

2007-08 UNIVERSITY OF MINNESOTA

MAY 1, 2008

UNIVERSITY SENATE MINUTES: No. 5 FACULTY SENATE MINUTES: No. 5

The fifth meeting of the University Senate and Faculty Senate was convened in 25 Mondale Hall, Minneapolis campus, on Thursday, May 1, 2008, at 2:32 p.m., as a joint meeting of the bodies. Coordinate campuses were linked by ITV. Checking or signing the roll as present were 25 academic professional members, 19 civil service members, 125 faculty/faculty-like academic professional members, and 7 student members. President Bruininks presided.

1. ADMINISTRATIVE RESPONSES TO SENATE ACTIONS Information

University Senate

Resolution on Retiree Benefits

Approved by the: University Senate November 29, 2007

Approved by the: Administration PENDING

Approved by the: Board of Regents – no action required

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

Approved by the: University Senate March 6, 2008

Approved by the: Administration PENDING

Approved by the: Board of Regents – no action required

Resolution on Fair Trade Coffee

Approved by the: University Senate April 3, 2008

Approved by the: Administration PENDING

Approved by the: Board of Regents – no action required

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

Approved by the: University Senate April 3, 2008

Approved by the: Administration PENDING

Approved by the: Board of Regents – no action required

Faculty Senate

2012-13 Morris and Twin Cities Calendars

Approved by the: Faculty Senate March 6, 2008

Approved by the: Administration PENDING

Approved by the: Board of Regents – no action required

Resolution on the Budget Model

Approved by the: Faculty Senate April 3, 2008

Approved by the: Administration PENDING

Approved by the: Board of Regents – no action required

Resolution on a Faculty Expertise Database

Approved by the: Faculty Senate April 3, 2008

Approved by the: Administration PENDING
Approved by the: Board of Regents – no action required

**2. CLERK OF THE SENATE REPORT
Committee on Committees Election Results
Information for the Faculty Senate**

FOR INFORMATION:

In the recent election to fill Twin Cities vacancies on the Committee on Committees, Professors Jay Coggins, Roberta Humphreys, Jennifer Kuzma, Carol Lange, and Joanna O'Connell were elected to three-year terms (July 1, 2008 through June 30, 2011).

**STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE**

**3. EDUCATIONAL POLICY COMMITTEE
Collection and Reporting of Grade Data and Syllabus Requirements
Information for the University Senate**

FOR INFORMATION:

On February 18, 1999, in adopting a policy on "Collection and Reporting of Grade Data and Syllabus Requirements," the Senate Committee on Educational Policy was required to provide to the Senate "data on the mean grade point average by designator and course level, on the percentage of As awarded by course level, and overall collegiate grade point averages . . . for grades awarded each Fall Semester." The policy also provides that "data should be reported for all undergraduate students."

COMMENT:

These data will be distributed at the meeting and are available on the web at:
<http://www.irr.umn.edu/grades/>.

**CATHRINE WAMBACH, CHAIR
EDUCATIONAL POLICY COMMITTEE**

4. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY

FACULTY/ACADEMIC PROFESSIONALS/STAFF

Sarabeth Barnes
Professor
General College
1923 – 2008

Samuel B. Feinberg
Professor
Radiology
1922 – 2008

Thea Hodge
Academic Professional
Computer Science
1922 – 2008

Ralph E. Rapson
Professor
Architecture and Landscape Architecture
1914 – 2008

Edward B. Savage
Professor
Rhetoric
1923 – 2008

5. SENATE CONSULTATIVE COMMITTEE REPORT

Professor Gary Balas, Chair of the Senate Consultative Committee, said that the committee has met several times, with one topic being a report from the Library Committee. They highlighted the challenges that the libraries face in terms of escalating costs for publications and licenses and the issue of coordinate campus access to the same information.

Secondly, the committee received a report on the progress of the Enterprise Financial System and its training. One change in the last few months has been a change in the amount of training needed to purchase from University Stores from one week to a specialized two-hour on-line session. This program will be live July 1.

6. MINUTES FOR APRIL 3, 2008 Action by the University Senate

MOTION:

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

<http://www1.umn.edu/usenate/usen/080403sen.html>

**STUART GOLDSTEIN, CLERK
UNIVERSITY SENATE**

DISCUSSION:

The motion was tabled until fall semester.

TABLED

7. FACULTY CONSULTATIVE COMMITTEE Academic Misconduct Policy Discussion by the University Senate

Significant Changes to

Administrative Procedure on *Academic Misconduct*

Purpose of Revision:

- To keep consistent with federal regulations, specifically requirements to allow anonymous reports and to include an initial screening process for reviewing allegations.
- To add information about securing physical evidence, an area of concern for federal regulators.
- To make the process more efficient.
- To reformat the procedure into current administrative policy and procedure format.

Significant Changes:

- Anonymous reporting through EthicsPoint.
Previous policy: reports had to be made in writing and could not be anonymous.
- Formal allegation review stage.
Previous policy: this was informally handled by the VPR.
- New appendix on securing physical evidence.
Previous policy: there was little information on handling the data. Because of the potential involvement of security personnel and the possibility of needing to secure data from multiple computers, more detail on this process is provided in the policy.
- New roles for Deciding Officer (DO) and Research Integrity Officer (RIO)
Previous policy: VPR acted as the deciding officer and a Senior Administrator (SA), usually a dean, conducted the inquiry personally and/or coordinated the panel reviews. This process was time-consuming for most deans.
Renaming the DO position is consistent with federal regulations and allows for another University official to act in this role if the VPR has a conflict of interest.
Shifting the SA responsibilities from deans to the RIO or Associate Vice President for Research is intended to improve timeliness and accountability for the process.
- New role for the Faculty Senate Research Committee.
Previous policy: this role was played by the SSAB, a committee only convened for this process. Convening the committee and finding a time for them to meet is difficult. Replacing the SSAB with a standing committee that meets on a regular basis will make this more efficient.
- New format.
Previous policy: a single procedure that did not contain definitions or responsibility sections.

**GARY BALAS, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

DISCUSSION:

Professor Gary Balas, Chair of the Faculty Consultative Committee (FCC), said that the FCC looked at this policy and feels that the proposal does not change the intent of the policy. He then invited comments from senators.

There were no comments.

8. RESEARCH COMMITTEE
Patents and Commercialization of Intellectual Property
Discussion by the University Senate

Patents and Commercialization of Intellectual Property
DRAFT February 19, 2008

Policy Statement

The University is the sole owner of all technology:

- created by University employees in the course of their employment;
- created by students or post-doctoral or other fellows in the course of their academic duties or appointments; or
- created by individuals, including employees, students, or post-doctoral or other fellows, using substantial University resources.

The inventor or inventors must promptly disclose, in writing, the existence of the technology to the University through the Office for Technology Commercialization (OTC). See the related procedure for *Disclosing an Invention*. Any potential conflicts of interest must also be disclosed and then eliminated or managed before the invention is licensed.

If the University decides to patent or otherwise protect the invention, it will pay all associated costs. If the University decides *not* to seek a patent or otherwise protect the invention, it will waive its claims to the inventor according to the procedure for *Intellectual Property Rights Waivers and Acknowledgements*. The inventor will then pay costs for patenting the invention.

Disputes or unresolved questions that arise concerning the application of the Board of Regents' Policy: *Commercialization of Intellectual Property Rights*, this policy and its related procedures, are resolved according to the procedure for *Resolution of Disputes*.

Exclusions: The University owns software created at the University and reserves the right to commercialize these copyrighted materials. However this policy does not apply to the ownership or use of other types of copyrighted works.

This policy does not apply to the use of University-owned or licensed names, trademarks, or service marks, with the exception of intellectual property rights in University trademarks that identify University-owned plant varieties or that are commercialized in conjunction with other technology covered by this policy.

Reason for Policy

The Regents' Policy: *Commercialization of Intellectual Property Rights* exists to encourage research and innovation, clarify ownership of intellectual property rights, create opportunities for public use of University innovations, and provide for the equitable distribution of monetary and other benefits derived from intellectual property. This policy and procedures provide details for handling patentable intellectual property and for meeting federal and private sponsors' intellectual property requirements.

Procedures

- Procedure 2.1.6.1 – Disclosing an Invention
- Procedure 2.1.6.2 – Invention Waivers and Acknowledgements
- Procedure 2.1.6.3 – Resolution of Disputes
- Procedure 2.1.6.4 – Handling Material Transfer Agreements

Forms/Instructions

- Form # - Intellectual Property Disclosure Form [Word]

Additional Contacts

Subject	Contact	Phone	Fax/Email
Inventions and Patents	Jay Schrankler	612.624.0869	schra223@umn.edu

Definitions

Inventor

A University employee, student, or postdoctoral or other fellow who invents technology.

Technology

The following items and their related intellectual property rights:

- A discovery or invention, patentable or not;
- Software owned by the University; and
- Trademarks owned by the University that identify University-owned or University licensed plant varieties or that are commercialized in conjunction with other technology covered by this policy.

