

UNIVERSITY OF MINNESOTA

University Senate Consultative Committee
420 Borlaug Hall
1991 Buford Circle
St. Paul, Minnesota 55108
Telephone: (612)376-2479

FACULTY CONSULTATIVE COMMITTEE

March 20, 1986
1:00 - 3:00
625 Campus Club

AGENDA

Approx. time

- 1:00 1. Minutes of March 6 meeting (enclosed).
2. Report of the Chair.
3. Semesters: What schedule modifications may be in order for considering the semester system issue since the survey responses from the coordinate campuses will be arriving later than those from the Twin Cities?
- 1:30 4. Report of the Williams Committee on evaluating the three-year experiment of expanded Civil Service representation on Senate and Assembly committees. Guest: Professor C. Arthur Williams. (REPORT ENCLOSED to FCC.)
- 2:15 5. C_TF Special Committees: Further action if any which FCC should take at this point regarding the preliminary reports from the Committee on Preparation Standards and from the Committee on Coordinating Twin Cities' Lower Division Education. (Update from Ellen Berscheid on the work of the Coordinating Committee.)
- 2:45 6. Interdisciplinary graduate programs at the University: Exchange of views, observations, and suggestions regarding the University's mechanism for evolving, creating, evaluating, and financing new programs.
7. Other business.

UNIVERSITY OF MINNESOTA University Senate Consultative Committee
420 Borlaug Hall (Agronomy)
1991 Buford Circle
St. Paul, Minnesota 55108
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MINUTES
FACULTY CONSULTATIVE COMMITTEE
March 20, 1986
1:00 - 3:00
625 Campus Club

Members present: Ellen Berscheid, Richard Goldstein, David Hamilton, Joseph Latterell, Cleon Melsa, Jack Merwin, Paul Murphy, Irwin Rubenstein, Frank Sorauf, Deon Stuthman (Chair).

Guests: Tim Pratt, Maureen Smith.

1. Minutes of March 6. The secretary will send corrected minutes to the members.

2. Report of the Chair.

A. Status of work of the Special Committee on Lower Division. The February report was intended to be truly an interim report and should not be regarded as an effort at anything like a complete and final document.

B. Proposed schedule for 1987-86 Senate and Assently meetings. FCC members accepted the schedule submitted to them; the chair will so report to the Senate office.

C. The Twin Cities Campus Calendar Committee report was circulated. The Calendar Committee proposed slight modifications in the already-approved 1986-87 and 1987-88 schedules, and presented for the first time its proposal for 1988-89. Copies were to be sent at once to all FCC members, who expressed serious reservations about the 1988-89 proposal since the winter quarter would include only 48 instruction days and would lack two Mondays.

D. Efforts to bring to the Twin Cities Campus Assembly a motion to reestablish the grade "F". The College of Liberal Arts has taken the initiative and already approved this change to its grading system; the Assembly Committee on Student Academic Support Services (SASS) is prepared to send to the Assembly a motion to enact such a change campus-wide. SASS surveyed all campus deans and received a positive response in support of the change. The Educational Policy Committee now has the motion for consideration.

E. Athletics Task Force hearings. Vice chair Irwin Rubenstein reported that the Task Force has scheduled public hearings for March 26 and April 16 and invited a number of groups, including the Consultative Committee, to testify. FCC members, acknowledging with Professor Sorauf that athletics

has become an issue for the University and for its external relations, agreed that they would like to give testimony either as a committee or as individuals, and would request time to appear. FCC will request additional background information to use in an April 3 discussion of what it would like to present to the Task Force.

F. Revised agenda ordering. Item 6, "Interdisciplinary graduate programs" became Item 4 out of deference to particularly interested members who needed to leave the meeting early.

3. Semester issue: process of governance consideration.

The chair reported that the surveys from the coordinate campuses would be retrieved somewhat later; most returns are expected by about March 31, but that is too late for the Faculty Affairs and Educational Policy committees to analyze and consider results before the April 3 docket deadline. The chair has delayed sending the letter of instruction to SCEP and SCFA because of uncertainty as to the date of survey returns and analysis completion. Professor Stuthman proposed that the committees be asked to bring their recommendations instead to the May 15 meeting.

Professor Goldstein questioned whether the committees will have sufficient time in one month to consider all the issues.

Degree of coordinate campus participation. Professor Melsa reported that the Crookston Campus would not be bothered if Twin Cities survey results were identified early; however, Professor Latterell reported that the Morris Campus believes rather strongly that the results of all the University campuses should be announced at the same time, although he did not oppose identifying each campus's own vote. He was disturbed that although faculty governance had initiated and overseen the survey, invitations to coordinate campuses to participate in the survey had been made to the chancellors; faculty only later became aware of the opportunity and pressed for the survey, he told his FCC colleagues. He asked that the University faculty speak as a group.

Professor Rubenstein asked that FCC members consider whether the Faculty Assembly vote should be recorded separately from the full Campus Assembly vote, for the Regents to have for information in addition to the survey results.

There followed speculations on what the vote would be and what major reasons it would reflect. Professor Latterell saw the survey as particularly important because, no matter what decision is taken, all faculty members will have had the chance to express their own will.

Professor Sorauf contended that few issues are more clearly joint concerns of the faculty and students than is the University's calendar. He strongly favored making the full Campus Assembly the forum for considering the question and Professor Murphy, citing governance history, seconded this view.

Professor Melsa charged that in the discussion of faculty rights and student rights the rights of the coordinate campuses have been ignored. Since it would be suicidal, in his view, for the coordinate campuses not to change if the Twin Cities Campus changed, he would prefer consideration and action to be taken in the Senate, and preferably the University Senate.

