

MEETING OF THE STUDENT SENATE

THURSDAY, APRIL 3, 2008

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. STUDENT SENATE CONSULTATIVE REPORT Student Release Questions Information for the Student Senate

FOR INFORMATION:

According to the charge to the Student Consultative Committee, it has the authority "[t]o act on behalf of the Student Senate when a decision is required prior to the next scheduled meeting of the Student Senate and when a decision is required when it would not be possible to convene a special meeting of the Student Senate in a timely fashion; such actions will be reported to the Student Senate at its next meeting and the Student Senate may then overrule the Student Senate Consultative Committee." The following student release questions were approved by the Student Senate Consultative Committee on March 12, 2008.

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 recommend this instructor to other students.

- Yes
- No

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

Agree Somewhat Agree Somewhat Disagree Disagree Not applicable

- A. Is approachable
- B. Makes effective use of course readings
- C. Creates worthwhile assignments
- D. Has a grading system that is reasonable

RONALD MILLER, CHAIR
STUDENT SENATE CONSULTATIVE COMMITTEE

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

3. CIVIL SERVICE COMMITTEE UPDATE
(5 minutes)

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

5. ASSEMBLY/ASSOCIATION UPDATES
(5 minutes)

6. STUDENT SENATE STIPENDS
Action
(5 minutes)

FOR INFORMATION:

The Student Consultative Committee, less its stipend-receiving members, shall review the performance of duties of all stipend-receiving members and vote on the approval, reduction, or withholding of the portion of their stipends allocated for spring semester. A two-thirds affirmative vote by the Student Consultative Committee is required for modification of stipend disbursement.

The Student Consultative Committee recommendation shall be presented to the Student Senate for approval at or before the Student Senate's last regular meeting of spring semester. Stipend receiving persons have a right to answer questions about or speak regarding the Student Consultative Committee's findings at this meeting if they so chose. A two-thirds vote of the Student Senate is required to modify the Student Consultative Committee recommendation.

MOTION:

The Student Senate Stipend Review Committee has reviewed the performance of the following stipend-receiving students: Ronald Miller, SSCC/Student Senate Chair; and, Kris Schwebler, SSCC/Student Senate Vice Chair. The recommendation from the committee is that:

- Ronald Miller receive \$500.00 of the \$500.00 spring semester portion of his stipend
- Kris Schwebler receive \$250.00 of the \$250.00 spring semester portion of her stipend

COMMENT:

The Review Committee felt that both students fulfilled the duties associated with their positions and therefore should receive the full spring semester portion of their respective stipends.

**ALICIA SMITH, CHAIR
STUDENT SENATE STIPEND REVIEW COMMITTEE**

**7. STUDENT SENATE BYLAWS AMENDMENT
Action by the Twin Cities Student Delegation
(10 minutes)**

MOTION:

To amend Article V, Section 2 of the Student Senate Bylaw as follows (language to be deleted is ~~struck out~~; language to be added is underlined):

**ARTICLE V. STUDENT SENATE MEMBERSHIP, ELECTIONS, AND OFFICERS
(Changes to this article are subject to vote only by the Student Senate)**

1. Membership

For the purpose of electing representatives and alternate representatives, if any, to the Student Senate, qualified students shall vote within each of the following units of the University:

TWIN CITIES: Biological Sciences; Continuing Education; Dentistry; Design; Education and Human Development; Food, Agricultural, and Natural Resource Sciences; Graduate School; Law; Liberal Arts; Management; Medical School; Nursing; Pharmacy; Public Health; Technology; Veterinary Medicine

CROOKSTON

DULUTH: Business and Economics; Education and Human Service Professions; Fine Arts; Liberal Arts; Science and Engineering;

MORRIS

The elected members of the Student Senate shall be members of the University Senate.

2. Election of Members

a. Eligibility

a. Only students carrying at least two-thirds the number of credits required for full-time student status as defined by the Office of the Registrar for their college of enrollment shall be eligible to vote. ~~Each institute, college, or school shall establish its own procedures to determine qualification of those students eligible to vote.~~

b. To be eligible for election to the Student Senate, a student must have earned the required number of credits in residence at the University, as described below:

(1) Graduate School students carrying one credit ABD (all but dissertation) at the time of voting or who are certified as the equivalent of full-time students by the Graduate School shall be eligible for election.

(2) All other students shall be eligible for election if they have earned within the past semester and are currently carrying at least two-thirds the number of credits required for full-time student status as defined by the Office of the Registrar for their college of enrollment.

c. To continue to serve in the Student Senate, a student representative must continue to meet the requirements for eligibility identified under "b" hereof.

b. Elections

1. Coordinate Campuses

a. Between February 1 and April 30 of each year, ~~each unit~~ Crookston, Duluth, and Morris as listed in Section 1 of this Article shall conduct an election for Student Senate members and alternate members, if any. Each unit shall establish its own procedures, in accordance with the constitution, for conducting its elections. The results of the elections shall be mailed to the Clerk of the Senate not later than May 5.

b. Eligible students elect from their ranks 50 Student Senate members, who shall be distributed among the colleges and campuses in proportion to the number of students in those units. Each college shall be guaranteed one student senator. Morris and Crookston will be guaranteed a minimum of two student senators.

c. The elected representatives of the students to the Student Senate shall be chosen by secret ballot by the student constituency enrolled in the institutes, colleges, or schools as specified in the Bylaws. Only full-time students in each institute, college, or school shall be eligible to vote. Each institute, college, or school shall establish its own procedures to determine qualifications of those students eligible to vote.

d. The student board of each institute, college, school, or other representative unit shall determine if a pool of alternate senators shall be elected or define the pool to be all eligible students in the institute, college, or school. If the alternates are to be elected, then the constitution of the institute, college, school or other unit shall specify the number to be elected and their term in office, and they shall be elected at the same time and in the same manner as senators.

e. A senator may designate anyone from the appropriate unit pool to serve as an alternate in the senator's absence by providing notice to the Clerk of the Senate prior to the commencement of any meeting of the University or Student Senate.

f. All members elected to the Student Senate shall begin service on July 1 and shall serve for one year. Elected members of the Student Senate shall not serve more than four one-year terms, or any part thereof, in any six year period.

2. Twin Cities

a. Between February 1 and August 10 of each year, each Twin Cities units as listed in Section 1 of this Article shall conduct an election for Student Senate members and alternate members, if any, for the following year. Each unit shall establish its own procedures, in accordance with the constitution, for conducting its elections. The results of the elections shall be mailed to the Clerk of the Senate not later than August 15.

b. Between February 1 and August 10 of each year, the elected representatives of the students to the Student Senate for the following year shall be chosen by secret ballot by the student constituency enrolled in the institutes, colleges, or schools as specified in the Bylaws. Only full-time students in each institute, college, or school shall be eligible to vote. Each institute, college, or school shall establish its own procedures to determine qualifications of those students eligible to vote.

c. Between February 1 and August 10 of each year, the student board of each institute, college, school, or other representative unit shall determine if for the following year a pool of alternate senators shall be elected or define the pool to be all eligible students in the institute, college, or school. If the alternates are to be elected, then the constitution of the institute, college, school or other unit shall specify the number to be elected and their term in office, and they shall be elected at the same time and in the same manner as senators.

d. After August 15 of each year and for the current year, each any open Student Senate members and alternate members from Twin Cities units as listed in Section 1 of this Article shall be filled by the Student Senate Consultative Committee with approval of the Student Senate. The Student Senate Consultative Committee shall establish its own procedures, in accordance with the constitution, for conducting elections.

e. Eligible students elect from their ranks 50 Student Senate members, who shall be distributed among the colleges and campuses in proportion to the number of students in those units. Each college shall be guaranteed one student senator.

f. A senator may designate anyone from the appropriate unit pool to serve as an alternate in the senator's absence by providing notice to the Clerk of the Senate prior to the commencement of any meeting of the University or Student Senate.

g. All members elected to the Student Senate shall begin service on July 1 and shall serve for one year. Elected members of the Student Senate shall not serve more than four one-year terms, or any part thereof, in any six year period.

...

COMMENT:

This amendment is meant to help the Twin Cities fill Student Senate seats that are filled through spring elections. The responsibility currently rests with college boards, but many seats remain vacant throughout the year either because there is not a functioning college board or the college board does not choose to fill these seats. The amendment would allow the Student Senate to fill vacant seats itself.

If approved, procedures for how this process would be handled would be brought to the Student Senate in May.

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

8. OLD BUSINESS

9. NEW BUSINESS

10. ADJOURNMENT

CONSECUTIVE MEETINGS OF:

**THE UNIVERSITY SENATE
THE FACULTY SENATE**

THURSDAY, APRIL 3, 2008

2:30 - 5:00 P.M.

**25 Mondale Hall--Twin Cities Campus
308 Selvig Hall--Crookston Campus
Kirby Student Center Garden Room --Duluth Campus
Student Activities Conference Room--Morris Campus**

This is a consecutive meeting of the University Senate and Faculty Senate. There are 239 voting members of the University Senate and 161 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**

University Senate

Amendments to the Protocol for Senate Committee Involvement in Central Administrator Searches

Approved by the: University Senate March 6, 2008
Approved by the: Administration PENDING
Approved by the: Board of Regents – no action required

Faculty Senate

2012-13 Morris and Twin Cities Calendars
Approved by the: Faculty Senate March 6, 2008
Approved by the: Administration PENDING
Approved by the: Board of Regents – no action required

**2. ACADEMIC FREEDOM AND TENURE COMMITTEE
JUDICIAL COMMITTEE
Amendments to the Faculty Senate Judicial Committee Rules of Procedure
Information for the Faculty Senate**

Rules 16.3 of the Board of Regents Policy: *Faculty Tenure* provides that: *The senior vice president for academic affairs and provost and the Tenure Committee may ... jointly approve the procedures proposed by the Judicial Committee under Section 13.2. Such procedures must be reported to the Faculty Senate and the Board of Regents before they go into effect.*

To prepare to present the Senate Judicial Committee Rules of Procedures to the Board of Regents, the rules of procedure were revised in their entirety by the Senate Judicial Committee, and then reviewed by the Office of the General Counsel.

The Senate Judicial Committee Rules of Procedures govern how the Senate Judicial Committee hears individual cases. The Senate Judicial Committee reviewed its Rules of Procedures in concert with the changes in the tenure code. There is a long history to the Rules of Procedures and they had accumulated a lot of revisions and additions; the Senate Judicial Committee this time did a systematic revision by stripping down the language, eliminating comments, expanding the definitions, and cutting the number of words by half.

There are only a few significant changes:

- The time periods for or between each step in the process have been reduced to expedite cases.
- An error has been corrected regarding burden of proof (in old Rule 17 [i]) in cases of “reasonableness of a reassignment pursuant to Section 12 of the Tenure Code.” New Rule 15 (i) places the burden on the Complainant not the Respondent (University), consistent with final Senate action on June 5, 1997.
- A Complainant may elect to have one “advisor” (new Rule 5 [b]), not two (old Rule 6 [c]).
- An “attorney” is defined (in new Rule 2, clarifying old Rule 6 [b, c, and comment]) as “an individual who has a law degree.”

These revisions have been accepted by the Senate Judicial Committee and jointly approved by the Senior Vice President for Academic Affairs and Provost and the Academic Freedom and Tenure Committee. They are now presented to the Faculty Senate for information.

The revised Rules are available on the web at:
<http://www1.umn.edu/usenate/judicial/revisedsjcrules.pdf>

**TOM CLAYTON, CHAIR
ACADEMIC FREEDOM AND TENURE COMMITTEE**

**TOM SCOTT, CHAIR
JUDICIAL COMMITTEE**

**3. FACULTY CONSULTATIVE COMMITTEE
Statement on the Faculty Consultative Committee Copyright Subcommittee
Information for the Faculty Senate**

The Faculty Consultative Committee suggests to the Provost that the standing Copyright Subcommittee it approved on March 6, 2008, be incorporated into the administrative policy implementing the Regents' policy Copyright. FCC believes the subcommittee could serve as a mechanism to help resolve copyright disputes that may arise.

Charge to the Subcommittee

The Copyright Subcommittee works with the Provost's office:

- (1) to provide advice on the administrative procedures that accompany the Regents Policy Copyright adopted in December, 2007, and as it may subsequently be modified; and
- (2) to serve as a sounding board for faculty members and administrators who encounter difficulties or problems with copyright issues, and to advise the Provost and academic units as appropriate on how such problems should be dealt with. (It is assumed that in addition to

individual faculty members, deans or department heads may also wish to consult with the Subcommittee.)

It is understood that the Provost has the final authority for interpreting and applying the Regents policy and the administrative procedures.

The Copyright Subcommittee shall consist of 6 tenured or tenure-track faculty members: 2 members appointed by the Faculty Consultative Committee and 1 member appointed by each of the following committees: Senate Committee on Academic Freedom and Tenure, Senate Committee on Educational Policy, Senate Committee on Faculty Affairs, and Senate Research Committee. The faculty appointments are for an indefinite term; when any of the individuals wishes to resign, the appropriate committee shall designate someone to replace him or her. The Provost or his or her designee shall also serve as an ex-officio member of the Subcommittee. The Provost is requested to provide staff support to the subcommittee.

The faculty members of the subcommittee shall elect a chair from among their members.

The Faculty Consultative Committee (and other Senate committees as they deem it appropriate) may ask for a report from the Copyright Subcommittee from time to time.

**GARY BALAS, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

**4. FACULTY CONSULTATIVE COMMITTEE
Statement on Cost Pool Consultation
Information for the Faculty Senate**

The Faculty Consultative Committee recommends to the President and senior vice presidents that a representative group of the Twin Cities deans (and coordinate campus chancellors, as appropriate) either (1) be involved directly and integrally in the current mechanisms used to determine rates for the cost pools, or (2) be constituted as a separate body to review recommendations on cost pool charges and provide advice to the President on them. In either case, the review and consultation should take place before any decisions have been made about cost-pool charges or rates.

Approved March 6, 2008, by the Faculty Consultative Committee.

**GARY BALAS, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

**5. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY
FACULTY/ACADEMIC PROFESSIONALS/STAFF**

Harold A. Cloud
Professor
Biosystems and Agricultural Engineering
1927 – 2008

Stephen Feinstein
Professor
History

1943 – 2008

Arnold Henjum
Professor
Education – Morris
1925 – 2008

Frederick M. Swain
Professor
Geology and Geophysics
1916 – 2008

STUDENTS

Benjamin J. Alden
Graduate School

Jason E. Bass
Institute of Technology

**6. SENATE CONSULTATIVE COMMITTEE REPORT
(5 minutes)**

**7. MINUTES FOR MARCH 6, 2008
Action by the University Senate
(2 minutes)**

MOTION:

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

<http://www1.umn.edu/usenate/usen/080306sen.html>

**STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE**

**8. SOCIAL CONCERNS COMMITTEE
Resolution on Fair Trade Coffee
Action by the University Senate
(15 minutes)**

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 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 campuses (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.

Approved by the Social Concerns Committee December 10, 2007

Approved by the Student Senate November 29, 2007

**KATHERINE FENNELLY, CHAIR
SOCIAL CONCERNS COMMITTEE**

9. EQUITY, ACCESS, AND DIVERSITY COMMITTEE

Resolution to Offset Imputed Income Tax Related to Same-Sex Domestic Partner Benefits Action by the University Senate (15 minutes)

MOTION:

The University Senate requests that the administration provide a mechanism to remedy the income differences between similarly-situated heterosexual and gay, lesbian, and bisexual employees caused by state and federal tax codes as they affect the provision of medical and dental benefits for spouses/partners.

COMMENT:

Heterosexual married University employees receive medical and dental benefits from the University on a tax-favored basis when they cover spouses. Gay, lesbian, and bisexual employees with registered same-sex domestic partners do not generally qualify for this tax-favored status when they cover their partners. As a result, gay, lesbian, or bisexual employees

pay additional taxes based on the value of the University's contribution to the cost of medical and dental coverage for their partners.

In order to ensure that and gay/lesbian/bisexual employees are treated equitably, the effect of this taxation should be taken into account, and their gross pay increased so that their net (after tax) income will be the same as similarly-situated heterosexual employees.

The Senate understands that the University is not responsible for the disparity created by the tax code, but believes that the institution should take appropriate steps to remedy the unequal treatment. The Senate thus asks the administration and the Regents to provide the financial equity currently denied by the tax codes and, in so doing, become a national model for non-discrimination.

Approved March 24, 2008 by the Faculty Affairs Committee and the Equity, Access, and Diversity Committee

FOR INFORMATION:

The Senate Committee on Equity, Access and Diversity (EAD) adopted a resolution concerning the effects of the tax code on gay, lesbian, and bisexual employees with a registered domestic partner (the text below). That resolution was referred to the Senate Committee on Faculty Affairs (SCFA), which crafted a different resolution (the one above, on the docket for action). EAD decided to endorse the SCFA resolution; the original EAD resolution is presented to the University Senate for information and background.

Resolution to Offset Imputed Income Tax Related to Same-Sex Domestic Partner Benefits

Our University's academic strength comes from breadth and depth of scholarship and diversity of schools of thought, modes of inquiry, academic disciplines, and social communities. We strive to support our community of diverse personnel, sometimes at great institutional cost. We support a university day care center, though many of us do not have children, as the day-care center facilitates the full participation of working parents. We support mechanisms for our international faculty and staff to receive the documentation needed to work equitably alongside members of our community who are U.S. Citizens. By investing in these and other activities, we ensure that our university's status as a model public research institution will continue to grow.

One way in which our University has demonstrated its commitment to building a community is by providing medical and dental benefits to the committed, same-sex domestic partners of faculty and staff members, just as benefits are provided to husbands and wives of legally married faculty and staff. However, the mechanism by which this is accomplished has resulted in a substantially unequal taxation between heterosexual married employees and employees whose same-sex partners hold university benefits. Specifically, the university's contribution to the cost of the partner's benefits is treated as taxable income. This inequality occurs because federal and state laws deny committed same-sex partners the right to marry. The university's contribution to married spouses' benefits is not taxable; hence, heterosexual married employees do not accrue a tax burden. Because of this asymmetry, an employee whose same-sex partner receives benefits may get a substantially lower net salary than a married heterosexual employee whose base salary is identical. Moreover, the additional taxable income that the university provides may move an employee into a higher tax bracket, given the current state and federal progressive taxation practices. This affects faculty and staff at all income levels, and is particularly burdensome on those whose incomes are at the lower end of the distribution. The burden is so big that some staff and faculty may opt not to provide benefits for their partners, as the additional taxes would take away from income that they need to pay for more immediate necessities for themselves and their families.

The asymmetry between the tax burden on married heterosexual and committed same-sex domestic partners greatly undermines the university's mission of being a true equitable community. Indeed, we are compelled by our University's own non-discrimination policy, as this unequal taxation runs sharply contrary to the policy that we have adopted. A mechanism is needed to remediate this inequity. Four principles drive the specific mechanism that we recommend the university adopt. It should maintain the confidentiality of faculty and staff who receive these benefits; it should require the least special effort on the parts of the faculty and staff who receive this benefit; it should be able to be implemented by the University quickly; and it should be publicized by the University to anyone who works here or who might take a job here. The mechanism that we recommend is that additional money be added to individuals' gross income, using a formula that would assure that the net income that the individual receives is identical to what she or he would receive if the same-sex domestic partner benefits were not taxable. This policy of 'grossing up' is used widely in the private sector in cases where, for example, a company wishes to provide a performance bonus of a pre-specified amount to an employee. This would not change the individual's base salary, and would be added on solely to offset the tax burden.

In addition to remediating the existing inequity, this proposal is an opportunity for the University of Minnesota to set a national trend in providing full access to employees in committed same-sex relationships. Currently, no other universities provide this type of mechanism. The innovative nature of this proposal will set our university apart from its peers, and will contribute to our common mission of advancing our status as a leading public research university. Moreover, it is our hope that this mechanism will provide additional momentum for proposed state and national legislation to eliminate this problem altogether by mandating that domestic partner benefits not be taxed. The University of Minnesota's leadership role in addressing this situation may thus help to eliminate the problem altogether, and to create a more just and equitable society outside of our University.

