

Minutes*

**Senate Committee on Educational Policy
Wednesday, April 18, 2012
2:00 – 4:00
238A Morrill Hall**

Present: Thomas Brothen (chair), Lee-Ann Breuch, Emily Combs, John Cwodzinski, Eva von Dassow, Norman Chervany, Alon McCormick, Robert McMaster, Cody Mikl, Kristen Nelson, Peh Ng, Jane Phillips, Peggy Root, Elaine Tarone, Cathrine Wambach

Absent: Kirsten Barta, Barbara Brandt, Amanda Koonjbeharry, Leslie Schiff, Henning Schroeder

Guests: Tina Falkner (Academic Support Resources); Assistant Vice Provost Suzanne Bardouche (Office of Undergraduate Education); Greg Brown (Office of the General Counsel)

Other: none

[In these minutes: (1) next meeting; (2) update on AP and PSEO; (3) 2016-17 calendars; (4) Turnitin.com]

1. Next Meeting

Professor Brothen convened the meeting at 2:05 and inquired if there were sufficient agenda items to warrant another meeting in early May. The Committee concluded that there were several items that should be taken up, including grading, release of information to students about courses, the fellowships policy, and excused absences on Election Day, so there will be a meeting.

2. Update on AP and PSEO (Advanced Placement & Post-Secondary Enrollment Options)

Vice Provost McMaster provided to the Committee handouts with information and data about AP credits and PSEO students on the Twin Cities campus.

The PSEO story is a good one for the University, Dr. McMaster said. The program started in 1986 at the University to promote dual-purpose classes; it is run by the College of Continuing Education, which provides admissions and advising for the approximately 600 students who participate. The number of participants has been fairly stable for the last ten years, and the University controls admission (because of capacity issues). About 41% of the PSEO students matriculate at the University, which is a good rate but they hope to do better, given the quality of PSEO students.

Average ACT scores have risen for incoming freshmen; so have the ACT scores for PSEO students, with the latter remaining slightly ahead of the former, Dr. McMaster reported. In fall, 2008, 58% of PSEO students had an ACT of 28 or higher; in 2009 it rose to 61%. The average ACT for the

* These minutes reflect discussion and debate at a meeting of a committee of the University of Minnesota Senate; none of the comments, conclusions, or actions reported in these minutes represents the views of, nor are they binding on, the Senate, the Administration, or the Board of Regents.

campus for incoming freshmen was about 27.1, so the PSEO students were one point higher. Similarly, the percentage of PSEO students in the top 10% of their high-school class has been markedly higher than the corresponding percentage of all incoming freshmen. PSEO students have also included a larger proportion of students of color and of women than is in the incoming freshman class.

Dr. McMaster noted the 20 high schools that provide the largest number of PSEO students; the top five are Minneapolis South, Hopkins, Edison, Washburn, and Eden Prairie—and of the entire list of the top 20, almost all are in the metropolitan Twin Cities area.

Ms. Combs asked how one becomes a PSEO student. Dr. McMaster said that a student applies, the high school forwards the application to the University, and the University decides who it will admit. Do they take a full load at the University, Professor Chervany asked? Dr. McMaster said that 38% of them take 13 credits or more.

So there are transportation issues if a student is part-time at the University, Professor Tarone observed. Is that why some schools have a high participation rate—because the transportation is easier? Dr. McMaster said he did not know. Ms. Combs asked how many of the participants are the children of faculty members. There is a large number who are, Dr. McMaster said. Professor Chervany suggested standardizing the number of PSEO participants with the size of the high school. Ms. Bardouche said that participation rates also depend on whether a high school also has College in the Schools, AP, and other college preparatory and high-ability programs. Moreover, she noted, many colleges and universities in the state offer PSEO opportunities, not just the University.

If the University did not take PSEO students, would it take more freshmen, Professor Wambach asked? What is the policy vis-à-vis the size of the freshman class? Vice Provost McMaster said the program is so important to the State that it would be unwise to cut it back or eliminate it. But there is a worry about PSEO students taking seats in courses that are also needed by freshmen. Ms. Bardouche reported that while PSEO students register before freshmen, and because enrollments are stable, they have a history of knowing what courses PSEO students need, and what courses are appropriate for PSEO-level students.

Do they turn students away, Professor Breuch asked? They do, Ms. Bardouche said; the University receives about 1200 PSEO applications and accepted 585 last fall.