On the other side, Professor Merwin questioned whether all campuses should vote together on the question if any change were not to be binding on all campuses, and Professor Stuthman reminded the group that the original question had been whether the Twin Cities Campus should change to a semester system; he questioned whether starting over at this point with a new assumption would be a wise thing to do.

Professor Rubenstein moved that the semester business be returned to the Faculty Assembly for a vote and then forwarded to the Campus Assembly for a vote jointly by students and faculty. He argued that this should be done so there would be a clear faculty voice expressed to the Regents. Professor Berscheid seconded the motion.

FCC members agreed with the chair's recommendation that the two coordinate campus FCC members would participate in the vote on this motion.

Discussion. Professor Sorauf said that the effect of the proposed routing, if approved, would only be to undermine the Assembly and undercut its deliberative nature. Moreover, he added, either the Campus Assembly vote would then be postponed until fall, or there would be a repetition in the same May meeting of the arguments made in the Faculty Assembly.

Vote: The motion failed, 3-aye, 4-no, 2-abstaining.

Instructions to SCEP and SCFA: Professor Stuthman recommended, and the FCC agreed, that FCC would ask the Faculty Affairs Committee to report its survey analysis to the Twin Cities Faculty Assembly since that body commissioned the survey, but would ask SCEP and SCFA both to report their recommendations to the Twin Cities Campus Assembly.

4. Interdisciplinary graduate programs: first FCC discussion.

Professor Rubenstein commented that if this University is to become one of the nation's major universities, it will do so in part with an identification of interdisciplinary programs. But our process here is slow, he said, and success difficult to achieve. He cited as an example the area of human genetics, a major study area identified some 15 years ago and only now getting systematic attention. He said the University lacks the mechanisms to take advantage of new developments as they come along. Professor Merwin reported that the Finance Committee had time scheduled on April 3 with Vice President Murthy to learn something concerning the financing of the establishment of interdisciplinary research and graduate programs.

Professor Hamilton called the need to accommodate these programs exceedingly important and said that some academic areas, including Biology, would be eviscerated if the University does not find a way to deal with the problem. Professor Sorauf commented that deans and vice presidents should not be trapped by administrative lines.

Professor Hamilton mentioned one example of the structural and funding problem: medical students need the courses for which he as a department head receives the funds for TA's, but those are not the courses the Anatomy Department's graduate students concentrating in cell biology need. It is

possible our departmental structure is wrong, he added.

The FCC will discuss the topic further on April 17 and will invite guests to a subsequent meeting, probably on May 1. Professor Murphy noted that since the matter is of vital educational importance, after the FCC has initiated an examination it should ask the Educational Policy Committee to look at it too.

5. Commitment to Focus.

A. Preparation Requirements. Professor Stuthman reported that this Special Committee has revised its recommendations, dropping a course in the arts as a requirement and reducing the social studies requirement from three years to two. Professor Goldstein said the arts change was made largely because students pointed out that nearly all high school arts offerings are in the performing arts, which was not what the committee had in mind.

B. Coordinating Committee. Professor Berscheid reported the committee would hold a long meeting on March 21 to make recommendations on the interim report from the Special Committee on Coordinating Lower Division; the Coordinating Committee wants to help bring about dovetailing of proposals coming from various sources.

Professor Goldstein referred to rumors that some senators are motivated to vote against the preparation standards because they believe the standards' tightness would seriously cut enrollments in at least particular units.

FCC will meet with Professor Collins on April 3 for a brief discussion of the final report and the motion to the Senate.

6. Special Senate Committee on Civil Service Representation on Senate and Assembly Committees. Guest: Professor C. Arthur Williams, Chair of the Special Committee.

(Copies of the committee's report and recommendations had been sent to FCC members in advance.)

Professor Stuthman noted that the FCC and SCC had appointed and charged the special committee to assess the three-year experiment of non-voting civil service representation on eight Senate and Assembly committees. The special committee included Barry Bridges from the Civil Service Committee, Professor Caroline Czarnecki of Business and Rules, and Professor Williams of the Committee on Committees.

FCC members complimented Professor Williams on the clarity of the report. Professor Williams explained that his committee had talked either in one of several small meetings or by telephone with all the chairs whose committees had had this non-voting representation. His committee could identify no clear single guiding principle by which to determine when civil service membership was appropriate, but framed three questions to ask with regard to each committee involved, and based their recommendations on the responses:

-Are civil service employees affected in a significant way by the work of the committee?

- Do civil service employees have a perspective to bring which would contribute to the committee's work and which is not brought by either faculty or students?
- Do the chairs involved recommend regularizing this membership?

The Williams Committee recommended that for five of the committees in the experiment two civil service representatives be added as regular members with voting rights. These are

Animal Care	
Physical Plant and Space Allocation	Senate
Services for the Handicapped	
Calendar	Assembly
Intercollegiate Athletics	

On the three remaining committees in the experiment they made different recommendations:

Library: Discontinuance of representation. (Both the chairs involved recommended against membership; the answer to all three questions was in the negative; Williams Committee considered this thoroughly.)

Research: One member with voting rights. (A number of civil service employees have strong backgrounds here but their contributions might well duplicate that of faculty.)

Finance: Permanent non-voting representation. (Civil Service were seen as affected but not as much as students and faculty. Chairs have appreciated the usefulness of the civil service representatives, who have had considerable budgeting experience.)

(FCC members, in looking at committees where civil service staff already have voting membership, inquired about the reason for that on the Academic Freedom and Responsibility Appeals Committee. The secretary will look up the history and report to FCC.)