Approved by the Equity, Access, and Diversity Committee March 2008

**MARGARET MOSS, CHAIR
EQUITY, ACCESS, AND DIVERSITY COMMITTEE**

**GEOFFREY SIRC, CHAIR
FACULTY AFFAIRS COMMITTEE**

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

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

Questions to the President should be submitted in writing to the University Senate office no later than Tuesday, April 1, 2008. The President may also choose to take questions from the floor.

12. UNIVERSITY SENATE OLD BUSINESS

13. UNIVERSITY SENATE NEW BUSINESS

14. UNIVERSITY SENATE ADJOURNMENT

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

MEETING OF THE FACULTY SENATE

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

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

**17. REPORT OF THE NOMINATING COMMITTEE
FOR THE COMMITTEE ON COMMITTEES ELECTION
Action by TC Faculty and Academic Professional Members
(2 minutes)**

MOTION:

That the Twin Cities Campus Faculty Delegation confirm the reappointment of two faculty for an additional three year term on the Committee on Committees. A simple majority is required for approval.

GARY ANDERSON: Associate Professor of Dentistry, School of Dentistry. University Senate member: 1989-92. Senate/Assembly Committee participation (past and present): Committee on Committees, 2007-08.

JEANNE HIGBEE: Professor of Postsecondary Teaching and Learning, College of Education and Human Development. University Senate member: None. Senate/Assembly Committee participation (past and present): Committee on Committees, 2007-08; Student Behavior, 2006-09.

INFORMATION:

The Nominating Committee Bylaws specify that the it may present the name of an individual, eligible for re-election, to the Delegation for confirmation of reappointment without another candidate on the ballot to fill the position.

**CATHY FRENCH CHAIR
NOMINATING COMMITTEE**

**18. REPORT OF THE NOMINATING COMMITTEE
FOR THE COMMITTEE ON COMMITTEES ELECTION
Action by TC Faculty and Academic Professional Members
(2 minutes)**

MOTION:

That the Twin Cities Faculty Delegation approve the following slate of nominees to fill five 2008-11 Twin Cities faculty vacancies on the Committee on Committees. A simple majority is required for approval. Once the slate is approved, a ballot will be distributed for voting.

FIRST PAIR

GRAHAM CANDLER: Professor of Aerospace Engineering and Mechanics, Institute of Technology. University Senate member: None. Senate/Assembly Committee participation (past and present): None.

ROBERTA HUMPHREYS: Professor of Astronomy, Institute of Technology. University Senate member: 1983-86, 1990-93, 1996-98, 2002-03, 2007-10. Senate/Assembly Committee participation (past and present): Arts, Sciences, and Engineering Provostal Consultative, 1996-97; Consultative, 1994-95, 1998-99; Educational Policy, 1981-84; Faculty Affairs, 1988-91, 2001-02; Nominating, 2001-02.

SECOND PAIR

DIANE KATSIAFICAS: Professor of Art, College of Liberal Arts. University Senate member: None. Senate/Assembly Committee participation (past and present): Council on Liberal Education, 1995-98; Judicial, 2000-06.

JOANNA O'CONNELL: Associate Professor of Spanish and Portuguese, College of Liberal Arts. University Senate member: 2005-06. Senate/Assembly Committee participation (past and present): Equity, Access, and Diversity, 2004-08.

THIRD PAIR

DAVID FAN: Professor of Genetics, Cell Biology and Development, College of Biological Sciences. University Senate member: 2004-07. Senate/Assembly Committee participation (past and present): None.

CAROL LANGE: Associate Professor of Medicine, Medical School. University Senate member: 2006-09. Senate/Assembly Committee participation (past and present): None.

FOURTH PAIR

CARL ADAMS: Professor of Information and Decision Sciences, Carlson School of Management. University Senate member: 1984-87, 2005-06. Senate/Assembly Committee participation (past and present): All-University Honors, 2007-10; Committee on Committees, 1991-92, 2000-06; Consultative, 1994-97 (Chair, 1995-96); Faculty Affairs, 1990-94 (Chair, 1992-94); Finance, 1986-87; Planning, 1986-87.

JENNIFER KUZMA: Associate Professor of Public Affairs, HHH institute of Public Affairs. University Senate member: None. Senate/Assembly Committee participation (past and present): None.

FIFTH PAIR

JAY COGGINS: Associate Professor of Applied Economics, College of Food, Agricultural, and Natural Resource Sciences. University Senate member: 1999-2000, 2001-02, 2007-10. Senate/Assembly Committee participation (past and present): None.

DAVID RAGSDALE: Professor of Entomology, College of Food, Agricultural, and Natural Resource Sciences. University Senate member: 1999-95, 1998-2001. Senate/Assembly Committee participation (past and present): None.

FOR INFORMATION:

The Faculty Senate Bylaws specify that the Twin Cities Faculty Delegation shall elect by written ballot faculty/academic professional members to fill vacancies on the Committee on Committees from a slate of candidates provided by the Nominating Committee. Other candidates may be nominated by petition of 12 members of the Twin Cities Faculty Delegation. Petitions to nominate candidates not on the slate must be in the hands of the Clerk on the day before the

meeting at which the election is to be conducted. The elected Twin Cities faculty members of the committee whose term continue at least through 2008-09 are:

Robert Gehrz, Institute of Technology
Michael Hancher, College of Liberal Arts
Joan Howland, Law School
Mary Jo Kreitzer, School of Nursing
J. Michael Oakes, School of Public Health
Stephen Weeks, College of Design

**CATHERINE FRENCH CHAIR
NOMINATING COMMITTEE**

**19. FINANCE AND PLANNING COMMITTEE
Resolution on the Budget Model
Action by the Faculty Senate
(15 minutes)**

MOTION:

The Faculty Senate recommends to the President that:

1. The Vice President for Research should be an integral part of the process by which decisions are made to allocate resources to all aspects of the University mission.
2. There be changes to the way that cost-pool rates are set and reviewed. Specifically, (a) establish college revenue budgets before setting cost-pool unit expense budgets and link them, so that if college revenues decline, cost-pool charges also decline, (b) establish performance metrics and quality standards for all cost-pool funded units and establish a corresponding mechanism to protect colleges if cost-pool units perform below standards, and (c) require all cost pools to report on the input received from the colleges.
3. A system of incentives be established for cost management and colleges guaranteed that they will retain for a period of time the savings they generate. Mechanisms should be in place to insure that colleges and administrative units can retain their savings and that these will not be offset by allocations from state funds.
4. A faculty committee be created to formulate basic rules that simplify and provide incentives for interdisciplinary research. (Interdisciplinary research and centers that cross college boundaries are not directly addressed in the new budget model.)

COMMENT:

The Senate Committee on Finance and Planning (SCFP) and the Senate Research Committee last year appointed a joint ad hoc subcommittee to examine and make recommendations about the University's new budget model. The subcommittee submitted a report last fall; this recommendation to the Faculty Senate represents a distillation of some of the recommendations made by subcommittee members on SCFP in addition to the report. These are the recommendations that SCFP believes most important at this time. There are other recommendations that the Committee will bring to the Faculty Senate at a later date.

The report of the ad hoc subcommittee can be found at:
<http://www1.umn.edu/usenate/scfp/budgetreport.html>

**JUDITH MARTIN, CHAIR
FINANCE AND PLANNING COMMITTEE**

**20. INFORMATION TECHNOLOGIES COMMITTEE
RESEARCH COMMITTEE
FACULTY AFFAIRS COMMITTEE
Resolution on the Faculty Expertise Database
Action by the Faculty Senate
(15 minutes)**

FOR INFORMATION:

This item consists of two motions. Separate votes will be taken on each of the motions.

MOTION 1:

The University of Minnesota should adopt an integrated software system that serves as a comprehensive repository of University faculty and staff activity and expertise. This system should include the features of an expertise database while supporting annual activity reporting, the promotion and tenure process, and other relevant reporting functions. As an expertise database, this system should allow students and colleagues in and out of the University to quickly find information. Elements essential to such a system include:

- The ability to import appropriate existing information from existing Enterprise systems.
- Active involvement of faculty, departments, and colleges, with central administration for development of a flexible and robust structure to support the different needs of the various disciplines and units.
- Careful construction of security measures to protect private, sensitive, or proprietary data.
- A mechanism to assure timely updates to the data.
- Investment for training to use the system and for ongoing user support.
- A user-friendly interface and a variety of avenues for data entry, expertise searches, and report generation.

Other considerations to maximize the effectiveness of the system may include integration with the grants management system to allow for easy assembly of bio-sketches and other reports, the ability to create curricula vitae, and the capacity to compile departmental/collegiate/university-wide reports.

Approved March 3, 2008, by the Research Committee

Approved March 4, 2008, by the Information Technologies Committee

Approved March 11, 2008, by the Faculty Affairs Committee

**DAN DAHLBERG, CHAIR
RESEARCH COMMITTEE**

**MARK SANDERS, CHAIR
INFORMATION TECHNOLOGIES COMMITTEE**

**GEOFFREY SIRC, CHAIR
FACULTY AFFAIRS COMMITTEE**

MOTION 2:

Any new expertise database should include the capacity to be mined for information for the purposes of creating grant management documents across the University.

COMMENT:

The Senate Research Committee supports the creation of the expertise database but believes that it will be maximally helpful to the faculty if it can also serve as a mechanism to speed up the preparation of grant-management documents (reports, applications, etc.).

**DAN DAHLBERG, CHAIR
RESEARCH COMMITTEE**

**21. 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.

This is the second meeting at which these requirements have been discussed.

**LESLIE SCHIFF, CHAIR
COUNCIL ON LIBERAL EDUCATION**

**22. FACULTY AFFAIRS COMMITTEE
FACULTY CONSULTATIVE COMMITTEE
Health Care Savings Plan Proposal
Discussion by the Faculty Senate
(20 minutes)**

The Senate Committee on Faculty Affairs has discussed a proposal to adopt a health-care savings plan. The funds accumulated in the plan (during a faculty member's years of employment) would be used to pay for health-care expenses in retirement. Mr. Chapman and Ms. Singer from Employee Benefits will be at the Faculty Senate meeting to present information about the plan. Faculty Senators are encouraged to read carefully item #3 in the 3/11/08 minutes of the Senate Committee on Faculty Affairs, which can be found at [URL] This item is on the docket for discussion only, and will be brought back for action if it appears the majority of the Faculty Senate is in favor of it.

[This proposal applies only to tenured and tenure-track faculty; faculty-like academic professionals, while part of the Faculty Senate, are not included in this proposal and therefore should not offer comments.]

This is the first meeting at which this proposal has been discussed.

**GEOFFREY SIRC, CHAIR
FACULTY AFFAIRS COMMITTEE**

**GARY BALAS, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

**23. EDUCATIONAL POLICY COMMITTEE
Revised Educational Policies
Discussion by the Faculty Senate
(20 minutes)**

5. Degrees

Credit Requirements for an Undergraduate (Baccalaureate) Degree

1. Degrees are awarded by the University, not by colleges or departments or campuses. Degree requirements and standards are set by the University, but the determination of some requirements and standards are delegated to departments, colleges, and campuses.
2. Baccalaureate degrees consist of a minimum of 120 semester credits. College/campus approval is required for any baccalaureate degree programs that require more than 120 credits. Proposed baccalaureate degree requirements in excess of 132 credits must also be approved by the appropriate chancellor or provost in consultation with the Senate Committee on Educational Policy.
3. Requirements regarding breadth of study (commonly known as liberal education requirements) and other campus-wide graduation standards must be approved by the governing body for that campus.
4. Limits on use of S/N Grades
 - a. The maximum number of S/N credits allowed to a student is 25% of degree-qualifying University of Minnesota credits (from any campus).
 - b. No unit shall allow S/N grading in program and major course work unless the S/N grading system is preset by the unit for specific courses.
 - c. For a student who completes only the minimum number of 30 credits at the University, no more than 8 may be taken S/N.
 - d. Subject to the overall University policy contained in this paragraph, colleges, campuses, and programs may specify what courses or proportion of courses taken by its students or its prospective students must be on the A-F or S-N grading system.
5. D Grades Not Permitted in Major Courses: Required courses for the major in which a student receives a D grade (with or without plus or minus) do not count toward the major (including transfer courses). All other courses (including courses in the major field that are not required to complete the major) will count toward a degree if the student earns a D or better.

6. **GPA Requirement for Graduation:** The cumulative GPA required for graduation shall be 2.00, and shall include all, and only, University course work. (That is, a student who is admitted to a degree program or major and who completes all campus, college, and program requirements with a minimum GPA of 2.00 in University course work in the major and a cumulative GPA of 2.00 in University course work shall be allowed to graduate). No academic unit may impose additional grade point standards or conditions to graduate.

7. **Limitation on Skills Credits:** No more than 6 semester credits from physical education, study skills, or applied music (in any combination and including transfer credits) will count toward a student's degree, unless the credits are a required part of the student's program requirements. This provision does NOT mean a student may count 6 credits of physical education, 6 in study skills, and 6 in applied music; it establishes a TOTAL of 6 credits from all four areas combined as the number that will count toward a degree.

Campus-Specific Credits Requirements for Undergraduate Degrees

All credit awarded by the University, regardless of the campus or type of instruction, shall count toward the credit requirements for the degree (subject to the limitation on skills credits), but this policy establishes additional requirements for campus-specific coursework from the campus from which the student seeks to graduate.

A student's college or campus may, under extraordinary circumstances, waive the requirements in sections 2, 3, and 4, below, but not section 1.

1. To be eligible for a University of Minnesota undergraduate degree, a student must present at least 30 semester credits awarded by the University of Minnesota campus from which he or she is seeking to graduate.

2. Students must complete at least half of upper division major work on the campus from which they are seeking to graduate.

3. At least 15 credits of the last 30 credits earned prior to the awarding of a University degree must be awarded by the University of Minnesota campus from which a student is seeking to graduate.

4. For students who seek an academic minor, to be eligible for record of a minor on the University of Minnesota transcript, students must take at least three upper division credits in the minor field at the campus from which they will receive their degree.

Promoting Timely Graduation

The University expects most undergraduate students to graduate in a timely manner, defined here as four years. All departments and programs must have in place a curricular plan that allows students to graduate in four years. Such a plan should assume that students will enroll for at least 15 credits per semester, on average, but the plan may not require that students enroll for more than 17 credits per semester, on average. Course offerings must be scheduled on a two-year horizon so that students can progress in a way that leads to timely completion.

All admissions and registration materials must contain language emphasizing to students that they must complete at least 15 credits per semester on average to graduate within four years, and all advisors must inform students of the need to complete 15 credits per semester on average in order to graduate in four years.

The administration shall adopt policies, and further publicize existing policies, which will facilitate timely graduation for most students (within four years). The Office of the Provost shall engage in regular conversations with the Senate Committee on Educational Policy about these policies and their effectiveness.

[Note for the policy office: the following three policies should be linked/be together.]

Academic Unit Authority Over the Curriculum

Subject to the final authority of the Board of Regents, departments, colleges, and campuses have the authority to establish their curricula and the requirements for majors and minors, and to add to or remove courses from both in accordance with rules established by the college or campus.

Expiration of Old Credits

In order to ensure that graduating students will be up-to-date in the discipline, an academic unit (a department or comparable unit) may decide not to accept course work towards satisfying requirements for the major or minor if the course was taken too long ago. Any such time limit shall be clearly and regularly communicated to prospective and current students.

Revisions of Courses Required for a Major

Subject to the final authority of the Board of Regents, departments, colleges, and campuses have the authority to eliminate or substantially revise courses required for the major and to eliminate or revise prerequisites for the major in accordance with rules established by the college or campus. Such new requirements will not normally be imposed on currently-enrolled full-time students but may be offered to them as an option. If the faculty of a unit conclude that a new major requirement is essential even for currently-enrolled students, approval of the dean of the college must be obtained for imposing the requirement on current students.

Units must clearly communicate to prospective and current students their policies and decisions regarding new or revised requirements for the major.

Degrees With Distinction and Degrees With Honors

1. General Provisions

- a) Any campus may offer both degrees with honors and degrees with distinction, only one, or neither.
- b) A student may obtain both a degree with honors and a degree with distinction, if offered by the campus attended.
- c). For the purpose of awarding degrees with honors and degrees with distinction, the overall performance of degree candidates on each campus shall be judged in relationship to the performance of degree-seeking students on that campus, not in relationship to other University students.
- d) To qualify for either a degree with distinction or a degree with honors, a student must have completed 60 or more semester credits at the University. For the purposes of meeting the grade point average standards set forth in this policy, only University course work shall be counted.

e) It is the expectation of the Senate that in general, a campus will not award degrees with honors and with distinction, in total, to more than approximately 10 – 15% of any graduating class.

f) The University transcript will contain a brief explanation of the difference between a degree with distinction and a degree with honors.

g) The Office of the Registrar shall annually report to the Senate Committee on Educational Policy data on the number and percentage of students on each campus who receive degrees with distinction and degrees with honors.

2. Degrees with Distinction

a) The initiative in establishing degrees with distinction shall lie with the campuses concerned and must be approved by the chief academic officer on the campus.

b) To graduate "with distinction," a student must have a cumulative grade point average of 3.750 or higher at the time the student graduates. To graduate "with high distinction," a student must have a cumulative grade point average of 3.900 or higher.

c) The grade point average alone shall be used in determining the granting of degrees "with distinction" or "with high distinction." Campuses may choose to offer only degrees "with distinction" or only degrees "with high distinction," but in either case they would be subject to section 2(b) of this policy.

3. Degrees with Honors and Campus Honors Programs

a) The requirements for a degree with honors shall not consist of only the accomplishment of a designated amount of course work or achievement of a stipulated grade point average, but shall also include a definite standard of excellence in scholarship with specific evidence of ability to accomplish independent or original work. To obtain a degree with honors, the student must participate in a fully-developed campus honors program.

b) The initiative for establishing degrees with honors (that is, cum laude, magna cum laude, and summa cum laude) shall lie with each campus and must be approved by the senior academic officer on the campus. Qualifications for degrees with honors must meet the requirements of sections 3(b-d) of this policy.

c) A campus desiring to grant degrees with honors must propose an honors program, specifying how honors students are to be selected, the nature, depth, and breadth of the honors requirements, and the general requirements for obtaining a degree cum laude, magna cum laude, and summa cum laude.

d) The minimum grade point average in upper division (i.e. after the completion of 60 semester credits) required for achievement of a degree "cum laude" shall be 3.500, that for a degree "magna cum laude" shall be 3.666, and that for a degree "summa cum laude" shall be 3.750. Campuses have the authority to adopt higher grade-point averages.

e) Campuses shall attempt to ensure that there is reasonable consistency across units in the amount of work required of its students to obtain degrees with honors.

COMMENT:

A joint Senate Committee on Educational Policy/Faculty Consultative Committee (SCEP/FCC) ad hoc subcommittee has been working since last fall to reorganize, revise, re-title, and generally try to make more sensible all of the University's Senate-adopted educational policies. (The subcommittee members are: Cathrine Wambach, CEHD, subcommittee chair and also chair of SCEP; Carol Chomsky, Law, FCC; Tina Falkner, Office of the Registrar; Jim Leger, IT, SCEP; and Leann Alstadt, a student member of SCEP.)

The original plan was that the subcommittee would simply parse existing policies (which are not well-organized or labeled) and reassemble them into more logical and understandable documents. As it did its work, however, it became clear that some of the policy provisions were outdated, ill-organized (the result of accretion rather than thoughtful organization), and unclear, so the subcommittee concluded it needed to do a more significant overhaul. The policies are now being grouped into logical categories and in some cases carefully reworded. The subcommittee has sought to retain the intent of existing policies, adding new or amended policy where there appeared to be a gap.

The tentative plan is to bring the policies in sections to SCEP, the FCC, and the Faculty Senate, receive comments and advice, bring them again for acceptance (but not vote), and then bring all of the sections at once for a final vote of adoption. At that point all the existing policies will be superseded. This approach seemed more practical than adopting the policy provisions piecemeal, over the next year. Because some of the revised policies draw from more than one existing policy, to adopt them piecemeal could mean conflicting provisions would be in force. The situation would be confusing for faculty, students, and advisors.

The draft policies are also being circulated to the deans and to the Council of Undergraduate Deans. We would like the colleges and the Provost's office to be involved in the discussions as they proceed so that once the Faculty Senate acts, administrative approval and implementation will follow without controversy. It is not expected that final Faculty Senate action will come before next fall (at the earliest), and more likely next spring semester.

