

Minutes*

Senate Committee on Educational Policy
Wednesday, May 9, 2001
1:00 – 3:00
238A Morrill Hall

Present: Wilbert Ahern (chair), Shawn Curley, Khaled Dajani, Steve Fitzgerald, Christina Frazier, Gordon Hirsch, Frank Kulacki, Karen Seashore, Geri Malandra, (George Green for) Christine Maziar, Carol Miller, Kathleen Newell, Marsha Odom, Martin Sampson, Mary Ellen Shaw, Thomas Soulen, Rachel Sullivan, Craig Swan, (Tina Rovic for) Susan Van Voorhis

Regrets: Rita Snider, Steven Sperber

Absent: Prince Amattoe

Guests: Eugene Allen, Kathleen Sellew (Office of International Programs)

Other: Laurel Carroll (Office of the Vice Provost for Undergraduate Education)

[In these minutes: (1) report from the Office of International Programs; (2) guidelines for establishing certificate programs; (3) report on credits required by majors for degrees (increased) and the language graduation proficiency test; (4) interim report on the impact of IMG; (5) report from the ad hoc syllabus subcommittee (affirming minimum syllabus requirements); (6) upcoming issues and next year]

1. Report from the Office of International Programs

Professor Ahern convened the meeting at 1:00 and welcomed Dr. Allen and Ms. Sellew to the meeting for the annual report from the Office of International Programs (hereinafter OIP).

Dr. Allen distributed a packet of materials and said it provided Committee members with background materials that could answer many questions about OIP. In terms of the internal environment for international education, Dr. Allen said that for the first time the University has a president, a provost, and three chancellors who are providing strong support for international programs. The goal in five years is to increase "the portion of students enrolled in study abroad as a percent of undergraduate degree recipients . . . from the current 20 percent to . . . 50 percent." On the Twin Cities campus, this means that annual study abroad enrollment would have to increase from about 1000 last year to 3000 per year.

The external environment is also important. There has been introduced in the U.S. Senate a resolution calling for a national policy on international education. The presidents and provosts of the CIC institutions have study abroad and teaching of the less-commonly-taught languages as high priorities. (One measure of how badly such an emphasis is needed is that in all universities and

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colleges in the U.S. last year there were nine graduates in Arabic. Federal government language programs trained 450.)

They are also working with a newly-reorganized MUCIA housed at Michigan State University; Minnesota is one of five members but the group may expand beyond the Big Ten.

There are a large number of things happening on campus, Dr. Allen told the Committee. For International Education Week, proclaimed by President Clinton, each college had a program that emphasized some aspect of its international dimensions. The University will repeat the program, even if no such proclamation is re-issued by President Bush.

OIP has received two grants, one from the U.S. Department of Education and one from the Bush Foundation. The focus of both grants will be to expand the integration of study abroad into fulfilling credit requirements of undergraduate majors. The goal is to change the culture of the University with respect to study abroad, for which two things must happen. First, more students will participate if there are study abroad scholarships that help reduce the cost; in previous biennial request the President has asked for \$1.5 million and the current request is for \$3.5 million in study abroad scholarships. In terms of the Bush Foundation grant, each campus has made a commitment to increased study abroad scholarships. On the Twin Cities campus this amounts to \$500,000 during the next three years. Second, there must be curriculum integration so that the study abroad is integrated into majors; when integration occurs, study abroad participation will increase significantly because the opportunity costs for students (they do not lose credits or time) will have been significantly reduced. OIP staff will work with about 375 faculty and advisors and developing advising brochures to facilitate curriculum integration of study abroad programs that fit in undergraduate majors on all four campuses.

OIP has no development officer but has received great help from the Foundation. One gift this year has assisted 31 students in going to or coming from Hungary. OIP has also leveraged its funds; Dr. Allen said he was optimistic that next year he would be able to report an increase in fellowships and grants for study abroad, and some colleges are having similar success.

