, 2015, at 2:37 p.m., as a joint meeting of the two bodies. System campuses were linked by ITV. Checking or signing the roll as present were 20 academic professional members, 5 civil service members, 114 faculty/academic professional members, and 21 student members. President Kaler presided.

1. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY

FACULTY/ACADEMIC PROFESSIONALS/STAFF

Vernon Albertson
Professor
Electrical and Computer Engineering
1928 - 2015

Timothy Behme
Lecturer
Communication Studies
1968 - 2015

Pamela Bridson
Principal Office and Administrative Specialist
Orthopedic Clinic Operations
1947 - 2015

Richard Brill
End User Support
School of Business and Economics Dean's Office - University of Minnesota Duluth
1970 - 2015

John Britton
Professor
Chemistry
1930 - 2015

Florence Brown
Executive Assistant
Medical School Dean's Office
1924 - 2015

Clarke Chambers
Professor
History
1921 - 2015
Sharon Collison
Executive Assistant
Institutional Research
1944 - 2015

Sally Cook
Community Program Specialist
Ophthalmology
1940 - 2015

Anita Dille
Senior Accountant
Soil, Water and Climate
1943 - 2015

Raymond Dodson
Professor
Chemistry
1920 - 2015

Jennifer Donnelly
Community Program Associate
Psychology
1970 - 2015

John Edson
Professor
Laboratory Medicine and Pathology
1926 - 2015

Gerald Eldred
Executive Accounts Specialist
Continuing Education
1950 - 2015

Gerald Fischer
Director
University of Minnesota Foundation
1943 - 2015

Peter Fleming
Office Support Assistant
Coffman Bookstore
1957 - 2015

John Goodding
Professor
Agronomy and Plant Genetics
1922 - 2015

Gerald Gothard
Senior Operating Engineer
Heat Plant - University of Minnesota Duluth
1938 - 2015
Roy Griak
Head Coach
Men's Track
1923 - 2015

Peter Hannan
Researcher
Epidemiology
1938 - 2015

Evelyn Hansen
Professor
General College
1926 - 2015

Clayton Hanson
Information Technology Professional
Human Resources
1974 - 2014

Teresa Harrell
Senior Counselor
Global Programs/Strategy Alliance
1948 - 2015

Teresa Harrold
Principal Accounts Specialist
Sponsored Financial Reporting
1935 - 2015

Gregg Herrmann
Clinical Instructor
College of Pharmacy
1955 - 2015

Lanna Huynh
Junior Scientist
Disability Resource Center
1960 - 2015

Joyce Johnson
Office Specialist
Academic and Distributed Computing Services
1933 - 2015

Allen Knutson
Electromechanical Systems Specialist
Physics and Astronomy
1932 - 2015

Beth Kowahl
Developer
AHC Administrative Information Systems
1951 - 2015

Chelsea Langhans
Assistant Child Care Teacher
Child Development
1990 - 2015

Elizabeth Latts
Community Program Associate
Pediatrics
1941 - 2015

Robert Letson
Associate Professor
Ophthalmology
1927 - 2015

Richard Lidberg
Associate Professor
Education - University of Minnesota Duluth
1932 - 2015

Lorne Lindberg
Electrician Foreman
Capital Planning and Project Management
1943 - 2015

Jeanne Lupton
Associate Vice President
University of Minnesota Foundation
1923 - 2014

Beatrice Niesch
Attendance
Middlebrook Food Service
1949 - 2015

Eugene Ogan
Professor
Anthropology
1930 - 2015

Margaret Olson
Junior Cashier
Bookstore - University of Minnesota Duluth
1933 - 2015

Richard Oriani
Professor
Chemical Engineering and Materials Science
1920 - 2015

Judith Patton
Principal Operations/Student Services Specialist
Bookstore - University of Minnesota Duluth
1942 - 2015

Thomas Pearsall
Professor
Writing Studies
1925 - 2015

Barbara Polister
Coordinator
Community Integration
1927 - 2015

John Polley
Assistant Professor
Agriculture and Natural Resources - University of Minnesota Crookston
1922 - 2015

Richard Purple
Professor
Integrative Biology and Physiology
1936 - 2015

Shirley Raynes
Executive Assistant
Auxiliary Administration
1936 - 2015

Ann Reilly
Executive Office and Administrative Specialist
Health Policy and Management
1953 - 2015

William Rempel
Professor
Animal Science
1921 - 2015

Harlan Rosendahl
Extension Educator
University of Minnesota Extension
1953 - 2015

Julie Ross
Professor
Pediatric Epidemiology
1961 - 2015

Daniel Rossiter
Carpenter
Facilities Management
1954 - 2015

Margaret Samuelson
Executive Assistant
Agricultural Experiment Station
1933 - 2015

Cristine Scarlett
Executive Secretary
Biochemistry, Molecular Biology and Biophysics MED
1942 - 2015

Harold Seim
Assistant Professor
Family Medicine and Community Health
1940 - 2015

George Sell
Professor
Mathematics
1937 - 2015

Richard Seybolt
Professor
Foreign Language and Literature - University of Minnesota Duluth
1942 - 2015

Allan Shocker
Professor
Marketing
1937 - 2015

Wesley Simonton
Professor
College of Liberal Arts Dean's Office
1921 - 2015

Thomas Soulen
Associate Professor
Plant Biology
1935 - 2015

Marvin Stein
Professor
Computer Science and Engineering
1924 - 2015

David Swanson
Employee Benefits Counselor
Human Resources
1938 - 2015

John Taborn
Associate Professor
Educational Psychology
1935 - 2015
Dennis Theis
Adjunct Associate Professor
Oral Medicine, Diagnosis, and Radiology
1946 - 2015

Romana Urueta
Assistant Professor
Nursing
1927 - 2015

James VanLear
Laboratory Animal Attendant
Research Animal Resources
1952 - 2015

Robert Vickers
Professor
Diagnostic and Biological Sciences
1932 - 2015

Carol Wells
Professor
Laboratory Medicine and Pathology
1944 - 2015

Lorentz Wittmers
Associate Professor
Biomedical Sciences - University of Minnesota Duluth
1942 - 2015

John Zak
Audio/Visual Media Producer
University Relations - University of Minnesota Crookston
1949 – 2015

STUDENTS

Halvor Adams
College of Science and Engineering – University of Minnesota Duluth

Mary L. Buckley
University of Minnesota Crookston

Jesus Estrada-Perez
College of Liberal Arts

Ryan Giguere
College of Liberal Arts

Steven Haney
College of Continuing Education

Roger Jenni
Carlson School of Management
2. SENATE CONSULTATIVE COMMITTEE REPORT

Professor Colin Campbell, chair of the Senate Consultative Committee (SCC), began by reviewing the charge and membership for the committee. He thanked his colleagues on the Faculty Consultative Committee (FCC) for their individual perspectives, intelligence, and energy, which are greatly appreciated. Professor Campbell then acknowledged his vice chair, Professor Jigna Desai, who could not be present at this meeting. He said that he is indebted to her thoughtful and energetic manner, as well as providing an intellectual backstop to him. He said that she has made his work easier. Lastly he expressed his personal gratitude to the Senate Office staff as they allow the various Senates and Senate committees to pursue their work, and have been patient with him the last few months as he has been learning about his role as chair.

He said that the Senate committee chairs met on September 15, along with Amy Phenix and Liz Eull from the President’s Office and Brian Steeves from the Regents Office. This meeting allowed committee chairs to share best practices and review the year’s agendas to see which issues might have a joint interest among committees. A major theme agreed upon for this year was to ensure that committees interact efficiently and effectively. The highlight of the meeting, for him, was informal, small group discussions on topics. This group will meet again in the spring.

Professor Campbell noted that SCC met on October 22 to receive a presentation from Lynn Zentner and Jon Guden from the Office of Institutional Compliance and Professor Will Durfee, faculty liaison, on revisions to the Individual Conflict of Interest Policy, which will be discussed later. The October 22 meeting also included a discussion with President Kaler.

