

MEETING OF THE STUDENT SENATE

THURSDAY, DECEMBER 4, 2008

11:30 A.M. - 1:30 P.M.

**Studio C, Rarig Center--Twin Cities Campus
106 Sahlstrom Conference Center--Crookston Campus
173 Kirby Plaza--Duluth Campus
7 Humanities and Fine Arts--Morris Campus**

This is a meeting of the Student Senate. There are 52 voting members of the Student Senate. A simple majority must be present for a quorum. Most actions require only a simple majority for approval. Actions requiring special majorities for approval are noted under each of those items.

1. STUDENT SENATE NOMINATING SUBCOMMITTEE

Approval of Appointed Senators

Action

(2 minutes)

MOTION:

That the Student Senate approve the appointment of the following Twin Cities student senators:

LeAnn Alstadt – College of Liberal Arts

Theresa Chan – College of Design

Haley Dochwat – College of Food, Agricultural, and Natural Resource Sciences

Jonathan Fritz – College of Continuing Education

Will Geng – Medical School

Jay Harmer – College of Pharmacy

Andrew Heairet – Institute of Technology

Kristina Hefty – College of Education and Human Development

Nathaniel Hoffman – College of Liberal Arts

Randi Jundt – College of Biological Sciences

Yun Li – Graduate School

Tim McDevitt – Carlson School of Management

Angelique McDonald – College of Liberal Arts

Alexander Schostag – Institute of Technology

2. CIVIL SERVICE COMMITTEE UPDATE

(5 minutes)

3. STUDENT SENATE/ STUDENT SENATE CONSULTATIVE COMMITTEE CHAIR REPORT

(5 minutes)

4. ASSEMBLY/ASSOCIATION UPDATES

(5 minutes)

5. 2008 BIENNIAL BUDGET REQUEST

Discussion
(11:40 am-12:05 pm)

6. STUDENT SENATE BYLAW AMENDMENT
Removal of Twin Cities Undergraduate Senators
Action
(10 minutes)

The text of the motion will be emailed to senators in advance and paper copies will be available at the meeting.

7. RESOLUTION ON A TUITION CAP
Action
(10 minutes)

The text of the motion will be emailed to senators in advance and paper copies will be available at the meeting.

8. RESOLUTION ON TEXTBOOKS
Action
(10 minutes)

The text of the motion will be emailed to senators in advance and paper copies will be available at the meeting.

9. STATEMENT ON STUDENT ACCESS TO STUDENT RELEASE QUESTION DATA
Action
(10 minutes)

The text of the motion will be emailed to senators in advance and paper copies will be available at the meeting.

10. TWIN CITIES SMOKING BAN
Discussion
(10 minutes)

11. OLD BUSINESS

12. NEW BUSINESS

13. ADJOURNMENT

**MEETING OF:
THE FACULTY SENATE
THURSDAY, DECEMBER 4, 2008**

2:30 - 5:00 P.M.

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

This is a meeting of the Faculty Senate. There are 167 voting members of the Faculty Senate. A simple majority must be present for a quorum. Most actions require only a simple majority for approval. Actions requiring special majorities for approval are noted under each of those items.

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

University Senate

Academic Misconduct Policy

Approved by the: University Senate October 2, 2008

Approved by the: Administration October 29, 2008

Approved by the: Board of Regents – no action required

Copyright Ownership Policy

Approved by the: University Senate October 2, 2008

Approved by the: Administration October 29, 2008

Approved by the: Board of Regents – no action required

2. TRIBUTE TO DECEASED MEMBERS OF THE UNIVERSITY COMMUNITY

FACULTY/ACADEMIC PROFESSIONALS/STAFF

Alfred Aepli

Professor

Mathematics

1928 – 2008

Sharon Beckes

Academic Professional

University of Minnesota Extension

1946 – 2008

Peter W. Firchow

Professor

English

1937 – 2008

Helene Horwitz

Associate Dean
Medical School
1942 – 2008

Paul J. Maupin
Academic Professional
Health Sciences Building Projects
1932 – 2008

Lawrence C. Merriam
Professor
Forest Resources
1923 – 2008

Chester Schultz, Jr.
Professor
Dentistry
1931 – 2008

Allan H. Spear
Professor
History
1937 – 2008

STUDENTS

John B. Eckholdt
College of Liberal Arts

Kelly L. Preusse
College of Continuing Education

3. ACADEMIC FREEDOM AND TENURE COMMITTEE Statement on the University of Minnesota, Rochester Personnel Plan Information for the Faculty Senate

The Committee on Academic Freedom and Tenure cannot endorse the personnel plan proposed by the senior administrators at the University of Minnesota, Rochester. The Committee believes that the proportion of tenured and tenure-track faculty is too low to provide the kind of liberal-arts education that merits awarding a University of Minnesota baccalaureate degree to the students who will matriculate at this campus.

The proposed plan has two groups of personnel participating in the teaching mission, tenured and tenure-track faculty as one group and "student-based" instructors (i.e., lecturers and teaching specialists) as the other, a large proportion of each group to be hired at the outset. The high proportion of personnel not tenured or on the tenure track in the plan represents a threat both to tenure and to academic freedom at the University of Minnesota, since non-tenured faculty cannot fully exercise academic freedom without some fear that their jobs may be in jeopardy, and many if not all would be reluctant to exercise it fully. Furthermore, a large proportion of personnel who are not tenured or on the tenure track whose primary responsibility is teaching (85%) would appear to provide an insufficient regular-faculty cohort to ensure that the research mission of a

large research university is carried out and embodied in the instruction provided to the students. The Committee recommends that at least 75% of those hired be tenured or on the tenure track.¹

Approved November 21, 2008

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

**4. FACULTY CONSULTATIVE COMMITTEE
Statement on Budget Cuts
Information for the Faculty Senate**

If the University is faced with a situation that requires budget cuts, the Faculty Consultative Committee strongly urges that any percentage cuts in academic budgets be matched by comparable cuts in the non-academic units.

Approved October 16, 2008

**EMILY HOOVER, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

**5. FACULTY CONSULTATIVE COMMITTEE
Bylaws for the Coalition on Intercollegiate Athletics
Information for the Twin Cities Faculty Delegation**

The Faculty Consultative Committee voted to approve the proposed bylaws for the Coalition on Intercollegiate Athletics, of which the Faculty Senate is a member. Copies of the bylaws will be available at the meeting and are available on the web at:
<http://www.neuro.uoregon.edu/~tublitz/COIA/COIA%20draft%20bylaws%202005%20Nov%2008.pdf>

Approved November 19, 2008

**EMILY HOOVER, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

**6. FACULTY CONSULTATIVE COMMITTEE
Faculty Ombuds Service
Information for the Faculty Senate**

The Faculty Consultative Committee (FCC) recommends that the President adopt at least on a trial basis the proposal of the Senate Committee on Faculty Affairs Subcommittee on Faculty Ombuds Services, made on September 8, 2008, to establish a Faculty Ombuds Service for the Twin Cities campus. (While the service might be available to faculty on all non-bargaining-unit campuses, the coordinate campus faculty members of FCC have expressed doubt that any of their colleagues would use a service based on the Twin Cities campus.) FCC suggests creating

¹ This figure does not include those who might be hired on a temporary basis to cover for faculty members on leave.

the service for a period of three years, after which its effectiveness will be evaluated by the Vice Provost for Faculty and Academic Affairs, the Office for Conflict Resolution, and the Vice President for Human Resources, in concert with the Senate Committee on Faculty Affairs. FCC believes the need for such a service is substantial and that the cost of establishing it will be relatively small, especially compared to the benefits to be gained. Given the likely economic conditions facing the University in the near future, FCC accepts the proposition that establishment of the service should be cost-neutral so would be prepared to see funds drawn from some other fringe benefit program (e.g., Wellness) to fund this for the pilot period.

The subcommittee report did not address the administrative details of how to implement the recommendations, and FCC recommends they be worked out by a small group jointly appointed by the President (or his designee) and the Senate Committee on Faculty Affairs.

Approved November 17, 2008

FOR INFORMATION:

The report of the Subcommittee on Faculty Ombuds Services is available on the web at:
<http://www1.umn.edu/usenate/scfa/ombudsreport.pdf>

**EMILY HOOVER, CHAIR
FACULTY CONSULTATIVE COMMITTEE**

**7. MINUTES FOR OCTOBER 2, 2008
Action by the Faculty Senate
(2 minutes)**

MOTION:

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

<http://www1.umn.edu/usenate/usen/081002sen.html>

**STUART GOLDSTEIN, CLERK
FACULTY SENATE**

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

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

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

Agenda Items 10. and 11. involve the same change to the same committee and are offered as a "Consent Agenda" to be taken up as a single item with one vote. Any item will be taken up

separately at the request of a senator. As Item 10. is an amendment to the Faculty Senate Bylaws, the motion requires either a majority of all voting members of the Faculty Senate (84) at one regular or special meeting, or a majority of all voting members of the Faculty Senate present and voting at each of two meetings. This is the first meeting at which this motion is being presented.

10. FACULTY SENATE BYLAW AMENDMENT
Faculty Academic Oversight Committee on Intercollegiate Athletics

MOTION:

To amend Article IV, Section 5(E) of the Faculty Senate Bylaws as follows (new language is underlined):

ARTICLE IV. COMMITTEES OF THE FACULTY SENATE (Changes to this article are subject to vote only by the Faculty Senate)

...

5. Faculty Senate Committee Charges

...

E. FACULTY ACADEMIC OVERSIGHT COMMITTEE FOR INTERCOLLEGIATE ATHLETICS

...

Membership

...

The Director of Academic Counseling, the Director of Academic Support Resources, and the Director of Compliance are ex officio members, without vote. The Committee will hold at least one meeting each semester without the presence of the ex officio members.

...

COMMENT:

Currently the director of the McNamara Academic Center for Student-athletes and the director of Compliance serve as ex officio. The members of the Faculty Academic Oversight Committee on Intercollegiate Athletics (FAOCIA) believe that it would be appropriate and helpful to have the Director of Academic Support Resources, formerly the Registrar, at the table on a regular basis since she/he has the responsibility of the certification of eligibility of students who participate in varsity athletics programs.

Note: The FAOCIA is responsible for the oversight of the certification of the eligibility of student-athletes.

TIMOTHY JOHNSON, CHAIR
FACULTY ACADEMIC OVERSIGHT COMMITTEE
ON INTERCOLLEGIATE ATHLETICS

11. FACULTY SENATE RULES AMENDMENT
Ex Officio Membership

MOTION:

To amend Article IV, Section 1 of the Faculty Senate Rules as follows (new language is underlined):

IV. RULES FOR COMMITTEES OF THE FACULTY SENATE (Changes to this article are subject to vote only by the Faculty Senate)

1. Ex Officio Members of Faculty Senate Committees

...

- **Faculty Academic Oversight Committee for Intercollegiate Athletics**--Director of Academic Counseling; Director of Athletic Compliance; Director, Academic Support Resources

...

COMMENT:

Currently the director of the McNamara Academic Center for Student-athletes and the director of Compliance serve as ex officio. The members of the Faculty Academic Oversight Committee on Intercollegiate Athletics (FAOCIA) believe that it would be appropriate and helpful to have the Director of Academic Support Resources, formerly the Registrar, at the table on a regular basis since she/he has the responsibility of the certification of eligibility of students who participate in varsity athletics programs.

Note: The FAOCIA is responsible for the oversight of the certification of the eligibility of student-athletes.