A new full-time director for the China Center started about a year ago and has been very successful in getting new scholarships and programs underway. Many Chinese provincial and city governments are preparing for entry into the World Trade Organization and will send managers for mid-career training programs; the first 22 individuals from Shaanxi province are coming to the University of Minnesota in June for classes and job-shadowing for a five-month period. It is expected that additional agreements with other Chinese provinces or cities will be signed, resulting in many more individuals coming to campus for workshop programs that involve a variety of faculty and others with specific areas of expertise.

Part of the handout to the Committee was a roster of international exchange programs at the University. Dr. Allen said he was not sure it was complete because it is sometimes difficult to get information on all agreements that are created by departments and colleges. He emphasized that the intent of the inventory was not to exercise control but rather to provide information for other faculty, students, and the President and Governor when they go abroad as a result of our network of contacts.

All-University reciprocal student exchange agreements do not work well with IMG, Dr. Allen said, and they are not an efficient way to increase numbers of students in study abroad. The University should not sign another all-university reciprocal exchange agreement, he said, but OIP encourages departments and colleges to develop them. These units do not have the same IMG issues and the agreements can be very effective; the units "own" them and can work out the finances. Such agreements increasingly involve faculty, undergraduates, and graduate students; the details can best be worked out at the local level, but OIP can provide useful advice and share the experiences of other units on a variety of issues.

Dr. Allen said that the North Central Association accreditors reviewed the University's CSOM and HHH programs in Poland and Austria and were very impressed. These are the first three off-shore degree programs to have an on-site review by the Association; Minnesota is the only Big Ten school to have established degree programs elsewhere. One-half the instruction is by University of Minnesota faculty, the other half by faculty on site. CSOM will start its third executive MBA program this fall in China, following on the successful ones with the Warsaw School of Economics and the Vienna School of Economics.

In three years there has been a 60% increase in study abroad enrollment, Dr. Allen said, with enrollment going from 770 to about 1300 this year. One reason for the increase is that there are now a number of short-term (few weeks) programs for students (e.g., intersession, summer session); another is that there are more central and collegiate scholarships.

Committee members raised a number of questions.

-- What would help achieve the goal of 50% participation in study abroad? Curriculum integration of study abroad into major requirements, Dr. Allen said.

-- Is there a difference among the campuses in levels of activity? There is; Morris and the Twin Cities are about the same, Crookston is in its infancy, and Duluth has been more narrowly focused on its successful program in Birmingham but wants to expand its programs.

-- Does OIP track the participation of non-traditional students and whether study abroad is available to them? The participation rate for ethnic minorities is very low and needs to be increased. Dr. Allen also responded to a different issue: he said that they had a national grant in the recent past to increase the access and participation of students of color and students with disabilities; the numbers have increased but are still not large.

-- Graduate students are typically not counted in study abroad statistics unless they are enrolled in traditional study abroad programs. Curriculum integration is critical, Dr. Green observed. Several schools, including Minnesota, have reached the same conclusion, Dr. Allen said: graduate students such as masters level and many professional degree students are probably worse off than undergraduates if they have no international education experience upon graduation. This is the reason the Graduate School and OIP initiated a new international fellowship program for such students this spring. This year 33 masters or professional degree students will be going to 31 countries as a result of this new program.

-- It sounds as if there is strong support at the top for improvement of international education and the presentation Dr. Allen made to the Board of Regents concluded with policy implications. The Committee is interested in all-University policy that would strengthen international education, Professor Ahern said. Dr. Allen said he had no time with the Regents to discuss policy but he would like to do so with the Committee in the fall. There are issues: how many international students should there be in the undergraduate population? (At present they constitute 3%, which seems too low.) Non-resident tuition needs to be re-examined in terms of attracting the students and faculty the University may want but who cannot afford high tuition. It is disconcerting and bad for public relations to tell international alumni (who cannot afford non-resident tuition) that it is not possible to waive non-resident tuition so their daughters and sons can afford the University. This issue needs review at the all-university level.

