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# Instructional Development

Editor:

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## How Much Is Too Much?

### Tips on Selecting the Most Useful "Some" from among the Overwhelming "Many"

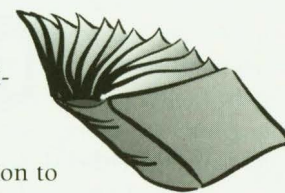
by

Tim Roufs, Department of Sociology and Anthropology

**Editor's Note:** Tim Roufs, veteran in using technology as a teaching tool, has been teaching a resource-rich course in Prehistoric Cultures for many years. If you are interested in his considerable experience in making useful choices from among many options, visit his site on the topic of selecting materials that are available with texts at <http://www.d.umn.edu/~troufs/howmuch.html>. The links in the site will provide you with the actual resources which students can use and will flesh out this skeletal article. Both Tim's site and his article will provide insights into deciding whether the myriad of materials are overkill or opportunity, and guidance on how to make choices.

**P**ublishers now package textbooks with too much stuff.

Publishers now provide too many materials for practical use in the classroom. For example, the text and text resources available for Anth 1602, Prehistoric Cultures, include a choice of **three versions of the textbook**, in addition to dozens of traditional AV materials and study aids, and Web resources, and high-tech tools.

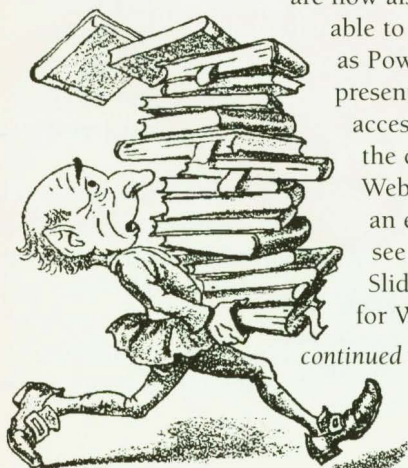


**Traditional supplementary resources provided by the publishers** include a Study Guide (workbook), a Lab Manual/Lab Workbook, a traditional Instructor's Manual with a nontraditional test bank (and test creators), 50 professionally prepared overhead transparency acetates, a set of 35 mm color slides of the art work in the texts, a selection of 4 feature-length videotapes (from two dozen), and 3 one-hour videotapes containing a hundred selections of CNN news headlines "ideal for launching lectures and showing students the relevance of anthropology in everyday life." (Please see the Prehistoric Cultures WebSite for details.)

**Locally available traditional AV materials** also supplement all lectures. These include over 3000 35-mm slides developed for the course over the last 30 years, which

are now also available to students as PowerPoint presentations accessible on the course Web page (for an example, see "Class Slides Sets" for Week 01:

*continued on page 2*

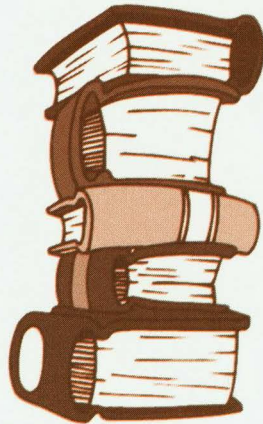


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Introduction / Orientation), and 19 film/video programs specially selected to supplement traditional course lectures (Review at <[http://www.d.umn.edu/cla/faculty/troufs/anth1602/pcvideo\\_schedule.html](http://www.d.umn.edu/cla/faculty/troufs/anth1602/pcvideo_schedule.html)>).

The publisher also supplements the customary AV materials and student study aids with a full line of sophisticated **Web and digital materials**. These resources, which are hotbuttoned at <http://www.d.umn.edu/~troufs/howmuch.html>, include:



- *Virtual Laboratories for Physical Anthropology* CD-ROM, with its own set of online Web resources
- Prepared PowerPoint presentations from the publisher
- *AnthroLink 2001* CD-ROM containing over 350 images, art works, figures and tables from the text, for use in locally developed Web pages and PowerPoint presentations
- *ANTHROPOLOGYonline* from the Wadsworth Anthropology Resource Center guides to current news from professional associations and subdisciplines, WebSurfing guides and lessons, specialized search engines, Career Center, more online text resources, ....
- Class self-standing WebForum
- Online individual Chapter Resources—hypercontents, flash cards, quizzes, internet projects, studyguide, and *Thompson Learning Web Tutor* (“a great study and course management tool designed to take the course beyond classroom boundaries”).