TIMOTHY JOHNSON, CHAIR
FACULTY ACADEMIC OVERSIGHT COMMITTEE
ON INTERCOLLEGIATE ATHLETICS

END OF MOTION A

12. FACULTY AFFAIRS COMMITTEE
Health Care Savings Plan
Action by the Faculty Senate
(20 minutes)

MOTION:

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

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

The Faculty Senate now recommends that the full 2.5% contribution to the Faculty Retirement Plan be retained, as at present, and that an additional 0.5% of salary be deducted for contribution to a Health Care Savings Plan.

COMMENT:

The Senate Committee on Faculty Affairs (SCFA) was informed by Jackie Singer, Director of Retirement Benefits, that the Council of Academic Professionals and Administrators (CAPA), the representative governance body for the academic professional and administrative (P&A) staff, had voted to add the 0.5% as an additional deduction from salary, rather than reduce the contribution to the Faculty Retirement Plan (as the Faculty Senate voted to do last spring). While it is legally possible for the University to make different deductions for different classes of employees, there are costs to doing so. There are a fairly large number of people (in excess of 200) who have P&A titles at present but who also hold tenured faculty appointments (e.g., the President, the deans, some of the vice presidents) or who go back and forth between faculty and P&A appointments.

More importantly, however, both SCFA and the Faculty Consultative Committee believe that the proposal from CAPA makes sense. The Health Care Savings Plan is the only fringe benefit program that allows tax-exempt contributions and tax-exempt withdrawals. Rather than reduce our retirement contributions, both FCC and SCFA recommend to the Faculty Senate that it adopt a recommendation that there be an additional 0.5% salary deduction that is a contribution to a Health Care Savings Plan resulting in an increase in the total deduction from 2.5 to 3.0%.

**KATHRYN HANNA, CHAIR
FACULTY AFFAIRS COMMITTEE**

**13. ACADEMIC FREEDOM AND TENURE COMMITTEE
Amendment to Policy and Protocol on the Student Rating and
Peer Evaluation of Instruction
Action by the Faculty Senate
(10 minutes)**

MOTION:

To amend the Faculty Senate Policy and Protocol on the Student Rating and Peer Evaluation of Instruction as follows (language is underlined):

...

PROTOCOL

Open Ended Questions

1. What did the instructor do that most helped your learning?
2. What could you have done to be a better learner?
3. Additional Comments.

--The disposition of written comments on student-rating forms shall be decided by each college or campus. In units where all written comments on students' evaluations are routinely sent to the

chair and/or to reviewing-bodies and included in the file, unfairly prejudicial comments should be withheld from the file upon request of the instructor concerned. The decision whether particular comments are unfairly prejudicial should be made by the chair, a senior faculty member designated through a process determined by the department, or a standing or ad-hoc committee. This provision is intended to cover scurrilous, racist, sexist, homophobic, and other personal comments, and is not intended to exclude from the file negative comments directly related to the course.

...

COMMENT:

The Committee on Academic Freedom and Tenure (AF&T) noted the difference of opinion between the Senate Committee on Educational Policy and the Senate Committee on Faculty Affairs about the disposition of written comments on student-rating forms when the most recent version of the Senate policy was adopted. AF&T concurs with the concern expressed by SCFA about the potential impact of inappropriate comments made about instructors on written or online rating forms used in promotion, tenure, and merit decisions. After reviewing the comments provided to SCFA by Professor Marti Gonzales on the social-psychological research that demonstrates the disproportionate effect of even a single negative comment, AF&T recommends the changes indicated above. Be it noted that this policy does not include the excision of negative comments directed to the content or pedagogy of a course. Speaking not of slurs but of traits, Shakespeare's Hamlet noted a very similar effect:

So oft it chances in particular men that, . . .
Carrying, I say, the stamp of one defect,
Being nature's livery, or fortune's star,
Their virtues else—be they as pure as grace,
As infinite as man may undergo—
Shall in the general censure take corruption
From that particular fault.

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

**14. ACADEMIC FREEDOM AND TENURE COMMITTEE
Statement on University Responsibility to Researchers
Action by the Faculty Senate
(5 minutes)**

MOTION:

That the Faculty Senate adopt the following statement (new statement, new language since October 4 Senate meeting underlined, language to be deleted ~~struck out~~):

The Faculty Senate and the President affirm their mutual understanding that, in cases of unpreventable major adversity affecting faculty members, whether due to accident, the weather, building collapse, or any other external cause, the relevant administrations will immediately do all in ~~its~~ their power to enable faculty members affected to resume their professional activities as soon as possible; and will ensure that they will not be held responsible for professional performance to the extent that their professional activities are disrupted through no fault of their own.

COMMENT:

The Committee on Academic Freedom and Tenure (AF&T) heard reports about the impact of the collapse of the 35W bridge on research being conducted in a building near the site of the bridge. Our general concern was the potential impact on review of individuals for promotion, tenure, and merit in the case when research facilities are disrupted because of natural disaster or other causes beyond the control of the faculty member. After several discussions, including a discussion with Vice President for Research Tim Mulcahy, we concluded that a general statement, to be embraced by the President as well as the Faculty Senate, would establish expectations without binding anyone to particular solutions. The range of possible problems precludes the adoption of a more specific policy, so AF&T recommends this general statement.

This version reflects a change suggested at the October 4 Senate meeting: the "administration" responsible for responding should include the colleges and departments as well as central administration, and AF&T agrees.

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

**15. ACADEMIC FREEDOM AND TENURE COMMITTEE
Border Searches of Electronic Materials
Discussion by the Faculty Senate
(10 minutes)**

MOTION:

To send the following to the Minnesota Congressional Delegation:

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

COMMENT:

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

Subject: AAUP Legislative Alert: Border Searches of Electronic Materials

October 14, 2008

Over the past few months there has been a great deal of publicity surrounding the searches of electronic materials at the border. Until recently, Customs and Border Patrol agents could seize and copy electronic and printed materials if they had probable cause to believe that the law was being broken. In July 2008, the Department of Homeland Security revealed that its internal

policies no longer require any suspicion of illegal activity to search and seize travelers' materials. While privacy issues are everyone's concern, and all citizens should actively defend their civil liberties, faculty members have particular areas of concern about this policy due to their research and collaboration with colleagues around the world. Below, we offer links to press coverage and a congressional hearing on the issue.

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

Talking points are directly below.

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

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

Talking Points

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

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

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

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

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

Press coverage of this issue:

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

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

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

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

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

FINAL DRAFT

Bylaws

Coalition on Intercollegiate Athletics

November 2008

Article I. Membership, Representation, Voting Process, and Meetings

1. The membership of the Coalition on Intercollegiate Athletics (referred to as the "Coalition" or "COIA" in these by-laws) shall be composed of faculty senates (or the equivalent campus faculty governance body) at NCAA Football Bowl Subdivision (FBS; formerly Division IA) institutions that have elected to join the Coalition by vote of their senate membership.

[N.B., The phrase "faculty senate" is generic and refers to the primary campus faculty governance body.]

2. Member senates shall be represented by their elected president/chair (or equivalent faculty leader/officer) and by a faculty liaison (called the COIA representative), designated by the member senate or its executive committee. The term of the faculty liaison to COIA shall be at the discretion of the member senate or its executive committee.

[N.B., Some faculty senates are chaired by the institution's president/chancellor; in those cases, it is the faculty "chief executive" who is to serve as one of the COIA representatives.]

[N.B., The reasons COIA instituted the liaison position (which was always recommended, rather than required) were that it wanted someone at each school who could be a reliable contact over time, as senate chairs turned over every 1-2 years, and it wanted a way to ensure that if a senate chair found COIA uninteresting or uncongenial, there would be someone likely to have interest in and/or knowledge of COIA who was co-appointed to be in touch with COIA. However, COIA is a coalition of senates, and it can only be sure that a senate is at least technically informed about COIA activities if membership correspondence goes directly to the chair. Sometimes chairs have asked to be taken off the membership mailing list, but that would leave COIA vulnerable, since it would not be able to confirm and assert that issues were conveyed to senate authority accurately. For these reasons, chairs should remain on the list ex officio and receive messages directly, regardless of interest or engagement.]

3. Each member senate shall have one vote in the Coalition. The member senate may decide who (*i.e.*, the senate president or COIA representative) shall cast the vote for the senate. In the absence of a senate decision, the senate president and COIA representative shall determine who casts the vote. In case of disagreement, the vote shall be cast according to the preference of the Senate President.

4. The Coalition takes collective action by majority vote of its members. How each member senate votes shall be decided by its COIA representatives or by the member senate if it chooses to direct a vote. The Coalition may stipulate, by a majority of senate representatives, that votes of full senates are required to endorse a specific collective action.
5. Votes may take place through and as a result of email communication, or may take place at a national meeting of the Coalition. Votes on major matters must be ratified by a majority of the full membership. A vote taken at a national meeting may be extended in order to request votes from non-attending Coalition members in order to achieve ratification.
6. The Coalition shall hold national meetings on an annual basis if possible. All representatives from member schools shall be invited.

Article II. Steering Committee

1. The Steering Committee shall be composed of one or two representatives from each FBS conference. Conferences with two or fewer COIA members, conferences that do not nominate Steering Committee representatives, and institutions that do not belong to conferences shall have no voting representatives but may be represented by a non-voting member under Article II.6.h

[N.B., Broad conference representation is important so that COIA can legitimately claim to speak for all of Division IA. As a deliberative body, moreover, the Steering Committee includes a number of active, non-voting consulting members, outside the structure of conference allotments, whose voices are important. The mechanism of ex-officio non-voting members can be used to address any difficulties that may arise as a result of distributing voting representation by conference.]

2. Steering Committee members are selected by agreement of the senate representatives from the member schools within each conference. A Steering Committee member may also serve as the COIA representative from his or her senate and/or as the University's Faculty Athletic Representative (FAR). The appointment process is coordinated by the Coalition Co-Chairs.
3. Steering Committee members serve three-year, renewable terms. Reappointment shall follow the same process as for the original appointment as described in Article II.2.
4. The Steering Committee is coordinated by the Coalition Co-Chairs, and may convene by email or in person.
5. The Steering Committee shall act by majority vote of participating members who cast a vote on any particular proposal.
6. The Steering Committee shall have the authority to:
 - a. Carry on the business of the Coalition between national meetings and act on behalf of the Coalition between meetings. Such actions are subject to review and modification or reversal by the Coalition membership at the next meeting, or by a vote of the membership during intervals between meetings.

- b. Interact with the NCAA and other groups.
- c. Organize and/or participate in events that advance the goals of the Coalition as outlined in papers and documents it has adopted.
- c. Promote the Coalition and its activities.
- d. Draft documents that articulate faculty viewpoints, subject to the ratification of member representatives.
- e. Convene national meetings.
- f. Seek funding to support the activities of the Coalition as it deems appropriate or as directed by the members,.
- g. Direct the activities of the Co-Chairs.
- h. Appoint non-voting consulting members to the Steering Committee as appropriate.
- i. Appoint standing or ad hoc committees as appropriate.

Article III. Officers

- 1. There shall be two Co-Chairs of the Coalition, elected by the members of the Steering Committee. The officers are responsible for initiating and coordinating ongoing email discussion of Coalition issues among Steering Committee members, for convening meetings of the Steering Committee from time to time, as they or a majority of the Steering Committee may deem appropriate, and for facilitating and advancing the objectives of the Coalition.
- 2. Co-Chairs shall serve two-year terms, beginning in alternate years. Co-chair terms may be renewed by majority vote of the Steering Committee.

