

**CONSECUTIVE MEETINGS OF:**

**THE UNIVERSITY SENATE  
THE FACULTY SENATE**

**THURSDAY, NOVEMBER 29, 2007**

**2:30 - 5:00 P.M.**

**25 Mondale Hall--Twin Cities Campus  
308 Selvig Hall--Crookston Campus  
Kirby Student Center Garden Room--Duluth Campus  
3500 Science Building--Morris Campus**

This is a consecutive meeting of the University Senate and Faculty Senate. There are 247 voting members of the University Senate and 166 voting members of the Faculty Senate. 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. ADMINISTRATIVE RESPONSES TO SENATE ACTIONS  
Information**

**Faculty Senate**

**Course Numbering Policy**

Approved by the: Faculty Senate October 4, 2007  
Approved by the: Administration October 30, 2007  
Approved by the: Board of Regents – no response required

**2. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY**

**FACULTY/ACADEMIC PROFESSIONALS/STAFF**

Daphne Berdahl  
Professor  
Anthropology  
1964 – 2007

David Evertz  
Professor  
HHH Institute of Public Affairs  
1947 – 2007

Donald F. McGavisk  
Physician  
Boynton Health Service  
1931 – 2007

David W. Thompson  
Professor  
Theatre Arts and Dance  
1917 – 2007

John Verby Jr.  
Professor  
Medical School  
1923 – 2007

Marion B. Wallace  
Professor  
Entomology  
1917 – 2007

Julius F. Wolff  
Professor  
Political Science – Duluth  
1918 – 2007

Nassif A. Youssif  
Professor  
Library Collection Development and Management  
1939 – 2007

### **STUDENTS**

Edward A. Bump  
Carlson School of Management

Katherine A. Olson  
College of Continuing Education

Jeff Stoll  
University of Minnesota – Crookston

### **3. INTRODUCTIONS**

Vice President Steven Rosenstone, Scholarly and Cultural Affairs;  
Chancellor Stephen Lehmkuhle, University of Minnesota-Rochester  
(10 minutes)

### **4. SENATE CONSULTATIVE COMMITTEE REPORT (5 minutes)**

### **5. FACULTY AFFAIRS COMMITTEE Resolution on Retiree Benefits Action by the University Senate (10 minutes)**

#### **MOTION:**

The University Senate recommends that the University:

1. Develop a system-wide process to:

- a) invite all retiring employees to contribute their skills to the University after formal retirement;
- b) distribute timely information to employees concerning benefits, privileges, and opportunities of retirees;
- c) oversee the provision of benefits provided by colleges and departments, not only to retired professors, but also to civil service and professional and administrative staff;
- d) amend the Regents Policy on Faculty Emeriti and the Regents' Conflict Resolution Policy to include all retired faculty, civil service and professional and administrative employees; and
- e) always use gender-inclusive language such as "retired faculty" instead of "emeriti faculty." When referring to individuals, of course the traditional "Professor Emeritus" and "Professor Emerita" are appropriate.

2. Coordinate and facilitate the service of retirees in the areas of

- a) mentoring new or junior University faculty members,
- b) participating in advisory teams for interdisciplinary centers,
- c) teaching courses,
- d) advising and examining undergraduate and graduate students where needed,
- e) mentoring or tutoring individual undergraduate or graduate students in their specialties, such as in English language acquisition for foreign students, in writing, in developing library skills, or in orientation to the University beyond the students' regular classroom instruction,
- f) serving on University search committees, development committees, or governance committees, where appropriate and when needed by the University, and serving as advocates for the University in situations where the University's needs and the retirees' abilities and concerns match.

3. Implement the Regents' Policy concerning "listing in directories" to include retired faculty, civil service and professional and administrative retirees in all directory listings and Web sites at every level.

4. Ensure that achievements and honors of retirees be noted systematically in college and University publications, such as possibly having a designated retirees section in the Provost's Academic Update and similar materials.

5. Host an annual reception honoring all retirees (faculty, professional and administrative employees, and civil service staff) of the previous twelve months, with the University president and some members of Board of Regents present.

6. Consider the establishment of a University-supported Retirement Center.

(Note: There are numerous models around the country for relationships of retirees groups with the universities. Some retirees' associations are arms of the university, some are entirely separate but related in the manner of student organizations or a faculty union, some are

members of parallel bodies like alum associations. The University of Minnesota has a volunteer center sponsored by retirees, the University Retirees Volunteer Center, and also the University of Minnesota Retirees Association (UMRA). Looking at the model that is being developed at the University of Wisconsin at Madison, The Senate recommends that SCFA begin discussions with appropriate administrative officers about the possibility of establishing a University-supported Retirement Center along the lines of the Madison proposal. [See Web link <http://www.secfac.wisc.edu/senate/2006/1204/1958.pdf>.] Such a center might consolidate budget, space, activities and authority for its retirees within the University and focus the organization of retired persons who might be helpful to the University when they are needed.)

#### **COMMENT 1:**

The Faculty Retirees' Bill of Rights was adopted by the Senate on April 16, 1998, and the Regents included most of it in their Policy on Faculty Emeriti (July 14, 2000). The UMRA Web site (<http://www.umn.edu/umra>) prominently displays these policies.

The 1998 Senate Resolution points out that in addition to pension and health plans, "many emeriti[/ae] wished to retain a connection with the University by volunteering or contracting their services, continuing their research, or working with students, affirmed that such continuing ties brought substantial benefits to retirees and University alike, and urged that policies be developed for dealing with such activity."

The Regents Policy on Faculty Emeriti further elaborates that "the University shall provide the following privileges and services to a faculty emeritus[/a] equal to those provided to regular faculty:

- 1) email accounts;
- 2) library privileges;
- 3) listing in the University directory;
- 4) some faculty discounts offered by the University as identified in the administrative procedures; and
- 5) other services of a cost and nature similar to those listed above and as identified in the administrative procedures." (Administrative Procedures document approved by University Senate April 20, 2000)

In addition, a November 2004 report sponsored by President Robert Bruininks and Senior Vice President for Administration Robert Jones and conducted by Professor Carole J. Bland, Director of Research in Family Medicine, concludes that late-career senior faculty desire the following ten institutional relationships and benefits following retirement:

- 1) health care benefits (98%),
- 2) intellectual stimulation,
- 3) emeritus status (80%),
- 4) library privileges (majority),
- 5) office access (majority),

- 6) part-time teaching opportunities (majority),
- 7) parking privileges (majority),
- 8) faculty association (40%),
- 9) institutional volunteer roles (33%), and
- 10) institutional fundraising roles (21%).

Some of these--emeritus/a status, library privileges, office space where available, teaching and office services use possibilities, and parking privileges--are available either by University arrangements, UMRA negotiations, or through the University Retirees Volunteer Center. Although outstanding opportunities have been made available to many retired faculty through their departments and colleges, recent discussions in UMRA have revealed that policies regarding retirees have been unevenly implemented and do not include some important matters. The UMRA goal is to seek to have them available to all. SCFA would like to explore the possibilities, with the support of the Faculty Senate.

**GEOFFREY SIRC, CHAIR  
FACULTY AFFAIRS COMMITTEE**

**COMMENT 2:**

To: Geoffrey Sirc, Chair, Senate Committee on Faculty Affairs

From: Pam Stenhjem, Chair, Council of Academic Professionals & Administrators

Re: Proposal for the Enhanced Recognition of Retirees

Date: November 16, 2007

The Council of Academic Professionals and Administrators (CAPA) notes the passage by the Senate Committee on Faculty Affairs (SCFA) of a Proposal for the Enhanced Recognition of Retirees (attached) to be presented to the University Senate at its November 29 meeting.

Based upon discussions with Earl Nolting, the University of Minnesota Retirees Association (UMRA) liaison to CAPA, and statements made by individual employees, CAPA believes the application of existing University retiree benefits and the offering of retiree volunteer opportunities on campus is applied inconsistently at the University. Statements from individual employees have revealed confusion among current P&As and other employee groups about the benefits and opportunities available to University retirees.

CAPA believes that University retirees are an invaluable resource to the University. Retirees provide a deep and diverse source of organizational history and culture, as well as crucial talents and experience that can be utilized for the benefit of the entire University community.

Therefore, CAPA supports this proposal and the continued discussion of a system-wide process to:

- provide accurate retiree benefit information to all employees in timely and accessible ways;
- build and sustain a predictable University-wide system for application of those benefits;

- offer and facilitate volunteer and other service opportunities for retirees with University units and programs;
- find meaningful occasions to celebrate and honor retiree accomplishments and contributions to the University and the community; and
- explore the establishment of a University-supported Retirement Center for the benefit of all University retirees.

CAPA strongly advocates for a broad inclusion of all employee groups when retiree benefits and opportunities are discussed, particularly regarding the formation of a system-wide process to facilitate the retiree benefits and service opportunities outlined in the proposal.

CAPA stands ready to support continued work on behalf of University retirees and asks that all appropriate governance and representative groups on campus, including University Civil Service Committee, UMRA, Senate Benefits Advisory Committee, CAPA, and CAPA's Benefits & Compensation Committee, be included in discussions and planning.

CAPA applauds UMRA's and SCFA's work to bring this proposal forward to the Senate and looks forward to continued, collaborative dialogue and work on retiree benefits for all University employees.

**6. UNIVERSITY SENATE BYLAW AMENDMENT**  
**Advisory Committee on Athletics Charge**  
**Action by the Twin Cities Delegation**  
**(2 minutes)**

**MOTION:**

To amend Article II, Section 5(A) of the University Senate Bylaws as follows (language to be deleted is ~~struck out~~; language to be added is underlined). As an amendment to the University Senate Bylaws, the motion requires either a majority of all voting members of the Twin Cities Delegation (113) at one regular or special meeting, or a majority of all voting members of the University Senate present and voting at each of two meetings. This is the first meeting at which this motion is being presented.

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

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**5. University Senate Committee Charges**

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**A. ADVISORY COMMITTEE ON ATHLETICS**

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**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 ~~Senate Consultative Committee~~ Faculty Committee on Committees, 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 ~~Senate Consultative Committee~~ Faculty Committee on Committees, 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, or another member of the tenured faculty;

(6) four (4) students, two of whom will be appointed by the President after consultation with the ~~student members of the Senate Consultative Committee~~ Student Committee on Committees, 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 Twin Cities Delegation. ~~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.

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#### **COMMENT:**

The Senate Consultative Committee (SCC) is recommending that the process for appointing the members of the Advisory Committee on Athletics (ACA) be placed in the hands of the Committee on Committees. SCC was given responsibility for appointing the members in the wake of the most recent Twin Cities campus basketball scandal, when it was thought important that the executive committee of the University Senate keep a watchful eye on the relationship between the athletic program and the academic programs in which student-athletes are enrolled.

While SCC continues to believe that ACA plays an important role on the campus, SCC finds it is not the best group to make such appointments. The Faculty Committee on Committees regularly considers lists of faculty in various colleges and departments and both committees solicit expressions of interest from faculty, academic professionals, and students in serving on Senate committees. SCC has no ready mechanism to identify individuals for committee service, so must rely on who SCC members may know personally. SCC is also sufficiently obligated in other

ways that the task of identifying ACA members sometimes falls by the wayside, to the disadvantage of ACA.

SCC thus recommends that the Faculty Committee on Committees and the Student Committee on Committees be given this responsibility.

The language beginning "Initial appointments. . . ." is to be deleted because those provisions are elsewhere in the University Senate bylaws and apply to all University Senate committees. There is no need to repeat the language here.

**GARY BALAS, CHAIR  
SENATE CONSULTATIVE COMMITTEE**

**7. UNIVERSITY SENATE BYLAW AMENDMENT  
Disabilities Issues Charge  
Action by the University Senate  
(2 minutes)**

**MOTION:**

To amend Article II, Section 5(C) of the University Senate Bylaws as follows (language to be deleted is ~~struck out~~; language to be added is underlined). As an amendment to the University Senate Bylaws, the motion requires either a majority of all voting members of the University Senate (124) at one regular or special meeting, or a majority of all voting members of the University Senate present and voting at each of two meetings. This is the first meeting at which this motion is being presented.

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

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**5. University Senate Committee Charges**

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**C. DISABILITIES ISSUES COMMITTEE**

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**Membership**

The Disabilities Issues Committee shall be composed of at least 7 faculty members, 2 academic professional members, ~~2~~ 4 students (~~at least one two graduate/professional and one two undergraduates~~), 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.

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**COMMENT:**



The Disabilities Issues Committee would like to double the number of students serving so the committee receives input from a larger number of students and represents a broader student viewpoint.

**ALEX LUBET, CHAIR  
DISABILITIES ISSUES COMMITTEE**

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

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

Questions to the President should be submitted in writing to the University Senate office no later than Tuesday, November 27, 2007. The President may also choose to take questions from the floor.

**10. UNIVERSITY SENATE OLD BUSINESS**

**11. UNIVERSITY SENATE NEW BUSINESS**

**12. UNIVERSITY SENATE ADJOURNMENT**

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**THIS CONCLUDES THE UNIVERSITY SENATE BUSINESS.  
THE SUBSEQUENT ITEMS ARE FACULTY SENATE BUSINESS ONLY.**

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**MEETING OF THE FACULTY SENATE**

**13. FACULTY CONSULTATIVE COMMITTEE REPORT  
(5 minutes)**

**14. FACULTY LEGISLATIVE LIAISON UPDATE  
(5 minutes)**

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**MOTION A  
Consent Agenda  
Action by the Faculty Senate  
(2 minutes)**

Agenda Items 15. and 16. are offered as a “Consent Agenda” to be taken up as a single item with one vote. Any item will be taken up separately at the request of a senator.

**15. FACULTY SENATE BYLAW AMENDMENT  
Nominating Committee Charge  
Action by Twin Cities Faculty Delegation**

**MOTION:**

To amend Article IV, Section 5(K) of the Faculty Senate Bylaws as follows (language to be deleted is ~~struck out~~; language to be added is underlined). As an amendment to the Faculty Senate Bylaws, the motion requires either a majority of all voting members of the Twin Cities Faculty Delegation (80) at one regular or special meeting, or a majority of all voting members of the Faculty Senate present and voting at each of two meetings. This is the first meeting at which this motion is being presented.

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

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**5. Faculty Senate Committee Charges**

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**K. NOMINATING COMMITTEE**

The Nominating Committee is responsible for identifying Twin Cities faculty candidates for the Committee on Committees and for the Faculty 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~~. 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 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 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 provided that the petition is in the hands of the clerk of the Senate the day before the Twin Cities Faculty Delegation meeting; (2) nomination on the floor of the Twin Cities Faculty Delegation. In the event there are additional nominations, the 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 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 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 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 Nominating Committee 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.

### **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 Faculty Consultative Committee. These candidates shall be announced in the Twin Cities Faculty Delegation docket for 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 Senate the day before the Twin Cities Faculty Delegation meeting; (2) nomination on the floor of the Twin Cities Faculty Delegation. The 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 Twin Cities Faculty Delegation. Election procedures shall be in accordance with Article III, Section 3, of the 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.~~

1. The faculty candidates for the Committee on Committees shall be announced in the Twin Cities Faculty Delegation docket 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 Twin Cities Faculty Delegation, provided that the petition is in the hands of the clerk of the Twin Cities Faculty Delegation the day before the Twin Cities Faculty Delegation meeting; (2) nomination on the floor of the Twin Cities Faculty Delegation. At the meeting when the slate is presented and approved, the Twin Cities Faculty Delegation shall elect by secret ballot members of the Committee on Committees for three-year terms. In case of a tie, the clerk shall choose the successful candidate by lot.