- “Author! Author!”—introduction to the author in his own words
- *Infotrac® College Edition* online library, providing access to thousands of searchable, full-length articles—not abstracts—from more than 900 scholarly and popular periodicals. This is similar to UMD’s *Infotrac®* and *JSTORE*.

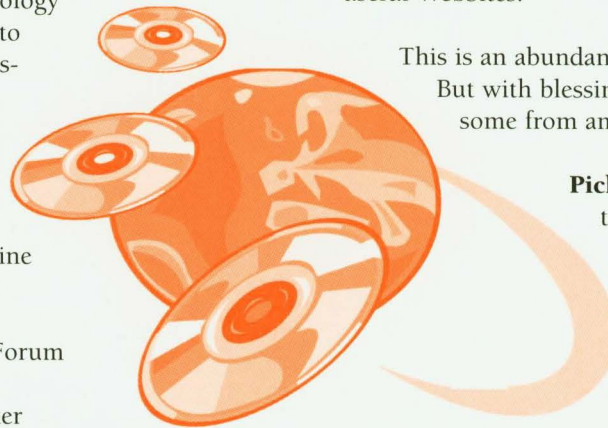
Wait!

There’s more.

In addition to the text resources, hundreds of tailor-made Web pages are accessible from the top of the Prehistoric Cultures course pages. Alphabetized by subject, each item and topic covered in the course—for example, Darwin, Goodall, Chimpanzees, Neandertals, Cro-Magnon, Evolution and Creationism, Piltdown, etc.—has a separate Web page.

Pop-down menus on each course page offer access to main topics of the course, “housekeeping” information, useful online maps, and information on other useful WebSites.

This is an abundance of riches, to say the least. But with blessings there are burdens: picking some from among the overwhelming many.



**Picking a Package**, whether high-tech, low-tech, or no-tech, in the end falls back on principles that have endured the ages. Selections should be driven by the time-honored considerations of **Audience . . . Purpose . . . and Personal Style . . .**

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## Audience:

In higher education our audiences are predefined 1xxx, 3xxx, 4xxx-level students, students taking courses to complete Lower Division Liberal Education requirements, International Perspectives requirements, Diversity requirements, majors, minors, skills-oriented.

Or are they??

Do we sometimes confuse educational goals with *audiences*?

How much do we really know about the individual students in the classes? In Liberal Education classes, for example, or for all classes without a prerequisite, what do we actually know about students' backgrounds, experiences, and training?

About the Prehistoric Cultures audience . . .

Nationwide, over a fifth of college and university students do not believe in evolution, including, I'm told by our UMD Medical School staff, several of our UMD M.D. graduates. Prehistoric Cultures students follow the national trend.

One-third of the students in Prehistoric Cultures are in the class *only* because they need a Category 07 and/or Liberal Education International Perspectives class. These students arrive not caring about Prehistoric Cultures or anthropology. First-day surveys indicate that most only vaguely even know what the course will be about.

Some students, the number varying with the time of the individual class offering, are enrolled because (a) they don't like morning classes, and/or (b) they want a class that doesn't interfere with their favorite noon hour soaps.

Periodically taking inventory helps one keep up-to-date in more effectively matching course materials with changing audiences, without sacrificing the faculty-defined academic goals of the course. The Rice University Online Writing Lab (OWL) <http://www.ruf.rice.edu/%7Ericeowl/oralpres.html#audience> suggests useful specific questions:

How much does my audience know about the subject?

How much do they know about me?

What do they expect from me?

How interested will they be in what I say?

What is their attitude toward me?

What is their attitude toward my subject?

What is their age group?