Possible future trial with other committees. Professor Williams reported that his committee considered all the remaining committees and recommended a new three-year experiment with four:

- Senate Committee on Extension and Community Programs (1 rep.)
- Assembly Committees on
 - Convocation and the Arts (2)
 - International Students (1)
 - Student Affairs (2).

Asked about the rationale for civil service on Student Affairs, Professor Williams noted that the committee is to be concerned with students' welfare and many civil service employees' jobs give them a good perspective on that.

Discussion.

Finance: Professor Sorauf spoke in favor of continued civil service

participation with voting rights, saying there should be a single class of membership and civil service staff have a stake in SFC decisions. This winter Finance made recommendations to President Keller to take a substantial part of the retrenchment from the salary increases of faculty and civil service.

Professor Merwin recommended no vote in SFC for civil service representatives. The example cited by Professor Sorauf was the only one Professor Merwin could recall where SFC had advised on a matter including a clear civil service interest. He said he had been influenced by the strong belief of one of the civil service representatives that they should not vote. Professor Sorauf said one cannot say civil service has no interest in other areas of SFC consulting, and he noted physical plant and maintenance cuts.

Professor Merwin remarked that another possibility would be to include civil service representatives in an ex officio capacity, specifying exactly the kind of members the committee finds valuable.

Intercollegiate Athletics. Professor Sorauf found civil service membership hard to justify since those employees are affected only insofar as they are public attenders and the committee needs to move more towards attention to policy issues, particularly the education and progress of one group of University students. Professor Williams reported that his committee had initially held the same opinion but that the two chairs involved had told the committee it was valuable to have the civil service representatives. Given the current charge to ACIA and the fact of alumni membership, his committee thinks civil service staff should be included.

Professor Stuthman noted that including two voting civil service members would violate the Big Ten rule that faculty must constitute a majority of the governance committee on intercollegiate athletics.

After a brief discussion, everyone present agreed that the question of civil service membership on ACIA should be deferred, both because of the need for maintaining a faculty majority and because the recommendations of the Athletics Task Force may well include structural and/or membership revisions to ACIA.

There followed a brief discussion and expression of disapproval of the practice of ACIA members receiving something of value for their service on the committee (the offer that they may purchase season tickets at a very substantial discount).

Consideration of the Williams Committee report was scheduled to continue at the April 3 FCC meeting.

The meeting adjourned at 3:00 p.m.

Respectfully submitted,

Meredith Poppele, Executive Assistant

curr 200 2/20

Office of the Dean

*Calendar Committee
February 12, 1986*

UNIVERSITY OF MINNESOTA
TWIN CITIES

College of Liberal Arts
215 Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455

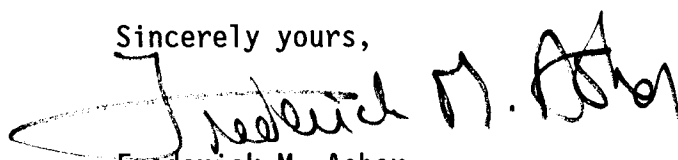
February 12, 1986

Professor Deon Stuthman, Chair
Assembly Steering Committee
Agronomy and Plant Genetics
418 Borlaug Hall
St. Paul Campus

Dear Professor Stuthman:

I write to report on behalf of the Assembly Calendar Committee our proposed calendar for the years 1986-87, 1987-88 and 1988-89. Although the 1986-87 and 1987-88 calendars have been adopted by previous Assembly action, my committee proposes two changes. First, a personal floating holiday is added to bring the number of holidays to 11 as required by the state; second, the dates of summer sessions are changed so that the two summer terms are of equal length, 25 days. I and my committee trust that these changes can be approved by the Assembly even though earlier versions of the calendar had been adopted. The calendar for 1988-89 is here submitted for the first time.

Sincerely yours,



Frederick M. Asher
Calendar Committee Chair

FMA:mb

Attachment

Circ FCC 4/3/86

Original to Secretariat
attached

(sent as letterhead)

April 1, 1986

To: William Boylan, Chair, Senate Committee on Faculty Affairs
William H. Hanson, Chair, Senate & Assembly Committees on
Educational Policy

From: Deon Stuthman, Chair, Senate Consultative & Assembly Steering
Committees

Subject: Reporting to the Assembly on the semester question

The Faculty Consultative Committee regards it as essential that both SCEP and SCFA address the Campus Assembly on the question of whether the Twin Cities Campus should change to a semester calendar. While it was SCFA last year which, sensitive to the burden a conversion of systems would place upon faculty, brought to the Faculty Assembly the motion to conduct a survey, and which has taken the responsibility for overseeing the conduct of that survey, the question of the kind of calendar under which the University should be operating is above all else a question of educational policy. I am aware that the importance of this issue is very much on your minds. In November 1984, while the Working Group was making its studies, SCEP issued a statement referring to "the paramount importance SCEP attaches to changes that will result from a shift to a semester calendar."

May 1 is the deadline for submission of docket material for the final Assembly meeting (the meeting itself if May 1st). It is our hope that your two committees will find the necessary time to give the most careful consideration to the question and will avail yourselves of the three most relevant sources of information:

- The just-completed faculty survey
- The April 1985 report of the Semester Working Group
- The spring 1985 Student Calendar Survey.

Faculty Survey:

We understand that Darwin Hendel expects to be able to report to SCFA the survey analysis of at least the Twin Cities faculty response on April 11; we hope it is the case that you can also know at least the basic semester vs. quarter count from the coordinate campus faculty at the same time.

Semester Working Group Report:

Members should refamiliarize themselves with this report which resulted from seven months of research, testimony, and discussion. The introductory statement to the report says the materials it presents

"represent what the Working Group has been able to identify as major issues to be addressed in deciding whether or not a transition to the semester system is advisable," and that

"it is hoped that this information will provide a basis for enlightened discussion."