Finally, the SCC organized a meeting with Vice President Kathy Brown regarding the Job Family Study on October 19. A number of questions and concerns were expressed. It became clear that the hour devoted to this topic was insufficient to address all the issues so a follow-up meeting is being planned.
3. MINUTES FOR APRIL 30, 2015
Action by the University Senate

MOTION:

To approve the University Senate and Faculty Senate minutes, which are at:

http://www1.umn.edu/usenate/usenate/minutes/150430sen.pdf

JENNIFER ALEXANDER, CLERK
UNIVERSITY SENATE

DISCUSSION:

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

APPROVED

4. SENATE CONSULTATIVE COMMITTEE
Senator Responsibilities
Information for the University Senate

Responsibilities of Faculty Senators

In order to ensure that the faculty governance system operates effectively to represent faculty concerns and perspectives, individuals serving as Faculty Senators should:

1. Attend all University and Faculty Senate meetings in their entirety or arrange for an alternate to attend.

2. Review docket materials prior to Senate meetings and be prepared to discuss and vote on issues presented. In order to conduct business at a meeting, a quorum is required. The requirement of quorum is a protection against unrepresentative action by a smaller number of senators.

3. Share draft policies and policy amendments with colleagues for discussion before Senate action.

4. Distribute to colleagues in their college information on significant matters before the Senate and solicit faculty views on such issues.

5. Bring to the Senate, or one of its committees, issues of concern from their colleagues.

6. Communicate regularly with faculty and governance bodies in their academic unit.

7. Consider serving on a Senate committee.

8. Remember that, while they are elected as a delegate from their academic unit, “[e]ach member of the University Senate shall represent the University as a whole.”

9. Standard rules of decorum apply at all Senate meetings; be respectful of other senators, University administrators and guests.

10. Senators need to stay on the topic being discussed. If a senator goes off topic, he/she will
Responsibilities of Student Senators

In order to ensure that the University governance system operates effectively to represent student concerns and perspectives, individuals serving as Student Senators should:

1. Attend all University and Student Senate meetings or arrange for an alternate to attend.
2. Review docket materials before Senate meetings and be prepared to discuss and vote on issues presented.
3. Share draft policies and policy amendments with constituents and relevant student organizations for discussion before Senate action.
4. Distribute to constituents and relevant student organizations information on significant matters before the Senate and solicit student views on such issues.
5. Bring to the Senate, or one of its committees, issues of concern to their constituents and relevant student organizations.
6. Communicate regularly with student governance bodies.
7. Consider serving on one of the Senate committees.
8. Remember that, while they are elected as delegates from their academic units, “[e]ach member of the University Senate shall represent the University as a whole.”

Adopted unanimously by the Student Senate Consultative Committee 9/14/06.
ARTICLE II. COMMITTEES OF THE UNIVERSITY SENATE (Changes to this article are subject to vote only by the University Senate)

...

5. University Senate Committee Charges

...

A. ADVISORY COMMITTEE ON ATHLETICS

The Advisory Committee on Athletics provides consultation and advice to the President, the senior administrator responsible for athletics, and the Department of Intercollegiate Athletics on policies and other major decisions. All policies formulated by the Advisory Committee on Athletics will be reported to the Twin Cities members of the Senate Consultative Committee for action and to the Twin Cities Delegation for information after the Twin Cities members of the Senate Consultative Committee have acted. The Twin Cities Delegation has the authority to reverse or modify a decision by the Twin Cities members of the Senate Consultative Committee.

Membership

The Advisory Committee on Athletics shall be composed of:
4 tenured Twin Cities faculty members,
2 academic professional members,
4 student members (including 2 selected by the representatives of students in the intercollegiate athletics program),
1 civil service member,
2 alumni members,
the 2 Faculty Representatives to the NCAA,
the chair of the Faculty Academic Oversight Committee for Intercollegiate Athletics, and ex officio representation as specified by vote of the Twin Cities Delegation.

The chair, faculty, and academic professional, civil service members shall be appointed by the President after consultation with the Faculty Committee on Committees. Two student members shall be appointed by the Student Committee on Committees. Civil service members shall be appointed by the Civil Service Consultative Committee. Alumni members shall be appointed by the director of alumni relations.

The chair shall hold no administrative appointment higher than department chair or head. No one, other than the Faculty Representatives to the NCAA, may serve more than six (6) consecutive years on this committee.

...

B. ALL-UNIVERSITY HONORS COMMITTEE

The All-University Honors Committee solicits and reviews nominations for all-University honors.

Membership

The All-University Honors Committee shall be composed of:
no more than 8 faculty members (including one from each system campus, where appropriate),
2 academic professional members,
3 students,
2 civil service members,
5 alumni, and
ex officio representation as specified by vote of the University Senate.

Faculty, academic professional, civil service, and student members shall be appointed by the Committee on Committees. Alumni members shall be appointed by the director of alumni relations.

C. DISABILITIES ISSUES COMMITTEE

The Disabilities Issues Committee recommends University policies, procedures, programs, and services concerning faculty/academic professionals, students, staff, and guests of the University with disabilities.

Membership

The Disabilities Issues Committee shall be composed of:
at least 7 faculty members,
2 academic professional members,
4 students (two graduate/professional and two undergraduates),
2 civil service members, and
ex officio representation as specified by vote of the University Senate.

Faculty, academic professional, civil service, and student members shall be appointed by the Committee on Committees. Civil service members shall be appointed by the Civil Service Consultative Committee.

Duties and Responsibilities

a. To advise the president and administrative offices, including the Disability Services Office, disability resource centers at each campus and the University ADA Coordinator, on policies, programs, and services for students, employees, and guests of the University.

...  
d. To inform the University community of the special concerns of its members with disabilities and of the available resources.

...  

D. EQUITY, ACCESS, AND DIVERSITY COMMITTEE

The Equity, Access, and Diversity Committee is primarily concerned with the impact and compliance of University policies, programs, and services on equal opportunity, affirmative action, and diversity from a system perspective.

Membership

The Equity, Access & Diversity Committee shall be composed of:
at least 7 faculty members,
2 academic professional members,
6 students (including at least one from each system campus),
2 civil service members, and
ex officio representation as specified by vote of the University Senate.

Faculty, academic professional, civil service, and student members shall be appointed by the Committee on Committees. Civil service members shall be appointed by the Civil Service Committee. Each system campus shall have at least 1 faculty or academic professional member where appropriate.

E. FINANCE AND PLANNING COMMITTEE

The Finance and Planning Committee serves as the consultative body to the president and senior University officers on all major issues of planning, budget, resource allocation policy, and University operations.

The committee is expected to consider matters of University-wide policy or effect.

The Committee may, from time to time, act as a Twin Cities campus committee, and take up matters exclusively of concern to the Twin Cities, and may appoint subcommittees to deal with issues that pertain to the entire University or only to the Twin Cities campus.

Membership

The Finance and Planning Committee shall be composed of:
10 faculty members,
2 academic professional members,
4 students,
2 civil service members, and
ex officio representation as specified by vote of the University Senate.

Faculty, academic professional, civil service, and student members shall be appointed by the Committee on Committees. Civil service members shall be appointed by the Civil Service Consultative Committee.

F. INFORMATION TECHNOLOGIES COMMITTEE

The Information Technologies Committee represents faculty, academic professional, civil service and student interests in the development, implementation, and distribution of information technologies at the University. Information technologies include information systems (including their associated hardware and software) and the electronic exchange of information among faculty, staff and students.

Membership

The Information Technologies Committee shall be composed of:
8 faculty members,
4 academic professional members,
3 student members (with at least one undergraduate and one graduate student),
1 civil service member, and
ex officio representation as specified by vote of the University Senate.
Faculty, academic professional, civil service, and student members shall be appointed by the Committee on Committees. Civil service members shall be appointed by the Civil Service Consultative Committee.

... 

G. LIBRARY COMMITTEE

The Library Committee represents faculty, academic professional, civil service, and student interest in the University libraries.