The Morris campus and the professional schools have been asked to highlight any provisions they do not believe do or should apply to them. These drafts represent a melange of policies that affect only undergraduates, policies that affect all students, all-University policies, and Twin Cities policies. The subcommittee did not intend to recommend imposition of policy requirements where they would be inappropriate, but in the course of trying to make them all coherent, the distinction among campuses and among different levels of education may occasionally have been lost.

The policy sections are:

1. Class Scheduling
2. Examinations and Study Days
3. Classroom and Course Expectations and Syllabi
4. Grading, Transcripts, and Credits
5. Degrees
6. Rating of Teaching and Teaching Awards
7. Calendars
8. Admissions and Curriculum and Program Expectations

**CATHERINE WAMBACH, CHAIR
EDUCATIONAL POLICY COMMITTEE**

24. FACULTY SENATE OLD BUSINESS

Arts/Humanities requirement (one course in literature, one in "other humanities")
 Course proposals for the Art/Humanities core requirement should indicate how the course will address some or all of the following questions:

--How and why do writers, filmmakers, studio artists, actors, dancers, musicians, and other creative artists interpret the human condition through their activities?

--How and why do scholars interpret the human condition through their study of philosophy, the arts, and cultural expressions?

--What are the historical and contemporary contexts in which these artists and scholars comment on the human condition?

--What comparisons can they and their audiences make across national, cultural, regional, genre, or other "boundaries" in the process of studying and/or producing art and culture?

--What are the tools, perspectives, and methods of the arts and humanities? How and why have these changed over time, and how might they change in the future?

To satisfy the **Literature Core** requirement, a course must meet these criteria:

- The course focuses on analysis of written works of literature (fiction, creative nonfiction, poetry, and others), and specifically addresses issues of language and meaning in the works studied.
- Students study the formal dimensions of literature: they study how the authors' choices – such as the choice of genre, style, character presentation, vocabulary, meter or the use of symbolism – have created the literature's effect of powerfully evoking the reader's response.
- The course examines the social and historical contexts of the literary works as well as their content.

(One course meeting either of the following)

To satisfy the **Arts and Humanities Core** requirement in **Arts** a course must meet these criteria:

- Students create their own artistic efforts.
- Students reflect on their artistic efforts in writing or in discussion that develops awareness of the considerations that guide artistic practice and response.
- Students become aware of why and how artists select their content, media, and method.
- Students develop an understanding of the arts in relation to communities in and for which art is created.
- Students examine how the historical dimensions of time, place and culture inform artistic practice.

To satisfy the **Arts and Humanities Core** requirement in **Humanistic Studies** a course must meet these criteria:

- Students engage in detailed analysis of and reflection on some humanistic literature or creative product – for example, a philosophical essay, a religious treatise, a work of cultural commentary, or a documentary film.
- Students develop their understanding of the works or cultural practices they consider. Where appropriate (for example, in considering a philosophical work) they engage in critical evaluation of the work.
- Students examine how the work under consideration arose out of its cultural or historical context.
- The course explores the role that the work plays in the larger society of which it is a part.

*Document sources:

Current LE language from the Call for Proposals; full document available at <http://www1.umn.edu/usenate/cle/liberaleducation.html>

Proposed Liberal Education language from the February 2008 CLE Report available at <https://www.myu.umn.edu/public/cle.html>

<p>Social Sciences (2 courses). Courses admitted to the Social Sciences Core must address the following issues:</p> <ul style="list-style-type: none"> (1) How social scientists describe and analyze human experiences and behavior; (2) The interrelationships among individuals, institutions, structures, events and ideas; and (3) The roles that individuals play in their cultural, social, economic, and political worlds. 	<p>To satisfy the Social Science Core requirement, a course must meet these criteria:</p> <ul style="list-style-type: none"> • The course demonstrates how social scientists describe and analyze human experiences and behavior. • Students manipulate social science data (primary or secondary) using one or more of the primary quantitative or qualitative methods for collecting and/or analyzing these data. • The course identifies key disciplinary resources and evaluates their quality. • The course explores the interrelationships among individuals, institutions, structures, events and/or ideas. • Students examine the roles that individuals play in their cultural, social, economic, and/or political worlds. • The course promotes multidisciplinary ways of thinking that can be used to synthesize and analyze local, national, and global issues, and the connections among these. • Students work collaboratively and individually to construct new knowledge.
<p>Courses admitted to the Historical Perspective core both examine the human past, studying the beliefs, practices, and relationships that have shaped human experience over time, and introduce students to sources, methods, and conceptual frameworks with which historians interpret the past.</p> <p>In their application of historical methods of study to particular topics, Historical Perspective courses must focus on methods and concepts of historical inquiry, considering how the questions we ask shape the knowledge we make; and on sources from which historians construct interpretations of the past, reflecting on what we can and cannot learn from different kinds of evidence (oral, written, visual, and material; primary and secondary; public and private).</p>	<p>To satisfy the Historical Perspectives Core requirement, a course must meet these criteria:</p> <ul style="list-style-type: none"> • The course examines the human past, studying the beliefs, practices, and relationships that shaped human experience over time. • The course focuses on change over time, giving attention to specific historical contexts. • The course introduces and critically assesses methods and concepts employed in producing historical knowledge. • Students work with primary sources, learning how to do the interpretive work that makes meaning out of historical material. • Students evaluate the uses and the limitations of certain primary sources. • The course considers how the questions we ask and the sources available to us shape our knowledge of the past and our understanding of its significance.
<p>Mathematical Thinking. The goals of the mathematical thinking core requirement are acquisition of mathematical modes of thinking; ability to evaluate arguments, detect fallacious reasoning, and evaluate complex reasoning chains; and appreciation of the breadth of applications of mathematics and its foundations. Courses that satisfy the mathematical thinking requirement can be from a variety of disciplines that introduce and emphasize mathematical modes of thinking rather than computational skills. Courses are encouraged that pique intellectual curiosity and are rooted in clear applications.</p>	<p>To satisfy the Mathematical Thinking Core requirement a course must meet these criteria:</p> <ul style="list-style-type: none"> • The course exhibits the dual nature of mathematics both as a body of knowledge and as a powerful tool for applications. • Students manipulate mathematical or logical symbols. • The math prerequisites and mathematics used in the course must be at least at levels that meet the standards for admission to the University. <p>Acceptable options are: 1) courses dealing with "great ideas in mathematics and its applications," 2) calculus or other traditional courses in the mathematical sciences, 3) formal logic or applied courses that emphasize mathematical modes of thinking that go beyond rote 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.</p>

CORE REQUIREMENTS: COMPARISON

OLD (Current) WORDING*	NEW (Proposed) WORDING*
<p>PHYSICAL AND BIOLOGICAL SCIENCES (two courses, one each in physical and biological science with lab)</p> <p>Comprehension of the hierarchical nature of scientific ideas from fundamental principles to detailed applications;</p> <ul style="list-style-type: none"> • understanding of the important interrelationship between theory and experimental observation; • appreciation that scientific theories are human constructs with well-defined rules of evidence that lead to testable theories through the construction of experiments and the analysis of data; • comprehension of the relationships between simple and complex systems; • and consideration of the personal and social implications of scientific perspectives. <p>(For either physical or biological science) Laboratories or field experiences must engage students in</p> <ul style="list-style-type: none"> • the testing of scientific questions; • the collection, analysis and interpretation of data; and • the critique of alternative explanations and knowledge claims using the accepted criteria of the discipline. 	<p>To satisfy the Biological Sciences Core requirement, a course must meet these criteria:</p> <ul style="list-style-type: none"> • The course provides experimental evidence for how current knowledge in biology was obtained. • The course explores examples of unanswered questions in biology. • Students integrate mathematical thinking into analysis and interpretation of data. • The course includes at least two hours of laboratory per week, in which students have first-hand experience in producing and handling data, using tools of the discipline (i.e., thinking and working like a biologist). • The course includes laboratory experiences in which students do hands-on testing of principles presented in the lecture portion of the course; some laboratory sessions may include computer simulations of experiments or observations that otherwise cannot readily be addressed during a semester (e.g. evolution of a population over thousands of years). • The course provides laboratory experiments that allow students to confront interpretation of mistakes and unexpected results. <p>A lab experience in the Biological Sciences Core requires students to do one or more of the following:</p> <ul style="list-style-type: none"> • perform hands-on experiments, measurements, or analyses that test basic concepts or hypotheses about living organisms; • analyze, interpret, and draw conclusions from data; • examine the relationship between structure and function of biological specimens; • explore biological systems to understand how individual organisms interact with each other and the environment; • use mathematical models to describe or predict responses and behaviors in living systems. <p>To satisfy the Physical Science Core requirement, a course must meet these criteria:</p> <ul style="list-style-type: none"> • The course imparts an understanding of physical phenomena by analyzing and describing the nature, constitution and properties of non-living matter and energy. • Students employ mathematical or quantitative analysis in the description and elucidation of natural phenomena. • The course includes a laboratory or field work component, consisting of, on average, two hours per week, which may involve direct experimentation, fieldwork, or computer simulations. • The course provides an understanding of the scientific method, by which observations lead to the formulation of hypotheses or explanations of physical phenomena that are then empirically tested by experiment or observation. <p>A lab experience in the Physical Sciences Core requires students to do one or more of the following:</p> <ul style="list-style-type: none"> • perform hands-on experiments, measurements, simulations or analyses that test basic concepts or hypotheses; • quantitatively examine and test phenomena that may be described in terms of principles recognized within the discipline; • do discovery-based experiments. • manipulate data sets.

GENERAL CORE GUIDELINES

OLD (Current) GUIDELINES*	NEW (Proposed) GUIDELINES*
<p>Core courses: Introduce students to the "ways of knowing" in the discipline or field of knowledge—the kinds of questions asked, kinds of experiences explored, kinds of skills utilized; the types of theories employed; and the ways in which insight, knowledge, and data are acquired and used.</p>	<p>Core courses: Explicitly help students understand what liberal education is, how the content and the substance of this course enhance a liberal education, and what this means for them as students and as citizens.</p>
<p>Set forth at a basic level the factual information and theoretical and/or artistic constructs that form the foundation of the discipline or field of knowledge, and describe how those facts and constructs were acquired</p>	<p>They employ teaching and learning strategies that engage students with doing the work of the field, not just reading about it.</p>
<p>Courses in the liberal education curriculum should be of high quality, offered frequently and predictably, and of sufficient number to facilitate the timely academic progress of undergraduate students.</p>	<p>They do not (except in rare and clearly justified cases) have prerequisites beyond the University's entrance requirements.</p> <p>They are offered on a regular schedule.</p>
<p>Instruction by regular faculty members and the availability of small group or individual learning opportunities in large classes contribute to a high quality education. We urge that, in the long term, all courses in the liberal education curriculum have both of these characteristics.</p>	<p>They are taught by regular faculty (except under extraordinary circumstances).</p> <p>They include small group experiences (such as discussion sections or labs) and use writing as appropriate to the discipline to help students learn and reflect on their learning.</p>
<p>Core courses include a writing component as appropriate to the discipline (e.g., a final paper, essay examinations, or other graded writing assignments), even if the course is not intended to meet the separate writing intensive requirement.</p>	
<p>The liberal education requirements include a diversified core in which the number of approved courses is limited. The limited number of approved courses allows students to experience a common curriculum. The Council intends to maintain the reduced size of the diversified core but invites faculty participation from across the Twin Cities Campus</p>	<p>The Howe committee envisioned "a limited number of courses developed <i>specifically to serve these objectives</i>" [emphasis added]. The Council welcomes the creation of separate, new courses specifically to meet liberal education objectives, and especially to meet them in creative, interdisciplinary ways. The Council will be pleased to work with colleges who want to propose a unique approach to Core courses.</p> <p>Rather than dictate an arbitrary number of courses to be approved for the Core, the Council has defined a rigorous set of criteria for inclusion. We urge departments and colleges to consider carefully what courses to propose for the Core, and to invest in fewer courses but pay greater attention to the intent of those courses.</p> <p>The Council will also have a "sunset" policy for core courses; any courses approved for the Core and not offered in a three-year window will be decertified and will no longer be listed as meeting the Core requirements.</p>
	<p>The Council encourages development of "liberal education minors": a cluster of courses, centered around a topic, that as a totality meet most or all of the liberal education requirements, and that have a conscious, explicit focus on helping students to integrate knowledge across the disciplines. A list of currently approved interdisciplinary minors is included in Appendix 2.</p> <p>The Council proposes a pilot program in which students in the University Honors Program would have the opportunity to individualize their liberal education including courses and activities not otherwise approved to meet the requirements. After the pilot has been in place for two years, it should be carefully evaluated to determine whether to continue it, and if so, whether it should continue to be for honors students or whether there are resources available to extend it more broadly across campus.</p>

<p>To meet the Citizenship and Public Ethics requirement approved courses will have the following components:</p> <ul style="list-style-type: none"> • A consideration of issues and themes of citizenship, public affairs, and public ethics in the abstract, as these relate to the discipline or field of knowledge in question, including professional ethics. The course readings and lectures present general theoretical frameworks to help define and analyze citizenship or public ethics. • An application of these general or theoretical frameworks to concrete instances; and • the inclusion of class discussions, writing components, or other pedagogies that would help students develop their own civic judgment, skills, and capacities for civic and ethical deliberation. 	<p>To satisfy the Civic Life and Ethics Theme requirement, a course must meet these criteria:</p> <ul style="list-style-type: none"> • The course presents and defines ethics and the role of ethics in civic life. • The course explores how the ethical principles of a society or societies have been derived and developed through group processes, and debated in various arenas. • The course encourages students to develop, defend, or challenge their personal values and beliefs as they relate to their lives as residents of the United States and members of a global society. • Students have concrete opportunities to identify and apply their knowledge of ethics, both in solving short-term problems and in creating long-term forecasts.
<p>To qualify for Cultural Diversity designation, a course must:</p> <p>a. focus on historical and /or contemporary manifestations of social and cultural diversity with an emphasis on issues such as gender, race, ethnicity, age, socioeconomic status, affectional orientation or religious belief; and</p> <p>b. offer students an opportunity to critically examine issues of social and cultural diversity through instructional methods that foster interpersonal interactions.</p>	<p>To satisfy the Diversity and Social Justice in the United States Theme requirement, a course must meet these criteria:</p> <ul style="list-style-type: none"> • The course explores one or more forms of diversity through the multi-layered operation of social power, prestige, and privilege. • The course advances students' understanding of how social difference in the U.S. has shaped social, political, economic, and cross-cultural relationships. • Students examine the complex relationship between a particular form of diversity in the United States and its impact on historical and contemporary social dynamics, democratic practices, and institutional stratification. • The course enhances students' understanding of diversity as a social construct that has promoted the differential treatment of particular social groups and served as the basis for response to subsequent social inequities by these groups. • The course engages scholarship that has emerged in response to epistemological gaps in information and perspective in traditional disciplines.
<p>(NOT IN OLD REQUIREMENTS—NEW THEME)</p>	<p>To satisfy the Technology and Society Theme requirement a course must meet these criteria:</p> <ul style="list-style-type: none"> • The course examines one or more technologies that have had some measurable impact on contemporary society. • The course builds student understanding of the science and engineering behind the technology addressed. • Students discuss the role that society has played in fostering the development of technology as well as the response to the adoption and use of technology. • Students consider the impact of technology from multiple perspectives that include developers, users/consumers, as well as others in society affected by the technology. • Students develop skills in evaluating conflicting views on existing or emerging technology. • Students engage in a process of critical evaluation that provides a framework with which to evaluate new technology in the future.

Comparison of Theme Requirements: General Information

OLD (Current) Requirements	NEW (Proposed) Requirements
Courses may meet both a core and a theme; the theme must comprise at least 1/3 of the content of the course.	The course syllabus needs to document explicitly, both in the stated course objectives and the course activities such as the readings and lecture topics, how the Theme functions as an integral part of the course. The Theme needs to be interwoven throughout the course material (i.e., the "one-third" rule is no longer applicable).
An approved course may count for . . . two designated theme requirements	The Council will no longer approve a course to meet two Themes; while courses may integrate materials relevant to two different Themes, the department proposing the course must choose what Theme they will address when they seek CLE approval.

THEME REQUIREMENTS: COMPARISON

OLD (Current) WORDING	NEW (Proposed) WORDING
<p>Courses proposed to satisfy the environmental education theme must:</p> <ul style="list-style-type: none"> a. focus on the interdependency of humans and the natural environment and use critical issues of this interaction for illustrative and explanatory purposes, b. consider the regenerative capacity of the biosphere, and c. consider both the cultural and social implications of human intervention in biophysical planetary processes. 	<p>To satisfy the Environment Theme requirement, a course must meet these criteria:</p> <ul style="list-style-type: none"> • The course raises environmental issues of major significance. • The course gives explicit attention to interrelationships between the natural environment and human society. • The course introduces the underlying scientific principles behind the environmental issues being examined • Students explore the limitations of technologies and the constraints of science on the public policy issues being considered. • Students learn how to identify and evaluate credible information concerning the environment. • Students demonstrate an understanding that solutions to environmental problems will only be sustained if they are consistent with the ethics and values of society.
<p>To qualify as an International Perspectives course, a course must:</p> <ul style="list-style-type: none"> • explicitly compare, across national boundaries, important interdependencies, similarities, and differences of people, ideas, cultures, or institutions in today's world. • The perspective of the people of each of the nations involved must be explicitly addressed. • Attention to the historical background of the interdependencies, similarities, or differences being studied is welcome, as long as the main focus remains on the relevance of that history to today's world. 	<p>To satisfy the Global Perspectives Theme requirement, a course must meet these criteria:</p> <ul style="list-style-type: none"> • The course, and most or all of the material covered in the course, focuses on the world beyond the United States. • The course either (1) focuses in depth upon a particular country, culture, or region or some aspect thereof; (2) addresses a particular issue, problem, or phenomenon with respect to two or more countries, cultures, or regions; or (3) examines global affairs through a comparative framework. • Students discuss and reflect on the implications of issues raised by the course material for the international community, the United States, and/or for their own lives.

Revision of Item 21, Revised Liberal Education Requirements, on the April 3, 2008, Faculty Senate agenda

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

MOTION:

That the Twin Cities Faculty Delegation approves the report "Renewing Our Commitment to Liberal Education" from the Council on Liberal Education dated February 21, 2008, and adopts the report's recommendations for liberal education requirements for undergraduate degrees earned by students on the Twin Cities campus.

LESLIE SCHIFF, CHAIR
COUNCIL ON LIBERAL EDUCATION

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8 Renewing Our Commitment to
9 Liberal Education

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Report of the

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Council on Liberal Education

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University of Minnesota-Twin Cities

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Submitted to the

19

Faculty Consultative Committee

20

February 21, 2008

1

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 & Plant</i> |
| 22 | | 62 | <i>Genetics</i> |
| 23 | Walt Jacobs | 63 | |
| 24 | <i>Department of Post Secondary Teaching</i> | 64 | Arlene Teraoka |
| 25 | <i>& Learning</i> | 65 | <i>Department of German,</i> |
| 26 | | 66 | <i>Scandinavian, & Dutch and Associate</i> |
| 27 | James Kakalios | 67 | <i>Dean, CLA</i> |
| 28 | <i>Department of Physics and Astronomy</i> | 68 | |
| 29 | | 69 | Susan Wick |
| 30 | Sally Gregory Kohlstedt | 70 | <i>Department of Plant Biology</i> |
| 31 | <i>Departments of History of Science/</i> | 71 | |
| 32 | <i>Geology & Geophysics</i> | 72 | |
| 33 | | 73 | <u>Staff</u> |
| 34 | Rebecca Krug | 74 | Linda Ellinger |
| 35 | <i>Department of English Language &</i> | 75 | Laurel Carroll |
| 36 | <i>Literature</i> | 76 | Leslie Zenk |
| 37 | | 77 | <i>Office of the Executive VP and</i> |
| 38 | Sally Lieberman | 78 | <i>Provost</i> |
| 39 | <i>University Honors Program</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, our state, and our world.