Student Calendar Survey:

I have attached a copy of the survey results and the cover letter the Student Concerns Committee chair wrote to the members of the Consultative Committee.

Please keep in touch with one another. Your committees may choose to meet jointly, or you may find it more workable, especially given the cramped time frame we now face, to meet separately and report back and forth through the chairs.

The Senate Consultative Committee would appreciate receiving a copy of your separate reports or joint report before you submit it to the Assembly docket or, if that's impossible, at the same time. We request that SCFA report the survey analysis for information to the Twin Cities Faculty Assembly because that is the body that ordered the survey; we request that SCFA and SCEP report their recommendations to the Twin Cities Campus Assembly. The governance system will then be able, this spring, to make its position known to the central administration and the Board of Regents.

(I want to clarify something here. This is a matter of Assembly business. Because the coordinate campus members of the SCC, and especially the faculty members, believe that any significant changes in the Twin Cities calendar would have a major impact on their campuses, we are attending to the semester question as a full Senate Consultative Committee -- and as a full Faculty Consultative and Student SCC -- rather than as the Assembly Steering Committee. This has seemed to us an appropriate courtesy.)

Thank you in advance for your renewed efforts to offer guidance to the Assembly on this momentous question. Please do not hesitate to call on me or the Assembly Steering/Senate Consultative Committee with questions if we can provide any help in your completing your tasks.

:mp

Encl.: (Student) Calendar Survey 1985

UNIVERSITY OF MINNESOTA
TWIN CITIES

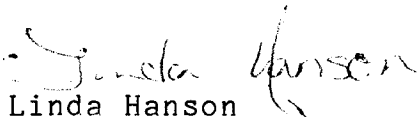
Minnesota Student Association
240 Coffman Memorial Union
300 Washington Avenue S.E.
Minneapolis, Minnesota 55455
(612) 373-2414

May 9, 1985

Dear Consultative Member:

As we tackle the issue of improving the University's calendar, the Student Concerns Committee of MSA has some valuable insights from a recent survey we conducted. Highlights of the results are enclosed. Please notice that students would prefer a quarter system which started earlier and ended earlier. This information was available at the April Senate Forum on the quarter versus semester issue. Because of your key position in the Senate we wanted to insure your access to these findings. We hope this information will better enable you to perform the vital role of leadership in the Senate.

Sincerely,



Linda Hanson
Student Concerns Committee, Chair

MSA

Name: _____

Calendar Survey 1985

Attempts The opinion of the student body is that the
 1 6 University should remain under the quarter
 2 7 system. The Student Concerns Committee of the
 3 8 MSA Forum conducted a survey of the Twin Cities
 4 9 student body and discovered a very strong
 5 10 preference for the quarter system and an early
 start-early finish calendar. Our sample of 500
 represents the winter of 1984-85 Twin Cities
 student body with the exception of law students
 since they already are on the semester system.
 Having the responses of 358 individuals gave us a
 70 percent return.

1. Are you registered at the U this quarter? _____
 (1.) yes (2.) no
 98.6 1.1

2. How many credits are you taking? _____
 (1.) thesis only (2.) 1-5 cr. (3.) 6 or more
 2.8 11.0 86.2

3. What is your age? _____
 Mean: 24.4 years Median: 22.6

4. What is your gender? (1.) M (2.) F _____
 53.4 46.0

5. What college are you in? _____

30-Ag	4.0	10-BiolSci	.6	05-DenHyg	
04-Dent	1.9	06-Educ	3.1	31-For.	1.2
19-G.C.	5.6	32-HmEc	2.8	17-CLA	36.4
02-Mgmt	3.1	11-MedSc	1.9	12-MedTech	.9
25-Mort Sci	.6	14-Nurs	.6	23-OT	.3
15-Pharm	.6	21-PT	.6	20-PubHlth	.3
07-IT	12.5	18-UC	.6	03-VetMed	.9
				08-Grad	18.7

6. What year in school are you? _____
 Mean: 3.7 Median: 3.7

7. Where do you live during the academic year? _____

(1) dorm	14.2
(2) frat/sor	3.1
(3) parents' home	20.7
(4) apt. near campus	14.8
(5) apt. away from campus (commute)	19.0
(6) house near campus	5.3
(7) home away from campus (commute)	22.9
(8) other	

8. Do you consider yourself a commuter student? _____
 (1) yes (2) no
 67.9 31.3
9. Do you have any post secondary school experience _____
 besides the "U"? (1) yes (2) no
 48.2 51.3
10. Have you ever attended a semester schedule _____
 institution? (1) yes (2) no
 32.8 67.2
11. Before this phone survey had you heard that _____
 the University is considering a switch to a
 semester system? (1) yes (2) no
 65.7 32.1
12. How well informed on this issue do you consider _____
 yourself?
 (1) very informed 7.4
 (2) informed 9.6
 (3) somewhat informed 41.1
 (4) uninformed 37.7
 (5) don't know 4.2
13. Which of the following academic term systems _____
 would you prefer?
 (1) A quarter system involving 3 terms 62.4
 of 10 weeks each.
 (2) A semester system involving 2 terms 28.7
 of 14-15 weeks each.
 (3) Don't know 8.9
14. Why would you prefer that system?

Please answer the following questions as they apply
 to you, using either the semester or quarter system.