Membership

The Library Committee shall be composed of:
- 12 faculty/academic professional members,
- 4 students,
- 1 civil service member, and
- ex officio representation as specified by vote of the University Senate.

Faculty, academic professional, civil service, and student members shall be appointed by the Committee on Committees. Academic professionals members must be eligible to serve in the Faculty Senate. Civil service members shall be appointed by the Civil Service Consultative Committee and shall not be a library employee.

... 

H. SENATE COMMITTEE ON COMMITTEES

The Senate Committee on Committees appoints members of certain committees of the University Senate and advises the Senate Consultative Committee on the committee structure of the University Senate.

Membership

The Senate Committee on Committees shall be composed of:
- the faculty, civil service, and academic professional members of the Faculty Committee on Committees, and
- the student members of the Student Committee on Committees.

The chair of the Faculty Committee on Committees shall serve as the chair of the Senate Committee on Committees.

Duties and Responsibilities

a. To forward annually to the University Senate for approval names of faculty members, academic professionals, civil service, undergraduate students, graduate/professional students, and chairs it recommends for appointment to those committees of the University Senate specified in the Bylaws of the University Senate. The committee shall give consideration to:
   1) representation from the various campuses and units when appropriate;
   2) the number of committees on which the faculty/academic professional, undergraduate student or graduate/professional student member currently is serving;
   3) the principle of rotation of committee assignments;
   4) the recommendations of the respective committee chairs, faculty, academic professional, civil service, undergraduate student and
graduate/professional student members; and 5) expressions of interest in committee service offered by faculty, academic professionals, civil service, undergraduate students and graduate/professional students. In addition, the committee shall select senators for committee membership when appropriate to encourage communication between the University Senate and its committees. The committee also shall strive to assure full and adequate representation by race, sex, and academic rank in constituting committees.

b. To meet during the fall semester with committee chairs, on a rotating basis determined by the committee, to review with each committee chair the charge to the committee and how well it has been functioning, and pursuant to these discussions, to make recommendations to the Senate Consultative Committee about any changes in committee structure, charge, or membership which it deems appropriate.

c. To review and forward as appropriate to the University Senate any proposed changes to the charge, membership, or ex officio members for committees of the University Senate prior to approval from the University Senate.

...  

**J. SOCIAL CONCERNS COMMITTEE**

The Social Concerns Committee is primarily concerned with the interrelationship between the University and the broader social community. It is concerned with the nature and extent of the University's response to social concerns.

**Membership**

The Social Concerns Committee shall be composed of:
- 7 faculty members,
- 3 academic professional members,
- 7 students,
- 3 civil service members,
- 3 alumni representatives, and
- ex officio representation as specified by vote of the University Senate.

Faculty/academic professional, civil service, and student members shall be appointed by the Committee on Committees. Civil service members shall be appointed by the Civil Service Consultative Committee. The alumni members shall be appointed by the president in consultation with the director of alumni relations.

...  

**K. STUDENT ACADEMIC INTEGRITY COMMITTEE**

The Student Academic Integrity Committee is an advisory body to the Senior Vice President for Academic Affairs and Provost and to the administrative officers responsible for education, outreach, and sanctions related to issues of academic integrity.

**Membership**

The Student Academic Integrity Committee shall be composed of:
- 5 faculty members,
- 3 academic professional members,


§ 6 students (including one from each system campus; of the two Twin Cities representatives, at least one of whom shall be a graduate or professional student and at least one of whom shall be an undergraduate student from each of the Crookston, Duluth, Morris and Twin Cities campuses), and ex officio representation as specified by vote of the University Senate.

Members will be appointed by the Committee on Committees. Academic professional members must be eligible to serve in the Faculty Senate. At least 1 faculty or academic professional member must be from a system campus. The chair of the committee shall be a tenured faculty member.

... 

COMMENT:

During 2014-15, the Civil Service Consultative Committee (CSCC) worked with the Faculty Committee on Committees regarding the appointment process for civil service employees to University Senate Committees. It was determined that CSCC would no longer make these appointments. Instead the Faculty Committee on Committees would fill these seats in a similar manner to how faculty and academic professional seats are filled.

The proposed Bylaws amendments make the change in the appointment process for each University Senate Committee that has civil service members and adds two civil service members to the Faculty Committee on Committees.

DAVID KIRKPATRICK, CHAIR
SENATE CONSULTATIVE COMMITTEE

6. UNIVERSITY SENATE RULES AMENDMENT
Disabilities Issues Committee Ex Officio Membership

MOTION:

To amend Article II, Section 1 of the University Senate Rules as follows (language to be added is underlined; language to be removed is struck-out). As an amendment to the University Senate Rules, the motion requires a simple majority for approval.

ARTICLE II. RULES FOR COMMITTEES OF THE UNIVERSITY SENATE (Changes to this article are subject to vote only by the University Senate)

1. Ex Officio Members of University Senate Committees

... 

- Disabilities Issues--Office of the Senior Vice President for Academic Affairs and Provost (the University ADA coordinator); Office for Equity and Diversity (Disability Services Resource Center)

... 

COMMENT:

This amendment updates the name of the University office.
DISCUSSION:

With no discussion a vote was taken and the motion was approved with 124 in favor and none opposed.

APPROVED

END OF MOTION A

7. SENATE CONSULTATIVE COMMITTEE
Administrative Policy on Individual Conflicts of Interest
Discussion

The draft discussed is available at:
http://www1.umn.edu/usenate/usenate/docs/1510individual_COI_draft.pdf

COMMENT:

The Conflicts of Interest (COI) Program, as part of its 4 year comprehensive review of Administrative Policy: Individual Conflicts of Interest (http://policy.umn.edu/operations/conflictinterest), and Administrative Policy: Individual Conflicts of Interest: Standards that Govern Those Involved in Clinical Health Care (http://policy.umn.edu/operations/clinicalcoi), proposes to merge the provisions into one policy. The changes proposed by the COI Program are reflected in red text, with explanatory comments in the margin. In addition, the draft policy includes, in purple text, provisions recommended by the Implementation Team. That group was charged with implementing the recommendations made by the panel that conducted the recent review of the University’s human research protection program. The final report of the Implementation Team is available at: http://research.umn.edu/advancehrp/documents/workplan-final.pdf, with pages 54-56 of that report is the section on conflict of interest.

DISCUSSION:

Professor Will Durfee said that he, along with Lynn Zentner and Jon Guden from the Office of Institutional Compliance, would present revisions to the Administrative Policy on Individual Conflicts of Interest. These revisions are for discussion today with a vote to be taken at the March meeting.

There are two reasons for the revisions to this policy. First is that it was due for a comprehensive review. Second is that the recent external review of the University’s human subjects protection program made recommendations that relate to content in this policy and so an implementation team last spring suggested revisions.

Professor Durfee said that this is a lengthy document due to the level of detail needed when dealing with conflicts. The majority of the policy is existing language. One of the biggest changes is that this revision combines two current policies – Individual Conflicts of Interest and Individual Conflicts of Interest for Clinical Health Care. Another change is alignment with Regents policy and federal regulation for those individuals who do public health service research.
Professor Durfee then highlighted another important change for individuals who are engaged in human subjects research funded by a business and either consulting for the same business at the same time or whose study is designed to evaluate a business product or service. These examples were discussed by the implementation team and the results are in the proposed revisions on page 7. The new language states that an individual engaged in this type of activity cannot accept personal income for the consulting. He noted that an individual can still be paid to conduct a study, but while actively enrolling subjects for that same business’s products any income goes to a department account over which the individual does not have control. This is the area that has generated the most discussion.

He asked senators to bring these revisions back to their colleagues for further discussion and comment, at which point the following questions were posed:

Q: Senator Angela Panoskaltsis-Mortari, Medical School, asked how this policy treats co-investigators on a study.

A: Professor Durfee said that this topic has generated much discussion, and they are still looking for additional community guidance on this definition. As the proposed policy is written, the definition of an investigator includes co-investigators. There is a feeling that this definition might be too broad as it is meant to cover the individuals who are enrolling and/or consenting subjects and who are designing the study. The role being played by the co-investigator would determine if they are covered or not.

