

CONSECUTIVE MEETINGS OF:

**THE UNIVERSITY SENATE
THE FACULTY SENATE**

THURSDAY, FEBRUARY 5, 2009

2:30 - 5:00 P.M.

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

This is a consecutive meeting of the University Senate and Faculty Senate. There are 267 voting members of the University Senate and 168 voting members of the Faculty Senate. A simple majority must be present for a quorum. Most actions require only a simple majority for approval. Actions requiring special majorities for approval are noted under each of those items.

**1. ADMINISTRATIVE RESPONSES TO SENATE ACTIONS
Information**

Faculty Senate

Amendment to the Policy and Protocol on the Student Rating and Peer Evaluation of Instruction

Approved by the: Faculty Senate December 4, 2008

Approved by the: Administration PENDING

Approved by the: Board of Regents – no action required

Statement on University Responsibility to Researchers

Approved by the: Faculty Senate December 4, 2008

Approved by the: Administration PENDING

Approved by the: Board of Regents – no action required

**2. INFORMATION TECHNOLOGIES COMMITTEE
Statement in Support of OIT Compact
Information for the University Senate**

Statement in Support of OIT Compact

The Senate Committee on Information Technologies (SCIT) would like to indicate its support for the Office of Information Technology compact statement as presented to SCIT during the November 4, 2008 meeting. These goals serve as a catalyst and mechanism for leveraging technology to advance and support education, innovative research, and public engagement while continuing to be one of the best information technology support organizations in higher education. The innovative and strategic application of information technologies as outlined, if successfully implemented, will advance the University of Minnesota's goal of becoming one of the top three public research universities. While the compact dovetails with the University's strategic positioning efforts, SCIT acknowledges the challenges OIT faces in light of scarce funding, staffing, and resources.

SCIT would like to offer its continued support and guidance in reviews and updates of current and future OIT compacts.

Approved December 2009

**MARK SANDERS, CHAIR
INFORMATION TECHNOLOGIES COMMITTEE**

3. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY

FACULTY/ACADEMIC PROFESSIONALS/STAFF

Ernest G. Bormann
Professor
Speech Communications
1925 – 2008

James Dickey
Professor
Statistics
1939 – 2008

Martin W. Duffy
Professor
Carlson School of Management
1921 – 2008

Neal L. Gault, Jr.
Professor
Medicine
1920 – 2008

John Haarstad
Research Associate
Ecology, Evolution, and Behavior
1946 – 2008

Robert C. Hart
Professor
English – University of Minnesota Duluth
1920 – 2008

Philip W. Hursh
Clinical Physician
Boynton Health Service
1916 – 2008

Naresh Jain
Professor
Mathematics
1937 – 2009

James T. Joichi

Professor
Mathematics
1927 – 2008

James E. Kaufman
Professor
Agricultural Marketing
1919 – 2008

Ellis Livingston
Professor
History – University of Minnesota Duluth
1920 – 2008

Keith N. McFarland
Professor
Vocational and Technical Education
1921 – 2008

George Nishida
Professor
Dentistry
1920 – 2008

Roger B. Page
Associate Dean
College of Liberal Arts
1917 – 2008

Douglas C. Pratt
Professor
Plant Biology
1931 – 2008

James Rothenberger III
Professor
Epidemiology
1947 – 2008

Thomas Swallen
Professor
Lab Medicine and Pathology
1930 – 2008

Mildred C. Templin
Professor
Institute of Child Development
1913 – 2008

Dennis W. Watson
Regents Professor
Microbiology
1914 - 2008

Kathryn G. Zieske
Professor
Laboratory Medicine and Pathology
1926 – 2008

STUDENTS

Justin W. Goodhue
Graduate School/Medical School

Earaka E. Holiday
College of Education and Human Service Professions – Duluth

Jenna Lynn
College of Education and Human Service Professions – Duluth

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

**5. MINUTES FOR DECEMBER 4, 2008
Action by the Faculty Senate
(2 minutes)**

MOTION:

To approve the 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/fsen/081204fac.html>

**STUART GOLDSTEIN, CLERK
FACULTY SENATE**

**6. UNIVERSITY SENATE RULES AMENDMENT
Ex Officio Membership
Action by the University Senate
(2 minutes)**

MOTION:

To amend Article II, Section 1 of the University Senate Rules as follows (new language is underlined). A simple majority is required for approval.

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

1. Ex Officio Members of University Senate Committees

...

- **Library**--Office of the Senior Vice President for Academic Affairs and Provost; University Librarian, Twin Cities campus; Director of Library Services, Crookston campus; Director of

Libraries, Duluth campus; Library Director, Morris campus; Director of the Law Library, Twin Cities Campus; Librarian, Rochester Campus; Chair of the Information Technologies Committee

...

COMMENT:

The Senate Library Committee requests that the Rochester librarian be added as an ex-officio member of the committee to provide representation from all the campus libraries.

**JAY HATCH, CHAIR
LIBRARY COMMITTEE**

**7. SENATE CONSULTATIVE COMMITTEE
Twin Cities Campus Smoking Ban
Discussion by the Twin Cities Delegation
(15 minutes)**

BACKGROUND:

For background information, please review the Senate Consultative Committee (SCC) minutes at: <http://conservancy.umn.edu/bitstream/45826/1/08-11-20%20SCC.pdf> and the Council of Academic Professionals and Administrators (CAPA) minutes at: <http://capa.umn.edu/meetings/capa081219.pdf>

Information is also available at: http://academic.umn.edu/provost/reports/smo_survey08.html

**EMILY HOOVER, CHAIR
SENATE CONSULTATIVE COMMITTEE**

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

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

Questions to the President should be submitted in writing to the University Senate office no later than Tuesday, February 3, 2009. The President may also choose to take questions from the floor.

10. UNIVERSITY SENATE OLD BUSINESS

11. UNIVERSITY SENATE NEW BUSINESS

12. UNIVERSITY SENATE ADJOURNMENT

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

MEETING OF THE FACULTY SENATE

13. FACULTY CONSULTATIVE COMMITTEE REPORT (5 minutes)

14. FACULTY LEGISLATIVE LIAISON UPDATE (5 minutes)

15. NOMINATING COMMITTEE FOR THE TWIN CITIES MEMBERS OF THE FACULTY CONSULTATIVE COMMITTEE Slate of Candidates Action by the Twin Cities Faculty Delegation and UMD Faculty Senators (2 minutes)

MOTION:

To approve the following six names to stand for election to the Faculty Consultative Committee, from which one of each pair are to be elected by the Twin Cities and non-represented UMD faculty for a term of 2010-13. First pair: Professors Christopher Cramer and Tom Shield; Second Pair: Professors Thomas Brothen and 1 to be named; Third Pair: Professors David Biesboer and Kathryn VandenBosch. A simple majority is required for approval.

FIRST PAIR

CHRISTOPHER CRAMER: 1992*, Professor of Chemistry, Institute of Technology. University Senate member: None. Committee participation (past and present): Research, 2003-06.

THOMAS SHIELD: 1990*, Professor of Aerospace Engineering and Mechanics, Institute of Technology. University Senate member: 2005-08. Committee participation (past and present): Student Academic Integrity, 2006-09 (Chair, 2006-09)..

SECOND PAIR

THOMAS BROTHEN: 1972*, Professor of Post Secondary Teaching and Learning, College of Education and Human Development. University Senate member: 2003-06. Committee participation (past and present): Arts, Science, and Engineering Provostal Faculty Consultative, 1996-98; Faculty Academic Oversight Committee on Intercollegiate Athletics, 2005-08, (Chair, 2007-08).

1 TO BE NAMED

THIRD PAIR

DAVID BIESBOER: 1980*, Professor of Plant Biology, College of Biological Sciences. University Senate member: 1987-90, 1993-96, 2006-09. Committee participation (past and present): Finance, 1988-89; Finance and Planning, 1989-92; Judicial, 2002-08; Planning, 1987-89 (Chair, 1988-89).

KATHRYN VANDENBOSCH: 2001*, Professor of Plant Biology, College of Biological Sciences. University Senate member: None. Committee participation (past and present): Finance and Planning, 2003-06.

*Date of initial appointment at the University.

FOR INFORMATION:

The Faculty Consultative Committee serves as the executive committee of the Faculty Senate and forms the faculty membership of the Senate Consultative Committee. Senate legislation has merged the Twin Cities faculty and non-represented UMD faculty for purposes of Faculty Consultative Committee elections. Should a non-represented UMD faculty member be elected, that individual will be a member of the Senate and Faculty Consultative Committees.

Additional nominations, certified as willing to stand for election, may be made by (1) petition of 12 voting members of the faculties, provided that the petition is in the hands of the Clerk of the Senate the day before the Senate meeting, and (2) nominations on the floor of the Senate. The faculty representatives of the Senate shall reduce by vote the slate to twice the number to be elected.

Currently serving with terms continuing at least through next year are:

Shawn Curley, Carlson School of Management
Marti Hope Gonzales, College of Liberal Arts
Michael Hancher, College of Liberal Arts
Jeffrey Kahn, Medical School
J. Michael Oakes, School of Public Health
Becky Yust, College of Design

The terms of William Durfee (Institute of Technology), Emily Hoover (College of Food, Agricultural, and Natural Resource Sciences), and Nelson Rhodus (School of Dentistry) expire at the end of the academic year. However, the current chair, Professor Emily Hoover, will remain on the committee for one more year in a voting ex officio position as the past chair.

**CATHERINE FRENCH, CHAIR
NOMINATING COMMITTEE**

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

Agenda Items 16. through 18. are offered as a "Consent Agenda" to be taken up as a single item with one vote. Any item will be taken up separately at the request of a senator. As amendments to the Faculty Senate Bylaws, the motion requires either a majority of all voting members of the Faculty Senate (85) at one regular or special meeting, or a majority of all members of the Faculty Senate present and voting at each of two meetings. This is the first meeting at which this motion is being presented.

**16. FACULTY SENATE BYLAWS AMENDMENT
Faculty Committee on Committees Charge**

The text of this amendment will be available at the meeting.

**17. FACULTY SENATE BYLAWS AMENDMENT
Faculty Consultative Committee Charge**

The text of this amendment will be available at the meeting.

18. FACULTY SENATE BYLAWS AMENDMENT
Nominating Committee Charge

The text of this amendment will be available at the meeting.

END OF MOTION A

19. FACULTY AFFAIRS COMMITTEE
Health Care Savings Plan
Discussion by Faculty Members Only
(20 minutes)

The Health Care Savings Plan proposal to be discussed at the meeting will be emailed to senators in advance and paper copies will be available at the meeting.

KATHRYN HANNA, CHAIR
FACULTY AFFAIRS COMMITTEE

20. ACADEMIC FREEDOM AND TENURE COMMITTEE
Border Searches of Electronic Materials
Action by the Faculty Senate
(5 minutes)

MOTION:

To send the following to the Minnesota Congressional Delegation:

The Members of the Faculty Senate of the University of Minnesota write to express their grave concern at the change in Department of Home Security policy that enables Customs and Border Patrol Agents to seize and copy electronic and printed materials at will, without even "suspicion of illegal activity" ("probable cause"), by which their efforts were limited until July 2008. We believe that what today affects only border crossings, tomorrow could spread internally. This freely invasive practice is a threat to the integrity of the research of all scientists and other scholars who cross borders and, often, collaborate with scientists and scholars abroad. We urge you to do all you can to restore to Agents' practice the entirely reasonable requirement of "suspicion of illegal activity" that previously obtained.