~~2. 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 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.
- d. To oversee the conduct of the elections of the members of the Committee on Committees and the Twin Cities members of the Faculty Consultative Committee.
- e. To report to the Faculty Consultative Committee ~~or the Council of Academic Professionals and Administrators~~ any issues or problems it encounters which require the attention of the Twin Cities Faculty Delegation ~~or the Council of Academic Professionals and Administrators.~~

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**COMMENT:**

The Faculty Consultative Committee recommends that the P&A members of the Nominating Committee be removed. The reason is that by the terms of another bylaw amendment on this docket, the Council of Academic Professionals and Administrators (CAPA) will make P&A appointments to the Faculty Committee on Committees, so the Nominating Committee will only be responsible for faculty nominations to the Faculty Committee on Committees (as well as for the nomination of Faculty Consultative Committee members).

**CATHERINE FRENCH, CHAIR  
NOMINATING COMMITTEE**

**16. FACULTY SENATE BYLAW AMENDMENT  
Committee on Committees Charge  
Action by the Faculty Senate**

**MOTION:**

To amend Article IV, Section 5(G) of the Faculty Senate Bylaws as follows (language to be deleted is ~~struck out~~; language to be added is underlined). As an amendment to the Faculty Senate Bylaws, the motion requires either a majority of all voting members of the Faculty Senate (84) at one regular or special meeting, or a majority of all voting members of the Faculty Senate

present and voting at each of two meetings. This is the first meeting at which this motion is being presented.

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

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**5. Faculty Senate Committee Charges**

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**G. FACULTY COMMITTEE ON COMMITTEES**

**Faculty Committee on Committees**

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**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 from the Morris campus. 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. 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. 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.
- 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.
- 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 recommend to the Student Committee on Committees, the Senate Committee on Committees, and the Faculty Consultative Committee such actions or policies as it deems appropriate.

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**COMMENT:**

With the change to the Nominating Committee charge, language is needed in the Committee on Committees charge to address appointment of academic professionals to the Committee on Committees. The new language puts into writing the arrangement that has been used for two years.

**PERRY LEO, CHAIR  
FACULTY COMMITTEE ON COMMITTEES**

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**END OF MOTION A**

**17. FACULTY SENATE BYLAW AMENDMENT  
Faculty Academic Oversight Committee on Intercollegiate Athletics Charge  
Action by the Twin Cities Faculty Delegation  
(2 minutes)**

**MOTION:**

To amend Article IV, Section 5(E) of the Faculty Senate Bylaws as follows (language to be deleted is ~~struck-out~~; language to be added is underlined). As an amendment to the Faculty Senate Bylaws, the motion requires either a majority of all voting members of the Twin Cities Faculty Delegation (80) at one regular or special meeting, or a majority of all voting members of the Faculty Senate present and voting at each of two meetings. This is the first meeting at which this motion is being presented.

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

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**5. Faculty Senate Committee Charges**

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## **E. FACULTY ACADEMIC OVERSIGHT COMMITTEE FOR INTERCOLLEGIATE ATHLETICS**

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### **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 Faculty Consultative 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 Twin Cities Faculty Delegation. All members shall be nominated by the Faculty Committee on Committees with the approval of the 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 Faculty Consultative Faculty Committee on Committees designates the chair of the committee.

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### **COMMENT:**

The Faculty Consultative Committee (FCC) is recommending that the process for appointing the members of the Faculty Academic Oversight Committee for Intercollegiate Athletics (FAOCIA) be placed in the hands of the Committee on Committees. FCC was given responsibility for appointing the members in the wake of the most recent Twin Cities campus basketball scandal, when it was thought important that the executive committee of the Faculty Senate keep a watchful eye on the relationship between the athletic program and the academic programs in which student-athletes are enrolled.

While FCC continues to believe that FAOCIA plays an important role on the campus, FCC finds it is not the best group to make such appointments. The Faculty Committee on Committees regularly considers lists of faculty in various colleges and departments and solicits expressions of interest from faculty in serving on Senate committees. FCC has no ready mechanism to identify individuals for committee service, so must rely on who FCC members may know personally. FCC is also sufficiently obligated in other ways that the task of identifying FAOCIA members sometimes falls by the wayside, to the disadvantage of FAOCIA and faculty interests generally.

FCC thus recommends that the Faculty Committee on Committees be given this responsibility.

The language beginning "The term of office. . . ." is to be deleted because those provisions are elsewhere in the Faculty Senate bylaws and apply to all Faculty Senate committees. There is no need to repeat the language here.

**GARY BALAS, CHAIR  
FACULTY CONSULTATIVE COMMITTEE**

**18. EDUCATIONAL POLICY COMMITTEE  
FACULTY AFFAIRS COMMITTEE  
FACULTY CONSULTATIVE COMMITTEE  
Revisions to the Policy and Protocol on the Student Rating  
and Peer Evaluation of Teaching  
Action by the Faculty Senate  
(30 minutes)**

**MOTION:**

To amend the Policy and Protocol on the Student Rating and Peer Evaluation of Teaching as follows (language to be deleted is ~~struck out~~; language to be added is underlined).

**Policy and Protocol on the Student Rating and Peer Evaluation of Instruction**

**PREAMBLE**

The University of Minnesota seeks to achieve instruction of the highest quality so that students learn to their maximum potential. The student rating and peer evaluation of instruction is one way to help ensure excellence in instruction, so the Faculty Senate adopts the following policy and protocol ~~on evaluation of instruction~~.

There are at least three reasons to rate and evaluate instruction: (1) to improve instruction, (2) to provide information for (a) salary and promotion decisions based on merit and (b) faculty tenure decisions, and (3) to assist students in course selection. This policy and protocol is intended to meet all three objectives. With respect to the second, the purpose of this policy and protocol is to define what shall constitute adequate documentation for student and peer review of faculty and instructional staff teaching contributions.<sup>1</sup>

The required student rating and peer evaluation of teaching for tenure and promotion decisions must have two major components, peer review and student rating evaluation of teaching. Academic units must make provisions for peer review for faculty being considered for tenure, promotion, and salary increases, and for other instructional staff being considered for reappointment, promotion, and salary increases. The peer review information for individuals is to be supplemented by information from student rating evaluations of all their courses.

Students must be made aware that their ratings will be used in making personnel decisions. A small number of questions, common to all courses throughout the University, will be used in the student rating evaluations of instruction. The use of common questions provides one means of making judgments on teaching effectiveness University-wide and allows calculation of statistical norms. This type of information can be used with other types to identify very good instructors who deserve rewards as well as instructors who may need assistance in improving their classroom effectiveness. This information does not have the resolution necessary to allow fine discrimination between instructors in intermediate categories. In addition to questions that request a numerical response, survey forms must include provisions for written comments by students.

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<sup>1</sup> In this policy and protocol, the term "instructor" includes all who deliver instruction regardless of academic rank, appointment status, and so on. At some points in the policy, there will be a distinction between (1) tenured and tenure-track faculty, and (2) all others who deliver instruction; in the latter case, the language will refer to faculty and instructional staff.



## POLICY

--Every course with a University course number shall be evaluated by the use of student rating forms every time it is offered, except that thesis-only credits, directed or independent study, internships, and classes with fewer than five students shall not be evaluated using such forms.<sup>2</sup> A department that wishes permanently to exempt a course or courses from use of the standard student ratingevaluation form must receive written approval from the Senate Committee on Educational Policy.<sup>3</sup>

Data and information from student ratingsevaluations shall not be used in isolation from peer evaluation and (for faculty) research and service in evaluating faculty and instructional staff.

The directions for students written on the student rating forms should stress the three purposes of the form: ratingevaluation of instructors, improvement of teaching, and assistance to future students in selecting courses (the "student release" questions). The instructions should be written in a manner that will motivate students to complete the forms. The instructions should explain why demographic data are being collected.

The student rating forms shall be anonymous. Instructors may require students to participate in course ratingsevaluations but any system for gathering student ratingsevaluations, whether paper or electronic, shall include an opt-out provision allowing students to decline to respond to questions,

--Students may not be required to fill in a student rating form for any course. This provision applies to all courses at the University, including multiple-instructor courses that are otherwise covered by a different ratingevaluation protocol.

--The teaching performance of all instructors, regardless of their academic rank or tenure status, is subject to student ratings and peer evaluation. This policy and protocol applies to all instructors regardless of whether they are tenure-track/tenured, term/P&A, or adjunct faculty or hold any other kind of teaching appointment at the University. Specific provisions are noted for tenured and tenure-track faculty.

--Personnel decisions (e.g., merit and salary reviews, promotion, tenure for tenure-track faculty) for all faculty and instructional staff whose salary is based in any part on teaching shall include review by appropriate department, college, and University officers, as set forth in pertinent rules and policies, all numeric data from the teaching ratingevaluation forms from their courses.

--For tenured and tenure-track faculty, faculty peers must evaluate course objectives and syllabi, handouts, assignments and tests, theses and dissertations, and examples of graded student work in order to measure their quality and appropriateness. Faculty and instructional staff must do the same for all other instructors who are not tenured or tenure-track faculty. Peers must also assess the instructor's knowledge of the subject matter, contributions to departmental teaching efforts, and any other teaching contributions, such as development of new courses or innovative instructional materials, authorship of texts or laboratory manuals, or publications on discipline-specific teaching techniques. Peer review could also include assessment of student performance

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<sup>2</sup> The Senate Committee on Educational Policy will appoint an ad hoc subcommittee to develop guidelines for departments to evaluate small classes, internships, directed/independent study, and so on. Those guidelines do not have to be in place to adopt this policy.

<sup>3</sup> This policy and protocol shall apply to student evaluation of courses having no more than two instructors. In other cases departments and/or colleges that wish to develop alternative evaluation procedures must seek written approval from SCEP. SCEP is open to discussion with units in which student evaluation procedures must meet national accreditation standards.

on certification exams (if appropriate to the discipline), survey of the extent of mentoring and participation in other activities related to instruction, or assessment of an instructor's classroom performance via personal visit or videotaping of the class.<sup>4</sup>

--The information collected pursuant to this policy to evaluate teaching effectiveness for personnel decisions remains confidential.<sup>5</sup> The results must be shared with the faculty member being reviewed. Access to information on a specific instructor must be restricted to those responsible for decisions on reappointment (where applicable), promotion, tenure (where applicable), and salary adjustments.

--Faculty must always be allowed to respond to student rating results when those results are used for performance evaluation; faculty members must be permitted to add written comments to their files

--All student ~~rating evaluation~~ data used in personnel decisions must be accompanied by the response rates for the data.<sup>6</sup>

--Responsibility for implementing the provisions of this policy and protocol rests with the Senior Vice President for Academic Affairs and Provost, the Senior Vice President for the Health Sciences, deans and department heads, all of whom must clearly convey to faculty the emphasis being placed on teaching in decisions regarding promotion, tenure, and merit-pay increases.

--Department heads and chairs should be evaluated in part on the extent to which they effectively implement this policy and protocol.

## **PROTOCOL**

--Department heads and tenure and promotion review committees will be provided with comprehensive information on the interpretation and use of student rating data (including questions of reliability and validity) in making personnel decisions, and information on practices of peer evaluation of instruction.<sup>7</sup>

--The student rating form shall contain the following questions, with the verbal anchors as identified:

1. The instructor was well prepared for class.
2. The instructor presented the subject matter clearly.
3. The instructor provided feedback intended to improve my course performance.
4. The instructor treated me with respect.
5. I have a deeper understanding of the subject matter as a result of this course.

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<sup>4</sup> It is to a faculty member's benefit to prepare and regularly update a teaching portfolio that contains materials that will be considered during his/her evaluation. This policy is not meant to exclude continued use of other mechanisms for peer review that may already be in place in academic units, such as classroom visitation.

<sup>5</sup> As required by Minnesota state law at the time this policy is adopted.

<sup>6</sup> The Senate Committee on Educational Policy is concerned about the very low response rates when students are asked to fill out evaluation forms on the web, outside of class.

<sup>7</sup> Responsibility for providing this information rests with the Senior Vice President for Academic Affairs and Provost, the chancellors, and the deans. Training for new department heads/chairs and for deans should include this information as well.

6. My interest in the subject matter was stimulated by this course.

--Each of the six questions will have the following scale attached to it on the form that is provided to students:

- 6-Strongly Agree
- 5-Agree
- 4-Somewhat Agree
- 3-Somewhat Disagree
- 2-Disagree
- 1-Strongly Disagree

Open Ended Questions

1. What did the instructor do that most helped your learning?

2. What could you have done to be a better learner?

3. Additional Comments.

~~How would you rate the instructor's overall teaching ability?~~

~~1 2 3 4 5 6 7~~

~~Very Poor Satisfactory Exceptional~~

~~How would you rate the instructor's knowledge of the subject matter?~~

~~1 2 3 4 5 6 7~~

~~Very Poor Satisfactory Exceptional~~

~~How would you rate the instructor's respect and concern for students?~~

~~1 2 3 4 5 6 7~~

~~Very Poor Satisfactory Exceptional~~

~~How much would you say you learned in this course?~~

~~1 2 3 4 5 6 7~~

~~Almost Nothing Amount Expected An Exceptional Amount~~

~~--All student rating forms shall have spaces for two questions permitting open ended comments: "Describe things about the course that you found helpful" and "What suggestions do you have for improving the course?"~~

~~--The disposition of written comments on student ratingevaluation forms shall be decided by each college or campus.~~

~~Faculty and departments are free to add additional open-ended questions to the required form, but such questions will be in addition to rather than replace the required questions.~~

~~--Directions given on student ratingevaluation questionnaires will include the following statement:~~

~~"Your responses to this questionnaire are important because they will be used in tenure, promotion and salary decisions for your instructor. Your thoughtful written comments are especially requested, and may help your instructor improve future course offerings. The results~~

of this ~~rating-evaluation~~ (including the ~~ratingevaluation~~ forms) will not be returned to the instructor until after the final grades are submitted for this course."

--The ~~ratingevaluation~~ form will ask for information on the student's major, GPA and class year, as well as whether or not the course is in the student's major and whether the course is required or elective for the student. There will also be a request, marked optional, for information on the student's age, gender, and race or ethnicity. [Note: Information about the class size and type (lab, lecture, seminar, etc.) will be included, but this information will be compiled elsewhere.]<sup>8</sup>

--The following question shall be included in the demographic section of the student ~~ratingevaluation~~ form. The data from this question shall be linked to specific building and room numbers and the summary data by room number shall be provided to the chief academic officer and appropriate classroom management office on each campus to help guide decisions on facilities resource allocation.<sup>9</sup>

How would you rate the physical environment in which you take this class, especially the classroom facilities, including the effect of the environment on your ability to see, hear, concentrate, and participate?

1 2 3 4 5 6 7

Very Poor Satisfactory Exceptional

-- The instructions on the ~~ratingevaluation~~ forms shall state that harassing comments or comments on irrelevant factors are not helpful for evaluation of instruction. Faculty should be provided with guidelines on how to process and interpret open-ended student comments, particularly those that are inappropriate.