License

Legal permission from a patent owner to practice an invention. (35 United States Code 101)

Patent

A grant of property right by the U.S. government to the inventor giving the owner of the patent the right to exclude others from making, using, offering for sale, or selling the invention in the U.S. or importing it to this country. (35 United States Code 101)

Net Income

Gross monetary payments the University receives as a result of transferring rights in the technology less the University's out-of-pocket expenditures (including legal fees) directly attributable to protecting, developing and transferring that technology.

Responsibilities

Inventor

Complete the internal Invention Disclosure Form. Disclose the invention on the continuation application, if applicable, and to SPA during project closeout. Notify PTM and the sponsor when publication of invention-related information is planned.

Office for Technology Commercialization

A professional in PTM is responsible for contacting the inventor within ten working days of receiving the internal Invention Disclosure Form.

For federally-sponsored projects, PTM files inventions reports, including progress reports and results of patent applications. If a patent is issued, PTM submits a copy of the patent and government license to the agency. If it is not issued, PTM informs the agency of its plans.

Principal Investigator

The Principal Investigator must include invention information when requested in federal Continuation Applications. Principal Investigators must also disclose invention information to Sponsored Projects Administration during closeout of the project.

Sponsored Projects Administration

SPA includes a list of inventions for final reports it submits to federal sponsors. The grant administrator negotiates terms and conditions for many nonfederal sponsors.

Appendices

- None

Frequently Asked Questions

- None

**DAN DAHLBERG, CHAIR
RESEARCH COMMITTEE**

DISCUSSION:

Professor Gary Balas, Chair of the Faculty Consultative Committee (FCC), said that the FCC discussed this policy and has some topics that need clarification, including Senate procedures that are being removed and how this affects Senate control, and ownership of software as it relates to the copyright policy.

A senator agreed that software is poorly handled in this policy, as well as three other concerns. First is a reference on the first page to a student's technology work being owned by the University, which is in conflict with the Regents policy which stipulates that student work done for a course belongs to the student. Second is a conflict between language at the beginning and the language in the definition of technology. If the University is the owner of technology, then technology cannot be defined as what the University owns. The last issue is more substantive and involves the prompt disclosure of the existence of technology. As defined in the policy, any technology, patentable or not, would have to be disclosed, not just those that have commercial value.

9. RESEARCH COMMITTEE Openness in Research Discussion by the University Senate

OPENNESS IN RESEARCH

POLICY STATEMENT

Absent compelling reasons, the University does not accept restrictions on participation in University research or on the dissemination of the results of University research. Research agreements that are not consistent with this policy will only be accepted if the principal investigator obtains an exemption using the administrative procedure on *Exemptions to the Policy on Openness in Research*.

This administrative review and exemption process must also be completed in the following circumstances:

- A grant or contract proposes to limit the full and prompt public dissemination of results or specifically permit the retroactive classification of results as nonpublic;
- The sponsor imposes restrictions on the disclosure of research results after the research has begun; or
- An individual outside of the University seeks to use University facilities for research that violates this policy.

The Vice President for Research grants or denies exemption requests with recommendations from the Senate Research Committee.

Scope and Exclusions

The policy applies to all research conducted at the University of Minnesota.

The policy does not apply and an exemption is not needed for:

- Research by faculty members while on leave from the University or while serving as consultants; or
- Services performed as an external sale, provided that the results of such services may be published freely in the aggregate or may be used to guide the design of broader research activities.

REASON FOR POLICY

An open teaching and research environment is fundamental for the free exchange of ideas throughout the University community. Restrictions on who can work on a project and how the results can be disseminated violate this principle. They also may exclude the work from consideration as "fundamental research" in regard to export controls. Under rare circumstances, when clearly in the public interest, we will make exemption to this policy. All research, including clinical trials, conducted at the University of Minnesota by University faculty, staff, students, visiting researchers, and volunteers must conform to the Board of Regents policy: *Openness in Research*. This policy clarifies the circumstances in which certain restrictions in a research agreement can be accepted by the University while still preserving the principle of open research. It also outlines the process for a researcher to use to request an exemption from this standard and provides guidance for University faculty and staff to use in evaluating these requests.

CLARIFICATIONS REGARDING FACULTY ON LEAVE

Faculty on leave at another academic institution are subject to whatever openness in research policy applies at that institution.

Faculty on leave at a company, national lab, or other entity with a more restrictive policy than University of Minnesota policy are subject to the entity's policy unless an agreement relating to the leave provides otherwise.

Faculty on leave who continue to oversee or participate in research conducted at the University of Minnesota are subject to the University of Minnesota policy for the University of Minnesota research.

**DAN DAHLBERG, CHAIR
RESEARCH COMMITTEE**

DISCUSSION:

Professor Gary Balas, Chair of the Faculty Consultative Committee (FCC), said that the title has been changed from Research Secrecy to Openness in Research, and the language just defines what is already being done so as not to increase the number of exemptions.

Q: The first bullet mentions 'prompt dissemination' whereas the current policy stipulates allows for 30 days for review by corporate sponsors. Was the intent to be less than the current timeframe? Could 'timely' be used instead?

A: The timeframe will not be less than what was agreed upon by the sponsor and the University.

10. PRESIDENT'S REPORT

President Bruininks began by noting various achievements by the University. First he congratulated the University's three Guggenheim Fellowship award winners, Professors Douglas Arnold, Kathryn Sikkink, and Robin Stryker. The Osher Foundation, which is dedicated to lifelong learning, has awarded the University two \$1 million gifts to provide scholarships and develop a lifelong learning institute. The Minnesota Masonic Charities has donated \$65 million to support cancer research at the University, the largest single private gift ever awarded to the University. Chancellor Jacqueline Johnson testified before Congress about the renewable energy initiatives at Morris and its goal to be totally energy independent. Stephen Lehmkuhle was inaugurated recently as the first Rochester chancellor. Lastly, 13 McKnight Land-Grant Chairs were named.

He then turned to the legislative session. After almost four years of hard work, the biomedical science initiative was approved, which amounts to a \$300 million long-term capital investment in four new buildings. The University will be responsible for 25 percent of the total, with the remainder covered by the state.

The capital request bill was also funded for most items, with \$105 million for new buildings including a Science Teaching and Student Services building to replace the Classroom Science Building at the Twin Cities, a civil engineering building at Duluth, a Gateway Center at Morris, and \$3 million for lab renovations. However, money for classroom renovations was not funded.

A budget conference committee will be meeting tomorrow to discuss the state's budget shortfall. A reduction is likely, but the amount has not yet been determined. At an earlier meeting, President Bruininks reported that the state appropriation for next year is already low, and if the reduction is too high, a tuition increase would be needed. He is committed to keeping higher education affordable, so fundraising for scholarship dollars, supporting low-income free tuition at all campuses, and a two-percent tuition scholarship for middle income families will continue.

President Bruininks then turned to the central corridor light rail line. He noted that the University is the third largest transit user in the state, so it wants to see the line built and succeed. There have been rumors in the paper that the University is gleeful about the Governor's veto of this item from the budget, but nothing could be further from the truth since state funding is essential to the projects completion.

He asked senators to visualize the campus road structure. There are two main arteries, one of which is Washington Avenue carrying 25,000 cars and 1600 buses per day. The issues is what to do with this traffic. A tunnel below a densely packed area was deemed too expensive so it was removed from the proposal.

In 2001 and again this fall the University asked that a northern alignment be considered. This is the University's preferred route, since it is best for the long-term future of the University and runs into the path of future developments in research, housing, and industries.

In a recent trip to Washington D.C., President Bruininks learned that the average transit projects takes 10 years to complete and that the engineering studies take four years. The Metropolitan Council is trying to get it done in two years so they do not miss the funding deadline.

President Bruininks said that he is deeply worried that the Washington Avenue route will compromise the ability of the University to get its work done and move people in and out of campus. Other routes to campus, the Franklin Avenue Bridge and the River Road, were not designed to handle the traffic from Washington Avenue. Mitigation costs to moving loading docks and laboratories will also need to be covered by the project, and not paid through general University funds. He is also worried about the impact on the University's neighborhoods with the change in traffic patterns.

He said that he would have talking points emailed to senators to keep everyone updated.

He then thanked senators for their commitment and debates over the last few years on all issues.

11. QUESTIONS TO THE PRESIDENT

NONE

12. UNIVERSITY SENATE OLD BUSINESS

NONE

13. UNIVERSITY SENATE NEW BUSINESS

NONE

14. UNIVERSITY SENATE ADJOURNMENT

The University Senate was adjourned at 3:13 p.m.

15. FACULTY CONSULTATIVE COMMITTEE REPORT

Professor Gary Balas, Chair of the Faculty Consultative Committee (FCC), said that last week the committee talked with the Vice President for Equity and Diversity about the under-represented minority faculty hire program, interest in increasing under-represented minorities and women in the STEM disciplines, and limited funding for these hires.

FCC also had a meeting dedicated to the intellectual future of the University with the President and Senior Vice Presidents, with a focus on financing in the short-term.

The committee has also discussed the central corridor light rail line, a state rescission, and the faculty health care savings plan.

16. FACULTY LEGISLATIVE LIAISON UPDATE

Professor Caroline Hayes, Faculty Legislative Liaison, stated that the legislative session was active early, but has been quiet in the last few weeks. The University is waiting for a decision on the budget cuts. This will be emailed to senators once it is known.