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 THE CLE REVIEW PROCESS 7

8 In fall, 2006, the Council on Liberal Education was charged by Vice Provost Craig Swan
9 with undertaking a "systematic review" of the University's liberal education
10 requirements. In response to this charge, the Council met every two weeks throughout
11 the 2006-07 academic year, and issued a preliminary report in October, 2007. As part of
12 its deliberations, the Council reviewed and discussed a variety of resources including
13 Derek Bok's *Our Underachieving Colleges*, liberal education/general education models
14 at other research universities, essays about the goals of liberal education, and feedback
15 from faculty, staff, and students about what is wrong and right with the current liberal
16 education requirements. We focused especially on understanding the 1991 University of
17 Minnesota report on liberal education, "A Liberal Education Agenda for the 1990s and
18 Beyond" (known as the Howe committee report for the name of its chairman, history
19 professor John Howe). We find that this report, which established the current liberal
20 education requirements, still speaks eloquently to the value of liberal education and to the
21 constraints and opportunities available for liberal education at a major research university
22 such as ours. The Howe Committee report can be viewed at
23 <http://www1.umn.edu/usenate/cle/cletaskforce.html>
24

25 We drew several broad conclusions from our reading and discussions, and from the
26 feedback we received from the University community, both initially and in response to
27 our preliminary report issued October 2007:
28

29 There is strong support at the University of Minnesota for the goals and values of
30 liberal education. Council members heard from faculty, staff, and students who are
31 passionate about liberal education and who think that it is an important component of any
32 degree. We heard that liberal education makes better engineers, better medical students,
33 better citizens. We also heard lots of advice—often contradictory—about how to
34 strengthen liberal education at Minnesota.
35

36 Intelligent and reasonable people can and do disagree about how to achieve the
37 educational goals to which we aspire. We looked closely at Harvard's very public
38 process, through a number of years and four different sets of recommendations for
39 revising its famous "core." If an institution as small and relatively homogeneous as
40 Harvard College struggles with how to achieve these goals, we should not be surprised
41 that for Minnesota, the task is even more complex and challenging.
42

43 Despite disagreement about specifics, there was a pervasive sense that our standards
44 need to be raised, our implementation process needs to be strengthened, and our
45 communications about liberal education need to be more thoughtful and engaging.

1 We undertook our review in the context of an active national discussion about liberal
2 education, as well as a changing University of Minnesota landscape.

3 4 5 THE NATIONAL CONTEXT

6
7 A series of national reports and some well-publicized university curricular reviews have
8 put liberal education in the spotlight nationally. The single most influential organization
9 addressing this issue has been the American Association of Colleges and Universities
10 (AAC&U) (<http://www.aacu.org/index.cfm>). In their 2002 report *Greater Expectations:
11 A New Vision for Learning as a Nation Goes to College*, AAC&U called for “a new
12 vision that will promote the kind of learning students need to meet emerging challenges
13 in the workplace, in a diverse democracy, and in an interconnected world.” Following up
14 on the recommendations of their 2002 report, AAC&U in 2005 launched a major
15 advocacy campaign called Liberal Education and America’s Promise (LEAP), “a ten-year
16 campaign to champion the value of a liberal education—for individual students and for a
17 nation dependent on economic creativity and democratic vitality.” The LEAP campaign
18 has in turn spawned conferences, reports, and a variety of pilot projects, including a
19 statewide initiative in Wisconsin.

20
21 Perhaps in part as a result of the AAC&U activities, a number of major research
22 universities conducted thorough reviews of their liberal education over the past six years,
23 and most of their reports were available to review online. The Council looked at a
24 number of reports and curricula, including University of North Carolina’s 2003 report
25 *Making Connections: A Proposal to Revise the General Education Curriculum*, and the
26 University of California’s 2007 report *General Education in the 21st Century*. And we
27 followed the Harvard journey, from its 2004 *Report on the Harvard College Curricular
28 Review* through a series of faculty essays commissioned in response to that report, to their
29 November 2005 report, October 2006 preliminary report, and the final report in January,
30 2007. Much of the Harvard discussion revolved around values: what values should be
31 represented in the curriculum and how should they be explored? What in fact should *all*
32 students be required to study? This is the basic question that any institution must address
33 in considering its liberal education requirements.

34 35 36 THE MINNESOTA CONTEXT

37
38 Prior to the Howe report of 1991, the Twin Cities campus had managed its liberal
39 education requirements via a set of general principles and goals that were implemented
40 differently in the different colleges. Students moving from one college to another could
41 find that they had not met the liberal education requirements in their new college. In
42 addition, there was no campus-wide oversight body for liberal education, and no clear
43 campus-wide articulation of the standards and criteria for approving a course to meet a
44 liberal education requirement. The result was that students on the Twin Cities campus
45 had very disparate experiences of liberal education.

1 The Howe committee report was wide-ranging and included recommendations on
2 advising, on the major, and on freshman seminars (“new student colloquia”), as well as
3 on liberal education. But it is best remembered for three important contributions. First, it
4 assured that there would be a common vision and set of requirements for liberal
5 education for all students on the campus. Second, it established a campus-wide oversight
6 body (the Council on Liberal Education) to review and approve courses to be included in
7 the liberal education component of the curriculum. And third, it articulated a vision of
8 liberal education that included not only the more traditional breadth or distribution
9 requirements (the “Diversified Core”), but also a set of requirements (“Designated
10 Themes”) that were identified as bringing together “new modes of academic inquiry and
11 issues of compelling social importance,” those ideas of critical relevance to society.
12

13 The recommendations of the Howe report were broad and deep; the requirements it
14 articulated in 1991 required three years for implementation, and went into effect for
15 students entering the University on fall, 1994. Those requirements have continued in
16 place since that time. When the University converted to semesters in 1999, the
17 requirements were modified to fit the structure of semesters, but no substantive changes
18 were made in the basic framework of the requirements. However, from 2002-2004, the
19 Council on Liberal Education undertook the important task of reviewing and recertifying
20 all courses that had previously been approved for LE credit. That review raised a number
21 of questions that have helped frame some of the discussions during the past year’s review
22 process.
23

24 Two further developments at the University of Minnesota are important components of
25 the context in which we undertook this review of liberal education requirements. First, in
26 May, 2003, the Twin Cities Learning Assessment Council adopted a “Statement of
27 Foundations for Learning Assessment.” This statement reflected a growing interest in
28 learning outcomes assessment that was fueled both by individual faculty commitment and
29 by a national move to incorporate learning outcomes into university accrediting
30 requirements. To ensure that there would be ongoing commitment to the development of
31 learning outcomes, the Provost appointed a Council for Enhancing Student Learning
32 (CESL) which held a series of conferences and workshops and which proposed a
33 common set of undergraduate Student Learning Outcomes (SLOs) for all University of
34 Minnesota students. The outcomes approved by the University Senate in spring 2007 are
35 intended to help departments and curriculum committees identify how both individual
36 courses and entire curricula develop the kind of well-educated graduates we expect for
37 the University of Minnesota. The SLOs are very closely connected to the goals of liberal
38 education as we have outlined them here. The outcomes are stated as follows:
39

40 *At the time of receiving a bachelor’s degree, students:*

- 41 ○ *Can identify, define, and solve problems*
- 42 ○ *Can locate and critically evaluate information*
- 43 ○ *Have mastered a body of knowledge and a mode of inquiry*
- 44 ○ *Understand diverse philosophies and cultures within and across societies*
- 45 ○ *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 learning outcomes are complemented by a set of Student Developmental Outcomes
6 that guide students toward experiences that will help develop the following
7 characteristics: responsibility and accountability, independence and interdependence,
8 goal orientation, self-awareness, resilience, appreciation of differences, and tolerance of
9 ambiguity. Both the Student Learning Outcomes and the Student Developmental
10 Outcomes are a product of the whole educational experience; some of them will come
11 primarily through the major (mastery of a body of knowledge, for example) but others
12 may come from liberal education or from all of the other experiences and interactions that
13 students have throughout their college years. As departments and colleges explore how
14 these outcomes are expressed in their curricula, they need to think both about the majors
15 that they teach and about the liberal education courses that they are responsible for. We
16 have suggested in our recommendations several places where we see a strong linkage
17 between the SLOs and the LE requirements.

18
19 The second major development is strategic positioning and the task forces related to
20 undergraduate education. We are three years into a process that has examined every
21 component of our mission and how it is implemented. With its goal of making the
22 University one of the top three public research institutions in the world, the strategic
23 positioning initiative exhorts us to “Recruit, educate, challenge, and graduate outstanding
24 students who become highly motivated lifelong learners, leaders, and global citizens.”
25 There were a number of strategic positioning task forces whose work related to
26 undergraduate education; the one most immediately relevant to our liberal education
27 review was the Task Force on Writing. Among other recommendations, they called for a
28 Writing-Enriched Curriculum (WEC) requiring a transformative review of writing in
29 each major, with the goal of ensuring that writing and writing instruction are integrated in
30 ways that are meaningful to discipline-specific instruction and goals. Supported by a
31 generous grant from the Bush Foundation, that review process is now in a pilot phase,
32 and as with Student Learning Outcomes, this review has substantial implications for the
33 liberal education requirements. The Vice Provost and Dean of Undergraduate Education
34 has made a commitment to ensuring that these three curricular efforts (LE, SLO, and
35 WEC) are interconnected wherever possible.

36
37 We take seriously the Strategic Positioning call for excellence, with a dynamic focus on
38 learning, leadership, and citizenship, and we want to assure that our future liberal
39 education requirements provide the best framework possible for the transformative
40 education of our undergraduate students.

1 LISTENING TO THE UNIVERSITY COMMUNITY

2
3 What we learned from students

4
5 Since no formal assessment mechanism for the current LE requirements was ever
6 approved, we used three methods for getting feedback about student perceptions of the
7 LE requirements. First, we reviewed data from the survey of graduating seniors, done
8 each year since 2001. Second, we commissioned a formal focus group study asking
9 students about their understanding of and experience with their LE requirements. And
10 third, we asked each member of the Council to have a discussion about liberal education
11 with a group of students, either in a class they were currently teaching or in an informal
12 setting.

13
14 The senior survey includes a subset of questions related to “life skills” and “general
15 knowledge,” for which we have data both from a 1989 (pre-CLE) survey and from later
16 (post-CLE) surveys. Many of the “general knowledge” questions on the post-1999
17 surveys were specifically designed to address the CLE requirements (and therefore are
18 not represented in the 1989 survey). Because we don’t have pre-1999 measures for these
19 questions, they are only moderately useful as a tool for answering a question such as “are
20 we doing better now than we were before?” However, they can still be helpful in
21 thinking about whether we are meeting our stated goals in our liberal education
22 requirements. Data from these surveys is included in Appendix 2.

23
24 Beyond this somewhat limited data in the senior survey, we wanted to hear directly from
25 students about their experiences with, and perceptions of, liberal education. Working
26 with Professor Richard Krueger (College of Education and Human Development), we
27 designed and implemented a focus group study. Professor Krueger and his associate
28 Mary Anne Casey met with four groups of students (a total of 30 undergraduates) for in-
29 depth discussions of liberal education. The focus groups dealt with issues ranging from
30 messages students get about liberal education and their perception of why we have such
31 requirements, to how they choose courses and how effective they thought the courses
32 were. A copy of the final report is included as Appendix 3.

33
34 Several observations and recommendations from this report helped shape our discussions.
35 It is important to note that students support liberal education requirements and think that
36 liberal education is an important part of a university education: “Students consistently
37 gave three reasons [for the LE requirements]: to create well-rounded graduates, to help
38 students appreciate diversity, and to give students who have not decided on a major the
39 chance to explore.” Despite students’ somewhat grudging affirmation, however, it was
40 also clear that we do an inadequate job of explaining to students why liberal education
41 courses are important and what the outcomes are supposed to be. We are not explicit
42 about the value of LE courses, either in our general communications or in the context of
43 each individual course. As the conclusion of the report notes, “Many students view the
44 [liberal education requirements] as a burden, not an opportunity.” It was clear that we
45 could do much more to capitalize on the generally positive sense students expressed of
46 the importance of liberal education; we need to help them understand what these courses

1 are trying to accomplish. And to do that, we need to be clear about these goals and
2 embrace and articulate them broadly and passionately.

3
4 Finally, members of the Council discussed liberal education with their students in classes,
5 labs, and advising sessions. While these discussions were not structured, they produced
6 results that mirrored the more structured focus groups. In general, across the board,
7 students thought that LE courses were valuable. There was real disagreement on whether
8 students should be able to fulfill most LEs within the major or whether they should be
9 “forced” to go outside their major and perhaps outside their comfort zones. Students see
10 the purpose of LEs as helping them to be “well-rounded” (the same language used by
11 students in the focus groups). Some students said that they were encouraged to “just get
12 the LEs out of the way” and also that the value was “poorly articulated.” “The message
13 is to just get through it or to pick classes that are fun or easy.”

14
15 What we learned from faculty and staff

16
17 Early in fall 2006 the committee sent a series of letters to key university community
18 members soliciting their input. Letters went to deans, to members of the Council of
19 Undergraduate Deans, to directors of college student services/advising units, to
20 departmental directors of undergraduate studies, and to those members of the Howe
21 committee who were still at the University. The request (see [Appendix 1](#)) included
22 several specific questions but also asked for any open-ended comments respondents
23 wanted to make about liberal education.

24
25 We received 34 responses including representation from all of the above groups. A
26 handful of responses were variations on “all students should be required to take a course
27 in [my discipline],” but most were thoughtful and wide-ranging. There were some
28 common themes but also a good bit of advice that was conflicting and contradictory:
29 some said make it simpler and others warned not to oversimplify; some wanted to limit
30 the number of courses, and others said expand choices. Some advocated having more LE
31 courses within their major and other said to prohibit students from completing LE within
32 the major. But there was substantial agreement on two points. The current LE
33 structure is workable and seems to meet a variety of needs and goals; and the
34 implementation of our structure has become ragged and less coherent than it should
35 be. Here are some typical comments:

36
37 *The flexibility in the fulfillment of the liberal education requirements is certainly*
38 *appreciated by students, and the general topics appropriate. . . . [But] Narrowing*
39 *fulfillment options, paying attention to rigor and quality of the course content*
40 *meeting LE requirements would ultimately serve our students better*

41
42 *The most common issue I have seen with LE courses is that they become too*
43 *content-focused to the exclusion of broader skill-sets and perspectives that are*
44 *meant to permeate the outcomes.*

1 *Liberal education is still, unfortunately, a set of courses and requirements to be*
2 *gotten through, that simply has no enduring meaning to many students, and no*
3 *demonstrable meaning to the world outside the U.*

4
5 *Students currently perceive LE as a list of requirements to check off, not*
6 *something that is important to their education. A central CLE focus should be on*
7 *communicating the importance of the LE experience to students [and faculty].*

8
9 *Articulate the coherence and objectives of the general education curriculum in*
10 *the context of the totality of the student's undergraduate career—including post-*
11 *graduation goals such as employment and graduate and professional school*
12 *attendance.*

13
14 The responses sent to the Council also included some larger concepts and new ideas that
15 the Council discussed.

16
17 In addition to the letters soliciting input, three members of the Council met with members
18 of the Academic Advising Network. Our discussion with advisers included a range of
19 perspectives, but again there was support for providing better, clearer, more consistent
20 and deeper understanding of liberal education: “The system needs to be transparent to
21 students.” Advisers said that students were goal-oriented and career-focused, so don’t
22 always understand how liberal education requirements fit in. Advisers can play an
23 important role in helping students understand the meaning and value of liberal education
24 as a part of their degree.

25
26 We also reviewed twelve years’ worth of reports from CLE to SCEP to determine if there
27 was a pattern of issues or concerns that had been raised. Here are some notes from the
28 minutes:

29
30 [November 16, 1995, the first year review of CLE] *Faculty and departments*
31 *need to “buy in” if the liberal education curriculum is to succeed. Students in*
32 *departments with tightly structured curricula have particular difficulty finding*
33 *time to satisfy requirements.*

34
35 [February 28, 2001] *The establishment of themes did work, but there is a problem*
36 *of “credit creep.” . . . The establishment of “cores” has generally worked well,*
37 *but perhaps there are a few too many. . . . The intent was not to simply take an*
38 *introductory course and tweak it.*

39
40 [February 26, 2003] *There were not supposed to be a huge number of [core]*
41 *courses, but the number in the core has proliferated.*

42
43 In general, the SCEP discussions are very positive, but there is a consistent thread of
44 concern about the size of the Core and about whether the institution has drifted away
45 from the intent of the Howe committee.

1 Over the years since semester conversion (1999), the Council on Liberal Education has
2 kept a record of large and small questions, issues, or concerns related to its decisions
3 about which courses would be approved for LE credit. Some of these issues have also
4 been addressed in the annual report that CLE has provided to the Senate Committee on
5 Educational Policy (SCEP) or in other discussions that the chair of CLE had with SCEP.
6 Here is a sampling of the important issues that were raised:

7
8 Not all courses can or should meet the LE requirements. Courses are being pushed
9 to meet the LE requirements for enrollment or programmatic purposes. There has
10 been a substantial increase in the number of courses in parts of the Diversified
11 Core, which was originally defined as a limited number of courses. What is the
12 “right size” for the Core?

13
14 Many students want, or need, to take courses that meet more than one LE
15 requirements. Is such “double-dipping” a good thing? Some advisers and
16 programs are concerned that this drives course design and that there are too many
17 such courses; others want more. Double- and triple-dipping (with WI) is essential
18 for some majors because of the high number of credits required for those majors.
19 As we enforce our standards for higher quality and greater rigor, can courses
20 reasonably meet these multiple expectations?

21
22 Some programs require or expect students to do the majority of LEs in the
23 major—is this desirable or not?

24
25 Can a 1xxx level course teaching an introduction to a discipline also devote a
26 substantial component of the material to a theme? In some cases, a theme may be
27 a natural fit, for others the theme is an added (and sometimes forced) component.

28
29 Should any of the Themes be dropped or new ones added? Are they still
30 appropriate for today’s students? Should the whole idea of Themes be revisited?

31
32 Again, all of these questions were taken up by the Council during its deliberations.

33
34 Finally, after we submitted the preliminary report of this committee on October 2007, we
35 solicited feedback through a web site and through four open forums held in various
36 locations on campus. The Council then met four times to review all the comments and
37 make a final determination on its recommendations. On the whole, the feedback on the
38 preliminary report was positive, and many excellent specific suggestions have been
39 adopted and included in this final report. A list of the major changes made is included in
40 Appendix 1.

41 42 What we learned from data

43
44 When the new liberal education curriculum went into effect in 1994, there were 273
45 approved courses in the Diversified Core and 252 courses in the Designated Themes. In
46 1999, the university converted from quarters to semesters and in theory (though not in

1 practice) there should have been a reduction of 1/3 in the total number of courses offered.
2 But in a count done in fall, 2006 (after the CLE recertification review), we found that
3 there were 638 courses approved for the Diversified Core and 798 for the Designated
4 Themes, an increase of over 135% in Core and 160% in Themes. Details are included in
5 the tables in Appendix 2.

6
7 The most dramatic increases in courses were in Historical Perspectives, Social Sciences,
8 and Arts and Humanities. The number of approved science courses (Physical and
9 Biological Sciences with Lab) actually decreased slightly. All of the Themes increased
10 substantially, with the biggest increases coming in Citizenship and Public Ethics (from 34
11 to 177) and Cultural Diversity (from 53 to 222). Because so many courses meet the
12 liberal education requirements, most students are actually completing more liberal
13 education courses than they are required to take.

14
15 Almost 60% of courses in the Core also carry a Theme designation; courses meeting the
16 Social Science Core were the most likely to have a Theme, with almost 80% of these
17 courses approved for double-dipping. In addition, there were 75 courses that were
18 approved to meet two Themes; the biggest single combination was Environment with
19 Citizenship and Public Ethics (23 courses).

20 21 22 FINDING A FRAMEWORK

23
24 *The transformational experience of attending the university . . . goes beyond preparation*
25 *for a career to include preparation to be a competent individual within society as a*
26 *whole.*

27 Michael J. Houston, Professor and Associate Dean, Carlson School of Management

28
29 The Council's discussions ranged over three major areas:

30 Conceptual approach: Should we require special integrative courses or use regular
31 courses that are already in the curriculum? Should LE courses be focused on broad
32 outcomes or on specific subject matter content?

33 Structure: Should we have a distribution list or some sort of matrix? Complex or
34 simple? "One of each" or "take x courses from y subject areas"?