Article IV. Dues and Finances

- 1. There are no dues to belong to the Coalition.
- 2. The Coalition shall collect funds only to meet costs of routine activities, such as the coordination of annual meetings, and shall maintain no treasury.
 - a. Officers and Steering Committee members shall receive no compensation for their activities from the Coalition.
 - b. Member senates are encouraged to provide or seek local campus financial support to support the activities of Coalition representatives, or Steering Committee members.

c. Any change in the financial basis of the Coalition entailing compensation of officers or others, or the maintenance of a permanent treasury, shall require amendment of these bylaws to establish appropriate fiduciary structures.

Article V. Adoption and amendment of bylaws

1. These bylaws come into force when approved by a majority of COIA member senates. The representatives of each member senate will decide on the manner in which their member senate will determine its vote: whether by vote of the full senate, the senate executive committee, or the senate representatives to the Coalition. The decision shall be reported to the member senate.

2. These bylaws may be amended by two-thirds of the voting members participating in a vote to amend. The manner of voting shall be as in Article V.1.



Academic Calendars: Twin Cities, Morris, Rochester

FULL POLICY CONTENTS

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ADDITIONAL DETAILS

Definitions
Responsibilities
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History

Effective: *Month, Year*
Last Updated: *Month, Year*

Responsible University Officer:
Sr. Vice President and Provost, Academic Affairs

Policy Owner:
Vice Provost and Dean of Undergraduate Education

Policy Contact:
Enter Policy Contact (SME)

Policy Statement

I. Fall and Spring Semesters

- a. There will be two semesters, each of which will include a minimum of 70 days of instructions, a maximum of 75 days of instruction, and approximately one week of final examinations (including Saturdays but not Sundays).
- b. For the fall semester, the exam period will end no later than December 23.
- c. Colleges and campuses may authorize courses shorter or longer than the ~~term of enrollment~~ semester, subject to the approval of appropriate college or academic unit curriculum review committees. ~~There will be two semesters, each of which shall include a minimum of 70 days of instruction, a~~
- d. Professional schools are permitted to have calendars that vary from the requirements of this policy.

II. Summer Term

- a. Departments may schedule a three-week May session following the end of the spring semester and before the summer session. No department ~~shall~~ will be obligated to offer courses or academic work during this three-week session.
- b. There will be a standard eight-week summer session. No department ~~shall~~ will be obligated to offer courses or academic work during this eight-week session. Departments and programs may deliver courses over either shorter or longer periods of time and with starting and ending dates that differ from the standard eight-week and May sessions.

III. Revisions of Calendars

All calendars and any subsequent revisions or exceptions must be approved by the University Senate.

Exclusions

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

Reason for Policy

Insert the Policy Statement here.

Procedures

- Procedure # - Procedure Title (linked)
- Procedure # - Procedure Title (linked)
- Procedure # - Procedure Title (linked)

Forms/Instructions

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Academic Unit Authority over the Curriculum and Major & Minor Requirements: Twin Cities, Morris, Rochester

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Responsible University Officer:
Sr. Vice President and Provost, Academic Affairs

Policy Owner:
Vice Provost and Dean of Undergraduate Education

Policy Contact:
Enter Policy Contact (SME)

Policy Statement

1. Authority to Establish Requirements

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

Any change in major requirements may not take effect before no earlier than the following term and such new requirements will not normally be imposed on currently-enrolled students who have been admitted to the major, but the new requirements may be offered to them as an option. If the faculty of a unit conclude that a new major requirement is essential even for currently-enrolled students, approval of the dean of the college must be obtained for imposing the requirement on current students.

See the Leave of Absence and Readmission policy for program requirements for students who leave the University and then return.

2. Expiration of Old Credits

In order to ensure that graduating students will be up-to-date in the discipline, an academic unit (a department or comparable unit) may decide not to accept course work towards satisfying

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Appropriate Student Use of Class Notes and Course Materials: Twin Cities, Morris, Rochester

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Sr. Vice President and Provost, Academic Affairs

Policy Owner:
Vice Provost and Dean of Undergraduate Education

Policy Contact:
Enter Policy Contact (SME)

Policy Statement

General Provisions

The faculty of the University of Minnesota encourages students to take and share notes in their classes, laboratories, and the many other instructional settings in which they participate as they pursue their education at the University. Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. The faculty recognizes that collaborative note-sharing and discussion helps students learn.

However, the organization, preparation, and presentation of materials in a class or other instructional setting represent the intellectual effort of the instructor. Instructors have an interest in protecting this intellectual effort and in assuring the accuracy of any public representations of their course lectures and presentations. The classroom should also be a place where instructors feel free to share with students the full range of information available in their subject areas, including results of new research as it is produced, without concern that such new knowledge will be shared prematurely outside the University learning community. Broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community.

Regulations

1. Students may not distribute, via the Internet or other means, instructor-provided lecture notes or other instructor-provided materials, except to other members of the same class or with the express consent of the instructor.
2. Instructors have the right to impose additional restrictions on course materials in accordance with copyright and intellectual property law and policy. S-[see Board of Regents Policies: Copyright and Commercialization of Intellectual Property Rights-University policy on copyright and IP URLs]
3. While students hold the copyright to their own notes from a course, students may not engage in the sale or widespread distribution of transcript-like notes or notes that are close to verbatim records of a lecture or class presentation. Students may share such notes with other students in the same class.
4. The provisions of this policy are enforceable as University rules under the University of Minnesota ~~Statement of Standards of Student Conduct~~ Board of Regents Policy: Student Conduct Code.
5. If the faculty of a department or collegiate unit, as a group, or individual faculty in a particular course, have assented to or authorized the distribution of lecture notes or instructor-provided materials, such action does not violate this policy.

Reason for Policy

Insert the Policy Statement here.

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Campus-Specific Credits Requirements for Undergraduate (Baccalaureate) Degrees: Twin Cities, Morris, Rochester

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Sr. Vice President and Provost, Academic Affairs

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Vice Provost and Dean of Undergraduate Education

Policy Contact:
Enter Policy Contact (SME)

Policy Statement

All credit awarded by the University, regardless of the campus or type of instruction, will count toward the credit requirements for the degree (subject to the limitation on skills credits), but this policy. The University has established additional minimum requirements for campus-specific coursework from the campus from which the student seeks to graduate. Colleges or campuses may, with approval of the Senior Vice President for Academic Affairs and Provost, establish standards higher than those set in this policy. Such additional requirements must be made known to students.

1. To be eligible for a University of Minnesota undergraduate degree, a student must present at least 30 semester credits awarded by the University of Minnesota campus from which he or she is seeking to graduate.
2. At least 15 credits of the last 30 credits earned prior to the awarding of a University degree, must be awarded by the University of Minnesota campus from which a student is seeking to graduate.
3. Students must complete at least half of upper-division major work (3XXX courses or higher) on the campus from which they are seeking to graduate. Study-abroad credits earned through programs sponsored by the University are considered resident credit.

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

A student's college or campus The Senior Vice President for Academic Affairs and Provost may, under extraordinary circumstances, waive the requirements in sections 2, 3, and 4, ~~below~~above, but not section 1.

Students may earn a major and a minor from two different campuses.

Exclusions

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

Reason for Policy

Insert the Policy Statement here.

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Course Numbering: Twin Cities, Morris, Rochester

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Policy Owner:
Vice Provost and Dean of Undergraduate Education

Policy Contact:
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Policy Statement

The primary purpose of the course numbering system is to help students select and sequence courses. Consistent use of the course numbering system also helps those who view a student's transcript identify the level of courses that appear on the transcript.

1. Semester courses will have four digit numbers. The first number designates the course level. The numbering system is as follows:
 - 0xxx Courses that are remedial and do not carry credit toward any University degree.
 - 1xxx Courses primarily for undergraduate students in their first year of study.
 - 2xxx Courses primarily for undergraduate students in their second year of study.
 - 3xxx Courses primarily for undergraduate students in their third year of study.
 - 4xxx Courses primarily for undergraduate students in their third or fourth year of study; graduate students may enroll in such courses for degree credit.
 - 5xxx Courses primarily for graduate students; undergraduate students in their third or fourth year may enroll in such courses.
 - 6xxx Courses for post-baccalaureate students in professional degree programs.
 - 7xxx Courses for post-baccalaureate students in professional degree programs.

8xxx Courses for graduate students.

9xxx Courses for graduate students.

Note: 3xxx and 4xxx courses: 3xxx and 4xxx courses are generally considered to be upper division.

Note: Use of 4xxx Courses in Graduate Programs: 4xxx courses can be counted for a Graduate School degree. However, no 4xxx course can be counted for a Graduate School degree unless it is taught by a member of the graduate faculty or an individual appointed to Limited Teaching Status (LTS). Also, a graduate program may restrict the use of 4xxx courses in the program (e.g., by stipulating that no more than y credits of 4xxx courses may be counted or by stipulating that only certain 4xxx courses may be counted). Such restrictions may be applied both for 4xxx courses in the major field and for 4xxx courses outside the major field. These are matters left to the discretion of each graduate program.

Note: 6xxx and 7xxx Courses: 6xxx and 7xxx courses are to be used primarily for post-baccalaureate professional programs that are not offered through the Graduate School. 6xxx and 7xxx courses may be counted for a Graduate School degree, if a degree program wants them to count. Similarly, 5xxx and 8xxx courses may be counted for a non-Graduate School degree, if a program wants them to count. Those departments or programs that offer both Graduate School degrees and non-Graduate School degrees should decide for themselves how best to number courses in the curriculum.

2. All thesis credit courses shall use the following numbering conventions.

8555 Thesis/Project Credits: Master of Fine Arts

8666 Doctoral Pre-thesis Credits

8777 Thesis Credits: Masters

8888 Thesis Credits: Doctoral

3. All-University numbering conventions for other kinds of courses are provided below.

xx91 Independent Study

xx92 Directed Reading

xx93 Directed Study

xx94 Directed Research

xx95 Problems

xx96 Field Study; Internships, Industrial Assignment

xx97 Reserved for future use

xx98 Reserved for future use

All of the above are examples of courses that may be repeated for credit. Use of a zero as the last digit of a course number should be reserved for other kinds of courses that may be repeated for credit (e.g., "topics" courses).

Exclusions

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

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Credit and Grade Point Requirements for an Undergraduate (Baccalaureate) Degree: Twin Cities, Morris, Rochester

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Responsible University Officer:
Sr. Vice President and Provost, Academic Affairs

Policy Owner:
Vice Provost and Dean of Undergraduate Education

Policy Contact:
Enter Policy Contact (SME)

Policy Statement

1. Degrees are awarded by the Regents of the University on recommendation of the faculty, not by colleges or departments or campuses. Degree requirements and standards are set by the University, but the determination of requirements and standards related to programs and majors are delegated to departments, colleges, and campuses, but must be consistent with this policy.
2. All credit awarded by the University, regardless of the campus or type of instruction, must be recognized by all University campuses, must appear on the transcript, and count toward the credit requirements for the degree (subject to the limitation on skills credits and requirements and standards established by departments, colleges, and campuses). (In some cases, students may accumulate credits that, while recognized by the University, are in excess of what may be required for the degree program in which he or she may be enrolled.)
2. Baccalaureate degrees ~~consist of~~ require a minimum of 120 semester credits. College/campus approval is required for any baccalaureate degree programs that require more than 120 credits. Academic units that propose baccalaureate degree programs requiring more than 132 credits must also receive approval from the appropriate chancellor or provost in consultation with the Senate Committee on Educational Policy.