Q: Senator Angela Panoskaltsis-Mortari, Medical School, then asked about a principal investigator who purposefully is not involved in enrolling and/or consenting subjects.

A: Professor Durfee replied that if the principal investigator is designing the study, then they would still be covered.

Q: Senator Kumar Belani, Medical School, asked if someone who is a principal investigator and doing research for a business, can lecture on the product or research.

A: Professor Durfee stated that lecturing on the results of a study would be fine. The problem is if the individual was paid a retainer to generally lecture on the business’s products. Jon Guden noted that an individual is prohibited from being paid by the business to provide the lecture while the study is ongoing.

Q: President Kaler asked about a situation in which a business sponsors an individual’s research. At the end of the study, can the business put the individual on a retainer to discuss the research?

A: Jon Guden said that prohibition would not apply but the University would still review the income received for purposes of conflict of interest and whether a conflict management plan was needed.

Q: President Kaler asked if it would be appropriate to identify that the business sponsored the research which will be discussed.

A: Jon Guden said yes.

Professor Durfee said that discussions have also been held on the period during which these conditions apply as some studies include a follow-up years later. The current consensus is that these restrictions would apply during the period in which an individual is enrolling and/or consenting subjects. That is a well-defined period.
Q: Senator Anna Clark, College of Liberal Arts, asked for clarification about note JG9 on page 3 regarding patient records. Also, why do conflicts of interest only need to be disclosed in journals if the journal requires it? This should be required in all publications. Also, is there a requirement that all results of a study, included negative results, be published?

A: Jon Guden responded that how to make disclosure to patients has always been a topic for discussion. Over the past four years, based on practice area, providing written documentation is not enough; oral disclosure is better. The policy now leaves the method to the practitioner. The current requirement to document the disclosure in the patient record is also a source of controversy, so the revision allows the practitioner to make the decision. If an individual is publishing, they must make certain disclosures in publications and presentations. During the review, it was determined that publications have their own standards so the disclosure needs to take those conditions into account. Publishing negative results is not covered in the policy but should be a part of research ethics.

Q: Senator Angela Panoskaltsis-Mortari, Medical School, asked for confirmation that this policy does not cover clinical studies funded by NIH grants even though the principal investigator could have a percentage of their salary funded by the grant.

A: Professor Durfee said that if an NIH grant was funding an investigation of a particular business’s product, then the individual could not accept other funds from that same business.

8. PRESIDENT'S REPORT

President Kaler began by saying a few words regarding academic freedom and free speech, a topic, he said, that goes to the heart of what the University does and who it is. Specifically, there have been recent news reports about attacks on legal fetal tissue research. Some states, 18 to date, stated President Kaler, have introduced legislation to ban this research and Congress is debating this issue in relation to Planned Parenthood.

In Minnesota, legislators and others have raised questions about the University’s current research portfolio. He added that he expects this to become an issue in the upcoming legislative session, with new restrictions introduced and some legislators holding this research against the University when setting the state appropriation. He will continue to stand behind the University’s ability to conduct legal research. He said that he believes that science should take researchers where it leads, and ideally those are new treatments and cures for the public good.

President Kaler then said that he expects this will be a highly visible and truly political issue. He has asked the Regents to allow the University to stand with its peer institutions and endorse a statement issued by the American Association of Medical Colleges supporting the continued legal and responsible use of fetal tissue in medical research.

As this issue unfolds, President Kaler said that he hopes that faculty will be engaged and supportive of the University’s position and speak with their legislators. He said that many legislators are closely attuned to their constituents and if those constituencies are dominated by people who are opposed to this research, then that is what the legislators will represent. If one kind of research restriction is allowed to go forward, it invites additional restrictions.

President Kaler noted that he knows that most faculty may not be engaged in fetal tissue research, and some might even be offended by it. However, the story of the University is much greater than this one issue. If an opportunity arises to develop or further a relationship with a legislator, he asked all faculty to do this.
President Kaler then said that there was another threat to academic freedom which occurred in this building earlier this week. In that case, a respected visiting lecturer was shouted at and his presentation was delayed for at least 30 minutes. That interruption was regrettable and he said that he condemned it.

President Kaler then read a quote from a full article written by Dale Carpenter, Distinguished University Teaching Professor and Earl R. Larson Professor of Civil Rights and Civil Liberties Law, for the Washington Post about this episode:

“...a university community—including its faculty, staff, administrators, and students—must cultivate a norm of respect for free speech that goes beyond ensuring mere First Amendment compliance. Members of a university community have an obligation to consider opposing viewpoints and, if not always a duty to listen to them, then at least a duty to allow others to listen to them.”

President Kaler said that he agrees wholeheartedly with these words and could not have said it better himself. He said that the University is, and must be, a place where people can explore ideas, engage in vigorous debate, and learn from one another’s perspectives. The University will review this incident and whether University students were involved. If they were, the University will consider appropriate discipline.

President Kaler then said that respect for each other and one another’s point of view is one part of the University’s overall campus climate initiative. He, along with many in the community, have made improving the campus climate a top priority. Over the past 18 months, a solid foundation has been laid and much work is underway, but he said that there is still much to do. The priorities to date have focused on engaging the campus community; increasing the diversity of the faculty, staff, and student populations; enhancing competency in what it means to create a respectful, inclusive, and welcoming climate; and, leveraging the Strategic Plan to advance this work.

He said that a few projects underway include investing new resources in recruiting and hiring more faculty and staff of color, creating implicit bias training for search committees, launching new initiatives to recruit and retain students of color, and creating more gender neutral bathrooms. He noted that the Campus Climate Work Group continues to meet and is focusing this academic year on continuing implementation of the recommendations from the January 2015 report.

The University has also assessed its response to bias incidents and found opportunities to improve practices. He said that it is also considering next steps, such as possibly establishing a bias response team. He encouraged senators to visit the campus climate website to find current initiatives and perspectives.

President Kaler then turned to this year’s legislative work. He noted that there is a substantial cash surplus in the state at this time, and it might increase by the next financial forecast later this year. There will be tension about what to do with these funds. Some options, he said, include adding it to the reserves or returning it to the taxpayers. He has been told that this year’s bonding requests from all areas are 3.75 times more than funds currently available, so there will be competition.

He stated that the University wants to ensure that it strengthens its partnership with state officials to support all the work done at the University and the benefits the University provides to the state. During the summer and fall, President Kaler said that he visited all the system campuses and 20 communities across the state to meet with legislators. He listened to them, and their
concerns, while emphasizing the impact of the land-grant mission on their constituents and seeking their support for the 2016 capital budget request. That request, in rank order, is:

1. $100 million in Higher Education Asset Preservation and Replacement (HEAPR) funding to help renovate and refurbish some of the University’s 29 million square feet. The opportunity list for each campus is large in this area. A priority list has been developed for these funds, but that list can change depending on the total amount funded.

2. $27.2 million for a new Chemistry and Advanced Materials Science Building at the Duluth campus. There is a bottleneck in the STEM pathways at this campus as there is high demand in this area but the campus is unable to accommodate students in chemistry laboratories. This building will alleviate this bottleneck and also provide research space. $1.5 million in planning funds were previously appropriated so hopefully the building cost will be funded this session.

3. $66.7 million for a new Health Sciences Education Facility. This building would be located adjacent to the Phillips-Wangensteen Building and would involve the demolition of the VFW Hospital and Masonic Cancer Center, two of the poorest buildings on campus. $10 million in planning funds were also received for this building. These funds were obtained by refinancing the bonds from the state’s portion of TCF Bank Stadium, which saved the state a good deal of money.

4. $16 million for academic and student experience investments to convert obsolete spaces on all campuses. These funds, along with HEAPR, can improve the quality of life, teaching, and research at each of the campuses.

5. $4.4 million for a Plant Growth Research Facility on the St. Paul Campus to replace an obsolete plant growth facility.