17. REPORT OF THE FACULTY CONSULTATIVE COMMITTEE FOR THE NOMINATING COMMITTEE ELECTION Action by TC Faculty and Academic Professional Members

MOTION:

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

CATHERINE FRENCH: Professor of Civil Engineering, Institute of Technology University Senate member: None. Senate/Assembly Committee participation (past and present): Capital Projects and Campus Master Planning Subcommittee, 2004-07; Committee on Committees, 2000-05 (Chair, 2003-04); Council on Liberal Education, 1992-95; Finance and Planning, 1996-2000; Nominating, 2005-08 (Chair, 2006-08).

INFORMATION:

The Nominating Committee Bylaws specify that the Faculty Consultative Committee may present the names of individuals, eligible for re-election, to the Delegation for confirmation of reappointment without another candidate on the ballot to fill the position.

**GARY BALAS, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

DISCUSSION:

With no discussion, a vote was taken and the motion was approved.

APPROVED

18. ELECTION OF FACULTY SENATE OFFICERS Action by the Faculty Senate

The chair of the Faculty Senate and the Faculty Consultative Committee recommend the following officers for 2008-09:

Clerk – Professor Stuart Goldstein
Parliamentarian – Professor Kristin Hickman
Faculty Senate Vice Chair – Carol Chomsky

**GARY BALAS, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

DISCUSSION:

With no discussion, a vote was taken and the motion was approved.

APPROVED

**19. FACULTY AFFAIRS COMMITTEE
FACULTY CONSULTATIVE COMMITTEE
Health Care Savings Plan Proposal
Action by the Faculty Senate**

MOTION:

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.

**GEOFFREY SIRC, CHAIR
FACULTY AFFAIRS COMMITTEE**

**GARY BALAS, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

DISCUSSION:

Professor Gary Balas, Chair of the Faculty Consultative Committee (FCC), said that this plan allows for money to be put in tax-free and used tax-free, and is available as soon as an employee leaves the University. The one caveat is that everyone in an employee category needs to participate.

Q: Can the investment amount be flexible based on a faculty members time left at the University?

A: Gradation is permitted, but it was not considered in this proposal since the last time this proposal was brought to the Faculty Senate, it was defeated. The contribution amount can be increased in the future.

Q: Can someone opt-out if they are now a United States' citizen, but plan to move and become a citizen of another country after retirement?

A: An answer was not provided by Minnesota State Retirement System.

Q: Can everyone set their own contribution rate once they participate?

A: No. The contribution rate needs to be included in the plan design.

With no further discussion, a vote was taken and the motion was approved.

APPROVED

20. EDUCATIONAL POLICY COMMITTEE
Revised Educational Policies
Discussion by the Faculty Senate

FIRST SECTION FOR DISCUSSION

2. Exams & Study Days

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

Examinations During the Term

1. Examinations during the term (e.g., mid-terms) shall 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. Otherwise, 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. 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 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 if two exams are scheduled to be held simultaneously outside of regular class time.

3. Take-home examinations are specifically exempted from this policy.

Final Examinations

1. All classes that normally permit undergraduates to enroll shall follow a standard examination schedule. Final examinations on the Twin Cities campus shall extend over a six-day period. Coordinate campuses shall each determine the length of their final examination period.

2. Final examinations normally shall be two (clock) hours long; instructors may schedule longer examinations with the approval of their department. Instructors and departments must decide in advance of scheduling a course if the examination is to exceed two hours. Any examinations which exceed two hours must be noted in the class schedule, in order that students are informed and can try to accommodate 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.

3. For courses that do not run for a full semester, the final examination shall be administered (or due, in the case of take-home or other out-of-class examinations) on the last day of the course.

4. The requirement that the final examination period on the Twin Cities campus be six days shall not apply to units which have been granted an exemption from the University calendar by the Senate Committee on Educational Policy.

5. Final Examinations at Times Other Than Regularly Scheduled

a. Instructors are not permitted to schedule their final examinations outside of the scheduled examination period, except under such unusual circumstances as may be approved by the Senate Committee on Educational Policy. Requests to change the time of the final examination must be

made to the appropriate academic officer on the campus, who will bring them to the Senate Committee on Educational Policy.

b. 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 the students, via written secret ballot.

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.

6. Students with final examination conflicts, or with three (or more) final examinations in one calendar day, [or who have agreed to reschedule a final (in accord with the provisions of section 3, above) will be expected to make the appropriate rescheduling arrangements with the instructors by the end of the second week of the term THIS LANGUAGE NEEDS ATTENTION] so that conflicts will be eliminated. Instructors must agree to give an alternative final examination to any student having examination conflicts or three (or more) examinations in one calendar day.

7. Summer Session Final Examinations: Final examinations for summer session shall be scheduled during the regular meeting time of the course on the last day.

Study Day

Each campus shall decide whether or not to have a study day. For campuses that choose to have one, the final examination period shall 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 shall not start until the following Monday. When the calendar permits, a study day should be added to the schedule.

Classes and Events during the Study Day/Finals Week Period

1. No classes will be permitted after the last day of instruction for any course that normally includes undergraduate students.

2. Instructors may not hold a regular lecture during examination week (which can interfere with students' other exams) and may not hold a lecture 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 exemption granted pursuant to this policy (that is, with the explicit authorization of the Senate Committee on Educational Policy) shall be honored so that students who are unable to complete course requirements during Finals Week as a result of that exemption shall be provided an alternative and timely opportunity to do so.

Intercollegiate Athletic Events during Study Day and Finals Week

1. In those instances where post-season competitive events occur during Study Day or Finals Week (either of Day School or of Extension Classes), the Senate Committee on Educational Policy shall 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 logical progression in the sport, leading from in-season competition to conference or regional championships and then to national championship competition;
 - b. The coach or other staff member in the athletic program can demonstrate to whomever is responsible for counseling in the intercollegiate athletics program that satisfactory alternative academic arrangements have been made; 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.
2. The academic counseling office for intercollegiate athletics will provide annually to the chair of the Senate Committee on Educational Policy a report on the arrangements that are made pursuant to paragraph 2, above.
 3. The Director of Athletics annually will report to the Senate Committee on Educational Policy, 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 on the academic performance of those student-athletes. These must be written reports.
 4. Post-season or other athletic events that are invitational in nature, rather than a natural 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.
 5. 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 1800.
 6. 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.

POLICY ON SPECIAL EXAMINATIONS FOR CREDIT AND PROFICIENCY

The University of Minnesota offers currently registered undergraduate degree-seeking students the opportunity to take special examinations, given at the discretion of the appropriate academic department, either for proficiency or for credit.

Special examinations shall be administered by the appropriate academic department, with administrative oversight through the Office of the Registrar (via OneStop). The University will charge an appropriate fee for all special examinations. The department determines whether the examination will result in one of the following:

- (1) proficiency (yielding no credit but fulfilling prerequisites for advanced courses or satisfying other requirements;
- (2) credit for a specific course
- (3) for credit for a general “blanket” number (such as 2999).

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 shall 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.

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 shall 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 shall 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 shall be made on the transcript.

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 values of the course.

Minimum standards for awarding credits by examination shall 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.

Credit for Nationally-Recognized Examinations

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 CLEP program. 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).

Minimum standards for awarding credits on nationally-administered examinations shall be established by the appropriate academic department. No department shall 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.

The national examinations shall be reviewed every five years to determine whether the minimum standards remain appropriate.

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>

SECOND SECTION FOR DISCUSSION

4. Grading, Transcripts, & Credits

GRADING AND TRANSCRIPTS

I. ESTABLISHMENT AND USE OF UNIVERSITY GRADING SYSTEMS

1. There are two distinct grading systems on each campus of the University of Minnesota, A-B-C-D-F (with pluses and minuses as permitted by this policy) and S-N. The S-N system is a self-contained alternative to the A-F system and the two may not be combined for a particular student in a particular course. Students may receive grades or symbols only from the grading system under which they have registered for a course. This policy does not require any instructor to use pluses and minuses.
2. There are, in addition, registration symbols identified and described in this policy that carry neither grade nor credit.
3. No campus, college, or program is required to offer a course on the S-N grading system.
4. Any unit may choose to limit grades in a particular course to the A-F or the S-N system.
5. When both grading systems are available to a student, he or she must declare a choice of system as part of the initial registration for the course. The choice may not be changed after the end of the second week of classes (the first week in summer sessions).
6. Except as provided in this policy in Sections I (7) and V (10), no college may use any grading systems other than the ones established by this policy.
7. The Law School and the Medical School are exempt from the provisions of this policy, but shall report their grading systems, and any changes therein, to the Senate. Any other units which believe that the national norms of their profession require a different grading system may make application to the Senate Committee on Educational Policy for an exemption from this policy; all such exemptions must be approved by the University Senate.

II. PERMANENT GRADES FOR ACADEMIC WORK FOR CREDIT

1. The list below identifies the possible permanent grades that can be given for any course for which credit is to be awarded. These grades will be entered on a student's official transcript and, for an A, B, C, or D with permitted pluses and minuses, carry the indicated grade points. (Except for the Law School, the University does not award A+ grades, nor are D- grades permitted). The S grade shall not carry grade points but the credits shall count toward the student's degree program if allowed by the college, campus, or program.