3. The accumulation of 120 or more credits, without meeting requirements and standards set out in this policy and by departments, colleges, and campuses, does not entitle a student to a degree.
4. Requirements regarding breadth of study (i.e., liberal education requirements) and other campus-wide graduation standards must be approved by the faculty governing body for that campus.
5. Limits on use of S/N grades (see the Grading and Transcripts Policy for definitions of S and N).
 - a. The maximum number of S/N credits allowed to a student is 25% of University of Minnesota credits counted toward the degree (from any campus).
 - b. [Twin Cities only] No unit shall allow S/N grading in program and major course work unless the S/N grading system is preset by the unit for specific courses.
 - c. [Twin Cities only] For a student who completes only the minimum number of 30 credits at the University, no more than 8 of the 30 credits may be taken S/N.
 - d. [Twin cities only] Subject to the overall University policy contained in 4 (a) , above, colleges, campuses, and programs may specify what courses or proportion of courses taken by its students or its prospective students must be on the A-F or S-N grading system.
6. [Twin Cities only] D grades not permitted in major courses. Required courses for the major in which a student receives a D grade (with or without plus or minus) do not count toward the major (including transfer courses). All other courses (including courses in the major field that are not required to complete the major) will count toward a degree if the student earns a D or better.
7. GPA requirement for graduation. The minimum cumulative GPA required for graduation shall be 2.00, and shall include all, and only, University course work. (That is, a student who is admitted to a degree program or major and who completes all requirements with a cumulative GPA of at least 2.00 in University course work shall be allowed to graduate). No academic unit may impose additional grade point standards or conditions to graduate.
8. Limitation on skills credits. No more than 6 semester credits from physical education, study skills, or applied music (in any combination and including transfer credits) will count toward a student's degree, unless the additional credits are a required part of the student's program requirements. This provision does NOT mean a student may count 6 credits of physical education, 6 in study skills, and 6 in applied music; it establishes a TOTAL of 6 credits from all ~~four~~three areas combined as the number that will count toward a degree. That is, a student may count 6 skills credits, or the number of skills credits required by the major, whichever is greater. A student may NOT count all the skills credits required by the major plus an additional 6 skills credits.

Exclusions

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

Reason for Policy

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Educational Materials Conflict of Interest: Twin Cities, Morris, Rochester



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Printed on: November 4, 2008. See the online policy for the most current version.

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Last Updated: August 2008 • [What's this?](#)

Responsible University Officer:

- Senior Vice President and Provost
- Academic Affairs

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Policy Owner:

- Vice Provost and Dean of Undergraduate Education

Policy Contact:

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POLICY STATEMENT

General Provisions

The principal criterion for the choice of any required materials for a course or program should be that the materials are the ~~best available~~ most appropriate for the purpose. In most cases the decision to require materials rests with the ~~faculty member~~ instructor who has been assigned responsibility for the course or program. The procedure for selection of course materials must avoid conflict of interest or the appearance of conflict of interest. If the faculty member responsible for a course or program judges that the best materials available for use with the course are materials whose sale will provide personal income to the faculty member, the approval by the head of the academic unit or of the dean of the college is required.

Requirements and procedures

1. No member of the instructional staff of the University shall personally profit from the assignment of materials, or assignment of the venue of purchase of materials, to students in classes or any other instructional setting at the University without proper

administrative approval by the department. Approval should be given unless the decision appears to have been made for reasons other than the academic merit of the materials.

2. Implementation

- a. The decision to require the purchase by University of Minnesota students of any course materials for which the sale will provide personal income to the member of the faculty responsible for the course must be documented and formally approved.
- b. Documentation justifying the decision to require the purchase of such materials may be developed by the faculty member responsible for the course or program or by faculty peers knowledgeable about the use of the materials.
- c. The head of the administrative unit (usually the academic department) in which the materials are to be used must give written approval for their use. If the head also is the faculty member involved, the dean of the college must give the written approval. The decision to give approval ordinarily should be reached in consultation with faculty peers knowledgeable about the use of the materials. Unless otherwise stated, approval will apply to all offerings of the course for which the affected faculty member is responsible during the twelve-month period following the approval date.
- d. A record of the approval by the unit head must be filed with the dean of the college prior to ordering materials.

Exclusions

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

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REASON FOR POLICY

TBD

We are currently seeking comments from the University community on this policy. Please send comments to Gary Engstrand at garye@umn.edu or use the feedback box below.

Printed on: November 4, 2008

Please go to the following URL for the most current version of the policy

http://policy.umn.edu/groups/senate/documents/Policy/EducationalMaterials_pol.cfm?view=all



Enrolling in Overlapping or Back-to-back Classes: Twin Cities, Morris, Rochester

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Responsible University Officer:
Sr. Vice President and Provost, Academic Affairs

Policy Owner:
Vice Provost and Dean of Undergraduate Education

Policy Contact:
Enter Policy Contact (SME)

Policy Statement

Enrolling in overlapping classes is prohibited so students can actually attend the classes in which they enroll. For Twin Cities campus students, back-to-back classes with insufficient travel time may lead them to consistently arrive late or to depart early, which can disrupt a class and cause the student to miss instruction. The policy clarifies that it is the student's responsibility to plan a schedule that allows enough time for travel between classes and that instructors may accommodate student scheduling problems, but are not required to do so. Thus the policy gives instructors the right to penalize students who arrive at class late or leave early.

1. Overlapping Class Times

Classes that have any common meeting time are considered to be overlapping.

1. Students are not permitted to register for classes that overlap unless they successfully petition for permission to do so.
2. Petitions for overrides for such conflicts ~~may be approved and~~ require the approval of all instructors involved. The decision to approve or disapprove such a petition for

override is discretionary with each instructor involved, but petitions should be granted only under extenuating circumstances.

2. Enrollment in Back-to-Back Classes

[Twin Cities only] Students should not enroll in back-to-back classes when (1) the travel time between two classes (when both are on either the Minneapolis or St. Paul campus) is less than 15 minutes, or (2) the travel time between two classes (when one is on the Minneapolis campus and the other on the St. Paul campus) is less than 30 minutes. Back-to-back classes with insufficient travel time may lead students to consistently arrive late or to depart early, which can disrupt a class and cause the student to miss instruction. Petitions for protection from penalties for such conflicts are permitted but shall be approved only under extenuating circumstances and shall require the approval of all instructors involved. If no petition has been approved, instructors have the authority to penalize students who consistently arrive late or depart early from a class. The decision to approve or disapprove such a petition for override is discretionary with each instructor involved.

Exclusions

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

Reason for Policy

Insert the Policy Statement here.

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Enrollment Limits for Course Sections

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Sr. Vice President and Provost, Academic Affairs

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Policy Contact:
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Policy Statement

1. Enrollment Limits for Course Sections

Departments or programs may set M_{minimum} and M_{maximum} enrollment limits can be set for any course or any section of a course. Enrollment limits in course sections shall be established by a department or program and are subject to review by the dean or appropriate academic officer.

2. Cancellation of Low-Enrollment Courses ~~(Twin Cities)~~

a. Each Twin Cities campus and college will develop must maintain a policy regarding the cancellation of low-enrollment courses or sections. These policies may differ across colleges and may allow variations by department within a college or variation by college within a campus. Any such policy must, at a minimum, take into account (1) the effect of cancellation of a course or courses on student academic progress and graduation, (2) the need for a course to contribute to appropriate program breadth and curriculum, and (3) commitments made to instructors that a course would be offered.

b. Courses may not be cancelled after the fifth day of classes for that term.

Exclusions

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

Reason for Policy



Establishing, Enforcing, and Waiving Prerequisites: Twin Cities, Morris, Rochester

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Vice Provost and Dean of Undergraduate Education

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Policy Statement

1. Departments and colleges should be selective in determining prerequisites for courses. Prerequisites should not be set for a course except in progressive, sequence courses or where departments can clearly demonstrate that a student will not be able to complete the course successfully without first completing the prerequisite course work.
2. Where prerequisites have been set, bulletins and course materials should explain that prerequisites may be enforced. Their purpose is to must list them and advise students to take only those courses for which the prerequisites have been met.
3. Where prerequisites have been set, instructors may require that any student who has not taken the specified prerequisites for the course must withdraw. Instructors may, however, grant permission, on an individual basis, for a student to take a course without having taken the prerequisite(s).
4. In the rare case when a student takes a prerequisite course after successfully completing a subsequent course that required the prerequisite, credit for the prerequisite course will be granted. Colleges and departments, at their discretion, may also allow students to receive credit by examination for the prerequisite course.

Exclusions

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

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Evaluation of Teaching: Twin Cities, Morris, Rochester

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Policy Statement

I. Overview

Evaluation of teaching provides information (1) to help improve teaching, (2) to be used for faculty tenure decisions and salary and promotion decisions based on merit, and (3) to assist students in course selection. This policy establishes standards and processes for three methods of evaluating teaching: peer review, student rating, and student-release questions.

The policy includes provisions for use of common student-rating questions, which is one means of making judgments on teaching effectiveness University-wide and allows calculation of statistical norms. While student rating of teaching is important, it should not be used in isolation; student rating data alone do not have the resolution necessary to distinguish among instructors who receive similar ratings. Student rating data may be used with other types of information to identify very good instructors who deserve rewards as well as instructors who may need assistance in improving their classroom effectiveness. When used for salary, promotion, and tenure decisions, these data must be used in conjunction with other relevant metrics.

II. General Provisions for Evaluation of Teaching

1. The teaching performance of all instructors, regardless of their academic rank or tenure status, is subject to evaluation. This policy therefore applies to all who deliver instruction regardless of academic rank or appointment status. Certain provisions govern only tenured and tenure-track faculty. Unless provisions are explicitly limited to tenured and tenure-track faculty or to tenure decisions, they apply to all faculty and instructional staff.

2. For tenured and tenure-track faculty, the required evaluation of teaching for tenure and promotion decisions must follow Board of Regents Policy: *Faculty Tenure*.
3. Personnel decisions (e.g., merit and salary reviews, promotion, tenure for tenure-track faculty) for all faculty and instructional staff whose salary is based in any part on teaching will include review, by appropriate department, college, and University officers, of all numeric data from the rating forms from their courses. All student rating data used in personnel decisions must be accompanied by the response rates for the data. Data and information from student ratings will not be used in isolation from peer evaluation of instruction.
4. Teaching-evaluation information used for personnel decisions remains private data, as required by State of Minnesota law at the time this policy is adopted. The results must be shared with the instructor being reviewed. Access to information on a specific instructor must be restricted to those responsible for decisions on reappointment, promotion, tenure, and salary adjustments.
5. The academic unit shall maintain an appropriate record of the instructor's contributions to the teaching mission of the University. The instructor must have the opportunity to update the documentation regularly. It is the responsibility of the academic unit to retain appropriate portions of this material, including cumulative summaries of student ratings of the instructor's courses. Each unit has the responsibility to maintain the material in the file as private data and as required by University policy and applicable law.
6. Department and college administrators should be evaluated in part on the extent to which they effectively implement this policy and should be held accountable for timely assessment of the evaluative materials assembled for each instructor.
7. Instructors must always be allowed to respond to student rating results by adding written comments to their files that are communicated to individuals responsible for personnel decisions.
8. Academic unit heads have the responsibility to encourage instructors to conduct mid-semester course evaluations for the purpose of improving teaching.
9. Responsibility for implementing this policy rests with the Senior Vice President for Academic Affairs and Provost, the Senior Vice President for the Health Sciences, and deans and department heads, all of whom must convey clearly to instructors the emphasis being placed on teaching in decisions regarding promotion, tenure, and merit-pay increases.