-- Administering student ~~ratingsevaluations~~ will be the responsibility of each instructional unit. Student ~~ratingsevaluations~~ used in promotion and salary decisions will be administered at the beginning of a class period, during the last two weeks of instruction for the term. The instructor may give instructions but must not be present while the forms are being completed and collected. The ~~rating formsevaluations~~ will be handed out, completed, and collected without the instructor being present. Once collected, ~~ratingsevaluations~~ will be put in a sealed envelope or box. It is suggested that a student be asked to hand out and collect the forms. Each instructional unit shall develop its own practices for ensuring that the completed forms are delivered to the appropriate office. If the forms are delivered to the department office, the department should deliver the envelopes to the data processing center without opening the envelopes. The instructor must never touch or see completed forms until after grades are turned in.

--Each campus will determine the appropriate manner of administering and evaluating student ~~ratingevaluation~~ forms. To facilitate tabulation of the results of standardized questions on the student ~~ratingevaluation~~ forms, each campus administration will provide the instructor and the unit chair/head with a summary of the data; the original questionnaires will be returned to the instructor. This summary will include appropriate statistical characterization of the responses to each question and, where a statistically meaningful data base exists, comparison to the responses for the same question on a campus, college, department, and program basis. To make comparative analysis more meaningful, there will also be comparisons on the basis of class type

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<sup>8</sup> Age/gender/ethnicity information shall be requested because the information obtained can be useful to instructors in demonstrating how different groups respond to his/her teaching; problems with different race/gender/age groups can be identified and addressed. Other personal information--class year, GPA, major, and whether the class was elective or required--will be requested (not marked optional) because these factors have been shown in prior research to have an effect on student evaluations.

<sup>9</sup> Variants of this question should be developed for classes that use multiple rooms, for field study class, for on-line classes, and for other classes that differ from the lecture-in-one-room format.

(e.g., large lecture, small discussion, laboratory, upper or lower division, elective, needed to meet university or major requirements). As resources permit, other types of statistical processing and comparisons may be added at the request of faculty or instructional units.

-- Every instructional unit shall have a policy on peer review of faculty and instructional staff teaching efforts and contributions to teaching, both for purposes of promotion decisions and for teaching-based salary increases. Each unit shall determine what documentation will be used for peer review, and (for faculty) how to evaluate theses and dissertations as well as (for all instructors) samples of graded student work. The documentation is to be used as a basis for evaluating the instructor's knowledge of the subject matter as well as the quality of the instructor's instructional activities. Each unit shall determine who shall have access to the documentation for purposes of peer review, and which materials will be retained for future reference.

The documentation shall reflect what each unit determines to be an appropriately cumulative record of the instructor's contributions to the instructional mission of the University. It is the responsibility of the instructor to update the documentation regularly. It is the responsibility of the unit to retain appropriate portions of this material, including cumulative summaries of student rating evaluations of the instructor's courses. Each unit shall assume responsibility for maintaining the confidentiality of commentaries or conclusions based on the contents of the documentation.

The documentation for each instructor shall contain an appropriately cumulative listing of courses taught by the instructor, a comprehensive syllabus for each course, and examples of exams, assignments and handouts prepared by the instructor. Units may also wish to include, where appropriate, a listing of undergraduate and graduate students undertaking independent study under the supervision of the instructor, information about student performance on certification exams, and a listing of other activities that pertain to the teaching mission of the unit (e.g. participation in teaching-related committee work or curriculum development, publication of textbooks or study guides, participation in educational development programs, etc.) Documentation may also include a one- to-two page self-assessment of the instructor's teaching strengths and weaknesses. Instructors have the option of adding any other materials they believe are indicative of their contributions to teaching.

--Instructors are encouraged to adopt a mid-semester course rating evaluation process so that the course can be improved as it is delivered.

--The student rating evaluation form shall also include the following questions, the responses to which shall, with the consent of the instructor, be made available to students.<sup>10</sup> The responses to these questions may not be used in any reappointment, promotion, salary, or (for tenure-track faculty) tenure decisions.

**[NOTE: The Senate has delegated to the Senate Committee on Educational Policy (SCEP) final authority to approve new questions to be used; they will be inserted here. As of the November 29, 2007 Faculty Senate meeting, SCEP has approved a new set of student-release questions, but they were developed before the six mandatory questions now included in this policy and there is overlap between the two sets. SCEP is discussing with the Student Senate the possibility that the student-release questions will be revised or that some alternative system of identifying highly-rated instructors will be used. This issue does not need to be resolved in order for the Faculty Senate to adopt this policy.]**

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<sup>10</sup> On the web, for instance.

--In addition to the questions required by the preceding sections of this policy, a question bank will be provided for the student ratingevaluation process.<sup>11</sup> The questions would be supplemental to the required questions, would be selected by the instructor, and would be used primarily for improving teaching. Because the supplemental questions from the question bank are to be used for improving teaching, summary results should go to the instructor only. Use of supplemental questions from the question bank is optional. Provision will be made for instructors, should they choose, to add a reasonable number of custom questions that are not included in the bank.

Departments or schools may also require questions from the question bank or from other sources to be used on all forms used in their area. These additional required questions could be used either for ratingevaluation of instructors or for improving teaching, courses or programs. If for the ratingevaluation of instructors, summary results should go to the department. If for improvement of teaching, courses, or programs, summary results should go to the instructor only if the results are to be used by the instructor, or to curriculum committees if the results are to be used for program improvements. Data from questions that are to be used only for improving teaching should not be released by the University to anyone other than the instructor. Data from questions that are to be used for program improvements may be released to department heads and curriculum committees.

--Departments shall develop and make available to instructors a written policy that defines (1) which data from student rating forms will be used for personnel decisions and available to department heads and committees charged with reviewing instructor performance, and (2) which data will be made available to curriculum committees for improving courses and programs. (It is assumed that all information from the ~~sixfour~~ required questions will be used for personnel decisions; the written policy required by this section refers to any additional questions that a unit may require on the ratingevaluation forms.)

--Department and college administrators should be held accountable for timely assessment of the evaluative materials assembled for each faculty member. However, for peer review of the documentation for the purpose of promotion or of teaching-related merit pay increases, the faculty in each unit should be free to decide whether they want their dean or head or chair to take responsibility for assessing the quality of teaching, on the basis of the materials, or whether they prefer that the evaluation be done by an advisory group from within the unit or college.

--Each semester, an appropriate University administrator should send a message to every instructor who is receiving data from a course ratingevaluation with a request to make the release questions available to students.<sup>12</sup>

When adopted, this policy and protocol replaces all earlier policies, protocols, and questions approved by the University or Faculty Senates.

#### **COMMENT:**

The Senate Committee on Educational Policy (SCEP) and the Senate Committee on Faculty Affairs (SCFA) appointed an ad hoc committee to analyze the current SET form in light of research on teaching and principles of good practice on evaluation. The committee was chaired

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<sup>11</sup> The University administration will provide the question bank on a website.

<sup>12</sup> Reminders each semester coupled with a very easy method to grant permission should increase the number of instructors who choose to release their data. The course release information should be cataloged by course along with instructor and should have a link at the entry for the course in the on-line Course Guide. This will make it easier for students to find information about a course.

by Dr. David Langley, Center for Teaching and Learning, and included faculty, instructional staff, and professional/administrative staff.

Over a five month period, the committee a) examined the structure of well-established rating forms, b) constructed criteria to guide the development of a new form, c) identified core items appropriate for diverse courses, d) deliberated on an appropriate measurement scale, and e) provided an optional, early semester form focused on instructional development and feedback. In addition, a bank of supplemental student rating statements to augment the six core items is under construction.

The results continue to meet Senate policy on the purpose of the form, i.e., instructional improvement, information for salary, promotion, tenure, and merit raises, and assisting students in course selection. The research-based rating form comprises a wide set of constructs known to influence effective teaching and learning. In addition, the final report of the committee emphasizes the importance of multiple approaches for documenting teaching performance.

The ad hoc committee brought its recommendations to SCEP and SCFA. Both committees deliberated several times about the wording of the questions. The committees also involved the Faculty Consultative Committee in the discussions. The questions contained in this motion are ones that have the endorsement of all three committees and they represent many hours of debate and discussion.

There was no intent to restrict the nature of additional questions instructors might wish to add, whether open-ended or subject-specific, so the motion also includes the deletion of "open-ended" in the policy language about adding questions.

Note that the questions are the only major part of the policy to change. The term "rating" is substituted for "evaluation" at appropriate places in the revised policy. All other elements of the policy approved earlier by the Faculty Senate remain intact.

**CATHRINE WAMBACH, CHAIR  
EDUCATIONAL POLICY COMMITTEE**

**GEOFFREY SIRC, CHAIR  
FACULTY AFFAIRS COMMITTEE**

**GARY BALAS, CHAIR  
FACULTY CONSULTATIVE COMMITTEE**

## **19. FACULTY CONSULTATIVE COMMITTEE**

**Copyright Policy  
Discussion by the Faculty Senate  
(10 minutes)**

**DRAFT: November 8, 2007  
University of Minnesota Board of Regents Policy  
Supersedes: Portions of *Intellectual Property* adopted October 8, 1999**

**COPYRIGHT**

### **SECTION I. SCOPE**

This policy applies to copyrighted works created by faculty; post-doctoral fellows, researchers, and scholars; students; and other employees of the University of Minnesota (University).

## **SECTION II. DEFINITIONS.**

**Subd. 1. Copyright Protection.** *Copyright protection* subsists in original works of authorship fixed in a tangible medium of expression, as defined by United States copyright law.

**Subd. 2. Work.** *Work* shall mean a work protected under United States copyright law.

**Subd. 3. Academic Work.** *Academic work* shall mean a scholarly, pedagogical, or creative work, such as an article, book, textbook, novel, work of visual art, dramatic work, musical composition, course syllabus, test, or class notes.

**Subd. 4. Faculty.** *Faculty* shall mean members of the faculty as defined by Board of Regents Policy: *Employee Group Definitions*, along with individuals who are not so defined but who are University employees having faculty-like appointments (namely., University employees who teach or conduct research at the University with a level of responsibility and self-direction similar to that exercised and enjoyed by faculty in a similar activity). Post-doctoral fellows, researchers, and scholars shall have the same ownership rights as faculty. And are covered under this policy.

**Subd. 5. Student.** *Student* shall mean a registered student at the University.

**Subd. 6. Directed Work.** *Directed work* shall mean a work agreed upon between the University and faculty creator(s), the creation of which is based on a specific request by the University and which is supported by substantial University resources beyond those customarily provided to faculty in the respective discipline and University unit.

## **SECTION III. GUIDING PRINCIPLES**

- a) The University's mission articulates a commitment to sharing knowledge through education for a diverse community and application of that knowledge to benefit the people of the state, the nation, and the world. In this spirit, the University encourages faculty and students to exercise their interests in ownership and use of their copyrighted works in a manner that ensures the greatest possible scholarly and public access to their work.
- b) The University shall maintain the strong academic tradition that vests copyright ownership of academic works in the faculty.
- c) The University recognizes the importance of intellectual freedom and autonomy in the creation, use, and dissemination of scholarly works.
- d) The University is committed to promoting a culture in which access, exchange, and lawful use of materials is regarded as fundamental to both the process and goals of scholarly inquiry.

## **SECTION IV. COPYRIGHT OWNERSHIP.**

**Subd. 1. Ownership of Academic Works.** In accordance with academic tradition, University faculty and students shall own the copyright in the academic works they create, except for



academic works described below in section IV, subd. 2(b)-(e), or unless otherwise provided in a written agreement between the creator(s) and the University.

**Subd. 2. University Ownership.** The University shall own the copyright in the following works created by University faculty, other employees, or students, acting individually or jointly with others:

- a) works created by University employees acting within the scope of their employment, except for academic works created and owned by faculty under this policy;
- b) directed works;
- c) works specially ordered or commissioned by the University and for which the University has agreed, in writing, to specially compensate or provide other support to the creator(s);
- d) works created in connection with the administration of the University; and
- e) works created pursuant to a contract with an outside sponsor that provides that the University will own the copyrights in the works.

**Subd. 3. Written Acknowledgments.** The University and University faculty, other employees, and students shall execute necessary or desirable written instruments or agreements to evidence and protect ownership of copyright and copyright licenses in accordance with this policy.

**Subd. 4. Ownership under Sponsored and other Outside Funded Agreements.** The ownership of copyright in works created under an agreement with an outside sponsor shall be determined consistent with the terms of the agreement and applicable law.

**Subd. 5. Works Created by Independent Contractors.** Copyright ownership in works created by independent contractors shall be determined in accordance with applicable law and the contract between the University and the independent contractor. In most instances, the University shall enter into appropriate written contracts with independent contractors before services are provided to the University that may result in the creation of copyrighted works.

#### **SECTION V. EXCLUSIONS.**

Nothing in this policy shall be construed to preclude the University and faculty and students from entering into written agreements governing the use, licensing, or sharing of licensing revenues with each other with respect to works, whether such works are owned by the University, the faculty, or students under this policy.

#### **SECTION VI. IMPLEMENTATION.**

The president or delegate shall administer this policy and maintain appropriate policies and procedures to administer it.

**20. COUNCIL ON LIBERAL EDUCATION  
Revised Liberal Education Requirements  
Discussion by the Faculty Senate  
(20 minutes)**

The revised Liberal Education requirements are available on the web at:  
<http://www.myu.umn.edu/public/cle.html>

A paper copy will also be available at the meeting.

**21. FACULTY SENATE OLD BUSINESS**

**22. FACULTY SENATE NEW BUSINESS**

**23. FACULTY SENATE ADJOURNMENT**

**MEETING OF THE STUDENT SENATE**

**THURSDAY, NOVEMBER 29, 2007**

**11:30 A.M. - 1:30 P.M.**

**Studio C, Rarig Center--Twin Cities Campus  
106 Sahlstrom Conference Center--Crookston Campus  
173 Kirby Plaza--Duluth Campus  
7 Humanities and Fine Arts--Morris Campus**

This is a meeting of the Student Senate. There are 31 voting members of the Student Senate. 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. ADMINISTRATIVE RESPONSES TO SENATE ACTIONS  
Information**

Resolution on a Central Corridor Tunnel

Approved by the: Student Senate October 4, 2007

Approved by the: Administration October 31, 2007\*

Approved by the: Board of Regents – no response required

\* The safety of the University of Minnesota's students, faculty, staff, and visitors has always been, and will remain, a top priority. The University supports the construction of an underground tunnel in the design of a central corridor light rail line on Washington Avenue, and the resolution aligns well with the University's central corridor design principle that states, "Safety is fundamental to the successful operations of the Central Corridor."

**2. COUNCIL OF ACADEMIC PROFESSIONALS AND ADMINISTRATORS UPDATE  
(5 minutes)**

**3. STUDENT SENATE/ STUDENT SENATE  
CONSULTATIVE COMMITTEE CHAIR REPORT  
(5 minutes)**

**4. ASSEMBLY/ASSOCIATION UPDATES  
(5 minutes)**

**5. RESOLUTION ON FAIR TRADE COFFEE  
Action  
(10 minutes)**

**MOTION:**

To approve the following resolution.