One bottleneck course is Chemistry 1021, Ms. Phillips said, and PSEO students are taking seats that University students need. Dr. McMaster responded that every University student who needs to take Chemistry 1021 gets in—but if they are trying to take it for a second or third time, they would be at the end of the queue.

Dr. McMaster said he worries about writing, because PSEO students are getting seats in the sections of writing courses. Professor Breuch said that the Writing Studies program is not seeing a problem.

Are PSEO students allowed to take online or distance-learning courses, Professor Brothen asked? They are, Ms. Bardouche said. They must take courses that have the dual purposes of also meeting their high-school requirements, she said, because they must finish their high-school degree. The PSEO students do take some online/DE courses. Professor Chervany asked if there is an issue

about PSEO students and online education that the Committee needs to address. Dr. McMaster said he thought not; this is purely information for the Committee.

Dr. McMaster next reported that there has been a significant increase over the last nine years in the number of credits taken by PSEO students: The average has increased from about 8.5 to 10.5 credits.

There are some issues on the table, Dr. McMaster said. (1) A small number of PSEO students were living in the residence halls. Because it can be problematic to have 15-16-year-olds living alongside college freshmen, that practice has been stopped, and there will be no new PSEO students in residence halls this fall. Also, the PSEO students were also taking places needed in the residence halls for University freshmen students. (2) Are PSEO students taking critically-needed seats in University classes? It does not appear to be a problem but his office will continue to monitor enrollment. (3) Is the number of PSEO students admitted the right number? Should it be increased or decreased? The University would have to add resources if the number were to be increased. (4) How can the University get more of the PSEO students to matriculate here?

Professor McCormick inquired if the question of competition for needed seats in classes is coupled with questions about AP courses. It is, Dr. McMaster agreed.

As for the last question, it may be that there is a level when familiarity breeds a desire to not come to the University, Professor Tarone mused. For some, they may have "done it here and are done." Dr. McMaster agreed. Professor von Dassow said that both of her children took PSEO courses at the University and that was one of the reasons they decided not to attend here; they had terrible courses and found it was not even worth the time to take the bus to campus. If the University wants to encourage PSEO students to come here, it needs to put effort into increasing the quality of the classes that PSEO students take. Dr. McMaster said that is the first time he's heard that kind of feedback. Most PSEO students are in writing classes or in the sciences, but he would like to know about these kinds of experiences. Professor von Dassow observed that the worse the high-school classes are, the more likely a student is to take PSEO classes, which is not under the University's control. But the University can control the quality of the courses it offers.

Mr. Cwodzinski asked if PSEO students are allowed to take college-specific courses. They can take the same classes as a regular University student if they meet the prerequisites, Ms. Bardouche said. Mr. Cwodzinski then asked if a school has more AP courses, a student is less likely to be admitted as a PSEO student. Ms. Bardouche said the website has the criteria the University uses and they do a holistic review of the PSEO applications.

Professor Nelson asked about the impact on the honors program of PSEO students staying at the University. Ms. Bardouche said that for fall 2011, 234 of the new freshmen had taken courses as PSEO students, and 46 of those 234, or about 20%, are now in the honors program, and this is about twice the proportion of honors students for the entire freshman class.

Vice Provost McMaster turned next to AP courses. He provided, for each of the seven freshman-admitting colleges on the Twin Cities campus, the total number of students admitting, the number and percentage who came in with AP credits, and the average number of AP credits the students had (for fall, 2011). Across all seven colleges, there were 5368 new freshmen admitted, 2908

with AP credits (54.2%), with an average of 16.3 AP credits per student—so, on average, a bit more than one semester's worth of work. The students admitted to CSE had the highest ACT scores and highest high-school rank of all seven colleges.

Dr. McMaster also provided data on the number of students who earned AP credits by course (e.g., starting with the highest numbers, 1520 students earned AP credits in Writing 1301; 1387 in Math 1271, 1083 in English 1999, 1004 in History 1999A, 1004 in History 1999B, 756 in Psychology 1001, and so on; at the bottom of the list were Latin 3300, 4 students, CSC1 1999, 2 students, Span 3099, 2 students, and Hum 1345, 1 student).