What is their educational background?

What is their cultural/ethnic background?

What is their economic background?

What are their political and religious views?

What kinds of cultural biases will they likely have toward me and my topic?

Notwithstanding student beliefs, one of the goals of Prehistoric Cultures / Physical Anthropology is to leave students with a basic understanding of evolution in an evolutionary perspective. Knowing that one out of five students in class will likely reflexively erect a learning shield when the subject of evolution arises guides the choice of how the topic is approached, and what high-tech and low-tech approaches are taken.

And knowing that one-third need to know why knowing is important is really important.

## Purpose:

The Prehistoric Cultures Web HomePage presents the primary purpose of the course, looked at, of course, from the point of view of the instructor rather than the members of the audience:

Every ten weeks for the rest of your life one or more significant new discoveries and/or major news items will likely be reported in the area of prehistoric cultures.

The Prehistoric Cultures WebSite and course aim to provide a basic background so that you may continue to make some sense out of these reported discoveries and of human prehistory for the remainder of your days.

Of course, we also want to "turn students on" to Prehistoric Cultures and to anthropology in general and to help them become aware of the role of anthro-

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## How Much Is Too Much? *continued from page 3*

pology in everyday life (cf., “Anthropology in the News” <<http://www.tamu.edu/anthropology/news.html>>). Of course, we also have the professional obligation to teach the fundamentals of what, to many, are fairly difficult class materials.

Secondary purposes include helping students fulfill *their* purposes, one of the most important of which is to provide them with a *high quality* [emphasis added] Category 07 course.

(Personally, I don't like early morning classes either, so on this point many members of the audience and I are codependent.)

The Rice University Online Writing Lab (OWL) <<http://www.ruf.rice.edu/%7Ericeowl/oralpres.html#goyal>> offers suggestions on “Determining the Goal of Your Presentation”:

What do you want to do?  
Why do you want to do it?  
What is my purpose in giving this oral presentation?  
Is there (should there be) a long-range purpose?  
What is the situation that led to this presentation?  
Given my audience's background and attitudes, do I need to reshape my purpose to make my presentation more acceptable to my audience?



## Personal Style:

The Rice University Online Writing Lab (OWL) <<http://www.ruf.rice.edu/%7Ericeowl/oralpres.html#style>> also offers suggestions on “Choosing an Appropriate Style”:

How do you want to do it?  
What works best for you?  
What kind of tone do I want to use in addressing my audience?  
What kind of image of myself and my organization do I want to project?  
What level of language do I need to use, based on my audience's background and knowledge of my subject?  
What approach will my audience expect from me?  
How formal should I be?

One should also consider **audience learning styles**. All courses have individuals who are primarily visual

learners, or cognitive learners, or tactile learners, or oral/auditory learners. Bruce Reeves (UMD Information Technology Systems/Services) points out that studies show that the **least effective** learning style is auditory/oral.



This means that **the least effective way to teach Prehistoric Cultures** (to an audience 1/5 of which believes *a priori* you are wrong, and 1/3 of which doesn't care what you teach as long as they get Category 07 credit for learning it, and some of the remainder of which doesn't care what they learn as long as they don't miss their soap opera doing it) **is oral — that is, straight lecturing**.

Our main goal in Prehistoric Cultures is to graduate students competent and knowledgeable in Prehistoric Cultures, with an genuine academic curiosity about what they read and see in their daily lives. We know we can't do that with straight lecture. And we can't include all of the bells and whistles promoted by the publishers.

Yet we regularly graduate fired-up, knowledgeable students, who for the rest of their lives will actively tune into Prehistoric Cultures discoveries and advancements. And we do that semester after semester, year after year.

We're downright proud of our graduates. If you have a chance, talk with them. You'll see why.

Why? Why can we do that?

We think it is because we **know the audience, understand our purpose for the class, and adapt our approaches to our individual personal styles . . . .**

And, we believe, we are successful because we use these guidelines in selecting from the traditional and high-tech smörgåsbord of materials currently available with college texts.

