

CONCURRENT MEETING OF:
THE UNIVERSITY SENATE
THE FACULTY SENATE
THE TWIN CITIES CAMPUS ASSEMBLY

THURSDAY, APRIL 28, 2005
continuing on
THURSDAY, MAY 5, 2005

2:30 - 5:00 P.M.

Both dates--25 Mondale Hall--Twin Cities Campus
Both dates--308 Selvig Hall--Crookston Campus
April 28--140 Business and Economics--Duluth Campus
May 5--Kirby Student Center Garden Room--Duluth Campus
Both dates--Behmler Hall Conference Room--Morris Campus

This is a concurrent meeting of the University Senate, Faculty Senate, and Twin Cities Campus Assembly. There are 245 voting members of the University Senate, 197 voting members of the Faculty Senate, and 216 voting members of the Twin Cities Campus Assembly. A simple majority must be present for a quorum. Most actions require only a simple majority for approval. Actions requiring special majorities for approval are noted under each of those items.

1. RESOLUTION ON STRATEGIC PLANNING
Action by the University Senate will begin at 3:00 p.m.
(90 minutes)

SPECIAL SENATE RULES

Applied to debate of Item #1, Resolution on the Strategic Planning on the April 28, 2005, University Senate agenda

In order to provide an opportunity for all positions to be given an equal opportunity to be heard and all parts of the resolution to be considered, the following Senate rules apply.

1. This resolution will be taken up at 3:00 p.m. A total of 90 minutes will be allowed for debate.
2. Any proposed amendments to the resolution must be submitted in writing to the Senate Office by **3:00 p.m. on Monday, April 25** (hand-deliver to 427 Morrill Hall, fax to: 612-626-1609, or email to hipp003@umn.edu). The Committee on Business and Rules will allocate time limits for each amendment, leaving time for general debate. The amendments will be posted on the Senate website by the end of the day on April 25 and will be distributed to all Senators. A vote will be taken on each amendment at the expiration of time allocated for that item.
3. Each speaker will have 2 minutes for debate. This rule will be strictly enforced. The presiding officer will try to alternate between speakers for and against. The presiding officer will seek to have debate on all parts of the resolution. In accord with Senate rules, Senators may yield floor time for which they have been recognized by the chair to non-Senators; the strict 2-minute time limit will apply.
4. Senators who wish to speak are encouraged to contact the Senate Office by **12:00 p.m. on Wednesday, April 27** (email to hipp003@umn.edu), to be put on a list of those to be called upon. Persons on this list will be called upon before others, but time may prevent calling on all persons on the list, and some time will be left open for others. To aid in providing balance of position and completeness of coverage in the debate, if possible please indicate what portion(s) of the proposed resolution you wish to address and whether you favor or oppose it.
5. At 4:30 p.m., the presiding officer will present the resolution, as amended if amendments have been approved. The vote will then be taken by a show of cards.

Resolution on Strategic Planning

- 1 1. The University Senate strongly endorses the goal of systematically reviewing and
2 improving the University and the necessity for strategic planning. The increasingly rapid change
3 in the structure of knowledge and the pressures on the University arising from decreasing state
4 funding and resulting increases in tuition all mandate an ongoing effort to ensure congruence
5 between the University's structure and its goals.
6
- 7 2. The University Senate calls on the President to increase University community
8 participation as the strategic planning process continues. Whatever recommendations the
9 President and the Regents endorse, the implementation will only be effective with faculty
10 leadership and participation as well as active involvement by staff members and students.
11 Because of the importance of faculty in implementing academic change, a majority of each task
12 force should be faculty members, and the task forces should be chaired or co-chaired by a faculty
13 member. The task force members should be chosen from both inside and outside the specific
14 affected areas based on their relevant knowledge, skill, and commitment to the process. Deans
15 and chairs should not control the selection. Task force members should be expected to bring

16 their special expertise to the planning process, but should represent the interests of the
17 University, not those of any particular college, department, dean or chair.

18
19 3. The University Senate asks the President and Provost to continue to meet and consult
20 with concerned individuals and groups on and off campus regarding the Strategic Planning
21 process, goals, and implementation. Achievement of the strategic planning goals requires that
22 the administration understand and respond to the concerns of those most directly affected.
23

24 4. The University Senate suggests that future strategic planning should consider even more
25 ambitious plans than those that have been presented so far and that current and future efforts
26 should address resource and budget factors. The Senate is concerned that the steps outlined in the
27 Academic Task Force Report may not be sufficient to achieve the University's goals. Moreover,
28 the University's achievements are currently limited by a lack of money, reflected in problems
29 such as low ranking on faculty compensation, small numbers of faculty in key departments, and
30 uneven distribution of resources to support research and creative activity. These problems must
31 be addressed if the University is to achieve its goal of being among the top three public research
32 universities in the world, as it will be difficult to compete successfully with institutions whose
33 resources are much greater than those available to us.
34

35 5. The University Senate recognizes that reconfiguration of academic units may be
36 necessary to achieve the University's strategic goals. In the process of such reconfiguration:
37

38 -- The University Senate strongly supports a continued emphasis on the University's
39 commitment to access and diversity and to its land-grant mission. The Senate believes
40 that these principles underlie the University as a whole, and like academic freedom, they
41 are the responsibilities of every member of the University community. The Senate
42 intends, by careful monitoring, to help ensure the commitment to access and diversity is
43 fulfilled, whatever recommendations are adopted.
44

45 -- The University Senate re-emphasizes the importance of participation of all
46 faculty, in the units to be reconfigured, in the development of mission, goals, and
47 organization of the reconfigured units. Structural change will succeed only if affected
48 faculty are active contributors to the implementation process and if the values and
49 objectives of each affected unit are reflected in the final outcomes.
50

51 -- All proposed task forces should give special priority to planning that incorporates
52 these commitments.
53

54 6. The University Senate supports the recommendations to create an honors college and
55 design of a baccalaureate writing initiative. The Senate emphasizes that in the implementation of
56 those proposals, there must be consultation with those currently involved with honors programs
57 and writing programs across the University, and the implementation must ensure the examination
58 and sharing of existing best practices in University programs and in similar programs at peer
59 universities. The Senate expects that additional resources will be necessary to achieve these
60 goals.
61

62 7. The University Senate welcomes establishment of a task force to determine the
63 appropriate configuration of the pure and applied sciences and recommends that the basic
64 science units of the Academic Health Center be considered as part of the study.
65

66 8. The University Senate is concerned that:

67 -- Strategic planning for the Academic Health Center does not appear to be as fully
68 developed as planning in other areas, or to be integrated with that planning.
69

70 -- Strategic planning for the coordinate campuses does not appear to be as fully
71 developed as the Twin Cities campus planning, or to be integrated with that planning into
72 an overall vision for the University system.
73

74 -- Strategic planning does not sufficiently emphasize the research mission of the
75 University or the support and development of the research infrastructure.
76

77 -- Strategic planning does not sufficiently emphasize the teaching mission of the
78 University or the support and development of the teaching and learning infrastructure.
79

80 -- There is a perception that units have not been treated equally in the
81 recommendations, with some units given more latitude in planning their futures while
82 others are constrained by mandated choices.
83

84 9. The University Senate recommends:

85 -- More coordination between the proposed academic and administrative task forces
86 and the development of the new budget model. Good planning requires a better
87 understanding of financial factors than has been achieved so far.
88

89 -- The task forces gather additional data regarding various alternatives in support of
90 the academic planning recommendations.
91

92 -- The task forces gather comparative data regarding practices at other "top"
93 universities and discuss what can be learned by observing what has been done elsewhere.
94

95 -- Resources be allocated to permit faculty on 9-month appointments to participate
96 in the strategic planning implementation task forces, and that steps be taken to ensure
97 students can participate effectively despite the summer schedule for the launch of the task
98 forces.
99

100 10. The University Senate believes that many valuable suggestions have been made in the
101 course of the consideration of the recommendations of the academic task force. The Senate
102 urges the President, in his formulation of a recommendation to the Board of Regents, to take
103 seriously the views of members of the University community that have been expressed. It is not
104 sufficient merely to provide concerned individuals the opportunity to comment.
105

106 11. The University Senate instructs Senate committees to continue to review detailed plans as
107 they evolve and make recommendations to the Senate for appropriate action.

2. ANNOUNCEMENTS (2 minutes)

3. ADMINISTRATIVE RESPONSES TO SENATE AND ASSEMBLY ACTIONS Information

University Senate

Policy on Makeup Examinations for Legitimate Absences

Approved by the: University Senate March 3, 2005

Approved by the: Administration PENDING (Response due by August 2, 2005)

Approved by the: Board of Regents – no action required

Policy on Undergraduate Residency Credit Requirements

Approved by the: University Senate March 3, 2005

Approved by the: Administration PENDING (Response due by August 2, 2005)

Approved by the: Board of Regents – no action required

2008-09 Morris and 2008-09 and 2009-2010 Twin Cities Calendars

Approved by the: University Senate March 3, 2005

Approved by the: Administration PENDING (Response due by August 2, 2005)

Approved by the: Board of Regents – no action required

Resolution on Program Closures

Approved by the: University Senate April 7, 2005

Approved by the: Administration - no action required

Approved by the: Board of Regents – no action required

Faculty Senate

Resolution on the Faculty Waiting Period

Approved by the: Faculty Senate March 3, 2005

Approved by the: Administration – PENDING (Response due by August 2, 2005)

Approved by the: Board of Regents – no action required

Resolution on Exit Interviews for Faculty

Approved by the: Faculty Senate April 7, 2005

Approved by the: Administration – PENDING (Response due by August 26, 2005)

Approved by the: Board of Regents – no action required

Resolution on Tuition Benefits

Approved by the: Faculty Senate April 7, 2005

Approved by the: Administration – PENDING (Response due by August 26, 2005)

Approved by the: Board of Regents – no action required

4. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY

FACULTY/ACADEMIC PROFESSIONALS/STAFF

Huai Chang Chiang
Professor

Entomology
1915 – 2005

Charles J. Glotzbach
Professor
Educational Psychology
1920 – 2005

Cyril M. Milbrath
Professor
Education – Duluth
1918 – 2005

Roger A. Potish
Professor
Therapeutic Radiology
1947 – 2005

5. CLERK OF THE SENATE/ASSEMBLY REPORT
Assembly Steering/Senate Consultative Committee Election Results
Information for the Faculty Senate

FOR INFORMATION:

In the recent election to fill vacancies on the Assembly Steering/Senate Consultative Committee, Professors Gary Balas, Megan Gunnar, and Jennifer Windsor were elected to three-year terms (July 1, 2005 through June 30, 2008). The members of the Faculty Consultative Committee for 2005-06 will be:

Gary Balas, Institute of Technology
Jean Bauer, College of Human Ecology
Carol Chomsky, Law School
Dan Feeney, College of Veterinary Medicine
Megan Gunnar, College of Education and Human Development
Scott Lanyon, College of Biological Sciences
John L. Sullivan, College of Liberal Arts
Jennifer Windsor, College of Liberal Arts

STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE/
TWIN CITIES CAMPUS ASSEMBLY

6. CLERK OF THE SENATE/ASSEMBLY REPORT
Assembly Steering/Senate Consultative Committee Election Results
Information for the Faculty Senate

FOR INFORMATION:

In the recent election to fill vacancies on the Nominating Committee, Professors Catherine French and Leslie Schiff were elected to three-year terms (July 1, 2005 through June 30, 2008).

STUART GOLDSTEIN, CLERK

**UNIVERSITY SENATE/
TWIN CITIES CAMPUS ASSEMBLY**

**7. STUDENT SENATE
Resolution on Shared Governance
Information for the University Senate**

Concerning: A Regents Policy on Student Involvement in Decision Making

- Whereas, Students are invaluable stakeholders in the University community; and
- Whereas Student involvement in policy discussions protects students' interests while increasing the quality of the finished policy; and
- Whereas Students have made valuable contributions when invited to participate in policy discussions, as has been the case on the Morris Campus; and
- Whereas Students have been left out of several key policy discussions, including the strategic planning work groups; and
- Whereas Despite the best interests of the University of Minnesota administration, students will continue to be omitted from policy discussions unless action is taken by the University of Minnesota Board of Regents; and
- Whereas The University of Wisconsin has been required to involve students in pertinent policy discussions by Wisconsin Statute 36.09(5), which states: "The students...shall be active participants in the immediate governance of and policy development for [the University of Wisconsin]. As such students shall have primary responsibility for the formulation and review of policies concerning students life, services and interests."; and
- Whereas Both students and administrators at the University of Wisconsin support the provisions of Wisconsin Statute 36.09(5) on the grounds that it leads to better policy; and
- Whereas The University of Minnesota would stand to benefit from a similar requirement; therefore be it
- Resolved That the Student Senate recommends to the President of the University of Minnesota and the University of Minnesota Board of Regents that the University of Minnesota Board of Regents adopts a Regents Policy codifying the spirit of Wisconsin Statute 36.09(5).

Approved by the Student Senate, April 7, 2005.

**NATHAN WANDERMAN
CHAIR, STUDENT SENATE**

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

FOR INFORMATION:

On February 18, 1999, in adopting a policy on "Collection and Reporting of Grade Data and Syllabus Requirements," the Senate Committee on Educational Policy was required to provide to the Senate "data on the mean grade point average by designator and course level, on the percentage of As awarded by course level, and overall collegiate grade point averages . . . for grades awarded each Fall Semester." The policy also provides that "data should be reported for all undergraduate students."

COMMENT:

These data will be distributed at the meeting.

**EMILY HOOVER, CHAIR
SENATE COMMITTEE ON EDUCATIONAL POLICY**

9. MINUTES FOR APRIL 7, 2005

MOTION:

To approve the University Senate, Faculty Senate, and Twin Cities Campus Assembly minutes, which are available on the Web at the following URL. A simple majority is required for approval.

<http://www1.umn.edu/usenate/usen/050407sen.html>

**STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE/
TWIN CITIES CAMPUS ASSEMBLY**

**10. SENATE CONSULTATIVE COMMITTEE
University Senate Committee Charges
Action by the University Senate
(10 minutes)**

COMMENT:

As an amendment to the University Senate Bylaws, a motion requires either a majority of all voting members of the University Senate (123) at one regular or special meeting, or a majority of all members of the University Senate present and voting at each of two meetings.

MOTION:

To amend the University Senate Bylaws, Article II, Section 5 as follows (language to be added is underlined; language to be deleted is ~~struck-out~~):

A packet with the proposed committee charges will be available at the meeting on the web prior to the meeting at: <http://www1.umn.edu/usenate/usen/usencharges.html>

**MARVIN MARSHAK, CHAIR
SENATE CONSULTATIVE COMMITTEE**

11. FACULTY CONSULTATIVE COMMITTEE
Faculty Senate Committee Charges
Action by the Faculty Senate
(10 minutes)

COMMENT:

As an amendment to the Faculty Senate Bylaws, a motion requires either a majority of all voting members of the Faculty Senate (99) at one regular or special meeting, or a majority of all members of the Faculty Senate present and voting at each of two meetings.

MOTION:

To amend the Faculty Senate Bylaws, Article IV, Section 5 as follows (language to be added is underlined; language to be deleted is ~~struck out~~):

A packet with the proposed committee charges will be available at the meeting on the web prior to the meeting at: <http://www1.umn.edu/usenate/usen/facsencharges.html>

MARVIN MARSHAK, CHAIR
FACULTY CONSULTATIVE COMMITTEE

12. LIBRARY COMMITTEE
Resolution on Library Funding
Action by the University Senate
(10 minutes)

MOTION:

To approve the following resolution.

Resolution on Library Funding

The Senate Library Committee has reviewed the data on the status of the University Libraries. The Committee has grave concerns about the continuing erosion of the Libraries' resources. Funding decreases have led to a significant drop in the University Libraries' North American ranking from its previously stable position of 14th to 19th in the last five years alone, and to only sixth among Big Ten Universities* We endorse the following urgent resolutions:

- Library collections are fundamental to the University's stated strategic goal of excellence. **Increase the budget for collections and resources** in order to reverse the dramatic slip in rankings and to restore lost ground.
- Collections require access. **Expand computer capabilities** to provide access to resources, including electronic publications, which are an increasingly critical component of learning and research.
- Knowledgeable, professional librarians ensure that the libraries' resources have the greatest possible impact in the academic programs. **Provide equitable compensation** to recruit and retain librarians.

The University's strategic goals cannot be realized without increased funding for Library collections, technology and human capital. The University's excellence is linked to the Libraries.

*According to comparative 2003 data compiled by the Association of Research Libraries (ARL) examining numbers of journals and books, staff and overall expenditures.

Approved by the Library Committee, April 13, 2005

**LAEL GATEWOOD, CHAIR
LIBRARY COMMITTEE**

**13. SOCIAL CONCERNS COMMITTEE
Resolution on Academic Freedom
Action by the University Senate
(10 minutes)**

MOTION:

To approve the following resolution.

Resolution on Academic Freedom

The Social Concerns Committee is extremely concerned about recent well-publicized events concerning academic freedom that threaten faculty, including academic administration, with loss of position or tenure for making unpopular comments about sensitive issues of national importance. The role of the University is to provide a venue for the exchange and transmission of ideas. That the communication of these ideas engages, provokes, or angers a segment or even a majority of the population emphasizes its importance. As educators and members of a free and democratic society, we have a responsibility to provide a safe atmosphere for debate and discussion. A diversity of views and interpretations enhances an understanding and deeper knowledge of the world, making us all better citizens. Recent events, such as public opinion makers calling for legislation to limit academic freedom, or the dismissal of faculty or academic administrators for making unpopular observations or defending those who make such observations, may illustrate a weakening of the trust between faculty and institutions of higher learning. This seems to be particularly true in the politically delicate national atmosphere of post-9/11 or in addressing the cause of the under-representation of certain groups such as women in the sciences. The academic community must not engage in the overt or covert silencing of divergent or unpopular voices in response to public pressure and must uphold its responsibility to the greater good in the long term, despite immediate pressures and unpopularity.

The Social Concerns Committee supports the institutional defense of the free and open exchange of ideas and knowledge, and of expressions of diverse views in a civil manner by faculty, students, and staff both within and outside of the academy.

The Social Concerns Committee therefore urges the University Senate and the President on behalf of the Regents to formally reaffirm the support of academic freedom and to condemn the silencing of diverse opinions and views on nationally sensitive issues.

COMMENT:

Although the University of Minnesota is on record as supporting academic freedom, such fundamental principles must be strongly reaffirmed periodically. This is especially true when the

national climate seems to be shifting to be less tolerant of unpopular opinions or even research that challenges deeply held ideas. For this reason, the Social Concerns Committee urges the Senate to reaffirm its support for Academic Freedom and to request a strong reaffirmation from the Regents.