III. Peer Evaluation of Teaching

1. Peer review process.
 - a. Every academic unit will have a documented process for peer review of every instructor's teaching efforts and contributions to teaching, both for purposes of promotion decisions and for teaching-based salary increases. The academic unit should evaluate instructors in ways appropriate to the discipline, and include consideration of activities outside the classroom such as facilitating student research, advising students, and other activities related to students' educational programs.
 - b. The peer-review process must include consideration of any additional materials identified by the instructor as relevant to the evaluation. Instructors are encouraged to prepare and regularly update a teaching portfolio that contains materials that will be considered during his/her evaluation.

2. Faculty peer review.
 - a. Faculty peers evaluate tenured and tenure-track faculty. Academic units should refer to the Faculty Compensation policy, Board of Regents Policy: *Faculty Tenure*, and the Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty for information on how they should structure these reviews.
 - b. Both faculty and instructional staff may participate in the evaluation of all instructors who are not tenured or tenure-track faculty.
3. For peer review for teaching-related merit pay increases for all instructors, the faculty or instructional staff, as appropriate, in each unit must decide whether they want to conduct the teaching assessment themselves or delegate that responsibility to their dean or head or chair, or to an advisory group within the unit or college
4. For all instructors, peer review should include assessment of the instructor's knowledge of the subject matter, general contributions to departmental teaching efforts, and any other teaching contributions. Best practices might include a review of the following:
 - a. an appropriately cumulative listing of courses taught by the instructor
 - b. a comprehensive syllabus for each course
 - c. course objectives and expected learner outcomes
 - d. examples of exams, assignments and handouts prepared by the instructor
 - e. development of new courses or innovative instructional materials, authorship of texts or laboratory manuals, or publications on discipline-specific teaching techniques
 - f. assessment of student performance on certification exams (if appropriate to the discipline)
 - g. a listing of undergraduate and graduate students undertaking independent study under the supervision of the instructor
 - h. a survey of the extent of mentoring and participation in other activities related to instruction
 - i. direct assessment of an instructor's classroom performance
 - j. dissertations and theses supervised by the instructor
 - k. teaching awards received by the instructor
 - l. other activities that pertain to the teaching mission of the unit (e.g. participation in teaching-related committee work or curriculum development, publication of textbooks or study guides, participation in educational development programs, conferences, and workshops, etc.)
 - m. the instructor's articulation of his or her teaching philosophy and accomplishments.

IV. Student Rating of Teaching

[NOTE: SCEP amendment approved 10/22/08:]

1. Every course with a University course number will be rated by the use of student rating forms every time it is offered, except that thesis-only credits, directed or independent study, and internships, ~~and classes with fewer than five students~~ shall not be rated using such forms.
2. The standard student rating form described in this policy will be used except that:
 - a. In courses with more than two instructors, departments and/or colleges that wish to use alternative evaluation procedures must seek written approval from the Senate Committee on Educational Policy.

- b. Academic units in which student evaluation procedures must meet national accreditation standards may use alternative evaluation procedures with written approval from the Senate Committee on Educational Policy.
 - c. A department that wishes to use an alternative form for a course must receive written approval from the Senate Committee on Educational Policy.
 3. The student rating forms shall be anonymous and must be provided to all students present when the evaluation is conducted (or to all students if it is offered online).
 4. Instructors may require students to participate in course ratings but any system of student rating, whether paper or electronic, shall include an opt-out provision allowing students to decline to respond to questions. This provision applies to all courses at the University, including any that are covered by a different rating protocol.
 - 5a. Students must be told that their ratings will be used in making personnel decisions. The instructions for students written on the student rating forms should stress the three purposes of the form: evaluation of instructors, improvement of teaching, and assistance to future students in selecting courses (the "student release" questions). The instructions should also explain why demographic data are being collected.
 - 5b. Directions given on student evaluation questionnaires will include the following statement:

"Your responses to this questionnaire are important because they will be used in tenure, promotion and salary decisions for your instructor. Your thoughtful written comments are especially requested, and may help your instructor improve future course offerings. The results of this evaluation (including the evaluation forms) will not be returned to the instructor until after the final grades are submitted for this course."
- 6 If a paper form is used, sStudent rating forms must be administered ~~at the beginning of~~during a regular class period during the last two weeks of the term and in a class period that all students are expected to attend.
- 7 If a paper form is used, aAdministering student evaluations will be the responsibility of each academic unit. The instructor may give instructions about filling out the forms, but the evaluations will be handed out, completed, and collected without the instructor being present, although another faculty member or a staff member may be present to supervise the process. Once collected, evaluations will be put in a sealed envelope or box. A student may be asked to hand out and collect the forms. Each instructional unit will develop its own practices for ensuring that the completed forms are delivered promptly and without changes to the appropriate data-processing office and are handled appropriately as private data under Minnesota law. The instructor must never touch or see completed forms until after his or her grades are turned in.
- 8 Department heads will be provided with information on the appropriate interpretation and use of student rating data in making personnel decisions and are responsible for distributing it to all individuals involved in personnel decisions based on teaching. Responsibility for providing this information to department heads rests with the Senior Vice President for Academic Affairs and Provost, the chancellors, and the deans. Training for new department heads/chairs and for deans should include this information. Faculty, department heads, and committees should also be provided with guidelines on how to interpret open-ended student comments.

9. The disposition of written comments on student evaluation forms will be decided by each college or campus.

10. Standard Student Rating Form Provisions

a. The student rating form shall contain the following questions:

1. The instructor was well prepared for class.
2. The instructor presented the subject matter clearly.
3. The instructor provided feedback intended to improve my course performance.
4. The instructor treated me with respect.
5. I have a deeper understanding of the subject matter as a result of this course.
6. My interest in the subject matter was stimulated by this course.

b. Each of the six questions will have the following scale attached to it on the form that is provided to students:

- 6-Strongly Agree
- 5-Agree
- 4-Somewhat Agree
- 3-Somewhat Disagree
- 2-Disagree
- 1-Strongly Disagree

c. The form shall also include the following open-ended questions:

1. What did the instructor do that most helped your learning?
2. What could you have done to be a better learner?
3. Additional Comments.

d. The following question will be included on the student rating form: "How would you rate the physical environment in which you take this class, especially the classroom facilities, including the effect of the environment on your ability to see, hear, concentrate, and participate?"

The question will have the following scale attached to it:

- 1 Very Poor
- 2
- 3
- 4 Satisfactory
- 5
- 6
- 7 Exceptional

The data from this question will be linked to specific building and room numbers and the summary data by room number shall be provided to the chief academic officer and appropriate classroom management office on each campus to help

guide decisions on facilities resource allocation. (Variants of this question should be developed for classes that use multiple rooms, for field study class, for on-line classes, and for other classes that differ from the lecture-in-one-room format.)

- e. The rating form will ask for information on the student's major, GPA and class year, whether or not the course is in the student's major, and whether the course is required or elective for the student, because these factors have been shown in prior research to have an effect on student evaluations.
 - f. There will be a request, marked optional, for information on the student's age, gender, and race or ethnicity because that information can be useful to instructors in understanding how different groups respond to his/her teaching. An instructor or academic unit may request analysis of data by age, gender, or race or ethnicity, but the analysis will not be released if there are fewer than five students in the class in a requested category.
5. Supplemental questions. In addition to the questions required by the preceding sections of this policy, the University will establish a website with supplemental questions for the student rating process. Supplemental questions from the website may be selected by the instructor or by the academic unit for inclusion on the form, following procedures established by the Office of the Sr. Vice President for Academic Affairs and Provost. Provision will also be made for instructors or departments, should they choose, to add a reasonable number of custom questions that are not included in the bank. In addition, instructors may ask students to answer supplemental questions in the open-ended section of the standard rating form, on a separate sheet, or online.
6. Use of data from supplemental questions.
- a. If supplemental questions are selected by the instructor, the results are to be used solely for improving teaching and the results will go solely to the instructor.
 - b. If supplemental questions are selected by a department or college, that unit shall develop and make available to instructors a written policy that defines which data from the supplemental questions will be used (1) for improvement of teaching, (2) for personnel decisions, and (3) for improving courses or programs. Units must consult with the Provost's office on such supplemental questions and how they will be used. Data used solely for teaching improvement shall be provided only to the instructor. Data to be used for personnel decisions will be available to individuals charged with reviewing instructor performance. Data to be used for course and program improvement will be available to curriculum committees and similar bodies only in aggregated form and will not be identified with individual instructors. In all instances, the data will be provided to the instructor.
7. Each campus will determine which office is responsible for processing student rating data. Each campus administration will provide the instructor and the unit chair/head with a summary of the data. This summary will include appropriate statistical characterization of the responses to each question and, where a statistically meaningful database exists, comparison to the responses for the same question on a campus, college, department, and program basis. To make comparative analysis more meaningful, there will also be comparisons on the basis of class type (e.g., large lecture, small discussion, laboratory, upper or lower division, elective, needed to meet university or major requirements). As resources permit, other types of statistical processing and comparisons may be added at the request of faculty or instructional units.

The original questionnaires will be returned to the instructor with the student demographic information removed.

Student-Release Questions

The student rating form will also include the following questions, the responses to which will, with the consent of the instructor, be made available to students. The responses to these questions may not be used in any reappointment, promotion, salary, or (for tenure-track faculty) tenure decisions.

Changes in these questions require the joint approval of the Student Senate and the Faculty Senate~~will be made only in consultation with the University Senate and the Student Senate.~~

Each semester an appropriate University administrator should send a message to every instructor who is receiving data from a course evaluation with a request to make the release questions available to students.

Instructors are permitted to release the results of the student-release questions at any time.

Student Release Questions

These questions were selected by the Student Senate to provide future students with information about the course.

- 1. Approximately how many hours per week do you spend working on homework, readings, and projects for this course.**
 - 0-2 hours per week
 - 3-5 hours per week
 - 6-9 hours per week
 - 10-14 hours per week
 - 15 or more hours per week

- 2. Compared to other courses at this level, the amount I have learned in this course is**
 - less.
 - about the same.
 - more.
 - I have not taken other courses at this level.

- 3. Compared to other courses at this level, the difficulty of this course is**
 - less.
 - about the same.
 - more.
 - I have not taken other courses at this level.

- 4. I would recommend this course to other students.**
 - Yes
 - No

5. I would recommend this instructor to other students.

- Yes
- No

Rate your instructor in terms of the following characteristics.

	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Not applicable
6. Is approachable					
7. Makes effective use of course readings					
8. Creates worthwhile assignments					
9. Has a reasonable grading system					

Reason for Policy

The University of Minnesota seeks to achieve teaching of the highest quality so that students learn to their maximum potential. The evaluation of teaching is one way to help ensure such excellence.

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- Procedure # - Procedure Title (linked)
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Subject	Contact	Phone	Fax/Email
Primary Contact	Enter name	Enter phone number	Enter fax/email
Enter additional contacts			

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Description of Responsibility

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Expected Student Academic Work per Credit: Twin Cities, Morris, Rochester

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Last Updated: *Month, Year*

Responsible University Officer:
Sr. Vice President and Provost, Academic Affairs

Policy Owner:
Vice Provost and Dean of Undergraduate Education

Policy Contact:
Enter Policy Contact (SME)

Policy Statement

Workload expectations in this policy are an estimate of the amount of work needed for an average student to earn an average grade, but course grades are based on the quality of the work submitted, not on hours of effort (as provided in the Grading and Transcript policy, URL).