Studies have also shown that students learn more about the subject matter — whatever it is — *if* they know about the teacher as a person. So give the members of your audience a <<http://www.d.umn.edu/cla/faculty/troufs/>>, but also give them an open door, and your home telephone number.

That's good style, with a great purpose, for a wonderful audience.

# Portfolio Potential Aplenty

**F**or several years, Paul Treuer, Supportive Services Program, has been developing an electronic portfolio system for the University of Minnesota. He, along with Shirley Reiersen (SSP) and two students, Bryce Howitson and Josh Richard, unveiled the project at hands-on workshops, Feb. 22 and 23, 2001.

Portfolio 2 is a Web-based tool for **storing, accessing, and selectively displaying educational, professional, and personal** records in a **secure**, electronic file. Let's take those words one at a time.

**Storing:** Before Portfolio made electronic storage possible, records were widespread. If students had educational, employment, biographical, service, or personal interest records stashed away, they were often scattered. Retrieving them, for instance, to write a resume or apply for graduate school, was often a frustrating and time-consuming task for them.

Bryce Howitson, a sophomore in graphic design, and Josh Richard, a senior in computer science, allowed workshopppers to glimpse the riches in their portfolios. The infinite possibilities for Portfolio became apparent very quickly. The Oracle database in Portfolio 2 gave these two students a place to show their wares and document growth in their fields. For example, Bryce sculpts. He finds Portfolio 2 perfect for displaying this unwieldy medium.

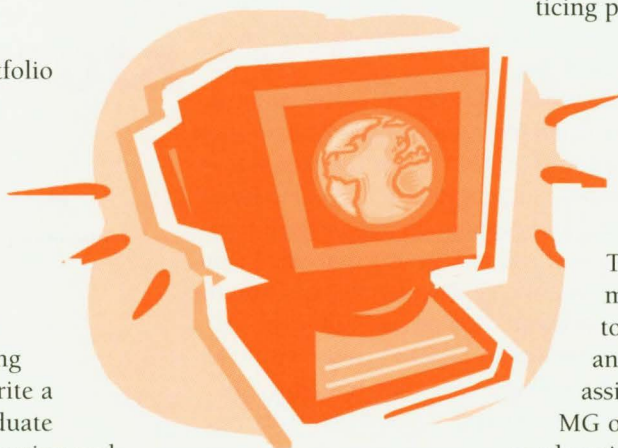
**Accessing:** Students and those with permission to do so can go into Portfolio from anywhere and at almost any time except when files are updated in the early morning from 4:00 - 6:30.

**Selective Displaying:** Students choose who can see their records, which records they can see, and when they can see them. The system allows students

to type in the names of those with permission to see items which have been specified for viewing. That means that only those pieces of the portfolio which are pertinent in a given situation may be seen by an already identified guest. A boon to advisors, Portfolio 2 may contain anything from transcripts to essays to video clips, to completed senior projects. The possibilities are limitless.

**Easy Navigating:** Portfolio has three basic components: Enter, Share, and View. Participants at the workshop were quickly immersed in practicing putting their data into the system, writing permissions for others to see their digital photos and assorted private information, and viewing others' portfolios.

In next fall's newsletter, Paul Treuer will tell the campus more about this transformative tool, activated in January 2000, and help us to be creative in assisting students to use their 20 MG of storage. As the focus of higher education shifts from teaching to learning and to the outcome of students' efforts, Portfolio will be part of what Arthur E. Levine, president of Teachers College of Columbia University, calls "an educational passport."



# Whither Now?

## Taking Stock of Technology and Teaching at UMD

**E**volution or revolution? Gradual or sudden? Chosen or imposed by larger forces? We may never know by what combination of speed and means technology emerged here as a teaching tool. But what we found in searching for the electronic roots of a flourishing technological presence in 2001 stunned us as we paused to take stock. Where did we come from, where have we been, and where are we headed with technologically enhanced teaching here at UMD?