COMMENT:

The Committee on Academic Freedom and Tenure received the following information from the national office of the American Association of University Professors, and in response, recommends the motion for adoption by the Faculty Senate, to be forwarded to the members of the Minnesota Congressional delegation.

Subject: AAUP Legislative Alert: Border Searches of Electronic Materials

October 14, 2008

Over the past few months there has been a great deal of publicity surrounding the searches of electronic materials at the border. Until recently, Customs and Border Patrol agents could seize and copy electronic and printed materials if they had probable cause to believe that the law was being broken. In July 2008, the Department of Homeland Security revealed that its internal policies no longer require any suspicion of illegal activity to search and seize travelers' materials. While privacy issues are everyone's concern, and all citizens should actively defend their civil liberties, faculty members have particular areas of concern about this policy due to their research and collaboration with colleagues around the world. Below, we offer links to press coverage and a congressional hearing on the issue.

Please consider calling your representatives and senators to express your concerns about this issue.

Talking points are directly below.

Obtain the contact information for your elected officials, as well as some general pointers on grassroots advocacy by visiting the AAUP's online advocacy center.

You could also call or e-mail the offices of Senator Russ Feingold and Senator Patrick Leahy to thank them for convening a hearing on this vital issue and encourage them to continue their oversight work.

Talking Points

-- Professors commonly collaborate on research with colleagues in other countries. In places with restrictive governments, researchers and scholars may be taking risks to work on certain projects. Knowing that such collaboration will no longer be kept confidential may have a chilling effect on collaboration across borders.

-- Similarly, faculty working in areas such as human rights may have a much more difficult time making contacts or finding sources, if they cannot guarantee the anonymity of sources of information. This would greatly impede the amount and quality of information obtained about various political and socio-economic situations around the world, of which academics are a vital source.

-- There is little or no information about how information that is copied and kept by Homeland Security will be kept secure, leading to concerns about the protection of original research. This extends to projects that may have patents pending or are in an otherwise precarious stage of development.

-- It is unlikely that the Customs and Border Protection agents conducting such searches at the border would have the specialized knowledge to determine whether or not certain types of data, particularly in areas of science such as engineering or biochemistry, pose a genuine threat.

-- The invasion of privacy may extend well beyond the individual whose possessions are being searched. Many faculty members have outside practices or jobs. An adjunct at a school of law may have confidential client records. An instructor from a psychology department may have patient records. Thus, obligations of confidentiality may be breached through no fault of the professional's own under these searches.

Press coverage of this issue:

"Expanded Powers to Search Travelers at Border Detailed" Washington Post, 9/23/08

"Search and Replace" [editorial], Washington Post, 8/13/08

"US Border Agency Says It Can Seize Laptops" PC World, 8/3/08

"Travelers' Laptops May Be Detained At Border: No Suspicion Required Under DHS Policies"
Washington Post, 8/1/08

Congressional Hearing: Senate Judiciary Committee, "Laptop Searches and Other Violations of Privacy Faced by Americans Returning from Overseas Travel"

Sincerely,
Cary Nelson, AAUP president
Nicole Byrd, AAUP government relations associate

TOM CLAYTON, CHAIR
ACADEMIC FREEDOM AND TENURE COMMITTEE

21. EDUCATIONAL POLICY COMMITTEE
Revised Educational Policies
Discussion by the Faculty Senate
(60 minutes)

List of Educational Policies to be discussed:

- Academic Probation and Suspension: Twin Cities, Morris, Rochester
- Admissions for Undergraduates: Twin Cities
- Class Scheduling for Undergraduate and Graduate Classes: Twin Cities, Morris, Rochester
- Classroom Management: Twin Cities, Morris, Rochester
- Declaring a Major: Twin Cities, Morris, Rochester
- Degrees with Distinction and Degrees with Honors: Twin Cities, Morris, Rochester
- Directed Study, Directed Readings, and Directed Research Courses: Twin Cities, Morris, Rochester
- Grade Accountability: Twin Cities, Morris, Rochester
- Holds on Records and Registration: Twin Cities, Morris, Rochester
- Instructional Time per Course Credit: Twin Cities, Morris, Rochester
- Intercollegiate Athletic Events During Study Day and Finals Week: Twin Cities, Morris, Rochester
- Maintaining Course Records: Twin Cities, Morris, Rochester
- Makeup Work for Legitimate Absences: Twin Cities, Morris, Rochester
- Mandatory Attendance at First Class Session and Consequences for Absence: Twin Cities, Morris, Rochester
- Mid-Term Alerts on Academic Performance: Twin Cities, Morris, Rochester
- Promoting Timely Graduation by Undergraduates: Twin Cities, Morris, Rochester
- Scheduling Examinations, Final Examinations, and Study Days: Twin Cities, Morris, Rochester
- Special Examinations for Credit and Proficiency: Twin Cities, Morris, Rochester
- Syllabus Requirements and Guidelines: Twin Cities, Morris, Rochester
- Teaching and Learning: Instructor and Unit Responsibilities (Twin Cities, Morris, and Rochester)
- Teaching and Learning: Student Responsibilities (Twin Cities, Morris, and Rochester)
- Transfer of Undergraduate Credit: Twin Cities, Morris, Rochester
- Undergraduate Student Learning and Development Outcomes: Twin Cities

- Use of Personal Electronic Devices in the Classroom: Twin Cities, Morris, Rochester

Paper copies of these educational policies will be emailed to senators in advance and paper copies will be available at the meeting.

**CATHRINE WAMBACH, CHAIR
EDUCATIONAL POLICY COMMITTEE**

22. FACULTY SENATE OLD BUSINESS

23. FACULTY SENATE NEW BUSINESS

24. FACULTY SENATE ADJOURNMENT



Academic Probation and Suspension: Twin Cities, Morris, Rochester

Policy Statement

All colleges and programs will use the following rules for determining probation and suspension.

A. Probation

1. A student will be placed on probation (and will remain on probation) if either the term or the cumulative GPA is below 2.000. A student on probation will have a hold placed on his or her record and must see an adviser in order to register.
2. *Academic contract.* Colleges may develop contracts specifying additional requirements that students enrolled in that college must meet to be removed from probation or to register for classes while on probation. The academic contract may include GPA expectations more rigorous than the 2.000 term and cumulative GPA minimum standard, where programmatically warranted and where clearly communicated to the student. If the student meets the conditions of the contract, and the term and cumulative GPA are at least 2.000, the student will be removed from probation. Even if the contract conditions are met, the student must still meet the minimum GPA requirements of this policy. If the conditions of the contract are not met, the student will be suspended.
3. *Registering while on probation.* Students will be given an override for the probation hold to enable them to register when they have met with an adviser and, if a contract is required, when the student's academic adviser and college office are satisfied that the conditions of the contract have been met.

B. Suspension

1. A student is suspended if a) at the end of the probation term (semester), both the term and the cumulative GPA are below 2.000, or b) the conditions of an academic contract are not fulfilled. The suspension is effective immediately.
2. *Consequences of suspension.* When suspended, a student is no longer in the program and cannot register for any University courses for at least one full academic year. All colleges and campuses at the University must recognize the probationary holds and will not allow students, including non-degree seeking students, with these holds to register without the approval of the college placing the hold.
3. *Appealing suspension decisions.* Students may appeal suspension decisions or petition for re-admission in writing to the college's Student Scholastic Standing Committee (SSSC) according to a defined collegiate petition process.

4. *Readmission after suspension.* Re-admission after a period of suspension is not automatic. To be re-admitted, a student must show evidence of changes in circumstances that demonstrate that he or she will succeed in an academic program.
5. *Returning to the college or a different college after suspension.* Upon return to the college after petitioning to reenter, students will be placed on probation, and all colleges will use a probation hold and contract for the purpose of monitoring the student's performance. If the student does not successfully complete the contract, he or she will be suspended again, but then will be required to reapply for admission to a college, rather than petition to reenter.

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.

Admissions for Undergraduates: Twin Cities



Policy Statement

1. Each college is responsible for proposing to the Admissions Office enrollment targets for the admission of New High School and New Advanced Standing students. These proposed targets are subject to the review and approval of the Senior Vice President for Academic Affairs and Provost and, as appropriate, ~~for~~ the Senior Vice President for Health Sciences, ~~as appropriate.~~ This effort is to be coordinated by the Director of the Office of Admissions.
2. Each college will set the criteria and standards that are to be used by the Admissions Office in admitting both New High School and New Advanced Standing students to the college. These standards and criteria are subject to the review and approval of the Senior Vice President for Academic Affairs and Provost and, as appropriate, ~~for~~ the Senior Vice President for Health Sciences, ~~as appropriate.~~
3. *Conditional admission.* Each college will have a written conditional-admissions policy that communicates to applicants both the matriculation and the graduation conditions that may be imposed on a student when they are admitted. Such policies apply to students new to the University, not to those transferring within the University.
 - a. *Conditional admission to matriculate (begin taking courses toward a degree).* Students are admitted subject to conditions (e.g., that they graduate from high school and others that may be imposed by the University). A student who does not meet the conditions required for admission will have his or her admission revoked.
 - b. *Conditional admission to graduate.* Under circumstances established by the University and the student's admitting college, a student may be permitted to matriculate (or transfer to the University), subject to certain conditions that must be satisfied before the student will be permitted to graduate (e.g., that any deficiencies in satisfying high school preparation requirements are made up). Such graduation conditions are in addition to degree requirements and might not count toward required credits to earn a degree.

Exclusions

This policy is not applicable to the Duluth, Crookston, Morris, and Rochester campuses.

 **KEY POLICY CHANGES:**

1. Provides for a dispute mechanism if a mutually agreeable class schedule cannot be reached between the department and the Office of Classroom Management.

UNIVERSITY OF MINNESOTA



Class Scheduling for Undergraduate and Graduate Classes: Twin Cities, Morris, Rochester

Policy Statement

A. Standard Class Schedule and Class Period

1. All classes in all terms must comply with policies governing academic work per credit, instructional time per credit, and student workload.
2. Each campus of the University must adopt a standard class schedule with an appropriate change period between classes. Although the practice is discouraged, start times and/or class periods that vary from the standard schedule are permitted, subject to campus procedures for approval of such variances.
3. Departments are encouraged to schedule classes so that classroom space is used to the maximum extent practicable while ensuring that students have reasonable access to courses.
4. Class schedules, and information on non-conforming classes, will be reported annually to the Senate Committee on Educational Policy by the office on the campus responsible for class scheduling.

B. Twin Cities Campus Standard Schedule and Class Periods

1. Monday-Friday Standard Class Periods

There are three standard class periods, described below and set out in the table following:

- a. The standard "A" class is 50 minutes, with a 15-minute change period between classes. The first class of the day starts at 08:00 on the Minneapolis campus and at 08:30 on the St. Paul campus. Classes meeting for two or more periods (such as labs), must start and end according to this schedule.
- b. The standard "B" class is 75 minutes, with a 15-minute change period between classes. The first class of the day starts at 08:15 on the Minneapolis campus and at 08:45 on the St. Paul campus. Such classes will be scheduled only on Tuesdays and Thursdays.
- c. The standard "C" class is 75 minutes at days and times specified in the table.