Resolution on Fair Trade Coffee

Whereas, Coffee is the second-largest legally traded commodity in the world market only behind oil; and

Whereas, Coffee is generally produced in developing countries where workers and farmers suffer from exploitative conditions as well as a lack of access to market information; and

Whereas, farmers are forced to sell their coffee below market value at less than the cost of production and subsequently pushing them into severe hardship or leaving no option but to sell and leave their land; and

Whereas, with Fair Trade Certified coffee farmers obtain prices of 100-200% higher in comparison to non-Fair Trade; and

Whereas, workers on Fair Trade farms have safe working conditions, equity for women, freedom of association, and strict prohibitions on child labor; and

Whereas, the Fair Trade system works within cooperatives where long-term trading partnerships are established allowing farmers to get advance credit on coffee purchases to ensure that farmers can avoid insecurity surrounding the next harvest; and

Whereas, Fair Trade cooperatives are committed to community development and democratically decide on how to invest Fair Trade revenues in infrastructure such as healthcare and education; and

Whereas, Fair Trade coffee uses sustainable production practices, and is often Organic and Shade Grown improving the health of the environment and consumers alike; and

Whereas, the Minnesota Public Interest Research Group (MPIRG) surveyed students in 2005 at the University of Minnesota Twin Cities, Duluth, and Morris campuses and found that 85.8% students felt that it was important to have Fair Trade products provided on campus; therefore be it

**RESOLVED** that the University of Minnesota require in all food service contracts it signs into with food service providers that all coffee sold on its campus' (Twin Cities, Morris, Duluth and Crookston) must be 100% Fair Trade Certified including all coffee retail locations, catering operations, and residence halls; and be it further

**RESOLVED** that whenever possible, this coffee be Organic, Shade Grown, and purchased from a local roaster.

**COMMENT:**

The Minnesota Public Interest Research Group (MPIRG) looks forward to bringing the issue of Fair Trade Certified coffee at the University of Minnesota campuses to your attention and it is MPIRG's hope that the Student Senate will endorse this resolution.

In 2005 the Social Concerns Committee passed a resolution on Fair Trade coffee stating that Fair Trade should be offered on campus and that when possible, it be Organic, Shade Grown, and purchased from a local roaster. After meeting with University Dining Services/Aramark MPIRG learned that the one Fair Trade coffee option at all of their locations amounts to approximately only 8% of the total coffee on campus. MPIRG hopes that the Student Senate will consider this resolution that takes the motions of the 2005 resolution a step further by requiring that all contracts have 100% of the coffee served and sold at the University of Minnesota be Fair Trade Certified.

It is MPIRG's belief that this is a step that students and faculty of the University of Minnesota support and demand. At the University of Minnesota Morris over 300 student petition signatures have been collected in support of 100% Fair Trade coffee. The University of Minnesota Duluth just began a petition drive on November 9 and they already have 75 student signatures. The University of Minnesota Twin Cities Campus has collected 1,460 student petition signatures, 56 faculty signatures, and 15 student group endorsements including Oromia Student Union, University Pro-Choice Coalition, The Wake, Campus Atheists and Secular Humanists, Women's Student Activist Collective, Anti-War Organizing League, Minnesota Public Interest Research Group, La Raza Student Cultural Center, EcoWatch, Vietnamese Student Association of Minnesota, Students United for Corporate Responsibility and Ethics (SUCRE), STAND: A Student Anti-Genocide Organization, Democracy Matters, Amnesty International, and Students Against Youth AIDS.

Fair Trade Certification is a viable alternative to the injustices of our current trade system; as stated in the resolution Fair Trade benefits farmers, their communities, and it is better for the environment as well as (U of M) consumers. It is time for the University of Minnesota to exemplify the principles of its students and faculty and become a participant in the Fair Trade movement. MPIRG hopes that the Student Senate will assist efforts in making the University fair and just.

**RONALD MILLER, CHAIR**  
**STUDENT SENATE CONSULTATIVE COMMITTEE**

## **6. RESOLUTION ON A DESIGNATED SUPPLIERS PROGRAM**

**Action**  
**(10 minutes)**

### **MOTION:**

To approve the following resolution.

Designated Supplier Program (DSP) Resolution  
November 2007

WHEREAS, the University of Minnesota must unequivocally insist upon safe, decent working conditions for those who manufacture University-licensed apparel; and

WHEREAS, academic institutions, together with international organizations, the United States government, human rights groups, and business and labor organizations must work together on concrete steps to ameliorate the dire conditions endured by garment workers in many countries around the world; and

WHEREAS, the University has adopted a Code of Conduct establishing standards of manufacturing for licensees producing University apparel, and affiliated with the Workers Rights Consortium (WRC) as a means of monitoring this production; and

WHEREAS, the provisions of the current Code of Conduct are not being adhered to by licensees, as evidenced by the December 2006 WRC Licensee Factory Report listing of the Hermosa factory of El Salvador as a producer of Minnesota clothing; and

WHEREAS, the University has been invited by the WRC to partake in a Working Group for development of the Designated Suppliers Program (DSP), an initiative designed to address problems of policy enforcement; and

WHEREAS, a central goal of the Working Group has been to identify key stakeholder concerns about the DSP and to develop ways to address these concerns in order to enhance the effectiveness of the program; and

WHEREAS, participation in the Working Group sends a strong message to licensees, students, and the community that the University is active in raising the labor standards of its licensed apparel manufacture; and

NOW, THEREFORE, BE IT RESOLVED, that the University of Minnesota shall accept the invitation to the Designated Suppliers Program Working Group, and move to adopt the Designated Suppliers Program to ensure that licensees are adhering to the standards set forth by the University.

**COMMENT:**

This resolution was approved by the Morris Campus Student Association on February 19, 2007.

**RONALD MILLER, CHAIR  
STUDENT SENATE CONSULTATIVE COMMITTEE**

**7. RESOLUTION ON SYSTEM-WIDE COURSE BOOK COST REFORM**

**Action  
(10 minutes)**

**MOTION:**

To approve the following resolution.

**Resolution on System-wide Course Book Cost Reform**

Whereas, course book prices have risen at twice the rate of annual inflation over the last two decades, and

Whereas, the average estimated cost of books and supplies for full-time students is \$898 per academic year, and

Whereas, at least one University of Minnesota department has been successful in negotiating with publishers to reduce textbook costs, and

Whereas, many professors are not currently aware of the different measures that can be taken to decrease student book costs without hurting course quality or compromising academic freedom, and therefore:

Be it resolved that the Student Senate supports the promotion of lowering class book costs, and

Be it further resolved that the Student Senate supports ongoing programs to negotiate with textbook publishers, especially related to high enrollment courses, and

Be it further resolved that the Student Senate supports the implementation on a system-wide basis of the *Best Practices on Reducing Textbook Costs* written by the Textbook Cost Containment Review Committee at the University of Minnesota – Twin Cities campus.

**COMMENT:**

This resolution was approved by the Minnesota Student Association in October 2007 and is being brought to the Student Senate for system-wide approval. Following is the accompanying best practices guidelines.

**Best Practices on Reducing Textbook Costs**

The faculty must play a front line role in controlling textbook costs. This can be accomplished by considering cost, along with textbook quality and ancillary features, from the very beginning of the adoption process. The Best Practices outlined below can significantly lower the costs of textbooks to students. Most notably, faculty should work with the Bookstore to encourage price competition between publishers and to leverage the University's substantial buying power into cost reductions for students.

**Best Practice #1:**

*Faculty should consider cost in addition to quality and other features when selecting textbooks*

When selecting books, faculty should consider cost as an important factor from the beginning of the book selection process. Faculty should select books that deliver high quality course material at a reasonable cost to students. In some cases, textbooks with adequate illustrations should be selected over texts with superb graphics that cost more. Before choosing a book, faculty should weigh the instructional value of ancillary material provided for the instructor; for example: a CD containing the book's illustrations is useful, but a CD with pre-prepared PowerPoint lectures is superfluous.

**Best Practice #2:**

*Negotiate with publishers for textbook costs*

Faculty can have a significant impact on textbook costs through negotiations with publishers; this strategy can be particularly useful in large-enrollment courses. The University of Minnesota has some of the largest textbook accounts in the country and should use our buying power to negotiate lower prices. Highly successful negotiations have recently taken place in chemistry and technical writing/rhetoric, and the University Bookstore is prepared to dedicate a staff member to working exclusively on such negotiations if and when the demand increases. Departments and DUGS should help instructors reach a consensus on common text(s) for courses and to agree to use that text for an extended length of time. It is also recommended that during negotiations a firm price is set: "no price, no adoption."

**Best Practice #3:**

*Raise awareness of why textbook costs are relevant and timely for faculty, and improve communication and processes through use of Directors of Undergraduate Studies*

Some faculty members do not understand the implications of their textbook choices, and may not have been as informed as they have at the Department Chair level. We recommend that textbook selection decisions become the oversight of the DUGS to be certain that faculty have considered cost during the selection process. We expect departments to report to DUGS on their textbook selection process, whether other books were considered, whether they attempted to negotiate, and ultimately why a particular textbook was chosen. Members of this task force will meet with each college's DUGS during early Fall 2007 to share relevant data on textbook cost.

**Best Practice #4:**

*Place textbook orders on time*

The simplest way to impart change on textbook costs is to place orders on time with the University Bookstore. This is particularly relevant for large courses, the texts for which are often known early. We recommend that the Bookstore send periodic notices to the DUGS contacts detailing what percentage of their orders have been placed. On-time orders should be an expectation.

**Best Practice #5:**

***Use packing/bundling only when it provides a cost benefit for students***

Although some packaging of multiple books can provide a cost benefit for students, many times it does not – particularly if it involves books/items that are not necessary for the course. We recommend that the Bookstore (and this task force) develop a set of guidelines for faculty and departments to consider regarding bundling.

**Best Practice #6:**

***Place textbooks on reserve in library***

The library is happy to assist in placing textbooks on reserve. Although it has not been found that this service is used frequently, it can be helpful in instances in which students have chosen to share a text with a classmate or are opting not to purchase a non-essential text. Reference books especially should be placed on reserve in the library, not required for purchase.

**Best Practice #7:**

***Course packet containment***

Although not a “textbook” cost, the cost of course packets for students contribute greatly to their overall costs each term. Faculty members should work with the University Libraries to determine whether the University has electronic subscriptions to any of the articles included in the course packet. With University subscriptions, students would be able to link to the article for free instead of paying for royalties.

**Best Practice #8:**

***Refrain from always using new editions***

Constant use of new textbook editions increases text costs for students both in terms of the purchase of new textbooks and the decreased value for used books that are sold back to the Bookstore. We recommend that faculty allow the use of old editions and indicate the appropriate page numbers for multiple editions in their syllabi. The Bookstore also needs to be notified when faculty members will be using/allowing older editions, so they know those editions can be bought back at the end of the previous term.

**Best Practice #9:**

***Communicate with students regarding textbook usage and cost***

Faculty members can help students understand the textbook choices they have made and the cost implications of such. We recommend that a significant part of a required textbook be necessary for the course, as well as that faculty take time on the first day of class to explain what each book is used for and why each book/piece is required.

**RONALD MILLER, CHAIR  
STUDENT SENATE CONSULTATIVE COMMITTEE**

**8. STUDENT RATING OF TEACHING**

**Discussion  
(20 minutes)**

In spring 2006 the Student Senate and the Educational Policy Committee (SCEP) approved the following set of student release questions.



**Current Student Release Questions**

**1. Approximately how many hours per week do you spend working on homework, readings, and projects for this course.**

- 0-2 hours per week
- 3-5 hours per week
- 6-9 hours per week
- 10-14 hours per week
- 15 or more hours per week

**2. Compared to other courses at this level, the amount I have learned in this course is less.**

- about the same.
- more.
- I have not taken other courses at this level.

**3. Compared to other courses at this level, the difficulty of this course is less.**

- about the same.
- more.
- I have not taken other courses at this level.

**4. I would recommend this course to other students.**

- Yes
- No

**5. I would take another course from this instructor.**

- Yes
- No

**6. Please rate your instructor in terms of the following characteristics.**

	Good	Somewhat Good	Somewhat Poor	Poor	Do not know
A. Is approachable					
B. Is enthusiastic about course content					
C. Returns assignments in a timely fashion					
D. Is prepared for class					
E. Presents materials clearly					
F. Provides constructive feedback					
G. Encourages critical thinking					

**7. How successfully or unsuccessfully does the instructor implement each instructional method?**

	Successfully	Somewhat successfully	Somewhat unsuccessfully	Unsuccessfully	Does not apply
A. Class discussions					
B. Course readings					
C. Writing assignments					
D. Group work					

E. Labs					
F. Lectures					

After the student release questions were completed, the faculty decided to look at their five mandatory questions. They have proposed changes, which are on the Faculty Senate agenda for approval today, and have suggested that the Student Senate consider changes to the student release questions. The Student Senate Consultative Committee (SSCC) discussed this topic at its October and November meetings and would like Student Senate feedback on the revised set of questions.

The changes are:

Question 1 was changed since the current question ask students at the end of the semester to approximate the number of hours per week spent on work for the class, which can vary significantly by week. SSCC instead is proposing a revised question.

Question 5 has been reworded to mirror Question 4.

Question 6 has been expanded to include some aspects of Question 7 and also ask about the grading method in the class. The scale has also been changed to mirror the seven-point scale being used on the faculty questions.

Question 7 has been eliminated since some questions were incorporated in Question 6 and others did not seem necessary.

### Revised Student Release Questions

**1. I put significant effort into learning the subject matter from this course.**

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree
- Not Applicable

**2. Compared to other courses at this level, the amount I have learned in this course is less.**

- about the same.
- more.
- I have not taken other courses at this level.

**3. Compared to other courses at this level, the difficulty of this course is less.**

- about the same.
- more.
- I have not taken other courses at this level.

**4. I would recommend this course to other students.**

- Yes
- No

**5. I would recommend this instructor to other students.**

Yes  
No

**6. Please rate your instructor in terms of the following characteristics.**

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	Not Applicable
A. Is approachable							
B. Is enthusiastic about course content							
C. Returns assignments in a timely fashion							
D. Is prepared for class							
E. Presents materials clearly							
F. Provides constructive feedback							
G. Encourages critical thinking							
H. Has grading methods that are fair and reasonable							
I. Makes effective use of course readings							
J. Creates worthwhile assignments							

**9. TWIN CITIES STUDENT SENATE ELECTIONS**  
**Discussion by the Twin Cities Student Delegation**  
**(10 minutes)**

**10. OLD BUSINESS**

**11. NEW BUSINESS**

**12. ADJOURNMENT**

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INSTRUCTOR: \_\_\_\_\_ TERM: \_\_\_\_\_ CURRENT YEAR: \_\_\_\_\_  
 DEPARTMENT: \_\_\_\_\_ COURSE #: \_\_\_\_\_ SECTION: \_\_\_\_\_

Carefully read each statement and select a response based on the following: 6-Strongly Agree 5-Agree 4-Somewhat Agree 3-Somewhat Disagree 2-Disagree 1-Strongly Disagree

Strongly Agree  
Agree  
Somewhat Agree  
Somewhat Disagree  
Disagree  
Strongly Disagree

1. The instructor was well-prepared for class.
2. The instructor presented the subject matter clearly.
3. The instructor provided feedback intended to improve my course performance.
4. The instructor treated me with respect.
5. I have a deeper understanding of the subject matter as a result of this course.
6. My interest in the subject matter was stimulated by this course.

**Written Comments**

1. What did the instructor do that most helped your learning?

2. What could you have done to be a better learner?

(Please use other side for additional comments.)