In April, 2000, Jill Jenson, Ken Risdon, and LeAne Rutherford presented "Persuading, Politicking, and Propelling: Voices of Experience in Creating and Sustaining the Electronic Classroom" at the national convening of the Conference on College Composition and Communication's (CCCC). Their purpose was to "examine anticipated, unanticipated, and sometimes surprising political and economic issues related to the ever-expanding use of technology at a mid-sized comprehensive university, with particular emphasis on the Composition Department." In preparing for the session, they were surprised by UMD's history with technology-enhanced teaching. (See time line, p. 7.) Its initial randomness, its fits and starts, its tenacity, and its defenders and resisters all emerged as this time line developed in the historical darkroom.

The following encapsulates the evolution of teaching with technology at UMD. It does not attempt to include anything done by Computer Science or Computer Engineering. Also, the dates given are approximate. It concludes with several suggestions for instructors who want to evolve electronically.

About 19 years ago the technological evolution on the UMD campus began with the addition of a word processing component in Freshman Composition followed several years later by a structured composition course using Visiword in a lab for writing exercises. Between '84 and '92 things happened independently as faculty experimented on their own. Some of that experimentation yielded enough interest in multimedia to hold a multimedia workshop in '92.

Bi-directional TV (ITV) began in '93, followed two years later in '95 by the IDS Bush Grant group's taking technology as its focus for the year. Since '95, the Bush, then IDS, groups have had some form of technology emphasis which changed from learning about what was available, to developing awareness of poten-

tial, and to using it in the classroom. These last two years, '99- '01, the IDS group has been called Tech Talk.

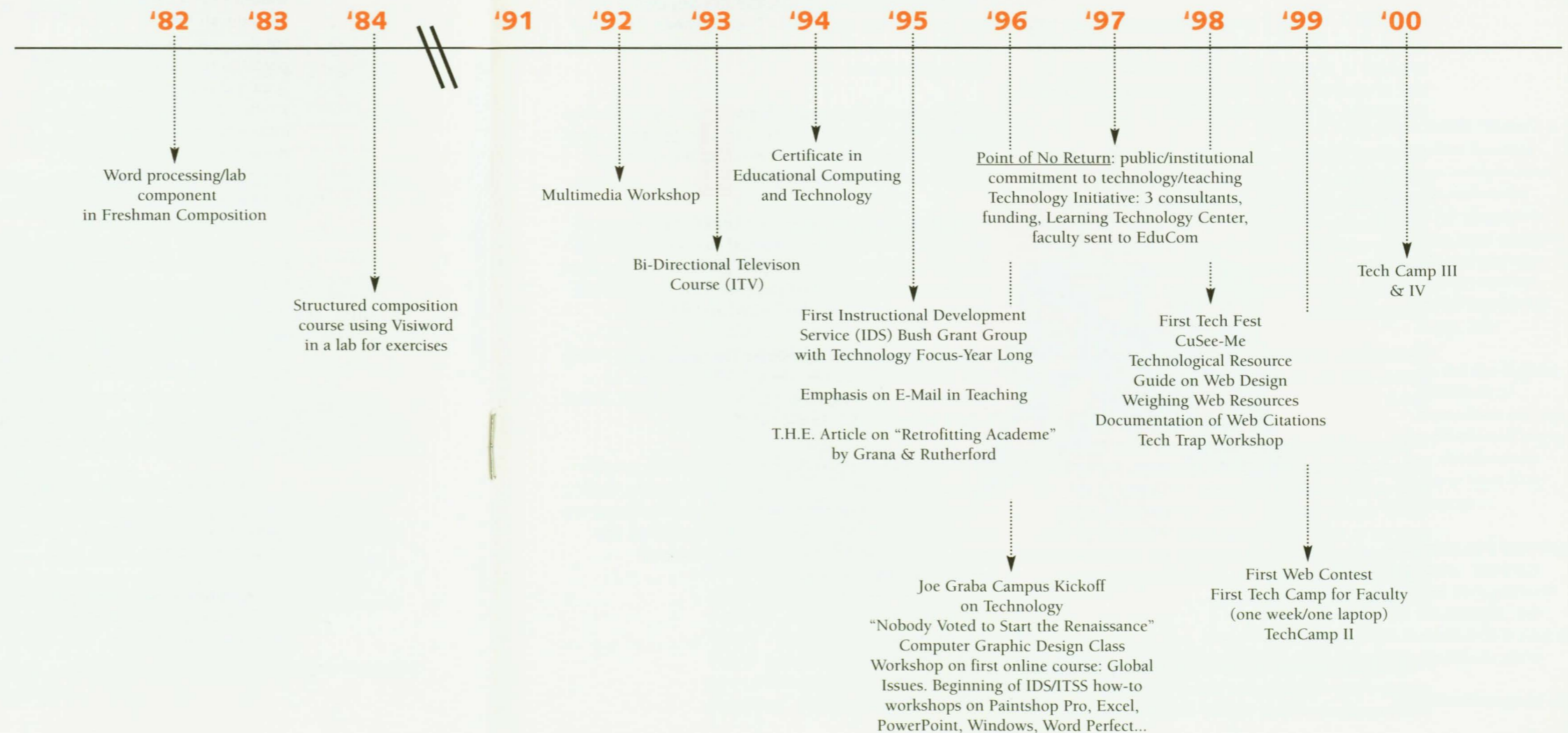
In '95, Joe Graba was invited to campus to give a technology kickoff speech. His talk, "Nobody Voted to Start the Renaissance," spawned some controversy. Meanwhile courses were springing up for students in computer-based graphic design; faculty were beginning to use e-mail in teaching; and some early