This statement has been spurred by events such as the furor over comments made by Larry Summers, President of Harvard, in which he speculated that a reason for the under-representation of women in the mathematics and "hard" science fields might be inherent biological differences, as well as Ward Churchill's statements concerning the culpability of the U.S. in the 9/11 attacks. Churchill has been removed from his position as chair of Ethnic Studies at the University of Colorado and termination of his tenured position has been called for by Colorado politicians and some media personalities. Summers has been severely chastised and his repeated apologies may, in part, keep him from being dismissed. These are two examples have captured the attention of the media and the public. For a number of reasons, they are perhaps not the easiest examples to submit in defense of academic freedom, yet the strength of our commitment is measured by our defense of those making controversial statements with which we do not agree. More chilling examples include faculty being suspected of links to terrorism or of being activists for the "wrong" political cause, as illustrated by the University of South Florida's dismissal of tenured professor Sami al-Arian for statements made on the O'Reilly show in early 2002 and the State Department's recent decision to deny Dora Maria Tellez admission to the U.S. to take an appointment at Harvard as a result of her involvement in the Nicaraguan Sandinista movement.

We are also greatly concerned about attempts to coerce the academic community into conformity with current norms. Granting agencies such as the Ford Foundation and the Rockefeller Foundation have added new anti-terrorism language which top research universities believe will stifle research and impinge on academic freedom. They argue that the language of the grant requirements is overly broad and may mean that any statement made on their campuses could be interpreted as pro-terrorist. Several states, including Minnesota, are considering legislation to limit free speech in college classrooms and on college campuses. This will have a chilling effect on the educational process that takes place through the civil expression of diverse stances, interpretations and viewpoints.

Approved by the Social Concerns Committee April 4, 2005

**KENNETH HELLER, CHAIR
SOCIAL CONCERNS COMMITTEE**

**14. STUDENT SENATE CONSULTATIVE COMMITTEE
Student Release Questions on Student Evaluations of Teaching
Action by the University Senate
(10 minutes)**

MOTION:

To amend the student release questions for use on forms for the student evaluations of teaching as follows (language to be added is underlined; language to be deleted is ~~struck-out~~):

Current Questions

- ~~1. The instructor provided (mark one)~~
~~o A minimally structured learning environment~~
~~o A moderately structured learning environment~~
~~o A highly structured learning environment~~

2. The instructor emphasized (mark one)
- ~~o Covering fewer course topics in depth~~
 - ~~o Balancing breadth and depth in course topics covered~~
 - ~~o Covering many course topics rather than a few~~
3. ~~The Course Guide and course syllabus accurately described the learning activities that occurred during the term. Yes/No~~
4. ~~Instructor stimulated me to think critically about the course material. Yes/No~~
5. ~~Instructor set high expectations for student performance in the course. Yes/No~~
6. ~~Instructor used a variety of teaching and learning strategies in the course. Yes/No~~
7. ~~In class learning activities contributed to my learning. Yes/No~~
8. ~~Instructor provided me with timely and helpful feedback about my performance. Yes/No~~
9. ~~I attended almost all of the class sessions during the term. Yes/No~~
10. ~~I would take another course with this instructor. Yes/No~~

Proposed Questions

1. My experience in this course was: (mark all that apply)
- a. Lecture oriented
 - b. Discussion oriented
 - c. Lab/project oriented
 - d. Creative performance/studio oriented

Mark only one answer for questions 2 – 7:

2. In this course, I learned most from:
- a. Lecture
 - b. Course readings
 - c. Practice/assignments
 - d. Group work/discussions
3. I spent approximately _____ working on homework/readings/projects for this course.
- a. 0-2 hours/week
 - b. 3-4 hours/week
 - c. 5-6 hours/week
 - d. 7-10 hours/week
 - e. 11-14 hours/week
 - f. 15+ hours/week
4. The prerequisite(s) for this course were:
- a. Adequate preparation
 - b. Inadequate preparation
 - c. Unnecessary (too many)
 - d. There were no prerequisites
5. Assuming this course provided a syllabus, the syllabus was:
- a. Useful and reflected what was done in class

- b. Was occasionally useful but frequently changed or vague
 - c. Not useful
 - d. Not provided
6. I would recommend this course to:
- a. Everyone
 - b. Others in this major
 - c. Others outside this major
 - d. No one
7. This course was:
- a. (1) Very easy
 - b. (2) Easy
 - c. (3) Average
 - d. (4) Slightly Challenging
 - e. (5) Challenging
8. Rate the following strengths of your instructor using the following scale:
- 1. Very poor
 - 2. Poor
 - 3. Fair
 - 4. Adequate
 - 5. Good
 - 6. Very good
 - 7. Exceptional
- a. Easily approached
 - b. Gave constructive feedback
 - c. Returned course work in a timely fashion
 - d. Organized class sessions well
 - e. Presented concepts and theories in an understandable way
 - f. Excited and passionate about course material
 - g. Took interest in my success as a student
9. I would take another class with this instructor
- a. Yes
 - b. No

COMMENT:

These student release questions were initially drafted by the Student Senate Consultative Committee (SSCC) fall semester. Since then, a large number of groups have revised and approved them, including the student campus assemblies, the Student Affairs Committee, the Student Senate, and the Educational Policy Committee (SCEP). During the course of this revision, the questions have been fine-tuned to be as clear and helpful to students as possible.

Approved by the Student Senate, April 7, 2005.

**NATHAN WANDERMAN
CHAIR, STUDENT SENATE**

15. REPORT OF THE NOMINATING COMMITTEE FOR THE

ASSEMBLY COMMITTEE ON COMMITTEES ELECTION
Action by TC Faculty and Academic Professional Members
(2 minutes)

MOTION:

That the Twin Cities Campus Faculty Assembly approve the following slate of nominees to fill three 2005-08 Twin Cities faculty vacancies on the Committee on Committees. A simple majority is required for approval. Once the slate is approved, a ballot will be distributed for voting.

FIRST PAIR (INSTITUTE OF TECHNOLOGY):

WILLIAM DURFEE: Professor of Mechanical Engineering, Institute of Technology. University Senate member: None. Senate/Assembly Committee participation (past and present): Disabilities Issues, 1998-2003 (Chair, 2001-03); Tenure, 2003-06.

PERRY LEO: Professor of Aerospace Engineering and Mechanics, Institute of Technology. University Senate member: 1995-98, 2003-06. Senate/Assembly Committee participation (past and present): Advisory Committee on Athletics, 2003-05; Faculty Academic Oversight Committee on Athletics, 2001-07 (Chair, 2003-05).

SECOND PAIR (COLLEGE OF AGRICULTURAL, FOOD, AND ENVIRONMENTAL SCIENCES):

KENT OLSON: Professor of Applied Economics, College of Agricultural, Food, and Environmental Sciences. University Senate member: 2002-05. Senate/Assembly Committee participation (past and present): None.

CARL ROSEN: Professor of Soil, Water, and Climate, College of Agricultural, Food, and Environmental Sciences. University Senate member: 1997-2000. Senate/Assembly Committee participation (past and present): None.

INFORMATION:

The Twin Cities Campus Assembly Bylaws specify that the Assembly shall elect by written ballot at its spring semester meeting faculty and academic professional members to fill vacancies on the Assembly Committee on Committees from a slate of candidates provided by the Nominating Committee. Other candidates may be nominated by petition of 12 members of the Assembly. Petitions to nominate candidates not on the slate must be in the hands of the Clerk of the Assembly on the day before the meeting at which the election is to be conducted. The elected Twin Cities faculty/academic professional members of the committee whose term continue at least through 2005-06 are:

Carl Adams, Carlson School of Management
Subir Banerjee, Institute of Technology
David Born, School of Dentistry
Anna Clark, College of Liberal Arts
Randy Croce, Carlson School of Management
Megan Gunnar, College of Education and Human Development
Kathryn Hanna, College of Biological Sciences
Gordon Hirsch, College of Liberal Arts
Jeffrey Kahn, School of Public Health
Nan Kalke, College of Human Ecology
Mary Jo Kreitzer, School of Nursing

Lynne Schuman, HHH Institute of Public Affairs
Kyla Wahlstrom, College of Education and Human Development
Cheryl Zimmerman, College of Pharmacy

**W. ANDREW COLLINS, CHAIR
NOMINATING COMMITTEE**

**16. SENATE/FACULTY CONSULTATIVE COMMITTEE REPORT
(5 minutes)**

**17. FACULTY LEGISLATIVE LIAISONS REPORT
Discussion by the Faculty Senate
(5 minutes)**

**18. PRESIDENT'S REPORT
(10 minutes)**

**19. QUESTIONS TO THE PRESIDENT
(10 minutes)**

Questions to the President should be submitted in writing to the University Senate office no later than Tuesday, April 26, 2005.

20. OLD BUSINESS

21. NEW BUSINESS

22. ADJOURNMENT

Motion for Item 11, Faculty Senate Committee Charges, on the April 28, 2005, University Senate agenda

11. FACULTY CONSULTATIVE COMMITTEE
Faculty Senate Committee Charges
Action by the Faculty Senate
(10 minutes)

COMMENT:

As an amendment to the Faculty Senate Bylaws, a motion requires either a majority of all voting members of the Faculty Senate (99) at one regular or special meeting, or a majority of all members of the Faculty Senate present and voting at each of two meetings.

MOTION:

To amend the Faculty Senate Bylaws, Article IV, Section 5 as follows (language to be added is underlined; language to be deleted is ~~struck out~~):

UNIVERSITY SENATE BYLAWS

...

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

...

5. Committee Charges

A. ACADEMIC FREEDOM AND TENURE COMMITTEE

The Academic Freedom and Tenure Committee is responsible for all matters of policy related to academic freedom and faculty tenure, ~~and including~~ the Regents' policy, "Faculty Tenure." The Academic Freedom and Tenure Committee reports to the Faculty Senate and does not deal with individual disputes.

Membership

The Academic Freedom and Tenure Committee shall consist of no fewer than 7 members of the faculty, of whom at least 5 must be tenured and at least one must come from a campus other than the Twin Cities. Committee members shall be nominated by the Committee on Committees and appointed with the approval of the Senate.

Duties and Responsibilities

a. review periodically the University's policies on academic freedom, its underlying principles, and the tenure regulations.

b. review periodically the tenure-and-promotion system for faculty appointments, and any related policies, and make recommendations to the Faculty Senate and to the appropriate senior academic administrators.

c. review proposals from any source for amendment of the Regents Policy on Faculty Tenure and report its views to the Faculty Senate within the time limits provided by the Regents' Policy.

d. review annually the use of contract and non-faculty instructional appointments in all departments and colleges, and make recommendations to the Faculty Senate and the appropriate senior academic administrators.

e. provide Interpretations of the tenure policies in accordance with the Regents' Policy.

~~g.~~ f. monitor the post-tenure review process.

g. review and monitor issues of academic freedom arising in, pertinent to, or affecting the University of Minnesota.

h. promote understanding of the concepts and exercise of academic freedom across the University.

~~f.~~ i. advise senior academic administrators concerning issues of academic freedom, and of academic tenure and rank.

j. make recommendations it deems appropriate to the Faculty Consultative Committee or other committees of the Faculty Senate.

B. ACADEMIC HEALTH CENTER FACULTY CONSULTATIVE COMMITTEE

The Academic Health Center Faculty Consultative Committee shall represent the faculty at large in the Academic Health Center and not the individual institutes, colleges, schools, or departments.

Membership

~~8 faculty members [2 from the Medical School and 1 each from Dentistry, Nursing, Pharmacy, Public Health, Veterinary Medicine, and the UMD School of Medicine].~~ The AHC FCC shall be composed of eight faculty members as follows: three from the Medical School (one from Basic Sciences, one from Clinical Sciences, and one from the School of Medicine, UMD) and one each from Dentistry, Nursing, Pharmacy, Public Health, and Veterinary Medicine. Members shall be nominated and elected by the colleges' faculty governance committees.

~~Members shall be nominated by the Academic Health Center Committee on Committees following the procedures established for the Faculty Consultative Committee election and elected by college.~~

~~In case of a faculty vacancy, the remaining members of the Academic Health Center Faculty Consultative Committee by majority vote shall fill the vacancy by interim appointment from the college in which the vacancy occurred until the next general election. In the event of changes in collegiate structure, the Faculty Steering Committee shall be authorized to redistribute the membership.~~ shall fill the vacancy, by majority vote, with an interim appointment until the next general election.

The committee has the authority to identify ex officio representation as it deems necessary and appropriate.

The Academic Health Center Faculty Consultative Committee shall elect its chair from amongst its members for a one-year term of office. The chair shall be eligible for re-election to that position.

Duties and Responsibilities

Steering

- a. To meet at least monthly to discuss matters of concern to the faculty.
- ~~b. To meet regularly with the Senior Vice President for the Health Sciences and other academic officers to represent the viewpoints of the faculty.~~
- ~~e. To meet periodically with Faculty Senate/Assembly members from the Academic Health Center to facilitate communication with the faculty.~~
- b. To initiate whatever studies it deems necessary and appropriate or to request such studies from the Senior Vice President for Health Sciences or Administrative officers or from the subcommittees.
- c. To advise the Senior Vice President for Health Sciences on procedures for making administrative appointments and to participate in the selection process.
- d. To create and terminate all subcommittees of the AHC FCC.

Executive

a. To serve as a deliberative body of the AHC Faculty Assembly on all major items it deems necessary and appropriate and to call meetings of the AHC Faculty Assembly as needed.

b. To act on behalf of the AHC Faculty Assembly when a decision is required and when it would not be possible to convene a special meeting of the AHC Faculty Assembly in a timely fashion.

c. To report regularly on any matters which, in its judgment, should be brought to the attention of the AHC or specifically to the attention and consideration of the AHC Faculty Assembly.

d. To examine any action taken respecting the AHC by the Board of Regents, the central administration, or by another individual or body having any relationship with the University.

C. COUNCIL ON LIBERAL EDUCATION

The Council on Liberal Education has responsibilities for baccalaureate degree requirements for those who graduate from the Twin Cities campus of the University.

Membership

The Council on Liberal Education shall be composed of faculty and student representatives (both undergraduate and graduate/professional); members of the academic staff may also be appointed. Three-quarters of the members of the Council shall be regular faculty members. ["Regular" as defined in *Faculty Tenure*]. The faculty members shall be appointed by the Provost, in consultation with the deans and with the Twin Cities faculty members of the Assembly Steering Educational Policy Committee, and shall be drawn from among the colleges and schools of the Twin Cities campus, including the professional schools. The student members shall be appointed by the Provost in consultation with the Twin Cities student members of the Assembly Steering Student Committee on Committees. Academic staff members shall be appointed by the Provost in consultation with the Council of Academic Professionals and Administrators. The chair of the Council shall be designated by the Provost and shall be a faculty member.

~~Faculty appointments, except for vacancies, shall be for three year terms. Student appointments, except for vacancies, shall be for two year terms. Academic staff members appointed to the Council shall be appointed for three year terms.~~

Duties and Responsibilities

- a. To review and approve or disapprove all proposals for courses designated for the Diversified Core Curriculum.
- b. To formulate the procedures for 1) proposing courses to be added to, and 2) deleting courses from, the Diversified Core Curriculum.
- c. To establish and regularly review the criteria for courses which will be considered for designation for the Diversified Core Curriculum.
- d. To establish criteria for courses which will carry the Special Designators (International Perspectives, Cultural Diversity, Citizenship and Public Ethics, Environmental Education, and Writing Intensive) and to review and approve courses which will carry the Special Designators.
- e. To regularly review for their effectiveness the distribution requirements and skills and competencies requirements for all baccalaureate degree candidates.
- f. To advise the Provost on implementation of recommendations concerning liberal education requirements.
- g. To foster continuing discussion among the faculty about issues of liberal and undergraduate education.
- h. To recommend to the Steering Senate Consultative Committee such actions or policies it deems appropriate.

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 campus), and ex officio representation as specified by vote of the Faculty Senate. Members shall be nominated by the Committee on Committees with the approval of the Senate. The chair of the committee (or his or her designee) shall serve as an ex officio, nonvoting member of the Senate Faculty Consultative Committee. Academic professional members must also be eligible to serve in the Senate.

Duties and Responsibilities

- a. To consult with and advise the president and senior officers it determines appropriate on all matters of educational policy and to recommend to the Faculty Consultative Committee and the Faculty Senate such actions or policies on educational issues as it deems appropriate and necessary.
- b. To recommend to the Faculty Senate policies on the extension of the ~~research,~~ teaching, ~~and service~~ resources of the University to the people of the State of Minnesota at large and to advise the president and senior academic officers with respect to these matters.
- c. To formulate policies governing calendars, and to set the calendar of the University with the approval of the Faculty Senate and to approve any exemptions to that calendar.
- ~~d. To develop policies concerning special and continuing cultural activities in cooperation with appropriate academic units and campus organizations and to foster heightened cultural awareness on campus through such activities and events as it deems appropriate.~~
- e. To consult with the executive vice president and provost on all matters of educational development and on all proposals related thereto.
- f. To recommend to the Faculty Senate and the president and senior academic officers policies concerning University programs offered for students of especially high ability and achievement.
- g. To recommend to the Faculty Senate policies on international education and to advise the president and senior academic officers on the operation of international education policies.
- ~~h. To make recommendations to the Faculty Senate with respect to University College and its relationship to the total academic program of the University and to advise the dean of University College the College of Continuing Education.~~
- i h. To review undergraduate group distribution requirements and all proposals related to the core curriculum and to examine issues related to duplication of courses between colleges, the proliferation of courses that meet the group distribution requirements, and cross-collegiate cooperation.

- j.i. To receive reports on the quality and effectiveness of undergraduate, graduate, and professional education, and to foster improvement of teaching effectiveness and faculty evaluation and recognition of excellent teaching.
- k.j. To advise the ~~executive~~ senior vice president for academic affairs and provost on the ROTC program and relations between the University and the Department of Defense and to recommend to the Faculty Senate policies on University-ROTC relationships.
- l.k. To review campus services with respect to compliance with state and federal laws regarding admissions, records, and financial aid, and to advise administrative offices and, when appropriate, the Senate, on issues concerning the offices dealing with such services.
- ~~m. To maintain contact with the coordinate campuses through the exchange of minutes advise the Faculty Senate and the provost on matters relating to classrooms.~~
- ~~n. To recommend to the Faculty Senate Consultative Committee such actions or policies as it deems appropriate.~~
- l. To advise the Faculty Senate and the Provost on matters relating to classrooms.