Professor Ahern thanked Dr. Allen and Ms. Sellev for joining the meeting and promised that they would be invited back at a meeting during fall semester to discuss the policy issues.

2. Certificate Programs

Professor Ahern turned to Drs. Green and Malandra to lead a discussion about certificate programs. The Committee had been provided, prior to the meeting, (1) draft guidelines for certificate programs, (2) summary of a survey of certificate programs, and (3) responses to the survey of colleges about certificate programs. At the meeting Dr. Malandra also provided a summary of certificate programs by college (the level of students and whether or not they were approved by the Regents).

Dr. Green explained that a working group had formed in late fall consisting of him, Dr. Malandra, Professor Kulacki, and others; the group met weekly for a couple of months and hammered out ideas. They took a draft set of guidelines to an open forum, to the Policy and Review Councils of the Graduate School, College of Continuing Education, the deans, the graduate and professional school associate deans, and the Provost's group. The end result is a proposed set of guidelines that would appear on the Provost's web site--and they would be guidelines, not policy. They have invented as they go, trying to be helpful to colleges as they offer certificate programs.

Dr. Malandra said there was no sense that anything was broken that needed fixing; rather, they saw scattered activities and sensed a need for more alignment, a consensus on definitions, and a framework in which to offer programs. They surveyed the colleges and campuses about the issues they were facing and confirmed a number of suspicions: for-credit certificate programs are mostly post-baccalaureate, there are many more such programs than there were 5 - 10 years ago, and many academic units are interested in doing more along this line.

How close are the statements in the guidelines to practice, Professor Ahern asked? Will some see them as constraining? The guidelines reflect practice fairly closely, Dr. Malandra said. There is some confusion about when a program must be approved by the Board of Regents (required if a program is to appear on the transcript) and when a college can decide to offer a program. With regental approval, the name of the PROGRAM is on the transcript; without it, the unit must decide how to recognize the work done.

Students on F1 visas cannot be admitted only to certificate programs; they must be in degree programs, Dr. Green commented. Once admitted to a degree program, however, such students can

pursue a certificate program. Is there anything in University policy which prohibits it from offering certificate programs abroad, Professor Seashore asked? No such restriction was intended, Dr. Green answered, and there should be no problems with it here; any problems would be with the host country.

There was a concern among the deans about the college-level (Regents' approved) certificate procedures, Dr. Malandra reported: if the University allows its name to be used, it should provide a back-up record of the program. If the program does not end up on a transcript it can be hard to track, so if a student came back asking for a record, the University might not be able to produce it. Certificate programs are so scattered that these guidelines are a test to see how they work. They would prefer NOT to require credit certificate programs to be approved by the Board of Regents.

Dr. Green commented that there are probably more certificate programs "out there" that they do not know about--and probably programs that the deans do not know about, where the certificate is signed by the faculty member. The guidelines say that all programs must be housed within a college. They want to discourage free-lancing, where the University's name appears on a one-person activity; the guidelines give the deans clear authority to review and approve certificate programs as consistent with the college's mission. Do guidelines give authority, Professor Ahern wondered? They probably identify authority the deans already have, Dr. Green clarified. There is nothing to prevent a dean from intervening in a certificate program. These guidelines endorse the proposition that faculty should be in touch with their dean about offering a program.

Professor Seashore said she agreed in principle. A lot of professionals are required to take continuing education courses and need something to demonstrate that they have done so; that evidence is often a certificate. Some of these are episodic and one-time. As the level of oversight is pushed higher, it should not preclude the possibility of such offerings.

Dr. Malandra noted that the guidelines do not apply to non-credit offerings; the possibility of developing a connection with PeopleSoft is being explored so that there would be a permanent, central record of the non-credit offerings as well. Dr. Green added that with non-credit certificates, even coursework is not on the transcript and record-keeping is haphazard; if a student needs proof later, there is great risk there will be no permanent record. An alternative transcript, of non-credit activities, would help protect student interest in verification of their activity.