adopters such as Dennis Falk were already designing and offering courses online. Propelled by David McCarthy, in '94-'95, CEHSP offered a Certificate in Educational Computing and Technology at three levels: undergraduate, graduate, and MEd.

Nineteen ninety-six was, however, the point of no return in technological advancement at UMD. There

*Continued on page 8*

# The Evolution of Teaching with Technology at the University of Minnesota Duluth



was public and institutional commitment to technology as it relates to teaching. Once administration supplied money for the technology initiative, three consultants were hired, a technology learning center was created in Montague 239, faculty were sent to the EDUCOM conference, and IDS/ITSS conducted well-attended workshops for faculty and staff on programs such as PaintshopPro, Excel, PowerPoint, Windows, WordPerfect, and others. ITSS continues to provide instruction, faculty support, and resources for using DreamWeaver, Excel, FilemakerPro, PowerPoint,....

Between '98 and now, UMD has bolstered technology interest with TechFest and five TechCamps. It appears that the institution is doing quite well in involving faculty in choosing the right amount of technology to achieve their teaching goals. There are instructors, though, who have not moved in this direction and who might want to now.

Some have very solid reasons for eschewing technology in their teaching. Some are stopped by hurdles too high to jump on their own: fears of change, of loss of control, of lack of time or reward, of technical failures, of not knowing where to start....

However, faculty members have been able to leap these hurdles with help: faculty technology consultants, a learning center, Tech Camps and Fests, a well-developed campus infrastructure, instructional design workshops, administrative support, student expectations and assistance, and even an understanding of the incremental nature of learning technological skills.

To continue to foster appropriate technological choice and use in teaching, here are several suggestions:

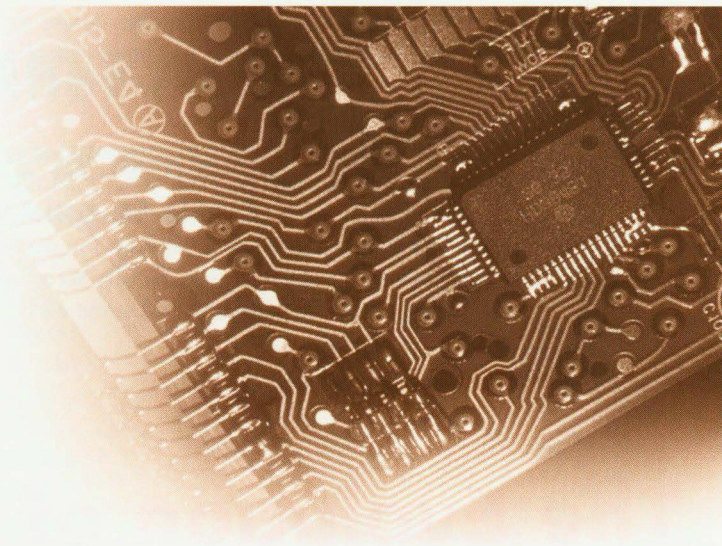
• **Know where you are going and what results you want to see from your students.** Using good instructional design principles, let goals decide the tools. As an example, if one of your goals as an instructor were to keep students informed of their standing in the class throughout the semester, learning to use some electronic grade keeping system might be worth considering.

• **Work on technology for your own specific purposes** while realizing that it isn't necessary to learn every application that crosses the horizon. Pick

your battles carefully.

- **Network your tech work.** TechTalk, for instance, meets five times per semester over lunch for free exchange of ideas, stories of success, and tales of perturbation. (To join, contact [lrutherf@d.umn.edu](mailto:lrutherf@d.umn.edu).)
- **Be alert to new technological developments** which may become teaching tools. Read *Syllabus* (free) and attend UMD's TechFest. Have your students watch for fresh applications.
- **Seek rewards for your efforts** in uniting technology and teaching. Apply for a TELgrant, suggest new ways for your college to value electronic publication and innovation in the tenuring process.
- **Laugh at your mistakes.** Disequilibrium is part of the package. If your instructional setting is light and relaxed, occasional technological glitches will not deter you from using the unfamiliar. Students can and will help you over bumps when asked and needed.
- **Learn about UMD's resource infrastructure.** What labs do students have access to? What's in the Technology Learning Center in the new library? What help does ITSS offer on the Web?

As proponents of providing the best learning possible for students, instructors must continue to take stock of teaching's interface with technology and adapt as we evolve as a campus. There is more to come on this topic. Watch for it in the Fall, 2001, issue of *Instructional Development*.



# The Face of Janus: Teaching for the Future

by  
Lorraine Mitchell, Department of Education

Lorraine Mitchell, a member of the Early Childhood Studies Program and a participant in the Laptop Pilot Project, copresented a November IDS workshop, "Technological Creations in Education: Examples from a Laptop Project," with Katie Lawson of the same department. In preparing for that workshop, Lorraine articulated her beliefs and goals and commented on how they played out in actual practice with her students in Sped3103: Infants and Toddlers with Special Needs. In this class, students learn about working with very young children with disabilities and their families. The disabilities or "special needs" which students encounter might range from speech and language delays to medically fragile children. Often, intervention takes place within the home setting or a preschool environment.

Much of what she says in the following article will resonate with other instructors as they, too, set the stage for technological creations in education.

I believe that "...the responsibility falls to institutions of higher education to train future teachers not to teach as their predecessors did, but to teach for the future" (Ferguson & Kopp, 16). At this moment with opportunities that the Laptop Pilot Project presents, teaching for the future means setting my sights on infusing technology into my class. That is a goal with the face of Janus: one side faces my own teaching and the other, the teaching my students will do in the future. "Students who grow up in a technological age will not accept lectures that fail to draw upon the information resources on the Internet and elsewhere" (Ferguson & Kopp, 33). Reasoning



thus, the National Research Council is quoted as saying that because "most teachers teach as they were taught, university courses for prospective teachers must exemplify the highest standards for instruction" (Ferguson & Kopp, 16).

To me the highest standards of instruction aim for sophisticated learning which occurs under at least four conditions:

- **Teaching and learning are interwoven.** Students have given me not only pointers about PowerPoint, for example, but also act as teachers when they take their digital cameras and/or laptops into their practicum place-

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## The Face of Janus *continued from page 9*

ments where they teach their cooperating teachers and the children a new skill revolving around these technologies.