A	4.00	Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.67	
B+	3.33	
B	3.00	Represents achievement that is significantly above the level necessary to meet course requirements
B-	2.67	
C+	2.33	
C	2.00	Represents achievement that meets the course requirements in every respect
C-	1.67	
D+	1.33	
D	1.0	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S		Represents achievement that is satisfactory, which is equivalent to a C- or better.

2. These definitions apply to grades awarded to students who are not enrolled in graduate programs, but the grade points are the same no matter the level or course of enrollment.

3. Instructors are permitted to hold graduate and undergraduate students who are in the same class to different standards of academic performance and accomplishment. The syllabus must make clear what the different standards will be for the different groups of students who may be enrolled in the class.

4. These are the general University standards. In connection with all symbols of achievement instructors shall define for a class, at one of its earliest meetings and as explicitly as possible, the performance that will be necessary to earn each.

III. PERMANENT GRADES FOR ACADEMIC WORK FOR NO CREDIT

1. There are two permanent grades given for a course for which no credit is to be awarded. These grades will be entered on a student's official transcript.

F -0- Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see Section IV).

N Represents no credit and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see Section III). The N carries no gradepoints and the credits for the course do not count toward any academic degree program. The credit hours for the course do not count in the gradepoint average.

2. Academic dishonesty: Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course, at the discretion of the instructor. This provision allows instructors to award an F or an N to a student when academic dishonesty is discovered; it does not require an instructor to do so. Students who enroll for a course on the A-F grading system shall receive an F if such grade is warranted; students who enroll for a course on the S-N system shall receive an N if such grade is warranted.

IV. INCOMPLETES

There shall be a symbol I, incomplete, awarded to indicate that the work of the course has not been completed.

1. The I shall be assigned at the discretion of the instructor when, due to extraordinary circumstances, the student who has successfully completed a substantial portion of the course's work was prevented from completing the work of the course on time.

2. The assignment of an I requires a written agreement between the instructor and student specifying the time and manner in which the student will complete the course requirements. In no event may any such written agreement allow a period of longer than one year to complete the course requirements (except as provided in section IV(8)).

3. Work to make up an I must be submitted within one year of the last day of final examinations of the term in which the I was given for all students except graduate and professional students; if not submitted by that time, the I will automatically change to an F (if the student was registered on the A-F system) or an N (if the student was registered on the S-N system) for the course. If an I changes automatically to an F or an N, the instructor has the discretion to reinstate the I for one additional year.

4. For graduate and professional students, an I remains on the transcript until changed by the instructor or department.

5. When an I is changed to another symbol, the I is removed from the record. Once an I has become an F or an N, under the provisions of the preceding paragraph, it may subsequently be converted to any other grade, upon petition by the instructor (or the department if the instructor is unavailable) to the college.

6. A student does not need to be registered at the University in order to complete the work necessary to convert an I to a grade with credit in the time and manner previously agreed upon between the student and the instructor. The instructor is expected to turn in the new grade within four weeks of the date the work was submitted by the student. (Depending on the timing of when the work is turned in and the ability of the instructor to award a grade, an F or an N may appear temporarily on the transcript.)

7. If a student graduates with an I on the transcript, the I will remain permanently an I. A student may petition his or her college, within a year of graduation, to complete the work in the course and receive a grade. The degree GPA is frozen upon graduation but the cumulative GPA would reflect the change in GPA if a student chooses to complete the work and change I to a grade within a year of graduation.

8. When students are called to active military duty, and reach agreement with their instructor(s) to take an incomplete, they will have up to one calendar year following their discharge from active duty to complete their incomplete(s).

9. Receipt of an I in a course does not create an entitlement for a student to take the course a second time.

V. OTHER TRANSCRIPT SYMBOLS

1. Transfer work: There shall be a symbol T, transfer, posted as a prefix to the original grade, to indicate credits transferred from another institution or from one college or campus to another within the University when reevaluation is required.

2. Auditing a course:

a. There shall be a symbol V, visitor, indicating registration as an auditor or visitor, which shall carry no credit and no grade.

b. Students auditing a course are required to pay full tuition but do not take exams and are not required to do homework. An auditor is entered on the class roster (grade report), is counted as filling a seat in a controlled entry course, and is counted in an instructor's student contact hours. Students may not sit in on a course without registering for it.

c. A student shall be allowed to take a previously-audited class for a grade.

3. Withdrawing from a course:

a. There shall be a symbol W, withdrawal, entered upon a student's record when the student officially withdraws from a course in accordance with procedures established by the student's college or campus. The W will be entered on the transcript irrespective of the student's academic standing in that course if the student withdraws from the course during the third through eighth week of class (during the second or third weeks of summer sessions).

b. If a student officially withdraws from a course during the first two weeks of classes, there shall be no record of that course registration entered on the student's transcript.

c. Except as provided in section d, withdrawal in the ninth or later week of classes (fourth or later in summer sessions) shall require approval of the college and may not be granted solely because a student is failing the course; there must be extenuating non-academic circumstances justifying late withdrawal.

d. One time late withdrawal: Each student may, once during his or her undergraduate enrollment, withdraw from a course without college approval, and receive the transcript symbol W, after the eighth week of class and at any time up to and including the last day of class for that course.

4. Continuation course: There shall be a symbol X, indicating a student may continue in a continuation course in which a grade cannot be determined until the full sequence of courses is completed. The instructor shall submit a grade for each X when the student has completed the sequence.

5. Course in progress: There shall be a symbol K, assigned by an instructor to indicate the course is still in progress and that a grade cannot be assigned at the present time.

VI. OTHER PROVISIONS

1. Zero credit courses: Courses which carry zero credits do not count in either term or cumulative grade point averages.

2. All grades for academic work are based on the quality of the work submitted, not on hours of effort.

3. Counting Credits Toward a University Degree

a. A course that carries University credit toward a degree in one department or college must carry credit in all other University departments and colleges (except insofar as those credits exceed the limit on skills credits established in

b. A department or college has discretion to decide whether a course completed in another unit will count towards the college or department/program requirements.

4. When a student graduates, no further changes to his or her transcript will be made (to that portion of the transcript related to the program from which the student graduated) except as expressly allowed under the provisions of this policy.

5. Releasing transcripts: The University's official transcript, the chronological record of the student's enrollment and academic performance, will be released by the University only at the request of the student or in accord with state or federal statutes.

6. Repeating Courses

a. An undergraduate student may repeat a course only once (except as noted in section 5(c)).

b. When a student repeats a course before receiving his/her degree, (a) both grades for the course shall appear on the official transcript, (b) the course credits may not be counted more than once toward degree and program requirements, and (c) only the last enrollment for the course shall count in the student's grade point average.

c. Provisions 6 (a) and (b) of this policy shall not apply to courses (1) using the same number but where students study different content each term of enrollment and (2) to courses designated as "repetition allowed."

d. If an undergraduate student repeats a course after his/her degree has been awarded, the original course grade will not be excluded from the degree GPA nor will the new grade be included in the degree GPA.

e. Bracketing is the practice of not including a course in the calculation of a student's GPA and not counting the course as satisfying any degree requirements, including electives, because a student has repeated a course. When a student repeats a course, all prior attempts are bracketed and only the most recent attempt counts (except as provided in 6 (c)). No department or college may bracket the courses of another department or college for any reason other than course repetition.

7. Grade point average: Every student shall have calculated, both at the end of each grading period (quarter or semester) and cumulatively, a grade point average, which shall be the ratio of grade points earned divided by the number of credits attempted with grades of A-F (including pluses and minuses). Both the periodic and cumulative grade point average will appear on each student's record.

8. Final grade due date: Final grades shall be submitted to the Registrar no later than three business days following the date of the scheduled final examination (whether or not there is actually a final examination for the course).

9. This policy may be modified from time to time but transcripts will not be modified when there are changes in policy.

10. Compiling and Reporting Grading Data

a. Data on the mean grade point average by designator and course level, on the percentage of As awarded by course level, and on overall collegiate grade point averages shall be prepared for grades awarded each Fall Semester. Data should be reported for all undergraduate students. Cells in the tables with fewer than 10 grades should be suppressed, in order to protect the privacy of students, but the numbers should be included in the totals.

b. The Office of Institutional Research and Reporting should see that required tables are produced each year and provide them to the chair of the Senate Committee on Educational Policy and to the office of the Executive Vice President and Provost.

c. The data tables and graphs required in 10 (a) and (b) shall be reported annually to the Senate. These data should also be provided to all deans and department heads and made available to faculty and students.

11. All colleges and campuses shall publish each term a dean's list, consisting of students who achieved a 3.666 GPA or higher and who completed a minimum of 12 credits on the A-F grading system. There will be a transcript notation for each term that a student achieves the dean's list.