The question about AP courses that has come up for a number of years, Dr. McMaster recalled, is about the score that the University will accept. University practice has been that a score of 3, 4, or 5 can be accepted in most areas. Many of the University's peers give credit only for a score of 4 or 5, although Ohio State recently went the other direction and began accepting scores of 3 because of legislative pressure. The Committee has discussed whether a 3 is rigorous enough. In Chemistry, Ms. Bardouche reported, if a student earned a 3, 4, or 5, he or she earned 8 credits, for Chem 1021 and 1022. Chemistry then revised its classes, so beginning with fall 2012, if a student receives an AP score of 3, he or she receives four credits for Chem 1061; if a student receives a 4 or a 5, then he or she receives credit for Chem 1061 AND 1062.

Professor Breuch said that in writing, they prefer a two-course sequence and prefer that a student achieve a 4 or a 5, which is what most of the University's peers require. His question with respect to Writing Studies, Dr. McMaster responded, is if the college would put the additional resources on the table that would be required if the minimum acceptable AP score were raised from 3 to 4, because there would be more students who would be required to enroll in writing courses if that change were made. That would have to happen, Professor Breuch agreed, although they don't know how many additional sections they would need to offer.

Ms. Phillips recalled again an informal study they did in her college a number of years ago, when they learned that students who earned only a 3 on AP biology did just as well in college as those who earned a 4 or a 5. She cautioned, however, that that was years ago and the sample was small. Professor Brothen inquired if the University keeps track of AP scores; when informed that it does, he said the institution could do a similar study.

In response to a query, Dr. McMaster said he did not know the number of students who receive a 3 on the AP math test who have to repeat calculus but he agreed that there could be additional studies (but for other more pressing demands on staff time). He said he does not see anything "broken" but if the number of students with AP credits increases, or the number of credits increases, he would begin to inquire if the University is doing students a disservice by accepting so many credits. He said there should be conversations in the colleges and departments because University policy does not require units to accept a 3; that decision lies with departments. Just as with transfer courses, Ms. Bardouche added, it is up to the department to decide what it will accept and to set the level of proficiency on AP tests that it believes appropriate.

Do students with AP credits graduate earlier, Ms. Phillips asked? They do not, Dr. McMaster said; they graduate with more credits. So nothing is broken and they just take a lot more college credits, Ms. Phillips concluded. The AP credits give students more flexibility in course selection at

the University, Ms. Bardouche pointed out. What he would not like, Dr. McMaster commented, is if students bring 30 AP credits and graduate in three years; they should take some courses over and they miss some rich courses the University offers. Mr. Cwodzinski said he had AP credits and could have graduated early but did not skip any courses at the University but was able to use his AP credit to satisfy the requirements for some of the liberal-education courses.

Professor Wambach commented that the problem with every transfer credit the University accepts, it really has no idea about the quality of the courses offered at some schools, or AP courses. Many of the transfer credits students bring in are for liberal-education courses, which may not be anywhere near as good as University courses. Students migrate credits to the University from all over. The focus has been on students who start at the University, not transfer students, Professor Brothen commented. He suggested comparing major program GPAs of students taking AP courses to students taking the University's courses using ACT as a covariate.

Professor Nelson pointed out that if students finish the highest level of a language or in math offered in high school, they need somewhere to go. The University has to be flexible on this, for the students' sake. One problem might also be an inadequate number of counselors in high schools to advise students about College in the Schools (CIS), AP, and PSEO options. On that point, Dr. McMaster said the College in the Schools program is problematic because while PSEO courses are University courses, CIS courses are taught in the schools with University faculty assisting. CIS does not recruit students to the University, Professor Brothen added.

Professor McCormick asked if, for Twin Cities high-school PSEO students, there could be a growing demand for summer courses to satisfy liberal-education requirements. Dr. McMaster said PSEO students are not permitted to take summer courses (because the state does not pay for them; they can take them if they wish to pay University tuition, Ms. Bardouche pointed out). There is discussion about whether the state might change that policy, Dr. McMaster said, and the state would need to increase the rate it pays the University, Ms. Bardouche said, because right now it reimburses the University at a rate that is less than half of the tuition a resident freshman student would pay for the same course.

One thing AP courses do is exemplified by a student of his, Professor Chervany reported; she came to Minnesota from Columbia, MO, because Minnesota accepted her AP credits but Harvard would not. Accepting AP credits is a way to compete for good students. He said that the 40% matriculation rate for PSEO students is a good one. He also said he was not surprised that there may be no correlation between AP scores and later college grades, and the department needs to decide what intellectual level it can accept. He agreed with Professor von Dassow: Whatever introductory-level courses these students touch, they should be among the best the University offers. In the Carlson School, they try to put the best faculty in the core courses that students take early in order to increase the chance that students' first experience is positive.