- Classes designed exclusively for graduate/professional students are exempt from these scheduling requirements, if held during "off peak" hours, if held in a room under the control of the department, or if the Office of Classroom Management is consulted regarding the availability of classrooms. Departments should schedule classes so that students have reasonable access to courses inside and outside the department.

3. Standard Class Meeting Times

Period	Minneapolis Campus			St. Paul Campus		
	A Time 50 minute (MTWThF)	B Time 75 minute (TTh only)	C Time	A Time 50 minute (MTWThF)	B Time 75 minute (TTh only)	C Time
			0735 - 0850 MF	0730 - 0820 (optional)		
I	0800 - 0850	0815 - 0930		0830 - 0920	0845 - 1000	0805 - 0920 MF
PEAK	II	0905 - 0955	0945 - 1100	0935 - 1025	1015 - 1130	PEAK
	III	1010 - 1100		1040 - 1130		
	IV	1115 - 1205	1115 - 1230	1145 - 1235	1145 - 1300	
	V	1220 - 1310	1245 - 1400	1250 - 1340	1315 - 1430	
	VI	1325 - 1415		1355 - 1445		
VII	1430 - 1520	1430 - 1545		1500 - 1550	1500 - 1615	
VIII	1535 - 1625	1600 - 1715	1600 - 1715 MW or 1600 - 1715 WF	1605 - 1655	1630 - 1745	1630 - 1745 MW or 1630 - 1745 WF
IX	1640 - 1730			1710 - 1800		

Note: Peak periods of highest classroom demand are shaded. The Office of Classroom Management may request departments to limit the number of classes offered during peak times.

- Variations from the standard class schedule must be approved by the college associate dean and the Office of Classroom Management; in case of a disagreement, final authority to grant a variance rests with the Senior Vice President and Provost's office.
- Standard Scheduling Rules for Classes Carrying 1-5 Credits.

The following rules do not apply to the length of labs, film classes, performing arts classes, or specialized class components, but such classes must begin according to the schedule in Section 1.

One Credit Classes

- Meet for one standard hour per week, begin at a standard "A" class meeting time, and meet for one class period.
- One-credit classes meeting twice per week follow the schedule for two-credit classes. One-credit classes meeting three times per week follow the schedule for three-credit classes.

Two Credit Classes

- Meet twice per week, begin at a standard "A" class meeting time, and meet for one class period, or
- Meet once per week, begin at a standard "A" class meeting time, and last two class periods (0800, 1010, 1220, 1430 in Minneapolis or 0830, 1040, 1250, 1500 in St. Paul).

Three Credit Classes

- Meet three times per week on MWF, begin at a standard "A" class meeting time, meet for one class period, or
- Meet twice per week, use the standard "B" class meeting times (75 minutes), and meet on Tuesdays and Thursdays only, or
- Meet twice per week, use the "C" class meeting times (75 minutes) and meet on the "C" days specified in the table above.

Four Credit Classes

- Meet four times per week, begin at a standard "A" class meeting time, or
- Meet twice per week for two hours, scheduled at 08:00, 10:10, 12:20, or 14:30 in Minneapolis or 08:30, 10:40, 12:50 or 15:00 in St. Paul. Two-hour meetings begin at specified standard "A" class meeting times, and departments should try to spread them out so that MW, MF, or WF and TTh classes are evenly scheduled in order to use classroom space efficiently.

For lecture/laboratory or lecture/discussion courses with three hours of lecture time, the lecture component follows the schedule for three-credit courses and the discussion component follows the schedule for one-credit classes.

Five Credit Classes

- Meet five times per week, begin at a standard "A" class meeting time, meet for one class period, and meet MTWThF.
 - For lecture/laboratory or lecture/discussion courses with three hours of lecture time, the lecture component follows the schedule for three-credit courses. For lecture/laboratory or lecture/discussion courses with four hours of lecture time, the lecture component follows the schedule for four-credit courses and the discussion component follows the corresponding one- or two-credit schedule.
6. Summer Term (May session plus first and second summer session). Classes may meet during the May session, first or second summer session, or may extend across two or all three sessions. Class period duration in the May and summer sessions is at the discretion of the department offering the class, in consultation with the Office of Classroom Management. The first class hour will begin at 0:800 on the Minneapolis campus and at 08:30 on the St. Paul campus.

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.

Classroom Management: Twin Cities, Morris, Rochester



Policy Statement

A. Expectations for Classrooms

In supporting the core mission of teaching and learning, units charged with equipping, managing, scheduling and supporting classrooms are responsible for:

1. Physical environment – clean and appropriate classroom facilities, furnishings and equipment that provide a setting conducive to teaching and learning. People using the classrooms also have an obligation to help keep them clean and in order.
2. Space environment - suitable classroom instructional space that is sufficient in quantity, quality, size (both room and individual student seating space) and location. Classroom space should be efficiently utilized through the employment of standard scheduling that also promotes student access to courses.
3. Technology environment - audio, visual, and technology equipment and systems that are capable, current, and appropriate for classroom teaching and learning.
4. Maintenance environment – physical, furnishings and technology equipment should be in good working order and be adequately maintained and adequately supplied. Operating instructions should be provided so those unfamiliar with the equipment can use it.
5. Support and training environment – faculty who teach and students who learn in classrooms should have reasonable support capability available, including a posted telephone number for contacting appropriate personnel to report equipment malfunction or need for supplies. Training that supports excellence in the classroom, including training for instructional improvement, effective classroom instruction, and the use of technology should be available.

B. Instructor and Student Responsibility

1. Instructors and students are expected to leave the classroom and its equipment in good order (e.g., blackboards clean, chairs arranged, electronic equipment shut off). Students may be requested to help neaten a classroom and furniture.
2. All members of the University community are expected to adhere to rules restricting the consumption of food and beverages in designated classrooms.

C. Central and Departmental Classroom Responsibility

The responsibility for managing, funding, maintaining, scheduling and operating central/general purpose/centrally scheduled classrooms rests with central administration of the respective campus. The responsibility for managing, funding, maintaining, scheduling and operating departmental classrooms rests with the respective department.

D. Classroom Management on Twin Cities Campus

On the Twin Cities campus, the Office of Classroom Management (OCM) has been designated as the central point of contact and primary point of responsibility and accountability for all Twin Cities central classroom issues. This office has collaboratively developed and published standards, policies and procedures covering many aspects of general-purpose classrooms. The standards and procedures are required for all Twin Cities general-purpose classrooms. They may be specified by cognizant university officials for other classrooms or other locations as appropriate.

In the execution of its responsibilities, OCM leverages and partners with service providers such as Facilities Management (FM), Capital Planning and Project Management (CPPM) and the Office of Information Technology (OIT) who deliver services at the campus, project, building and classroom level.

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.

 KEY POLICY CHANGES:

1. Identifies who determines the process for how students declare a major.

UNIVERSITY OF MINNESOTA



Declaring a Major: Twin Cities, Morris, Rochester

Policy Statement

All students are required to declare a major or be accepted into a program before or upon the completion of 60 semester credits. Once a student has completed 60 credits, an "adviser hold" will be placed on the student's record, preventing the student from registering for additional classes until the student has declared a major or been admitted to a program.

1. Colleges determine how students declare a major or degree program.
 2. Departments set the standards for declaring a major in the field.
 3. Department standards are subject to college review and approval. Department, college and campus standards for declaring a major are subject to review and approval by the Senior Vice President for Academic Affairs and Provost or the Senior Vice President for Health Sciences, as appropriate.
 4. All freshmen-admitting colleges will have available a student status of "undeclared."
- ~~1. All freshmen-admitting colleges will have available a student status of "undeclared." All students are required to declare a major or be accepted into a program before or upon completion of 60 semester credits. For those students who have not declared a major upon completing 60 credits, an "adviser hold" will be placed on their registration until he or she has declared a major or has been admitted to a program.~~

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.

Degrees with Distinction and Degrees with Honors: Twin Cities, Morris, Rochester



Policy Statement

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 will 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 will be counted.
- e. It is the expectation of the Faculty 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 Senate Committee on Educational Policy will review annually 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 will 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 will 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

- b. The requirements for a degree with honors will not consist of only the accomplishment of a designated amount of course work or achievement of a stipulated grade point average, but will 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.

- c. The initiative for establishing degrees with honors (that is, cum laude, magna cum laude, and summa cum laude) will 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.
- d. 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.
- e. The minimum cumulative grade-point average in courses taken after the completion of 60 semester credits will be 3.500 to obtain a degree "cum laude," 3.666 for a degree "magna cum laude," and 3.750 for a degree "summa cum laude." Counting courses for the purpose of calculating the grade-point average begins after the student completes his or her 60th credit. Campuses have the authority to adopt higher grade-point averages.
- f. Campuses will attempt to ensure that there is reasonable consistency across units in the amount of work required of its students to obtain degrees with honors.

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.

 KEY POLICY CHANGES:

2. Identifies who determines the process for how students declare a major.

UNIVERSITY OF MINNESOTA




Directed Study, Directed Readings, and Directed Research Courses: Twin Cities, Morris, Rochester

Policy Statement

Directed study, directed readings, and directed research courses are opportunities for students to work individually with a faculty member.

1. Colleges and campuses establish the procedures for directed study, directed research, or directed readings courses, including registration.
2. Such courses require a contract between the instructor and the student that identifies the student's responsibilities and the name of the instructor who is responsible for turning in the student's grade. Such courses do not require a syllabus. It is good practice for a copy of the contract to be filed with the department.
3. Such courses must conform to the academic workload requirements established in Expected Student Academic Work per Credit (generally 3 hours of work per week per credit for undergraduate students and more than that for graduate and professional students). The instructor must set the number of credits for such a course in accordance with the provisions of that policy.

 **KEY POLICY ELEMENTS:**

1. Specifies who's accountable for grades issued.
2. Provides the right for students to receive responses to questions about their grades.

UNIVERSITY OF MINNESOTA

Grade Accountability: Twin Cities, Morris, Rochester



Policy Statement

By the first week of class, every department must identify, for each course offering, an instructor responsible for the course.

1. Instructor responsibility
 - a. The instructor who is in overall charge of a course offering is accountable for all grades given to students. Responsibility for grading or evaluating student work in a course may be assigned to a teaching assistant or grader but ultimate responsibility remains with the instructor for the course. All individuals who grade or evaluate student work in a course must have a formal affiliation with the course (e.g., as instructor of record, teaching assistant, paid grader).
 - b. Instructors in charge of a course with multiple sections or laboratories must take reasonable steps to ensure that grading across sections or laboratories is consistent.
 - c. In courses where the instructor in charge of a course is an adjunct faculty member who may be affiliated with the University for only a short period of time, the department or academic unit may assign a regular faculty member to be accountable the instructor responsible for grades after the course has ended.
 - d. Students in every course must be clearly informed about who is ultimately responsible for assigning grades in the course.
2. Student questions about grades
 - a. Students have the right to request and receive an explanation for a grade during and after the course but have no right to challenge the academic merits of any grade.
 - b. Students may seek an explanation for a grade for up to one year following the date the grade is posted to their record. The instructor is obligated to provide an explanation for a grade but is not obligated to reconsider it.
 - c. If a student does not receive an explanation for a grade from the instructor within a reasonable time of making a request, he or she may consult the director of undergraduate studies or department chair for assistance in obtaining an explanation. Students also may seek assistance from the campus student conflict resolution office.