[Moved to repeating courses section]

[Moved to new section VI (3)]

10. Alternative Grading Systems

a. Only the Senate Committee on Educational Policy shall have the authority to grant to individual colleges or campuses permission to use alternative grading methods outside the provisions of this official University system, for a specified period (but no longer than five years), and only for the purpose of experimenting with a new grading system for possible system-wide adoption. Such permission may be granted if the proposal does not interfere significantly with the registration options of students from other colleges, campuses, and programs. Such alternative systems shall be reported for information to the University Senate as soon as permitted and, after the specified period, shall be re-evaluated, either to be discontinued, or with Senate approval on recommendation from the Senate Committee on Educational policy, made part of the system-wide policy. Except for the provisions of this section 6, no college or program may use any grading system except for the one contained in this policy.

b. Because alternative grading systems, once used, must be maintained by the University forever afterward (to preserve the integrity of the transcripts), the Senate Committee on Educational Policy will rarely grant permission for alternative grading systems. It will consider doing so only when (1) those who propose it can make a persuasive case that the alternative is a more accurate and effective way to measure and record student academic performance, and (2) there is strong reason to believe that the proposal will be useful to all colleges and campuses of the University (except the Law School and Medical School).

TRANSFER OF CREDIT

1. It shall be the responsibility of the Director of Admissions on each campus to identify those institutions from which credit can be transferred and to 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 general guidelines will apply.

2. 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.

3. Regional accreditation shall 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 schools, or industry-based education programs.

5. Credit granted by another institution for non-traditional experiences (CLEP, AP, 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.

7. The Twin Cities campus [University? What does UMM think?] shall 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 a degree.)

**CATHERINE WAMBACH, CHAIR
EDUCATIONAL POLICY COMMITTEE**

DISCUSSION:

Professor Cathrine Wambach, Chair of the Educational Policy Committee (SCEP), said that the goal of the subcommittee is not to write new policies, but instead consolidate and clarify the existing policies, as well as put them into a common policy template. There are few substantive changes, but she would like senators to review the documents with their colleagues to make sure that understanding from the current policies are not changed.

She then asked for comments or questions on the exams and study days policy.

A senator said that with the use of electronic course delivery methods, a number of courses are offering on-line exams. She has interpreted this practice to be covered by the take-home exam language, but this is not clearly stated.

Another senator stated that the policy states the deadline for making arrangements for final exam conflicts is the end of the second week, but sometimes students enter courses after this deadline. The second week deadline might be too early.

Professor Wambach said that the second week deadline has been removed.

Q: Will the policy contain language on which class has to reschedule the final exam?

A: This is not part of the current policy and really needs to be worked about between the faculty members.

Professor Wambach then asked for comments and questions on the grading, transcripts, and credits policy.

A senator noted that the end of the sentence in line 279 is missing.

Another senator commented that it appears that the differentiation between the 'F' and 'N' grade is referred to section 4, but there is nothing on this topic in that section.

Professor Wambach said that additional policies will continue to be brought to the Faculty Senate next year, before approval as an entire group is sought next spring semester.

21. FACULTY SENATE OLD BUSINESS

NONE

22. FACULTY SENATE NEW BUSINESS

MOTION:

The student release questions, as part of the policy and protocol on the student rating and peer evaluation of instruction form, require the joint approval of the Student Senate and Faculty Senate.

DISCUSSION:

Professor Gary Balas introduced the motion, stating that currently these questions simply require the approval of the Faculty Senate. The Student Senate has been active in the recent revision, and they want to be involved in the future.

A motion was made to suspend the rules to consider the item, a vote was taken, and the motion to suspend the rules was approved.

A senator stated that this motion is meant to ensure that students take responsibility for their questions, and work with the faculty when revisions are needed.

Q: What happens if there is disagreement between the faculty and the students?

A: A settlement will be required that is agreeable to both parties.

With no further discussion, a vote was taken and the motion was approved.

APPROVED

23. FACULTY SENATE ADJOURNMENT

The Faculty Senate was adjourned at 3:57 p.m.

Rebecca Hippert
Abstractor

APPENDIX A MEMORIAL STATEMENTS

Paul W. Bamford

Paul W. Bamford, a long time member of the History faculty in the College of Liberal Arts, passed away on August 22, 2007 at the age of 85.

A native of Denver, Colorado, Paul received his Bachelor's degree from the University of Denver in 1943. After military service during World War II, Paul received his master's degree from Columbia University in 1947 and his Ph.D. in 1951. After teaching at several colleges, Paul came to the University of Minnesota from Ohio State University in 1958. He remained an active member of the history faculty until his retirement in 1991.

Paul was a distinguished scholar, who was highly regarded by his peers. He published three important books in his field of French economic history: *Forests and French Sea Power, 1660-1789* (1956), *Fighting Ships and Prisons: The Mediterranean Galleys of France in the Age of Louis XIV* (1973), and *Privilege and Profit: A Business Family in Eighteenth Century France* (1988). Research and scholarship were Paul's passions. Until shortly before his death Paul was working on a fourth manuscript that he hoped to have published. He contributed several articles to leading journals in the field. One of them, "The Procurement of Oarsmen for French Galleys, 1660-1748," published in *The American Historical Review* (1959) won the prestigious William Koren, Jr. prize from the Society for French Historical Studies that is awarded annually for the best article published in French history. He won several distinguished awards in support of his research including two Fulbright fellowships, a Guggenheim fellowship, a year at the Institute for Advanced Study in Princeton and a Bush Foundation Sabbatical Fellowship. Active in the Society for French Historical Studies, Paul served as president of that organization and presided over its annual meeting when it was held at the University of Minnesota in 1987. At Minnesota Paul supervised several doctoral students. Many of them have gone on to distinguished careers in the historical profession. His colleagues and students will miss the wry humor and commitment to high standards that he brought to the classroom and to his own research.

Preceded in death by his wife Pauline, he is survived by three children, Stacey, Philip and Tom and their families, including six grandchildren.

Richard Ferguson

Richard (Dick) Ferguson, Emeritus Professor in the Department of Rhetoric, University of Minnesota, Saint Paul, died in St. Paul, Minnesota, on December 4, 2006, at the age of 75.

Dick was born in Wilkes Barre, Pennsylvania, on November 15, 1931. He and his family moved to La Grange, Illinois, when Dick was in grammar school. He enlisted in the U.S. Marine Corps in 1952, and, after his service, he attended North Dakota State University, where he received his B.A. and M.A. degrees. During this time he met and married his wife of 49 years, Beverly Olson Ferguson.

Dick worked at the University of Northern Iowa in Cedar Falls, Iowa, in the English Language and Literature Department for four years. He left to pursue a Ph.D., entering the American Studies Program at the University of Minnesota in 1964, during which time he became a graduate instructor in the Rhetoric Department.

After completing his doctorate, in 1972 Dick was hired as Assistant Professor, helping to build the department's new undergraduate major in scientific and technical communication. He stayed

for 23 years, and he was important in making this a high quality, humanistic program. Dick was especially appreciated for his clear intelligence and quiet wit. He taught until 1995 when he retired, partly due to the struggle he was experiencing with Parkinson's disease.

Dick had many interests: he wrote and published poetry, was a water colorist, worked as a photographer in the Marine Corps, loved jazz and baseball, and read widely in history, literature, and the arts. He is survived by his wife Beverly; daughter Kevlyn Jean; grandchildren Sarah Jean Pastorius, Justin Pastorius (Tiffany), and James Pastorius; great-grandson, Brendan Venlander; brother, Thomas Ferguson (Carole); sister, Martha Ferguson; sisters-in-law, Rev. Jane Ferguson and Myrt Armstrong; and many beloved nieces and nephews, special friends and students.

Charles E. Furman

Charles E. ("Chad") Furman, Ph.D., 53, of Minneapolis, Minn., passed away Wednesday, December 26, 2007. For over two decades, Dr. Furman was director of the music therapy program at the University of Minnesota. Following his retirement in February 2006, he enjoyed extensive travel in Spain, Amsterdam, and Brazil as a teacher of English certified by the Oxford TOEFL program.

As consultant to various health-related agencies, he was a frequent lecturer at workshops and conferences throughout the country and internationally. He served on the executive board, research committee and standards of practice committee for the National Association for Music Therapy (now American Music Therapy Association). His book, "Effectiveness of Music Therapy Procedures: Documentation of Research and Clinical Practice," published by AMTA, is widely used in music therapy programs and clinical sites throughout the world.

A memorial service to honor Dr. Furman's accomplishments – both personal and professional – was held on January 2nd at First Universalist Church in south Minneapolis. Surviving are children Megan of New York City, NY, and Charlie of Edina, MN.; and a sister Marilee Furman-Lagas of Ellicott City, MD. Memorials are recommended to a charity of one's choice or to the Florida State University School of Music.

Theodor B. Grage

Longtime Department of Surgery faculty member Theodor B. Grage, M.D., Ph.D., 80, died on Tuesday, December 11, 2007, after a long illness. A service in celebration of his life took place on Friday, December 14, 2007, at the Kozlak-Radulovich Funeral Chapel in Minneapolis.

A naturalized U.S. citizen, Grage grew up in Germany and attended medical school in Münster, Germany, before finishing his M.D. degree in 1955 at Creighton University in Omaha. He then came to the University of Minnesota for his surgery residency, earning both his M.S. in biochemistry and his Ph.D. in surgery in 1963.

On the University of Minnesota surgery faculty for 3 decades, Grage became a full professor in 1982 and was also the director of surgical oncology. He did pioneering work in head, neck, and esophageal surgery.