Professor Brothen said it appeared that the Committee sentiment is that departments should consider it their responsibility to determine what level AP score they will accept for credit. Dr. McMaster said that in lieu of a more intense analysis of the data, there should be anecdotal discussions about whether a department finds a problem with students who earn a 3; if not, there is no reason to do more data analysis. He said he would like the information to bubble up from the departments on what is working and what isn't.

Professor Brothen thanked Dr. McMaster and Ms. Bardouche for the report.

3. 2016-17 Calendars

Dr. Falkner provided copies of the proposed calendars for all campuses for 2016-17 and noted a few items.

-- The College of Pharmacy is adding instructional days so wishes to begin in mid-August for Pharm.D. students.

-- The Crookston and Duluth calendars are for information. The Morris and Twin Cities/Rochester calendars are for action and go to the Faculty Senate.

-- For the Twin Cities (and now Rochester, which follows the Twin Cities calendar), the Committee made a commitment several years ago to the Student Senate that it would try when possible to insert a study day before the beginning of finals in fall semester. There are three options for the fall of 2016, given that classes always end on Wednesday:

1. Finals Thurs-Fri Dec 15-16 and Mon-Thurs Dec 19-22, study days Sat-Sun Dec 17-18
2. Finals Fri-Sat Dec 16-17 and Mon-Thurs Dec 19-22, study days Thurs Dec 15 and Sun Dec 18
3. Finals Thurs-Sat Dec 15-17 and Mon-Weds Dec 19-21, study day Dec 18.

Ms. Combs said she believed students would strongly prefer option 2, with the study day between the end of classes and the start of finals. Ms. Phillips moved that the Committee approve option 2. The Committee voted unanimously to approve the Twin Cities/Rochester calendar with option 2, and approved the Morris calendar.

Professor Brothen thanked Dr. Falkner for bringing the calendars to the Committee.

4. Turnitin.com

Professor Brothen now welcomed Mr. Brown from the Office of the General Counsel to assist the Committee in understanding copyright and Turnitin.com [hereafter Turnitin]. Mr. Brown specializes in intellectual-property law.

Professor Breuch introduced the next item by reporting that there had been a question raised by the faculty in Writing Studies about Turnitin. The question is: when students submit papers to Turnitin, do they transfer their copyright to Turnitin.com? Many instructors choose not to use Turnitin because they fear it claims ownership, Professor Breuch summarized. Many flatly refuse to use it because Turnitin is using student work for commercial purposes.

Mr. Brown said that the quick answer to the copyright question is that Turnitin does not transfer copyright from the student to Turnitin. What it does do, as a condition of accepting the site, and joining it, is insist on a term of use that grants it a non-exclusive license to use the student work for any business purpose it may have. If a student uploads a paper, Turnitin can do whatever it wishes with the paper, with one exception. With copyright, according to Mr. Brown, one owns the right to

reproduce, distribute, prepare a derivative work based on, publicly display and publicly perform a copyrighted work. Turnitin claims four of the five copyrights, not demanding the right to make derivative work. It does claim the right to modify the uploaded student papers, and if it did try to make substantial changes to one, doing so would violate the student's copyright interest.

The way it works, Mr. Brown explained, is that if a student is in a course and must turn in a paper, the student must agree to Turnitin's terms of use. There has been discussion of whether Turnitin's use is "fair use" under the law; one appellate court has ruled that it is. Turnitin provides options: (1) upload the paper and compare it with others, or (2) archive the paper, which the instructor can require, which increases the size of the Turnitin database. Option (2) was at option in the one appellate court case and the court was not troubled by it. The court ducked the issue of whether the student voluntarily granted the license (which could be a question because the student has to agree to Turnitin's terms of use if he or she is to be able to complete the course requiring use of Turnitin). But, according to Mr. Brown, in light of the appellate court's decision, there appear to be no strong copyright-based objections to Turnitin's current practice of archiving and using uploaded student papers

Professor Brothen commented that it seemed to him Turnitin could not say it was going to use all the papers to teach students to write better, and charge for the service. Mr. Brown demurred and said Turnitin could indeed do that. Their current business model is only a subset of what the terms of use permit it to do. It would not be derivative work if the papers are simply reproduced.