6. $22 million to renovate Pillsbury Hall, one of the more iconic buildings on the Twin Cities campus. This project is the third link in a chain, which began with building the Physics and Nanotechnology Building, moving much of the Physics Building into the new building, and renovating the Physics Building. When the Physics Building renovation is complete, Earth Science faculty will be moved from Pillsbury Hall. The College of Liberal Arts, specifically the Department of English, will then be moved into Pillsbury Hall when it is renovated.

The legislative session does not begin until March, but President Kaler will be seeking the help of senators at that time to advocate for the University’s request. While this is a bonding year, he said that there is also talk that a supplemental operating budget could also be approved. To prepare for that scenario, the University has begun to identify items for focused and strategic support for academic excellence and affordability. While he has learned much from touring the state, he has had discussions with Faculty Consultative Committee leaders and others regarding creating a new outreach opportunity for faculty members to visit greater Minnesota and demonstrate the breadth, depth, and talent of the University’s researchers and teachers.

President Kaler reminded senators that the University now has an interim athletic director, Beth Goetz, and interim football coach, Tracy Claeys. The independent, external review continues, he noted, carried out by two well-respected Minneapolis attorneys looking into the events around Norwood Teague’s hiring and the events which lead to his resignation. A report should be made public by the end of the calendar year.

He reminded senators that the University has a unique and effective model for faculty oversight of athletics, and two excellent faculty representatives – Professor Perry Leo and Professor Emily Hoover. Gopher Athletics, like it or not he said, is one of the most visible units. He said that he is confident in the leadership that Beth Goetz and Tracy Claeys will provide. President Kaler stated that he is also hopeful that the University will learn from the review and, if necessary, make changes to ensure a healthy work environment and culture in the Department of Intercollegiate Athletics.
He does know that student-athletes are doing well in the classroom. Earlier this week, he said that NCAA data showed that the graduation success rate was 88 percent, meaning that this percentage of student-athletes graduate from any institution within six years. This is two percent ahead of the national average, he noted.

In another high profile matter, President Kaler noted that last month the Regents approved a non-binding letter of intent to begin combining Fairview Health Services and University of Minnesota Physicians into a fully-integrated academic health system under the University of Minnesota Health brand. This will enable the University to more easily provide world-class health care and be a world-class medical center.

The vision, he said, is to create a truly integrated system by combining one of the Regents’ premier physicians groups with one of the oldest and most respected health systems in the state. This will allow for exceptional health care today while fostering leading-edge discoveries to create the field of the future. Such a combination will also elevate the Medical School into a top-tier institution in the country, which is a key priority, and enable the flow of funds to improve clinical research and educational opportunities. He said that the University hopes to have the definitive agreement completed by spring 2016.

A search is starting for the Morris chancellor position, he stated, and he is very thankful that Professor Peh Ng has agreed to chair the search.

Lastly, after some very productive conversations with the Faculty Consultative Committee (FCC) leaders, President Kaler said that he is happy to announce that an FCC member will be added to his senior leadership team, which is currently comprised of vice presidents, chancellors, three rotating deans, and special assistants. The FCC member will be the immediate past chair. However, as the immediate past chair, Professor Rebecca Ropers-Huilman, will be joining the Provost’s Office in an administrative capacity, Professor Will Durfee has agreed to fill this role for the remainder of this year.

9. QUESTIONS TO THE PRESIDENT

Q: Senator Gary Cohen asked about the search for a new Vice President for Information Technology and Chief Information Officer. What will be the highest priorities in the charge to the search committee for this position?

A: President Kaler responded that a search committee has not yet been announced. His intention is to leave Bernard Gulachek in place as the interim for a good period of time. There is some healing that needs to take place in this unit and Mr. Gulachek is well-suited to do this. Mr. Gulachek also understands that this unit needs to be in service of the University’s missions of teaching, research, and outreach. He also has the need and skills to drive operational excellence and efficiencies.

Q: Senator Deborah Levinson asked about the effort to unionize faculty on the Twin Cities campus. If a union is approved, what will happen to the Faculty Senate?

A: President Kaler said that he does not know what he can say from a legal point of view. Using Duluth as an example, the Regents acted to alter Senate governance based on the unionization at that campus, but he cannot predict what they would do at the Twin Cities campus.

Q: Professor LaDora Thompson asked about the Academic Health Center building project. Will the renovation of three floors in the Phillips-Wangensteen Building be part of this project?
A: President Kaler said that the new building will have adjacency to Phillips-Wangensteen Building, so some floors of Phillips-Wangensteen Building will need to be renovated in this process. Schematic designs are still being worked on so a final design has not yet been set.

10. UNIVERSITY SENATE OLD BUSINESS

NONE

11. UNIVERSITY SENATE NEW BUSINESS

NONE

12. UNIVERSITY SENATE ADJOURNMENT

The meeting was adjourned at 3:20 p.m.

13. ADMINISTRATIVE RESPONSES TO SENATE ACTIONS

Information

FACULTY SENATE

Amendments to the Board of Regents Policy on Commercialization of Intellectual Property Rights

Approved by the Faculty Senate: April 30, 2015

Board of Regents Response: June 12, 2015

14. EDUCATIONAL POLICY COMMITTEE

Amendment to the Administrative Policy on Mandatory Attendance at First Class Session and Consequences for Absence

Information

The Educational Policy Committee approved the following amendment to the Administrative Policy on Mandatory Attendance at First Class Session and Consequences for Absence following its September 8 meeting. This amendment is included for information.

AMENDMENT TO THE ADMINISTRATIVE POLICY ON MANDATORY ATTENDANCE AT FIRST CLASS SESSION AND CONSEQUENCES FOR ABSENCE

POLICY STATEMENT

1. Students must attend the first class session in order to receive important information about the course from the instructor. Students must attend the first class meeting of every part of a course in which they are registered (including, for example, labs, and discussion sections, lectures, and other types of class meetings), unless they have obtained prior approval from the instructor (or department, if appropriate) for an intended absence before the first class meeting. Without such prior approval, a student may lose his or her place in the class to another student.
registration materials should alert students to the fact that they must attend the first session of a course, whether that session is a lab, discussion section, lecture, or some other class meeting.

2. If a student wishes to remain in a course from which he or she has been absent the first day without prior approval, the student must contact the instructor as soon as possible. In this circumstance, instructors have the right to deny access admission to the class if other students have been admitted and the course is full. However, instructors should consider extenuating circumstances (e.g., weather) that may have prevented a student from attending the first class session and from notifying the instructor in advance.

3. Absence from the first class session that falls during a recognized religious holiday (e.g., Rosh Hashanah) does not require instructor approval, but the student must notify the instructor in advance regarding the absence and the reason for the absence. In this instance, the place for the student will be retained. (See Administrative Policy: Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester for further information regarding absences).

4. Students are responsible for officially canceling their enrollment in any course for which they have enrolled and subsequently been denied enrollment. If any such student does not officially disenroll from the course, the instructor has the choice to either (a) assign a failing grade to the student for that course, or (b) request that the student be disenrolled. Instructors will fail any such student who does not officially cancel a course.

Exclusions

This policy is not applicable to the Duluth campus.

REASON FOR POLICY

Students are required to attend the first class session to receive important information about the course from the instructor. In addition, because students can enroll and disenroll for courses online, the list of registered students fluctuates. A student’s presence at the first class session is required to clearly indicate the number of students who are committed to taking the course. Instructors can then determine whether any students who were not able to register for a course because all seats were taken may take the place of students who registered but did not attend the first class session.

PROCEDURES

There are no procedures related to this policy.

FORMS/INSTRUCTIONS

There are no forms associated with this policy.

APPENDICES

There are no appendices related to this policy.

FAQ

1. Is it mandatory that a student be removed from a class if he/she misses the first class session?

   Instructors are not required to request that the student be removed from the class, but it is their prerogative to make such a request.