~~6. INTERCOLLEGIATE ATHLETICS~~

~~The overall philosophy and policy relating to intercollegiate athletics is established by the Board of Regents policy on Intercollegiate Athletics Philosophy: Twin Cities Campus. That policy recognizes that~~

~~Participation in intercollegiate athletics at the University of Minnesota is a valuable opportunity for all student athletes to supplement their education through sports. The purpose should always be to provide the highest potential for amateur athletic excellence within the University's educational framework. (Board Policy, Sec. I)~~

~~It stresses that the welfare of the students in the program takes precedence over other considerations:~~

~~The primary purpose of the University's intercollegiate athletics program is to serve the wellbeing of students. Thus, the University will provide student participants with sound academic counseling and opportunities to develop an academic program with the ultimate goal of attaining a degree. In addition, the University will provide personal guidance and counseling, realistic career planning, and the best possible facilities, training, coaching, administration, and practice and competition conditions available to help participants develop as responsible and healthy individuals. (Id., Sec. III, subd. 2)~~

~~and~~

~~The University's commitment to the wellbeing of the individual student participant, to academic standards, and to the integrity of the University itself shall at all times take precedence over the need to produce revenue. (Id., Sec. I, para. 5)~~

~~The Policy emphasizes the importance of equal opportunity, student involvement, community outreach, and ethical integrity. (Sec. II). It emphasizes that~~

~~Students who participate in intercollegiate competition must meet all appropriate academic standards for admission to the University and for continued progress after beginning an academic program. A student's academic work takes precedence over athletic activity. (Id., Sec., III, subd. 4)~~

~~The Regents Policy declares that all aspects of the programs will be administered by central administration, the athletic directors, and the coaches, with direct oversight and involvement by the faculty representatives through an Assembly committee. (Sec. III, subd. 10, para. 2), but also provides that a committee of this Assembly is responsible for the formulation of all policy on intercollegiate athletics within the policies provided by the Board. (Sec. III, subd. 13.) All policies formulated by the committees established by this bylaw will be reported to the Assembly Steering Committee for action and to the Twin Cities Campus Assembly for information after the Assembly Steering Committee has acted. The Assembly has the authority to reverse or change a decision by the Steering Committee.~~

~~To carry out these responsibilities delegated to it by the Board of Regents, the Assembly establishes the following agencies:~~

- ~~b. The Faculty Academic Oversight Committee for Intercollegiate Athletics, composed of faculty, has responsibility for academic progress and academic integrity in the athletic programs, and for monitoring eligibility and compliance issues. (See by law 6A.)~~
- ~~c. The Advisory Committee on Athletics, composed of students, alumni, and faculty and other employees of the University, advises the President, the responsible vice presidents, and the~~

~~athletics departments on other issues, including the achievement of equity, budget and facilities issues. (See by law 6B.)~~

- ~~d. Faculty Representatives will represent the University in external governing organizations and will perform other duties assigned in these by laws. (See by law 6C.)~~

~~Each of these agencies reports to the Assembly through the Assembly Steering Committee.~~

E. FACULTY ACADEMIC OVERSIGHT COMMITTEE FOR INTERCOLLEGIATE ATHLETICS

The Faculty Academic Oversight Committee for Intercollegiate Athletics has responsibility for eligibility, compliance, and other issues relating to academic integrity of participants in the programs. This committee will work closely with the Provost, who as head of academic affairs is the senior administrative officer in charge of academic counseling programs for athletes.

Membership

The voting membership of this committee consists of six (6) members of the tenured faculty, plus the two (2) Faculty Representatives and the Chair of the Advisory Committee on Athletics. Since the purpose of this committee is to ensure that students who choose to participate in athletics have a full opportunity to pursue and complete their University studies, the primary qualification for appointment to this committee is a commitment to teaching students, rather than a special interest in athletics.

The Assembly Steering Committee appoints six (6) members of the committee after consultation with the President. The Committee on Committees will provide a list of candidates for consideration. The appointments are subject to approval by the ~~Faculty Assembly~~ Twin Cities Faculty Delegation. The term of office is three (3) years; the initial terms will be arranged so that one-third of the terms expire each year. No one may serve more than six (6) consecutive years on the committee.

The ~~Assembly Steering~~ Faculty Consultative Committee designates the chair ~~and vice chair~~ of the committee.

The Director of Academic Counseling and the Director of Compliance are ex officio members, without vote. The Committee will hold at least one meeting each semester without the presence of the ex officio members.

The committee will consult regularly with the athletic directors and will meet at least once each semester ~~with them~~ to discuss programs and policies for ensuring academic performance and compliance with all standards. It will meet at least once each semester with ~~each of~~ the athletic directors ~~separately~~ to review the academic performance of the teams ~~within that department~~, the support given to academic performance by ~~each of~~ the departments, coaches and teams, and to make recommendations in this regard.

The committee will meet regularly with the Provost or a representative of the Provost's office.

Duties and Responsibilities

~~The Faculty Academic Oversight Committee for Interecollegiate Athletics has the following responsibilities:~~

(A) In cooperation with the office of the Provost, the committee will oversee certification of the eligibility of students who participate in varsity athletics programs, in accordance with the standards of the NCAA and other external organizations.

(B) The committee will establish University academic standards for participation in varsity athletics, including minimum grade point average and progress toward degree. These standards must meet and may exceed the standards established by the NCAA and other external organizations and are in addition to the academic standards established by the college in which each student is enrolled. The committee will see that students are informed of these standards, are warned if they are not making reasonable progress, and are declared ineligible if they fail to meet them.

(C) With the assistance of the office of the Provost, the committee will conduct regular reviews of the grade average and progress of each student. It will also regularly evaluate the performance of each team in achieving the academic goals of student participants, and will advise the directors of athletics concerning the performance of coaches in support of these goals. It will also advise the senior administrator responsible for athletics, the Provost, the President, and the ~~Assembly Steering~~ Faculty Consultative Committee regarding the support for academic achievement shown by each of the teams and departments.

(D) The committee may establish scheduling standards limiting the days in any term that a student may be absent to participate in athletic events. It will review every schedule for conformity to these standards. In unusual cases, the committee may grant exceptions to that rule. All violations of these rules and all exceptions granted to them shall be reported immediately to the senior administrator, the Provost, the President, and the Assembly Steering Committee.

(E) The committee will advise the Director of Academic Counseling regarding matters within the authority of that office.

(F) The committee will receive a report from the Director of Compliance at least once each semester regarding significant compliance concerns coming to the attention of that office. It will also refer any compliance matters that come to its attention to the Director of Compliance. It will report any concerns about compliance issues to the relevant athletic director, the senior administrator supervising compliance, the President, and the Assembly Steering Committee. It will advise the Director of Compliance regarding matters within the authority of that office.

(G) The committee (or a representative) will participate in searches for the Directors of Athletics, of Academic Counseling and of Compliance, and in searches for major coaching positions, and in any periodic comprehensive performance review of these positions, paying particular attention to the qualifications of candidates in the fields of academic performance and compliance.

(H) The committee will advise and consult with the athletics departments to ensure that those participating in or employed by the athletics programs observe required standards of compliance and academic integrity, and will make such reports and recommendations as may be necessary.

(I) The committee will advise the President and the faculty representatives regarding positions the University should take on proposed NCAA or other external rules relating to academic performance, eligibility, or compliance.

(J) The committee will perform such other functions as the ~~Assembly~~ Twin Cities Faculty Delegation may assign.

In evaluating individual or team records, the committee may act as a whole or by subcommittee.

Because the committee primarily considers matters that are private or personal data under the laws governing data privacy, its meetings are closed unless it otherwise directs.

The committee reports to the ~~Assembly Steering~~ Faculty Consultative Committee at least once each semester; this report ~~shall~~ may be in writing, ~~but shall also be presented or~~ in person by the Chair and an appropriate delegation.

At least once a year, the voting members of the Committee will meet privately with the President to give their candid evaluation of the performance of the departments and teams in achieving academic performance and rules compliance. The voting members of the committee may also at any time request a private meeting with the President and/or with the ~~Assembly Steering~~ Faculty Consultative Committee to discuss any matters of concern to them. The ex officio members shall not attend such meetings, unless requested to do so by vote of the committee.

The Senate Office will provide staff assistance for the committee. The Provost will, in consultation with the Committee, provide adequate staff assistance drawn from the office of the Registrar, the advising offices of colleges, and other administrative offices and assist in the preparation, presentation and evaluation of student records. The athletics departments and academic counseling and compliance offices will provide information requested by the committee.

No appointed member of the committee may accept any tickets, team travel, or other benefit or favor from the athletics departments except as specifically authorized by the President and the Faculty ~~Steering~~ Consultative Committee.

The committee deals with eligibility and compliance issues established by the University and by the NCAA and external organizations. It does not review the decisions of coaches imposing sanctions on athletes for violating team rules.

1. FACULTY ATHLETICS REPRESENTATIVES

The Faculty Athletics Representatives will serve as the University's delegates to NCAA, Big 10, WCHA and other external organizations. The representatives also will perform certain functions prescribed in the rules of those organizations, in these by-laws, and as delegated by the President or the Assembly. The authority of the representatives does not displace any of the authority granted to the two committees above. The Faculty Athletic Representatives are appointed by the President in consultation with the Assembly Steering Committee. Before making an appointment the President will give an opportunity for interested faculty members to apply. The President will also solicit nominations from the Faculty Academic Oversight Committee and the Advisory Committee on Athletics.

A faculty athletics representative must be a member of the regular faculty who holds permanent tenure, and may not hold an administrative office higher than that of a department head or chair. The faculty athletics representatives will serve at the pleasure of the President for a three (3) year term. ~~No one may serve more than six (6) consecutive years in this office. Normally, individuals will not serve more than six (6) consecutive years in this office, but the President may, with approval of the Faculty Consultative Committee, reappoint an individual as faculty athletics representative for additional terms of up to three years. So long as the University has two faculty athletics representatives from the Twin Cities campus, every effort should be made to ensure that their terms are staggered.~~

The President, in consultation with the Assembly Steering Committee, after receiving the view of the Faculty Academic Oversight Committee and the Advisory Committee on Athletics, will

determine the position the University will take regarding proposed changes in NCAA and other external rules. The faculty representatives will faithfully represent this position.

The Faculty Academic Oversight Committee has primary responsibility for all eligibility and compliance issues. If the rules of any external organization require a faculty representative to make a decision or recommendation on any matter relating to eligibility or compliance, the representative will first refer the matter to the Faculty Academic Oversight Committee and will faithfully carry out its recommendation.

The faculty athletics representatives will report to the Assembly annually in writing. They report to the Assembly Steering Committee orally and in writing at least once each semester.

2. COORDINATION OF OVERSIGHT

The Chairs of the Faculty Academic Oversight Committee and the Advisory Committee on Athletics and the faculty representative(s) will meet periodically with the President, the Provost, the senior administrator responsible for athletics, and the Chair of the Assembly Steering Committee to coordinate their activities.

F. FACULTY AFFAIRS COMMITTEE

The Faculty Affairs Committee is concerned with policies and procedures that influence the personal and professional welfare of the faculty.

Membership

The Faculty Affairs Committee shall be composed of at least 10 members of the faculty, two members of the academic professional staff, one graduate assistant and one undergraduate student, and ex officio representation as specified by vote of the Faculty Senate. All members shall be nominated by the Committee on Committees with the approval of the Faculty Senate. The chair (or his/her designee) shall serve as an ex officio nonvoting member of the Faculty Consultative Committee.

Duties and Responsibilities

- a. To examine all policies and procedures of the University which influence the professional and personal welfare of the faculty, and to recommend improvements in the design and implementation of faculty personnel policies, including such matters as tenure and promotion (in conjunction with the Tenure Committee), salary and benefits, faculty development, and hiring and retirement alternatives.
- b. To examine and propose University policies and programs associated with faculty development.
- c. To examine and propose benefit options and benefit option counseling available for current and retired faculty (with the assistance of the Employee Benefits Department).
- d. To review the options, performance, and reporting of the Faculty Retirement Plan, with the assistance of the University's Office of Asset Management and Employee Benefits Offices and recommend appropriate changes.
- e. To monitor any legislation and other policies affecting faculty welfare.
- f. Interact with the Council of Academic Professionals and Administrators (CAPA) on all items that jointly impact academic staff and faculty, such as benefits and retirement.
- g. To recommend to the Faculty Consultative Committee such actions or policies as it deems appropriate.

G. FACULTY COMMITTEE ON COMMITTEES

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 at least 13 and no more than 15 elected tenured or tenure-track faculty members, at least 2 and no more than 4 elected academic professional members.

Of the faculty/academic professional members, 12 shall be from the Twin Cities campus. There shall also be one member each from the Duluth and Morris campuses. All faculty/academic professional members shall be elected for three-year terms by the faculty/academic professional members of the Senate from these respective campuses. 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.

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, 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, undergraduate student and graduate/professional student members; and 5) expressions of interest in committee service offered by faculty and academic professionals. 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.
- b. To review periodically the committees of the Faculty Senate and recommend to the Faculty Consultative Committee any changes in committee structure, charge, or membership which it deems appropriate.
- a. ~~To furnish the full committee a slate of faculty/academic professional committee nominees for review and recommendations.~~
- b c. To solicit annually from each newly elected faculty/academic professional member of the Faculty Senate a list of Faculty Senate committees on which the senator is serving or has an interest in serving.

- ~~e. To conduct a survey, at least every three years, of faculty/academic professional interest in serving on committees of the Senate and make a summary of this study available to the Senate.~~
- d. To request annually from deans, directors, and department heads a list of faculty/academic professional members who they believe have the requisite interest and experience to serve on specific committees.
- ~~e. To select an additional voting representative from a non-eligible constituency of the University for placement on the appropriate committee for a term of one year, if the Senate Consultative Committee determines that a committee of the Senate will benefit from such representation.~~
- g e. To recommend to the Student ~~Senate~~ Committee on Committees, the Senate Committee on Committees, and the ~~Senate~~ Faculty Consultative Committee such actions or policies as it deems appropriate.

H. FACULTY CONSULTATIVE COMMITTEES

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

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

Membership

The faculty of the Twin Cities campus and those faculty members on the Duluth campus eligible to vote in elections for the Senate shall elect 8 2 members, and the ~~faculties~~ faculty of the ~~Crookston and Morris~~ campuses shall ~~each~~ elect one faculty member. Faculty members shall be nominated and elected by procedures established by each campus faculty, subject to the following provisions:

- All members of the Faculty Consultative Committee shall hold regular appointment at the rank of professor, associate professor, or assistant professor. Individuals holding, in addition to their professorial title, a University position carrying as any part of its title, for any percentage time, president, vice president, chancellor, provost, dean, executive director, librarian, counsel, attorney, or chief of staff at a collegiate or central administrative level may not serve on the committee. Individuals holding, in addition to their professorial title, an administrative appointment as department chair or department head (or its equivalent, such as center director) are eligible to serve on the committee.
- Each campus faculty shall submit ~~to the clerk of the campus assembly~~ a slate of twice as many candidates as are to be elected from its numbers. These candidates shall be nominated and certified as available according to procedures set forth by each campus assembly, ~~and shall be announced in the campus assembly docket for the first regular meeting of the spring semester.~~ The clerk of the campus assembly shall distribute, ~~by mail,~~ election ballots and slates to all faculty members eligible to vote for members of the Senate and shall receive all returns. The election shall be held and completed by ~~April 5~~ the end of spring semester. In case of a tie, the clerk shall choose the successful candidate by lot.
- For the purposes of this section only, the faculty on the Duluth campus who are eligible to vote in Senate elections shall be considered a part of the Twin Cities campus: They shall be eligible (1) to vote in elections for the Faculty Consultative Committee and (2) for nomination and election to the Faculty Consultative Committee in accord with the provisions established ~~by the Twin Cities Campus Assembly.~~ ~~[Note: When a faculty member from the Duluth campus is elected under this provision, that individual shall not be a member of the Twin Cities Campus Faculty Assembly Steering Committee or the Twin Cities Campus Assembly Steering Committee.]~~ in these bylaws.

~~Terms of office for Faculty Consultative Committee members shall be three years; no member is eligible to serve more than two consecutive full terms. Elections shall be so adjusted that the terms of approximately one third of the members shall expire each year.~~

In case of a faculty vacancy, the remaining members of the Faculty Consultative Committee by majority vote shall fill the vacancy by interim appointment until the next general election.

Articles II, Section 2(f), Article IV, Section 2(f) and Article VI, Section 2(e) of the Rules governing absences from committee meetings and Article I, Section 4 and Article III, Section 4

of Bylaws governing absences from Senate meetings shall apply to the Faculty Consultative Committee.

The chair of the Faculty Consultative Committee shall be elected by their respective members from among their number for a one-year term of office. Chairs shall be eligible for re-election to that position. The chair of the Faculty Consultative Committee shall serve as chair of the Senate Consultative Committee.

The ex officio members of the Faculty Consultative Committee are:

- The vice chair of the Faculty Senate (ex officio voting).
- The chairs of the Academic Health Center Faculty Consultative, Educational Policy, Faculty Affairs, Finance and Planning, and Research Committees (ex officio nonvoting). ~~If a non-faculty member is appointed as chair of one of these four committees, then the faculty members of that committee shall elect from among themselves a representative to the Faculty Consultative Committee.~~
- The past chair of the Faculty Consultative Committee for the year following his or her service as chair, irrespective of the term to which that individual was originally elected (ex officio non-voting).
- One representative of the faculty on the Duluth campus eligible to vote in Senate elections (ex officio non-voting). This representative shall be elected in accord with procedures established by the eligible Duluth faculty. The ex officio Duluth representative may send an alternate to Faculty Consultative Committee meetings.
- The faculty legislative liaison(s) (ex officio non-voting).

Duties and Responsibilities

- a. ~~To meet separately, when necessary, to discuss with the president, or others, matters of concern to the faculty.~~
- b. ~~To serve as the executive committee and steering committee of the Faculty Senate.~~
- e. ~~To act on behalf of the Faculty Senate when a decision is required prior to the next scheduled meeting of the Faculty Senate and when a decision is required when it would not be possible to convene a special meeting of the Faculty Senate in a timely fashion; such actions will be reported to the Faculty Senate at its next meeting and the Faculty Senate may then overrule the Faculty Consultative Committee.~~

Consultative

- a. To discuss with the president and other University officers issues or policies of the University of concern to the faculty and, as appropriate, to make recommendations concerning such matters to the Faculty Senate.
- b. To initiate whatever studies it deems necessary and appropriate or to request such studies from the president or senior academic officers or from committees of the Faculty Senate.
- c. To consult with the president or senior academic officers, in cooperation with the Finance and Planning Committee, on planning and on the annual budget and the biennial request.
- d. To advise the president on procedures for making major administrative appointments and to participate in the selection process.

e. To receive from any faculty member notification of concerns which may require consultation with the president or senior academic officers.

Steering

a. To superintend and direct all committees of the Faculty Senate, which includes the authority to require that any committee of the Faculty Senate report on any matter within its jurisdiction within 30 days.

b. To receive recommendations of any faculty member who wishes to present a proposal to the Faculty Senate and to refer or act upon such recommendations as it deems appropriate.

c. To route to the appropriate body all documents, proposals, or papers on any matter pertaining to the affairs of the Faculty Senate.

d. To convene on a regular basis the chairs of Faculty Senate committees as a coordinating committee to discuss and track agenda items.

e. To serve as a coordinating body between the president and the Faculty Senate or a committee of the Faculty Senate.

f. To be responsible for the preparation and distribution of the agenda for each meeting of the Faculty Senate in accordance with the Constitution, Bylaws, and Rules of the Faculty Senate.

g. To recommend, with the approval of the Faculty Senate, such rules of procedure as are not provided in the Constitution or Bylaws.

h. To keep the published Constitution, Bylaws, and Rules of the Faculty Senate up to date.