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.



Holds on Records and Registration: Twin Cities, Morris, Rochester

Policy Statement

The University may impose holds on student records for financial, judicial or academic reasons.

1. Holds may be placed on a student's record under the following circumstances:
 - a. In order to assist the student, advisers may at any stage during a student's undergraduate career impose a hold on his or her record that affects the student's ability to register when appropriate for advising purposes.
 - b. The University may place a hold on a student's record for failure to meet financial obligations to the University (for example, unpaid bills, library fees, unreturned keys) .
 - c. Holds may be placed on a student's record for other reasons determined appropriate by the Senior Vice President for Academic Affairs and Provost and/or Senior Vice President for Health Sciences (such as a violation of the Student Conduct Code).
2. A hold ordinarily will prevent a student from obtaining an official transcript or registering for courses or making changes to courses for which they have already registered.
3. To remove a hold from a student record, the student must first pay the debt owed; correct the deficiency or problem; or be cleared by the Office for Student Conduct and Academic Integrity (or the appropriate office on the coordinate campuses.)

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.



Instructional Time per Course Credit: Twin Cities, Morris, Rochester

Policy Statement

1. For all enrollment periods, the hours of instructional time for a course normally will equal at least the number of credits for the course times the number of weeks the course is offered. In the majority of cases, this would mean the number of instructional hours per week would equal the number of credits for the course, but the instructional hours need not be spread out evenly by week.
2. Instructional time is defined for these purposes as scheduled instruction by an individual appointed for that purpose by the department or faculty member, including faculty members, graduate teaching assistants, teaching specialists, or, in unusual instances, advanced undergraduates. Instructional time does not typically include office hours or casual or informal time spent with students.
3. Course proposals must justify a schedule that includes fewer total instructional hours than the number of credits for the course times the number of weeks the course is offered; instructional hours of all types equal to or in excess of at least one hour per week per credit, on average, need not be justified.
4. College and campus curriculum committees and other approving bodies (e.g., the Council on Liberal Education) must consider the instructional hours in reaching a decision on whether to approve a proposed course; such bodies should normally reject course proposals which have fewer instructional hours than the number of credits times the number of weeks the course is offered, barring significant evidence that reduced instructional contact hours are appropriate.
5. Explicitly exempted from this standard are research seminars, studio courses, clinical experiences, distance learning courses, independent study, directed study or readings or field work, directed research, internships and practicums, honors thesis credits, and other experiences faculty offer to students outside the normal laboratory or classroom setting (many of which include activities beyond the physical boundaries of the campuses). Included in the standard are (1) interactive video classes (which in practice should be no different from in-class instruction) and (2) one-way transmission of instruction from the instructor to the students; it is assumed in these cases that avenues of two-way interaction are used in conjunction with the one-way transmission of instruction.

Exclusions

This policy is not applicable to the Duluth and Crookston campuses



Intercollegiate Athletic Events During Study Day and Finals Week: Twin Cities, Morris, Rochester

Policy Statement

1. Subject only to the exception noted in this policy, no travel or competition is permitted from the period beginning with, and including, Study Day and ending with the last day of Final Examinations. Home events may be scheduled in the evening of the last day of Final Examinations if the examination schedule is concluded by 18:00.
2. Post-season or other athletic events that are invitational in nature (whether or not conducted by the National Collegiate Athletic Association (NCAA) or another national sport governing body), rather than a normal progression to a championship, and which would take place during Study Day or Finals Week, require the specific approval of the Senate Committee on Educational Policy before participation may occur.
3. This policy applies only to intercollegiate athletic teams, not teams competing under the aegis of the Department of Recreational Sports or any other unit of the University.
4. In those instances where post-season competitive events occur during Study Day or Finals Week, the Senate Committee on Educational Policy will consider them approved (that is, without requiring explicit action on the part of the Committee) subject to the following conditions:
 - a. The event is in normal progression in the sport, leading from in-season competition to conference or regional championships and then to national championship competition;
 - b. The academic counselor for the team ensures that satisfactory alternative academic arrangements have been made and reported to the Faculty Academic Oversight Committee for Intercollegiate Athletics; and
 - c. The event is conducted under the aegis of the NCAA or the appropriate national sport governing body if it is not the NCAA.
5. Any exception granted pursuant to these provisions 4 (a) - (c) will be honored so that students who are unable to complete course requirements during Finals Week as a result of that exception will be provided an alternative and timely opportunity to do so.
6. The academic counseling office for intercollegiate athletics will provide annually to the chairs of the Senate Committee on Educational Policy and the Faculty Academic Oversight Committee for Intercollegiate Athletics, a report on the arrangements that are made pursuant to paragraph 2, above.

7. The Director of Athletics will provide a written report annually to the Senate Committee on Educational Policy and the Faculty Academic Oversight Committee on Intercollegiate Athletics early in the Fall Semester on the number of student-athletes who missed any Study Day or any part of Final Examinations during the preceding year and the academic performance of those student-athletes.

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.

 KEY POLICY CHANGES:

1. Reduces the amount of space and oversight currently needed to retain student papers and projects by reducing the time period of the hold from 365 days to 30 days (approved by the Office of Records Management).
2. Provides students the option of requesting the retention to extend to 30 days into the next semester.

UNIVERSITY OF MINNESOTA



Maintaining Course Records: Twin Cities, Morris, Rochester

Policy Statement

1. Instructors and academic units should retain submitted student papers and projects work for 30 days after grades for the course are posted to the student's transcript in order to for the course are posted to permit students the opportunity to retrieve or review their work, as appropriate. After 30 days, such student work may be discarded securely (following applicable University document-destruction procedures).
2. A student may request that his or her work be retained until 30 days into the next semester (not including summer, so a request in the spring would require a unit to hold the work until 30 days into the following fall semester). A student must make this request to the instructor no later than the last day of instruction for the course.
3. Instructors must follow state and federal privacy laws in retaining and returning student work. (For example, student work may not be left in hallways or other public places where anyone may see it.)
4. Academic units must retain grade books or their equivalents for a minimum of one year or, if a grade is appealed, until the end of the appeal. Instructors leaving the University must give all grading records to the department.
5. Academic units must also be aware of and follow the Managing the University's Record Retention policy (http://policy.umn.edu/groups/ppd/documents/policy/record_retention.cfm).

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.

 KEY POLICY CHANGES:

1. Provides for a single office to identify those University-sponsored activities that also qualify as an excused absence.
2. Specifies the Senior Vice President for Academic Affairs and Provost as the official authority to make the determination on excusable religious observances.

UNIVERSITY OF MINNESOTA

Makeup Work for Legitimate Absences: Twin Cities, Morris, Rochester



Policy Statement

1. Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances also include activities sponsored by the University if identified by the Senior Vice President for Academic Affairs and Provost as the basis for excused absences. Such circumstances do not include voting in local, state, or national elections.
2. It is the responsibility of students to plan their schedules to avoid excessive conflict with course requirements.
3. A student must notify instructors of circumstances identified in (1) as soon as possible and provide documentation to the instructor to verify the reason for the absence.
4. If a student is absent due to circumstances identified in (1) and has complied with the notification requirement, the instructor may not penalize the student and must provide reasonable and timely accommodation or opportunity to make up exams or other course requirements that have an impact on the course grade.
5. The authority to determine what constitutes an excusable bereavement absence and religious observance rests with the Senior Vice President for Academic Affairs and Provost.
6. Instructors are encouraged to accommodate students who wish to participate in party caucuses, pursuant to Board of Regents resolution [See <http://www1.umn.edu/regents/minutes/2005/december/board.pdf>, p. 147]
7. This policy does not apply to final examinations.
8. Colleges and academic units may establish specific criteria for notice and completion of work to implement this policy.

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.



Mandatory Attendance at First Class Session and Consequences for Absence: Twin Cities, Morris, Rochester

Policy Statement

1. Students must attend the first class meeting of every part of a course in which they are registered (including, for example, labs and discussion sections), unless they obtain prior approval from the instructor (or department, if appropriate) for an intended absence before the first class meeting; without such prior approval, a student may lose his or her place in the class to another student. The registration materials should alert students to the fact that they must attend the first session of a course, whether that session is a lab, discussion section, lecture, or some other class meeting.
2. If a student wishes to remain in a course from which he or she has been absent the first day without prior approval, the student should contact the instructor as soon as possible. In this circumstance, instructors have the right to deny admission to the class if other students have been admitted and the course is full. However, instructors should consider extenuating circumstances (e.g., weather) that may have prevented a student from attending the first class session.
3. Absence from the first class session that falls during a recognized religious holiday (e.g., Rosh Hashanah) does not require instructor approval, but the instructor must be notified of the absence and the reason; in this instance, the place for the student will be retained. (See the Policy Makeup Work for Legitimate Absences.)
4. Students must officially cancel any course for which they have enrolled and subsequently been denied enrollment. Instructors will fail any such student who does not officially cancel a course.

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.

 KEY POLICY CHANGES:

1. Specifies that non-receipt of a mid-term alert on performance is not a legitimate reason to contest a grade.

UNIVERSITY OF MINNESOTA



Mid-Term Alerts on Academic Performance: Twin Cities, Morris, Rochester

Policy Statement

1. Instructors are required to provide mid-term alerts, for all 1-XXX courses, to students who, on the basis of performance to date in the course, appear to be in danger of receiving a grade of D, F, or N. Such notification will be provided no later than the seventh week of class, and earlier if possible, to allow students to improve their classroom performance or to withdraw by the eighth week. Mid-term alerts will not be recorded on transcripts.
2. The provision of mid-term alerts is a courtesy to the student. Failure to receive a mid-term alert does not create the right for a student to contest a grade in a course.

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.



Promoting Timely Graduation by Undergraduates: Twin Cities, Morris, Rochester

Policy Statement

1. The University expects undergraduate students to graduate in a timely manner, defined here as four years. All departments and programs must have in place a published or publicly available curricular plan that enables students to graduate in four years. Such a plan should assume that students will enroll for at least 15 degree-applicable credits per semester, on average, but the plan may not require that students enroll for more than 17 credits per semester, on average.
2. Admissions, collegiate, and registration materials must contain language emphasizing to students that they must complete at least 15 degree-applicable credits per semester on average to graduate within four years, ~~and all colleges and campuses~~ advisors must be responsible for informing students of the average credit load necessary to graduate ~~need to complete 15 degree-applicable credits per semester on average in order to graduate in four years.~~
3. The University must adopt policies, and further publicize existing policies, which will facilitate timely graduation for most students (within four years). The Office of the Senior Vice President for Academic Affairs and Provost will engage in regular conversations with the Senate Committee on Educational Policy about these policies and their effectiveness.