A. Undergraduate students

1. Student workload expectations per undergraduate credit. The University Faculty Senate affirms the standard (first adopted by the University Senate on February 16, 1922) that one credit is to represent, for the average University of Minnesota undergraduate student, three hours of academic work per week (including lectures, laboratories, recitations, discussion groups, field work, study, and so on), averaged over the term, in order to complete the work of the course to achieve an average grade. Thus, enrollment for 15 credits in a semester represents approximately 45 hours of work per week, on average, over the course of the semester.
2. Exceptions to undergraduate workload standard. Professional norms and the nature of the academic work may necessitate spending more than three hours of work per week on average. For example, clinical experiences, some laboratory work, and some studio activities may require more than an average three hours per week. Demands on the student in excess of the average of three hours per credit per week are permissible with college approval and with appropriate notification to the student of the amount of work expected for the course or educational experience (e.g., in class schedules, bulletins, or syllabi).
3. Student workload statement required for undergraduate courses. All proposals for undergraduate courses must include a student workload statement demonstrating how the

course conforms to the student workload expectations in sections (a) and (b). College and campus curriculum committees and other approving bodies (e.g., the Council on Liberal Education) must consider the student workload statement in reaching a decision on whether to approve a proposed course.

B. Graduate students

1. Student workload expectations per graduate or professional school credit. It is expected that the academic work required of graduate and professional students will exceed three hours per credit per week.

C. All students

1. For courses using one course number that enroll both undergraduate and graduate/professional students, workload expectations may be different for the two.
2. When a course is offered at two levels (e.g., 1xxx/3xxx or 3xxx/5xxx), workload expectations will differ for the students enrolled at different levels.
3. Periodic review of workload requirements. Instructional units should periodically review course syllabi to determine whether the number of course credits is appropriate for the expected student workload.

Exclusions

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

Reason for Policy

Insert the Policy Statement here.

Procedures

- Procedure # - Procedure Title (linked)
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Faculty Role in Undergraduate Advising on the Curriculum: Twin Cities, Morris, Rochester

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Responsible University Officer:
Sr. Vice President and Provost, Academic Affairs

Policy Owner:
Vice Provost and Dean of Undergraduate Education

Policy Contact:
Enter Policy Contact (SME)

Policy Statement

~~It is the responsibility of the~~ The faculty in each unit are responsible for ensuring that ~~to ensure that there is~~ an effective advising process ~~available to the students in their program.~~ The faculty of every unit will (1) collectively determine the mechanisms by which faculty members will be involved in advising students and (2) will periodically review the effectiveness of that process. In some units faculty may choose to be directly involved in advising individual students. In other units, aspects of the process may be delegated to appropriately-trained and supervised academic professionals, graduate students, or peers. The faculty of each unit must assist in and cooperate with the advising process as appropriate and are responsible for providing timely information about the curriculum and student performance to advisers. The faculty should encourage students to take advantage of opportunities provided by the advising process to broaden, intensify, and integrate their educational experience.

Reason for Policy

The faculty of the University are ultimately responsible and accountable for all academic aspects of the educational enterprise. In addition to the faculty responsibility to define and deliver the curriculum, which includes not only defining and delivering the curriculum but also ensuring an effective advising process. ~~The~~ the faculty are also responsible for the advising process ~~should~~ to assist students in determining their primary interests (choosing a major), scheduling suitable courses and experiences to fulfill the expectation of the desired major, and considering the suitability of training for postgraduate professional or employment opportunities.

Procedures

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Primary Contact	Enter name	Enter phone number	Enter fax/email
Enter additional contacts			

Definitions

New High School Students

~~Students who have graduated from high school but have not previously matriculated to another post-secondary institution. They may have earned college credits while they were enrolled in high school. New Advanced Standing Students are students who have previously matriculated at another post-secondary education institution where they earned at least 26 credits.~~

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Grading and Transcripts: Twin Cities, Morris, Rochester

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Responsible University Officer:
Sr. Vice President and Provost, Academic Affairs

Policy Owner:
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Policy Contact:
Enter Policy Contact (SME)

Policy Statement

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 will report their grading systems, and any changes therein, to the University Faculty Senate. Any other units, ~~which~~ that 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 Faculty Senate.

II. Accountability for Grading and Appeals Student Questions About a Grade

Students in every course must be clearly informed about who is ultimately responsible for assigning grades in the course and to whom they have the right to ~~appeal about~~ question a grade during and after the course. In courses where adjunct faculty who may be affiliated with the University for only a short period of time teach and grade the course, the department or academic unit may assign a regular faculty member to be the responsible person once the course has ended.

For large courses with laboratories or sections taught by teaching assistants or similar student staff, the individual responsible for the grades awarded is the faculty member or instructor who is in overall charge of the course. Instructors responsible for a course with multiple sections or laboratories must take reasonable steps to ensure that grading across sections or laboratories is consistent.

All individuals who grade or evaluate student work in a course must have a formal affiliation with the course, whether as instructor of record, TA, paid grader, or other connection.

Students have the right to seek an explanation for ~~appeal~~ a grade for ~~a one~~ year following the date the grade is posted to their record. If a student is not able to get an explanation for the grade from the instructor, he or she should consult the director of undergraduate studies or department chair. Students also may wish to seek assistance from the Student Conflict Resolution Office. An instructor's judgment in assigning a grade is not a subject for a formal hearing and can only be reviewed through these informal processes.

III. 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 will not carry grade points but the credits will 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, post-baccalaureate, and professional 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 will define for a class, at one of its earliest meetings and as explicitly as possible, the performance that will be necessary to earn each.

IV. Permanent Grades for Academic Work for which No Credit is Given

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). The F carries 0 grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course will count in the grade point average.
 - 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 grade points 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 grade point average.
2. Academic dishonesty: Academic dishonesty in any portion of the academic work for a course will 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 will receive an F if such grade is warranted; students who enroll for a course on the S-N system will receive an N if such grade is warranted.

V. Incompletes

1. There will be a symbol I (incomplete) awarded to indicate that the work of the course has not been completed. The I will be assigned at the discretion of the instructor when, due to extraordinary circumstances (as determined by the instructor), the student who has successfully completed a substantial portion of the course's work with a passing grade 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 will reflect the change in GPA if a student chooses to complete the work and change the 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.

VI. OTHER TRANSCRIPT SYMBOLS

1. Transfer work: There will 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 will be a symbol V, visitor, indicating registration as an auditor or visitor, which will 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.
 - c. Students may not sit in on a course without registering for it.
 - d. ___A student will be allowed to take a previously-audited class for a grade.
3. Withdrawing from a course:

- a. There will 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 will 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) will 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~~instruction for that course. A student may not withdraw after completing the final examination or equivalent for a course.
4. Continuation course: There will 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 will submit a grade for each X when the student has completed the sequence.
 5. Course in progress: There will 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.

VII. 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 the policy Credit Requirements for an Undergraduate (baccalaureate) Degree.
 - 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 56(c)). The college offering the course may grant an exception to this provision.
- b. When a student repeats a course before receiving his/her degree, (a) both grades for the course will 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 will count in the student's grade point average.
 - c. Provisions 6 (a) and (b) of this policy will 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. A student may not bracket an F with an N. A student may not bracket a University of Minnesota course with a course taken at another institution.
7. Grade point average: Every student will have calculated, both at the end of each grading period (quarter or semester) and cumulatively, a grade point average, which will 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 will 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 given).
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 will 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 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 Senior Vice President for Academic Affairs and Provost.
 - c. The data tables and graphs required in 10 (a) and (b) will be reported annually to the Faculty 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 will 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. Student who have chosen to suppress all their public information (which includes academic awards and honors) will not be included on the published dean's list.
12. Alternative Grading Systems
 - a. Only the Senate Committee on Educational Policy will 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 will be reported for information to the University Senate as soon as permitted and, after the specified period, will be re-evaluated, either to be discontinued, or with University 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).

Exclusions

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

Reason for Policy

Insert the Policy Statement here.

Procedures

- Procedure # - Procedure Title (linked)
- Procedure # - Procedure Title (linked)
- Procedure # - Procedure Title (linked)

Forms/Instructions

- Form # - Form Title (linked)
- Form # - Form Title (linked)
- Form # - Form Title (linked)

Additional Contacts

Subject	Contact	Phone	Fax/Email
Primary Contact	Enter name	Enter phone number	Enter fax/email
Enter additional contacts			

Definitions

Defined Term
Definition

Defined Term
Definition

Defined Term
Definition

Responsibilities

Responsibility
Description of Responsibility

Responsibility
Description of Responsibility

Responsibility
Description of Responsibility

Appendices

- Appendix Title (linked)
- Appendix Title (linked)
- Appendix Title (linked)

Frequently Asked Questions

Question
Answer

Question
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Answer

Related Information

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High School Preparation Requirements: Twin Cities, Morris, Rochester

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Effective: *Month, Year*
Last Updated: *Month, Year*

Responsible University Officer:
Sr. Vice President and Provost, Academic Affairs

Policy Owner:
Vice Provost and Dean of Undergraduate Education

Policy Contact:
Enter Policy Contact (SME)

Policy Statement

Note: these University admission requirements were prepared and adopted in conjunction with the Minnesota State College and University system.

1. **ENGLISH**--Four years, including writing, literature, and speech. Within the writing component, students may elect work in composition, creative writing, journalism, or research writing. Literature may include both American and world literatures; speech may include both public speaking and debate.
2. **MATHEMATICS**--Three years consisting of two years of algebra, one of which must be intermediate or advanced algebra, and one year of geometry.
3. **SCIENCE**--Three years, including at least one course each in the biological and physical sciences, and all three units to incorporate significant laboratory experience. The biological and physical science requirements would most commonly be met by courses in biology, chemistry, and physics. Other courses could include advanced biology, human anatomy and physiology, botany, zoology, geology, and advanced chemistry and physics.
4. **SOCIAL STUDIES**--Three years, including one year each of geography and American history. Geography need not always be taught as a full year course, and may in fact be incorporated in a significant way into other studies; transcripts should indicate specifically which courses meet the geography requirement.
5. **WORLD LANGUAGE**--Two years of a single second language. Language courses may include both those traditionally taught in high schools (for example, Spanish, French, German), as well as those less frequently taught.

6. ARTS--One year in the visual or performing arts. It is expected that all arts courses (including band and chorus) will include instruction in the history and critical interpretation of the art form. Courses in the arts should offer students the opportunity to experience the arts directly as creators/performers and as critical, informed observers.

Additional study in mathematics and science is highly recommended; some divisions in specific institutions require four years of each for admission.

Students are also strongly urged to develop skills in using computers.

Exclusions

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

Reason for Policy

The two Minnesota higher-education systems have agreed that a common set of preparation requirements for the two four-year systems is in the best educational interests of students and school districts alike. Common preparation requirements will simplify the tasks of school counselors and others who help students make educational choices, make it easier for students to make course selections, facilitate curricular planning by school districts, and simplify the efforts of the four- year institutions to communicate their expectations. By having a joint statement on preparation requirements, the two systems hope to send a clear and unambiguous message about the importance of appropriate preparation for a college education.