To preserve anonymity in small classes, the demographic section below will be cut off before the forms are returned to the instructor. Additionally, summary reports will not be sent to the instructor for any category containing fewer than five students.

**Cut Here**

Did you take this course because it was required or was it an elective? Required Required, but one of several choices Elective	Cumulative grade point average (through last term): 3.51 - 4.0 3.01 - 3.5 2.51 - 3.0 N/A	Year in school: Freshman Sophomore Junior	Primary way in which the course was delivered:  Classroom Distance (Web-based, correspondence, etc.) Combination
	2.01 - 2.5 1.01 - 2.0 0.00 - 1.0	Senior Grad/Prof Other	

The following items are optional.

Age:	Gender:	Ethnic background:	Chicano/Latino/ Hispanic Caucasian Other	Is this course in your major? Yes No
20 or less 21 - 25 26 - 30	31 - 40 41 or older Female Male	African-American American Indian or Alaskan Native Asian or Pacific Islander		

**Written Comments**

**3. Additional Comments**

**Space Reserved For Student Release Statements**

**Course Environment**

1. How would you rate the physical environment in which you take this class, especially the classroom facilities, including your ability to see, hear, concentrate and participate?

Exceptional

Satisfactory

Very Poor

**Cut Here**

## **University of Minnesota Retirees Association (UMRA) Mission Statement**

### **U of M Vision - May 2006**

Improve the human condition through the advancement of knowledge.

### **UMRA Vision:**

We envision University retirees vigorously working together to help members attain optimum satisfaction in their retirement years and to continue to advance knowledge.

### **UMRA Mission:**

The mission of this association shall be to promote, protect, support and advocate for the interests, rights, needs and welfare of persons who retire from the University of Minnesota.

### **UMRA Goals:**

- TO PROVIDE all retirees broad intellectual stimulation as well as social and recreational services;
- TO FACILITATE opportunities for voluntary service to the University and community;
- TO OVERSEE AND ASSIST in the ongoing provision of benefits affecting the health and wellness of retirees;
- TO PROMOTE the establishment of a University Retiree's Center;
- TO CONTRIBUTE to the development and welfare of the University and its mission and goals.

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**Renewing Our Commitment to  
Liberal Education**

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**Preliminary Report of the**

12

**Council on Liberal Education**

13

**University of Minnesota-Twin Cities**

14

**Posted for Review and Comment**

15

**October, 2007**

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## List of Council Members

- |    |  |    |   |
|----|--|----|---|
| 2  | Leslie Schiff (Chair)                        | 42 | Elaine Tyler May                              |
| 3  | <i>Department of Microbiology</i>            | 43 | <i>Department of American Studies</i>         |
| 4  |  | 44 |   |
| 5  | Randal J. Barnes                             | 45 | Robert McMaster                               |
| 6  | <i>Department of Civil Engineering</i>       | 46 | <i>Department of Geography</i>                |
| 7  |  | 47 |   |
| 8  | Gordon Duke                                  | 48 | Louis Mendoza                                 |
| 9  | <i>Department of Accounting</i>              | 49 | <i>Department of Chicano Studies</i>          |
| 10 |  | 50 |   |
| 11 | Kirsten Fischer                              | 51 | Willard Miller                                |
| 12 | <i>Department of History</i>                 | 52 | <i>School of Mathematics</i>                  |
| 13 |  | 53 |   |
| 14 | Stephen Gudeman                              | 54 | Sandra Peterson                               |
| 15 | <i>Department of Anthropology</i>            | 55 | <i>Department of Philosophy</i>               |
| 16 |  | 56 |   |
| 17 | Emily Hoover                                 | 57 | Christina Robert, Graduate Student            |
| 18 | <i>Department of Horticultural Science</i>   | 58 | <i>Department of Family Social Sciences</i>   |
| 19 |  | 59 |   |
| 20 | Katheryn Hope, Undergraduate                 | 60 | Kevin Smith                                   |
| 21 | <i>Institute of Technology</i>               | 61 | <i>Department of Agronomy &amp; Plant</i>     |
| 22 |  | 62 | <i>Genetics</i>                               |
| 23 | Walt Jacobs                                  | 63 |   |
| 24 | <i>Department of Post Secondary Teaching</i> | 64 | Arlene Teraoka                                |
| 25 | <i>&amp; Learning</i>                        | 65 | <i>Department of German, Scandinavian,</i>    |
| 26 |  | 66 | <i>&amp; Dutch and Associate Dean, CLA</i>    |
| 27 | James Kakalios                               | 67 |   |
| 28 | <i>Department of Physics and Astronomy</i>   | 68 | Susan Wick                                    |
| 29 |  | 69 | <i>Department of Plant Biology</i>            |
| 30 | Sally Gregory Kohlstedt                      | 70 |   |
| 31 | <i>Departments of History of Science/</i>    | 71 |   |
| 32 | <i>Geology &amp; Geophysics</i>              | 72 | <u>Staff</u>                                  |
| 33 |  | 73 | Linda Ellinger                                |
| 34 | Rebecca Krug                                 | 74 | Laurel Carroll                                |
| 35 | <i>Department of English Language &amp;</i>  | 75 | Leslie Zenk                                   |
| 36 | <i>Literature</i>                            | 76 | <i>Office of the Executive VP and Provost</i> |
| 37 |  |    |   |
| 38 | Sally Lieberman                              |    |   |
| 39 | <i>College of Liberal Arts Honors</i>        |    |   |
| 40 |  |    |   |
| 41 |  |    |   |



1 PROLOGUE

2 In its final report of May 6, 1991, the Twin Cities Campus Task Force on Liberal  
3 Education described a challenge issued by University President Nils Hasselmo that the  
4 University of Minnesota provide "'a special kind of undergraduate education' grounded in  
5 the research and artistic activities of the faculty and given social purpose by the  
6 University's land-grant, service mission." The Task Force understood its task as one of  
7 renewing the University's commitment to liberal education. Sixteen years later, we are  
8 asked to rethink that challenge and to renew that commitment.

9  
10 The essential attitudes and qualities of the mind, the fundamental skills and  
11 competencies, the understanding of different modes of intellectual inquiry described  
12 eloquently by the Task Force in 1991 are still very much at the heart of our work. The  
13 vision of liberal education remains strong and compelling; its value and importance have  
14 not diminished over the years. Our challenge today is to realize that vision in ways so  
15 vibrant and powerful that it transforms the lives of our students and the future of  
16 our communities, our society, and our state.

17  
18 Our efforts to define the values and goals of liberal education and to instill in students  
19 those fundamental competencies and qualities of mind have focused, rightfully so, on the  
20 undergraduate curriculum. For the sake of administrative and conceptual clarity, the  
21 "special kind of undergraduate education" that is a liberal education will be formulated at  
22 one level as a list of course requirements. At their best those requirements become the  
23 framework for an educational experience of growth and discovery through which  
24 students become knowledgeable, thoughtful, ethical, and engaged public citizens. Too  
25 often, however, the requirements have been explained and experienced as a list of courses  
26 to be completed in the most expeditious and undemanding way possible, so that students  
27 can concentrate on the courses of their major degree programs.

28  
29 Although liberal education will take its clearest form in the undergraduate curriculum, we  
30 will not succeed in the endeavor of liberal education unless its values are infused  
31 throughout the life of our university. It is not enough to offer courses that fulfill a list of  
32 requirements, however brilliant that list, our courses, and our faculty might be. Rather,  
33 the meaning and values of liberal education ideally shape, on a daily basis, our  
34 conversations, our interactions, our cultures of teaching, learning, and working. We --  
35 staff, faculty, and students alike -- must understand, model, and live the values of ethical  
36 reasoning, social and cultural diversity, and global perspectives; we must understand, and  
37 show that we understand and appreciate, the different ways in which knowledge, truth,  
38 and beauty are pursued, created, or discovered. As a university, we are defined at our  
39 best by liberal education. It helps make us a community; it enables the lives we lead as  
40 teachers, learners, and citizens; it defines the world of learning, engagement, and public  
41 service that we invite and educate our students to join.

42  
43 On Commencement Day our students pass under this inscription, carved in stone, on the  
44 entrance to Northrop Auditorium: "The University of Minnesota, founded in the faith  
45 that men are ennobled by understanding, dedicated to the advancement of learning and

1 the search for truth, devoted to the instruction of youth and the welfare of the state." The  
2 words, which we take to embrace men and women, speak to the heart of our University  
3 and to the heart of liberal education. We seek the full realization of the values of liberal  
4 education in the life and spirit of the University of Minnesota.

## 5 6 RECOMMENDATIONS

7  
8 *Because we cannot predict the future we need to equip our students with a foundation*  
9 *from which they can adapt and evolve as the world changes. . . . Liberal education*  
10 *courses and experiences will challenge students' belief systems about the world and help*  
11 *them to develop different ways of thinking.*

12 Deborah E. Powell, M.D., Dean of the Medical School

13  
14 As part of its deliberations, the Council on Liberal Education reviewed and discussed a  
15 variety of resources including Derek Bok's *Our Underachieving Colleges*, liberal  
16 education/general education models at other research universities, essays about the goals  
17 of liberal education, and feedback from faculty, staff, and students about what is wrong  
18 and right with the current liberal education requirements. We focused especially on  
19 understanding the 1991 University of Minnesota report on liberal education, "A Liberal  
20 Education Agenda for the 1990s and Beyond" (known as the Howe committee report for  
21 the name of its chairman, history professor John Howe). We find that this report still  
22 speaks eloquently to the value of liberal education and to the constraints and  
23 opportunities available for liberal education at a major research university such as ours.  
24 The Howe Committee report can be viewed at  
25 <http://www1.umn.edu/usenate/cle/cletaskforce.html>

26  
27 We found no compelling evidence that the design of our current LE requirements is  
28 fundamentally flawed or out of line with what other institutions are doing. For this  
29 reason, we have not recommended many substantive structural changes in the liberal  
30 education requirements. Our recommendations have added a theme of special current  
31 importance; have sharpened and clarified the goals for the Core and Theme courses; and  
32 have stated the criteria for the requirements in such a way that the Council on Liberal  
33 Education will have more clearly articulated and defined standards against which to judge  
34 courses proposed for the liberal education requirements.

35  
36 In addition to the specific requirements discussed below, we issue our report as a call to  
37 revitalize our commitment to liberal education, with four main goals:

38  
39 We must have a campus-wide commitment to liberal education, assuring that  
40 important conversations about liberal education happen in advising sessions, in  
41 classrooms, and in faculty meetings. Creating effective liberal education must be  
42 **everyone's responsibility. The specific requirements matter less than the passion**  
43 **and commitment with which we embrace the whole concept of liberal education.**  
44

1 We must clearly articulate and uphold the standards that courses have to meet  
2 to be approved for liberal education credit.

3  
4 We must transform our communication with students about what we expect of  
5 them as they move through their liberal education courses. Every piece of  
6 communication—from admissions to OneStop, from course syllabi to final  
7 exams, should be designed to help students understand what liberal education is,  
8 why a particular course meets a liberal education requirement, and what this  
9 means for them as students and as citizens. We must make explicit what is now  
10 implicit.

11  
12 We must strengthen our implementation of these courses by finding effective  
13 ways to assess outcomes and then holding colleges and departments accountable.

Important information about the Council’s deliberations and process is included in the appendices. Appendix 1 contains the charge letter to the Council and information about the readings, the models studied, and the consultative process. Appendix 2 summarizes a variety of information and ideas considered by the committee, and Appendix 3 is a copy of the report on student focus groups conducted as part of the council’s work.

14  
15  
16  
17 **CORES AND THEMES**

18  
19 *Recognize that the past is not adequate prologue with regard to the future needs of our*  
20 *graduates. Liberal education is not just about the classic areas of study emblematic of a*  
21 *liberal arts education, but must include the knowledge and skills required for a lifetime of*  
22 *learning and imbue the learner with the ability to make informed personal and public*  
23 *decisions in a modern society.*

24 Vernon Cardwell, Morse-Alumni Distinguished Teaching Professor, Agronomy and Plant  
25 Genetics

26  
27 **Revitalizing the Core**

28  
29 In its proposal for what it called the “Diversified Core,” the Howe committee proposed  
30 courses that required “familiarity with the basic factual information that discipline-based  
31 and interdisciplinary fields of knowledge rely on,” but that also required:

32  
33 ...acquaintance with different ways of knowing, that is to say, with different kinds  
34 of questions that are asked, theories that are employed, and data that are used in  
35 different intellectual domains....In sum, programs of educational breadth should  
36 introduce students to the diverse ways of knowing that have characterized human  
37 societies and civilizations and that characterize our world today; explain the  
38 factual content, methods, and theories of specific disciplines and arts across the

1 spectrum of the university; reveal the ways in which knowledge is culturally and  
2 intellectually constructed and changes, over time; and demonstrate that 'knowing'  
3 is an active, ongoing process.  
4

5 The Howe committee envisioned "a limited number of courses developed *specifically to*  
6 *serve these objectives*" [emphasis added]. What the Howe committee could not have  
7 envisioned in 1991 is the explosion of easily accessible information (and misinformation)  
8 available to all of us via the internet. Students' interpretive and evaluative skills have not  
9 kept pace with this information explosion. They can google "facts" and information, but  
10 if they don't understand how knowledge is created and how information is interpreted,  
11 then how can they assess what they google? Students skim the surface of the "basic  
12 factual information" mentioned by Howe, and many of the courses now approved for the  
13 "Diversified Core" do the same. What we are looking for here is a paradigm shift for the  
14 Core, away from "what" and toward "how and why."  
15

16 We are not insisting on the creation of separate, new courses specifically to meet liberal  
17 education objectives (although we welcome such courses), but we are emphatically  
18 determined that under these new requirements, courses that meet the Council's standards  
19 for approval in the Core will have to address explicitly what the Howe committee called  
20 "ways of knowing," or what the Council in its discussions has come to call "ways of  
21 thinking." We must help students understand how *this* course (for example, in  
22 economics) can also teach them how we construct the social sciences more broadly, and  
23 how social scientists ask questions and analyze information, with a specific eye towards  
24 helping students gain an understanding of a variety of principles and processes important  
25 for their lives as engaged citizens. In other words, in this example, it will not be  
26 appropriate for a course in the Core just to teach economics; the course must also situate  
27 economics in the realm of social sciences *and* help students understand why it matters for  
28 them to study economics specifically as an example of the social sciences in general.  
29

30 In that context, then, we propose that students take one course in each of the  
31 following seven areas: Arts and Humanities, Biological Sciences, Historical  
32 Perspectives, Literature, Mathematical Thinking, Physical Sciences, and Social  
33 Sciences. There is no doubt that one course in each of these areas is inadequate to assure  
34 true breadth; the Core is not about "coverage" but rather about introducing students to a  
35 range of "ways of knowing."  
36

37 All courses in the Core must meet the following requirements:

38 They employ teaching and learning strategies that engage students with doing the  
39 work of the field, not just reading about it.

40 They explicitly help students understand what liberal education is, how the content  
41 and the substance of this course enhance a liberal education, and what this means for  
42 them as students and as citizens

43 They include small group experiences (such as discussion sections or labs) and use  
44 writing as appropriate to the discipline to help students learn and reflect on their  
45 learning.

- 1 They do not (except in rare and clearly justified cases) have prerequisites beyond the
- 2 University's entrance requirements.
- 3 They are offered on a regular schedule
- 4 They are taught by regular faculty (except under extraordinary circumstances).