According to Dr. John S. Najarian, who chaired the University of Minnesota Department of Surgery during most of Grage's career, "Ted Grage really was one of the best surgical oncologists. He developed many techniques for treatment of malignant lesions in the extremities

and in the head and neck. And he developed the first successful replacement surgery for the throats of cancer patients.”

After his retirement in December 1992, Grage was a volunteer professor and surgeon in Pretoria, South Africa, and St. Lucia, the Grenadines. His hobbies included reading, cooking, gardening, fishing, and traveling.

Grage was preceded in death by his wife, Mary Ann Parks Grage. He is survived by 8 children, 12 grandchildren, and 3 siblings.

Eloise Jaeger

Eloise Jaeger, professor emeritus, kinesiology; died October 8, 2007, at age 91. She began her involvement at the University as an undergraduate taking classes in physical education in preparation for a career in teaching. She received an M.Ed. in 1944 and a Ph.D. in 1952 from the University of Iowa. Professor Jaeger taught women’s physical education at the University for many years and, in 1962, became the director of the Department of Physical Education for Women. In 1971 Jaeger was named the director of the School of Physical Education, becoming the first woman at an American college or university to have jurisdiction over both men’s and women’s physical education programs. She was a steadfast force behind the establishment of women’s intercollegiate athletics and the increase in girls’ and women’s participation in all aspects of sport and physical activity.

Victoria M. Mikelonis

Victoria Marie Mikelonis, a long-standing and internationally recognized teacher and researcher in the field of technical communication, died Tuesday, August 14, 2007 after a two-year battle with cancer.

Professor Mikelonis received her Ph.D. in Language and Literature from Indiana University of Pennsylvania in 1975. After teaching at the University of Pittsburgh and the University of Michigan, she joined the University of Minnesota’s Department of Rhetoric as a faculty member in 1980. At the time of her death, she was a professor in the newly formed Department of Writing Studies, a department that combined faculty and programs from the Rhetoric Department with other writing programs on campus.

Most recently Professor Mikelonis was the department’s Director of Undergraduate Studies for the Bachelor of Science in Scientific and Technical Communication. She taught both undergraduate and graduate courses in international and intercultural communication, grant proposal writing, technical writing, and metaphor and schema theory. A popular and respected scholar and teacher, both in the department and across the University, Professor Mikelonis’s classes were always filled to capacity. Her research focused on the challenges of intercultural communication in a digital age; she spearheaded national institutes on technical communication. Professor Mikelonis is the author of numerous publications, including the book *Grant Seeking in an Electronic Age*. She was a member of numerous professional societies including being a Fellow in the Association of Teachers of Technical Writing. She was former editor of the journal the *Technical Writing Teacher*, which was published out of the Rhetoric Department. (This is the journal that preceded today’s *Technical Communication Quarterly*.) Even during her illness, she was actively engaged in her profession, working on hosting the 2008 Council of Programs in Technical and Scientific Communication (CPTSC) annual meeting, to be held in Minneapolis.

Involved in funded research, Professor Mikelonis wrote grant proposals funded by the United States Agency for International Development for the Environmental Training Program and for the Center for Nations in Transition at the Hubert H. Humphrey Institute for Public Affairs. These proposals led to her many trips to Central and Eastern Europe, where she developed training materials and taught in Poland, Romania, Bulgaria, Hungary, the Czech Republic, Slovakia, and Ukraine. Above all, Professor Mikelonis mentored countless numbers of colleagues and students across the profession, always working to meet and exceed the need at hand. Her “can do” spirit was contagious, and her friendship will be greatly missed.

She is survived by two sons, Anthony Jamil Mikelonis and Theodore Samar Mikelonis, both of St. Paul, Minnesota; two brothers, Eugene C. Mikelonis of Liberty Township, Ohio, and Robert J. Mikelonis of Erie, Pennsylvania; and numerous nieces and nephews. She was preceded in death by her parents, Anthony J. and Victoria Baranowski Mikelonis, and a brother, Albert Mikelonis.

Memorial donations may be made to a charity of the donor’s choice or to the Victoria Mikelonis Undergraduate Memorial Fund in Scientific and Technical Communication. Checks should be made out to the University of MN Foundation (V. Mikelonis Undergraduate Memorial Fund in the memo line) and mailed to the University of Minnesota, Dept. of Writing Studies, 180 Westbrook Hall, 77 Pleasant St. SE, Minneapolis, MN 55455.

Gerhard Neubeck

Gerhard (Gerry) Neubeck, a retired University of Minnesota family social science professor and a German Jewish athlete who was a denied a spot on the 1936 German Olympics team, died at his St. Paul home on Jan. 28.

Neubeck, who in Minnesota became a pioneer in the field of sex education and marriage counseling, was 89. Neubeck and his parents fled Germany to the Netherlands, and then to the United States in 1940. In the United States, he earned a degree in personnel and guidance and a master's in psychology.

In 1946, he moved to the Twin Cities, where he worked for a social service agency and as a University of Minnesota instructor. He earned a doctorate in education at New York's Columbia University, returning to the University of Minnesota in 1953 as a marriage and student counselor.

In the 1960s, he began teaching a human sexual behavior class for undergraduates at the University. Neubeck served as president of the National Council on Family Relations in 1977-78. He retired from the University in the mid-1980s. In retirement, he enjoyed playing tennis and squash and riding his bicycle.

Ralph Rapson

Ralph Rapson, celebrated architect and Head of the School of Architecture at the University of Minnesota from 1954 to 1984, died at his home on March 29, 2008. He was 93. One of the last of the second generation of Modern architects in America still practicing, Rapson was at the drawing board the day of his passing.

Rapson's achievements at the University of Minnesota included ushering in a new era of modern design, a dramatic departure from the Beaux Arts tradition that had formerly characterized architectural education at the university. Rapson's vision of an integrated approach to design led him to establish the program in landscape architecture and to advocate for all of the design

disciplines being in one unit, something that the university achieved with the College of Design in 2006. He served as the head of the School of Architecture from 1954 to 1984, and Rapson Hall -- home of the College of Design's School of Architecture, department of landscape architecture and other units -- is named in his honor. Rapson also helped establish the Ralph Rapson Traveling Fellowship, which enables university graduates and local architects to travel and continue their architectural studies.

As the architect of many important Twin Cities buildings, including the original Guthrie Theater (1963), the Philip W. Pillsbury House (1965) and Cedar Square West (now Riverside Plaza, 1973), Rapson had a national and international reputation, designing award-winning buildings across the United States as well as the American embassies in Stockholm and Copenhagen. He also designed numerous single- and multi-family housing, churches and institutional buildings, such as the Rarig Center for the Performing Arts (1972) on the Twin Cities campus and the Humanities Fine Arts Center (1973) on the Morris campus of the University of Minnesota.

"While Ralph lived long enough," said College of Design Dean Thomas Fisher, "to see the demolition of some of his many outstanding buildings -- the Guthrie Theater, the Pillsbury House, the Prince of Peace Lutheran Church -- he also saw a widespread revival of interest in his work over the last decade or two, especially in his low-cost, prefabricated housing ideas and in his light-weight furniture designs. His architecture reflected his personality: modest and unassuming and, at the same time, playful and inventive. Ralph's passing represents the end of an era, not just for Minnesota's design community, but also for American architecture. One of our last living links to the first generation of Modernists, such as the famous Finish architect Alvar Aalto, is now gone."

A graduate of the University of Michigan and Cranbrook Academy, Rapson was a colleague of mid-century modern designers such as Charles Eames and Eero Saarinen, and a fellow educator with Aalto at MIT. Rapson also led the architecture department of the New Bauhaus School in Chicago, before coming to Minnesota in 1954, where, in addition to heading the architecture school, he established the firm, Ralph Rapson and Associates, Inc., in Minneapolis. His architect-son, Toby, who graduated from the University of Minnesota and is now the firm's president, eventually joined Rapson. Recent projects by the firm include the State of Minnesota Centennial Building, the Mixed Blood Theater and the Conservatory at the University of Minnesota's Landscape Arboretum.

Rapson's career and his many contributions to the communities he worked in are chronicled in a 1999 book, *Ralph Rapson: Sixty Years of Modern Design*, co-authored by Rapson's son, Rip Rapson, Jane King Hession and Bruce Wright. In the introduction, the authors identify the intrinsic spirit that characterized all of Rapson's pursuits -- teaching, design practice, mentoring of students and faculty and community involvement. His drawings, they write, are:

"...always full of people -- not the required scale figures one usually sees in architectural rendering but people with personalities. Indeed, over the course of his career, Ralph Rapson may well have drawn more people than any other architect past or present... This focus is telling, because it shows that he has never lost sight of the fact that architecture is first and foremost, about the people who use it."

Numerous awards have been bestowed upon Rapson, including five national American Institute of Architecture (AIA) awards, the ACSA/AIA Topaz Medal for Educational Excellence, and five Progressive Architecture awards.