15. Under which system would you best be able _____
 to study a variety of subjects?
 (1) quarter (2) semester (3) don't know
 78.6 12.9 8.6
16. Under which system would you best be able to _____
 study a particular subject in depth?
 (1) quarter (2) semester (3) don't know
 13.7 73.2 13.1

17. Under which system would you best be able to reach your educational goals? _____
(1) quarter (2) semester (3) don't know
49.4 22.0 28.5

18. Under which system would you best be able to pay for your tuition and books? _____
(1) quarter (2) semester (3) don't know
29.1 28.3 42.6

19. Which of the following academic calendar systems would you prefer? _____
(1) A system beginning early September and ending in early to mid-May? 68.8
(2) A system beginning in late September and ending in early June? 21.9
(3) Don't know. 9.3

Please answer the next questions as they apply to you, using either the early start/early finish system or the late start/late finish system.

20. Under which system would you best be able to find employment during the academic year? _____
(1) early start/early finish 49.6
(2) late start/late finish 11.8
(3) don't know 38.6

21. Under which system would you best be able to find employment during the summer? _____
(1) early start/early finish 78.6
(2) late start/late finish 6.2
(3) don't know 15.2

Please answer the following statements as they apply to you with: agree, disagree, or no opinion.

22. Taking a broad variety of courses is important to me. _____
(1) agree (2) disagree (3) no opinion
84.2 9.6 6.2

23. Intense study in a particular area is important to me. _____
(1) agree (2) disagree (3) no opinion
80.2 10.8 9.1

24. Obtaining summer employment is important to me. _____
(1) agree (2) disagree (3) no opinion
69.4 16.0 14.6

Which academic calendar do you prefer?

	PRELIM.	FINAL.
Those who prefer quarters:	331 RESPONSES	358 RESPONSES
EARLY SEPT.-EARLY MAY	64.1	64.7
LATE SEPT.-JUNE	25.4	25.3
DON'T KNOW	10.5	10.0

Those who prefer semesters:		
EARLY SEPT.-EARLY MAY	75.3	77.4
LATE SEPT.-JUNE	18.3	16.6
DON'T KNOW	6.5	5.9

Those who have attended semester institution:

PREFER QUARTER	51 %	50.0
PREFER SEMESTER	38 %	40.2
DON'T KNOW	11 %	9.8

Those who have not attended semester institution:

PREFER QUARTER	70 %	69.4
PREFER SEMESTER	23 %	23.3
DON'T KNOW	7 %	7.3

Those who have attended semester institution:

QUARTER BEST TO REACH		
EDUCATIONAL GOALS	34.3 %	36.3
SEMESTER BEST TO REACH		
EDUCATIONAL GOALS	31.4 %	31.9
DON'T KNOW	34.3 %	31.9

Those who have not attended semester institution:

QUARTER BEST TO REACH		
EDUCATIONAL GOALS	55 %	55.4
SEMESTER BEST TO REACH		
EDUCATIONAL GOALS	16.4 %	16.9
DON'T KNOW	28.6 %	27.7

How informed are you about this issue?

	PREFER QTR.	PREFER SEM.	DON'T KNOW
VERY INFORMED	55 % 56.5	41 % 39.1	4 % 4.3
INFORMED	48 % 44.1	42 % 47.1	10 % 8.8
SOMEWHAT INFORMED	62 % 61.4	32 % 32.4	6 % 6.2
UNINFORMED	71 % 71.4	18 % 18.0	11 % 10.5

Term Preferred

	Thesis Only	1-5 Credits	Over 5 Credits	Grad Student
QUARTER	11.1	56.8	65.2	41.7
SEMESTER	77.8	40.5	25.8	50.0
DON'T KNOW	11.1	2.7	9.0	8.3

Special thanks to people who made this survey possible:

Carlos Enriquez

Mary Jane Plunkett

Linda Hanson

Tim Pratt

Roger Harrold

Jeff Rugel

Thomas Jackson

Mark Sova

Claudia Kanter

Bruce Vahn

Liz Kranz

Allison Vanstone

John Lindstrom

Kimberly

Mike Loveless

Caroline

Ron Matross

UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Geography
414 Social Sciences Building
267 19th Avenue South
Minneapolis, Minnesota 55455

3 March 1986

To: Deon Stuthman

From: John S. Adams



*Copied to
SCFA + SCEP
~~4/15/86~~
4/15/86*

I'm glad that I was included in the sample survey conducted by the Consultative Committee. I feel very strongly about the quarter/semester question.

I believe that the matter should be discussed within the context of the Commitment to Focus plan, and that when the calendar matter is looked at in this way I feel the quarter system is clearly superior.

My main argument in favor of quarters is their flexibility. They are small building blocks that can be assembled in more ways than semesters. As soon as semesters are introduced, people start talking about half-semester courses, which are not very different from quarters.

Many professors complain that a semester is not long enough for the kind of large course that they want to teach. They need to be reminded that they are free to teach courses that run 20 weeks, with the grade granted at the end of the 2nd quarter.

Some administrators like semesters because it cuts down on administrative costs -- there are fewer registrations per student per year. I'm sure that the committee doesn't need me to remind it that the purposes of a university do not extend to making the administration's job easier. They are here to serve the research and learning objectives of students and faculty.

Professors with major administrative, clinical, professional organization, and field responsibility can arrange their schedules so that they teach 2 quarters out of three, or three out of four. The quarter system provides the flexibility that we need here in a major metro area where many programs have tight links with the community and the state.

I have heard some deans suggest that when people teach on the quarter system and have some teaching time off because of contract research or administrative responsibility, that it is too easy for them to have quarters without teaching. That strikes me as not a problem, but a solution. In CLA, for example, I think that the budgeting of the college and the mentality of the faculty ~~is~~ *are* too often that of an undergraduate college -- which it is. But it is much more. At a time when we are beefing up admission preparations standards and embarking on a major capital drive, while searching for star professors for newly established chairs, we should be emphasizing our research and graduate education programs. Looked at this way, I believe that the quarters are clearly superior.