Executive

a. To serve as a deliberative body of the Faculty Senate on all major items it deems necessary and appropriate.

b. To act on behalf of the Faculty Senate when a decision is required prior to the next scheduled meeting of the Faculty Senate and when a decision is required when it would not be possible to convene a special meeting of the Faculty Senate in a timely fashion; such actions will be reported to the Faculty Senate at its next meeting and the Faculty Senate may then overrule the Faculty Consultative Committee.

c. To examine any action taken respecting the University by the Board of Regents, the central administration, or by another individual or body having any relationship with the University.

d. To appoint or assist in appointing, when requested, members of non-Senate committees.

e. To appoint special committees or subcommittees or to employ other devices which it deems necessary and appropriate.

f. To report regularly on any matters which, in its judgment, should be brought to the attention of the University at large or specifically to the attention and consideration of the Faculty Senate.

g. To dispose of business which appears to be not germane to the purposes of the Faculty Senate.

h. To make editorial changes in Faculty Senate policies and documents (including the constitution, bylaws, and rules) to reflect changes in titles of administrative offices or officers; the changes will be reported to the Faculty Senate for information.

i. To provide for a Business and Rules Committee composed of the Chair and Vice Chair of the Faculty Consultative Committee, the Clerk of the Senate, and the Vice Chair of the Senate. The Chair of the Faculty Consultative Committee shall serve as chair of the Business and Rules Committee. The Business and Rules Committee shall be responsible for drafting the docket of the Faculty Senate.

I. FINANCE AND PLANNING COMMITTEE

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

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 staff members, and ex officio representation as specified by vote of the Senate. Faculty/academic professional and student members shall be nominated by the Committee on Committees with the approval of the Senate. Civil service members shall be appointed by the Civil Service Committee. All terms (except student terms) shall be for four years. The Committee may, on its own authority, add to its ex officio membership by requesting that faculty or student chairs and/or other members of standing subcommittees serve on the Committee.

Duties and Responsibilities

a. To consult with and advise the president and senior ~~academic~~ University officers on planning, and in particular on financial and operational planning, the development of the biennial request and the annual budget and to review the implementation of the annual budget.

b. To consult with and advise the president and senior academic and financial officers on the development of the biennial request, of supplemental budget requests, and the annual budget and to review the implementation of the annual budget. ~~financial aspects of all major proposals and policy initiatives.~~

c. To consult with and advise the president and senior ~~academic~~ University officers on planning, the development of the University's capital budget and capital plans, the biennial capital request, supplemental capital requests, and the implementation of capital projects.

d. To participate in the development and review of all physical facilities planning.

e. To consult with and advise the president and senior ~~academic~~ University officers on questions of space allocation not restricted to the internal concerns of individual colleges and to monitor the consistency of physical plant and space allocation decisions with the University mission and educational policy. ~~the financial and operational aspects of all major proposals and policy initiatives.~~

f. To consult with and advise the president and senior University officers on other questions of resource allocation, including space allocation.

g. To consult with and advise the president and senior University officers on the periodic review of University operations.

f. h. To recommend to the Faculty Consultative Committee, Senate Consultative Committee, or to other Senate committees such actions or policies as it deems appropriate.

i. To take up other matters as shall be referred to the committee by the Faculty Consultative Committee, the Senate Consultative committee, or other Senate Committees.

J. JUDICIAL COMMITTEE

Membership

The Judicial Committee shall be composed of at least 9 members of the faculty. Members shall be nominated by the Faculty Committee on Committees with the approval of the Faculty Senate.

Duties and Responsibilities

- a. To discharge ~~The powers, duties, and procedures of the Judicial Committee are as set forth in *Faculty Tenure* and in the Judicial Committee's *Rules of Procedure*.~~
- b. To hear complaints by faculty members claiming violations to the Tenure Code in the areas of: academic freedom; personnel (promotion) decisions concerning tenured faculty; personnel decisions concerning probationary faculty; improper refusal of a new appointment to a non-regular faculty member; unrequested leave of absence from disability; termination or suspension of a faculty appointment for cause; termination or suspension in instances of fiscal emergency. Faculty members may ~~bring these types of cases~~ lodge these types of complaints directly to the Judicial Committee without first going through other grievance procedures.
- c. To hear complaints of faculty members arising ~~within the context of either~~ from a case properly before the Judicial Committee as described in Section (b) above, or from a case heard initially before another grievance body (or bodies) at the University. In the latter, that is, the Judicial Committee has appellate jurisdiction over any other case brought by a faculty member who asserts that he or she has been adversely affected by action that violates regulations in *Faculty Tenure*.
- d. To cooperate with ~~the University Grievance Officer and the University Grievance Committee~~ other grievance bodies or related committees, especially the University Conflict Resolution Office and the University Conflict Resolution Committee regarding the routing of complaints and appeals; relating to academic freedom and responsibility and other grievances and to make recommendations regarding them.
- e. To recommend to the Faculty Consultative Committee such actions or policies as it deems appropriate.

K. NOMINATING COMMITTEE

The Nominating Committee is responsible for identifying Twin Cities candidates for the Committee on Committees and for the Faculty Steering Consultative Committee and for overseeing elections to those two committees.

Membership

The Nominating Committee shall consist of at least nine tenured or tenure-track faculty and at least two academic professional staff members. ~~Both the faculty and the academic professional members shall serve for three year terms.~~—In case of a vacancy, the remaining members, by majority vote, shall fill the vacancy by interim appointment until the next general election.

The Twin Cities members of the Faculty Steering Consultative Committee shall nominate and certify as available twice as many tenured or tenure-track faculty members as there are faculty seats available seats on the Nominating Committee. The Council of Academic Professionals and Administrators shall nominate and certify as available twice as many academic professional staff members as there are academic professional seats available on the Nominating Committee.

1. ~~The faculty nominations will be presented at the first Assembly meeting of a spring semester meeting of the Twin Cities Faculty Delegation.~~ Additional nominations, certified as available, may be made by: (1) petition of 12 voting members of the faculty (for faculty members) or 12 voting members of the academic professional staff (for the academic professional members), provided that the petition is in the hands of the clerk of the Assembly Senate the day before the Assembly Twin Cities Faculty Delegation meeting; (2) nomination on the floor of the Assembly Twin Cities Faculty Delegation. In the event there are additional nominations, the Assembly Twin Cities Faculty Delegation shall by vote reduce the slate to twice the number to be elected, and shall forward the results to the clerk of the Assembly Senate.

The Twin Cities Faculty Delegation shall then vote on the slate by secret ballot at the spring semester meeting when the slate of candidates is presented. In case of a tie, the clerk shall choose the successful candidate by lot.

2. The academic professional and administrative candidates will be elected by the Council of Academic Professionals and Administrators.

In those instances when an incumbent member of the Nominating Committee is eligible for re-election , the Faculty Steering Consultative Committee (for a faculty member) or the Council of Academic Professionals and Administrators (for an academic professional member) may present to the Twin Cities Faculty Delegation or the Council of Academic Professionals and Administrators, as appropriate, the name of that individual to the Assembly for confirmation of reappointment without another candidate on the ballot to fill the position. A proposed confirmation of reappointment would not preclude additional nominations made according to the provisions of the preceding paragraph; any such nomination must stipulate against whom the nominee will run.

~~The Assembly shall then vote on the slate by secret ballot at the first meeting of spring semester. In case of a tie, the clerk shall choose the successful candidate by lot.~~

Duties and Responsibilities

- a. The faculty members of the Nominating Committee shall nominate and certify as available twice as many faculty candidates as are to be elected each year from the Twin Cities campus and from those faculty from the Duluth campus eligible to vote in Senate elections to the ~~University Senate~~ Faculty Consultative Committee. These candidates shall be announced in the ~~Twin Cities Campus Assembly~~ Faculty Delegation docket for ~~the first meeting of the~~ a spring semester meeting. Additional nominations, certified as available, may be made by: (1) petition of 12 voting members of the faculties, provided that the petition is in the hands of the clerk of the ~~Assembly Senate~~ the day before the Assembly Twin Cities Faculty Delegation meeting; (2) nomination on the floor of the ~~Assembly Twin Cities Faculty Delegation~~. The ~~faculty representatives of the Assembly Twin Cities Faculty Delegation~~ shall by vote reduce the slate to twice the number to be elected and shall forward the results to the clerk of the ~~University Senate Twin Cities Faculty Delegation~~. Election procedures shall be in accordance with Article III, Section 3, of the University Faculty Senate Bylaws.
- b. Both the faculty and academic professional members of the Nominating Committee shall nominate and certify as available twice as many faculty/academic professional candidates for the Committee on Committees as are to be elected each year.
- ~~These~~ The faculty candidates for the Committee on Committees shall be announced in the Assembly Twin Cities Faculty Delegation docket for the last meeting of the academic year at a spring semester meeting. Additional nominations, certified as available, may be made by: (1) petition of 12 voting members of the faculty or academic professional staff eligible to serve in the Assembly Twin Cities Faculty Delegation, provided that the petition is in the hands of the clerk of the Assembly Twin Cities Faculty Delegation the day before the Assembly Twin Cities Faculty Delegation meeting; (2) nomination on the floor of the Assembly Twin Cities Faculty Delegation. At the last Assembly meeting of the year meeting when the slate is presented and approved, the Twin Cities Faculty Delegation the faculty/academic professional representatives of the Assembly shall elect by secret ballot members of the Committee on Committees for three-year terms. No faculty/academic professional member is eligible to serve more than two consecutive full terms. In case of a tie, the clerk shall choose the successful candidate by lot.
 - The academic professional candidates for the Committee on Committees shall be elected in accord with procedures established by the Council of Academic Professionals and Administrators.
- c. In those instances when a member of the Committee on Committees is eligible for re-election, the Nominating Committee may present the name of that individual to the Assembly Twin Cities Faculty Delegation or the Council of Academic Professionals and Administrators, as appropriate, for confirmation of reappointment without another candidate on the ballot to fill the position. A proposed confirmation of reappointment would not preclude additional nominations made according to the provisions of the preceding paragraph; any such nomination must stipulate against whom the nominee will run.
- e.d. To oversee the conduct of the elections of the members of the Committee on Committees and the Twin Cities members of the Faculty Steering Consultative Committee.
- d.e. To report to the Faculty Steering Consultative Committee or the Council of Academic Professionals and Administrators any issues or problems it encounters which

require the attention of the Assembly Twin Cities Faculty Delegation or the Council of Academic Professionals and Administrators.

L. RESEARCH COMMITTEE

The Research Committee represents the interests of faculty, academic professionals, 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, one civil service staff member, and ex officio representation as specified by vote of the Senate. Faculty/academic professional and student members shall be nominated by the Committee on Committees with the approval of the Faculty Senate. Academic professional members must be eligible to serve in the Senate. Civil service members shall be appointed by the Civil Service Committee.

The faculty/academic professional members shall be selected to represent the range of research and scholarship disciplines at the University, with members drawn from the health sciences, biological/agricultural sciences, physical sciences and engineering, the social sciences, professional schools, and the arts and humanities.

Duties and Responsibilities

- a. To recommend to the ~~Senate~~ Faculty Consultative Committee such policies as it deems necessary and appropriate with respect to research activities, facilities, personnel, and patents.
- b. To consult with and advise the president and senior academic officers on the stimulation of and support for research activities.
- c. To assist in the evaluation of research programs within the University.
- d. To speak for the faculty on governmental, industrial, and other private sector and foundation support of the research programs of the University.
- e. To advise the Vice President for Research and the dDean of the Graduate School on matters relating to research.
- f. To appoint one of its members to serve on any ~~administrative~~ advisory committee appointed to deal with animal care and one of its members to serve on any ~~administrative~~ advisory committee appointed to deal with the use of human subjects in research. These representatives shall ensure that policy questions generated by these committees shall be referred to the Faculty Senate through the Research Committee.

Motion for Item 10, University Senate Committee Charges, on the April 28, 2005, University Senate agenda

10. SENATE CONSULTATIVE COMMITTEE
University Senate Committee Charges
Action by the University Senate
(10 minutes)

COMMENT:

As an amendment to the University Senate Bylaws, a motion requires either a majority of all voting members of the University Senate (123) at one regular or special meeting, or a majority of all members of the University Senate present and voting at each of two meetings.

MOTION:

To amend the University Senate Bylaws, Article II, Section 5 as follows (language to be added is underlined; language to be deleted is ~~struck out~~):

UNIVERSITY SENATE BYLAWS

...

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

...

5. 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 departments of intercollegiate athletics on policies and other major decisions.

Membership

The Advisory Committee on Athletics shall consist of the following voting members:

- (1) a Chair, who must be a tenured faculty member, who holds no administrative appointment higher than department chair or head, appointed by the President after consultation with the ~~Assembly Steering~~ Senate Consultative Committee, for a term of one year;
- (2) four (4) members of the faculty or academic staff (at least two of whom shall be members of the tenured faculty), appointed by the President after consultation with the faculty members of the Assembly Steering Committee, for terms of three (3) years;
- (3) the Faculty Representatives to the NCAA;
- (4) the chair of the Faculty Academic Oversight Committee on Intercollegiate Athletics, or a member designated by that committee;

(5) a dean, appointed by the President after consultation with the Twin Cities' deans, for a term of three (3) years;

(6) four (4) students, two of whom will be appointed by the President after consultation with the student members of the Assembly Steering Committee, for terms of one year, and two of whom will be selected by the representatives of students in the intercollegiate athletic programs for terms of one year;

(7) two graduates of the University, appointed by the President after appropriate consultation for terms of three (3) years;

(8) one University civil service employee, appointed by the Civil Service Committee for a term of three (3) years.

The appointments are subject to approval by the Assembly. The President designates a vice chair from among the other tenured faculty members of the committee. No one, other than the faculty representatives, may serve more than six (6) consecutive years on this committee. Initial appointments will be arranged to provide for partial replacement of the committee each year.

The director of intercollegiate athletics, the director of academic counseling and the director of compliance shall serve as non-voting ex officio members.

Duties

The Advisory Committee on Athletics will advise and consult with the President, the responsible senior administrators, and the athletic directors on policies and major decisions relating to intercollegiate athletics at the University. Regents' policy delegates immediate administration of the athletics departments to the President, the central administration, and the athletic directors; this committee has no direct role in the day-to-day management of the departments. These by-laws delegate responsibility for academic and compliance issues to the Faculty Oversight Committee; this committee has no involvement in those issues.

The committee has the following responsibilities:

(A) The committee will advise the athletic directors regarding policies and major decisions relating to their programs and operations, except for matters within the authority of the Faculty Academic Oversight Committee on Intercollegiate Athletics.

(B) When requested by the Faculty Academic Oversight Committee on Intercollegiate Athletics, the committee will assist that committee in carrying out its responsibilities.

(C) The committee will advise and consult on issues of equity and student welfare.

(D) The committee will advise and consult regarding the finances of the athletics departments.

(E) The committee will advise and consult regarding the physical facilities and services and their use.

(F) The committee will advise and consult on personnel matters of the athletics department.

(F G) The committee (or its representative) will participate in searches for the directors of intercollegiate athletics and for major coaching appointments and for directors of academic counseling and compliance and will participate in any periodic comprehensive performance reviews of those positions.

(G H) The committee will advise the President and the faculty representatives regarding the positions that should be taken on behalf of the University in the NCAA and in other external bodies.

(H I) The committee will advise and consult regarding the activities of booster clubs and other support organizations.

(I J) The committee will perform such other functions as the ~~Assembly~~ Twin Cities Delegation may assign.

The committee reports to the ~~Assembly Steering~~ Faculty Consultative Committee at least once each semester, ~~this report may be~~ in writing, ~~but this report will also be~~ or presented in person by the Chair and a suitable delegation.

At least once a year, the voting members of the Committee will meet privately with the President to give their candid evaluation of the management of the departments. The voting members of the committee may also request a private meeting with the President and/or with the ~~Assembly Steering~~ Faculty Consultative Committee to discuss any matters of concern to them. The ex officio members shall not attend such meetings, unless requested to do so by vote of the committee.

~~The Senate Office will provide staff assistance for the 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 coordinate campus, where appropriate), 2 academic professionals, 3 students, 5 alumni, and ex officio representation as specified by vote of the Senate. Faculty/academic professional and student members shall be nominated by the Committee on Committees and approved by the president. Alumni members shall be appointed by the president in consultation with the director of alumni relations.

Duties and Responsibilities

- a. To solicit campuses, institutes, schools, and colleges for nominations for various University honors, naming of buildings, and nominations for outstanding achievement awards.
- b. To ~~screen~~ review such material and make recommendations to the president, who will refer such matters to the Board of Regents for final selection.
- c. To keep all deliberations and votes confidential except where publication is necessary for official purposes.
- d. To recommend to the Senate Consultative Committee such actions or policies as it deems appropriate.

C. DISABILITIES ISSUES COMMITTEE

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

Membership

The Disabilities Issues Committee shall be composed of at least 7 faculty members, 2 academic professional members, 2 students (at least one graduate and one undergraduate), 2 civil service staff members, and ex officio representation as specified by vote of the Senate. Faculty, academic professional, and student members shall be nominated by the Committee on Committees with the approval of the Senate. Civil service members shall be appointed by the Civil Service Committee.

Duties and Responsibilities

- a. To advise the president and administrative offices, including the Disability Services Office and the University ADA Coordinator, on policies, programs, and services for students and employees.
- b. To promote compliance with laws relating to students and staff with disabilities.
- c. To review policies and practices in light of legal compliance aspects, deployment of resources, and effectiveness in meeting the needs of the University community, and to recommend changes.
- d. To inform the University community to the special concerns of its members with disabilities and of the available resources.
- ~~e. To bring concerns to the Senate, as appropriate.~~
- fe. To recommend to the University Senate and the Senate Consultative Committee such resolutions, actions or policies as it deems appropriate.

D. EQUITY, ACCESS, AND DIVERSITY COMMITTEE

Membership

The Equity, Access & Diversity Committee shall be composed of at least 7 faculty members, 2 professional and academic staff members, 2 civil service staff members, 6 students, and ex officio representation as specified by vote of the Senate. Civil service members shall be appointed by the Civil Service Committee. Each coordinate campus shall have at least 1 student representative and, where appropriate, 1 faculty or academic professional representative. Members should reflect the racial and ethnic diversity of the campus. Campuses are encouraged to maintain or develop campus committees on related issues. The committee may form standing or temporary subcommittees or task forces on specific issues as appropriate.