Professor Breuch asked whether or not Turnitin was reviewing the database in order to create products related to student writing. Turnitin is obtaining the right to reproduce and use the materials, Mr. Brown said. Many would ask whether students would do this of their own free will if they must accept Turnitin conditions for a course. They have no choice, Ms. Phillips added.

Could the University go to Turnitin and ask for a contract with certain limits, Professor Chervany asked? If they would not agree, the University would not be its client because it believes using student work products to gain revenue when Turnitin's gain is more beneficial to it than the return is to higher education. If a faculty member is requiring student acceptance of Turnitin's conditions, it is the faculty member requiring it, not the student's option. That he finds bothersome.

The law is such that the requirement of student participation is not disabling, Mr. Brown said. Typically, coercion into a contract is disabling, but not in this circumstance. The University, not Turnitin, is compelling students to upload their works and agree to the company's terms of use. The University's demand does not undermine the validity of the terms of use.

Professor Brothen said he sensed a great sigh of faculty relief when the University signed an agreement with Turnitin, so there would likely be opposition if the Committee were to recommend that the relationship be severed.

In response to Professor Chervany's question, Mr. Brown surmised that Turnitin would resist any restrictions on its use of its database.

Professor Breuch said that Mr. Brown's explanation had been useful. The question of the Writing Studies faculty was about copyright and this discussion has answered it. She said she would

bring the information back to her colleagues, although some may still not use Turnitin because they do not want to require students to submit papers to it.

It is in the instructor's interest to have the papers uploaded into the archives database, Professor Brothen commented, if one is teaching a course where few papers are written and there is little to compare them with. Ms. Phillips agreed and said they have caught students cheating; it is useful to have the papers in the archives. This is an international problem, Professor McCormick commented, because there are websites that collect papers and provide them to students.

Ms. Phillips said she liked the idea of approaching Turnitin and telling them that the University likes Turnitin's current business model—but would not if it expanded the use of student papers for commercial purposes. Turnitin could change its business model, Mr. Brown agreed. Perhaps it would be of value to partner with the other CIC schools for a conversation with Turnitin about what it will do with archived student works. Professor Nelson said she would like to highlight the point that if Turnitin changes its terms, the University would like a further conversation. Can Turnitin change its business model without telling the University, Ms. Phillips asked? It can, Mr. Brown said. Who negotiated the contract, Ms. Phillips asked? Mr. Brown said it never crossed his desk. Vice Provost McMaster said he believed it was negotiated by the Office of Information Technology; he suggested the Committee direct questions to Vice President Studham.

Ms. Combs asked if it would make sense to reach out to the CIC schools. The logical office to do that is the provost, Professor McCormick said. Professor Wambach noted that Turnitin is in Moodle so people will use it more.

Professor Brothen asked if this is an educational-policy question or a legal policy or an administrative issue. Professor Chervany said that if Turnitin is a requirement in a course, it is in some manner an educational policy. The University requires that instructors put in their syllabi language about intellectual property, Ms. Phillips noted. Also an educational policy the Committee should consider, Professor McCormick said, is what if a student does not agree to the Turnitin terms of use?

Professor von Dassow asked if Professor Breuch was satisfied with the answer she's received. She also asked what the question would be if the University were to seek restrictions on Turnitin's terms of use. If the University is satisfied now, there is no need to go further. If one believes the Committee should pursue the question of whether a student could say "no," it should do so.

Professor Breuch said she was satisfied for now and would bring the matter to her colleagues.

Ms. Phillips asked whether, if Turnitin changes its business model in three years, it could decide to retroactively claim copyright. Mr. Brown said he would not be surprised if Turnitin reserved that right. Professor Wambach said the Committee's concern is about the use of student work for another commercial purpose, and the University could ask Turnitin not to use University of Minnesota student papers for commercial purposes. The papers that are in the database could be used, Professor Tarone commented; should they not also be protected? Mr. Brown said that they will make a copy but that one must give permission, and one can opt out of placing a paper in the archive. It is up to the instructor to decide if the papers will go in the archive, Ms. Phillips noted, and the default provision is

that it goes into the archive—but it is easy to opt out. They did see cheating, which is why they agreed to archive the papers.

Mr. Brown suggested that it might be helped if the Committee were provided information directly from Turnitin about its operations and business model.

Professor Tarone expressed dislike for the fact that with archived papers Turnitin reserves the right to change the rules and do whatever it wants with them.