If we were a residential college, I might argue differently. But we're not. And we are never going to be. Instead of arguing about quarters, we should be trying to create a 12 month university and put our faculty on 12 month appointments.

Copied 4/9/86

to SCFA and
SCEP

6, 1986

To the members of the University Senate from
the Twin Cities campus:

According to the "Minnesota Daily" there has been some talk about changing from a quarter system to a semester system here at the University. As a student, I strongly oppose this.

I have attended colleges, including the College of St. Catherine's and North Central Bible College, where the semester calendar is in effect. I can say that one of the most appealing attractions of the University for many students is its quarter system. With a quarter system students can take a wider variety of subjects than with a semester system. For those classes that need more time than a quarter to complete, there is that option of extending it into several quarters. For example, this has been done with the Chemistry 1004, 1005, 1006 sequence. I think this has been working out just fine.

In addition, I have seen students and classes get bogged down during a semester because it's so long. I, for one, feel more motivated during a quarter system class when things start getting rough because the end is not so far away compared with a semester system class. Also, isn't there

always the possibility that teachers may not use their time as wisely during a semester than a quarter because they have more time in which to finish?

The "Daily" mentioned that some faculty would like a semester format because "it would save faculty members time in bookkeeping." I think it would be unfair to change to a semester system to make things easier for the faculty, who are getting paid for the job they do, at the expense of the students' education. Thus I strongly believe that the best course of action is to keep the quarter system. I don't want to lose the opportunity to take the many different classes I can now take during the course of a year.

Barb Hartwick
2211 Colfax Ave So. #108
Mpls, MN 55405

university of minnesota memo

From Prof. Pluthman
M. Ward

- For your information
- For your approval
- Per your request
- For your attention
- Note and file
- Note and return
- Note and forward
- Please advise
- Please reply
- Send copy
- Please see me

*unsolicited,
from a
UMD student.*

*Copy sent to SCFA
and SCEP
4/9/86*

Date 3/11

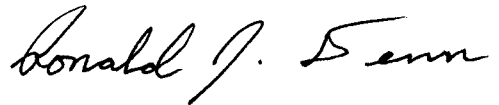
University of Minnesota
BA Form 507

S92046

with both the quarter and
year. It is my opinion that the
flexibility in class scheduling
and academic experience. To the best
reason for considering the
yearly in, early out academic
system why not have the Twin Cities
academic schedule as UMD. This

will allow more efficient transfers within the
university system. I thank you for considering my
suggestion and I hope they have been helpful.

Sincerely,



Ronald J. Denn

RJD/da

ACADEMIC CALENDAR QUESTIONNAIRE

This brief questionnaire asks you for your opinion concerning the proposed change from the quarter system to the semester system on the Twin Cities campus of the University of Minnesota.

SECTION I: Opinions about the Quarter and Semester Systems

There are two basic related questions concerning the quarter system versus the semester system:

- the first question below asks you to indicate your opinion as to which of the two options is better, but does not ask you to address whether or not the University should change from the quarter to the semester system.
- the second question asks you if you think a change should be made from the quarter to the semester system on the Twin Cities campus.

1. Given your values, beliefs and experiences concerning the semester and quarter systems, which do you think is better for the Twin Cities campus? (Check one)

- (1) Quarter system
- (2) Semester system
- (3) the two options are equal for me

Please comment: As a student it offers more
of a variety of classes to be taken. Also,
it is more consistant with the rest of
the university system

2. Now consider whether or not the Twin Cities campus of the University of Minnesota should change its current three-quarter system, with fall quarter beginning in late September, to a semester system; with fall semester beginning immediately after Labor Day? (Check one)

- (1) No, retain the current system with fall quarter beginning in late September and with spring quarter ending in mid-June
If "No", please go to Section II below.
- (2) Yes, change to the semester system with fall semester beginning very soon after Labor Day and ending approximately December 21.
If "Yes", please go to Section III below.

SECTION II: Prefer to Retain the Current Quarter System

This section is for faculty who prefer to retain the current quarter system.

3. What is your major objection to changing to the semester system as described above?

SECTION III: Prefer Change to the Semester System

This section is for faculty who prefer to change to the semester system with fall term beginning immediately after Labor Day and ending approximately December 21.

4. Although there is no flexibility in the starting date for the fall semester, there are several options for the spring semester. Please indicate your preference from the options listed below:

- (1) Early in and early out (e.g., begin spring semester in early January and end it in mid-May)
- (2) Late in and late out (e.g., begin spring semester in late January and end it in mid-June)
- (3) No preference as to starting and ending dates for spring semester

5. If the decision is made in the next few months to change to the semester system, when do you think it is feasible to make the change?

Fall semester 19 _____

SECTION IV: Faculty Characteristics

Your answers to this set of questions will help us understand the differences of opinion that exist concerning the quarter versus semester systems.

6. College/unit in which you are appointed? (Check one)

Academic Affairs

- (1) College of Biological Sciences
- (2) College of Education
- (3) College of Liberal Arts
- (4) Continuing Education and Extension
- (5) General College
- (6) Graduate School
- (7) Humphrey Institute of Public Affairs
- (8) Institute of Technology
- (9) Law School
- (10) School of Management
- (11) University College

Health Sciences

- (17) Dentistry
- (18) Medical School
- (19) Mortuary Science
- (20) Nursing
- (21) Pharmacy
- (22) Public Health
- (23) College of Veterinary Medicine

Vice Presidents' Office

- (24) Vice President for Student Affairs
- (25) Vice President for Academic Affairs

Institute of Agriculture, Forestry and Home Economics

- (12) Agriculture
- (13) Forestry
- (14) Home Economics
- (15) Agricultural Experiment Station
- (16) Agricultural Extension Service

Other

- (26) Please specify: UMD SENATOR
CSE

7. Tenure status?

(1) Tenure-track position (2) Tenured

8. Rank?

- (1) Instructor
- (2) Assistant Professor
- (3) Associate Professor
- (4) Professor
- (5) Other, Please specify: SENATOR - CSE

9. Gender?

(1) Female (2) Male

10. How many years have you been a faculty member at the University of Minnesota?

3 years

11. What experiences have you had with the quarter and semester? For each of the following, indicate the academic calendar you experienced. (Circle all of the following that apply.)