Edward B. Savage

Edward Savage joined the faculty at the University of Minnesota in 1966 as a faculty member in the Rhetoric Department in what was then the Institute of Agriculture, Forestry and Home Economics. He taught literature courses and writing to the students in the professional curricula on the St. Paul campus. Toward the end of his tenure as a faculty member, when the literature courses on the St. Paul campus were being eliminated, Ed transferred his teaching assignment to the English Department in the College of Liberal Arts, where he taught courses in Shakespeare, Medieval literature, and a survey of English literature. He retired as a full Professor in 1991.

After serving as a Navy officer in World War II, Ed earned a B.A. in English at St. Paul's Hamline University in 1948 and later his M.A. and Ph.D. from the University of Minnesota. Prior to accepting a position at Minnesota, Ed taught in Tarsus, Turkey; the American University in Cairo, Egypt; Hope College in Holland, Michigan and briefly at the Institute of European Studies in Vienna, Austria.

On the St. Paul campus, Ed taught students majoring in agriculture, forestry, and home economics. He recognized that his students were far more confident in the areas of their own interest than in the areas of his. So he encouraged students to pursue topics on their area of expertise but related to the course. Students would mine a play by Shakespeare, for example, for obscure horticultural references or animal imagery. Their own interest would drive their research but Ed insisted that they relate the fruits of their work to the meaning of the lines in context, forcing them into a close study of the text, which often put them in contact with the deeper meaning of the work as a whole.

Ed loved the drama and was a greater supporter of University theater. He occasionally directed plays for Punchinello Players, the St. Paul student theater group, and later, while teaching in the English Department, appeared in University Theater production of Anton Chekhov's *The Cherry Orchard*.

Ed's doctoral dissertation was *Dramatic Treatments of the Tristan and Isolde Tale: A Comparative Study*. He published a number of articles in scholarly journals on drama and on the opera. His passion for the opera was lifelong. Indeed, although weak from cancer and in hospice care, Ed left his sick bed to attend the simulcast of the Metropolitan Opera's 5-hour production of Wagner's "Tristan and Isolde" in March 2008, just three weeks before his death.

Ed was an accomplished pianist, and his dedication in this sphere was also lifelong. In 2004, he took up Bach's "Art of the Fugue" and, with piano duet partner Geraldine Braden, mastered and played this difficult work only weeks before his death.

Ed died of esophageal cancer on April 4, 2008 in St. Paul at age 64.

Ed was the son of Rev. E.W. and Anna Savage (Prescott, WI). He had sister, Dorothea Mitchell and two brothers, Donald and Jack Savage. He is survived by nieces, Lynn Smith and Suzanne Staples; Andy, Charlotte and Lillie Huggins; Topper, Summer and Chauncey Staples.

Frederick M. Swain

Frederick Morrill Swain, an Emeritus Professor of the Department of Geology and Geophysics, died of cancer on March 2, 2008, a week shy of his 92nd birthday. Fred received his Ph.D. from the University of Kansas in 1943. He came to the University as an Assistant Professor in 1946 after teaching at Pennsylvania State University for 3 years. In 1969, Fred moved part time to the University of Delaware and retired from Minnesota in 1979 becoming a Professor Emeritus. Fred served as the Chairman of the Geology Department at Delaware from 1983 to 1986. He

came back to the Twin Cities when he retired from Delaware in 1986. Fred's tall, ramrod straight figure was a familiar sight in Pillsbury Hall until late last fall when his failing health obliged him to stay home.

Fred was active in the research of non-marine ostracodes (a millimeter-sized crustacean in the same phylum as crabs and lobsters), stratigraphy, and organic geochemistry. He advised 13 Ph.D. and 46 Master's students, and was a Fellow of Geological Society of America and of Paleontological Society. Fred was the GSA representative (1965-68) to the American Committee on Stratigraphic Nomenclature, a committee that was tasked to bring a semblance of rationality to the chaotic world of stratigraphic names.

As a micropaleontologist specializing in ostracodes, Fred was perhaps the last of the classic ostracodologists who worked fearlessly with both living and fossil species, all the way from Ordovician (first fossil records are from this geologic period, 505 to 438 million years ago) to the modern species living in peatlands that have no calcite carapace (just chitin). Fred was a pioneer in the use of organic geochemistry to study non-marine sediments, focusing on amino acids, lipids and carbohydrates in ancient and modern sediments. He wrote a textbook "Non-marine Organic Geochemistry" which was published by Cambridge University Press in 1970. His other active area was petroleum geology, and it is easy to think that his interest in organic compounds and fossil ostracodes had something to do with petroleum geology. Before the advent of radiogenic isotope dating methods, fossil ostracodes were the main biostratigraphic tool to "date" rocks that were recovered in drilling operations.

Fred's wife of 68 years, Frances, died in April, 2007. He is survived by 2 daughters, 3 grandchildren, 1 great-grandchild and 2 great-great-grandchildren.

Deane. A. Turner

Professor Emeritus Deane Turner passed away on November 6, 2007 at the age of 88. He was born on May 5, 1919 on a 240-acre farm in Harmony, MN. He was one of a family of six children. Deane attended the first eight grades in rural school near the home farm. He was active in 4-H and in FFA in high school. He also played in the high school band and in the choir, played third base in baseball, and was first tenor in vocal trio.

During the years 1937-41, Deane attended the University of Minnesota. He worked out on the wrestling squad as a freshman, was a member of several campus organizations, belonged to two fraternities, and was proud to have graduated (while working many hours) in three ears and two quarters with a BS Degree in Agricultural Education.

Deane's first professional job was from 1941-43 as a vocational agriculture teacher at LeRoy, MN before enlisting in the U.S. Army Air Corps in July, 1943. He served in World War II in Europe as a B-17 bomber co-pilot. On March 22, 1945, his plane was hit and, fortunately, they were able to crash land near Brussels, Belgium. Deane was flown to a hospital in England and remained there until the end of the war in 1945. He was proud to be awarded a purple heart for his military service to his country. He authored an unpublished book entitled "One Day to be Remembered" in 2003 about his wartime experiences.

Following the war, Deane worked as a junior research scientist with Archer Daniels Midland Company in Minneapolis while doing graduate studies at the University of Minnesota. He taught veterans and established a Vocational Agricultural Program at the Red Wing High School from 1946-1953. He was awarded a Master's degree in 1953 by the University of Minnesota. In 1953, Deane joined the University of Minnesota faculty at Waseca, MN. He served as Principal and later as Superintendent of the University of Minnesota Southern School of Agriculture and the

Waseca Experiment Station for ten years. During this time, he completed his studies and received his Ph. D. from the University of Minnesota in 1958. His thesis examined the effectiveness of using visual aids to teach farm management practices to high school student. His experience as an instructor generated the question of what methods were the most effective to engage high school students in understanding the need for detailed records when managing their home farm. As a result, Deane coauthored a book entitled "Records or Farm Management" which was published in 1958. In 1963, Deane accepted an appointment to the Dean's Staff in the College of Agriculture on the University's St. Paul campus. In 1984, he retired as Professor Emeritus after 31 years of service to the University of Minnesota.

During Deane's career, he enjoyed many honors and recognitions too numerous to list in this abbreviated tribute. The following were his most cherished moments:

1952—President, Minnesota Vocational Agricultural Teachers Association.

1954—President, Minnesota Association of Agricultural Educators

1965—Member of the University of Minnesota team that helped to increase higher education enrollment in Kenya, Tanzania, and Uganda.

1979—Awarded "American Farmer Degree" at the National FFA Convention in Kansa City, MO.

1982—Awarded a 30-year plaque for "Leadership in Agriculture" by Cenex.

Deane was a man full of energy and passions. He established a Scholarship fund at the University of Minnesota to be awarded to students pursuing a graduate degree in Agricultural Education so that other men and women at the University could feel the excitement of teaching as he did in his career. He was also a member of the University's "President's Club" and was always pleased to be able to support the University.

Throughout his lifetime, Deane avidly pursued his interest in community service organizations. He was a member of the Jaycees, the Lions, and Rotary Clubs. He provided leadership in organizing and starting both the local Golden Kiwanis Club and the RAMS (Retired Agricultural Men's Society) organizations. From these two organizations, he received plaques and certificates of appreciation for the time and effort he devoted during his many years as a member.

Deane's hobbies included photography, genealogy, and travel. His travels covered three continents and all fifty states of the United States. His most challenging overseas experience was in 1991 when he arranged to plant and grow hybrid popcorn on 200 acres in southern Russia near Krosnodar. The Russians were pleased with their yield per acre. Today popcorn, as well as other American varieties of food, are grown throughout southern Russia.

Deane, and his wife Ferryl, celebrated their 60th wedding anniversary in 2005. His wife passed away in 2006. He is survived by his daughter, Sherry Ann Oleson, his granddaughter, Anne-Marie Growe, and four great-grandchildren. Deane will always be remembered for his kind heart, generous nature, and his love and contributions to Minnesota agriculture.

**APPENDIX B
ATTENDANCE OF MEMBERS, 2007-08**

The University Senate met 5 times during 2007-08.