Professor Chervany said that the Turnitin business model is to get university dollars for student work products, in return for which the university gets a mechanism to detect plagiarism among student papers over time so that students are more inhibited about cheating. But all the risk is borne by students, not the university or Turnitin. If anything bad happens, it is the student who is at risk. It is a brilliant business model from the Turnitin standpoint and it is a good value for the university because it helps catch people who are breaking the rules. Is there also a benefit to students, Professor Tarone asked? Professor Chervany said he thought there is, but over the years Turnitin accumulates ideas on a topic, through the student papers; what if it wanted to synthesize them and offer the result for sale? That would be derivative work and they can't do that, Professor von Dassow responded. And they could not change that contractual stipulation unilaterally, she added.

Ms. Combs asked if Turnitin would have a claim if a student published a book using a paper that same student had written and that was archived with Turnitin. It would not violate copyright for a student to use his or her own paper, Mr. Brown said. He said he did not know if Turnitin could publish the paper. The struggle is that the business model now is limited in a way that the University accepts, but Turnitin reserves the right to come up with new ideas about the use of the students' papers. That idea could also come from someone or some organization external to Turnitin.

Professor Breuch said her only remaining question is whether a student can say "no" when required to provide a paper to Turnitin as part of a course.

Professor Ng asked if Turnitin shares information the third-party services. Her inkling, she said, is that it does, which is worrisome. Mr. Brown said that Turnitin certainly has the right to share the works with another entity, whomever it chooses. It acquires a license from the students to reproduce and distribute their work for any purpose. What is it sharing, Professor Ng asked? Mr. Brown said he did not know, and did not know if it would share identifying information such Social Security Number or student ID number; presumably some identifying information is uploaded with the papers. Turnitin has a privacy policy but it is not as strong as the University's. So his question is what Turnitin is asking about students.

Professor Tarone said that if an assignment in a course is for students to write a personal narrative, and a visiting Korean student writes negatively about life in North Korea, and that paper gets back to North Korea, the student or their family could be at risk. So if papers are given to the wrong third party, students could be at risk.

If a student's work described a patentable invention, could submission of a paper constitute disclosure, Professor McCormick asked? Mr. Brown said it is highly likely that it would unless Turnitin's policies are considered by the courts as an adequate nondisclosure regime. Rights in Europe

would most likely be lost by uploading such a work. Professor McCormick said the University is obliged to protect a student's interest in a patent or copyright. Mr. Brown said that under U.S. law, uploading would not invalidate the student's copyright interest and the probability of adversely affecting the patent rights is slight. The number of student's works that would describe a patentable invention in sufficient detail to constitute disclosure of the invention is likely quite small. Mr. Brown said that he did not believe Turnitin offered a guarantee of confidentiality.

Ms. Phillips said that if another student, outside the University, uses a University student's paper, and Turnitin asks permission to reveal the text, it does not reveal the student's name. It protects student identification from anyone outside the course. But if the student wrote an original paper or poem and Turnitin copyrighted it, Professor Tarone said, then that student might not later be able to send it to a commercial publisher. So don't use Turnitin, Professor Brothen responded.

Is this topic in general something the Committee needs to worry more about, Professor McCormick asked? Professor von Dassow said, in jest, that it sounded like Turnitin should spin off a separate publication subsidiary, to bring to light all those first novels and patentable inventions lurking in their database; students might see it as a free vanity press. Mr. Brown said that Turnitin promises that no human reads the papers, that it is all computer-read, so the computer would not detect an amazing poem or an invention. Turnitin makes that point repeatedly, so if its library consists of a lot of 1s and 0s, there isn't a great concern. But if Turnitin were to convert the papers to words, then perhaps there would be cause for concern.

Professor Tarone suggested that the University could advise students about the copyright implications and slight risk of foreign patent invalidity, to let them know they might be giving away rights. And faculty need to know as well, Ms. Phillips said. There needs to be an FAQ for faculty that points out the patent issue. Professor Nelson said that the contract with Turnitin needs to be clarified, the Committee needs to hear from Turnitin, and then it can decide if anything more needs to be done.

Professor McCormick said there are educational, legal, and administrative aspects to the matter. The Committee can worry about the educational aspects and alert others to the legal and administrative questions. Ms. Combs suggested that it might also be referred to the Senate Committee on Academic Freedom and Tenure. Professor Brothen agreed that more spadework was needed, and adjourned the meeting at 3:50.

-- Gary Engstrand

University of Minnesota