35 Relationship to major: Integrated with the major or separate from the major? What
36 percentage of the degree? Concentrated in the first two years or spread through four
37 years?

38
39 *Conceptual approach.* Many small liberal arts colleges offer special integrative courses
40 that are required for all students. In some cases this is one set of courses; in others,
41 students can choose from a small number. But among these institutions a common thread
42 is the belief that introductory courses in majors are not appropriate to meet the broad,
43 general requirements of liberal education. Students need to be exposed explicitly and
44 specifically to courses that are designed to help them integrate ways of knowing or
45 concepts from various fields into a coherent whole. This integrative approach generally
46 works well for small, homogeneous colleges that admit mostly freshman students. The

1 largest institution we identified that has taken this approach in its liberal education
2 requirements is Michigan State, which has created three Centers for Integrative Studies
3 (Arts and Humanities, General Sciences, and Social Sciences), each of which offers
4 courses that “integrate multiple ways of knowing into an enhanced appreciation of our
5 humanity, creativity, knowledge, and responsibilities for ourselves and our world.” The
6 MSU program is still in its early stages, so they do not yet have a long track record. The
7 sense of the Council is that Minnesota should encourage the development of new
8 integrative courses but not limit our liberal education requirements to such courses, in
9 part because our current budget model does not provide incentives for this type of cross-
10 disciplinary course development. We continue to support the inclusion of “introduction
11 to the discipline” courses within liberal education, although we are asking for a much
12 stronger articulation of how and why these courses meet liberal education expectations.
13 We also support and encourage the development of rigorous and compelling alternative
14 courses for non-majors.

15
16 *Distribution list or matrix approach.* Some institutions have a simple list of
17 requirements (“take one course in each of the following areas”) or a “choice” option
18 (“take at least eight courses from at least six of the following ten areas”). These
19 approaches are very attractive for their simplicity and flexibility. They are easy to explain
20 to students and easy for a curriculum committee to evaluate. However, there are
21 limitations inherent in this apparent simplicity. Allowing choice allows students to avoid
22 one or more subjects, usually based either on a sense that they don’t like something or
23 that they aren’t good at it. The Council (and some of the students we talked with) felt
24 that getting students out of their comfort zone was an important byproduct of liberal
25 education requirements, so after discussion, we voted not to support a “choice” approach.
26 Nor did we ultimately support the simpler “distribution list” approach of “take one course
27 in each area.” Given the complexity of the world in which we live, and the limitations
28 imposed by our broad range of majors, we returned again and again to the need for
29 something beyond a “one of each” approach. The Council therefore opted to continue the
30 use of a matrix approach, with a set of “Core” courses and a set of Themes that can stand
31 alone or that can be incorporated into the Cores. This structure allows a richer and more
32 nuanced approach to liberal education.

33
34 *Liberal education as a component of a four-year degree.* The Council strongly reaffirms
35 the Howe committee recommendation that, as much as possible, students complete their
36 liberal education work outside the major. One important goal of liberal education is to
37 foster breadth. Students should be encouraged by their advisors and instructors to choose
38 liberal education courses that complement their interests but stretch them in new
39 directions. We also support and advocate advising interactions that help students
40 distribute at least some part of their liberal education across the full four years of the
41 degree.

RECOMMENDATIONS

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

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

We issue our report as a call to revitalize our commitment to liberal education, with four main goals:

We must have a campus-wide commitment to liberal education, assuring that important conversations about liberal education happen in advising sessions, in classrooms, and in faculty meetings. Creating effective liberal education must be **everyone's responsibility.**

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

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

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

We found no compelling evidence that the design of our current LE requirements is fundamentally flawed or out of line with what other institutions are doing. For this reason, the changes we recommend focus on strengthening the existing framework for our liberal education requirements. Our recommendations have reduced the core requirements by one, added a theme of special current importance, sharpened and clarified the goals for the Core and Theme courses, and stated the criteria for the requirements in such a way that the Council on Liberal Education will have more clearly articulated and defined standards against which to judge courses proposed for the liberal education requirements. These sharpened definitions should also offer clarity to those who are proposing courses.

WRITING AS A CRITICAL COMPONENT OF A LIBERAL EDUCATION

We share the Howe committee's certainty that writing is of bedrock importance to a good liberal education. We expect that students in all disciplines will use writing to clarify

1 their thinking, to analyze problems, to develop and express their ideas, to summarize
2 data, and for myriad other purposes central to liberal education. In all liberal education
3 courses, writing must be recognized as fundamental to disciplinary and interdisciplinary
4 learning. One of the Student Learning Outcomes is the expectation that students “can
5 communicate effectively.” We advocate that writing in forms appropriate to each
6 discipline be incorporated into every liberal education course. This does not mean that
7 every course needs to be “writing-intensive,” but it does mean that liberal education
8 courses should use writing in a wide variety of ways, from short essays to written
9 comments/questions at the end of a lecture to opinion pieces to summaries of reading.
10 Writing is an important tool for learning, and especially for the kind of learning
11 envisioned in liberal education.

12
13 Because of the recommendations of the Strategic Positioning Task Force on Writing and
14 the recent appointment of a Campus Writing Board, along with the Bush grant to support
15 the development of a Writing Enriched Curriculum (WEC), the Council determined that
16 it would not reconsider writing as part of its liberal education recommendations. We
17 have, however, made some limited recommendations (below) to strengthen and clarify
18 the current Writing Intensive (WI) requirements established by the Howe committee. It
19 is our understanding that through the WEC process, writing instruction will evolve over
20 the next five to ten years and eventually will replace the WI rubric, with responsibility for
21 oversight of writing passing from CLE to the Campus Writing Board. In the short term,
22 however, WI courses will continue and will be approved under the revised guidelines
23 outlined below. As part of the WEC initiative, the Vice Provost and Dean of
24 Undergraduate Education has appointed a Campus Writing Board whose responsibilities
25 will include not only reviewing new writing-enriched curricula but also reviewing new
26 courses that are proposed for WI designation as well as recertifying existing courses. The
27 Council will work with the Campus Writing Board to define the future relationship
28 between these two bodies and to ensure clear communications and meaningful
29 conversations during the transition period.

30 31 32 REVITALIZING THE CORE

33
34 *The major value of a liberal education is that it provides depth and perspective, enabling*
35 *an individual to see and evaluate many sides of issues and problems.*

36 Robin Wright, Professor and Associate Dean, College of Biological Sciences

37
38 In its proposal for what it called the “Diversified Core,” the Howe committee proposed
39 courses that required “familiarity with the basic factual information that discipline-based
40 and interdisciplinary fields of knowledge rely on,” but that also required:

41
42 ...acquaintance with different ways of knowing, that is to say, with different kinds
43 of questions that are asked, theories that are employed, and data that are used in
44 different intellectual domains....In sum, programs of educational breadth should
45 introduce students to the diverse ways of knowing that have characterized human
46 societies and civilizations and that characterize our world today; explain the

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

5
6 What the Howe committee could not have envisioned in 1991 is the explosion of easily
7 accessible information (and misinformation) available to all of us via the internet.
8 Students' interpretive and evaluative skills have not kept pace with this information
9 explosion. They can google "facts" and information, but if they don't understand how
10 knowledge is created and how information is interpreted, then how can they assess what
11 they google? Students skim the surface of the "basic factual information" mentioned by
12 Howe, and many of the courses now approved for the "Diversified Core" do the same.
13 What we are looking for here is a paradigm shift for the Core, away from "what" and
14 toward "how and why." The "what" questions are essentially retrospective in nature; the
15 "how and why" questions are prospective and help students to prepare for the future. We
16 also want students to understand the complexity of information, the extent to which
17 knowledge may be socially constructed, and the role of diversity in perspective in relation
18 to disciplinary and interdisciplinary ways of knowing.

19
20 In that context, then, we propose that students take one course in each of the
21 following seven areas: Arts and Humanities, Biological Sciences, Historical
22 Perspectives, Literature, Mathematical Thinking, Physical Sciences, and Social
23 Sciences. There is no doubt that one course in each of these areas is inadequate to assure
24 true breadth; the Core is not about "coverage" but rather about introducing students to a
25 range of "ways of knowing." The areas selected represent the Council's best thinking
26 about skills and knowledge that students need if they are to be informed and productive
27 employees and citizens in an environment where they are bombarded with information
28 that requires assessment, analysis, and synthesis. While a case could be made for other
29 requirements or skills, we compromised on this list because we felt it represented
30 significant breadth without expanding the number of courses students are required to
31 complete.

32
33 Why these seven? The explanations are included in part in the descriptions of each of the
34 areas below, but briefly, over a period of more than a year of deliberation, we decided on
35 these seven through a two-stage process. There was strong agreement, to begin with, that
36 four significant and important approaches to knowledge could be said to reside in the
37 areas of mathematics, natural sciences, social sciences, and arts and humanities. These
38 are the four Core areas originally proposed by Howe, and they are represented in virtually
39 all of the liberal education/general education requirements we looked at from peer
40 institutions. It is clear, however, that the traditional division of knowledge and ways of
41 knowing into these four broad categories is becoming increasingly blurry. For this reason
42 we do not advocate an approach based on identifying departments or disciplines with one
43 broad category or another. In anthropology, for example, there are faculty members
44 using methodologies traditionally associated with biological sciences, with social
45 sciences, and with humanities/cultural studies. By identifying core areas, we do not
46 intend to create rigid demarcations, but we do want to assure that students encounter a

1 variety of ways of analyzing information and thinking about questions and problems. To
2 that end the four traditional categories represented here are as functional as any other
3 structure in assuring some breadth of experience for students.

4
5 If it was clear from the start that those four broad areas would somehow be represented in
6 the core, it was less clear how we might address the question of sub-requirements within
7 each, and the second stage of these discussions focused on whether and how the four
8 large categories might be subdivided. For example, should work be required in both arts
9 and humanities, in both physical and biological sciences, in specific branches of social
10 sciences (such as economics), and so on. While good cases could be made for an array of
11 other options in an institution as diverse and with as many perspectives and strengths as
12 this one, the Council elected to limit the “subrequirements” to three by splitting the
13 physical and biological sciences, creating two separate requirements, and breaking out
14 both historical perspectives and literature as a separate requirements. Each of these
15 decisions is discussed below.

16
17 The Council is requiring work in both the physical and the biological sciences, with
18 laboratory work in each, because we became convinced of the importance of helping
19 students understand how scientists create knowledge by developing and testing
20 hypotheses, and how the study of living organisms differs fundamentally from the study
21 of non-living matter. Disciplines within the natural sciences (physical and biological
22 sciences) and some social sciences advance knowledge by using variations of the
23 scientific method. While they thus share some common methodology, the contextual
24 framework and ways of approaching questions within these disciplines is often radically
25 different. Bodies such as the National Academies and various federal agencies
26 acknowledge the distinctive ways of thinking within the physical and biological sciences,
27 and emphasize the need for citizens to have a basic grasp of how both affect humans and
28 the world around us. We are immersed in information about, and choices related to, the
29 physical and biological sciences. From global warming to stem cell debates, from the age
30 of the earth to the health impacts of obesity, we encounter people with passionate (and
31 often poorly-informed) perspectives on every issue. Among the general public, even
32 those with a college education, there is an increasing sense that science is “both
33 intellectually inaccessible and intrinsically dangerous.”¹ The Council thinks it is critical
34 that U of M graduates be able to bring both knowledge and critical thinking skills to bear
35 as they face these challenges. An education that includes both physical and biological
36 sciences will help to build this foundation.

37
38 Similarly, learning about history and how scholars create historical knowledge about the
39 human past is essential to helping students sort out the claims of competing historical
40 data and methods. Courses with an historical perspective will teach students about the
41 historical sources and analytical approaches that are used to create narratives and
42 explanations about the past, allowing students to make more informed judgments about
43 the histories that shape our understanding of the past, present, and future. Students who
44 can adequately and independently evaluate how historical knowledge is produced will not

¹ Andrew W. Murray, “Reinventing General Education,” Essays on General Education in Harvard College, 2004,

1 be at the mercy of anyone who has a point of view and a few facts to support it. An
2 understanding how historical knowledge is made, and the ability to evaluate historical
3 claims, is crucial to our students' ability to analyze information they encounter every day.
4

5 Finally, Council members from many different disciplines felt that a serious focus on
6 written texts and specifically on literature would provide students with knowledge and
7 skills that are important in many other areas of their lives. We are privileging literary
8 studies specifically over other forms of cultural endeavor such as film or visual arts
9 because of its emphasis on the written word. While reading is critical to every discipline,
10 in no other field is the focus so uniquely on words and their meaning. Given the alarming
11 data about the decline in reading that has been the focus of numerous recent articles, the
12 committee wanted to ensure that all U of M students would have close analysis of written
13 texts and a serious study of literature as part of their Core experience.
14

15 Because the Core is the central focus of the university's liberal education requirements,
16 there are some unique expectations and requirements that will be employed in assessing
17 whether courses will be included in the Core. Under these revised requirements, courses
18 that meet the Council's standards for approval in the Core will have to address the
19 different ways of thinking through which various disciplines arrive at and justify their
20 distinctive results. We must help students understand how *this* course (for example, in
21 economics) can also teach them how we construct the social sciences more broadly, and
22 how social scientists ask questions and analyze information, with a specific eye towards
23 helping students gain an understanding of a variety of principles and processes important
24 for their lives as engaged citizens. In other words, in this example, it will not be
25 sufficient for a course in the Core just to teach economics; the course must also situate
26 economics in the realm of social sciences *and* help students understand why it matters for
27 them to study economics specifically as an example of the social sciences in general.
28

29 We expect that Core courses, as they explicitly address "ways of knowing," will also
30 contribute to at least two of the Student Learning Outcomes approved by the University
31 Senate ("*identify, define, and solve problems; locate and critically evaluate*
32 *information*"), acknowledging that there are multiple ways of knowing and that
33 knowledge may be socially constructed.
34

35 To summarize, then, all courses in the Core must meet the following requirements:
36

37 They explicitly help students understand what liberal education is, how the content
38 and the substance of this course enhance a liberal education, and what this means for
39 them as students and as citizens.

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

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

45 They do not (except in rare and clearly justified cases) have prerequisites beyond the
46 University's entrance requirements.

1 They are offered on a regular schedule.

2 They are taught by regular faculty (except under extraordinary circumstances).

3
4 The Howe committee envisioned “a limited number of courses developed *specifically to*
5 *serve these objectives*” [emphasis added]. The Council welcomes the creation of separate,
6 new courses specifically to meet liberal education objectives, and especially to meet them
7 in creative, interdisciplinary ways. The Council will be pleased to work with colleges
8 who want to propose a unique approach to Core courses.
9

10 Requirements in the Core

11 Arts and Humanities

12
13
14
15 Courses that meet the Arts and Humanities Core requirement fall into two broad
16 groupings of disciplines: first, the arts; and second, humanistic studies. Students must
17 choose work in one of these areas to fulfill this requirement.
18

19 *CLE Guidelines for Arts Courses*

20 Study in the arts broadens the understanding of how we think. Arts courses that meet the
21 Arts and Humanities Core requirement provide the opportunity to explore and engage
22 with the concepts and processes of historical and contemporary practice in the arts. Such
23 courses may be courses of artistic practice in, for example, creative writing, visual arts,
24 music, theatre, dance, film, design and collaborative arts. These courses will promote the
25 open exploration of creative media in new ways as well as supporting traditional practice.
26 These courses will explore the ways in which art derives its value from various histories
27 and perspectives, means and methods. Among the specific traits fostered in such courses
28 are thoughtful analysis, flexibility, experimentation and ingenuity in problem solving and
29 making use of complex concepts. These courses are designed to initiate a lasting
30 connection to the arts for students as creators, viewers, or participants.
31

32 To satisfy the Arts and Humanities Core requirement in Arts a course must meet these
33 criteria:

34 Students create their own artistic efforts.

35 Students reflect on their artistic efforts in writing or in discussion that develops
36 awareness of the considerations that guide artistic practice and response.

37 Students become aware of why and how artists select their content, media, and
38 method.

39 Students develop an understanding of the arts in relation to communities in and
40 for which art is created.

41 Students examine how the historical dimensions of time, place and culture inform
42 artistic practice.
43
44

1 *CLE Guidelines for Humanistic Studies Courses*

2 The second group, Humanistic Studies, includes such disciplines as art history, classics,
3 cultural studies, design history, film and media studies, philosophy, and religious studies.
4 These courses could come from a great variety of departments. Courses that focus on the
5 humanities introduce students to theories and methods for critically analyzing and
6 interpreting the arts, culture, or religious and philosophical traditions of distinct human
7 societies across the globe and in various historical eras. Courses in this group examine
8 works that invite or compel critical thought. Reflection on such works helps students to
9 develop an appreciation for the humanities, and also to become more thoughtful and
10 perceptive actors in their cultural worlds.

11
12 To satisfy the Arts and Humanities Core requirement in Humanistic Studies a course
13 must meet these criteria:

14 Students engage in detailed analysis of and reflection on some humanistic
15 literature or creative product – for example, a philosophical essay, a religious
16 treatise, a work of cultural commentary, or a documentary film.

17 Students develop their understanding of the works or cultural practices they
18 consider. Where appropriate (for example, in considering a philosophical work)
19 they engage in critical evaluation of the work.

20 Students examine how the work under consideration arose out of its cultural or
21 historical context.

22 The course explores the role that the work plays in the larger society of which it is
23 a part.
24
25

26 Biological Sciences

27
28 There has been a veritable explosion in the amount of biological information in the past
29 few decades, and perhaps more so than in any other discipline, the body of knowledge we
30 claim as foundational to the field has changed radically in that period of time. We are
31 barraged daily by reminders of how we are biological organisms living and interacting
32 with a world full of other biological organisms, our lives profoundly affecting each other.
33 Graduates of the University of Minnesota need to have a measure of biological literacy
34 that will allow them to analyze new biological information as it becomes available, put it
35 into the framework of previous knowledge, and appreciate how it affects the earth's
36 organisms. Because biology is not static, the important element of biological literacy lies
37 not in students memorizing lists of facts about various topics in the many areas that
38 constitute biology, but in seeing for themselves how biology is done and reaching an
39 appreciation of the creative spark that drives discovery in biology. This requires
40 providing students with opportunities to formulate and test hypotheses, interpret
41 experimentally obtained data, and draw conclusions from the data that may challenge
42 their preconceptions.
43
44
45

1 *CLE Guidelines for Biological Sciences Courses*

2 Elements of the biological sciences can be found in numerous colleges and departments
3 at the University of Minnesota. Courses that meet the Biological Sciences Core
4 requirement might be broad survey courses or they might focus more specifically on a
5 particular type of organism, topic, or process of living organisms. Courses that emphasize
6 the relevance of biology by addressing contemporary issues (e.g., stem cell research,
7 genome projects, HIV/AIDS, obesity, exercise, evolution of disease microbes, sustainable
8 agriculture, human effects on global warming, conservation biology, behavioral biology,
9 or organisms useful to humans) and use modern technologies for analysis are likely to
10 attract the most interest from non-majors. Courses that meet the Biological Sciences
11 Core requirement must present the evidence for our current knowledge (i.e., how did we
12 learn what we know), guide students through the process of acquiring knowledge using
13 the tools of the discipline, present the limitations of current research, convey the message
14 that questions of the future may require new ways of gathering information, and
15 emphasize that new knowledge may require substantial revision of our current thinking.
16 Courses that guide students through an understanding of examples from the primary
17 research literature in biological sciences are encouraged. The aim is not to simply
18 capture a snapshot of what we currently know in a given field, but to guide students to
19 develop skills that will enable them to undertake analysis of information pertaining to
20 biological sciences.

21
22 Because interpretation of biological data relies so intimately on quantitative skills,
23 courses in this Core area also need to demonstrate integration of mathematical thinking,
24 such as interpretation of graphs and figures, to a level suitable for an introductory, non-
25 major course. Presenting the human side of the endeavor of discovery, including the
26 quirks, foibles, rivalries, dead-ends and once misinterpreted data should be considered in
27 order to help students understand that the people who advance the natural sciences are not
28 so different from themselves, and that science is still able to advance in spite of the
29 imperfect nature of the researchers and their tools for analysis.