Procedures

- Procedure # - Procedure Title (linked)
- Procedure # - Procedure Title (linked)
- Procedure # - Procedure Title (linked)

Forms/Instructions

- Form # - Form Title (linked)
- Form # - Form Title (linked)
- Form # - Form Title (linked)

Additional Contacts

Subject	Contact	Phone	Fax/Email
Primary Contact	Enter name	Enter phone number	Enter fax/email
Enter additional contacts			

Definitions

New High School Students

Students who have graduated from high school but have not previously matriculated to another post-secondary institution. They may have earned college credits while they were enrolled in high school. New Advanced Standing Students are students who have previously matriculated at another post-secondary education institution where they earned at least 26 credits.

Definition

Defined Term

Definition

Defined Term

Definition

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Responsibility

Description of Responsibility

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- [Appendix Title \(linked\)](#)

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Leave of Absence and Readmission for Undergraduates: Twin Cities, Morris, Rochester

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Effective: *Month, Year*
Last Updated: *Month, Year*

Responsible University Officer:
Sr. Vice President and Provost, Academic Affairs

Policy Owner:
Vice Provost and Dean of Undergraduate Education

Policy Contact:
Enter Policy Contact (SME)

Policy Statement

1. Undergraduates are expected to maintain continuous registration from the time they matriculate until they graduate. Students who plan to leave the University for any reason (study abroad, leave of absence for personal reasons, etc.) should talk with an adviser because there may be financial aid or readmission implications if a student leaves.
2. All colleges will have a "leave of absence" policy for students who plan to leave school for a semester or more. Colleges must establish a limit on the length of leaves. For any individual student, the term of the leave must be specified.
 - a. Students who follow the policy and whose leave is approved in accordance with college policy need not apply for re-admission when they return, and students may return before the expiration of the leave. ~~but~~ Whether the student returns early or at the expiration of the leave, colleges may condition the timing of readmission to a program on availability of space.
 - b. Students in good academic standing will not ordinarily be denied a single-leave of absence up to one year.
3. Undergraduates who fail to register for a semester (excluding summer) (Twin Cities and Rochester) or two semesters (Morris) and who have not been granted a "leave of absence" or whose leave of absence has expired will be placed on "Inactive" status. Students who are placed on Inactive status must obtain permission to be readmitted to a program. Students in good academic standing at the time they became Inactive normally should be allowed to

Definitions

New High School Students

Students who have graduated from high school but have not previously matriculated to another post-secondary institution. They may have earned college credits while they were enrolled in high school. New Advanced Standing Students are students who have previously matriculated at another post-secondary education institution where they earned at least 26 credits.

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Question

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Question

Answer

Related Information

- [Related Information Title \(linked\)](#)
- [Related Information Title \(linked\)](#)
- [Related Information Title \(linked\)](#)

6. STUDENT SENATE BYLAW AMENDMENT
Removal of Twin Cities Undergraduate Senators
Action
(10 minutes)

Whereas, The Minnesota Student Association (MSA) does not have the power to revoke the membership of inactive undergraduate Twin Cities Senators, leaving many spots on MSA unfilled; and

Whereas, Full membership is integral to the functioning of MSA and their role as representatives of the entire undergraduate student population of the Twin Cities Campus; and

Whereas, The Crookston, Duluth, and Morris campuses already have mechanisms to revoke the membership of senators who do not participate in both Student Senate and their student assemblies; therefore be it

RESOLVED That the University of Minnesota Student Senate will have the power to revoke the membership of Twin Cities undergraduate student senators who do not participate in MSA, and that the Student Senate Bylaws will be appropriately changed to reflect this.

MISSY GETTEL, MEMBER
STUDENT SENATE CONSULTATIVE COMMITTEE

7. RESOLUTION ON A TUITION CAP

Action
(10 minutes)

Whereas, The University's and state's average student debt is higher than the national average which gives Minnesota the fifth-highest student debt¹ in the nation at an average of \$24,995 per student²; and

Whereas, Even Though student loans are likely to go unaffected by the recent economic crisis³, students' financial situations are bound to suffer in ways outside of loans for the next few years; and

Whereas, University of Minnesota President Robert Bruininks acknowledged that "we're headed for a difficult situation"⁴ in regards to tuition in the struggling economy and that he was "somewhat disappointed that we didn't have the ability to drive down tuition more for students"⁵; and

Whereas, There is currently limited student input in the tuition process and there is no formal stance to which students might rally around; and

Whereas, Students must be protected from the potential hazards of the recent economic crash and opportunist loan companies; therefore be it

RESOLVED That the University of Minnesota Student Senate endorses a 5.5% yearly tuition increase cap in order to protect students from the backlash of the economic problems, limit the amount of interaction students have with loan companies, and to slow the steady incline of tuition over the past several years; and be it further

RESOLVED That the University of Minnesota Student Senate supports the 5.5% cap expiring after two years in order to leave future flexibility for both students and administrators and so that there is continual motivation to re-negotiate and improve the tuition status so that by revisiting the cap, oversight is provided for students as to the reasons for increases or decreases in the tuition thus keeping students informed on the needs of the University and keeping administrators aware of the concerns of their students.

RYAN KENNEDY, CHAIR
STUDENT SENATE CONSULTATIVE COMMITTEE

¹ http://projectonstudentdebt.org/state_by_state-data.php

² <http://mndaily.com/2008/09/29/fighting-rising-tuition-and-student-debt>

³ <http://mndaily.com/2008/09/25/student-loans-not-likely-affected-bailout>

⁴ <http://mndaily.com/2008/09/26/gapsa-looks-tackle-student-tuition-debt>

⁵ <http://mndaily.com/2008/10/06/tuition-campaign>

8. RESOLUTION ON TEXTBOOKS

**Action
(10 minutes)**

- Whereas, Rising textbook costs have become a large burden for many University of Minnesota students already facing increasing tuition costs; and
- Whereas, Professors and departments have a majority of the control over textbook publishers with their purchasing power; and
- Whereas, The Minnesota Public Interest Research Group (MPIRG) has created a textbook affordability campaign that asks professors to sign a pledge to take specific steps towards lowering textbook costs for students. The campaign will also put out a brochure for students with information for saving money when buying textbooks; therefore be it
- RESOLVED** That the University of Minnesota Student Senate endorses the textbook affordability campaign of MPIRG.

**RYAN KENNEDY, CHAIR
STUDENT SENATE CONSULTATIVE COMMITTEE**

**9. STATEMENT ON STUDENT ACCESS TO STUDENT RELEASE QUESTION
DATA
Action
(10 minutes)**

The University of Minnesota Student Senate has been working on the Student Release Questions, which are asked during the end-of-semester assessment of a professor's performance, with the idea that the results from these questions would be released to the students. Currently, in order for these results to be released, a professor must take initiative to release their results, which has only been done by about 50 professors from spring semester 2008.

For this process to be automatic, and for all of the results to be released without requiring the professors to sign up individually, the questions to be categorized as public information according to the Minnesota Government Data Practices Act. The Student Senate supports this action, and asking the Faculty Senate, and possibly University Senate, for support as well spring semester.

**RYAN KENNEDY, CHAIR
STUDENT SENATE CONSULTATIVE COMMITTEE**

ABOUT THE U

UNIVERSITY OF MINNESOTA
Driven to Discover™

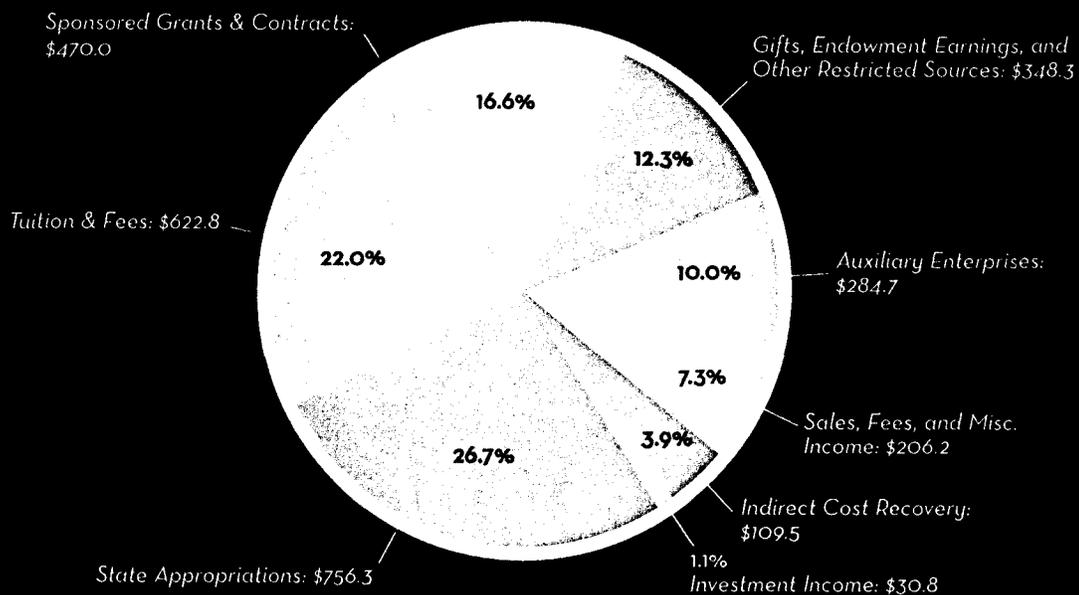
Five Facts About the U

- 1 The University is governed by a 12-member Board of Regents, which is elected by the legislature.
- 2 The University is Minnesota's only research university, attracting 98 percent of all sponsored, academic research awards in Minnesota—more than \$600 million in 2007.
- 3 The Twin Cities campus is one of four campuses nationally that have both an agricultural college and an academic health center; these are the nation's largest and most complex campuses.
- 4 The University has five campuses, 18 regional extension offices, and numerous research and outreach centers throughout the state.
- 5 The University of Minnesota ranks 28th in an international ranking of 500 world universities conducted by the Shanghai JiaoTong University's Institute of Higher Education.

FY 2009 Budgeted Revenues

The University of Minnesota's FY 2009 budgeted revenues total \$2.8 billion.

Categories (in millions):



2008

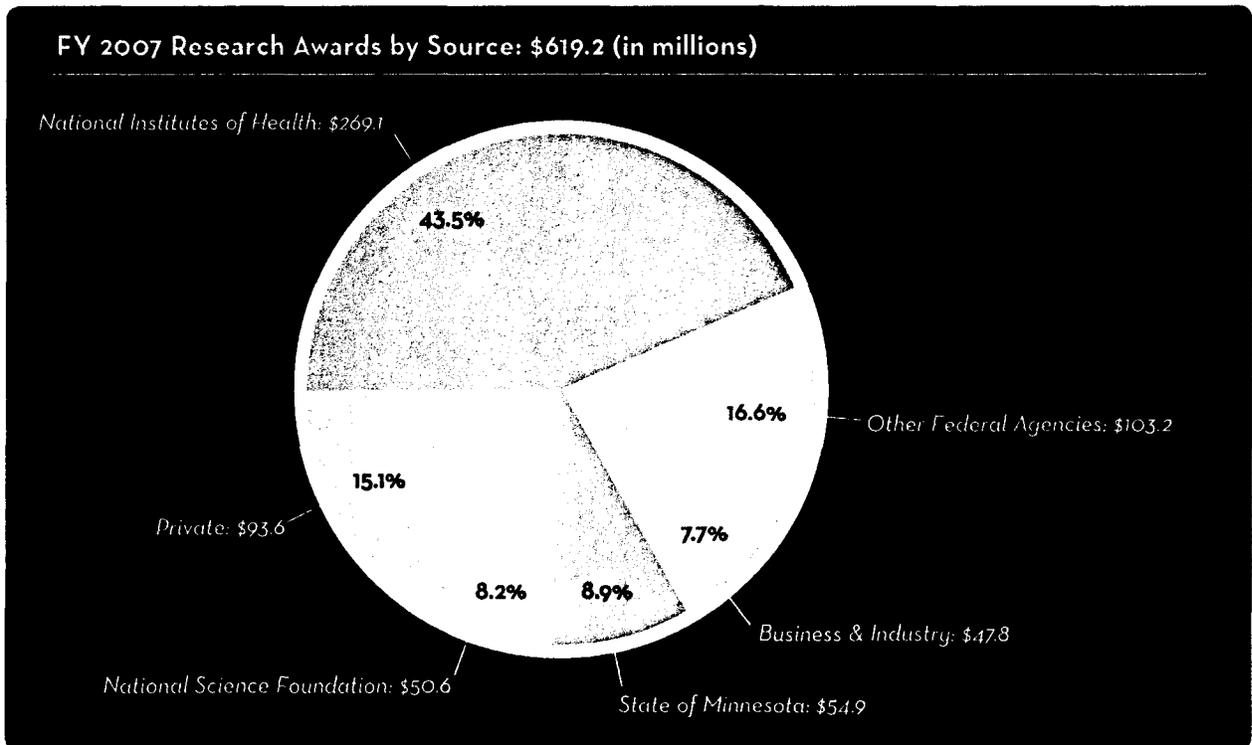
Fall Enrollment					
	Crookston	Duluth	Morris	Twin Cities	Total
Undergraduate	1,207	9,324	1,510	28,505	40,546
Graduate	0	735	0	14,209	14,944
Professional	0	335	0	3,628	3,963
Non-degree	992	972	97	4,798	6,859
Total	2,199	11,366	1,607	51,140	66,312