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.



Scheduling Examinations, Final Examinations, and Study Days: Twin Cities, Morris, Rochester

Policy Statement

A. Examinations during the term

1. Examinations during the term (e.g., mid-terms) will normally be given only during the regular class sessions, except that make-up exams may be given at other times arranged to accommodate student class schedules. Exams may be held at times other than the regularly scheduled class period only under unusual circumstances, and only if approved by the dean of the college in consultation with the Vice Provost and Dean of Undergraduate Education or the appropriate decision-making office on the coordinate campuses. Any regularly scheduled examination to be held outside of regular class time must be listed in the published class schedule.
2. Accommodation must be provided by the examining department(s) to any student who encounters an academic conflict, such as between an examination scheduled outside of regular class time and the regular class period of another course, or between two exams scheduled to be held simultaneously outside of regular class time.
3. Take-home examinations are specifically exempted from this policy.

B. Final Examinations

1. All classes that normally permit undergraduates to enroll will follow the standard examination schedule. Final examinations on the Twin Cities campus will extend over a six-day period. It is not a violation of this policy for a faculty member to use secure online test-taking, authorized by the academic unit, that permits students to take an exam at a time of their choosing rather than at a scheduled final examination time. Coordinate campuses will each determine the length of their final examination period.
2. Final examinations normally will be two (clock) hours long.
3. Instructors may offer take-home final examinations (but see 7(c) below).
4. Instructors may schedule longer examinations with the approval of their department, which will arrange longer use of the examination room with the appropriate campus scheduling office. Instructors and departments must decide in advance of scheduling a course if the examination is to exceed two hours, and must work with the campus office that schedules central classrooms on scheduling the location of the exam. Any

examinations that exceed two hours must be noted in the class schedule, in order that students are informed and can try to fit the longer examination in their schedule of final examinations. Accommodation must be provided by the examining department to any student who encounters a conflict with another final examination because of this lengthened examination time.

5. For courses that do not run for a full semester, the final examination will be administered (or due, in the case of take-home or other out-of-class examinations) on the last day of the course, except that short courses that end with the semester may use the final exam time scheduled for that course.
6. The requirement that the final examination period on the Twin Cities campus be six days will not apply to units that have been granted an exemption from the University calendar by the Senate Committee on Educational Policy.
7. Final examinations at times other than regularly scheduled.
 - a. ~~Examinations outside the final examination period, days scheduled.~~ Instructors are not permitted to schedule their final examinations outside of the scheduled examination days except only under such unusual extraordinary circumstances and with the approval of their dean and the campus academic officer. (For the Twin Cities, this is the Vice Provost and Dean of Undergraduate Education.) as may be approved by the Senate Committee on Educational Policy. Requests to change the time of the final examination must be made to and approved by the dean and reported to the Vice Provost and Dean of Undergraduate Education, the appropriate academic officer on the campus, who will bring them to the Senate Committee on Educational Policy.
 - b. *Moving an examination within the final examination period.* When an instructor and students conclude they wish to move the final examination for the course to a different time and/or day during the final examination period, the change must be (1) proposed by the instructor, (2) have the concurrence of the department chair, and (3) must be approved unanimously by written secret ballot by students in class when the vote is taken.
 - c. Laboratory practicums may be given during the final week of classes during the normal lab period, and take-home or other out-of-class finals may be distributed prior to the final exam week but may not be due before the scheduled final exam for that course.
 - d. Students with final examination conflicts, or with three (or more) final examinations in one calendar day, will be expected to notify and provide documentation to instructors as soon as possible during the term. Instructors are expected to make appropriate accommodation to eliminate the conflict. In the event none of the instructors agrees to make appropriate accommodation, the student should contact his or her advisor. If a student has three or more examinations in one day because one exam date was changed, the instructor who changed the exam must make the accommodation. Note: this section does not cover cases where a student has three (or more) examinations within a 24-hour period, only cases where he or she has three (or more) examinations from morning to evening the same day.
 - e. *Summer term final examinations.* Final examinations for summer terms will be scheduled during the regular meeting time of the course on the last day.

C. Study day

Each campus will decide whether or not to have a study day; when the calendar permits, a study day should be added to the schedule. For campuses that choose to have one, the final examination period will begin on the second day after classes end, with the day after classes

designated as a study day. In the event classes end on a Friday, final examinations will not start until the following Monday.

D. Classes and events during the study day/finals week period

1. No classes will be permitted after the last scheduled day of instruction for that term/semester for any course that normally includes undergraduate students. Instructors may not schedule classes on Study Day.
2. Instructors may not hold a regular class during examination week (which can interfere with students' other exams) and may not hold a class during the first hour of the examination period and then conduct the final examination during the remaining hour(s).
3. No University-sponsored extra-curricular events which require the participation of students may be scheduled from the beginning of Study Day to the end of Finals Week. Exceptions to this policy may be granted ONLY by the Senate Committee on Educational Policy. Any exception granted pursuant to this policy (that is, with the explicit authorization of the Senate Committee on Educational Policy) will be honored so that students who are unable to complete course requirements during Finals Week as a result of that exception will be provided an alternative and timely opportunity to do so.

Special Situations

The Senate Committee on Educational Policy has the authority to grant waivers to the provisions of this policy, and will report such waivers to the Faculty Senate at its next meeting.

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.



Special Examinations for Credit and Proficiency: Twin Cities, Morris, Rochester

Policy Statement

1. Academic departments may offer currently registered undergraduate degree-seeking students the opportunity to take special examinations either for proficiency or for credit.
2. Special examinations must be administered by the appropriate academic department, with administrative oversight through the Office of the Registrar. The University may charge an appropriate fee for all special examinations. The department must determine in advance that successful performance on the examination will result in one of the following:
 - a. proficiency (yielding no credit but fulfilling prerequisites for advanced courses or satisfying other requirements;
 - b. credit for a specific course; or
 - c. for credit for a general "blanket" number (such as 2999); generic credit is credit that doesn't specifically match an existing course and the "course number" is 1999 or 2999. When Advanced Placement (AP) credit is awarded, there is an attempt to match it to an existing course, but sometimes the match is inexact so the student is awarded generic credit. This generic credit usually does not meet prerequisites, e.g., for a subsequent course.
3. Any credits awarded under section (2) of this policy will at least count as electives; however, the student's college has the final authority for accepting or denying credits towards the student's degree program in that college. Credits earned by examination will not count as residence credits. A student may not first take a University of Minnesota course and earn a grade, subsequently take an examination for credit for that course content, and then request that the original course grade be bracketed from the transcript.
4. A student must do "C-" quality work on an "examination for credit" to earn credit or proficiency. If the examination is for credit, a notation must be placed on the transcript showing the course and credits earned. Effective fall 1999, examinations for credit earn the letter "T." These credits will be included in the cumulative credits (but not term credits) but the "T" grade will not be reflected in either the term or cumulative grade point average. If the examination is for proficiency, a notation must be made on the student's transcript saying "Course X satisfied by proficiency examination." If the student fails to do "C-" quality work on the examination, no notation will be made on the transcript.
5. The "examination" administered by a department may be a typical final examination, an oral test, written papers or projects, or any other combination of work which will satisfy the examiners that the student has adequately achieved the course expectations.
6. Minimum standards for awarding credits by examination will be determined by the academic department giving the examination. Once special exam credit has been awarded, the credits will remain on the student's transcript unless the credit was awarded in error.

7. Credit for nationally recognized examinations.
 - a. The University, with the concurrence of the appropriate academic department, also recognizes and awards credits based on examinations which are taken as a part of the Advanced Placement (AP) program, the International Baccalaureate (IB) program, and College Level Examination Program (CLEP). Credits for AP and IB exams are awarded at the time a student is admitted to the University, and the administrative process for these awards is handled by the Admissions Office (as are transfer credit awards).
 - b. Minimum standards for awarding credits on nationally-administered examinations must be established by the appropriate academic department. No department will be required to offer credits for nationally-recognized tests. Credits may be awarded for a particular course if the academic department reviewing the national examination determines that the material in the test is substantially similar to that of an existing course; if the material is judged to be of college level but not substantially similar to an existing course, general departmental credits are assigned. The Admissions Office works with departments to assure that exams are reviewed and appropriate credit awards established.
 - c. The national examinations will be reviewed every five years to determine whether the minimum standards remain appropriate.
 - d. For more detailed guidelines on credit awards for AP and IB, see the Report of the Review Committee on Awarding Credit for Advanced Placement and International Baccalaureate at the University of Minnesota at <http://www1.umn.edu/usenate/reports/intlbamn.html>.

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.



Syllabus Requirements and Guidelines: Twin Cities, Morris, Rochester

Policy Statement

Instructors are required to develop a course syllabus for each offering of a course and communicate the syllabus to students unless the course is offered to an individual student (e.g. directed study, readings or research courses that require contracts between the student and instructor). For the purposes of this policy, a syllabus is a written or electronic document that contains information students need to know in order to successfully complete the work of the course. ~~A syllabus may be delivered on paper or electronically and, if electronic, must provide in one place all the information a student needs to successfully complete the course.~~

Each syllabus includes two types of information. First is information specific to the course such as its title, goals, readings, assignments and instructor. The second is information informing them of University policies that may have an impact on their participation in the course. This information includes, for example, the University grading system, a disabilities statement, and how to resolve problems between students and instructor.

A. Syllabus Expectations: Information Specific to the Course

(For additional recommendations for good practice in teaching, see the policy Teaching and Learning: Instructor and Unit Responsibilities.)

Instructors are expected to provide in the syllabus the following information about the course:

1. Catalogue information including the course name, department, number, meeting time, meeting place, instructor's name, instructor contact information, credits, and brief course description.
2. Course pre-requisites if any exist.
3. Course goals and objectives. For undergraduate courses on the Twin Cities campus, syllabi should ~~include~~ identify Learning Outcomes addressed by the course (see the policy Undergraduate Student Learning and Development Outcomes).
4. Required and recommended materials and the location of the materials. After the second week of the term, minor, but not major, changes in the assigned readings may be made (see the policy Teaching and Learning: Instructor Responsibilities).
5. General description of assignments, papers, projects, exams and other student work with a schedule of approximate due dates and relative weight in the grade. Minor but not major changes may be made to assignments after the second week of the term. Instructors who schedule examinations outside of the regular class time are obligated to

~~5.1.~~ accommodate students who have another scheduled class at that time (see the policy Teaching and Learning: Instructor Responsibilities)

~~6.2.~~ Description of any course meetings that occur outside of the regularly scheduled class time (see the policy Teaching and Learning: Instructor Responsibilities).

~~7.3.~~ Attendance requirements and penalties if any (see the policy Enrolling in Overlapping Classes).

~~8.4.~~ Statement on extra credit. (If an instructor wishes to offer what is commonly known as extra credit opportunities for students in a class to allow them to improve their grade, those opportunities must be announced and made available to all students. ~~If an instructor does not offer extra credit he or she should say so.~~ (This provision does not address the option of increasing the number of credits a student may earn for the course.))

~~9.5.~~ Policy for making up missed exams and grading late work.