## 7 Requirements in the Core

### 9 Arts and Humanities

10  
11 Courses that meet the Arts and Humanities Core requirement fall into two broad  
12 groupings of disciplines and departments: first, visual and performing arts; and second,  
13 humanistic studies. Students must choose work in one of these areas to fulfill this  
14 requirement.

#### 16 *CLE Guidelines for Arts Courses*

17 The first group includes the arts and art criticism such as art history, dance, film and film  
18 studies, graphic and plastic arts, music, and theatre. Courses in this group will introduce  
19 students to the pleasures and challenges arising from careful study of the visual and  
20 performing arts. Arts courses educate students to appreciate art's inspiring power and its  
21 transformative role in culture, society, politics, and history. Such courses are designed to  
22 increase the likelihood that students will have a lasting connection with the arts as  
23 spectators or as creators over their lifetimes.

24  
25 An Arts course that meets Arts and Humanities Core requirement will satisfy these  
26 conditions:

27 Students will either create their own works of art or students will, in writing or in  
28 discussion, critically analyze works of art. Their analyzing activities will  
29 introduce them to the way in which an art critic or a film critic, for example,  
30 analyzes artistic creations. Students will become aware of some standards  
31 (perhaps controversial) by which arts critics make their judgments.

32 Students will understand the differences that the artist's choices of form or  
33 structure – for example, two-dimensional as opposed to three-dimensional art,  
34 symphony as opposed to sonata – are intended to make in the audience's response  
35 to the work.

36 Students will examine the social dimension – the relation of the art to the  
37 surrounding society.

38 The course will study the historical dimension of the art.

#### 40 *CLE Guidelines for Humanistic Studies Courses*

41 The second group, Humanistic Studies, includes such disciplines as classics, cultural  
42 studies, humanities, philosophy, and religious studies. But courses in this group that meet  
43 the Arts and Humanities Core requirement could come from history or from various  
44 departments in the social sciences also. Works in Humanistic Studies reflect on the  
45 common and familiar human condition – our human limitations and unique failures  
46 together with our distinctive human capacities and achievements. Courses in this group

1 examine works that invite or compel critical thought but are not necessarily intended to  
2 evoke emotional response in the manner of creative or imaginative literature. Critical  
3 reflection on such works will enrich students' lives and make them more thoughtful and  
4 perceptive members of our communities.

5  
6 A course in this group that meets the Arts and Humanities Core requirement must satisfy  
7 these conditions:

8 Students will engage in detailed analysis and critical evaluation of some  
9 humanistic literature or creative product – for example, a philosophical essay,  
10 a religious treatise, a work of cultural commentary, or a documentary film. In  
11 engaging in analysis and critical evaluation, students will learn some  
12 standards (perhaps controversial) by which such work is evaluated.

13 Students will examine how the work under consideration arose out of its  
14 cultural or historical context.

15 The course will consider the role that the work plays in the larger society of  
16 which it is a part.

## 17 18 19 Biological Sciences

20  
21 There has been a veritable explosion in the amount of biological information in the past  
22 few decades, and perhaps more so than in any other discipline, the body of knowledge we  
23 claim as foundational to the field has changed radically in that period of time. We are  
24 barraged daily by reminders of how we are biological organisms living and interacting  
25 with a world full of other biological organisms, our lives profoundly affecting each other.  
26 Graduates of the University of Minnesota need to have a measure of biological literacy  
27 that will allow them to analyze new biological information as it becomes available, put it  
28 into the framework of previous knowledge, and appreciate how it affects the earth's  
29 organisms. Because biology is not static, the important element of biological literacy lies  
30 not in students memorizing lists of facts about various topics in the many areas that  
31 constitute biology, but in seeing for themselves how biology is done and reaching an  
32 appreciation of the creative spark that drives discovery in biology. This requires  
33 providing students with opportunities to formulate and test hypotheses, interpret  
34 experimentally obtained data, and draw conclusions from the data that may challenge  
35 their preconceptions.

### 36 37 *CLE Guidelines for Biological Sciences Courses*

38 Elements of the biological sciences can be found in numerous colleges and departments  
39 at the University of Minnesota. Courses that meet the Biological Sciences Core  
40 requirement might be broad survey courses or they might focus more specifically on a  
41 particular type of organism, topic, or process of living organisms. Courses that emphasize  
42 the relevance of biology by addressing contemporary issues (e.g., stem cell research,  
43 genome projects, HIV/AIDS, inherited human diseases, evolution of disease microbes,  
44 sustainable agriculture, human effects on global warming, conservation biology,  
45 behavioral biology, or organisms useful to humans) and use modern technologies for  
46 analysis are likely to attract the most interest of non-majors. Courses that meet the

1 Biological Sciences Core requirement must present the evidence for our current  
2 knowledge (i.e., how did we learn what we know), guide students through the process of  
3 acquiring knowledge using the tools of the discipline, present the limitations of current  
4 research, convey the message that questions of the future may require new ways of  
5 gathering information, and emphasize that new knowledge may require substantial  
6 revision of our current thinking. Courses that guide students through an understanding  
7 of examples from the primary research literature in biological sciences are encouraged.  
8 The aim is not to simply capture a snapshot of what we currently know in a given field,  
9 but to guide students to develop skills that will enable them to undertake analysis of  
10 information pertaining to biological sciences.

11  
12 Because interpretation of biological data relies so intimately on quantitative skills,  
13 courses in this Core area also need to demonstrate integration of mathematical thinking,  
14 such as interpretation of graphs and figures, to a level suitable for an introductory, non-  
15 major course. Presenting the human side of the endeavor of discovery, including the  
16 quirks, foibles, rivalries, dead-ends and once misinterpreted data should be considered in  
17 order to help students understand that the people who advance the natural sciences are not  
18 so different from themselves, and that science is still able to advance in spite of the  
19 imperfect nature of the researchers and their tools for analysis.

20  
21 To meet the Biological Sciences Core requirement, a course must fulfill these criteria:

22 The course will provide experimental evidence for how current knowledge in  
23 biology was obtained.

24 The course will discuss examples of unanswered questions in biology.

25 Students will integrate mathematical thinking into analysis and interpretation of  
26 data.

27 The course will include at least two hours of laboratory per week, in which  
28 students have first-hand experience in producing and handling data, using tools of  
29 the discipline (i.e., thinking and working like a biologist).

30 The course will include laboratory experiences in which students do hands-on  
31 testing of principles presented in the lecture portion of the course; some  
32 laboratory sessions may include computer simulations of experiments or  
33 observations that otherwise cannot readily be addressed during a semester (e.g.  
34 evolution of a population over thousands of years).

35 The course will provide laboratory experiments that allow students to confront  
36 interpretation of mistakes and unexpected results.

### 37 38 39 Historical Perspectives

40  
41 Courses in the Historical Perspectives Core investigate how historical knowledge is  
42 produced from artifacts (primary sources) that have remained from the past. By  
43 discerning between ‘the past’ as that which happened and ‘historical knowledge’ as what  
44 we know about the past, these courses self-consciously examine the methods and sources  
45 people (and not just professional historians) use to produce historical knowledge. A  
46 central question in any Historical Perspectives course concerns both the value and the

1 limitations of certain sources, be they written, oral, visual, or material. The incomplete  
2 and partial nature of the sources, and the distinctive perspective any given individual  
3 brings to them, leads inevitably to multiple and conflicting interpretations of the past.  
4 And yet not all historical analyses and arguments are equally persuasive; there are  
5 (changing) rules about what constitutes reliable and trustworthy history. Historical  
6 Perspectives courses equip students with a deep understanding of particular approaches to  
7 the past and teach them to think critically and in an informed manner about their own and  
8 others' assumptions and assertions about the human past.

9  
10 *CLE Guidelines for Historical Perspectives Courses*

11 Each course admitted to the Historical Perspectives Core must have a three-part mission,  
12 one related to content, namely past human experience in specific contexts, another to  
13 questions of methodology and how historical knowledge is produced, and a third that  
14 involves students in analyzing and interpreting primary sources. Not all history or  
15 historically informed courses meet the criteria for the Historical Perspectives Core.

16  
17 First, Historical Perspectives courses examine the human past, studying the beliefs,  
18 practices, and relationships that shaped human experience over time. Historical  
19 Perspectives courses must be primarily about *people* and their changing experiences in  
20 particular contexts, whether the sources examined in a course are hieroglyphic political  
21 tracts in ancient Egypt, oil paintings depicting gentility in Renaissance Italy, court  
22 records from nineteenth-century Brazil, or the artifacts of popular culture that create and  
23 perpetuate memories of the 1989 Tiananmen Square protests in China. An Historical  
24 Perspectives course in art history, for example, may draw heavily on art as its source  
25 base, but the analytical focus of the course is not so much on the art itself (its aesthetic  
26 and technical qualities) as on the human makers and consumers of the art or on the  
27 historically specific meanings people attributed to it. Change over time is a fundamental  
28 category of analysis in Historical Perspectives courses, and attention to the specific and  
29 distinctive historical context is crucial.

30  
31 Second, students will learn about and critically assess the methods and conceptual  
32 frameworks with which scholars interpret primary sources.

33  
34 Third, students must themselves work with primary sources, i.e. materials produced in the  
35 time period under investigation, whether written, oral, visual, or material, and either in  
36 the original language or in translation. Students will learn how to analyze primary  
37 sources and do the interpretive work that makes meaning out of historical material.  
38 Students will also evaluate the uses and the limitations of those sources. Historical  
39 Perspectives courses should consider how the questions we ask and the sources available  
40 to us shape our knowledge of the past and our understanding of its significance.

41  
42 To satisfy the Historical Perspectives Core requirement, a course must fulfill these  
43 conditions:

44       The course examines the human past, studying the beliefs, practices, and  
45       relationships that shaped human experience over time.



1 The course focuses on change over time, giving attention to specific historical  
2 contexts.

3 The course introduces and critically assesses methods and concepts employed in  
4 producing historical knowledge.

5 Students will work with primary sources themselves, learning how to do the  
6 interpretive work that makes meaning out of historical material.

7 Students will evaluate the uses and the limitations of certain primary sources.

8 The course will consider how the questions we ask and the sources available to us  
9 shape our knowledge of the past and our understanding of its significance.

## 10 11 12 Literature

13  
14 Courses that meet the Literature Core requirement will introduce students to the  
15 challenges and joys of the close study of literature. Literature uses language in creative  
16 and powerful ways to entertain and engage, instruct and inspire, and shock or sadden us.  
17 In so doing it enlarges our understanding of the human experience, transforms our  
18 thinking and our lives, and helps us to imagine new possibilities for our society and the  
19 world. Penetrating analysis of literature teaches the power of literature to express the  
20 breadth and complexity of human lives past and present, near and far. Careful study of  
21 literature can enrich students' individual and professional lives and make them more  
22 understanding and reflective members of their multiple communities.

23  
24 Courses that meet the Literature Core requirement focus on the ways in which the written  
25 word articulates and explores human experience. Like other courses in the arts and  
26 humanities, literature classes analyze creative works, but their special emphasis is on the  
27 relationship between language and meaning in literary texts: we may find more complex  
28 meanings when we examine the author, the readers, the social or historical context, as  
29 well as the written text itself. Because informed readers of literature appreciate the  
30 aesthetic qualities of good writing, courses about literature teach students to work with  
31 language as both a vehicle through which ideas and images are expressed and as the  
32 material from which aesthetic works are composed. A poem is, for example, a text that  
33 communicates ideas as well as an aesthetic object that is composed of words (just as a  
34 painting conveys ideas and emotions but is made up of paint and brush strokes).

### 35 36 *CLE Guidelines for Literature Courses*

37 A course that fulfills the Literature Core Requirement must satisfy these conditions:

38 The course will focus on analysis of written works of literature (fiction, creative  
39 nonfiction, poetry, and others), and will specifically address issues of language  
40 and meaning in the works studied.

41 Students will study the formal dimensions of literature: they will study how the  
42 authors' choices -- such as the choice of genre, style, character presentation,  
43 vocabulary, meter or the use of symbolism -- have created the literature's effect  
44 of powerfully evoking the reader's response. For example, students will come  
45 to understand why a treatise or a series of limericks on the same subject as a  
46 sequence of sonnets would affect a reader quite differently.

1           The course will study the social and historical contexts of the literary works as  
2           well as their content.  
3  
4

## 5   Mathematical Thinking

6  
7   Mathematics has a dual nature: It is a science and way of thinking, with its own language  
8   designed for logical discourse, and it also provides unique approaches to describing and  
9   understanding reality. Much of modern life rests on intellectual and scientific  
10   developments that are directed by mathematical equations and algorithms: space flight,  
11   computers, the Internet, weather modeling, security codes, and a host of others. To  
12   function as effective and responsible citizens, students need some understanding of the  
13   analytic processes that underlie these developments. Students should have some  
14   familiarity with two primary aspects of Mathematical Thinking.  
15

16   The first aspect is mathematics as a body of knowledge. It is concerned with such issues  
17   as enumeration, quantifying change, geometrical figures, shape, and symmetry. It deals  
18   with these topics via precise, unambiguous symbolic language. Students need some  
19   facility in communication with these symbols to appreciate the power of its manner of  
20   expression. Students should understand some of the esthetically beautiful ideas and their  
21   history that have implications so powerful that science and technology would be  
22   impossible without this underpinning—selected from topics such as number theory,  
23   geometric analysis, calculus, probability, combinatorics, and symbolic logic, among  
24   others. Students should appreciate that mathematical results are established by logical  
25   proofs or algorithms with rigorous methods for testing whether something in a symbolic  
26   language is an acceptable proof.  
27

28   The second aspect of Mathematical Thinking is its broad applicability, its “unreasonable  
29   effectiveness” in the physical, biological and engineering sciences, as well in many of the  
30   social sciences and psychology. The essential concept is “mathematical modeling.”  
31   Through the use of mathematical ideas, many problems that arise in the everyday world  
32   can be abstracted and expressed as mathematical problems. The mathematical solutions  
33   are then applied to the original problem, and their conformance to reality checked. It is  
34   amazing that the same mathematical ideas are applicable in so many different disciplines.  
35   These elegant solutions to applied problems are necessary to deeper understanding of the  
36   forces that continuously transform our world.  
37

### 38   *CLE Guidelines for Mathematical Thinking Courses*

39   There should be a variety of courses that meet the Mathematical Thinking Core  
40   requirement if the diverse needs of our students are to be met, and faculty from a variety  
41   of disciplines should participate. While courses should have applied dimensions, all  
42   should focus on the manipulation of mathematical or logical symbols. An appropriate  
43   Mathematical Thinking Core course needs both to involve education in mathematical  
44   literacy, including communication with the special symbols of mathematics or logic (not  
45   prose only), and indication of how these concepts could be applied to analyze applied  
46   problems.

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In the face of the pervasive influence of mathematical ideas and methods in modern life, the problems of math anxiety and innumeracy continue to afflict American society at all educational levels. Accordingly, we urge the continued development of a different approach for those students for whom the traditional calculus route is inappropriate or not required for subsequent course work. Special courses dealing with “Great Ideas in Mathematics and its Applications” could be substantially more effective in providing these students with an understanding of diverse mathematical ways of thinking.