Duties and Responsibilities

- a. To advise the president and administrative offices on the impact of University policies, programs and services on equal opportunity, affirmative action and diversity from a system perspective.
- b. To promote compliance among the University community with equal opportunity, affirmative action and diversity laws and policies relating to students and staff.
- c. To review policies, programs and services related to equal opportunity for and the diversity of students and employees, and recommend any changes.
- d. To bring concerns to the Senate, as appropriate.
- e. To recommend to the Senate Consultative Committee such actions or policies as it deems appropriate.
- ~~f. The role and performance of the Equity, Access, and Diversity Committee will be reviewed during the 2002-2003 academic year, with a special emphasis on the extent to which the work of the existing Committee on Equal Opportunity for Women has been carried forward.~~

E. FINANCE AND PLANNING COMMITTEE

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

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 staff members, and ex officio representation as specified by vote of the Senate. Faculty/academic professional and student members shall be nominated by the Committee on Committees with the approval of the Senate. Civil service members shall be appointed by the Civil Service Committee. All terms (except student terms) shall be for four years. The Committee may, on its own authority, add to its ex officio membership by requesting that faculty or student chairs and/or other members of standing subcommittees serve on the Committee.

Duties and Responsibilities

a. To consult with and advise the president and senior ~~academic~~ University officers on planning, and in particular on financial and operational planning. the development of the biennial request and the annual budget and to review the implementation of the annual budget.

b. To consult with and advise the president and senior academic and financial officers on the development of the biennial request, of supplemental budget requests, and the annual budget and to review the implementation of the annual budget. financial aspects of all major proposals and policy initiatives.

c. To consult with and advise the president and senior ~~academic~~ University officers on planning, the development of the University's capital budget and capital plans, the biennial capital request, supplemental capital requests, and the implementation of capital projects.

d. To participate in the development and review of all physical facilities planning.

e. To consult with and advise the president and senior ~~academic~~ University officers on questions of space allocation not restricted to the internal concerns of individual colleges and to monitor the consistency of physical plant and space allocation decisions with the University mission and educational policy. the financial and operational aspects of all major proposals and policy initiatives.

f. To consult with and advise the president and senior University officers on other questions of resource allocation, including space allocation.

g. To consult with and advise the president and senior University officers on the periodic review of University operations.

f. h. To recommend to the Faculty Consultative Committee, Senate Consultative Committee, or to other Senate committees such actions or policies as it deems appropriate.

i. To take up other matters as shall be referred to the committee by the Faculty Consultative Committee, the Senate Consultative committee, or other Senate Committees.

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 (with at least 7 of these members being regular teaching/research faculty), 4 academic professional members, 1 civil service staff member, and 3 student members (with at least one undergraduate and one graduate student). The membership shall be selected to represent the University broadly, including the colleges, coordinate campuses or research institutes. The Chief Information Officer, or his/her designate, shall serve in an ex-officio capacity. Other designated representatives of University departments or agencies with strong information technology interests are also encouraged to participate. These include equivalent committees at the college or campus level, the University Librarian, and the directors of distance education and administrative systems. Members shall be nominated by the Committee on Committees with the approval of the Senate. Civil service members shall be appointed by the Civil Service Committee. The terms of members shall be staggered so as to provide continuity in the activities of the committee.

Duties and Responsibilities

- a. To make recommendations to the Senate on matters concerned with policies and administration of information technologies.
- b. To monitor the working of existing policies, advise the president, vice presidents and chief information officer, review major initiatives and propose new initiatives for the deployment and advancement of information technologies.
- c. To coordinate recommendations with the appropriate Senate and non-Senate committees, and the Senate Library, Faculty Affairs and Educational Policy Committees.
- d. To recommend to the Senate Consultative Committee such actions or policies as it deems appropriate.

G. LIBRARY COMMITTEE

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

Membership

The Library Committee shall be composed of 12 faculty/academic professional members, 4 students, and ex officio representation as specified by vote of the Senate. Members shall be nominated by the Committee on Committees with the approval of the Senate. Academic professionals members must also be eligible to serve in the Senate.

Duties and Responsibilities

- a. To make recommendations to the Senate on all matters concerned with the policies and administration of University libraries.
- b. To advise the directors and other heads of University libraries.
- c. To evaluate University-wide library facilities, services, and collections.
- d. To recommend to the Senate Consultative Committee such actions or policies as it deems appropriate.

H. 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 ~~problems~~ concerns.

Membership

The Social Concerns Committee shall be composed of 7 faculty members, 3 academic professional members, 7 students, 3 civil service staff members, 3 alumni representatives, and ex officio representation as specified by vote of the Senate. Faculty/academic professional and student members shall be nominated by the Committee on Committees with the approval of the Senate. Civil service members shall be appointed by the Civil Service Committee. The alumni members shall be appointed by the president in consultation with the director of alumni relations.

Duties and Responsibilities

- a. To make recommendations to the Senate for the University's response to social ~~problems~~ concerns and to advise the president and senior academic officers with respect to these matters.
- b. To initiate on a regular basis campus fora on current controversial issues.
- c. To annually determine which of the University's investments have shareholder resolutions that should be of concern to the University and to recommend specific votes on these resolutions.
- ed. To recommend to the Senate Consultative Committee such actions or policies as it deems appropriate.

I. STUDENT ACADEMIC INTEGRITY COMMITTEE

The Student Academic Integrity Committee is an advisory body to the ~~Executive Vice President and Provost~~ 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 8 faculty/academic professional members (including at least one each from ~~Crookston~~, Morris, and the Twin Cities), at least 4 of whom must be members of the tenured or tenure-track faculty and 5 students (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). The chair of the committee shall be a member of the tenured faculty. Academic professional members must be eligible to serve in the Senate. The ~~Executive Vice President and Provost~~ Senior Vice President for Academic Affairs and Provost (or a designee) and the academic integrity officer shall be ex officio members. The chair and committee members will be nominated by the Committee on Committees ~~in consultation with the Executive Vice President and~~ with the approval of the University Senate.

Duties and Responsibilities

- C a. To review the appropriateness and adequacy of the mechanisms to deal with academic ~~misconduct cases~~ integrity in the University as a whole, on each of the campuses, and in each of the colleges, and to make recommendations to the ~~Executive Vice President~~ appropriate campus administrators and the University Senate for revisions of University policies that are necessary to ensure academic integrity.
- A b. To advise the appropriate campus administrators who have primary responsibility for academic integrity ~~academic integrity officer~~ on all matters the committee deems appropriate, including but not limited to (1) ways to make academic integrity an ~~abiding concern~~ integral value of the University, (2) the development and dissemination of best practices to ensure academic integrity, (3) processes and procedures for considering allegations of student academic misconduct, and (4) the nature of sanctions that should be imposed on those who are found to have violated University rules concerning academic integrity.
- b. ~~To determine the form of a standard statement or pledge acknowledging the standards of academic integrity to be made by each student, and the appropriate frequency and means of making such a statement or pledge.~~
- D c. To ~~advise the academic integrity officer on the maintenance of records of academic misconduct allegations and their disposition and to~~ review records of academic misconduct allegations ~~these records~~ in order to make policy recommendations to the ~~Executive President~~ appropriate campus administrators who have primary responsibility for academic integrity and the Senate.
- e. ~~To advise the academic integrity officer regarding procedures to be followed and administrative assistance to be given in the investigation of suspected violations of the standards of academic integrity and in proceedings involving such allegations.~~
- F d. To advise the ~~Executive Vice President~~ Senior Vice President for Academic Affairs and Provost regarding the appointment of the Twin Cities academic integrity officer.

~~g. To recommend to the Senate and the Executive Vice President such actions or policies relating to academic integrity as it deems appropriate.~~

H e. To confer with ~~the Senate Committee on Educational Policy and the Senate Consultative Committee about its activities~~ appropriate Senate committees on matters of academic integrity as needed.

[Note: this bylaw and references to academic misconduct are not to be construed as conflicting with, or superseding, other bylaws or University policies related to research misconduct, conflict of interest, or the ethical conduct of research and scholarship.]

[Note: individual colleges and campuses may also appoint committees on academic integrity issues, which will review and promote academic integrity issues in the particular unit.]

J. STUDENT BEHAVIOR COMMITTEE

The Student Behavior Committee is the central judiciary body for the Twin Cities Campus in all cases involving violations of the University's Student Conduct Code by individual students and as the primary judiciary body for the Twin Cities Campus in all cases involving violations of University rules and policies by student organizations under the jurisdiction of the Student Affairs Committee Activities Office.

Membership

The Student Behavior Committee shall be composed of at least 9 faculty/academic professional members, at least 10 students, and ex officio representation as specified by vote of the Assembly University Senate. Members shall be nominated by the Committee on Committees with the approval of the Assembly University Senate. Academic professional members must be eligible to serve in the Senate. ~~Unless otherwise requested by both parties or by the defendant in cases where the University is the complainant, each hearing panel of the committee shall consist of a mix of students and faculty/academic professionals. For each case involving a complaint of a code violation against an individual student, the college of that individual's registration may appoint a person to serve as a committee member.~~

Duties and Responsibilities

- a. To serve as the central judiciary body for the Twin Cities Campus in all cases involving violations of the University's Student Conduct Code by individual students.
- b. To serve as the primary judiciary body for the Twin Cities Campus in all cases involving violations of University rules and policies by student organizations under the jurisdiction of the Student Affairs Committee Activities Office.
- c. To hold hearings in accordance with procedures specified in the University's Student Conduct Code and procedures adopted by the committee and approved by the Student Affairs Committee. ~~Appeals from the decision of the committee in cases involving individual students or student organizations shall be taken in accordance with the provisions of the Regents' Appeals Policy and Twin Cities Campus Appeals Procedures.~~
- d. To recommend to the Assembly Steering Senate Consultative Committee such actions or policies as it deems appropriate.

K. SENATE COMMITTEE ON COMMITTEES

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. ~~The faculty/academic professional representatives shall serve as the Faculty Senate Committee on Committees and the student representatives shall serve as the Student Senate Committee on Committees.~~

Membership

The Senate Committee on Committees shall be composed of at least 13 and no more than 15 elected tenured or tenure-track faculty members of the Faculty Committee on Committees, at least 2 and no more than 4 elected academic professional members of the Faculty Committee on Committees, 6 elected undergraduate students of the Student Committee on Committees, and one elected graduate/professional student of the Student Committee on Committees.

~~Of the faculty/academic professional members, 12 shall be from the Twin Cities campus. There shall also be one member each from the Crookston, Duluth, and Morris campuses. All faculty/academic professional members shall be elected for three year terms by the faculty/academic professional members of the Senate from these respective campuses. 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.~~

~~Of the undergraduate student members, 3 shall be elected from the Twin Cities campus, and one each from the Crookston, Duluth, and Morris campuses. The Twin Cities undergraduate members shall be elected by the Twin Cities undergraduate Student Senate members from among their number. The graduate/professional student shall be elected by the graduate and professional Student Senate members from among their number. Crookston, Duluth, and Morris members shall be elected by their campus assemblies. Elections shall be held during spring semester. Terms of membership shall be for one year. Any student committee position that cannot be filled by October 1 will become a Student Senate at large position and may be filled by the Student Senate Consultative Committee on an interim basis until the next general election. Student vacancies shall be filled in accordance with the preceding procedures for the balance of any unexpired term until the next general election.~~

The chair of the Faculty ~~Senate~~ 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, 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, undergraduate student and graduate/professional student members; and 5) expressions of interest in committee service offered by faculty, academic professionals, 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 review ~~annually~~ periodically the committees of the University Senate and recommend to the Senate Consultative Committee any changes in committee structure, charge, or membership which it deems appropriate.

L. SENATE CONSULTATIVE COMMITTEE

The Senate Consultative Committee, ~~the Faculty Consultative Committee, and the Student Consultative Committee~~ shall represent the faculty, academic professionals, civil service staff, and students at large and not the individual campuses, institutes, colleges, schools, or departments of the University.

The Senate Consultative Committee, ~~the Faculty Consultative Committee, and the Student Consultative Committee~~ ~~meeting separately or together~~ shall serve as the consulting bodies body to the president, and as the executive committees of their respective ~~Senates~~, and as ~~steering committees of their respective Senates~~. ~~The Twin Cities representatives shall also serve as the Twin Cities Campus Assembly Steering Committee~~ University Senate.

Senate Consultative Committee

Membership

The Senate Consultative Committee shall be composed of the 10 elected members of the ~~faculty Faculty Consultative Committee, the immediate past chair of the Faculty Consultative Committee,~~ 9 ~~7~~ elected students, 1 ~~2~~ academic professionals, 2 ~~2~~ civil service members, and the vice chair of the University Senate. ~~{The faculty representatives shall serve as the Faculty Consultative Committee; the 8 elected student representatives and the chair and vice chair of the Student Senate shall serve as the Student Consultative Committee; the 8 elected student representatives and the vice chair of the Student Senate shall constitute the 9 voting student members of the Senate Consultative Committee.}~~ The academic professional member shall be designated by the ~~Council of Academic Professionals and Administrators~~.

The chair of the Faculty Consultative Committee shall serve as chair of the Senate Consultative Committee.

Articles II, Section 2(f), Article IV, Section 2(f) and Article VI, Section 2(e) of the Rules governing absences from committee meetings and Article I, Section 4, Article III, Section 4, and Article V, Section 4 of Bylaws governing absences from Senate meetings shall apply to the Senate Consultative Committee.

Duties and Responsibilities

Consultative

- a. To meet with the president or other University officers to discuss issues or policies of the University of concern ~~to the faculty or to the students~~ and, as appropriate, to make recommendations concerning such matters to the University Senate.
- b. To initiate whatever studies it deems necessary and appropriate or to request such studies from the president or senior academic officers or from committees of the University Senate.
- c. To consult with the president or senior academic officers, in cooperation with the Finance and Planning Committee, on planning and on the annual budget and the biennial request.
- d. ~~To advise the president on procedures for making major administrative appointments and to participate in the selection process.~~

- e d. To receive from any faculty member, academic professional, civil service staff member, or student notification of concerns which may require consultation with the president or senior academic officers.

Steering

- a. To superintend and direct all committees of the University Senate, which includes the authority to require that any committee of the University Senate report on any matter within its jurisdiction within 30 days.
- b. To receive recommendations of any faculty member, academic professional, civil service staff member, or student who wishes to present a proposal to the Senate and to refer or act upon such recommendations as it deems appropriate.
- c. To route to the appropriate body all documents, proposals, or papers on any matter pertaining to the affairs of the University Senate.
- d. To convene on a regular basis the chairs of the major University Senate committees as a coordinating committee to discuss and track agenda items.
- e. To serve as a coordinating body between the president and the Senate or a committee of the University Senate.
- f. To prepare and distribute the agenda for each meeting of the University Senate in accordance with the Constitution, Bylaws, and Rules of the University Senate.
- g. To recommend, with the approval of the University Senate, such rules of procedure as are not provided in the Constitution or Bylaws.
- h. To keep the published Constitution, Bylaws, and Rules of the University Senate up to date.

Executive

- a. To serve as a deliberative body of the University Senate on all major items it deems necessary and appropriate.
- b. To act on behalf of the University Senate when a decision is required prior to the next scheduled meeting of the University Senate and when a decision is required when it would not be possible to convene a special meeting of the University Senate in a timely fashion; such actions will be reported to the University Senate at its next meeting and the University Senate may then overrule the Senate Consultative Committee.
- c. To examine any action taken respecting the University by the Board of Regents, the central administration, or by another individual or body having any relationship with the University.
- d. To appoint or assist in appointing, when requested, members of non-Senate committees.
- e. To appoint special committees or subcommittees or to employ other devices which it deems necessary and appropriate.

- f. To report regularly on any matters which, in its judgment, should be brought to the attention of the University at large or specifically to the attention and consideration of the University Senate.
- g. To provide for a budget subcommittee of the University Senate composed of the vice chair of the University Senate as chair, the chairs of the Faculty and Student Consultative Committees, and one faculty member and one student member of the Senate Consultative Committee chosen by the vice chair of the University Senate. The Clerk of the Senate shall be an ex officio member of the subcommittee ~~and shall provide staff assistance~~.
- ~~h. To provide for a Business and Rules Committee composed of the Chair and Vice Chair of the Faculty Consultative Committee, the Chair and one additional member of the Student Senate Consultative Committee, one academic professional member of the Senate Consultative Committee, one civil service member of the Senate Consultative Committee, the Clerk of the Senate, and the Vice Chair of the Senate. The Chair of the Senate Consultative Committee shall serve as chair of the Business and Rules Committee. The Business and Rules Committee shall be responsible for drafting the docket of the University Senate~~
- h i. To dispose of business which appears to be not germane to the purposes of the University Senate.
- i j. To make editorial changes in University Senate policies and documents (including the constitution, bylaws, and rules) to reflect changes in titles of administrative offices or officers; the changes will be reported to the University Senate for information.