~~10.6.~~ The date, time and place of the final examination if one is scheduled. Instructors who schedule final exams that are longer than two hours must provide alternative testing times for students who have other final exams scheduled during that time (see the policy Scheduling Examinations, Final Examinations, and Study Days).

~~11.7.~~ Departmental procedures for complaints about courses

B. Syllabus Requirements – Policy Statements

~~These policy statements must be either incorporated into or attached to the syllabus.~~ Instructors must have as part of the syllabus copies of, references to, or statement on the following:

1. Grade definitions from the policy Grading and Transcripts: Twin Cities, Morris, Rochester.
2. ~~Statement on Scholastic Dishonesty~~ (see Board of Regents Policy: *Student Conduct Code* and the policy Teaching and Learning: Instructor and Unit Responsibilities.)
3. ~~Statement~~ Makeup Work for on-legitimate absences
4. ~~Statement on the u~~ Personal use of electronic devices
5. ~~Statement on selling course notes~~ Appropriate Student Use of Class Notes and Course Materials
6. ~~Statement on C~~ Classroom C ~~onduct~~
7. ~~Statement regarding s~~ Sexual harassment
8. ~~Statement on d~~ Disabilities
9. ~~Information about t~~ The availability of mental health services

The Office of the Senior Vice President for Academic Affairs and Provost will prepare electronic copies of these policy statements for instructors to attach to syllabi. Instructors are encouraged to provide paper copies of these policies to classes with first-year students.

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.



Teaching and Learning: Instructor and Unit Responsibilities (Twin Cities, Morris, Rochester)

Policy Statement

Instructors have a responsibility to establish and maintain a civil, productive, and stimulating learning environment. Both instructors and students have a fundamental obligation to respect the instructional setting as a place for civil, courteous discourse.

Instructor Responsibilities

A. Responsibility to Provide Information about Courses

Instructors are responsible for providing accurate and timely information about their courses to prospective students, current students, and relevant members of the University community

1. Instructors must provide academic units and students with accurate course descriptions in a timely fashion. Instructors should use official information tools, such as the course guide, to provide information about courses to students.
2. The course descriptions available in University catalogs and/or in the Course Guide must be generally consistent with the content of the actual course taught, though the content may vary somewhat with the individual instructor and across sections.
3. At the beginning of each course, instructors must clearly communicate the course objectives. Class activities should be directed toward the fulfillment of these objectives and student performance should be evaluated in relationship to these objectives.
4. If an instructor changes the course requirements or materials, students should be given timely notice consistent with the magnitude of the change (e.g., a few days for an additional article to read; some weeks if a paper is to be added). No major change (e.g., adding a research paper or major examination) should be imposed after the second week of the semester.
5. In accordance with the Grading and Transcripts policy, instructors must inform students in their classes of the methods to be used in determining course grades, i.e., evaluation criteria and the contribution to the final grade of each graded component
6. At the beginning of the course, instructors must inform students of any requirements related to regular course attendance and participation.
7. At the beginning of the course, instructors must inform students of any special attendance requirements. This includes, insofar as possible, specific dates, times, and

places of additional outside-of-class work such as field trips, study sessions, or extra class meetings, and whether or not attendance at these additional activities will be reflected in the grade. If an instructor schedules mandatory activities that occur outside the regularly scheduled class time, information about these activities must be included on the syllabus and, when possible, in the class schedule.

8. [CW is drafting language about syllabus]

B. Responsibility to Provide Students with Access to and Feedback on Their Work

1. Instructors must evaluate examinations and other student work with sufficient promptness to enhance the learning experience. Instructors must promptly return examinations or permit students to review their exams to request clarification of grades.
2. Instructors should specify the process and schedule for returning student work during the semester. Term papers and comparable projects are the property of students who prepare them (see Board of Regents Policy: *Copyright*.) Instructors who desire to retain a copy for their own files should state their intention to do so
3. Instructors are strongly encouraged to provide sufficient graded feedback early in the term and before the deadline for withdrawing from classes to enable students to assess their progress in the course.
4. Instructors must turn in grades within three business days after the last day of final examinations.
5. Instructors must provide mid-term alerts to students at risk of failing a class, in accord with the provision of the policy on mid-term alerts. (insert URL).

C. Responsibility for secure handling of examinations

Instructors must maintain the security of student examinations both before and after exams are given. For those using a University office, such as the Office of Measurement Services (OMS), for scoring answer sheets, instructors or their designate (departmental office employee or teaching assistant) must submit examination answer sheets in the manner prescribed by that office.

D. Responsibility for observing scheduled class times

1. Instructors are expected to meet their classes at the scheduled times, to be prepared for all class sessions, and to start and end classes at the scheduled times.
2. When instructors know in advance that they will be unable to attend particular class sessions, they are responsible for working with their academic unit to make appropriate alternate arrangements.

E. Responsibility for Observing Office Hours or Appointment Times

Instructors must schedule and keep a reasonable number of office hours or appointment times for student conferences. The minimum number of office hours or appointment times may be defined by the academic unit.

F. Responsibility to Report Scholastic Misconduct

Instructors are obligated to report suspected scholastic misconduct to their departments and to the office on campus responsible for investigating and adjudicating incidents of scholastic dishonesty (on the Twin Cities campus, the Office for Student Conduct and Academic Integrity; at

Morris, the Committee on Academic Integrity; at Rochester, the Director of the Center for Learning Innovation) Instructors should discuss scholastic dishonesty and what it means in the context of their class (e.g., whether collaboration is permitted and limits on it, requirements about and methods for citing sources, whether direct quotes allowed and to what extent, receiving or giving aid on tests, and using electronic aids or communications during exams when prohibited).

G. Responsibility to Maintain an Appropriate Learning Environment

Instructors should take appropriate steps to have removed from class students who disrupt the educational process because of discourteous, threatening, harassing, or other aggressive behavior. "Appropriate steps" may include calling the University Police.

Academic Unit Responsibilities

A. Maintaining an Appropriate Schedule

1. Courses must be offered on a schedule, and frequently enough, to permit students to graduate in a timely fashion. All undergraduate departments must have a four-year graduation plan in place and must have course offerings that support it.
2. Classes must be offered at standard times. Failure to observe standard class periods leads to inefficient use of classrooms and is disrespectful of students and faculty: students are forced to be late to other classes, and faculty access to classrooms they need is reduced.
3. Academic units are responsible for retaining course records in accordance with the policy Maintaining Course Records

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.



Teaching and Learning: Student Responsibilities (Twin Cities, Morris, Rochester)

Policy Statement

1. *Satisfying prerequisites.* Students should not register for courses in which they lack the prerequisites unless they have permission from the instructor.
2. *Responsibility for class work.* Students are responsible for knowing all information contained in the syllabus. Students are responsible for meeting all course requirements, observing all deadlines, examination times, and other course procedures.
3. *Attending class.*
 - a. Students are expected to attend all meetings of their courses. They may not be penalized for absence from class, however, to participate in religious observances, for approved University activities, and for other reasons in accordance with the policy on Makeup Work for Legitimate Absences. Students should notify instructors as soon as possible about such absences.
 - b. Students must attend the first class meeting of every course in which they are registered, unless they obtain approval from the instructor before the first meeting. Otherwise, they may lose their places in class to other students. (See the policy on Mandatory Attendance at First Class Session).
 - c. Students are responsible for being on time and prepared for all class sessions.
4. *Observing academic integrity.* Students are expected to do their own assigned work. If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. (See <http://www1.umn.edu/regents/policies/academic/StudentConductCode.html>, Section III, Subd 1, Scholastic Dishonesty, and <http://160.94.62.210/groups/senate/documents/policy/gradingpolicy.html>, Section II (2).)
5. *Seeking help and accommodation.*
 - a. Students are responsible for seeking academic help in a timely fashion.
 - b. Students who need special accommodations are responsible for working first with the relevant University offices and then with the instructor at the beginning of the course.
6. *Respecting intellectual property.* Students must abide by the provisions of the policy Appropriate Use of Class Notes and Course Materials.
 - a. Keeping classroom in good order. Students may be responsible for helping straighten up a classroom at the end of a class period, if requested to do so by the instructor. Keeping a classroom in good order includes taking away or disposing of everything one came in with, such as pop cans/bottles, food

containers/wrappers, newspapers, etc. Students must also not deface or damage classrooms or classroom furniture or equipment.

- b. Guests may not be brought to class without permission from the instructor.

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.

Transfer of Undergraduate Credit: Twin Cities, Morris, Rochester



Policy Statement

The Director of Admissions on each campus will identify those institutions from which credit can be transferred and determine whether course work is college level. If questions arise with regard to transfer of specific courses, the Director of Admissions will confer with the appropriate college or departmental faculty. The following will apply.

1. Credit for course work taken at other institutions will be transferred subject to the following considerations:
 - a. the mission of the institution from which credits would be transferred;
 - b. the comparability of the course work with University of Minnesota course work; and
 - c. the appropriateness of the course work for meeting baccalaureate degree requirements at the University of Minnesota.
2. The University will not accept any transfer course with less than a "D" grade. Once a course has been accepted for transfer, all colleges and programs will honor this decision. (A course with a grade of less than C- will not count toward a major or a minor but it will count toward total credits.)
3. Regional accreditation will usually serve as the primary criterion for determining the transferability of course work from another institution.
4. Credits from technical schools may be considered for transfer when appropriate to a student's degree program. Credit is not normally transferred from specialized or proprietary institutions, military training, or industry-based education programs.
5. Credit granted by another institution for non-traditional experiences: College Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), military training) will be re-evaluated for content and comparability by the Office of Admissions.
6. Religious studies courses transfer if they are not doctrinal, confessional, or sectarian in nature. Religious studies courses from public institutions transfer without special review; religious studies courses from all other institutions will be evaluated by appropriate college or departmental faculty.

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.



Undergraduate Student Learning and Development Outcomes: Twin Cities

Policy Statement

Student Learning Outcomes

At the time of receiving a bachelor's degree, University of Minnesota Twin Cities students:

- Can identify, define, and solve problems
- Can locate and critically evaluate information
- Have mastered a body of knowledge and a mode of inquiry
- Understands diverse philosophies and cultures within and across societies
- Can communicate effectively
- Understand the role of creativity, innovation, discovery, and expression across disciplines
- Have acquired skills for effective citizenship and life-long learning.

Student Development Outcomes

As they progress toward their degree, University of Minnesota Twin Cities undergraduates will develop and demonstrate the following characteristics:

- Responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.
- Independence and Interdependence by knowing when to collaborate or seek help and when to act on their own
- Goal orientation by managing their energy and attention to achieve specific outcomes
- Self-awareness by knowing their personal strengths and talents and acknowledging their shortcomings
- Resilience by recovering and learning from setbacks or disappointments
- Appreciation of differences by recognizing the value of interacting with individuals with backgrounds and/or perspectives different from their own
- Tolerance of ambiguity by demonstrating the ability to perform in complicated environments where clear-cut answers or standard operating procedures are absent.

Exclusions

This policy is not applicable to the Duluth, Crookston, Morris, and Rochester campuses.