(fm. = forfeiture of membership for nonattendance)

	Attended	Notified Clerk of Nonattendance or Alternate Attended
FACULTY		
Albrecht, Lisa	1	3
Allen, Sharon	3	1
Asher, Catherine	3	1
Bache, Robert	3	2
Bakdash, Bashar	3	2
Balas, Gary	4	1
Bantle, John	1	3
Bardwell, Vivian	1	3
Bauer, Jean	5	0
Becker, Dennis	5	0
Beeman, William	3	2
Beilman, Gregory	0	2
Belani, Kumar	2	2
Bendel, Catherine (apptd. 2/08)	3	0
Benson, Bradley	0	4
Berthold, Peter	4	1
Biesboer, David	5	0
Bitterman, Peter	4	1
Boley, Daniel	3	1
Borowicz, Charles	5	0
Boulger, James	3	2
Boyle, Elizabeth	4	0
Brewer, Daniel	4	0
Bruin, Marilyn	4	0
Bruininks, Robert	5	0
Burns, Linda	3	0
Campbell, John	4	1
Camrud, Connie	5	0
Carey, James	5	0
Carpenter, Nancy	5	0
Chervany, Norman	4	1
Chomsky, Carol	3	1
Church, Tim	5	0

Clayton, Tom	4	0
Coggins, Jay	2	2
Conklin, Kathleen	3	2
Cotner, Sehoya	3	1
Curley, Shawn	4	0
Daoutidis, Prodromos	3	1
Darger, Michael	4	1
Davidson, Kris	5	0
Day, John	2	1
Dayton, William	4	1
Deen, John	2	2
DeRuiiter, Mark	5	0
Diez-Gonzalez, Francisco	5	0
Donohue, Karen	2	3
Downs, Levi	3	1
Durfee, William	3	2
Eells, Linda	3	2
El-Fakahany, Esam	0	4
Erdman, Arthur	5	0
Ericksen, Janet	2	2
Fall, Bruce	5	0
Farmer, Edward	4	1
Feeney, Daniel	3	2
Finzel, Bart	3	1
Fletcher, Thomas	2	3
Foote, Susan	3	0
Forbes, Donna	4	1
Frank, Murray	4	0
Fuchs, James	5	0
Gambucci, James	3	0
Gerberich, William	3	1
Goldman, Michael	3	0
Goldstein, Richard	3	1
Gonzales, Marti Hope	5	0
Goodrich, Phil	5	0
Grant, Malaika	5	0
Gupta, Kalpna	3	2
Gupta, Satish	5	0
Hamamoto, Darryl	5	0
Hancher, Michael	5	0
Hanna, Patrick	5	0
Hansen, Helen	5	0
Hardy, Robert	3	1

Hayes, Caroline	4	1
Hendel, Darwin	4	0
Henry, Brent	5	0
Hobbie, Sarah	4	1
Hogquist, Kristin	2	3
Hondzo, Miki	4	0
Hoover, Emily	4	1
Humphreys, Roberta	5	0
Hupp, Susan	4	1
Hutchison, William	4	0
Ingbar, David	3	0
Jenkins, Marc	4	0
Johnson, Dana	0	2
Johnson, Gregg	4	0
Kahn, Jeffrey	3	2
Kane, Mary Jo	4	1
Karkkainen, Brad	5	0
Kildegaard, Arne	0	5
Konstan, Joseph	4	1
Kudrle, Robert	4	0
Lange, Carol	2	3
Largaespada, David	1	4
LeBien, Tucker	2	3
Levison, Deborah	5	0
Lewis, Douglas	4	1
Lindeke, Linda	3	1
Maldonado, George	2	3
Mantell, Susan	4	1
Marcus, Alfred	1	3
Matheson, John	5	0
McCormick, Richard	4	1
McCulloch, Jan	3	2
McMaster, Robert (res. 12/07)	2	0
Michaels, Thomas	4	1
Miller, Kristine (res. 2/08)	2	0
Miller, Willard	5	0
Newman, Raymond	5	0
Ng, Peh	5	0
Nixon, James	2	1
Olson, Kent	1	3
Ostrow, Steven	3	2
Pacala, James	3	2
Page, Michelle	5	0

Pennell, Christopher	4	1
Peterson, Sabrina	2	3
Phair, Craig	4	1
Phillips, Carla	2	2
Plihal, Jane	4	1
Rayburn, Judy	4	0
Rhodus, Nelson	2	3
Robien, Kimberly	5	0
Romano, John	3	2
Root Kustritz, Margaret	3	2
Rothenberger, David (res. 12/07)	1	1
Rothman, Alexander	1	4
Rowan, Mary	5	0
Sackett, Paul R.	4	1
Sarles, Harvey	3	1
Schurman, Rachel	3	2
Shield, Carol	4	1
Shield, Thomas	4	1
Shimizu, Yoji	3	1
Sick, Brian	3	1
Skuzza, Jennifer	4	1
Smith, Cheryl	4	1
Soh, Hooi Ling	3	2
Stavrou, Theofanis	4	1
Stemper, James	5	0
Thomas, William	4	1
Thorpe, Suzanne	3	2
Tripathi, Anand	4	1
Vercellotti, Gregory	4	0
Wagner, Carston	2	3
Wahlstrom, Kyla	5	0
Wakefield, Ray	4	1
Wang, Jianping	3	1
Weeks, Stephen	2	3
Weisberg, Sanford	2	3
Wells, Carol	4	1
West, Amy	4	1
Windsor, Jennifer	5	0
Wolfe, Thomas	2	3
Yew, Pen-Chung	4	0
Young, Jo-Anne	5	0
Young, Nevin	3	2
Ysseldyke, James (res. 12/07)	0	0

Yussen, Steven	3	1
Yust, Becky	3	2
Ziegler, Susy	5	0
Zimmerman, Cheryl	4	0

STUDENTS

Ali, Nadar (fm. 4/07)	0	2
Barton, Robert	3	2
Best, Katie	1	3
Billington, Charles (apptd. 10/07)	1	1
Bogan, Sarah (apptd. 2/07)	0	1
Bringewatt, Jonathan (apptd. 2/07)	1	1
Brown, Neal	2	1
Causse, Molly	0	4
Clarke, Josh (apptd. 2/07)	1	1
Dinku, Hana (res. 3/08)	1	0
Erickson, Laura (res. 11/07)	0	1
Faghmous, James (apptd. 11/07)	4	0
Forrey, James	0	3
Gettel, Missy	3	1
Griffin, Michael (res. 3/08)	0	0
Habib, Rania (res. 11/07)	0	1
Hart, Geoff (fm. 3/08)	0	0
James, Elliot	1	2
Jeremiason, Katie	3	0
Kaplan, Matthew	2	2
Kiewatt, Jeni	0	3
Kim, Bo-Ram (res. 11/07)	0	0
Krieger, Julia	0	4
Lewandowski, Mark	4	1
McCormick, Jordan (apptd. 2/07)	1	1
McKie, Mary (apptd. 3/07)	0	0
Miller, Christopher (fm. 3/08)	0	0
Miller, Ronald	5	0
Obeta, Miracle (fm. 4/08)	2	0
Pelzer, Christie (apptd. 11/07, fm. 3/08)	0	0
Pemberton, Mitch	0	2
Peterson, Molly (res. 11/07)	0	1
Post, Andrew	1	2
Richards, Bree (res. 10/07)	1	0
Saxx, Andrew (apptd. 11/07)	3	0
Schwebler, Kris	3	2
Sjostrom, Lucas	0	4

Smith, Alicia	2	1
Tomczyk, Sara	2	3
Wencl, Jeffrey	0	3
Xin, Xiangrong	2	0
Zellmer, Christopher (res. 3/08)	1	1

ACADEMIC PROFESSIONALS

Anderson, Kari	3	2
Bernstein, David	5	0
Challacombe, Elaine	4	1
Cottingham-Zierdt, Jacqueline	5	0
Craig, William	3	2
Croce, Randy	4	1
Doepner-Hove, Stacy	5	0
Doerr, Susan	5	0
Douma, Frank	5	0
Falkner, Tina	5	0
Friedmeyer, Wendy	5	0
George, Erin	2	3
Hagemeister, Mary	3	2
Hill, Andrew	4	1
Hockert, Gail	3	1
Hoepfner, Mary	3	1
Jamsen, Kirsten	4	1
Jensen, Barbara	5	0
Klopfleisch, Kathryn	4	0
O'Neill, Colleen	5	0
Roberts, William	5	0
Rosen, Caroline	3	2
Stenhjem, Pamela	5	0
Trites, Jill	4	1
Weber, Kendra	5	0

CIVIL SERVICE

Barsness, Josette	5	0
Berg, Mary	5	0
Cable, Joel	4	0
Cable, Susan	4	1
Calabrese, M.E.G.	3	2
Carlson, Keith	5	0
Casey, Nancy (res. 11/07)	0	1
Eastman, Linda	5	0
Falken, Anne	4	1

Fruen, Teresa	3	2
Golden, David	4	0
Hafner, Dorit	5	0
Hoaglund, Timothy	5	0
Hunt, Becky	3	1
Marquardt, Cathy	5	0
Marten, Bonnie	4	1
Olson, Amy	3	1
Rodriques, Zadia	4	1
Rogers, Lisa (res. 2/08)	1	1
Roth, Patricia	3	2
Schulz, Lynn	5	0
Tool, Joanie	5	0
Viker, Susan	3	2
Willhite, Gary	3	2