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Campus

Fall Semester 2004

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Campus	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's												
UMNCR	2665	2.57	31.07%	544	2.39	27.76%	1880	2.96	40.53%	181	3.46	61.33%	10	3.33	70%
UMNDL	20278	2.78	33.27%	5181	2.69	25.83%	10105	3.00	37.4%	3597	3.23	50.54%	1005	3.23	48.86%
UMNMO	3965	3.02	43.43%	1188	2.97	41.16%	1519	3.25	48.39%	777	3.47	53.28%			
UMNTC	54210	2.99	38%	8107	2.85	31.94%	39753	3.16	44.36%	13771	3.13	41.04%	6715	3.28	49.81%

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

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SCEP Grading Distribution Report - By Academic Group

Report Run Date: 1/25/2002

Fall Semester 2004
Univ of Minnesota, Morris

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Academic Group	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's									
<u>Acad Aff</u>	506	3.32	48.22%	24	3.97	100%	69	4.00	18.84%						
<u>CCE</u>															
<u>Elm/Sec Ed</u>	274	3.57	35.04%	145	3.14	52.41%	123	3.63	52.85%	431	3.75	57.54%			
<u>Humanities</u>	1440	3.21	54.79%	345	3.29	50.14%	474	3.41	59.92%	80	3.46	52.5%			
<u>Sci/Math</u>	847	2.70	27.51%	453	2.78	32.45%	195	2.99	35.9%	176	2.96	36.93%			
<u>Social Sci</u>	893	2.99	40.09%	218	2.68	31.65%	658	3.16	46.05%	79	3.59	63.29%			

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

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Report Run Date: 1/25/2002

Fall Semester 2004
Univ of Minnesota, Morris
UMM-Academic Affairs

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Subject	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
IS	481	3.31	48.02%	24	3.97	100%	59	4.00	5.08%						
ITAL	25	3.38	52%												
LAAS							10	4.00	100%						

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

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Report Run Date: 1/25/2002

Fall Semester 2004
Univ of Minnesota, Morris
UMM-Elem & Scndry Educ, Div of

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Subject	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's									
ED	53	3.38	58.49%	32	3.09	46.88%									
ELED							120	3.63	54.17%	260	3.84	58.08%			
ENGE															
LANE															
MTHE															
MUSE										14	3.88	78.57%			
SCIE															
SEED										103	3.59	37.86%			
SSCE										16	3.88	100%			
WSS	221	3.78	29.41%	113	3.15	53.98%				10	3.40	50%			

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

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Fall Semester 2004
Univ of Minnesota, Morris
UMM-Humanities, Div of

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Subject	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's									
ARTH	94	2.96	32.98%				30	3.57	46.67%						
ARTS	140	3.21	52.86%	30	3.42	60%	29	3.56	55.17%	12	0.00	0%			
ENGL	254	2.88	32.28%	169	3.43	58.58%	85	3.28	52.94%	16	3.52	56.25%			
FREN	40	3.04	47.5%	14	3.08	28.57%	24	3.40	45.83%						
GER	26	2.94	42.31%	16	3.04	37.5%									
HUM	15	3.13	40%												
MUS	581	3.68	72.98%	18	3.24	55.56%	100	3.38	73%						
PHIL	46	2.83	15.22%	53	2.93	30.19%	21	3.03	33.33%						
RUSS															
SPAN	135	3.29	49.63%	35	3.24	40%	85	3.73	74.12%						
SPCH	43	3.67	79.07%				58	3.32	55.17%	33	3.38	60.61%			
TH	61	3.51	47.54%	10	3.30	60%	33	3.21	48.48%						

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

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Univ of Minnesota, Morris
UMM-Science & Math, Div of

Subject	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's									
BIOL	125	2.51	16.8%	124	2.77	33.06%	70	2.76	38.57%	115	2.83	28.7%			
CHEM	153	2.82	30.72%	178	2.45	23.6%	34	3.02	29.41%						
CSCI	53	2.54	28.3%	26	2.92	19.23%	21	3.17	33.33%	48	3.28	43.75%			
GEOL	75	2.50	17.33%	17	3.51	58.82%									
MATH	193	2.70	32.12%	75	2.76	29.33%	29	2.94	27.59%						
PHYS	116	2.83	32.76%				14	3.10	35.71%						
STAT	132	2.76	28.03%	24	3.75	79.17%	20	3.50	60%						

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

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Fall Semester 2004
Univ of Minnesota, Morris
UMM-Social Sciences, Div of

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Subject	1000 Level	2000 Level	3000 Level	4000 Level	5000 Level
	Grades GPA Pct A's	Grades GPA A's Pct			
ANTH	65 3.18 43.08%	77 3.10 41.56%	31 3.35 51.61%		
ECON	114 2.58 22.81%		78 2.70 20.51%	19 3.24 47.37%	
HIST	168 2.92 31.55%		111 3.28 51.35%		
MGMT		76 1.87 14.47%	93 3.05 41.94%	16 3.49 56.25%	
POL	160 2.99 36.88%		86 3.31 51.16%	12 3.82 83.33%	
PSY	279 3.02 45.52%	22 3.18 45.45%	181 3.03 41.44%	19 3.54 68.42%	
SOC	68 3.30 57.35%	35 3.11 37.14%	75 3.53 70.67%		
WOST	39 3.47 66.67%				

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SCEP Grading Distribution Report - By Academic Group

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Fall Semester 2004
Univ of Minnesota, Twin Cities

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Academic Group	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's												
AHCS	90	3.41	66.67%												
Bell Mus															
CALA	519	3.04	35.84%				650	2.98	25.23%	241	3.03	29.05%	506	3.22	34.98%
CBS	2688	2.63	21.76%	493	2.91	42.19%	1222	2.80	28.23%	943	2.78	23.86%	72	3.09	36.11%
CCE	50	3.24	58%				355	3.40	55.49%	608	3.19	48.03%			
CHE	947	3.00	30.41%	649	3.06	33.9%	695	3.33	52.09%	624	3.12	31.73%	261	3.13	44.83%
CLA	25768	3.15	42.68%	212	3.85	86.79%	22359	3.15	43.51%	3225	3.15	44.84%	1488	3.25	51.01%
CNR	347	3.34	51.87%	47	2.83	34.04%	430	3.04	39.77%	117	3.42	54.7%	58	3.26	37.93%
COAFES	2734	3.09	38.77%	250	3.01	32.4%	1660	3.24	46.08%	617	3.34	44.57%	165	3.32	45.45%
CSOM	505	3.79	16.04%	1004	3.00	36.55%	4111	3.43	56.36%	1399	3.40	51.11%	677	3.28	53.03%
Dent				101	3.06	23.76%	237	3.08	34.18%	82	3.01	30.49%			
EHD	2732	3.38	66.73%	246	2.96	43.9%	2102	3.27	51.95%	925	3.00	38.27%	1624	3.52	62.75%
GC	4602	2.77	32.86%	100	3.31	46%									
Health Sci													123	3.52	62.6%
HIPA	59	3.50	76.27%				15	3.74	73.33%	40	3.21	42.5%	22	3.31	45.45%
IT	11733	2.68	25.19%	4705	2.72	26.84%	3099	2.90	35.11%	3392	2.99	38.15%	1391	3.16	42.2%
Med	139	2.77	10.07%				1342	2.93	35.39%	574	2.91	23%	130	3.36	10%
Nursing	97	4.00	17.53%	98	3.04	36.73%	211	3.55	73.46%	912	3.50	56.8%			
Pharmacy	672	3.54	68.9%				16	3.79	81.25%				67	3.36	59.7%
Pub Health	164	3.23	57.93%				460	3.10	40%				109	3.09	46.79%
TEVP	325	3.66	59.08%	30	3.20	6.67%	626	3.59	65.34%	48	3.48	35.42%			
VMed	19	0.00	0%	169	2.78	18.34%				20	3.40	40%			

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

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Fall Semester 2004
Univ of Minnesota, Twin Cities
Biological Sciences, Coll of

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Subject	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's												
BIOC	37	2.69	18.92%	36	2.64	16.67%	469	2.68	26.01%	225	2.70	21.33%			
BIOL	2651	2.63	21.8%	457	2.94	44.2%	607	2.88	30.48%	460	2.81	28.04%			
EEB							60	3.13	31.67%	128	2.71	19.53%	27	3.05	44.44%
GCD							86	2.57	22.09%	102	3.22	14.71%	29	3.28	37.93%
PBIO										28	2.84	28.57%			

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

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Fall Semester 2004
Univ of Minnesota, Twin Cities
Continuing Education, Coll of

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Subject	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
ABUS										325	3.11	45.23%			
CMGT							94	3.09	47.87%	218	3.39	56.42%			
EHS							39	3.60	79.49%						
HSM							22	3.30	68.18%						
INET										54	2.99	37.04%			
IS															
LS															
MT															
PIL							17	0.00	0%						
RC							39	3.38	35.9%						
RTT							62	3.79	75.81%						
TRIN	46	3.23	56.52%				53	3.35	56.6%						
UC							22	3.18	50%						

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

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Fall Semester 2004

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Univ of Minnesota, Twin Cities
Human Ecology, College of

Subject	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's												
DHA	603	3.02	25.54%	403	3.18	36.72%	230	3.34	51.3%	371	3.16	31%	168	3.00	38.69%
FSOS	290	2.86	30%	191	2.42	11.52%	315	3.16	37.78%	247	3.05	31.58%	39	3.22	48.72%
HE	54	3.86	87.04%				23	3.91	95.65%						
SW							88	3.71	79.55%				15	3.14	40%
YOST				55	3.79	90.91%	39	3.78	84.62%				39	3.77	69.23%

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

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Fall Semester 2004

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Univ of Minnesota, Twin Cities
Liberal Arts, College of

Subject	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
AFRO	16	3.56	56.25%				413	3.08	32.69%						
AKKA															
ALL	20	0.00	95%				155	0.00	44.52%				14	0.00	57.14%
AMIN	145	3.40	56.55%				274	3.30	48.91%						
AMST	147	3.27	48.3%				398	3.25	44.97%	34	3.49	76.47%			
ANTH	768	2.91	29.56%				316	3.07	37.97%	74	3.29	44.59%	29	3.43	55.17%
ARAB	94	3.33	45.74%				55	2.96	27.27%						
ARTH	331	3.27	42.9%				611	3.04	34.86%				66	2.93	42.42%
ARTS	994	3.38	50.7%				421	3.31	41.09%				209	3.52	55.5%
CAS															
CHIC	65	3.37	43.08%				74	3.34	52.7%	14	3.33	78.57%			
CHN	103	3.43	55.34%				95	3.31	52.63%						
CLA	450	3.64	53.56%				16	0.00	0%						
CLCV															
CNES	504	3.09	44.84%				138	3.12	37.68%				14	3.55	64.29%
COMM	775	3.44	60.39%				1508	3.12	37.4%	44	3.20	43.18%	114	2.97	23.68%
CSCL	666	2.97	28.68%				561	3.02	34.05%				10	3.00	30%
DAN	18	3.67	61.11%												
DNCE	565	3.58	63.72%				218	3.38	47.71%	23	3.23	34.78%	63	3.75	82.54%
DTCH	28	3.04	50%												
EAS							59	3.32	32.2%						
ECON	1818	2.81	32.29%				288	2.89	32.99%	490	2.76	29.59%			
ENGC	1946	3.32	48.92%				94	3.25	45.74%						
ENGL	1124	3.17	40.48%				1293	3.21	42.85%	10	2.37	0%	15	3.51	53.33%
ENGW	409	3.47	56.48%				146	3.38	56.16%				28	3.20	53.57%
ESL							46	2.30	4.35%						
FIN	20	3.81	75%												
FOST	52	3.20	38.46%				202	3.36	49.01%						
FREN	902	3.03	34.59%				287	3.44	52.61%	13	3.48	53.85%			
GEOG	663	3.02	33.63%				641	3.01	33.85%	47	3.13	40.43%	14	3.44	35.71%
GER	653	3.41	56.2%				187	3.66	75.94%				10	3.74	80%
GIS															
GLBT	22	3.43	54.55%												

GLOS	71	3.27	45.07%		297	3.11	36.7%	43	3.61	67.44%		
GRK	35	3.25	54.29%		21	3.34	52.38%					
GSD					23	3.26	65.22%					
HEBR	38	3.37	60.53%		54	3.57	62.96%				10	4.00 90%
HIST	1299	3.17	38.26%		1594	3.04	34.25%	74	2.78	33.78%	28	3.37 50%
HMNG	43	3.57	62.79%		16	3.89	93.75%				10	3.33 30%
HNDI	34	3.70	64.71%		14	3.67	71.43%					
HSEM	143	0.00	0%	131	3.83	83.21%						
HUM	138	3.34	52.9%		91	3.42	53.85%					
ID	156	3.70	82.69%		178	3.68	69.66%					
ITAL	558	2.94	28.85%		37	2.87	24.32%					
JOUR	447	3.11	41.83%		1522	3.19	41.66%	391	3.49	56.78%	205	3.36 47.8%
JPN	142	3.19	44.37%		124	2.89	34.68%	26	2.74	34.62%		
JWST	14	3.22	21.43%		71	3.40	50.7%					
KOR	67	3.37	52.24%		34	3.59	76.47%					
LAS					27	3.54	62.96%					
LAT	144	3.02	43.75%		111	3.16	42.34%					
LGTT												
LING	121	3.25	51.24%		149	3.10	34.9%				36	2.73 30.56%
MDGK	24	2.77	20.83%									
MELC												
MEST												
MUED	33	3.53	72.73%		152	3.70	76.97%				10	3.79 80%
MUS	1427	3.23	53.12%		1318	3.65	88.39%	35	3.54	60%	179	3.84 92.74%
MUSA	255	3.81	87.45%	33	3.88	90.91%						
NOR	57	3.26	40.35%									
PHIL	760	2.83	28.82%		410	3.05	32.93%	124	3.03	37.9%	15	2.70 20%
PLSH	19	3.69	68.42%									
POL	1198	2.86	26.96%		839	3.01	34.21%	721	3.03	33.29%		
PORT	21	3.22	57.14%		34	3.68	67.65%					
PSY	1316	3.07	40.43%		2210	2.92	34.71%	258	3.69	78.29%	148	2.69 23.65%
RELA	56	3.31	51.79%		61	2.95	34.43%					
RELS					16	2.91	37.5%					
RUSS	73	3.15	45.21%		103	3.31	53.4%					
SALC					18	3.71	72.22%					
SCAN	19	3.26	68.42%		76	3.38	43.42%				15	2.85 20%
SCMC	37	3.00	32.43%		84	3.01	34.52%				15	2.98 0%
SLHS	103	3.10	36.89%		342	3.06	34.5%	25	3.53	72%	14	3.47 64.29%
SOC	587	3.10	40.72%		1451	3.05	39.77%	489	3.09	42.33%		
SPAN	1976	3.17	36.69%		829	3.45	60.8%					
STAT	274	3.08	39.42%		609	2.90	31.86%	25	2.85	16%	89	2.86 33.71%
SWED	56	3.58	73.21%									
TESL					48	3.24	52.08%				14	3.67 71.43%
TH	594	3.43	53.37%	48	3.91	93.75%		186	3.34	52.69%	62	3.42 46.77%
URBS	51	2.80	7.84%		197	2.93	27.41%					
WOST	104	3.55	60.58%		258	3.39	56.59%	21	3.83	90.48%		

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Univ of Minnesota, Twin Cities
Natural Resources, College of

Subject	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's												
BP	36	3.85	22.22%				91	3.09	46.15%	17	3.44	47.06%			
ENR	91	3.30	52.75%				176	3.08	43.75%	53	3.60	62.26%			
FR	85	3.25	48.24%				163	2.99	31.9%						
FW	125	3.42	60.8%	47	2.83	34.04%				44	3.14	45.45%	48	3.22	33.33%
RRM	10	3.58	70%												

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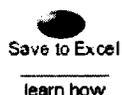
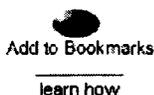
Univ of Minnesota, Twin Cities
Agric, Food, & Envir Sci, Coll

Subject	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's												
AGRI	34	3.69	79.41%												
AGRO	135	2.83	19.26%	18	3.43	38.89%				44	3.57	47.73%			
AGUM							48	2.85	20.83%	28	3.22	39.29%			
ANSC	227	3.21	26.43%	167	3.06	35.93%	114	3.33	51.75%	55	3.70	40%			
APEC	502	2.85	34.86%				323	2.87	30.34%	53	3.04	24.53%			
BAE	11	0.00	0%	11	3.06	36.36%				24	3.17	33.33%	15	3.80	86.67%
ENT							19	3.23	47.37%	37	3.26	37.84%	11	4.00	81.82%
ES	103	2.47	13.59%							39	3.03	35.9%			
FSCN	772	3.10	43.13%				307	3.31	47.88%	189	3.46	55.56%	51	3.19	37.25%
HORT	237	2.98	35.02%							85	3.49	51.76%	31	3.19	25.81%
PLPA	60	3.01	23.33%							10	3.44	50%			
RHET	626	3.36	51.12%				794	3.35	52.64%	48	2.87	27.08%	28	3.36	46.43%
SCAG															
SOIL	24	3.29	33.33%	54	2.81	18.52%	31	3.04	45.16%				10	3.10	30%

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Mgmt, Curtis L Carlson, Sch of

Subject	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's												
ACCT				631	2.99	35.82%	358	2.92	29.33%				465	3.19	45.16%
BA	450	3.51	5.78%				602	3.68	81.56%						
BLAW							103	3.05	34.95%						
FINA							396	3.15	32.07%	520	3.32	46.35%			
HRIR							452	3.62	64.38%				37	3.67	70.27%
IDSC							341	3.71	81.82%	87	3.58	73.56%			
INS													136	3.72	75.74%
MCOM															
MGMT	55	4.00	100%				846	3.57	63.24%	361	3.57	63.71%	32	3.45	46.88%
MKTG							630	3.30	35.08%	431	3.31	41.76%			
OMS				373	3.01	37.8%	383	3.47	60.57%						

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Univ of Minnesota, Twin Cities
Dentistry, School of

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Subject	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
DH				101	3.06	23.76%	237	3.08	34.18%	82	3.01	30.49%			

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Univ of Minnesota, Twin Cities
Education & Human Devel, Coll

Subject	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's												
ADED													41	3.57	60.98%
AFEE	34	3.32	44.12%	35	3.73	77.14%	15	3.98	100%				24	3.25	54.17%
ASL	448	3.11	45.54%				329	2.94	25.23%						
BIE							92	3.51	69.57%				170	3.32	57.06%
CI	64	3.73	81.25%										332	3.74	46.99%
CPSY				187	2.82	34.76%	156	3.08	42.31%	885	3.00	38.87%			
EDHD	41	3.49	73.17%				12	0.00	0%				333	3.68	83.48%
EDPA	71	3.41	67.61%				23	3.60	69.57%				24	3.91	91.67%
EPSY							168	3.28	52.98%				294	3.68	79.25%
FE															
HRD							45	3.65	73.33%				201	3.25	52.74%
HUMF							20	3.78	80%						
KIN	122	3.35	59.02%				956	3.30	56.07%	33	2.94	21.21%	97	3.03	29.9%
LASK	209	2.73	38.76%												
MTHE													12	3.64	83.33%
PE	1643	3.79	76.51%												
REC	25	3.42	56%	24	3.33	66.67%	44	3.20	50%				62	3.27	48.39%
SPST	46	3.43	67.39%				158	3.40	52.53%						
WCFE	29	3.52	65.52%				84	3.82	82.14%				24	3.54	66.67%

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

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Univ of Minnesota, Twin Cities

General College

Subject	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
GC	4602	2.77	32.86%	100	3.31	46%									

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

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**Univ of Minnesota, Twin Cities
Humphrey Inst of Publ Aff**

Subject	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
PA	59	3.50	76.27%				15	3.74	73.33%	40	3.21	42.5%	22	3.31	45.45%

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Univ of Minnesota, Twin Cities
Technology, Institute of

Subject	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's												
AEM				320	2.92	29.38%	172	2.82	27.91%	261	3.09	46.74%	17	3.31	47.06%
AST	551	2.91	27.77%	43	3.10	39.53%				22	2.83	45.45%			
BMEN				90	3.86	87.78%	199	3.00	48.74%	58	3.63	74.14%	114	3.24	39.47%
CE							571	2.97	40.98%	410	3.10	39.02%	37	3.40	56.76%
CHEM	2812	2.65	22.51%	1820	2.70	26.48%	191	2.51	18.85%	231	3.03	41.99%	74	2.77	28.38%
CHEN	29	0.00	0%				91	2.77	17.58%	402	3.04	29.35%	16	3.02	43.75%
CSCI	471	2.79	33.97%	242	2.62	13.22%	79	2.94	25.32%	505	2.93	33.66%	245	3.03	29.8%
EE	79	3.18	53.16%	461	2.51	18.87%	796	2.69	30.03%	643	2.91	43.23%	142	3.20	50%
GEO	793	2.85	29.63%	48	2.81	29.17%	45	3.32	46.67%	51	3.11	29.41%			
GEOE															
HSCI	196	3.02	25.51%				97	3.32	59.79%	19	3.28	47.37%			
IE										97	2.73	19.59%	178	3.32	44.94%
IOFT	203	3.12	47.78%												
MATH	4484	2.45	21.21%	1118	2.62	27.28%	182	3.22	52.75%	196	2.66	29.08%	341	3.08	45.75%
MATS				133	2.29	8.27%	129	2.61	19.38%	74	2.85	32.43%			
ME				205	3.27	34.15%	490	2.96	32.86%	251	3.29	48.21%	209	3.24	47.37%
PHYS	2109	2.91	30.06%	225	2.98	32%	53	3.63	69.81%	161	2.85	27.95%			