Acceptable tracks are: 1) courses dealing with “Great Ideas in Mathematics and its Applications,” 2) calculus or other traditional math courses, 3) formal logic or applied courses that emphasize mathematical modes of thinking that go beyond computational skills. Courses on specific applications of mathematics, such as statistical methods, to a particular field are fine if there is emphasis on underlying mathematical ideas, rather than just recipes for the particular application.

To be approved for the Mathematical Thinking Core requirement a course must fulfill these criteria:

The course will exhibit the dual nature of mathematics both as a body of knowledge and as a powerful tool for applications.

The course will focus on the manipulation of mathematical or logical symbols.

The prerequisite math requirements and mathematics actually used must be at or above levels that meet the standards for regular entry to the University.

## Physical Sciences

Studies of the physical sciences, from the interstellar to the sub-atomic, provide insights into the nature of matter and energy. Physics, chemistry, geology, astronomy and other related disciplines that explore the dynamics of our world, and indeed the universe, are fundamental to our daily lives. An appreciation of the ways of knowing employed in the physical sciences is important for making decisions concerning future investments and public policy regarding such pressing topics as global climate change, alternative energy sources, space exploration, resource management and nanotechnology.

The Physical Science Core requirement is intended to acquaint students with the theory and practice of some aspects of this broad area of inquiry. Courses that satisfy the Physical Sciences Core requirement will expose students to key basic concepts and results regarding the natural laws, processes and properties of matter, as they pertain to a particular discipline, and will provide students with the experience of producing such knowledge, albeit on a basic level. Courses fulfilling this requirement may be part of the fundamental coursework taken by majors in the physical sciences, or they may be designed for students who have a limited exposure to a particular field and desire a general introduction to key concepts and results of a given discipline.

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*CLE Guidelines for Physical Sciences Courses*

All knowledge in the physical sciences is based upon empirical data, and a proper exposure to the ways of knowing and thinking in the physical sciences requires a laboratory or fieldwork component.

The Physical Science Core courses must satisfy the following requirements:

The course will impart an understanding of physical phenomena by analyzing and describing properties of matter, energy, structure, composition, space and time that govern our universe.

The course will employ mathematical or quantitative analysis in the description and elucidation of natural phenomena.

The course will include a laboratory or field work component, which may involve direct experimentation, fieldwork, or simulations. The goal is to involve the student in hands-on production, testing, interaction and application of the concepts and principles developed in the classroom portion of the course.

The course will provide an understanding of the scientific method, by which observations of the natural world lead to the formulation of hypotheses or explanations of physical phenomena that are then empirically tested by experiment or observation.

Social Sciences

The social sciences comprise a broad range of topics, approaches, and methodologies from the humanistic to the mathematical. Broadly, social scientists focus on individual behavior in the context of society, and explore the many dimensions of human practices including economy, politics, cultures, relationships, cognition, and space. Knowledge of the social sciences brings students a better understanding of themselves in relation to others; shows how individuals, institutions, events, and ideas are connected; leads students to be more thoughtful and active citizens; and enhances personal capacities and welfare. Through the social sciences students more fully comprehend the patterns and problems of their own and other societies. Social scientists work at multiple spatial and temporal scales, from the neighborhood to the global, and from periods of days to centuries. Social scientists may use advanced computation, models, and empirical research to study markets and market-like behavior; use medical imaging to understand the human mind; study public spaces, the concept of “place,” and advanced mapping techniques. Social scientists also may undertake ethnographic research to interpret and compare cultures and group practices. These and other ways of knowing provide a variety of ways to understanding humans, including positivism, realism, poststructuralism, and critical theory.

Some of the questions social scientists pursue include: How do race, class, gender, and sexuality intersect? How does the criminal justice system work? How do urban systems evolve? How does the media affect human behavior? How do state and world politics relate to economies? What are the sources of revolution, resistance, and terrorism?

1 A required course must address questions that are central to social science and relate to  
2 current societal themes, such as race and class, environmental equity, economic  
3 development, world economies, and local cultures. Courses that fulfill the Social Science  
4 Core requirement must expose students to appropriate quantitative and/or qualitative  
5 approaches and methods of analysis, including textual analysis, discourse analysis,  
6 surveys, interviews, focus groups, and ethnographic work, and/or quantitative  
7 methodologies including statistics, modeling, or spatial analysis.

### 8 9 *CLE Guidelines for Social Sciences Courses*

10 Courses in the Social Science Core are not required to meet pre-defined standards for  
11 disciplinary, theoretical, or methodological content, but CLE expects courses in the  
12 Social Science Core to do the following:

13       The course will show how social scientists describe and analyze human  
14       experiences and behavior.

15       Students will work with social science data (primary or secondary) and one or  
16       more of the primary quantitative and qualitative methods for analyzing these data.

17       The course will identify key disciplinary resources and evaluate their quality.

18       The course will explore the interrelationships among individuals, institutions,  
19       structures, events and/or ideas.

20       Students in the course will examine the roles that individuals play in their cultural,  
21       social, economic, and/or political worlds.

22       The course will promote multidisciplinary ways of thinking that can be used to  
23       synthesize and analyze local, national, and global issues, and the connections  
24       among these.

25       The course will encourage students to work collaboratively in groups and  
26       individually to construct new knowledge.

### 27 28 29 **Rethinking the Themes**

30 In its report, the Howe committee proposed a set of "Designated Themes" that challenge  
31 students to consider compelling issues that are at the heart of decisions they will have to  
32 make as citizens and as human beings:

33       If a liberal education appropriate for the 1990s and beyond must be solidly  
34       grounded in fields of knowledge and modes of inquiry that provide students with  
35       essential intellectual tools and understandings, it must also incorporate new areas  
36       and modes of scholarly inquiry and offer students new perspectives on the world  
37       in which they live.

38 We recommend a continuation of Themes to complement the intellectual foundation  
39 offered by the Core.

40 As originally conceived in the Howe Report, the Themes are clearly intended to have the  
41 common goal of cultivating in students the habits of ethical thinking about important  
42 challenges facing our society and world; of reflection upon the shared sense of

1 responsibility required to intentionally build and maintain community, of connecting  
2 knowledge and practice, of fostering a stronger sense of our roles as historical agents.  
3 With their emphasis on compelling contemporary issues, the Themes identified below  
4 emphasize the expectation that these courses offer opportunities for students to consider  
5 crucial questions of our time in all of their complexity; to reflect on ethical implications;  
6 to discuss and to debate; to formulate opinions; to have their opinions respectfully  
7 challenged and to respectfully challenge the opinions of others; and to connect what they  
8 are learning to their own lives and to the world around them. These courses offer  
9 students a sustained opportunity to engage in difficult debates around moral, legal, and  
10 ethical issues that require sustained critical inquiry from a variety of perspectives and the  
11 cultivation of independent thinking. Because these courses deal with issues that may  
12 require a higher level of knowledge or specialization, they may have prerequisites (in  
13 contrast with Core courses, where prerequisites are discouraged).

14 Each of the five proposed Themes introduces students to issues that are crucial to being  
15 informed and engaged citizens; that are of special importance to the educational mission  
16 of the University; and that provide opportunities for engaged discussions. As originally  
17 conceived in the 1990 Howe Report, each of these Themes is:

18  
19       solidly grounded in the scholarly work of the faculty, draws on the perspectives of  
20       numerous disciplines, focuses on issues of lasting importance for our nation and the  
21       world, offers students opportunities to explore the connections between formal study  
22       and the obligations of responsible citizenship, and has been previously identified as of  
23       special importance in the educational mission of the University. Together they offer a  
24       new and complementary dimension of liberal learning for our time.  
25

26 In response to the Howe committee's call to review the Themes to keep them relevant to  
27 the students' lives, we have reworked the four existing Themes, modifying them subtly or  
28 substantially, and have added a fifth Theme, "Technology and Society." Students will  
29 complete one course that meets each of the following themes: Civic Life and Ethics,  
30 Diversity in the United States, the Environment, Global Perspectives, and  
31 Technology and Society.  
32

## 33 34 Theme Requirements

### 35 36 Civic Life and Ethics

37  
38 Education in civic life and ethics will help students as they continually shape their  
39 identities and character in the context of civic life and public engagement. Civic life and  
40 public engagement is not simply political activity; it inevitably encompasses the everyday  
41 actions that individuals take in their personal, professional, and public lives. Ethics  
42 involves acquisition of insight into experiences that help us to make decisions about what  
43 is good or bad, right or wrong, just or unjust – and to recognize the ambiguity inherent in  
44 many public problems.  
45

1 The Civic Life and Ethics Theme will explore the social construction of ethics and the  
2 role of ethics in decisions that affect the general population in their everyday lives. It  
3 will also explore how decisions are made or influenced by public engagement. Students  
4 will be best equipped to manage contemporary problems if they learn how civic and  
5 ethical principles have been historically developed, critically assessed by individuals and  
6 groups, and negotiated within specific cultural settings. It is desirable but not required of  
7 this Theme that students have opportunities to apply their knowledge and skills to  
8 contemporary problems in civic life.

9  
10 *CLE Guidelines for Civic Life and Ethics Courses*

11 Courses that meet the Civic Life and Ethics Theme may emphasize very different content  
12 and may weight essential components quite differently, however courses approved for  
13 credit in this Theme must meet the following requirements:

14 The course will define, present, and discuss ethics and the role of ethics in civic  
15 life.

16 The course will explore how the ethical principles of a society or societies have  
17 been derived and developed through group processes, and debated in various  
18 arenas.

19 The course will encourage students to develop, defend, or challenge their personal  
20 values and beliefs as they relate to their lives as residents of the United States and  
21 members of a global society.

22 The course will provide concrete opportunities for students to identify and apply  
23 their knowledge of ethics, both in solving short-term problems and in creating  
24 long-term forecasts.

25  
26  
27 Diversity in the United States

28  
29 Understanding the internal diversity of the United States and the complex ways in which  
30 diversity can be both an asset and a source of social tensions is integral to an informed,  
31 responsible, and ethical citizenry. Our graduates must be prepared for life in this diverse  
32 democracy and in the broader interdependent world. Liberal education supports an  
33 understanding of a diverse people and their myriad ways of being, knowing, and  
34 learning.

35  
36 Courses fulfilling the Diversity in the United States Theme requirement should promote  
37 historical and contemporary understanding of how social differences (such as race,  
38 ethnicity, class, gender, religion, sexual orientation, and disability) have shaped social,  
39 political, and cross-cultural relationships. The objective of this requirement is to ensure  
40 that students' educational experience and knowledge-base of the United States is  
41 inclusive of group and social differences. Through this type of educational experience,  
42 our students will be better able to live and work effectively in a society that continually  
43 grows more diverse and inclusive.

1 *CLE Guidelines for Diversity in the United States Courses*

2 Courses that meet the Diversity in the United States Theme may emphasize very different  
3 content and be taught from a variety of disciplinary or interdisciplinary perspectives. All  
4 courses that satisfy this Theme requirement must fulfill the following criteria:

5 The course will advance students' understanding of how social difference in the  
6 U.S. has shaped social, political, and cross-cultural relationships.

7 The course will engage scholarship that has emerged in response to  
8 epistemological gaps in information and perspective in traditional disciplines.

9 The course will require students to consider the complex relationship between a  
10 particular form of diversity in the United States and its impact on historical and  
11 contemporary social dynamics, democratic practices and institutions.

12 The course will enhance students' understanding of diversity as a social construct  
13 that has promoted the differential treatment of particular social groups and served  
14 as the basis for response to subsequent social inequities by these groups.

15  
16  
17 The Environment

18  
19 As the 21<sup>st</sup> century begins, there is probably no set of issues on which academic research,  
20 educational instruction, the demands of public policy, and the requirements of informed  
21 citizenship are more powerfully joined than those relating to the environment. Over the  
22 last half century, even with a doubling of the human population, human health and per  
23 capita income have improved dramatically in many parts of the world as supplies of food  
24 and energy increased in combination with advances in technology. This success has  
25 required a vast increase in the intensity of human use of the environment with the  
26 inadvertent, environmental impacts such as global climate change, air and water quality  
27 degradation, loss of biological diversity, and invasions by exotic species. During the  
28 coming 50 years, the human population is projected to increase by 40%, leading to  
29 further stresses on the environment. Societal policies and practices must change to  
30 minimize environmental impacts. Now more than ever all citizens need to be engaged  
31 with the science and policy surrounding the environment to minimize unintended  
32 environmental impacts from the local to global scale.

33  
34 *CLE Guidelines for the Environment Theme Courses*

35 Environmental issues are complex. Finding solutions to these environmental issues will  
36 have students vigorously debating the myriad of solutions; weighing the costs with the  
37 benefits and tradeoffs among alternative policies and practices; exploring the roles of  
38 science and technology; learning to become involved, informed, and constructive citizens  
39 after graduation. Issues such as sustainability and the ethics of intergenerational equity  
40 must be weighed against meeting current needs and wants. The pursuit of solutions to  
41 environmental issues is a highly synthetic and interdisciplinary endeavor. Therefore,  
42 courses that fulfill this Theme need to connect students, in explicit ways, to solving  
43 problems. A broad array of disciplines, from physical and biological sciences, to the  
44 social sciences and humanities need to be integrated into the proposed solutions, which  
45 must be based on science, but which will be implemented and sustained only if they are  
46 consistent with the ethics and values of society.



1  
2 A course will meet the Environment Theme requirement if it fulfills these criteria:

3 The course will raise environmental issues of major significance.

4 The course will give attention to interrelationships between the natural  
5 environment and human society.

6 The course will introduce the underlying scientific principles behind the  
7 environmental issues being examined

8 Students in the course will explore the limitations of technologies and the  
9 constraints of science on the public policy issues being considered.

10 Students in the course will learn how to identify and evaluate of credible  
11 information concerning the environment.

12 Students in the course will demonstrate an understanding that solutions to  
13 environmental problems will only be implemented and sustained if they are  
14 consistent with the ethics and values of society.

15  
16  
17 Global Perspectives

18  
19 Undergraduates, regardless of field of study or intended career path, must develop the  
20 competence to function effectively and ethically in a complex, rapidly changing world  
21 that is increasingly interdependent yet fraught with conflicts and disparities. With a  
22 curriculum that spans the globe, study abroad programs in more than 60 countries,  
23 undergraduate instruction in more than two dozen languages, thousands of international  
24 students, scholars, and visitors on campus, and a metropolitan community that draws  
25 immigrants from around the world, the University has exceptional resources for global  
26 education. The Global Perspectives Theme assures that graduates from the University  
27 have had at least one significant academic exposure to the world beyond U.S. borders,  
28 and the opportunity to consider the implications of this knowledge for the international  
29 community and their own lives.

30  
31 *CLE Guidelines for Global Perspectives Courses*

32 Courses in many disciplines and interdisciplinary areas may be suitable for the Global  
33 Perspectives Theme, and efforts should be made to assure that all world regions are  
34 represented among courses meeting this requirement. Courses focusing on the non-  
35 Western cultures and regions should be especially encouraged. Topics addressed in a  
36 Global Perspectives Theme course might include (but are not limited to) contemporary  
37 popular culture; nationalism; globalization; human rights; comparative politics,  
38 economics, or cultures; historical studies; different modes of material and political life;  
39 regional, ethnic, or religious conflict; artistic and literary responses to colonialism or the  
40 colonial legacy, and the role of governments, corporations, or international organizations.  
41 Through concentrated study of a particular country, culture, or region, through in-depth  
42 focus on a particular global issue with reference to two or more parts of the world, or  
43 through the study of global affairs by a comparative method, students may cultivate a  
44 broader and more thoughtful perspective; increase their global awareness; and learn the  
45 importance of the particularities of place, time, and culture to understanding our world.

