

Minutes*

Senate Committee on Educational Policy
Wednesday, December 8, 1999
1:00 – 3:00
238 Morrill Hall

Present: Judith Martin (chair), Wilbert Ahern, Steve Fitzgerald, Darwin Hendel, Gordon Hirsch, Emily Hoover, Karen Seashore Louis, Christine Maziar, Kathleen Newell, Marsha Odom, Richard Skaggs, Suzanne Bates Smith, Rita Snyder, Thomas Soulen, Steven Sperber, Craig Swan

Regrets: Tina Rovick, Lisa Wersal

Absent: Riv-Ellen Prell

Guests: Interim Provost (University Center at Rochester) Mary Heltsley; Director Jack Johnson (Summer Session)

[In these minutes: award committee chairs, members appointed; graduating under quarters; time limit on grade appeals; policy on class notes on the web; timing of break at end of spring semester; plans for University Center Rochester]

1. Award Committees

Professor Martin convened the meeting at 1:15 and announced that the Morse-Alumni and Graduate/Professional teaching award committees have been appointed. Professor Ahern has agreed to serve as chair of the Morse-Alumni committee; Professor Ann Burkhart will chair the Graduate/Professional committee. Ms. Snyder agreed to serve as the SCEP graduate student representative on the latter.

2. Graduating Under Quarters

Without further discussion, the Committee approved for submission to the Senate a policy which requires that students who wish to graduate under quarter calendar requirements must do so by June 30, 2006. The policy provides that a department, with the consent of the dean, may waive the requirement. The Committee approved the policy unanimously.

3. Appeals of Grades

Professor Martin drew the attention of Committee members to a draft motion for the University Senate which would make two changes in the grading policy. The first would limit appeals of grades to one year. There was some discussion about extending the appeal period to two years, but Committee members concluded that in an age of electronic communication, even students who immediately leave

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campus after a term and go abroad for an extended period can look up their grades and initiate an appeal. Moreover, if the Classroom Expectations Guidelines call for keeping course- and grade-related materials for only a year or less, it would not be logical to allow a longer appeal period unless the requirement for keeping materials is extended.

It was agreed that the appeal period should be a year, but a year from the time the grade was awarded (which might not be the same date as when the class ended, in the case where a faculty member delays providing grades to the Registrar). Any appeal would be in accordance with college policy. The policy was approved unanimously.

(The second change in the policy, concerning calculation of grades and credits when a student repeats a course, had already been approved by the Committee.) Both changes will be presented to the Senate at its February 24 meeting.

4. Class Notes on the Web

The Committee next turned to a draft policy concerning placement of a student's class notes (or other course materials) on the web. Professor Skaggs provided the Committee suggested editing of the draft that had been circulated and discussed at the last meeting. He pointed out that much of the material that faculty use in their lectures is SOMEONE ELSE'S intellectual property, so that the policy should not be grounded in the claim of the faculty member's intellectual property.

This is a policy for big classes at the 1-XXX and 3-XXX level, said one Committee member, not where there is the market for notes is limited, such as in graduate courses. But there is a concern, rejoined another Committee member, that faculty are being deprived of intellectual property rights in graduate courses, and the policy should cover all classes. At the same time, said another, it is useful to reinforce traditional norms and communicate understanding about sharing information in the class setting.

Following additional editing discussion, the Committee unanimously voted to take the following policy to the Senate:

Preamble

The faculty of the University of Minnesota encourage students to take notes in their classes, laboratories, and the many and diverse other instructional settings in which they find themselves as they pursue their education at the University. Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience.

A student's notes are his or her own record and experience in the instructional setting. It is recognized that sharing of notes among classmates occurs occasionally, especially among friends if one misses a class or if there is a shared academic project or other legitimate collaboration among students in a class. The faculty also recognize that collaborative note-sharing and discussion helps students learn.

The organization, preparation, and presentation of materials in a class or other instruction setting represents the intellectual effort of the faculty or instructor. In addition,

these instructional materials most often incorporate the intellectual property of others, often protected by copyright, that are included on a fair use basis. Distribution by any means of representations, summaries, or notes of the materials presented in these instructional settings, violates normal understandings of intellectual property and copyright protection at the University of Minnesota.

Policy

1. Students may not make available on the Internet or by any other means notes or summaries or any instructor-provided materials from a class, without the express written consent of the instructor.
2. Making more than one copy of written (in any form, electronic, paper, or other), printed, or audio materials provided or presented in class is a violation of copyright law, and is likewise prohibited.
3. The provisions of this policy are enforceable under the University of Minnesota Code of Conduct, and violations may result in reprimand, suspension, expulsion, or other sanctions.
4. If the faculty of a department or collegiate unit, as a group, or individual faculty in a particular course, have assented to or authorized collective note-taking and distribution, such practices do not violate this policy.

5. Calendars (Summer Session and Interim)

Professor Martin next welcomed Jack Johnson, Director of Summer Session, to discuss the timing of breaks between the end of Spring Semester, the beginning and end of the Intersession, and the beginning of Summer Session.

Mr. Johnson distributed copies of calendars and of the spring/summer schedule for 2000. That schedule provides for a week break at the end of Spring Semester, after which Intersession and Summer Session run together without interruption. This schedule, Mr. Johnson explained, allows departments to offer a 13-week session (stretching over the Intersession and all 10 weeks of Summer Session), 2 4-week summer sessions, an 8-week summer session, or a 10-week summer session. (Non-standard sessions during the Intersession and Summer Session can also be arranged.)