2. What is the necessary process for instructors to disenroll students from a course?

   Instructors can contact their college’s student services department or One Stop Student Services to request students be disenrolled for not attending the first class session.
3. **How does this policy apply to on-line courses?**
   The policy extends to on-line courses as well as traditional in-person courses. Students must attend the first class meeting or obtain permission from the faculty member to be absent. In the traditional classroom courses, attendance means the student is physically present in the course. For courses that are delivered partially or completely online, instructors have discretion to indicate on the syllabus the specific action(s) a student would need to take within a specified time period (e.g., post an online discussion group on academic matters, initiating contact with a faculty member to ask a question about an academic course topic, submitting an assignment, taking a quiz) in order to be considered as having attended the online course. If a student does not attend (e.g., log into the course in Moodle) the course instructor may request that the student be removed from the class.

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**Is it mandatory that a student be removed from a class if he/she misses the first class session?**
Faculty members are not required to request that the student be removed from the class, but it is their prerogative to make such a request.

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**ADDITIONAL CONTACTS**

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<tbody>
<tr>
<td>Primary Contact(s)</td>
<td>Suzanne Bardouche</td>
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<tr>
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**DEFINITIONS**

**Officially cancel**
Students must cancel (drop) a class if they have been denied enrollment in that course. Students are responsible for dropping a course to officially remove it from their record and may do so online in the course registration system.

**RESPONSIBILITIES**

**Students**

- Attend the first sessions of courses for which they have registered, or seek prior approval from the instructor if they are unable to attend. Use the course registration system to drop a course they have registered for but will not be attending.

**Instructors**

- Monitor official course registration lists. Take attendance at first class meeting(s). Respond promptly to students who have contacted the instructor regarding not attending the first class session. Notify students if they have been denied enrollment in a course. Report a failing grade
if a student who was denied enrollment in a course does not drop the course, or request that the student be disenrolled.

RELATED INFORMATION

Administrative Policy: *Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester*

SUE WICK, CHAIR
EDUCATIONAL POLICY COMMITTEE

15. EDUCATIONAL POLICY COMMITTEE
Amendment to the Administrative Policy on Timely Graduation by Undergraduates

Information

The Educational Policy Committee approved the following amendment to the Administrative Policy on Timely Graduation by Undergraduates at its October 14 meeting. This amendment is included for information.

**AMENDMENT TO THE ADMINISTRATIVE POLICY ON TIMELY GRADUATION BY UNDERGRADUATES**

**POLICY STATEMENT**

Students are admitted to the campuses and colleges of the University of Minnesota to pursue a baccalaureate degree. Degree-seeking undergraduate students are expected to enroll in and successfully complete courses that will move them toward degree completion in a timely manner. The general benchmark for timely degree completion for students admitted as New High School (NHS) students is four years (8 academic semesters).

A. DECLARING A MAJOR

Degree-seeking students are expected to declare and be accepted into a major. Requirements are as follows:

1. New High School (NHS) students are expected to declare and be accepted into all intended major(s) and minor(s) (if applicable) no later than the end of their fourth academic term of enrollment after matriculation regardless of total credit completion.

2. New Advanced Standing (NAS) and Inter-University Transfer (IUT) students are expected to declare and be accepted into all intended major(s) and minor(s) (if applicable) as follows:

   Students entering with 0-26 credits, no later than the end of their fourth semester of enrollment at the University

   Students entering with 27-59 credits, no later than the end of their third semester of enrollment at the University.

   Students entering with 60 or more credits, no later than the end of their second semester of enrollment at the University.
3. Failure to declare a major by the end of the term indicated above may result in a hold being placed on the student’s record, requiring advisor permission to register. A hold may be placed sooner than the term indicated above, if programmatically warranted.

4. Students may not earn a degree in a program, college or campus to which they are not currently admitted, irrespective of any accumulation of required credits and courses on their record.

5. Colleges and campuses may not award a degree to a student who is not currently admitted to that program, college, or campus as a degree-seeking student.

B. COURSE REGISTRATION

1. Failure to enroll in courses that are applicable to degree requirements may result in a hold being placed on the student’s record, requiring advisor permission to register.

2. After declaring/being accepted into a major, students are expected to enroll in required major courses and other courses necessary to complete University degree requirements. Failure to do so may result in a hold being placed on the student’s record, requiring advisor permission to register.

C. GRADUATION CLEARANCE

1. Students are expected to apply to graduate; the application should be submitted on or before the beginning of the term during which the student expects to complete all degree requirements.

2. The University has the authority to clear students for graduation after they have completed required degree program, college, campus, and University requirements, regardless of whether the student has submitted the application to graduate.

D. DEGREE PROGRAM REQUIREMENTS

All degree programs must have a curricular sample plan that enables students who enter as NHS to graduate in four years. Such a plan should assume that students will enroll for at least 15 degree-applicable credits per semester, on average, but the plan may not require that students enroll for more than 17 credits per semester, on average.

Exclusions

This policy is not applicable to the Duluth campus.

REASON FOR POLICY

Timely graduation is an underlying foundational principle for undergraduate education at the University, in support of a high quality educational experience for the student and wise use of the resources of the University and of the student. Undergraduate students are admitted to the University to pursue an undergraduate degree. To make the best use of students' resources, as well as University resources, students are not allowed to continue registering for courses indefinitely without having a formal plan for completing a degree in a timely manner. This policy implements criteria and requirements for accreditation established by the Higher Learning Commission.
PROCEDURES

Administrative Degree Clearance Procedure

FORMS/INSTRUCTIONS

There are no forms related to this policy.

APPENDICES

There are no appendices related to this policy.

FAQ

1. **How does a student declare a major?**
   Students should talk to their academic advisor or their college or campus’s career services professionals to help clarify their goals. Colleges and campuses have their own policies and procedures for changing majors. Some majors may require an application or portfolio review.

2. **Can a student receive both a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.) degree in the same major from the University?**
   No, a student may not earn two degrees in the same major (e.g., B.S. and B.A. in Economics) from any campus(es) of the University.

3. **Can a student receive both a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.) degree in a different major from the University?**
   A student fulfilling requirements for two majors within different degree structures (e.g., one B.A. and one B.S.) can earn two degrees. The student must have completed all additional requirements for the degree, beyond completion of the major (e.g., the language requirement for a B.A. degree). A student may complete one set of liberal education/general education requirements to meet the requirements for both degrees.

4. **What is the difference between a double major and a second degree?**
   A student earning more than one major but with both majors in the same degree structure (e.g., both as B.A. degrees or both as B.S. degrees) earns one degree with a double major (e.g. a B.A. degree, with majors in English and history). A student fulfilling requirements for two majors within different degree structures (e.g., one B.A. and one B.S.) can earn two degrees (e.g. a B.A. degree with a major in English, and a B.S. degree with a major in biology).

5. **How does this policy affect students who are doing a double major or seeking multiple minors?**
   Students who are pursuing a double major should declare both majors within the recommended timelines for declaring a major. Students are discouraged from adding majors or minors later in their academic careers if doing so will delay timely graduation. Students have the option of pursuing a second major or a minor after graduation.

6. **Will a student with a permanent 13-credit exemption be required to declare/be accepted into a major by the term indicated?**
   Students with an approved 13-credit exemption should work with an academic advisor to develop a modified benchmark for declaring a major.
7. Can the University of Minnesota graduate an undergraduate student if that student has not applied to graduate?
Yes, in circumstances where the student has completed all degree requirements, the University can clear the student for graduation and grant the degree. See the Administrative Degree Clearance Procedure (add link).

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<td>Morris campus Procedures</td>
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DEFINITIONS

Degree-seeking student
A student who has been officially admitted to a University of Minnesota college to pursue an undergraduate degree program.

Non-degree student status
Non-degree students are not officially admitted into a University of Minnesota degree program for the semester(s) of course enrollment. Non-degree status includes those students who are admitted for a future semester and students who are degree-seeking at another institution, but taking classes at the University of Minnesota, Twin Cities.

New High School (NHS)
Students who have graduated from high school but have not previously matriculated to another post-secondary institution. (They may have earned college credits while they were enrolled in high school, for example AP credits or credits through PSEO.)

New Advanced Standing (NAS)
Students who have graduated from high school, who have previously matriculated at another post-secondary education institution where they earned credits.