2007-08

Degrees					
	Crookston	Duluth	Morris	Twin Cities	Total
Undergraduate	229	1,769	356	6,650	8,679
Master's	0	238	0	3,188	3,426
First Professional	0	0	0	788	788
Doctoral	0	0	0	775	775
Total	229	2,007	356	11,401	13,993

Endowments and Gift Support

In 2008-09, grant and scholarship assistance for undergraduates will exceed \$140 million, with more than \$70 million of that from University resources. Fifteen thousand Minnesota undergraduates will receive at least \$1,000 each. The president's Promise of Tomorrow initiative has raised more than \$250 million in private support for endowed scholarships. Nearly all of the U's increased grant and scholarship assistance is aimed at Minnesota residents. The University's Founders Free Tuition Program guarantees grant and gift assistance to cover tuition and fees for Pell-eligible resident students—12 percent of the U's 2008-09 undergraduate enrollment, about 4,700 students, attend the University with free tuition.



Sustaining our momentum, moving forward together

"Investment in human capital breeds economic success not only for those being educated but also for the overall economy" (Arthur Rolnick, Robert Grunewald).

DELIVERING AN EXCEPTIONAL EDUCATION

Evidence

- Record applications and better-prepared students
- Improved retention, graduation, and student satisfaction

Highlights

- First-year student education reforms, increased concentration on undergraduates
- Increased science, technology, engineering, and math (STEM) graduates
- Improved student services and increased academic support
- Expanded research opportunities for undergraduates

STIMULATING INNOVATION AND GROWTH

Evidence

- Nearly \$620M in federal research awards; second largest jump in expenditures
- Creation of new knowledge, new solutions, new companies, and new jobs

Highlights

- Minnesota Biomedical Research Program
- \$65M gift for treatment and research at the Masonic Cancer Center
- NOvA international physics project
- State-of-the-art alternative energy and agriculture research
- Groundbreaking experiments to repair failing organs

Investment in research to maintain the state's competitive position is one of the most critical ingredients for job creation and economic growth.

ADDRESSING MINNESOTA'S PRIORITIES

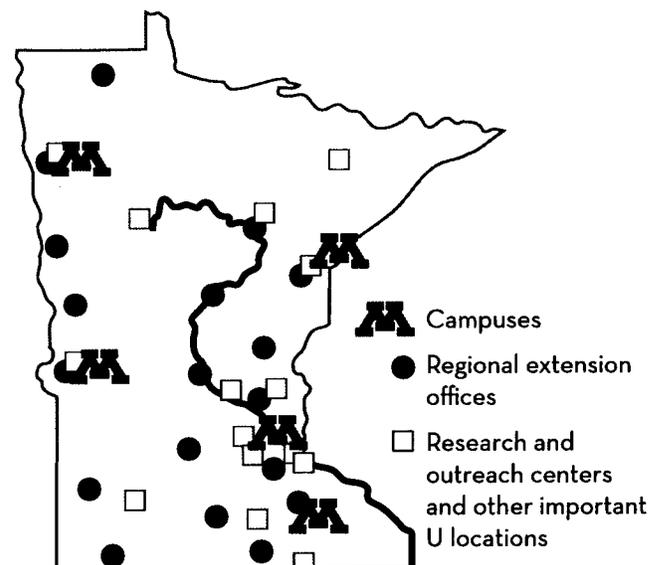
Evidence

- High demand for University expertise and resources
- Engage in critical issues and real-world problems
- Committed to cost control, productivity, accountability, and reform

Highlights

- Lung health study on the Iron Range
- Creation of University of Minnesota, Rochester campus
- Statewide conservation and preservation plan
- Area Health Education Centers and dental clinics in rural Minnesota
- Statewide Extension reorganization

STATEWIDE PRESENCE



The future of Minnesota depends upon U

BIENNIAL BUDGET PRINCIPLES

The U improves Minnesota's economy and quality of life.

- The University's unique mission of research, education, and outreach is essential to the long-term vitality of the state.

Faculty and staff are the backbone of the U.

- With continued investment in its human capital, the University can retain talented employees and maintain its competitiveness.

The U must attract talented students to benefit the state.

- Expanding access for promising students of all backgrounds will ensure that Minnesota has the educated workforce it needs for the future.

BIENNIAL BUDGET REQUEST IN NUMBERS

The University's request maintains affordability and competitiveness. In recognition of a statewide financial shortfall, the University proposes a realistic and responsible request to support teaching, research, and outreach for Minnesota's students, citizens, and economy.

	Increase over FY09	Increase over FY10	FY10-11 Biennium
	FY2010	FY2011	(Biennial math)
Core Compensation	\$36,500,000	\$22,200,000	\$95,200,000
Income Scholarship	\$8,000,000	\$0	\$16,000,000
Research Enhancement	\$10,000,000	\$10,000,000	\$30,000,000
New Appropriation	\$54,500,000	\$32,200,000	\$141,200,000

1. Compensation for University faculty and staff.

Request:

- Three percent annual compensation pool increase

Rationale:

- Higher education is people-intensive and highly competitive.
- Nearly two thirds of the U's annual operating budget is for compensation.
- Top faculty are highly sought-after, making them challenging to recruit and retain.

2. Middle income scholarships for Minnesota students and their families.

Request:

- \$95.2M for middle income scholarships for undergraduates with family incomes between \$50,000 and \$100,000

Rationale:

- College accessibility for students who otherwise receive little or no financial support is a U priority.
- Middle income families are struggling with rising costs.
- Low-income students already attend the U with free tuition.

3. Research enhancements to meet growing demand for capacity and evolving statewide needs.

Request:

- \$30M for new investments in research

Rationale:

- Creating new technology and furthering research fuels Minnesota's economy.
- The U competes to win \$600M+ in research funding each year.
- The U's research capacity is leveraged by the state, business and industry, and other colleges and universities.

List of Educational Policies to be discussed at the December 4 Faculty Senate meeting

- Academic Calendars: Twin Cities, Morris, Rochester
- Academic Authority over the Curriculum and Major & Minor Requirements: Twin Cities, Morris, Rochester
- Appropriate Student Use of Class Notes and Course Materials: Twin Cities, Morris, Rochester
- Campus-Specific Credits Requirements for Undergraduates (Baccalaureate) Degrees: Twin Cities, Morris, Rochester
- Course Numbering: Twin Cities, Morris, Rochester
- Credit and Grade Point Requirements for an Undergraduate (Baccalaureate) Degree: Twin Cities, Morris, Rochester
- Educational Materials Conflict of Interest: Twin Cities, Morris, Rochester
- Enrolling in Overlapping or Back-to-Back Classes: Twin Cities, Morris, Rochester
- Enrollment Limits for Course Sections
- Establishing, Enforcing, and Waiving Prerequisites: Twin Cities, Morris, Rochester
- Evaluation of Teaching: Twin Cities, Morris, Rochester
- Expected Student Academic Work per Credit: Twin Cities, Morris, Rochester
- Faculty Role in Undergraduate Advising on the Curriculum: Twin Cities, Morris, Rochester
- Grading and Transcripts: Twin Cities, Morris, Rochester
- High School Preparation Requirements: Twin Cities, Morris, Rochester
- Leave of Absence and Readmission for Undergraduates: Twin Cities, Morris, Rochester

December 2008 State Budget Forecast Message: Faculty and Staff

DRAFT – Version 4

Thursday's state budget forecast is the most recent indicator that Minnesota – and thus the University – will face substantial economic challenges in the coming years. A revenue shortfall for 2010-11 of \$4.8B plus a current state budget deficit of \$426M cannot be addressed without all publicly funded enterprises being impacted, and University of Minnesota will have to do its share to help solve this extremely serious state budget problem.

For the past several months we have been modeling potential budget scenarios, ranging from the approval of our proposed biennial budget request to a budget shortfall so substantial that the state reduces our appropriation for this current budget year. To date, we have been modeling budget options without knowing the severity of the state budget crisis. Now we know that the current budget forecast presents an historical and unprecedented challenge. As solutions to the current state financial crisis emerge from Minnesota's elected political leaders, we will continue to focus our efforts on reducing costs, increasing productivity, streamlining operations, and avoiding unnecessary job losses.

Careful planning and prudent action has always been part of the fabric of this great University, and we will all be challenged once again to respond to this crisis. In keeping with that tradition, our response must ensure that we collectively maintain the core strength and quality of the University and help the state regain its financial footing. Our plans necessarily change in difficult times, but our principles do not; we remain steadfast in our commitment to do all we can to maintain and enhance the University's quality and competitiveness; to compensate, support and retain high-performing faculty and staff; to improve access and affordability for students at all levels of study; and to increase productivity by reducing costs while improving service and efficiency.

Certainly we will be challenged to deliver on the full potential of these principles, but it is my unwavering belief that the path out of Minnesota's current crisis and a return to a vibrant and growth-oriented economy lies directly through the classrooms, laboratories, libraries and halls of our great educational institutions. I want to assure all members of the University community that I will continue to carry this message to the citizens of Minnesota and our elected leaders.

We've managed our way through similar straits before—reforming health care and construction management processes, reorganizing colleges and Extension, increasing student support to record levels, and more—and we've emerged a stronger University. I have communicated with University leaders that we must do everything we can to save money and preserve that strength, much of which resides in you, our faculty and staff. Each of you has daily opportunities to save money in small ways, and many of you have bigger ideas regarding savings in your offices, units, and programs. I encourage you to share them with your director, vice president, or dean. It is critically important that we recognize we are in this together and can each make a difference—your efforts to save resources locally can help us reduce costs system-wide, preserve jobs and temper tuition increases for our students.

The economic outlook remains very fluid and will continue to change between now and the next state budget forecast in February. We are making necessary adjustments to both our current and future budgets, and we are working hard to preserve the strength of the University and moderate the impact on faculty, staff and students. I appreciate your help in these efforts – thank you for your dedication and support.

Bob Bruininks