- **Learners participate in authentic learning environments.** If, according to Ferguson and Kopp, half of the workforce today spends its time gathering and processing information (7), then learning how to compare, choose, and use search engines is a critical skill. My students practice using this skill when they have to locate information for my assignments/projects and those from other classes.

- **Learning environments are designed for active student exploration and interaction.** Working with infants and toddlers with special needs calls for refined skills in observation and description. I encourage students to use skills acquired in my class, for example using the digital camera, to approach assignments and make observations in new ways.

- **Learners can creatively apply new information.** This a goal of mine: that my students feel empowered to integrate and apply their skills to create new products for teaching and to use information they have acquired in a new way. I will continue to ask them, "How have you applied your new tools to teaching?"

.....

During Spring Semester 2000, my original learner outcomes were limited to four categories: my Web page; e-mail for sending me specific journal assignments; Internet searches in class for special education resources to critique and bookmark for future reference; and a link through my home page to other sites including the Department of Education and the Department of Children, Families and Learning.

The next semester—Fall 2000 — my plans for learner outcomes more than doubled, growing from four to nine. I could clearly see the results in

learning enhancement. In other words, my confidence in and goals for teaching with technology grew with experience.

- Because students could **access my Web page** to refer to assignments, they could e-mail me with questions when they could not meet with me face to face. We could still problem solve but without the constraints of time and space.
- When students **use e-mail** to send specific journal assignments to me, they come in more quickly and with more urgency. This is how many students are already communicating these days.

When the "look" of a paper is not all that important to me, e-mail communicates ideas very efficiently.

- As students **search the Internet in class** for special education resources, critique those resources together, and bookmark them, I know that the sky's the limit. Students have unlimited access to resources. No longer are they confined to library hours or a solitary search. Within the classroom, classmates can help critique the quality of the resource. Students also get to think about their own ways of organizing and editing their discoveries.

- **Using my home page as a link** to other sites, including the Department of Education, learners can gather a trove of helpful information about children with special needs. These links can serve as a mine of knowledge in which students can dig at any time. The Department of Children, Families, and Learning, as an example, is the mother lode on the Internet for students, parents, and professionals.

- Search engines are numerous and varied. Students need to know how to **use and choose search engines**. In class, I give students a handout on using Boolean operators. Then they try to estab-

*Continued on page 11*



## The Face of Janus *continued from page 10*

lish which search engines bring them the most successful searches pertaining to this course.

- I want my students to **learn the basic skill of using a digital camera**. They take pictures of themselves to put into a link in my Web page. They also may be asked to take pictures of children variously involved in activities at their practicum sites, insert them into their hard drive, and discuss the significance of their pictures with classmates. When they bring this visual experience to my classroom to share with their fellow students, this added dimension gives depth to a discussion.
- Students must learn how to **save and retrieve from their zip drives**. As they increase their computer use with text and pictures, organizing and saving them in systematic and retrievable fashion is crucial.
- Teaching and learning from each other, students and teachers must **collaborate in learning about this laptop environment**. This is an extremely important component for me: that students believe they are empowered to share ideas about what they have discovered with their classroom teachers, with cooperating teachers, and with the children with whom they are working. I know if we in higher education model respect and enthusiasm for students who come to our aid, they, in turn, can do that for the children in their practicum and student teaching sites.
- My students **start a collection of their favorite Web sites** (with pictures) that link to my course Web page, adding to it periodically to give classmates more informational resources. This is their initial incentive for learning to use a digital camera. Furthermore, seeing the applications for a digital camera motivates them to both “shoot and share.”
- My colleague and fellow tech traveler, Katie Lawson, captures the essence of what we are trying to do: “Technology extends my presence into my students’ lives.” But, even more than that, technology has the potential to extend their presence into their students’ lives as we teach for the future.



### Reference:

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- assisting IDS in periodically reviewing its mission statement
- working with IDS to establish measurable goals and objectives
- helping evaluate progress toward satisfying those stated goals
- providing feedback and advice to IDS regarding ideas and programs
- promoting the goals and activities of IDS to the campus community.

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