1 To meet the Global Perspectives Theme requirement, a course must fulfill the following  
2 criteria:

3 The principal focus, and most or all of the material covered in the course, will be  
4 on the world beyond the United States.

5 The course will either (1) focus in depth upon a particular country, culture, or  
6 region or some aspect thereof; (2) address a particular issue, problem, or  
7 phenomenon with respect to two or more countries, cultures, or regions; or (3)  
8 examine global affairs through a comparative framework. In the case of (2) and  
9 (3), there must be evidence that students will learn about at least one non-U.S.  
10 country, culture, or region in some depth.

11 The course will provide opportunities for students to discuss and reflect on the  
12 implications of issues raised by the course material for the international  
13 community, the United States, and/or for their own lives.

14  
15 The Council also recommends that *all* credit-bearing study abroad experiences which  
16 earn at least three credits count toward the undergraduate degree to fulfill the Global  
17 Perspectives Theme requirement.

## 18 19 20 Technology and Society

21  
22 Advances in science and engineering produce technologies that have a profound impact  
23 on society. Informed and engaged citizens must be thoughtful rather than passive  
24 consumers of new technology. As a major research institution, the University is not  
25 merely a witness to, but is also a conspicuous participant in, the tide of technological  
26 change. Because developing innovative technologies is essential to the University's  
27 mission, it is crucial that students and faculty reflect upon the complex and compelling  
28 ethical issues raised by technological change and its effects on society. Society,  
29 explicitly or indirectly, defines the context in which new technologies are developed, the  
30 ways in which they are adopted and implemented, and the rules by which they are used.  
31 Undergraduate education at the University of Minnesota must prepare students to make  
32 sense of, evaluate, and respond to present and future technological changes that will  
33 shape their workplaces and their personal and public lives.

### 34 35 *CLE Guidelines for Technology and Society Courses*

36 Technology and Society Theme courses consider the impact of technology on society as  
37 well as how society has shaped, used, and responded to new technology. New  
38 technologies often meet with resistance and stir debate because of the potential for  
39 dramatic change that is both intended and unintended. In some cases, lack of  
40 understanding of the science behind a new technology may create misconceptions or fear  
41 of the unknown. Some new technologies, such as stem cell research or genetic  
42 engineering, may raise ethical or religious issues. Other technologies, such as the internet  
43 or global positioning systems raise issues of individual privacy. The rapid pace of  
44 technological advancement requires thoughtful and meaningful consideration so that the  
45 use of technology reflects the shared needs and values of society. Technology and

1 Society Theme courses should introduce students to a broad range of perspectives on the  
2 adoption and use of certain technologies.

3  
4 Courses that fulfill the Technology and Society Theme requirement will come from a  
5 wide range of colleges and units across the university. The emphasis on both the  
6 underlying science and the societal context may require current courses that are primarily  
7 science and/or engineering oriented to enhance social science aspects of the course.  
8 Likewise, courses that focus primarily on the societal context of technology will need to  
9 address the underlying science and engineering. Examples of current courses at the  
10 university that may fulfill this requirement with appropriate modification include:  
11 CFAN 1501 Biotechnology, People, and the Environment; JOUR 3552 - Internet and  
12 Global Society; GEOG 3561 - Principles of Geographic Information Science; DHA 5342  
13 Residential Technology; EDPA 5308 Emerging Issues and School Technology; Comm  
14 1102 Introduction to Communication; HSci 4321 History of Computing; IofT 1311  
15 Engineering Basics.

16  
17 To be approved for the Technology and Society Theme requirement a course must fulfill  
18 these criteria:

19 The course will examine one or more technologies that have had some measurable  
20 impact on contemporary society.

21 The course will build student understanding of the science and engineering behind  
22 the technology addressed.

23 Students will discuss the role that society has played in fostering the development  
24 of technology as well as the response to the adoption and use of technology.

25 Students will consider the impact of technology from multiple perspectives that  
26 include developers, users/consumers, as well as others in society affected by the  
27 technology.

28 Students will develop skills in evaluating conflicting views on existing or  
29 emerging technology.

30 The course will engage students in a process of critical evaluation that will  
31 provide a framework with which to evaluate new technology in the future.

## 32 33 34 SOME COMMENTS ON WRITING

35  
36 There is one large and critically important area that was not directly addressed by the  
37 Council on Liberal Education in its work during 2006-07. Because of the  
38 recommendations of the Strategic Positioning Task Force on Writing, and the pending  
39 appointment of a Campus Writing Board, along with the Bush grant to support a Writing  
40 Enriched Curriculum (WEC), the Council determined that it would be duplicative at this  
41 time to address the Writing Intensive (WI) courses and requirements established by the  
42 Howe committee. It is expected that through the WEC process, writing instruction will  
43 evolve over the next five to ten years and eventually will replace the WI rubric, with  
44 responsibility for oversight of writing passing from CLE to the Campus Writing Board.  
45 The Council will work with the Campus Writing Board to define the future relationship

1 between these two bodies and to assure that there are clear communications and  
2 meaningful conversations during the transition period.

3  
4 We share the Howe committee's certainty that writing is of bedrock importance to a good  
5 liberal education. We expect that students in all disciplines will use writing to clarify  
6 their thinking, to analyze problems, to express their opinions, to summarize data, and for  
7 myriad other purposes central to liberal education. In all liberal education courses,  
8 writing must be recognized as fundamental to learning. While we defer to the Campus  
9 Writing Board in oversight of the writing initiative, we advocate that writing in some  
10 form appropriate to each discipline be a meaningful component of every liberal education  
11 course. This does not mean that every course needs to be "writing-intensive," but it does  
12 mean that liberal education courses should as a matter of practice invite and encourage  
13 students to use writing in a wide variety of ways, from short essays to written  
14 comments/questions at the end of a lecture to opinion pieces to summaries of reading.  
15 Writing is an important tool for learning, and especially for the kind of learning  
16 envisioned in liberal education.

## 17 18 19 IMPLEMENTATION ISSUES

20  
21 Some students attending the University of Minnesota-Twin Cities will complete one  
22 course in each of the seven Core areas and one course in each of the five Theme areas,  
23 for a total of twelve courses. But the curriculum offered will make it possible for  
24 students to meet the requirement with fewer courses, because some courses will meet  
25 more than one requirement. Courses that do this will have a special challenge to meet the  
26 enhanced rigor of requirements in both areas. It will not be sufficient for Themes to be  
27 addressed in a sketchy or minimal way as part of the Core; Themes must truly be  
28 imbedded as a crucial component of how the Core is taught. The course syllabus needs to  
29 document explicitly, both in the stated course objectives and the course activities such as  
30 the readings and lecture topics, how the Theme is an integral part of the course. The  
31 Theme needs to be interwoven throughout the course material. Courses will no longer be  
32 approved to meet two Themes; while they may integrate materials relevant to two  
33 different Themes, the department proposing the course must choose what Theme they  
34 will address when they seek CLE approval.

35  
36 It is our expectation that the new requirements will go into effect for students coming to  
37 the university in fall 2010. This allows two full years for the development of new  
38 courses for the new Theme requirement and the restructuring of courses that currently  
39 meet a CLE requirement but will not do so under the new guidelines. A plan for  
40 recertification of currently approved courses will be developed and disseminated as soon  
41 as this report is approved.

42  
43 In addition to considering what we should require, the Council also considered how the  
44 University could create an environment that allowed students to experience more  
45 coherence in their liberal education or more connection to the broader vision of liberal

1 education. To that end we talked about the critical role played by both instructors and  
2 advisors, and we also talked about a new idea, the “liberal education minor.”  
3

4 The faculty are crucial in communicating with students about liberal education. In every  
5 course that meets liberal education requirements, there must be explicit and cumulative  
6 opportunities for faculty to discuss with students the reason this course meets liberal  
7 education requirements, what this means for the students and for the course structure, and  
8 why learning about this area is important for students’ careers and personal lives. This  
9 cannot be a matter of chance or instructor personality—it must be solidly imbedded in the  
10 structure of the course and reflected in the syllabus. This is especially important because  
11 instructors may change over time, but the course is approved for liberal education  
12 designation based on the course syllabus. Faculty who are uncomfortable with  
13 discussions about liberal education should be given the opportunity to work on  
14 developing these skills in a supportive seminar structure, perhaps offered through the  
15 Center for Teaching and Learning workshop series. One way we propose to assure that  
16 these goals are being met is to revise the Student Evaluations of Teaching to require that  
17 evaluation forms for all courses that meet liberal education requirements include explicit  
18 questions about the extent to which students perceive the course as having met the goals  
19 of that particular liberal education requirement.  
20

21 Similarly, advising conversations about liberal education must go beyond check-off lists  
22 to encourage real and meaningful discussions of what courses to choose and why. We  
23 know that many advisers are eager to have these discussions; colleges need to provide  
24 opportunities and developmental support to assure that these conversations can and do  
25 happen in ways that provide greater coherence for students. A related issue noted by the  
26 Howe committee was timing of LE registrations. They recommended that students do  
27 about a third of their LEs in their junior or senior year. This recommendation was never  
28 implemented, in part because it would have created barriers for many transfer students  
29 who complete most of their liberal education requirements before transferring.  
30 Nevertheless, the intent of this recommendation is important for advisers to take into  
31 consideration as they help students understand their options on the timing of liberal  
32 education course-taking. While liberal education courses can help undeclared students  
33 explore possible major options, we conclude that the message to “get all your LEs done  
34 in the first two years” does not help students understand the purpose of liberal education  
35 and in fact mitigates against a positive student experience. Students told us very  
36 powerfully that they wish they had not been told to take all of their liberal education  
37 courses in their first two years; they said they developed interests that they would have  
38 liked to explore in more depth in their later years, if only they had “saved” an LE or two  
39 for this time. For this reason, we support and advocate advising interactions that help  
40 students distribute at least some part of their liberal education across the full four years of  
41 the degree.  
42

43 Finally, we encourage the development of a concept we called “liberal education  
44 minors”: a cluster of courses, centered around a topic, that as a totality meet most or all  
45 of the liberal education requirements, and that have a conscious, explicit focus on helping  
46 students to integrate knowledge across the disciplines. With a minimum of new courses

1 (perhaps one per minor), we can build on existing courses and disciplines to help students  
2 achieve coherence. One can imagine, for example, a minor with all its topics centered on  
3 water: from hydrology and environmental concerns to literature and music, from  
4 international issues about water rights to symbolic meanings of water. Or a minor  
5 centered on agriculture and sustainability, which could encompass science, international  
6 issues, philosophy, ethics, and history. Some existing minors could be refocused to more  
7 explicitly integrate liberal education requirements. These interdisciplinary, cross-college  
8 efforts would allow students to have a more clearly structured way to understand and  
9 make sense of their liberal education experience. To support these efforts, we encourage  
10 the development of mechanisms to allow freer exchanges across colleges, as the current  
11 budget structure (IMG) is widely perceived as an impediment to such exchanges.  
12  
13

#### 14 ASSESSMENT OF LIBERAL EDUCATION 15

16 The University is increasingly accountable, through accreditation and other processes, for  
17 demonstrating that our students are learning what we say they are learning. We are being  
18 asked, in increasingly public ways, to demonstrate how we know that we are educating  
19 our students. Providing such evidence is perhaps easiest in the context of the major,  
20 where students often have to do a senior paper or project, or where curricula are built on  
21 students' successful mastery of increasingly complex knowledge and skills. It is much  
22 more difficult, however, to propose appropriate ways to measure the effects of our liberal  
23 education. How do we know that we are achieving even a part of the lofty goals we have  
24 espoused in this and earlier documents?  
25

26 We propose three strategies to address the issue of assessment of liberal education. The  
27 first is to revise our end-of-course evaluations (Student Evaluations of Teaching, or SET)  
28 to include one or more questions that ask students to address explicitly the extent to  
29 which they understood the liberal education focus of each course that is approved to meet  
30 one or more liberal education requirements. This strategy will not answer the question of  
31 whether we achieved our educational goals, but it will at least conclusively answer the  
32 question of whether students perceived that someone was trying to help them understand  
33 how/why this particular course was important to their broader education and their future  
34 lives.  
35

36 A second strategy is intertwined with the Student Learning Outcomes (SLOs) and the  
37 campus-wide discussions about assessment that are now taking place. The SLOs are very  
38 closely connected to the goals of liberal education as we have outlined them here. The  
39 outcomes are stated as follows:  
40

41 ***At the time of receiving a bachelor's degree, students:***

- 42 ○ *Can identify, define, and solve problems*
- 43 ○ *Can locate and critically evaluate information*
- 44 ○ *Have mastered a body of knowledge and a mode of inquiry*
- 45 ○ *Understand diverse philosophies and cultures within and across societies*
- 46 ○ *Can communicate effectively*

- 1           ○ *Understand the role of creativity, innovation, discovery, and expression*
- 2           ○ *across disciplines*
- 3           ○ *Have acquired skills for effective citizenship and life-long learning.*
- 4

5 These outcomes are a product of the whole educational experience; some of them will  
6 come primarily through the major (mastery of a body of knowledge, for example) but  
7 others come from the major, from liberal education, and from all of the other experiences  
8 and interactions that students have throughout their college years. It would be impossible  
9 to tease some out and say that this or that should be linked specifically to liberal  
10 education, but it would also be shortsighted to believe that only the major delivers these  
11 outcomes. As departments and colleges explore how these outcomes are expressed in  
12 their curricula, they need to think both about the majors that they teach and about the  
13 liberal education courses that they are responsible for. How can each college assure that  
14 each LE course they offer is appropriately focused on these outcomes? How can CLE  
15 use these outcomes in its review of course proposals?

16  
17 The third assessment strategy is the one that is least likely to give us specific information  
18 but that is most likely to meet the growing demands for external validation of our  
19 educational outcomes. As part of a project sponsored by NASULGC (the National  
20 Association of State Universities and Land Grant Colleges), President Bruininks has  
21 committed the University to be one of 79 institutions from public colleges and  
22 universities across the nation that will work to develop recommendations for a Voluntary  
23 System of Accountability (VSA) Program. One of the requirements of this program is  
24 the development of “direct learning outcome measurement of the value-added by the  
25 university to undergraduates in the areas of critical thinking, analytic reasoning and  
26 written communications ability.”

27  
28 In the context of this initiative, it is likely that the university will undertake the use of one  
29 or more externally-developed assessment instruments whose results can be compared  
30 across institutions. There are many instruments that have possible relevance to assessing  
31 general or liberal education outcomes, and no decision has been made about which  
32 instrument might be used, or when or how it might be implemented. One such  
33 instrument is the “Collegiate Learning Assessment” (CLA) developed by the Council for  
34 Aid to Education (whose President, Roger Benjamin, is a former U of M provost).  
35 Information about this assessment can be found on the website of the Council for Aid to  
36 Education. We are not advocating the use of this instrument, and in fact there are many  
37 concerns in the assessment literature about various “value added” approaches to  
38 assessment. But we do note that it seems likely that in collaboration with other  
39 NASULGC institutions, the University will be participating in or developing some form  
40 of overarching assessment of learning through the college years. We look forward to  
41 learning more about this project and its relationship to the assessment of liberal education  
42 at the University of Minnesota.

43  
44