Dr. Swan said he has heard Dr. Green say that if the University's name is on it, a program should have review up through the college or the University. Individuals can do what they wish, but not in the name of the University.

The guidelines say nothing about how certificate programs select instructors, Dr. Green said in response to a question from Professor Odom. It only provides that an advisory group have a majority of tenured or tenure-track faculty; the instructors could be 95% or 100% adjunct. It is up to the program to judge the criteria for instructors and play an oversight role in hiring. Faculty must be in a position to watch and to police for quality, he said. They want to see certificate programs run through regular channels with more than one regular faculty member involved in review and oversight.

The guidelines seem to be a nice balance between mission creep and creeping bureaucracy, he commented and are being presented to the Committee for information, Professor Ahern commented. Presumably they will not be brought back to the Committee.

Dr. Green said that if there are questions, emails should be sent to him within the next two weeks; if he hears nothing, the guidelines will go on the web.

Professor Ahern thanked Drs. Green and Malandra for the presentation.

3. Report from the Credits and Degrees Subcommittee

Professor Hirsch next reported for the subcommittee on degrees and credits. There are two issues in the report that need to be addressed.

First, the CLA Graduation Proficiency Test (GPT) for language: questions about it were referred to the Committee because of complaints from students that the GPT was inhibiting timely graduation. The GPT is an unusual requirement, Professor Hirsch said; it is taken after three or four semesters of study in a language but is separate from the courses. Apparently some students are unhappy and there is concern in both CLA and the central administration that the test may be impeding graduation.

The subcommittee was asked to look at the issue; it invited second language people to discuss it. Most students pass on the first attempt at the GPT and virtually all pass on the second attempt; the language departments now actively encourage incorporation of parts of the test in courses.

The subcommittee was uncertain how to deal with the issue. This is a curricular matter that experts must look at, Professor Hirsch reflected. The subcommittee concluded it would recommend that CLA should consider the question of whether or not the GPT should remain a graduation requirement. It has been around for several years, the college is reviewing it, and the test items are being incorporated in courses. CLA does not object to this recommendation, he concluded. The subcommittee members are not experts on the subject, he added, and this is a college decision.

Dr. Green said he could make a case for the GPT and its validity should be examined before it is eliminated. A GPT helps keep language instruction to a standard and this may be one case where teaching to a test is not all bad. It also allows the college to certify an outcome, which is to the advantage of students. Professor Ahern agreed that the GPT should not be done away with thoughtlessly and that its elements should continue to be incorporated in coursework. Incorporating test elements in courses could lead to a higher course failure rate, Professor Seashore observed.

Professor Hirsch said the subcommittee was not recommending any particular action on the part of CLA, but he said the GPT is odd on the campus and it is odd nationally in language instruction. It sounds like a writing proficiency exam, said Professor Miller, and those have been discredited. It also seems strange to require something when the standard is consciously set low, Professor Soulen commented. Ms. Shaw said, however, that she has been convinced by the language faculty that there is validity to the standardized test; it could, however, be continued as a course requirement but not a graduation requirement. Professor Hirsch agreed that there are pedagogical rationales for the GPT and requirement of a minimum standard of accomplishment in the languages.

It is rare for this Committee to tell a college what to do, Professor Ahern pointed out; it usually deals only with policy matters. In this case, however, it is not telling CLA what to do, only asking it to review something.

The second issue is bigger, Professor Hirsch said. The subcommittee looked at a great deal of data on degrees and was struck by the number of degree programs that have a very high percentage of required credits. In many cases, there may be good reasons, but the number is still astounding--and some of the requirements do NOT involve program accreditation or certification. [There are approximately 156 degree programs. Of those: in 3, 90% or more of the credits are required; in 16, 80-89% of the credits are required; in 25, 70-79% of the credits are required; and in 18, 60-69% of the credits are required--62 of the 156 have required credits that equal or exceed 60% of the total. For the BS degrees, the average percentage required is 69%; for the BA it is 37%.]