 KEY POLICY CHANGES:

1. Prohibits the recording of a course by students, unless an instructor specifically states that it is allowed.

UNIVERSITY OF MINNESOTA

Use of Personal Electronic Devices in the Classroom: Twin Cities, Morris, Rochester



Policy Statement

1. University instructors may restrict or prohibit the use of personal electronic devices in his or her classroom, lab, or any other instructional setting. In establishing restrictions, instructors must make reasonable accommodations for students with disabilities in working with the Office for Disabilities Services.
2. The default provision is that students are not permitted to record (whether audio or visual or both) any part of a class/lab/other session unless explicitly granted permission to do so by the instructor.
3. Students who fail to comply with an instructor's restrictions or prohibition will be subject to the provisions of Board of Regents Policy: *Student Conduct Code*.

Exclusions

This policy is not applicable to the Duluth and Crookston campuses.

Item 15, Nominating Committee for the Twin Cities Members of the Faculty Consultative Committee, for the February 5, 2009, Faculty Senate agenda

**15. NOMINATING COMMITTEE FOR THE TWIN CITIES MEMBERS OF THE
FACULTY CONSULTATIVE COMMITTEE**

Slate of Candidates

**Action by the Twin Cities Faculty Delegation and UMD Faculty Senators
(2 minutes)**

MOTION:

To approve the following six names to stand for election to the Faculty Consultative Committee, from which one of each pair are to be elected by the Twin Cities and non-represented UMD faculty for a term of 2010-13. First pair: Professors Christopher Cramer and Tom Shield; Second Pair: Professors Thomas Brothen and Jan McCullough; Third Pair: Professors David Biesboer and Kathryn VandenBosch. A simple majority is required for approval.

FIRST PAIR

CHRISTOPHER CRAMER: 1992*, Professor of Chemistry, Institute of Technology. University Senate member: None. Committee participation (past and present): Research, 2003-06.

THOMAS SHIELD: 1990*, Professor of Aerospace Engineering and Mechanics, Institute of Technology. University Senate member: 2005-08. Committee participation (past and present): Student Academic Integrity, 2006-09 (Chair, 2006-09)..

SECOND PAIR

THOMAS BROTHEN: 1972*, Professor of Post Secondary Teaching and Learning, College of Education and Human Development. University Senate member: 2003-06. Committee participation (past and present): Arts, Science, and Engineering Provostal Faculty Consultative, 1996-98; Faculty Academic Oversight Committee on Intercollegiate Athletics, 2005-08, (Chair, 2007-08).

JAN MCCULLOCH: 2002*, Professor of Family Social Science, College of Education and Human Development. University Senate member: 2005-08. Committee participation (past and present): Committee on Committees, 2005-06.

THIRD PAIR

DAVID BIESBOER: 1980*, Professor of Plant Biology, College of Biological Sciences. University Senate member: 1987-90, 1993-96, 2006-09. Committee participation (past and present): Finance, 1988-89; Finance and Planning, 1989-92; Judicial, 2002-08; Planning, 1987-89 (Chair, 1988-89).

KATHRYN VANDENBOSCH: 2001*, Professor of Plant Biology, College of Biological Sciences. University Senate member: None. Committee participation (past and present): Finance and Planning, 2003-06.

*Date of initial appointment at the University.

FOR INFORMATION:

The Faculty Consultative Committee serves as the executive committee of the Faculty Senate and forms the faculty membership of the Senate Consultative Committee. Senate legislation has

merged the Twin Cities faculty and non-represented UMD faculty for purposes of Faculty Consultative Committee elections. Should a non-represented UMD faculty member be elected, that individual will be a member of the Senate and Faculty Consultative Committees.

Additional nominations, certified as willing to stand for election, may be made by (1) petition of 12 voting members of the faculties, provided that the petition is in the hands of the Clerk of the Senate the day before the Senate meeting, and (2) nominations on the floor of the Senate. The faculty representatives of the Senate shall reduce by vote the slate to twice the number to be elected.

Currently serving with terms continuing at least through next year are:

Shawn Curley, Carlson School of Management
Marti Hope Gonzales, College of Liberal Arts
Michael Hancher, College of Liberal Arts
Jeffrey Kahn, Medical School
J. Michael Oakes, School of Public Health
Becky Yust, College of Design

The terms of William Durfee (Institute of Technology), Emily Hoover (College of Food, Agricultural, and Natural Resource Sciences), and Nelson Rhodus (School of Dentistry) expire at the end of the academic year. However, the current chair, Professor Emily Hoover, will remain on the committee for one more year in a voting ex officio position as the past chair.

**CATHERINE FRENCH, CHAIR
NOMINATING COMMITTEE**

Item 19, Health Care Savings Plan, for the February 5, 2009, Faculty Senate agenda

**19. FACULTY AFFAIRS COMMITTEE
FINANCE AND PLANNING COMMITTEE
Health Care Savings Plan
Discussion by Faculty Members Only
(20 minutes)**

MOTION:

That the Faculty Senate advises the President that it revises its motion of May 1, 2008, which read as follows:

"The Faculty Senate recommends to the President that the University adopt a Health Care Savings Plan for the faculty that uses the 0.5% of the 2.5% faculty contribution to the Faculty Retirement Plan. If there are questions about the details of the plan, the administration will consult with the appropriate Faculty Senate committees and the Faculty Senate."

To now read:

The Faculty Senate recommends to the President that the University redirect 2.0 percentage points of the 13% points the University currently contributes to the individual's Faculty Retirement Plan to the individual's Health Care Savings Plan.

Approved unanimously January 27, 2009, by the faculty members of the Faculty Affairs Committee and the faculty members of the Finance and Planning Committee at the Faculty Affairs Committee meeting

Endorsed unanimously January 29, 2009, by the Faculty Consultative Committee

COMMENT:

At the urging of a number of constituents, the Senate Committee on Faculty Affairs (SCFA), in conjunction with the Senate Committee on Finance and Planning (SCFP), revisited the Health Care Savings Plan (HCSP) option for faculty. In brief, the HCSP is a vehicle to allow employees, group by group, to save money for health-care expenses after they leave the University or retire. It is the only fringe benefit program that allows tax-exempt contributions and tax-exempt withdrawals. Because it is a tax-free vehicle, it allows retirees to save substantial money, but the plan must be the same for each employee in each group (by federal law). Civil Service employees have already adopted an HCSP.

It is estimated by Money magazine that a person retiring in 2016 may need savings of \$200,000 to cover Medicare premiums and out-of-pocket costs. HCSP savings may be used for a wide range of expenses from aspirin to long-term health insurance to traditional reimbursable costs. HCSP savings never expire. Both SCFA and SCFP believe that it is in the best interests of the faculty that HCSP accounts be established through the redirection of 2.0 percentage points of the University's contribution.

**KATHRYN HANNA, CHAIR
FACULTY AFFAIRS COMMITTEE**

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

Background Information for Health Care Savings Plan Discussion February 5, 2009

Paying for retiree medical expenses is a growing concern for most Americans, even those with savings and retirement accounts. At the University of Minnesota, a 2009 retiree and spouse, both over age 65, will spend approximately \$9,200 in premiums ALONE for the lowest-cost University-sponsored Medicare supplement plan, Medicare Part B and University dental coverage. That doesn't count any out-of-pocket expenses. If one assumes that these costs will be incurred for a minimum of 20 years, that's at least \$184,000, even without factoring inflation or out of pocket expenses. When one considers that the U.S Census Statistical Abstract reports that health care costs increased almost 185% from 1985 to 2005, inflation could easily balloon that \$184,000 to well over \$340,000 in a 20-year period.

According to the Employee Benefit Research Institute (EBRI), a married couple, age 65 and retiring in 2008, would need to have \$246,000 at retirement to have a 50% chance of having enough money to cover health premiums, Medicare Part B premiums and out-of-pocket costs in retirement. This same couple would need to have \$376,000 to have a 90% chance of having enough money to cover these expenses. While many of our faculty and P&As may have sufficient funds to cover this amount, any strategy that reduces the tax bite on the use of these funds will be welcomed.

Currently, all of our retirement contributions are made to pretax accounts and are treated similarly from a taxability standpoint, if the funds are withdrawn after age 65 for general living expenses. These plans include the Optional Retirement Plan, the 457 Deferred Compensation Plan and the Faculty Retirement Plan (FRP). In other words, if a faculty member retires at age 65 with a FRP balance of \$1,000,000, he or she will pay regular taxes on that account first – then pay for the \$376,000 in medical expenses, which would account for over 37% of the FRP pretax account, and almost half of the after tax income from that account. We do, however, have another plan choice in the Health Care Savings Plan (HCSP).

The primary benefit to the HCSP is that the funds are both contributed and withdrawn on a tax-free basis, resulting in additional cash in hand to the retiree. Exhibit A contrasts the outcome of paying for health care premiums in retirement with and without the use of a HCSP, demonstrating that the HCSP would save individuals more than \$2,000 per year.

Exhibit A		
	No HCSP	With HCSP
FRP Withdrawal for Living Expenses	\$65,000	\$55,800
HCSP Payment	\$0	\$9,200
Federal and State Taxes	-\$13,534	-\$11,505
Health Care Premiums (2 adults)	-\$9,200	-\$9,200
Disposable Income	\$42,266	\$44,295
Annualized Gain From HCSP Funding		\$2,029

The key characteristics of the HCSP are summarized below. Additional information about the plan can be found in a Q&A document located on the Employee Benefits Web site at www.umn.edu/ohr/benefits.

- All funds are tax free when contributed and withdrawn by the participant, spouse or legal dependent. Accounts are not subject to Social Security, Medicare, Federal or State taxes.
- Contributions are not optional, but are mandatory within an employee class.
- Funds are available for withdrawal for qualified medical expenses only. These expenses are very similar to those expenses that are reimbursable from your healthcare flexible spending account, but also include medical, Medicare, COBRA and long-term care premiums as well.
- Funds are not available for withdrawal while you are actively working but could be used if you terminate employment with the U before retirement
- Funds are invested in any of 7 investment funds offered by MSRS, managed by the State Board of Investment, and may be changed on a monthly basis.

The current proposal before the Senate would redirect 2% of the University's 13% FRP contribution to the HCSP. To implement such a change, the University's contribution to the FRP would be changed from 13% to 11% as of a certain date. As of that same date, the University would establish HCSP contributions for those faculty currently contributing to the FRP in the amount of 2% of FRP-eligible earnings. The HCSP contributions, though, could be viewed as "super-dollars", since faculty would receive the full value of those contributions, unlike the value of FRP contributions, which must be subject to taxation upon withdrawal.

If one assumes a salary of \$80,000, with a 3% raise annually, a 2% contribution won't result in the \$376,000 necessary to cover estimated retiree medical costs, as shown below in Exhibit B. It is, however, a good start. After a two year period, the contribution formula could be changed, if faculty felt that additional savings were prudent, further leveraging the tax advantage provided by this expense-specific, but highly-advantageous, benefit plan.

Exhibit B		
Projected Individual HCSP Account Balances (Assumes an annual 3% raise and 2% contribution)		
	3% Annual Return	5% Annual Return
After 10 years	\$24,300	\$27,000
After 20 years	\$63,200	\$77,700
After 30 years	\$126,000	\$171,900

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

Agenda Items 16. through 18. are offered as a "Consent Agenda" to be taken up as a single item with one vote. Any item will be taken up separately at the request of a senator. As amendments to the Faculty Senate Bylaws, the motion requires either a majority of all voting members of the Faculty Senate (85) at one regular or special meeting, or a majority of all members of the Faculty Senate present and voting at each of two meetings. This is the first meeting at which this motion is being presented.