Inter-University Transfer (ICT)
Students who have matriculated at one University of Minnesota campus where they earned credits, and are now enrolling at a different University of Minnesota campus.

Academic Major
A student’s main field of specialization during his or her undergraduate or graduate studies. The major is recorded on the student’s transcript.

Academic Minor
A student's declared secondary field of study or specialization during his or her undergraduate or graduate studies. A minor typically consists of a set of courses that meet specified guidelines and is designed to allow a sub-major concentration in an academic discipline or in a specific area in or across disciplines. The minor is recorded on the student's transcript.

RESPONSIBILITIES

COLLEGE

• Establish the curricula and the requirements for majors and minors
• Periodically review student records to determine student progress in meeting degree requirements
• Monitor major declaration benchmarks
• Determine if a student has met all of the requirements to receive a degree
• Clear the student to receive the degree

STUDENT

• Maintain regular communication with an academic advisor
• Declare a major
• Register for courses that allow for progress toward timely graduation
• Apply for graduation

RELATED INFORMATION

Admissions for Undergraduates: Twin Cities, at http://policy.umn.edu/education/admissions
Academic Unit Authority over the Curriculum and Major, at http://policy.umn.edu/education/curriculumauthority
Academic Probation and Suspension for Undergraduate Students, at http://policy.umn.edu/education/acadprobation
Teaching and Learning: Student Responsibilities, at http://policy.umn.edu/education/studentresp

COMMENT:

This draft incorporates proposed revisions to two existing policies, and combines them into one, unified policy. The two existing policies are


As part of the required comprehensive review of policies, policy owners are required to periodically review policies to determine if a policy is still needed, whether the purpose and goal of the policy is being met, and whether changes are needed to improve effectiveness in the policy. The proposed changes to these two policies above came out of that review process. Consultation and discussion took place with the Registrar's Advisory Committee, a policy advisory group of academic advisors, the policy owner(s) and policy contact(s). The policy contact also reviewed any questions regarding the policies that had been logged on the policy web site.

SUE WICK, CHAIR
EDUCATIONAL POLICY COMMITTEE
Agenda Items 16. and 17. are considered to be non-controversial or “housekeeping” in nature and are offered as a “Consent Agenda” to be taken up as a single item with one vote. Any item will be taken up separately at the request of a senator. As Item 17. is an amendment to the Faculty Senate Bylaws, the motion requires either a majority of all voting members of the Faculty Senate (82) at one regular or special meeting, or a majority of all voting members of the Faculty Senate present and voting at each of two meetings. This is the first meeting at which this motion is being presented.

**16. FACULTY SENATE BYLAW AMENDMENTS**

**Civil service appointments to Faculty Senate Committees**

**MOTION:**

To amend Article IV of the Faculty Senate Bylaws, as follows (language to be added is underlined; language to be deleted is struck out).

**ARTICLE IV. COMMITTEES OF THE FACULTY SENATE**

*Changes to this article are subject to vote only by the Faculty Senate*

...  

5. Faculty Senate Committee Charges  

...  

**D. EDUCATIONAL POLICY COMMITTEE**

The Educational Policy Committee is concerned with all matters that influence the quality of education at the University. It deals primarily with those affairs which affect educational policy and procedures on a University-wide basis.

**Membership**

The Educational Policy Committee shall be composed of:
- 12 faculty/academic professional members,
- 6 students (including one from a coordinate system campus), and
- ex officio representation as specified by vote of the Faculty Senate.

Members shall be appointed by the Committee on Committees. Academic professional members must be eligible to serve in the Faculty Senate. The chair of the committee shall be a tenured faculty member.

...  

**G. FACULTY COMMITTEE ON COMMITTEES**
The Faculty Committee on Committees appoints members of certain committees of the Faculty Senate and advises the Faculty Consultative Committee on the committee structure of the Faculty Senate.

**Membership**

The Faculty Committee on Committees shall be composed of:
- 15 elected tenured or tenure-track faculty members, and
- 4 academic professional members, and
- 2 civil service members.

Of the faculty/academic professional members, 1 shall be from the Morris campus and the remainder from the Twin Cities campus. All faculty members of the Committee shall be elected by the faculty members of the Senate from their respective campuses. The Twin Cities faculty members of the Faculty Committee on Committees shall be nominated by the current Twin Cities faculty members of the Faculty Committee on Committees. The academic professional candidates for the Committee on Committees shall be appointed in accord with procedures established by the P&A Consultative Committee. The civil service candidates for the Committee on Committees shall be appointed in accord with procedures established by the Civil Service Consultative Committee. In case of a faculty/academic professional vacancy, the remaining faculty/academic professional members, by majority vote, shall fill the vacancy by interim appointment until the next general election. In case of a academic professional or civil service vacancy, the appointing authority shall fill the vacancy for the remainder of the term.

The Faculty Committee on Committees shall elect its chair from amongst its members for a one-year term of office. The chair is eligible for re-election to that position. The chair shall also serve as the chair of the Senate Committee on Committees.

**Duties and Responsibilities**

a. To forward annually to the Faculty Senate for approval names of faculty members, academic professionals, civil service, and chairs it recommends for appointment to those committees of the Faculty Senate specified in the Bylaws of the Faculty Senate. The committee shall give consideration to 1) representation from the various campuses and units when appropriate; 2) the number of committees on which the faculty/academic professional member currently is serving; 3) the principle of rotation of committee assignments; 4) the recommendations of the respective committee chairs, faculty, academic professional, civil service, undergraduate student and graduate/professional student members; and 5) expressions of interest in committee service offered by faculty, and academic professionals, and civil service. In addition, the committee shall select senators for committee membership when appropriate to encourage communication between the Faculty Senate and its committees. The committee also shall strive to assure full and adequate representation by race, sex, and academic rank in constituting committees.

...  

**I. FINANCE AND PLANNING COMMITTEE**

The Finance and Planning Committee serves as the consultative body to the president and senior University officers on all major issues of planning, budget, resource allocation policy, and University operations.

The committee is expected to consider matters of University-wide policy or effect.
The Committee may, from time to time, act as a Twin Cities campus committee, and take up matters exclusively of concern to the Twin Cities, and may appoint subcommittees to deal with issues that pertain to the entire University or only to the Twin Cities campus.

**Membership**

The Finance and Planning Committee shall be composed of
10 faculty members,
2 academic professional members,
4 students,
2 civil service members, and
ex officio representation as specified by vote of the University Senate.
Faculty, academic professional, civil service, and student members shall be appointed by the Committee on Committees. Civil service members shall be appointed by the Civil Service Consultative Committee.

...  

**K. RESEARCH COMMITTEE**

The Research Committee represents the interests of faculty, academic professionals, postdoctoral fellows/associates, students, and civil service staff in research and support for research at the University.

**Membership**

The Research Committee shall be composed of:
15 faculty members,
2 academic professional members,
3 students,
1 civil service staff member,
1 postdoctoral fellow/associate, and
ex officio representation as specified by vote of the Faculty Senate.

Faculty, academic professional, civil service, and student members shall be appointed by the Committee on Committees. Academic professional members must be eligible to serve in the Faculty Senate. Postdoc members shall be appointed by the Postdoctoral Association. Civil service members shall be appointed by the Civil Service Consultative Committee.

...  

**COMMENT:**

During 2014-15, the Civil Service Consultative Committee (CSCC) worked with the Faculty Committee on Committees regarding the appointment process for civil service employees to Faculty Senate Committees. It was determined that CSCC would no longer make these appointments. Instead the Faculty Committee on Committees would fill these seats in a similar manner to how faculty and academic professional seats are filled.

The proposed Bylaws amendments make the change in the appointment process for each Faculty Senate Committee that has civil service members and adds two civil service members to the Faculty Committee on Committees.
17. FACULTY SENATE RULES AMENDMENT
Finance and Planning Committee Ex Officio Membership

MOTION:
To amend Article IV, Section 1 of the Faculty Senate Rules as follows (language to be added is underlined). As an amendment to the Faculty Senate Rules, the motion requires a simple majority for approval.