The recommendation of the subcommittee is that the Provost's office continue to look at these data and try to talk departments down in their requirements so that students have electives and the spirit of the liberal education requirements can be met.

The subcommittee also recommended that Vice Provost Swan's office look carefully at another set of data which illustrates how degree requirements increased in concert with the change from quarters to semesters.

There are two issues, Professor Ahern summarized: (1) programs that offer little flexibility to students irrespective of the change to semesters, and (2) at least concurrent with the transition some programs significantly increased the credit requirements for a degree. This Committee, he urged, should speak forcefully at least to the second issue. There has been "credit creep," Professor Hirsch agreed, but perhaps more important, some programs started high and stayed that way.

One would expect that the BS would require more credits than the BA, Professor Hirsch observed, but he expressed reservations about degree programs that require 70 or 80 or 90% of the credits. Professor Miller suggested that those programs be asked to provide a rationale for the requirements. Professor Hirsch said the subcommittee recommends that Dr. Swan's office ask for the rationales; fair questions to ask would be (1) are the credits required essential for this degree? (2) where appropriate, can this degree reasonably be completed in four years? (3) are flexibility and breadth of study promoted? (4) is the spirit, as well as the letter, of the liberal education requirements promoted under these requirements?

As one motion, the Committee voted, with one abstention and none opposed, to endorse both of the subcommittee recommendations, with the understanding that in terms of degree requirements, the Vice Provost for Undergraduate Education might, as appropriate, ask for justification for credit requirements from all programs that require in excess of 60% of the credits for the degree.

4. Report from the IMG Subcommittee

Professor Soulen said the subcommittee has not prepared a final report; he is making an interim report. He recalled that Professor Skaggs had reported on some numbers and a subcommittee belief that some trends should be looked at, that there is nothing "out of whack" but the Committee should keep an eye on things.

The subcommittee looked at interdisciplinary graduate programs, something the French committee identified two years ago as a problem. Subcommittee members talked to directors of graduate studies in the programs about the impact of IMG; the answers ranged from "none" to very serious. Several said there had been relatively little impact; in one case, however, the program is very badly affected and could be getting worse. It appears that only a minority of these programs are having problems but there are a number that are.

If IMG made no difference to some programs, Professor Seashore suggested, presumably there are agreements that are working; whether they work depends on finances and workload arrangements that all accept. It would be useful if the subcommittee could recommend models that new programs or those in trouble could use. The impact of IMG on interdisciplinary programs has huge implications for the ability of the University to sustain cutting-edge research, she said. Dr. Green agreed and said the Graduate School has a big stake in this issue--and it is working on it.

People need to know how deals get made; some of the difficulties may arise at the level of the dean, Professor Soulen observed. Dr. Green agreed and said that some deans are more accommodating than others in lending faculty to interdisciplinary programs. IMG regularized the process and inspired five-year deals rather than the annual begging that went on before. This needs to be part of the dean's annual review, Professor Seashore said; an inability to work out arrangements goes against the spirit of interdisciplinary inquiry. It is not acceptable for deans to be able to thwart the advance of a discipline. Dean Maziar may wish to speak with the deans about how to help the programs, Dr. Green said.

Professor Soulen said there probably is not a systemic problem; the Graduate School can probably broker more deals.

One area the subcommittee did not get into, because it lacked the time, but thinks important, is common goods. It is appropriate that this Committee look at common goods, Professor Ahern said; so also should the Committee on Finance and Planning. He suggested the Committee consider in the fall how it might take up the issue.

Professor Ahern thanked Professor Soulen for the report.

5. Report from the ad hoc Syllabus Subcommittee

Professor Ahern recalled that the Committee had already acted on a resolution calling for syllabi to be required in all courses; the subcommittee was asked to identify what should be included on syllabi.