	<u>Not Applicable</u>	<u>Quarter System</u>	<u>Semester System</u>	<u>Other System</u>
a. As an undergraduate	9	①	1	1
b. As a graduate school/ professional school student	9	1	1	1
c. As a faculty member at an institution other than Minnesota	9	1	1	1

12. What professional development experiences have you had while on the faculty of the University of Minnesota? (Check all that apply.)

- (1) Single quarter leave
- (1) Sabbatical
- (1) Unpaid leave of absence
- (1) Released time on external grant

13. For the current year (i.e., Summer Session I 1985 through Spring Quarter 1986) how many courses did you teach in each of the following categories?

	<u>Number</u>
a. Total day-school courses across fall, winter and spring quarters	_____
b. Total courses in Summer Sessions I and II	_____
c. Total credit courses offered through Continuing Education and Extension from SSI 1985 through Spring Quarter 1986	_____

14. How would you describe your current activities at the University? Please check the one category that best describes your role.

- (1) Primarily involved in teaching
- (2) Primarily involved in research
- (3) Equally involved in teaching and research
- (4) Discipline-related service
- (5) University service and administration

15. The following items describe activities and responsibilities that may relate to faculty preferences for the quarter versus the semester system. (Check all of the following that apply.)

- (1) Field work that takes me away from campus for a week or more during fall, winter and/or spring quarters
- (1) Non-University consulting of approximately one day per week
- (1) Responsibility for the teaching of clinical courses
- (1) Clinical responsibilities to patients as clients served by the University

16. The Semester Working Group, chaired by Associate Vice President Betty Robinett, submitted its report in April 1985 concerning changing to the semester system. Indicate your familiarity with their work by checking all of the following that apply.

- (1) Was aware of the report before now
- (1) Have seen the report
- (1) Have read the report
- (1) Have talked about the report with colleagues

— Thank you for your time and cooperation —

PLEASE RETURN YOUR COMPLETED SURVEY BY March 12 TO:

Marilee Ward, Clerk
University Senate
424 Morrill Hall



Date March 17, 1986
To Irwin, Roy, Tim
From Meredith
Subject Invitation to testify before Intercollegiate Athletics
Task Force

Enclosed is a copy of the invitation the SCC, among many bodies, has received to present testimony to the Task Force on Intercollegiate Athletics.

Since Deon serves on the Task Force, he's withdrawn from any part in deciding how to respond. Would the three of you please determine whether SCC ought to request time to testify, and keep me informed? The March 26 hearing date is too soon to make, but not the April 16 date.



UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of the University Attorney
330 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455
(612) 373-3446

March 11, 1986

Senate Consultive Committee
c/o Professor Deon Stuthman, Chair
Agronomy and Plant Genetics
418 Borlaug Hall
1991 Upper Buford Circle
St. Paul, MN 55108

Re: Task Force on Intercollegiate Athletics

Dear Prof. Stuthman:

President Keller has appointed a Task Force on Intercollegiate Athletics at the University.

The Task Force has scheduled a public hearing on March 26, 1986, from 8:00 a.m. to Noon, in Room 238, Morrill Hall, Minneapolis Campus. Certain members of the Task Force will be present at the hearing. We will also transcribe the public comments for review by the full Task Force. Because of your expertise and/or interest in matters relating to the work of the Task Force, we invite you to testify at the public hearing. You may submit a written statement, an oral presentation, or both.

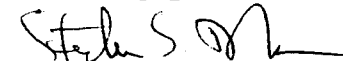
I have attached a copy of the letter of appointment and charge from President Keller. It should inform you as to the issues which the Task Force is addressing.

If you would like to appear before the Task Force, please call Peggy Hamlin at 373-3446 to make an appointment. We will not be able to confirm your appearance until we know how many individuals request an opportunity to present testimony. We intend to permit unscheduled testimony only as time permits. Testimony will be limited to ten minutes per person.

We are tentatively planning a second public hearing for the evening of April 16, 1986. If you are unable to attend on March 26 but would like to address the Task Force in April, please let me know and we will send you a notice of that hearing.

Thank you.

Sincerely yours,


Stephen S. Dunham
Vice President and
General Counsel

SSD/mam
Attachment

4/10/86

Irwin: FCC statement to Athletics Task Force:

(1) Accountability: the coaches and the athletics directors should be responsible and accountable for the program;

(2) There should be a unified academic standard, consistent over time, regarding athletes all across the two athletics departments;

(3) Faculty input is essential: the FCC would like to work with the Assembly Committee on Intercollegiate Athletics to help it enhance its capacity for faculty influence.