ARTICLE IV. RULES FOR COMMITTEES OF THE FACULTY SENATE (Changes to this article are subject to vote only by the Faculty Senate)

1. Ex Officio Members of Faculty Senate Committees

...-

-Finance and Planning--Office of the Senior Vice President for Academic Affairs and Provost (two representatives); Office of the Vice President for Budget and Finance (two representatives, including one from the Controller's Office); Office of the Vice President for University Services; Chair of the Academic Health Center Faculty Consultative Committee; State Economist

...-

COMMENT:

While the State Economist has served on the Finance and Planning Committee for many years in an unofficial capacity, this amendment makes this position a named ex officio representative on the committee.

DANIEL FEENEY, CHAIR
FINANCE AND PLANNING COMMITTEE

DISCUSSION:

With no discussion a vote was taken and the motion was approved with 95 in favor and none opposed.

APPROVED

END OF MOTION B

18. FACULTY CONSULTATIVE COMMITTEE REPORT

Professor Colin Campbell, Chair of the Faculty Consultative Committee (FCC), reviewed the membership of the committee. He then thanked the following individuals for their advice during his tenure: Professor Jigna Desai, the current FCC Vice Chair; Professor Christopher Uggen, past FCC Vice Chair; Professors Rebecca Ropers-Huilman and Will Durfee, past FCC Chairs; and Renee Dempsey and Vickie Courtney, Senate staff members.
Professor Campbell said that FCC held a one and one-half day retreat at the end of August. There was an overview of the mission, structure, and goals of the committee, as well as agenda setting on a small number of items: shared governance, equity and diversity, freedom of expression/academic freedom, and campus climate. Other issues mentioned at the retreat included graduate education and family leave policy.

He added that President Kaler attended a portion of the retreat and discussed his views on shared governance. Other speakers at the retreat included representatives from University Relations to discuss how faculty can help with outreach to greater Minnesota. There was also a discussion with Vice President Brian Herman, Professor Naomi Scheman, Provost Karen Hanson, Vice Provost Andrew Furco, and Professor Heidi Barajas regarding redefining research and the impact on scholarship.

FCC sent an email to all faculty asking for thoughts and recommendations for this year, said Professor Campbell. Many of the topics raised through this email were ones that FCC had already identified, such as term faculty, campus safety, and trigger warnings.

Professor Campbell said that the email also generated interest from faculty in serving on the FCC, as 24 nominations were received. The Nominating Subcommittee is meeting to determine the slate of candidates for this year’s election.

FCC has met four times this semester to discuss a range of topics. One meeting involved a discussion with the Alumni Association to see how the faculty can work with that group to achieve shared objectives. Regents Scholarship was also a topic as there is interest from faculty and other employee groups to restore this benefit.

Professor Campbell stated that he attended the fall Committee on Institutional Cooperation (CIC) meeting for faculty leaders. He felt good to be at the University after hearing about problems from a large number of other institutions at that meeting.

Other meeting topics have included the upcoming disciplinary procedure for Whose Diversity? students, oversight and sexual harassment in the Department of Intercollegiate Athletics, and a process to develop a new academic freedom statement for the University.

Lastly, Professor Campbell took this opportunity to thank President Kaler for the inclusion of an FCC member on the senior leaders group.

19. FACULTY LEGISLATIVE LIAISONS UPDATE

Professor Gary Gardner, one of the Faculty Legislative Liaisons along with Professor Linda Bearinger, reminded senators that their role is to serve as conduits of information between faculty and the legislature. They are not lobbyists but they try to present the faculty view to legislators and bring concerns back to the faculty, as well as answer questions from the faculty regarding the legislative process.

He noted that this year’s request includes a wide variety of projects, of which the highest priority is deferred maintenance. There are many buildings that require repairs and upgrades and a few million dollars can make a real difference to this project list. He encouraged senators to engage with their legislators, both now and once the session starts, and tell them about the work that they do in terms of instruction and research. Senators should also explain how the capital budget will affect their own work.
20. PROVOST'S REPORT

Provost Karen Hanson said that last month marked the first anniversary of the Twin Cities Strategic Plan. As implementation is taking place, attention has been paid to work being done on curriculum and research. Students were able to enroll this semester in a set of grand challenges courses, with another three planned for spring semester. A grand challenges minor and theme courses are also being developed.

There is a Grand Challenges Research Strategy Team of 30 senior faculty members who have worked hard on five campus forums, she said, which will be used to identify areas where the University has exceptional opportunities. She attended the forums, which drew over 100 people at each. The participants were largely faculty, with some staff and students. The forums were organized around themes, with good conversations and connections taking place. Comments can still be forwarded for consideration. The Team will be forwarding a broader set of recommendations to President Kaler next month.

Provost Hanson then noted that the Twin Cities campus deans have been involved in conversations among themselves regarding the budget model. A special meeting is also being held with outside individuals who use the Responsibility Centered Management (RCM) budget model. The purpose of the meeting is to discuss fine-tuning the compact and budget processes in useful ways. The key idea is that openness is needed in this process. One change that has been made to increase openness is to invite deans to participate to the fall compact meetings for the support units.

Other initiatives within her office include the search for the next Dean of the College of Design, campus climate work, and a new workshop series to provide support for department heads/chairs.

Provost Hanson stated that the Higher Learning Commission (HLC) representatives were on campus last week to do the 10-year review for University accreditation. It was an intensive three-day process focused on the Twin Cities and Rochester campuses. She thanked the many faculty and staff who responded to requests to participate in open sessions and prepare documents. The HLC representatives were impressed with the people who attended and the seriousness of their questions. Their report will be sent to the HLC by the end of the year and shared with the University in 2016.

Plans continue to develop for more clearly-defined responsibilities for administrative support of graduate and professional education, and to sharpen the role of the Graduate School. She noted that this change is not anticipated to lead to additional administrative costs. The new model was informed by a variety of conversations and analyses over the last two years, but has been under consideration since she came to the University.

Lastly, she said that there has been a focus for the last few years on issues connected to academic freedom and campus climate. Two campus events have been held on these themes. The University continues to reaffirm its commitment to academic freedom, and campus conversations on this topic will continue.

21. QUESTIONS TO THE PROVOST

Q: Senator Al Marden asked for examples of grand challenges that are being proposed.
A: Provost Hanson stated that the Grand Challenges Research Strategy Team is still working on this topic. Recommendations will be made public before the end of the semester. The Team wrestled with the over 350 ideas that were submitted, which they shaped into the forums. They will try to be responsive to the conversations that took place while looking at the strengths of the University. The recommendations will be ideas that require a variety of disciplinary perspectives, bring people together, use the breadth and depth of the University, and make an impact in the world.

Senator Jerry Cohen commended Provost Hanson for the changes being made in the Graduate School. One of the collateral damages from the last change was the status of post-doctoral scientists, he said. One way that grand challenges might be implemented is by young scientists moving about campus and exchanging information across disciplines, as well as mentoring graduate students. He asked that as future changes are made, the University consider reviewing old models for what worked.

Senator Mark Pritzker questioned why there is no common calendar which addresses all the lectures taking place on campus every day. Instead only grand events are publicized. He urged that structural alternatives be considered to provide more opportunities for physical, cultural, and intellectual interactions, including junior faculty.

Q: Senator Angela Panoskaltsis-Mortari asked about the cost of employing graduate students which now costs more than post-doctoral students, and makes their use financially impossible.

A: Provost Hanson said that this is a national problem. The University has to acknowledge that this investment is required. She knows that there is pressure on investigators to get more grants and get work done as cheaply as possible when using those funds. Some of these forces are not within administrative control. However, she added, the University can focus on its graduate mission and have adequate resources to support these students. This is a work in progress for the University.

22. FACULTY SENATE OLD BUSINESS

NONE

23. FACULTY SENATE NEW BUSINESS

NONE

24. FACULTY SENATE ADJOURNMENT

The meeting was adjourned at 4:13 p.m.

Rebecca Hippert
Abstractor