30
31 To satisfy the Biological Sciences Core requirement, a course must meet these criteria:

32 The course provides experimental evidence for how current knowledge in biology
33 was obtained.

34 The course explores examples of unanswered questions in biology.

35 Students integrate mathematical thinking into analysis and interpretation of data.

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

39 The course includes laboratory experiences in which students do hands-on testing
40 of principles presented in the lecture portion of the course; some laboratory
41 sessions may include computer simulations of experiments or observations that
42 otherwise cannot readily be addressed during a semester (e.g. evolution of a
43 population over thousands of years).

44 The course provides laboratory experiments that allow students to confront
45 interpretation of mistakes and unexpected results.

46

1 A lab experience in the Biological Sciences Core requires students to do one or more of
2 the following:

- 3 perform hands-on experiments, measurements, or analyses that test basic
- 4 concepts or hypotheses about living organisms;
- 5 analyze, interpret, and draw conclusions from data;
- 6 examine the relationship between structure and function of biological
- 7 specimens;
- 8 explore biological systems to understand how individual organisms interact
- 9 with each other and the environment;
- 10 use mathematical models to describe or predict responses and behaviors in
- 11 living systems.

13 Historical Perspectives

14
15
16 Courses in the Historical Perspectives core investigate how historical knowledge is
17 produced from artifacts (primary sources) that have remained from the past. By
18 discerning between ‘the past’ as that which happened and ‘historical knowledge’ as what
19 we know about the past, these courses self-consciously examine the methods and sources
20 people (and not just professional historians) use to produce historical knowledge. A
21 central question in any Historical Perspectives course concerns both the value and the
22 limitations of certain sources, be they written, oral, visual, or material. The incomplete
23 and partial nature of the sources, and the distinctive perspective any given individual
24 brings to them, leads inevitably to multiple and conflicting interpretations of the past.
25 And yet not all historical analyses and arguments are equally persuasive; there are
26 (changing) rules about what constitutes reliable and trustworthy history. Historical
27 Perspectives courses equip students with a deep understanding of particular approaches to
28 the past and teach them to think critically and in an informed manner about their own and
29 others’ assumptions and assertions about the human past.

30 *CLE Guidelines for Historical Perspective*

31
32 Each course admitted to the Historical Perspectives core must have a three-part mission,
33 one related to content, namely past human experience in specific contexts, another to
34 questions of methodology and how historical knowledge is produced, and a third that
35 involves students in analyzing and interpreting primary sources. Not all history or
36 historically informed courses meet the criteria for Historical Perspectives, and courses
37 that meet the requirement may come from a wide variety of disciplines.

38
39 First, Historical Perspectives courses examine the human past, studying the beliefs,
40 practices, and relationships that shaped human experience over time. Historical
41 Perspectives courses must be primarily about *people* and their changing experiences in
42 particular contexts, whether the sources examined in a course are hieroglyphic political
43 tracts in ancient Egypt, oil paintings depicting gentility in Renaissance Italy, court
44 records from nineteenth-century Brazil, or the artifacts of popular culture that create and
45 perpetuate memories of the 1989 Tiananmen Square protests in China. An Historical
46 Perspectives course in art history, for example, may draw heavily on art as its source

1 base, but the analytical focus of the course is not so much on the art itself (its aesthetic
2 and technical qualities) as on the human makers and consumers of the art or on the
3 historically specific meanings people attributed to it. Change over time is a fundamental
4 category of analysis in Historical Perspectives courses, and attention to the specific and
5 distinctive historical context is crucial.

6
7 Second, an explicit and significant focus of any Historical Perspectives course must be on
8 the methods and conceptual frameworks with which scholars interpret primary sources.
9 Students will learn about and critically assess methods and concepts employed in
10 producing historical knowledge.

11
12 Third, students must themselves work with primary sources, i.e. materials produced in the
13 time period under investigation, whether written, oral, visual, or material, and either in
14 the original language or in translation. Students will learn how to analyze primary
15 sources and do the interpretive work that makes meaning out of historical material.
16 Students will also evaluate the uses and the limitations of those sources. Historical
17 Perspectives courses should consider how the questions we ask and the sources available
18 to us shape our knowledge of the past and our understanding of its significance.

19
20 To satisfy the Historical Perspectives Core requirement, a course must meet these
21 criteria:

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

24 The course focuses on change over time, giving attention to specific historical
25 contexts.

26 The course introduces and critically assesses methods and concepts employed in
27 producing historical knowledge.

28 Students work with primary sources, learning how to do the interpretive work that
29 makes meaning out of historical material.

30 Students evaluate the uses and the limitations of certain primary sources.

31 The course considers how the questions we ask and the sources available to us
32 shape our knowledge of the past and our understanding of its significance.

33 34 35 Literature

36
37 Courses that meet the Literature Core requirement will introduce students to the
38 challenges and joys of the close study of literature. Literature uses language in creative
39 and powerful ways to entertain and engage, instruct and inspire, and shock or sadden us.
40 In so doing it enlarges our understanding of the human experience, transforms our
41 thinking and our lives, and helps us to imagine new possibilities for our society and the
42 world. Penetrating analysis of literature teaches the power of literature to express the
43 breadth and complexity of human lives past and present, near and far. Careful study of
44 literature can enrich students' individual and professional lives and make them more
45 understanding and reflective members of their multiple communities.

1 Courses that meet the Literature Core requirement focus on the ways in which the written
2 word articulates and explores human experience. Courses that meet this requirement may
3 be offered in any world language that has a strong body of written literature. Like other
4 courses in the arts and humanities, literature classes analyze creative works, but their
5 special emphasis is on the relationship between language and meaning in literary texts:
6 we may find more complex meanings when we examine the author, the readers, the social
7 or historical context, as well as the written text itself. Because informed readers of
8 literature appreciate the aesthetic qualities of good writing, courses about literature teach
9 students to work with language as both a vehicle through which ideas and images are
10 expressed and as the material from which aesthetic works are composed. A poem is, for
11 example, a text that communicates ideas as well as an aesthetic object that is composed of
12 words (just as a painting conveys ideas and emotions but is made up of paint and brush
13 strokes).

14 15 *CLE Guidelines for Literature Courses*

16 To satisfy the Literature Core requirement, a course must meet these criteria:

17 The course focuses on analysis of written works of literature (fiction, creative
18 nonfiction, poetry, and others), and specifically addresses issues of language and
19 meaning in the works studied.

20 Students study the formal dimensions of literature: they study how the authors'
21 choices – such as the choice of genre, style, character presentation, vocabulary,
22 meter or the use of symbolism – have created the literature's effect of powerfully
23 evoking the reader's response.

24 The course examines the social and historical contexts of the literary works as
25 well as their content.

26 27 28 Mathematical Thinking

29
30 Mathematics has a dual nature: It is a science and way of thinking, with its own language
31 designed for logical discourse, and it also provides unique approaches to describing and
32 understanding reality. Much of modern life rests on intellectual and scientific
33 developments that are directed by mathematical equations and algorithms: space flight,
34 computers, the Internet, weather modeling, security codes, and a host of others. To
35 function as effective and responsible citizens, students need some understanding of the
36 analytic processes that underlie these developments. Students should have some
37 familiarity with two primary aspects of mathematical thinking.

38
39 The first aspect is mathematics as a body of knowledge. It is concerned with such issues
40 as enumeration and computation, quantifying change, geometrical figures, shape, and
41 symmetry. It deals with these topics via precise, unambiguous symbolic language.
42 Students need some facility in communication with these symbols to appreciate the
43 power of its manner of expression. Students should understand some of the esthetically
44 beautiful ideas and their history that have implications so powerful that science and
45 technology would be impossible without this underpinning—selected from topics such as
46 number theory, geometric analysis, calculus, probability and statistics, combinatorics,

1 and symbolic logic, among others. Students should appreciate that mathematical results
2 are established by logical proofs or algorithms with rigorous methods for testing whether
3 something in a symbolic language is an acceptable proof.

4
5 The second aspect of mathematical thinking is its broad applicability, its “unreasonable
6 effectiveness” in the physical, biological and engineering sciences, as well in many of the
7 social sciences and psychology. The essential concept is “mathematical modeling.”
8 Using mathematical ideas many problems that arise in the everyday world can be
9 abstracted and expressed as mathematical problems. The solutions, often obtained via
10 scientific computation, are then applied to the original problem, and their conformance to
11 reality checked. It is amazing that the same mathematical ideas are applicable in so many
12 different disciplines. These elegant solutions to applied problems are necessary for a
13 deeper understanding of the forces that continuously transform our world.

14 15 *CLE Guidelines for Mathematical Thinking Courses*

16 There should be a variety of courses on mathematical thinking if the diverse needs of our
17 students are to be met, and faculty from a variety of disciplines should participate.
18 Responsibility for introducing students to mathematical thinking rests mainly with the
19 courses in this part of the Core, but courses in the physical, biological, applied, and some
20 of the social sciences will also properly address these issues. While courses should have
21 applied dimensions, all should focus on the manipulation of mathematical or logical
22 symbols. An appropriate course helps students develop mathematical literacy, using the
23 special symbols of mathematics or logic (not prose only), and indicates how these
24 concepts could be applied to analyze applied problems.

25
26 In the face of the pervasive influence of mathematical ideas and methods in modern life,
27 the problems of math anxiety and innumeracy continue to afflict American society at all
28 educational levels. Accordingly, we urge the continued development of a different
29 approach for those students for whom the traditional calculus route is inappropriate or not
30 required for subsequent course work. Special courses dealing with “Great Ideas in
31 Mathematics and its Applications” could be substantially more effective in providing
32 these students with an understanding of diverse mathematical ways of thinking.

33
34 Acceptable options are: 1) courses dealing with “great ideas in mathematics and its
35 applications,” 2) calculus or other traditional courses in the mathematical sciences, 3)
36 formal logic or applied courses that emphasize mathematical modes of thinking that go
37 beyond rote computational skills. Courses on specific applications of mathematics, such
38 as statistical methods, to a particular field are fine if there is emphasis on underlying
39 mathematical ideas, rather than just recipes for the particular application.

40
41 To satisfy the Mathematical Thinking Core requirement a course must meet these criteria:

- 42 ● The course exhibits the dual nature of mathematics both as a body of knowledge and
43 as a powerful tool for applications.
- 44 ● Students manipulate mathematical or logical symbols.
- 45 ● The math prerequisites and mathematics used in the course must be at least at levels
46 that meet the standards for admission 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 practices 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 expose students to the processes 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.

CLE Guidelines for Physical Sciences

All knowledge in the physical sciences is based upon empirical data and creative, often collaborative work in producing and reflecting about it; and, thus, a proper exposure to the ways of knowing and thinking in the physical sciences requires a laboratory or fieldwork component.

To satisfy the Physical Science Core requirement, a course must meet these criteria:

The course imparts an understanding of physical phenomena by analyzing and describing the nature, constitution and properties of non-living matter and energy.

Students employ mathematical or quantitative analysis in the description and elucidation of natural phenomena.

The course includes a laboratory or field work component, consisting of, on average, two hours per week, which may involve direct experimentation, fieldwork, or computer simulations.

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

A lab experience in the physical sciences requires students to do one or more of the following:

perform hands-on experiments, measurements, simulations or analyses that test basic concepts or hypotheses;

quantitatively examine and test phenomena that may be described in terms of principles recognized within the discipline;

do discovery-based experiments.

manipulate data sets.

1 Social Sciences

2
3 The social sciences comprise a broad range of topics, approaches, and methodologies
4 from the humanistic to the mathematical. Broadly, social scientists focus on individual
5 behavior in the context of society, and explore the many dimensions of human practices
6 including economics, education, politics, cultures, human development, cognition, and
7 space. Knowledge of the social sciences brings students a better understanding of
8 themselves in relation to others; shows how individuals, institutions, events, and ideas are
9 connected; leads students to be more thoughtful and active citizens; and enhances
10 personal capacities and welfare. Through the social sciences students more fully
11 comprehend the patterns and problems of their own and other societies. Social scientists
12 work at multiple spatial and temporal scales, from the individual to the global, and from
13 periods of days to centuries. Social scientists may use advanced computation, models,
14 and empirical research to study markets and market-like behavior; use medical imaging
15 to understand the human mind; deploy experimental and quasi-experimental methods to
16 delineate the cognitive and affective processes that guide human behavior; study public
17 spaces, the concept of “place,” and advanced mapping techniques. Social scientists also
18 may undertake ethnographic research to interpret and compare cultures and group
19 practices. These and other ways of knowing provide a variety of ways to understanding
20 humans, including positivism, realism, poststructuralism, and critical theory.

21
22 Some of the questions social scientists pursue include: How do race, class, gender, and
23 sexuality intersect? What are the social implications of intergenerational family
24 dynamics? How do urban systems evolve? How do the media affect human behavior?
25 How do state and world politics relate to economies? What are the sources of
26 revolution, resistance, and terrorism? How are human judgment and behavior shaped by
27 the interplay between genes and environment? How do educational systems serve their
28 societies? A required course must address questions that are central to social science and
29 relate to current societal themes, such as race and class, environmental equity, economic
30 development, world economies, and local cultures. Courses that fulfill the Social Science
31 Core requirement must expose students to appropriate quantitative and/or qualitative
32 approaches and methods for the collection and analysis of data, including textual
33 analysis, discourse analysis, surveys, interviews, experimental and quasi-experimental
34 methods, focus groups, ethnographic work, statistics, modeling, or spatial analysis. A
35 variety of disciplinary, theoretical, or methodological content can be included in courses
36 that meet the Social Science Core.

37 38 *CLE Guidelines for Social Sciences Courses*

39 To satisfy the Social Science Core requirement, a course must meet these criteria:

40 The course demonstrates how social scientists describe and analyze human
41 experiences and behavior.

42 Students manipulate social science data (primary or secondary) using one or more
43 of the primary quantitative or qualitative methods for collecting and/or analyzing
44 these data.

45 The course identifies key disciplinary resources and evaluates their quality.

1 The course explores the interrelationships among individuals, institutions,
2 structures, events and/or ideas.
3 Students examine the roles that individuals play in their cultural, social,
4 economic, and/or political worlds.
5 The course promotes multidisciplinary ways of thinking that can be used to
6 synthesize and analyze local, national, and global issues, and the connections
7 among these.
8 Students work collaboratively and individually to construct new knowledge.

9
10
11 RETHINKING THE THEMES
12

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

18 Vernon Cardwell, Morse-Alumni Distinguished Teaching Professor, Agronomy and Plant
19 Genetics

20 In its report, the Howe committee proposed a set of “Designated Themes” that challenge
21 students to consider compelling issues that are at the heart of decisions they will have to
22 make as citizens and as human beings. We recommend a continuation of Themes to
23 complement the intellectual foundation offered by the Core.

24 As originally conceived in the Howe Report, the Themes are clearly intended to have the
25 common goal of cultivating in students a number of habits of mind:

26 thinking ethically about important challenges facing our society and world;
27 reflecting on the shared sense of responsibility required to build and maintain
28 community;
29 connecting knowledge and practice;
30 fostering a stronger sense of our roles as historical agents.

31 With their emphasis on compelling contemporary issues, the Themes identified below
32 offer opportunities for students to consider timely and engaging questions in all of their
33 complexity; to reflect on ethical implications; to discuss and to debate; to formulate
34 opinions; to have their opinions respectfully challenged and to respectfully challenge the
35 opinions of others; and to connect what they are learning to their own lives and to the
36 world around them. Courses in these areas offer students a sustained opportunity to
37 engage in difficult debates around moral, legal, and ethical issues that require critical
38 inquiry from a variety of perspectives and the cultivation of independent thinking. Theme
39 courses, like Core courses, will contribute to the first two Student Learning Outcomes
40 (identify, define, and solve problems; locate and critically evaluate information), and
41 they may also address the final SLO, requiring that students by the time they graduate
42 “have acquired skills for effective citizenship and life-long learning.” These courses will

1 also strongly support a number of the Student Developmental Outcomes, such as
2 “tolerance for ambiguity” and “appreciation of differences.” Because Theme courses deal
3 with issues that may require a higher level of knowledge or specialization, they may have
4 prerequisites (in contrast with Core courses, where prerequisites are discouraged).

5 Theme courses offer fertile opportunities for interdisciplinary inquiry, problem-based
6 learning, and community engagement and service learning. Activities such as these are
7 important to the development of students as active and engaged citizens, and we
8 encourage their implementation in the liberal education requirements and particularly in
9 the Themes, which are highly amenable to structured civic engagement. By providing
10 students with the opportunity to engage actively with the community at large and in
11 learning activities that involve participation, we encourage them to connect their formal
12 knowledge with the world in which they live. The Council considered including an
13 experiential learning requirement that would have expected all students to be engaged in
14 the community. However, we came to the conclusion that through the University’s
15 continuing initiatives to support and enhance these opportunities, the goals of an
16 experiential learning requirement will be substantively achieved without the necessity for
17 a formal requirement that would only add complexity to the liberal education
18 requirements.

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

23
24 solidly grounded in the scholarly work of the faculty, draws on the perspectives of
25 numerous disciplines, focuses on issues of lasting importance for our nation and the
26 world, offers students opportunities to explore the connections between formal study
27 and the obligations of responsible citizenship, and has been previously identified as of
28 special importance in the educational mission of the University. Together they offer a
29 new and complementary dimension of liberal learning for our time.
30

31 In response to the Howe committee’s call to review the Themes to keep them relevant to
32 the students’ lives, we have reworked the four existing Themes, modifying them subtly or
33 substantially, and have added a fifth Theme, “Technology and Society.” Students will
34 complete one course that meets each of the following themes: Civic Life and Ethics,
35 Diversity and Social Justice in the United States, the Environment, Global
36 Perspectives, and Technology and Society.
37
38

39 Theme Requirements

40 Civic Life and Ethics

41
42
43 Education in civic life and ethics will help students as they continually shape their
44 identities and character in the context of civic life and public engagement. Civic life and

1 public engagement is not simply political activity; it inevitably encompasses the everyday
2 actions that individuals take in their personal, professional, and public lives. Ethics
3 involves acquisition of insight into experiences that help us to make decisions about what
4 is good or bad, right or wrong, just or unjust – and to recognize the ambiguity inherent in
5 many public problems.

6
7 Courses that meet the Civic Life and Ethics Theme may emphasize very different content
8 and may weight essential components quite differently. The Civic Life and Ethics Theme
9 explores the social construction of ethics and the role of ethics in decisions that affect the
10 general population in their everyday lives. It also explores how decisions are made or
11 influenced by public engagement. Students will be best equipped to manage
12 contemporary problems if they learn how civic and ethical principles have been
13 historically developed, critically assessed by individuals and groups, and negotiated
14 within specific cultural settings. It is desirable but not required of this Theme that
15 students have opportunities to apply their knowledge and skills to contemporary
16 problems in civic life.

17 *CLE Guidelines for Civic Life and Ethics Courses*

18 To satisfy the Civic Life and Ethics Theme requirement, a course must meet these
19 criteria:
20

21 The course presents and defines ethics and the role of ethics in civic life.

22 The course explores how the ethical principles of a society or societies have been
23 derived and developed through group processes, and debated in various arenas.

24 The course encourages students to develop, defend, or challenge their personal
25 values and beliefs as they relate to their lives as residents of the United States and
26 members of a global society.

27 Students have concrete opportunities to identify and apply their knowledge of
28 ethics, both in solving short-term problems and in creating long-term forecasts.
29
30

31 Diversity and Social Justice in the United States

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

39
40 Courses fulfilling the Diversity and Social Justice in the United States Theme
41 requirement may emphasize very different content and be taught from a variety of
42 disciplinary or interdisciplinary perspectives. They promote historical and contemporary
43 understanding of how social differences (such as race, ethnicity, class, gender, religion,
44 sexual orientation, and disability) have shaped social, political, and cross-cultural
45 relationships within the United States. More specifically, courses fulfilling this Theme
46 will critically investigate issues of power and privilege, instead of merely promoting a

1 surface-level “celebration” of diversity. The objective of this requirement is to ensure
2 that students’ educational experience and knowledge-base of the United States is
3 inclusive of group and social differences. Through this type of educational experience,
4 our students will be better able to live and work effectively in a society that continually
5 grows more diverse and inclusive.

6
7 *CLE Guidelines for Diversity and Social Justice in the United States Courses*

8 To satisfy the Diversity and Social Justice in the United States Theme requirement, a
9 course must meet these criteria:

10 The course explores one or more forms of diversity through the multi-layered
11 operation of social power, prestige, and privilege.