Meredith

To: Deon Stuthman, Chair
Senate Consultative and Assembly Steering Committee

From: Civil Service Representation Committee
Barry Bridges (Civil Service Committee)
Caroline Czarnecki (Business and Rules Committee)
Arthur Williams, Chair (Committee on Committees) *can*
Meredith Poppele, Staff Assistant

Re: Recommendations for Civil Service Representation on Assembly
and Senate Committees

Date: March 4, 1986

with

In late 1982, the Senate Consultative Committee authorized an experiment to determine whether extended Civil Service representation on Senate and Assembly Committees would be desirable. The Civil Service Committee had for many years requested civil service membership on more committees, but in early 1982, the Senate and Assembly Committee on Committees recommended no change. The Committee on Committees took this position because they were unable to develop any governing principle they could use to determine what committees should include civil service membership. The Senate Consultative Committee, encouraged by then-Vice President Nils Hasselmo, decided that temporary, non-voting, two-person representation on certain committees would be a useful experiment. This experiment was to last three years (1983-1986) after which the results were to be evaluated and a decision made for or against continuation.

In November, 1985, Deon Stuthman, Senate Consultative Committee Chair, appointed a special Civil Service Representation Committee (CSRC) to evaluate the results of the experiment and to answer three questions:

1. On which, if any, of the committees included in the experiment should civil service representation continue?
2. If representation continues, should the civil service representatives have the right to vote?
3. Should civil service representation, either voting or non-voting, be extended to any other committees?

To gather information concerning the experiment from the chairs of the committees involved, CSRC held three one and a half hour ~~lunch~~ meetings *during* *winter* *quarter.* on ~~January 23, January 28, and February 11.~~ All chairs either attended those meetings or transmitted their views by mail or by phone. CSRC also contacted the Civil Service Committee chair to obtain the civil service view on continued representation and voting rights. ~~CSRC met again on February 18 to develop its recommendations.~~

CSRC's findings and recommendations are summarized below under two categories: (1) committees included in these experiments and (2) committees not included in the experiment.

Committees Included in Experiment

The committees included in the experiment were as follows:

Senate:

Finance
Library
Research
Physical Plant & Space Allocation
Services for the Handicapped
Animal Care

Assembly:

Intercollegiate Athletics
Calendar

CSRC, like the Senate Committee on Committees, tried to develop some principle it could use to make its decisions. At one point, it considered the possibility that all operations committees should include civil service representatives. Upon closer examination, however, it discovered that, although operations committees were more likely candidates for civil service representation, there was no compelling rationale for including all of them. Furthermore, some standing committees would benefit from such representation. After considerable discussion, CSRC decided to base its decisions on three criteria:

1. Do the committee decisions have substantial impact on civil service personnel? How does this impact compare with the effect on faculty and students?
2. Would civil service input add significantly to the committee's discussions and decisions?
3. Do the committee chairs involved in the experiment recommend continued civil service representation? If so, do they favor voting rights?

Currently civil service personnel are voting members on 5 committees (Transportation & Parking, Bookstore Advisory, University Health Services, Academic Freedom & Responsibility, and Social Concerns). In each case, the committee's deliberations either greatly affect civil service personnel or their participation contributes significantly to the discussion and decisions.

For five of the committees included in the experiment, the answer to each of the above three questions was a strong "yes." Consequently, CSRC recommends that two civil service voting members be added to the following committees:

Senate

Physical Plant & Space
Allocation
Services for the Handicapped
Animal Care

Assembly

Intercollegiate Athletics - postponed
Calendar

At the other extreme, the Library Committee's decisions have much less impact on civil service personnel, civil service contributions are best provided through staff assistance from Library personnel, and the chairs see no advantage to continuing the experiment. A separate Library Council exists with civil service representation and the Library Committee receives the staff assistance it needs from Library personnel.

The Research Committee is more difficult to classify. Some civil service personnel, especially researchers in the natural sciences, are greatly affected by the Committee's decisions; most are not. Some are well-informed about the matters discussed by the committee; most are not. Some researchers may share the views of the faculty members with whom they work; others have a different perspective. The chairs report favorable experience during the experiment, but noted that replacements for the individuals who served may not be as good. As a compromise, CSRC recommends one civil service representative with voting rights.

The Finance Committee is also difficult to classify. Civil service personnel are clearly affected by this Committee's deliberations, but not as much as faculty and students. Civil service personnel with budget interests or experience can contribute much to the discussion, but CSRC believes that extending them voting rights is not necessary to obtain their perspective. The Committee chairs strongly supported civil service representation by persons with University budget experience, but had some reservations about voting rights. CSRC recommends continued participation, but no voting rights.

One observation made by several chairs was that civil service personnel sometimes have problems attending committee meetings because (1) their schedules are less flexible than those of faculty and students and (2) their supervisors may not value or even be sympathetic to this type of activity. CSRC recommends that either the Senate Committee on Committee chair or the individual committee chairs (or both) contact the supervisors of the civil service persons appointed (1) to explain the nature of the activity and its demands upon the appointee and (2) to request the supervisor's cooperation.

Another observation was that in selecting civil service appointees the Civil Service Committee recognize that for certain committees (for example, the Finance Committee or the Research Committee) preference should be given to persons with the professional interests or experience that are related to that committee's activities.

Committees Not Included in the Experiment

Using the first two of the three criteria, CSRC identified other committees that it believes might be included in a second three-year experiment based on the same principles as the first experiment. These committees are the following:

Senate:

International Students - one member
Extension & Community Programs - one member

Assembly:

Convocations & The Arts - two members
Student Affairs - two members

CSRC believes that in each case civil service personnel are either substantially affected by the committee's decisions or could contribute significantly to its deliberations. CSRC recommended that only one member be appointed to the International Students Committee and the Extension and Community Programs Committee because of the large ex-officio representation on those committees that includes civil service personnel.

CSRC favors experimentation rather than immediate appointment of civil service representatives because it found the views of the committee chairs extremely valuable in making decisions regarding the committees included in the first experiment.