Professor Sampson, chair of the ad hoc subcommittee, distributed copies of the final report, which incorporated changes suggested at the last meeting. The report was as follows:

Report of the Ad Hoc Subcommittee on Requiring Syllabi
May 9, 2001

Should the university require syllabi in graduate courses? We have taken the question of graduate syllabi as the hard case here. The committee has looked at this question in two contexts. One perspective is our own understanding of our professional obligations as academics coupled with our concerns about graduate-level needs for directed study opportunities and for flexibility in graduate courses beyond what is feasible in most undergraduate courses. The second perspective asks to what extent provision of syllabi in graduate courses has become a norm despite the lack of a university policy mandating syllabi in graduate level courses.

After discussion at the 25 April SCEP meeting we have also thought about the point that "if it ain't broke, don't fix it."

Professional Obligation. The three members of the committee are unanimous in regarding communication of course requirements as a professional obligation that faculty have toward students. We are in further agreement that details of work load, weighting of various activities for purposes of computing the final grade, and the purposes of the course must be provided to the students at the first meeting of a class. We are less concerned whether the syllabus is available on paper or electronically, so long as there is provision for a student to request and to receive a paper copy of the syllabus. Our perspective echoes section III-9 of *Classroom Expectation Guidelines* as approved by the University Senate on April 20, 2000.

At the same time we recognize the important role that directed studies can play in graduate education. We also recognize that a seminar of graduate students may benefit from flexibility to change the course content far beyond what should happen during the semester in an undergraduate course. If, for example, within the scope of a given seminar students choose to include literature that relates more to that project than the original readings in the syllabus, the course instructor should have the latitude to do so. Our view is that requiring a syllabus ought not to preclude such adjustments if they can be reconciled with the objectives of informing students very early in the semester about how much work they are expected to do, how the course grade will be computed, and what the purposes of the seminar are.

Norms. Our preliminary assessment finds pro and con evidence that provision of syllabi has become a norm despite the absence of a policy requiring them. On the pro side, the Dean of the Graduate School thought syllabi are required. So did every member of COGS (the Council of Graduate Students) when one of our committee discussed this issue with the council. Similarly, faculty on the Executive Council of the Graduate School were surprised to learn that syllabi are not required (At its April 23, 2001 meeting without dissent this group approved a "sense of the metering" motion that the university should mandate syllabi in graduate level courses.) Promotion and tenure mechanisms throughout the university include syllabi as one of the indicators of teaching accomplishment; we are unaware of distinctions between graduate courses and undergraduate courses in this regard. Some university policies, including provision of disability services and mechanisms for sexual harassment complaints, presume there is a syllabus on which that information will be conveyed. Our informal sense is that a number of departments and colleges expect graduate course instructors to provide syllabi. It is also our impression that at least some other universities, including Texas and Purdue, mandate syllabi. Finally, accrediting organizations apparently expect to find syllabi and use them as a gauge of what is taught in an academic institution.

We have also found areas that are unclear or that do not support a norm of providing syllabi when the institution does not mandate syllabi. Our effort to learn from web pages whether selected other universities require graduate syllabi was unsuccessful (which may or may not mean that some other universities require graduate syllabi). There seems to be not pattern of Graduate School grievance committees finding on behalf of students in situations where a course lacked a syllabus; the explanation may in part be that students cannot grieve final grades of graduate courses. Our hunt for legal norms pertaining to syllabi turned up no relevant cases. In recent year courts have ruled on a variety of university policies. In the 1990's courts occasionally reversed a university tenure decision and awarded tenure to a plaintiff who had been denied tenure. It accordingly seemed possible that there might be cases that pertained to provision of syllabi. A electronic index search of the *Chronicle of Higher Education* turned up no references to court cases in which the lack of a syllabus was pivotal to a student complaints. A low library reference librarian did an extensive search of electronic indices of cases and found none in which a court held that a professor was at fault for no providing a syllabus (the university or college required a syllabus). The closest case is a 1987 ruling against a plaintiff who sued a medical school on the grounds of unclear and capricious grading. The court sided with the medical school. Our legal search is not complete, nor have we contacted the AAUP to inquire about actions against faculty on the basis of not providing syllabi when their university or college did not require them.