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

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Univ of Minnesota, Twin Cities
Medical School

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Subject	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
BPHY															
CAPY													117	3.39	7.69%
HINF															
HMED							138	3.28	47.1%						
INMD							256	3.06	46.09%						
MEDT	20	0.00	0%							284	2.92	20.42%			
MICB							120	2.52	12.5%	239	2.87	24.27%			
MORT							246	3.03	31.3%						
NSC															
NSCI							82	2.49	14.63%	33	3.58	30.3%			
OPH	21	0.00	0%												
PHCL										18	2.85	33.33%			
PHSL	53	2.77	26.42%				500	2.96	37.6%						
PMED	45	0.00	0%												

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

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Univ of Minnesota, Twin Cities
Nursing, School of

Subject	1000 Level	2000 Level	3000 Level	4000 Level	5000 Level
	Grades GPA Pct A's				
NURS	97 4.00 17.53%	98 3.04 36.73%	211 3.55 73.46%	912 3.50 56.8%	

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

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Univ of Minnesota, Twin Cities
Pharmacy, College of

Subject	1000 Level		2000 Level		3000 Level		4000 Level		5000 Level	
	Grades	GPA	Grades	GPA	Grades	GPA	Grades	GPA	Grades	GPA
PHAR	672	3.54			16	3.79			67	3.36
		68.9%				81.25%				59.7%

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

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Univ of Minnesota, Twin-Cities
Public Health, School of

Subject	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
PUBH	164	3.23	57.93%				460	3.10	40%				109	3.09	46.79%

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

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Univ of Minnesota, Twin Cities
Executive Vice President

Subject	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's									
AIR	105	3.98	38.1%				33	3.81	87.88%						
ARGN	19	3.19	36.84%				30	3.26	56.67%						
DIS							111	3.28	33.33%						
FLOR	67	3.67	70.15%				49	3.76	83.67%						
LNDN							123	3.56	59.35%						
MIL	88	3.90	93.18%				37	3.51	48.65%						
NAV	44	3.55	31.82%	30	3.20	6.67%	21	2.92	14.29%	48	3.48	35.42%			
TLDO							127	3.77	86.61%						
VENZ							95	3.82	85.26%						

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

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Univ of Minnesota, Twin Cities
 Veterinary Medicine, Coll of

Subject	1000 Level			2000 Level			3000 Level			4000 Level			5000 Level		
	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's	Grades	GPA	Pct A's
CAPS															
CVM	19	0.00	0%												
SACS							20	3.40	40%						
VPB				169	2.78	18.34%									

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

**Resolution on Strategic Planning with
Amendment #1 (as modified), Amendment #4, and Amendment #5 (as modified)
accepted as friendly amendments by the FCC and incorporated into the text**

1 1. The University Senate strongly endorses the goal of systematically reviewing and
2 improving the University and the necessity for strategic planning. The increasingly rapid change
3 in the structure of knowledge and the pressures on the University arising from decreasing state
4 funding and resulting increases in tuition all mandate an ongoing effort to ensure congruence
5 between the University's structure and its goals.

6
7 2. The University Senate calls on the President to increase University community
8 participation as the strategic planning process continues. Whatever recommendations the
9 President and the Regents endorse, the implementation will only be effective with faculty
10 leadership and participation as well as active involvement by staff members and students.
11 Because of the importance of faculty in implementing academic change, a majority of each task
12 force should be faculty members, and the task forces should be chaired or co-chaired by a faculty
13 member. Student membership should be strongly encouraged but not required on each task force.
14 The task force members should be chosen from both inside and outside the specific affected
15 areas based on their relevant knowledge, skill, and commitment to the process. Deans and chairs
16 should not control the selection. Task force members should be expected to bring their special
17 expertise to the planning process, but should represent the interests of the University, not those
18 of any particular college, department, dean or chair.

19
20 3. The University Senate asks the President and Provost to continue to meet and consult
21 with concerned individuals and groups on and off campus regarding the Strategic Planning
22 process, goals, and implementation. Achievement of the strategic planning goals requires that
23 the administration understand and respond to the concerns of those most directly affected.

24
25 4. The University Senate suggests that future strategic planning should consider even more
26 ambitious plans than those that have been presented so far and that current and future efforts
27 should address resource and budget factors. The Senate is concerned that the steps outlined in the
28 Academic Task Force Report may not be sufficient to achieve the University's goals. Moreover,
29 the University's achievements are currently limited by a lack of money, reflected in problems
30 such as low ranking on faculty compensation, small numbers of faculty in key departments, and
31 uneven distribution of resources to support research and creative activity. These problems must
32 be addressed if the University is to achieve its goal of being among the top three public research
33 universities in the world, as it will be difficult to compete successfully with institutions whose
34 resources are much greater than those available to us.

35
36 5. The University Senate recognizes that reconfiguration of academic units may be
37 necessary to achieve the University's strategic goals. In the process of such reconfiguration:

38
39 -- The University Senate strongly supports a continued emphasis on the University's
40 commitment to access and diversity and to its land-grant mission. The commitment to
41 access and diversity requires outreach, recruitment, retention, and graduation of a diverse
42 student body. The University Senate believes that geographic diversity and the
43 University's land-grant mission require that urban and rural students in Minnesota have
44 access to the University. The University Senate recognizes that diversity includes race
45 and ethnicity, socio-economic status, geographic area, educational attainment level of
46 family members, primary language, gender, sexual orientation, and ability/disability. The
47 Senate intends, by careful monitoring, to help ensure the commitment to access and
48 diversity is fulfilled, whatever recommendations are adopted.

50 -- The University Senate re-emphasizes the importance of participation of all
51 faculty, in the units to be reconfigured, in the development of mission, goals, and
52 organization of the reconfigured units. Students should also have a voice in the
53 development and implementation of this process, with contributions not limited to
54 membership on specific task forces and including student government leaders, as students
55 often have unique insight on the effects of proposed changes. Structural change will
56 succeed only if affected faculty and students are active contributors to the implementation
57 process and if the values and objectives of each affected unit are reflected in the final
58 outcomes.

59 -- All proposed task forces should give special priority to planning that incorporates
60 these commitments.
61

62
63 6. The University Senate supports the recommendations to create an honors college and
64 design of a baccalaureate writing initiative. The Senate emphasizes that in the implementation of
65 those proposals, there must be consultation with those currently involved with honors programs
66 and writing programs across the University, and the implementation must ensure the examination
67 and sharing of existing best practices in University programs and in similar programs at peer
68 universities. The Senate expects that additional resources will be necessary to achieve these
69 goals.
70

71 7. The University Senate welcomes establishment of a task force to determine the
72 appropriate configuration of the pure and applied sciences and recommends that the basic
73 science units of the Academic Health Center be considered as part of the study.
74

75 8. The University Senate is concerned that:

76 -- Strategic planning for the Academic Health Center does not appear to be as fully
77 developed as planning in other areas, or to be integrated with that planning.

78
79 -- Strategic planning for the coordinate campuses does not appear to be as fully
80 developed as the Twin Cities campus planning, or to be integrated with that planning into
81 an overall vision for the University system.
82

83 -- Strategic planning does not sufficiently emphasize the research mission of the
84 University or the support and development of the research infrastructure.
85

86 -- Strategic planning does not sufficiently emphasize the teaching mission of the
87 University or the support and development of the teaching and learning infrastructure.
88

89 -- There is a perception that units have not been treated equally in the
90 recommendations, with some units given more latitude in planning their futures while
91 others are constrained by mandated choices.
92

93 -- Strategic planning does not sufficiently address areas of student life outside
94 classroom, including issues of transportation, housing, and safety.
95

96 9. The University Senate recommends:

97 -- That each freshman admitting college, along with each graduate program, ensure
98 the admission of a diverse student body. Diversity includes access for: urban and rural
99 students, low-income students, first-generation students, underrepresented students of
100 color, English not first language students, and gender diversity, especially in fields
101 traditionally male or female oriented. Each admitting college and graduate program
102 should use individualized review to ensure a diverse student body. In order to admit a

103 critical mass of students of color, each admitting college and graduate program should
104 give a "plus factor" for diversity in the individualized review process.
105

106 -- A task force to monitor and ensure that a diverse group of undergraduate and
107 graduate students are admitted and succeed at the University. The task force will monitor
108 admissions in order to ensure that all students at the University receive the substantial
109 benefits of a diverse student body.
110

111 -- More coordination between the proposed academic and administrative task forces
112 and the development of the new budget model. Good planning requires a better
113 understanding of financial factors than has been achieved so far.
114

115 -- The task forces gather additional data regarding various alternatives in support of
116 the academic planning recommendations.
117

118 -- The task forces gather comparative data regarding practices at other "top"
119 universities and discuss what can be learned by observing what has been done elsewhere.
120

121 -- Resources be allocated to permit faculty on 9-month appointments to participate
122 in the strategic planning implementation task forces, and that steps be taken to ensure
123 students can participate effectively despite the summer schedule for the launch of the task
124 forces.
125

126 10. The University Senate believes that many valuable suggestions have been made in the
127 course of the consideration of the recommendations of the academic task force. The Senate
128 urges the President, in his formulation of a recommendation to the Board of Regents, to take
129 seriously the views of members of the University community that have been expressed. It is not
130 sufficient merely to provide concerned individuals the opportunity to comment.
131

132 11. The University Senate instructs Senate committees to continue to review detailed plans as
133 they evolve and make recommendations to the Senate for appropriate action.

**Amendment #2 – Submitted by Richard McCormick
Resolution on Strategic Planning**

1 1. The University Senate strongly endorses the goal of systematically reviewing and
2 improving the University and the necessity for strategic planning. The increasingly rapid change
3 in the structure of knowledge and the pressures on the University arising from decreasing state
4 funding and resulting increases in tuition all mandate an ongoing effort to ensure congruence
5 between the University's structure and its goals.
6

7 2. The University Senate calls on the President to increase University community
8 participation as the strategic planning process continues. Whatever recommendations the
9 President and the Regents endorse, the implementation will only be effective with faculty
10 leadership and participation as well as active involvement by staff members and students.
11 Because of the importance of faculty in implementing academic change, a majority of each task
12 force should be faculty members, and the task forces should be chaired or co-chaired by a faculty
13 member. The task force members should be chosen from both inside and outside the specific
14 affected areas based on their relevant knowledge, skill, and commitment to the process. Deans
15 and chairs should not control the selection. Task force members should be expected to bring
16 their special expertise to the planning process, but should represent the interests of the
17 University, not those of any particular college, department, dean or chair.
18

19 3. The University Senate asks the President and Provost to continue to meet and consult
20 with concerned individuals and groups on and off campus regarding the Strategic Planning
21 process, goals, and implementation. Achievement of the strategic planning goals requires that
22 the administration understand and respond to the concerns of those most directly affected.
23

24 4. The University Senate suggests that future strategic planning should consider even more
25 ambitious plans than those that have been presented so far and that current and future efforts
26 should address resource and budget factors. The Senate is concerned that the steps outlined in the
27 Academic Task Force Report may not be sufficient to achieve the University's goals. Moreover,
28 the University's achievements are currently limited by a lack of money, reflected in problems
29 such as low ranking on faculty compensation, small numbers of faculty in key departments, and
30 uneven distribution of resources to support research and creative activity. These problems must
31 be addressed if the University is to achieve its goal of being among the top three public research
32 universities in the world, as it will be difficult to compete successfully with institutions whose
33 resources are much greater than those available to us.
34

35 5. The University Senate recognizes that reconfiguration of academic units may be
36 necessary to achieve the University's strategic goals. In the process of such reconfiguration:

37
38 -- The University Senate strongly supports a continued emphasis on the University's
39 commitment to access and diversity and to its land-grant mission. The Senate believes
40 that these principles underlie the University as a whole, and like academic freedom, they
41 are the responsibilities of every member of the University community. The Senate
42 intends, by careful monitoring, to help ensure the commitment to access and diversity is
43 fulfilled, whatever recommendations are adopted.
44

45 -- The University Senate re-emphasizes the importance of participation of all
46 faculty, in the units to be reconfigured, in the development of mission, goals, and
47 organization of the reconfigured units. Structural change will succeed only if affected
48 faculty are active contributors to the implementation process and if the values and
49 objectives of each affected unit are reflected in the final outcomes.
50

51 -- All proposed task forces should give special priority to planning that incorporates
52 these commitments.

53
54 6. ~~The University Senate supports the recommendations to create an honors college and~~
55 ~~design of a baccalaureate writing initiative. The Senate emphasizes that in the implementation of~~
56 ~~those proposals, there must be consultation with those currently involved with honors programs~~
57 ~~and writing programs across the University, and the implementation must ensure~~ initiatives to
58 improve and enhance honors education and writing education at the University of Minnesota,
59 and the Senate supports the creation of task forces to consider and evaluate a range of
60 recommendations on how best to achieve these goals, including the proposals to create an honors
61 college and a baccalaureate writing initiative. The task forces that lead this process should
62 include representatives of honor programs and writing programs currently in place across the
63 University so that final recommendations are based on the examination and sharing of existing
64 best practices in University programs and in similar programs at peer universities. The Senate
65 expects that additional resources will be necessary to achieve these goals.

66
67 7. The University Senate welcomes establishment of a task force to determine the
68 appropriate configuration of the pure and applied sciences and recommends that the basic
69 science units of the Academic Health Center be considered as part of the study.

70
71 8. The University Senate is concerned that:

72 -- Strategic planning for the Academic Health Center does not appear to be as fully
73 developed as planning in other areas, or to be integrated with that planning.

74
75 -- Strategic planning for the coordinate campuses does not appear to be as fully
76 developed as the Twin Cities campus planning, or to be integrated with that planning into
77 an overall vision for the University system.

78
79 -- Strategic planning does not sufficiently emphasize the research mission of the
80 University or the support and development of the research infrastructure.

81
82 -- Strategic planning does not sufficiently emphasize the teaching mission of the
83 University or the support and development of the teaching and learning infrastructure.

84
85 -- There is a perception that units have not been treated equally in the
86 recommendations, with some units given more latitude in planning their futures while
87 others are constrained by mandated choices.

88
89 9. The University Senate recommends:

90 -- More coordination between the proposed academic and administrative task forces
91 and the development of the new budget model. Good planning requires a better
92 understanding of financial factors than has been achieved so far.

93
94 -- The task forces gather additional data regarding various alternatives in support of
95 the academic planning recommendations.

96
97 -- The task forces gather comparative data regarding practices at other "top"
98 universities and discuss what can be learned by observing what has been done elsewhere.

99
100 -- Resources be allocated to permit faculty on 9-month appointments to participate
101 in the strategic planning implementation task forces, and that steps be taken to ensure
102 students can participate effectively despite the summer schedule for the launch of the task
103 forces.
104

105 10. The University Senate believes that many valuable suggestions have been made in the
106 course of the consideration of the recommendations of the academic task force. The Senate
107 urges the President, in his formulation of a recommendation to the Board of Regents, to take
108 seriously the views of members of the University community that have been expressed. It is not
109 sufficient merely to provide concerned individuals the opportunity to comment.

110
111 11. The University Senate instructs Senate committees to continue to review detailed plans as
112 they evolve and make recommendations to the Senate for appropriate action.

**Amendment #3 – Submitted by David Nelson
Resolution on Strategic Planning**

1 1. The University Senate strongly endorses the goal of systematically reviewing and
2 improving the University and the necessity for strategic planning. The increasingly rapid change
3 in the structure of knowledge and the pressures on the University arising from decreasing state
4 funding and resulting increases in tuition all mandate an ongoing effort to ensure congruence
5 between the University's structure and its goals.
6

7 2. The University Senate calls on the President to increase University community
8 participation as the strategic planning process continues. Whatever recommendations the
9 President and the Regents endorse, the implementation will only be effective with faculty
10 leadership and participation as well as active involvement by staff members and students.
11 Because of the importance of faculty in implementing academic change, a majority of each task
12 force should be faculty members, and the task forces should be chaired or co-chaired by a faculty
13 member. The task force members should be chosen from both inside and outside the specific
14 affected areas based on their relevant knowledge, skill, and commitment to the process. Deans
15 and chairs should not control the selection. Task force members should be expected to bring
16 their special expertise to the planning process, but should represent the interests of the
17 University, not those of any particular college, department, dean or chair.
18

19 3. The University Senate asks the President and Provost to continue to meet and consult
20 with concerned individuals and groups on and off campus regarding the Strategic Planning
21 process, goals, and implementation. Achievement of the strategic planning goals requires that
22 the administration understand and respond to the concerns of those most directly affected.
23

24 4. The University Senate suggests that future strategic planning should consider even more
25 ambitious plans than those that have been presented so far and that current and future efforts
26 should address resource and budget factors. The Senate is concerned that the steps outlined in the
27 Academic Task Force Report may not be sufficient to achieve the University's goals. Moreover,
28 the University's achievements are currently limited by a lack of money, reflected in problems
29 such as low ranking on faculty compensation, small numbers of faculty in key departments, and
30 uneven distribution of resources to support research and creative activity. These problems must
31 be addressed if the University is to achieve its goal of being among the top three public research
32 universities in the world, as it will be difficult to compete successfully with institutions whose
33 resources are much greater than those available to us.
34

35 5. The University Senate recognizes that reconfiguration of academic units may be
36 necessary to achieve the University's strategic goals. In the process of such reconfiguration:

37 -- The University Senate strongly supports a continued emphasis on the University's
38 commitment to access and diversity and to its land-grant mission. The Senate believes
39 that these principles underlie the University as a whole, and like academic freedom, they
40 are the responsibilities of every member of the University community. The Senate
41 intends, by careful monitoring, to help ensure the commitment to access and diversity is
42 fulfilled, whatever recommendations are adopted.
43

44 -- The University Senate re-emphasizes the importance of participation of all
45 faculty, in the units to be reconfigured, in the development of mission, goals, and
46 organization of the reconfigured units. Structural change will succeed only if affected
47 faculty are active contributors to the implementation process and if the values and
48 objectives of each affected unit are reflected in the final outcomes.
49
50

- 51 -- All proposed task forces should give special priority to planning that incorporates
52 these commitments.
53
- 54 ~~6. The University Senate supports the recommendations to create an honors college and~~
55 ~~design of a baccalaureate writing initiative. The Senate emphasizes that in the implementation of~~
56 ~~those proposals, there must be consultation with those currently involved with honors programs~~
57 ~~and writing programs across the University, and the implementation must ensure the examination~~
58 ~~and sharing of existing best practices in University programs and in similar programs at peer~~
59 ~~universities. The Senate expects that additional resources will be necessary to achieve these~~
60 ~~goals.~~
61
- 62 7. The University Senate welcomes establishment of a task force to determine the
63 appropriate configuration of the pure and applied sciences and recommends that the basic
64 science units of the Academic Health Center be considered as part of the study.
65
- 66 8. The University Senate is concerned that:
67 -- Strategic planning for the Academic Health Center does not appear to be as fully
68 developed as planning in other areas, or to be integrated with that planning.
69
70 -- Strategic planning for the coordinate campuses does not appear to be as fully
71 developed as the Twin Cities campus planning, or to be integrated with that planning into
72 an overall vision for the University system.
73
74 -- Strategic planning does not sufficiently emphasize the research mission of the
75 University or the support and development of the research infrastructure.
76
77 -- Strategic planning does not sufficiently emphasize the teaching mission of the
78 University or the support and development of the teaching and learning infrastructure.
79
80 -- There is a perception that units have not been treated equally in the
81 recommendations, with some units given more latitude in planning their futures while
82 others are constrained by mandated choices.
83
- 84 9. The University Senate recommends:
85 -- More coordination between the proposed academic and administrative task forces
86 and the development of the new budget model. Good planning requires a better
87 understanding of financial factors than has been achieved so far.
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89 -- The task forces gather additional data regarding various alternatives in support of
90 the academic planning recommendations.
91
92 -- The task forces gather comparative data regarding practices at other "top"
93 universities and discuss what can be learned by observing what has been done elsewhere.
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95 -- Resources be allocated to permit faculty on 9-month appointments to participate
96 in the strategic planning implementation task forces, and that steps be taken to ensure
97 students can participate effectively despite the summer schedule for the launch of the task
98 forces.
99
- 100 10. The University Senate believes that many valuable suggestions have been made in the
101 course of the consideration of the recommendations of the academic task force. The Senate
102 urges the President, in his formulation of a recommendation to the Board of Regents, to take
103 seriously the views of members of the University community that have been expressed. It is not
104 sufficient merely to provide concerned individuals the opportunity to comment.