12 The course advances students’ understanding of how social difference in the U.S.
13 has shaped social, political, economic, and cross-cultural relationships.

14 Students examine the complex relationship between a particular form of diversity
15 in the United States and its impact on historical and contemporary social
16 dynamics, democratic practices, and institutional stratification.

17 The course enhances students’ understanding of diversity as a social construct that
18 has promoted the differential treatment of particular social groups and served as
19 the basis for response to subsequent social inequities by these groups.

20 The course engages scholarship that has emerged in response to epistemological
21 gaps in information and perspective in traditional disciplines.

22
23
24 The Environment

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

40
41 *CLE Guidelines for the Environment Courses*

42 Environmental issues are complex. Finding solutions to these environmental issues will
43 have students vigorously debating the myriad of solutions; weighing the costs with the
44 benefits and tradeoffs among alternative policies and practices; exploring the roles of
45 science and technology; learning to become involved, informed, and constructive citizens
46 after graduation. Issues such as sustainability and the ethics of intergenerational equity

1 must be weighed against meeting current needs and wants. The pursuit of solutions to
2 environmental issues is a highly synthetic and interdisciplinary endeavor. Therefore,
3 courses that fulfill this Theme need to connect students, in explicit ways, to solving
4 problems. A broad array of disciplines, from physical and biological sciences, to the
5 social sciences and humanities need to be integrated into the proposed solutions, which
6 must be based on science, but which will be implemented and sustained only if they are
7 consistent with the ethics and values of society.

8
9 To satisfy the Environment Theme requirement, a course must meet these criteria:

10 The course raises environmental issues of major significance.

11 The course gives explicit attention to interrelationships between the natural
12 environment and human society.

13 The course introduces the underlying scientific principles behind the
14 environmental issues being examined

15 Students explore the limitations of technologies and the constraints of science on
16 the public policy issues being considered.

17 Students learn how to identify and evaluate credible information concerning the
18 environment.

19 Students demonstrate an understanding that solutions to environmental problems
20 will only be sustained if they are consistent with the ethics and values of society.

21 22 23 Global Perspectives

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

36 37 *CLE Guidelines for Global Perspectives Courses*

38 Courses in many disciplines and interdisciplinary areas may be suitable for the Global
39 Perspectives Theme, and efforts should be made to assure that all world regions are
40 represented among courses meeting this requirement. Courses focusing on non-Western
41 cultures and regions are especially encouraged. Topics addressed in a Global
42 Perspectives Theme course might include (but are not limited to) contemporary popular
43 culture; nationalism; globalization; human rights; comparative politics, economics, or
44 cultures; historical studies; different modes of material and political life; regional, ethnic,
45 or religious conflict; artistic and literary responses to colonialism or the colonial legacy,
46 and the role of governments, corporations, or international organizations. Through

1 concentrated study of a particular country, culture, or region, through in-depth focus on a
2 particular global issue with reference to two or more parts of the world, or through the
3 study of global affairs by a comparative method, students may cultivate a broader and
4 more thoughtful perspective; increase their global awareness; and learn the importance of
5 the particularities of place, time, and culture to understanding our world.

6
7 To satisfy the Global Perspectives Theme requirement, a course must meet these criteria:

8 The course, and most or all of the material covered in the course, focuses on the
9 world beyond the United States.

10 The course either (1) focuses in depth upon a particular country, culture, or region or
11 some aspect thereof; (2) addresses a particular issue, problem, or phenomenon with
12 respect to two or more countries, cultures, or regions; or (3) examines global affairs
13 through a comparative framework.

14 Students discuss and reflect on the implications of issues raised by the course material
15 for the international community, the United States, and/or for their own lives.

16
17 The Council also recommends that *all* Learning Abroad experiences for which students
18 earn at least three college credits should fulfill the Global Perspectives Theme
19 requirement.

20 21 22 Technology and Society

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

36 37 *GLE Guidelines for Technology and Society Courses*

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

1 use of technology reflects the shared needs and values of society. Technology and
2 Society Theme courses should introduce students to a broad range of perspectives on the
3 adoption and use of certain technologies.

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

17
18 To satisfy the Technology and Society Theme requirement a course must meet these
19 criteria:

20 The course examines one or more technologies that have had some measurable
21 impact on contemporary society.

22 The course builds student understanding of the science and engineering behind
23 the technology addressed.

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

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

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

31 Students engage in a process of critical evaluation that provides a framework with
32 which to evaluate new technology in the future.

33 34 35 REVISITING WRITING INTENSIVE COURSE GUIDELINES

36
37 As noted above, we anticipate that over the next five years the University will move from
38 Writing Intensive (WI) courses to a Writing Enriched Curriculum (WEC), as envisioned
39 in the Strategic Positioning process. However, in the interim, we need to clarify and
40 strengthen the current WI guidelines in response to questions and concerns that the
41 Council has heard throughout this review process.

42
43 The two pieces of the current requirement that require further explanation and greater
44 clarity are the requirement for revision and resubmission and the requirement for “writing
45 instruction.” The requirement for revision and resubmission is for all students, not just
46 for those whose work is below average, and requires that comments be made by the

1 instructor of record. Peer response can also be used to great effect between drafts, but the
2 Council notes that peer response cannot replace instructor response. Because writing is a
3 continuously developed ability, rather than a set of skills that can be mastered, the intent
4 of revision is to help students understand that all writing, no matter how good, can be
5 made stronger and clearer. We want to help students understand that there are almost
6 always better, clearer ways to say what they want to say, and that revision is a natural and
7 organic part of writing.

8
9 The second clarification regards the requirement that “writing instruction” take place in
10 WI courses. As intended within the rubric of writing intensive courses, instruction is not
11 limited to telling students what the margins of their papers should be or what font size
12 they need to use. “Writing instruction” as envisioned here includes helping students
13 understand what it means to write in your discipline—how does one approach the
14 questions of audience, use of evidence, structure, and writing conventions? Why does
15 writing in this field have certain expectations and conventions? What are models of good
16 writing in this field? Why? How is writing integral to learning and discovery in this
17 discipline? What will students learn through writing that they would not learn through
18 other teaching and learning methods?

19
20 A third issue that has often been mentioned in discussions of the WI requirement is not a
21 matter of clarification but rather of making a policy decision. Many faculty who teach
22 WI courses have asked what level of preparation they can expect from their students.
23 Now that the University’s freshman writing requirement has been revised and
24 strengthened, and is under a single administrative structure, we want to urge the Senate
25 Committee on Educational Policy to consider adopting a policy that students cannot
26 enroll in WI courses until they have passed the university’s freshman writing
27 requirement. This will assure that all students who enroll in a WI course have been
28 introduced to a common set of concepts and to a common core of expectations for
29 college-level writing. It will mean that faculty teaching WI courses can at least have
30 some expectations about the types of writing that their students have done, which will
31 allow them to focus on the more subtle and complex issues related to writing in the
32 discipline.

33 34 35 IMPLEMENTATION ISSUES

36 37 Combining Cores and Themes

38
39 Some students attending the University of Minnesota-Twin Cities will complete one
40 course in each of the seven Core areas and one course in each of the five Theme areas,
41 for a total of twelve courses. But the curriculum offered will make it possible for
42 students to meet the requirement with fewer courses, because some courses may meet
43 both a Core and a Theme requirement (“double-dipping”). In response to a widely
44 perceived need to hold these courses to equally high standards for both the Core and
45 Theme component, the Council has strengthened its standards in two important ways.
46 First, when combined with a Core, the Theme must truly be imbedded as a crucial

1 component of how the Core is taught; it will not be sufficient for Themes to be addressed
2 in a perfunctory or minimal way as part of the Core. The course syllabus needs to
3 document explicitly, both in the stated course objectives and the course activities such as
4 the readings and lecture topics, how the Theme functions as an integral part of the course.
5 The Theme needs to be interwoven throughout the course material.

6
7 Second, the Council will no longer approve a course to meet two Themes; while courses
8 may integrate materials relevant to two different Themes, the department proposing the
9 course must choose what Theme they will address when they seek CLE approval. (The
10 exception to this rule is that a course offered through Learning Abroad will automatically
11 be granted credit in Global Perspectives and may also be reviewed for award of another
12 Theme).

13 14 Size of the Core

15
16 One of the most persistent questions about the Core over the past 14 years has been
17 whether there is a “right size” for the Core. The Howe committee envisioned a limited
18 number of courses; as the data presented above show, the number of courses approved for
19 the Core has nearly tripled since the first year of implementation of the Howe report. The
20 Council remains concerned about this explosion in the number of approved Core courses
21 for two reasons. First, we think it would be preferable for departments to invest time,
22 energy, and resources in creating one or two stellar Core courses rather than trying to
23 have many courses approved for the Core, especially if they are doing this for reasons
24 related to tuition revenue. There is clear evidence that at some point having a CLE
25 designation no longer enhances enrollment in a course because so many courses have
26 been approved. Second, there is a real administrative and opportunity cost to faculty,
27 departments, colleges, and the Council for approving, monitoring, and maintaining a
28 larger number of courses.

29
30 Rather than dictate an arbitrary number of courses to be approved for the Core, the
31 Council has defined a rigorous set of criteria for inclusion. It is our expectation that the
32 application of these criteria will result in a smaller number of approved courses; there are
33 many very fine courses that will not, and should not, meet the expectations for inclusion
34 in the Core. We urge departments and colleges to consider carefully what courses to
35 propose for the Core, and to invest in fewer courses but pay greater attention to the intent
36 of those courses. The Council will also have a “sunset” policy for Core courses; any
37 courses approved for the Core and not offered in a three-year window will be decertified
38 and will no longer be listed as meeting the Core requirements..

39
40 The Council’s goal in writing clear criteria and specifications is to provide as much
41 transparency as possible, not only to simplify the process of review but also to help
42 students who are taking the courses understand what the course is supposed to do, as well
43 as to help faculty who are developing courses.

1 Number of Credits

2
3 We will continue the current policy that courses in the Physical and Biological Science
4 Cores must be four credits each because of the lab requirements; courses in all other
5 Cores and Themes must be at least three credits.

6
7 Timeline

8
9 It is our expectation that the new requirements will go into effect for students coming to
10 the university in fall 2010. This allows two full years for the development of new
11 courses for the new Theme requirement and the restructuring of courses that currently
12 meet a CLE requirement but will not do so under the new guidelines. A plan for
13 recertification of currently approved courses will be developed and disseminated as soon
14 as this report is approved.

15
16 Creating Coherence

17
18 In addition to considering what we should require, the Council also considered how the
19 University could create an environment that allowed students to experience more
20 coherence in their liberal education or more connection to the broader vision of liberal
21 education. To that end we talked about the critical role played by both instructors and
22 advisors, about the role of the new Welcome Week experience, and about two new ideas
23 that were developed in part in response to feedback on our Preliminary Report: the
24 “liberal education minor” and “individualized liberal education.”

25
26 The faculty are crucial in communicating with students about liberal education. In every
27 course that meets liberal education requirements, there must be explicit and cumulative
28 opportunities for faculty to discuss with students the reason this course meets liberal
29 education requirements, what this means for the students and for the course structure, and
30 why learning about this area is important for students’ careers and personal lives. This
31 cannot be a matter of chance or instructor personality—it must be solidly imbedded in the
32 structure of the course and reflected in the syllabus. This is especially important because
33 instructors may change over time, but the course is approved for liberal education
34 designation based on the course syllabus. Faculty who are uncomfortable with
35 discussions about liberal education should be given the opportunity to work on
36 developing these skills in a supportive seminar structure, perhaps offered through the
37 Center for Teaching and Learning workshop series. One way we propose to assure that
38 these goals are being met is to require that evaluation forms for all courses that meet
39 liberal education requirements include explicit questions about the extent to which
40 students perceive the course as having met the goals of that particular liberal education
41 requirement.

42
43 Similarly, advising conversations about liberal education must go beyond check-off lists
44 to encourage real and meaningful discussions of what courses to choose and why. We
45 know that many advisers, both professional and faculty, are eager to have these
46 discussions; colleges need to provide opportunities and developmental support to assure

1 that these conversations can and do happen in ways that provide greater coherence for
2 students.

3
4 A related issue noted by the Howe committee was timing of LE registrations. They
5 recommended that students do about a third of their LEs in their junior or senior year.
6 This recommendation was never implemented, in part because it would have created
7 barriers for many transfer students who complete most of their liberal education
8 requirements before transferring. Nevertheless, the intent of this recommendation is
9 important for advisers to take into consideration as they help students understand their
10 options on the timing of liberal education course-taking. While liberal education courses
11 can help undeclared students explore possible major options, we conclude that the
12 message to “get all your LEs done in the first two years” does not help students
13 understand the purpose of liberal education and in fact mitigates against a positive
14 student experience. Students told us very powerfully that they wish they had not been
15 told to take all of their liberal education courses in their first two years; they said they
16 developed interests that they would have liked to explore in more depth in their later
17 years, if only they had “saved” an LE or two for this time. For this reason, we support
18 and advocate advising interactions that help students distribute at least some part of their
19 liberal education across the full four years of the degree.

20
21 We encourage the incorporation into Welcome Week of an interesting and meaningful
22 introduction to the concept of liberal education and the University’s liberal education
23 requirements. There has never been enough time in the summer orientation experience to
24 have such discussions, but Welcome Week affords an exciting opportunity to have
25 creative interactions with students about why liberal education is an important component
26 of their studies. We advocate active faculty involvement in these discussions.

27
28 Finally, we encourage the development of a concept we called “liberal education
29 minors”: a cluster of courses, centered around a topic, that as a totality meet most or all
30 of the liberal education requirements, and that have a conscious, explicit focus on helping
31 students to integrate knowledge across the disciplines. With a minimum of new courses
32 (perhaps one per minor), we can build on existing courses and disciplines to help students
33 achieve coherence. One can imagine, for example, a minor with all its topics centered on
34 water: from hydrology and environmental concerns to literature and music, from
35 international issues about water rights to symbolic meanings of water. Or a minor
36 focused on religion in the modern world could encompass social sciences, literature,
37 historical perspective, arts, and themes such as global perspectives, civic life and ethics,
38 and cultural diversity. Some existing minors, such as the two that are focused on
39 sustainability, could be refocused to more explicitly integrate liberal education
40 requirements including science, international issues, philosophy, ethics, and history. A
41 list of currently approved interdisciplinary minors is included in [Appendix 2](#). The
42 creation and approval of interdisciplinary, cross-college liberal education minors would
43 allow students to have a more clearly structured way to understand and make sense of
44 their liberal education experience. To support these efforts, we encourage the
45 development of mechanisms to allow freer exchanges across colleges, as the current
46 budget structure is widely perceived as an impediment to such exchanges.

1
2 We would also like to offer the opportunity on a pilot basis for students admitted to the
3 University Honors Program for fall, 2010 to propose their own unique approach to
4 individualizing their liberal education. We envision that student proposals might
5 include two components:

6 A 3-5 page essay that demonstrates an understanding of the university's liberal
7 education requirements and the philosophy and goals of liberal education, and
8 proposes a framework for a personalized approach to meeting these same goals

9 A list of specific courses and activities (with alternatives) that would be included in
10 the student's individualized plan (these courses would not necessarily have been
11 approved to meet the LE requirements.)

12 Students would have their individualized plan reviewed and approved by their UHP
13 academic advisor and then by someone with cross-campus responsibility for approving
14 such plans (to assure equity across advisors, majors, and colleges). On completion of
15 their individualized plan, students would be required to submit a 2-3 page essay reflecting
16 on what they learning by creating their own liberal education plan, how they think their
17 experience compares with that of students who completed the regular university
18 requirements, and what they would change if they were to do it over. Completing this
19 essay could be a requirement of graduating with honors for students who choose this
20 route.

21
22 Operationalizing this system would require that students on individualized liberal
23 education programs be flagged in the records system, that approved courses be entered as
24 exceptions in APAS where necessary, and that someone have responsibility for approving
25 plans and reviewing final papers. We recommend that advisers currently involved in
26 individualized degree programs (ICP, PIL, BIS, IDIM) be involved with UHP staff and
27 CLE in helping to develop guidelines and processes to make this proposal functional.
28 After the pilot has been in place for two years, it should be carefully evaluated to
29 determine whether to continue it, and if so, whether it should continue to be for honors
30 students or whether there are resources available to extend it more broadly across
31 campus.

32 33 34 ASSESSMENT OF LIBERAL EDUCATION

35
36 The University is increasingly accountable, through accreditation and other processes, for
37 demonstrating that our students are learning what we say they are learning. We are being
38 asked, in increasingly public ways, to demonstrate how we know that we are educating
39 our students. Providing such evidence is perhaps easiest in the context of the major,
40 where students often have to do a senior paper or project, or where curricula are built on
41 students' successful mastery of increasingly complex knowledge and skills. It is much
42 more difficult, however, to propose appropriate ways to measure the effects of our liberal
43 education. How do we know that we are achieving even a part of the lofty goals we have
44 espoused in this and earlier documents?
45

1 We propose three strategies to address the issue of assessment of liberal education. The
2 first is to include in our end-of-course evaluations (Student Evaluations of Teaching, or
3 SET) one or more questions that ask students to address explicitly the extent to which
4 they understood the liberal education focus of each course that is approved to meet one or
5 more liberal education requirements. This strategy will not answer the question of
6 whether we achieved our educational goals, but it will at least conclusively answer the
7 question of whether students perceived that someone was trying to help them understand
8 how/why this particular course was important to their broader education and their future
9 lives.

10
11 A second strategy is intertwined with the Student Learning Outcomes (SLOs) and the
12 campus-wide discussions about assessment that are now taking place. As the University
13 moves forward with their implementation and with the accreditation processes related to
14 Student Learning Outcomes, the Council on Liberal Education will work collaboratively
15 to assure that any assessment measures used for the SLOs are also in some measure
16 applicable to the liberal education requirements. The Vice Provost for Faculty
17 Development, who is charged with implementing these learning outcomes, is hiring an
18 Assessment Coordinator who will have oversight of this process. We also hope that
19 faculty from around the campus and especially from the College of Education and
20 Human Development who have expertise in educational assessment will be involved in
21 these discussions.

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

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

1 learning more about this project and its relationship to the assessment of liberal education
2 at the University of Minnesota.

3
4
5 EPILOGUE

6
7 The world has changed since the 1980s, the era in which the 1991 Howe committee
8 report was based. We have experienced an information explosion through technological
9 resources that twenty years ago were unimaginable to most of us. Our world seems more
10 dangerous and more fragile after 9/11 and also more interconnected. Within the
11 academy, our disciplinary silos are breaking down and we are engaging with more
12 diverse perspectives on knowledge and scholarship. In the midst of all this change and
13 complexity, a strong liberal education has never been more important. It is not enough to
14 prepare our students for the present, and we cannot predict the future. But what we can
15 do, and do very well, is to offer them an education that provides a framework for
16 learning, a capacity for analysis, the ability to ask and respond to difficult questions, and
17 the habits of mind that will make them thoughtful, engaged, and productive citizens.

University Senate:

We appreciate the opportunity to be on your agenda at your meeting today. We look forward to bringing the issue of Fair Trade Certified coffee at the University of Minnesota campuses to your attention and it is our hope that you will endorse our 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 we learned that the one Fair Trade coffee option at all of their locations amounts to approximately only 8% of the total coffee on campus. We hope that you will consider our 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. This is an urgent issue as the University's contract with Aramark, their food service provider, will be renewed this spring for the next ten years. It is imperative that a resolution on Fair Trade is included in the new contract.

It is in our belief that this is a step that students and faculty of the University of Minnesota support and demand. Over the three University of Minnesota campuses, which include Morris, Duluth and the Twin Cities, we have collected more than 3,200 student petition signatures, 100 faculty signatures, and 30 student group endorsements supporting our resolution.

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. We hope you will assist our efforts in making our University fair and just.

Thank you,

Minnesota Public Interest Research Group

What is Fair Trade Coffee?