His main concern is that there not be a break between the Intersession and Summer Session when future calendars are set (there have been discussions about that possibility). Putting Intersession and Summer Session adjacent permits departments to run 13-week terms, a number of which have expressed an intent to do. It would be possible to use a variance to offer a 13-week term even if there were a break between Intersession and Summer Session, he agreed, but there may be infrastructure problems (e.g., housing). There is a break scheduled between Intersession and Summer Session in the draft 2001-2002 calendar, Professor Martin pointed out.

One Committee member cautioned that for colleges that run year-round programs, it will be difficult to get faculty to teach in the summer if there is no break somewhere. Where the break falls, however, is probably not as important.

It appears there is a great deal of flexibility in how courses are offered during Intersession and Summer Session; it appears a department can do just about anything, as long as credit requirements are met and tuition is generated. This creates problems for the Registrar, it was said; Mr. Johnson pointed out that non-standard options have always been available, although they do not see them used a great deal. He said that flexibility is a good idea.

The question for the Committee, Professor Martin said, is where to schedule the break. One Committee member suggested that for the typical undergraduate, putting the break after a 15-week semester would be most attractive. On the other hand, said another Committee member, if students want only to take an Intersession class for the summer, it will be a disincentive for them to have to wait around for a week before classes begin. Most students, said another, will prefer the immediate break because it lets them get home and get a job.

How many courses are scheduled for the Intersession? Right now, about 130, although the number keeps growing, Mr. Johnson said. The Committee should be informed about the percentage of the student body who will be taking these courses, and about the extent to which they would be delayed by inserting the break before the Intersession. Housing should also be brought into the discussion, said another Committee member, because it uses breaks to clean dorms.

Professor Martin thanked Mr. Johnson for joining the meeting. The Committee would put calendars on its agenda early in Spring Semester in order to bring recommendations to the Senate.

6. University Center at Rochester

Professor Martin now welcomed Interim Provost Mary Heltsley to the meeting to discuss the plans for the Rochester Center (UCR).

Dr. Heltsley began by distributing to the Committee copies of documents related to academic plans and priorities for UCR. These plans, she said, provide wonderful opportunities for a variety of Twin Cities colleges to deliver programs in Rochester. She is serving as Interim Provost, will serve only through the end of June, and will NOT be a candidate for the position.

UCR is composed of three universities/colleges: Rochester Community and Technical College (RCTC), Winona State University (WSU), and the University of Minnesota. The largest number of students is enrolled in RCTC courses, the next-largest in WSU courses, and the smallest number in University of Minnesota courses. The University's presence is dominated by University College, but also has representation from IT, Education, Social Work, and some of the allied health professions in the Academic Health Center. The University is trying to deliver more programs in the Rochester area, following the last legislative session.

The legislature provided that the University MAY establish a branch campus at Rochester. The University has not moved to do so; this has caused some dismay in Rochester. There are reasons the University would not establish another campus in Rochester, including whether there are sufficient

students, adequate funding, and other MnSCU institutions share in the space and programming at UCR. The University is trying to establish a spirit of cooperation and collaboration with the other institutions participating in UCR.

UCR is an interesting educational experiment, Dr. Heltsley commented. She thought she would learn how to deliver programs to another place, but has learned that perceptions are quite different on the receiving end from those on the Twin Cities campus. It is also interesting that the University is delivering courses in a place where RCTC is the landlord. Usually such centers are comprised of institutions in the same educational system (this one has two from one system and one from another) or the space is leased from a private corporation. In addition, most places with combined institutions do not include a community and technical college, state university and a land grant/research university, which also affects the dynamics. UCR is also located in a city that is active socially and politically, and with a group that is actively advocating for a four-year institution.

The University is trying to establish a way for Twin Cities colleges easily to deliver programs to Rochester. At present she is trying to get the business operations together, including registration (if students are not registered and treated right, they will not stay). University College will operate like all other colleges, and will not dominate the offerings. Program directors in three areas are being hired, in education, health sciences, and technology. Dr. Heltsley reviewed the programs that are being offered or will be offered at UCR, and said the University will focus primarily on graduate, professional, and upper division programs in specified areas.

One Committee member inquired if there is a target student profile for UCR; Dr. Heltsley said it will be primarily older, mostly part-time students who are returning for a master's or professional degree or other professional development.

Does the Rochester community endorse this configuration of UCR, asked one Committee member? The community is mixed, she said. They want a four-year institution, something that the University has said it cannot in good faith provide. They also want an institution that meets workforce needs, which is often two-year or four-year programs that the University may not be the best institution to provide. One problem is that the actual population of students in the area is limited, and often programs do not fill up. At the same time, demands for specific professions (e.g., nursing) go up and down. The demand for specialized graduate and professional programs is a question (both in terms of numbers and facilities), and if that is the University's agenda, it will never serve the same number of students as RCTC. The University must be realistic with the community, Dr. Heltsley said, in terms of the gap between what it wants and what the University can do.

One argument made is that if the institution is established, the students will come. In her view, Dr. Heltsley told the Committee, the University must give it its best shot and see what happens. Efforts up to now may have been half-hearted, and there may not have been a concerted effort to recruit students. Recruiting freshmen and sophomores, however, is different from recruiting upper division, graduate, and professional students to a research university campus in the Twin Cities.

How many students are now being served at UCR? About 200 in credit courses, Dr. Heltsley said; the maximum potential is probably 2000-3000 in credit and non-credit courses. A new instructional technology center will be completed next year, which will greatly improve delivery of courses for the University.

Professor Martin thanked Dr. Heltsley for joining the meeting, and adjourned it at 3:00.

-- Gary Engstrand

University of Minnesota