21 April 2005

TO: Robert H. Bruininks, President
E. Thomas Sullivan, Senior Vice President for Academic Affairs and Provost
Members of the Strategic Positioning Academic Task Force

FROM: Members of the University Writing Group:
Patrick Bruch, Co-Director, General College Writing Program
Pamela Flash, Associate Director, Center for Writing
Tim Gustafson, Associate Director, Composition Program, Department of English
Debra Hartley, Coordinator, General College Writing Center
Sheryl Holt, Coordinator, Non-Native Speaking Composition, Department of English
Kirsten Jansen, Director, Center for Writing
Lee-Ann Kastman Breuch, Coordinator of First-Year Writing, Department of Rhetoric
Bernadette Longo, Director, Writing-Intensive Outreach: Scientific and Technical Writing
Merry Rendahl, Director, Online Writing Center
Tom Reynolds, Co-Director, General College Writing Program
Donald Ross, Director, Composition Program, Department of English; Co-Coordinator, College in the Schools – English Composition
Muriel Thompson, Director, Minnesota Writing Project; Co-Coordinator, College in the Schools – English Composition

CC: Craig Swan, Vice Provost for Undergraduate Education
Michael Hancher, Chair, Department of English

RE: Response to the Academic Task Force Report

As writing teachers, scholars, and administrators at the University of Minnesota, we appreciate that the Academic Task Force Report emphasizes undergraduate writing and agree wholeheartedly with the “commitment to writing throughout the undergraduate curriculum” (18). We write in response to the proposed Baccalaureate Writing Initiative. The first step in the implementation of this initiative will be to define the key opportunities that it makes available for building on strengths and addressing gaps in writing instruction as it currently exists on campus. For us, five main areas of opportunity are most striking.

1. The opportunity for our group to participate in the task force assigned to the Baccalaureate Writing Initiative
2. The opportunity to clarify the many ways that writing enhances learning in undergraduate education
3. The opportunity to improve the consistency and quality of writing experiences for undergraduate students
4. The opportunity to define and dedicate instructional resources necessary to enhancing undergraduate writing experiences
5. The opportunity to create meaningful assessments and feedback mechanisms on performance

In the remainder of this memo, we discuss each of these opportunities in more detail.

1. The opportunity for our group to participate in the task force assigned to the Baccalaureate Writing Initiative

In many ways, we are the “prime nucleus of effective exemplars already in operation at the University” cited in your Report (18). Many of our members have a long history with first-year composition for native and non-native speakers, writing across the curriculum, and scientific and technical communication here at Minnesota and elsewhere. In addition, our group has a strong and positive collaborative history. Our group was convened by Vice Provost Craig Swan in July 2003 to create a cross-college dialogue among faculty and instructional staff deeply engaged in writing instruction at the University, and since that time we have met monthly to discuss, plan, and collaborate on a variety of projects to improve undergraduate student writing and writing instruction, including shared learning outcomes for first-year composition courses and the *Student Writing Guide* (attached). Because our work directly influences writing instruction at this university, we offer a valuable perspective about how the Baccalaureate Writing Initiative would operate.

2. The opportunity to clarify the many ways that writing enhances learning in undergraduate education

The writing-intensive model on the Twin Cities campus is founded on the assumption that students grow as writers through a variety of purposeful writing opportunities (that is, writing to particular audiences to accomplish particular purposes within particular disciplinary contexts). The pedagogy of writing across the curriculum assumes that students are both “learning to write” (developing rhetorical knowledge; critical thinking, reading, and writing strategies; effective composing processes; and knowledge of disciplinary conventions) and “writing to learn” (engaging with subject knowledge, wrestling with intellectual questions, and discovering ideas through writing). Success in student writing involves both what students write *and* the learning and critical thinking that are involved in the process. Furthermore, the conditions of writing are evolving along with new technologies for composing texts in digital environments.

3. The opportunity to improve the consistency and quality of writing experiences for undergraduate students

Currently, undergraduates on the Twin Cities campus have extensive experience with writing. These experiences come in first-year writing classes, in writing-intensive classes, in regular coursework, and in face-to-face and online writing centers. Each of these experiences is important and each makes a contribution to the development of strong student writers. We recognize, however, that the wide range of instructional approaches within and across the disciplines has resulted in uneven experiences for students. We believe that a Baccalaureate Writing Initiative will provide an opportunity to clarify the rationale, structure, and value of each of these experiences and bring them into better correlation.

4. The opportunity to define and dedicate instructional resources necessary to enhancing undergraduate writing experiences

As the Report states, “successful implementation of a Baccalaureate Writing Initiative requires dedicated teaching and support staff” (18). The National Council of Teachers of English agrees, noting specifically that—

The improvement of an individual student’s writing requires persistent and frequent contact between teacher and student both inside and outside the classroom. It requires assigning far more papers than are usually assigned in other college classrooms; it requires reading them and commenting on them not simply to justify a grade, but to offer guidance and suggestions for improvement; and it requires spending a great deal of time with individual students, helping them not just to improve particular papers but to understand fundamental principles of effective writing that will enable them to continue learning throughout their lives. The teaching of writing, perhaps more than any other discipline, therefore requires special attention to class size, teaching loads, the availability of teaching materials, and the development of additional resources that enhance classroom instruction.¹

Because teaching writing effectively requires significant human and financial resources, it is perhaps not surprising that much of the writing instruction at our University is done by instructional staff and graduate teaching assistants. We therefore see the Baccalaureate Writing Initiative as an opportunity to listen to the voices of—and marshal our resources to support—the faculty, staff, and teaching assistants who teach writing to our undergraduate students. In addition, effective writing-across-the-curriculum programs involve rich collaborations among writing experts and disciplinary experts, as they work together to improve student writing in all courses.

5. The opportunity to create meaningful assessments and feedback mechanisms on performance

This past year, we have been compiling and evaluating models of assessment appropriate to measuring the effectiveness of writing instruction and the development of writing abilities at the University of Minnesota. A Baccalaureate Writing Initiative will provide an opportunity to emphasize the importance of multiple forms of discipline-appropriate writing assessment.

We applaud your efforts to put writing at the forefront of the University’s new strategic repositioning, and we look forward to working with you on this important initiative.

¹ National Council of Teachers of English, Conference on College Composition and Communication. “Statement of Principles and Standards for the Postsecondary Teaching of Writing.” 1998.

April 6, 2005

An “Honors College” at the University of Minnesota? Remarks on How Honors is Currently Organized on this Campus—Rick McCormick, Director, Honors-CLA

Everyone now involved in the Honors programs at the University of Minnesota surely welcomes the proposal that the University of Minnesota make a bold new investment in Honors education on this campus. Nonetheless a number of questions arise with regard to the discussion of a central “Honors College” as proposed in the Strategic Positioning Report: how would such an Honors College affect what is currently being done here? Would it build upon the strengths of what has been developed on this campus for 40 years now—first in CLA, then in IT, and later in other colleges—or would it to some extent duplicate or undermine what is already in place? Above all, would a centralized Honors College provide a better model for serving students in Honors? Would it be a better recruiting tool than is currently in place?

1. How is Honors currently organized on this campus?

At present seven of the freshman-admitting Colleges have Honors programs: CLA, IT, CSOM, CBS, CHE, COAFES, and CNR. All of them have both freshman-sophomore programs and junior-senior programs that allow students to enter as freshmen and to graduate as seniors with Latin Honors; students may enter as juniors even if they weren't in Honors their first two years. There are also Honors programs that do not admit freshmen but do allow students to graduate with Latin Honors: CCE, CEHD, Nursing, and Pharmacy.

2. How many Honors students are there on the Twin Cities Campus of the University of Minnesota?

There are about 2900 Honors students on this campus:

CLA:	1800
IT:	300
CSOM:	350
CBS:	200
CHE:	90
COAFES:	85
CNR:	15
Nursing, CCE, CEHD:	28

3. How many Honors courses are offered per semester, and by which Colleges?

In the Fall Semester of 2004, CLA offered 80 Honors courses, including Honors Seminars and Departmental Honors courses; 1 of which was cross-listed with CHE. IT offered 6, CBS 2, CSOM and COAFES each offered 1. Thus, over 90% were offered by CLA. Currently, in Spring 2004, CLA is offering 60, IT again is offering 6, CBS and COAFES each are offering 1. Thus this semester, CLA is offering 80% of the Honors courses on campus.

Of the Honors students taking Honors courses in CLA this semester, 75% are in CLA and 25% are from other colleges.

4. How well does the current system work?

The current structure works well, especially in the two oldest Honors programs, Honors-CLA and IT Honors, where the profiles of incoming students are traditionally very high (as in IT), or high and getting higher over the last few years (as in CLA, in which the average incoming freshman for next fall accepted to Honors-CLA has a class rank of 94% and an ACT of 30). The success of IT and CLA Honors is also evident in the numbers of CLA and IT Honors students winning prestigious national scholarships like the Rhodes, Marshall, Mitchell, Truman, Mellon, Gates, Churchill, and Goldwater scholarships in the past seven years.

The Honors programs in IT and CLA offer a substantial curriculum for their Honors students; IT offers 5 Honors courses per year in its freshman and sophomore program—in other words, a full-time Honors curriculum that is a core experience for all Honors students at that level of its program. CLA offers at least 12-14 Honors seminars per semester and many more departmental Honors courses per semester, thus providing not only enough Honors courses for its own Honors students, but by far the bulk of Honors courses on this campus, courses on which almost every other Honors program on this campus (except IT) depend. This is the case now, just as it was before so many Colleges became freshman-admitting.

Would the best incoming students at Minnesota be better served by a centrally organized Honors College? Or would they be better served by the current system, which involves programs associated with specific colleges, tailored to the strengths of the faculty and the curriculum of a particular college? The “Grand Challenges” curriculum for the proposed Honors College is basically a liberal arts curriculum; it matches many of the curricular ideas that Honors-CLA has put into place in recent years. Would students be better served by offering such a curriculum in a separate College that would need to “borrow” CLA faculty to teach it, as opposed to offering it within CLA, the College that, again, offers by far the most Honors courses on this campus, and that also has the most faculty involvement with Honors teaching? (Please note that while in the past Honors-CLA has used mostly TAs to teach Honors seminars to freshmen and sophomores, now only faculty teach Honors seminars at any level in CLA).

Many of the ideas in the Strategic Positioning report proposed in connection with an Honors College have already been realized in the current Honors system. Honors housing already exists, and has for ten years already. It functions in collaboration among CLA, IT, CSOM, and CBS Honors. Honors-CLA already offers Honors Freshman Seminars, as well as a substantial number of other Honors seminars open to Honors freshmen and sophomores as well as others geared to Honors juniors and seniors. In all these Honors seminars, enrollments are capped at 20, and they are taught by faculty. Honors-CLA has for years programmed events for Honors students in Honors housing with Minnesota faculty; it has recently attempted to set up lunches for visiting scholars with Honors-CLA students—and other Honors students—on campus (this is an idea that the Honors program at Michigan has discussed at CIC Honors Group conferences, to which Honors-CLA always sends at least one representative).

There are other ideas not mentioned in the Strategic Positioning report which Honors-CLA has initiated. For two years already we have organized an Honors Book Discussion for incoming freshmen—this is an idea common to many of our peer

institutions in the CIC, and to small private colleges as well, such as Carleton. All Honors programs on the Twin Cities Campus have long championed study abroad, and most consider any study abroad opportunity an Honors opportunity that can be used toward Honors graduation requirements; Honors-CLA does this, and at least half of our students take advantage of study abroad opportunities. This year we have initiated the first “Honors Global Seminar” to Berlin, a study abroad opportunity designed specifically for Honors students (from any college or campus of the University of Minnesota). Like the other Honors programs, we have considered UROP grants and other research opportunities potential Honors opportunities, as well as internships and community service experiences. We welcome central and CLA initiatives to increase the number of UROP grants and to encourage community service.

5. Is there room for improvement in the current system?

Certainly it would help to have more coordination of Honors course offerings as well as other opportunities across the University; it would also be helpful to have more collaboration and consultation among the Honors programs, and more of a “common front” for Honors recruitment purposes at the University of Minnesota. Indeed, the Honors programs have been working toward such goals in recent years, especially in the last three years, as Vice Provost Craig Swan has convened the freshman-admitting programs with a view to furthering exactly these goals. It would also make sense to have more central coordination of the competitions for prestigious national scholarships like the Rhodes, the Marshall, the Mitchell, the Truman, the Mellon, the Udall, the Gates, the Churchill, and the Goldwater Scholarships. Some central investment in the mentoring for these competitions would also be valuable; currently these efforts are being directed almost exclusively by Honors-CLA and funded by CLA, even though some of these scholarships—notably the Churchill and the Goldwater scholarships—are for students in the natural sciences. Vice Provost Swan has recently made the case for provision of some central funding to augment what is currently being done.

Some kind of central structure with a rotating Directorship shared among the Honors programs would help facilitate this kind of coordination and collaboration. But this would not necessitate the creation of a centralized Honors curriculum that would be outside of the Colleges whose faculty have created Honors courses geared to the research and teaching strengths of each particular College. It is hard to imagine how the exemplary Honors core curriculum in Math and Science that has been developed in IT could be provided by the “Grand Challenges” curriculum in the Strategic Positioning report; meanwhile, the latter curriculum more or less duplicates the types of approaches that CLA has already pioneered in its Honors program—and it would have to draw on the same CLA faculty to teach such a curriculum.

Above all, there would seem to be an important central role in coordinating co-curricular activities across the campus—Honors Housing and programming for Honors housing, a campus-wide Honors book discussion, a “weekly informal Regents Honors Lunch Forum” (again, an idea that Honors-CLA has already tried to implement, but one that would definitely benefit from central leverage and funding). This again would be in contrast to the specifics of an Honors curriculum, which depend so much on the actual research and teaching agenda of a particular College’s faculty.

6. What would help the University of Minnesota recruit better students? Are we losing students to universities with Honors Colleges? What kinds of institutions have Honors Colleges?

As asserted above in no. 5, some central structure might be useful for recruiting purposes—but not necessarily a centralized curriculum. Indeed, the biggest obstacle to recruiting better students to the University of Minnesota is the lack of sufficient funds for scholarships, not the lack of an Honors College. Indeed, the public research universities with which we aspire to compete—Berkeley and Michigan—do not have Honors Colleges. Indeed, none of the top ten public research universities in the country according to National Research Council (NRC) rankings have Honors Colleges. There are a few universities in the CIC that have Honors Colleges, but they are not the most highly ranked.

Honors at Top Ranked Public Research Universities in the United States

<u>National Research Council Ranking</u>	<u>University</u>	<u>Honors College?</u>
1	University of California, Berkeley	No
4	University of Michigan	No
8	University of California, Los Angeles	No
12	University of Wisconsin, Madison	No
14	University of Texas, Austin	No
15	University of California, San Diego	No
16	University of Washington	No
19	University of Illinois	No
20	University of Minnesota	No
23	University of North Carolina, Chapel Hill	No
26	Penn State	Yes
27	Purdue	No
30	University of California, Santa Barbara	No

The National Collegiate Honors Council (NCHC) is the national organization of all institutions that have Honors programs—public and private, large and small, from junior colleges to major research universities. In the NCHC, most of the institutions that have Honors Colleges—and the ones that have dominated the debate about defining exactly what an Honors College entails—are public and private universities that are clearly second- and third-tier. Conversely, Berkeley, like Harvard, has no Honors program to speak of—the implicit understanding being that all students at such an institution get an Honors education.

7. Why take in only 300 Honors students per year? Why only allow freshmen into this most elite Honors program on campus? Why have the class rank and ACT scores for admission to the Honors College been set at the levels they have?

Given that the most highly ranked public research university in the country, Berkeley, apparently aspires to give all its students an Honors education, why should Minnesota try to offer its best Honors education to only 300 students per year? Should we not instead “grow” Honors, as CLA and other Honors programs here have been doing (e.g., CSOM) over the last few years? Honors-CLA, which currently has about 62% of the total of Honors students on this campus, has gone from its traditional goal of 300 new Honors freshmen per year to 339 in 2002, 416 in 2003, and 435 in 2004. This was not done by lowering standards for Honors, but by actively recruiting more high-ability students. This of course has helped to improve the profile of CLA’s entire freshman class. It should also be stressed that this has happened through aggressive recruiting and aggressive restructuring of College scholarship moneys to create more attractive four-year packages. (Again, it is above all **more money for scholarships** that will help recruit more high-ability students.)

It is also unclear how the admissions standards in the Strategic Positioning report have been selected; the top tenth percentile in terms of high school rank and in terms of ACT and/or SAT scores is actually lower than the average for the students CLA has admitted to Honors this spring—and thus university-wide, such standards would bring in far more than 300 students. Restricting incoming Honors students to 300 per year would mean much more elite standards. Why is the Honors College limited to incoming freshmen who would stay in the program for only two years? This would deny access to the most prestigious Honors experience at Minnesota to students who had mediocre high school records but who improved at the university—included in this group of students denied access to this experience would be transfer students. If access to excellence is the goal, such students ought to have the chance for later access to such a program. Should not the best Honors experience at Minnesota be integrated into the junior-senior years, when students have more opportunities to do independent research in their specific fields?

While there is definitely room for improvement in Honors education at the University of Minnesota, and while the Task Force should be congratulated for proposing a bold new investment in Honors university-wide, it is to be hoped that a careful discussion with regard to implementation of such an investment will be conducted. It will be also important to consider building on the strengths of what has already been achieved in Honors education on this campus.