Finally, we have learned that more than a decade ago there was a stimulus for producing syllabi. This stimulus was the proclamation of a university Vice President in 1988 or so that students can get a refund for any course that does not have a syllabus. That statement seems to have provoked a decrease in the number of syllabus-less courses, despite the lack of a formal university requirement that syllabi are required.

Is there a problem that needs fixing? If so, one would expect evidence of the problem in the form of complaints to the Student Dispute Resolution Center. Director Jan Morse indicated that at most there are six complaints a year about the lack of a syllabus. (She also points out that students may simply drop courses rather than complaining; collecting data on that would be difficult.) There are far more complaints that fuse the syllabus with a different concern, such as the change of an exam date interfering with someone's plans for a vacation trip. Years ago when the Vice President announced the tuition refund policy, Jan proposed that syllabi be required. The University Senate voted down a motion to that effect. Jan subsequently put out a pamphlet entitled "Suggestions to the Instructor for Avoiding Course-Related Complaints." There was huge demand for copies. Annual distribution of the pamphlet continues. To my question of whether a University policy mandating syllabi in all courses would reduce complaints to the Student Dispute Resolution Center, Jan Morse's reply is that it would make very little difference. In her view, either orally in class or though a syllabus the information on course requirements, how grades will be computed, and due dates reaches students in an overwhelming majority of courses at this university. Thus very few complaints about the lack of syllabi reach her office.

Recommendation. Our hunch is that sooner or later the courts will step into this area. Our preference is not to wait until the courts do so. We see provision of syllabi for courses as a professional obligation, and we support adoption of a policy that mandates syllabi for courses at the University of Minnesota. Such a policy might have the following points:

1. Ideally a syllabus should be provided at the first meeting of class, electronically or on paper.
2. The syllabus should specify how grades will be computed, what the students are required to do during the semester, and the purposes of the course.
3. Changing readings or sequences of topics is not problematic so long as students have adequate notice of the modifications and are not penalized financially by the changes.
4. Directed study courses do not require syllabi. If there is no syllabus, there must be a written agreement between the student and the instructor that stipulates what will be accomplished during the semester and how it will be evaluated.

We see no compromise of academic freedom in this recommendation. We do see this as a requirement that many people assume is already in place; a requirement that diminished the potential for problems between faculty and students ranging from misunderstandings to unfairness; and a requirement that expresses what most of us regard already as a professional obligation.

The Committee voted unanimously to approve the recommended policy. It will be brought to the Senate next fall.

6. Priorities and Next Year

Professor Ahern noted several matters.

-- There will be no change in the faculty membership on the Committee except that Professor Soulen is retiring.

-- He has agreed to serve as chair again next year.

-- The administration is working with one unit to clear up questions about implementation of the policy regarding the distribution of class notes.

-- Retention will be an issue next year, as will a proposal for math-intensive courses.

-- Also on the agenda next year will be distributed learning, academic appointments, international programs, teaching and learning improvements, and civic engagement. Implementation of the student academic integrity report should also be taken up, Professor Odom suggested. Dr. Rovic noted that the 2003-04 and 2004-05 calendars would also be ready in the fall.

Professor Miller said she hoped that carrying concealed weapons would not be approved; otherwise the Committee, or some committee, would have to deal with the issue of guns on campus. That issue, Professor Ahern said, should probably go to the Senate Consultative Committee.

Professor Ahern thanked everyone for their hard work during the year and adjourned the meeting at 3:05.

-- Gary Engstrand