16. FACULTY SENATE BYLAWS AMENDMENT
Faculty Committee on Committees Charge

MOTION:

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

G. FACULTY COMMITTEE ON COMMITTEES

Faculty Committee on Committees

The Faculty Committee on Committees proposes candidates for election to the Nominating Committee, appoints members of certain other committees of the Faculty Senate and advises the Faculty Consultative Committee on the committee structure of the Faculty Senate.

Membership

The Faculty Committee on Committees shall be composed of at least 13 and no more than 15 elected tenured or tenure-track faculty members, and at least 2 and no more than 4 elected academic professional members.

Of the faculty/academic professional members, 12 shall be from the Morris campus and the remainder from the Twin Cities campus. ~~There shall also be one member from the Morris campus.~~ All faculty members of the Committee shall be elected ~~for three-year terms~~ by the faculty members of the Senate from ~~these~~ their respective campuses. The academic professional candidates for the Committee on Committees shall be elected in accord with procedures established by the Council of Academic Professionals and Administrators. In case of a faculty/academic professional vacancy, the remaining faculty/academic professional members, by majority vote, shall fill the vacancy by interim appointment until the next general election.

Duties and Responsibilities

...

b. To forward annually to the Faculty Consultative Committee a slate of candidates to be considered for election to the Nominating Committee. The slate should contain twice as many candidates as there are positions to be filled on the Nominating Committee and the candidates shall be paired. The committee should give preference to candidates who have broad experience in governance at the University.

...

[Subsequent bullets will be relettered.]

**CATHERINE FRENCH, CHAIR
NOMINATING COMMITTEE**

**17. FACULTY SENATE BYLAWS AMENDMENT
Faculty Consultative Committee Charge**

MOTION:

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

H. FACULTY CONSULTATIVE COMMITTEE

...

Duties and Responsibilities

...

Executive

...

d. To forward annually to the Twin Cities Faculty Delegation the slate of candidates for the Nominating Committee. The slate of candidates for the Nominating Committee shall contain twice the number of candidates as there are positions to be filled and the candidates shall be paired. The proposed slate will be provided to the Faculty Consultative Committee by the Committee on Committees. In the event that additional nominations are made by members of the Faculty Consultative Committee, the Faculty Consultative Committee shall vote by secret ballot to reduce the slate to twice the number to be elected before forwarding the final slate to the Twin Cities Faculty Delegation.

e. To forward annually to the Twin Cities Faculty Delegation the slate of candidates for the Committee on Committees. The slate of candidates for the Committee on Committees, shall contain the same number of candidates as there are positions to be filled. A proposed slate will be provided to the Faculty Consultative Committee by the Nominating Committee. In the event that additional nominations are made by members of the Faculty Consultative Committee, the Faculty Consultative Committee shall vote by secret ballot to determine the final slate to be forwarded to the Twin Cities Faculty Delegation.

...

[Subsequent bullets will be relettered.]

**CATHERINE FRENCH, CHAIR
NOMINATING COMMITTEE**

**18. FACULTY SENATE BYLAWS AMENDMENT
Nominating Committee Charge**

MOTION:

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

K. NOMINATING COMMITTEE

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

Membership

The Nominating Committee shall consist of at least nine tenured or tenure-track faculty elected by the Twin Cities Faculty Delegation in the manner described below. In case of a vacancy, the remaining members, by majority vote, shall fill the vacancy by interim appointment until the next general election.

~~The Twin Cities members of the Faculty Consultative Committee shall nominate and certify as available twice as many tenured or tenure-track faculty members as there are faculty seats available seats on the Nominating Committee.~~

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

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

~~In those instances when an incumbent member of the Nominating Committee is eligible for re-election, the Faculty Consultative Committee may present to the Twin Cities Faculty Delegation the name of that individual for confirmation of reappointment without another candidate on the ballot to fill the position. A proposed confirmation of reappointment would not preclude additional nominations made according to the provisions of the preceding paragraph; any such nomination must stipulate against whom the nominee will run.~~

For the purposes of this section of the Bylaws, action by "Faculty Committee on Committees" means action taken by the Twin Cities faculty members of the Committee on Committees and action taken by the "Twin Cities Faculty Delegation" means action taken by the Twin Cities tenured and tenure-track faculty members of the Faculty Senate.

The Faculty Committee on Committees each year shall submit to the Faculty Consultative Committee for its approval a proposed slate to be considered for election to the Nominating Committee. In those instances when an incumbent member of the Nominating Committee is eligible for re-election and is willing to serve, the Faculty Committee on Committees may present to Faculty Consultative Committee the name of that individual for confirmation of reappointment without another candidate on the ballot to fill the position. For all other positions, the Faculty Committee on Committees will propose a slate composed of twice as many tenure-track or tenured faculty members as there are positions to be filled, each confirmed as willing to

serve. The Faculty Committee on Committees will strive to include a diverse pool of candidates and, to ensure that the Nominating Committee as a whole will include balanced representation from across the Twin Cities campus, the Faculty Committee on Committees shall select candidates from appropriate academic units, and the slate of nominees, other than those for reappointment, shall pair candidates from related academic units. The slate and the proposed reappointments shall be submitted to the Faculty Consultative Committee for approval. In the event that additional nominations are made by members of the Faculty Consultative Committee, the Faculty Consultative Committee shall vote by secret ballot to reduce the slate to twice the number to be chosen through contested election, continuing to strive for appropriate balance on the slate. The final slate and the approved nominations for reappointment shall be announced in the Faculty Senate docket for a spring semester meeting.

Additional nominations of tenured or tenure-track faculty, confirmed as willing to serve, may be made by: (1) petition of 12 voting members of the Twin Cities Faculty Delegation, provided that the petition is in the hands of the clerk of the Senate the day before the Faculty Senate meeting at which the slate is to be presented; (2) nomination on the floor of the Faculty Senate by members of the Twin Cities Faculty Delegation when the slate is presented. Such nominees may be named to run against a pair of candidates or against a candidate for reappointment. To ensure appropriate balanced representation on the Nominating Committee, any additional nominations shall specify against whom the nominee will run.

After a final slate is selected as specified above, the clerk of the Senate shall present the final slate to the Twin Cities Faculty Delegation for a vote. The election for contested seats will be conducted by secret ballot. The candidate receiving the most votes in each pair or group will be elected. Uncontested elections for reappointment may be conducted by voice vote.

In case of a tie in any Senate vote in the election process, the clerk shall choose the successful candidate(s) by lot.

The Nominating Committee shall elect its chair from amongst its members for a one-year term of office. The chair is eligible for re-election to that position.

Duties and Responsibilities

a. ~~The Nominating Committee shall nominate and certify as available twice as many faculty candidates for the Faculty Consultative Committee, who are confirmed as willing to serve, as are to be elected each year from the Twin Cities campus and from those faculty from the Duluth campus eligible to vote in Senate elections to the Faculty Consultative Committee. To achieve balanced representation across the Twin Cities campus, the Nominating Committee may choose to pair candidates. These~~ The final slate of candidates shall be announced in the Twin Cities Faculty Delegation Faculty Senate docket for a spring semester meeting. Additional nominations, certified as available, of eligible faculty, confirmed as willing to serve, may be made by: (1) petition of 12 voting members of the faculties Twin Cities faculty, provided that the petition is in the hands of the clerk of the Senate the day before the Twin Cities Faculty Delegation Faculty Senate meeting; (2) nomination on the floor of the Twin Cities Faculty Delegation Faculty Senate by members of the Twin Cities Faculty Delegation when the slate is presented. If the nominees are paired, any additional nomination shall specify against which pair the nominee will run. In the event there are additional nominations, the Twin Cities Faculty Delegation shall by vote in order to reduce the slate to twice the number to be elected. The vote shall be taken by secret ballot in a manner determined by the Twin Cities Faculty Delegation. The clerk of the Senate shall present the final slate to and shall forward the results to the clerk of the Twin Cities Faculty Delegation for its approval. The slate as approved shall be presented to the faculty for an election, conducted Election procedures shall be in accordance with Article III IV, Section 35(H), of the Faculty Senate Bylaws.

~~b. The Nominating Committee shall nominate and certify as available twice as many faculty candidates for the Committee on Committees each year shall submit to the Faculty Consultative Committee for its approval a proposed slate to be considered for election to the Committee on Committees, composed of as many tenured and tenure-track faculty members, confirmed as willing to serve, as there are positions to be filled, as are to be elected each year. The Nominating Committee will strive to include a diverse pool of candidates and, to ensure that the Committee on Committees as a whole will include a balanced representation from across the Twin Cities, the Nominating Committee shall select candidates from appropriate academic units to fill the vacancies. In the event that additional nominations are made by members of the Faculty Consultative Committee, the Faculty Consultative Committee shall vote by secret ballot to determine the slate to be forwarded to the Twin Cities Faculty Delegation, continuing to strive for appropriate balance on the slate. -~~

~~1. The faculty final slate of candidates for the Committee on Committees shall be announced in the Twin Cities Faculty Delegation on the Faculty Senate docket at for a spring semester meeting. Additional nominations, certify as available, of individuals confirmed as willing to serve, may be made by: (1) petition of 12 voting members of the Twin Cities faculty, or academic professional staff eligible to serve in the Twin Cities Faculty Delegation, provided that the petition is in the hands of the clerk of the Twin Cities Faculty Delegation Senate the day before the Twin Cities Faculty Delegation Faculty Senate meeting; or (2) nomination on the floor of the Twin Cities Faculty Delegation Faculty Senate by members of the Twin Cities Faculty Delegation when the slate is presented. To ensure appropriately balanced representation on the Committee on Committees, any additional nomination shall specify against which candidate the nominee will run. In the event there are additional nominations, the Twin Cities Faculty Delegation shall vote by secret ballot on any contested position(s) and the individuals who receive the most votes will be elected to the positions. For any uncontested positions, the election may be conducted by a voice vote. At the meeting when the slate is presented and approved, the Twin Cities Faculty Delegation shall elect by secret ballot members of the Committee on Committees for three year terms. In case of a tie in any Senate vote in the election process, the clerk shall choose the successful candidate(s) by lot.~~

~~c. In those instances when a member of the Committee on Committees is eligible for re-election, the Nominating Committee may present the name of that individual to the Twin Cities Faculty Delegation for confirmation of reappointment without another candidate on the ballot to fill the position. A proposed confirmation of reappointment would not preclude additional nominations made according to the provisions of the preceding paragraph; any such nomination must stipulate against whom the nominee will run.~~

~~d. c. To oversee the conduct of the elections of the members of the Committee on Committees and the Twin Cities members of the Faculty Consultative Committee.~~

~~e. d. To report to the Faculty Consultative Committee any issues or problems it encounters which require the attention of the Twin Cities Faculty Delegation.~~

**CATHERINE FRENCH, CHAIR
NOMINATING COMMITTEE**

END OF MOTION A