- **Fair Trade Certified coffee guarantees:**
 - A fair, agreed upon price for a product, which provides a **living wage** to farmers
 - **Transparent** and accountable trading between parties
 - Long term **partnerships** to foster community development
 - Safe and **healthy working conditions**, including specific attention to child labor rights
 - Gender **equality** (many women are not always compensated equally for their work in a free trade system)
 - **Sustainable** farming techniques and price premiums for **organic** production¹
- There are 18 cafes/restaurants, plus 6 dining halls, on the U of M campuses that serve coffee daily to the University of Minnesota population of **50,000+**.
- When a student purchases a \$3 latte at one of these coffee shops that doesn't offer Fair Trade Certified coffee, **less than 3 cents** of that purchase makes it back to the farmer who produced the coffee.²
- **25 million farmers** around the world depend on coffee as their main or only crop.³
- Under a Fair Trade system, farmers are guaranteed a living wage of **\$1.26 per pound** of coffee or **\$1.41 per pound** of certified organic Fair Trade coffee.⁴
Under a free trade system, farmers earn **less than \$0.70** per day.³
- Farmers also receive a **\$0.05 premium** per pound of coffee which is invested in the development of their community.³
- **60%** of all Fair Trade coffee is **certified organic**, which means the coffee is at least 95% organically-grown. Fair Trade coffee is grown using environmentally-friendly and sustainable farming practices.¹ **Only 0.6%** of Free Trade coffee is certified organic.⁵

1. www.transfairUSA.org

2. www.oxfam.org

3. Litvinoff, Miles & John Madeley. 50 Reasons to Buy Fair Trade. London: Pluto Press, 2007.

4. www.globalexchange.org/campaigns/fairtrade/coffee

5. www.ota.com/organic_and_you/coffee_collaboration/facts.html

3 April 2008

To: Faculty colleagues
From: Faculty Legislative Liaisons (Sampson, political science, and Hayes, mechanical engineering)
Re: A hectic legislative season

The two major issues

Yesterday the legislature passed a bonding bill, and it is now on the Governor's desk. He is expected to veto it, sign it and veto some of its expenditures, but not sign it as is.

- Specific U of M provisions are in the chart on page two
- The bill establishes bonding authority for 4 biomedical science buildings, for which the state eventually pays \$219 million or 75% of the expected cost.

The state budget passed last year will be cut because of a drop in expected revenues. For the U of M the proposed levels of cut are:

- Governor: \$27.2 million
- House Higher Ed/Workforce: \$6.2 million
- Senate Higher Ed \$15.5 million

Useful items for the next few weeks

(1) The Constitution of the State of Minnesota, Article IV, Sec. 23, paragraph 2 reads:

If a bill presented to the governor contains several items of appropriation of money, he may veto one or more of the items while approving the bill. At the time he signs the bill the governor shall append to it a statement of the items he vetoes and the vetoed items shall not take effect. If the legislature is in session, he shall transmit to the house in which the bill originated a copy of the statement, and the items vetoed shall be separately reconsidered. If on reconsideration any item is approved by two-thirds of the members elected to each house, it is a part of the law notwithstanding the objections of the governor.

(2) Tracking system for finding your legislator: <http://www.leg.state.mn.us/leg/Districtfinder.asp>

(3) Department of Finance policy, bonding limits, and actual bonding vs the 3% limit: see attached pages

Path of U of M 2008 Capital Investment Request
(in \$ millions)

2-Apr-08

Project	University's Request		Governor's Proposal	Legislature	Final Outcome
	Total	State's share			
Date			1/15/2008	4/2/2008	TBA
HEAPR	\$ 100 M	100.0	40.0	35.0	
Science classroom, student services building, TC	72.5	48.3	48.3	48.3	
Civil Engineering Duluth	15.0	10.0	10.0	10.0	
Gateway Center Morris	7.5	5.0	5.0	5.0	
Bell Museum TC	36.0	24.0	no	24.0	
Folwell Hall TC	39.0	26.0	26.0	no	
Classroom improvement	3.0	2.0	no	2.0	
Lab renovations	10.0	6.7	no	3.3	
Research and outreach Centers	5.3	3.5	no	3.5	
Total project cost	288.3		174.0	179.2	
Total State share		225.5	129.3	131.2	

Debt Management Policy

State of Minnesota Department of Finance

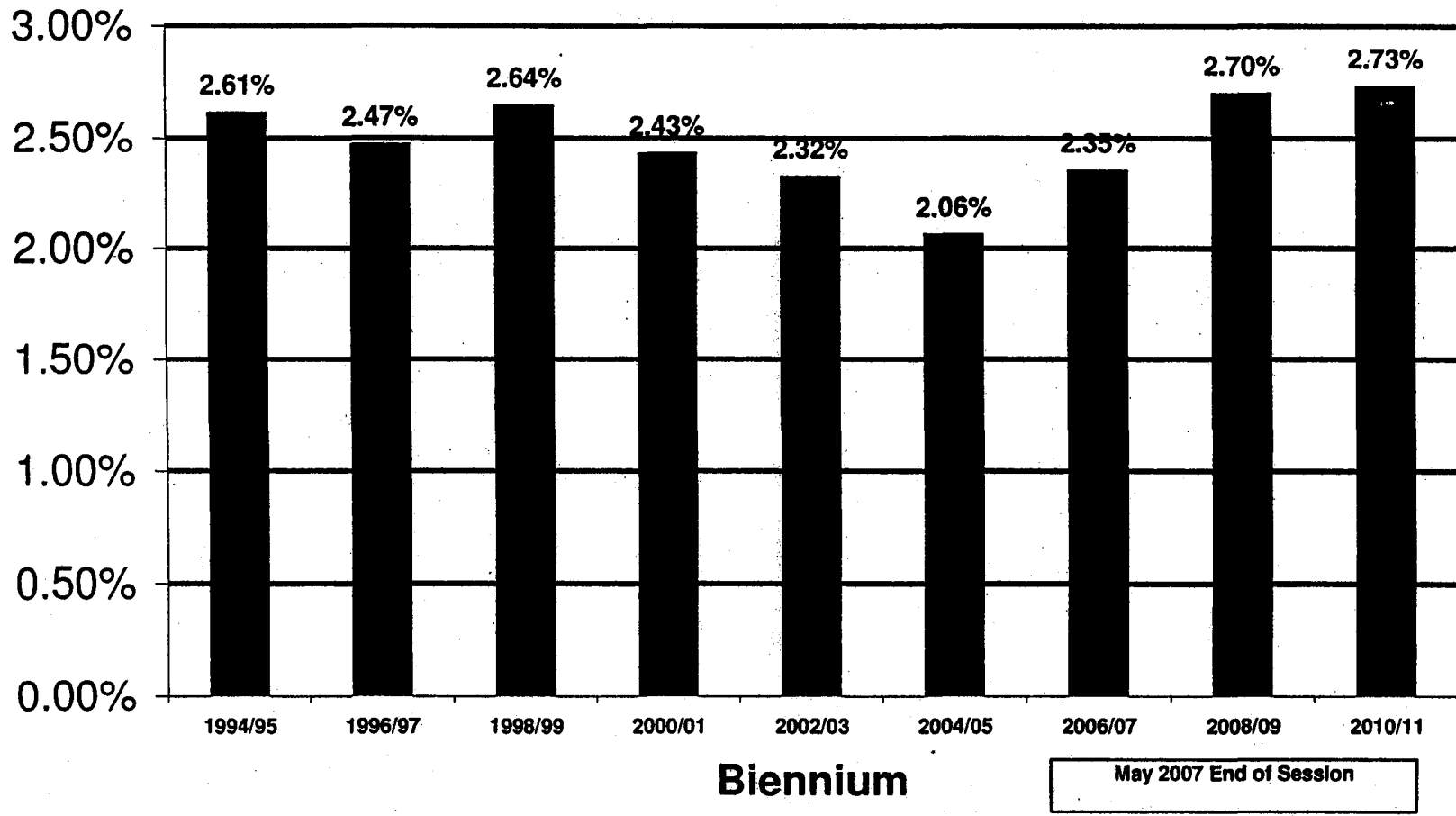
Minnesota State Bonds Home Page

<http://www.finance.state.mn.us/bonds/index.html>

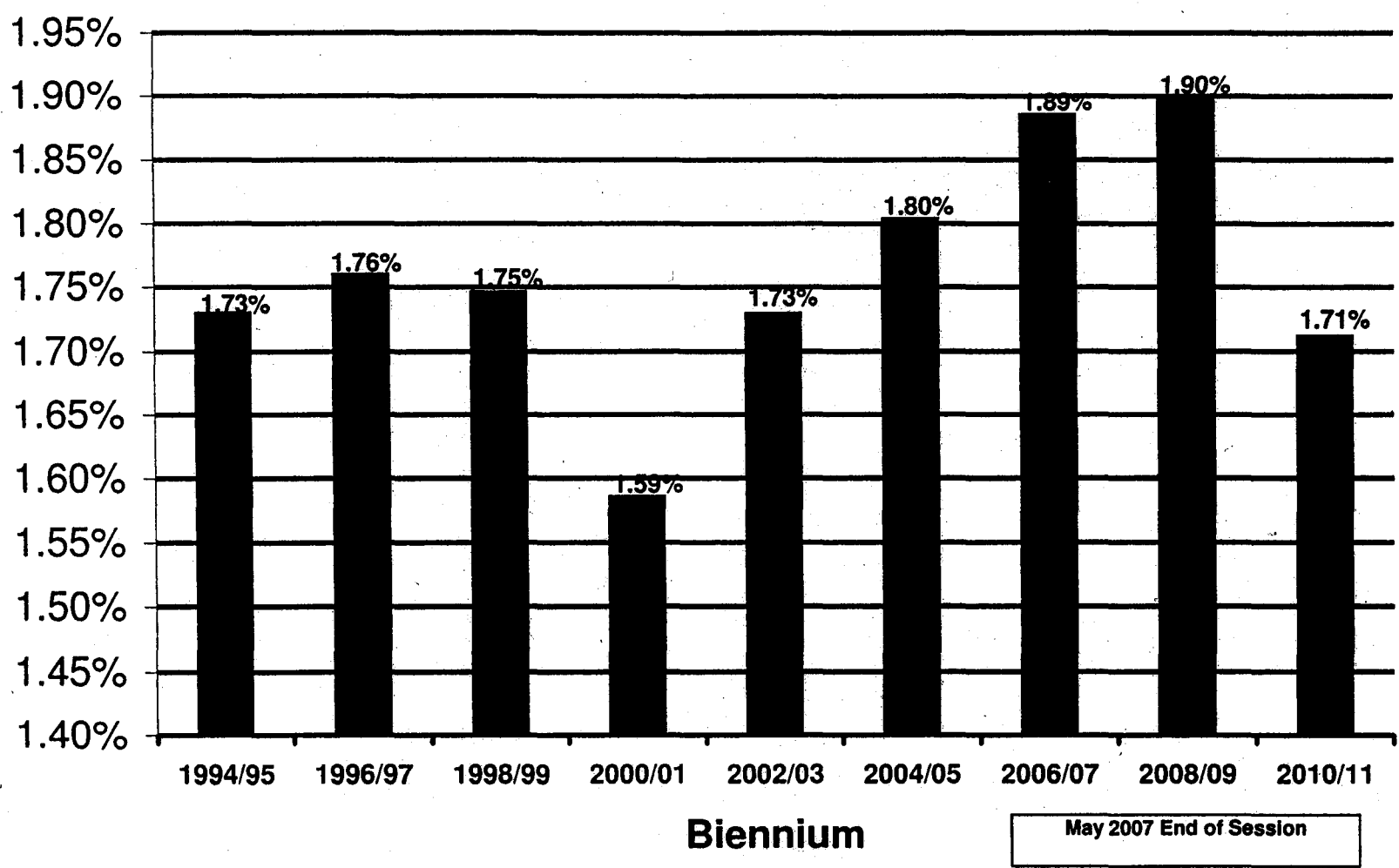
The Debt Management Policy has five guidelines. They are:

1. The general fund appropriation for debt service shall not exceed 3.0% of non-dedicated revenues. ([view graph](#))
2. General obligation debt shall not exceed 2.5% of state personal income. ([view graph](#))
3. State agency debt shall not exceed 3.5% of state personal income. ([view graph](#))
4. The total amount of state general obligation debt, moral obligation debt, state bond guarantees, equipment capital leases, and real estate leases are not to exceed 5.0% of state personal income. ([view graph](#))
5. 40% of general obligation debt shall be due within five years and 70% within ten years. ([View graph](#))

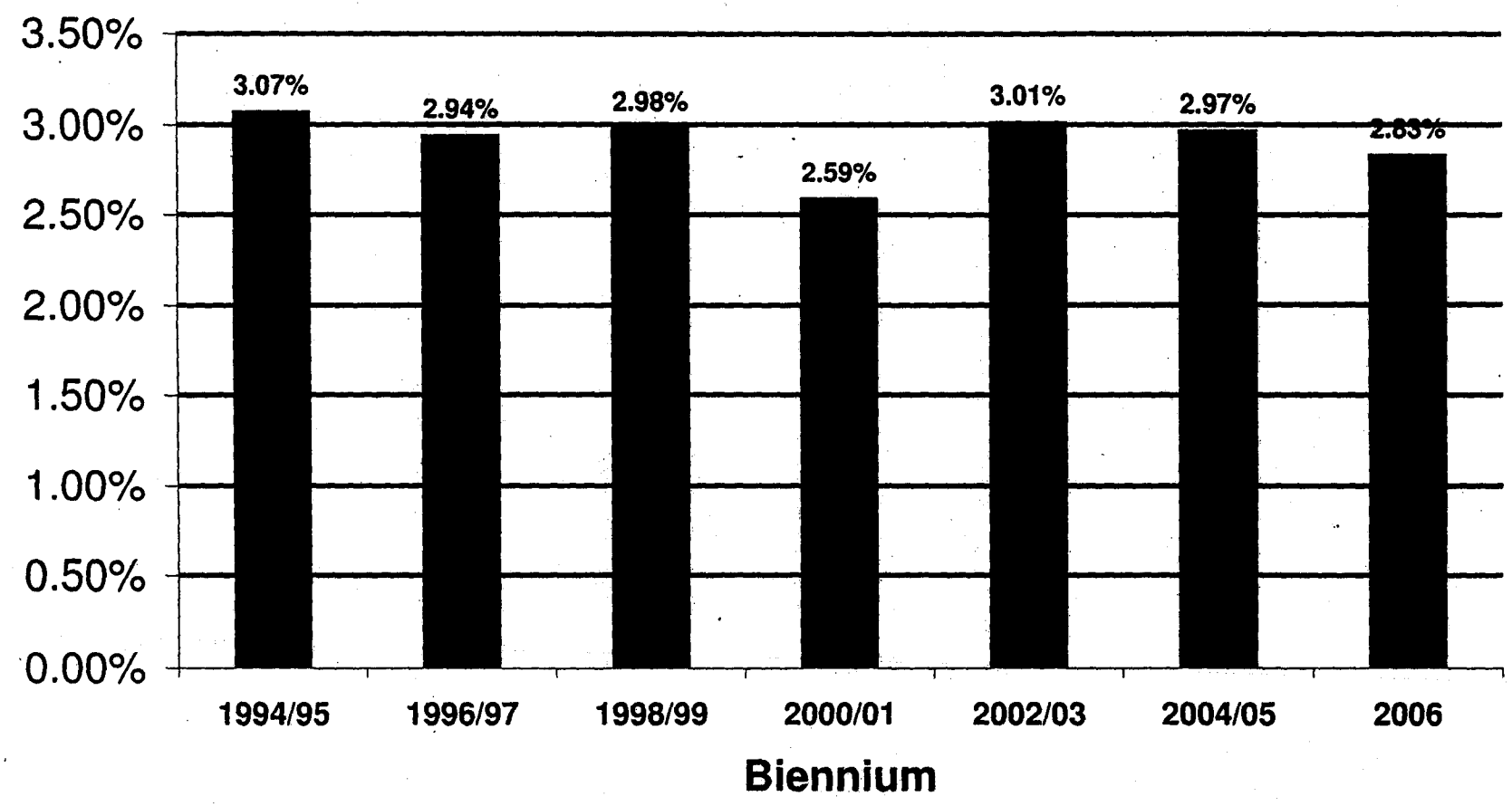
General Fund Appropriation for Debt Service not to Exceed 3.0% of Non-Dedicated Revenues



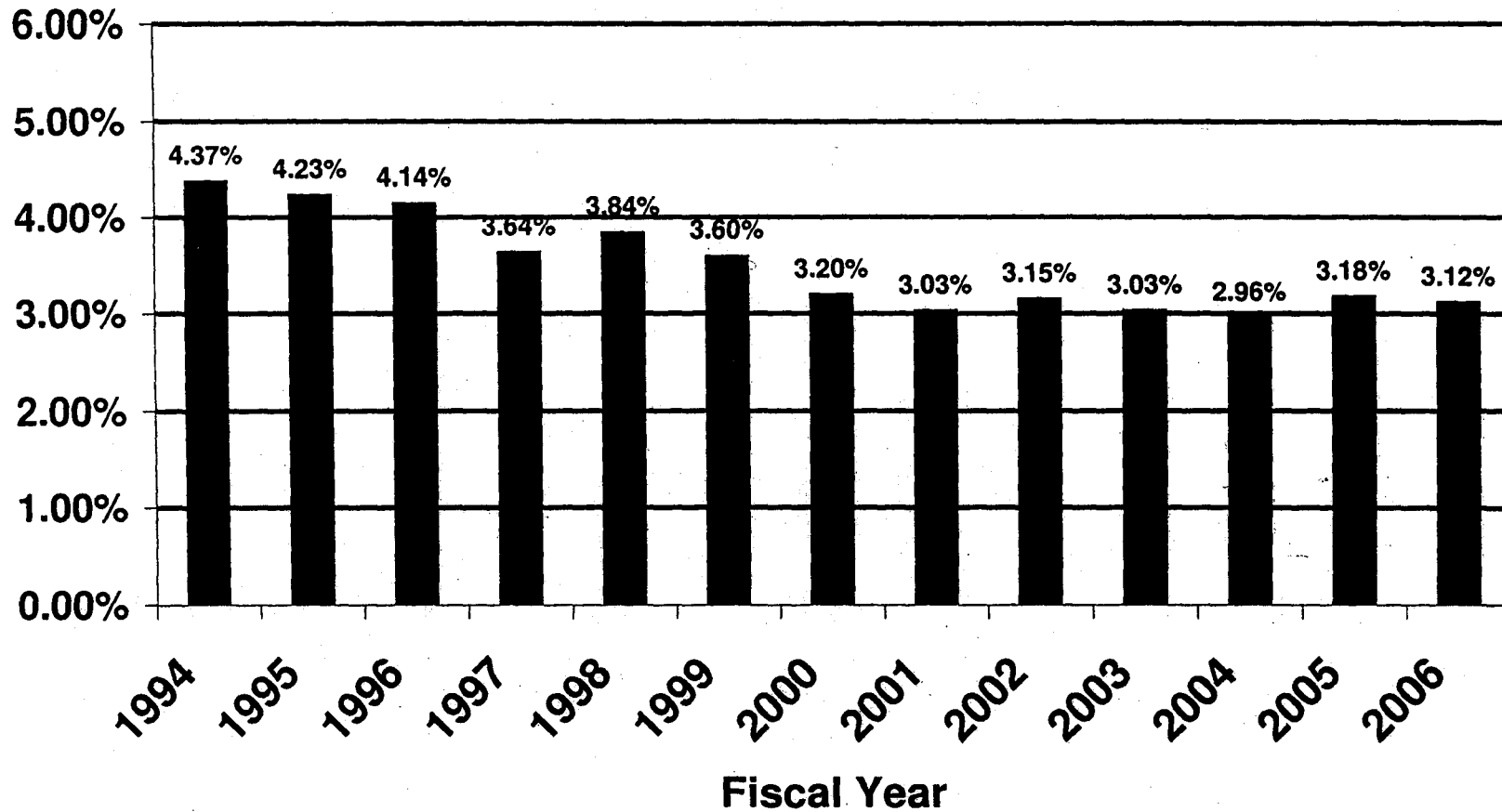
General Obligation Debt not to Exceed 2.5% of State Personal Income



State Agency Debt not to Exceed 3.5% of State Personal Income



**Total Amount of State General Obligation Debt, Moral
Obligation Debt, State Bond Guarantees, Equipment
Capital Leases, and Real Estate Leases not to Exceed 5.0%
of State Personal Income**



General Obligation Debt Outstanding June 30, 2007

